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The Effectiveness of Implementing Modelled Writing on Enhancing EFL Learners'

Writing Performance :

Case of Third Year Learners at Ibn khaldoun Middle School, El Eulma,

Setif, Algeria

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Dedication I

I, Mister Abdelali BELHADI :

Only Allah knows how much I worked hard to give this work into light.

I dedicate this work to the light of my eyes that encourages me, my mother, who helped me a lot to accomplish this modest work with her support and prayers.

My father the inspiring ideal, the shrewd mind, the sturdy shield.

To the memory of my grandmother, my caring mother.

My nearest and dearest, my brothers and sisters, my nephews and nieces.

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I dedicate this humble work to my perseverant partner “Hanine”.

Dedication II

I, Miss Hanine BACHIRI :

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Abstract

Modelled writing is a classroom method where teachers lead students through the writing process throughout observing and participating in part. It is strongly related to teaching the writing skill because it gives students the opportunity to watch, absorb, and practice that skill under the supervision of an experienced guide. Teachers can effectively assist students in improving and enhancing their writing skill through implementing modelled writing into their yearly syllabi. This work is attempted to answer these questions :

- Do learners who work with modelled writing produce better pieces of writing than those who work without ?
- Would modelled writing be implemented to affect learners writing performance ?
- How would the implementation of modelled writing affect learners writing performance ?

This work is important because it addresses the writing skill, an essential aspect of schooling, and it clarifies how students' performance in terms of writing can be affected by modelled writing implementation. The current study is mainly based on analyzing the performance of third-year middle school students at Ibn Khaldoun Middle School in El Eulma, Setif, about modelled writing and its effects on their writing performance using a quasi-experiment case following informal interviews and questionnaires for teachers in a mixed method of both quantitative and qualitative approaches, and comparison between their grades before and after. The experiment consists of a diagnostic test, a pre-test to establish standards, a treatment phase, and a post-test. According to the experimental findings, students' writing performance is positively impacted by modelled writing, as indicated by the responses of the questionnaire given to the teachers as well. Based on the results, the research hypothesis has been confirmed.

Keywords: Modelled Writing, Writing Skill, Implementing, Students' Performance, Effectiveness

List of Abbreviations

BAC : Baccalaureate Exam

BEM : Brevet d'Enseignement Moyen

C Group: Control Group

DV: Dependent Variable

E Group: Experimental Group

EFL: English as a foreign language.

ESL: English as a second language.

IV: Independent Variable

MW: Modelled Writing

Q : Question

SVO : The subject precedes the verb and is followed by an object

PDP : Pre, During and Post

PPU: Presentation, Practice and Use

MS : Middle School

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General Introduction

1. Background of the Study

Learning English as a foreign language is a crucial task that is mandatory done through teaching learners the four skills added to other sub-skills. The four ones are listening, speaking, reading, and writing. They are commonly classified into two types that are receptive skills and productive skills. The receptive ones are reading and listening while the productive ones are speaking and writing. Depending on the teaching procedure, learners are exposed to each skill differently. Writing, as the chief means of expressing feelings, thoughts, desires, and plans (Akkaya & Kirmiz, 2010), is genuinely meant to let people communicate appropriately. As its name's suggests, it is accomplished via the written form of a language.

Writing as a skill plays a crucial role in foreign language teaching because of its well-deserving benefits. In almost the equal way, writing allows learners to develop their proficiency level. It takes more time, in comparison to the other skills, due to the more sessions taken by learners at schools to produce an output. It goes in a scientific process that starts with brainstorming, drafting, editing and publishing to reach a final production. Besides, writing is the one and only skill that is systematically done to test learners' performance. This is the real case of the Algerian educational system where all the semestrial examinations and the final brevets the BAC and BEM take the form of writing, marginalizing completely the oral performance.

As writing has a fundamental side in language learning, several researchers have been interested in developing ideas and theories within the fields of teaching English as a Second Language "ESL" and teaching English as Foreign Language "EFL", recently. Predicting writing is a collection of activities varying from the mechanical act of writing down to the highly complex act of composing (Spigelman & Grobman, 2005), reaching a hundred percent

writing production is almost rare _especially when the EFL and ESL teaching takes the second position after the first foreign language like in Algeria_ ; however, some approaches could help enhancing the writing performance of the students, especially middle school ones. They tend to follow a written sample_ whenever they are asked to produce a piece of writing_ in order not to start from a no-idea, for they lack the appropriate lexical items and structural knowledge (Bader, 2007).

This thesis reports on a study into how modelled writing affects the enhancement of EFL students writing performance. Accordingly, a previous research took place at the University of Setif -02- (2021-2022) explored the mentor texts modelling approach as a means that affect learners' writing. The current study aims at determining whether implementing modelled writing may contribute in enhancing learners' writing performance after being exposed to various writing instructions in a teaching- learning context based on the technique under investigation.

2. Statement of the Problem

Writing takes the full time skill within the literary subjects and occupies an end in itself. It usually hires the central position among the literary subjects and plays a vital role in all the contexts. To develop that skill, different techniques are suggested, but whether or not they show effectiveness remains a doubt. Therefore, teaching writing as a skill was treated in different papers, articles, journals and dissertations; however, it remains a debatable academic topic. Furthermore, students of different stages find it difficult when it comes to writing, especially what final production they would do and what model they should follow to make a critical piece of writing. Does the consequential effect of the modelled writing have a prominence in enhancing students' writing, thus to the development of writing as a means to pass all exams in EFL and ESL contexts?

3. Aims of the Study

The current research aims at investigating the effectiveness of modelled writing on EFL learners' writing performance. Also, it aims at shedding light on the importance of implementing modelled writing to develop learners' writing skill and enhancing them to produce more pieces of writing. It is a helpful strategy to guide them and let them come up with a written production. Learners are supposed to be aware of the importance of modelled writing within writing a biography, and teachers should encourage them to adopt such a writing approach.

4. Research Questions

This study attempted to answer these questions :

- Do learners who work with modelled writing produce better pieces of writing than those who work without it?
- Would modelled writing be implemented to affect learners writing performance ?
- How would the implementation of modelled writing affect learners writing performance ?

5. Hypothesis

With regard to the mentioned above questions, the following hypothesis will be tested :

If the EFL learners were provided with the modelled writing, there would be a remarkable difference in their writing performance.

6. Significance of the Study

This research will set new strategies and techniques in teaching- learning writing. EFL Teachers, educational designers and parents may adopt modelled writing as a technique, for it is simple and practical. That technique allows learners to correct pieces of writing due to the modelled reference.

It is a strategy that is meant to allow learners to be autonomous, and develop their writing styles especially the case of being a foreign language learner. As long as learners develop their writing style, the writing performance is going to be enhanced directly.

Furthermore, the modelled writing is meant to encourage learners' autonomy and avoid the practice of plagiarism that will be replaced by paraphrasing, reformulating and summarizing.

7. The Research Design

This research is a Quasi-Experiment case following a mixed method of informal interviews and questionnaires in a mixed method of both quantitative and qualitative approaches. The experiment takes a diagnostic test and a pre-test to set a starting point, a treatment period where learners are supposed to produce what favours the study, then post-test to verify their improvements in writing and whether or not these techniques could work for them. The population of this study is third year middle school students at Ibn Khaldoun Middle School in El Eulma, Setif, representing the experimental and control groups. The former includes some of the most active learners while the latter represents some of the average learners.

8. Structure of the Research

This dissertation is divided into two chapters, a theoretical one and a practical one. The theoretical framework is made up of three sections. The first section deals with some of the research available in English literature on the writing skill conceptualising and overviewing it to provide the reader with a clear image free of vagueness. The second section exposes modelled writing, and presents information about its linguistic writing typology to help students adopt a systematic use of it. In addition, The third section deals with the biography as a type of text that can be correctly used in a modelled writing context. Furthermore, the second chapter is devoted to the field work. It consists of three sections. It presents the

methodology of the field work and about the data analysis. It is a deep exploration of our variables through making use of students' experiment and teachers' questionnaire. In that chapter the focus is on interpreting the data collected from the questionnaire added to the discussion of the obtained results and pedagogical implications.

Chapter One: Writing, Modelled Writing and Biography

Section One: The Writing Skill

Introduction

Writing is a great way for students to learn new subjects! Through writing, students are able to explore the material more thoroughly and learn things outside of the classroom. It's similar to embarking on a verbal journey where they can explore and learn a variety of fascinating things they were previously unaware of. Writing, then, isn't just about expressing what you know; it is also about discovering exciting new things as you go! (Reimes, 1993, p.3). Students learn more effectively when they write more in class. For example, writing can help children learn new vocabulary and comprehend new grammar rules. It is like continuously improving a skill—the more you practice, the better you get at it. Therefore, students can acquire new material more efficiently and develop their language comprehension by writing more in class. As noted by Hedge (1988), writing proficiency is crucial for effective communication in various aspects of life, including school, employment, and interpersonal communication. Experts argue that it is more difficult to acquire than other language abilities, requiring practice and time. This section delves into a comprehensive exploration of writing skills, beginning with a series of well-defined terms. The discussion of the writing process's developmental path follows, describing the various steps and stages that are involved. It also looks at the crucial components of writing and how it interacts with other abilities. The chapter also clarifies the many techniques and strategies used in writing instruction. It also discusses typical challenges and obstacles in writing, leading to a meaningful conclusion.

1. Definition of Writing

Writing is indeed one of the four fundamental language-learning abilities, alongside speaking, listening, and reading. While students are typically taught writing skills in high schools and colleges, many find it to be the most challenging ability to master. However, developing writing is crucial for both academic achievement and successful communication in a variety of settings. Despite the fact that it could be challenging, students can develop their writing skills and become proficient writers with practice, feedback, and perseverance.

Many linguists provided their own definitions by taking into account various traits and qualities of writing proficiency. For instance, Byrne (1988) stated the following definition of writing: “Writing is the act of graphic symbols on a flat surface, and later it is more than the production of graphic symbols...” (Byrne, 1988, p.1). By implementing this definition, Byrne highlights that writing is more than just putting letters on a piece of flat paper; rather, it is a method of communicating ideas through the systematic and logical arrangement of those symbols in a way that meaningfully conveys a given message. The quote also implies a change in how writing is understood. Writing is initially defined as the process of physically producing visual symbols on a flat surface. This concept places emphasis on the fundamental process of creating written characters as a medium of communication, whether done by hand or via typing. Writing becomes an expert and subtle art that involves concept organization, language choice, and the production of writings that are meaningful and cohesive. Writing is essentially the art and craft of effective language communication, requiring creativity, critical thinking, and logical skill. The physical act of writing involves the formation of graphic symbols.

In addition, Byrne (1991) asserts that writing involves more than just individual symbols; these symbols need to be arranged and grouped together to create meaningful units such as

words, phrases, paragraphs, and essays. In other words, writing is about putting symbols together in a way that makes sense and conveys ideas effectively. Furthermore, Byrne (1991) suggests that writing is the hardest skill for students to acquire since it demands a large time and concentration commitment. He divides the difficulties into three categories. The first is a psychological issue where the writer struggles with a lack of communication and feedback from the reader, making writing feel isolating. The second is a linguistic problem because writers have to express their ideas in a grammatical sense and language rules to ensure clarity and coherence. The third is a cognitive issue because writing needs to be taught instead of following formal instructions, requiring the writer to become proficient in structuring their thoughts for written communication.

Moreover, Lyons and Heasley (1984) describe the writing skill as: "Writing is a communicative occurrence between a writer and an intended reader in which the writer creates a discourse with the imagined reader and derives from this a text by which an actual reader may approximate to the original discourse." (Lyons & Heasley, 1984, p. 209). This indicates that writing serves as a medium for the exchange of ideas, thoughts, viewpoints, and other data between a writer and reader over a specific period of time and location. Furthermore, Lyons and Heasley (1984) clarified that authors should think about their intended audience before putting their thoughts on white paper. The goal is for the reader to get as close as possible to understanding the writer's original message or discourse. So, writing is like having a conversation on paper, where the writer shares their thoughts and the reader follows along to understand them. It suggests by this claim that writers produce written works knowing that they would be read and understood by real readers. The reader's personal experiences, viewpoints, and interpretations shape how they interpret the material.

In other words, writing is more than just the writer putting their ideas on paper in a one-way process. Rather, it is a dynamic interchange in which the reader's interpretation acts as a

mediator for the writer's message. The reader interacts with the text, contributing their own interpretation, and in the end, the interaction between the writer's intention and the reader's interpretation shapes the writing's meaning. Writing, therefore, involves significantly more than just delivering information; it also involves generating a discourse that encourages the reader's interpretation and participation. Writing is a really interactive and interpretive process since the reader's understanding brings the writer's message to life.

2. Development of Writing

As indicated by Yule (2005), writing as it is known now is a relatively new development in human history. A standardized writing system is not linked to most languages spoken today, even though some writing systems have been around for thousands of years. The earliest known writing, called "cuneiform," was inscribed on clay tablets and goes back to 5,000 years. Around 3,000-year-old inscriptions reveal a script that is more similar to modern writing systems. The fact that writing has changed over time and is not the same in all languages is demonstrated by this.

The majority of the letters found carved on sturdy objects like stone or clay tablets provide us with the proof we need to comprehend ancient writing. Unfortunately, those writings most likely did not survive throughout time if ancient humans used materials like wood or leather. But, we may discover a great deal about the evolution of writing over thousands of years by examining the inscriptions that have survived. We still need to put together how individuals in past civilizations utilized writing to record their actions and communicate; it's like trying to solve a puzzle with the pieces missing.

2.1. Pictograms and Ideograms

Yule (2005) explained that cave drawings are frequently interpreted as creative creations. Pictograms, on the other hand, are a type of picture-writing that is used to effectively represent specific items. A representation of the sun, for instance, could develop into a symbol

that expresses not just the sun but also associated ideas like heat or daylight. Ideogram writing is the process of moving from real visuals to more abstract symbols that stand in for thoughts as opposed to just objects. Hence, ideograms are more abstract and represent ideas or concepts, but pictograms are more picture-like and directly represent objects.

Pictograms and ideograms, as Yule (2005) stated, are symbols that do not represent specific words or sounds in any particular language. They have basic meanings that can be understood in many different places, regardless of the language spoken. As an illustration, a symbol that resembled a house in Egyptian hieroglyphics meant "house," and a symbol that resembled a river in Chinese lettering meant "river." However, these symbols were simplified images rather than complex ones. Writing systems evolved over time, and symbols started to symbolize ideas more so than actual objects. As symbols became more abstract, they started to represent words in a language. For instance, in early Egyptian writing, a symbol that looked like water meant the concept of water. Later, a simpler version of this symbol came to stand for the actual word "water." These symbols that represent words are called logograms. So, writing evolved from simple pictures to abstract symbols that stand for words.

2.2. Logograms

Yule (2005) indicated that, similar to the Sumerian cuneiform script, graphical writing employs symbols to represent entire sentences or concepts. With this method, the meaning of the word is more important than how the sign represents its sound. For instance, the cuneiform symbol for "fish" does not resemble a fish, but it definitely denotes the word for fish. People can read and comprehend the same written text in Chinese even if they speak various dialects and find it difficult to understand one another when they speak. This indicates that despite speech differences, people can still communicate by using Chinese writing. Chinese writing has also been around for a very long time—roughly 3,000 years—so its users can benefit from a lot of additional advantages.

One drawback of writing in Chinese is that, although there is an official list of roughly 2,500 characters for daily use, you still need to memorize a large number of characters. There are lists with up to 50,000 characters on them! It can be difficult to remember that many characters, and it strains the memory significantly. As a result, a large number of other writing systems have shifted from employing a large number of symbols to using symbols that represent sounds rather than entire words. A methodical approach is required to make this transition from symbols for words (as in Chinese) to symbols for sounds (as in alphabets).

2.3. Rebus Writing

Rebus writing, as noted by Yule (2005), is a technique in which symbols that were once used to represent thoughts or items are repurposed to represent spoken word sounds that are comparable to those ideas or objects. The eye sign, for instance, might stand in for the sound "eye" in the word "I." Then, by combining symbols, you can make words with different meanings but similar sounds by applying the rebus concept. Let's examine one additional example in a different language. It is possible to use the same sign, which denotes the sound "ba" for the word "boat," to denote the sound "baba" for the word "father." Thus, several words with similar sounds can be represented by a single symbol. Because we can use the same sign for several words, this helps reduce the number of symbols required in a writing system.

2.4. Syllabic Writing

Yule (2005) illustrated that writing using symbols to represent syllable sounds in a language is known as syllabic writing. One symbol, for instance, corresponds to one spoken syllable in modern Japanese. Early in the nineteenth century, Sequoyah, a Cherokee innovator, also developed a syllabic writing system. In ancient times, the Egyptians and Sumerians used symbols to represent spoken syllables too. Later, the Phoenicians in Lebanon developed a more advanced syllabic writing system, using symbols from earlier Egyptian

writing. They wrote from right to left and eventually moved away from using symbols for whole words to a system where each symbol represented a syllable.

2.5. Alphabetic Writing

Yule (2005) believed that an alphabet is a collection of symbols, each of which stands for a distinct linguistic sound. Readers added the vowel sounds after symbols were first used to represent consonant sounds in languages like Arabic and Hebrew. The Phoenicians originated this concept, which served as the foundation for numerous other modern alphabets. The Greeks improved on this by adding separate symbols for vowel sounds, creating a writing system where each symbol represents one sound, called an alphabet. This Greek alphabet spread to Western Europe through the Romans and to Eastern Europe, where Slavic languages were spoken.

2.6. Written English

In the early days of alphabetic writing, Yule (2005) clarified that one symbol was intended to represent one sound. However, historical factors made the distinction between spoken and written forms in English more difficult to understand. The spelling of written English became standardized after printing was introduced in 15th-century England. Nonetheless, Dutch printers of the past shaped English spelling. The spelling of English stayed fairly the same over time despite changes in spoken language. Furthermore, certain terms from the 16th century had distinct spellings, which makes it more difficult for modern speakers of English to distinguish between written and spoken English. Even native English speakers find it difficult to spell words correctly in English due to this discrepancy.

3. Stages/Steps of Process Writing

According to A. Zakime (2018), creative expression and self-expression are at the core of writing. Writing involves crafting one's own words and thoughts, contrasting with reading,

which focuses on understanding what others have written. In a writing class, there are typically multiple steps involved.

3.1. Pre-writing

Based on A. Zakime (2018), during this phase, students are encouraged to generate concepts and create an outline for their work. This stage encompasses:

- **Brainstorming Ideas:** Students think of various topics or concepts they want to write about.
- **Planning:** They organize their thoughts and decide on the structure of their writing, including the details that should go in each section.
- **Organizing:** Students arrange their ideas in a logical order to ensure coherence and clarity in their writing.
- **Selecting Ideas:** They consider relevance and importance when deciding which ideas to include in their texts.

During this phase, cooperation is frequently promoted, allowing learners to exchange and discuss ideas with classmates. Methods such as making charts, mind maps, or lists can assist learners in efficiently organizing and brainstorming. Students can participate in this collaborative planning process both within and outside the classroom, allowing them to refine their ideas through debate and feedback. Overall, the Pre-Writing phase lays the foundation for the writing process by helping students shape their thoughts into texts that are cohesive and well-organized.

3.2. Drafting

As clarified by Zakime (2018), during this stage students should not worry too much about vocabulary, grammar, or punctuation—rather, they should concentrate on getting their ideas down on paper. Developing the writing piece's material and organization is the main

objective. Students can work on drafting individually or collaboratively, depending on their preferences and performance. Some learners may prefer to work alone, allowing them to concentrate on their own thoughts and ideas, while others may benefit from collaborating with peers to share ideas and receive feedback.

3.3. Revising

Zakime (2018) portrays that students edit their writing throughout the revision phase to make it better. They might rearrange the concepts in a different sequence, provide extra information, or use more appropriate language. Teachers' or students' feedback enables them to identify areas for improvement. They rewrite after editing, concentrating on enhancing and clarifying their writing. Through this approach, they are able to develop as writers.

3.4. Editing

Students read their writing to ensure all spelling, grammar, and punctuation are correct. They thoroughly review their work to make any necessary corrections. Working with classmates is beneficial for them since they may catch errors that they might have missed. Editing improves the accuracy and clarity of their writing (Zakime 2018).

4. Components of Writing

Numerous variables, such as writing productivity (e.g., quantity of words or sentences), spelling and grammar, organization, vocabulary, ideas and content, and overall quality, have all been used to quantify writing quality in previous investigations on writing components. A significant turning point in the effort to classify the fundamental components of writing was the 1961 study. Researchers found five main characteristics that together accounted for 43% of the variation in ratings after carefully examining 11,000 reader comments on 3,557 essays (Diederich, 1974). The most important of these components was the way the concepts were expressed, including remarks that highlighted the ideas' depth, clarity, and relevance to the

selected subject and goal. The mechanics component, which included mistakes in spelling, grammar, phrase construction, and punctuation, came next. The essential role of organizing and analytical skills in creating well-written compositions was emphasized by the third component. Diederich noted that the fourth aspect, phrasing and expression, could be seen as having to do with vocabulary since it encompassed the choice and organization of words. Finally, the component known as "flavor" or style surfaced, which summarized the particular qualities that show up in writing, like individuality, originality, and the ability to keep readers interested.

Furthermore, according to Suryadi (Folse, Solomon, Clabeaux, Heinle, 2010), there are five elements of successful writing. These are:

4.1. Purpose

It relates to the inspiration behind the creation of a written work. It's important to know what the writer aims to accomplish with their writing. The text may be intended to clarify, entertain, persuade, or convey personal ideas or experiences, for instance. Comprehending the aim of writing is essential as it guides the writer in picking relevant material, arranging concepts efficiently, and selecting the right tone and style to accomplish their desired outcome. It also facilitates a clearer understanding of the message by the reader.

4.2. Audience

It's important to consider who will be reading or receiving the message and adjust the writing to meet their requirements, preferences, and expectations. Because it affects the tone, style, language, and topic of writing, determining the audience is essential. Understanding the audience helps the writer communicate more effectively by ensuring that the message is relevant, engaging, and appropriately targeted.

4.3. Clarity

It is essential to comprehend the value of writing in order to communicate effectively. When writing is clear, it indicates that the target audience can understand it without difficulty or confusion. When writing is clear, the reader is able to understand the writer's primary points, arguments, and facts without having to work hard or make assumptions about what the writer is attempting to say. It entails speaking quickly and clearly, arranging concepts logically, and giving relevant background information and justifications.

4.4. Unity

It refers to the notion that a paragraph's sentences should work together to support a single core concept or topic. Because paragraph unity enhances the overall consistency and clarity of students' writing, it is essential that they comprehend the significance of this concept. A reader may find a paragraph divided and unclear if it lacks coherence. Every sentence in a paragraph should build on the one before it by providing more information, examples, or justifications for the main topic. When paragraphs lack coherence, they may include conflicting or irrelevant material, which makes it challenging for readers to understand the writer's point of view or story.

4.5. Coherence

Means making sure all the parts fit together smoothly. It's like building a puzzle where each piece connects logically to the next. To make writing coherent, students need to organize their ideas in a way that makes sense, use words to show how ideas relate to each other, stick to one point of view, make sure pronouns like "he" or "she" clearly refer to the right thing, and start each paragraph with a clear main idea. When writing is coherent, it's easier for readers to understand and follow along.

5. Writing and Other Skills

The language four skills are usually classified into receptive and productive skills. The formers are reading and listening; while the latters are speaking and writing.

Writing has been defined by Byrne (1988) as the act of including conventional arrangement of letters to form words, and words to form sentences that should be linked smoothly in order to be wholly correct. Writing is such a tough task where the writer has to get through a concrete and an abstract effort in addition to the difficulty of its process. These are the crucial problems faced by writers.

In the realm of academic writing, Byrne's classification system identifies three distinct categories of challenges that most writers encounter nowadays (Byrne, 1988, P4). The first category, labelled psychological problems. They are originated from the lack of interaction and feedback between the writer and reader within the writing process. Such absence is characterized by a physical disconnection between the two. It, also, has implications for the writer's engagement and understanding of the audience's expectations. Moving to the second category, it takes space around the linguistic problems, which are provoked due to the need of compensation for the certain aspects categorising the spoken data, as pitch and intonation. Transmitting clarified and correct ideas becomes a challenge in the absence of non-verbal clues that facilitate spoken communication. Furthermore, the other category deals cognitive problems stemming from the formal instruction required for developing the writing skill. In contrast to speech, which can naturally evolve, writing demands a structured and instructed approach for the acquisition of skills. They can be related to organization, sentence construction, and adherence to writing conventions. Byrne's delineation of these categories provides us with valuable insights into the multifaceted nature of challenges encountered in the process of writing.

To clarify the picture of the writing's complexity, it is crucial to shed light on the differences between writing and speaking in the first place ; writing and reading in the second place.

5.1. Writing and Speaking

Both the acts of writing and speaking are purely productive, generating language outcomes, while listening and reading are considered receptive activities. Despite this commonality, it is essential to recognize that writing and speaking constitute very distinctive skills. Vygotsky (1962, p 98) accentuates this distinction by asserting that "the written speech is a separate linguistic function, differing from oral speech in both structure and mode of functioning." Hence, the process of learning to write diverges from the process of learning to speak, as emphasized by Grabe and Kaplan (1996). They contend that people's writing abilities are not innately acquired; rather, they necessitate cultural, as opposed to biological, transmission within conducive environments. This perspective underscores the cultural and instructional dimensions integral to the development of writing skills, distinguishing it from the more instinctive acquisition of spoken language. That is to say, The development of writing skills demands significant efforts and practices from students' side. Creating a written text, whether a paragraph or an essay, requires the selection and manipulation of language forms that are concise yet intricate. "Written Expression" is characterized by syntactical complexity and a rich vocabulary. The differences between writing and speaking Grabe and Kaplan (1996 : 6) can be summarized:

1. Writing is learnt; speaking is natural.
2. Writing is artificial; speaking is not.
3. Writing is a technological tool; speaking is organic.
4. Writing is slower than speaking.
5. Writing is stark, speaking is rich.

6. Writing establishes its own context; speaking relies on the environment.
7. Writing lacks an immediate audience; speaking involves a present listener.
8. Writing results in a visible product; speaking generally does not.
9. Writing is often a more responsible and committed act due to its tangible nature ; while speaking is spontaneous.

In conclusion, the writing skill's acquisition poses distinct challenges for students, necessitating deliberate effort and practice. Crafting written texts, whether brief or detailed, requires a nuanced manipulation of language forms, balancing conciseness with syntactical complexity and a rich vocabulary. The identified differences between writing and speaking underscore writing as a learned and artificial skill, characterized by its technological nature, slower pace, lack of immediate audience and production of visible outcomes. The stark disparities between the two modes of communication stress the unique responsibility associated with writing, where the act is deliberate, committed, and yields tangible results. Recognizing these distinctions is fundamental for educators and learners, as well, in fostering effective writing instruction and mastery of this essential communicative skill.

5.2. Writing and Reading

Though writing is often seen as a productive skill and reading as a receptive one, they complement each other. Proficiency in one skill enhances the other, showcasing their interconnected nature. In this regard, Stosky (1983) puts forth the idea that superior writing skills often coincide with heightened reading abilities. Proficient writers not only excel in comprehending their own written work but also demonstrate the aptitude in understanding the other written materials. Stosky (1983) further contends that skilled writers generally engage in more extensive readings compared to less skilled ones. Moreover, individuals with strong reading abilities tend to generate more structurally sophisticated written content than those with weaker reading skills.

Stosky's perspective (1983) suggests a tight correlation between the writing and reading skills. According to him, proficient writers are often eager readers, and this connection is reciprocal. Those who excel in writing tend to engage in extensive reading, and conversely, individuals who read extensively are more likely to produce good pieces of writing. Stosky (1983) underscores the intimate relationship between the two skills, emphasizing that exposure to a variety of readings plays a crucial role in fostering competent writing. In essence, he contends that the synergy between writing and reading is integral, with the act of reading contributing significantly to the development of effective writing.

In a nutshell the examination of the interplay between receptive and productive skills, Mackey asserts that reading, writing, listening, and speaking are intricately connected, collectively contributing to effective learning. According to Mackey (1965), the ability to write is preceded by the capacity to read and form letters. Before crafting sentences in writing, one must articulate them aloud. This perspective highlights the interwoven nature of language skills, emphasizing that a holistic approach to language development involves the integration of receptive and productive abilities.

6. Approaches to English Second Language Writing

Writing in its broad sense—as distinct from simply putting words on paper—has three steps: thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure) (Kane 1988).

The researches in composition provided us with numerous foundations with regard to the process of composition. In this respect teaching writing can be oriented differently where each approaches writing in a certain way.

6.1. Product Approach

Nunan (1991) defines the product approach as a perspective centered on the end result of learning, emphasizing the expectation for learners to become fluent and competent language

users. This approach aims to develop students' language competency through the creation of relevant and coherent pieces of writing. Students generate texts guided by teacher-provided models, following specific principles of rhetoric and organization presented as writing "rules" (Kroll, 1991).

The product approach, also known as the Traditional Paradigm or Approach, earned its name due to its emphasis on the final output of writers. Hyland (2003) outlines the key principles of the product approach, highlighting its focus on formal text units and grammatical features. Grosso modo, it concentrates on the structure of texts, examining how words are combined in sentences. This approach relies, as well, on a model-based method, in which students are taught through exposure to various text models.

A crucial aspect of the model-based approach is the necessity for both teachers and students to possess linguistic knowledge and vocabulary choices to effectively engage with the provided models (Hyland, 2003).

In the product approach to learning, the key components are the models provided by the teacher. Pincas (1984) outlines several stages in developing writing skills. Fundamentally, the focus is on capturing students' attention towards the essential elements of the model and manipulating key ideas.

The subsequent stage involves prompting students to extract certain aspects from the model, such as connectives, and utilize them to establish connections between sentences.

Critics have strongly condemned the model-based approach for its restrictive nature, hindering students' creativity by limiting their ability to add or remove sentences. Furthermore, the product approach has been faulted for neglecting the importance of the audience, as argued by Raimes (1983). It has been perceived as a linear process, where the writing steps take precedence over the ideas themselves, as noted by Sommers (1980).

6.2. Process Approach

There's a growing interest in understanding the writer's journey and the stages involved in writing, leading to a new perspective on teaching writing. Weir (1993) suggests a shift in focus from the traditional emphasis on the final product to a process-oriented approach. In this approach, writing is seen as an exploratory, generative, and collaborative process, departing from a linear path toward a predetermined product.

Weir (1993) emphasizes that this process-oriented teaching redirects attention to the writer and the various stages they navigate. The renewed emphasis highlights the collaborative and iterative nature of writing. It transforms the perception of writing from a simple, individual act to a dynamic process where a group of writers plan, draft, backtrack, and ultimately refine a final product. Leki (1991) describes the process approach as the wandering path learners take to reach the final product, while Brookes and Grundy (1990) view it as the means by which a writer achieves the end result.

In advocating for the process approach, most definitions prioritize the stages writers go through over the final product's accuracy. Tribble (1996) underscores the importance of linguistic skills, planning, drafting, revising, and editing in writing development. Teachers are encouraged to guide learners through writing activities that encompass the entire journey, from generating ideas to publishing a polished text.

However, not everyone favors process approaches. Critics like Badger and White (2000) argue that insufficient importance is given to the texts produced and the reasons behind them. They also contend that learners are not provided with adequate linguistic knowledge for successful writing.

6.3. Genre Approach

The genre approach, as implied by its name, refers to a specific style or kind of writing, where each text serves a distinct purpose. Different contexts, such as newspapers, telephone

conversations, and informal dialogues, each have their unique genres (Harmer and Hedge, 2000).

Swales (1990 as cited in Hedge, 2000), defines genre as a class of communicative events with shared communicative purposes. These purposes are recognized by expert members of the discourse community, forming the rationale for the genre. This rationale shapes the structural framework of the discourse, influencing content and style choices.

Primarily utilized in English for Specific Purposes (ESP) classes, the genre approach is explained by Harmer (2001). He notes that scientific articles utilize passives differently from general ones, academic essays require a specific style and expressions uncommon in normal social interaction, and language used in air traffic control involves a distinct vocabulary crucial for effective communication. Understanding and adhering to these specific linguistic features are essential for the functioning of systems within various industries, such as the tourist industry.

6.4. Controlled to Free Approach

In her book *Techniques in teaching writing*, Raimes (1983) discusses six different approaches to teaching writing among them is The Controlled to Free Approach. It is an instructional methodology that places a strong emphasis on the mastery of grammar and syntax through a sequential teaching process. In the initial stages, its focus is on the sentence construction exercises, moving progressively to paragraph manipulation. The instructional strategy involves tightly controlling the writing process, requiring students to alter words, modify clauses, or combine sentences within defined parameters. This controlled environment serves as a foundation, fostering a deep understanding of linguistic structures.

As students progress and demonstrate proficiency in navigating these controlled exercises, typically reaching an advanced level of language mastery, they are gradually granted the freedom to engage in autonomous writing. Such a shift towards autonomous writing marks an

effective moment in the learning process, allowing students to apply the acquired skills and knowledge independently. The sequential nature of this approach ensures a systematic development of writing skills, with the ultimate goal of empowering students to express themselves effectively and creatively in written form.

7. Writing Strategies

In the field of teaching and learning a foreign language, the concept of strategy takes center stage. Strategies play a fundamental role in the development of composition skills for students. They are considered as insightful indicators, spotting light on the way learners approach tasks and solve their challenges in the language-learning process. Additionally, strategies serve as the tools writers employ to cope with problems that may arise during the writing process. Therefore, it's pertinent to digdeep into a brief exploration of the terms "strategy" and "process."

It went back to the Strategic Competence a key aspect in this respect, has been defined as a component of communicative language use, with a focus on compensatory strategies by Canal and Swain (1980). These strategies come into play to compensate for deficiencies in certain languages Cohen (1998). Building on this, a broader theoretical perspective, presented by researchers like Bachman (1990), views strategic competence as "a set of metacognitive components, or strategies, which can be thought of as higher-order executive processes that provide a cognitive management function in language use" Bachman and Palmer (1996).

In contemporary discussions, the term "strategy" encompasses numerous notions. In the context of the reading skill and reading instruction, it moves from describing broad approaches to learning to specific automatic reading skills employed by readers. Moreover, "strategy" extends to various techniques teachers employ to help pupils in enhancing their writing production. It's worth noting that there is some disagreements with regard to strategies whether

they should only describe intentional actions chosen by the learner or they should include automatic skills.

In the scope of this research, the direction of the focus specifically towards strategies within the writing skills. In this sense, the examination of strategies aligns with an area of research as "Process Writing." Its primary objective is to cover the mental processes that writers undergo during their compositions or productions. As a feedback to this definition, writing strategies encompass the actions and procedures employed by writers to manage their goals in real-time and improve the challenges they present to themselves.

7.1. Differences between Processes and Strategies

Numerous researchers have set a distinction between the terms 'process' and 'strategy'. In the usual context "process" refers to the individual stages of mental activity that are not directly observable and require measurement through strategies. The latter are defined as conscious and observable variables. Chamot (1987) characterizes them as "deliberate actions" (p.71). Cohen emphasizes that a strategy loses its status if not approached consciously. He asserted that consciousness is integral to its definition. In addition, in the sense of language learning, if a learner routinely applies specific tactics without conscious awareness, the behavior is often considered a common process rather than a strategy (Cohen, 1998).

Recently, the term 'process' is commonly regarded as jack umbrella term encompassing various human mental activities. The interchangeability of "process" and "strategy" is evident in the work of many researchers. For instance, Rubin does not distinguish between the terms, using both "learner strategies" (1975, 1987, 1989) and "cognitive processes" (1981) interchangeably.

7.2. Differences between Skilled and Unskilled Writers

The exploration of writing strategies constitutes a noticeable endeavour, providing invaluable insights into the profound distinctions that characterize skilled and unskilled

writers. The assumption that accomplished writers consistently produce higher-quality written works due to their adept use of more refined writing processes, as highlighted by the research of Richards in 1995. On the contrary, unskilled writers are not merely those struggle to generate sophisticated pieces of writing; they represent individuals who unintentionally use inappropriate writing performances and processes.

There are several differences between skilled writers. They demonstrate a mastery of a diverse employ of writing processes. Their proficiency is evident in the correct selection and application of strategies, showcasing a nuanced understanding of the intricacies involved in language acquisition. This multifaceted approach distinguishes them from their less-experienced mates (Richards, 1995).

The other difference is in a rich repertoire of strategies A hallmark of skilled writers lies in their extensive repertoire of writing strategies. These individuals navigate the challenges of language acquisition globalizing upon a rich array of techniques. Such a skill empowers them to shape their writing approaches to the instruction of the task, this is on the one hand. It contributes to the overall improvement of their written output on the other hand (Richards, 1995).

Furthermore, inappropriate writing behaviors is another crucial difference. Unskilled writers go beyond the mere incapacity of producing sophisticated written works. They embody individuals that engage in the use of inappropriate writing performances and processes. This may manifest as a lack of discernment in selecting suitable strategies or an inadequate understanding of the nuances inherent in effective written communication (Richard, 1995).

In conclusion, the dichotomy between skilled and unskilled writers extends beyond the surface-level contrast in the quality of their written products. It encapsulates a profound disparity in the sophistication and appropriateness of the writing processes employed. By unraveling these differences, researchers and educators can glean valuable insights into

effective strategies for nurturing and refining the writing proficiency of individuals at varying levels of expertise. This exploration not only enriches the understanding of language acquisition but also informs targeted interventions aimed at enhancing writing capabilities (ibid, 1995).

7.3. Writing Strategy Instruction

In recent time, the shift in the pedagogical landscape towards a more learner-centred approach has made a transformative evolution in the language teaching-learning. According to Weinstein and Mayer (1986), the learning strategies is aim at “affecting the learner’s motivation or effective state, or the way in which the learner selects, acquires, organizes, or integrates new knowledge” (Chamot Anna Uhl and Michael O’Malley, 1995: 43). Such strategies are taken as a witness to solving a language problem by students, or learner’s perception of a task.

Language writing strategy instructions can be the adopted procedures for the sake of facilitating a learning task or problem as a situation of integration. Despite the fact that these strategies are mostly abstract in use, they allow both teachers and students with helpful cues for students’ on planning and selecting the corresponding techniques to deal with a task. Oxford (1990, p.1) states that: “Language learning strategy instructions are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence”. In other word, those strategies allow learners to shape their writing performance as well as be autonomous students.

The recent academic research on both general and task-specific writing strategies is being employed by second and foreign language learners when producing texts in their target languages (Manchon, 2001). This body of knowledge forms the foundation for a pedagogical approach that seeks to cultivate students' strategic awareness of their writing goals and the

means to achieve them. Raimes (1985) contends that writing challenges are not solely rooted in linguistic skills but also encompass composing proficiency, emphasizing the need to address writing at the intersection of linguistic and discourse competence.

Notably, the prevailing student-centric perspective often centers on the "teacher as audience" paradigm (Celce-Murcia ; Olshtain, 2000, p. 46). Consequently, students may inadvertently produce incoherent and telegraphic texts. Strategies emerge as crucial tools for writers, serving as a means to navigate and resolve inherent challenges in the writing process. This process unfolds in distinct phases, commencing with the pre-writing stage where students engage in planning and decision-making. The while-writing phase involves the generation of ideas, crafting topic sentences, and ensuring coherence and cohesion in the text. Finally, the after-writing stage requires students to revisit their compositions, engaging in a meticulous process of reading, reviewing, editing, and revising to refine and perfect their texts. This nuanced understanding of the writing process underscores the intricate interplay of cognitive and strategic elements essential for effective language acquisition and written expression.

8. Writing Problems

Writing is perceived as a challenging task for many students, generally considered as a burdensome and difficult task that is unwanted (Hilton ; Hyder, 1992). Byrne (1991) notes that both professional and non-professional writers acknowledge the difficulty of writing, considering it neither easy nor spontaneous. Writing is a fundamental skill in the learning process ; However, some learners consider it as unrewarding and even punishing activity (Daly, 1985 ; Richards, 1996). Writing in a foreign language (FL) or second language (L2) is a definitely demanding task, requiring skills that may be less developed than in one's native language (Schoonen, 2003).

Byrne (1991) categorizes problems that contribute to the difficulty of writing into three groups. The first category is psychological problems that emphasizes the importance of

interaction and feedback in facilitating writing. The absence of such elements can make writing challenging because individuals are supposed to write without the possibility of interaction or the benefit of feedback. The second category is linguistic problems. It is the absence of helping features that necessitates a heightened focus on some selected words and structures to ensure the clarity and interpretability of the produced text. The third category involves cognitive problems, which relate to organizing ideas in a way that can be understood by an unknown reader. Another source of difficulty, as discussed by Byrne, arises when writing is imposed on learners, presenting both psychological and cognitive challenges.

Winer's (1992; cited in Freeman ; Richards) study on student teachers' attitudes towards writing reveals that the "dread of writing" is a recurrent problem, highlighting the psychological aspect of imposed writing.

Language, as Brown (2000) explains, is a behavioral aspect of human activity inseparable from the structure of nonverbal human activity. It cannot be isolated from other factors influencing second/foreign language learning, as emotions and various affective components are intertwined and interrelated (Arnold ; Brown, 1999). Hence, a careful investigation of the affective domain is essential for a comprehensive understanding of its impact on language learning.

Hilton and Hyder (1992) underscore the significance of confidence as a key factor in becoming a successful writer, asserting that with the development of writing skills and confidence, writing becomes not only more enjoyable and fulfilling but also more effective. Similarly, Harmer (2005) emphasizes the importance of self-confidence in achieving good writing. Neman (1995) contends that writing goes beyond mere knowledge; "the self-confidence to exercise this knowledge."

Neman (1995) proposes two solutions to address writing problems. The first, labelled as "the craft-centered solution". It focuses on correcting students' mistakes and providing

criticism. However, this approach is criticized for inducing anxiety in learners, potentially hindering the learning process. The second one is conceptualized as "the affect-centered solution". This latter prioritizes the overall atmosphere of the learning process. Neman suggests that the primary goal is not just to equip students with writing skills but to allow them to use writing as an opportunity for a deeper understanding of themselves and their world (ibid.). These principles align with the Communicative Language Learning (CLL) approach, which brings sociological and psychological advantages in facilitating effective language learning.

Conclusion

In conclusion, it is evident that both learners and teachers play fundamental roles in the facilitation of effective teaching and learning of the writing skill. The true learning of essential information and knowledge is crucial for enhancing the writing proficiency of English as a Foreign Language (EFL) students. Recognizing the significance of this knowledge is crucial for establishing a solid establishment in the process of writing. This helps in transforming it into a new paradigm for educational efforts.

To dig deep into the complexity of the writing process, the subsequent chapter will be devoted to a comprehensive exploration of the nature of writing as a model. It is our firm belief that this exploration will serve as a valuable tool in raising the awareness of EFL students regarding the intricacies involved when attempting to create modelled writings. By examining the dynamics of this model, both educators and learners can gain insights that will not only reinforce the teaching and learning of writing skills but also make the entire process more accessible and meaningful.

In essence, such an initiative seeks to bridge the gap between theory and practice, providing a rich understanding of the challenges and opportunities faced in the cultivation of effective writing skills. The forthcoming chapter will be entirely dealing with the noticeable

stations of complexity associated with writing, offering a roadmap for educators to guide the students towards attaining proficiency and mastery in this paramount aspect of writing through a model. As we launch on this exploration, Modelled Writing is such a recent approach in the English Foreign Language acquisition of the writing skill.

Section Two: Modelled Writing

Introduction

There is an actual sense of fear, anxiety, and even horror in the quieted classroom, as seen in pupils' expressions. When the teacher says it's time to write, the pupils sit there looking at blank paper with their pencils. Feeling the worry, the teacher becomes less confident too. Along with the teacher, pupils actively participate in the writing process, getting help as needed. They might take part in guided practice exercises, peer feedback, brainstorming sessions, and group drafting activities. Students have a deeper grasp of writing standards, organizational structures, language use, and audience considerations by watching and participating in the writing process. The section provides the foundation for a thorough examination of the concept, guiding ideas, features, strategies, and varieties of modelled writing. It also explores the importance of mentor texts, how to teach expository and narrative writing using Modelled Writing, and how these things affect student engagement and learning objectives. Additionally, it looks at how teachers provide feedback for Modelled Writing and investigates how students see this teaching approach. By the end, a thorough comprehension of the benefits and effects of Modelled Writing on writing ability and pupil participation will be clarified.

1. Definition of Modelled Writing

When it comes to writing development, modeling works well for both the teacher and the other pupils. Based on research, the National Literacy Strategy Grammar from Writing (NLS, 2000a) and Developing Early Writing (NLS, 2001) take a writing approach that highlights the skill and creativity of writing in pupils' writing by having teachers model, demonstrate, and

use high-quality texts. Even famous writers have difficulties with writing, so it's critical that pupils understand that everyone faces difficulties—not just themselves (Corden, 2002).

In modelled writing sessions, teachers facilitate discussions where students collectively explore a topic orally. Together, they build clear and informative sentences related to the topic. These sentences are then analyzed and reviewed for clarity and accuracy. Students are instructed to compose sentences in groups and then listen while the sentences are spoken aloud to them.

Although second language (L2) writers may find dictation difficult, students gain from having previously co-constructed and analyzed the phrases linguistically. Prior to trying to write the sentences down, this preparation aids students in understanding the content and structure of the sentences. Students are encouraged to rapidly and as accurately as possible write out the dictated sentences after the dictation. Following that, they are asked to contribute three or four more phrases to further expand on these examples. Students can also utilize any extra time to illustrate the grasp of the subject by making an illustration or other visual representation.

As a result, by incorporating students in group sentence production, linguistic analysis, dictation, sentence extension, and visual representation, modelled writing offers a scaffolded approach to writing education. Through this approach, students' writing abilities are enhanced, and their understanding of the subject matter is increased (Mohr, 2016).

For students to draw links between reading and writing as stated by Shanahan (2015), modeling becomes vital. Without models, pupils would be forced to come up with every writing form and feature on their own.

2. Foundation of Modelled Writing

An excellent writing instruction course consists of many essential components. The use of modeling as a teaching strategy was assessed in this study. In Bandura's (1986) social

cognitive theory, modeling is a crucial factor that can help to foster self-efficacy and self-regulation (Schunk ; Zimmerman, 2007). According to Zimmerman and Kitsantas (2002), Rosenthal and Zimmerman (1978) observed that professors going as far back as the ancient Greeks and Romans advocated using literary models to help students improve their writing and speech skills. Students develop their self-efficacy beliefs through vicarious experiences, according to Bandura's (1997) theory. Although not as powerful as the sense of mastery or performance that a student gains from his own performance, Bandura (1997) classified this source of self-efficacy as having a major influence. It does gain a better grip with students who lack experience or who doubt their own skills, which is frequently the case when it comes to writing. Since writing is a subject that many students find difficult, seeing others write or being exposed to materials that demonstrate writing can have a significant positive impact on the pupil. Research highlights how important it is to provide pupils with specific teaching and modeling when it comes to developing their writing skills.

Research has repeatedly demonstrated that teachers' direct instruction and modeling are essential in assisting students in comprehending the complexities of writing, from coming up with ideas to refining the final product. Teachers give pupils a clear road map for their own writing activities by clearly laying down the writing process and showing each step. This method not only helps students grasp writing concepts more deeply, but it also gives them the confidence to use these skills on their own (CCEA, 2019).

3. Features of Modelled Writing

As stated by Valley (2009), the teacher uses modelled writing approach as an active writer. The instructor provides examples of process writing elements, including topic selection, information gathering and organization, and the need for writing to make meaning more clear and to show how data can be reorganized, refocused, modified, or removed. In modelled writing, the instructor writes aloud so that the class as a whole or in small groups

may see every word as it is written and hears the teacher discuss the ideas behind the writing process. The Northern Ireland Curriculum (2012) lists the following features of modelled writing as an effective way to teach writing to children.

- 1) Every session has a set goal.
- 2) Pupils should be seated in a way that allows them to view the teacher's writing well.
- 3) The instructor needs to provide examples of writing for a range of audiences and objectives.

Without models, pupils would be forced to come up with every writing form and feature on their own (Shanahan, 2015). “Not only does modeling help teachers accomplish writing standards but it could help students achieve reading standards as well” (Shanahan, 2015, p.476). When a learner is faced with a complex activity like writing, modeling helps them perceive the writing as more achievable and less difficult by giving them the chance to experience the writing process step-by-step; it demonstrated modelling, editing in a step in the process of progressively ceding control.

According to Hyland (2004), the modelling stage helps pupils investigate the genre and comprehend its formulaic sequences, rhetorical frames, and structures. Teaching genre explicitly highlights the importance of reflecting on its use and purpose while also promoting understanding of its conventions (Bastian, 2010). According to Bruner and Sherwood (1975), genre-based writing instruction is a situated social action that emphasizes collaboration and scaffolding into the writing process. It also encourages confident writers to assist their weaker peers who require greater competence (Lin, Monroe, & Troia, 2007).

4. Modelled Writing Strategies for Classroom

Students may feel that they are just at a loss for topics to write about, or they may struggle with a fear of blank pages. Without assistance, we cannot expect our students to come up

with brilliant ideas. Modelled writing can help with that. It's an opportunity to showcase and collaborate on a superior model of the work you wish to see.

To help the students distinguish between various types of writing texts, teachers must offer a variety of writing text models. Depending on the teachers who are aware of the learning circumstances of their pupils, there are several approaches to modeling texts before asking pupils to write. For instance, instructors may assign readings from a different genre or purposeful texts (Graham, 2008) or they may directly instruct students in lectures. Text organization is one of the most important aspects of writing, and modeling texts can help students understand what they will be working on (Dixon, Isaacson, Stein, 2007). By going through the writing process, students can write more proficiently and acquire knowledge of various text forms and structures (Graham & Harris, 1989).

Sharing activities are another common technique used in writing classes (Caswell & Mahler, 2004; Scrivener, 2011; Burton, 2009b). Scrivener (2011) emphasizes the value of allowing pupils time to review their written work. They can review their writings more thoroughly when they are given permission to share what they have written with others. Furthermore, it's a means of determining whether they can effectively communicate their writing to the readership. Sharing exercises may also help children become thoughtful writers. They can consider what they write, why they write, and whether other people can understand what they've written (Burton, 2009). In addition, presenting their writing to their classmates or the entire class could help them improve their communication abilities, which might make them actively engaged in the lesson.

5. Principles of Modelled Writing

Modelled writing is a teaching strategy where the instructor demonstrates writing skills by creating text in front of the students. Let's break down the guiding principles further (Alpine School District, 2007):

- a. The teacher and pupils do not interact during this period.
- b. The instructor composes and engages with texts; this includes all writing.
- c. The teacher uses this time to "think aloud" while demonstrating the writing.
- d. It can be applied to both small and large groups.
- e. The text is readable and error-free, enabling continuous use. When a teacher is modeling editing methods, they prepare a text beforehand that contains errors and utilize the technique of "think aloud" to reveal the thought processes involved in the editing process.
- f. It aids in the students' awareness of the patterns and structures seen in written language.
- g. It illustrates the techniques employed by skilled authors.

These guidelines highlight how crucial it is to offer students personalized, organized assistance as they improve their writing abilities and boost their self-esteem and sense of competence. By employing techniques like modeled writing, teachers can assist students in navigating the complicated nature of excellent writing. They are able to give students clear explanations and illustrations to aid in their understanding of the subject matter. Students who receive this structured support are provided with the abilities and methods needed to manage every aspect of writing, from organizing ideas to enhancing language usage.

6. Types of Models

6.1. Mastery Models

Different models are used in educational settings to support the learning process. The mastery model is a traditional approach that is notable for requiring activities to be

accomplished flawlessly on the first try. However, the fundamental shortcoming of this model is that it does not deal with mistake correction because perfect results don't reveal much about how problems are solved. In contrast, the coping model is particularly useful in writing-related courses where students typically struggle with anxiety. This model clarifies the process for struggling learners, showing how determination, thoughtful application, and the use of coping mechanisms—like positive self-talk—can lead to progressive gains over time (Hanson, Schunk ; Cox, 1987).

Stated differently, the mastery model's emphasis on thorough idea mastery might make it more beneficial for quick learners. As an alternative, the coping model might be more helpful for students who are having difficulty because it shows them how to overcome obstacles and continue with their education despite them. It is important that instructors illustrate writing and reading errors. This allows them to show students how to grow from their mistakes and what strategies they can use to enhance their performance (Walker, 2003). Thus, the coping model actively recognizes and addresses the difficulties that students encounter and offers a path for continuous growth, whereas the mastery model focuses greater attention on early accomplishment.

6.2. Coping Models

Because they offer advice on how to address errors and identify them early, coping models make better teachers. A study by Frydenberg (2021) found that coping skills adopted early in childhood can lead to better outcomes in the future. This implies that an individual's future performance and well-being can be enhanced by learning coping skills for stress and challenges during childhood and adolescence. In simple terms, early exposure to coping strategies creates a foundation for future success.

The study by Zimmerman and Kitsantas (2002) confirmed the hypothesis that students who observed either mastery or coping models performed better in writing practice and had higher self-confidence than those who didn't have a model to follow. But the study showed that students required both social feedback and emulative practice—learning by copying others—in order to develop the greatest writing skills on their own. This suggests that in order for students to write to the best of their abilities, they must both see models and get criticism from their peers.

6.3. Text Models

Writing with text models integrates reading and writing, in keeping with Shanahan's (2015) description of the Common Core Standards. In basic terms, this means that by evaluating and integrating information from multiple sources to produce original written work, students who utilize text models to write improve both their writing and reading comprehension skills. Through the development of both a better comprehension of written text and successful communication, this approach increases their overall literacy skills.

Text modeling is a useful tool for teaching students the several kinds of writing that the Common Core Standards require, including argumentative, explanatory, and narrative writing. It assists in illuminating particular textual elements such as relating major concepts to illustrative details, using direct quotes in arguments, and referencing evidence from primary sources, as highlighted by Shanahan (2015).

After introducing students to the text model, it is essential to have a discussion with them regarding its components and the reasoning for the use of each text feature. After understanding the model well, students can apply its concepts to their own work. Students will need less guidance, support, and scaffolding as they become better writers and adapted to the approach. In basic terms, the goal is to offer students with the opportunity to gradually

apply the skills and strategies they have learned from the text model on their own writing projects (Shanahan, 2015).

7. Mentor Texts and Modelled Writing

Starting a career of effective writing is mostly considered as an art that can be done in a systematic guidance, rather than a skill to be developed for the sake of marks. In this respect modelled writing and mentor texts play the role of a solid platform where students stand on to produce a work. Hence, they share similarities and slight differences.

McDowell (2015) states that the act of referencing to a mentor text in class is basically related to the conception of utilizing a previous text or books throughout calling the literature projected as an essential step in developing the writing instructions. He adds that mentor texts allow learners to explore models of emulative writers. The latter can be used by them in producing their own works.

On the one hand, according to (The U Iowa Education website 2019) the two pedagogical techniques i.e. modelled writing and mentor texts remain indispensable spheres to develop students' writing performance. Mentor texts, as illustrated pieces of writing, are meant to be guides for students. They are not randomly provided, rather they are carefully chosen with references to students' writing style and syntax. The main reason behind them is to provide learners with an understandable input to reach an output. They take several forms, such as essays, articles, chapters, books, emails, film scripts and even comic strips; it depends on the educational setting.

On the other hand, modelled writing is a pedagogical method that involves teacher focusing on the cognitive processes and competencies used in order to produce a text. Such a method provides pupils with an opportunity to become professional writers who do not the challenge of undergoing the trip of transforming ideas into lines. It focuses on highlighting authorial elements as sequence and organization of ideas added to the lexicological register. The other elements that can be dealt with include spellings and punctuation correctness. They are not supposed to develop their own

ideas; however, they should make use of the independent writing strategies. (The U Iowa Education website 2019)

Moreover, mentor texts serve as a modelled written piece of writing that offers students a sample to enhance their writing performance. Following a critical reading method, students can label and discuss the para-textual and inter-textual elements employed by the writer. Such a procedure gives students an opportunity of taking those texts as emulation.

As far as teachers are concerned, selecting mentor texts is crucial. It ought to be known as commendable writing. "Using Mentor Texts to Learn From the Best and Improve Students' Writing" by Sean Thompson and Dr. Deborah K. Reed is such a genuine source to identify the effectiveness of mentor texts. To enhance students' writing performance it is essential making a balanced mixture of elements varying from mentor texts and modelled writing.

Escobar Alméciga and Evans (2014) suggest that the guided writing is among the methods that should be adopted to reduce the troubles faced by beginners. It helps in producing a piece of writing undergone by watching and analysing the understudies in order to visualise mimics and master etymological capacities. That is to say, coach content is shaped by the view point of writing production to deliver outstanding journalists because the students take mentor texts and modelled writing in emulating as they watch the modelled samples.

In essence, becoming a proficient writer is an end result that requires the integration of both mentor texts and modelled writing. The collaboration of the former can revolutionize the EFL students when acquiring the latter. Therefore, teachers should engage students in launching the writing journey and adopting them. Succeeding in the writing skill can be done via modelling and mentorship to reach a lifelong written communication.

8. Teaching Modelled Writing

Teaching the writing skill goes beyond transmitting fundamental grammar rules and lexis. A crucial element within is encircled in students' focus of producing accurate and tangible pieces of

writing. A successful teaching- learning of the writing skill takes different stages like Modelled, Shared, Guided, and Independent Writing providing students with doubled supervision stages. An initial station in modelled writing, the instructor predicts an absolute guidance that empowers students to develop their proficiency level. That method is known as the Gradual Release of Responsibility, which was proposed by Pearson and Gallagher in 1993.

As an initial stage in modelled writing, the instructor assumes an absolute control that is going to be transformed to students as their mastery level develops. The latter is called “The Gradual Release of Responsibility” as suggested by Pearson and Gallagher in 1993.

Pearson and Gallagher, 1993 suggested three main teaching approaches in order to deal with modelled writing in class. First of all, the “I Demonstrate, You Observe” is such a phase where the teacher applies the modelling via a think-aloud in an off scored way; focusing on the to be learnt writing skill. Here the assumption that a child learn better in observing and emulating outstanding writers.

Spotting the second approach, it is the “I Demonstrate, You Participate”. Within the latter the teacher’s role shifts from to encourage students’ pairings and groupings in the so-called collaborative work. In this area, the guided writing will be shifting its aim to focus on small groups tasks. It is where students take turns implicitly or explicitly demonstrating learning strategies under their teacher’s guidance and supervision. As a result, the students’ sense of interaction, learning styles and learning strategies will be enhanced.

The third highlighted approach is the “You Do, I Observe” or the Independent Writing stage. Within this students will be practising on their own to foster the already stated skills. Nevertheless of that students can work in small groups to improve their proficiency levels, in some cases.

The recent emphasis on having an intellectual school environment spots the relation between the writing skill and the interest on reading. The first and foremost space to reach that is the classroom. It offers tools as well as opportunities that let students engage, unconsciously, in reading and

modelled writing activities. Modelled writing may positively be applied in those circumstances as both the oral and written data will be developed so.

Furthermore, the beneficial side of providing students with a collection of reading materials in classrooms, including books and encyclopaedias, is highly scored. The total structure of the classroom should take into consideration the various instructional settings with whole-group, small pairs and individuals. The class library is the best medium to foster modelled writing.

9. Nature and Role of Teacher's Feedback in Modelled Writing

The feedback is a fundamental side to develop the writing skill, especially the writing process. It has interested for educators and scholars in both the "EFL" and "ESL". It was classified into teachers' feedback, peer feedback and the personal ways to enhance one's writing. To effectively teach the writing skill, the focus should be around the clear understanding of these types of feedback. To succeed in doing so teachers should consider its nature and role.

In dealing with the role's and natures of feedback in modelled writing, it is accurate to be aware as a teacher of the several roles in guiding students' writing process. Reid and Kroll's (1995:18) set roles like a coach, judge, facilitator, expert, respondent, and evaluator. Those roles are exclusively needed in the context of modelled writing. Hence, teachers' feedback and intervention should not exclude the readers' rules and conventions.

Despite the fact that addressing the teachers' feedback is essential, Sommers' (1982) suggested that numerous teachers' comments with regard to modelled writing scenarios can be in lack of specificity that hinders students' progress and revisions. For the sake of fostering feedback's effectiveness, it is crucial to shape the comments to the specific drafts. These engage students in the early stages throughout helping them in clarifying the purposes and reasons behind writing (Ferris, 1997).

In addition, the context of modelled writing makes it clear in distinguishing between teacher and peer feedback. Ferris (1997:159) insisted on the feedback within peers where teachers serve

different purposes and make remarkable effects. The oral and written feedbacks are should be dynamically correspondent in modelled writing in which teachers lets students' recognize their strengths and weaknesses. Ferris (op.cit:160) state that teachers' feedback is meritable thanks conditions as mixed variations in students' communication abilities, learning styles and inter-cultural expectation in students' and teachers relationship. Thus, knowing the components of the teachers' feedback in modelled writing is important for students' pursuit on students' writing development.

To respond to students' writings is such a process that goes through a process as it has significant outcomes. It can motivate students in order to learn especially whenever they receive constructive criticism. Unlike the Traditional Approaches, this dealt mostly with the writing skill, the Process-Oriented Approach spotted light on ongoing development throughout multiple drafts which consider both content and language in a separate way (Zamel, 1985; Grabe and Kaplan, 1996).

Grabe and Kaplan (1996) assume that by adopting the Process Approach to deal with students' first drafts with regard to Modelled Writing, the following guidelines are useful in enhancing teachers' feedback within modelled writing:

- I. Cater the writing content over linguistic errors.
- II. Give a clear feedback as a mixture of questions and statements.
- III. Minimize the imposture of the teachers' interpretation on students' production.
- IV. Follow a Sandwich Approach in acknowledging students weaknesses focusing in positive sides.

Once these recommendations are being followed, teachers can direct students in considering the several points that motivate learners in improving their modelled productions.

Furneaux (1998) assumes that teachers' feedback sheds light basically on content and layout. When these are satisfying, teachers can give a feedback on the linguistic forms. The latter is being

dealt with as a pre-stage or drafting. Besides, it is worth saying that teachers should assist pupils in evolving to the stage of professional writers by reacting to them with the corresponding feedback that helps them in revising their productions correctly. That aim can only be achieved once they respect the contexts for undergoing the feedbacks.

In a nutshell, the effective feedback provided by teachers or peers whether oral or written plays an indispensable role in enhancing students' written performance and offers a productive opportunity to review a work. In the context of "Modelled Writing", teachers should be aware of the impacts that can be fostered by their critique. There, it can reduce their writing anxiety. To succeed in doing so both teachers and peers ought to be adopting a constructive criticism approach.

10. Students' Perception of Modelled Writing

The writing skill is the best task where the integration of skills, strategies and creative techniques serve as crucial elements that enhance students' success. This is, in précised words, the Genre-Based Teaching. The latter underlies a strong emphasis on the modelling and decoding of text types as fundamental parts in for encouraging students in their roles as writers as stated by Christie (2005), Gibbons (2015), and Hammond (2001).

In the context of modelled writing, Kucan and Beck (1997) claimed that the "Think aloud" protocols facilitate the cognitive side of the writing skill. Thus, such procedures make it understandable and visible for students. That visibility goes beyond the writing skill to the thinking process that is used in constructing the parts of a text. The pupils' vision of the writing skill will change from a short observation to an active involvement englobed within the cognitive operations as they adopt and produce.

Adding to this, instilling the metacognitive processes in students' writing is an aimed result of making use of the "Think aloud" procedure within a modelled writing séance. It is applied not only to model effective types of writing, but to be cognitively systematic. They are meant to be used once teachers verbalize their ideas in the writing task. As a result, students will have an experience

with respect to the cognitive strategies and how to make use of them in dealing with whatever pieces of writing. That active engagement together with the thinking skill reaches higher implicit perception of writing.

Furthermore, the learners' view of modelled writing surpasses their role as amateur writers, and it reaches their writing progress. Kucan and Beck's (1997) research claims that "Think aloud" are very useful procedures that can be inserted in modelling reading as well as writing strategies. This mutual activity reinforces the interrelated natures of the writing and reading skills enhancing a holistic understanding of both.

All in all, the perception of modelled writing is empowered via "Think- aloud" procedures as well as by Genre-Based Teaching guidelines. Such an approach has been claimed by several scholars as Christie (2005), Gibbons (2015), Hammond (2001), and Kucan & Beck(1997). It goes farther than shaping students' career of proficiency writing, but it firms their m metacognitive skills. It, also, transforms their writing overview a passive observation to an active and meaningful engagement.

11. Impact of Modelled Writing in Students' Engagement

To engage students in the writing skill is such a systematic framework in which the instructor plays the role of an engineer through following the engineering steps. There has been one well-responded technique known as Modelled Writing. It is about the teacher verbalization of the thinking process during writing, and provides students with a model or sample. Experiencing such a method can be beneficial in terms of its interactive side; it provides learners with an understanding of the writing layouts as well as with cognitive process involved (Jones, 2011).

Model writing is not an approach that highlights the end product; it is rather such a process that is very useful in enhancing pupils' linguistic abilities, lexicological and text typologies in writing for several purposes. Namely, the NSW State Literacy and Numeracy Plan suggested this method

for the explicit teaching and the structural process of composing and guiding students via the procedure's of effective (Focus on Literacy: Writing in NSW State Literacy and Numeracy Plan).

Valley (2009) suggested that in modelled writing, facilitators turn out to be active writers by modelling the different elements in the writing process as the selection of topics, ideas' organization and the clear purpose of writing. It involves teachers' real-time writing and helping the whole class or groups to figure out the construction associated with an explanation of the thinking process that create the writing skill.

Therefore, modelled writing is a demonstrative method that emphasize the writing process in which learners witness samples of texts following teachers' guide on how to form words, sentences and paragraphs.

12. Modelled Writing to Teach Descriptive Writing

Vanderkolk (2008) published an assumption of "Modelling Writing the Classics". It is adopted to widen learners love for writing among youngsters. Such an initiative supports them in emulating the writing styles of the writers they appreciate. Precisely emphasized in the E-Book entitled "Modelling the Classics – Teaching Descriptive Writing," that is considered as a reliable source for educators and parents as well.

As discussed earlier by Vanderkolk (2008), the first and foremost aims behind those resources are listed around samples of descriptive writing, within works from classics. They are meant to guide students in the scientific process of reading works to admire them as well as to sort out the literary techniques employed by authors. The guiding layout sets a schema involving a structural method that provides learners with detailed models where more detailed models. They are directly associated with scanning questions to sort out the subtleties of the author's work. In order to make learning effective, the e-book provides students with graphic organizers that help student producing personal methodical pieces of writing inspired from the presented models.

Marianne Vanderkolk's goes further in encouraging learners to emulate their favourite models from several writers. The book offers precious models of descriptive writings from literary works supervising students in a step-by-step way. It consists of models to write about people/ animals, places and concrete objects; it is associated with handout on handwriting pages and graphic organizers. The outlined procedure involves a Copy work, which incorporates a Keyword Outline via inserting elements enlarged with key words and adapting the writing style via sentence openers, prepositional phrases and many more. Despite the fact that it focuses on descriptive modelled writing, it develops linguistic rhetoric items like spelling and grammar. They can be integrated for more comprehension.

In P.L. Travers' "Mary Poppins," the persona's transformation is precisely described as she came across the match man. The systematic analysis goes through copying the extracted passage by making a a Keyword Outline. It removes the additional descriptions, and it indicates the core elements. That analysis highlights the use of adjectives that modify nouns, which in one way or another it shows the richness of the narrative text. Such a task allows pupils to observe and name the nouns and adjectives. It insists on the importance of descriptive lexis items. The following step puts students in the chance of being creative in making their descriptions. For instance, a cloak it engages them to use their senses to describe it. The aim behind that is to develop a well-constructed paragraph that associates the original one in terms of using nouns, adjectives, and verbs (Vanderkolk, 2008).

Therefore, the focus of this method is to make use of the modelled writing as a stepping stone in developing students' descriptive modelled writing skill. It encourages systematic emulation of the writing styles of the author, but also the linguistic process of borrowing the expressions making them unique. Though it primarily focus on descriptive writing, it establishes the foundation of exploring the language rhetoric and stylistic and makes modelled writing more engaging as an educational approach (Vanderkolk, 2008).

13. Modelled Writing to Teach Expository Writing

Among the educators' role is to carefully support learners' writing development, as stated by Calkins (1991). A crucial aspect of that procedure includes supervising students in exploring their own experiences while choosing topics as it was dealt with in the perspectives of Atwell (1998) and Calkins (1993).

Reed (2005) shed lights on the importance of modelled writing as a teaching method for expository writing. In this guideline as an experiment to test its systemacity, the instructors display expository samples to pupils and projecting them as well. The entire class will participate in the revision process, focusing on sentence accuracy, word choice and the writing norms. Such an iterative modelling allows students to gain an effective understanding of the writing process as it addresses typological criteria as text organization, contents, and lexicological items. They help fostering the clarity and meaning of pupils' written productions.

A particular modelling technique includes using a data projector to cover several expository writing samples. In the classroom, pupils follow through printed papers where the instructor supervises them in checking sentence by sentence. Active peers' feedback with regard to accuracy, words' choice and the writing norms is required. Once students revised the productions, they write the pieces of writing as an essay. Doing so proves to an effective schedule ensuring the mastery of the writing process, which is indispensable for them to become proficient writers as suggested by Reed (2005).

The emphasis on modelled writing goes beyond to the planning phase. Among the practical strategies for students is the accordion paragraph. The latter is a tied down paper that consists of a sentence. Such a method allows learner to plan visually to write a high quality paper. It fosters a deeper understanding of the writing structure (Reed, 2005).

The Step Up to Writing program is suggested by Reed (2005) to illustrate the importance of modelled writing. At the beginning, facilitators provide students with topic sentences. Definitely,

the procedure includes a theoretical part on how to produce a topic sentence. The Step Up program offers thirteen different methods that emphasize key elements as occasions and positions. By practising the production of topic sentences, pupils foster their ability of guiding readers effectively in improving their creation and quality of an expository writing.

Thus, the learners' mastery of topic sentences and elements of an expository paragraph will lead them to be introduced to concept of the "Blues" (Auman, 2003). The latter is attention-grabbing sentences added to the initial part of of an expository piece of writing. It consists of intriguing information. For example, "Winning the lottery is the best event ever to happen to me. I can't believe I won a million dollars"(Auman, 2003, p.34). Such a technique strengthens the introduction, captivating the reader's attention and enhancing engagement with the expository writing.

14. Modelled Writing to Teach Narrative Writing

The modelled writing is such a method that results in several opportunities for instructors by explicitly illustrating the word and sentence-level elements like spelling rules, rhyme, phonics, grammar and syntax, alliteration, personification, vocabulary choices, handwriting, and text layouts. Many of those elements are integrated within the word and word families that are mostly taught in classrooms as inputs for learners in the future writing occasions (Harris, 2003).

Moreover, to demonstrate the writing process teachers can opt for modelled writing for the sake of illustrating various text genres. That process consists of labelling the text's type for instance narrative. Then, comes understanding its purpose (for example entertaining in the case of a narrative), the text's organization text (as with an orientation, a series of events, complications, and a resolution in the case of a narrative), adding to this the identification of linguistic features (such as descriptive words and action verbs in a narrative). Those discussions should essentially consist of experiences of authors, representing resources and procedure writers can make use of (Taylor, 2000s).

The narrative texts that is appropriate for being demonstrated in a modelled writing séance range from children's home, school, and community settings, such as narratives, poetry, factual texts, and popular culture texts. Instructors can also help learners' associate texts from their homes to explore the desire between home and school. Materials applied during modelled writing, such as big books and overhead projections, which should be discussed for better transparency. It emphasizes teachers' support and guidance. It provides a chance for teaching a clear identification as crucial for the different learners.

Furthermore, by adopting modelled writing for narrative texts teachers will not only model norms and rules for analyzing texts. It also allows them to write in front of learners, who visualize themselves as writers. Throughout the “think-aloud” protocols and actions teachers illustrate aiding ways of “behaving” and “modelling” a writer, as reading back during developing a text. Such skills should be hypothesized randomly and demand explicit teaching, ideally through examples (Harris, J., 1993, p. 63).

Figures 1 and 2 Taylor (2000s, p. 17 &18) illustrate examples of how writing can be modelled for primary school children when creating a simple poem or narrative, including suggested commentary and questioning as the teacher writes for the class.

Figure 01:

Poetry Writing Exemplar

A poem for seeing:

Instead of the word 'Listen' what is going to be the word on the first line of the poem? ...'Look'. *And what punctuation do I need? ...I'll add an exclamation mark.*

Look

What would the next line be? I musn't forget the punctuation.

**Look!
(What can you see?)
The curving arc
of a rainbow bright.**

Now I need my descriptive phrase of something interesting to see. I'll write about a rainbow...

**A twinkling star
Setting the sky alight...**

The word 'bright' is a good word for the end of the line because we can think of lots of words that rhyme with 'bright'.

Can you come up with a descriptive phrase of something exciting to see that rhymes with 'bright'?

Now I'll just check that I've got the same pattern for my punctuation. *Have I remembered the question mark and the brackets?*

Figure 02:

Narrative Writing Exemplar

At the Park!

I'm going to introduce the characters and establish the setting in the first paragraph...

It was a beautiful sunny Saturday afternoon. The park was full of people. Some children were waiting impatiently for their turn on the merry-go-round. There was a queue for the hot dog stall and one boy was chatting away on his mobile phone.

...then add colour by describing things that can be seen, heard, and smelled.

A close up shot focuses on one character.

Mrs. Daniels loved to come to the park on sunny days. She wheeled her wheelchair passed the hot dog stall and the ice cream van. She could hear the happy cries of the children on the merry-go-round. She decided to buy a bunch of flowers.

Dialogue moves the action on. Have I used the correct punctuation?

my living room," she said sniffing the flowers. But when Mrs. Daniels looked in her handbag her heart nearly stopped beating. Her purse wasn't there! She must have left it at home.

The third paragraph introduces the problem... and hooks the reader in.

...How could the story end?

"What a lovely day this has turned out to be," said Mrs. Daniels.

The application of modelled writing has a significant and beneficial impact on a writer's entire skill set, including increases in writing ability, vocabulary growth, and style development. This method has multiple advantages such as enhanced writing skills, expanding one's vocabulary, development of a unique writing style, better comprehension and information, and the supply of both motivation and inspiration.

Bandura's (1986) social cognitive theory has been recognized for its importance in the learning and developmental processes. Seeing others—especially those who are viewed as successful or competent—makes it easier to pick up new skills, perspectives, and behaviors. Modeling is a powerful tool to establish self-efficacy, or the belief that one can succeed under particular conditions, as well as self-regulation, or the ability to control one's own behavior. This is consistent with the results of Schunk and Zimmerman (2007), who highlight the value of modeling in an educational setting and support the practice's ability to foster a sense of competence and efficiently manage student learning.

According to Rosenthal and Zimmerman (1978), the idea of using models for learning and skill development is not a modern invention, but rather has ancient roots. Teachers have long understood how important it is to expose students to the best works and known professionals in a variety of fields, like public speaking and writing, in order to motivate and guide their own personal development.

When it comes to teaching, modeling is especially important for helping students make the connection between writing and reading. Based on Shanahan (2015), in the absence of models, students would be forced to independently create every writing style and feature. Through the incorporation of collaborative writing and discussions, active participation, and encouragement of active learning, complementary teaching practices like shared writing further improve the learning process.

Conclusion

In conclusion, Modelled Writing has been emerging as a modern method in teaching the writing skill. This chapter digs deep into components of modelled writing to highlight its effectiveness as a strategy for shaping students' writing performance. Starting with an analysis of its foundation and principles, it proves its role as a dynamic and interactive process in the classroom. Through integrating strategies like utilizing literary works or storytelling and sharing examples, scholars attain practical procedures in implementing modelled writing at schools. It further illustrates the scientific backgrounds of modelled writing, classifying its models, incorporating it and emphasising the teachers' feedback within to enhance students' writing skill.

In addition, this chapter exposes the students' perceptions of modelled writing revealing its positive impacts on developing the different writing genres. It helps inspiring and motivating students by creating the suitable writing environment for them. As educators keep integrating both the theoretical and practical dimensions of modelled writing, it contributes positively to students' writing performance. It has been developed into a revolutionary approach in enhancing writing styles and content via awakening an interest for writing, providing practical tools and supporting the collaborative learning. Hence, those insights prove to be an authentic evidence for the positive sides of modelled writing on EFL students in developing their writing proficiency.

Section Three: Biography

Introduction

"Biography" is a thorough examination of the lives of famous individuals, providing invaluable insights into their inspirations, personal journeys, and crucial moments. This section discusses the notion of biography by setting some definitions and investigating its origins. It looks at the elements and types of biography, highlighting how crucial it is to arrange information within this genre. It also explores the subtleties of producing fictitious biographies and offers advice on writing critical and informative biographies.

1. Definition of Biography

Bentley (1979) describes biography quite clearly, comparing the work of a biographer to that of a geographer who does more than just create maps. This comparison highlights how biographical writing is more complex than just reporting on events in life or character attributes. Still up for contention, though, is what constitutes a biography's essential elements depending on its intended use. Biographies can be used to celebrate, teach moral lessons, educate, or make money, among other purposes. As a result, the biographer adapts their strategy to fit the particular goals of the project, producing a variety of approaches and styles. Professor Dame Hermione Lee FBA (7 JUL 2020) described biography as "a big fat book about a dead person", a book with chapters arranged chronologically from birth to death, including dates and pictures, a book that describes the life and career of a single person, but it probably contains a lot of information about their acquaintances, family, friends, coworkers, and relationships as well.

Moreover, a biography is a book about a particular person published by a biographer. When the subject of the biography has read the book and confirmed the accuracy of the information presented, the biography is considered "authorized". A similar procedure is

followed in journalism, where it's common practice to let interview subjects read parts from which they will be cited before publishing. However, the interviewer who designed the interview has the greatest responsibility for it. Although many biographies of famous people and celebrities read like positive reviews, the individuals themselves frequently use ghostwriters to create their stories. Even if some biographies are referred to as "authorized," they might not present an objective or thorough picture of the subject's life. Therefore, a genuinely excellent biography should give an honest, fair, and balanced account of the subject's life and accomplishments rather than just heaping praise upon them. An excellent instance of a so-called "authorized biography" is that of the actress Carice van Houten from *Game of Thrones*, as she freely acknowledged that she had arranged with writer Ab Zagat to write her biography (Nigel H., Hans R., 2018). Authorized biographies are often seen as being more reliable and thorough than unauthorized or unofficial ones.

2. Etymology of Biography

A simple description of biography is given by Parke (2002), who acknowledges the word's ancient Greek roots, *bios*, which means life, and *graphein*, which means to write. Biography is, in other words, writing about life. It has roots in ancient Egypt. As stated by D. Hermione (2020), the term "biography" first appeared in Western literature in the late 18th century, but it has a long history spreading many cultures and historical periods. Some examples include the ancient Sumerian epic *Gilgamesh*, which is full of adventure and conflict; the classical and Egyptian lives of rulers and notable heroes, which contain cautionary stories of triumphs turning to decline and disaster; and the revered biographies of Tibetan Buddhist leaders or medieval Christian saints, which teach us how to live under God's vigilant eye. Traditionally, biographies were mostly the *Lives of Great Men* (and occasionally, *Women*), published to inspire or educate readers. However, it's evolved into a more democratic style of writing. "Lives" can be written about both "ordinary" individuals as well as kings and saints.

According to Nigel H. and Hans R, (2018). The study of the real person is called biography. It's a general term that refers to all the different ways we document individual human lives, both past and current. How we try to understand them: how their earthly adventures unfolded; how they matured as people; and what "happened to them." In a way that contributes to the definition of homo sapiens, biography addresses this basic human curiosity. Elephants are known to have long memories, and they are also capable of grieving; only humans are able to turn their sorrow into memorials, which have developed over time into ever-more complex, artistic, and reflective accounts of the lives of actual individuals. A field of human interest, biography is eventually let down by myth and fiction. It is an attempt to provide answers to our ongoing curiosity about humanity by examining and presenting examples of verifiable men and women who have either died or are soon to die. Since Bishop Berkeley's notion of the non-existence of matter was refuted by Dr. Johnson, who famously kicked a stone to establish the truth of reality, death—real death—is the ultimate reality of biography as opposed to fiction.

3. Elements of Biography

Nicol, A. (2023) stated that most biographies cover the majority of an individual's life. It goes without saying that a book cannot cover a subject's full life if they are still living. The author might choose to focus solely on a particularly significant time in the subject's life if they had a lengthy and remarkable life filled with many accomplishments. However, the purpose of a biography is to understand more about the subject than merely what they have achieved, therefore background details regarding their early years, formative experiences, and other events are probably still included.

Comprehending the subject's background is crucial while writing a biography, as Mery (2020) points out. Giving readers specific details about a person, like their birthdate and place, offers them a clear and thorough overview of their entire story. Also, pay attention to

important events, such as the beginning of a relationship, a significant life transition, or another important turning point. Moreover, you should definitely discuss what happened prior to the subject of your story's passing if they are deceased. In addition to writing a biography, try to share interesting stories about the individual's life story, selecting things that will captivate readers or are particularly relevant to the purpose for which the biography is being written.

4. Types of Biography

A biography is a particular type of historical writing. It is a narrative of events predicated on the life of a single individual as examined in the study of (Edsharrow, 2020): historical fiction, academic, fictional academic, and the prophetic biography are the four primary types of biographies.

4.1 Historical Fiction Biography

A piece of fiction inspired by an actual event is called a fictionalized biography. The most common usage of the fictional approach in biographies nowadays is in stories of living celebrities, athletes, and politicians. These "true stories" are frequently the basis for television or movie stories. Typically, the stories are crafted for greatest entertainment value after being loosely based on a few well-known facts about the person. Regarding the person's life lessons, there is less care for factual integrity or literal correctness. Examples of fictional biographies in books include:

- The "Hot Celebrity Biography" series, with books on people like Johnny Depp, Shaun White, Hilary Duff, Michael Phelps.
- "Yes We Can: A Biography of President Barack Obama" by Garen Eileen Thomas.

4.2. Academic Biography

Academic biography depends mainly on the verified information and recognized achievements of an individual's life. Any lessons that these people may have acquired are frequently hidden by their attention to the smallest elements of their lives. Academic historians will organize relevant data around an individual's accomplishments. A visual artist's life story, for instance, could be narrated based on how they are thought to have influenced a particular kind of art, such as landscape painting, portraiture, or sculpture. In an academic biography, the lives of influential figures in commerce, politics, and changes in society are typically arranged chronologically. The stories, for instance, start with childhood and family influences, then move on to education and their first love, pursuing and achieving their life goals, starting a family, falling from favor or retiring, and ultimately dying. In the end, academic biographies seek to give readers a thorough and detailed overview of the individual's life in relation to their time period and area of specialty. Examples of academic biographies in books include:

- “Stalking the Academic Communist: Intellectual Freedom and the Firing of Alex Novikoff” by David R. Holmes
- “John Wyclif: Myth and Reality” by G.R. Evans.

4.3. Fictionalized Academic Biographies

The fictitious academic biography falls into the third genre of biographies. The goal of the fictionalized academic biography is to blend the greatest aspects of both academic biographies—factual accuracy—and fictional biographies—entertainment with a compelling topic and plots. An honest impression of the person is attempted to be conveyed while using the documented events of their life in a way that's balanced. A balanced picture of a person's possible life is produced by combining the facts and lessons of the individual with the director's or author's unique viewpoints into life. If the fictionalized academic biography is

successful, it may change the public's perception of the subject's life. Examples of fictionalized academic biographies in books include:

- “American Caesar: Douglas MacArthur 1880–1964” by William Manchester.
- “East to the Dawn: The Life of Amelia Earhart” by Susan Butler.

4.4 Prophetic Biography

The academic method of taking into account all of the available information is where the prophetic biography starts. Following the recording of the information, a spiritual objective or ideal theme—often the "liberation of the masses"—is formed. The best entertainment value is thereby achieved by selecting and developing facts that support the ideal thesis. When they work, these accounts are highly regarded as important tools for personal growth. The prophetic biography might even be elevated to the status of a religious text if it offers counsel for the physical, mental, and spiritual well-being of humanity. Effective prophetic biographies are highly regarded as tools for personal growth. If they offer advice on a range of topics related to the well-being of people, they might even be treated as sacred texts, impacting the beliefs and customs of religious groups. Examples of prophetic biographies in books include:

- “The Story of My Experiments with Truth” Autobiography by Mohandas K. (Mahatma) Gandhi.
- “Autobiography of a Yogi” by Paramahansa Yogananda.

5. Organizing Knowledge

The framework of a biography also aims to make the life of the subject interesting and readable. As Midge G and Alexander M, (2008) stated, a biography can be helpful because it offers a distinct and simple-to-follow narrative structure. Typically, it begins with the subject's birth and continues roughly chronologically until their death. This method has the benefit of being simple to follow, which makes it equally relevant to a family's history. One

disadvantage is that it can come across as monotonous, particularly if you're writing about a character who had an exciting early life but a quieter latter life. To address this, writers might have to use storytelling techniques like flashbacks to keep readers interested and steer clear of boredom. You may give the reader more for less when you write about two or more people whose lives naturally complement each other. The reader will gain a greater understanding of each subject through their interactions, even if the individuals have comparable backgrounds and contexts. Group biographies have the advantage of typically featuring at least one figure who is more colorful than the others. He or she has the ability to carry other, possibly less interesting characters along with them as they advance the plot. This captivating character takes center stage in the story, drawing readers in and advancing the tale with their engaging presence. Nancy Astor plays this part in *The Langhorne Sisters*. She was the first woman to be elected to the parliament.

6. Writing Informative Biography

Fathoming once life is a vast journey that demands a scientific mastery of the writing techniques involved in producing a biography. To accomplish that scholars have suggested an “Accumulative” process, this emerged as an objective method, known for its presentation of life events in a non-personal interpretative way. Thus, writing an informative biography is to be better produced in the accumulative style throughout historical illustrations and modern theories, spotting light on its significance in the task of biographical writing. (Sidi.Aissa, 2021-2022).

The Accumulative Category is characterised by its remarkable objectivity and detailed portraying of a figure’s life events that is suggested to construct an informative biography. Such a genre is practically free of an interpretative style. It focuses mainly on the selective expositing tone of a person’s life details. In this respect, the biographer makes efforts to go through a chronological order of one’s events; he/she deals with the different historical

records attributed to the figures life's journey. Despite the fact that personal interpretations are excluded in the accumulative style, selecting life's events contribute to the objective understanding of its nature. Adding to this, the biographer is expected to be methodically in terms of academic writing. The produced work is usually taken as a foundational model for the to be biographers. Consequently, it offers them a comprehensive and reliable source of objective writing (Coleridge, 1907).

In the 19th century, there was an evolution in the literature of a biography. It took place via some authors detailed writing styles as David Masson's work of "Life of Milton" and Nicolay and Hay's work of "Abraham Lincoln: A History". They integrated lives of characters in a historical setting, which was taken as a resource for the coming scholars. Hence, new generation of authors as Edward Nehls and David Alec Wilson dealt with the same approach in their works of .H. Lawrence and Thomas Carlyle. Such works emphasised the noticeable value and impacts of the accumulative method.

According to the "UCR Graduate Writing Center" shaping a well-designed informative biography goes through fundamental steps, which are considered as a comprehensive scholarly trip. Such narrative text is often dealt with in conferences, journals, or personal and departmental websites. It demands a detailed approach that is based on the appropriate audience and context. To start with, one should start by introducing oneself, giving detailed occupations, academic career and life experiences that made his/her achievements noteworthy. Taking into account the conception of professional branding, the writer has to treat the biography writing as an advertisement. Within the latter he/she should ensure a concise portrayal that highlights the recent layouts in the field. The strategic integration of key terms related to the biography would facilitate the connections with the different colleagues. Besides, the author should consider the several contexts where the biography is viewed. To do so he/she adapts the writing focus and spotting light on aspects of the life

achievements' that attracts the intended audience. Hence, the organizational structure should follow a logical structure with different options. This is to be organized in a broad-to-narrow or thematic approaches in which it provides a cohesive narrative spanned around a narrative evolution. Following a certain professional tone leads opting for the third person in constructing an informative biography. He/she should be aware of the importance of being updated in forming the biography with regard to the recent achievements in the academic trip, Birt (2024).

7. Writing Critical Biography

In the respect of biography writing, two different categories have emerged. The first one is completely narrative ; while, the second is critical. In these lines, we will deeged into the characteristics and the nuances of the critical biography. The latter is a written genre that gives a real portrait of one's life as opposed to the narrative ones (Sidi.Aissa, 2021-2022).

Critical biographies are identified by their noticeable analysis of sources as referred to in the French term for them. They are precised in terms of notes, appendixes and bibliographies. As opposed to the narrative biographies, the critical ones exclude the fictional layout. The life events portrayed in the critical writing are far from focusing in a distinct chronological order. Besides, the numerous inferences are implicitly labelled. Hence, such a type of biographies include a unique mastery in terms of selection and arrangement where authors do not commit any monumental risks (Sidi.Aissa. 2021-2022).

Critical biographies are distinguished from contemporary writing in the dynamic description of the character like in Leslie Marchand's exploration of Byron (1957), Dumas Malone's detailed series on Jefferson (1948–70), Winston Churchill's volumes on Marlborough (1933–38), and Douglas S. Freeman's comprehensive study of George Washington (1948–57). They demonstrate a mastery at the expense of their data; they go beyond superficial portrayal and engage critically with themes of the subject's.

Such a writing genre uses a critical method. It goes either via a direct integration of the narrative evaluation or by devoting sections and chapters to numerous details of the work's life. It can face different challenges with regard to non-experienced critics that can lead to fragmented description of the life's events (Sidi.Aissa. 2021-2022).

Nonetheless, the critical biography has got an effective interest, which can be illustrated in these works Arthur S. Link's extensive study of Wilson (1947–65), Richard Ellmann's insightful biography of James Joyce (1959), Ernest Jones's thorough examination of Freud, Freeman's detailed account of Lee (1934–35), and Edgar Johnson's nuanced depiction of Charles Dickens (1952). Due to them the critical biography guaranteed its place as a genre in modern biographical writing (Sidi.Aissa. 2021-2022).

8. Writing Interpretative Biography

According to Kendall (1985) the interpretative biography is a writing genre, which is known for its subjectivity and standardization. It goes in a proper way for describing one's life. Some writers within like Catherine Drinker Bowen move deeply into their characters. They make use of narrative styles that insist on representing data in details. Among her works are "Beloved Friend" (1937) and "Yankee from Olympus" (1944). They illustrate the interpretive perspective by the over focus on etymological facts and the narratives details. Due to this technique Bowen could authentically portray subjects leading to insights on further research.

In addition, Bowen's perspective has evolved, which could be proved in her later work "The Lion and the Throne" (1957). It goes in a more conservative style. Such a shift spotlights on making a reference to incorporating materials as dialogues. It focuses on arranging biographical parts into a traditional layout. Due to these, Bowen's achievements were a stepping stone towards developing the interpretative biography and insert a fact and fiction flavour within.

Other biographical works, like Frank Harris's "Oscar Wilde" (1916) and Hesketh Pearson's "Tom Paine, Friend of Mankind" (1937) and "Beerbohm Tree" (1956), illustrate the interpretative style. They allow the integration of the aesthetics mastery and exposing deeply one's life events. Nevertheless, interpretative biography keeps evolving in systematic and subjective spheres. This criterion permitted writers to shape their biographies with creativity. It could not be attained without her former works that helped interpreting and understanding historical figures life events.

9. Writing Fictionalized Biography

The fictionalized biography is a modern type of the literary biography. It helps authors in writing innovative scenes and conversations. In contrast to classical biographies, the fictionalized biography does not give more attention to deep research's details. Authors as Irving Stone, in works like "Lust for Life" and "The Agony and the Ecstasy," make a balance in using facts and fiction because it is thoroughly allowed in that genre. It offers a systematic and dynamic method in narrating historical figures' stories in a style that collaborate both storytelling and life's events, Kendall (1985).

In addition, the fictionilized biography is a home to reliance on extra sources. Despite the fact that the traditional biograhly are drawn basically from main sources, the fictionalized one usually makes call to a secondary source. Hence, this focus on additional sources added to interpretations. Those elements of reliance and interpretation facilitate the act of forming the narrative style by authors in more fiction and fact atmosphere.

To become a professional at producing the fictionalized biography, students are inquired to master the fundamental steps of writing this genre, understanding its unique characteristics as well purpose (Gilbert & Graham, 2010). Doing so is required to be done by reading. Namely, once such a genre is introduced to learners it is better to read loudly some sample of fictionalized biographies to them. They allow learners to pick up the structure and techniques

employed like relating characters to the appropriate context. Besides, to develop the writing proficiency learners are invited to discern reading that would enable them to acquire insights. (Hansen, 2001). Ray (1999) sets five steps for students in order to develop their reading as writers:

- a) Observe the text's structure.
- b) Debate on the purpose's and techniques of some literary works.
- c) Sort out and label those techniques.
- d) Compare them to other writers who use the same techniques.
- e) Adopt and implement the techniques in their writing (p. 120).

The teachers should opt for the appropriate fictionalized biographies for learners in order to illustrate the fundamental qualities that distinguish this genre. These include ideas, layout, lexis choice, voice, sentence fluency, conventions and presentation (Culham, 2003). Such qualities include:

- 1) Ideas in terms of narrative's development
- 2) Layout with regard to the structural coherence of the text
- 3) Lexis choice where selecting the most evocative language
- 4) Sentence fluency in the sense of the narrative's rhythm
- 5) Conventions i.e. respecting the literary norms
- 6) Presentation the all in all aesthetic side of the work (pp. 11-12)

For instance, to teach the lexis choice in the fictionalized biography, the book "FEARLESS: The Story of Racing Legend Louise Smith" (Rosenstock, 2010) can be used with students with activities to sort out moments in which the writer employ vocabulary items. The latter reflect actions. Numerous writers come across challenges in selecting more appropriate words. In this respect, the act of providing a word bank while drafting a literary work is said to be helpful for authors to produce an attractive work. Learners can make use of

resources like RhymeZone or a Thesaurus to gather vocabulary items that are linked to the persona, settings and so on. The word bank plays many purposes helping in enhancing skills like lexis choice, sentence fluency and voice. It also aids learners discover wider themes in the fictionalized biographies' topic. It clarifies the mental abilities setting links and provides interactive words to reduce the author's block.

Therefore, spotting the fictionalized biography allows teachers to increase the presentation of the narrative text in their classes via providing an instructional framework. It lets them meet standards and literary aims. Still, the overall goal is to emulate students to produce models willingly on characters and moments that resonate with them (Zinsser, 1993). Following such an approach provides teachers with the most reliable data to supervise learners in becoming professional writers of fictionalized biographies.

10. Importance of Teaching and Writing Biography

According to (Kormos, 1982) exploring the narrative text, precisely in the structure of personal story narrating and biographies represent a noticeable side in language teaching-learning. Due to its pervasive nature and the inherent excitement it creates, it has widely spread within students. The narrative texts, such as the autobiography and biography, are said to serve for attracting the resume of life events. As a result, the educational schools, which offer the formation of English as Foreign Language (EFL) syllabi, have recently experienced a need in popularity for lectures based on life stories. Namely, Jun who is an English pupil at China's Sun Yat-Sen University, excitedly survived the transformative experience of being a part with the establishment of nonfiction writing : "I never realized writing could be so enriching and foster connections with people until I enrolled in the creative writing course this semester!"(Dai 553).

In addition, Nugrahenny Zacharias (2007) dealt with the advantages linked to teaching the narrative writing with all its different forms. To start with, it serves as a stepping stone

towards developing the other writing tasks. Such a claim is proved by the manner where youngsters spontaneously start constructing their own discourse performance by storytelling. The latter can be about themselves, real characters or fictional ones. Besides, the biography writing that is characterised with the personal elements melts the ice between learners' daily actions and the academic status. It, also, fosters the educational staffs influence. Once students decide to integrate the knowledge delivered in the classroom to their daily chores, so their educational career goes further than the classroom's confines. The act of dealing with the writing skill about other folks helps pupils in mastering the components of human experience that can be applied in several social contexts. Adding to this, the biographies hire a crucial role in constructing our mastery of the mankind existence, as people wish coherence and sense within the life's hardshipness. This procedure, as well, can be considered as therapeutic strategy. It encourages authors to dig deep the quality of emotions and scopes to genuinely portray their figures. Researchers has justified that those expressive writing _the biography_ not only enhances their mental understanding, but it can empower physical well-being (95-97). Hence, including the narrative writing tasks into English Educational Curricula whether for Foreign Language or Second Language would reveal numerous positive outcomes for students writing performance.

Alheit and Dausien (2002) highlighted the significance of teaching the biography. They focused on the perspective of fathoming the biographical learning involving the navigation of life transitors. Alheit shedded light on the benefits of people managing the biographical disorder that was created by modern life. Such a process was meant to create new "Life Constructions" in order to reorder biographical data in varying contexts. Learning about biographies goes beyond individuals personality and referentiality exposing their own attitudes to others. In this respect, the term "Biographicity" underlines the capacity of reshaping someone's life in a specific setting and demanding a full attention. "Transition" is

fundamental in biographical learning ; it projects the knowledge-development in an evolving structure. It focuses on creativity, once students sets a previous unconnected classification to cope with the changing world. (Anders Hallqvist, PhD. 2013.)

Furthermore, writing the biography exceeds stating personal information. It allows students to widen their horizons, view the world from more than one perspective and deal with others' thoughts.

Biographical writing helps students in ascending to the inquiry-based learning. Instructors can establish an educational atmosphere in which learners can inquire differently, and look for a focus to construct their biographies. This may be whatever from one's hobbies, interests and personality traits. (Anders Hallqvist, PhD. 2013.)

In a nutshell, teaching writing the biography is significant in grasping the way where folks seek to gather life events, modify them to improving circumstances and build a well sensed narrative text about themselves as well outstanding figures.

Conclusion

To conclude, writing the biography is an integrative task that requires a call to historical knowledge, literary culture and cognitive skills. Biographies with a narrative and events scope evolved from Ancient Greek to modern types. They were purely factual; now they take interpretative and fictionalized perspectives.

In order to write the biography, authors or students should arrange the character's life events. They should devotedly portray him or her, as well; they should fathom his/her motivations. It remains a unified procedure of exposing facts and dig deeping into social impacts.

Furthermore, interpretative biographies reach the life's hardships throughout psychological and sociological fields, while; fictionalized biographies integrate both

imagination and emotions. For the sake of teaching to write the biography to enlarge one's horizon and give an emulative inspiration for future readers and writers.

Chapter Two: Fieldwork

Section One : Methodology

Introduction

Every academic research paper should begin with a theoretical part that sets a clear area of literature review of the study. Such a theoretical section should be associated with a practical element, involving a fieldwork in order to experience and confirm the hypothesis. In the following section, the practical framework will be highlighted for dealing with modelled writing. This chapter is devoted to describe the methodology used in the practical part. It aims as well at validating the hypothesis throughout the analysis of the data collected from the modelled writing experiment as well as from the teachers' questionnaire. Throughout this section, we have offered an analysis of students improvement or non-improvement in the experiment, and an analysis of every question or statement. All of these will be followed by a discussion of the results founded.

1. Place and Time of Research

This research took place at Ibn Khaldoun Middle School that is located in El-Eulma, Setif within the academic year 2023/2024 to investigate the effectiveness of implementing modelled writing third year pupils on writing performance.

2. Research Questions

This study attempted to answer these questions :

- 1) Do learners who work with modelled writing produce better pieces of writing than those who work without ?
- 2) Would modelled writing be implemented to affect learners writing performance ?

3) How would the implementation of modelled writing affect learners writing performance ?

3. Hypothesis

With regard to the above mentioned questions, the following hypothesis will be tested :

If the EFL learners were provided with the modelled writing, there would be a remarkable difference in their writing performance.

4. Population and Sample

In Algeria's educational system, English as a Foreign Language (EFL) teaching and learning begins in middle school, in which the competency-based approach is basically adopted as the fundamental teaching method (Benadla, 2012). On this respect, this study put under light the 3rd year EFL pupils at Ibn Khaldoun middle school in El-Eulma, Setif, in the academic year 2023/2024. Hence, from a total of 170 learners, 35 were selected in context of the present research, 15 males and 20 females, between the age of 13 to 17 divided into two groups (experimental and control groups). The reason behind choosing third year pupils is that they satisfy the requirements of the post beginner level since they have studied EFL for three years at least.

Table 01

Representation of population and participants

	Control Group	Experimental Group	Total in General
Males	6	9	15
Females	12	8	20
Total per Group	18	17	35

Age	14 to 17	13 to 17	13 to 17
Population : 170 EFL Pupils			

5. Method Choice

Quasi-experiments involve assignments, but they lack assignments of participants to groups. This limitation was because the experimenter cannot artificially create an experimental groups (Creswell, 2012). For this study, the quantitative research method was chosen to be a suitable method to determine the impact of independent variable (IV) on the dependent variable (DV).

Qualitative research necessitates an explanation of how a variable may influence other variables. Thus, the outcomes of this research is anticipated to offer explanatory information into determining the impact of modelled writing on students' composing short biographical texts. The study's design employed the participants with pre- and post-test design structured to the pattern outlined in the table below:

5.1 Quasi-Experimental Designs:

Table 02

Representation of the Different Phases of the Quasi-Experiment Design

Class	Test	Treatment	Test
Control Group	Pre-test	No Treatment (The pupils only treated with the explanations of basic writing instructions)	Post-test

Experimental Group	Pre-test	Experimental Treatment (implementation of modelled writing in writing short biography + lesson of writing)	Post-test
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6. Research Design

The present study is administered with an experimental design where two Variables were under scope:

IV: Modelled Writing.

DV: Writing Performance.

Two homogeneous groups were determined as a control group and experimental group. The former does not require treatment, while ; the latter is given a treatment.

7. Research Approach

Creswell (2014) described the research approach, as it comprises a set of strategies and methods for compiling a research. This latter can be grouped starting from general conceptualization plan to very rich in details methodologies for gathering and interpreting data. It incorporates the joint of theoretical assumptions, strategies, and exact methods. The research approach is classified into two categories:

- The approach to information collection (data collection).
- The approach of knowledge analysis or reasoning.

7.1. Qualitative Research Approach

The qualitative research was firstly outlined by Parkinson and Drislane (2011). It goes through different methods such as the participants' observation and the case studies in order to realize narrative as well as descriptive account of a setting or a practice. In this respect, researchers using those methods disagree with positivism and rather align with interpretive methods. In addition, Sandberg (2005) made a shift from the quantitative research methods to the qualitative ones. It highlights a decrease in the achieved superiority of quantitative approaches. The qualitative research grows from a dissatisfaction with a positivist approach, and emphasises the comprehension of non-defined social dynamics. Furthermore, Maxwell (2013) focuses on the understanding of meanings, motives, aspirations, beliefs, values, and attitudes that represents deeper relationships and phenomena. They cannot be minimised to the operationalization of variables of generating knowledge within the positivistic research.

7.2. Quantitative Research Approach

According to Williams (2011), the quantitative approach consists of collecting data to quantify them within a statistical study. It helps in the approval or disapproval of a stated hypothesis, responding to research questions, restating a literature review and collecting some measured data. Also, Creswell (2003) and Williams (2011) goes further to claim that the quantitative method makes use of techniques like experiments and surveys, and calls rational tools under a statistical data generation. Kauber (1986) gives a root to the quantitative approach to the positivist framework in measuring the different variables. Namely, a study that was done by Carroll and Bailey's (2016) on the English Language proficiency level consists of variables as the EFL and non-EFL students. It includes, as well, tests in the four skills : speaking, writing, reading, and listening. A similar study was conducted by Préfontaine's in the area of second language fluency, which was stated Kormos and Johnson, 2016, using two variables as class levels and verbalizer types.

7.3. Mixed Method Research Approach

The mixed method study, Creswell (1994), combines data and analysis of both quantitative and qualitative information. This approach permits the researcher to collect the results and infer conclusions in a varied method. Though the traditional research is based on one unique approach in collecting data, the mixed method is organised in a general origin of inquiry. This framework provides numerous advantages as the capacity of addressing complicated research questions through making reference to varied philosophical designs, which vary between both positivism and interpositivism frameworks. By integrating quantitative and qualitative data, the researcher may project a rational justification for his/ her finding. Besides, the mixed method study is known for providing methodological flexibility, reasonable explanation and allows a wider understanding. In essence, this approach is ruled by a principal inquiry that rules the study's process.

8. Data Collection

The data were collected all over a period of eight schooling weeks. In order to reduce the unfamiliarity with students Mr. Abdelali BELHADI, as a teacher and researcher, has undergone the experiments with his teaching classes. Mr. BELHADI integrated the data collection procedures as part of his lesson plans in the writing sessions.

8.1. Procedures

In the light of the mixed methods approach, the collaboration of qualitative and quantitative data were used to attain well-stated aims. To start with, the qualitative method was referred to within the exploration phase for the sake of approving the problematic at hands. Besides, a basic quantitative procedure went throughout the teachers' informal interviews and questionnaire, the classroom observation following a checklist and daily notes added to the interpretation and analysis of the employed documents. Therefore, a diagnostic test was employed to name the basic weak points of English as a Foreign Language (EFL) students in

the writing skill. In the prior stage of scheduling any measures, pupils took a pre-test to state their initial writing skills. The sessions of integrating modelled writings (MW) were four main ones exceptionally for the experiential group. They were designed in a framework that suits students' cognitive and linguistic abilities as illustrated in the lesson plans (refer to appendix 5, 6,7 and 8). In each session, the teacher followed the official pedagogical method for teaching writing as a skill within the pre-writing, writing, and post-writing stages. Through the experimental stage, a continuous oral test was planned and administered to evaluate learners' efficiency/deficiency of the treatment so far. To find out the quantitative part of the independent variable (IV), the almost same pre-test was reused both the experimental and control groups that allows a comparative side.

8.2. Tools and Instruments

8.2.1. Exploratory Phase

Practically, the tools employed in such a phase are to state that pupils are having the writing problem. It, also, explores teachers' attitudes towards implementing MW.

8.2.1.1. Informal Interview

An informal interview was made with an inspector _a former training teacher_ of English. He was told about this thesis, the use of modelled writing and its updated meaning. He was given a sketchy explanation, in which we informed him about the origin of this method. Adding to these, he was inquired whether learners are having weaknesses once they start writing. His responses were confirming in the sense that almost all the EFL students face troubles with regard to the writing and speaking skills. He declared, as well, that the third and fourth years students do not have the chance of practising the speaking skill (conversations and debates) due to the focus on the grammatical abilities.

8.2.1.2. Teachers' Questionnaire

Among the procedures for collecting data in this thesis involves a custom-designed questionnaire, which was intended to twenty-two EFL teachers. This questionnaire was realised to make use of responses that are in favour of the research questions. It, then, deeply examines EFL teachers' scopes on the usefulness of modelled writing to improve pupils writing performance.

8.2.1.2.1. Description of The Teachers' Questionnaire

The teachers' questionnaire is composed of 20 different questions of open-ended and closed-ended questions presented in four parts :

Part One: General Information

Part Two: Perception of Students' Writing Performance

Part Three: Familiarity with Modelled Writing

Part Four: Integration of Modelled Writing to Enhance Writing

(See Appendix 1)

8.2.1.3. Classroom Observation

On December 10th, 2023, the classroom observation was done with the experimental group with regard to introductory activities, lesson structure and content as well as student interaction, engagement and feedback. A classroom observation checklist is referred to in appendices (See appendix 2).

8.2.1.4. Document Analysis

The former students' written copies were checked to score their level, identify their areas of weaknesses and label the types of mistakes committed by them.

8.2.2. Experimental Phase

8.2.1. Diagnostic Test

The Situation : Mohamed Farah Djeloud is your new e-pal, he wants to know more about you. *Write him an e-mail introducing yourself, abilities, interests and personality.*

8.2.2.2. Pre-Test

The Situation : To celebrate The National Inventor's day, the editor of your school magazine schedules a writing competition about Algerian famous inventors. The best works will be awarded prizes and you want to be among the winners. So, you decided to write the biography of the Algerian famous inventor "Dr. Bourouis" and put it on wall displays in your middle school local library where the official ceremony will occur. (See appendix 3)

It was displayed to both the control class and the experimental class before the lesson to see whether or not the students' use coherence and cohesion in writing a paragraph. They could write a biographical text with the former topic.

8.2.2.3. Treatment

After conducting the pre-test, the experimental group was treated within four sessions. To attain the foremost aim of this study, as investigating the effectiveness of MW on students' writing performance. Hence two types of materials were used.

- The control group was dealt with in a classical method.
- The experimental group was prepared by using modelled writing. It was designed from google, and other custom-planned lessons of punctuations, capitalization, writing paragraphs, topic, supporting, closing sentences, tense form...

The implication of Modelled Writing and other lessons are presented in the Appendixes.

8.2.2.3.1. Assessment

In all along the experimental phase, several assessments were administered for the aims of verifying the efficiency/deficiency of the treatment yet.

8.2.2.4. Post-test

Both the pre-test and post-test took the form of communicative tasks that were distributed to students. During the tutorial session for post-testing, students were instructed to write the biography of Marie Curie just as the ones produced in the treatment period (Abdelhamid Ibn Badis and Isaac Newton) (See appendix 4).

8.2.3. Scoring

All the tests were graded out of 10 points. They were corrected in accordance to the situation of integration assessment Grid, 3 points for relevance, 2.5 for coherence, and 2.5 for correct use of language, and 2 point for excellence. That grid of evaluating the situation of integration is being used as a reference for correcting the fourth grade in BEM.

Table 03

Situation of Integration Assessment Grid

	INDICATORS		
CRITERIA	GOOD	FAIR	POOR
Relevance (3pts)	- all the ideas are related to the topic (1pt) - format: correct (1pt) (3pts)	- some ideas are related to the topic (0.5pt) - format: partly correct (1.5pt)	- very little reference to the topic - format: incorrect (1.5pt)

Coherence (2.5 pts)	• ideas are well organized • introduction/ topic sentence • four or more supporting sentences_conclusion/ • Closing sentence - all sentences are linked correctly (2.5pts)	• Some ideas are organized topic sentence • introduction • -No closing sentence/ no • conclusion • two or three supporting sentences • some sentences are linked correctly (1.5pt)	• ideas are not organized • difficult to follow • no topic sentence • no conclusion • Sentences are not linked correctly (0.5pt)
Correct use of language (2.5 pts)	• correct use of tense - different grammatical items necessary to develop the topic • correct use of linking words appropriate vocabulary (2.5pts)	• only some verbs are correctly conjugated • use of some grammatical items • use of few linking words • inappropriate vocabulary (1.5pt)	• incorrect use of tense • incorrect use of grammatical items • no linking words • Very limited vocabulary (0.5pt)

Excellence (2 point)	Creativity and originality (bright ideas, varied vocabulary items, good paper presentation, legible hand writing...)
---------------------------------	--

N.B. A key-correction code was used to evaluate the writing assessment worksheets.

Table 04

Standard Key-Correction Code

Symbol	Meaning
S	Spelling
C	Concord (agreement, Subject and verb)
S/P	Singular / plural
W/ O	Word order
T	Verb tense
V	Vocabulary, wrong word or usage
App	Appropriacy (inappropriate style or register)
P	Punctuation
Cap	Capitalization
Ir	Irrelevant information
?M	Meaning not clear
^	Word missing

^^	Words missing
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9. Reliability of the Study

As far as reliability is concerned, it is the heart of consistency within an item ample an instrument (Creswell, W and Creswell, J. 2019). Our actual study, has considered reliability as a fundamental part of the research. It is so in terms of the tools employed within, the teachers' questionnaire and the students' tests. The latter are reliable, for they measure the effectiveness of implementing modelled writing in enhancing their writing performance. Adding to this, as long as the current study is repeated within the alike conditions as well as context the results will be alike. Hence, we can say that the approach of our study is consistent along numerous studies.

10. Validity of the Study

The term validity was referred to by Nunan (1991), as the extent that a piece of research investigates what the scholar states as an investigation. That is to say, validity is to deal with how the findings and interpretations reflect the thesis's aims. In the current situation, it is important to validate the evaluation tools used (tests) and the variables (modelled writing and writing performance). After administering the questionnaire to the MS teachers and the tests' to students : the clarity of the elements was the crucial criterion for straight forwardness. By having a modest discussion with teachers and analysing students' works, demonstrated that, the set of questions and the writing instructions were understandable, concise and precise.

11. Limitations and Delimitations of the Study

11.1. Limitations of the Study

The limitations are the external factors influences that cannot be controlled by the researcher.

The present research study has been restricted by the following limits:

- Due to the insufficient classrooms numbers, the smallest school size, and the teachers' full-time enrollment, the number of sessions was cut down from five or more sessions to just three only, which proved to be inadequate for teachers to cover the syllabus not to mention conducting an experiment that needs approximately 12 sessions spread over eight weeks.

- One alternative action point was to add extra seance ; however, this was quite challenging with regard to the former challenges added to obtaining an administration approval and obtaining agreement from the students' parents convincing them to attend.

- The fact that we, as two candidates, live in two further states and cities. Make it time-consuming in coming and attending.

- The experiment took place later than scheduled, which deviated from the first plan, primarily do to the first semester exams that coincided with pupils tests.

- Because of the absence of curtains in the classroom and weak lights that weakened the use of the data show. Therefore, the teacher used handouts and worksheets.

- The experiment witnessed an unavoidable postponement, which led to its implementation on Ramadan. Each session was shortened to 45 minutes instead of one hour, and the learners were tired because of fasting.

- The students' performance was influenced by numerous factors, as distractedness, unsteadiness, and the weak platform set during their first year within the circumstances of the Covid-19 pandemic.

- There was a few access to the different sets of scientific literature because the topic is a new one.

- The absence of media and other materials enlarge the difficulty. Hence, the teacher was obliged to bring his own data show and worksheets.

- If there was a greater time allocated, the results could be twice as much better.

11.2. Delimitations of the Study

The delimitations can refer to the researchers' choices for the sake of tracing the research parameters'. Our study's scope is restricted to the sample population of MS3 pupils at Ibn Khaldoun Middle School in El-Eulma, Setif, within the school year 2023/2024. The research focuses on enhancing students' writing performance throughout the implementation of modelled writing.

12. Ethical Considerations of the Study

In an experimental study, the ethical consideration with regard to the participants and the experimental setting has to be appropriately preserved. As a result, both of the two groups in this study were offered the choice of participating voluntarily and securing their parents approval.

The sample students were given a consent letter to be signed. It explicitly outlined the aims of this research. They were given the freedom of withdrawing at any instant without being penalised added to the confidentiality of all data dealt with all over the experiment.

Besides, the administration proved the written permission letter to go through and consult the study. The latter makes it more reliable in the consistency of the calculated results.

Conclusion

The first section of the second chapter of the research emphasises the research methodology and methods. Its fundamental aim is to clarify the methodological approach adopted, as well as the procedures employed to collect data. This section initiates the several instruments, and clarifies the reasons behind utilising them in gathering reliable data that favours the research's theme.

Section Two : Data Analysis and Interpretation

Introduction

As the necessary data have been gathered following the outlined data in the previous section, this section focuses basically on showing the students' scorings. Pearson (1892) approved that data analysis takes into account a systematic interpretation of the gathered data throughout the text by classify and understand them meaningfully in specific pages or chapters.

1. Data Analysis

1.1. Analysis of the Diagnostic Test

Common Mistakes and Main Writing Problems

- Writing the topic sentence was very rare, and ideas' organisation was illogical. Still some productions were off-topic.
- The sentences' structure was a tough burdensome also for learners; they do not respect neither the SVO structure nor agreement.
- There was a noticeable issue in verbs' with regard to choices and tenses' use. For instance, using the present simple to talk about childhood memories and life events.
- Concerning the productions' form and presentation, only few students made use of a title and an article typology of a biography.
- Most of the passages were, a bit, short that may reflect an undesired need for writing. It is worth citing that some learners wrote three sentences or four only while others did the entire work under the teacher's motivation and reward.
- The most common mistakes are relevant to spellings; learners write words the way they utter them. Besides, learners use French and Arabic words in Latin scripts to cover the lack of their lexicological items.

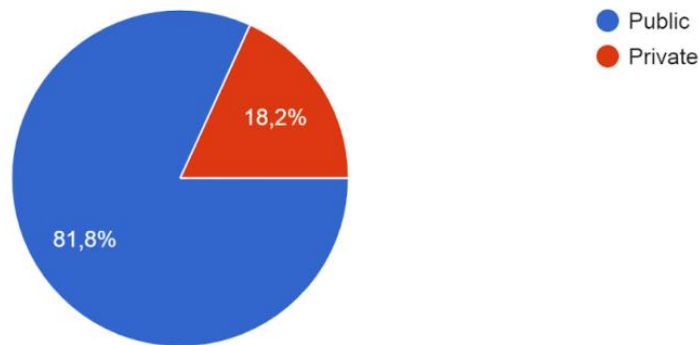
1.2. Analysis of the Teachers' Questionnaire

Part One: General Information

Q1. What is the type of school you work in?

Graph 01

Types of Schools

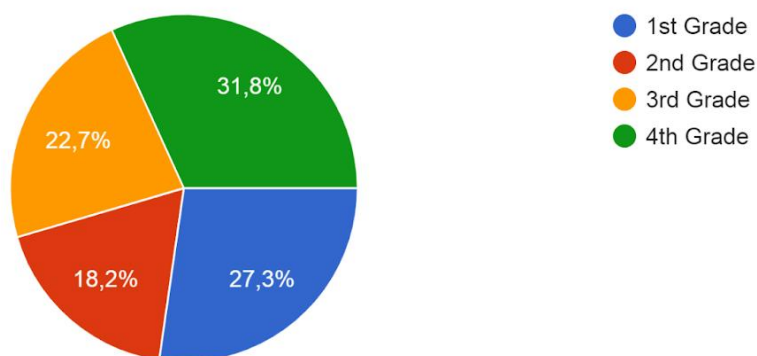


According to the graphic, 18,2% of respondents work in private schools, while 81,8% work in public schools, providing insight into the distribution of school types among the surveyed participants in response to question Q1." This inquiry seeks to determine the number of teachers employed by both public and private schools.

Q2. Which grade(s) are you in charge of?

Graph 02

The Schools' Grades



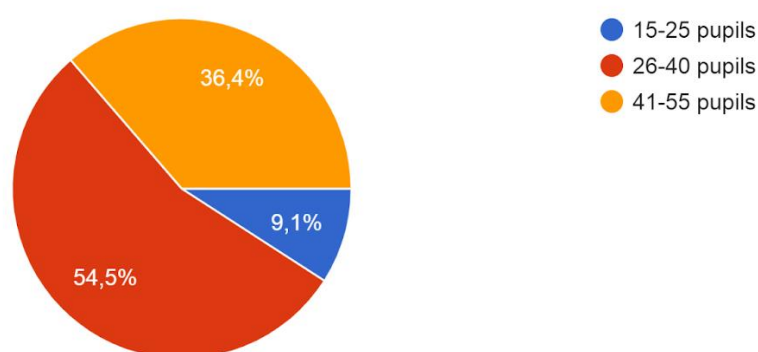
The goal in submitting this question was to find out which grade the teacher is responsible for. According to the results to question Q2, 27,3% of respondents are in control of the first

grade, 18,2% are in charge of the second grade, 22,7% are in charge of the third grade, and the majority, 31,8%, are in charge of 4th grade, the results provide information about how respondents to the study distributed their grading responsibilities.

Q3. How many pupils do you have per class?

Graph 03

Pupils Number per Class

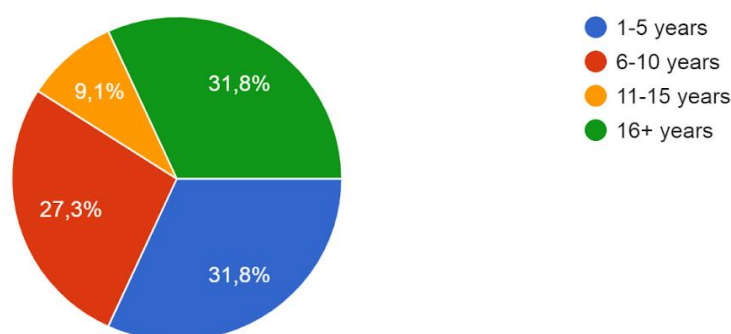


With reference to question Q3, the figure shows that, among respondents, 9.1% had class sizes between 15 and 25 students, while the half of population, 54.5%, have class sizes between 26 and 40 students. Furthermore, 36.4% of those surveyed stated that their classes had between 41 and 55 students. The distribution of class sizes among the respondents is clarified by these results, Depending on the situation; the purpose of inquiring about the number of pupils in each class may change.

Q4. How many years have you been teaching?

Graph 04

Years of Teaching Experience

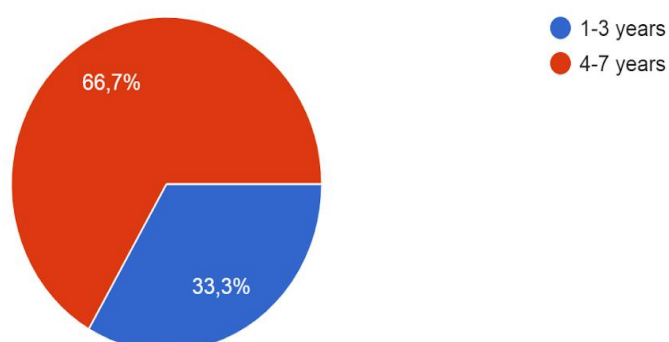


This question shed light on how the participants (teachers) in the questionnaire shared their teaching experience, Regarding question Q4, the above graphic shows that 27.3% of respondents have been teaching for 6 to 10 years, compared to 31.8% of respondents who have been teaching for 1 to 5 years. Furthermore, 31.8% of teachers have been in the field for 16 years or longer, while 9.1% have been in it for 11 to 15 years.

Q5. How many years have you been teaching under the middle school Second Generation?

Graph 05

Years of Teaching Experience under 2nd Generation



The aim from this question is to know how the participants (teachers) in the questionnaire distributed their teaching expertise, particularly in relation to the MS Second Generation program." Concerning question Q5, the graphic shows that more than half of respondents,

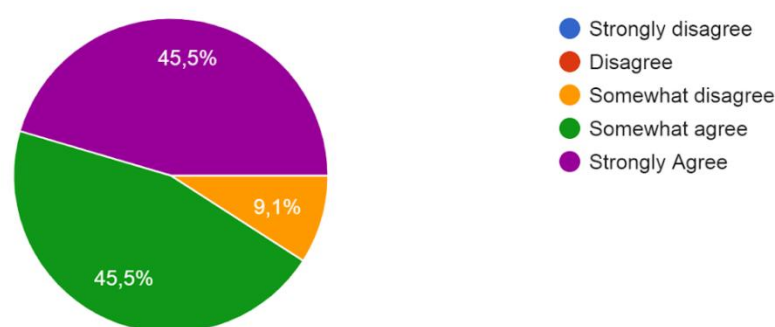
68.7%, have been teaching under the MS Second Generation program for 4 to 7 years, while 33.3% of respondents have been doing so for 1 to 3 years.

Part Two: Perception of Students' Writing Performance

Q6. Most teachers are comfortable with teaching writing, do you?

Graph 06

Attitudes towards Teaching Writing

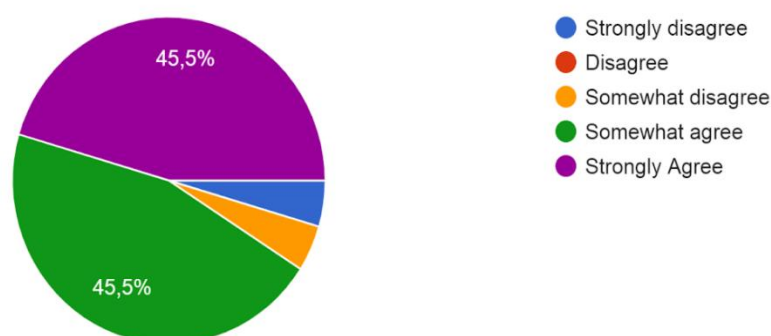


Addressing question Q6, the graphic indicates that none of the participants strongly disagree or agree that teaching writing is desirable. Rather, 9.1% of respondents disagree slightly, compared to a significant 45.5% who somewhat agree and an equal 45.5% who firmly agree. These results demonstrate that the participants in the study had a significant general preference for teaching writing. This indicates that instructors like to teach writing because it develops the critical thinking, creativity, and practical communication skills that are necessary for both academic and personal success for students, as stated by Lyons and Heasley (1984).

Q7. MS pupils prefer writing within the “I Learn to Integrate” and “I Think and Write” Lessons, Do they?

Graph 07

Learners' Attitudes towards a Writing Session

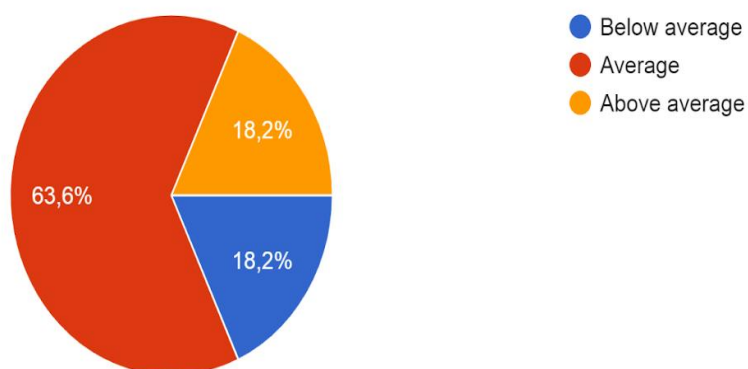


It is needed to know which writing approach pupils prefer—the "I Learn to Integrate" or the "I Think and Write" lessons—by asking this question. The results indicate that teachers who were questioned had a high degree of agreement about the preference of MS pupils for writing in these particular classes. 45.5% of respondents strongly agreed, while another 45.5% agreed slightly, based as shown in the graphic above.

Q8. How would you rate pupils' productions within those lessons?

Graph 08

Learners' Attitudes towards a Writing Session

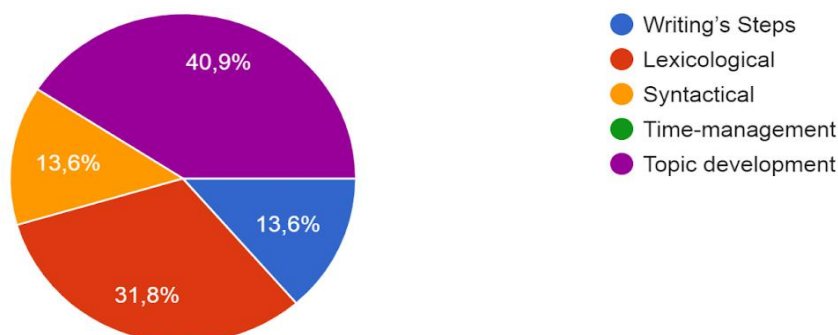


The aim behind this question is to provide insight into the perceived quality of pupils' productions as reported by teachers. Based on the graphic 18.2% of respondents said their performance was below average, while 63.6% said it was average. Furthermore, 18.2% of those questioned report above-average performance.

Q9. In your opinion, what challenges do your students commonly face in paragraph writing?

Graph 09

Learners' Challenges in a Writing Session

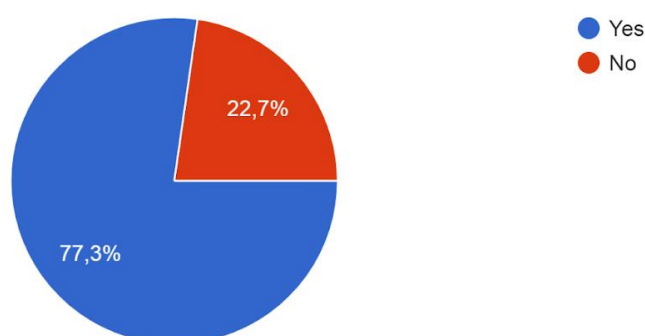


The figure shows that respondents listed variety of difficulties that students frequently encounter when composing paragraphs. To be more precise, 13.6% picked writing processes, 31.8% selected lexicological barriers, 13.6% selected syntactic difficulties, and 40.9% identified problems with topic development. It is interesting to see that nobody who responded mentioned time management as a common challenge. These observations offer insightful view points on the particular difficulties pupils have when writing paragraphs, as seen by educators.

Q10. Do your pupils follow the writing steps _Brainstorming, Drafting, Editing and Publishing_?

Graph 10

Learners' Procedures in a Writing Session



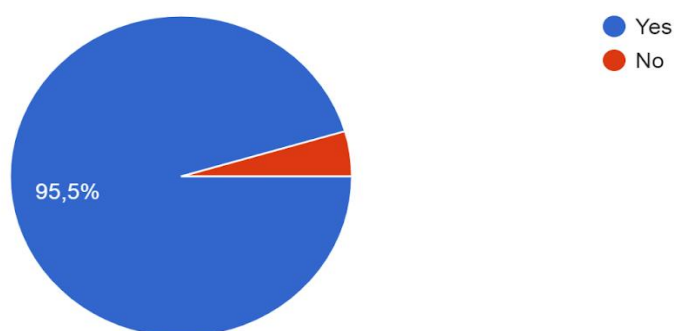
As shown in the image, 77.3% of respondents gave a yes response, while 22.7% gave a no response. The responses to this question show that the majority of pupils follow the writing instructions as stated by the teachers who were questioned.

Part Three: Familiarity with Modelled Writing

Q11. Have your learners ever tried to take the exam's text as a model in their writing productions?

Graph 11

Learners' Techniques in a Writing Session

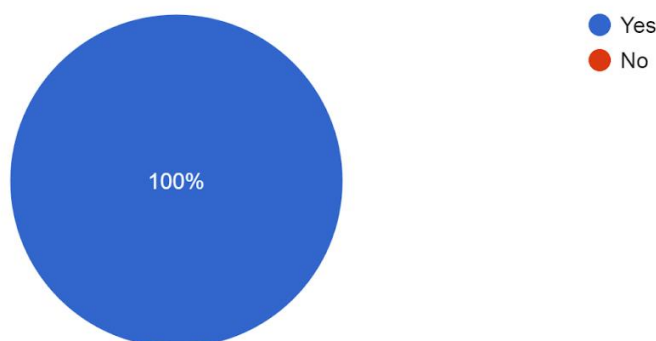


Regarding the question about whether learners have attempted to use exam texts as models in their writing productions, the graphic reveals that 95.5% of respondents answered affirmatively, while only 4.5% indicated otherwise. According to the questioned teachers, there appears to be a significant number of pupils using exam documents as role models in these findings

Q12. Have you used Modelled Writing techniques in your middle school classes?

Graph 12

Teachers' Integration of Modelled Writing

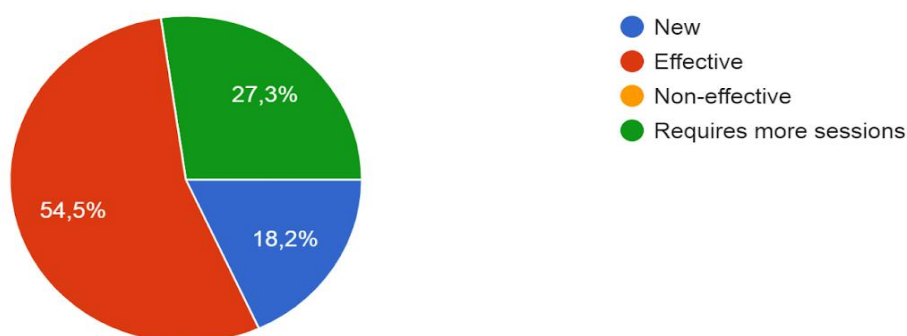


Considering question Q12, this graph shows that all participants (100%) answered in the positive meaning that they have employed modelled writing strategies in their middle school coursework. No single teacher gave a negative response. These results indicate that all of the questioned teachers have adopted Modelled Writing practices.

Q13. If yes, would you briefly describe your experience with modelled writing please?

Graph 13

Teachers' Experience Integrating Modelled Writing



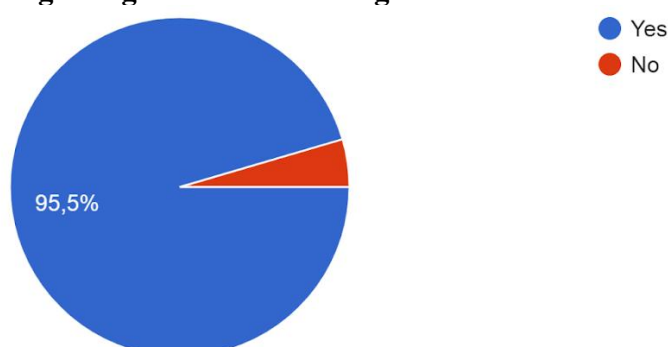
This question was asked in order to know the teachers experience with modelled writing. As seen in the figure, 18.2% of people who have utilised Modelled Writing strategies characterized their experience as "new," but the majority, 54.5%, considered it to be "effective." Furthermore, 27.3% of respondents said that it "requires more sessions." However, not a single respondent said that their experience was "non-effective." These

observations offer a variety of viewpoints regarding the teachers' perceptions of the influence and efficacy of Modelled Writing.

Q14. Have you observed any positive outcomes in your students' paragraph writing skills after implementing modelled writing?

Graph 14

Outcomes of Integrating Modelled Writing

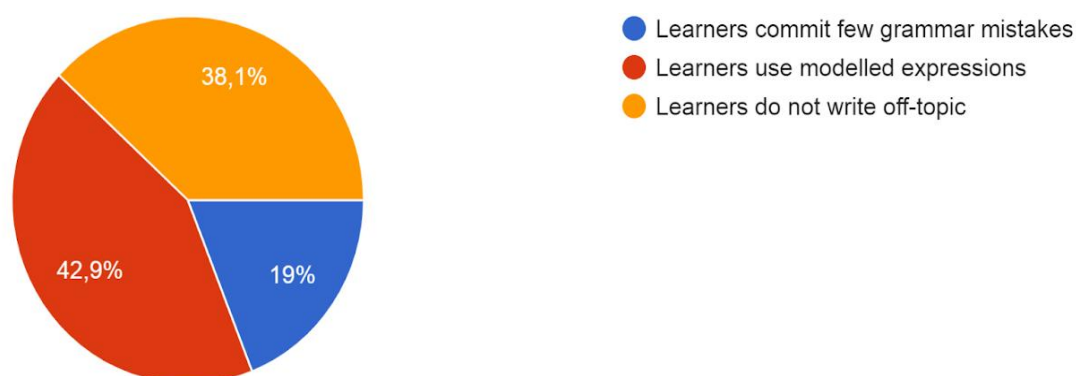


This question investigates whether implementing modelled writing had positive outcomes on student's paragraph writing skills. According to the graph, 4.5% of respondents gave a negative response, while 95.5% of respondents gave a positive reply. These results indicate that, in the opinion of the questioned teachers, there is a significant proportion of good outcomes after the use of modelled writing.

Q15. If yes, would you choose the correct option please?

Graph 15

Outcomes of Integrating of Modelled Writing and Types of Mistakes



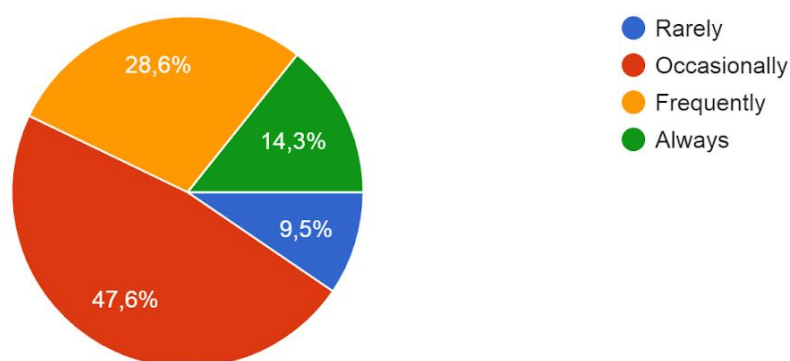
Responding to the question, "If yes, please select the correct option." the participants' responses show that, of those who claimed to have observed improvements from using modelled writing, 19% stated that pupils made fewer grammatical mistakes, 42.9% emphasized that pupils used modelled expressions, and 38.1% stressed that pupils did not write off-topic. These results shed light on the particular areas where students' writing abilities have improved as a result of using model writing.

Part Four: Integration of Modelled Writing to Enhance Writing

Q16. How often do you incorporate Modelled Writing in your PPU lesson plans?

Graph 16

Teachers' Incorporation of Modelled Writing in a PPU

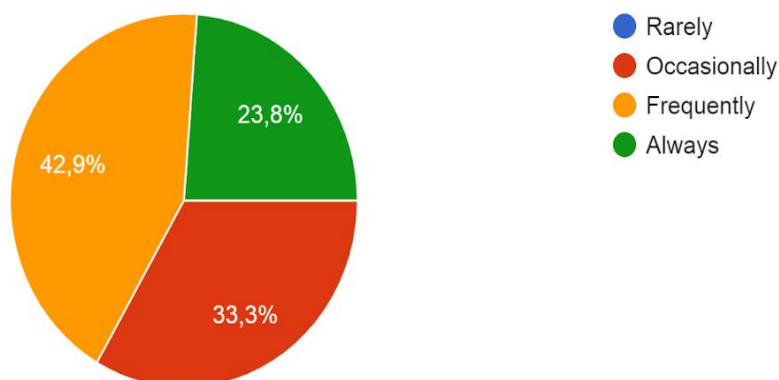


This question was put in place to find out how frequently, a teacher integrate modelled writing into the PPU lessons. The graphic illustrates that 9.5% of respondents reported using it rarely, while 47.6% incorporated it occasionally. Additionally, 28.6% stated they used it frequently, and 14.3% indicated they always incorporate modelled writing. These findings provide insights into the varying levels of integration of modelled writing techniques within PPU lesson plans among the surveyed teachers.

Q17. How often do you incorporate Modelled Writing in your PDP lesson plans?

Graph 17

Teachers' Incorporation of Modelled Writing in a PDP

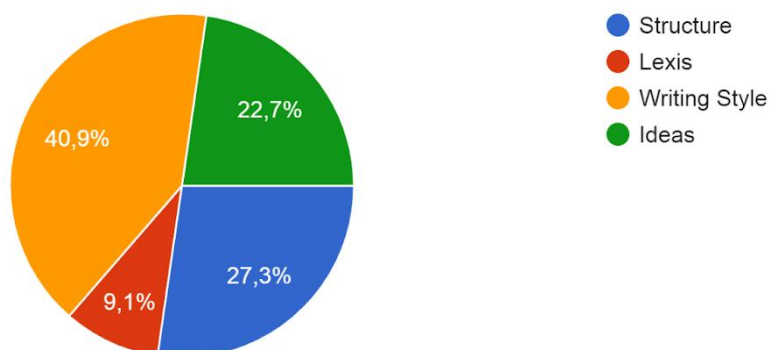


The issue was put in place to find out the amount of times you, teachers integrate modelled writing in to the PDP lessons. The graphic indicates that none of the respondents reported using it rarely. Instead, 33.3% stated they incorporate it occasionally, while 42.9% do so frequently, and 23.8% always include Modelled Writing in the PDP lesson plans. These highlight the varied but generally frequent integration of Modelled Writing techniques within PDP lesson planning among the surveyed teachers.

Q18. What specific aspects of writing do you usually focus on when using Modelled Writing?

Graph 18

Language Aspects within the Incorporation of Modelled Writing



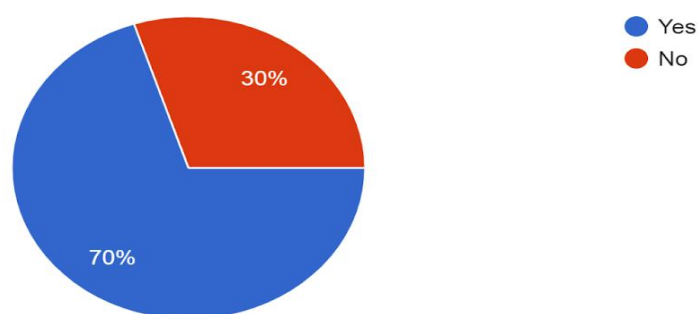
This question demonstrates how teachers usually concentrate on different areas of writing when using Modelled Writing, as the graphic shows. In particular, 27.3% give structure the

most importance, 9.1% focus on lexis, 40.9% focus on writing style, and 22.7% highlight concepts. The insights The outcomes offer light on the various areas that the participants prioritized while putting Modelled Writing strategies into the teaching the writing practice and skill.

Q19. Have you encountered any challenges or barriers in implementing new writing methods in your classroom?

Graph 19

Challenges in Implementing Modelled Writing



This inquiry was designed to show whether the participants—teachers—face any difficulties or impediments while attempting to use modelled writing in the classroom and The results showed that most teachers had difficulties or barriers when introducing new writing techniques in the classroom, emphasizing the need for additional research and assistance in this field As seen in the graphic, 70% of respondents gave a yes response, while 30% gave a negative response.

If yes, please mention the challenges you faced:

- Making learners accustomed with that method.
- Time constraints within the curriculum and difficulties in assessing the effectiveness of the new methods.

- Learning accommodation and accepting the method as a basis of thinking in a straight line without going off topic
- My learners could from below the average level to reach an medium one.
- It's hard to find a typological average production.
- Letting them know how to think in English and decrease their Arabic language fossilisation.
- Learners accustomed to have a model to write like. As a result, whenever I ask them to write about a topic without giving them a model, they cannot. As if their brains can't express ideas. As a matter of fact, they stop writing and find great problems in Part Two in tests and exams. In addition to that, they learn by heart a modelled writing and write it as it is in tests or exams!
- Some learners don't know how to paraphrase sentences. Others find difficulties in brainstorming and drafting
- It took a while to let them sort out their own structure.
- Learners took time to be average authors.
- Learners could not manage their time and follow the systemic writing steps
- When pupils write by their own, they get lost. In vocab sometimes, in generating ideas, in following the right steps, and sometimes in using some grammar mistakes they have learnt.
- The pupils simply copy the model s the absence of creativity and thinking skills

The challenges mentioned above emphasize how crucial it is to scaffold and give learners enough assistance as they learn new techniques and increase their language proficiency. To create a supportive learning environment, it is essential to address problems including time

constraints, assessment efficacy, language fossilization, and individual learning needs. Furthermore, promoting independence and offering role models might help students advance their writing abilities and get beyond obstacles like editing, time management, and paraphrasing.

Q20. Do you have any suggestions or additional comments regarding the use of Modelled Writing for enhancing paragraph writing skills in Algerian Middle Schools?

Graph 20

Suggestion in the Implementation of Modelled Writing

- It should be devoted as a lesson itself "I Model the Writing" simply because it's very helpful.
- To enhance paragraph writing skills in Algerian Middle Schools, Modelled Writing is a significant step . Providing clear models, involving students gradually, and encouraging peer feedback are vital. Additionally, differentiation, integration with subjects, cultural relevance, consistent practice, and technology use further enrich the learning process.
- thinking aloud as a method doesn't work with the most of students due to the variance, contrast and some differences in their learning skills, and if the teacher cannot handle the classroom, it'll be the chaos
- It should be applicable in every lesson.
- It should be applicable in every lesson.
- I would suggest its implementation as tutorial session training.
- It should be incorporated within MS classes as a séance in itself.
- It is true that modelled writing is very effective, yet it depends on the topic itself and the level of learners. For instance in the fourth grade, modelled writing is a must when talking about landmarks and famous figures. However,

it is non-effective when talking about past experience. I believe that modelled writing

- must go hand in hand with teaching vocabulary. Most of the time, learners ask teachers how do we say..... (Arabic word) In English? All in all, I think that as a teacher who teaches and enriches her learners' vocab in one hand and gives modeled writing on the other hand, the learners will reach the creative step in their writing.
- Here I really want talk about the free practice task in the PPU lesson, practice phase. It has a magic impact on learners 'thinking and writing. It is 70percent orally, yet it has a great help to better writing as well as easy one.
- It needs more time and patience to come off pretty nicely
- I believe it should be incorporated in all sequences.
- According to the reality that approach is effective.
- Teaching lexis
- I believe it should be included in the syllabus especially with Ms1,2 and 3
- Modeled writing helps them find the right ideas and they adapt upon their own life and experience. It helps them to be guided and more confident about writing than starting from scratch. It helps in having the right ideas that they may modify according to their vision. It helps slow learners that they don't know how to start by giving them a push not to fear writing and to get accustomed to writing, so they think they are able to write like the good students. These facts raise their self esteem and motivate them about writing and that they are able to be among the good pupils.

- Modelled writing helps understand the Language pattern it is a step to support pupils to write paragraphs: it also increases engagement , confidence and decrease errors so modelled writing is a tool for teachers to enhance paragraph writing, model texts can serve as a guide for the pupils showing them how to structure their own writing and organize their ideas effectively.
- To give more time to this step at least. 2 sessions

The information provided about Modelled Writing's use in Algerian Middle Schools clarifies how well it works to improve pupils' paragraph-writing abilities. Important aspects to think about include implementing Modelled Writing as a separate lesson, incorporating it into different fields of study, and modifying it for various themes and learning levels. The learning process is further strengthened by the focus on oral practice, peer participation, and vocabulary development. On the other hand, it is crucial to recognize that in order to successfully apply this strategy in a variety of classroom environments, teachers must possess both flexibility and patience. All things considered, the recommendation to include Modelled Writing to the curriculum emphasizes how beneficial it can be for raising students' writing skill, especially in the lower middle school grades.

1.3. Analysis of the Gained Scores of the Control Group

Table 05

The Gained Scores of the Control Group

Students	Pre-test	Post-test
C1	6	6
C2	4.5	5
C3	5.5	5.5

C4	7	7
C5	6.5	5
C6	7	6.5
C7	5	3.5
C8	7.5	8
C9	8	6
C10	6	6
C11	4.5	3
C12	4.5	4.5
C13	6	6
C14	4	2
C15	6	5.5
C16	9	9
C17	6.5	6.5
C18	7	7

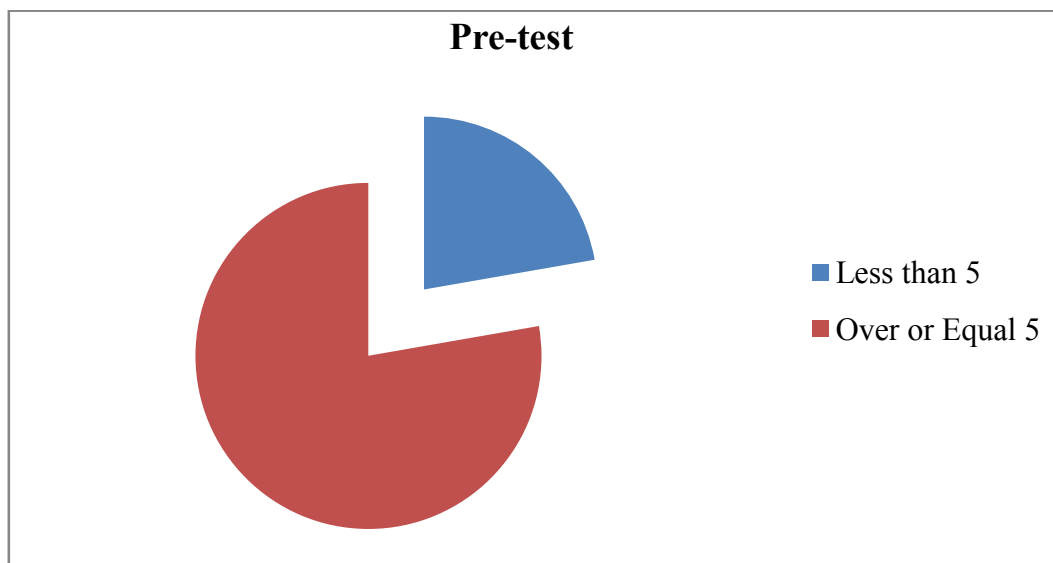
Table 06

Comparison between Pre and Post-test Frequency of Scores of the C Group

Pre-test		Post-test	
Less than 5	Over or equal 5	Less than 5	Over or equal 5
4	14	4	14

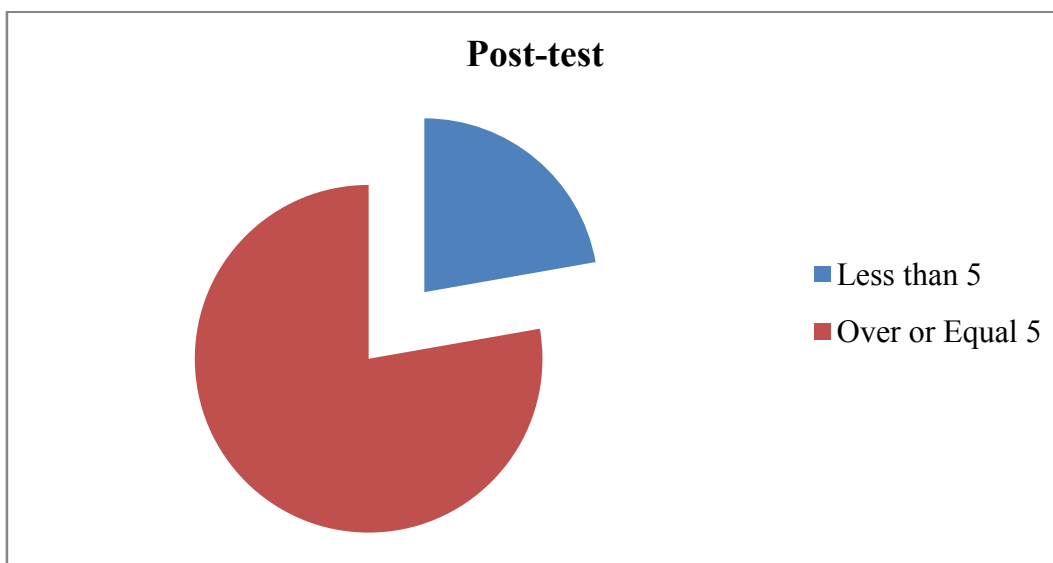
Graph 21

Pre-test Scores Percentages of the C group



Graph 22

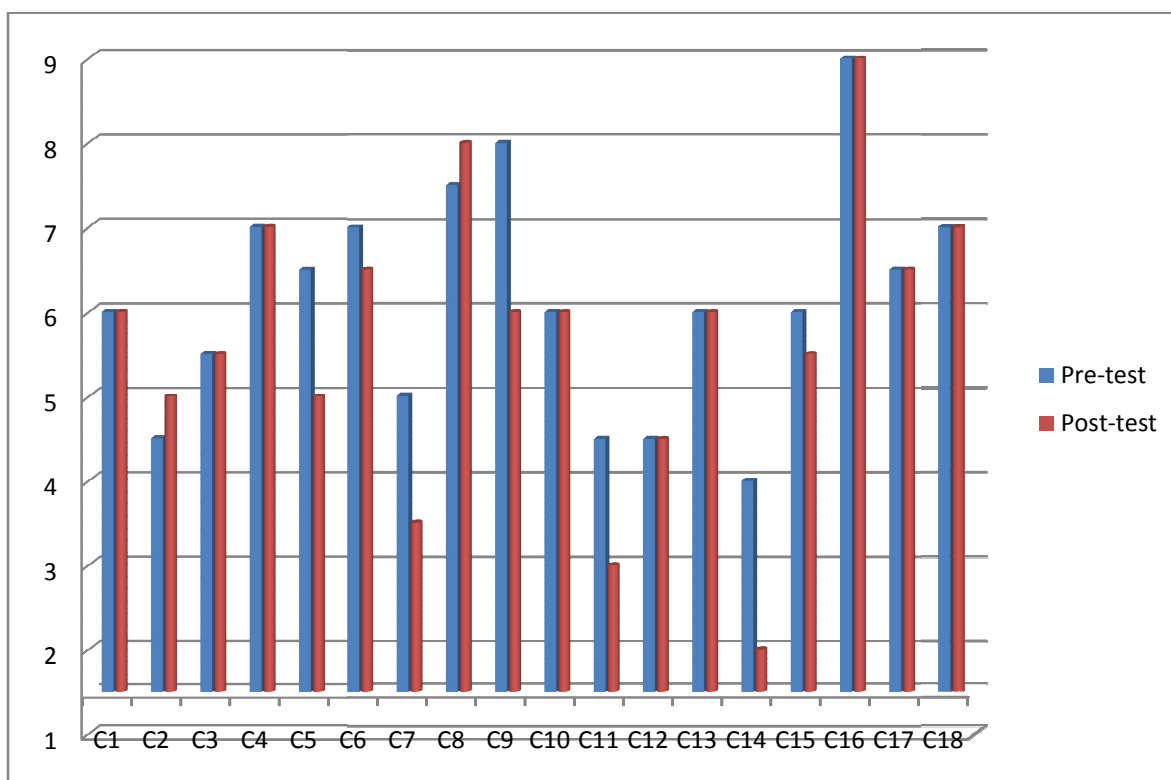
Post-test Scores Percentages of the C group



The control group did not show an appreciable performance changes; Graphs 01 and 02 showed that there is no significant development between pre and post-test.

Graph 23

C Group's Comparison of the Pre-test and Post-test Scores



1.4. Analysis of the Gained Scores of the Experimental Group

Table 07

The Gained Scores of the Experimental Group

Student	Pre-test	Post-test
E1	3	7
E2	5.5	6.5
E3	9	9.5
E4	9	9.5
E5	6	7
E6	7	7.5
E7	5	6

E8	6	6.5
E9	6	6
E10	6	9.5
E11	3.5	7.5
E12	5.5	5.5
E13	6	6.5
E14	4	6
E15	5.5	6
E16	7	9
E17	6	7.5

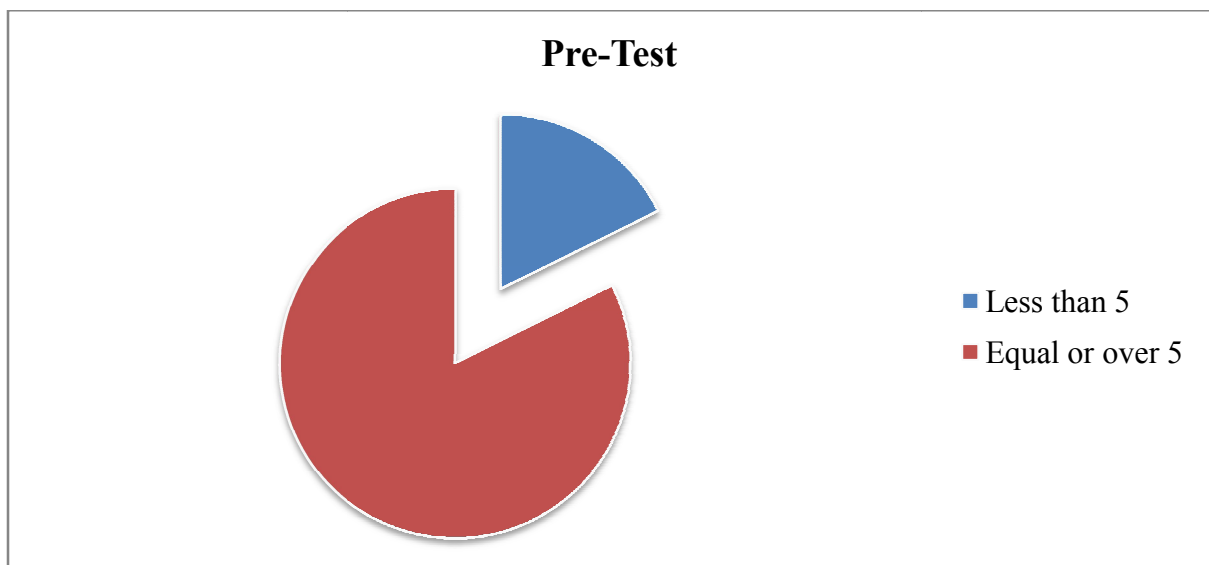
Table 08

Comparison between Pre and Post-test Frequency of Scores of the C Group

Pre-test		Post-test	
Less than 5	Over or equal 5	Less than 5	Over or equal 5
3	14	0	17

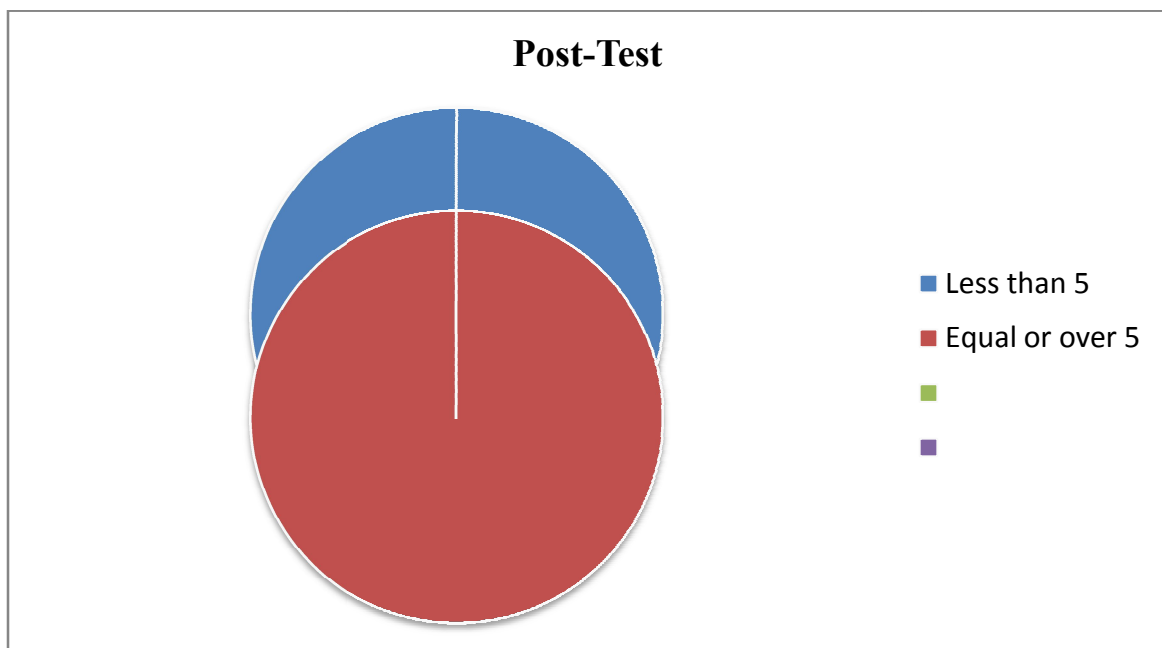
Graph 24

Pre-test Scores Percentages of the E Group



Graph 25

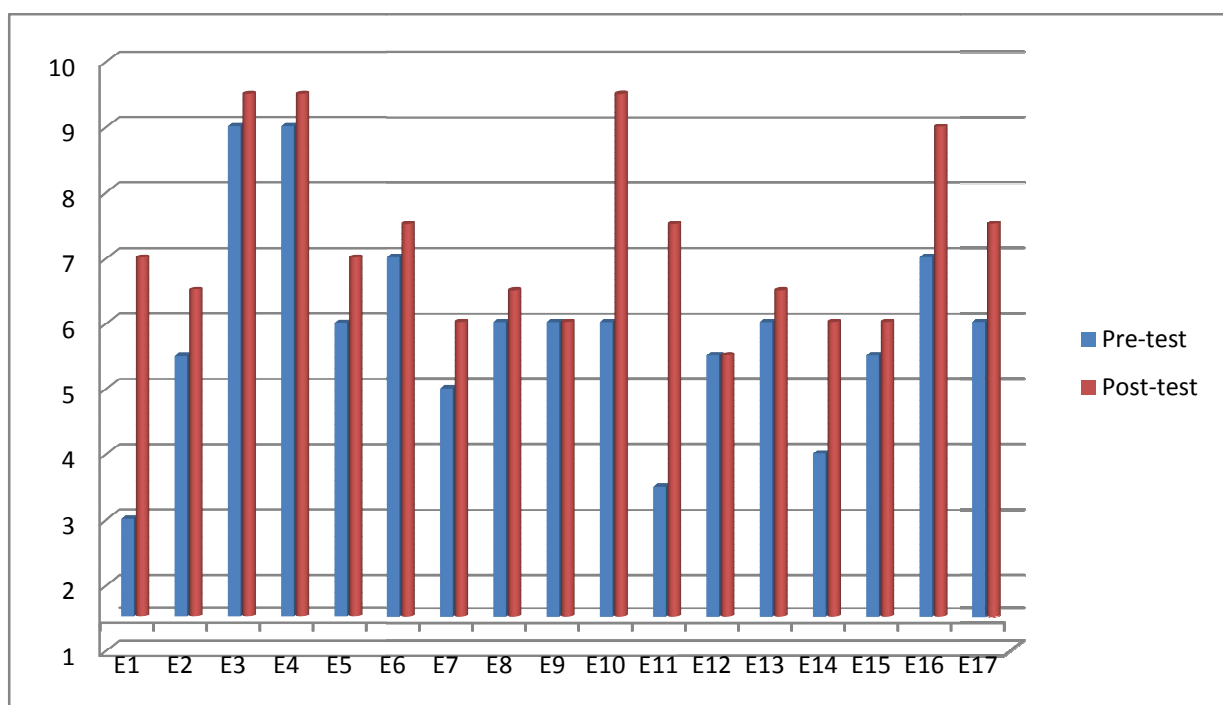
Post-test Scores Percentages of the E Group



Graphs 04 and 05 showed that there was a remarkable improvement of the experimental group with regard to the pre-test and post-test.

Graph 26

E Group's Comparison of the Pre-test and Post-test Scores



In comparison to the pre-test findings, Graphic 6 shows a significant progress in the post-test results. It suggests that the experimental group have made substantial improvements.

Scores Analysis

Table 09

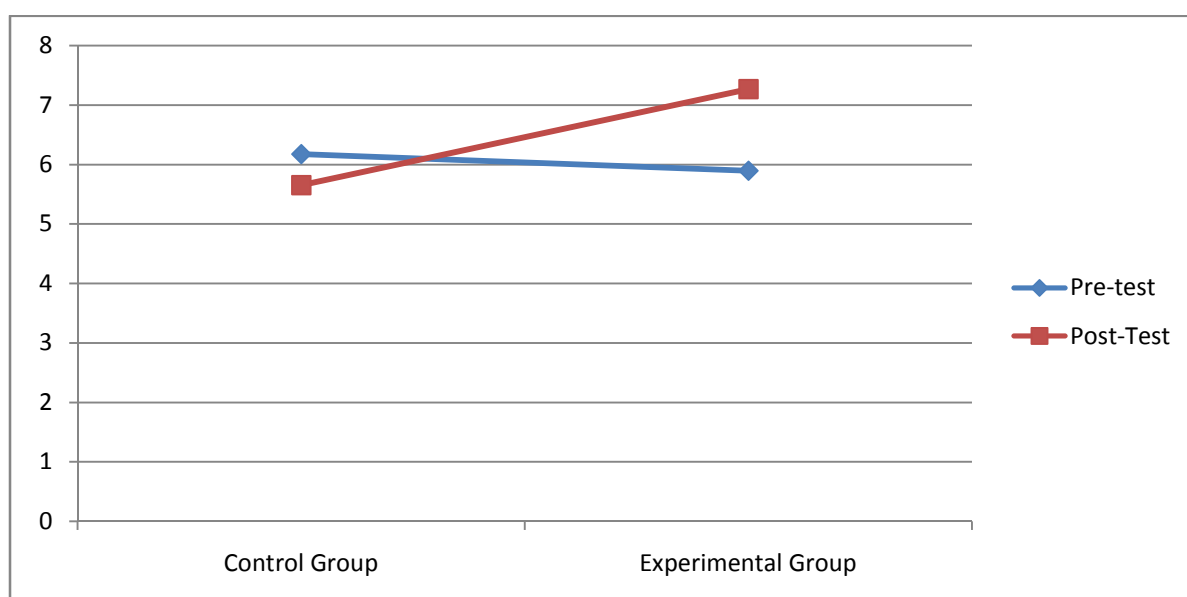
Comparison of Scores and Average in Pre and Post-test of both Groups

	Control Group		Experimental Group	
	Pre-test	Post-test	Pre-test	Post-test
Min	4	2	3	5.5
Max	9	9	9	9.5
Average	6.139	5.667	5.882	7.235

According to the table above, pre-test results of both groups are nearly the same in an average score. Hence, before integrating the treatment sessions, the two groups were homogeneous (to prove the validity of research). After the treatment perceived by experimental group, their scores developed due to the implementation of modelled writing while the control group scores average in the post-test decreased from the pre-test ones’.

Graph 27

Represents of Averages Development of both C and E Groups



The graph above showed that the average of control group decreased from the pre to the post-test, pointing to a gradual decline in performance.

2. Technique of Data Analysis

In this study, we made use of T-test to figure out the variations between the two variables from the pre-test and post-test. There will be a comparison between the scores of both the experimental and controlled groups within both the pre-test and post-test. Initially, the researcher counted students scores of the writing before proceeding with the hypothesis testing calculations. After making the analysis of pupils' scores, the researcher made calculations of “**Paired Samples Statistics T-test**” in order to determine the significance of the independent variable on dependent variable via using Microsoft Excel 2016.

2.1. Paired Sample T-Test

Paired Sample analysis is applicable when we aim at comparing the mean's scores of paired observations of this form (x1; y1), (x2; y2),... (xn; yn). In that analysis, we seek to test whether the mean of difference between the paired average is as equal to the hypothesised difference that is marked as D0.

3. Hypothesis Test

3.1. T-test of control group

Table 10:

T-test for Differences between Pre-test and Post-test of Control Group

The Paired Statistics	Mean	N	Std.	Std.Error	T-test
Sample			Deviation	Mean	
Pre-test	6.139	18	1.337	0,315	0,3623 > 0.05
Post-test	5.667	18	1,706	0,402	

Source: by the researcher using Microsoft Excel 2016

3.1.1. Interpretation of T test for Differences between Pre-Test and Post-Test of Control Group

Throughout looking at this table, we note that the paired sample mean of the pre-test is 6.139, which is based on a sample of (N) 18. Its standard deviation is 1.337 and with a standard error of the calculated mean as 0,315. The t-test value resulted is 0.3623, which is more than the significance level of 0.05. It indicates that the difference noticed at the 5% significance level. Therefore, **there are no statically** remarkable differences between the mean of the pre-test and post-test for the **control group** and we cannot reject the hypothesis that implies there would not be a significant improvement between the pre-test and post-test.

3.2. T-test of Experimental Group

Table 11

T-test for Differences between Pre-test and Post-test of Experimental Group

The Paired Statistics Sample	Mean	N	Std. Deviation	Std. Error Mean	T-test
Pre-test	5.882	17	1,596	0,387	0,0122 > 0.05
Post-test	7.235	17	1,359	0,330	

Source: by the researcher using Microsoft Excel 2016

3.2.1. Interpretation of T-test for Differences between Pre-test and Post-test of Experimental Group

Throughout looking at this table, we note that the paired sample mean of the pre-test is 5.882, which is based on a sample of (N) 17. Its standard deviation is 1.596 and with a standard error of the calculated mean as 0,387. The t-test value resulted is 0.0122, which is

greater than the significance level of 0.05. It suggests that the difference noticed at the 5% significance level. Therefore, **there are statically** remarkable differences between the mean of the pre-test and post-test for the **experimental group** and we can approve the hypothesis that implies there would be a significant improvement between the pre-test and post-test due to the implementation of modelled writing.

4. Answering the Research Questions

A1. Yes, learners who work with modelled writing produce better pieces of writing than those who work without.

A2. Yes, the implementation of modelled writing affects learners writing performance.

A3. The implementation of modelled writing affects learners writing performance in syntactical, lexicological and the writing steps.

5. Discussion

To delve into answering the fundamental research questions and its sub-questions in an experimental setting, the researcher should analyse and interpret the quantitative data derived from the pre-test and post-test. Such results are reinforced by the satisfaction scale findings.

The findings of the study affirmed that the implementation of Modelled Writing was a successful strategy in enhancing EFL middle school students' writing performance. Besides, the drawn results from this research demonstrated students' favourable receptiveness toward Modelled Writing Instructions. Eminently, the experimental group's performance that used modelled writing was better than the control group ones. These results corroborated in approving the effectiveness of implementing modelled writing on EFL classes.

The initial comparisons obtained from the pre-test and post-test data's indicate no noticeable discrepancies between the experimental and control groups' with regard to the writing abilities and style. Such a similarity in the pre-test results' is logical due to their pre-requisites EFL structures and lexis. Nevertheless, the post-test results indicate a remarkable

improvement in terms of the experimental group's writing performance in comparison to the control ones. Hence, our hypothesis, which predicted If the EFL learners were provided with the modelled writing, there would be a remarkable difference in their writing performance, is confirmed due to the integration of modelled writing with the experimental group.

Conclusion

This second section of the practical chapter dig deeps into data interpretations and analysis. It takes into consideration the authenticity of the collected data along the experiment's stages. Firstly, data was gathered using different methods as the diagnostic test to students as well as the pre- and post-test results for the control and experimental group. It also includes varied responses of the teachers' questionnaire. Meanwhile, the collected data have been studied from a statistical and descriptive perspectives; making use of tables and graphs to authenticate the findings. The analyses undergone in this study sorted out that implementing modelled writing primarily enhance students' writing performance and let them deal with several topics without being worried about the layout, structure or lexis. Consequently, their confidence will be raised.

Pedagogical Implications

The followings provide the pedagogical implications that are derived from the findings:

- Syllabus designers need to integrate Modelled Writing within the Algerian middle school EFL context because this research project spotted light on the impact of implementing modelled writing in teaching the writing skill.
- Students need to adopt modelled writing to have a strong response in constructing their proper written productions. Such an approach offers them a valuable opportunity in developing their writing skill in terms of style, vocabulary and structure. Adding to this, it provides them with a definite roadmap to shape their works appropriately.
- Future studies need to experiment that approach with the 4th or 2nd year students within the same theme of produce a biography or an autobiography though this research involved third year middle school students as sample,
- Future researchers need to take into account the control group's experiment, for it was concrete evidence in order to more clearly prove the effectiveness of implementing modelled writing.
- Researcher need to consider the fact that the study could have been twice as much effective if it had durated longer. Such an assumption would not only develop students' writing style, but rather it would set the scene for them to be future authors.
- Syllabus designers need to rectify the recent middle school syllabi reforms that the speaking data was marginalized at the expense of the writing one. It resulted in students' fear for engaging in dealing with written situations of integration.

- Future experiments on the same topic need to incorporate modelled writing not only for narrative texts but also for other types of texts. The latter may cover theatre texts, poetry and free writing.
- The approach we have dealt with within these lines need to be tailored to several educational grades.
- Teachers need to expand the modelled writing scope's to reach numerous writing assignments, as developing essays, e-mails, letters and portraits to reveal its systematic construction of that approach and its benefits for beginners and intermediates.

General Conclusion

The importance of teaching-learning writing as a crucial productive skill in the EFL and ESL settings has been academically proved. For several years, it was stated to be an essential element in language learning in general and language acquisition in particular.

The aim of this thesis is to explore the effectiveness of implementing modelled writing on the writing performance among third year middle school EFL. Hence, the results foster that integrating modelled writing into EFL context leads to suitable improvements with regard to students writing abilities. This approach does not create a motivating classroom atmosphere, but it increases students' mastery of various writing strategies. Modelled writing takes into account learners' self-esteem by motivating them to get through a deep engagement in learning. Such an outcome gives learners the opportunity of observing model examples and selecting the more appropriate one in terms of collaborative work as well creativity.

The findings certainly acknowledge the addition of modelled writing in the EFL teaching syllabi. Learners were a witness of mastering the writing process in terms of lexical and structural items as well as sorting out authors writing style. They regarded modelled writing as a valuable and unique learning and writing approach that practically helped in fostering their writing performance and EFL proficiency.

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Appendices

Appendix 01

The Effectiveness of Modelled Writing on Enhancing EFL Learners' Writing Performance

Dear teachers,

This questionnaire is a part of a research entitled “**The Effectiveness of Implementing Modelled Writing on Enhancing EFL Pupils' Writing Performance**”. You are kindly requested to fill in them based on your experience. Your participation is voluntary. Your responses will be used for the research purposes and will remain completely anonymous.

Thank you in advance for your cooperation.

Part One: General Information

Q21. What is the type of school you work in?

- ☐ Public
- ☐ Private

Q22. Which grade(s) are you in charge of?

- ☐ 1st Grade
- ☐ 2nd Grade
- ☐ 3rd Grade
- ☐ 4th Grade

Q23. How many pupils do you have per class?

- ☐ 15-25 pupils
- ☐ 26-40 pupils
- ☐ 41-55 pupils

Q24. How many years have you been teaching?

- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16+ years

Q25. How many years have you been teaching under the MS Second Generation?

- ☐ 1-3 years
- ☐ 4-7 years

Part Two: Perception of Students' Writing Performance

Q26. Most teachers are comfortable with teaching writing, do you?

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Somewhat agree
- ☐ Strongly agree

Q27. MS pupils prefer writing within the “I Learn to Integrate” and “I Think and Write” Lessons, Do they?

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Somewhat agree
- ☐ Strongly agree

Q28. How would you rate pupils' productions within those lessons?

- ☐ Below average
- ☐ Average
- ☐ Above average

Q29. In your opinion, what challenges do your students commonly face in paragraph writing?

- ☐ Writing's Steps
- ☐ Lexicological
- ☐ Syntactical
- ☐ Time-management
- ☐ Topic development

Q30. Do your pupils follow the writing steps _Brainstorming, Drafting, Editing and Publishing_?

- ☐ Yes
- ☐ No

Part Three: Familiarity with Modelled Writing

Q31. Have your learners ever tried to take the exam's text as a model in their writing productions?

- ☐ Yes
- ☐ No

Q32. Have you used Modelled Writing techniques in your middle school classes?

- ☐ Yes
- ☐ No

Q33. If yes, would you briefly describe your experience with modelled writing please?

- ☐ New
- ☐ Effective
- ☐ Non-effective
- ☐ Requires more sessions

Q34. Have you observed any positive outcomes in your students' paragraph writing skills after implementing modelled writing?

- ☐ Yes
- ☐ No

Q35. If yes, would you choose the correct option please?

- ☐ Learners commit few grammar mistakes
- ☐ Learners use modelled expressions
- ☐ Learners do not write off-topic

Part Four: Integration of Modelled Writing to Enhance Writing

Q36. How often do you incorporate Modelled Writing in your PPU lesson plans?

- ☐ Rarely
- ☐ Occasionally
- ☐ Frequently
- ☐ Always

Q37. How often do you incorporate Modelled Writing in your PDP lesson plans?

- ☐ Rarely

- ☐ Occasionally
- ☐ Frequently
- ☐ Always

Q38. What specific aspects of writing do you usually focus on when using Modelled Writing?

- ☐ Structure
- ☐ Lexis
- ☐ Writing Style
- ☐ Ideas

Q39. Have you encountered any challenges or barriers in implementing new writing methods in your classroom?

- ☐ Yes
- ☐ No

If yes, please mention the challenges faced:

☐ _____

Q40. Do you have any suggestions or additional comments regarding the use of Modelled Writing for enhancing paragraph writing skills in Algerian Middle Schools?

☐ _____

Appendix 02

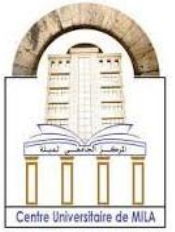
FORMATIVE CLASSROOM OBSERVATION CHECKLIST

Instructor: **BELHADI Abdelali** Class/Date: **3rd AM 3 Monday, December 10th, 2023**

BACHIRI Hanine

BEHAVIORS RELATED TO EFFECTIVE TEACHING	+ Achieved / Developing - Needs Improvement
INTRODUCTORY ACTIVITIES	
States objectives for class session	+
Communicates a clear organizational scheme/agenda	+
Helps students to recall what they already know	+
Communicates the relevance of the lesson	+
Provides a rationale for learning activities	+
LESSON STRUCTURE & CONTENT	
Connects material to real world examples or students' interests	+
Checks understanding through targeted questions or activities	-
Defines new terms before using them	-
Breaks down complex ideas into simple parts	+
Limits key ideas or concepts to fewer than seven	-
Paces the lesson appropriately	+
Uses statements or examples that do not assume that students share a common cultural perspective	-
Provides a clear explanation of learning tasks and assignments	+
Provides a summary of key points or ideas that includes a transition to the next lesson	+
STUDENT INTERACTION, ENGAGEMENT, & FEEDBACK	
Exhibits or expresses enthusiasm about the topic	+
Addresses students by name	+
Promotes whole-class participation and engagement	-
Gives students varied, multimodal means of engaging in class and/or expressing their learning	-
Provides opportunities for active learning	+
Demonstrates adaptability in response to students' needs	+
Provides improvement-focused feedback on students' responses to questions or activities	-
Uses growth mindset language and practices (e.g. reinforces that students can improve with practice, praises effort, encourages productive mistake-making)	+
Invites student questions multiple times	+
Demonstrates respect when responding to students	+

Created by the University of Pittsburgh Center for Teaching and Learning. Based on the principles from Ambrose et al. (2023) and Addy et al. (2021).



Appendix 03

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

Abdelhafid Boussouf University Centre– Mila –

Direction of Education of Setif

Ibn Khaldoun Middle School –El Eulma–

Level : MS3

❖ Full Name:Gr.....

Timing: 60mins

Task :

To celebrate The National Inventor's day, the editor of your school magazine schedules a writing competition about Algerian famous inventors. The best works will be awarded prizes and you want to be among the winners. *So, you decided to write the biography of the Algerian famous inventor "Dr. Bourouis" and put it on wall displays in your middle school local library where the official ceremony will occur.*

Dr. Bourouis' ID card

✚ First name: Abd El Rahim

✚ Surname: Bourouis

✚ Date of birth: 29 years old.

✚ Place of birth: Tlemcen

✚ Father's occupation: Mechanic

✚ Mother's occupation: Housewife

✚ Primary, Middle and High School: In Tlemcen

Undergraduate studies

✚ University: ...University of Tlemcen-Abou Bekr Belkaid-...

✚ Degree:Be (bachelor of Engineering)...

Postgraduate studies

✚ University: Abou Bekr Belkaid

✚ Degree(1): Master Degree (ME)

✚ Year:2009

✚ Degree(2):PhD degree

✚ Year:2014

✚ Field of Study: Telecommunication

Professional Experience

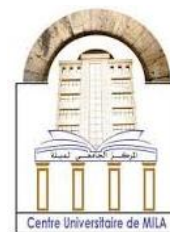
✚ Name of Company: Algerie Telecom

✚ Occupations: Researcher and Engineer

✚ Year: 2014



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Abdelhafid Boussouf University Centre– Mila –

Direction of Education of Setif

Ibn Khaldoun Middle School –El Eulma-

Level : MS3

❖ Full Name:Gr.....

Timing: 60mins

Task :

Marie Curie is one of the outstanding Western inventors. Following the model and using the information in the ID card below, write her short biography

Thomas Edison

Thomas Edison is a famous American inventor. He was born on February 11th, 1847 in Ohio, The USA. Then, his family moved to Michigan where Edison spent his childhood. He did not attend elementary school. He was homeschooled by his mother. He used to sell vegetables and newspapers on trains. He was interested in reading too .In 1871, Thomas Edison got married to his wife who was named Mary Stilwell. He had six children.

Thomas Edison opened his own research laboratory where he worked on many inventions. He invented the first lamp in 1879. He also invented other successful works like the phonograph. Edison died on October 18th, 1931 in New Jersey, the USA.

- Name: Marie Sklodowska Curie
- Date of birth: November 7, 1867
- Place of birth: Warsaw, Poland
- Nationality: Polish
- Job: physicist, chemist
- Studies: University of Paris
- Discoveries: - radium and radioactivity which led to new therapeutic and diagnostic methods in medicine.
- First clinical applications of radioactive substances
- Awards: Noble Prize in Physics (1903), Noble Prize in Chemistry (1911)
- Date of death: July 4. 1934

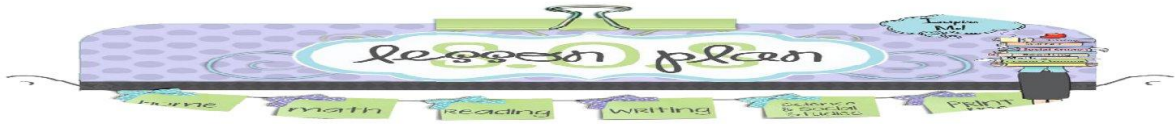
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Appendix 05 : Lesson One Plan Sample



Level: MS 3	School: Ibn Khaldoun *Middle School*	Teacher: Mr. Abd El Ah BELHADI
		
SEQUENCE 03: <i>Me and the Scientific World</i>		
LESSON 01: <i>Think and Write</i>		Framework: PDP
LEARNING OBJECTIVE(S): By the end of the lesson, my learners will be able to produce a written model biographical text of a famous scientist making use of past simple tense, past continuous tense, relative pronouns, lexis and expressions related to both biography and the scientific world.		
COMPETENCY (IES) TARGETED : <i>Interact - Interpret - Produce.</i> LESSON FOCUS: <i>Language Use.</i>		
DOMAIN : <i>Oral - Written Both</i>		
LANGUAGE TOOLS (TARGET STRUCTURES): 1. Grammar: *Past and Present simple tense-* - *Past continuous - *Relative pronouns. 2. Vocabulary: Related to: Biographical information- The Scientific World.		
MATERIAL(S): Whiteboard - Data show-Coursebook-Worksheets- Handouts-Coursebook		 Integrated Skills
CROSS-CURRICULAR COMPETENCIES: <u>Intellectual. Comp:</u> - Learner can interpret a writing topic. - Learner can use his critical thinking skills when gathering information. - Learner can show creativity when producing a piece of writing. <u>Methodological. Comp:</u> - Learner can work in groups. - Learner can assess his work and his peers' work. - Learner can use his/ her writing skills and strategies to accomplish a work. <u>Communicative. Comp:</u> - Learner can process ICT's. - Learner can talk about the Algerian Famous Scientist Ben Badis. <u>Social and personal. Comp:</u> - Learner can show creativity when producing written messages. - Learner can show patriotism to his/her country. 		
CORE VALUES: - Valuing and respecting discoveries and inventions. - Being proud and keen on communicating about an outstanding Arabic Islamic figure and _specifically_ an Algerian one.		
CROSS-REFERENCES: A writing topic. Task 01		
  		

Time	Frame work	Procedure	Focus	Objectives	Aids	VAKT /M.I																		
05 min	Warm up 	❖ Teacher greets and welcomes his learners. ❖ Teacher inquires about the learners day <i>(How was their day?)</i> ❖ Teacher makes a review on <i>"The Wht Question Words"</i>, through projecting the following task on the board. <i>Task: I classify the following words in the table.</i> <i>Giraffe - Bagdad- Syria - house of wisdom - Dr Bourouis - book - Ibn Khaldun - Egypt -Nile River -dog</i> <table border="1"> <thead> <tr> <th>WHO (PERSON)</th> <th>WHERE(PLACE)</th> <th>WHICH (ANIMAL /THING)</th> </tr> </thead> <tbody> <tr> <td>➤ Dr Bourouis</td> <td>➤ Bagdad</td> <td>➤ Giraffe</td> </tr> <tr> <td>➤ Ibn Khaldun</td> <td>➤ Syria</td> <td>➤ Book</td> </tr> <tr> <td></td> <td>➤ House of wisdom</td> <td>➤ Dog</td> </tr> <tr> <td></td> <td>➤ Egypt</td> <td></td> </tr> <tr> <td></td> <td>➤ Nile River</td> <td></td> </tr> </tbody> </table>	WHO (PERSON)	WHERE(PLACE)	WHICH (ANIMAL /THING)	➤ Dr Bourouis	➤ Bagdad	➤ Giraffe	➤ Ibn Khaldun	➤ Syria	➤ Book		➤ House of wisdom	➤ Dog		➤ Egypt			➤ Nile River		T/PPs	 To establish a good classroom atmosphere in which everyone feels comfortable. To motivate and interact with learners making them guess the topic. 	White board Data show	A+V+ T+K A+V
WHO (PERSON)	WHERE(PLACE)	WHICH (ANIMAL /THING)																						
➤ Dr Bourouis	➤ Bagdad	➤ Giraffe																						
➤ Ibn Khaldun	➤ Syria	➤ Book																						
	➤ House of wisdom	➤ Dog																						
	➤ Egypt																							
	➤ Nile River																							
10 min	Pre-Writing 	❖ Teacher, after that, presents the topic via the PowerPoint presentation. To celebrate The National Inventor's day, the editor of your school magazine schedules a writing competition about Algerian famous inventors. The best works will be awarded prizes and you want to be among the winners. So, you decided to write the biography of the Algerian famous scientist "Abdelhamid Ben Badis" and put it on wall displays in your middle school local library where the official ceremony will occur.	T/PPs PPs/T PPs/PPs	To introduce the topic.	White board Data show Work sheets Brainstorm	A+V+ T+K A+V T																		

30 min During-Writing	❖ Teacher invites learners to read the topic. ❖ Teacher explains to learners the new words, and what they are going to do. Brainstorming ❖ Teacher draws learners' attention to the table on Task 01, and he invites them to read the instruction silently. Task 01: I match each name with its corresponding picture. <table><tr><td>1. Albert Einstein</td><td>a)</td><td></td></tr><tr><td>2. Ibn Sina</td><td>b)</td><td></td></tr><tr><td>3. Belgacem Haba</td><td>c)</td><td></td></tr><tr><td>4. Ibn Al-Haithem</td><td>d)</td><td></td></tr><tr><td>5. Christopher Columbus</td><td>e)</td><td></td></tr></table> Task 02: I match each expression with the appropriate verb. <table><tr><td>1. was born</td><td>a) The smart t-shirt</td></tr><tr><td>2. Was/is</td><td>b) In 1957</td></tr><tr><td>3. Invented</td><td>c) Gravity</td></tr><tr><td>4. Discovere</td><td>d) The Nobel prize</td></tr><tr><td>5. Was</td><td>e) A physicist</td></tr><tr><td>6. awarded/wo</td><td></td></tr><tr><td>7. Died</td><td></td></tr></table> The Model Ibn al-Haitham was a famous Muslim mathematician, astronomer and physicist. He was born in 965 in Basra Bagdad. Ibn al-Haitham who was a brilliant scientist proved that the eye receives light instead of emitting it. He wrote many books like "Almanadir" which was about how humans see and optic science in general. Ibn al-Haitham who cared a lot about the studies of light, created the first camera which was called "Alkomera". He spent years in his house in Egypt writing many books. He died in 1040 in Egypt after a life full of great achievements.	1. Albert Einstein	a)		2. Ibn Sina	b)		3. Belgacem Haba	c)		4. Ibn Al-Haithem	d)		5. Christopher Columbus	e)		1. was born	a) The smart t-shirt	2. Was/is	b) In 1957	3. Invented	c) Gravity	4. Discovere	d) The Nobel prize	5. Was	e) A physicist	6. awarded/wo		7. Died		T/PPs PPs/PPs PPs/T T/PPs PPs/PPs PPs/T	To help learners collect the information they need for their work T E A M To set learners to work in groups and check their tolerance when doing so. To brainstorm their knowledge.	White board Work sheets ead	A+V+ T+K A+V+ T+K
	1. Albert Einstein	a)																																
	2. Ibn Sina	b)																																
	3. Belgacem Haba	c)																																
4. Ibn Al-Haithem	d)																																	
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1. was born	a) The smart t-shirt																																	
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4. Discovere	d) The Nobel prize																																	
5. Was	e) A physicist																																	
6. awarded/wo																																		
7. Died																																		

15 min Post-Writing  Think  Pair  Share  	<i>The Biography to be Produced</i> 1. <u>Name</u>: Abd Al-Hamid Ben badis. 2. <u>Date and place of birth</u>: December 04th, 1889 Constantine. 3. <u>Job</u>: Scientist, thinker, writer, teacher. 4. <u>Achievements</u>: ✦ Establishing the association of Muslim Algerian Ulema. ✦ Writing poems and articles on Al-Chihab newspaper. ✦ Fighting the French colonization through his pen. 5. <u>Date of death</u>: April, 16th 1940.  I. Drafting: ✓ The teacher invites the learners to start working together. He limits the time; monitors, guides them and gives help when needed. II. Revising: ✓ The teacher asks the groups to exchange their drafts with one another in order to evaluate them and then revise their drafts. (PEER GROUPS FEEDBACK) III. Editing: ✓ The learners edit their drafts if they need to, before presenting them. ✓ <i>At the end of the session, the teacher collects the learners' biographies and takes them with him to be corrected.</i> IV. Publishing: ✓ The teacher asks the pupils to stand in front of their mates and present their biographies.  	T/PPs PPs/PPs PPs/T T/PPs PPs/PPs PPs/T	To be guided by the topic. To make them interact and evaluate each group's work. To reinforce peer groups' feedback. To make them interact and evaluate each group's work and give feedback.	White board 	A+V+ T+K 
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The Teacher's Comments:

What Worked?

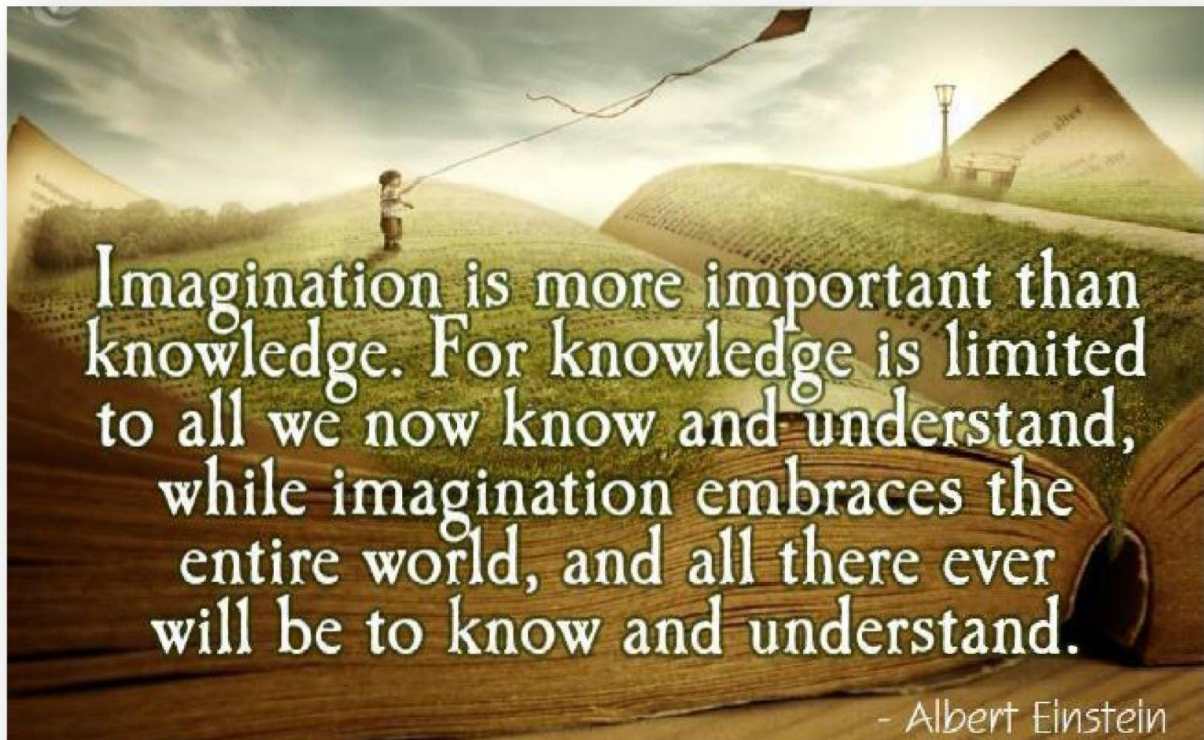
1. *Learners could produce a passage under modeling.*

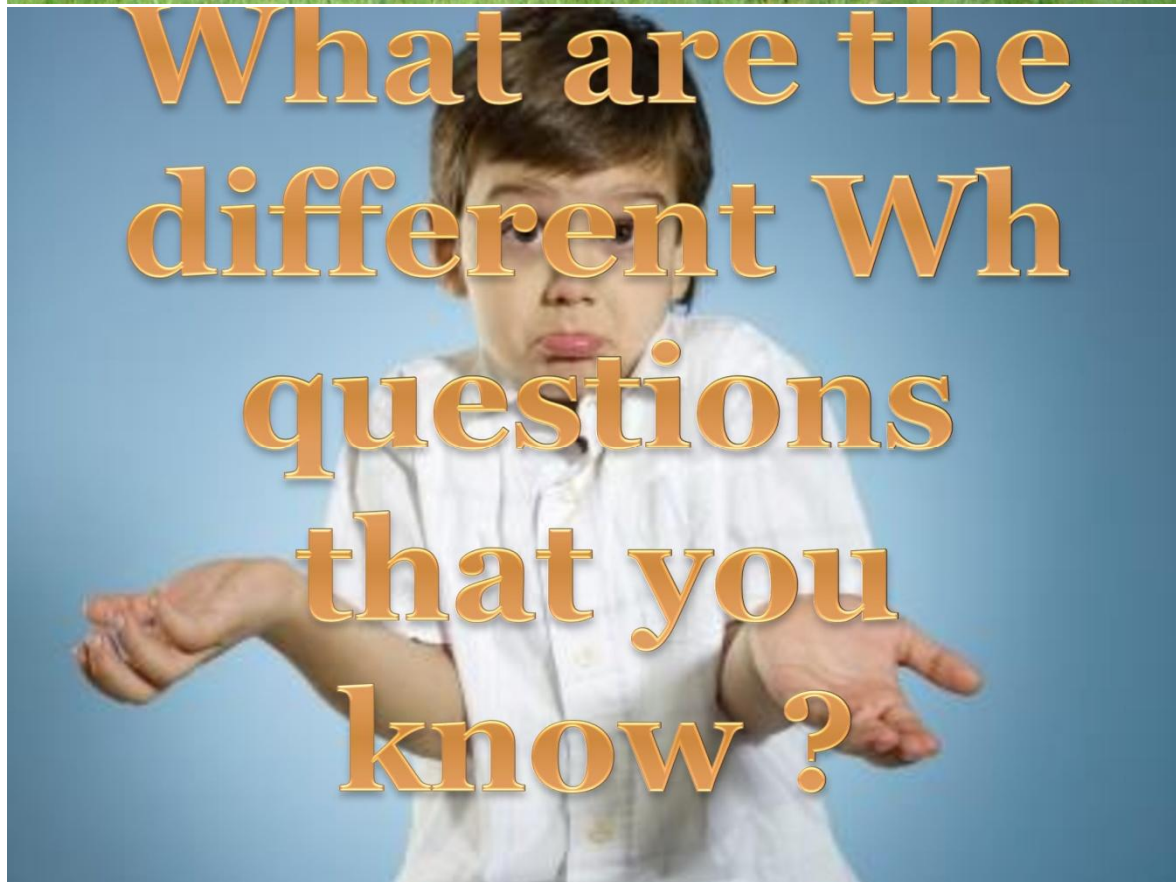
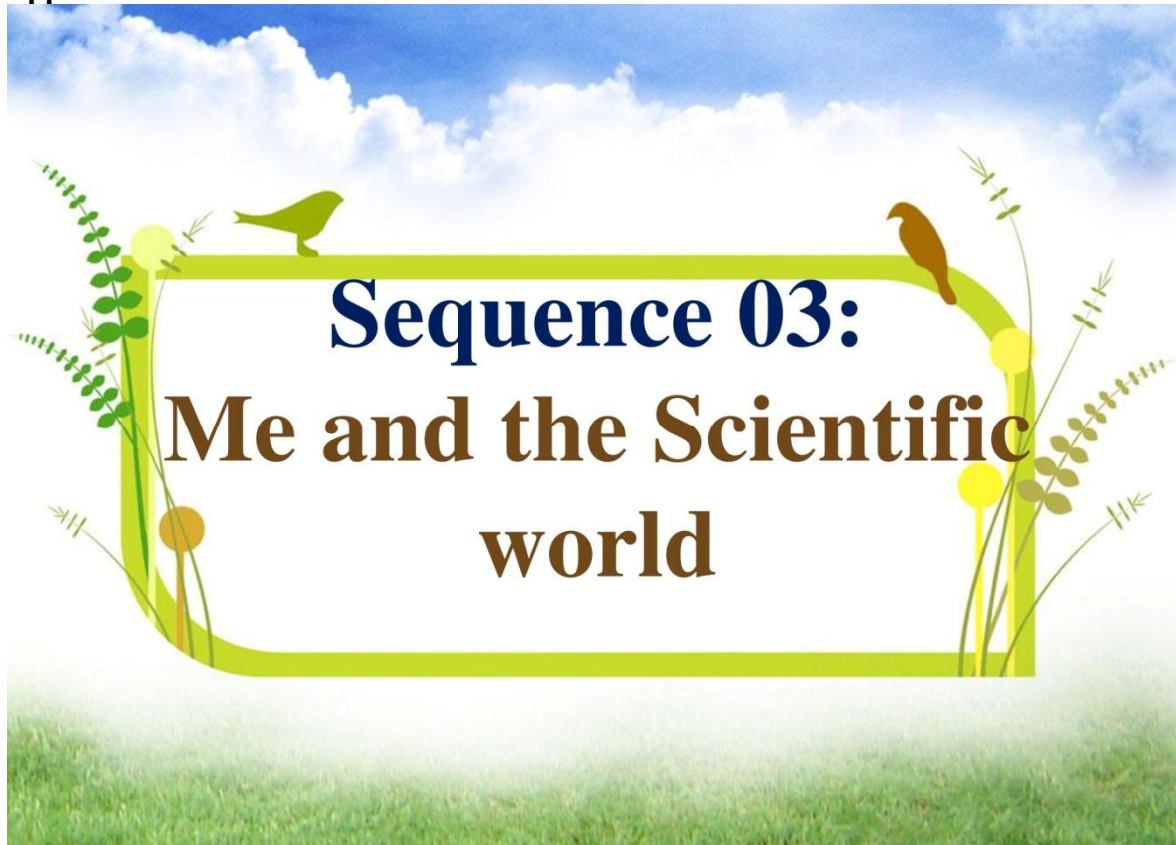
What Hindered?

1. *They were demotivated.*

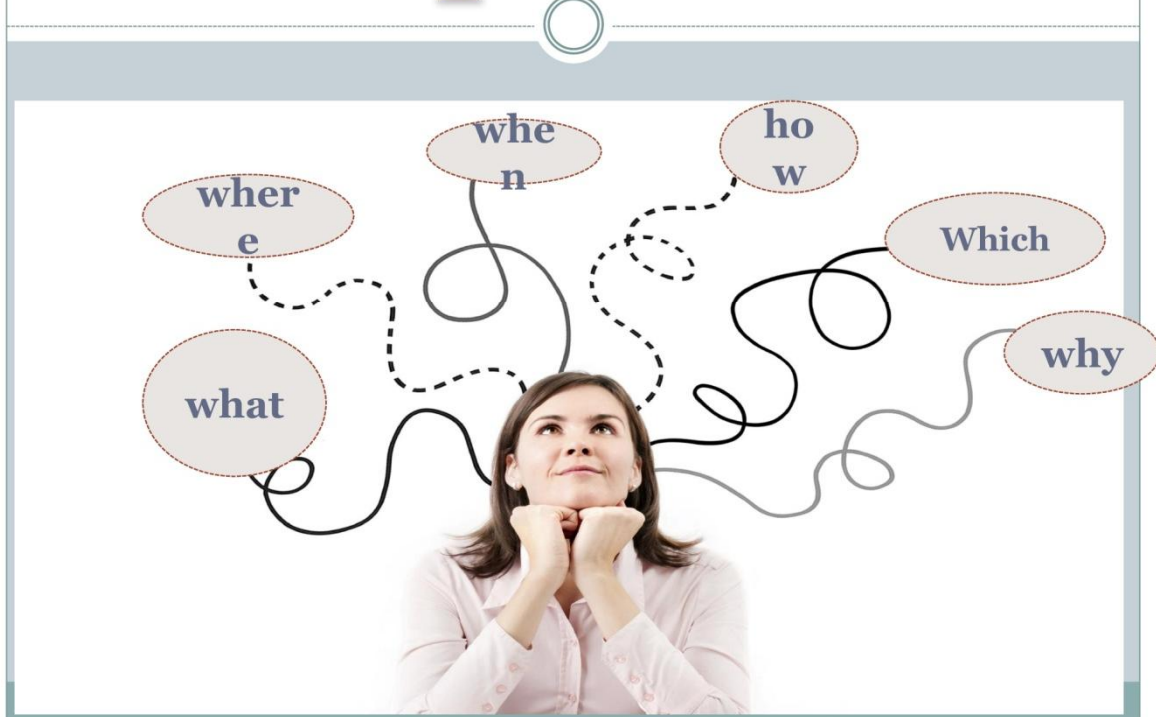
Action Points?

1. *The teacher paraphrased and clarified.*
2. *He rewarded the winners.*





WH questions



I classify the following words in the table

Giraffe – Bagdad- Syria – House of wisdom – Dr .Bourious – book –
Ibn Khaldun – Egypt –Nile river –Ibn al-Haitham – Dog – Camera

Where (place)	Who (person)	which (animal /thing)

Task : *I match each name with its corresponding picture.*

1. Albert Einstein

2. Ibn Sina

3. Belgacem Haba

4. Rahim Bourouis

5. Christopher Columbus



Task: *I match each expression with the appropriate verb*

1. was born

2. Was/is

3. Invented

4. Discovered

5. Was awarded/won

6. Died

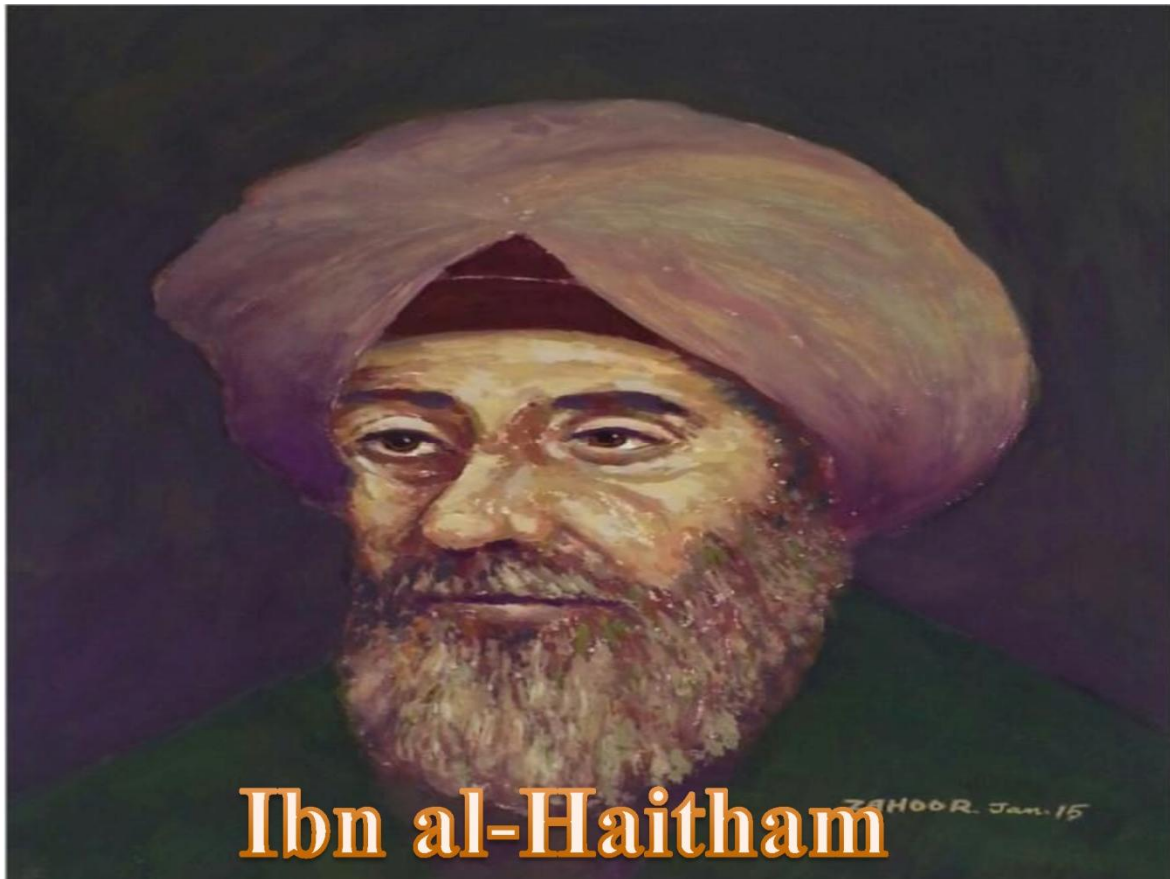


a) The smart t-shirt

b) In 1957

c) Gravity

d) The Nobel prize



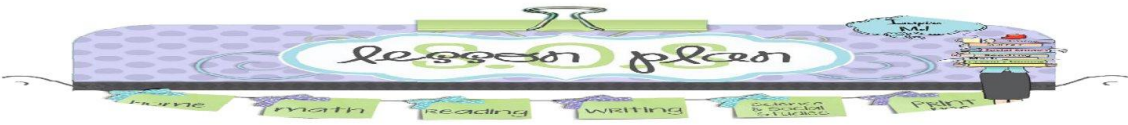
Now lets read the text and answer the questions

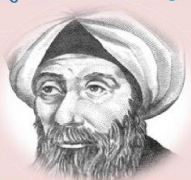
Ibn al-Haitham was a famous Muslim mathematician, astronomer and physicist. He was born in 965 in Basra Bagdad. Ibn al Haitham, who was a brilliant scientist, proved that the eye receives light instead of emitting it. He wrote many books like "Almanadir", which talked about how humans see and optic science in general. Ibn al- Haitham, who cared a lot about the studies of light, created the first camera which was called " Alkomera" .He moved to Egypt , and tried to find solutions for the flood of the Nile River ,but sadly he could not. He spent years in his house in Egypt writing many books. The great Muslim scientist died in 1040 in Egypt after a life full of achievements.

● Time to write

Four speech bubble templates arranged in a 2x2 grid on a brown background. Each bubble has a dashed orange border and contains five horizontal dotted lines for writing. The top-left bubble is a standard oval shape. The top-right bubble has a long tail pointing towards the bottom-left. The bottom-left bubble has a long tail pointing towards the top-right. The bottom-right bubble is a standard oval shape.

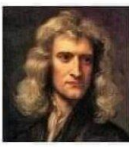
Appendix 07 : Lesson Plan Two



Level: MS 3	School: Ibn Khaldoun *Middle School*	Teacher: Mr. Abd ELAH BELHADI
		
SEQUENCE 03: Me and the Scientific World		
LESSON 02: I Think and Write		Framework: PDP
LEARNING OBJECTIVE(S): By the end of the lesson, my learners will be able to produce a written model biographical text of a famous scientist making use of past simple tense, past continuous tense, relative pronouns, lexis and expressions related to both biography and the scientific world.		
COMPETENCY (IES) TARGETED : <i>Interact - Interpret - Produce.</i> LESSON FOCUS: <i>Language Use.</i>		
DOMAIN : <i>Oral - Written Both</i>		
LANGUAGE TOOLS (TARGET STRUCTURES): - Grammar: *Past and Present simple tense-* – *Past continuous - *Relative pronouns. - Vocabulary: Related to: Biographical information- The Scientific World.		
MATERIAL(S): Whiteboard - Data show-Coursebook-Worksheets- Handouts-Coursebook		 Integrated Skills
CROSS-CURRICULAR COMPETENCIES:		
<u>Intellectual. Comp:</u> - Learner can interpret a writing topic. - Learner can use his critical thinking skills when gathering information. - Learner can show creativity when producing a piece of writing. <u>Methodological. Comp:</u> - Learner can work in groups. - Learner can assess his work and his peers' work. - Learner can use his/her writing skills and strategies to accomplish a work. <u>Communicative. Comp:</u> - Learner can process ICT's. - Learner can talk about Western scientists. <u>Social and personal. Comp:</u> - Learner can show creativity when producing written messages. - Learner can show patriotism to his/her country.		
CORE VALUES: - Valuing and respecting discoveries and inventions. - Being proud and keen on communicating about an outstanding Arabic Islamic figure and _specifically_ an Algerian one.		
CROSS-REFERENCES: - A writing topic. - Track 01		
   		

Time	Frame work	Procedure	Focus	L.Objectives	Aids	VAKE /MLJ												
05 min	Warm up	❖ Teacher greets and welcomes his learners. ❖ Teacher inquires about the learners day (How was their day?) ❖ Teacher makes a review on "The Wjt Question Words", through projecting the following task on the board. Task: I classify the following words in the table. Scientist- Setif - Professor- Dr .Mekchi - Pharmacy- Ibn Gina- Jordan-Romania-Ibn Batouta -Architect- Engineer <table><thead><tr><th>WHO (PERSON)</th><th>WHERE(PLACE)</th><th>WHAT (JOB)</th></tr></thead><tbody><tr><td>➤ Dr .Mekchi</td><td>➤ Setif</td><td>➤ Scientist</td></tr><tr><td>➤ Ibn Gina</td><td>➤ Jordan</td><td>➤ Professor</td></tr><tr><td>➤ Ibn Batouta</td><td>➤ Romania</td><td>➤ Engineer</td></tr></tbody></table> ❖Teacher makes a review on "The Elements of a Biography". Early Life: What is he/she famous for? Who? Birth Date: Death Date: Where in the world is he/she from? Character Traits (adjectives): Fun Facts:	WHO (PERSON)	WHERE(PLACE)	WHAT (JOB)	➤ Dr .Mekchi	➤ Setif	➤ Scientist	➤ Ibn Gina	➤ Jordan	➤ Professor	➤ Ibn Batouta	➤ Romania	➤ Engineer	T/PPs PPs/PPs	To establish a good classroom atmosphere in which everyone feels comfortable. To motivate and interact with learners making them...	White board Data show	A+V+ T+K A+V
WHO (PERSON)	WHERE(PLACE)	WHAT (JOB)																
➤ Dr .Mekchi	➤ Setif	➤ Scientist																
➤ Ibn Gina	➤ Jordan	➤ Professor																
➤ Ibn Batouta	➤ Romania	➤ Engineer																
10 min	Pre-Writing	❖Teacher, after that, presents the topic via the PowerPoint presentation. The "Stars' of Science Show on MBC" schedules a writing competition about outstanding scientists. The best works will be awarded prizes and you want to be among the winners. So, you decided to write the biography of the famous Western scientist "Isaac Newton" and put it on wall displays, and send to the show's address.	T/PPs PPs/T PPs/PPs	To introduce the topic.	White board Data show Work sheets	A+V+ T+K A+V A+V+ T												

30 min During-Writing	❖ Teacher invites learners to read the topic. ❖ Teacher explains to learners the new words, and what they are going to do. <i>Brainstorming</i> ❖ Teacher draws learners' attention to the table on Task 01, and he invites them to read the instruction silently. <i>The Model</i> Task 01: <i>I read carefully the following biography.</i> There are many famous scientists and discoverers in this world , and Albert Einstein is one of them . ▶ Albert Einstein was a German Theoretical Physicist. ▶ He/she was born on March 14, 1879 in Ulm, Germany. → He/she developed the theory of relativity . He/she died on April 18, 1955 in Prinnceton , USA. Albert Einstein is a remarkable figure who changed the world . Task 02: <i>I complete the ID Card.</i>   ID card Name: Nationality: Occupation: Date of Birth: Place of Birth: Achievements: Date of Death: Place of Death:
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15 min Post-Visiting  Think  Pair  Share  	<i>The Biography to be Produced</i> Name : Issac Newton Date of birth : January 4th, 1643. Place of birth : England. Nationality: English. Studies: he attend the elementary school and he was so bright at math and physics. Events: He became a teacher at Cambridge university in 1661 Job: Discoverer. Discovery: the laws of gravity and motion. Date of death: March 31st, 1727 in London.  I. Drafting: ✓ The teacher invites the learners to start working together. He limits the time; monitors, guides them and gives help when needed. II. Revising: ✓ The teacher asks the groups to exchange their drafts with one another in order to evaluate them and then revise their drafts. (PEER GROUPS FEEDBACK) III. Editing: ✓ The learners edit their drafts if they need to, before presenting them. ✓ <i>At the end of the session, the teacher collects the learners' biographies and takes them with him to be corrected.</i> IV. Publishing: ✓ The teacher asks the pupils to stand in front of their mates and present their biographies.  	T/PPs PPs/PPs PPs/T T/PPs PPs/PPs PPs/T	To be guided by the topic. To make them interact and evaluate each group's work, To reinforce peer groups' feedback, To make them interact and evaluate each group's work, and give feedback,	White board 	A+V+ T+K 
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The Teacher's Comments:

What Worked?

1. *Learners could produce a passage under modeling.*

What Hindered?

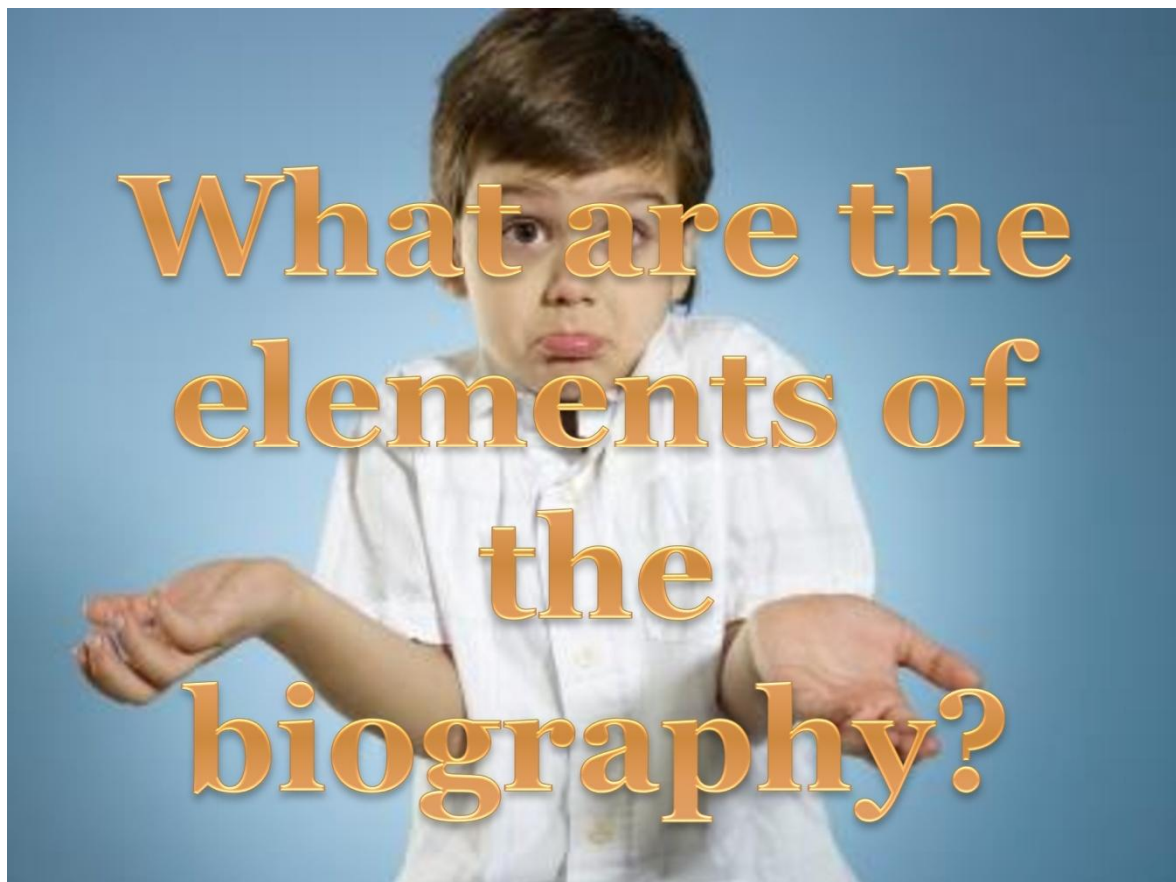
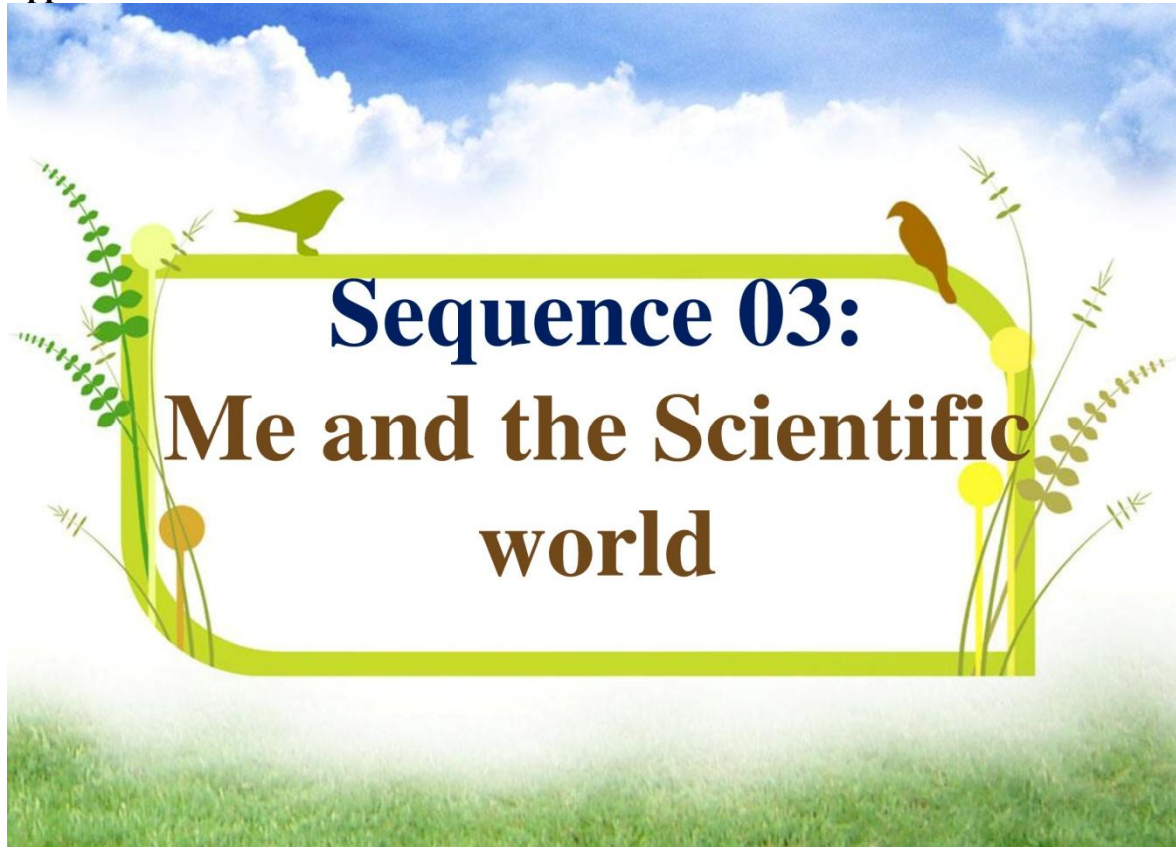
1. *They were demotivated.*

Action Points?

1. *The teacher paraphrased and clarified.*
2. *He rewarded the winners.*



"I can calculate the motion of heavenly bodies, but not the madness of people."
-- Isaac Newton



Biography

Early Life:

Who?

Birth Date: _____

Death Date: _____

Character Traits (adjectives):

What is he/she famous for?

Where in the world is _____?

(first name) (last name)

Fun Facts:

x _____

x _____

x _____

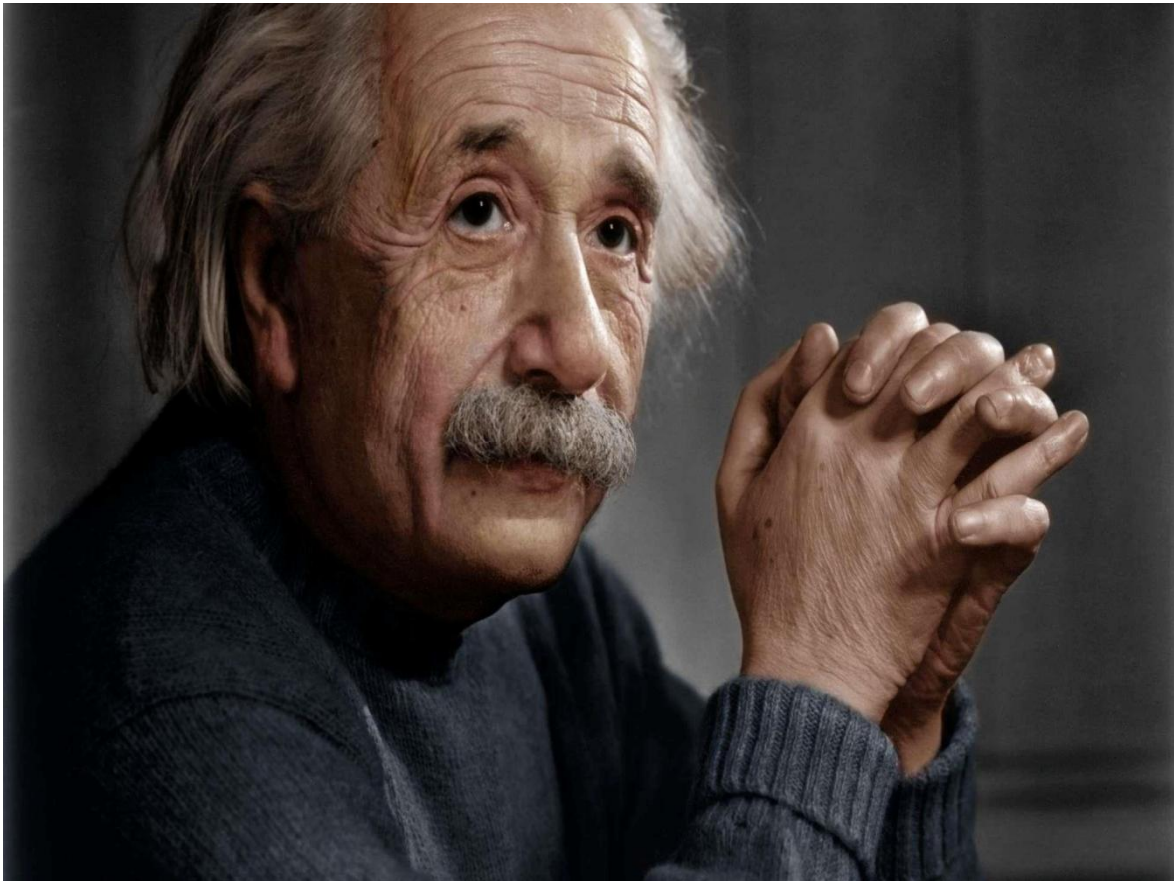
x _____

x _____

I classify the following words in the table

Scientist- Setif - Professor- Dr .Mekchi - Pharmacy- Ibn Sina- Jordan-Romania-Ibn Batouta - Architect- Engineer

Where (place)	Who (person)	what (job)



There are many famous scientists and discoverers in this world , and **Albert Einstein** is one of them .

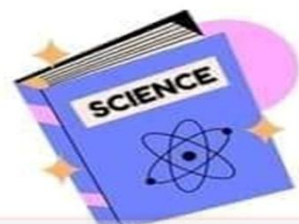
▶ **Albert Einstein** was a **German Theoretical Physicist**.

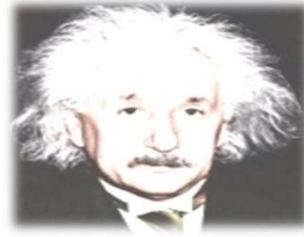
→ He/she was born on **March 14, 1879** in **Ulm, Germany**.

→ He/she developed **the theory of relativity** .

He/she died on **April 18, 1955** in **Prinnceton , USA**.

Albert Einstein is a remarkable figure who changed the world .





ID card

Name:

Nationality:

Occupation:

Date of Birth:

Place of Birth:

Achievements:

Date of Death:

Place of Death:



Isaac Newton

Now Let's Follow Einstein's Text And Write About Newton

Name : Issac Newton

Date of birth : January 4th, 1643.

Place of birth : England.

Nationality: English.

Studies: he attend the elementary school and he was so bright at math and physics.

Events: He became a teacher at Cambridge university in 1661

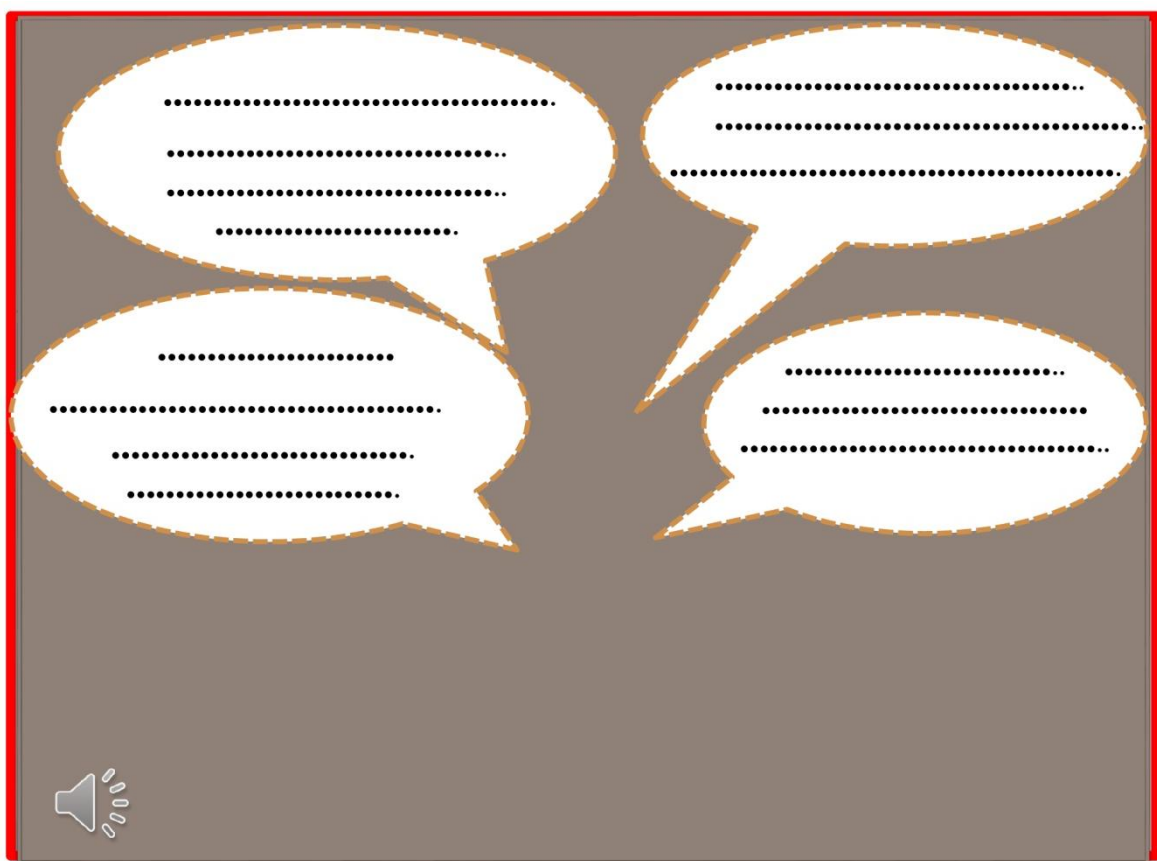
Job: Discoverer.

Discovery: the laws of gravity and motion.

Date of death: March 31st, 1727 in London.



● Time to write



Résumé :

La rédaction modélisée est l'une des méthodes de classe dont les enseignants font guider leurs élèves à travers l'activité d'écriture avec l'observation et la participation en partie. Elle est absolument attachée à l'enseignement par compétence en écrit par ce qu'elle aborde les élèves l'opportunité d'observer, d'absorber et de pratiquer la compétence d'écrit sous l'encadrement d'un guide expérimenté. Les enseignants peuvent effectivement superviser les élèves à enrichir et accroître leur écrit en assimilant cette méthode dans leurs manuels scolaires. Ce travail tente de répondre à ces questions :

- Les apprenants qui travaillent avec une écriture modélisée produisent-ils de meilleurs textes que ceux qui travaillent sans ?
- L'écriture modélisée pourrait-elle être mise en œuvre pour influencer la performance d'écriture des apprenants ?
- Comment la mise en œuvre de l'écriture modélisée pourrait-elle affecter la performance d'écriture des apprenants ?

En réalité de nombreux éducateurs font appel à la rédaction modélisée surtout au niveau des collèges. L'importance de cette recherche est de développer l'écrit, l'une des plus importantes aspects d'enseignement. Ainsi, il clarifie la façon par laquelle la performance écrite des apprenants doit être affectée par l'utilisation de la rédaction modélisée. Cette étude, actuelle, est centralisée sur l'analyse des réactions de 3^{ème} année du collège Ibn Khaldoun à El Eulma, Setif, concernant la rédaction modélisée et ses effets sur la performance écrite en adoptant un cas quasi-expérimental. Elle suit une approche mixte d'entretiens informels et de questionnaires pour les enseignants selon une méthode mixte combinant des méthodes quantitatives et qualitative. Elle se compose d'un test diagnostique, d'un pré-test pour établir des normes, d'une phase de traitement pour les cerner à produire une situation d'étude et d'un post-test pour assurer les développements en écrits des élèves pour savoir si cette nouvelle stratégie est praticable. D'après les résultats de cette expérience, la performance écrite des élèves est impactée par la rédaction modélisée, donc l'hypothèse de recherche a été confirmée.

Mots-clés: Rédaction Modélisée, Compétence en Écriture, Mise en œuvre, Performance des Élèves, Efficacité

المخلص

تعد الكتابة النموذجية أسلوباً تعليمياً في الفصول الدراسية حيث يقود المعلمون التلاميذ خلال عملية الكتابة من خلال المراقبة والمشاركة الجزئية. ترتبط هذه الطريقة ارتباطاً وثيقاً بتعليم مهارة الكتابة، إذ يمنح الطلاب فرصة للمشاهدة والتحصيل وممارسة هذه المهارة تحت إشراف مرشد متمرس، يمكن للمعلمين مساعدة الطلاب بفعالية في تحسين وتعزيز مهاراتهم الكتابية من خلال تطبيق الكتابة النموذجية ضمن المناهج السنوية لهم. يتألف هذا العمل من فصلين ، كل منهما يقدم معلومات حول مهارة الكتابة في قسم والكتابة النموذجية في قسم آخر، مستخدماً السيرة الذاتية كمثال، بالنظر إلى أن العديد من المربين يستخدمون الكتابة النموذجية، خاصة في المدارس المتوسطة، يكتسب هذا العمل أهمية لأنه يتناول مهارة الكتابة، وهي جانب أساسي من جوانب التعليم، ويوضح كيف يمكن أن يتأثر أداء التلاميذ في مجال الكتابة بتطبيق الكتابة النموذجية. يهدف هذا العمل للإجابة على هذه الإشكاليات:

- هل التلاميذ الذين يعملون بالكتابة النموذجية ينتجون أحسن من الذين لا يعملون بها؟
- هل العمل بالكتابة النموذجية يؤثر إيجاباً على الإنتاج الكتابي للتلاميذ؟
- كيف يؤثر العمل بالكتابة النموذجية على الإنتاج الكتابي للتلاميذ؟

تصطلع الدراسة الحالية أساساً على تحليل آراء تلاميذ السنة الثالثة في المدرسة المتوسطة ابن خلدون بالعملة، سطيف حول الكتابة النموذجية وتأثيراتها على أداءهم في الكتابة باستخدام حالة تجريبية شبه تجريبية تتبع منهجاً متعددًا من المقابلات غير الرسمية والاستبيانات للمعلمين بطريقة كمية ونوعية متعددة، ومقارنة درجاتهم قبل وبعد التجربة، تتكون التجربة من اختبار تشخيصي، واختبار قبلي لتحديد المعايير، ومرحلة معالجة يُتوقع خلالها أن يُنتج الطلاب أعمالاً تدعم الدراسة، واختبار بعدي لتأكيد تقدم الطلاب في الكتابة وتحديد ما إذا كانت هذه الإستراتيجية عملية بالنسبة لهم، وفقاً لنتائج التجريب، فإن أداء الطلاب في الكتابة يتأثر إيجابياً بالكتابة النموذجية، كما أشارت إلى ذلك أيضاً استجابات الاستبيان المقدم للمعلمين، استناداً إلى النتائج، ثم تأكيد فرضية البحث.

الكلمات المفتاحية: الكتابة النموذجية، مهارة الكتابة، التطبيق، أداء الطلاب، الفعالية.