Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:
LEBBAL Meriem

On August 2020

The Role of Topic knowledge in Improving the Quality of EFL Learners' Written Production
The Case of Third Year EFL Students of Science of the Language at Biskra University

Board of Examiners:

Mr. BACHAR Maamar	**President**	**University of Biskra**
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Mr. AMRAOUI Khaled	**Examiner**	**University of Biskra**

Academic Year: 2020-2021

Dedication

I would like to dedicate this work to:

My beloved mother, my everything thank you for being a source of encouragement and inspiration

My dear father, my strength, the one who has drawn me the path of success through his guidance and support

Thank you both for supporting me to chase my dreams and believing in me.

My beloved sister "Rayane" and brothers for their endless support and encouragements

To the best friends who brought me the most beautiful memories

"Imene, Dounia, Amina, Asma, Wessem"

And to whomever helped and cared through this journey

Abstract

Even though they EFL students at university are supposed to have a good level in writing, they still have variety of problems which make their writing not proficient. The reason behind choosing this topic is that half of EFL writing at university emphasize on informational writing, and since Informational writing (or any writing for that matter) is function of the knowledge a writer has available in developing the piece; This study examined the influence of topic specific background knowledge on the general quality of written productions of English students at the University of Biskra. For the sake of answering research questions and testing the hypothesis a qualitative research approach was used, concerning the research tools, for this purpose, a semi-structured questionnaire was administered to a sample of (54) students at the department of English at Mohamed Kheider University of Biskra; The obtained results from analyzing the gathered data of two questionnaires revealed the strong and consistent relationship between topic specific background knowledge and students' writing .And therefore topic specific background knowledge affect the general quality and local coherence of written work .Ultimately, the suggested hypothesis was confirmed. Different recommendations and pedagogical

Keywords: writing production, topic knowledge, EFL, University of Mohamed Kheider.

List of Abbreviation

EFL**:** **E**nglish **F**oreign **L**anguage

BK**:** **B**ackground knowledge

DK: **D**eclarative **K**nowledge

PK: **P**rocedural **K**nowledge

CK: **C**onditional **K**nowledge

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General introduction

Introduction

Writing in a foreign language is one of the most challenging skills for almost all learners. Developing the writing skill is thought to be highly complex if not the most complex in comparison to listening, speaking, and reading. What makes writing a difficult task for EFL learners is the fact that it requires some criteria of acceptability relative to different aspects of writing which include having knowledge about the language and how to write (grammar, syntax and vocabulary), and a knowledge about the topic and what to write (accurate, organized ideas and information).

1. Statement of the problem

EFL students at university should be able to write well constructed sentences, paragraphs, articles and researches to help them pass some English courses at universities .however, majority of EFL students fail to reach the proficient level in writing, Even though they have had a sufficient exposure to the English language is during both middle and secondary schools.

Most studies about writing skill focused only on the linguistic aspect or the role of teacher in developing students' written production .However, sometimes having a good knowledge about how to write (linguistic aspect) and the process of writing is not enough because a good piece of writing should convince the audience (reader) by conveying sufficient, coherent, and clear information, in other words a piece of writing has meaning for the writer and for the reader. Such writing can only come from knowledge and understanding; therefore one needs to have a sufficient knowledge about what his writing. Having prior knowledge can help students overcome their writing errors. Recalling this knowledge will have beneficial effects on students' writing performance. Through this study the researcher intend to focus on

the role that students' background knowledge plays in producing a good piece of writing.

2. Aims of the study

The aim of this research will focus on the following:

➢ To identify the students' common writing difficulties.

➢ To investigate the effects of students' topic background knowledge on their writing performance

➢ To suggest some sources/strategies to build a particular knowledge about a specific topic.

3. Research Questions

The present study raised the following questions:

➢ What are the main problems that students face while writing?

➢ Does students' topic background knowledge affect the quality of writing performance?

➢ What are the main sources/strategies to build knowledge about specific topic?

4. Research Hypothesis

Based on the above research questions, we hypothesize that:

➢ If students' topic background knowledge is sufficient the quality and local coherence of their writing would therefore be improved.

5. Research Methodology

5.1 Research method

The present study deals with the role of students' topic background knowledge in improving the quality of their written production. A descriptive research method will be adopted which refers to the type of research question, design and data analysis that will be used in this work

5.2 Data gathering tools

To gather reliable data to accomplish the current study, the researcher administrated a semi-structured questionnaire to EFL students at Biskra University, which contains both open-ended, close-ended, and multiple choice questions. This questionnaire aims to identify the difficulties EFL students face during writing, and whether topic specific background knowledge would affect the general quality and local coherence of written work.

5.3 Population and sample of the study

The sample of this study is consisted of 54 students that were chosen randomly from 374 students of the whole population of second-year students of English at Mohamed Kheider University of Biskra

6. Structure of the Dissertation

This research is divided into three main chapters. The first two chapters review the related literature, while the third chapter is concerned with the practical part of this study.

Chapter one deals a general overview on the writing skill, in which we tackled its definition, nature, purpose , also we illustrate major approaches and stages of teaching this skill, and then describing its importance ,its major elements of effectiveness, and then role of teacher in writing . In addition to that, we will talk about assessment and writing and its purpose. Finally we will move to teacher's reaction on student writing work through feedback. For this, we will define feedback and it two major type sand focuses.

Chapter two is devoted to understanding knowledge from different perspectives and the important role it plays in writing, starting with its nature, definition, and its major types, then it presented a conceptual map of knowledge, in addition to that we mentioned

the major sources to build students' knowledge. More importantly, it highlights on the process of knowledge acquisition and construction .finally the chapter concluded with the vital role students' topic background knowledge plays in producing a good piece of writing.

Chapter three is deals with the results obtained from the data gathering tool namely, the students' questionnaire. In this chapter, the findings alongside its analysis are presented. At the end of the analysis, a section is delivered for discussing the results of the tool.

Chapter one Overview on writing skill

Chapter One: Over view on Writing Skill

Introduction

Writing is viewed as the most important, difficult, and sophisticated language skill compared with the other skills. Consequently, it needs more effort and practice to accomplish the level of proficiency. This chapter is dedicated to all that can be said about writing starting with a general overview about writing skill, its definitions, nature, and importance …, moving to teaching it in language classrooms and the role teacher plays in it. Besides to the major approaches adopted in the teaching process .at the end we will tackle both assessment of writing and tits purposes and the focus of teacher when reacting to learners writing.

1.1 Notion of Writing

Writing is one of the main forms and skills of language that people use to convey meaningful messages and to communicate their thoughts, express, and their feelings in different contexts. In its simplest and linguistic form, writing may be defined as the use of graphic symbols or reproducing in written form something which has been heard or read (Oxford Dictionary, 2005).

Many scholars and researchers have defined writing in different ways, for example, Rogers (2005) defines writing as "the use of graphic marks to represent specific linguistic utterance." In other words, writing involves making an utterance visible. Hyland (2003) emphasized on this definition pointing that "one way to look at writing is to see it as marks on page or screen, a coherent arrangement of words, clauses, structured according to a system of rules". Both definitions proves that writing is a series of symbolic graphs, letters of the alphabet, punctuation combined together to form a comprehensible text that is a necessary tool of communication.

However Weigle (2002) claims that writing is not only the case of transferring one's ideas or thoughts in a paper, but in fact it is used to create meaning and new knowledge, that simply means a good writer should have the skill to successfully produce a new knowledge. Furthermore Harmer (2007,p.11) asserts that:

> "Writing is a process, that is, the stages the writer goes through in order to produce something in its final form. This process may, of course, be affected by the content of the writing, the type of writing, and the medium it is written in …this process has four main elements: planning, drafting, editing, and final draft."

To put simply, writing is a process in which the writer goes by different steps: planning, drafting, editing and draft to produce the final work

1.2 Nature of Writing

The nature of writing has been strongly related to educational settings. It is the skill which is most needed in language teaching and learning where learners write down written records of lectures , accomplish written assignment's, write outlines and reports, and sit for written exams in all most their modules. In spite of its importance, writing has been an ignored area of English language teaching for many years because of its difficulty and complexity, according to Nunan (1989) It is easier to learn to speak than to write no matter if it is a first or second language. Also, most teachers may agree that the focus of the study of language has tended to give a stress to the spoken language and not to the written one. In the same vein, Brooks and Grundy (2001, p.1) claims that

"The study of language in the 20th century has tended to concentrate on spoken language, many linguists from Saussure through to Chomsky, for what seemed like good reasons at the time, neglecting the written mode in favor of the spoken. This, however; contributed to the fact that writing was for a long time a neglected area in language teaching".

That shows that writing was not of a big important form of teaching language as speaking .Moreover, writing ability is a skill-based, and like any skill it gets better with practice because it helps students think about ideas and how to express them.

1.3 Purposes of Writing

The Purpose of writing is the reason why we write, and we write for many different purposes. There are many ways to achieve your writing purpose: choose a form, choose the correct language, and choose the style, organization, and kinds of evidence. Therefore, Tarigan (1994) summarized the purposes of writing as follow:

1.3.1 Assignment purpose

The writer writes since he is asked y someone. The idea to write does not come from the writer himself.

13.2 Altruistic purpose

The writer writes to entertain the readers, using language in humorous way, to reduce readers' sadness and make their lives much easier for them by using his writing in a comical and jocular way.

1.3.3 Persuasive purpose

To convince the readers about the truth of a given idea by using reasons of logic ,evidence , and supporting arguments in order to prove a point of view.

1.3.4 Informational purpose

The purpose of this writing is to give information to the readers, communicate ideas and information to others.

1.3.5 Self-expressive purpose

The purpose is to introduce the writer to the reader, express thoughts and feeling of author on specific topic.

1.3.6 Creative purpose

It tends to get the artistic value like poetry.

1.3.7 Problem solving purpose

The writing is used to solve a problem faced by the writer like (reports , research….) .

1.4 Teaching Writing

Teaching writing always has been one of the main focuses in EFL and ESL research. Nunan (2000) stated that writing instruction is based on rigid set of assumption i.e. good writing is done from a set of rules and principles, the teacher's role is to relate these rules and students then write in response to selected written text following the rules of good writing. However, Hyland (2002, p. 78) stated that:

«Fundamentally, writing is learned, rather than taught, and the teacher's best methods are flexibility and support. This means responding to the specific

instructional context, particularly the age, first language and experience of the students, their writing purposes, and their target writing communities, and providing extensive encouragement in the form of meaningful contexts, peer involvement, prior texts, useful feedback and guidance in the writing process."

In other words, writing cannot be taught because each individual has its own style of depending on the age, experience, first language, purpose of writing. Therefore, the teacher best method is to be flexible and supportive

1.5 Importance of teaching writing

The significant of teaching writing is to provide students with the knowledge and the skills to write effectively for a range purposes and in a variety of context. In other words, Written language has a significant role in our life as it serves different function in our daily life weather in higher education or in work field , for this Harmer (2004, p. 31) states that :

> "Writing is important because it is used extensively in higher education and workplace , if people do not know how to express themselves in writing , they will have difficulties to communicate well with professors , employers ,peers or just about anyone else ."

To put simply, writing is most important for educational achievement , because it serves as a learning tool to extend knowledge in different learning disciplines , Harmer(2001) we need to remember that most of the exams depend on how students write in order to measure their knowledge (Harmer, 2001).

Furthermore, writing is important for professional communication such as proposals, reports, applications, introductory interviews, and e-mails. Having good writing skill provides many opportunities to get or apply for a job easily.

1.6 Teaching Writing in the Language Classroom

Writing as one of the four skills has always formed part of syllabus in the teaching of English .Students need and use writing for many purposes (e.g., to communicate and share knowledge, to support comprehension and learning, to explore feelings and beliefs) .according to Harmer (2004) "writing can be used for a variety of purposes ranging from being merely a backup for grammar teaching to a major syllabus in its own right", he adds that

> "The importance given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with other skill; in other curricula it is only used, if at all, in its "writing for learning" role where students write predominantly to augment their learning of grammar and vocabulary of the language." (p. 31)

The description above addresses two goals for writing instruction. The first is teaching students how to write (learning to write); the second is teaching students how to use writing to learn content (writing to learn).

1.6.1 Writing for learning

according to Harmer (2004) students her are not writing to become better writers, they write to help them learn better, this means using writing as a tool to promote content

learning; in other words, teachers assign writing activities to help students learn subject matter, clarify and organize their thoughts, and improve their retention of content when students write they have more time to think on paper then they do in oral activities . Therefore, the focus of teachers using writing for learning approach should not be on grammar, spelling, or other technical aspects of language, rather he should be concerned with ideas and their clear presentation and his evaluation should be based on the completeness, logic, and clarity of the knowledge expressed.

To conclude, the general rule of this approach should be if it does not interfere with clarity of meaning, ignore it (Myers, 1984).

1.6.2 Writing for writing

Teaching writing for writing is entirely different, since our objective here is to help students to become better writers and to learn how to write in various genres harmer (2004). It includes learning two sets of skills: composing skills using the writing process (pre-writing, planning, drafting, revising), and transcription skills (punctuation, capitalization, spelling, handwriting).

1.7 The Task of Teacher in Writing

During the writing process the teacher's best methods are flexibility and support to help students improve their writing and produce sufficient piece of writing Harmer (2004) identifies five (05) roles teachers play during i the writing tasks:

1.7.1 Demonstrating

The teacher should make students aware of the features of writing from the form and language use, punctuation, spelling, capitalization, grammar and other conventions which will help them become better at writing.

1.7.2 Motivating and Provoking

The teacher's role when students get stuck and lost in the writing task is to motivate them   both by suggesting and discussing ideas before the writing activity and provoking them into having their own ideas. The teacher should provide a comfortable environment and show them what fun the writing task can be.

1.7.3 Supporting

It is close to teacher's role as motivating and provoking. Teachers should support students with ideas and means to carry out classroom tasks by being available to help them overcome difficulties they face.

1.7.4 Responding

It means the teacher's reaction towards students' written work. By providing them with feedback and making comments on their errors and suggest some changes   to improve them without grading or judging their work as a finished product .

1.7.5 Evaluating

It can be considered as away to react and respond to students work or also as a learning opportunity   , but the main focus is to determine whether students made progress and achievement or indicate if they wrote better or made mistakes by grading and judging their work.

1.8 Approaches to Teach Writing

1.8.1 The Product Approach

Nunan (2000) defined the product oriented approach, as the title indicates focuses on the end result of the learning process, what is expected from the learner is to do   as

fluent and competent uses of the language", in other words it is known as the product approach because it focuses on the end of the results of students' productions which are the final products.

The product approach is the most traditional approach. In which its focus is on the reinforcement of grammatical and syntactic forms and the appropriate use of vocabulary, and cohesive device (Pincas, 1982). The students' final product should be a coherent, error-free text, and to achieve that the students will initiate, copy, and transform a model text provided by the teacher which is usually presented and analyzed at an early stage Nuan (2000) according to Teaching writing using product approach involves four stages: familiarization, controlled writing, guided writing, and free writing. In the first step, familiarization, the teacher makes the students aware of certain feature of particular text. Afterwards, the teacher controls the students' learning activity by giving exercises on grammatical features and related vocabulary. In the next stage, guided writing, the students write a text which is similar to the model text. The last stage is the students freely write another similar text by themselves (Badger & White, 2000)

This approach feeds the students words through teaching vocabulary. The students then merely describe their situation using the same type of words and phrases. There is no advantage for the students to be innovative in their writing since the product content is more important than the process of learning to write (Jackson R. , 2011)

According to White (1998), the product approach is could be manifested through the next figure

:

Study the model   Manipulate elements   Produce a parallel text

$\longrightarrow$ $\longrightarrow$
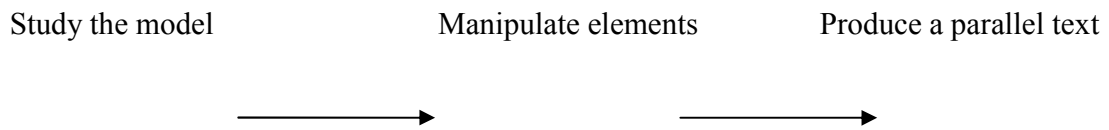
Figure 1.1: Model Based Approach (White1998,p.46

This approach was criticized because encourage writer to imitate the form as Hyland
(2003) said, and ignore the content; therefore, the learners' abilities are decreased
and learners are not encouraged to write with their own style

1.8.2 The Process Approach

This approach has emerged as a reaction to the product approach, it focuses on
planning writing which is to pass through stages in the writing Leki (1991) defined the
writing process as "the wandering path learners use to get the final product" ,that's to say
unlike the product approach the process approach emphasis on the stages of writing
.according to the Longman Dictionary of Language Teaching and Applied Linguistics
(1988) writing is the result the result of processes of planning, drafting, reviewing, and
revising .

There is no total agreement on the definite number of stages within the writing process;
however, scholars recognize four main stages: pre-writing, drafting, revising, and editing
ones Teribble, 1996, described the stages of the writing process in the figure
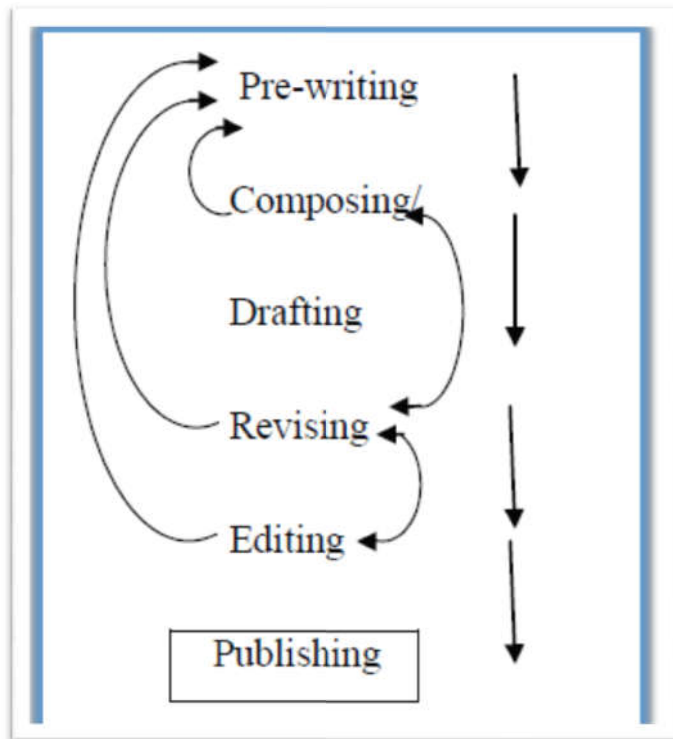
Figure 2:The Process Approach (Terrible,1996,p.39)

1.8.3 The Genre Approach

This approach started to appear in the late 1980s as a reaction to the Process approach , and can be regarded as the extension of the product approach. White and Badger (2000) state that "the genre approach is an extension of the product approach. The former focuses on linguistic knowledge whereas the latter approach is concerned with the social context."

The Genre Approach considers that language is functional; that is to say , Writers should have a purpose behind their writing, and it is through language that they achieve certain purposes The central belief here is that we don't just write, we write

something to achieve some purposes: it is a way of getting something done (Richards, 2003).

Likewise, Hyland (2004, p. 22) demonstrated, "The concept of genre enables teachers to look beyond content, composing processes, and textual forms to see writing as an attempt to communicate with readers to better understand the ways that language patterns are used to accomplish coherent, purposeful prose" .In other words, one feature of the genre approach is that the writer's selections depend on the context, the relationship between the writer, and the reader, and the purpose.

1.9 Elements of effective writing

In order to produce a good piece of writing, students need to consider different elements of writing skill ,These elements help to connect and arrange ideas so that they smoothly flow in logical order which facilitates the task for readers to get the intended meaning of a given piece of writing Raimes (1983, p. 6) explained these elements in the following figure
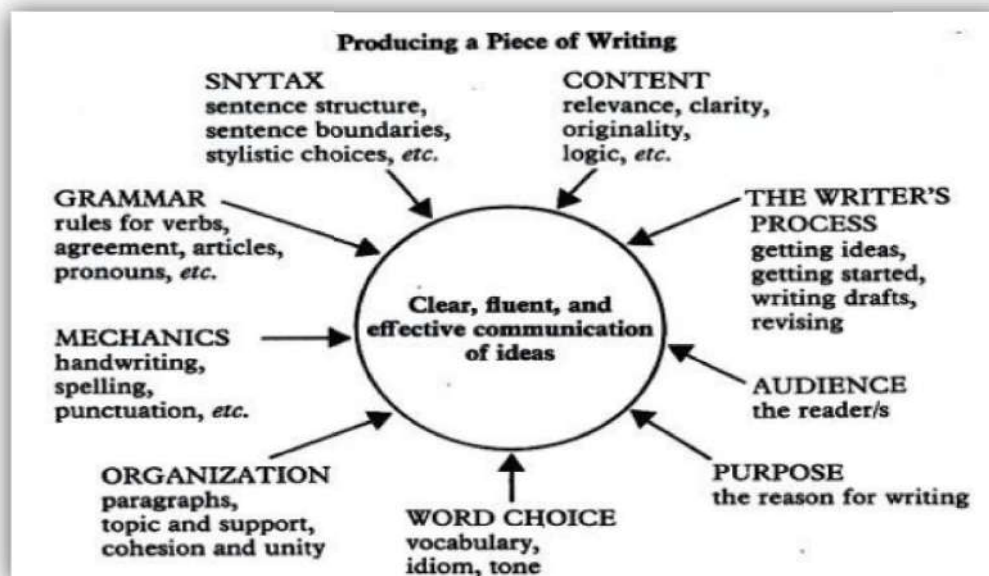
Figure 3: Major Elements of Writing (Raimes1983, p.6)

1.9.1 Word choice

According to Starkey (2004) choosing the right words is one of the best ways to accurately convey ideas in any writing product; thus, a well written paragraph is the one which is clear, interesting, and attractive, that convince the reader what the writer intended to say. In other word the Language should be clear, specific, accurate, and appropriate to the audience.

Moreover, Starkey, (2004) , mentioned two major aspects that learners should consider while choosing the words: denotation and connotation, connotation means learner should know the actual meaning of the words However, Connotation as Starkey, (2004) entails that learners should not rely on the words' meaning in dictionaries but it is more than that, they should comprehend feelings or emotions that are associated with a word.

1.9.2 Organization

This element has to do with coherent arrangement of material; it involves keeping the reader oriented to the central and subordinate ideas. Good organization is logical and sequential. For that Starkey (2004, p.2) states:

"By following an organized method of writing, you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your piece of writing work together and how they support your thesis."

To put simple organization is the mechanism that arranges a piece of writing which has to be apparent and coherent. Regardless of its type, various writing

forms   share the same standards ,namely , the introductory, developing and concluding part.

1.9.3 Mechanics, Grammar and syntax

According to Kane (2003) mechanism refers to "the appearance of words to how they are spelled or arranged in paper, the fact that the first word of paragraph is usually intended is a matter of mechanics. Convention of writing requires that a sentence begin with capital and ends with period, question marks and so on" (p.15) .In addition Starkey (2004) defined mechanics in terms of "grammar, punctuation, and capitalization mistakes" in addition to spelling and handwriting that students should take into account when writing.

However , grammars and syntax refers to Generally accepted rules of grammar and syntax are followed, including pronoun/noun agreement, subject/verb agreement, appropriate verb tense, pronoun case, possessive forms, parallel construction, etc.

1.9.4 Audience

Since the main goal of writers is to attract the audience / readers, they should know their audience and the degree of their awareness towards their writing, according to Hyland (2003) effective writers are the ones whom take into consideration the awareness of audience. In addition writers need to carefully select the appropriate tone and voice which refers to the writers' deference to readers.

1.9.5 Content

Besides all the elements that have mentioned above, it includes all the knowledge, information, and ideas about the piece of writing.

1.10 Assessing Writing

Assessment of student writing and performance in the class should occur at many different stages throughout the course and could come in many different forms in order to improve their level. According to Lee (2005) assessment is a significant element in language teaching, in which it allows teachers to indicate students' levels, because it aims to follow the learners' progress in writing and to identify their amounts of inquiry in the learning process. Pinter (2006) defines it as the process of data analysis that teacher use to get evidence about their learners performance and progress in English. The following figure shows the place of assessment in the process of teaching and learning:
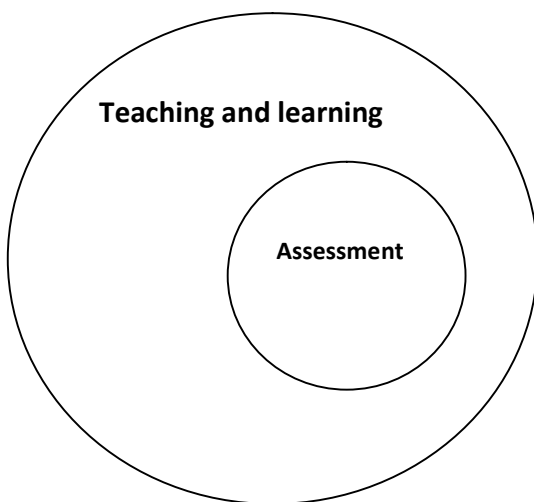
Figure 4: Assessment within Teaching and Learning (Fautley & Savage, 2008, p. 56)

1.10.1 The Purposes of Assessment

Assessment plays an important role in language learning and teaching, it is an essential aspect of any learning task which enables teachers to measure the degree of

students' progress. Zourez (2017) the purposes of assessment can be summarized as follow:

- To provide evidence of student knowledge and understanding of a particular course of study

- To indicate how effectively students can express their knowledge and understanding in writing

- To help students learn ,or consolidate their learning (both of subject knowledge/skills and of academic writing conventions)

- To provide feedback to students on their work

- To motivate students to carry out certain activities

- To provide a diagnostic assessment of a student's writing (before providing writing support for the student)

- To help you evaluate your own teaching

- To help students evaluate their own learning

1.11 The Teacher's Reaction to Students' Writing (Feedback)

Reacting to students writing difficulties and errors comes through giving them feedback on their writing production .Feedback refers to the information that students receive from their teacher about their performance which will hp them take self corrective action and improve their achievement .According to Slavin (2005) feedback refers both to information students receive on their performance and to information teacher obtain on the effect of their instruction .

Furthermore, feedback serves each of the language teaching and the writing skill, by providing clear, well- structured ideas, accuracy and meaningful paragraphs (Hyland, 2003)

.

1.11.2 The Focus of Teacher's Feedback

Hegarty (2000) states that "There are two basic elements to any piece of writing; One is content, what the writer has to say .the other is form, the way the content or message is presented. The form of a written piece includes its organization and layout."

That is to say, Teachers should be clear in giving feedback on their students' writing where they can focus either the form or content to guide them to achieve better writing output.

1.11.2.1 Focus on the Form

It deals with linguistic accuracy of students performance focusing on grammatical (including spelling punctuation and capitalization), lexical, and mechanical errors. Ferris (2006) found that teachers' feedback has shown that they focus more on local issues such as grammar and mechanics. Ashwell (as cited in Hubais,2014) found that changes of revision on students' writing are focused more on form feedback than that of the content feedback which reveals that form feedback helps students to improve Similarly, Chandler (2003) believed that any feedback which focuses on form improves students' ability to recognize and fix the errors they committed.

However, others believed that it is better to focus at multiple-sentence level issues such as cohesion, organization, paragraphing, and relevance rather than focusing on grammatical, lexical, and mechanical errors (Hubais & Dumanig, 2014).

1.11.2.2 Focus on the Content

Unlike form-focused feedback, content-based feedback focuses more on content quality (ideas and information) and organizational features in students' composition , where teachers provide overall comments on where it doesn't make sense in terms of content and ambiguities in ideas and information without rather than deal with the correction of their language use and specific grammatical errors.

According to Zamel (1985) when teacher gives two types of feedback together, for example grammar feedback and content feedback, learners would correct only local grammatical errors and do not pay attention to overall content features or logical fallacies which can be underlying problems in writing. In result, learner's writing ability didn't show any positive changes later on .Based on her findings, she claimed that pointing out grammatical errors and commenting on general content and organization together can cause learners to be confused which type of response deserves higher priority and obstruct their development of actual writing competence. Therefore, she recommended that when revising student writing teachers should consider meaning-level issues first because they can help to develop student underlying writing competence.

However, focusing on both form and content could be more effective than an exclusive focus on just form or content.

Conclusion

From what has been previously mentioned, we come to conclude that in order to be competent writers and to master the writing skill it does not only requires some knowledge about it but also enough knowledge about the content in which will be

presented through the writing. In this chapter we presented a theoretical background about writing, teaching it, assessing it and on what the teacher focus while responding to learner pieces of writing

Chapter Two
Understanding knowledge

Understanding knowledge

Introduction

This chapter will provide a clear understanding of knowledge and its nature; therefore we will present a conceptual map of knowledge. in addition to that ,we will establish major types and sources of prior knowledge ,then and of the most important we will explain how knowledge is acquired and constructed, therefore different models and theories will be adopted .At last ,the chapter will end up with various researches and studies , which have been conducted to investigate the role of topic knowledge in the development and qualities of learnedness written production.

2.1 Nature of Knowledge

Knowledge is the result of "knowing" or "to know" which is a specific human characteristic. Therefore knowledge is a universal concept which attracted the interest of philosophers from many years ago. Like Plato and Aristotle who developed "Epistemology" comes from the Greek "episteme," meaning "knowledge," which is the study of knowledge, in an attempt to answer the fundamental question: What is knowledge? There were countless attempts and efforts supported by arguments to answer this question, however those theories seemed to be not totally yet satisfactory. Defining knowledge and explaining its nature proved to be difficult and without a convincing and universally accepted result (neta & pritchard, 2009).

Knowledge theories fall under two main perspectives (rationalism and empiricism), we may point that both theories emphasize that knowledge is a justified true belief; however, they differ in demonstrating the process through which one can find the truth or justifying the true belief. For knowledge to be a "justified true belief" we must state that individuals are different and unique in a learning environment. That is to say, individuals get in a learning situation with different backgrounds (social, cultural, historical, language and beliefs) which

influences the way they respond to learning. As a result, each individual would have his own truth and beliefs that justify his or her actions in a particular learning situation.

2.2 Defining Knowledge

There were countless efforts to define knowledge, and therefore different definitions and description were made about it by different scholars. For example, the Cambridge Advanced Learner's Dictionary (2020) defines knowledge as an "understanding of or information about a subject which has been obtained by experience or study and which is either in a person's mind or possessed by people generally" .That is to understand or to know how and why something is done through learning or experience.

Dixon (2000) as (cited in koohang et al, 2008, p.54) "it is meaningful links people make in their minds between information and its application in action in a specific setting" the application of information stored in mind in a specific learning or problem solving situation

Gage and Berliner (1992) defines it as "the ability to remember /recall or recognize ideas, facts, and the like in a situation in which certain cues, signals, and clues are given to bring out effectively whatever knowledge has been stored" (p.43). In other words, a person will recognize something if he can associate it with something similar that exists in his mind. "Cues, singles, and clues" are language that a learner can associate with and make sense of. Furthermore, Davenport and Prusak (1998, p. 5) asserted that:

> "Knowledge is a fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. It originates and is applied in the minds of knower. In organizations, it often becomes embedded not only in documents or repositories but also in organizational routines, processes, practices, and norms".

The above definition indicates that knowledge is a complex mix of different elements that evaluates and indicates new information or experience Knowledge, it is innate, and therefore

it is hard to neither explain it nor understand it logically, knowledge seems to be something we gain and apply as we live.

In the end, we may point out that Background and prior knowledge are generally used interchangeably For example, Stevens (1982) defines background knowledge quite simply as what one already knows about a subject. Similarly to Dochy et al', (1995) definition of prior knowledge as the whole of a person's knowledge, and therefore the researcher will be using both terms interchangeably as cited in (Alfaki, 2013) .

2.3 Mapping Prior Knowledge

Prior knowledge is an important factor in learning, as it contributes to a large extent whether one acquires new knowledge or not. However, understanding how prior knowledge affects learning is complicated due to the fact that there are different types of prior knowledge affecting learning. In addition, individuals do not have the same prior knowledge. Each one has different types and amounts of prior knowledge therefore the effect would be different. In their definition (Dochy & Alexander, 1995) demonstrate the widespread nature of prior knowledge. They describe it as "the whole of a person's knowledge" (p. 227). At this point it is difficult to imagine or understand what the term "whole" means. Dochy and Alexander (1995) describe prior knowledge as dynamic in nature; available before a certain learning task; structured; existing in multiple states (for example, declarative, procedural and conditional); explicit and tacit in nature; and containing conceptual and metacognitive components.

In an attempt to bring out a clear and unified understanding of prior knowledge, Dochy and Alexander (1995) presented a conceptual map of prior knowledge, which arrange prior knowledge into a set of subsidiary and interrelated concepts (Figure 1).
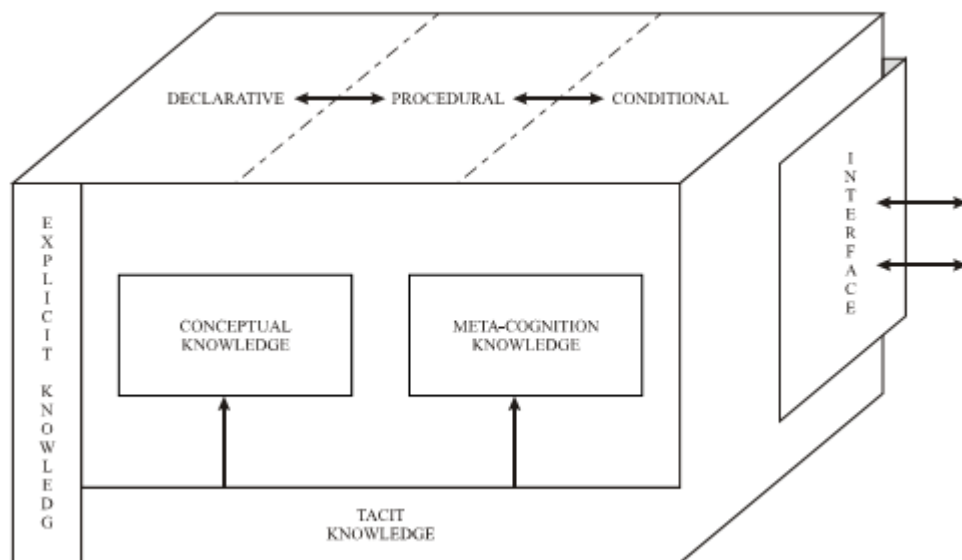
Figure 5 A conceptual map of prior knowledge (adapted from Dochy&Alexander, 1995)

The figure above illustrates the different components of prior knowledge. It does however not indicate the dynamics of the individual student's prior knowledge or the interactive nature of his/her knowledge.

Therefore, Dochy and Alexander (1995) recognize that:

• The frame work indicates that Individual knowledge is continually and significantly impacted on by its context and this should be considered in the interpretation of information.

• The figure is meant to be a conceptual map of prior knowledge terminology and not a processing model of knowledge use nor how is it acquired .

• The forms of knowledge represented in the map are fluid and dynamic (Not only do these forms vary between individuals, but also within individuals. In other words, the state of knowledge within the individual changes from one moment to the next and cannot be adequately captured in a one dimensional or even multidimensional display.)

• The relative shape, size and positions of knowledge terms are largely arbitrary and are not intended to approximate the quality or quantity of each knowledge type ; and

• All forms of knowledge are interactive. The presence or activation of one form of knowledge can directly or indirectly influence any other.

2.4 Types of Knowledge

Knowledge has been categorized as being declarative, procedural, or conceptual in nature knowledge required for problem solving. Therefore, we will define and explain the three major types of knowledge

2.4.1 Declarative Knowledge

Declarative knowledge is constructed by facts, figures, events, and objects (It also referred to as conceptual, or descriptive knowledge, describes things, events, or processes, their attributes, and their relation to each other (training industry 2020).to put it simply, it is knowledge of facts or the basic elements and their interrelationships a students must know to be familiar with a discipline or solve problems in ,it involves knowing the concepts of a given task.

Furthermore, DK is explicit knowledge, which means one is consciously aware of his understanding of declarative information or concept. It is knowledge that can be articulated, expressed and shared easily .Anderson (1993, p. 22) stated that "the Knowledge that one is able verbally describe or declare is considered declarative"; however, this definition may not be applied on visual knowledge that seems to be declarative knowledge for some such as the shape of an object, therefore a synthesized definition about declarative knowledge can be The knowledge that can be represented verbally or visually

Finally this type of knowledge is thought to be as the knowledge of the "what" a person knows about a specific subject. And it is stored in long term memory.

2.4.2 Procedural Knowledge

The second type of knowledge is procedural in nature and is the knowledge of the procedures, skills, methods through which a specific task is carried out or a problem is solved .According to Jonassen (2000) , procedural knowledge "is the knowledge of how to use

declarative knowledge i.e. how to solve problems, form plans, and make decisions and arguments (knowing how)" (p. 61)

Moreover ,It can be the tasks specific rules, skills, actions, and sequences of actions employed to reach goals that student uses in the classroom (Cauley, 1986).In other words procedural knowledge includes the skills, techniques, methods, and strategies a student knows to complete a task or solve a problem. And it tends to be implicit which means once a PK is gained you are no longer consciously aware of the knowledge, the individual learns procedural knowledge without even being aware that they are learning (Stadler, 1989) .

Finally, What differs procedural knowledge from declarative knowledge that it answers the "how" something is done rather than the "what ,who" question ,and it tends to be implicit and cannot be verbally represented or explained .That is you don't have to consciously recall how to perform a certain task rather your performance is without explicit and conscious awareness.

In an attempt to explain the difference between declarative and procedural knowledge we will use the diagram bellow adopted from Nickols (2000)
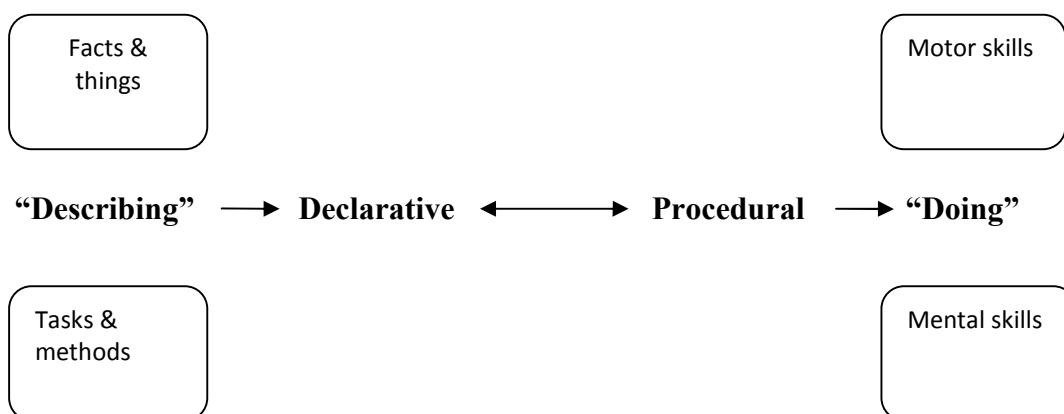
Figure 6: Declarative and Procedural Knowledge "Describing vs. Doing» (adopted from (Nickols, 2012))

2.4.3 Conditional Knowledge

Conditional knowledge refers to students' knowledge of the situations in which particular declarative or procedural knowledge should be applied i.e. it is to know the "when and why" a certain knowledge is appropriate to be applied it is.

According to Larkin (2009) Conditional knowledge is to understand exactly when and how to use what we know, for example, when to use different strategies in particular situations. In the same sense (Backer et al., 2011) provided an elaborated definition stating that: "conditional knowledge concerns knowledge about external conditions in which and particular strategies are appropriate, including the reasons for their effectiveness». Simply put, it is the awareness of the conditions or situations on which certain strategies are appropriate and effective to use

Furthermore we will present an overview of the key characteristic and instructional application of the three types of knowledge in the next table adopted from (Turns & Van Meter, 2011)

Tableau 1: Overview of the Key Characteristics and Instuctional Applications of the Three Types of Knowledge (adopted from Turns & Van Meter, 2011)

Types of knowledge	Key characteristics	Instructional Application
Declarative knowledge	• Concepts &Principles. • Comprised of elements organized in a knowledge network. • Well organized knowledge supports problem solving.	• Matrix Notes: Organizes knowledge around principles • Draws attention to the features that distinguish deep structure of problems.
Procedural Knowledge	• Knowledge of skills and strategies • Use of procedural knowledge • distinguishes strong and weak students	• Worked Examples: Builds Procedural fluency. • Self-explanation Strategy: Applies to matrix notes, worked examples, and independent problems.
Conditional Knowledge	• Metacognitive knowledge and beliefs • Directs and controls application of knowledge • Supports independent use of Knowledge.	• Explicit explanation and cognitive modeling: Builds knowledge of when and why some knowledge applies. • Card Sorting: Draws attention to similarities and differences between problems/principles.

2.5 Sources to Build Students' Knowledge

2.5.1 Reading

Reading has been always one of the fundamental sources of knowledge. It is a receptive skill which has many advantages for enhancing the other skills and especially writing, it includes reading newspapers, magazines, and even online articles since reading books seems to be going out of fashion. It is worth mentioning that one of the most important ways that individuals can gain knowledge is by reading. You can witness the experiences and thoughts that people have documented throughout the ages. Moreover, "reading serves the wider role of extending our general knowledge of the world" (Wallace, 1992, p. 7). Here, we would mention some of its benefits. In the first place, it teaches concentration and patience; two essential things for better learning of any language. Second, it teaches vocabulary. The latter is what the learner needs to write simple or more complex sentences. If he has no or weak vocabulary, he would produce very poor materials and no improvement would take place. Finally students would have the opportunity to build background through wide and varied reading.

2.5.2 Experience

The idea here is that knowledge comes from experience .historically this view was called empiricism i.e. original knowledge comes from experience and the term empirical means based on observation, experiment, or experience.   Most people believe that experienced individuals know more than inexperienced ones, and that they can perform better than them.

In the same sense, Lent (2012) pointed out that direct experiences help students understand the concepts they encounter while reading and support other activities such as

writing or discussions. (Marzano, 2004) also emphasized the importance of direct experiences for students and that "The most straightforward way to enhance students' academic background knowledge is to provide academically enriching experiences." (p. 14).

To conclude, BK evolves through experience, our knowledge is not fully perfect and it is in ongoing growth, and the more experience we have the more our different beliefs and assumptions will increase. To put simply, personal as well as professional experience of an individual contributes much in his knowledge.

2.5.3 Authority / experts

When things are difficult or impossible to know by personal experience, people frequently turn to an authority; that is, they seek knowledge from someone who has had experience with the problem or he is knowledgeable or specialized a particular subject matter.

Mkpa, (1990) as cited in (Sa'ad & Kani, 2015, p. 99) stated that: "Sometimes, people acquire knowledge by accepting it on the authority of its source. One may have such confidence or faith in an individual or source that any information from that source is considered". According to Jackson (2015) People have gained much of their knowledge through authority figures. As growing up, parents play the role of authority as they provide you with information that for the most part you did not question, especially when you were very young. You believed that they knew what they were talking about, and thus you accepted the answers they gave you. You have probably also gained knowledge from teachers whom you viewed as authority figures. However, knowledge from authority should be thoroughly verified since it's not justified by proofs, arguments and evidences because it is authoritative from a revered source.

In conclusion, accepting the word of an authority figure may be a reliable and valid means of gaining knowledge, but only if the individual is truly an expert in the subject. Thus,

we need to question "authoritative" sources of knowledge and develop an attitude of skepticism so that we do not blindly accept whatever is presented to us (Jackson, 2015).

2.4 Knowledge Acquisition

Knowledge acquisition is the process of absorbing and storing new information in memory; later this information will be retrieved from memory (remembered) and used to solve problems. Yet this process depends on the representation and organization of the information, moreover, the use of knowledge can also be influenced by how the information is structured. In other words, how individuals store, retrieve, or use knowledge highly depends on how the information is represented and organized in their minds.

Since the fundamental goal of any teaching situation is to enhance the student's existing level of knowledge. Acquiring knowledge and using it to solve problems should be the most important purpose of teaching. However, one should defiantly first be aware of the different types of knowledge and their effect on learning, According to Shuell (1985) ,it is important to be aware of the different types of knowledge in order to get into the theoretical and practical understanding of how knowledge is represented and for teaching and learning purposes.

Moreover, Shuell (1985) assert that the acquisition of one type of knowledge does not automatically enable a person to perform a related task including a different type of knowledge. In other words the three types of knowledge should be seen distinct and separate and that the acquisition of one form of knowledge does not automatically and immediately guarantee another. For example, declarative knowledge does not necessarily translate into procedural knowledge or vice versa. Therefore, one needs to ask how knowledge is acquired considering the different types of prior knowledge and knowledge in general.

However, Alexander et al. (1991) claims that all forms of knowledge are interactive so that the presence or activation of one form of knowledge can directly or indirectly influence

another, This case or situation occurs when restructuring/reorganization of one type of knowledge into another. Reorganization is possible if relevant prior knowledge is available, accessible and of reasonable amount (Dochy, 1992). Without sufficient, necessary, or relevant knowledge a student cannot be motivated to engage in the task or set specific goals relative to the task .Simply put, the type or quality of knowledge acquired or constructed is influenced by one's use of existing knowledge.

2.7 Knowledge Construction.

Learning or knowledge acquisition was described earlier as a complex process. Yet, it was not explained and discussed how this exactly happens. There are different views on how knowledge is acquired, which can be demonstrated within "empiricism" and "nativism". Empiricism (Lawson, 1994) emphasizes that all knowledge is derived from sensory experience of the external world. That is, the main source of knowledge is external to the acquirer. Nativism on the other hand, regards knowledge as derived from within the acquirer.

After numerous studies and experiments on knowledge acquisition, Lawson (1994) came to the conclusion that knowledge acquisition involves a complex interaction between sensory impressions, properties of the developing brain, and behaviour in a dynamic and changing environment. Therefore understanding knowledge acquisition should be carefully approached. Since learning or knowledge acquisition is a complex process, its understanding should be through relevant methods or models (e.g. the constructivist view) of knowledge acquisition. The information-processing model and the equilibration theory could be used to explain knowledge construction. For example, Santrock (2008) preset four characteristics of the information-processing model, namely encoding, strategy construction, transfer, and meta-cognition, which could be appropriately used to explain knowledge construction.

2.7.1 Information processing model

2.7.1.1Encoding

Which is a key aspect of solving problems (Santrock, 2008), in which the selection of relevant information and ignoring the irrelevant one. Dochy (1992) emphasize on this selection in his notion that one needs relevant prior knowledge in order to construct new and accurate knowledge.

2.7.1.2 Strategic construction

It is used to match the information with relevant prior knowledge to solve problems. One cannot reorganize or restructure knowledge if one does not already have a relevant prior knowledge (Dochy, 1992).

2.7.1.3 Transfer

It occurs when the student applies previous knowledge (prior knowledge) and experience during learning or problem solving.

2.7.1.4 Metacognition

Within the information-processing model it involves monitoring and reflecting on the individual's current knowledge (Santrock, 2008) I.e. individual's awareness and observation of his current knowledge.

2.7.2 Equilibration Theory

On the other hand, the equilibration theory acknowledges the fact that individuals respond in a different way to environmental pressures. Therefore it involves:

2.7.2.1 Assimilation

According to Pritchard & Woollard (2010) assimilation is the collecting, organizing and classifying of new information assimilation of information to fit with an individual's own existing mental schemas

2.7.2.2 Accommodation

"Accommodation refers to the process of changing internal structures of knowledge in order to have consistency with external reality" (Yang, 2010, p. 203) , the existing knowledge should be changed and modified accommodate and adopted new incoming knowledge, or you may create new structure of knowledge to better fit the assimilated information to, that is to say The accommodation of information by adapting it their way of thinking.

2.7.2.3 Equilibration

"It describes the cognitive balancing of new information with old knowledge" (Equilibration, n.d) i.e. the balance between assimilation and accommodation. Simplifying, it emphasize the influence of the students' previous learning environment (e.g. previous teaching and learning experiences) on the way they use their prior knowledge and intellectual skills to reason (learner's ability to respond to new learning).

The table bellow is in an attempt to explain the complex interactions through which knowledge is acquired   and a comparison between the information-processing model and equilibration theory. Knowledge acquisition of the three information-processing aspects is compared to the three aspects of the equilibration theory.

Tableau 2: Knowledge acquisition : Comparison of the Equilibration theory and the Information processing model (adopted from (Sedumedi, 2008))

Information-processing model	Equilibration theory
Sensory memory As information is made available from the external environment, it is stored in this memory for a short space of time. Information can be accepted in this memory through a known pattern	**Assimilation** Assimilation can only take place if there is "the establishment of a web of coordination among schemata and among objects" (Karlsson & Mansory, 2003, p.14).
Short-term memory In this memory, information needs to go through two important stages if it is to be retained, namely organization and repetition.	**Accommodation** At this stage of information processing "assimilation schemata must exist in advance". Accommodation occurs when existing schemes or operations are "modified to account for new experience" (Karlsson & Mansory, 2003, p.14)
Long-term memory Processed information from the short-term memory is unlimited and is permanently stored for later use. It stays as knowledge that can be used later.	**Equilibration** This is the final stage of information processing. At this stage differences of experience create a state of disequilibrium. This difference can only be resolved when a more adaptive mode of thought is adopted resulting eventually in understanding/ knowledge (Lawson 1994).

Piaget's equilibration theory involves three mental processes (assimilation, accommodation, and equilibration). In the other hand the mental processes of the information processing model (sensory memory, short-term memory and long term memory).

So far, the discussion about knowledge acquisition has described how information is processed (Table 2).yet, processing is not the same for all individuals as it was already mentioned before. It depends on the learner's existing knowledge (prior knowledge) and the information coming from the learning situation (since it has already been established earlier that not all individuals possess the same knowledge or perceive information in the same way).

From this perspective, different students will construct knowledge differently based on their different prior knowledge. Different kinds or levels of prior knowledge will lead to students developing different mental models in their attempt to recognize or make sense of the information during knowledge construction.

2.8. The vital Role of Topic Prior Knowledge in Writing

(Woolfolk, 1998) characterize knowledge as the outcome of learning, however it is not just the final product of previous learning, but also guides new learning i.e. Student learn more effectively when they already know something or familiar with content area; they learn and remember new information best when it is linked to relevant background knowledge. Based on this, knowledge is an important element and source of learning. Therefore it is essential to establish the vital role it does plays in the learning process specifically in writing. Having prior knowledge can help students overcome their writing errors to successfully perform their writing tasks. Recalling this knowledge will have beneficial effects on students' writing performance as Flower and Hayes (1980, p. 28) said:

"At one end of the spectrum, writers are merely trying to express a network of ideas already formed and available in memory at the other, writers are consciously attempting to probe for analogues and contradictions, to form new concepts, and perhaps even to restructure their knowledge of the subject."

That is to say, writers directly retrieve their already formed ideas about a particular topic from memory, and then translate it into text. However, writing is not just a matter of translating

preexisting knowledge, but also involves working out a new one when existing knowledge is not sufficient does not satisfy goals, and it therefore result in developments of the writer's understanding of the topic.

Furthermore, From his case study findings (Langeri, 1983) suggested that when students write about topic in which their knowledge is of a great deal, the language, organization, and unity of their work appear to be good; unlikely, when their knowledge is limited about atopic their language, organization, and coherence are likely to seem vague and vulnerable or to fall apart altogether. He adds that When students have little knowledge or are unwilling to risk stating the ideas they do have, their writing may depend on generalizations and illustrations, unsupported by argument; in other cases when their knowledge is partial, their writing may become "little more than a list of vaguely associated it items of information with few explicit connections among their ideas." (Langeri, 1983, p. 4).

In the light of this, since background knowledge influences the quality and coherence of students writing we can say that there is a direct relationships topic background knowledge and student writing, and therefore knowledge of a topic should be of important consideration in writing lessons.

Conclusion

All in all, in this chapter, we have discussed both the nature of knowledge and its definitions, we presented than conceptual map of knowledge and then we distinguished the major types of knowledge in which we stated their characteristics and qualities. In addition to that, we counted down the major sources to build learners' knowledge. Next, we provided an explanation of both knowledge acquisition and construction through different theories and models. Finally, we have tried to link this chapter to the first one by establishing the important role of topic knowledge to writing adopting different studies and researches about this later.

Chapter three
Field work

Data Analysis

Introduction

The present chapter deals with the field work of this study. Which includes a detailed analysis and interpretation of the gathered data followed by a thorough discussion of the findings in an attempt to answer the research questions and check the validity of the suggested research hypothesis .After that, a general conclusion will be provided in addition to implications for both teachers and students as well as a recommendation based on the literature review and the results.

3.1. Data gathering tools

Data gathering tools are methods a researcher use to collect data and they are of great important to have effective results thus, therefore the researcher should carefully choose them taking into account his research theme.

In our study, to accomplish our aims and collect the data we used one data collection tools: the students' questionnaire

3.2. Description of students' questionnaire

The present semi-structured questionnaire is directed to EFL students at the University of Biskra. It contains 18 questions which are divided into three (03) sections:

3.2.1. Section one: personal information

The first section of this questionnaire contains three (03) questions aimed to collect general information about students such as their gender, choice of studying English. Furthermore, we attempt to investigate students' opinions whether they are facing any difficulties in learning at university and therefore state what these difficulties are.

3.2.2. Section two: Perceptions about the Writing Skill

This section includes seven (07) questions it focuses on the perceptions about the writing skill, included their levels , attitudes towards writing and the most common problems they may face in writing and how teachers help them overcome these difficulties.

3.2.3. Section three: the role of topic background knowledge in writing

The final section consists of eight (08) questions focuses on topic background knowledge, our main aim is to collect data about students' opinions to what extent they think topic prior knowledge can affect the qualities, coherence and development of writing and whether they are taught to recall there background knowledge in an organized way to perform a specific task and what the teacher focuses on the most while correcting their written productions.

3.3. Piloting and Validation

After designing the first draft of students' questionnaire, it was validated by expert in the field before the administration stage. And then the piloting drafts were posted online to 3rd year student Sciences of the Language at Biskra University. Our main aim of the piloting stage of the questionnaire was to check the questions difficulty, ambiguity, to verify the attractiveness of its layout, and to check if there were any repeated questions and therefore if it was too long to answer . Regarding students' feedback concerning the piloting of the questionnaire, we omitted some repeated questions and focused on the most important ones that serve our objectives. Rather than that all students agreed that the questions were comprehensive, there was no ambiguity, and the layout was attractive.

3.4. Administration of the Questionnaire

After the piloting and the validation stage, we designed the final draft of the questionnaire. For the administration phase, due to the quarantine situation we decided to distribute the questionnaire online through "Fecebook.com" to the groups of English

students on April,18th, 2020. The total number of participant were (54) student in few days; therefore, the idea of using Facebook was beneficial; it gave us the chance to receive the intended number of answered questionnaire in a short time.

3.5. Analysis of Students' Questionnaire

Section One: Personal Information

Item .1: Would you specify your gender please?

Table 3.1: Students' gender

Gender	Participants	Percentage
a. Male	21	39%
b. Female	33	61%
Total	**54**	**100%**

From table (4) we noticed that the most of students 61% (33) are females, whereas the males represent 31.1% (21) of the whole population. This leads us to that say, the population is mostly composed of females especially in foreign language learning.

Item .2: studying English at the university was:

Table 3.2:Reasons behind studying English at university

Options	Participants	Percentage
a. Your own choice	49	91%
b. Your parents' choice	4	7%
c. Someone's advice	1	2%
Total	**54**	**100%**

We can observe from the table that the majority of the participants 91% (49) choose to study English Language according to their own choice, while 7% (4) are studying English following to their parents' desire, only 2% (1) choose it as regard tosomeone's

advice. Therefore, we can say that the majority of participants' choice to study the English language was purely their own personal choice.

Item .3: Have you found any difficulties when learning English at university?

Table 3.3: Difficulties when learning English at university

Option	Participants	Percentage
a. Yes	36	67%
b. No	18	33%
Total	**54**	**100%**

The table indicates that the majority of participants 67% (36) found some difficulties in learning English. However, the rest surveyed students 33% (18) said that they do not face any difficulties when learning English,

Item 3.1. If yes, what kind of difficulties?

While justifying the choice of "yes" for this question, the respondents listed a wide range of difficulties they have faced when learning English at university the most common justification that respondents stressed was time and all what relates to time and the large number of classes, As one of the respondents stated (Large classes, charged time table, variety of modules, hard work, practices). Therefore, time shapes an obstacle that makes learning difficult because respondents agreed that it is not suitable for learning. in addition to that the most frequent reason behind students difficulties is the unfamiliarity with the LMD system as a whole and the different modules and terminologies in university , respondents stated that English at university were totally different from their expectation few of their justifications : (Some difficulties like we don't have any background information on how we are going to study, sometimes feel like there are modules no need for them),other said (Probably

because it was not as I expected English would be ,but in university it is harder than you expect) students also brought out problem of memorization and lack of practice (Lack of practice in both oral and writing sessions not even in the sessions that really need practice as ESP. Also memorizing isn't the correct method for teaching or learning a language.) In the same sense (I have problem with memorizing, learning by heart, rules that was a lot).

Consequently These latter show that EFL students at the University of Biskra need some changes in their timetables , make more time for practice and less learning by heart and memorizing , in addition to that dedicating sessions to introduce to the LMD system and prepare them to deal and cope with the new modules and knowledge.

Section Two: Perceptions about the Writing Skill

Item .4: To what extent each of the following language skills is important for you?

<div align="center">

Table 3.4: The most important skills for students

</div>

Option	Important		Very important		Not important	
a. The speaking skill	50	93%	4	7%	0	0%
b. The reading skill	26	48%	28	52%	0	0%
c. The writing skill	38	70%	15	28%	1	2%
d. The listening skill	33	61%	20	37%	1	2%
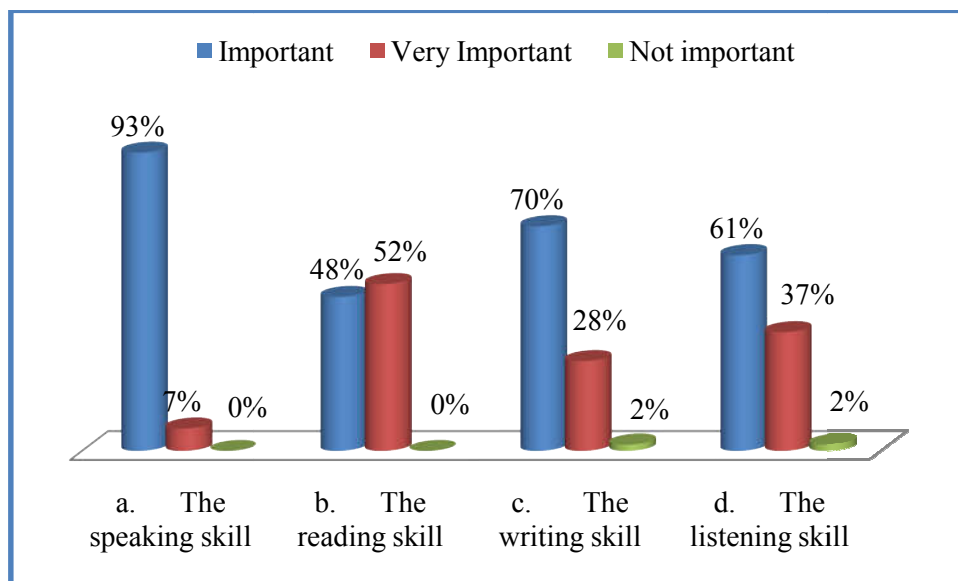
Figure 3.1 the most important skills for students

This question was designed to figure out the most important language skill according to students rating. Statistically speaking, as an individual selection of the most important language skills, starting with speaking skill students answers were as follow : 93% (50) claimed that it is ' important' ,and 7% (4) for 'very important' , while no one 0% (0) answered with 'not important' .Then for reading skill the results were as follow : 52% (28) ' very important' , 48% (26) 'important' , while no one 0% (0) answered with not important. Moving to the third skill which is writing the largest percentage 70 % (38) was for 'important' ,28 % (15) ' very important' , only 2 % (1) 'not important'. Finally, the rating of the listening skill were a largest percentage 61 % for 'very important' while 37 % (20) for 'very important' and only 2 % (1) for 'not important' .

Item .5: Among the following skills, mention the most difficult one(s)

Table 3.5: The most difficult skill(s) according to students

Option	Participants	Percentage
a. The speaking skill	19	35%
b. The reading skill	2	4%
c. The writing skill	25	46%
d. The listening skill	8	15%
Total	**54**	**100%**
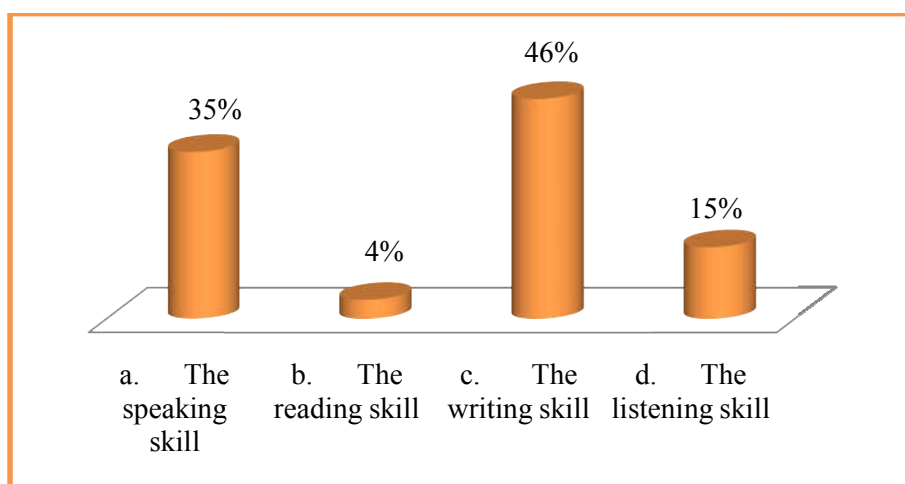
Figure 3.2: The most difficult skill(s) according to students

Through this question, we intended to find out participants 'opinions concerning the most difficult language skill . from the table and figure above we see that students classified the difficulty of the four skills as follows: writing 46% (25) , then speaking 35% (19) ,then listening 15% (8) , finally reading 4% (2) .from the results ,we can say that the majority of the students regarded writing as the most difficult skill among the whole language skills .

Item .6: Do you like Writing?

Tableau 3.6: Students' Attitude towards Writing

Option	Participants	Percentage
a. Yes	47	87%
b. No	7	13%
Total	**54**	**100%**

As we see in the table (3.7) .The majority of participants (87%) 47 have a good attitude towards writing and that they do like it although they may have some difficulties within .however, 13% (7) of the participant revealed that they do not like writing .

To conclude, we can extract that the majority of EFL students share a good attitudes towards writing and they clearly enjoy the task of writing.

Item .7: How do you evaluate your level in writing?

Table 3.7: Students' level in writing

Option	Participants	Percentage
a. Excellent	2	4%
b. Good	32	59%
c. Average	18	33%
d. Poor	2	4%
Total	**54**	**100%**
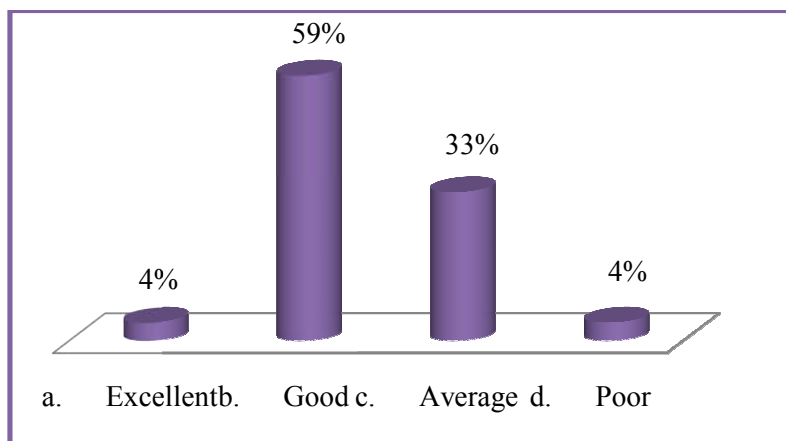
Figure 3.3: students' level in writing

The Table and the figure reveals that 59% (32) of the sample evaluated their level in writing as being good whereas 33% (18) of students claimed that their level in English is average , while 4% (2) said they have an excellent level , and also 4% (2) said they have a poor level in writing .from the results we can understand that most of the participants share a good level of writing. Thus, students' level in writing needs improvement.

Item .8: Do you have any writing difficulties?

Table 3.8: Students' responses about whether they face Difficulties in writing or not

Option	Participants	Percentage
a. Yes	44	82%
b. No	10	18%
Total	**54**	**100%**

The table shows that the majority of the participant82 % (44) faces difficulties during the writing task, while only 18% (10) said they don't have any difficulties in writing. These results prove that students still consider written expression module as a difficult module.

Item 8.1. If yes, which difficulties do you face?

Table 3.9: Difficulties students encounter when writing

Option	Participants	Percentage
a. Lack of ideas and knowledge about the topic	21	48%
b. Inability to recall previous knowledge	7	16%
c. Poor grammar and vocabulary	5	11%
d. Punctuation	4	9%
e. Organization	1	2%
f. Interference of the mother tongue	3	7%
g. All of them	3	7%
Total	**44**	**100**

The table shows that, our participants encounter various difficulties in writing. In this regard 48% (21) of the participants claimed that they face difficulties because they lake of ideas and knowledge about the topic, while 16% (7) of them stated that they enable to recall previous knowledge. (6.67%) stated that they have poor grammar and vocabulary of the target language and 9% have difficulties with punctuation, however 7% (3) revealed that their main problem is the interference of the mother tongue, and only 2% (1) face difficulties during organization of ideas. Finally, 7% (3) deal with all the mentioned above difficulties

From those results we can say that students' main difficulties in writing are possibly due to the lack of background knowledge about the target topic.

Item .9: Does your teacher use some strategies to help you overcome these difficulties

Table 3.10: The use of some strategies by the teacher

Option	Participants	Percentage
a. Yes	29	54%
b. No	25	46%
Total	54	100%

As illustrated in the table, 54% (29) of respondent students asserted that their teachers used some strategies to help them overcome their problems in writing, while 46% (25) claimed that their teachers do not use any strategy to help them overcome the difficulties.

Item 9.1 If yes, what are these strategies?

Since the respondents answered with "yes"   the teacher were asked to justify were asked to justify those strategies, and their   answers were varied ; to mention the most frequent ones assigning reading samples , provide feedback and put a lot of practice both inside and out of classroom , some said (Intensive reading and books analysis),for others Giving us chances to practice during the course and ask us to do the homework so we can improve the skill),other students said that (He provides us with Feedback) .another strategies was also mentioned a lot   is group work with gives student a chance to discuss their ideas and write them down in more creative way (Group works and discussion when all the group is expected to collaborate and write together

Section Three: the Role of topic Background Knowledge in Writing

Item .10: To what extent do you agree or disagree that background knowledge about the topic has a great importance in EFL learning process?

Table 3.11:Importanc of background knowledge in EFL learning process

Option	Participants	Percentage
a. Strongly agree	47	87%
b. Strongly disagree	1	2%
c. Neutral	6	11%
Total	**54**	**100%**
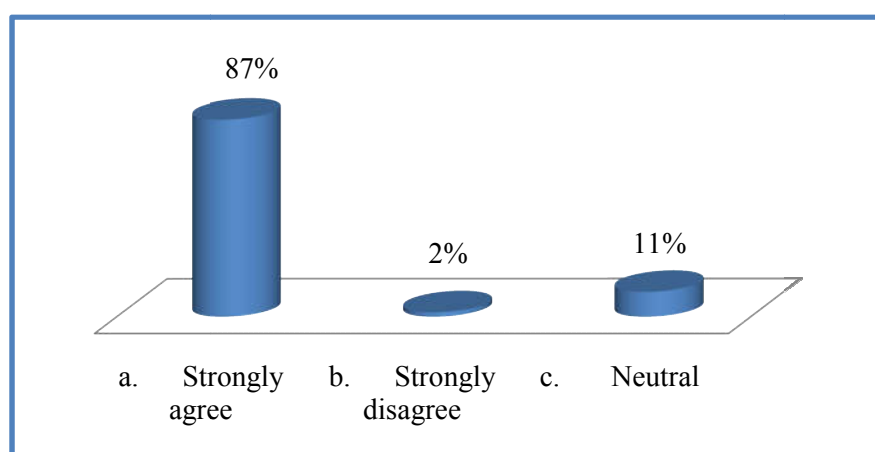
Figure 3.4: The importance of background knowledge in EFL learning process

We notice that most of the participants 87% (47) strongly agree with the point of The importance of background knowledge in EFL learning process while 11% (6) are neutral, and 2% (1) out of the whole sample strongly disagree .These results reflect the fact that most of participants are aware of the fundamental role of background knowledge in EFL learning process .

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Item .11: How do you consider the role of having knowledge about the topic in producing any piece of writing?

Table3.12: The role of background knowledge in writing

Option	Participants	Percentage
a. Very important	47	87%
b. Somehow important	7	13%
c. Not important at all	0	0%
Total	**54**	**100%**

This item aimed to collect respondents' opinions about the role prior knowledge plays in written production and their answers were as follow: 87% (47) 'very important', Somehow important 13% (7), Not important at all 0% (0).

We can clearly see from the results above that t of students are aware of the important role of background knowledge in producing any piece of writing

Students' justifications 'very important'

Later in this question participant were asked to justify how they agree with the idea mentioned in the question, few of their justification are listed below:

- Knowing about the topic I'm writing for make me more engaged and motivated..

- It makes it easier and add flexibility choice for the writer, more arguments more details and better way of explaining and expressing and therefore convince the audience.

- I noticed that when I write about something I already have a background on it you write with full concentration and passion and you put all the ideas u have fluently without thinking or wondering and finally you have a beautiful piece of writing , it's much better than a topic that I may never heard about it

- When you have knowledge so you'll not worry about what to write instead you'll focus on how to be creative in your writing

- I totally agree, having a previous knowledge about a certain topic, gives you extra things to say: arguments, evidences, justifications..., to convince the audience.

- Being good at grammar, vocabulary, punctuation and other writing criteria cannot help if you don't have any information about the topic itself..

- I believe it represents 70% of the total writing and reflect the manner of writing as well

- the more you have knowledge about a certain topic the more you can write about in a less time , and the more u can deliver those ideas in a organized meaningful sentences and paragraphs

Item 12. Does your teacher use some strategies to help you develop your prior knowledge about different topics?

Table 3.13: Some strategies used to develop students' knowledge

Option	Participants	Percentage
a. Yes	37	68%
b. No	17	32%
Total	**54**	**100%**

As the table shows, a large percentage o f the participants 68% (37) reported that the teacher provide them with some strategies to help them build and develop their background knowledge about different topics; however, 32% (17) claimed that the teacher do not provide them with such strategies. Thus, we can say that teachers do actually provide their learners with some strategies.

Item 12.1 If yes, does she/he

Table 3.154: Kind of strategies used by the teacher

Option	Participants	Percentage
a. Assign reading tasks of different text genres	20	37%
b. Ask you to conduct research projects	16	30%
c. Use videos	11	20%
d. All of them	7	13%
Total	**37**	**100%**

As illustrated in the table (3.15) that teacher used different ways to develop students knowledge .37 % (20) of participants stated that teachers assign reading tasks of different text genres , whereas 30% (16) said that he ask them to conduct research projects , others 20% (11) said that the teacher used videos as a strategy , and 13% (7) said that the teacher used all of the mentioned above strategies .

Item 13. You spend less time in writing when your background knowledge about the topic is high

Table 3.16: Students' agreement about whether they spend less time in writing when their topic background knowledge is high

Option	Participants	Percentage
a. Strongly agree	45	83%
b. Strongly disagree	0	0%
c. Neutral	9	17%
Total	**54**	**100%**
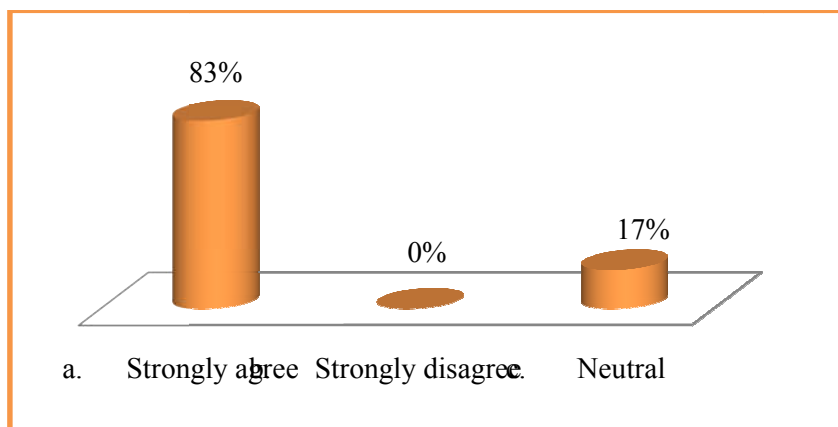
Figure 3.5: Students' agreement about whether they spend less time in writing when their topic knowledge is high

Statistically speaking, a great deal of respondents 83% (45) strongly agree with the fact that they spend less time in writing when their background knowledge about the topic is high , whereas 17% (9) of the participants stayed neutral , and no one disagree with the idea mentioned above .

From the results, we conclude that students finish the writing task in less time when their topic background knowledge is of a great deal and therefore this later plays an important role in the writing process

Item .14: Have you ever been taught how to recall your background knowledge about any topic?

Table 3.17: Students' responses about whether they have been taught how to recall their background knowledge about any topic

Option	Participants	Percentage
a. Yes	26	48%
b. No	28	52%
Total	**54**	**100%**

Our main aim through this question is to figure out whether the participant have been taught how to recall their background knowledge about any topic .As it is shown in

the above table, 52% (28) of the participant claimed that they have not been taught how to recall their background knowledge, while 48% (26) revealed that they actually have been taught to bring out and recall their background knowledge

Finally, we can say that a great number of participants are aware how to bring out their knowledge about a topic in a clear organized way .although more than the half of the participant are not aware of this because they have not been taught .

Item 15.1 If yes, what are the main strategies that you know?

Justifying the answer of this question, respondents listed a wide range of strategies to mention the most common ones like brain storming, mind mapping (Mind mapping, brain storming first think I usually do in writing) ,(Using a mind map, listing, or simply start directly writing a draft, this will trigger your mind to recall the ideas from your short term memory and even long term memory if u have past knowledge). Another strategies that was common is to write down the main ideas like points on paper than go into deep explanation of each one as one of them said (I used to write the main ideas in form of points to facilitate the integration of knowledge). however for others free writing is the best strategies accordingly one respondent say that (I depend on free writing and write whatever comes to my mind and then organize) finally they point out that teacher taught them to relate their knowledge with facts and event which will make it easy to recall later .

Item 15: To what extent are you satisfied with the content is being taught?

Table 3.18: the degree of students' satisfaction with the content   is being taught

Option	Participants	Percentage
a. Very satisfied	9	17%
b. Somehow satisfied	41	76%
c. Not satisfied at all	4	7%
Total	54	100%

This item aimed to collect respondents' opinions considering the degree of their satisfaction with the content being taught in written expression module.

As it is illustrated in the table above, 76% (41) of the surveyed students are somehow satisfied with some reservation, whereas 17% (9) revealed they are very satisfied, others 7% claimed that they are not satisfied at all.

Item 16: Do you depend only on the knowledge your teacher offers you in the class?

Table 3.19: Students' responses about whether they depend only on the knowledge offered by teacher in class

Option	Participants	Percentage
a. Yes	7	13%
b. No	47	87%
Total	54	100%

This item is designed to discover whether students dare satisfied and depend only with the knowledge teacher offers inside the classroom or they use personal strategies to develop their knowledge.

As it is clearly shown on the above table, the majority of the participants87% (47) revealed that they do not depend only on the knowledge presented by teacher, and 13% (7) said they actually depend only on teacher's knowledge.

If no, do you use

Tableau 3.20: Students' personal strategies

Option	Participants	Percentage
a. Use the Internet websites	3	6%
b. Read books, magazines, articles, etc	1	2%
c. Discuss the lesson with your mates	1	2%
d. Ask other teachers for clarifications	0	0%
e. All of them	7	15%
f. More than one answer	35	74%
Total	**47**	**100%**

Students who claimed that they use personal strategies to develop their knowledge and understanding specified those strategies in above table, therefore, (74%) of participants said that they use more than one strategy from the above, while 14% (7) asserted that they use all of the mentioned strategies .others 6% asserted that they use internet website, while only one 2% (1) chose read books, magazines, articles, also 2% (1) discuss the lesson with mates

Item .17: When correcting your written productions, on which of the following aspects does your teacher focus on most?

Table 3.21: The teacher's main focus when correcting student's written productions

Option	Participants	Percentage
a. Form	9	17%
b. Language and style	32	59%
c. Content	13	24%
Total	**54**	**100%**
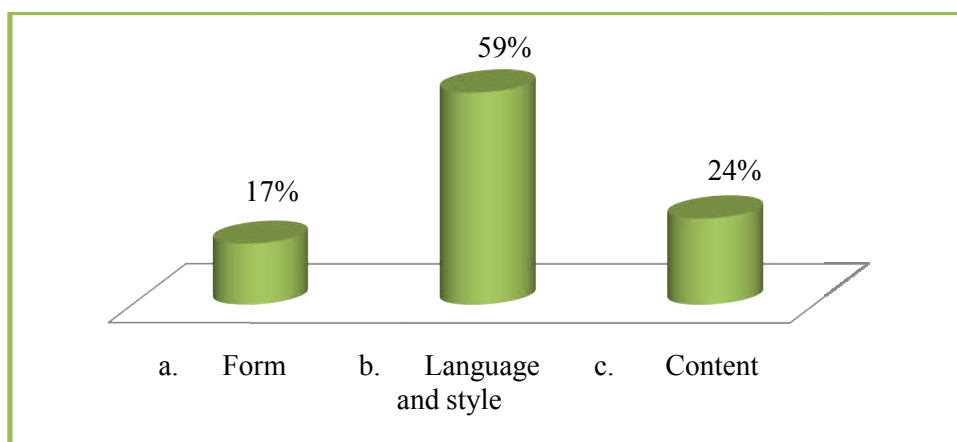
Figure 3.6: The teacher's main focus when correcting students' writing

The results illustrated in the above table and the figure shows that 59% (32) claimed that the teachers' main focus when correcting their writing is language and style, while 24% (13) said the paid more attention is on the content , yet 17% (9) stated that teacher focused only on the form.

Item 18: Do you think that when your teacher focuses only on the content, this will encourage you to improve your background knowledge about different topics?

Table 3.22: The importance of the content to improve students' prior knowledge

Option	Participants	Percentage
a. Yes	39	72%
b. No	15	28%
Total	54	100%

By this item, our aim is to know would students be motivated and encouraged to build   and improve their knowledge about different topics if the teachers' focus on the content of their work.

As the results above shows, 72% (39) said 'yes' they would improve their knowledge if the teachers' focus is on the content of their work and therefore he would dedicate more marks on it , while 28% (15) said 'no' they would not be motivated to improve their knowledge .

3.6. Discussion of the Results

Students' questionnaire

The analyses of students' questionnaire provide us with different information and valuable responses that supported our hypothesis. First of all, the result in the first section revealed that the majority of our sample (61%) composed from female rather than male. In addition most of them (91%) studying English at the university based on their own personal choice. Moreover, from students' responses we deduced that learning EFL at university is somehow difficult; precisely, due to the challenges students face. To mention some, the charged timetables are considered as the obstacle which enables students to make balance between studying in classroom and revising at home. Also, the unfamiliarity with the modules and resemblance of the subjects' content makes them difficult to be understood, and the complexity of the whole LMD system that requires much efforts and research.

In the second part, the collected answers affirmed that there is an agreement about the importance of the writing skill. In which the majority of students (98%) agreed that writing is an important skill .For these reasons, we found that (87%) of the students have good attitudes towards writing and enjoyed in the module of written expression, although (46 %) of students believe that writing is the most difficult language skill .and since it very difficult task, we have noticed that the majority of the students faced various difficulties in writing among them lack of ideas and knowledge about the topic Inability to recall

previous knowledge which entail that they face background knowledge problems at the first place ,For that, (54%) of students revealed that their teachers adopted different strategies to help them overcome these problems such as giving more activities to practice and texts to read in addition to providing more feedback .

In the same vein, the obtained results in the last section showed that the majority of participants 80%) are aware of the importance of topic background knowledge in EFL learning process asserting that It's important because in height studies you must have a background knowledge and experience with basic skills which of course we're going to build upon (usually called assimilation and accommodation , and they regarded it very useful in writing module in for many reasons to mention few :Knowing about the topic will make the learner more engaged and motivated. Moreover, participants believed that it makes it easier and add flexibility choice for the writer, more arguments more details and better way of explaining and expressing because when you have knowledge you'll not worry about what to write instead you'll focus on how to be creative in your writing.

As the findings in question twelve shows, according to majority of participants 68% teachers actually use some strategies to develop their learners' knowledge like assigning reading tasks of different text genres or asking them to conduct research projects In question 13, participants 83% highlighted the fact that they spend   less time in writing when your background knowledge about the topic is high which entails that the task of writing would be much easier in this case .More importantly, when we asked respondents whether they use different strategies to improve their knowledge the findings apart from what teacher offers them inside classroom, most of them 87% revealed that they actually do look for further sources to improve their knowledge which shows that students make some efforts outside the classroom too. However, when respondents were asked if they are satisfied with content being taught they asserted they somehow satisfied with some

reservation, consequently, learning EFL at the University of Biskra needs some modifications starting from the system to the way of assigning students. At the end, the results of students' questionnaire revealed that topic knowledge has a positive effect in enhancing students writing production as well as motivate them and therefore their agreement upon the exchangeable relationship between this later.

Conclusion

This chapter was devoted to the analysis and discussion of data gathered from students' questionnaire. The results obtained from the instruments showed attitudes towards the effectiveness of having rich topic background knowledge in enhancing students writing skills. Accordingly, from the analysis of data EFL student still face some difficulties in writing and their level should be improved. In addition to the positive responses towards background knowledge and how it can help improve the quality of written production .Henceforth, these results confirmed the hypothesis and answered the research questions.

General conclusion

The present study aimed to shed light on developing EFL learners' written production through building topic knowledge .Thus, this research attempted to answer all the research questions in addition to the hypotheses validity, which highlighted that if EFL students have background knowledge on the topic that can help them overcome their writing errors. Recalling this knowledge will have beneficial effects on students' writing performance. Our study comprises three chapters, the two initial chapters was devoted to the theoretical part of the study; whereas, the third chapter shed light on the practical part of the study.

The first chapter devoted to highlight all the basics of writing skill. To be precise, it dealt with a general overview on the writing skill its definition, nature, purpose. Also, we provided a clear description of its major approaches, stages of teaching, elements of effectiveness, and then the role of teacher in writing. In addition to that, we dealt about assessment and writing and its purpose. Finally we moved to teacher's reaction on student writing work through feedback considering its two major type sand focuses.

In the second chapter, we have provided a detailed understanding of knowledge whereby we started with its nature, definition, presentation of its conceptual map. Then we illustrated its major type and sources .besides that we described the process of both knowledge acquisition and construction. At the end we established the vital role of topic background knowledge in improving the quality of EFL learners.

The third chapter devoted to the study framework. Initially, this chapter dealt with practical part of the study that presented data analysis and interpretation in addition to the discussion of the study findings. To achieve the study aim, and collect reliable data the researcher based her study on one data collection method; which is a semi structured

questionnaire that was designed and distributed to (54) EFL students from the University of Biskra. Accordingly, the obtained results that gathered from the questionnaire clearly suggest a strong and consistent relationship between topic specific background knowledge and the quality of student writing which supported our hypothesis.

Pedagogical Implications and Recommendations

From the obtained results, the data clearly suggest a strong and consistent relationship between topic specific background knowledge and the quality of student writing the following recommendations seem to be helpful

- It is up to teachers to provide activities and experiences that give students knowledge and help them construct meaning from that knowledge.

- Since writing is about meaning, ensuring that student have the raw materials, information, knowledge and understanding is fundamentally important.

- Activating learners" background knowledge through oral processing before writing and during writing would allow students to work out their ideas in guided conversation before they have to work with them in writing.

- It would be better if teachers plan the instruction starting by identifying the understandings they want students to communicate in writing

- Students should have sufficient background knowledge before setting down to write; therefore , it would be butter if they adopt other strategies to build their knowledge and construct meaning such as reading , conducting online searches and so on , rather than just depending on teacher.

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Appendices

Students' Questionnaire

Dear students,

You are kindly requested to answer the following questionnaire which is a tool to gather information to accomplish a Master dissertation about *"The Role of Topic Knowledge in Improving the Quality of EFL learners' written production*. We would be so grateful if you answer the questions sincerely. Please, tick (√) the appropriate choice or give full answers when they are required. Be sure that your responses are of great importance for the success of this research study.

Thank you in advance for your time and participation.

Prepared by

Meriem LEBBAL

Supervised by

Dr. SEGUENI Lamri

2019/2020

Section One: Personal Information

Q1: Would you specify your gender please?

a) Male ☐   b) Female ☐

Q2: studying English at the university was:

a) Your own choice ☐

b) Your parent (s) choice ☐

c) Someone's advice ☐

Q3: Have you found any difficulties when learning English at university?

a) Yes ☐   b) No ☐

If yes, what kind of difficulties?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Section Two: Perceptions about the Writing Skill

Q4: To what extent each of the following language skills is important for you?

	Important	Very important	Not important
a) The speaking skill	☐	☐	☐
b) The reading skill	☐	☐	☐
c) The writing skill	☐	☐	☐
d) The listening skill	☐	☐	☐

Q5: Among the following skills, mention the most difficult one(s)

a) The Speaking skill ☐

b) The Reading skill ☐

c) The Writing skill ☐

d) The Listening skill ☐

Q6: Do you like Writing?

a) Yes ☐   b) No ☐

Q7: How do you evaluate your level in writing?

a) Excellent ☐

b) Good ☐

c) Average ☐

d) Poor ☐

Q8: Do you have any writing difficulties?

a) Yes ☐   b) No ☐

If yes, which difficulties do you face?

a) Lack of ideas and knowledge about the topic ☐
b) Inability to recall previous knowledge ☐
c) Poor grammar and vocabulary ☐
d) Punctuation ☐
e) Organization ☐
f) Coherence and cohesion ☐
g) All of them ☐

**Q9:** Does your teacher use some strategies to help you overcome these difficulties?

a) Yes ☐

b) No ☐

If yes, what are these strategies?

……

……

Section Three: The Role of Background Knowledge about the Topic in Writing

Q10: To what extent do you agree or disagree that background knowledge about the topic has a great importance in EFL learning process?

   a) Strongly agree   ☐

   b) Strongly disagree   ☐

   c) Neutral   ☐

Q11: How do you consider the role of having knowledge about the topic in producing any piece of writing?

   a) Very important ☐   b) Somehow important ☐   c) Not important at all ☐

if it is very important, justify your answer please

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Q12. Does your teacher use some strategies to help you develop your prior knowledge about different topics?

   a) Yes ☐   b) No ☐

If yes, does s/he

   a) Assign reading tasks of different text genres ☐

   b) Ask you to conduct research projects ☐

   c) Use videos ☐

   d) All of them ☐

Q13: When you write, do you usually recall what you already know about the topic as background knowledge?

   a) Strongly agree ☐

   b) strongly disagree ☐

   c) Neutral ☐

Q14: Have you ever been taught how to recall your background knowledge about any topic?

   a) Yes ☐   b) No ☐

If yes, what are the main strategies that you know?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Q15: To what extent are you satisfied with the content is being taught?

   a) Very satisfied ☐

   b) Somehow satisfied ☐

   c) Not satisfied at all ☐

Q16: Do you depend only on what your teacher gives you in the class?

   a) Yes ☐   b) No ☐

If no, do you (You may choose more than one option).

a) Use the Internet websites

b) Read books, magazines, articles, etc

c) Discuss the lesson with your mates

d) Ask other teachers for clarifications

e) All of them

Q17: When correcting your written productions, on which of the following aspects does your teacher focus on most?

a) Form

b) Language and style

c) Content

Q18: Do you think that when your teacher focuses only on the content, this will encourage you to improve your background knowledge about different topics?

a) Yes

b) No

If you have any addition, comment or suggestion about the role of background knowledge, please feel free to mention them.

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………………

Thank you for your time and cooperation

ملخص

لوحظ أن أغلبية طلاب اللغة الانجليزية كلغة أجنبية يواجهون صعوبة في الكتابة على الرغم من أنه من المفترض أن يكون لديهم مستوى جيد ، لا يزال لديهم مجموعة متنوعة من المشاكل التي تجعل كتابتهم غير مرضية . السبب وراء اختيار هذا الموضوع أن   أغلبية الكتابات الإنجليزية كلغة أجنبية في الجامعة تتمثل في الكتابة المعلوماتية ،نظرًا لأن الكتابة المعلوماتية (أو أي كتابة لهذا الأمر) هي توظيف المعرفة و المعلومات التي يمتلكها الكاتب في كتابة الفقرات و تطويرها   ؛ درست هذه الدراسة تأثير المعرفة الخلفية حول موضوع الكتابة المحدد على الجودة العامة للإنتاج الكتابي لطلاب اللغة الإنجليزية في جامعة بسكرة.. ولغرض الإجابة على أسئلة البحث واختبار الفرضية تم استخدام منهج بحث نوعي وصفي و فيما يتعلق بأدوات البحث ولهذا الغرض تم توزيع استبيان لعينة تتمثل في أربعة وخمسون(54) طالبًا بقسم اللغة الإنجليزية جامعة محمد خيضر بسكرة؛ كشفت النتائجُ المتحصل عليها عن العلاقة القوية والمتسقة بين المعرفة الخلفية لموضوع الكتابة المحدد وكتابات الطلاب وبالتالي يمكنها أن تساعد في تحسين و تطوير المهارات الكتابية .