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The Importance of Using Background Knowledge to
Enhance Students' Writing in EFL Classes.
A Case Study of
Second Year LMD Students of English at the University
of Abbes Laghrou Khenchela

*Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Language and Culture*

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Dedication

In The Name of Allah Most Gracious Most Merciful

This work is dedicated to all my precious treasures in life:

To my wonderful and adorable parents

My caring mother Yamina and father Makhlouf source of my happiness and success in life.

Thank you for your never-ending love your support encouragements and warmth that you have always given me. May Allah bless them.

To my brothers

Lahcen, Houssam and to my beloved sisters Zahia, Narimane, and Wahiba for their continuous love, encouragement and help to whom I wish success in their lives.

To my sisters' sons

Geith, Abd almoujib, Ibtihal, Bara, Fatima may Allah bless them.

To my best friend "Chahrazed"

the greatest gift in my life who brings out the best in me.

To my family

To who symbolizes everything beautiful in my life with when raising my spirits when I was most discouraged.

To my all friends and all who help me in my education, believed in me and pried for my success.

Thank you for everything

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Abstract:

Many learners have found difficulties while writing. There are multiple reasons that impede their learning process and writing skill because they are not being aware of the significance of the English language itself; others may learn just to achieve good grades in the exams. This study investigates the effectiveness and the importance of prior knowledge and other extensive reading in improving the students' writing skills. This latter is considered as a challenging task for students because the majority of them are unable to improve their writing skill since this skill includes a series of obstacles that result in students' poor writing.

The main purpose of our study is to investigate the role that prior knowledge plays on enhancing the EFL students' writing skill. This study is designed to assess the hypothesis, the more the background knowledge is rich, the better the achievement of the learners' writing will be. If students do so much practice in the written expression within the classroom their performance will be improved, and teachers of EFL classes should encourage their students to develop their writing through various techniques (inductive situation, description, diagrams, Pictures, maps...). In order to investigate this, we conducted a descriptive method because it is the most appropriate one to deal with this topic.

The present dissertation is based on two questionnaires administered to both teachers and second year L.M.D students at the departments of English at the University of Abbes laghrou Khenchela. The results obtained demonstrate the role of background knowledge in improving students' writing proficiency. Based on these results, the research hypothesis was confirmed that students need a sufficient amount of prior knowledge to enhance their writing competence and proficiency. Teachers should encourage their students to activate their prior knowledge and to be aware about the importance of the writing skill.

ملخص الدراسة :

لقد وجد العديد من المتعلمين صعوبات أثناء الكتابة. هناك عدة أسباب التي تعيق عملية التعلم و مهارة الكتابة كونهم لا يدركون أهمية اللغة الإنجليزية نفسها؛ و قد يتعلم آخرون فقط لتحقيق درجات جيدة في الامتحانات. هذه الدراسة تبحث في فعالية و أهمية المعرفة السابقة والقراءة المكثفة الأخرى في تحسين مهارة الكتابة لدى الطلاب. هذه الأخيرة تعتبر مهمة صعبة بالنسبة للطلاب لأن معظمهم غير قادرين على تحسين مهاراتهم في الكتابة لأن هذه المهارة تتضمن سلسلة من العقبات التي تنتج في الكتابة الضعيفة للطلاب. من ناحية أخرى، فإن الغرض الرئيسي من دراستنا هو التحقيق في الدور الذي تلعبه المعرفة السابقة في تعزيز مهارة

الكتابة لدى طلاب اللغة الإنجليزية كلغة أجنبية. هذه الدراسة تم تصميمها لتقييم الفرضيات، كلما كانت المعرفة اغنى كلما كان انجاز الكتابة لدى المتعلمين أفضل، إذا كان الطلاب يمارسون الكثير من التطبيقات في التعبير الكتابي سوف يتحسن أداءهم في الفصل الدراسي، يجب على استاذ دروس اللغة الإنجليزية كلغة أجنبية تشجيع طلابه على تطوير كتاباتهم من خلال تقنيات مختلفة (الوضع الاستقرائي، الرسوم البيانية، الصور، الخرائط..)

من اجل التحقيق في هذا، اجرينا الطريقة الوصفية لأنها الاكثر ملائمة لتعامل مع هذا الموضوع. الرسالة الحالية مبنية على استبيانين يُداران لكل من الاساتذة و الطلاب السنة الثانية ل.م.د في قسم اللغة الإنجليزية في جامعة عباس لغرور خنثلة.

توضح النتائج التي تم الحصول عليها دور المعرفة القبلية في تحسين مهارة الكتابة لدى الطلاب. وبناءً على هذه النتائج تم تأكيد فرضية البحث على أن الطلاب يحتاجون إلى قدر كافٍ من المعرفة المسبقة لتعزيز كفاءاتهم . أيضا يجب على المدرسين تشجيع طلابهم على استخدام وتفعيل معرفتهم السابقة ولكي يكونوا على علم بأهمية مهارة الكتابة.

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List of abbreviation:

1. **EFL:** English as a Foreign Language
2. **ESL:** English as a Second Language
3. **LMD:** License Master Doctorate
4. **L1:**First Language
5. **L2:** Second Language
6. **% :** Percentage

List of tables:

- Item 1:** student's age distribution.
- Item 2:** Students' Gender Distribution.
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- Item 4:** the English course attendance.
- Item 5:** frequency of writing in English.
- Item 6:** the most difficult skills.
- Item 7:** the written expression courses enjoyment.
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- Item 10:** self consideration as a writer.
- Item 11:** frequency of written expression teacher' correction of errors.
- Item 12:** satisfaction about the writing level.
- Item 13:** the Current materials for a good writing.
- Item 14:** teacher's encouragement to activate background knowledge.
- Item 15:** reading across the curriculum to enhance the prior knowledge.
- Item 16:** reading stories and articles to develop the background knowledge.
- Item 17:** writing easily on any topic by using prior knowledge.
- Item 18:** the writing skill's promotion using background knowledge.
- Item 19:** the need for background knowledge through extra reading to improve student's writing.
- Item 20:** the frequency of using experience while writing.
- Item 21:** improving writing skill by using prior knowledge.
- Item 22:** years of teaching English.

Item 23: teaching written expression per unit.

Item 24: the written expression courses enjoyment.

Item 25: teachers' Satisfaction with Their Students' Performances.

Item 26: teachers ensure that students face difficulties when they write.

Item 27: problems found by teachers in student's papers.

Item 28: frequency of reacting positively.

Item 29: students' performance.

Item 30: the effect of prior knowledge on student's performance.

Item 31: taking into consideration students' preference.

Item 32: the effectiveness of the prior knowledge on students' writing.

Item 33: using techniques to enhance students to connect what they are learning to what they already know.

Item 34: examples of the techniques used by teachers.

Item 35: teachers' perception of their student' writing improvement.

Item 36: Teachers ensure the connection of prior knowledge to new one to write better.

Item 37: commenting on the topic or to add any further suggestions.

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1. General introduction

Writing is a fundamental skill and one closely tied to success in all area of the curriculum, it should always arise from the student's needs and interests. Also, the writing skill tends to be the most difficult skill in EFL and is considered as complex to be taught and learned, even for native people.

Students who have insufficient amount of prior knowledge or are unable to activate it, may face problems when they came to participate and access through the curriculum. Students must become skilled at activating prior knowledge, combining it with the new information and the material that teacher gives to them in order to build new understanding.

By activating student's background knowledge, information is brought to the surface where it is ready to be applied or used to stimulate questions, and build interest in the targeted vocabulary throughout the lesson. Educators are able to use this knowledge to guide learning and to help clarify student's misconceptions about specific vocabulary terms during writing in the EFL classes.

However, some students may not have the necessary academic knowledge of the English Language so teacher must encourage their students and help them in order to be successful in their academic writing.

In this research paper we try to shed light on the importance of the background knowledge of students and its effect on their writing in EFL classes.

2. Statement of the Problem

Many students can not completely perform and acquire the writing skill very well although they have started learning ESL since The middle school in Algeria.

Nowadays students graduate from high school or even university without being able to write well, or students' writing may be ineffective or difficult to understand because teachers have not given them enough practice or have lack of knowledge. (**Ausuble, 1968**) **Anderson** and **Pichet (1978)** wrote "the knowledge a person possesses has a potential influence on what he or she will learn and remember..."

So prior knowledge had its influence on developing writing skill and teachers have the responsibility in helping students to use their own background knowledge with new information through certain lead-in activities thus encourage students to develop their prior knowledge.

Moreover, in this study, we will try to investigate how background knowledge can influence the students' writing in EFL classes.

3. Hypothesis

Concerning background knowledge and its importance on the EFL's student learning writing we suggest the following hypotheses that will be tested and verified:

- We hypothesis that the more the background knowledge is rich, the better the achievement of the learners' writing will be.
- We agree that when students do so much practice in the written expression within the classroom, their performance will be improved.
- We suggest that teachers of EFL classes should encourage their students to develop their writing through various techniques (inductive situation, description, diagram, picture, map...).

4. Aim of the Study

The main purpose of this study is to investigate the importance of background knowledge on student's writing, and what role does prior knowledge plays in learning and developing this skill and to arise teachers and learners awareness about the effectiveness of the prior knowledge because it is the raw material that conditions learning. And Prior knowledge is used to fill in the gaps of information and to construct a more understanding.

Because of the importance and difficulty of writing our objective is to determine the influence of background knowledge on writing efficiently in EFL classes.

5. Background and Significance of the Study

The significance of the study revolves the importance of background knowledge and investigates the effects of student's background knowledge on their writing efficiently in EFL classes.

This study is important for students to develop their prior writing experience; this equips them with the necessary skills that help them to become good writers.

6. Definition of Terms

- **Background knowledge:** a person's background knowledge, often called **prior knowledge**, is a collection of residue (Schallert, 2002, p. 557) that has been formed from life experiences.
- **Writing:** is the process of using symbols (letters of alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

7. Limitations of the Study:

Based on the statement of the problem above, many problems can be found during the writing process.

This research is focusing on showing the role of background knowledge on writing efficiently in EFL classes.

In this study we are concerned only with EFL teachers and written expression sessions, and this will take a place at the university with second year English LMD students of Abbes Laghrour Khenchela.

We also used a questionnaire for both teachers and students. Because it is the only effective method to gather information from our sampling (second year English students) since our work is a descriptive one.

8. Basic Assumptions

We assume that learners of second year at Abbes Laghrour University face difficulties in their writing performance due to the lack of sufficient amount of background knowledge.

9. Structure of the Dissertation

The present study consists of two parts:

The first part is the theoretical framework, it contains chapter one with general introduction and chapter two about the literature review, it talks about both the writing skill and the importance of background knowledge and the relationship between them.

The second part is about the field of the work which contains the third chapter that includes the research methodology with two sections, the first one is the description of the research methodology and design, the second is about the research data analyses.

This study is finished by a general conclusion.

Chapter Two:

Literature

Review

The research has been conducted in this study which is about the background knowledge and its importance on writing in FEL classes, and there has been a number of researchers who dealt with those processes of background knowledge and writing.

Communicating with others is not the only reason for learning to write, but there are other reasons such as: writing could help students to learn the language they are studying, it gives them the opportunity for practicing the grammatical structures, idioms, and vocabulary that they have been taught, when they write they use the language beyond the limitations of the expressions they have learned when they are writing, they use the language to talk about their own ideas, and feelings, so they are more involved with the new language and they feel that the new language is more familiar to them, because it is a tool for expressing themselves.

Writing is one of the most important skills in ESL learners must master, particularly for students and working professionals. That is because unlike in speaking exercises, when you write you leave a lasting record of your language and mistakes in spelling, grammar, word choice are immediately evident, and while literacy skills are not a reflection of intelligence or knowledge, poor writing can cause a student to receive lower marks, despite their understanding of the subject being discussed. In a professional context, people may judge you as lazy or untrustworthy if you send e-mails with full of mistakes. They are also likely to assume your spoken ability in English is quite low, though this may or may not be the case.

That is why it is important to improve writing skills in English before they prevent you from reaching your full potential at school or in the workplace. Fortunately, the more often you write, the easier it will be to access the English you are looking for and express yourself accurately and fluently.

Researchers think that if you are a strong writer in your first language, you could also be a strong writer in your second language. That's because strategy use transfers. However, you can always learn to be more strategic as a writer and improve your skill by signing up for a class.

Despite this fact, writing is the most ignored language skill in education. As **Leki (1990)** Said that most of the times when students write in a second language the main purposes of the writing activity for teachers are to catch grammar, spelling and punctuation errors of the students, or to give students practice on recent grammar points. On the contrary,

the researchers and others believe that the purpose of writing should be to help the students to communicate their thoughts, and feelings, not to practice grammar.

In addition, background knowledge is the raw material that conditions learning. The terms prior knowledge and background knowledge are used synonymously since they mean essentially the same thing. These terms are generally used interchangeably for example, **Stevens (1980)** defines background knowledge quite simply as “...what one already knows about a subject...” (p.151). **Biemans & Simons (1996)** definition of background knowledge is slightly more complex, “background knowledge is all knowledge learners have when entering a learning environment that is potentially relevant for acquiring new knowledge” (p.6). **Dochy et al., (1995)** provide a more elaborate definition, describing prior knowledge as the whole of a person’s knowledge, including explicit and tacit knowledge, metacognitive and conceptual knowledge. This definition is quite similar to **Schaller’s (1982)** definition. Thus, while **Schallers’** definitions of these two terms are often worded differently, they typically describe the same basic concept.

Although, throughout our life we learn a lot of things either through our personal actions or by reading or observing, and we store this knowledge in our mind, everybody has different experiences depending on the environment, both cultural and natural, he lives in. As a result of this, the prior knowledge of each individual differs from others. Therefore, the amount of background knowledge also varies from person to person. As **Readence. (1989)** states "richness of background knowledge constitutes an important individual difference in our students. Richness of background knowledge in part, therefore. Determines the extent to which a text can be comprehended by a given individual” (p- 21).

When students can connect what they are learning to accurate and relevant prior knowledge, they learn and retain more. In essence, new knowledge “sticks” better when it has prior knowledge to stick to. In one study focused on recall, for example, participants with variable knowledge of soccer were presented with scores from different soccer matches and their recall was tested. People with more prior knowledge of soccer recalled more scores (**Morris et al.,1981**). Similarly, research conducted by **Kole and Healy (2007)** showed that college students who were presented with unfamiliar facts about well-known individual demonstrated twice the capacity to learn and retain those facts as students who were presented with the same number of facts about unfamiliar individuals. Both these studies illustrate how prior knowledge of a topic can help students integrate new information.

However, Students interpreting incoming information, and even sensory perception, through the lens of their existing knowledge, beliefs, and assumptions (**Vygotsky, 1978; National Research Council, 2000**). In fact, there is widespread agreement among researchers that students must connect new knowledge to previous knowledge in order to learn (**Bransford & Johnson, 1972; Resnick, 1983**). the extent to which students are able to draw on prior knowledge to effectively construct new knowledge depends on the nature of their prior knowledge, as well as the instructor's ability to harness it.

Moreover, students may not make connections to relevant prior knowledge spontaneously. If they do not draw on relevant prior knowledge — in other words, if that knowledge is inactive — it may not facilitate the integration of new knowledge and if students' prior knowledge is insufficient for a task and learning situation or who lack adequate prior knowledge or are not able to activate what they know, it may fail to support new knowledge often struggle to progress in a subject area or school itself, whereas if it is inappropriate for the context or inaccurate, it may actively distort or impede new learning.

Thus, it is important to help students activate prior knowledge so they can build on it productively. Indeed, research suggests that even small instructional interventions can activate students' relevant prior knowledge to positive effect. For instance, in one famous study by **Gick and Holyoak (1980)**, college students were presented with two problems that required them to apply the concept of convergence. The researchers found that even when the students know the solution to the first problem, the vast majority did not think to apply an analogous solution to the second problem. However, when the instructor suggested to students that they think about the second problem in relation to the first, **80** percent of the student participants were able to solve it. In other words, with minor prompts and simple reminders, instructors can activate relevant prior knowledge so that students draw on it more effectively (**Bransford & Johnson, 1972; Dooling & Lachman, 1971**).

Researchers also suggest that asking students questions specifically designed to stimulate recall can help them use prior knowledge to aid the integration and retention of new information (**Woloshyn, Paivio, & Pressley, 1994**). Activating prior knowledge can be done through beginning a lesson by discussing topics and using skills that are already familiar to students. By doing so, students improve their sense of preparedness, thus being more motivated to engage in the selected tasks and teachers can gauge the level of students' prior knowledge and use this as the foundation to prepare their instruction.

Another helpful perspective of background knowledge is evident in Australia's Productive Pedagogies efforts. The State of Queensland's Department of Education (2002) refers to "high connection" and "low connection" learning. High connection learning gives students the opportunity to link their prior knowledge to the topics, skills, and competencies addressed in the classroom. By contrast, low connection learning introduces new information without any direct or explicit exploration of students' background knowledge. Queensland educators are encouraged to teach productively by tapping student background knowledge.

The Australian example is noteworthy. Substantial research has validated the important role prior knowledge plays in students' academic success (**Educational Research Service, 2006; Marzano, Gaddy & Dean, 2000; Smith, Lee, & Newmann, 2001**). In fact, research has identified "red flag" approaches to teaching that undermine student motivation and learning. These include foregoing connecting new material to students' prior knowledge (**Dolezal, Welsh, Pressley, & Vincent, 2003**). Such connections are important because students confront new information every day. They must integrate the new material into their existing knowledge, construct new understandings, and revise current beliefs or theories as needed.

By building students' background knowledge, teachers may also be able to indirectly influence other aspects of academic performance such as writing. For example, **Davis et al., (1989)** found that students felt better prepared to write a research paper when they took part beforehand in an extended course of building background knowledge through individual research and in-class sharing and discussion. While this study does not show any direct impact on writing quality, it might be expected that improving students' sense of preparedness might rise their engagement or motivation, translating into better performance.

The basic problem students have in their writing classes is not knowing 'what to write'. When a topic is assigned students work hard to find something to write about and most of the time generating ideas is the hardest part of their writing process, students have to search their memory for the relevant information about the topic. Since the hardest part of writing is generating ideas to write, when topics which allow students to use their experiences are assigned, it will be easier for them to write.

Baskoff (1981) also mentions the importance of experience in helping students to find ideas to write about: "The paragraphs I use are based on topics that the student can identify with and that are within the range of his personal experience. He can thus call upon his own experience and information. This means he always has what to say" (p. 159).

Also students may not base their whole essay on experience. In fact, they may use it in some parts of their writing, but not others. For example **Barret (1987)** points out that background knowledge may be used in the introduction part of the composition, but not others he divides the introduction part into three sections, an initial focus on the subject, a further clarification of the subject, and a controlling idea. While mentioning ways of doing the initial focus and further focus, she points to the use of background knowledge.

According to her, if the students use their background information in the initial focus they can develop further focus by using background information also for example, if the students uses sentence like, "The most hated person in Rome and the outpost of its Empire was the tax collector" in the initial focus, they may use some information which will elaborate or support this information in the further focus (**p. 72-73**).

Moffett and **Wagner** also believe that using experience must not be limited to describing the experience. They suggest three ways for using experiences in students' writing:

1. Spontaneous memory writing
2. Expanding one incident into detail
3. Selective abstracting

As they say, students can be asked to write about their memories, in addition, they may be asked to develop one event into details. This method may help them to improve their creativity. The third way, selecting and abstracting, may help them to search their memory for the relevant information when they write about other topics.

Part Two:

Field Work

Chapter Three:

Research

Methodology

10. Research Methodology

Section one: Description of Research Methodology and Design

Introduction:

This part of our research, is devoted to the presentation and the analysis of the data obtained through the implementation of the present research.

The present chapter aims to collect data about the use of background knowledge in enhancing students' writing skill, we have tried to investigate how students of second year at Khenchela University consider the effectiveness of using their prior knowledge to attain better result in their writing. In order to fulfil our objectives, answer the research questions, and confirm our hypothesis, we collected data from students' questionnaire and teachers' questionnaire. The major way of collecting data was the questionnaire given to the 2nd year students at University of Abbes Laghrour Khenchela . We have used teachers' questionnaire in order to see whether the teachers use background knowledge to improve their students' writing level or not.

A. Choice of the Method

The method is chosen according to the nature of the study. This work adapts the descriptive method because it can determine the facts about the actual situation (why students do not have the ability to write well in English language) and thereby to clarify that the use of background knowledge can enhance their writing skill. In addition, prior knowledge is one of the appropriate solutions to deal with students' problems in writing in English.

B. Population and Sample of the Study

- **Students**

Students' questionnaire was administrated to the second year LMD students of the department of foreign languages at university of Abbes Laghrour Khenchela. We have opted for a sample of 47 students using a random selection since every individual from the 140 students has the probability of being selected in the sample.

- **Teachers**

The teachers' questionnaire was given to fifteen teachers of the English department and foreign languages at Abbes Laghrour university. We pointed out their opinion towards the process of writing in general and more specifically towards the effectiveness of using background knowledge on writing efficiently in EFL classes.

C. Data Gathering Tools:

We aim through the data collected at discovering how the use of background knowledge enhances the students writing skill. The results shows that the students really need more practice to write well in English. Therefore, we have opted for only one gathering tool; a questionnaire for students and another questionnaire for teachers.

1. Description of the Students' questionnaire:

The Students' questionnaire was divided into 3 parts including 21 questions. The second part (from Q1 to Q 110) the questions aim to know the attitude of students toward the writing skill. (Q1) aims to determine if learning English is important or not. (Q2) whether the students attends the English courses or not. (Q3) how often does he/she write in English, (Q4) to determine which one of the following listening, speaking, reading or writing suppose to be the most difficult skill. (Q5) if the student enjoy the written expression courses. (Q6) how often does he/she attends the written expression classes. (Q7) was about the students' feeling towards the writing skill. (Q9) what they think of their self (Q10) aims to know if the teacher correct his/her student's errors or not. (Q11) whether he/she is satisfied with his/her level in writing or not, if not explain why. The last part is about the background knowledge and its importance on writing (from Q12 to Q20). (Q12) aims to determine if the current materials they took from their teacher are enough for a good writing. (Q13) does the teacher encourage their students with certain exercises to activate their background knowledge. (Q14) does students read across the curriculum to enhance their prior knowledge. (Q15) does reading stories and articles lead to develop their background knowledge. (Q16) in case of having a prior knowledge can you write on any topic. (Q17) the question aims to determine to what extent does the background knowledge promote their writing skill. (Q18) does background knowledge need extra reading and more

information to improve the students' writing .(Q29) aims to know how many times does students use their experience when they wrote.(Q20) the question aims to determine how does prior knowledge improve students' writing skill.

1.1 Description of the Teachers' questionnaire

The Teachers' questionnaire was divided into 2 parts including seventeen questions. The first part was about the experience (Q1 and Q2) and how long they have been teaching English (Q2). The second part (from Q3 to Q18) the questions aim to determine the reasons behind the student's improvement in writing and the role of prior knowledge on their writing process. (Q3) the question aim to determine the teacher's sessions of written expression. (Q4) if students enjoy writing in English. (Q5) was about the teacher's satisfaction towards his/her students' performance in writing. (Q7) to determine which one of the content, the form, or the style does students face problem with. (Q8) in case the respondent ticks the content; does his/her student reacts positively when the subject of writing was the choice of the teacher. (Q9) if the student perform better when he/she write about a topic of his/ her choice. (Q10) in the case the respondent tick yes, does students perform better because of their prior knowledge. (Q11) if teacher takes into consideration his/her students' preference when choosing a topic. (Q12) to determine what extent does the prior knowledge affect the students' writing. (Q13) if the teacher uses certain techniques to enhance his/her students to connect their background knowledge to what they are learning. (Q14) in case he/she exemplify. (Q15) shows the students' writing improvement result from the teacher's applied technique, the students' background knowledge or both. (Q17) in order to make students learn more and perform better in writing, teachers should connect students' prior knowledge to the new one. (Q18) to comment on the topic.

Section Two

11. Research Data Analysis

a. The Analysis of Students' Questionnaire

Q 01: Do you think English is important?

	Number	%
Yes	45	95.75%
No	2	4.25%
I don't know	0	0%
Total	47	100%

Table 01: The English importance

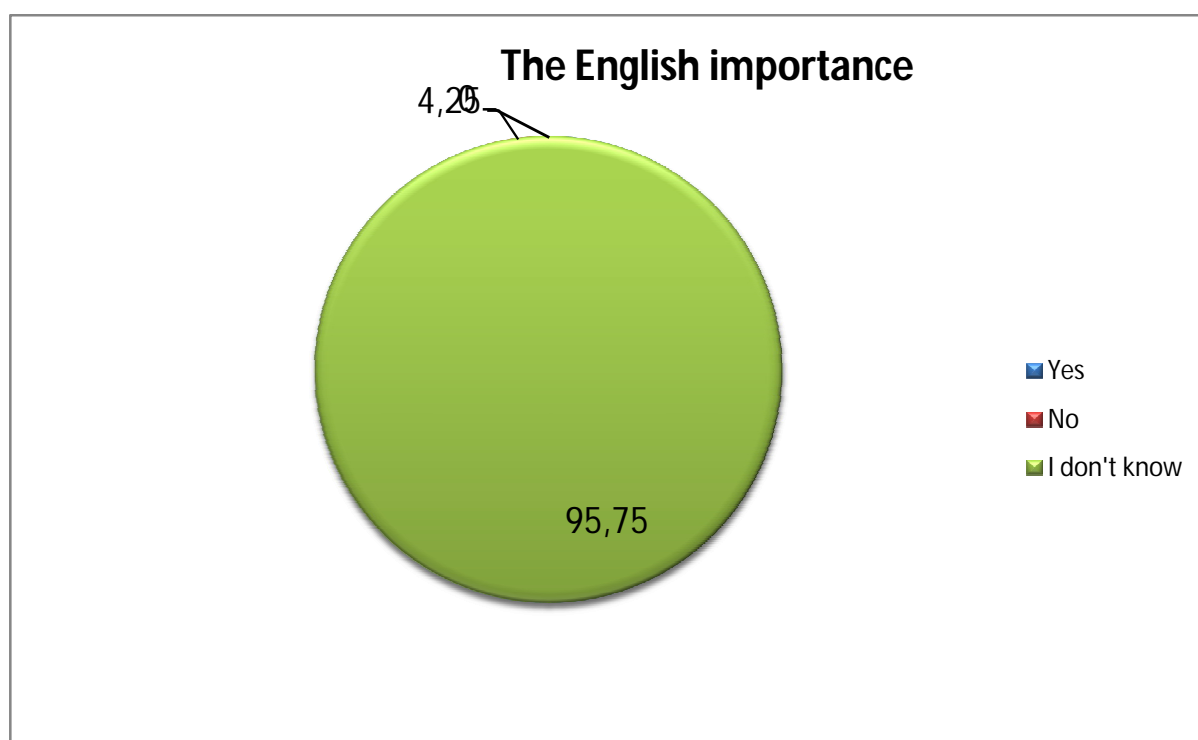
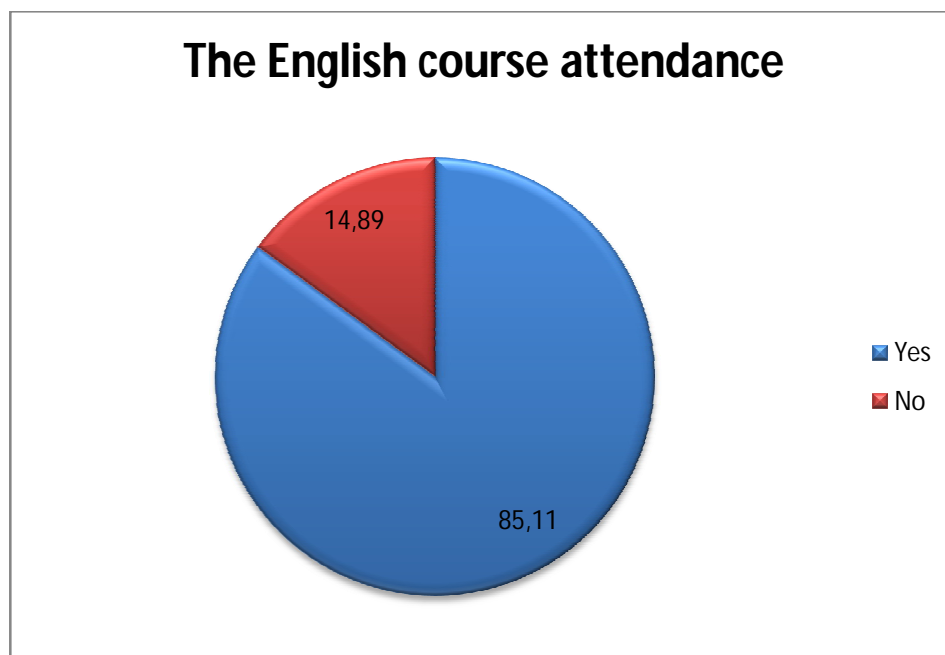


Figure 1: The English importance

From the table and graph it is revealed that the great majority of student 45 (95.75%) think that English is important. While a small number don't think so 2 (4.25%) and none opted for I don't know.

Q 02: Do you always attend the English course?

	Number	%
Yes	40	85.11%
No	7	14.89%
Total	47	100%

Table 2: the English course attendance**Figure 2: the English course attendance**

From the table and the graph above we want to show if students like and attend the English course or not. The majority of them 40 which make up (85.11%) stated that they attend the English course, while just 7 students with (14.89%) who said that they don't attend the English course.

Q 03: How often do you write in English?

	Number	%
Very often	19	40.43%
Never	3	6.38%
Not so often	25	53.19%
Total	47	100%

Table 03: frequency of writing in English

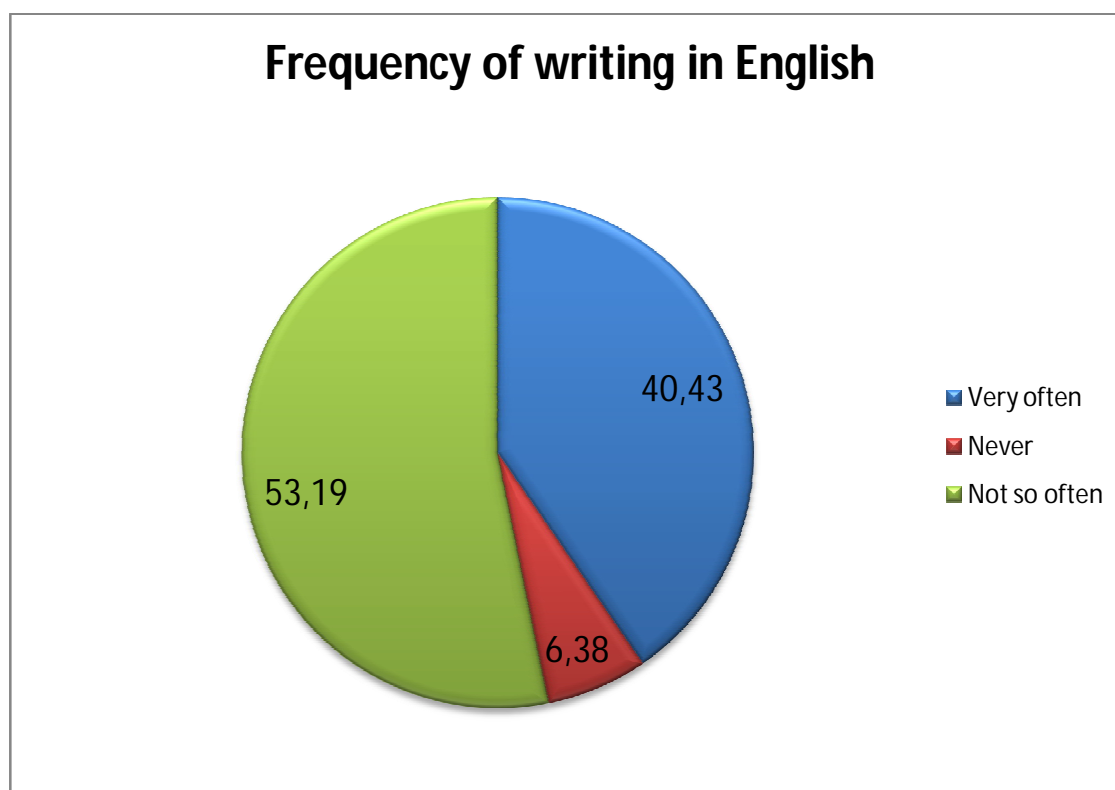


Figure 03: frequency of writing in English

By this question we want to know how often our participants write in English. The graph illustrates that the majority of them 25 (53.19%) are not so often writing, 19 (40.43%) of them stated that are very often writing in English, while only 3 students (6.38%) said that they never write in English. From the results we can see that the majority of the students don't write.

Q 04: for you, which one of the following skills do you consider as a most difficult one?

	Number	%
Listening	7	14.89%
Speaking	11	23.41%
Reading	9	19.14%
Writing	20	42.56%
Total	47	100%

Table 04: the most difficult skills

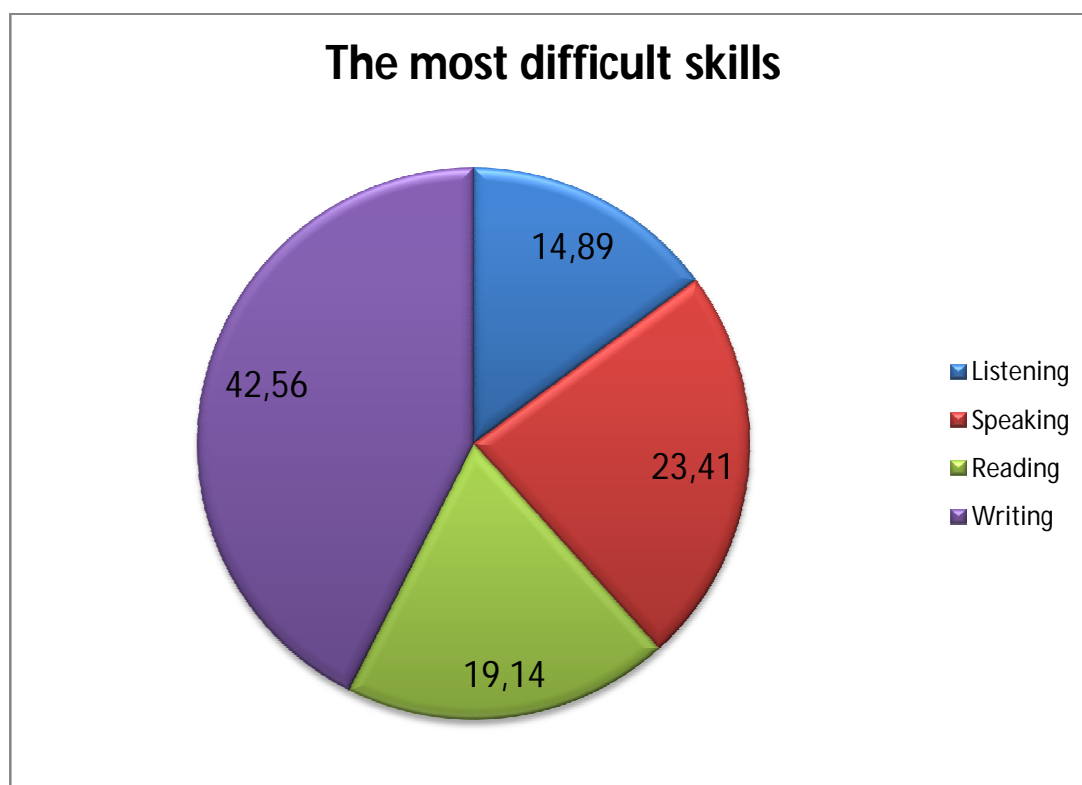


Figure04: the most difficult skills

By this question we want to know what the most difficult skills for students are, we notice that the majority of them 20 with (42.56%) stated that writing is the most difficult skill, the other learners 11 (23.41%) have chosen the speaking skill, while 9 students with (19.14%) opted for the reading skill, the last part of the sample 7 with (14.89%) said that the most difficult skill for them is listening.

Q05: Do you enjoy the written expression courses?

	Number	%
Yes	23	48.94%
Fairly well	6	12.77%
Not very well	13	27.65%
No	5	10.64%
Total	47	100%

Table 05: the written expression courses enjoyment

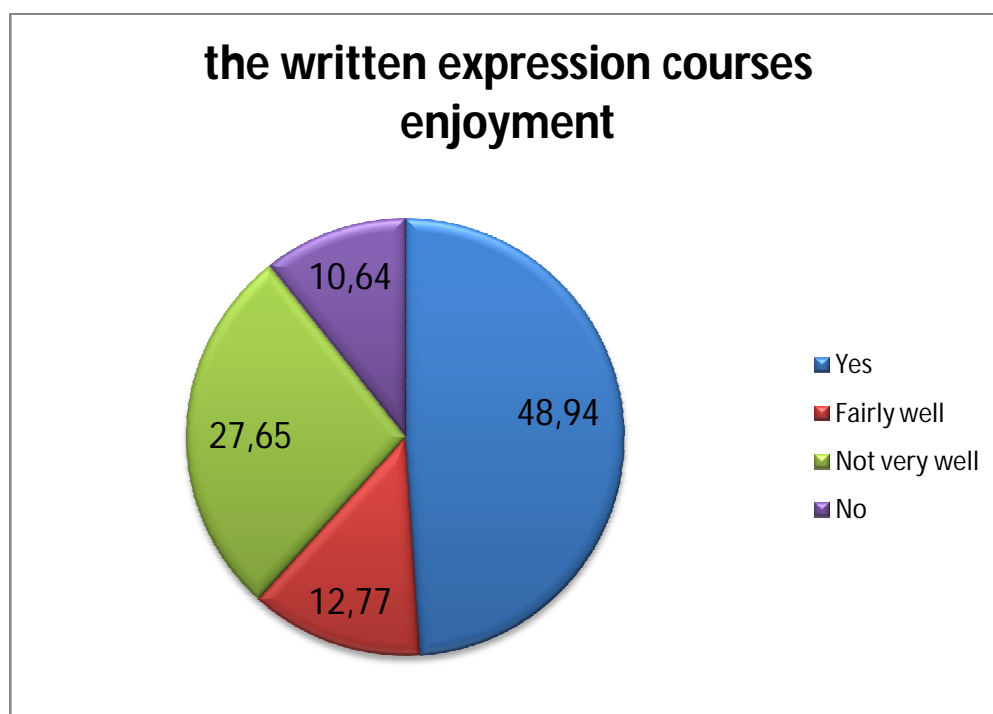


Figure06: the written expression courses enjoyment

The results from the table and the graph above show that the higher number of participants 23(48.94%) opted for yes and they are enjoying the written expression courses, while 13 (27.65%) stated that they are not enjoying the written expression courses very well. However another part of the sampling 6 (12.77%) said that they are enjoying and opted for fairly well, the smallest number 5 with (10.64%) they do not enjoying the written expression courses.

Q 07: how often do you attend written expression classes?

	Number	%
Always	32	68.09%
Sometimes	13	27.65%
Rarely	2	4.26%
Total	47	100%

Table 07: frequency of the written expression attendance

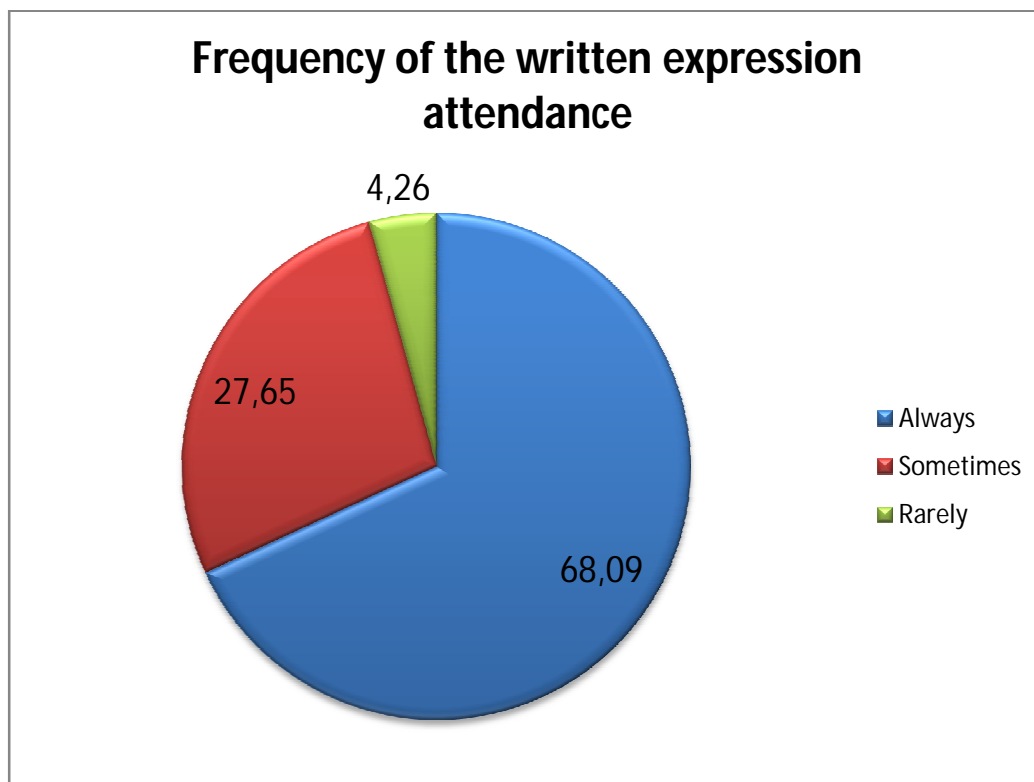


Figure 07: frequency of the written expression attendance

As it is clear from the results we want to show from this question how many times students attend the written expression courses, 32 for them which make up (68.09%) said that they are always attend their courses, others 13 with (27.65%) stated that they are sometimes attending the written expression courses, than the rest of number 2 (4.26%) they said they are rarely attending the written courses.

Q 08: in written expression, do you feel?

	Number	%
Excited	19	40.43%
Nervous	8	17.02%
Bored	20	42.55%
Total	47	100%

Table 08: the student's feeling in written expression courses

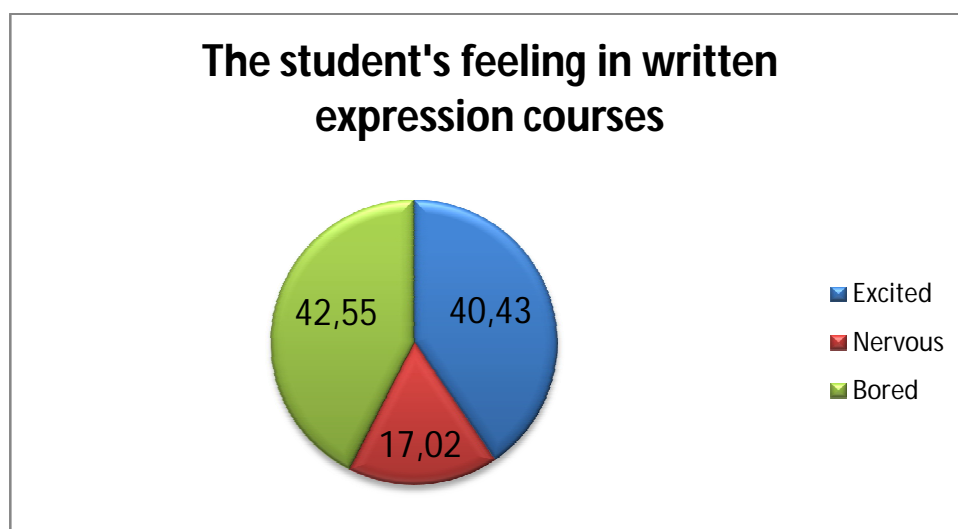


Figure08: the student's feeling in written expression courses

From this question we want to know how students feel during the written expression courses. The majority of them 20 (42.55%) affirmed that they feel bored in written expression because of the subject of the courses, the other majority 19(40.43%) they opted for excited, than the rest 8 (17.02%) they are nervous in the written expression course.

Q 09: do you think of yourself as a writer?

	Number	%
Yes	15	31.92%
No	32	68.08%
Total	45	100%

Table 09: self consideration as a writer

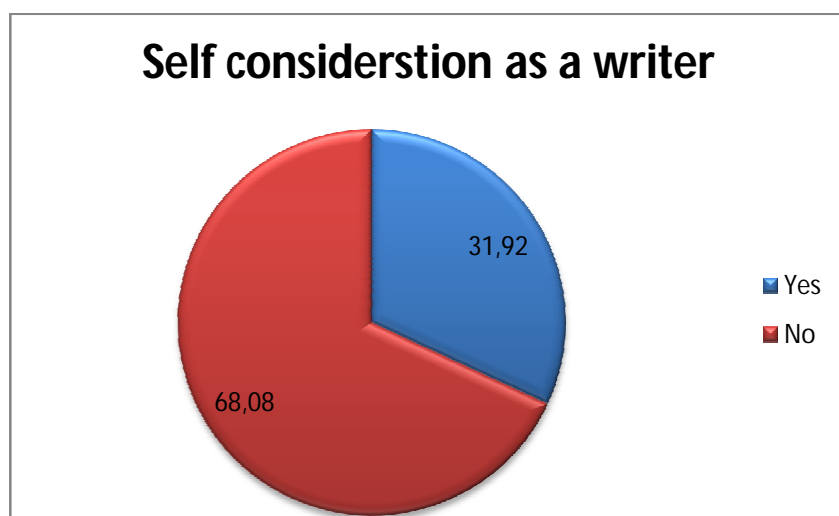


Figure09: self consideration as a writer

This question tell us that the majority of our sampling 32 (68.08%) didn't consider themselves as writers maybe they had some problems in writing, and they had opted for no, while the rest of them 15(31.92%) considered themselves as writers and the opted for yes.

Q 10: Does your written expression teacher correct your errors?

	Number	%
Always	18	38.30 %
Sometimes	21	44.68 %
Rarely	2	4.25%
Never	6	12.77%
Total	47	100%

Table 10: frequency of written expression teacher' correction of errors

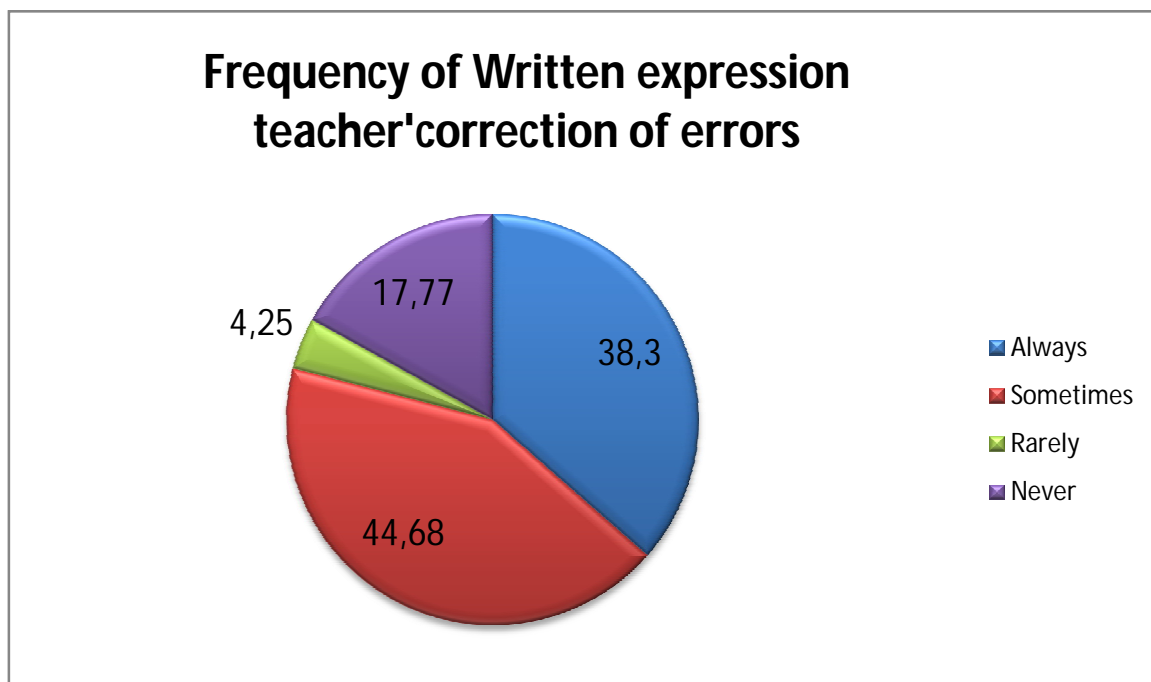
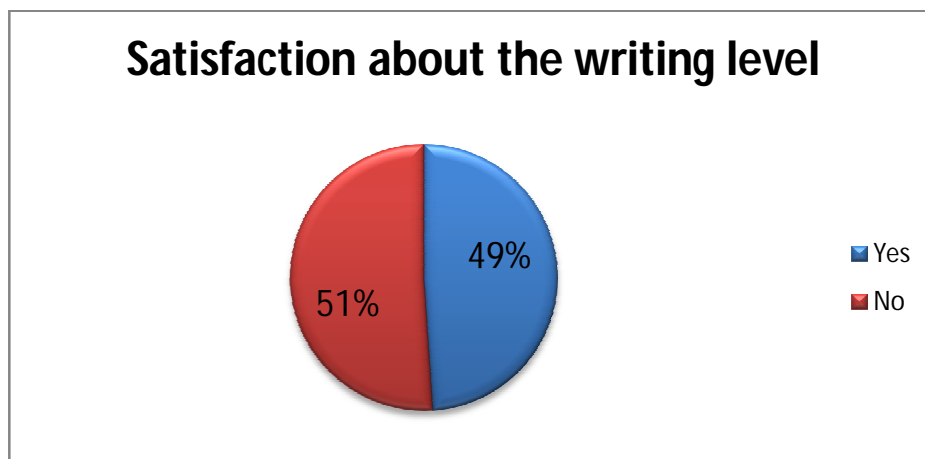


Figure 10: frequency of written expression teacher' correction of errors

When we look at this table and graph we see that 21 participants, who make up (44.68%), affirmed that written expression teacher sometimes correct their errors. While 18 students said that their teachers always corrected the errors (38.30%). However only 6 of them who make up (12.77%) indicated that teacher never correct their errors, the last one with a small number 2 with (4.25%) said that their teacher rarely corrected their errors.

Q 11: Are you satisfied with your level in writing?

	Number	%
Yes	23	48.94%
No	24	51.06%
Total	47	100%

Table 11: satisfaction about the writing level**Figure 12: satisfaction about the writing level**

By this question, we wanted to know if the participants are satisfied about their writing level, part of them 23 (48.94%) affirmed that they are satisfied about their level in writing, and the other part of sample 24(51.06%) they are not satisfied, this due to the lack of sufficient information, their teacher didn't give them more practices, the grammar mistakes and considered it as the most difficult skill.

Part two: Background knowledge and its importance on writing**Q 13: Are the current materials you took from your teacher enough for a good writing?**

	Number	%
Yes	22	46.81%
No	25	53.19%
Total	47	100%

Table 12: the Current materials for a good writing

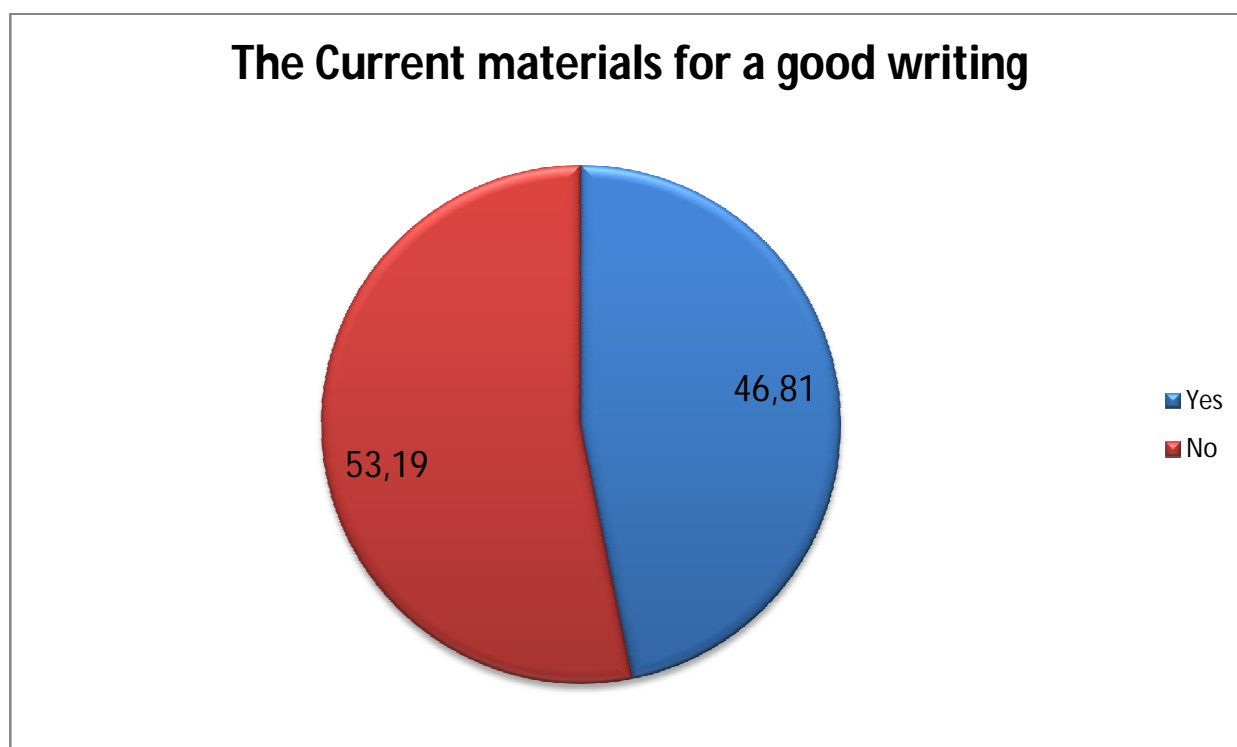


Figure12: the Current materials for a good writing

According to the results from the table and figure we notice that the majority of students 25 (53.19%) said that the current materials that they took from the teacher are not enough for a good writing. While the rest of them 22 (46.81%) they see it enough.

Q13: does your teacher encourage you with certain exercises to activate your background knowledge?

	Number	%
Yes	32	68.08%
No	15	31.92%
Total	47	100%

Table 13: teacher's encouragement students to activate background knowledge

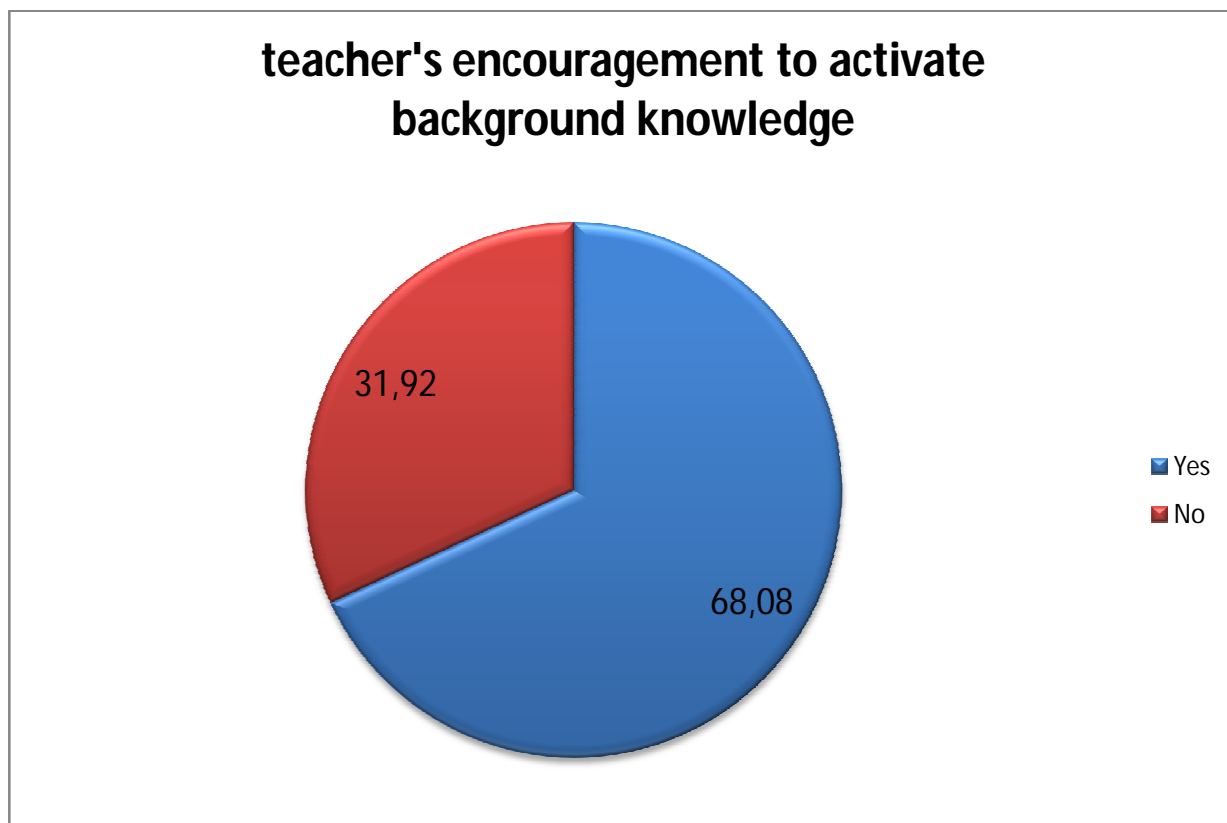


Figure13: teacher's encouragement to activate background knowledge

From this question we want to see if the teacher encourages students to activate their background knowledge with certain exercise, some of them 32 said yes with (68.08%) and the rest of them 15 said no with (31.92%).

Q14: If yes, which techniques from the following?

	Number	%
Inductive situation	18	38.29%
Diagram	13	27.66%
Pictures	13	27.66%
Map	3	6.39%
Total	47	100%

Table14: The techniques that used by teachers

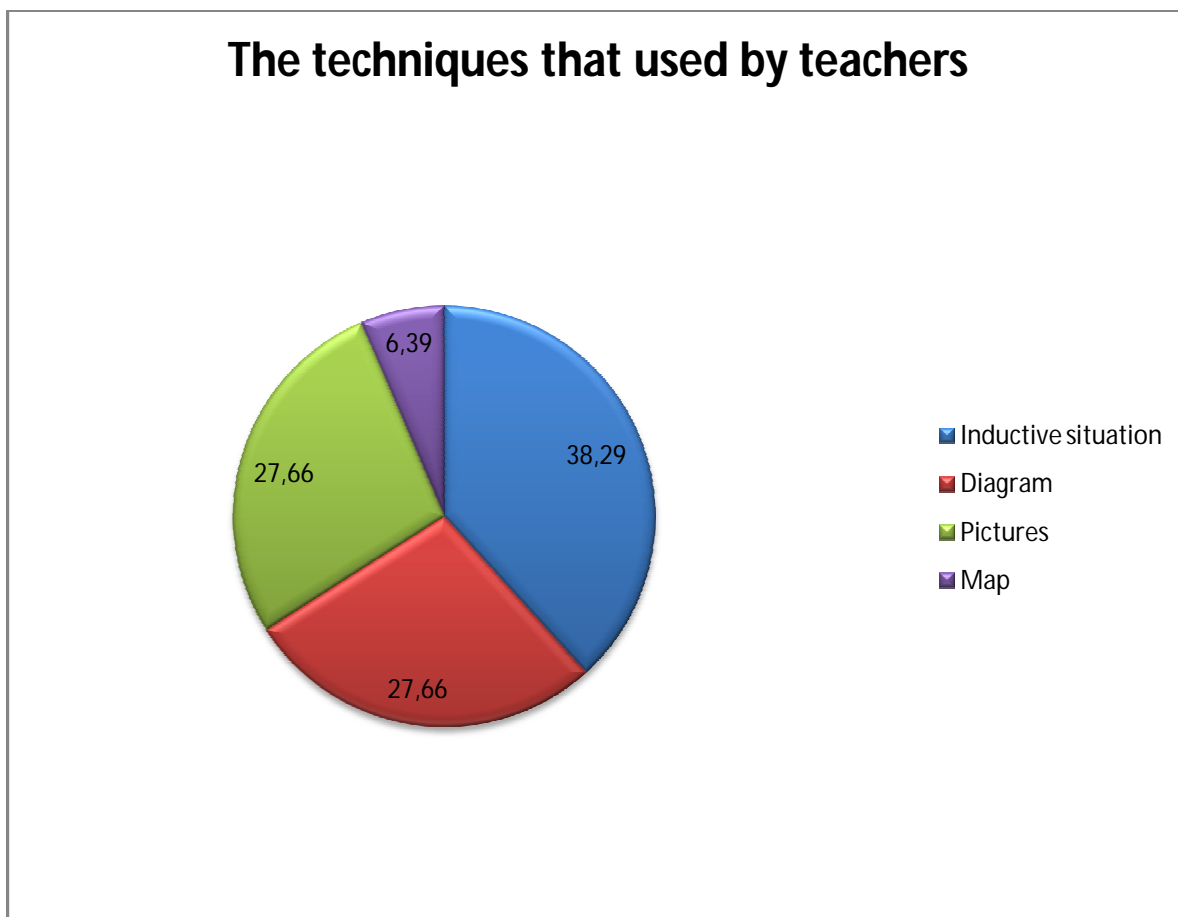


Figure14: The techniques that used by teachers

From the table and graph we want to know which techniques teachers used in order to encourage students to activate their background knowledge, the majority of them 18 with (38.29%) opted for the inductive situation, others 13 students (27.66%) affirmed that diagram is the technique that used to activate their background knowledge, and the same number of students 13(27.66%) said that it is by pictures, the remained 3 students (6.39%) they chosen the map like a technique to activate the background knowledge.

Q 15: Do you read across the curriculum to enhance your prior knowledge?

	Number	%
Yes	23	65.95%
No	24	34.05%
Total	47	100%

Table 15: reading across the curriculum to enhance the prior knowledge

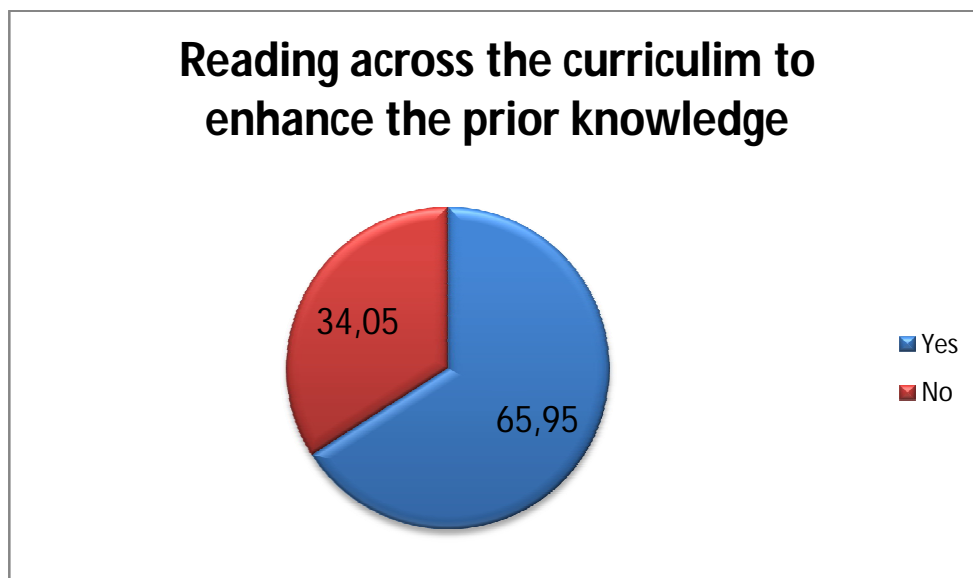


Figure15: reading across the curriculum to enhance the prior knowledge

The table and the graph below revealed that 23 participants (65.95%) opted for yes those who read across the curriculum to enhance their prior knowledge. The other part 24(34.05%) opted for no this tell us that they do not read across the curriculum.

Q 16: does reading stories and articles lead to develop your background knowledge?

	Number	%
Yes	25	53.19%
No	22	46.81%
Total	47	100%

Table16: reading stories and articles to develop the background knowledge



Figure16: reading stories and articles to develop the background knowledge.

According to the results recorded in the table we can note that the majority of the learners 25 (53.19%) had chosen yes for reading stories and articles to develop the background knowledge, the rest of them 22 (46.81%) had chosen no and reading stories and articles do not develop the background knowledge.

Q 17: In the case of having a prior knowledge can you write easily on any topic?

	Number	%
Yes	24	51.06%
No	23	48.94%
Total	47	100%

Table17: writing easily on any topic by using prior knowledge

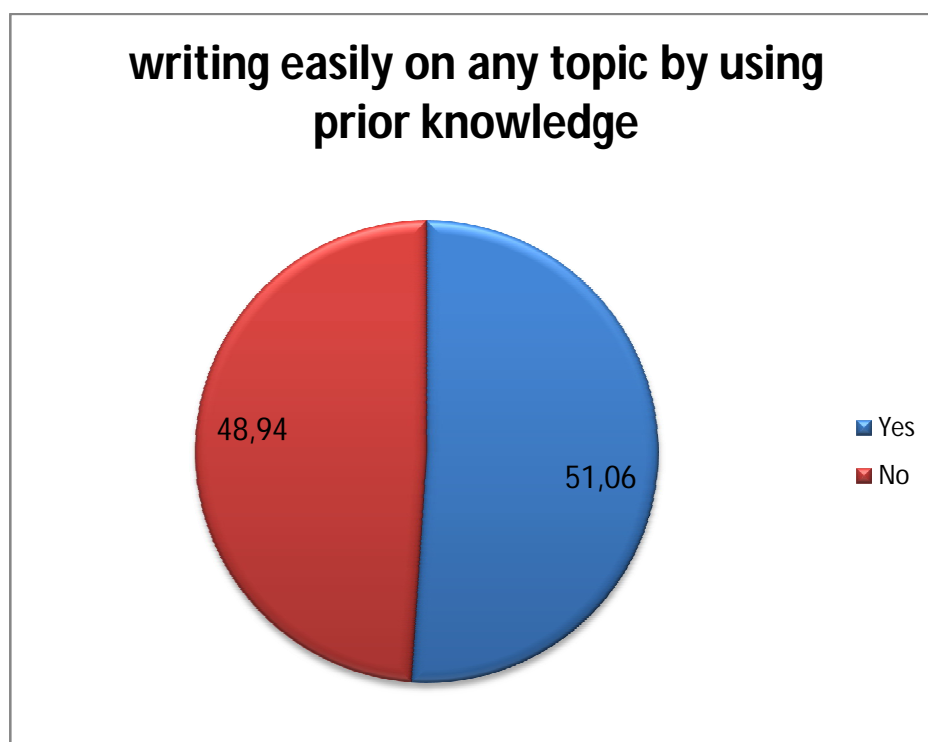


Figure17: writing easily on any topic by using prior knowledge

This question was asked in order to know if the prior knowledge enough to write easily in any topic, part of them 24(51.06%) said yes, while the other part 23(48.94%) said no.

Q 18: To what extent does background knowledge promote your writing skill?

	Number	%
Very much	25	53.19%
Somehow	18	38.29%
A little bit	4	8.52%
Total	47	100%

Table18: the writing skill's promotion using background knowledge.

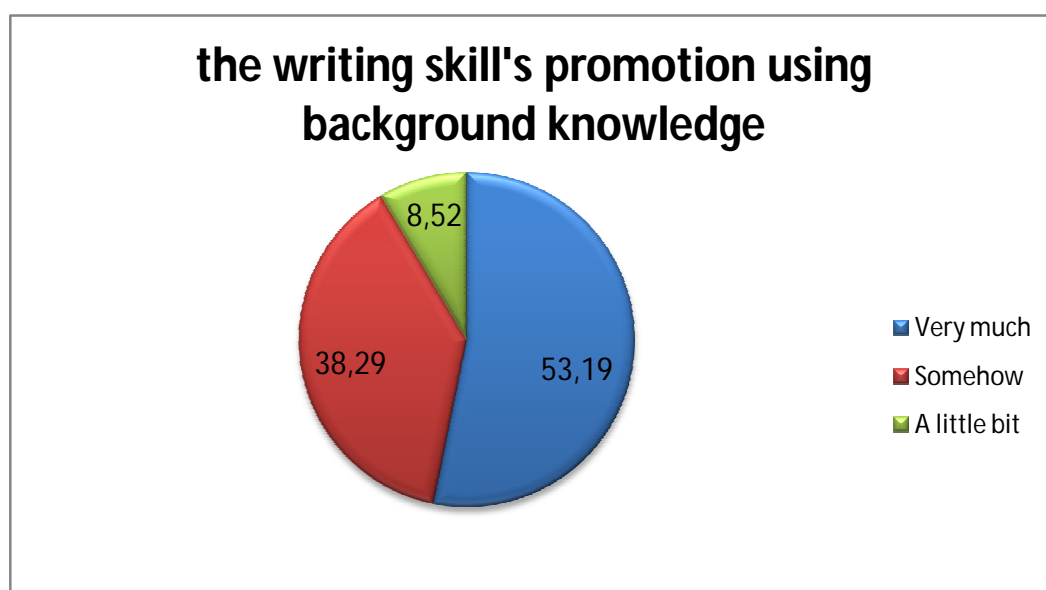


Figure 18: the writing skill's promotion using background knowledge

By this question, we wanted to know extent does the background knowledge promote the writing skill, the majority of them 25(53.19%) affirmed that background knowledge promote very much the writing skill. However 18 (38.29%) from our participants answered by somehow, and the rest 4 (8.52%) opted for a little bit.

Q 19: does background knowledge need extra reading and more information to improve your writing?

	Number	%
Yes	33	70.22%
No	19	29.78%
Total	47	100%

Table19: the need for background knowledge through extra reading to improve student's writing

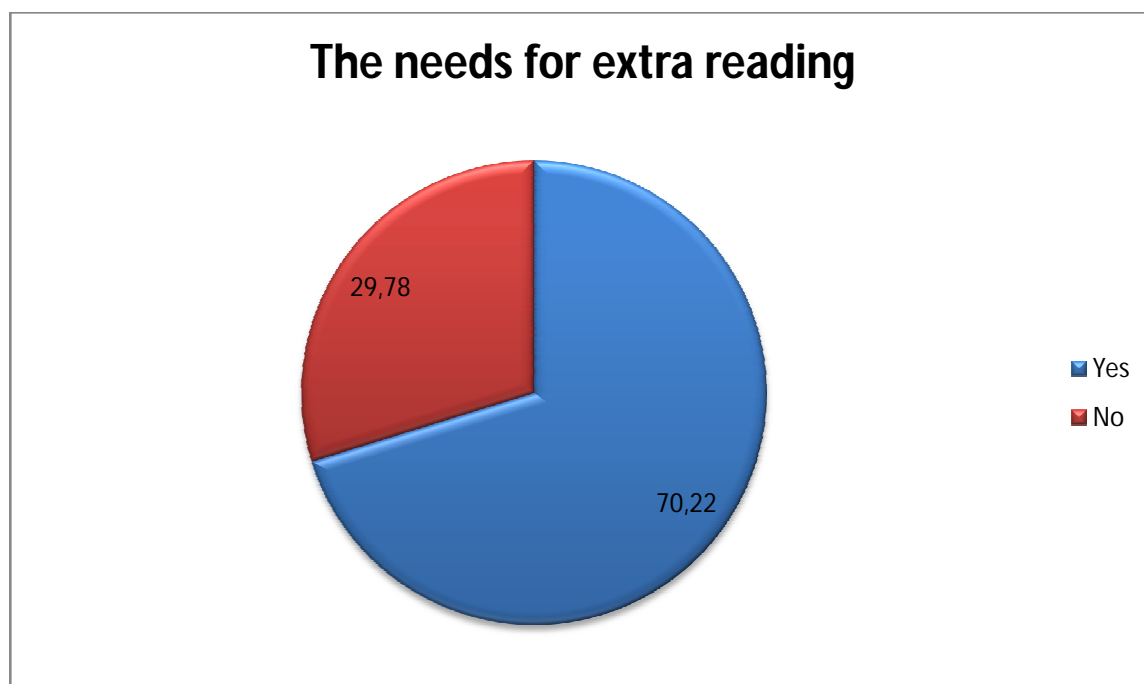


Figure 19: the need for background knowledge through extra reading to improve student's writing

It can be seen from the table and the graph that 33 (70.22%) said yes for the background knowledge need extra reading and more information to improve the writing skill, while 19 (29.78%) participants answered by no.

Q 20: How many times do you use your experience when you are writing?

	Number	%
Always	15	31.92%
Usually	13	27.66%
Often	8	17.02%
Sometimes	7	14.89%
Rarely	3	6.38%
Never	1	2.13%
Total	47	100%

Table20: the frequency of using experience while writing

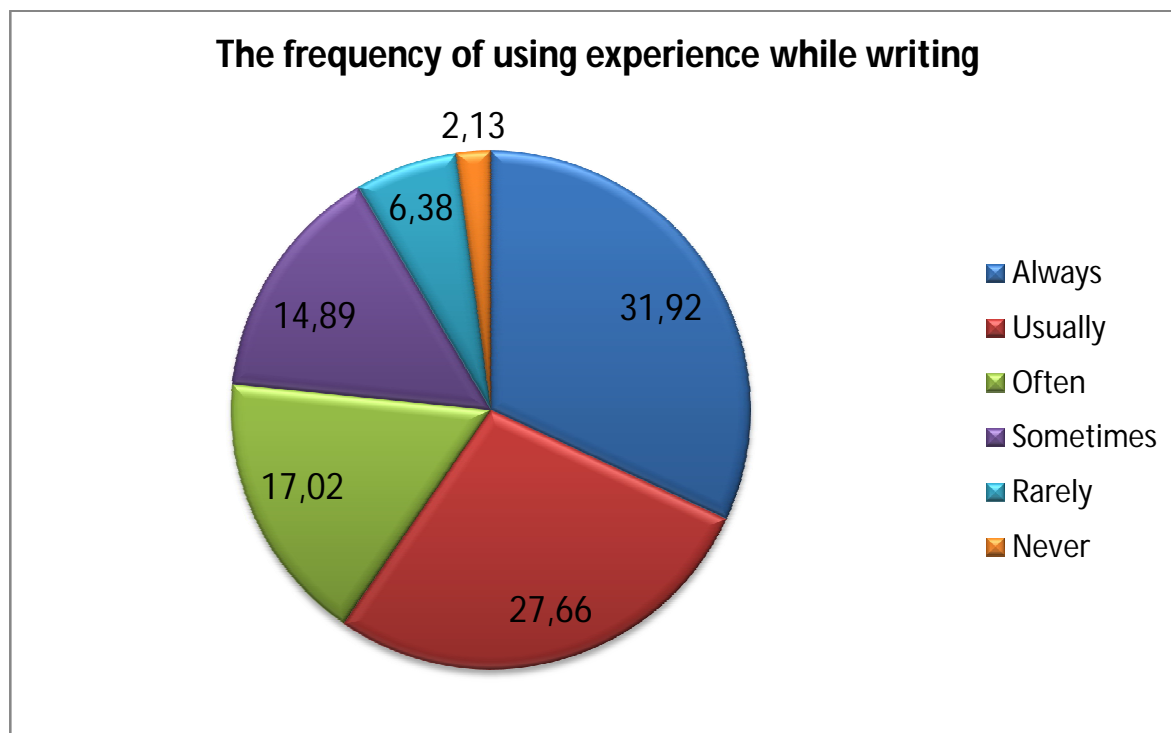


Figure20: the frequency of using experience while writing

The table and the graph below indicated that the majority of students 15 (31.92%) always using their experiences while they are writing, another participants 13 which make (27.66%) said that they are usually using it. And 8 students with (17.02%) opted for often, other students 7 with (14.89%) chosen sometimes they use their experiences, while 3 from them with (6.38%) Said that rarely to use it, and only 1 student with (2.13%) who opted for never.

Q 21: in your opinion, how does prior knowledge improve your writing skill?

	Number	%
By organizing the essay and content	13	27.66%
New vocabulary	10	21.28%
New ideas	14	51.06%
Total	47	100%

Table21: improving writing skill by using prior knowledge

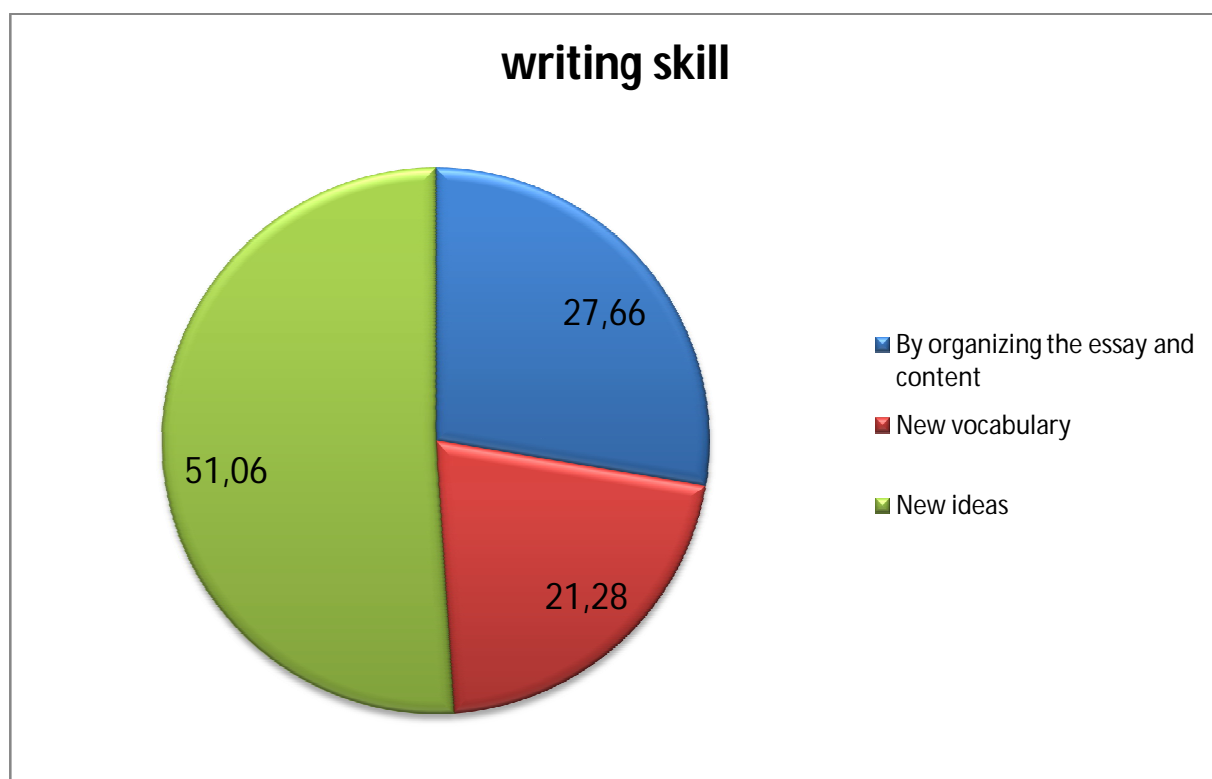


Figure21: improving writing skill by using prior knowledge

By this question we want to know how the prior knowledge improve the student's writing skill, 14 student with (51.06%) affirmed that background knowledge improve the writing skill by new ideas. In addition, 13 students with (27.66%) said that by organizing the essay and content, and the rest 10 with (21.28%) stated that background knowledge improve the writing skill by new vocabulary.

b. The Analysis of Teachers' Questionnaire:

Q01: How long have you been teaching English?

	Number	%
1-4	2	13%
5-20	13	87%
Total	15	100%

Table 01: years of teaching English

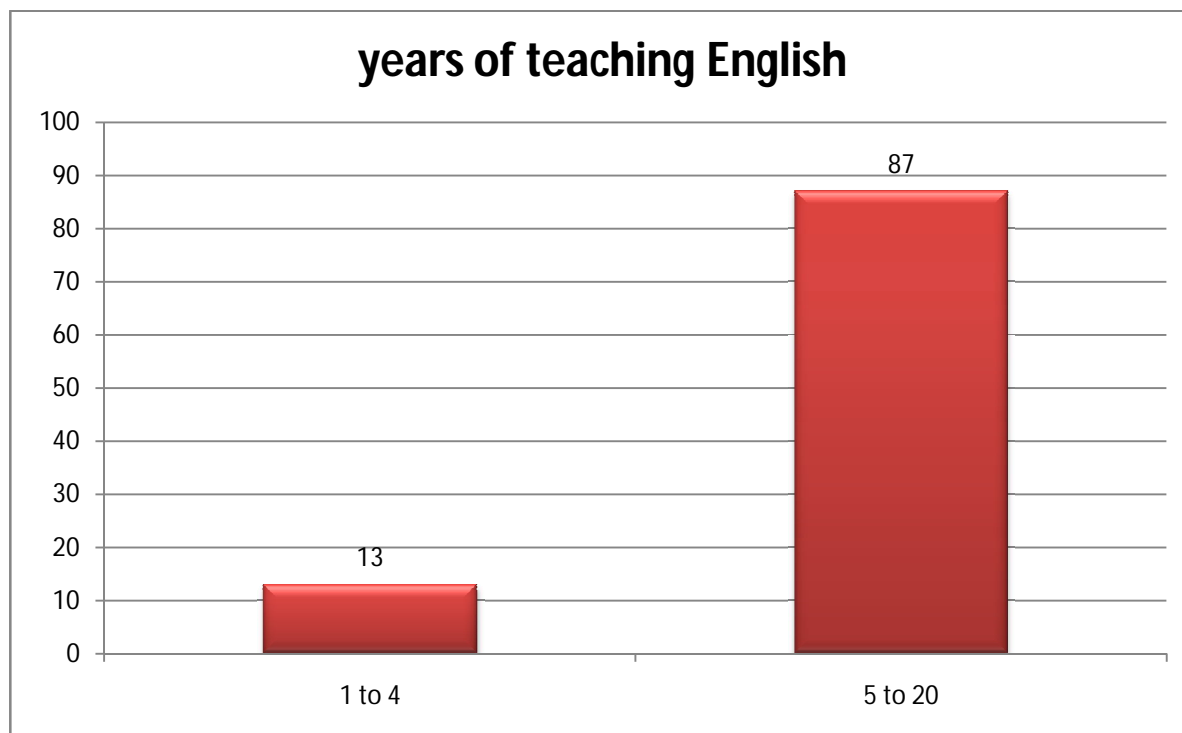


Figure01: years of teaching English

The previous N13 teachers have been teaching English between five to twenty (5-20) years. It means, teachers are experienced and are not novice. So, they know very well what students need for their learning. While, the other two teachers have been teaching English between one to four (1-4) years.

Item 02: How many times do you teach written expression per unit?

	Number	%
Once	4	27%
Twice	10	66%
Thrice	1	7%
More	0	0%
Total	15	100%

Table 02: teaching written expression per unit

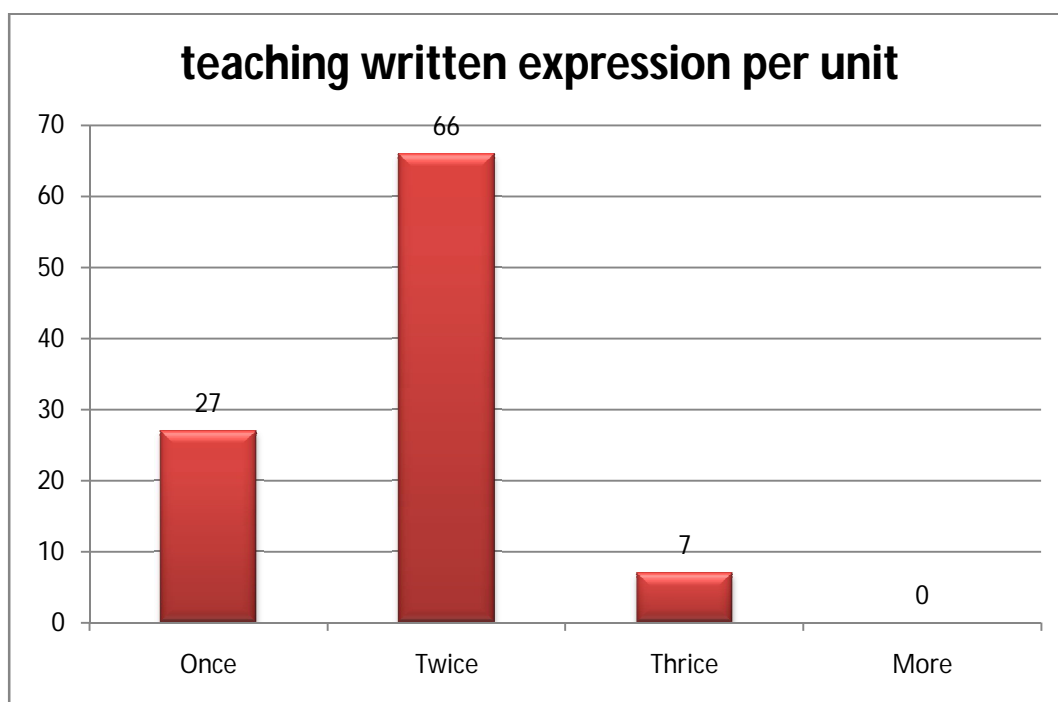


Figure 02: teaching written expression per unit

Most of the teachers (66%) claim that they spent six hours to teach written expression per unit divided as follow:

One hour for explaining the instructions and provide students by a background about the topic through the use of gestures, inductive situation, pictures, maps and giving examples. Those techniques are so effective to make them feel competent when writing, students will be free to express their ideas, giving their point of view in different topics and being aware about the steps how to start writing and understanding clearly what they are writing about. The rest hours are about the correction of students' papers and re-writing, and 4 of them (27%) stated that they teach written one time per unit and only one teacher thought it thrice per unit.

Q 03: Do your students enjoy writing in English?

	Number	%
Yes	6	40%
No	9	60%
Total	15	100%

Table 03: English writing enjoyment

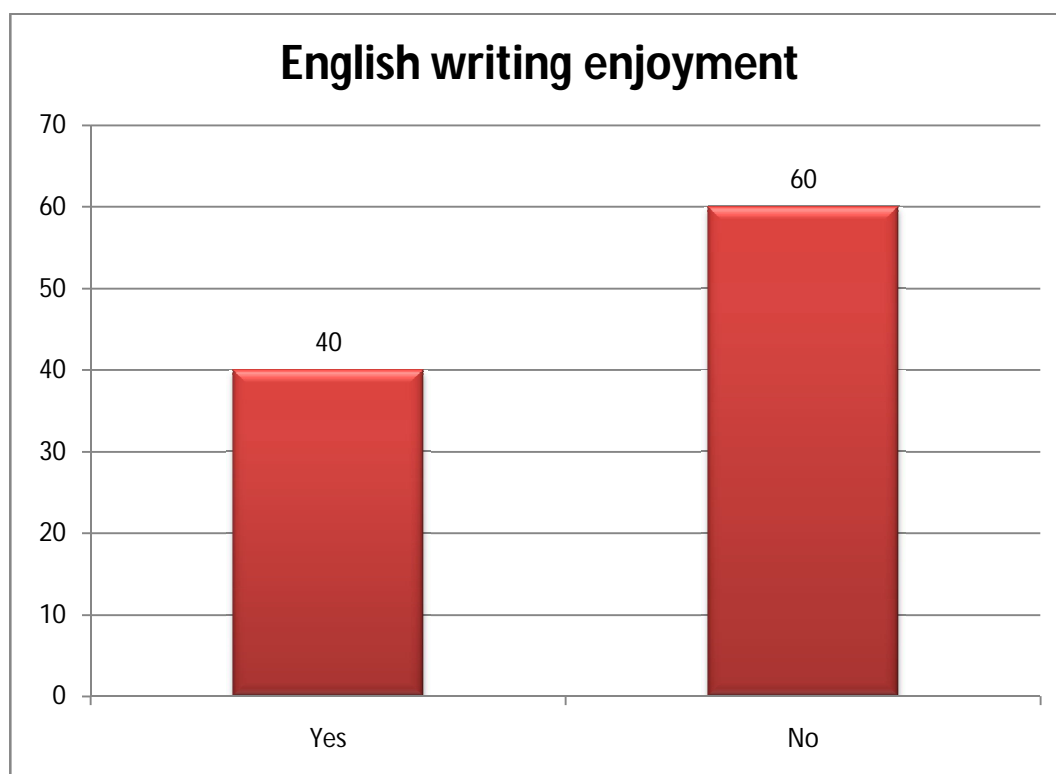


Figure 03: English writing enjoyment

The majority of the teachers (60%) stated that most of the students do not like or enjoy writing because they considered it as a bored skill this due to the lack of ideas or background on general; the rest of teachers (40%) said yes. It means few of them have a good level in writing and they enjoy this skill so much.

Q 4: Are you satisfied with your students' performance in written expression inside the classroom?

	Number	%
Very satisfied	0	0%
Satisfied	3	20%
Almost satisfied	3	20%
Not at all	9	60%
Total	15	100%

Table 04: satisfaction about the student's level in writing

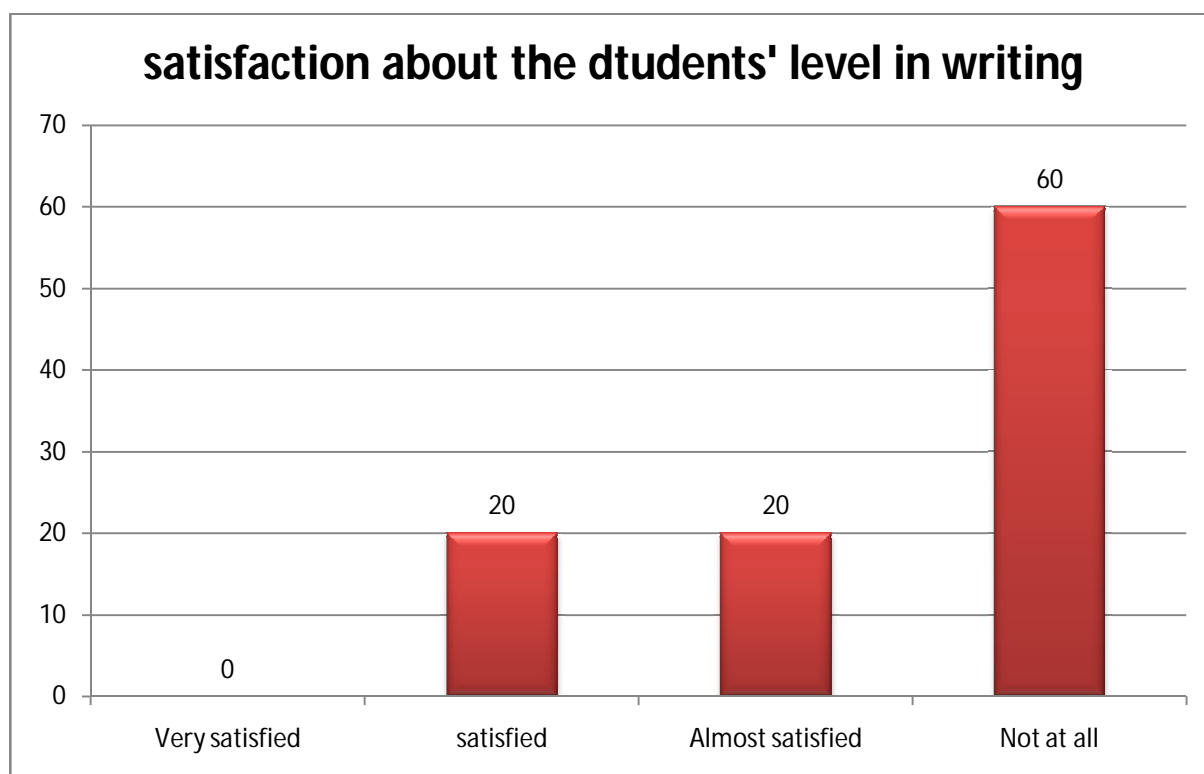


Figure04: satisfaction about the student's level in writing

From the results we see that most of the teachers (60%) are not satisfied with their student's performance in written expression. Whereas, the rest are divided between satisfied (20%) and almost satisfied (20%).

Q 05: if not, do you think students don't write because they face difficulties when they writing?

	Number	%
Yes	15	100%
No	0	0%
Total	15	100%

Table 05: teachers ensure that students face difficulties when they write

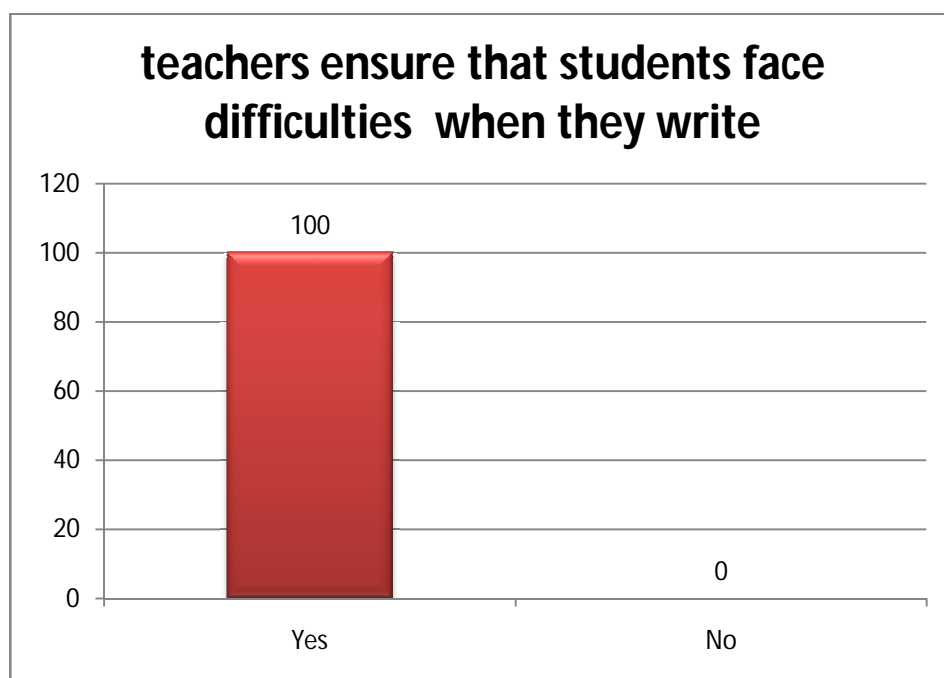


Figure 05: teachers ensure that students face difficulties when they write

We see that all teachers (100%) are strongly agree that their students face difficulties when they are writing, they said that a large number of their student they could not even write a meaningful paragraph due to the mistakes and obstacles they have or face.

Q 06: after correcting your students' papers, do you find that most of them faced problem with:

	Number	%
Content	9	60%
Form	3	20%
Style	3	20%
Total	15	100%

Table 06: problems found by teachers in student's papers

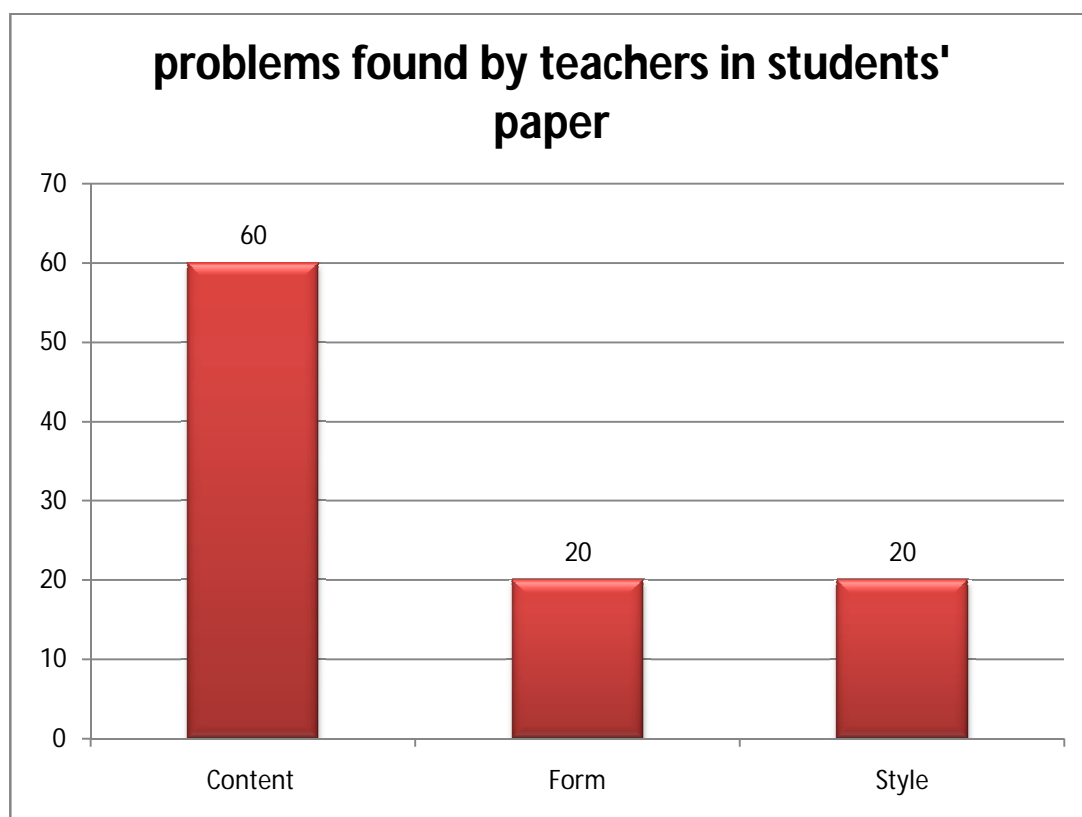


Figure 06: problems found by teachers in students' papers

The results show that, more than half of the teacher (60%) found that their students faced problems with the content, their ideas are not structured and most of time they wrote out of the topic. Whereas the rest of them with the same number (20%) ones chosen the form and the other ones chosen the style.

Q 07: In case you tick the content, do your students react positively when asked to write about a topic you suggest it?

	Number	%
Always	0	0%
Sometime	4	27%
Never	11	73%
Total	15	100 %

Table 07: frequency of the reacting positively

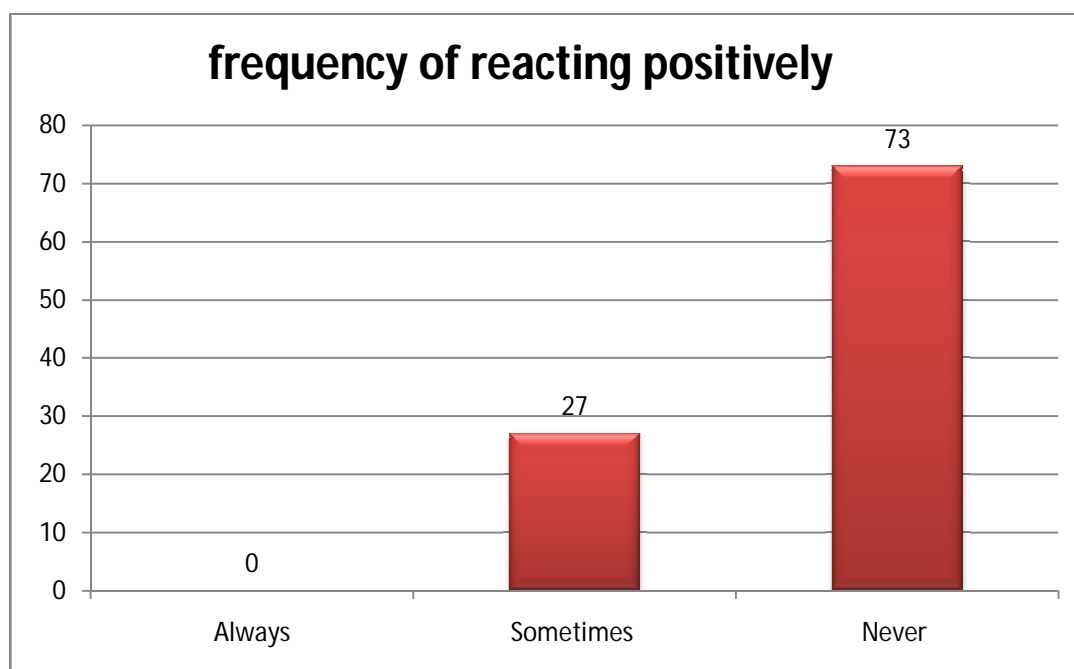


Figure 07: frequency of reacting positively

Few teachers (27%) answered that their students sometimes react positively when teachers suggested the topic, and most of them (73%) stated that students never react positively or even been satisfied when the topic was of the teacher's choice and most of time they wrote out of the topic.

Q 08: Do your students perform better when you ask them to write about a subject of their own?

	Number	%
Yes	15	100%
No	0	0%
Total	15	100 %

Table 08: students' performance

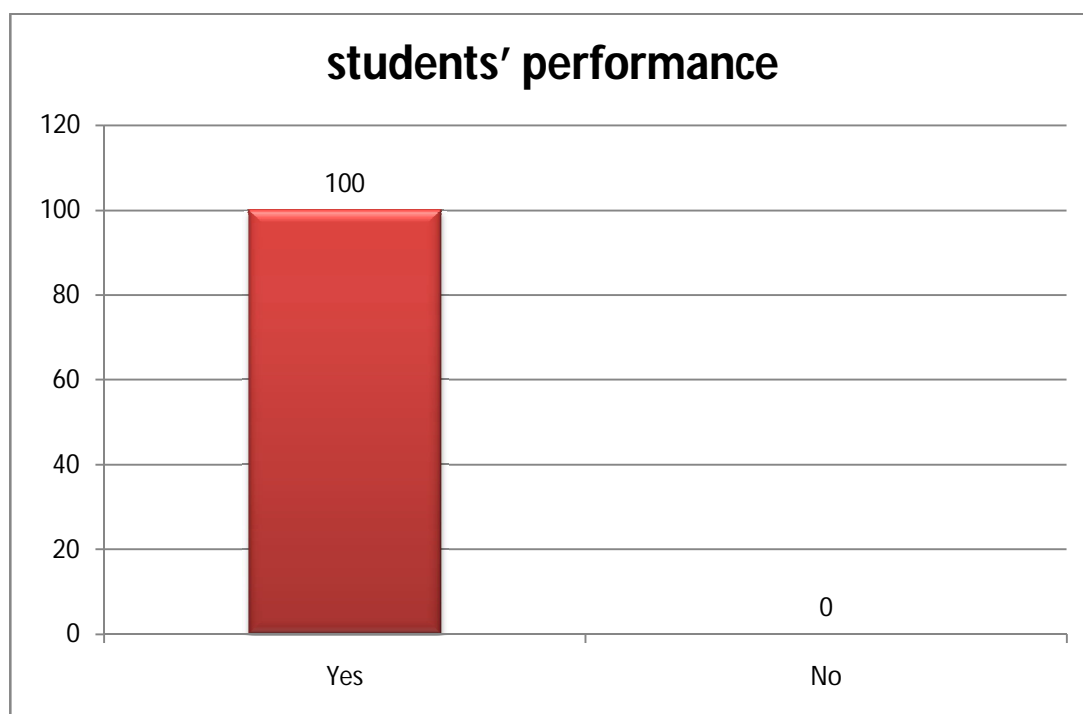


Figure 08: students' performance

All teachers (100%) answered yes. According to them when they asked their students to write about something they know, they perform better because they already had ideas and prior knowledge about the topic they wrote about.

Q 09: if yes, do you think that students perform better because of their prior knowledge?

	Number	%
Yes	15	100%
No	0	0%
Total	15	100%

Table 09: the effect of prior knowledge on student's performance

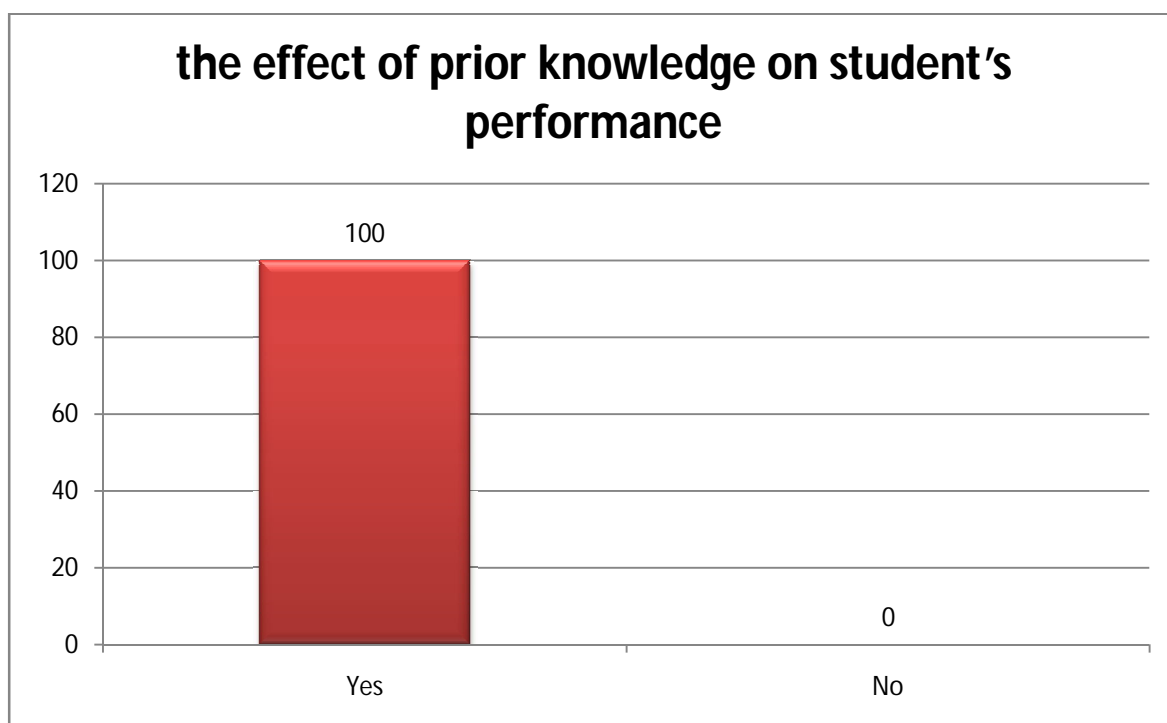


Figure 09: the effect of prior knowledge on student's performance

All teachers (100%) affirmed that prior knowledge effects their students' writing skill, according to them having background knowledge could help their students' writing very much.

Q10: Do you take into consideration your students' preference when choosing a topic?

	Number	%
Yes	9	60%
No	6	40%
Total	15	100%

Table 10: taking into consideration students' preference

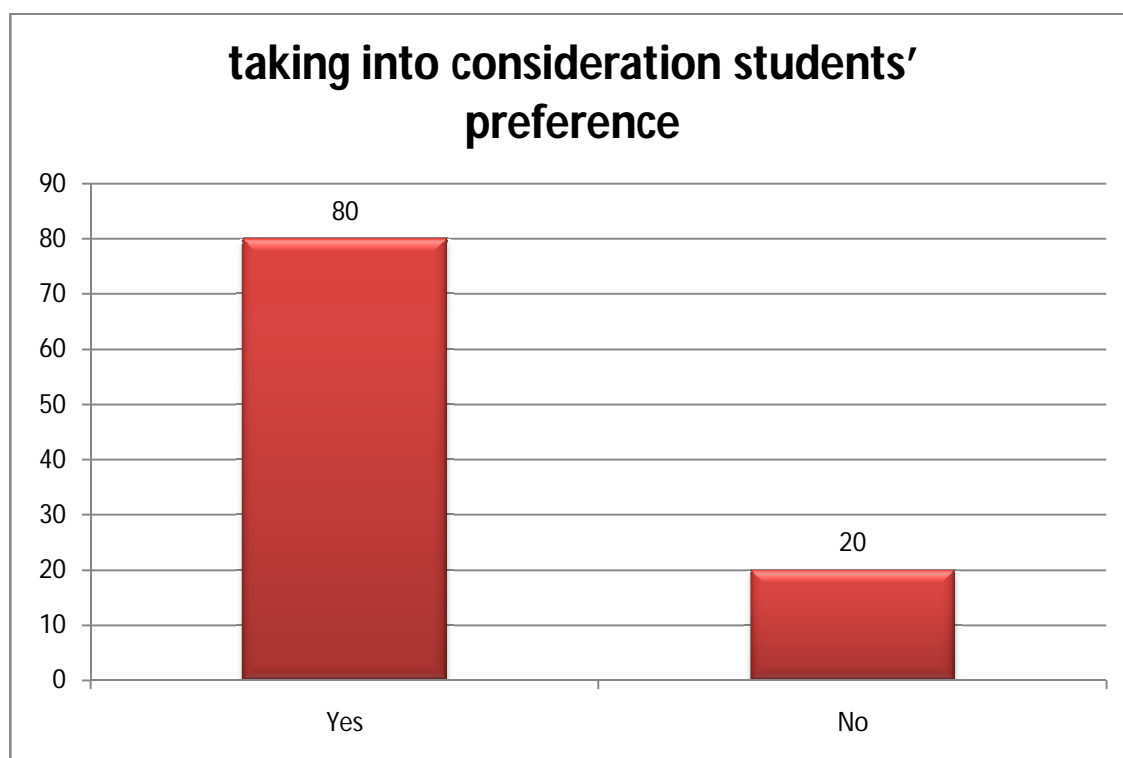


Figure 10: taking into consideration students' preference

Some teachers (60%) answered that they take into consideration their students' preference because they want them to enjoy and feel competent while they are writing; they don't want to make the written courses difficult and bored. Whereas the rest of them (40%) stated that they do not always take into consideration their students' preference because according to them the writing is not a limited skill, student should write on any topics even if they do not have ideas they can base on their imagination.

Q 11: To what extent does the prior knowledge affect their writing?

	Number	%
Very much	15	100%
Somehow	0	0%
A little bit	0	0%
Total	15	100 %

Table 11: the effectiveness of the prior knowledge on students' writing

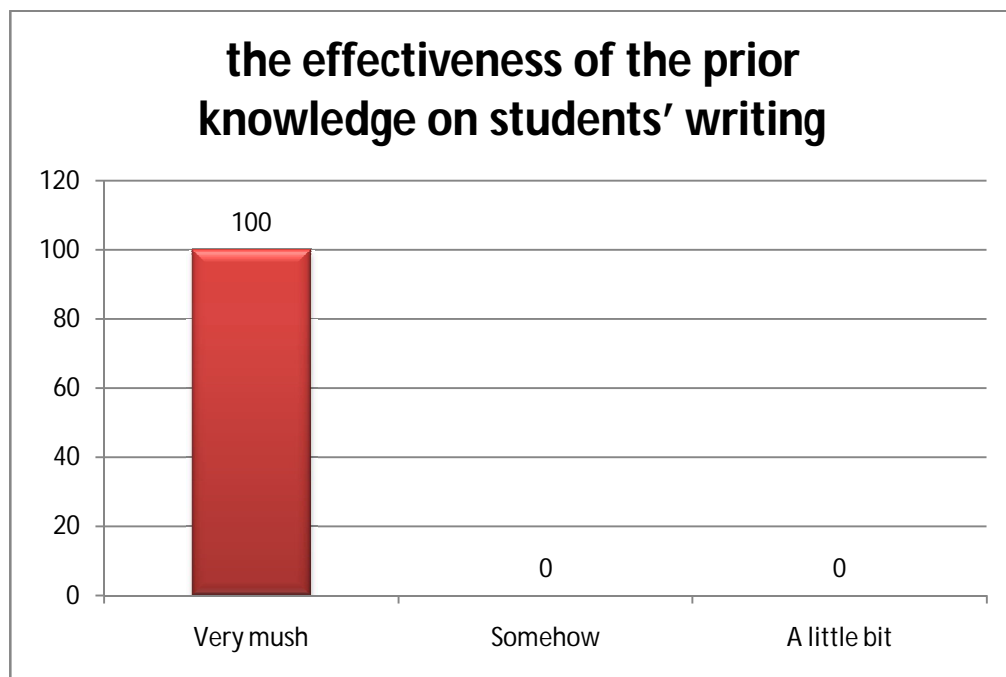


Figure 11: the effectiveness of the prior knowledge on students' writing

We see that all the teachers (100%) said that prior knowledge affects their student' writing very much because it plays a strong role in writing, when a student have a background knowledge about a particular topic he is able to write and elaborate on the topic, they stated that their experience as teachers have shown that when students know about a topic, learning new information is easier. Conversely, when students are not familiar with the topic, they do not have prerequisite information and writing can be more difficult.

Q12: Do you use certain techniques to enhance them to connect what they are learning to what they already know?

	Number	%
Yes	15	100%
No	0	0%
Total	15	100 %

Table 12: using techniques to enhance students to connect what they are learning to what they already know.

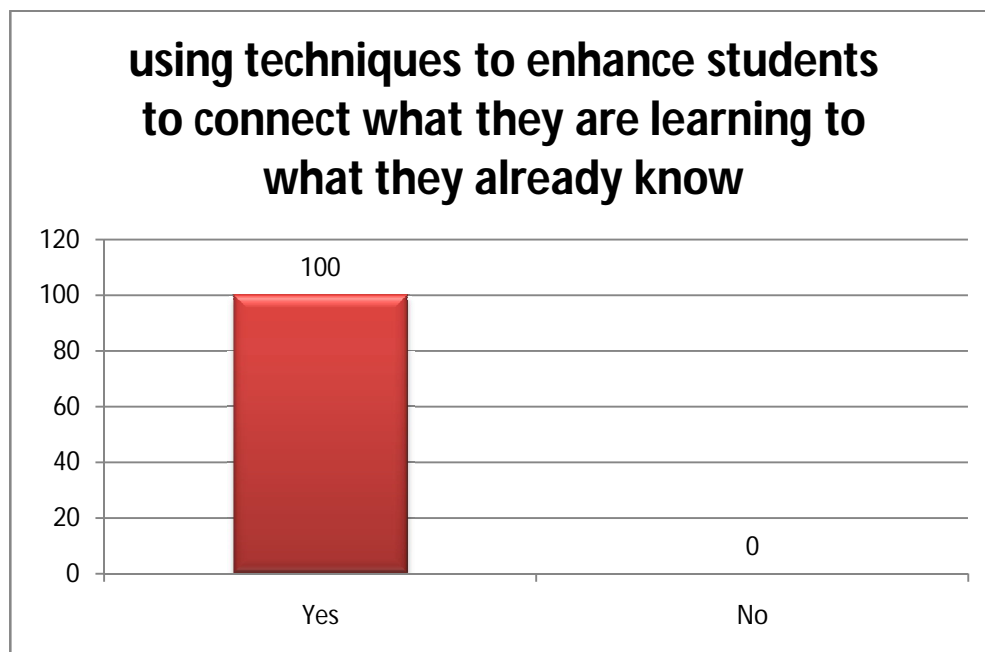


Figure12: using techniques to enhance students to connect what they are learning to what they already know.

We see that all the teachers (100%) answered by yes they use techniques to enhance their students to connect what they are learning to what they are already know.

Item 13: examples of the techniques used by teachers

Some of the teachers from our sampling gave us examples such as inductive situation, pictures, maps and sometimes videos...

Q 14: Do you think that your students' writing improvement result essentially from:

	Number	%
Your applied technique	6	40
The students' prior knowledge	9	60
Bothe	0	0
Total	15	100 %

Table 14: teachers' perception of their student' writing improvement

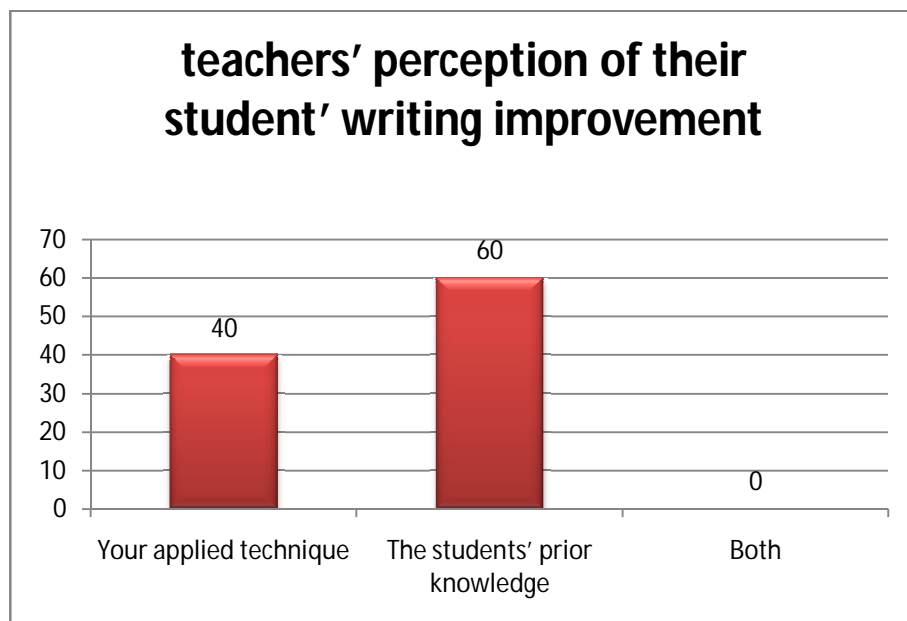


Figure 14: teachers' perception of their student' writing improvement

Most of the teachers (60%) stated that student's writing improvement result from the students' prior knowledge. Many teachers (40%) affirmed that their students' writing improvement result essentially from their applied techniques such as the pictures and the inductive situation.

Q 15: if others please specify.

No one answered this question.

Q 16: According to you, should teachers connect students' prior knowledge to the new one in order to make them learn more and perform better in their writing?

	Number	%
Yes	15	100%
No	0	0%
Total	15	100 %

Table 16: Teachers ensure the connection of prior knowledge to new one to write better.

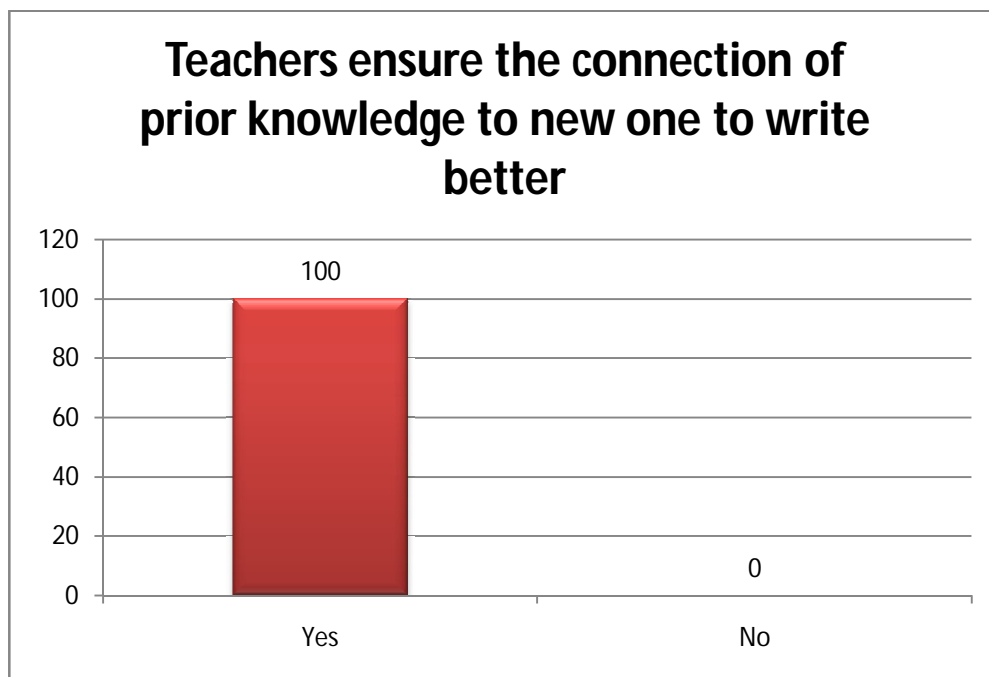


Figure 16: Teachers ensure the connection of prior knowledge to new one to write better.

In this question all teachers (100%) said yes, it means that they agree that teachers should connect students' prior knowledge to the new one in order to make them learn more and perform better in their writing, because if students are asked to generate relevant knowledge to the previous one this can help to facilitate their integration of new materials and can help them to write efficiently.

Q 17: commenting on the topic or to add any further suggestions.

No one answered this question.

c. Findings:

The analysis of the students' questionnaire shows that there is a strong effect that the background knowledge plays on the student's writing in EFL classes and on their achievement. In addition, the analyses indicates that most of the students considered writing as most difficult skill and they had stated that they are not so often write due to number of difficulties they faced. Therefore, a large number of them feel bored because of the subject of the courses, and they think they are low normal level.

Furthermore, many students affirmed that their written expression's teachers do not always correct their errors; that's why they always fall on the same mistakes.

some students stated that the current materials they took from their teachers were not enough for their good writing and they ensure that their teachers encourage them to activate their prior knowledge by the use of certain techniques that help them to perform better such as the inductive situation, diagrams, pictures, maps and others. Many participants affirmed that they do not read across the curriculum to enhance their prior knowledge at the same time stated that articles and stories lead to develop their background knowledge, also most of them always used their experiences during the writing process.

According to some students prior knowledge improved their writing skill by the organization of the essay and content, and other said by new vocabulary, whereas more than the half of them thought that prior knowledge improve their writing by new ideas.

The results of teachers' questionnaire presented the role of using background knowledge on enhancing students' writing. Teachers affirmed that the use of prior knowledge could help students to learn more and connect what they are learning to what they are already know , and they affirmed that all teachers should use certain techniques to activate their students' prior knowledge.

Conclusion:

The analyses of the students and teachers' questionnaire allowed us to confirm the research' questions. Both teachers and students highly supported the role of using background knowledge to write efficiently in EFL classes.

Using certain techniques is the key for teachers to enhance and activate their students' prior knowledge, so student' writing improvement should be from both the help of teachers and the use of prior knowledge.

Suggestions and Recommendations:

This study has aimed to find out the importance of background knowledge on enhancing students' writing skill for the purpose of fulfilling our objectives, we have submitted two questionnaire; one for the students and the other for teachers. After the analyses of both questionnaires, the most significance suggestions of our study can summarized in the following:

- EFL teachers should take into consideration their student' preference when choosing a topic.

- Teachers should encourage their students to activate their background knowledge.
- Students should be provided by certain techniques that could help them to benefit from their background knowledge during the writing process.
- Teachers should correct their students' errors; this will lead them to use the appropriate ideas and knowledge.
- Students should connect what they learn to what they already know, interpreting incoming information and even sensory perceptions, through the lens of their existing knowledge.
- Teachers should solve the problem of the an appropriate content that students fall in during the writing process by taking into consideration their students choice of the topic.
- Students should be encouraged to read across the curriculum to enhance and develop their prior knowledge.

General Conclusion

General conclusion:

Our research aimed at identifying the role of background knowledge in improving students' writing skill and indicating the role of the EFL teachers in teaching certain techniques in the writing process in order to help the EFL learners to overcome their difficulties while writing.

Writing in a foreign language is a challenging, and finding ways to assist students to develop their writing has been a major objective for teachers and education researches.

One way commonly employed to help students improve their writing, could be by activating their background knowledge which seen as essential to improve students of EFL classes' writing. Teachers can activate their students prior knowledge by using certain techniques such as the inductive situation, the use of maps, pictures and others.

This study, which investigate the role of the background knowledge on student' writing in EFL classes through the views of both teachers and students, and it is important to improve students' writing performance and as s key for teachers to make student learn more by connecting what they are learning to what they are already know.

The objective of the study was achieved successfully and the research hypotheses which are:

- We hypothesis that the more the background knowledge is rich, the better achievement of the learners' writing will be.
- We agree that when students do so much practice in the written expression within the classroom their performance will be improve.
- We suggest that teachers of EFL classes should encourage their students to
Develop their writing through various techniques (inductive situation, description, diagram, picture, map...).

Those hypotheses confirmed clearly by a quantitative data, thanks to the obtained results from both teachers and student' questionnaire that make us affirmed the importance of using background knowledge to enhance students' writing in EFL classes.

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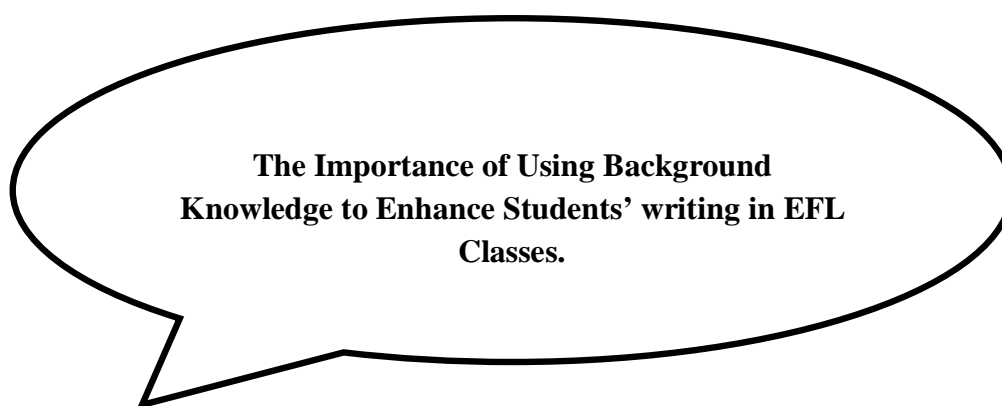
Appendix:

Appendix 01: Second Year Student Feedback Questionnaire

UNIVERSITY OF ABBES LAGHROUR KHENCHELA

FACULTY OF LETTERS AND LANGUAGES

THE ENGLISH DEPARTMENT OF FOREIGN LANGUAGES



Dear students:

This questionnaire is an attempt to gather information of a master project. It would help to investigate the role of background knowledge in improving the learners' writing skill. This study will help us to understand your experiences. Your answers are very important for the validity of this work. Thus, we hope that you give us your full attention and interest.

After reading the questions carefully, please put a tick (✓) to choose the proper answer, and to make a meaningful statement when it is necessary.

Section one: English as foreign language in writing classrooms

1. Do you think English is important?

Yes

No

I don't know

2. Do you always attend the English course?

Yes

No

3. How often do you write in English?

a. Very often

b. Never

c. Not so often

4. For you, which one of the following skills do you consider as a most difficult one?

a- Listening

b- Speaking

c- Reading

d- Writing

5. Do you enjoy the written expression courses?

Yes

Fairly well

Not very well

No

6. How often do you attend written expression classes?

a- Always

b- Sometimes

c- Rarely

7. In written expression, do you feel?

a- Excited

b- Nervous

c- Bored

Others:

.....

8. Do you think of yourself as a writer?

Yes

No

9. Does your written expression teacher correct your errors?

a- Always

b- Sometimes

c- Rarely

d- Never

10. Are you satisfied with your level in writing?

Yes

No

If "no", please, explain why?

.....

Section II: Background knowledge and its importance on writing

11. Are the Current materials you took from your teacher enough for a good writing?

Yes

No

12. Does your teacher encourage you with certain exercises to activate your background knowledge?

Yes

No

If yes, which techniques from the following?

Inductive situation

Diagram

Picture

Map

Others

.....

13. Do you read across the curriculum to enhance your prior knowledge?

Yes

No

14. Does reading stories and articles lead to develop your background knowledge?

Yes

No

15. In the case of having a prior knowledge can you write easily on any topic?

Yes

No

16. To what extent does background knowledge promote your writing skill?

a. Very much

b. Somehow

c. A little bit

17. Does background knowledge need extra reading and more information to improve your writing?

Yes

No

18. How many times do you use your experience when you are writing?

a. Always

b. Usually

c. Often

d. Sometimes

e. Rarely

f. Never

19. In your opinion, how does prior knowledge improve your writing skill?

a. By organizing the essay and content

b. New vocabulary

c. New ideas

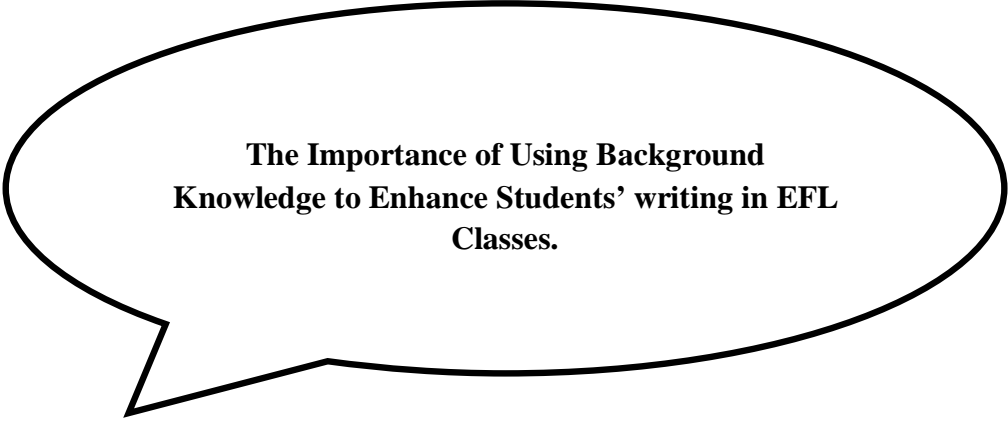
Others.....

Thank You for your cooperation

**Appendix 02: Teachers' Feedback
Questionnaire**

**UNIVERSITY OF ABBES LAGHROUR KHENCHELA
FACULTY OF LETTERS AND LANGUAGES
THE ENGLISH DEPARTMENT OF FOREIGN LANGUAGES**

Teacher' questionnaire



**The Importance of Using Background
Knowledge to Enhance Students' writing in EFL
Classes.**

Dear teacher

We would be very grateful if you accept to answer the following questions which aim at gathering information for checking the validity of the research hypothesis. Please put a tick (√) in the corresponding box. More than one answer is possible and makes full statement whenever necessary.

We would be very happy if you gave us some of your time and energy to know more about your experiences as a teacher who teaches or taught. Thank you very much in advance.

1. How long have you been teaching English?

..... years

2. How many times do you teach written expression per unit?

a. Once

b. Twice

c. Thrice

- d. More
3. Do your students enjoy writing in English?
- Yes
- No
4. Are you satisfied with your students' performance in written expression inside the classroom?
- a. Very satisfied
- b. Satisfied
- c. Almost satisfied
- d. Not at all
5. If not, do you think they don't write because they face difficulties when they writing?
- Yes
- No
6. After correcting your students' papers, do you find that most of them faced problem with:
- a. content
- b. form
- c. style
7. In case you tick the content, do your students react positively when asked to write about a topic you suggest it?
- a. Always
- b. Sometimes
- c. Never

8. Do your students perform better when you ask them to write about a subject of their own?

Yes

No

9. If yes, do you think that they perform better because of their prior knowledge?

Yes

No

10. Do you take into consideration your students' preference when choosing a topic

Yes

No

11. To what extent does the prior knowledge affect their writing?

d. Very much

e. Somehow

f. A little bit

12. Do you use certain techniques to enhance them to connect what they are learning to what they already know?

Yes

No

13. If yes, what are they for example?

.....

14. Do you think that your students' writing improvement result essentially from:

a. Your applied techniques

b. The students' prior knowledge

c. Both

15. If others please specify

.....
.....

16. According to you, should teachers connect students' prior knowledge to the new one in order to make them learn more and perform better in their writing?

Yes

No

17. Please feel free to comment on the topic or to add any further suggestions.

.....
.....

Thank You very much for Your Help