INSTITUTO SUPERIOR DE CIÊNCIAS DE EDUCAÇÃO DA HUÍLA

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IMPLEMMENTING STRATEGIES TO DEVELOP GRADE 12 STUDENTS' WRITING SKILLS AT *LICEU Nº 69M-10 DE DEZEMBRO-MOÇÂMEDES*

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Autora: Natália Nassova Daniel Epalanga

LUBANGO

2021

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Trabalho Apresentado para Obtenção do Grau de Licenciado no Ensino de Inglês

Autora: Natália Nassova Daniel Epalanga

Tutor: Carlos Afonso, MA

LUBANGO

2021

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Lubango, 26 de Novembro de 2021

A Autora

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Natália Nassova Daniel Epalanga

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DEDICATION

DEDICATION

I dedicate this work to

- My lovely parents, who never stopped believing in me, to whom I wish a longer life.

- My beautiful kids, the joy and strength of my life.

ACKNOWLEDGEMENT

ACKNOWLEDGMENTS

ABSTRACT

ABSTRACT

The purpose of this work is to investigate the implementation of strategies to develop grade 12 students' writing skills at *Liceu nº 69M-10 de Dezembro-Moçâmedes*. As a teacher of English for almost ten years I have noticed that teachers of English at *Liceu Nº 69M-10 de Dezembro* tend not to implement strategies to develop students writing skills in the classroom. As a consequence students cannot construct a single sentence without making errors which leads to negative marks in their tests. Moreover, many students reveal themselves being unable to produce written work just to avoid written errors. For this reason, a number of 6 teachers of English (all men) and 30 students participated in the study. We used a descriptive study and quantitative method of data collection coupled with questionnaires (teacher questionnaire and a student questionnaire). The findings indicate that (1) knowing the importance of writing, elements of writing, its aspects and characteristics are pivotal for writing a good piece of paragraph; however, knowing them is not sufficient, pupils have to put them into practice too so as it becomes automatic for them. (2) Teachers and students state that the main students' competence in the development of writing skill is by using lexical variety. (3) Students always follow reading stage in the writing process in the EFL classroom. (4) Teachers and students agree that adopting good editing strategies is always used in the EFL classroom to develop students writing performance.

Keywords: Writing Skill, Competence, Performance, Approach, Strategy.

RESUMO

RESUMO

Este trabalho tem como objectivo investigar a implementação de estratégias para o desenvolvimento das abilidades de escrita dos estudantes da 12ª classe do *Liceu nº 69M-10 de Dezembro-Moçâmedes*.Sendo professora de Inglês a quase dez anos, verifiquei que os professores de Inglês não implementam estratégias para desenvolver as abilidades de escrita dos estudantes. Como consequência, os estudantes não conseguem formar uma única frase sem cometerem erros que os levam a insucesso nas provas. Além disso, muitos estudantes revelam estarem inaptos em fazer trabalhos escritos de formas a evitar erros de escrita. Porém, 6 professores de Inglês (todos masculinos) e 30 estudantes participaram do estudo. Neste trabalho usamos o método descritivo e para o colheita dos dados usamos o método quantitativo acuplado com os inquéritos (inquérito dos estudantes e dos professores).Os resultados mostram que (1) conhecendo a importância da escrita, os elementos, seus aspectos e características são os pivot para uma boa escrita, Portanto, conhecendo-os não é suficiente, os estudantes têm de pô-lo em prática para que se torne automático para eles. (2) os professores e os alunos afirmam que a principal competência dos estudantes no desenvolvimento das habilidades de escrita é de usar a variedade lexical. (3) os estudantes seguem sempre o estágio de leitura no processo de escrita na sala de aulas. (4) os professores e os alunos concordam que adoptando e editando são sempre estratégias usadas na sala de aulas para o desenvolvimento do desempenho da escrita.

Keywords: Habilidade de escrita, desempenho, técnicas e estratégias.

INTRODUCTION

INTRODUCTION

Foreign language skills are classified into two main categories: the productive skills (speaking and writing) and the receptive skills (reading and listening). Listening and speaking are naturally acquired; whereas, reading and writing must be learned at school. Each one of these skills is pivotal for effective mastery of a given language; however, writing has a special importance since nowadays everything is based on paper like sending messages, writing a job application, a scientific research and many other crucial elements. Hence, because of our interest in this skill, we have based our research on exploring to the implementation of strategies to develop grade 12 students' writing skills at *Liceu nº 69m-10 de Dezembro-Moçâmedes*.

Several experts have discussed thoroughly the issue of implementing strategies to develop students' writing skills, among them graham, & perin (2007) who look at effective strategies to improve the writing of adolescents in middle and high schools; Harmer (2004) who proposes his knowledge on how to teach writing; and Erkan, & Saban, (2011) who talk about the writing performance relative to writing apprehension, self-efficacy in writing, and attitudes towards writing.

As a teacher of English for almost ten years I have noticed that teachers of English at *Liceu Nº 69M-10 de Dezembro* tend not to implement strategies to develop students writing skills in the classroom. As a consequence students cannot construct a single sentence without making errors which leads to negative marks in their tests. Moreover, many reveal themselves being unable to produce written work just to avoid written errors.

Based on the problem we have encountered, it is expected that this work achieves these three objectives:

- To investigate the importance of writing skills in the development of grade 12 students at *Liceu Nº 69M-10 de Dezembro*.

- To identify the students' competence in the development of writing skill at *Liceu Nº 69M-10 de Dezembro*.

- To describe the stages students follow in the development of writing at *Liceu Nº 69M-10 de Dezembro*?

- To emphasize the strategies teachers introduce in the classroom to develop grade 12 students' writing performance at *Liceu Nº 69M-10 de Dezembro*.

From these objectives we have set the following research questions:

- What is the importance of writing skills in the development of grade 12 students at *Liceu Nº 69M-10 de Dezembro*?

- What are the students' competence in the development of writing skill at *Liceu Nº 69M-10 de Dezembro*?

- What stages do students follow in the development of writing at *Liceu Nº 69M-10 de Dezembro*?

- What strategies do teachers introduce in the classroom to develop grade 12 students' writing performance at *Liceu Nº 69M-10 de Dezembro*?

It is true that there were some limitations that somehow affected the research, such as (a) organizing the ideas, (b) collecting material; (c) computer skills were tough tasks. As far as the organization of ideas is concerned, it affected the work because we had to struggle in finding logical and constructive support to the topic. Hence, computer skills affected the work in the way that we had to resort to many people to help us in formatting the work and design the automatic content page, the graphs and tables in the work.

Due to the type of research used in this paper, which is descriptive, no hypotheses have been formulated. Regarding previous studies conducted at ISCED and related to the topic none was found.

To achieve these objectives mentioned previously and to conduct this monograph, this work is divided into three main parts. The first part reviews the literature. The second part presents the methodology we used in the research study and the third part analyses and discusses the findings obtained from the research study and compare the findings from the literature review.

CHAPTER ONE:
LITERATURE REVIEW

CHAPTER ONE: LITERATURE REVIEW

Writing has always been seen as an important skill in English language learning. This importance is due to the fact that it reinforces grammatical structures and vocabulary that teachers strive to teach their students. It is the area in which students need to be offered adequate time to develop their writing skill. Writing allows students to explore thoughts and ideas, and makes them visible and concrete, it encourages thinking and learning. Therefore, this skill needs to be developed and learnt properly, because knowing how to learn and write correctly are among the important objectives for both teachers and learners.

Students' poor writing performance have become a core problem which needs an urgent remedy. This chapter presents a theoretical background on the implementation of writing strategies to develop students' writing skills. Therefore, this chapter is divided into six main sections; the first defines the key terminologies; the second one introduces the writing skill which defines writing, explores the elements of writing, its aspects, and characteristics. The third one is about students writing competence. The fourth one attempts to demonstrate the writing process tasks in the EFL classroom. The fifth looks at the strategies to develop writing performance. Last section has to do with pedagogical principals to academic writing.

1.1. DEFINING TERMINOLOGY

This section focuses on the elucidation of some terms which may help in a great deal to explain the issue under discussion and they are as follows: Writing skill, Writing Competence, Writing Performance and Writing Strategies.

1.1.1. Writing Skill

Writing is a skill, and like other skills, it has to be learned and acquired because it helps us to express ideas, give instructions, share and preserve knowledge. In addition, writing is not just about using correct spelling, organizing words and ideas as well as following grammatical rules; but, it is a skill which has been given different definitions and understanding.

According to Heaton (1989, cited in Saraitum 2010, p. 30), "writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and

rhetorical devices but also of conceptual and judgmental elements". This means that the matter is not withproviding pupils with knowledge of writing; but, how to think critically which is somethingabstract and not concrete. This can explain the reason behind pupils' difficulties in expressingthemselves appropriately when writing in English since they need to have background knowledge of how to write and how to personalize things using their understanding and interpretations.

For Coulmas (2003, p. 1), writing has got different important definitions. To start with, it is considered as a mechanism of language recordings through the use of visible or tactile marks. In other words, this means that writing is a way of storing ideas and messages using different codes. In addition, it means the process of putting such system into use which means to apply the knowledge that pupils have learned about writing into action. Furthermore, it is the result of an activity and the particular form of such result, a script styles such as block letter. Moreover, it is seen as an artistic composition, a professional occupation. More importantly, Coulmas (1999, p. 560) also gives another definition to writing in which he describes it as a unit of language which has got a purpose of storing messages, and in which any person who knows the language can retrieve it. Öz(2006, p. 251) contends that writing is the written expression of thoughts, desires, emotions, and schemes; and this requires skill rather than knowledge. So to speak, writing is a skill that serves individuals` communication needs as well as their learning.

From these definitions, we can notice that writing is a skill which needs to be mastered, and this can be through helping pupils know how to write, and how to be creative in their writing. In addition, they need to teach them different styles of writing and help them choose the most suitable for them. To do so, teachers should motivate their pupils to write and create this joy and love of writing in them. This is why a careful design and constant practice of this skill is of great importance.

Summarizing, writing is a skill that allows expressing something about oneself, to explore and explain ideas, and to assess the claim of other people. By formulating, organizing, and finding the right words to present them, you gain power.

1.1.2. Competence

Several definitions, perspectives, and understandings of competence or competencies existdepending on discipline, field, approach, culture, and research paradigm. Moreover, research in the field of competence seems to pursue different paths depending on whether it is situated in a European, an American or African context. In US research, the term expertise seems to be preferred over competence. In this context, the term is closely tied to the world of work (Illeris, 2012). In contrast, a European understanding of competence is perhaps more holistic.

Competencies can be understood as cognitive skills or abilities. These include all of an individual's mental resources that are used to master demanding tasks in different content domains, to acquire necessary declarative and procedural knowledge, and to achieve good performance (Weinert, 2001, p. 46).

In addition, competence can be seen as a set of skills related to a particular field or specialization that can be operationalized into actions. Through reflexive practices, practitioners gather experience and knowledge regarding how and when to use skills in different contexts. Competence then is situated, that is, it is context- and performance-based (Haugsbakk&Nordkvelle, 2011). Building on these and several other understandings, Rychen&Salganik (2001, 2003) argue that competence must be understood as something more than just knowledge and skills. As a summarizing project remark, the researchers assert that competence should be understood as "the ability to meet complex demands, by drawing on psychosocial resources (including skills and attitudes) in a particular context" (OECD, 2005, p. 4). As an example of a competence, they note the ability to write effectively, and acknowledge that this competence may draw on an "individual's knowledge of language, practical skills and attitudes towards those with whom he or she is writing" (OECD, 2005, p. 4).

According to Haugsbakk&Nordkvelle (2011), competence is not seen as a single mental construct or ability, but can be interpreted more broadly where emphasis is placed on "reflectiveness" which is at the "heart of key competencies" and which includes "taking a critical stance (…) to understand and consider the wider context" of "actions and decisions" (OECD, 2005, in Haugsbakk&Nordkvelle, 2011,

p. 351). In other words, competence or competencies address what an individual can do, what an individual is capable of doing, and the ability to react in various situations and contexts with the capabilities that an individual possesses.

In sum, competence is the implicit system of rules that constitutesa person's knowledge of language which includes a person's ability tocreate and understand sentences, including sentences they have never heardbefore, knowledge of what are and what are not sentences of a particularlanguage, and the ability to recognize ambiguous and deviant sentences.

1.1.3. Performance

According to Richards& Schmidt (2010, p. 428), performance has to do with a person's actual use of language. A differenceis made between a person's knowledge of a language (competence) and how a person uses this knowledge in producing and understanding sentences (performance).

For example, people may have the competence to produce an infinitely long sentence but when they actually attempt to use this knowledge (to "perform") there are many reasons why they restrict the number of adjectives, adverbs, and clauses in any one sentence. They may run out of breath, or their listeners may get bored or forget what has been said if the sentence is too long. In second and foreign language learning, a learner's performance in a language is often taken as an indirect indication of his or her competence (see performance analysis), although other indexes such as grammaticality judgements are sometimes considered a more direct measure of competence.

1.1.4. Approach

Approach nin language teaching, the theory, philosophy and principles underlying a particular set of teaching practices.Language teaching is sometimes discussed in terms of three related aspects: approach, method, and technique.Different theories about the nature of language and how languages are learned (the approach) imply different ways of teaching language (the method), and different methods make use of different kinds of classroom activity (the technique) (Richards&Schmidt, 2010, p. 30).

Examples of different approaches are the aural–oral approach, the cognitive code approach, the communicative approach, etc. Examples of different methods which are based on a particular approach are the audiolingual method, the direct method, etc. Examples of techniques used in particular methods are drills, dialogues, role-plays, sentence completion, etc.

1.1.5. Strategy

A strategy can be described as "a well-planned action or series of actions for achieving an aim"; teaching strategies in this case (*Oxford Advanced Learner´s Dictionary,* 2005, p. 891). Moreover, a strategy is considered to be a single or specific activity or technique (rather than a sequence) that teachers use to address a specific students' language problem in the classroom, such as *finger technique/work, silent viewing etc.*(Harmer, 2007, p. 62).

In addition, for Richards & Schmidt (2010, p. 559), a technique (or strategy) is mostly concerned with "…different kinds of classroom activity (e.g. drills, dialogues, role-plays, sentence completion, etc.) that methods make use of". From this definition, a strategy and/or a technique are within different methods or approaches (i.e. theories about language learning and teaching, as asserted by Nunan, 1991; Richards, 2006; Richards & Rodgers, 2001; Ur, 2012). Therefore, a strategy or technique is more specific, immediate and flexible to tackle a specific or single students' learning problem. It is, more often than, done on the spur of the moment.

To summarize, a strategy may be referred to as a specific or particular activity for achieving a worthwhile and specific goal in a very difficult situation of learning or teaching process.

Having defined the key terminologies, the next section focuses on writing skills in the EFL classroom.

1.2. WRITING SKILL IN THE EFL CLASSROOM

Writing is claimed to play an important role in intellectual development and career preparation. Writing is an essential language skill that is vital to academic success. Thus, this section looks at different issues of writing skills, such as the importance of writing; elements of writing; aspects of writing and characteristics of writing. However, the next subsection starts with the importance of writing skill.

1.2.1. The Importance of Writing skill

Graham &Perin (2007, p. 9) argue that in the school setting, writing plays two distinct but complementary important roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, like writing a report or expressing an opinion with the support of evidence. Second, it is a means of extending and deepening students' knowledge; it acts as a tool for learning a subject matter. They added an important and inspiring proverb which is that "Reading makes a full man, conference a ready man, and writing an exact man". Thus, writing is a crucial medium and the benefits that it has are infinite.

In addition,Graham &Perin (2007, p. 10) argue that writing is important in a person's daily life and in various areas like academic official media, social, cultural and personal settings. Communication to a major extent is carried on through the medium of writing –personal correspondence, telegrams, circulars, reports, memos, minutes of meetings, instructions, email messages, assessment reports, project reports etc. Furthermore, Pack (2003, p. xvii) highlights the importance of writing in which he says that learning to write well is learning to think, learning to become an educated person. Writing is essentially the vehicle by which our ideas and feelings are expressed and articulated in the first place. Writing at once defines and constitutes our identity.

As writing skills of students develop, they begin to apply their knowledge to the written expression more and more easily and go beyond what they have learnt (Raimes, 1983). According to Dyson (1995), writing is not merely an individual activity but a process which requires social interaction. Rayers(1987) maintain that the fledgling young who begins to write should write in a shared way to accelerate theprocess. Therefore, the learner is expected to develop a better technical point

of view toward writing and have an increased awareness of his/her own responsibilities. One of the key factors which affect writing is the writing strategies. This is to say that the teaching strategies for managing text production is an effective way of improving the writing of students with learning disabilities or poor writing skills and most language learners at all levels believe that writing is one of the most difficult language skills to master.

Writing is an essential language skill that is vital to academic success. Since it is an active, productive skill, students learning to write in a foreign language face multiple challenges (Erkan&Saban, 2011). The complexity of writing in foreign language as a task tends to heighten anxiety levels in students who are taking writing courses. This anxiety can often lead to discouragement, and thus may result in negative attitudes towards writing (Gere, 1987; Sharples, 1993). Most students, low and high achievers alike, find writing difficult and view it as something they just have to persevere through in order to pass certain exams (Yavuz&Genç, 1998). Writing involves a deliberate, creative, and complex cognitive process on the part of the writer (Silvia & Matsuda, 2001).

To sum up, writing has got different roles to play in our daily life and looking at the advantages that it has make the person eager to write and boost his/her willingness to improve this skill in order to succeed in transmitting ideas and messages in a correct and meaningful way.

After looking at the importance of writing, the upcoming subsection presents the elements of writing.

1.2.2. Elements of Writing

In order for writers to produce a good piece of writing, s/he needs to consider different components of writing skill and among them are the following:

Grammar: It is defined by Ur (1988, p. 4) as the means by which language is operatedthrough the combination of words (or bits of words) in order to form longer units of meaning by respecting the rules of language. Besides, it is expressed by Harmer (1999, p. 1) as the study of language forms and the depiction of the way rules are governed to produce sentences or utterances. Similarly, Widdowson (1996, p. 128) states that grammar is the combination of linguistic forms to

produce a piece of text. Hence, for students to write accurately, they need to master the grammatical rules of the English language in order to make their writing more comprehensible and understood by others.

Mechanics: According to Richard & Schmidt (2002, p. 325) mechanics are those aspects of writing such as spelling, use of apostrophes, hyphens, capitals, abbreviations and numbers, which are often dealt within the revision or editing stages of writing. These may be compared with more global or higher level dimensions of writing, such as organization, coherence, or rhetorical structure.However, mechanics are considered important aspects when it comes to writing a piece of paragraph. Thus, teachers need to explain the mechanics to the students in order for them to be competent in writing.

Word choice: It refers to the use of relevant words on the topic being discussed, including the use of idiomatic expressions, adverbs, idiom….etc (Cheung, 2016, p. 8).

Content: for Cheung (2016, p. 8), it means the extent to which the writer is original and clear in his work; that is to say, to use personal ideas and words, avoid plagiarism, to be brief and concise, as well as avoid useless details.

Organization of ideas: According to Bowen & Cali (2003, p. 2) "organization is the progression, relatedness, and completeness of ideas". This is of course one of the pivotal elements in writing. Peha (2002, p. 3) defines organization as the process of moving from one idea to another.

Purpose:According to Torte and Heaton (n.d, n. p), "purpose is what you hope to achieve by doing something, that is to say; aim". This means to have a betterunderstanding of the aim of the topic.

All in all, these components have been shown to be essential in writing; however, there are other aspects and characteristics which should be taken into account since they give writing its sense and beauty.

Having presented the elements of writing, the coming subsection looks at the aspects of writing.

1.2.3. Aspects of Writing

The process of writing is dealt with some factors such as punctuation, spelling, structure, and vocabulary. They are summarized below:

Punctuation: According to Richards & Schmidt (2002, p. 434) "punctuation is the use of graphic marks such as commas, (,), semicolons (;), dashes (-), and periods (.) to clarify meaning in written sentences or to present spoken sentences in writing". Accordingly, the use of punctuation when writing makes the piece of text easier for people to read since it guides them to know when to stop and make pauses as well as help them to understand what is being written.

Vocabulary: Hornby (2000, p. 1506) defines vocabulary as the number of words a person knows. Without having a repertoire of vocabulary at one's disposal, a person cannot express his intentions and ideas and will then struggle in his writing.

Structure: According to Lado (1961 cited in Striatum 2010, p. 19), "structure is the head of phrase in particular structure ". This means the form and the shape of the sentence.

Spelling: Sàrosdy&Bencze (2006, p. 70), and Waters (2006, p. 365) say that spelling is to know the correct form of a word. It is also defined by James (n. d:, p. 23) as the knowledge, and understanding of how the forms of words go in harmony with their spoken counterparts.

In a nutshell, the lack of knowledge of these aspects makes pupils struggle in their writing because they do not have the habit to use them. Hence, they need to be aware of their importance and get familiar with them through applying them in their everyday writing and not just at school.

This subsection has presented the aspects of writing; the next subsection characterizes the process of writing.

1.2.4. The Characteristic of Writing

There are four characteristics of good piece of writing which are: unity, support, coherenceand sentence skills. These are mentioned bellow:

Unity: It involves the relatedness of ideas to one another. The aim is to make thetext more comprehensible for the readers.

Support: According to Richard & Schmidt (2002, p. 350), "sentences in a paragraphwhich support, illustrate or explain the topic sentence". This means that supportprovides the reader with extra information via using relative clauses, adjectives, andadverbs.

Coherence: Harmer (2004, p. 24) states that "coherence is how phrases and sentencesare related to each other". In others words, for a paragraph to be coherent, it mustsatisfy two criteria: first, relevance which means every idea must be related to thetopic. Second, effective order, i.e. ideas must be arranged in a way that clarifies theirlogic or their importance.

Sentence skills: Langan (cited inSariatun, 2010, p. 32) asserts that "if you can find andexplain briefly the twenty sentence-skills mistakes made in the first essay, use thespace provided." This means the ability to explain sentences.

In sum, we think that the knowing the importance of writing, elements of writing, its aspects and characteristicsare pivotal for writing a good piece of paragraph; however, knowing them is not sufficient, pupils have to put them into practice too so as it becomes automatic for them. This can bethrough encouraging them either through providing them with positive feedback or giving rewards as a way to make them enjoy the culture of writing and be enthusiastic and ambitious to become good writers and why not authors of short stories, books, journals… in the future.

This section introduced the writing skills by defining writing, the importance of writing, the elements of writing, the aspects of writing and the characteristics of writing. The next section describes the writing competence in the English Foreign Language classroom.

1.3. STUDENT'S WRITING COMPETENCE

Writing competence is about composing an effective piece of written work to fulfill a specific purpose. For example, when writing an entertaining and engaging story, students adopt a narrative style and rhetorical moves in order to fulfill the requirements of a specialized context (e.g., classroom practice, take-home tasks, or in-class examination). Once students are aware of the importance of writing, elements, aspects, and characteristics of writing, they can employ the following basic academic discourse skills to achieve effective implementation.

1.3.1. Paraphrase and Direct Quotation

Paraphrase is to present an original writer's ideas with different word choices and sometimes rearrangements of word/sentence order from an original text. Direct quotation is used when students want to retain the original wordings and form of the quoted texts (Cheung, 2016, p. 5). This is to say thatstudents should be explicitly taught that the paraphrased portions must be adequate when they paraphrase. In other words, the meaning conveyed by the original author must be captured in essence and not distorted.

For example, whenever students paraphrase or directly cite an original text, they need to acknowledge the original source both in the body of the essay and the reference list. Students need not only to include the last name of the author and the year of the publication, but also the page number(s) if available. They should put direct quotation marks around the original texts. Students need to be explicitly taught that they cite or paraphrase for good reasons, such as to put their paper in a particular context, to define key terms to establish common ground between the reader and writer, to back up their own position, or sometimes to substantiate that opinions on a particular topic are divided so as to set the stage for further arguments**(Author's data)**.

1.3.2. Lexical Variety

Lexical variety is an important part of successful writing because it can make an essay appear sophisticated and interesting. Lexical variety refers to "interesting word choice or effective use of vocabulary in writing" (Ferris, 2014, p. 89). Texts with greater lexical variety tend to score higher and leave a better impression with the readers.

For example, students can consult a built-in thesaurus and dictionary in word processing software, consider the sentence context, and maintain a consistent level of formality if they want to improve lexical variety in their writing. However, lexical variety alone is insufficient for creating a good essay. Other aspects such as content, development of ideas, quality of argumentation, correct use of grammar, and mechanics are equally important.

1.3.3. Passive Voice

Teachers typically advise students against the passive voice in writing and advocate a rather purist use of the active voice. In academic writing, however, the passive voice can be preferred sometimes, at least for two reasons. First, appropriate use of the passive voice can enable writers to focus on a specific object for its importance, away from the actors who play a secondary role only. Ferris (2014,p. 175) gives a good example to illustrate this point. "Conducted simultaneously in labs on four different continents, the experiment yielded results with international significance". In this example, the writer draws the reader's attention to the experiment as a cornerstone of noteworthy results, independent of the actors who carried it out. A second reason for the use of the passive voice is to let writers deliberately distance themselves from their statements. By downplaying their identities through the passive voice, they could increase the statements' objectivity, which is again often appropriate in scientific writing.

1.3.4. Thinking Processes: Information Focused Approach vs. Knowledge Transformation Approach

The information-focused approach vs. the knowledge transformation approach to writing explains differences in the thinking processes used by novice vs. experienced writers (Bereiter&Scardamalia, 2007) during different stages of their compositions. The information-focused approach is often used by novice writers, who have a tendency to note down all the facts and information they have about a topic, without establishing a focused macro rhetorical goal before they start to write.

The macro rhetorical goal is something that a writer wants to achieve in his/her essay overall (Chandrasegaran& Schaetzel, 2004, p. 46). It is a writer's intention to perform a series of speech acts to influence the reader into thinking

favourablyof the writer's thesis. It persuades the reader into agreeing that the thesis has been supported by the arguments and explanations put forth in the essay. Teachers should let students know that the macro rhetorical goal is not the same as the thesis itself. The thesis refers to the main topic of the essay only. The information-focused approach vs. the knowledge transformation approach differentiates the novice and experienced writers throughout different stages of the composition, from planning, to organizing, to writing/revising their essays.

For example, in the planning stage, novice writers tend to ask themselves: What they know about the topic, whether they have sufficient points for inclusion into the essay, where they can find more information, or how to make a piece of information relevant to the essay topic. On the contrary, experienced writers are more concerned about the rhetorical situation (i.e., purpose, audience, and context) in writing their particular piece. They think carefully about what information and rhetorical moves will best fit the rhetorical situation. This is to say, they consider and rank different pieces of information or moves in how they may help to achieve the macro rhetorical goal, and use this strategic thinking to guide the inclusion or rejection of materials**(Author's data)**.

In the organization stage, novice writers tend to present information in a chronological order. In contrast, experienced writers tend to consider how different organization of the information helps them fulfill their rhetorical goal. They make sure that the organization structure satisfies the rhetorical situation. They anticipate what the reader would like to know in their essays, or their possible agreement/disagreement with certain parts of the writing. In other words, in the writing process, they take into account proactively the reader's expectations and reactions**(Author's data)**.

In the writing/revising stage, novice writers often have difficulty in deciding what to say next (in the next sentence). They tend to re-read the previous sentence/clause before they decide how to proceed. They are usually too concerned about mistakes in grammar and spelling. Hence, they tend to use simple vocabulary and sentence structures. In general, they are likely to be preoccupied with the micro-level issues of writing. On the contrary, experienced writers, when deciding what to say next, refer to the macro rhetorical goal, which is at a strategic level that

anticipates the reader's expectations and possible agreement/disagreement. They ensure that the organization and content will help them achieve the goal, and they choose words that are suitable for the overall rhetorical situation. They tend to re-organize or re-write texts in larger units (e.g., paragraphs) guided again by the macro rhetorical goal**(Author's data)**.

It should be noted that writers exhibit different thinking processes in the information-focused approach and the knowledge transformation approach to writing. In practice, it is very difficult, if not impossible, to observe how "novice writers make the cognitive transition to a knowledge transforming model, nor do they spell out whether the process is the same for all learners" (Hyland, 2002, p. 19). Depending on the genres, writers, even experienced ones, would sometimes make use of the information-focused approach simply because it is more suitable, e.g., when they write information reports or entries in an encyclopedia. In this kind of writing, the author's job is to explicate and pass on the information they know about their topics.

1.3.5. Structuring and Developing Argument at the Macro and Micro Levels

From the previous subsection, we could see that an awareness to include information that suits the macro-rhetorical goal can help us structure and develop arguments at the broad discourse level of an essay. Apart from developing argument at the macro level, the Toulmin Model of Argumentation sheds light on how to structure arguments at the micro level. The elements in this model of argumentation include (i) claim – a statement that the arguer wants to show is true; (ii) data – the evidence offered in support of the claim; (iii) warrant – an assumption that underlies the claim; (iv) backing – evidence for the warrant; (v) qualifier – something which is added that in some way limits the applicability of scope of the claim; and (vi) reservation – a statement or a situation which, if true, renders the claim invalid (Toulmin, 1958). Teachers need to explicitly teach students how to structure and develop arguments at both the macro and micro levels of their essays.

Summarizing, no one is a 'native speaker' of writing. Teachers need to let students know that there are no 'native-like' standards when it comes to academic writing, thus, students can employ direct paraphrase and direct quotation, lexical variety,

passive voice, thinking processes: information focused approach vs., knowledge transformation approach, structuring and developing argument at the macro and micro levelsas the basic academic discourse skills to achieve effective implementation

This section was about writing competence in the EFL classroom. The next section has to do with the writing process.

1.4. WRITING STAGES IN THE EFL CLASSROOM

Traditionally, many writing teachers explicate the writing process as a linear process (Grabe & Kaplan, 1996). For example, Paltridge, Harbon, Hirsh, Shen, Stevenson, Phakiti, & Woodrow(2009) identify four distinct stages in writing.

First, in the conceptualizing stage, students generate and select ideas that they can use in their writing, and organize the ideas in a neat way (e.g., an essay must have an introduction, body, and a conclusion). The second stage is called formulating, which means putting ideas into sentences. The third stage is revising, where students rewrite and improve the essays. The revisions can be related to the content, grammar, and mechanics. The fourth stage is reading. Writers read the essay's instruction. They read to gather information for the essay topic. They re-read their writing to make sure that they are answering the essay's prompts. The linear process model may "underconceptualize and oversimplify" the writing process (Emig, 1971, p. 98). This oversimplification may be problematic because it can be inflexible and limits the freedom to explore, whereas writing in practice could be an unstructured process of self-discovery.

More recently, some writing scholars suggest that writing is a recursive, non-linear activity. Clark &Ivanič's (1991) work highlights that both novice and experienced writers go through various stages of the writing process several times and may not follow a fixed and particular order.

Clark &Ivanič (1991) identify 16 (equally important and inter-related) stages of the writing process, involving the following: accumulating knowledge and opinions (e.g., doing the necessary reading to gather information about a particular topic, or gathering primary data through surveys and interviews to find out the participants' opinions on a particular topic); deciding how to take responsibility: whether to

mask or declare the writer's own position (e.g., using first person pronouns vs. passive constructions in presenting the writer's view); analyzing the assignment (e.g., the question prompt and the instruction words, and the purpose of writing the assignment); planning (e.g., information to be included in the assignment so as to achieve the macro-rhetorical goal of the paper); establishing goals and purposes (e.g., setting the macro-rhetorical goal of the essay, and the goal of each paragraph); establishing the writer identity (e.g., showing the writer's commitment to a particular position/argument); drafting (e.g., putting together the ideas to construct an argument); considering constraints of time and space (e.g., deadline of submission of work and the word limit); formulating the writer's own ideas (e.g., the writer's own opinion on that particular topic); experiencing panic, pain, and anguish (e.g., going through the complicated and difficult process of writing); experiencing pleasure and satisfaction (e.g., finishing the assignment, and learning something new from the writing experience); revising (e.g., making sure that the arguments are persuasive, and the macro-rhetorical goal is achieved); considering the reader (e.g., making the writing reader-friendly and anticipating possible counter-arguments from the reader); clarifying writer commitment to his/her idea (e.g., confirming the writer's stance about a particular issue); putting knowledge of the language to use (e.g., choosing language that can help the writer achieve the macro-rhetorical goal of the paper); and making the copy neat (e.g., checking the overall presentation of the paper).

The Australian 'teaching and learning cycle' for genre instruction outlines the teaching of writing in three distinct stages: modelling, joint construction of text, and independent construction of text (Cope &Kalantzis, 1993). At the modeling stage, teachers introduce the text type, purpose, audience, context of the text, as well as the vocabulary, grammar, and organizational structure, which are used in realizing that particular text type.

For example, when teaching the genre of a complaint letter, teachers can make use of a short authentic letter from a local newspaper. Teachers can jumble the paragraphs, and then ask the students to rearrange the paragraphs and write down the proper order of a jumbled text following the situation-problem-solution-evaluation structure. Students can undertake this task individually if the class size is small, or in small groups when the class size is big**(Author's data)**.

After the modelling phase, teachers move on to another stage called the joint negotiation of text. This stage includes negotiation of ideas between teachers and students(Cope &Kalantzis, 1993). For example, teachers can include activities such as class discussions and role plays, so as to help students brainstorm and gather possible ideas for writing. Teachers and students co-construct an essay in the same genre that they learned earlier in the modelling stage**(Author's data)**.

The stage of independent construction of text comes after the joint negotiation of text(Cope &Kalantzis, 1993). For example, teachers can explicitly tell students the purpose of writing the particular essay, which may be neglected by some novice teachers. After brainstorming some ideas on the essay topic, students will independently compose their own essays. When the first draft is completed, teachers may conduct in-class trained peer review sessions and teacher-student conferencing sessions outside of classroom hours.

These sessions are important because teachers and peer reviewers will be able to provide constructive feedback and suggestions to the student writers. Teachers must provide training to students before they conduct the peer reviews, as trained peer review feedback can positively affect the quality of post-revision drafts and the student-writers' revision types (Min, 2006). Student writers will be able to identify the areas of improvement, which they may act on when they revise their written work.

To sum, teachers need to explicitly teach the writing processes and the specific stagesstudent need to follow in order to be a competent writer. Furthermore, teachers need to understand that they need to help students in idea generation and in planning as well as teaching the rhetorical moves of genres adequate in helping students improve their writing.

After presenting the writing stages in the EFL classroom, the next section reviews the strategies to develop foreign language writing performance.

1.5. STRATEGIES TO DEVELOP WRITING PERFORMANCE

Students who are determined to improve the quality of their academic writing should be "prepared to change their habitual approach to writing" (Chandrasegaran, 2001, p. vi). In other words, some students would need to move away from the information focused approach to writing (i.e., merely giving information about what they know about the topic without considering the readers). Instead, they need to adopt an alternative approach to writing that emphasizes an awareness of the purpose and audience of the writing. Students would need to learn to become aware of the thinking processes that take place in the writing. Recent research has indicated that the socio-cognitive approach, understanding features that make a text coherent and adopting good editing strategies to writing can be effective in enhancing student performance in writing English as a foreign language. In the following, it will discuss practical strategies that teachers' can introduce to students in the writing classroom with an objective to improving the students' performance in writing.

1.5.1. Using Socio-Cognitive Approach to Writing

Cognitive and genre theories are common approaches to teaching academic writing to students fromelementary up to advanced level. However, the cognitive approach to teaching writing focuses on idea generation and planning strategies. This approach neglects socio-cultural factors, such as the target readers' possible reaction to texts (Hyland, 2002). The genre approach to teaching writing focuses on rhetorical moves and organization structure (Sawyer & Watson, 1989), rather than the thinking processes that are involved in the enactment of the discourse moves (Chandrasegaran, 2013). The prescriptive nature of a genre approach to writing may inhibit students' creativity (Hyland, 2002).

Motivated by the limitations of cognitive and genre approaches to writing pedagogy, Chandrasegaran (2013) suggests a socio-cognitive approach to writing, which takes into account the socio-cultural contexts, thinking processes in enacting each genre practice, and reader expectations, to overcome the shortcomings of the cognitive and genre approaches. Studies have suggested that the use of a socio-cognitive approach to teaching writing has positive results in improving the students' writing.

For example, Graham, Harris, & Mason (2005 p. 234) point out that third-grade struggling students in the United States, who were explicitly taught the thinking processes and the structure of genres, wrote "longer, more complete, and qualitatively better" narratives and persuasive writing. This is a result of the self-regulatory thinking processes embedded in the three-step planning strategies "Pick my ideas; Organize my notes; Write and say more", with peer support and collaboration in the planning stage. With explicit teaching of genre and a socio-cultural approach to writing, Chandrasegaran& Yeo (2006) find that Secondary three (i.e., ninth-grade) students in Singapore showed an improvement in writing narratives in terms of setting the rhetorical goal. In recent studies, Chandrasegaran (2013) and Chandrasegaran, Kong& Chua (2007) found that secondary three (i.e., ninth-grade) students in a Singapore school improved in expository writing. Specifically, through teachers' guided class discussions and explicit teaching of thinking processes in the enactment of genre practices, the students raised their awareness of the social context of the texts, as well as reader and writer roles, and they showed improvements in discourse moves such as stating and elaborating claims as well as countering opposing views.

Thinking processes, embedded in knowledge transformation, are important in implementing the socio-cognitive approach to writing. These thinking processes refer to how students plan, organize, write, and revise their essays. They help determine what information should be included in the essay in order to fit the macro rhetorical goal. Once the different pieces of information are determined, presenting them in a coherent form is a challenge to many students during the writing process. Understanding the features of a coherent text is the subject of the next section.

1.5.2. Understanding Features that Make a Text Coherent

Knowledge of coherence is an important factor in the students' ability to produce coherent texts (Bereiter&Scardamalia, 1987). Research studies have shown that teachers need to help students understand the meaning of coherence from a narrow sense (i.e., connectedness between sentences) to a broader sense (i.e., linking the ideas in a text at a discourse level to create meanings for the readers) (Johns, 1986; Lee, 2002). Coherence may seem like an abstract concept that is difficult to teach and learn. However, it is possible to describe coherence in a

structural framework. It has five common features: Macro-structure, information structure, proposition development, cohesive devices, and metadiscourse markers (Lee, 2002).

Macro-structure is about the outline of a text. For example, the outline of a complaint letter is situation-problem-solution-evaluation. The outline of a story is onset-complication-resolution. Information structure is about presenting old (given) information before introducing new information(Lee, 2002). For example, teachers can show two sentences to students: (a) Peter has two children. (b) They are John and Mary. In this example, the writer should present the sentence with "two children" (given information) before introducing "John and Mary" (new information) to refer to the "two children"**(Author's data).**

Proposition development can be challenging to many EFL students, as they tend to state the proposition without elaboration of ideas(Lee, 2002). For example, "Free public transport is good to the residents." This statement is a proposition without elaboration of ideas. Student writers are advised to add support to the statement such as "With money saved on transport, residents can now spend more money on other goods and services"**(Author's data).**

Cohesive devices help establish relationships between different sentences(Lee, 2002). Examples of cohesive devices include pronouns, conjunctions, repetition, superordinates/hyponymy (e.g., animals/cats), and synonyms/antonyms.

Another feature that can used to develop coherence in writing is metadiscourse markers, which some students commonly confuse with cohesive devices. Metadiscourse markers are used to help readers organize, interpret, and evaluate information (Lee, 2002). Examples of metadiscourse markers include logical connectives (e.g., therefore, but), sequencers (e.g., firstly, secondly, finally), certainty markers (e.g., certainly, no doubt), and hedges (e.g., can, may, it could be the case that…).

1.5.3. Adopting Good Editing Strategies

Careful editing is important because a well-crafted essay gives a positive impression to the reader that the writer is competent. Foreign language writing researchers (For example, Ferris, 2014) suggest useful strategies for good editing that can enhance the effectiveness of the written work.

First, students have to try to finish their writing earlier rather than wait until the last minute before starting. It is because good writers rely on effective editing and will allow sufficient time for it. Second, it is advisable to read the composition aloud. When writers read aloud their texts, they are more likely to detect problematic sentences, e.g., those containing missing words or unneeded repetitions of ideas. Through reading aloud, student writers can more easily identify the bad sentences. Third, students may consider using a word processor's editing tools to check for grammatical, spelling, and typographical errors. These word processors can identify some of the surface level errors effortlessly. Students may consider the software's suggested corrections. If they are not sure about certain corrections, they can check the dictionary or other tools. Lastly, for long term writing development, students are advised to keep track of their error patterns. They can keep a log book and record their recurring errors. They may aim to address a few errors at a time and review appropriate grammar rules if necessary. Students may be overwhelmed if they have to address a large number of errors in their compositions every time.

In a nutshell, teachers need to teach students the socio-cognitive approach to writing, which takes into consideration readers' expectations, socio-cultural contexts, and thinking processes involved in planning, organizing, and writing/revising the essays. Teachers need to make clear to the students that writing is a recursive, complex activity.

The current section was about the strategies to enhance foreign language writing performance; the next subsection presents the pedagogical principals of socio-cognitive approach to academic writing.

1.6. PEDAGOGICAL PRINCIPLES TO ACADEMIC WRITING

The process-oriented approach and the genre approach to teaching writing have been widely adopted in writing classrooms for the past two decades. These approaches have not included the setting of the macro-rhetorical goal in writing and have not emphasized the thinking processes involved in the enactment of the genre practice. For every essay, teachers should include only one macro-rhetorical goal. It is crucial to establish the macro-rhetorical goal of the essay because it specifies the angle that the essay is going to take and directs the path of the whole essay (Cheung, 2016, p. 14). It is important that teachers explicitly teach students the thinking processes in planning, organizing, writing, and revising their essays. In the following, some pedagogical principles to academic writing are suggested.

The first principal that Cheung (2016) proposes is "to explain the purpose of writing to the students". For example, the teacher needs to make sure students understand that establishing the macro rhetorical goal and purposes of writing is an essential part of the writing process; the teacher also needs to ensure that students recognize the functions of academic writing. After that, they may begin to appreciate its importance in writing. Moreover, the teacher needs to plan activities that require students to identify the purpose of writing at the modelling, joint construction, and independent writing stages**(Author's data)**.

The second principal proposed by Cheung (2016) is "Writing lessons that address the knowledge-transformation approach to writing". The teacher teaches the knowledge-transformation approach to writing with a focus of establishing the macro-rhetorical goal of the essay. For example, the teacher explicitly teach students the thinking processes in planning, organizing, writing, and revising the essay using the knowledge-transformation approach to writing by creating class activities that raise students' awareness of the differences between the information-focused approach and the knowledge-transformation approach to writing.

The third principal is "enhancing the writing performance by understanding coherence in a broader sense" (Cheung, 2016).For example, the teacher teachers the features of a coherent text at a discourse level and highlight the differences in

meaning between metadiscourse markers and cohesive devices in writing. Thus, the teacher encourages students to self-edit their texts by reading aloud and self-evaluating their writing using a coherence checklist. Moreover, the teacher tells students to plan peer review activities, focusing on the development of coherence in writing. Peer reviewers can also comment on the macro-rhetorical goal of their peer's essays.

In sum, the teacher has to teach students that writing is a non-linear process involving many stages, not limited to conceptualizing, formulating, reading and revising. Also, the teacher has to recognize that students will encounter difficulties during the writing processes such as 'setting the macro rhetorical goal,' 'establishing writer identity,' and 'considering the reader. Thus, it is important to plan group activities that heighten students' awareness of the nature of writing. Help students develop an understanding that pre-writing, drafting, and revising cannot be separated from each other into neat independent stages.

From the literature review, we have reached to some conclusions:

First, we think that the knowing the importance of writing, elements of writing, its aspects and characteristics are pivotal for writing a good piece of paragraph; however, knowing them is not sufficient, pupils have to put them into practice too so as it becomes automatic for them. This can be through encouraging them either through providing them with positive feedback or giving rewards as a way to make them enjoy the culture of writing and be enthusiastic and ambitious to become good writers and why not authors of short stories, books, journals… in the future.

Second, no one is a 'native speaker' of writing. Teachers need to let students know that there are no 'native-like' standards when it comes to academic writing, thus, students can employ direct paraphrase and direct quotation, lexical variety, passive voice, thinking processes: information focused approach vs., knowledge transformation approach, structuring and developing argument at the macro and micro levelsas the basic academic discourse skills to achieve effective implementation.

Third, teachers need to explicitly teach the writing processes and the specific stagesstudent need to follow in order to be competent writers. Furthermore,

teachers need to understand that they need to help students in idea generation and in planning as well as teaching the rhetorical moves of genres adequate in helping students improve their writing.

Fourth, teachers need to teach students the socio-cognitive approach to writing, which takes into consideration readers' expectations, socio-cultural contexts, and thinking processes involved in planning, organizing, and writing/revising the essays. Teachers need to make clear to the students that writing is a recursive, complex activity.

Fifth, the teacher has to teach students that writing is a non-linear process involving many stages, not limited to conceptualizing, formulating, reading and revising. Also, the teacher has to recognize that students will encounter difficulties during the writing processes such as 'setting the macro rhetorical goal,' 'establishing writer identity,' and 'considering the reader. Thus, it is important to plan group activities that heighten students' awareness of the nature of writing. Help students develop an understanding that pre-writing, drafting, and revising cannot be separated from each other into neat independent stages.

Having presented our literature review and its main conclusions, the next chapter describes the methodology used to carry out this research and its results.

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CHAPTER TWO:

RESEARCH METHODOLOGY

CHAPTER TWO: RESEARCH METHODOLOGY

The previous chapter has reviewed the literature review in different aspects on the implementation of strategies to develop writing skills.

The current chapter describes the different features related to the research methodology used in this study and its main results and it is divided into two main sections; the first section refers to the methodology and the second section presents the results obtained through questionnaire and interview.

2.1. METHODOLOOGY

In the present section we discuss the methodology used to conduct the study with the purpose to investigate the Implementation of strategies to develop grade 12 students' writing skills at *Liceu nº 69M-10 de Dezembro-Moçâmedes*. In order to investigate the research problem, the study addresses two main research questions:

a. What is the importance of writing skills in the development of grade 12 students at *Liceu Nº 69M-10 de Dezembro*?

b. What are the students' competence in the development of writing skill at *Liceu Nº 69M-10 de Dezembro*?

c. What stages do students follow in the development of writing at *Liceu Nº 69M-10 de Dezembro*?

d. What strategies do teachers introduce in the classroom to develop grade 12 students' writing performance at *Liceu Nº 69M-10 de Dezembro*?

The current section is divided into four subsections. The first details the research context; the second describes the participants of the study; the third emphasizes the period of the study and its corresponding sub-sections; the last section presents the methods and procedures used to collect the data. However, they will be presented in turn.

2.1.1. Research Context

Attempting to answer the research questions stated above we worked with the teachers of English from *Liceu Nº 69M '10 de Dezembro'*. The school is located in Namibe Province, Moçâmedes municipality, it is opened from 7 a.m up to 11 p.m and besides being a high school, English has always been a part of the Curriculum of Grades 10, 11 and 12. The school has 7 teachers of English including the coordinator.

2.1.2. Participants of the Study

A number of six teachers (all men), answered the questionnaire for this study. All of them are more than 30 years old and have more than 5 years teaching experience. Three of them are bachelors (they have attended "Ensino de Inglês course" at Isced-Huíla) and other 3 have a Licenciatura degree in ELT. On the other hand, 30 students (17 female and 13 male) selected randomly have answered the questionnaire from a population of 144 grade 12 students. Their age ranged from 17 to 22 years old and their language level was elementary. They are studying in morning and afternoon periods, looking motivated and eager to learn.

Nevertheless, fromthe instruments (teacher questionnaire and student questionnaire)we could determine some key facts: First, the importance of writing strategies in the development of the students, and second, the strategies teachers use in teaching writing.

2.1.3. Period of Study

The research study was planned in 2021 and implemented at *Liceu Nº 69M-10 de Dezembro*in order to obtain pertinent data that could answer the research questions. To accomplish the results, the research instruments were successfully applied (teacher questionnaire and student questionnaire) which were administrated in June 2021. Having examined the period of the study, the next sub-section is about the ethical issues.

2.1.4. Ethical Issues

Ethical issues may appear at every phase of a research study. According to Saunders *et al.* (2007, p. 131) states that there are seven principles that has to be considered when collecting data, such as; the rights of privacy of individuals,

voluntary nature of participation and the rights of individuals to withdraw partially or completely from the process, consent and possible deception of participants, maintenance of the confidentiality of data provided by individuals or identifiable participants and their anonymity, reactions of participants to the ways in which researchers seek to collect data, effects on participants of the way in which data is analysed and reported and the behaviour and objective of the researcher.

However, the participants of the study were informed about the purpose of the research and in our explanation we informed that confidentiality and anonymity were guaranteed.

2.1.5. Research Design

Singh (2006,p.77) defines research design as a mapping strategy; it is essentially a statement of the object of the inquiry and the strategies for collecting the evidences, analysing the evidences and reporting the findings; It is also known by research plan.

For this research study, a descriptive survey using both qualitative research methods and quantitative approach were used. The current research design is seen to be the most desirable because the study aims at finding out the Implementation of strategies to develop grade 12 students' writing skills at *Liceu nº 69m-10 de Dezembro-Moçâmedes*. Furthermore, questionnaire is well known instruments to be used in order to gather information in a short period of time. All these pertinent suggestions were taken into account and from them the final versions of the questionnaires were created.

Data collection can be done through surveys, interviews or questionnaires to collect the necessary information without changing the natural environment (Singh,2006, p. 104-105). The reason behind the choice of questionnaires is that, typically as asserted by Polgar & Thomas (2006, p. 83-85), if a small sample is involved, the interviewing process requires a full respondents' availability and due to the reason that the data is to be analysed statistically, a standardized questionnaire is the preferred methodology and data collected is organized through graphic representation by diagrams, graphs, tables and descriptions.

2.1.5.1. Teacher Questionnaire

This sub-section describes the design of one of the research instruments used to collect data, i.e., the teacher questionnaire. A piloting test was carried and rearranged for the main questionnaire survey with the teachers; next, we look at the design of the teacher questionnaire survey.

2.1.5.1.1. Design of the Teacher Questionnaire

The questionnaire was piloted for the purpose to address the tool in order to give the chance to the researchers to have contact for improving the answers rate before we send the questionnaire to the respondents. The piloting stage went through three stages: pre-piloting, while-piloting, and post piloting.The piloting questionnaire was applied to two teachers from*Magistério Secundário de Moçâmedes* who both accepted to take part in this stage. This stage assisted in the improvement of the questionnaire structure, improving the instructions and wording in the questionnaire itself. This lessened the respondent's task and improved the significance of it to the topic under discussion.

Under the circumstances, some changes were made to teacher questionnaire. As regards to the number of questions, the final version kept the same number, that is, the piloting and final questionnaire contained 14 questions, however, some necessary changes were made. In most questions namely questions 2,5,6,7 and 9 some space was added between the words. In question 9 the word "how far" was replaced and became "which". The teacher questionnaire survey is found in the appendices (see Appendix 1).

2.1.5.1.2. Procedures

The final version of the questionnaire was applied to six (6) teachers of English of *Liceu Nº 69M-10 de Dezembro*. The questionnaires were distributed with clear instructions in order to avoid mistakes and misunderstandings. Teachers took them home and answered question by question, when finished they returned it. The questionnaire apart from the questions had also an introduction about the purpose of the study and confidentiality was granted. Respondents had a week to return them.

2.1.5.2. Student Questionnaire

This subsection describes the design of one of the research instruments we have used for data collection, i.e., the Student Questionnaire (See Appendix 2). A piloting test has been carried out and refined for the main questionnaire survey. Next, we look at the design of the student questionnaire Survey.

2.1.5.2.1. Design of the Student Questionnaire

In the student questionnaire design, questions were also posed at attempting to elicit the same aspects as in teacher questionnaire.

To pilot the student questionnaire, the first version was also applied to 1 teacher trainer at *ISCED-HUÍLA* in order to diagnose the weaknesses of the questionnaire and improve it before submitting to the target participant. As far as the number of questions is concerned, the final version kept the same number, in other words, final questionnaire contained 15 questions.

2.1.5.2.2. Procedures

The final version of the questionnaire was administered to 30 students. Students were asked for individuality and truth in filling the questionnaire in a classroom, given that there would not be any need to reveal their names. 90 minutes were the time allocated to collect back the questionnaire and the return rate was 100%.

Having looked at the methodology we are now ready to go on presenting the results obtained from the study.

2.2. RESULTS

In the preceding section, the methodology and the procedures used to collect the data were described. This section aims at presenting the results obtained from the methods used for the current investigation. However, the results will be displayed in tables, graphs and diagrams.

2.2.1. Results from Teacher Questionnaire

This subsection presents the results from Teacher Questionnaire. The results showed that 100% of the participants returned the questionnaire and are grouped under the following questions:

Question 1: Teachers' academic qualification

The question one aimed at describing the teachers' academic qualification.According to the diagram 1, it can be seen that 5 of the 6 respondents have only Bachelor degree in English and only 1 has a Licenciatura degree.
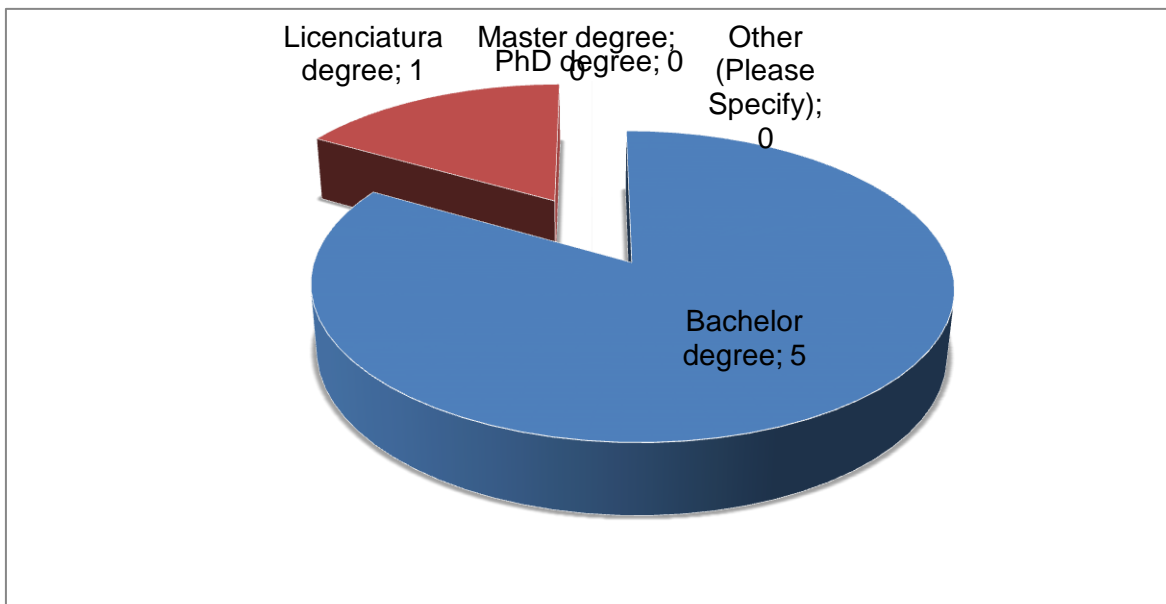
Diagram 1: Teachers' academic qualification

Question 2: How long have you been working as a teacher of English?

The diagram 2 aimed at presenting the teachers' working experience, and it can be seen that 4 of the English teachers corresponding have more than 10 years of experience in teaching English, on the other hand, 2 English teachers have between 6 10 years of experience in teaching English.
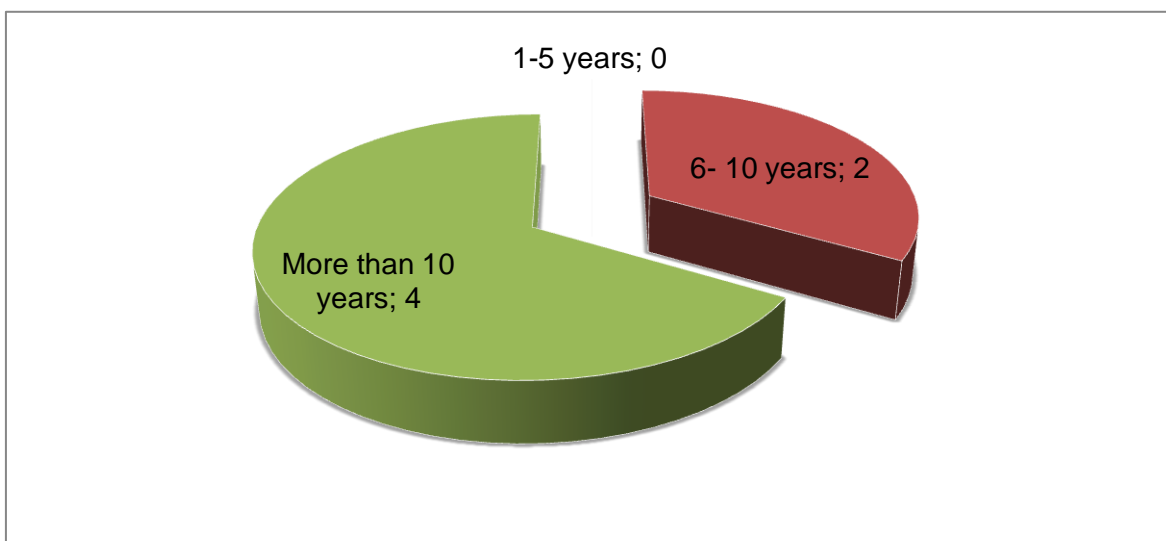
Diagram 2: Teachers' working experience

Question 3: How far is writing skill important in the EFL classroom?

The current table 1 clearly aimed at checking teachers' opinion about the importance of writing in the development of the students.5 teachers consider writing skills as an essential vehicle by which our ideas and feelings are expressed and articulated in the first place. On the other hand, 3 of the teachers affirm that writing skill is a means of extending and deepening students' knowledge.

	Importance of writing	Not at all	Very little	Some what	Very much
a.	It is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, like writing a report or expressing an opinion with the support of evidence.	0	2	2	2
b.	It is a means of extending and deepening students' knowledge and it acts as a tool for learning a subject matter.	1	0	3	2
c.	Writing performs many functions in a person's daily life and in various areas like academic official media, social, cultural and personal settings.	0	0	2	3
d.	It is essentially the vehicle by which our ideas and feelings are expressed and articulated in the first place. Writing at once defines and constitutes our identity.	0	1	0	5

Table 1: Teachers' opinion about the importance of writing

Question 4: Which of the following elements of writing influence the production of a good piece of writing in the EFL classroom?

The present graph aimed at understanding the perception of the teachers on the elements of writing.From graph 1, it can be noticed that 5 teachers believe that "grammar" is one of the elements that influence very much the production of a good piece of writing. On the other hand, 4 teachers state that "purpose" is not an element of writing at all that influence the production of a good piece of writing.
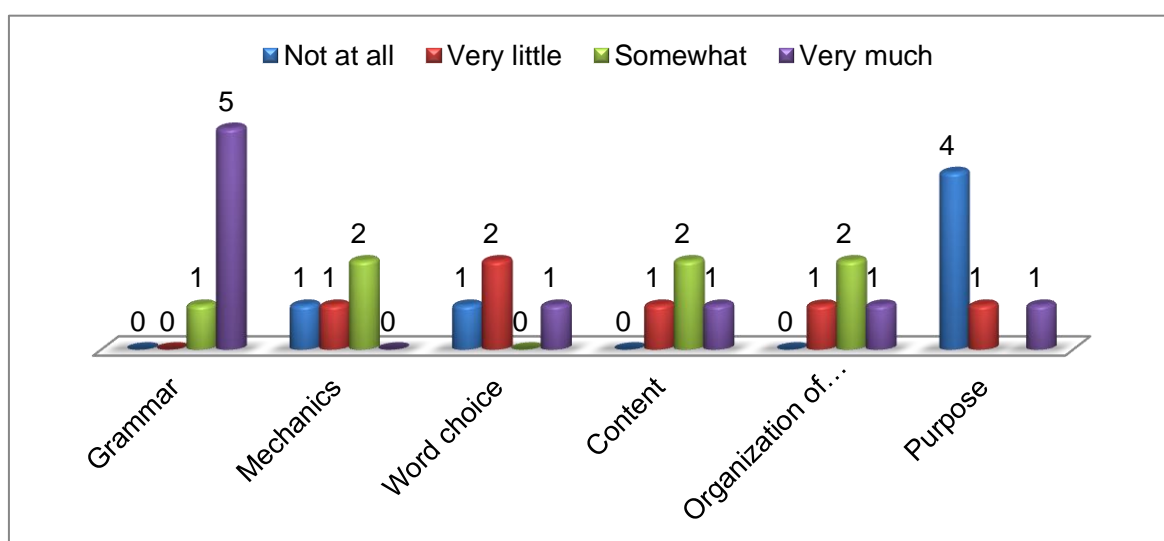
Graph 1: Teachers' opinion about the elements of writing

Question 5: How often the following aspects affect the writing skill in the EFL classroom?

The question 5 aimed at understanding teachers' opinion about the aspects that affect the writing skill in the EFL classroom.From the table 2, it can be seen that 4 of the teachers state that "structure, spelling and vocabulary" are aspects that always affect the writing skill in the EFL classroom. Whereas, 4 of the teachers state that "punctuation" sometimes affect the writing skill in the EFL classroom.

	Aspects of writing	Never	Rarely	Sometimes	Always
a.	Punctuation	1	1	4	0
b.	Structure	0	1	1	4
c.	Spelling	0	1	1	4
d	Vocabulary	0	0	2	4

Table 2: Teachers' opinion about the aspects of writing

Question 6: Which of the following characteristics of writing is it taken into account in the EFL classroom?

The aim of this question was to check the teachers' opinion about the characteristics of writing that is taken into account in the EFL classroom.In graph 2, we can see that 5 of the teachers argue that "coherence" is the characteristics of writing that is somewhat taken into account in the EFL classroom. While, 5 of the teachers state that "support" is very little taken into account as one of the characteristics of writing.
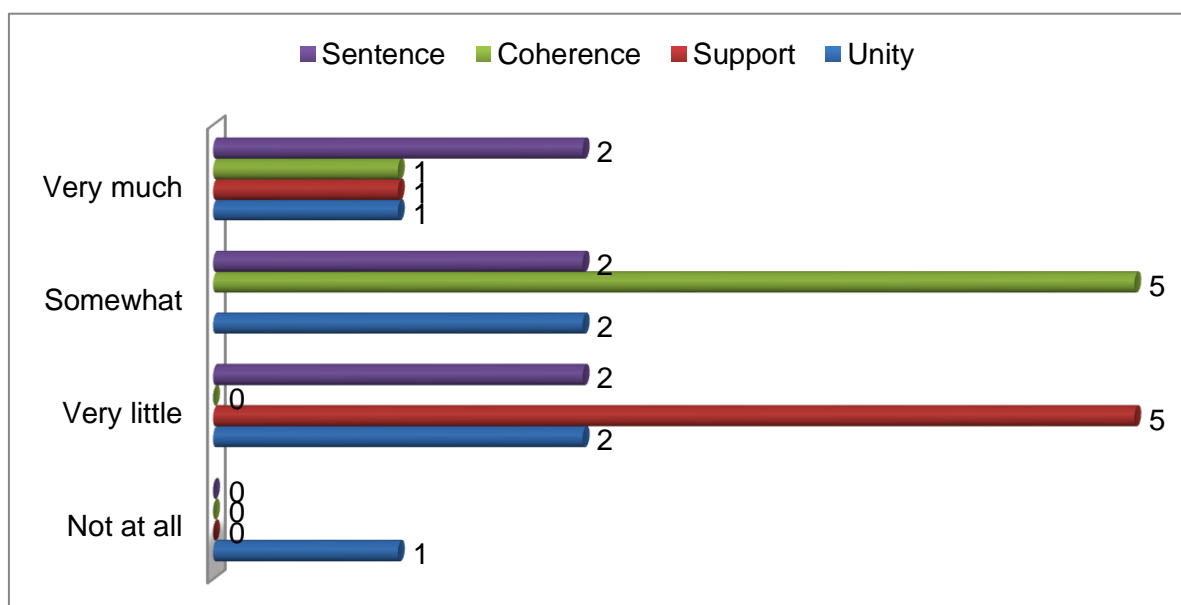
Graph 2: Teachers' opinion about the characteristics of writing

Question 7: How often do students use the following writing competence in the development of writing skill?

The current question 7 aimed at analyzing the teachers' opinion about the frequency students use the writing competence below in the development of writing skill.As represented in Graph 3, 5 of the teachers state that the students sometimes use lexical variety as writing competence. On the other hand, only 1 of the teachers argues that students never use thinking processes as writing competence.
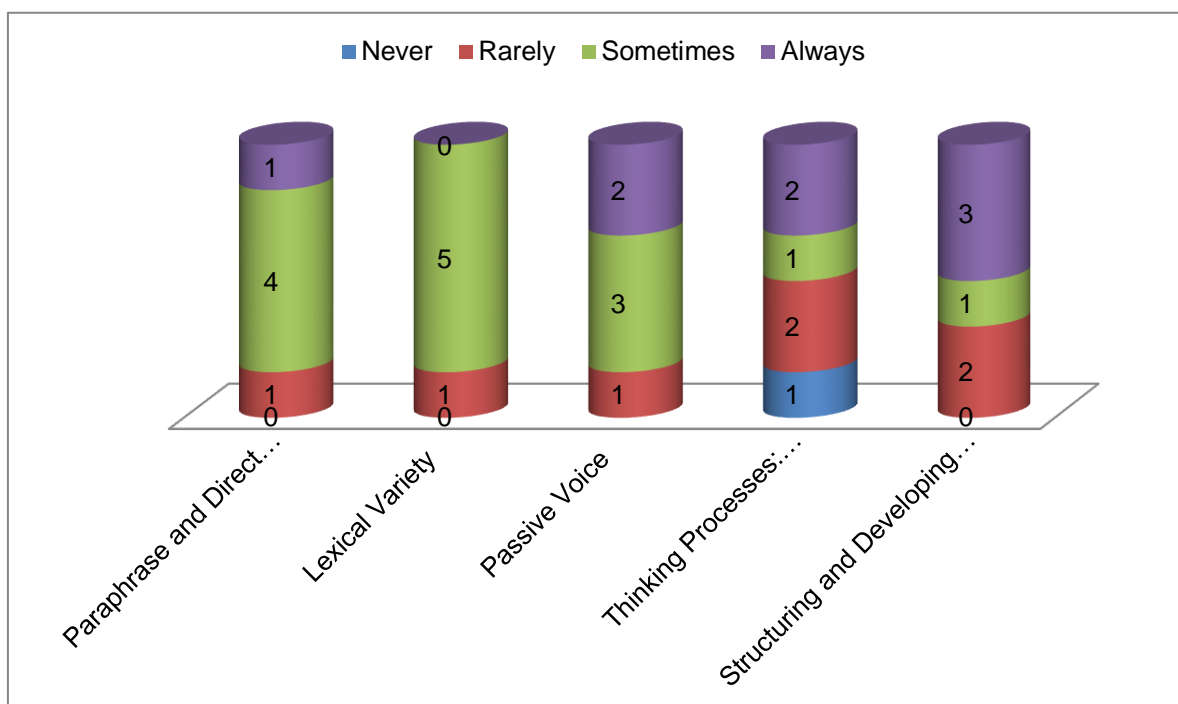
Graph 3: Teachers' opinion about students'writing competence

Question 8: Which stage do students follow in the writing process in the EFL classroom?

The current question aimed at understanding the teachers' opinion about the stages students follow in the writing process in the EFL classroom. Table 3 show us that 100% of the teachers mentioned that students follow reading stage in the writing process in the EFL classroom.

Writing Stages		Response
a.	Conceptualizing	0
b.	Formulating	0
c.	Revising	0
d.	Reading	6

Table 3: Teachers' opinion about writing stages

Question 9: How far do you use the following strategies to develop students' writing performance in the EFL classroom?

The question 9 aimed at identifying the teachers' opinion about the strategies they use to enhance students' writing performance in the EFL classroom.As it is seen in table, all the 6 teachers argue that "adopting good editing strategies" is very much used as a strategy to enhance students' writing performance. Whereas 2 of the teachers state "understanding features that make a text coherent" is very little used as a strategy to enhance students' writing performance.

	Strategies to Develop Writing Performance	Not at all	Very little	Some what	Very much
a.	Using Socio-Cognitive Approach to Writing	1	1	4	0
b.	Understanding Features that Make a Text Coherent	1	2	2	1
c.	Adopting Good Editing Strategies	0	0	0	6

Table 4: Teachers' opinion about the strategies to enhance writing performance

Having seen the results from teacher questionnaire, now we turn all our attention on the next subsection, where the main focus is on the results of the student questionnaire.

2.2.2. Results from Student Questionnaire

Similarly to what we have done with the Teacher Questionnaire, this subsection presents the results from Student Questionnaire on the implementation of strategies to develop students writing skills. The results will be presented in graphs, tables and diagrams.

Question 1: What is your Gender?

This question aimed at knowing the students gender.According to table 6, it can be read that 20 students (66,67%) are male and 10 students (33,33%) are female.

Response	Number of subjects	Percentage
Male	10	33,33%
Female	20	66,67%

Table 5: Students' gender

Question 2: How far is writing skill important in the EFL classroom?

The table 6 aimed at understanding student perception about the importance of writing skill. As shown in table 6, 29 students corresponding (96,67%) state that a writing skill is a very important vehicle by which our ideas and feelings are expressed and articulated in the first place. Writing at once defines and constitutes our identity. Another 27 students corresponding to (90%) state that it is a very important skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, like writing a report or expressing an opinion with the support of evidence. While 21 students corresponding to (70%) somewhat agree that It is a means of extending and deepening students' knowledge and it acts as a tool for learning a subject matter.

	Importance of writing	**Response**	**Not at all**	**Very little**	**Some what**	**Very much**
a	It is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, like writing a report or expressing an opinion with the support of evidence.	Nr of subject	0	0	3	27
		Percentage	0%	0%	10%	90%
b	It is a means of extending and deepening students' knowledge and it acts as a tool for learning a subject matter.	Nr of subject	0	0	21	9
		Percentage	0%	0%	70%	30%
c	Writing performs many functions in a person's daily life and in various areas like academic official media, social, cultural and personal settings.	Nr of subject	0	0	10	20
		Percentage	0%	0%	33,33	66,67%
d	It is essentially the vehicle by which our ideas and feelings are expressed and articulated in the first place. Writing at once defines and constitutes our identity.	Nr of subject	0	0	1	29
		Percentage	0%	0%	3,33	96,67%

Table 6: Students' opinion about the importance of writing

Question 3: Which of the following elements of writing influence the production of a good piece of writing in the EFL classroom?

The current question aimed at checking from students the elements of writing that influence the production a good piece of writing.Table 7 illustrates that 30 students corresponding to 100% state that "content" is the element of writing that influence very much the production of good piece of writing, while 23 students corresponding to 76,67% argue that "purpose" is very little taken into account as one of the elements of writing that influence the production a good piece of writing.

Elements of writing		Response	Not at all	Very little	Somewhat	Very much
a	Grammar	Nr of subject	0	0	1	29
		Percentage	0%	0%	3.33%	96.67%
b	Mechanics	Nr of subject	0	10	5	15
		Percentage	0%	33,33%	16,67%	50%
c	Word choice	Nr of subject	0	0	19	11
		Percentage	0%	0%	63,33%	36,67%
d	Content	Nr of subject	0	0	0	30
		Percentage	0%	0%	0%	100%
e	Organization of ideas	Nr of subject	0	7	0	23
		Percentage	0%	23,33%	0%	76,67%
f	Purpose	Nr of subject	0	23	4	3
		Percentage	0%	76,67%	13,33%	10%

Table 7: Students' opinion about the elements of writing

Question 4: How often the following aspects affect the writing skill in the EFL classroom?

The table 8 aimed at considering the students' opinion about theaspects that affect the writing skill in the EFL classroom.Table 8, it shows that 27 students corresponding to 90% affirm that "punctuation" is the aspect of writing that always affect the writing skill in the EFL classroom. On the other hand, 22 students corresponding to 73,33% mention that "structure" is an aspect that sometimes affect the writing skill in the EFL classroom.

Aspects of writing		Response	Never	Rarely	Sometimes	Always
a	Punctuation	Nr of subject	0	0	3	27
		Percentage	0%	0%	10%	90%
b	Structure	Nr of subject	0	0	22	8
		Percentage	0%	0%	73,33%	26,67%
c	Spelling	Nr of subject	0	0	7	23
		Percentage	0%	0%	23,33%	76,67%

Table 8: Students' opinion about the aspects of writing

Question 5: Which of the following characteristics of writing is it taken into account in the EFL classroom?

The table 9 aimed at knowing from the students' opinion about the characteristics of writing.As can been seen from table 9, all the 30 students corresponding to 100% state that the "coherence" is the main characteristic for a good piece of writing; whereas 10 students corresponding to 33,33% mention that unity is not a characteristic at all for a good piece of writing.

	Characteristics of writing	Response	Not at all	Very little	Somew hat	Very much
a.	Unity	Nr of subject	10	0	0	20
		Percentage	33,33%	0%	0%	66,67%
b.	Support	Nr of subject	0	0	7	23
		Percentage	0%	0%	23,33%	76,67%
c.	Coherence	Nr of subject	0	0	0	30
		Percentage	0%	0%	0%	100%
d.	Sentence	Nr of subject	0	12	18	0
		Percentage	0%	40%	60%	0%

Table 9: Students' opinion about the characteristics of writing

Question 6: How often do you use the following writing competence in the development of writing skill?

The table 10 is about the students' opinion about thecompetence that students use in the development of writing skill in the EFL classroom.It can be seen in table 10 that 26 students corresponding to 86,67% state that "Lexical Variety" is the competence they always use to develop writing skill in the EFL classroom. Whereas, 16 students corresponding to 53,33% argue that Passive Voice is never used to develop writing skill in the EFL classroom.

	Writing Competence	Response	Never	Rarely	Sometimes	Always
a.	Paraphrase and Direct Quotation	Nr of subject	10	10	4	6
		Percentage	33,33%	33,33%	13,33%	20%
b.	Lexical Variety	Nr of subject	0	0	4	26
		Percentage	0%	0%	13,33%	86,67%
c.	Passive Voice	Nr of subject	16	10	2	2
		Percentage	53,33%	33,33%	6,66%	6,66%
d.	Thinking Processes: Information Focused Approach vs. Knowledge Transformation Approach	Nr of subject	0	2	4	24
		Percentage	0%	6,66%	13,33%	80%
e.	Structuring and Developing Argument at the Macro and Micro Levels	Nr of subject	5	10	10	5
		Percentage	16,66%	33,33%	33,33%	16,66%

Table 10: Students' opinion about the writing competence

Question 7: How often do you follow the stages below in writing process in the EFL classroom?

The table 11 is looks at the students' opinion about thestages students follow in the writing process in the EFL classroom.From table 11, it can be seen that all the 30 students corresponding to 100% agree that they always follow reading stage in the writing process in the EFL classroom. Whereas, 5 of the respondents corresponding to 16,66% state that they never follow Conceptualizing stage in the writing stage in the EFL classroom.

	Writing Stages	Response	Never	Rarely	Sometimes	Always
a.	Conceptualizing	Nr of subject	5	10	15	10
		Percentage	16,66%	33,33%	50%	33,33%
b.	Formulating	Nr of subject	0	5	25	0
		Percentage	0%	16,66%	83,33%	0%
c.	Revising	Nr of subject	2	0	8	20
		Percentage	6,66%	0%	26,66%	66,66%
d.	Reading	Nr of subject	0	0	0	30
		Percentage	0%	0%	0%	100%

Table 11: Students' opinion about the writing competence

Question 8: How far do the teachers use the following strategies to develop students' writing performance in the EFL classroom?

The table 11 aimed at understanding Students' opinion about the strategies teachers use to enhance students' writing performance in the EFL classroom.It is apparent from this table 11 that 28 students corresponding to 93,33% state that the teachers always use "Adopting Good Editing" as strategy to enhance their writing performance in the EFL classroom; whereas the same table shows that 5 students corresponding to 16,66% mention that teachersrarelyuse"Understanding Features that Make a Text Coherent" as a strategy to enhance students' writing performance in the EFL classroom.

	Strategies to Enhance Writing Performance	Response	Never	Rarely	Sometimes	Always
a.	Using Socio-Cognitive Approach to Writing	Nr of subject	0	0	15	15
		Percentage	0%	0%	50%	50%
b.	Understanding Features that Make a Text Coherent	Nr of subject	0	5	0	25
		Percentage	0%	16,66%	0%	83,33%
c.	Adopting Good Editing Strategies	Nr of subject	0	0	2	28
		Percentage	0%	0%	6,66%	93,33%

Table 11: Students' opinion about the Strategies to Enhance Writing Performance

This chapter concentrated on the research methodology and it was divided into two main sections. The first section was about the research methodology used to carry out the study and the second presented the results gathered from the research instruments. The forthcoming chapter discusses the most pertinent results of the research from which the conclusions and recommendations will be drawn.

CHAPTER THREE:
ANALYSIS AND DISCUSSION

CHAPTER THREE: ANALYSIS AND DISCUSSION

The previous chapter described the research methodology used for the intents of the current work, and it was divided into two main sections: the first section looked at the methodology and the second presented the results obtained from the research instruments. The current chapter analyses and discusses the results obtained in the previous chapter in the light of the literature review and the objectives of the work.

3.1. THE IMPORTANCE OF WRITING SKILL IN THE EFL CLASSROOM

This section discusses the teachers and students' opinion about the importance of writing skill in the EFL classroom. Pack (2003, p. xvii) highlights the importance of writing in which he says that Learning to write well is learning to think, learning to become an educated person.

The results obtained from table 1 shows that 5 teachers consider writing skills as an essential vehicle by which our ideas and feelings are expressed and articulated in the first place. Writing at once defines and constitutes our identity. On the other hand, 3 of the teachers affirm that writing skill is a means of extending and deepening students' knowledge and it acts as a tool for learning a subject matter. Moreover, as shown in table 7, 29 students corresponding (96, 67%) state that writing skill is a very important vehicle by which our ideas and feelings are expressed and articulated in the first place. Writing at once defines and constitutes our identity. Another 27 students corresponding to (90%) state that it is a very important skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, like writing a report or expressing an opinion with the support of evidence. While 21 students corresponding to (70%) somewhat agree that It is a means of extending and deepening students' knowledge and it acts as a tool for learning a subject matter.

In the light of literature review and according to Graham &Perin (2007, p. 9), writing skill is important because it accomplishes a variety of goals, like writing a report or expressing an opinion with the support of evidence and; it is a means of extending and deepening students' knowledge; it acts as a tool for learning a subject matter; and it is a crucial medium and the benefits that it has are infinite.

Moreover, writing is an essential language skill that is vital to academic success. Since it is an active, productive skill, students learning to write in a foreign language face multiple challenges (Erkan&Saban, 2011). The complexity of writing in foreign language as a task tends to heighten anxiety levels in students who are taking writing courses. This anxiety can often lead to discouragement, and thus may result in negative attitudes towards writing (Gere, 1987; Sharples, 1993). Most students, low and high achievers alike, find writing difficult and view it as something they just have to persevere through in order to pass certain exams (Yavuz&Genç, 1998). Writing involves a deliberate, creative, and complex cognitive process on the part of the writer (Silvia & Matsuda, 2001).

Writingis a way of expressing ideas in order to communicate with others. In writing, any ideas that the teacher advance must be supported with specific reasons or details. By writing, the student can express his/her thoughts or ideas on the paper. Writing is one effort oral language into written forms. It means that by written forms, someone can express ideas with freely and correctly. Writing skill can develop rapidly if someone concern and interest to write all the ideas well into a paper. Writing can be classified by several approaches.

That is to say that it is important for EFL teachers to facilitate student's development of writing. Moreover, writing is a skill that is grounded in the cognitive domain. It involves learning, comprehension, application and synthesis of new knowledge. From this perspective, writing entails more than adhering to writing conventions. Writing also encompasses creative inspiration, problem-solving, reflection and revision that results in a completed manuscript. Furthermore, writing represents thoughts and ideas. What one thinks leads to one's writing in the form of sentences and by organizing the sentences into a cohesive text where students are able to communicate with thestudentssuccessfully.

In sum, both teachers and students at *Liceu Nº 69M-10 de Dezembro* believe that writing is important because it draws on the use of strategies to accomplish a variety of goals, It extends and deepens students' knowledge, it acts as a tool for learning a subject matter, it performs many functions and it is a vehicle by which our ideas and feelings are expressed and articulated in the first place. Writing at once defines and constitutes our identity.

In this section we have discussed and analysed the importance of writing skill in the EFL classroom and in the next section, speaking activities teachers use in the classroom will be analysed and discussed.

3.2. DEVELOPING STUDENTS' WRITING COMPETENCE

The current section analyses and discusses students' competence in the development of writing skill in the EFL classroom.

As represented in Graph 3, it can be seen that 5 of the teachers state that the students sometimes use "Lexical Variety" as writing competence. On the other hand, only 1 of the teachers argues that students never use "thinking processes" as writing competence. Furthermore, it can be seen in table 10 that 26 students corresponding to 86,67% state that "Lexical Variety" is the competence they always use to develop writing skill in the EFL classroom. Whereas, 16 students corresponding to 53,33% argue that "Passive Voice" is never used to develop writing skill in the EFL classroom.

From the results presented by both teachers and students it can inferred that they agree that to develop student writing skill, the main focus to be taken into account is "Lexical Variety". On the other hand, both teachers and students disagree on the competence students never take into account when writing in the EFL classroom. In other words, teachers mention that never use thinking processes as writing competence, whereas, students argue that passive voice is never used as a competence to develop writing skill in the EFL classroom.

According to (Cheung, 2016), student need to have some competences in order to develop a good piece of writing, such as knowing how to paraphrase and make direct quotation, knowing how to vary the lexical, using passive voice in the writing process, thinking during the writing process by using information Focused Approach and Knowledge Transformation Approach and last is knowing how to structure and Develop an argument at the macro and micro levels.

In paraphrasing, the student presents an original writer's ideas with different word choices and sometimes rearrangements of word/sentence order from an original text;whereas, in the direct quotation, students have to retain the original wordings

and form of the quoted texts. More, by varying the lexicalthe student can make atext appear sophisticated and interesting.

In academic writing, appropriate use of the passive voice can enable writers to focus on a specific object for its importance, away from the actors who play a secondary role only and it let writers deliberately distance themselves from their statements. As far as the information-focused approach vs. the knowledge transformation approach to writing are concerned, they help students to see the differences in the thinking processes used by novice vs. experienced writers during different stages of their compositions. The information-focused approach is often used by novice writers, who have a tendency to note down all the facts and information they have about a topic, without establishing a focused macro rhetorical goal before they start to write.

Writing is the most complex and difficult skill because it requires a great deal of training. In addition, all learning problems, difficulties in producing a good piece of writing lie not only on generating ideas, but also on translating these ideas into readable text.

Summarizing, teachers and students at *Liceu Nº 69M-10 de Dezembro* state that the main students' competence in the development of writing skill is by using lexical variety.

This section analysed and discussed ways of developing students writing performance. In the next section will be discussed and analysed the stages to be followed in writing process.

3.3. STAGES TO BE FOLLOWED IN THE WRITING PROCESS

In this section are going to be analysed and discussed issues related to the stages to be followed in the writing process.

With the reference to stages to be followed in the writing process, results in table 3 show that 100% of the teachers mention that students follow reading stage in the writing process in the EFL classroom. On the other hand, from table 11, it can be seen that all the 30 students corresponding to 100% agree that they always follow reading stage in the writing process in the EFL classroom. Whereas, 5 of the

respondents corresponding to 16,66% state that they never follow Conceptualizing stage in the writing stage in the EFL classroom.

Although all the teachers and students who participated in the study fully agree that the stage students never miss to follow is the reading stage, literature shows the advantages of all the stages. In the conceptualizing stage, studentsnormally generate and select ideas that they can use in their writing, and organize the ideas in a neat way (e.g., an essay must have an introduction, body, and a conclusion).The second stage is called formulating, which means putting ideas into sentences. The third stage is revising, where students rewrite and improve the essays. The revisions can be related to the content, grammar, and mechanics. The fourth stage is reading. Writers read the essay's instruction. They read to gather information for the essay topic. They re-read their writing to make sure that they are answering the essay's prompts.

To say that teachers can explicitly tell students the purpose of writing the particular essay, so that some stages may not be neglected by some students. After brainstorming some ideas on the topic, students will independently follow all the stages of a writing paper.

In nutshell, students at *Liceu Nº 69M-10 de Dezembro*always follow reading stage in the writing process in the EFL classroom.

After analyzing and discussing the stages to be followed in the writing process, the next section is about strategies to enhance students' writing performance.

3.4. STRATEGIES TO ENHANCE WRITING PERFORMANCE

Writing as a process that requires much more time from the learners since they need to pass through different activities; accordingly, students who are not yet fully matured need to be introduced strategies to enhance their writing performance in the classroom.

As it is seen in table 4, all the 6 teachers argue that "adopting good editing strategies" is very much used as a strategy to enhance students' writing performance. Whereas 2 of the teachers state "understanding features that make a text coherent" is very little used as a strategy to enhance students' writing

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performance. as far as students result is concerned, It is apparent from table 11 that 28 students corresponding to 93,33% state that the teachers always use "Adopting Good Editing" as strategy to enhance their writing performance in the EFL classroom; whereas the same table shows that 5 students corresponding to 16,66% mention that they rarely use"Understanding Features that Make a Text Coherent" as a strategy to enhance students' writing performance in the EFL classroom.

In the light of literature review, teachers can use strategies and give instructions to help learners to write a higher quality. Thus, this can be done by using socio-cognitive approach to writing, making students understanding features that make a text coherent and adopting good editing strategies.

The socio-cognitive approach to writing focuses on idea generation and planning strategies. This approach neglects socio-cultural factors, such as the target readers' possible reaction to texts.Chandrasegaran (2013) suggests a socio-cognitive approach to writing, which takes into account the socio-cultural contexts, thinking processes in enacting each genre practice, and reader expectations, to overcome the shortcomings of the cognitive and genre approaches. Socio-cognitive approach to writing helps determine what information should be included in the essay in order to fit the macro rhetorical goal. Once the different pieces of information are determined, presenting them in a coherent form is a challenge to many students during the writing process.

Furthermore, teachers need to help students understand the meaning of coherence from a narrow sense (i.e., connectedness between sentences) to a broader sense (i.e., linking the ideas in a text at a discourse level to create meanings for the readers) (Johns, 1986; Lee, 2002). Coherence may seem like an abstract concept that is difficult to teach and learn. However, it is possible to describe coherence in a structural framework. It has five common features: Macro-structure, information structure, proposition development, cohesive devices, and metadiscourse markers.

Another strategy teachers teach students is by adopting good editing strategies. Ferris (2014) suggests useful strategies for good editing that can enhance the

effectiveness of the written work. This is done by making students to finish their writing earlier rather than wait until the last minute before starting; using a word processor's editing tools to check for grammatical, spelling, and typographical errors and for long term writing development, and advising students to keep track of their error patterns.

Teaching strategies to enhance students writing skill can play a specific role for the students and each one of them complements the other. From this basis, our view consists in giving each one of them time for practice so as there will be a kind of harmony in the lesson and students will get all the rudiments required for the mastery of this skill.

Writing is a lifelong skill that students will use at school, work, and in their personal life. In order for students to improve their writing production, make their writing composition easily and quickly understood, they need to be used some strategies which show how to write a good piece of writing and how to become good writers.

To sum up, teachers and students at *Liceu Nº 69M-10 de Dezembro*agree that adopting good editing strategies is always used in the EFL classroom to develop students writing performance.

In this chapter it was possible to discuss the main results obtained from the research instruments and from them the following conclusions were drawn:

First, both teachers and students at *Liceu Nº 69M-10 de Dezembro* believe that writing is important because it draws on the use of strategies to accomplish a variety of goals, It extends and deepens students' knowledge, it acts as a tool for learning a subject matter, it performs many functions and it is a vehicle by which our ideas and feelings are expressed and articulated in the first place. Writing at once defines and constitutes our identity.

Second, teachers and students at *Liceu Nº 69M-10 de Dezembro* state that the main students' competence in the development of writing skill is by using lexical variety.

Third, students at *Liceu Nº 69M-10 de Dezembro*alwaysfollow reading stage in the writing process in the EFL classroom.

Fourth, teachers and students at *Liceu Nº 69M-10 de Dezembro*agree that adopting good editing strategies is always used in the EFL classroom to develop students writing performance.

Having gone through the analysis and discussion, we now move to the next part of this work which is about the conclusions and recommendations.

CONCLUSIONS
AND
RECOMENDATIONS

CONCLUSIONS AND RECOMMENDATIONS

The prominence of writing skill and its serious position in representing students' learning degree is indisputable in foreign language teaching and research. In effect, writing is considered as a difficult task, even for native speakers though it is much more intimidating for non-natives, especially EFL students. The special characteristics of writing which give it such importance as well as some of the factors making writing one the most difficult language skills to learn has been enumerated above. Generally, writing research topics in foreign language.

This paper attempted to investigate the implementation of strategies to develop grade 12 students' writing skills at *Liceu nº 69m-10 de Dezembro-Moçâmedes*, with the challenge to answer the following research questions:

a. What is the importance of writing skills in the development of grade 12 students at *Liceu Nº 69M-10 de Dezembro*?

b. What are the students' competence in the development of writing skill at *Liceu Nº 69M-10 de Dezembro*?

c. What stages do students follow in the development of writing at *Liceu Nº 69M-10 de Dezembro*?

d. What strategies do teachers introduce in the classroom to develop grade 12 students' writing performance at *Liceu Nº 69M-10 de Dezembro*?

Regarding to what we have been discussing within this research work, we have reached to the following conclusions:

First, knowing the importance of writing, elements of writing, its aspects and characteristics are pivotal for writing a good piece of paragraph; however, knowing them is not sufficient, pupils have to put them into practice too so as it becomes automatic for them.

Second, teachers and students at *Liceu Nº 69M-10 de Dezembro* state that the main students' competence in the development of writing skill is by using lexical variety.

Third, students at *Liceu Nº 69M-10 de Dezembro*alwaysfollow reading stage in the writing process in the EFL classroom.

Fourth, teachers and students at *Liceu Nº 69M-10 de Dezembro*agree that adopting good editing strategies is always used in the EFL classroom to develop students writing performance.

From the conclusions above some recommendations were suggested:

First, English language teachers at *Liceu Nº 69M-10 de Dezembro* should raise the pupils' awareness of theimportance of writing. This should be done by encouraging and providing them with positive feedback or giving rewards as a way to make them enjoy the culture of writing and be enthusiastic and ambitious to become good writers.

Second, teachers at *Liceu Nº 69M-10 de Dezembro* should let student know the competence that develop their writing skill. This should be done by teaching students how to employ direct paraphrase and direct quotation, lexical variety, passive voice, thinking processes, structuring and developing argument to achieve effective writing.

Third, teachers at *Liceu Nº 69M-10 de Dezembro*should always teach the writing processes and the specific stagesstudent need to follow in order to be competent writers. This should be done byhelping students how to generate new idea and planning writing.

Fourth, teacher at *Liceu Nº 69M-10 de Dezembro* should need to exert efforts to help students understand how their writing strategies can influence their EFL writing achievement. This process should be exercised by teachers not only at the grade 12 level, but it is also recommended that they start doing so at early stages of EFL education.

Some aspects related to the topic in this workmight not be herein discussed in depth, but it was possible to stick to the objectives of this work, reach conclusions and find answers. However further research is recommended, mainly regarding the *Investigation of Writing Strategies, Writing Apprehension, and Writing Achievement among Students*.

APPENDICES

APPENDIX 1: TEACHER QUESTIONNAIRE

INSTITUTO SUPERIOR DE CIÊNCIAS DE EDUCAÇÃO
ISCED-HUÍLA

Dear Colleague,

This thesis deals with the implementation of strategies to develop students' writing skills. Hence, the aim is to investigate the importance of writing strategies in the development of the students. Then, we identify the strategies that teachers currently use in teaching writing skills in the classroom. This questionnaire is administered to all teachers of English at "Liceu Nº 69M-10 de Dezembro". Answering it would be of great help.

Would you please put a (x) in the corresponding!
Yours sincerely,

NatáliaEpalanga

1. What is your gender?

   a. Male ☐

   b. Female ☐

2. How old are you?

   a. 25-30 year ☐

   b. 30-40 year ☐

   c. 40 year and more ☐

3. How long have you been working as a teacher?

   a. 1-5 ☐

   b. 5-10 ☐

   c. More than 10 years ☐

4. How far is writing skill important in the EFL classroom?

	Importance of writing	Not at all	Very little	Some what	Very much
a.	It is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, like writing a report or expressing an opinion with the support of evidence.				
b.	It is a means of extending and deepening students' knowledge and it acts as a tool for learning a subject matter.				
c.	Writing performs many functions in a person's daily life and in various areas like academic official media, social, cultural and personal settings.				
d.	It is essentially the vehicle by which our ideas and feelings are expressed and articulated in the first place. Writing at once defines and constitutes our identity.				
c.	Other(s) (please specify): _____				

5. Which of the following elements of writing influence the production of a good piece of writing in the EFL classroom?

	Elements of writing	Not at all	Very little	Somewhat	Very much
a.	Grammar				
b.	Mechanics				
c.	Word choice				
d.	Content				
e.	Organization of ideas				
f.	Purpose				
g.	Other(s) (please specify): _____				

6. How often the following aspects affect the writing skill in the EFL classroom?

	Aspects of writing	Never	Rarely	Sometimes	Always
a.	Punctuation				
b.	Structure				
c.	Spelling				
d.	Other(s) (please specify): _____				

7. Which of the following characteristics of writing is it taken into account in the EFL classroom?

	Characteristics of writing	Not at all	Very little	Somewhat	Very much
a.	Unity				
b.	Support				
c.	Coherence				
d.	Sentence				
e.	Other(s) (please specify): _____				

8. How often do students use the following writing competence in the development of writing skill?

	Writing Competence	Never	Rarely	Sometimes	Always
a.	Paraphrase and Direct Quotation				
b.	Lexical Variety				
c.	Passive Voice				
d.	Thinking Processes: Information Focused Approach vs. Knowledge Transformation Approach				
e.	Structuring and Developing Argument at the Macro and Micro Levels				
d.	Others (please specify): _____				

9. Which stage do students follow in writing process in the EFL classroom?

	Writing Stages	Response
a.	Conceptualizing Stage	
b.	Formulating	
c.	Revising	
d.	Reading	
e.	Others (please specify): _____	

10. How often do students follow thestages below in writing process in the EFL classroom?

	Writing Stages	Response
a.	Conceptualizing Stage	
b.	Formulating	
c.	Revising	
d.	Reading	
e.	Others (please specify): _____	

11. How far do you use the following strategies to develop students' writing performance in the EFL classroom?

	Strategies to Enhance Writing Performance	Not at all	Very little	Some what	Very much
a.	Using Socio-Cognitive Approach to Writing				
b.	Understanding Features that Make a Text Coherent				
c.	Adopting Good Editing Strategies				
h.	Other(s) (please specify):				

12. If you have further comments on the implementation of strategies to develop students' writing skills, please feel free to write.

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Huíla, 2021

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

APPENDIX 2: STUDENT QUESTIONNAIRE

INSTITUTO SUPERIOR DE CIÊNCIAS DE EDUCAÇÃO
ISCED-HUÍLA

Dear Student,

This thesis deals with the implementation of strategies to develop students' writing skills. Hence, the aim is to investigate the importance of writing strategies in the development of the students. Then, we identify the strategies that teachers currently use in teaching writing skills in the classroom. This questionnaire is administered to all teachers of English at "Liceu Nº 69M-10 de Dezembro". Answering it would be of great help.

Would you please put a (x) in the corresponding!
Yours sincerely,

NatáliaEpalanga

1. Gender: are you:

a- female ☐

b- male ☐

2. How old are you?

a- 14 ☐

b- 15 ☐

c- 16 ☐

d- more than ☐

3. How long have you been studying English?

a- four year ☐

b- five year ☐

c- more than ☐

4. Do you like English?

a- Yes ☐

b- No ☐

5. How far is writing skill important in the EFL classroom?

	Importance of writing	Not at all	Very little	Some what	Very much
a.	It is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, like writing a report or expressing an opinion with the support of evidence.				
b.	It is a means of extending and deepening students' knowledge and it acts as a tool for learning a subject matter.				
c.	Writing performs many functions in a person's daily life and in various areas like academic official media, social, cultural and personal settings.				
d.	It is essentially the vehicle by which our ideas and feelings are expressed and articulated in the first place. Writing at once defines and constitutes our identity.				
c.	Other(s) (please specify): _____				

6. Which of the following elements of writing influence the production of a good piece of writing in the EFL classroom?

	Elements of writing	Not at all	Very little	Somewhat	Very much
a.	Grammar				
b.	Mechanics				
c.	Word choice				
d.	Content				
e.	Organization of ideas				
f.	Purpose				
g.	Other(s) (please specify): _____				

7. How often the following aspects affect the writing skill in the EFL classroom?

	Aspects of writing	Never	Rarely	Sometimes	Always
a.	Punctuation				
b.	Structure				
c.	Spelling				
d.	Other(s) (please specify): _____				

8. Which of the following characteristics of writing is it taken into account in the EFL classroom?

	Characteristics of writing	Not at all	Very little	Somewhat	Very much
a.	Unity				
b.	Support				
c.	Coherence				
d.	Sentence				
e.	Other(s) (please specify): _____				

9. How often do you use the following writing competence in the development of writing skill?

	Writing Competence	Never	Rarely	Sometimes	Always
a.	Paraphrase and Direct Quotation				
b.	Lexical Variety				
c.	Passive Voice				
d.	Thinking Processes: Information Focused Approach vs. Knowledge Transformation Approach				
e.	Structuring and Developing Argument at the Macro and Micro Levels				
d.	Others (please specify): _____				

10. Which stage do you follow in writing process in the EFL classroom?

	Writing Stages	Response
a.	Conceptualizing stage	
b.	Formulating	
c.	Revising	
d.	Reading	
e.	Others (please specify): _____	

11. How often do you follow thestages below in writing process in the EFL classroom?

	Writing Stages	Response
a.	Conceptualizing stage	
b.	Formulating	
c.	Revising	
d.	Reading	
e.	Others (please specify): _____	

12. How far do you use the following strategies to enhance students' writing performance in the EFL classroom?

	Strategies to Enhance Writing Performance	Not at all	Very little	Some what	Very much
a.	Using Socio-Cognitive Approach to Writing				
b.	Understanding Features that Make a Text Coherent				
c.	Adopting Good Editing Strategies				
h.	Other(s) (please specify): _____				

13. If you have further comments on the implementation of strategies to develop students' writing skills, please feel free to write.

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Huíla, 2021

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

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