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# NAVIGATING WRITING FLUENCY THROUGH GUIDED WRITING TASKS

The Case of Second Year EFL Students at Mila University Center

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in  
**Didactics of Foreign Languages**

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# DedicationI

## **I dedicate this work**

### **To my Mother,**

You are my guiding light, and my unwavering source of strength and endless inspiration, even during the moments when I faltered in this work. You are the strongest woman I have ever known. Words will always fall short in expressing the depth of my gratitude to you

### **To my father,**

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## DedicationII

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### Abstract

The present study investigates the effectiveness of guided writing tasks in enhancing writing fluency among EFL second-year university learners. With this aim, the study seeks to examine how the integration of guided writing tasks influences learners' writing performance and contributes to achieving fluency in writing skill. Accordingly, within the context of this study, data were collected from a sample of seventy (70) second-year students randomly selected from the Department of English at the University of Mila, along with questionnaires from six (6) teachers of the written expression module at the same department. The study identified a significant improvement in writing fluency among EFL second-year university learners through the implementation of guided writing tasks. The integration of guided writing tasks appears to positively affect writing performance and contribute to enhance fluency among learners, as evidenced by the results. These findings underscore the importance of incorporating guided writing tasks into the EFL curriculum to enhance writing fluency and overall writing level among learners, highlighting potential avenues for future research and pedagogical practices.

**Keywords:** fluency, Guided writing tasks, writing fluency, writing performance ,writing skill.

## List of Abbreviations

**EFL:** English as a foreign language

**GWT:** Guided writing tasks

**WF:** WRITING fluency

**SLA:** Second language acquisition

**ELT:**English language teaching

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## General Introduction

Learning any second or foreign language is largely based on the acquisition of four skills: listening, speaking, reading, and writing. The latter has garnered significant attention from various researchers, being perceived as the most challenging skill to master. It requires mastery of different elements from the initial stages to the final ones. Due to its intricate and complex nature, writing is commonly regarded by students as the most difficult and least enjoyable task. Additionally, teachers should employ diverse strategies to enhance students' writing skills and support them in overcoming obstacles to reach fluency. One effective strategy is guided writing tasks which involves step-by-step instruction including teaching spelling, sentence structure, use of punctuation and capitalization, quotation marks, and other conventions.

### 1. Statement of the problem

Achieving writing fluency in English as a Foreign Language (EFL) presents significant challenges, particularly among second-year students of the English Department at the University of Mila who are required to write in different genres, such as narrative, descriptive, and expository essays for the first time, marking a critical learning period. Despite the importance of this skill there is a noticeable deficiency in student performance, attributed to several factors. Primarily, a lack of practice outside the classroom, combined with a limited awareness of the importance of writing fluency. Additionally, teachers report that learners struggle with grammar, vocabulary, and organizing their ideas effectively, which hinder their progress toward fluency.

Consequently, teachers must address these issues and support students in overcoming their writing challenges to achieve fluency. In response to these identified problems, researchers have resorted to the implementation of guided writing tasks as a potential

solution. This strategy offers students structured opportunities to practice and manage their writing, with the aim of enhancing fluency.

## **2. Aims of the study**

The primary aim of this study is to investigate the effectiveness of guided writing tasks in enhancing the writing skills of English second-year university learners, with a particular focus on their ability to achieve fluency in writing. This study seeks to identify and address the main challenges faced by second-year university learners in their writing that hinder the attainment of fluency, and seek successful ways to overcome their difficulties and raise their fluency in writing. Furthermore, this study aims to shed light on the practices employed by teachers during guided writing sessions with English second-year university learners as valuable tasks for enhancing the writing fluency. In addition, the findings of the study are expected to help other teachers to incorporate this technique within the teaching process of writing to facilitate the task for low- proficient learners and as a result enhance their writing performance.

## **3. Research Question**

The present study investigates the impact of integrating the guided writing tasks in order to ameliorate the learners' writing skill to reach the fluency. Within this perspective, the following question is raised:

How does the integration of guided writing tasks influence the writing performance of learners and contribute to achieve fluency in writing?



## **4. Research methodology**

### **4.1. Research method and tools**

This study employs a quantitative research design to investigate the influence of guided writing tasks on writing fluency among second-year learners at the Department of English, Mila University. The research instrument utilized for data collection is a questionnaire distributed to second-year students at the university.

The questionnaire aims to gather comprehensive data on various aspects related to writing skill, including the students' self-assessment of their writing proficiency levels, perceived difficulties, frequency of engagement in guided writing tasks, and writing practices. Additionally, students will provide insights about their experiences with guided writing tasks and their perceptions of its impact on their writing fluency.

In addition to student responses, teachers at the Department of English will also be surveyed. They will be asked about the tasks applied during guided writing sessions, their roles in facilitating these tasks, observations of students' writing fluency, and perceptions of the effectiveness of guided writing instruction.

The questionnaire items have been carefully designed to ensure clarity, relevance, and comprehensiveness.

### **5.2. Population and Sample of the study**

The current study is conducted at the University Centre of Mila, Institute of Letters and Languages, Department of Foreign Languages. The population that this study is concerned with consists of second-year EFL students at Mila University Centre in the academic year 2024 /2025. The population is made up of 150 students in total, who are divided into 4

groups. From this population, a random sample of 70 students was selected using a random number generator to ensure that every student had an equal chance of being chosen.

## **6. Structure of the study**

This study consists of two chapters. The first chapter represents a literature review consisting of two sections that discuss the two variables: writing fluency and guided writing tasks. The first section begins with defining writing and exploring the writing process. Followed by various challenges that face learners in writing. Additionally, strategies of teaching writing are examined. It further delves into guided writing starting with the definition and the process of guided writing. It examines the roles of both teachers and learners in guided writing, regarding this teaching instruction with other writing strategies such as free writing and controlled writing.

The light was shed on the benefits and shortcomings of this teaching strategy. This section is concluded by defining the five guided writing tasks, and outlining practices associated with their implementation.

The second section deals with fundamental issues about fluency and writing fluency. It starts by establishing a comprehensive definition of fluency. Subsequently, the discussion transitions to an examination of the measurements employed to assess fluency. Furthermore, the section explores the critical components of fluency. Additionally, a major examination of the distinctions between fluency and accuracy is conducted. Moreover, the section encompasses an analysis of the factors that affect fluency, considering both affective and pedagogical influences on learners' fluency. After covering the broader concept of fluency, the section then focuses specifically on writing fluency. It begins by introducing the definition of writing fluency. Then it examines the characteristics of the fluent writer. The section concludes by examining the various measurements used to assess writing fluency and

techniques for developing EFL learners writing fluency. The last chapter that concerns the field investigation is entitled Field of Investigation covers the analyses of the questionnaires that are used to investigate this research.

## Chapter one: Guided writing tasks and writing fluency

### Introduction

Writing is a fundamental language skill in teaching and learning English. As one of the most complex forms of communication, effective writing requires mastery of various elements and strategies. That is to say, students must learn the art of good writing to excel both academically and professionally. In this respects, teachers often employ guided writing tasks to enhance students' writing abilities and promote fluency, aiming to transform them into skilled and fluent writers.

Accordingly, this chapter is structured into two main sections. In section one, the focus is on defining the writing skill, exploring the writing process along with the challenges that learners may encounter during writing. Additionally, teaching strategies for writing are examined. To conclude the section on strategies that affect learners' writing level, the emphasis is on the examination of guided writing and its tasks. This involves exploring the roles of both teachers and learners in the guided writing process. Furthermore, the section highlights the advantages and limitations of guided writing, drawing an important comparison with methods such as free writing and controlled writing. Finally, a detailed definition of the five guided writing tasks is provided, along with an outline of essential practices necessary for their successful implementation.

The second section deals with fluency and writing fluency. It commences by establishing a comprehensive understanding of fluency. Following this, it delves into the assessment methods used to measure it. Furthermore, the section explores its critical components. Additionally, it scrutinizes the distinction between fluency and accuracy and analyzes the factors influencing fluency, encompassing both affective and pedagogical factors affecting it. Moreover, it investigates strategies aimed at raising learners' fluency.

Subsequently, the focus narrows down to writing fluency, initially defining it and then exploring strategies to improve it. The section wraps up by discussing the various approaches to measuring writing fluency and the fundamental techniques that aim to develop EFL learners writing fluency.

## **I. Writing**

### **1.1. Definition of Writing**

Writing is a system of graphic symbols that can be used to express any idea. It is the partial or complete graphic reproduction of human speech, thoughts, and other interests through the arrangement of standardized symbols (characters, signs, or sign components). Roger( 2001).

Writing skill is one of the four language skills besides speaking, listening, and reading. It refers to the ability to express the ideas and the interests of the writer through words and sentences in a way that is meaningful to the reader. The process of writing includes respecting language components like grammar, syntax, semantics, and punctuation marks to produce a well-written text.

Additionally, Meyers (2005) believed that writing is the act of generating, organizing, and putting ideas on paper, then reshaping and revising those ideas. He sees writing as a process of addressing problems and the challenge of coming up with ideas, organizing, and putting them on paper in a way that makes sense for the writing assignment. The writing skill product should then be improved and revised so that the reader can understand it better.

Furthermore, Hedge (2007) characterized writing skill as the capacity to use various processes to control the writing process. According to Hedge's definition, writing strategies include a variety of tasks like goal-setting, ideas generation, information organization, word choice, draft creation, review, editing, and revision.

In teaching /learning English, the skill of writing is needed by the EFL teachers and learners because it is an important skill to be taught and learned, as Glazier (1994: 3) contends, “Being able to write in English is essential in college, and it probably will be an asset in your career.”

Since this skill is taught in schools, the teacher is working to address the difficulties that the learner may encounter during the learning process. Perhaps one way that a learner in particular or a writer in general can follow in order to overcome those difficulties and to become a good writer is to practice regularly as(Legon, 2000,p.14) stated “because writing is a skill, it makes sense that the more you practice writing, the better you will write.”

## **1.2. The Process of Writing**

According to Harmer (2004) Writing is a continuous process that requires the application of consistent and gradual stages in order to have a well-written text or any other piece of writing. This process is affected by the topic selected, the type of writing whether it is in the form of a paragraph, a novel, an essay or other means, as well as the method used to write the topic. It can through pen and paper, computer word files, etc. However, the process of writing is composed of four stages or elements in all cases.

### **1.2.1. Planning**

In general, writers before they begin to express their thoughts they create a plan to make their writing organized. This plan requires writing down a set of basic points, such as the purpose behind writing the topic, the ideas related to the topic, and the number of the paragraphs to include whereas other writers prefer to draw this plan in their minds without feeling the need to write it down.

The successful writers take into account several factors before they begin to write. The importance of the topic to be discussed, how it will affect the reader as he is person to whom

the work is directed, the appropriate language to be used and the amount of relevant thoughts to be included.

### **1.2.2. Drafting**

The Primary writing is what is called a draft. It is a pre-drawing of the ideas to be written and is often in an unorganized form as it contains various information that the writer quickly writes down in order to have a clear picture of what he will write in the final version.

This step helps the writer to structure his information before he actually starts writing.

### **1.2.3. Editing (reflecting and revising)**

After the writer finishes his draft, he begins the editing process. Perhaps there are some ideas that the writer wants to change, or he felt the need to write some ideas in another way, and to look for any possible mistakes.

Revising shows the writer the errors he made and gives him the opportunity to correct them and to rewrite the lines he did not like with better ones. This stage is more like a second chance to the writer that ensures erasing all the negative points and replacing them with better points.

### **1.2.4 The final version**

After completing all the previous steps, the writer moves to the final writing/version step. In this final step, the writer can finally start writing about the topic he chose based on the plan he prepared and publish so the audience can read it.

Despite the above, these elements or steps can become a routine matter for the writer, and he may feel the need to repeat these steps from the beginning until he reaches the final writing stage. In other words, he may feel the need to re-plan, re-draft, and re-edit. This matter as difficult as it may seem to some is an inevitable matter for others because they

believe that they can provide a version better than the one they prepared. Therefore, no matter how long the process takes and no matter how many times it is repeated, in the end the writer will reach the last stage where he can finish the entire writing process.

### **1.3. Learners' Challenges in Writing**

As writing is a multifaceted skill to master, learners encounter numerous challenges in various aspects along the way.

#### **1.3.1. Grammar**

Mastering a foreign language involves navigating through various challenges, with grammar being one of the most daunting aspects. It is commonly defined as "the rules that govern how a language's sentences are formed" (Thornbury, 2000, p. 01). Shiu (2011) notes that researchers have often characterized grammatical difficulty by assessing students' ability to use certain features correctly. These features, such as verb tenses, irregular verbs, conditional sentences, passive voice, articles, and prepositions, are frequently identified as areas where learners struggle the most with.

#### **1.3.2. Lack of vocabulary**

Ur (1994, p. 60) defined vocabulary as the collection of words one learns in a foreign language. Thornbury (2002, p. 27) asserted that several factors contribute to the difficulty of learning certain words, with pronunciation playing a significant role. Research indicates that words that are challenging to pronounce tend to be harder to learn. Additionally, issues such as spelling sounds and imbalances can lead to errors in pronunciation or spelling, further complicating vocabulary acquisition. While most English spelling follows consistent rules, there are notable irregularities, particularly in words with silent letters like "listen," "headache," "honor," "half," "light," and "muscle."



Interestingly, the length and complexity of words do not necessarily correlate with their difficulty in learning; however, high-frequency words in English tend to be shorter, making them more encountered and thus more essential for learners to grasp. Another factor contributing to word difficulty is the potential for confusion between words with similar meanings. For instance, the distinction between "make" and "do" can be challenging for learners: you "make" dinner or "make" a date, but you "do" the job or "do" the duty.

### **1.3.3. Word Choice**

When writing in a second language, students often struggle with using the right words in the right context. For instance, White (1980) observed that students frequently employ "big words" in their essays with the intention of impressing the reader, typically their teacher. However, this attempt to make a favorable impression often results in a complication of diction.

### **1.3.4. Anxiety**

Anxiety, as an emotional factor, is inherently complex to define. It arises from the anticipation of either physical threat or loss, as suggested by Rholes, Riskind, and Neville (1985). Within the learning process of writing, anxiety poses obstacles at various stages. It can impede progress at three key points: the input stage, processing stage, and output stage, as outlined by Tobias (1986). At the input stage, anxiety interrupts the absorption of new materials. During the processing stage, anxiety interferes with memory function, disrupting the organization and storage of information. Lastly, in the output stage, anxiety obstructs the effective retrieval of learned materials.

### **1.3.5. Motivation**

Conventionally, motivation is perceived as a key factor in the context of writing, both in teaching and learning. Specialists in the field of motivation research in second language learning, such as Wallace Lambert and Robert Gardner, emphasized its importance, considering motivation as a significant predictor of writing performance. According to Dornyei (1998) the degree of success or failure of L2 learning is affected by motivation. Given that the writing process can be lengthy and challenging, motivation serves as a crucial driving force to initiate writing tasks and sustain engagement throughout the process. When motivation is present, it is anticipated that learners will achieve outstanding results and underscore high performance in writing tasks.

### **1.4. Strategies of teaching Writing**

The New South Wales Department of education and training (2007) introduced several strategies to engage all students in writing.

#### **1.4.1. Modeled Writing**

Writing is modeled means the practice of teachers selecting models or examples to help students understand how writing works. Through those models students can learn the language, vocabulary, and text structures needed to write for a variety of purposes by using model writing.

The most valuable inspiration for writing comes from the world around us, specifically the texts that students read. When teachers use modeled writing, they offer students examples of the type of text they will be creating, explain how these texts function, and provide structured demonstrations of the skills and strategies that skilled writers employ.

### **1.4.2. Independent Writing**

In this strategy students are allowed to showcase their abilities in creating different types of written texts. They can write about any topic of their choice and express their thoughts about it.

### **1.4.3. 'Think aloud' Writing**

"Think aloud" refers to the act of stating out loud what one is thinking while working on a piece of writing. Teachers can help students become aware of the various techniques writers employ to generate and organize ideas by modeling for them the kinds of behaviors that professional writers engage in while they write. The teacher can invite students to contribute and assist in "thinking" through the writing assignments. This strategy aims to clearly illustrate the decisions and choices that authors make when they organize, evaluate, and revise their own work

### **1.4.4 Guided Writing**

It is another strategy used by the teacher inside the classroom to help those students who struggle in writing. Students must use the knowledge, abilities, and comprehensions they have gained from modeled writing sessions in guided writing, with varied levels of assistance from the teacher. A typical guided writing assignment has the teacher and students working together to create a text. The entire class, small groups, or individual students can participate in the guided writing sessions (NSW, 2007, p.34).

## **2. Guided Writing**

### **2.1. Definition of Guided Writing**

Guided writing is a teaching strategy applied by the teacher inside the classroom. It is a collaborative work between the teacher and the learners who are divided into pairs or small

groups, and each group is given a written task to solve or a set of instructions to follow in order to help them improve their writing skills.

Parson (2001) believed that guided writing allows teachers to enhance and guide learners by sharing ideas about a specific topic, constructing a text, and evaluating their independent writing. In other words the strategy of guided writing gives the teacher the opportunity to guide the learner through numerous activities that aim to improve their level in writing. The teacher can move among the groups and assist its members to finish the given activity where he can evaluate the final piece of writing.

According to Dunigan (2005) guided writing is an effective teaching method to all ages as well as to the weaker writers who can benefit from the help given by the members of the group from one hand, and to build self-confidence from the other hand. He also believed that guided writing as being a scaffolding technique helps the teacher to manage the time and provide the help to learners based on their need for that help.

Hartanti (2011) believed that guided writing enables a teacher to collaborate closely with a small group of students who share a need. A teacher may assemble a small group for a guided writing session and model writing, or they may work through a shared writing exercise together. For Juriah (2015) guided writing is a solo or group exercise in which students utilize word maps to arrange their thoughts before creating texts. In guided writing a word map is a diagram that aids in the organization of writers' ideas.

Dyan (2010) added that guided writing is a type of writing in which students follow an instructor's instructions on sentence structure, direct response to inquiries, and language-based activities that focus on expanding their vocabulary teaching grammar, reading comprehension, and even speaking skills that lead to a written assignment to improve students' writing abilities.

Hartanti (2011) also defined guided writing and argues that it can be used for a variety of educational objectives. It enables students to arrange their writing by taking into account the audience, purpose, topic, and text type choice. It enables authors to concentrate on norms like spelling, punctuation, grammar, and conventions. Students can be encouraged to modify and revise their work by using it as well.

Under this strategy, the teacher scaffolds the learners by asking questions, given examples, preparing a model to be copied, and thinking aloud so they can gather the ideas to be written.

## **2.2. The process of guided writing**

"Guided writing process is a step-by -step recipe for writing that includes planning, writing, editing, revising, and publishing .....the students use five powerful p's, plan, package, pop, polish, and publish" ( Dunigan,2008, p.8).

### **Planning:**

In the first stage, the learner is asked to develop a plan for his piece of writing that includes points like the topic to be discussed and the ideas to included.

### **Packaging:**

Once the plan is developed, the learner starts writing a sentence at a time with the assistance of the teacher.

### **Popping:**

The leaner is asked to write all the ideas coming to his mind about the selected topic.

**Polishing:**

In this stage, the learner is almost finished writing. Under the supervision of the teacher, the learner reviews what he has written to correct any mistakes, delete a sentence, or add another idea before he publishes the final version.

**Publishing:**

The learner is now able to publish his final piece of writing.

**2.3. Role of the teacher**

The strategy of guided writing depends partly on the effectiveness of the teacher and his skills in dealing with learners, as well as his ability to be creative. He must play an effective role inside the classroom whenever using this scaffolding technique through many points. As Dunigan, J. (2005) suggested

- a) The teacher has to know what he needs from the learners and plan for each step.
- b) Give models to facilitate the explanation.
- c) Gradually give the instruction.
- d) Use timing to organize the work.
- e) Provide examples.
- f) Scaffold learners in each step till they know what to do.
- g) Maintain teacher-learner discussion.
- h) Let learners express their thoughts.
- i) Correct any errors if any.
- j) Share learner's work and offer reward.
- k) Give constructive feedback.

## 2.4. Role of the learner

Learners have an important role to play in using the guided writing strategy that aims to address their writing difficulties.

- a) Learners have to split up into pairs or small groups.
- b) Learners have to pay attention to teacher's explanation.
- c) To maintain order, learners have to follow teacher's instruction.
- d) The model or the example suggested by the teacher is to make it easier for learners to work, so they have to work according to it.
- e) There has to be a discussion among the members of the group in order to help each other.
- f) Learners have to preserve teacher-learner discussion.
- g) Learners have to be confident and write what they think about even if it is wrong.
- h) Before publishing the final version, learners have to review their piece of writing.

## 2.5. Free writing versus Guided Writing versus Controlled Writing

### 2.5.1. Free Writing

Simply sitting down and jotting down whatever comes to mind regarding a topic is known as free writing. It means that instead of worrying about proper grammar, spelling, or other writing conventions, students should just sit down with a pen and paper and write whatever comes to mind. Hogue (1996) claimed that free writing is a method for generating ideas where learners pick a topic, sit down, and write whatever sentences come to mind about it. Thus, they do not have to worry about punctuation, grammar, spelling or organization of ideas.

In summary, free writing is the act of writing whatever comes to mind or an idea without worrying about mechanics, grammar, or spelling.

### **2.5.2. Controlled Writing**

Writing that is primarily supplied in terms of form and/or content is referred to as controlled writing. Students are spared from lacking the full range of complexity that free writing entails because they are confused about getting words down on paper and are focusing on one or two problems at a time when writing in a controlled environment. In controlled writing, a passage such as an outline to finish, a paragraph to manipulate or to continue is given to the students, and they are allowed to work on it. The goal of controlled composition is to draw students' attention to particular written language elements.

It is an effective way to reinforce syntax, vocabulary, and grammar in context. A text written using an example as a guide is referred to as controlled writing. The teacher provides encouragement for the student to keep writing.

### **2.5.3. Guided writing**

Parsons (2001) defined guided writing as the process by which instructors help students write by facilitating discussions, incorporating text construction, and assessing their individual work. When employing this type of writing, students are given a topic to write about, an outline to complete, a set of questions to answer, or information to incorporate into their work. Prior to starting to write, students should be able to collaborate to plan strategies, take notes, discuss topics, and share findings.

Writing a text under a teacher's guidance is known as guided writing. It is an effective way for students to learn how to write because the teacher is there to help.



## 2.6. Benefits of Guided Writing

The use of guided writing strategy is one way to help the teacher who seeks to find a way to assist students in order to support their writing abilities. In guided writing, a teacher works through a writing assignment with a group of students in which the objectives of the assignment are based on the knowledge they have already acquired regarding the composition process.

The goal of guided writing is to assist students with this difficult task in which the teacher would assist the learners to finish the assignment. Therefore, guided writing strategy has numerous benefits for both teachers and students. Parsons, S. (2001) listed some of them

- a) This strategy makes it easier for each student to receive instruction and learn.
- b) Offers a safe pace for learners to use their writing abilities and gain confidence.
- c) Gives learners the chance to get fast feedback from the teacher on their work.
- d) Provide learners expertise they need to advance their creative abilities
- e) Manages teacher's time.
- f) The teacher can be creative as he gives tasks or instructions to follow.
- g) Enables the teacher to detect his learner's weaknesses.
- h) Enables the instructor to modify the lesson plan according to the demands of the class.
- i) The instructor has the ability to notice and address the requirements of the learners.
- j) This strategy motivates learners to actively engage in discussions about writing.
- k) Builds and maintains teacher-learner interaction.

## 2.7. Shortcomings of Guided Writing

Although guided writing can be beneficial in helping students produce confident written work, it has certain shortcomings. Holdich and Chung (2003) stated that the first drawback of guided writing is that the teacher may present a constrained text model,

particularly when the written object has relatively distinct qualities. The students' creativity could be hindered by this circumstance if they study the text too much. Because of this, their writing may seem strange or deviate too far from the standard text, which causes them to make a lot of mistakes. Reid (1993, p. 27) stated that yet another drawback of guided writing is:

"The exercises above closely reflect the behaviorist hypotheses: with constant practice of correct structures, students will learn the language and will, therefore, be able to transfer the repeated guided skills to original utterances. Research in second language acquisition, however, has demonstrated that language is not limited to stimulus-response behavior. Rather than language being directed from the outside, learning is a process that the learner controls and to which the learner contributes. Specifically, writing classes that stress repetition and accuracy while severely restricting composing and original thought serve more as grammar classes. "

Guided writing does, in fact, only highlight the writing process. As a result, the writing assignments' outcomes are less appropriate, especially when it comes to helping students understand the text's true meaning due to its structural elements.

### **3. Guided writing tasks**

According to Gibson (2018) the following techniques have been used for guided writing tasks:

- a) Modeled writing.
- b) Self-correction Technique.
- c) Immediate Guidance Technique.
- d) Shared Writing.
- e) Interactive Writing.

### **3.1. Modeled Writing:**

In modeled writing, the teacher presents specific writing components and some texts about different topics to the entire class. They provide full assistance and demonstrate the actions of proficient writers. Lessons are customized to meet students' needs, focusing on correct spelling, grammar, and punctuation, as well as utilizing classroom resources such as dictionaries.

The modeled writing lessons allows students to observe and listen to an experienced writer's thoughts and ideas, giving them a chance to attempt their own writing based on the example provided.

#### **Some modeled writing practices**

The teacher can suggest a text or a model dealing with a particular topic and ask the students to write few lines about the same subject based on the provided model.

The teacher can divide the parts of the presented text or model to make the task easier for the learners.

The proposed text is usually written by a good author, which gives students the opportunity to benefit from his skills.

### **3.2. Self-correction:**

For students in school, guided writing is more straightforward than free writing, as it involves following provided instructions. However, errors are common during this process. Teaching self-correction techniques allows students to identify and fix their own mistakes instead of relying solely on the teacher. Teachers can vary the level of guidance given to students during self-correction, which can serve as a motivating factor for learners.

### 3.2.1. Self-correction application

The teacher can divide the students into pairs or groups and present an exercise to be solved.

The teacher walks among the groups, observing the students' work, and if he noticed any errors, he asks the student to change their answer and search for the correct one.

In case of discussion and sharing opinions, the teacher can give the student the opportunity to rethink if they give the wrong answer or the teacher can provide hints and options to assist them.

### 3.3. Immediate guidance

The teacher in this technique provides immediate help for the learner to guide through the writing process. The teacher can stop giving help to the learner once he makes sure that the learner is aware of the activity to do.

Gibson (2018) suggests the following strategies for implementing this technique:

- a) Encourage students to engage in meaningful discussions to enhance their language skills on the topic.
- b) Allocate 5-10 minutes for students to write individually at their 3/Immediate Guidance Technique
- c) Offer immediate individual support while students are writing and supervise their progress.
- d) Ensure that students maintain focused attention to produce a concise yet comprehensive piece of writing.
- e) Incorporate quick sharing sessions where students can share their current work with their peers.

### 3.4. Shared Writing

Shared writing is an instructional teaching strategy that fosters collaboration between students and teachers in the creation of written texts. Through this approach, learners actively participate alongside the teacher to compose a piece of writing, which is then made readily accessible for students to use as a model in their own piece of writing as explained by RamGiri (2018). This strategy, as described by Gibson (2012) involves the teacher transcribing the entire text while engaging students in a rich discussion about its composition, thereby allowing students to develop competence and confidence in their writing skills. Furthermore, as noted by Routman (2005) shared writing provides students with ample opportunities to express their ideas orally, free from the fear of failure or the pressure of actual writing, thus preparing them for writing success in the future.

#### 3.4.1. Practicing Shared Writing

Routman (2024) outlines a range of strategies for implementing shared writing, as follows:

- The teacher should take all ideas that make sense and incorporate them into the shared writing, as this honors every student's thinking. Additionally, it's important to remember that the shared writing draft can be revised later, allowing for further refinement of the collaborative work.
- The teacher should not hesitate to put the language that students may be struggling to express "into their ears, as this is part of his role in helping to shape and guide the writing.
- To ensure hearing all the voices and to evaluate all students' thinking and efforts, the teacher should word process the whole group, shared writing draft. Then, the teacher should put students in small, heterogeneous groups and have each group revise the

draft. Finally, the teacher should come together as a whole group and guide the final revisions. This process should be used across the curriculum.

Before moving on to having students write on their own, the teacher should have at least one or two public, scaffolded conversations to ensure students are ready and have cogent ideas.

### **3.4.2. The positive outcomes of Shared Writing**

Routman (1994) includes several benefits of utilizing the shared writing task with students.

Shared writing reinforces and supports reading as well as writing. Writing is closely related to reading, as it requires students to generate ideas, which are often inspired by reading.

Shared writing provides an equal opportunity for all students to participate, allowing them to share their ideas without fear of making mistakes.

In shared writing, students are encouraged to review their text before completion. This practice aims to ensure the accuracy of spelling, punctuation, and grammar within their writing.

Moreover, according to The National Literacy Strategy (2000), shared writing offers advantages to teachers

Teachers work with the whole class to model, explore, and discuss the choices writers make during the writing process which can provide valuable instruction and support to their students, rather than solely focusing on correcting errors.

Shared writing provides teachers with an essential step towards enhancing their instructional practices. Through observing students' progress and understanding their

individual needs during shared writing activities, teachers gain valuable insights that inform their teaching strategies. This process enables teachers to tailor their instruction more effectively, ultimately benefiting their professional development and enhancing their ability to support student learning.

### **3.5. Interactive learning**

Interactive writing, as described by RamGiri (2018) is a collaborative instructional practice widely acknowledged as highly beneficial for emergent writers. It involves active participation from both the teacher and students, who work together to compose and write text during interactive writing sessions. Notably, both the teacher and students contribute to decision-making about the content and take turns as the scribe. Additionally, the teacher utilizes these sessions to model reading and writing strategies, providing valuable guidance and support to the students as they engage in creating text.

#### **3.5.1. Effective methods for applying interactive writing task Insights from Fabela, R. M. (2013)**

Interactive writing lessons can take place in either a whole group setting, where all learners participate together, or in a smaller group with a select number of learners. This allows for focused attention and participation from each student.

Before writing begins, the teacher and learners engage in a discussion about the topic or ideas for the composition. This discussion helps generate ideas, encourages critical thinking, and allows learners to contribute their thoughts to the writing process.

The writing is often centered on a shared experience, making it relevant and engaging for the learners. This shared experience serves as a foundation for the writing, providing context and inspiration for the text.

Throughout the writing process, the teacher and learners collaboratively reflect on the shared experience. This reflection deepens their understanding of the topic and helps them make meaningful connections as they compose the text together.

### **3.5.2. The Benefits of Interactive Writing**

The collaborative nature of interactive writing helps students to understand the overall structure of writing, and promotes the logical and coherent expression of ideas.

Participating in discussions and suggesting edits allows students to practice giving and receiving constructive feedback, an important skill for independent writing.

## **II. Fluency and Writing Fluency**

### **Introduction**

The field of foreign language teaching and learning has witnessed special attention on enabling learners to communicate fluently since fluency is considered a major purpose. Hence, to be fluent in a target language, learners need to master all language skills, including speaking, listening, reading, and writing.

### **4.1. Definition of Fluency**

For an extended period, the term ‘fluency’ was associated solely with speaking rather than other language skills. As Hedge (2000) pointed out the term fluency relates to language production and is normally reserved for speech. In the same light, many researchers claimed that fluency is when a person can speak without hesitation. Furthermore, fluency can also be understood as speech that feels natural. It has to do with flow the rate of speech and ease of the speaker. Fluency is about how well students communicate meaning and minimize misunderstandings.



Subsequently, there emerged a broader interpretation of fluency, with some researchers associating it solely with reading skills, while others expanded the concept to include writing as well. For instance, Pikulski and Chard (2005) defined fluency as the ability to read text quickly, accurately and with proper expression. In other words, fluency characterized by expressive and accurate reading at an appropriate pace, facilitates engagement with the text. When readers are able to read smoothly and with confidence, they are more likely to enjoy their reading experience.

On the other hand, Aimee Bukner (2005) emphasized that fluency is the ability to generate a lot of texts in a short period of time. Additionally, Derwing (2004) indicated that fluency is not only related to language pronunciation, but also to mastery of its grammar and vocabulary. Moreover, other researchers Cummings and Petscher (2016) support this assertion by emphasizing that fluency involves the ease with which individuals produce written text. This includes both text generation, which involves translating ideas into words, sentences, paragraphs, and transcription, which involves translating words, sentences, and higher levels of discourse into print.

Based on the range of definitions presented earlier, it becomes apparent that fluency is a difficult and complicated concept. Therefore, there is no one definition simply because it is made up of many aspects of language. Schmidt (2005) further emphasized this complexity, as he describes fluency as an elusive and contested term. He affirmed that "I found when I tried to define it in the A-Z, fluency is one of those elusive, fuzzy, and contested term that means different things to different people." Therefore, while fluency may defy a singular definition, it can generally be understood as the ability to communicate smoothly and effectively in a language. This includes not only the ease of expression in speaking and writing but also the comprehension and understanding of spoken and written language.

## **4.2. Measurements of Fluency**

Firstly, the term measurements of fluency refer to the standards used for evaluating an individual's fluency across the four language skills. Given the challenge of accurately defining or describing fluency, it's unsurprising that measuring such an abstract concept is quite challenging. Consequently, researchers typically assign what they describe as observable variables. In other words, data points that can be seen and actually measured by the researcher.

Paul (1990) suggested four principles for measuring fluency:

### **4.2.1. Speech / Writing rate**

Which is typically measured in terms of the number of syllables produced per second or per minute on task. Also, this rate reflects the speed at which continuous syllables can be produced, considering factors such as articulatory movement and co-articulatory overlap Stark weather (1981).

### **4.2.2. Continuity of speech**

Which refers to speech that flows without interruption or hesitation. In addition, it related to the degree to which syllables and words are logically sequenced as well as the presence or the absence of pauses. That is to say, if the semantic unit follows one another in a continual flow of information then the speech is measured as a fluent and the vice versa.

### **4.2.3. The number of pauses**

It is described by Robinson, Ting and Unwin (1995) as the total number of filled and unfilled pauses for each speaker. Filled pauses are characterized by essentially meaningless sounds such as « um » or « ah » and are interjections commonly observed in normal speech while unfilled pauses are the extraneous portions of silence within ongoing speech. They are

delineated by a silence lasting longer than 250 milliseconds as stipulated by Goldman-isler (1958).

#### **4.2.4. Hesitation phenomena**

As defined by Skehan and Foster (1999). They describe it as utterances or sentences that are not completed, constituting fragments. These fragments may or may not be followed by reformulation.

Moreover, that hesitations may occur for many reasons. For example, as a planned or practiced pause to create a dramatic effect or as a tactic to allow time to formulate the cognitive or linguistic content and sequence of the next utterance.

### **4.3. Components of Fluency**

Fluency is a multifaceted concept that may vary across contexts and disciplines. As a result, researchers may emphasize different components based on their specific perspectives and objectives. However, fluency is generally defined as having three primary elements. Since fluency refers to a balance between the four skills reading, speaking, listening, and writing fluency components are related to all four skills (Soumia and Fedwa 2018).

#### **4.3.1. Automaticity**

As described by Tavakoli (2019). Automaticity is studied in relation to a range of different L2 skills including lexical retrieval, reading comprehension, and speaking ability. He cited that it is the ability to perform tasks either orally or in writing without conscious effort, monitoring, or occupying the mental capacity and attentional resources that are typically available for processing information.

### **4.3.2. Speed**

Encompasses all features and comprises the various variables of timing, phrasing, emphasis, and intonation that speakers utilize to convey aspects of meaning and make their speech lively. In writing, speed refers to the ability to use punctuation marks appropriately, spell words correctly, and select suitable vocabulary. Essentially, "it involves producing hand written text without the need for conscious deliberation"

### **4.3.3. Accuracy**

As suggested by Milat and Mekircha, (2019). It refers to the ability to produce language with minimal errors is assessed by the percentage of words that a speaker, writer, or reader can articulate or write accurately in specific criteria including tenses, subject-verb agreement, grammar, spelling, punctuation, and the use of articles.

## **4.4. Fluency VS Accuracy**

As it is widely recognized, the success of language learning relies on learners' proficiency in using the language both fluently and accurately. The distinction between fluency and accuracy has become a significant question, whether focusing on the differences between the two or their relative priority. Therefore, this issue has long been a focal point in research within the fields of second language acquisition (SLA) and English language teaching (ELT) Fahmi, Munir and Anam (2018). Also, in language learning, fluency and accuracy are often seen as complementary goals. While fluency focuses on the ability to communicate effectively and express one self naturally. However, often with making major mistakes, accuracy emphasizes the use of language rules and structures correctly. The latter, as described by researchers as the ability to produce correct sentences using accurate grammar and vocabulary. In simpler terms, accuracy indicates that the extent to which the

language produced conforms to target language norms, involving proper pronunciation, vocabulary, and grammar usage. Chun and Rong (2009).

**This table explains the differences between the two concepts:**

Accuracy	Fluency
<p><b>Definition:</b></p> <p>"Refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic, or discourse features of a language." (Byrne, 1988)</p>	<p><b>Definition:</b></p> <p>Fluency is the ability to read, speak and write easily, smoothly and expressively.</p>
<p><b>The purpose:</b></p> <p>To help students achieve accurate perception and production of target item which can be sound, a word or a sentence structure.</p>	<p><b>The purpose:</b></p> <p>To help students practice language in writing, reading, speaking and listening to develop spontaneously in communication.</p>
<p><b>Materials:</b></p> <p>The texts are usually composed of separate discrete items like sentences, words or texts May be used in any model (skill) regardless</p>	<p><b>Materials:</b></p> <p>The texts are usually whole pieces of discourse: conversations, stories. Always an effort made to use authentic</p>

<p>of how they are used in real life. For example, dialogues may be presented in written form and written texts may be used for listening exercises. Written texts may be used for listening exercises.</p>	<p>materials from real life.</p>
<p><b>Activities:</b></p> <p>Student's attention is focused on a particular target item. Their output is usually predictable and their performance is assessed on how few language mistakes are made.</p>	<p><b>Activities:</b></p> <p>Student's attention is focused on expressing ideas and communicating information; their output may not be predictable. Their performance is assessed on how well ideas are expressed or understood.</p>

#### 4.5. Factors affecting EFL Learners' Fluency

Students learning a new language aim to attain fluency in speaking, listening, reading, and writing. However, their progress may be influenced by certain factors.

##### 4.5.1. Affective factors

According to Ngoc and Dung (2020) affective factors such as moods, feelings, and attitudes towards language learning, significantly influence a learner's language fluency. These factors encompass anxiety, self-confidence, fear of making mistakes, and even shyness.

**4.5.1.1. Anxiety:** In particular, it obstructs pervasively to the learning process because learners worry about being wrong stupid or incompetent which will devalue their

performance. Additionally, too much anxiety leads to low willingness to communicate and in the long run it will have bad results on learners' second language achievement.

**4.5.1.2. Self- confidence:** There is a strong correlation between language skills and self-confidence. Individuals who are fluent in multiple language skills often report feeling more confident and capable overall. Moreover, when learners have confidence in their abilities, they tend to be more successful and encounter fewer difficulties in achieving fluency.

**4.5.1.3 Fear of making mistakes:** Mistakes are a natural part of the language-learning process. A lot of second language learners suffer from the fear of making mistakes which often stems from a fear of judgment and negative evaluation by the teacher and the students as well. As cited by Soumia and Fedwa (2018).

This fear can be attributed to societal pressure and expectations, where fluency and flawless communication are often seen as the gold standard.

**4.5.1.4 Shyness:** It has been argued that shyness is associated more specifically with language difficulties and there is evidence that shy learners perform less well on fluency tests. Crozier (1997). Moreover, the limitations imposed by shyness on language practice can exacerbate these difficulties. For example, Shy learners may struggle to engage in verbal interactions, hindering their fluency, vocabulary expansion, and overall communication effectiveness.

**4.5.1.5 Motivation:** Motivation is considered by educators as a vital element in learning. The most commonly cited explanation for success or failure in language learning is about motivation or the lack of it. Researchers as Ricardo (2023) Tohidi and Jabbari (2012). Asserted that motivation empowers individuals to achieve high levels of performance and overcome barriers to change. Therefore, motivated learners often demonstrate higher levels of fluency in their target language.

#### **4.5.2. Pedagogic factors**

Encompass a set of factors that cover methods of teaching, teacher attitudes, and strategies employed to facilitate learning in the classroom. This definition emphasized by Kagenyi (2016) highlights that these factors include the teaching methods that a teachers utilize to achieve their learning objectives. That's why, pedagogic factors play a significant role in shaping learner's fluency levels. One such effective strategy is gamification which involves the use of games to enhance learning performance and academic achievement. gamification helps learners gaining more vocabulary, recognizing correct spelling and punctuation, and ultimately contributes to molding learners' fluency levels. Kim, Song, Lockee and Burton (2018). However, if the game elements are too easy, too hard, too distracting, or too irrelevant, they can reduce the learner's interest, satisfaction, or performance.

In addition, guided learning is" an instructional sequence for small groups, integrated into lessons to bridge whole-class teaching and independent work. It emphasizes the social aspect of learning, encouraging collaboration to construct knowledge and share insights. The incorporation of detailed feedback at every step underscores the importance of guidance and support in the learning process. This type of instruction provides learners with valuable opportunities and feedback which in turn, help them to practice more and identify their errors. Thus, their fluency level would be improved."

### **5. Writing Fluency**

As mentioned previously, fluency does not solely pertain to the skill of speaking; it also extends to other language skills like writing. This perception is confirmed by the researchers Atasoy and Temizkan (2016). Who claimed that Fluency is the writer's ability to produce a cohesive sequence of words and structures within a specific time period.



### 5.1. Definition of Writing Fluency

There is no absolute agreement on what writing fluency means. However, a great of literature is found in the field. Moreover, most writing fluency researchers agree that generally, writing fluency is writer's ability to easily express his thoughts in a way that's also easy for their audience to comprehend. Brand , Brand(2006).

They mentioned that writing fluency is when the writer effortlessly writes words on the page, concentrating on communicating thoughts or ideas.

Two perspectives that have been developed by different researchers on the definition of that concept. Some of researchers associated it in term of automaticity while others related to the composing rate and time.

According to those who have claimed the automaticity perspective Brand and Brand (2006) and Schmidt (1992) writing fluency is defined as a skill carried out automatically, resulting in cohesive text where readers do not waste excessive time deciphering the writer's intended meaning. They emphasize that fluent writing occurs effortlessly, with writers concentrating on communicating thoughts and ideas. That is to say, writing fluency is the writer's ability to produce a lot of language without excessive hesitations, blocks, and interruptions.

In other words, a fluent writer does not spend a long time looking for words, ideas and thinking about their organization within the text because his writing processes have become automatic.

thus, fluency is writing is associated with the writer's ability to access his stored linguistic knowledge in order to retrieve ideas, vocabularies and text efficiently, since when a writers have automatic access to their linguistic knowledge, they can retrieve ideas, vocabularies, and text efficiently, contributing to fluent writing.

In contrast, the second perspective on writing fluency concerns the approach based on the rate and time. It centers on the idea that writers must obtain the highest rate possible in terms of writing quantity within the time allotted.

Cheno with Hayes (2001) defined writing fluency as the rate of text production within a certain period of time . It means that the total number of words or sentences written about a subject within a given period. Similarly, according to Wolfe-Quintero et al. (1998) writing fluency is associated with the quantity of words or structures produced by a writer within a limited period, which can determine their level of fluency.

While the first perspective focuses on automaticity, the second perspective examines the rate, time (quantity). Another aspect of writing fluency expands beyond these notions, named quality. Briere (1966) simplified the definition of quality as "grammatically correct, coherent, and an interesting development of a theme or idea ". Additionally, quality involves the cohesiveness and coherence of ideas in the writing, aided by syntactic structures that enable a reader to easily move through the text. Coherence is achieved when sentences and ideas are connected and flow together smoothly. Hence, a text without coherence can inhibit a reader's ability to understand the ideas and main points of it, while cohesion is when the link between sentences, words, and phrases is visible or easily understandable.

In conclusion, writing fluency can be defined as "the ability to produce a high accurate volume of language units within a specific period while also maintaining coherence and a consistent organization of ideas within the text". Atasoy and Temizkan(2016).

## **5.2. Who is the Fluent Writer?**

A fluent writer possesses a combination of various elements in their writing, as suggested by Barrass (2003) in his book *Writing at Work* where he identified essential

characteristics of fluent writing. These elements collectively contribute to the writer's ability to effectively convey ideas and information through written language

### **5.2.1. Clarity**

Is paramount in fluent writing. Also, it is emphasized by Barrass (2003). As the constituent of written output, that makes the ideas meaningful. He suggested that each stage of writing should be carefully constructed. His perspective aligns with Moxley's (2020) definition of clarity, which characterizes it as the audience's judgment that a text is clear, lucid, and understandable. Furthermore, clarity enhances the effectiveness of communication. When writing is clear and concise, readers can readily comprehend and engage with the information provided. This clarity ensures that the writing achieves its intended purpose, whether it is to inform, persuade, or describe. In essence, clarity in writing means that readers can understand the text and the writer's thoughts without needing to ask questions about the intended meaning.

### **5.2.2. Content**

"The degree of uniqueness, authenticity, and clarity in the author's assignment or task. This involves avoiding plagiarism by using one's own words, expressions, and thoughts, as well as being concise and precise, and omitting unnecessary information and elements". (Kertous 2013 p. 8). Content is considered the most important attribute of a written work because it encapsulates the ideas of the students.

### **5.2.3. Cohesion**

It refers to the linking of ideas within a sentence, the connections between sentences within a paragraph and the transitions between paragraphs. Thus, fluent writing is cohesive when all the sentences go together in a logical sequence.

#### **5.2.4. Coherence**

According to Barrass (2003) coherence in writing involves ensuring that each sentence flows smoothly into the next, creating a chain of related ideas. A fluent writer ensures that readers can easily understand the text, as everything is logically arranged and connected.

#### **5.2.5. Simplicity**

Simplicity in fluent writing is key to conveying messages clearly and effectively. In addition, it involves avoiding unnecessarily complex or lengthy sentences, aiming instead for direct and straightforward expression. This principle is encapsulated in the quote "The ability to simplify means to eliminate the unnecessary. Achieving simplicity is not a sign of naivety but a sophisticated skill that enhances the quality and elegance of writing. It reflects a writer's intelligence, making ideas accessible to all readers. Thus, simplicity adds both clarity and elegance, underscoring its importance in fluent writing."

#### **5.2.6. The Purpose**

To have a better understanding of the aim of the topic. That is to say, the purpose is where the writers where writers articulate the goal they aim to achieve or the message they want readers to grasp.

### **5.3. Analyzing writing fluency**

In the context of writing fluency, researchers often differ in their choice of measurements due to its varied definitions, as noted by Abdel Latif (2012). He also explained "writing fluency is typically assessed through two primary methods: product-based and process-based measures. The former evaluates the final texts independently of the writing process, while the latter focuses on observing the writer's approach in real time during the writing process."

### **5.3.1. Product -based measures**

Researchers adopting the product-based measures in their analysis of writing fluency focusing on the quantitative elements of the text under examination. It prioritizes final product of writing rather than on the steps and stages necessary to arrive at that product. Therefore, writing fluency, in this context, is concerned with the writer's ability to produce a finished piece of writing that meets quantitative criteria.

#### **Writing rate**

It is examined in writing research by dividing the number of words by the time spent writing. Another researcher claimed that writing rate is evaluated by the number of syllables written per minute. This formula developed by Ellis and Yuan (2004) was used to identify writing quantity. Atasoy and Temizkan (2016). Therefore, writing rate measures the quantity of words and structures within a text without taking into account the complexity and correctness of the writer's language.

According to this perspective, a fluent writer who is able to construct a high number of words and structures in a limited amount of time whereas non-fluent one means to construe only a few words or structures in a limited time.

In summary, writing rate involves not only the speed at which the writing is produced but also the quantity of words and structures generated Souad (2022).

#### **Dys fluency markers**

In a written context, dysfluency, often described as non-fluency refers to content affected by spelling or grammatical errors uncommon in fluent writing, typically attributed to the writer not having English as their first language. Dysfluency is assessed based on the number of revisions (self-corrections) made while producing a piece of writing. Ivanov,

Johansson and Waldmann (2022). Explained that revisions are changes to the text, such as additions, deletions and substitutions that play an important role in the writing process. Thus, a higher number of revisions often indicates a lower level of fluency in writing.

### **5.3.2. Process-Based Measures of Writing Fluency**

Many researchers agree that this approach focuses on the writing process itself, starting with generating an idea, developing it, communicating it to an audience, and preserving it. Consequently, writing fluency in this context is examined based on the writer's ability to fluently navigate through various stages of the writing process. The indicators are as follows:

#### **The writer's pauses while composing a text**

These pauses are temporary breaks in writing that can occur between segments of the text, arising from various cognitive processes such as planning, formulating, reading, and evaluating. Additionally, these pauses can also occur as the writer plans how to continue the text or while reading and evaluating the text produced so far. Hence, fluent writers tend to have fewer pauses during the writing process. Their thoughts flow more smoothly, and they can translate ideas into written words with relative ease while writers who are less fluent may experience more pauses as they grapple with organizing their thoughts, finding the right words, or structuring sentences. Furthermore, researchers Criado Garcés-Manzanera and Plonsky (2022) have proposed additional measurements for writing fluency that focus on the cognitive processes involved in writing. These include the planning of ideas, their translation into written text, and the ongoing monitoring of these ideas and the text being produced.

#### **planning**

According to researchers Rizwan and Ahmad (2018) planning plays a crucial role in facilitating content and organization in writing. A fluent writer who thoroughly plans their content can effectively organize information, establish settings, describe characters, identify

main events, and evaluate them. Several studies included in the same research have found that planning acts as a process-based measurement of writing fluency.

This assessment involves evaluating preparatory steps taken before actual writing, such as the writer's speed and efficiency in executing the plan. A writer who has effectively planned their content is likely to write at a faster pace compared to one who hasn't planned as thoroughly. Additionally, a fluent writer can seamlessly follow their plan, resulting in a well-structured and coherent piece of writing.

Also, effective planning also minimizes the need for extensive revisions or corrections later on.

### **Idea Translation and Self-Monitoring**

The translation of ideas into written text and the monitoring of them are process-based measurements of writing fluency because they involve the cognitive task of organizing thoughts and selecting the most effective language to express them in writing. These activities are fundamental components of the writing process and are indicative of a writer's ability to generate ideas fluently. In writing fluency research, generating ideas is assessed based on the cognitive task of organizing thoughts and selecting effective language. Crossley, Muldner and McNamara (2016). So, researchers analyze how well writers organize their thoughts coherently and select appropriate language to convey their ideas effectively.

In addition, the ongoing monitoring of ideas serves as a process-based measurement of writing fluency, is evaluated by the writer's assessment of content relevance, grammar, vocabulary, and identification of writing problems. As mentioned by Khellef (2011). She suggested that monitoring techniques encompass auditory and visual checks, wherein writers revise drafts to ensure alignment with intended meaning. Reference to rules or patterns aids in verifying structural accuracy. Hence, fluent writers prioritize content coherence over

formal aspects, contrasting with ineffective writers who may overly focus on surface errors like spelling.

#### 5.4. How to Develop Writing Fluency?

Writing fluency has long been a challenging for students with low to moderate proficiency levels. Nevertheless, Learning English Online site provides valuable strategies to assist learners in improving their writing fluency

**Reading extensively:** Reading a wide range of materials exposes learners to different writing styles, vocabulary, and sentence structures. It helps them internalize language patterns and develop a sense of flow and coherence in their own writing.

**Writing regularly:** Regular practice is key to improving writing fluency. Encourage learners to write daily, even if it's just a short journal entry or a paragraph on a given topic. Consistent practice builds confidence and reinforces language skills.

**Model texts analysis:** Examine model texts or sample essays crafted by proficient writers to recognize effective writing techniques, including organization, coherence, and vocabulary usage. By analyzing these exemplary pieces, learners can gain insights and emulate the strategies employed by skilled writers in their own writing practice.

**Thinking in English:** It is important for language learners to attempt to think in English as much as possible. If they try to change their mindset from thinking in their native language to thinking in English, or at least attempt to think in both languages, the English language will become part of their inner speech. ie their minds stop to trying to translate things from their native language into the second language and begin making connections between words and concepts. Also, understanding the language in a meaningful context. As a result, their writing fluency improve simultaneously, fostering a more intuitive understanding of grammar and vocabulary. In this respect, learners are forcing their brains to create new connections,



speeding up the rewiring process. Which refers to a conscious effort to adopt a different attitude rewires the one's brain into a new way of thinking.

**Encouraging learners to embrace errors** : Is crucial for fostering writing fluency, as suggested by Brown (2023). Teachers play a vital role in convincing students that errors are a natural part of language acquisition and a sign of progression rather than weakness. To persuade students, teachers can employ several strategies.

Firstly, telling students about native speaker errors such as spelling mistakes or grammatical errors in written work. By demonstrating that even native speakers make mistakes, teachers normalize errors and reduce students' fear of making them. Secondly, to treat error-making as a skill : means encouraging learners to embrace mistakes and view them as vital practice for improving writing fluency.

Finally, providing contrastive feedback, addressing both positive aspects and areas for improvement, is essential. Halenci and Zainil (2020) emphasized the importance of considering students' individual characteristics, preferences, timing, learning techniques, and the type of errors made when delivering feedback. By providing feedback, teachers can effectively support the development of writing fluency and create a classroom environment that promotes continuous learning and improvement.

## **Conclusion**

From what has already been stated in this chapter, we conclude that writing is a vital skill in the foreign language classes, but it is also a complex process that entails some basic knowledge from both teachers and learners to facilitate its instruction. Thus, writing as a process goes through different steps or stages where learners may face some difficulties to produce a fluent piece of writing. In addition, there are several strategies to teach writing that

make both teachers and learners engage actively in the teaching and the learning process and the strategy of guided writing is one them.

Guided writing is a strategy that helps students during the writing process by benefiting from the guidance of the teacher who provides some activities like, comprehension questions, and some language-based activities. The process of guided writing as well goes through stages that are presented differently by various researchers. Although, this teaching strategy has some advantages, it has drawbacks. In the same context, this teaching strategy includes several tasks namely modeled writing task, immediate guidance task , self-correction task, shared writing task, interactive writing task that the teacher uses inside the classroom to empower learner`s writing level.

In conclusion, the chapter has provided a comprehensive examination of fluency by delving into its assessment methods, critical components, and the distinction between fluency and accuracy, we have gained a nuanced understanding of this multifaceted aspect of language. Furthermore, the exploration of factors influencing fluency, including both affective and pedagogical elements, has shed light on the complex interplay involved in its development .Finally, the focused discussion on writing fluency, along with approaches to its measurement underscores the techniques to raise learners' writing fluency, highlighting the chapter's contribution to the field of language learning and teaching.

## **CHAPTER TWO: Investigating the effectiveness of Using Guided Writing Technique in Improving EFL Learners' Writing Fluency**

### **Introduction**

This chapter marks a transition from the literature review to the practical implementation of the research, focusing on detailing the fieldwork conducted to gather data necessary for addressing the research questions and achieving the study's aims. It aims to provide a clear description of the key elements related to the fieldwork, including: the nature of the study, the research approach, population and sample, data gathering tools and data analysis procedures. The second part focuses on the main study, involving the analysis of both students' and teachers' questionnaires. These questionnaires serve as valuable sources of data to gain insights into the effectiveness of guided writing tasks in enhancing EFL learners' writing fluency. The analysis and interpretation of these findings contribute to a deeper understanding of the topic under investigation.

### **Section One: Methodology**

#### **2.1. The nature of the study**

Research methods encompass a variety of ways utilized by researchers in educational research to collect data, which is considered foundational for deduction and interpretation Cohen, Manion and Morrison (2005). For this study, we have opted for the descriptive method to examine the relationship between guided writing tasks and writing fluency among EFL learners, measuring them as they naturally occur. In this method, the researcher describes a set of circumstances as they currently exist, without exerting control over variables.

## **2.2. Research approach**

While conducting our research, we utilized two of the most common research approaches: quantitative and qualitative.

In our study, we quantified changes in writing fluency before and after implementing guided writing tasks using closed-ended questions in questionnaires administered to both learners and teachers.

In addition to gathering quantitative data, we collected qualitative insights to gain a deeper understanding of participants' perceptions regarding guided writing tasks. We incorporated open-ended questions in the questionnaires to encourage participants to elaborate on their opinions and provide richer insights.

In summary, we found that the combination of quantitative and qualitative data collection methods or in other words mixed method approach provides a more comprehensive analysis of the impact of guided writing tasks.

Quantitative data offers numerical evidence of changes in writing fluency, while qualitative data provides insights into the factors influencing these changes and the overall effectiveness of guided writing tasks.

## **2.3. Population and Sample**

Population is defined as "any set of items, individuals, etc. that share some common and observable characteristics and from which a sample can be taken." Richards and Schmidt (2002 p. 443).

The current study is conducted at the University Centre of Mila, Institute of Letters and Languages, Department of Foreign Languages. The population that this study is concerned with consists of students of English. In regards to the sample, it consists of second year EFL

students at Mila University Centre in the academic year 2024/2025. The population is made up of 139 students in total, who are divided into 4 groups. The selection of second year learners is done randomly.

## **2.4. Data Collection Tools**

While there exist various techniques for data collection, including observation, interviews, surveys, and questionnaires, our research specifically focused on the utilization of two questionnaires. These questionnaires were directed towards second year students and written expression teachers.

### **2.4.1. Description of the Students' Questionnaire**

The questionnaire involves 24 questions to describe different aspects the research involves. It includes 3 points Likert scale (strongly agree, agree, neutral, strongly disagree, dis agree).

This questionnaire is divided into four section. Each section contains different questions. The first section is about writing skill ( From Q1 until Q6) it involves questions about students level in writing ( Q1).It includes questions about their frequency in practicing writing(Q2) followed by a question about any difficulties that students may face when writing( Q3) . In the last three questions (Q4, Q5, Q6) students were asked about their preferences in mastering certain types of writing, the way they plan their ideas, and when they correct their writing errors.

In the second section of the questionnaire, the focus is on the guided writing tasks strategy used by teachers (Q7) and the materials they employ during guided writing sessions (Q8).Additionally, the next questions are about the challenges students may encounter when collaborating with peers on writing tasks (Q9) and the benefits they perceive from working in groups during guided writing sessions (Q10). The last two questions concern with the

affective factors influencing students' participation in guided writing tasks (Q11) and their opinions of the level of guidance provided by the teacher during these activities. (Q12).

In the third section, the focus shifts to writing fluency. The section begins by asking the participants questions about their opinions towards their writing clarity (Q13), confidence in producing coherent and cohesive content under time constraints (Q14), and self-assessment of their ability to connect ideas smoothly in their writing (Q15). Furthermore, the last question (Q16) is about the strategies or techniques students employ to ensure coherence and smooth connectivity of ideas in their writing.

The last section centers on the influence of guided writing tasks on learners writing fluency. The first questions (Q17), (Q18) focus on any observed changes and challenges faced during guided writing sessions. The (Q19) explores the correlation between the level of guidance provided during writing tasks and the improvement in writing fluency. Moreover, the (Q20) is about the mistakes frequency, the (Q21) centers on the extent to which feedback is incorporated into the guided writing process, the (Q22 ) focuses on the role feedback provided during guided writing tasks in improving writing fluency, and the (Q23) gauges the factors that can hinder learners ability to express ideas freely during guided writing tasks. The last question (24) is an open question to add any additional suggestions about the topic.

#### **2.4.2. Description of the Teachers' Questionnaire**

The teachers' questionnaire starts with an introductory paragraph that gives an idea about the research. It contains (23) items divided into (04) sections; the first section contains one(01) question about teachers' general information, the second section is about guided writing tasks, it contains (09) questions, and the third section is about the writing fluency. The last section is about the impact of guided writing tasks on learners' writing fluency.

**Section1: Background Information**

This section deals with the general information of teachers of written expression module wherein they are asked about how many years they teach in the university (Q1).

**Section 2: Guided Writing Tasks**

This section seeks information regarding the use of guided writing strategies in teaching (Q2). Specifically, it explores whether guided writing strategies are utilized, how groups are established for guided writing tasks (Q3) and the role of educators in guided writing lessons (Q4). This section also delves into specific aspects of guided writing practices. It seeks to identify the types of guided writing practices used in the classroom (Q5), followed by the time required for implementing guided writing task(Q6). Additionally, assess any challenges encountered during their use. (Q7). Furthermore, it explores whether individual or cooperative assessment methods are employed when evaluating group work(Q8). Additionally, it investigates the feedback strategies utilized to support student learning during guided writing activities(Q9) and resources that have contributed to the effectiveness of facilitating guided writing tasks(Q10).

**Section 3: writing fluency**

The third section focuses on writing fluency and the strategies employed to enhance it in classroom instruction by exploring whether teachers regularly incorporate activities designed to improve writing fluency (Q11). Additionally, it delves into the methods used to determine learners' writing fluency levels, including the criteria employed for assessment (Q12).

Furthermore, the section investigates the feedback mechanisms utilized to provide students with insights into their writing fluency, highlighting areas for improvement and celebrating progress (Q13). Moreover, it examines the integration of technology tools or

resources to support students' development of writing fluency (Q14). Lastly, the section addresses the challenges educators face in differentiating instruction to cater to the diverse needs of students regarding writing fluency (Q15).

#### **Section 4: The impacts of Guided Writing Tasks on Writing Fluency**

The final section explores the impacts of guided writing tasks on students' writing fluency and related aspects aiming at gathering data about changes noticed in students' writing fluency following the application of guided writing tasks (Q16). Additionally, it investigates whether participation in guided writing tasks has led to increased confidence among students to engage in independent writing (Q17). Furthermore, the section explores the occurrence of increased anxiety among learners during timed guided writing tasks (Q18). It also delves into strategies employed to address feelings of inadequacy among students who perceive themselves as less fluent writers compared to their peers (Q19). Additionally, it examines the potential negative effects of strict timing constraints during guided writing tasks on learners' writing fluency (Q20). Moreover, it explores whether restricting topics for learners hinders their development of writing fluency based on educators' experiences (Q21). Lastly, educators are invited to offer any additional suggestions or insights regarding guided writing tasks and their impact on students' writing fluency (Q22).

#### **2.5. Data Analysis Procedures**

To analyze and present the results, we are going to calculate the percentage related to each question, count the results obtained from the overall number of our sample depending on the descriptive method which has been described by many researchers as the most useful and effective for data collected by questionnaire, since it helped us to describe, show, or summarize these data in a meaningful way (numerical analysis).



Our results will be represented through percentages. The latter will be shown in the form of figures. The open –ended questions will be followed by comments summarizing the participants' opinions.

## **Section Two: Data Analysis and Discussion**

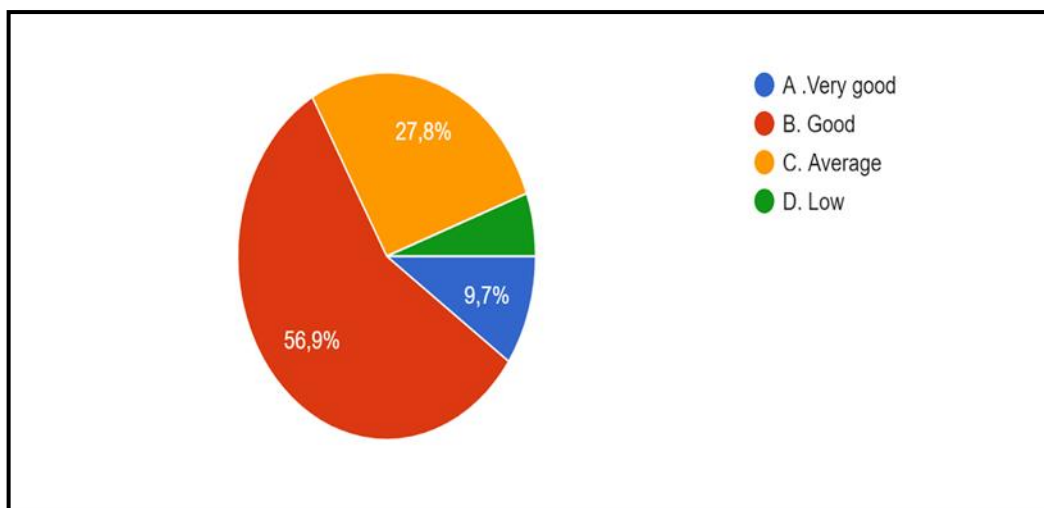
### **2.6.Students' Questionnaire**

#### **2.6.1 Analysis of Students' Questionnaire**

##### **Section One: Writing Skill**

**Question 1:** How do you consider your writing level in English?

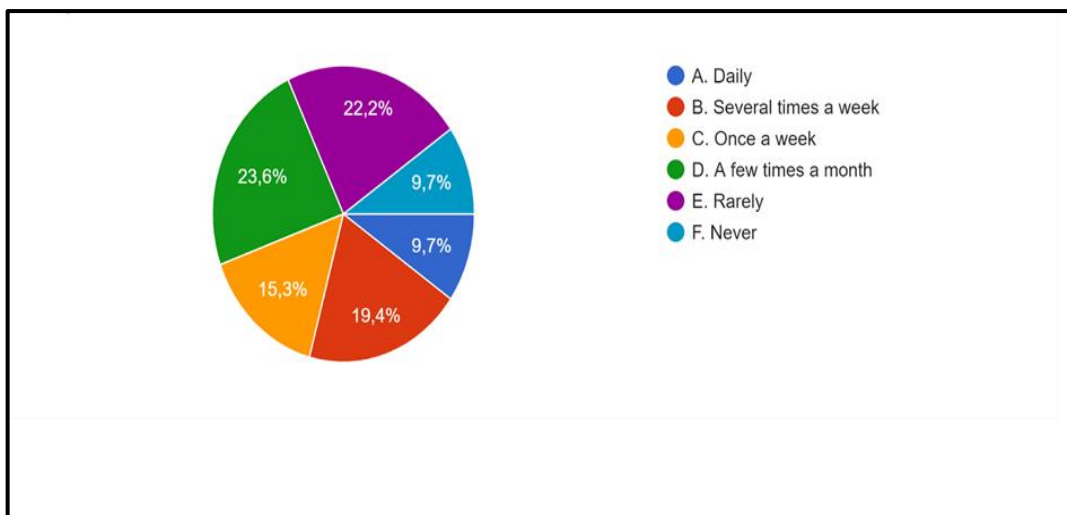
Concerning the results showed in figure one that (56.9%) of students regarded their writing proficiency as good. This suggests that they get acceptable marks in writing expositions but should try to enhance their writing skills further. Another (27,8%) of respondents assessed their writing as average, indicating a need for additional effort or support to improve. Conversely, only (9.7%) of students considered themselves very good writers, implying a high level of proficiency among this group. In contrast, (5.6%) rated their writing level as low may be struggling with writing tasks, lacking confidence in their skills, or experiencing a lack of practice.



**Graph1: Students writing level in English**

**Question2:** How often do you practice writing?

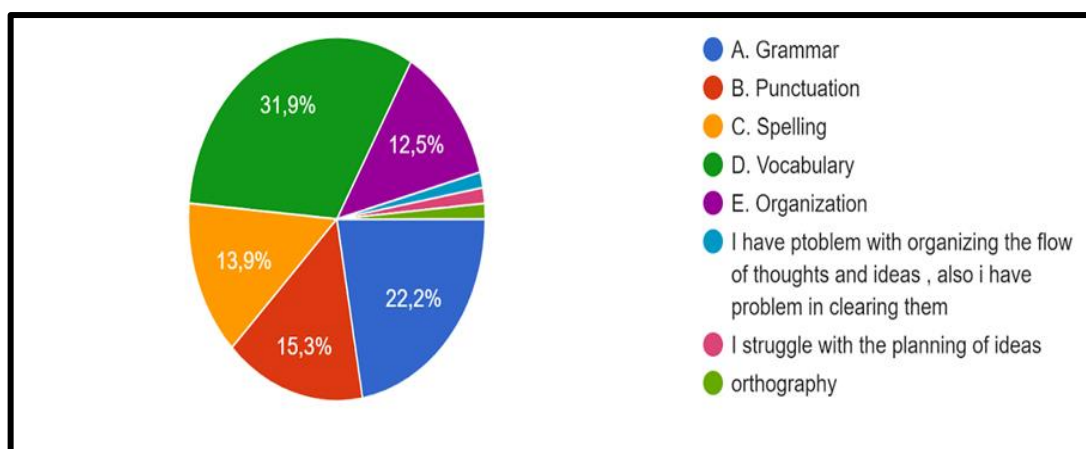
As demonstrated in Figure 02. (23.6%) of second-year students practiced writing a few times a month while (22.2%) responded with rarely indicating infrequent practice. Interestingly, (19.4%) of students reported practicing writing several times a week, indicating a moderate writing routine. Additionally, it mentioned that (15, 3%) practice writing in once a week. Surprisingly, only (9.7%) of students participated in daily writing sessions, highlighting the rarity of consistent writing practice. Equally significant is the (9.7%) of students who never engaged in writing activities. These findings suggest that writing practice among second-year students varies. For some, they practice writing primarily to meet academic requirements and ensure success in their field of study, others have an interest in the English language, considering it an integral part of their lives. They may use writing not only for academic purposes but also as a means of communication or personal expression.



**Graph 2: Students practice in writing**

**Question 3:** Which of the following aspects do you struggle with the most in writing?

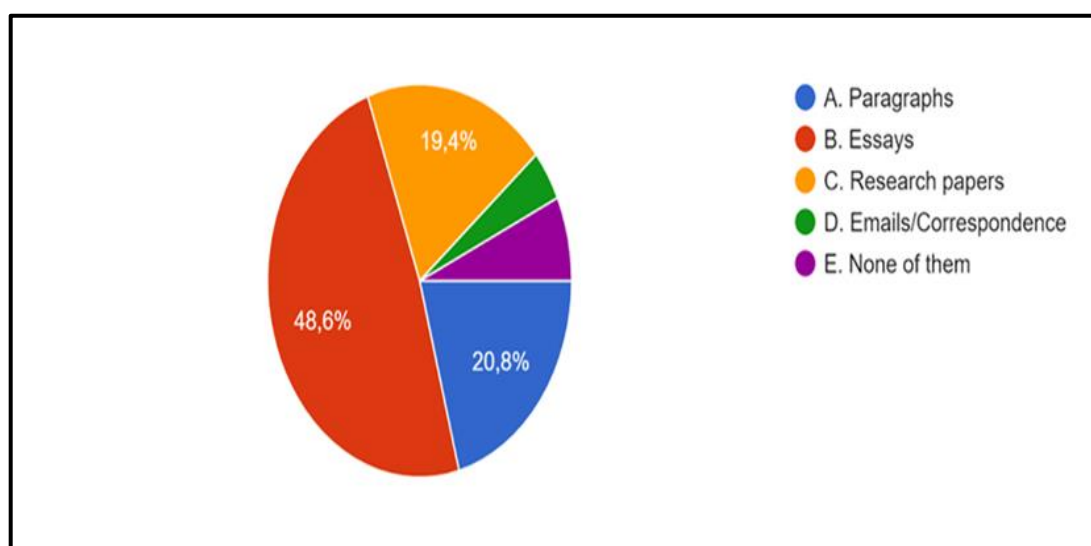
Figure 03 illustrated that students identified vocabulary (31.9%) and grammar (22.2%) as the primary challenges they face in writing. Additionally, (15.3% ) of students mentioned punctuation as a difficulty, while (12.5%) struggled with organization, and (13.9% ) found difficulties with spelling .On the other hand (1.4%) see planning their ideas challenging. These findings suggest that second-year students encounter various problems and difficulties in writing, highlighting the need for support and guidance from their teachers to enhance their skills.



**Graph3: Students difficulties in writing**

**Question 4:** Which types of writing do you want to master?

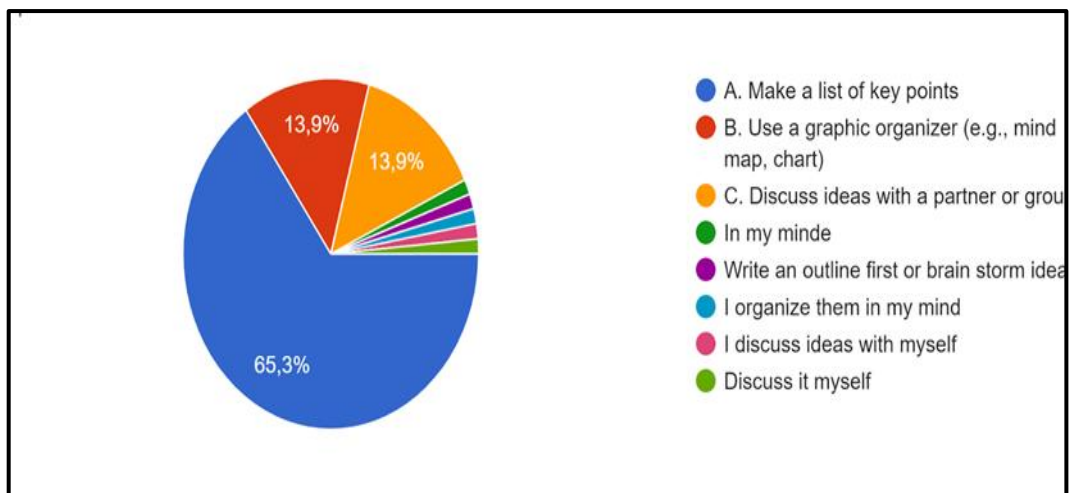
The results obtained in figure 04 show that the majority of English second-year university students who are exposed to this writing type in detail, (49.3%) wanted to master how to write essays, while (21.1% ) wanted to master paragraphs and only (19,4% ) reported research papers whereas just( 4,2% ) answered with emails / correspondence. The research findings suggest significant proportion of second- year university students prioritize mastering essay writing, reflecting its perceived importance, potential challenges compared to paragraphs.



**Graph4: Types of writing Students want to learn**

**Question 5:** How do you organize your ideas before writing?

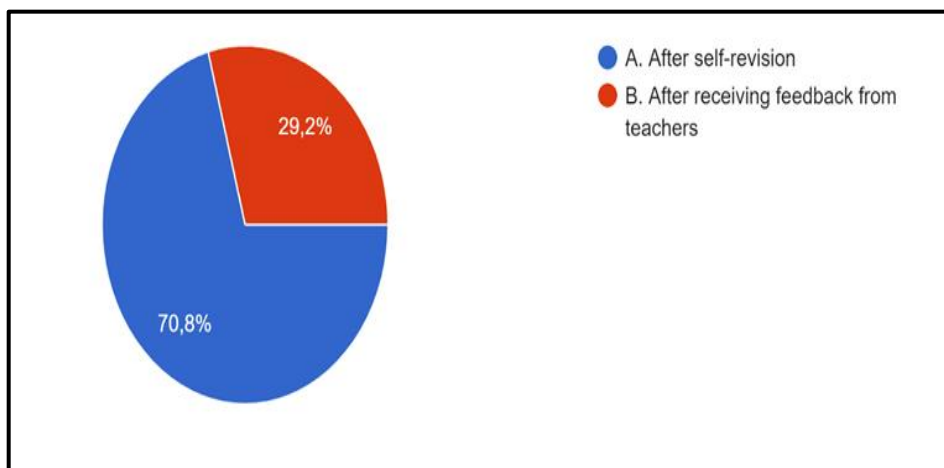
The findings in figure05 revealed that a significant majority of students, at (65,3 %) opted the method of making a list of key points to organize their ideas, possibly because it is simpler and easier to use before writing. However, a smaller percentage, utilizing graphic organizers such as a mind map chart (13, 9%). Equally, by other learners who opted discussing ideas with a partner or a group. This results may indicate a perceived complexity or difficulty in employing this method effectively.



**Graph5: Students Pre-writing organization of ideas**

**Question 6:** When do you typically correct your errors in writing?

The results presented in Figure 06 revealed that (70.8%). of the respondents corrected errors in their writing primarily through self-revision. This suggests that the majority of surveyed students reviewed and edited their work independently. However, (29, 2%) relied on feedback from their teacher or instructor to identify and correct errors in their writing. These findings imply that improvement in writing proficiency requires confidence and autonomy, especially among learners who are capable of identifying and addressing errors without assistance. Additionally, teacher feedback plays a significant role in improving writing and addressing areas of weakness.

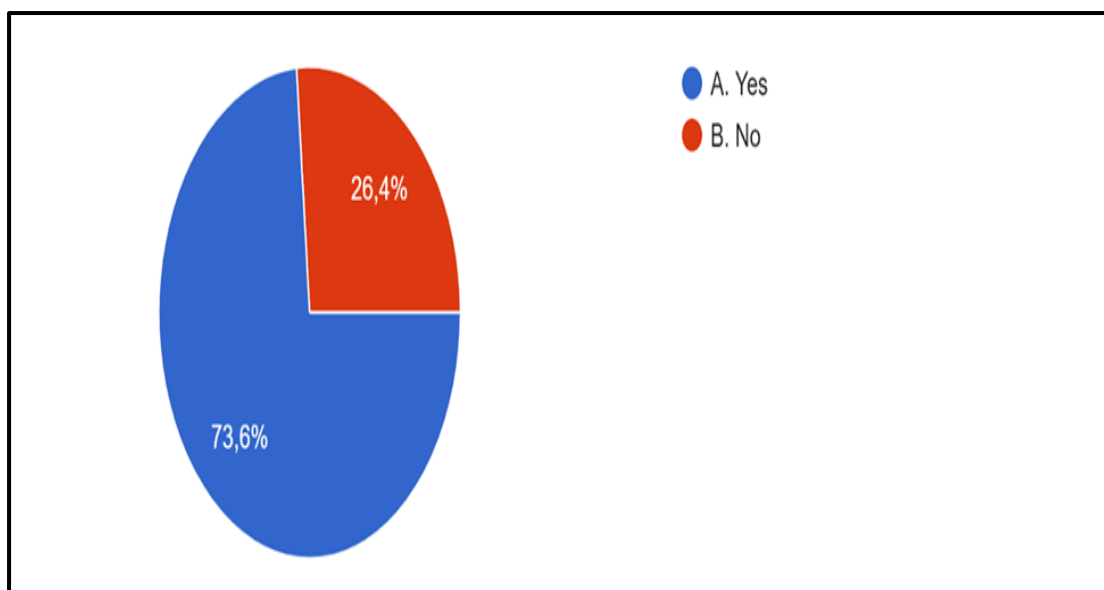


### Graph6: Students ' Correction of errors in writing

#### Section two: Guided Writing Tasks

**Question7:** Does your written expression teacher use guided writing tasks in the teaching process?

The findings in the figure 07 suggest that a majority, (73.6%), of respondents reported their written expression teacher employs guided writing tasks in the teaching process, while (26.4%) indicated otherwise. This indicates a significant utilization of guided writing tasks in teaching writing. Such an approach likely enhances students' writing skills through structured practice and feedback.

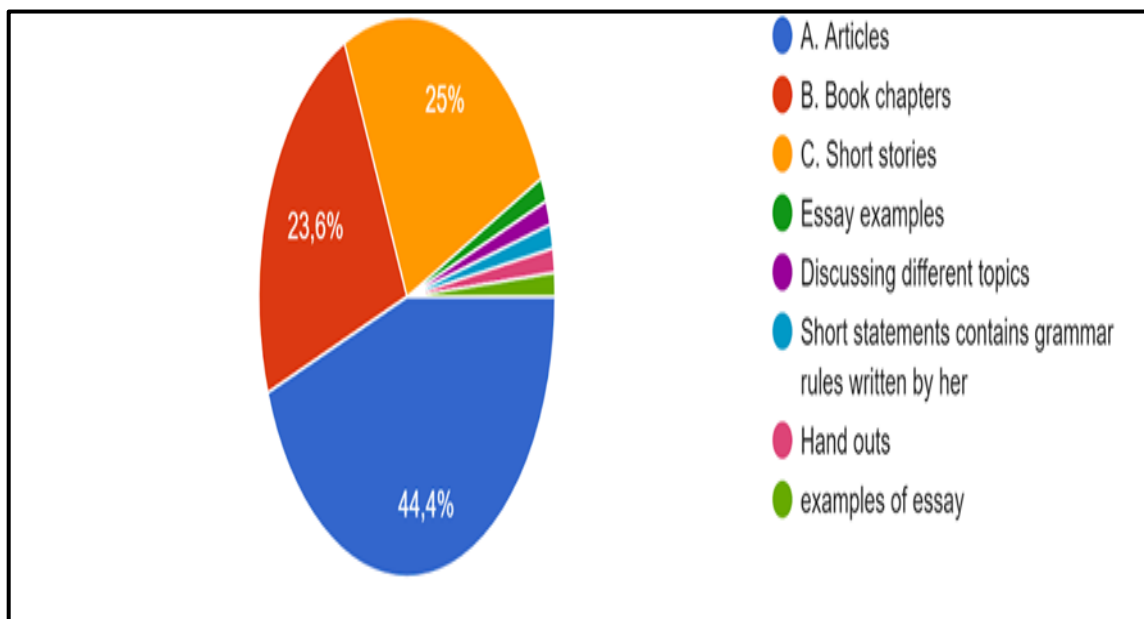


### Graph7: The teacher use of guided writing tasks in the teaching process

**Question8:** what types of materials does your written expression teacher typically incorporate into the sessions?

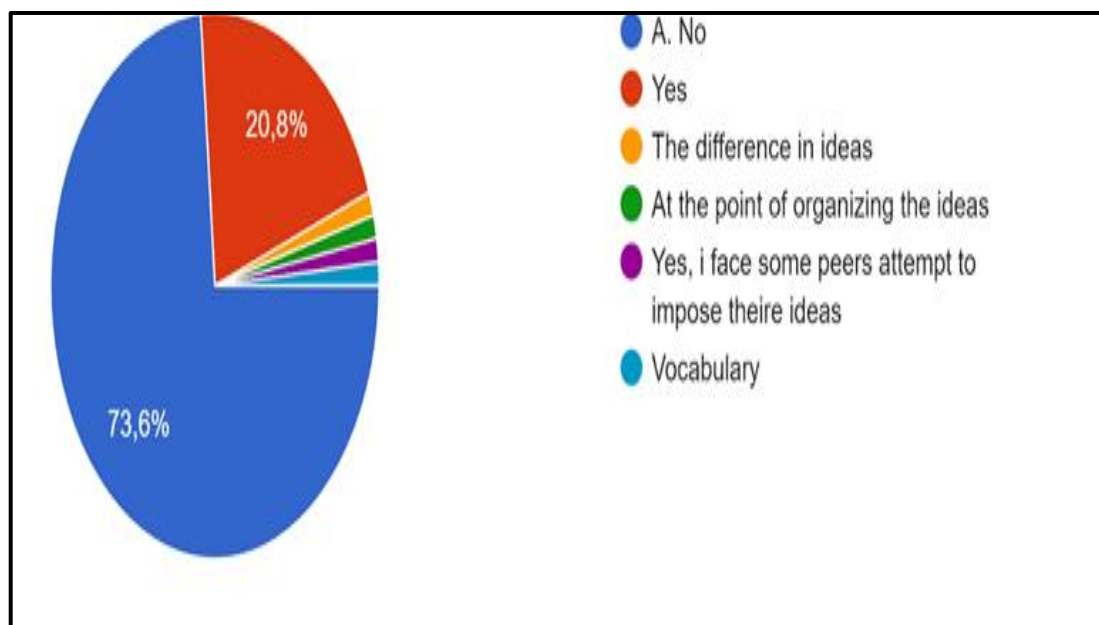
The data in the figure08 indicates that (44.4%), of respondents reported their written expression teacher incorporates articles into sessions when teaching writing through guided writing strategy. Additionally, (25%) mentioned the use of short stories, while (23.6%)

stated their teacher utilizes book chapters. This diversified selection of materials suggests an intention to expose learners into various genres and writing styles. The selection of these materials suggests a deliberate effort by teachers to provide diverse and engaging writing experiences that cater to different learning preferences and objectives within the guided writing framework.



**Graph8: The types of materials incorporated in written expression session**

**Question9:** have you faced any challenges when working with your peers on writing tasks? As it is mentioned in the figure09, among the respondents, a majority (73.6%) reported not facing challenges when working with their peers on writing tasks, indicating a smooth collaborative writing process. However, a notable portion (20.8%) indicated encountering challenges in peer collaboration. These challenges as stated by the respondents could include differences in the selection or the organization of ideas, and communication barriers between the members of the group. Exploring the nature of these challenges and strategies to address them could provide valuable insights into fostering effective peer collaboration in writing tasks.



**Graph9: Challenges in Writing Tasks with Peers**

**Question10:** what do you benefit from your group members when you are working with them during guided writing tasks?

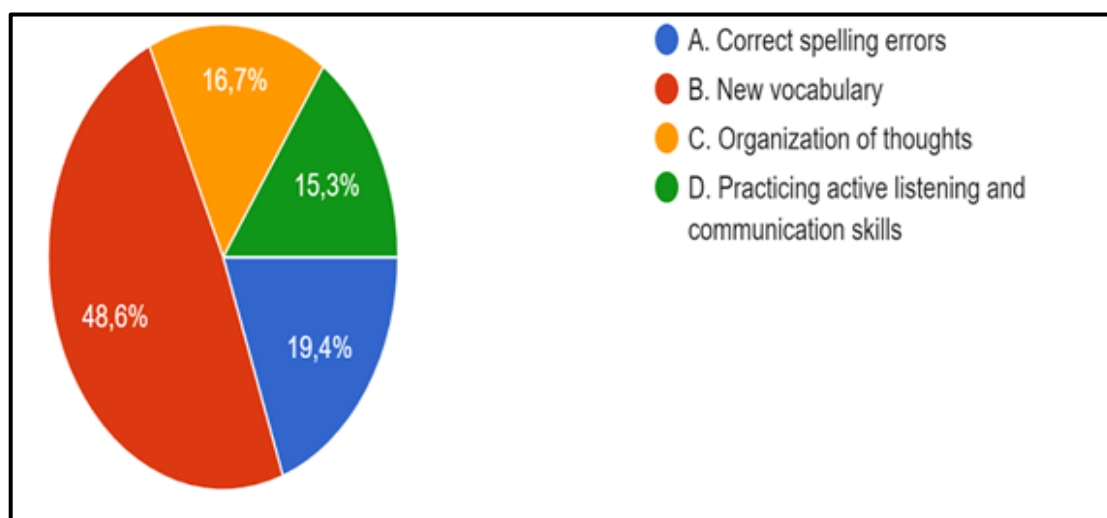
The figure10 showed that when working with their group members during guided writing tasks, (48.6%) of respondents reported benefiting from the acquisition of new vocabulary. This suggests that collaborative writing provides opportunities for exposure to diverse language usage and terminology, enriching students' lexicons.

We can see that correct spelling errors (19, 4%) reveal the significance of paying attention to detail and ensuring accuracy in written work. Group members play a crucial role in identifying mistakes and enhancing the overall quality of the writing. Meanwhile, practicing active listening and communication skills (15, 3%) highlights the collaborative



nature of guided writing tasks. Through collaboration, group members learn to actively listen to each other's ideas and effectively express their own thoughts.

Additionally, (16.7%) mentioned benefiting from the organization of thoughts by their group members. This indicates that peer collaboration aids in structuring ideas and developing coherent narratives, potentially improving the clarity and coherence of students' writing output.



**Graph10: Benefits of Group Work in Guided Writing Tasks**

**Question11:** which of the following affective factors influence your participation in writing during guided writing tasks?

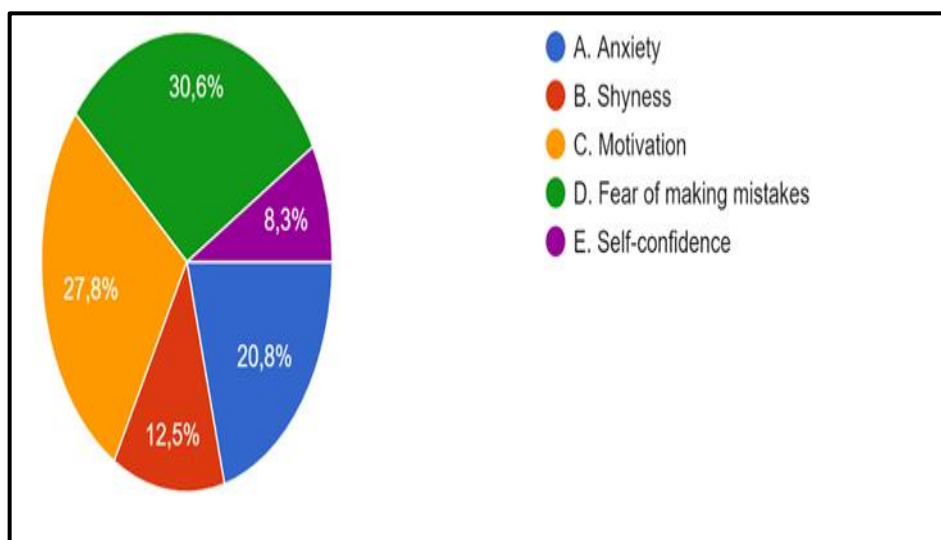
The figure 11 displayed among the respondents, (30.6%) indicated that the fear of making mistakes influences their participation in writing during guided writing tasks. This suggests that apprehension about errors may hinder students' willingness to actively engage in writing activities, potentially impacting their confidence and inhibiting their creative expression.

Motivation (24, 8%) emerges as a prominent factor, indicating that many respondents recognize the significance of being motivated to engage in writing activities. This suggests

that having a strong sense of drive or interest positively impacts participation levels.

Additionally, anxiety (20, 8%) is identified by a substantial proportion of participants, highlighting how feelings of apprehension or worry can hinder engagement in writing tasks. Furthermore self-confidence (8, 3%) is chosen by a smaller proportion of respondents, suggesting that while some acknowledge its role, it may not be as influential in driving participation compared to motivation and anxiety.

Lastly, (12.5%) mentioned shyness as an affective factor influencing their participation. This implies that feelings of social discomfort to share ideas with others may contribute to decreased involvement in collaborative writing tasks.



**Graph11: Influential Affective Factors on Writing Participation**

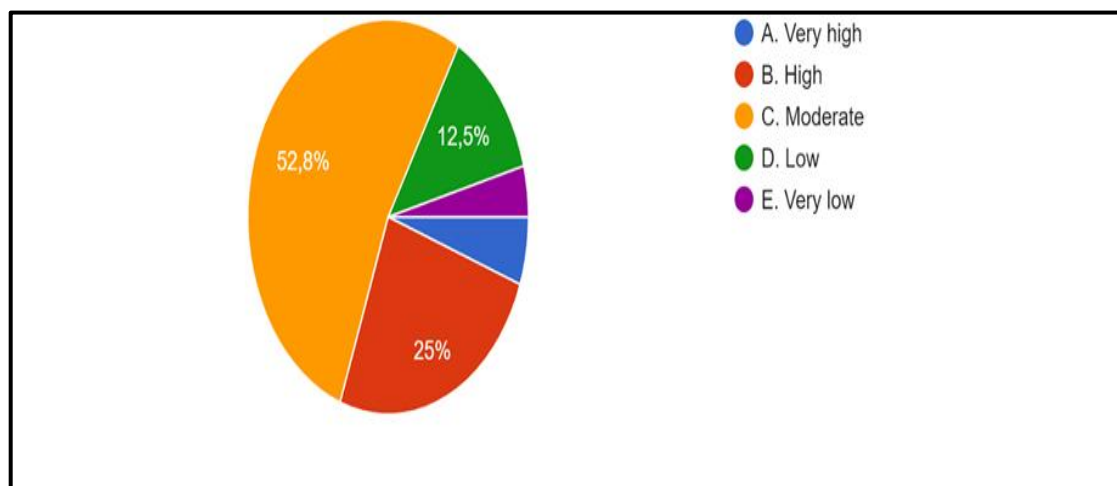
**Question 12:** How would you describe the level of guidance provided by the teacher during guided writing tasks?

The figure12 showed that when asked about the level of guidance provided by the teacher during guided writing tasks, (52.8%) of respondents described it as moderate. This suggests that the teacher strikes a balance between offering support and allowing students to

exercise autonomy in their writing process, providing necessary guidance without imposing excessive constraints.

In considering the responses, it's apparent that some participants described the level of guidance provided by the teacher during guided writing tasks as high (25%) and (5, 6%) emphasized by opting very high. This indicates that many respondents believe teachers offer substantial support and direction throughout these activities. This level of guidance likely plays a crucial role in facilitating the writing process and assisting students in achieving their learning objectives.

In contrast, (12.5%) of respondents characterized the level of guidance as low and (4,25) of them stressed by describing the level as very low. This indicates that some students perceive the teacher's involvement in the guided writing tasks as insufficient, possibly leading to feelings of uncertainty or lack of direction in their writing endeavors.



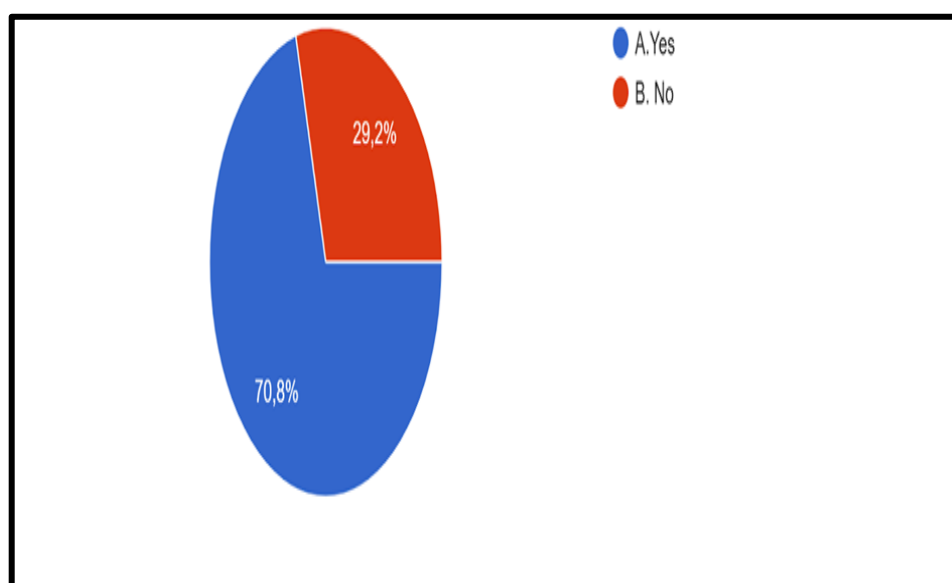
**Graph12: The level of guidance provided by the teacher during guided writing tasks**

### Section 3: Writing fluency

**Question 13:** Do you find it easy to keep your writing clear and understandable?

As showed in figure 13, when asked about the ease of keeping their writing clear and understandable, the majority of respondents (70.8%) answered affirmatively, indicating that they find it easy to maintain clarity in their writing. This suggests a level of confidence in their ability to convey ideas effectively and communicate with clarity.

Conversely, 29.2% of respondents indicated that they do not find it easy to keep their writing clear and understandable. This minority may encounter (some) challenges in articulating thoughts cohesively or struggle with language proficiency, which could hinder their ability to produce clear and comprehensible writing.



**Graph13: Ease of Maintaining Clarity and Understandability in Writing**

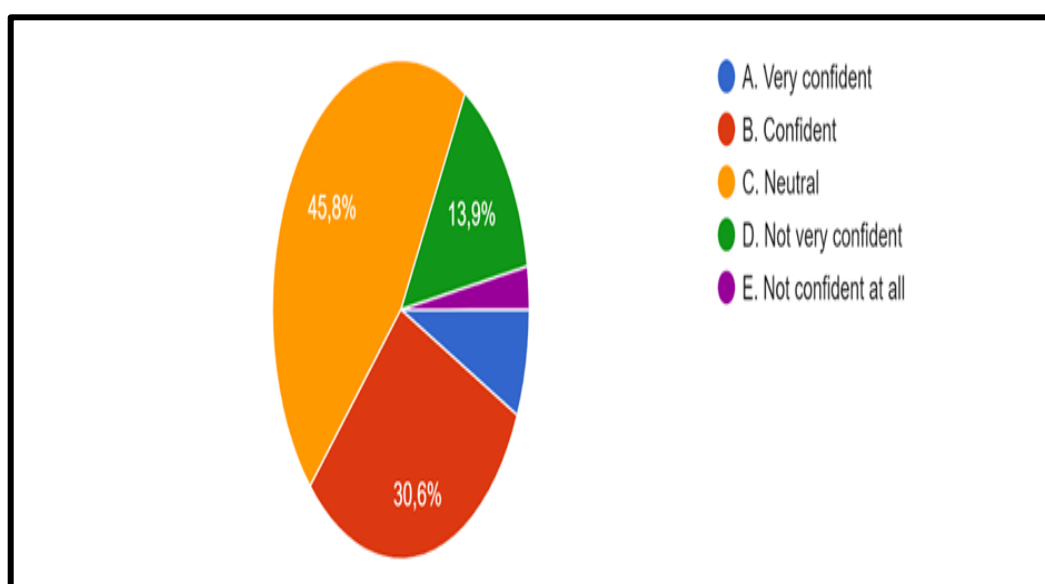
**Question14:** How confident are you in your ability to produce coherent and cohesive written Content within a limited time frame?

The figure14 showed that when inquired about learners` confidence in producing coherent and cohesive written content within a limited time frame, a significant portion of respondents (45.8%) expressed a neutral stance, indicating a lack of strong conviction either way. This

suggests a degree of uncertainty or ambivalence regarding their ability to perform under time constraints.

(30.6%) of respondents expressed feeling confident in their abilities. This indicates that this portion of participants possess a strong belief in their capacity to deliver effectively within such constraints.

Additionally, (13.9%) of respondents stated that they are not very confident in their ability to produce such content within a limited time frame. This indicates a level of apprehension or doubt about their writing capabilities when faced with time pressure, potentially stemming from concerns about organizing ideas efficiently or maintaining coherence while working under stress.



**Graph14: Learners' Confidence in Producing Coherent and Cohesive Written Content within Time Constraints**

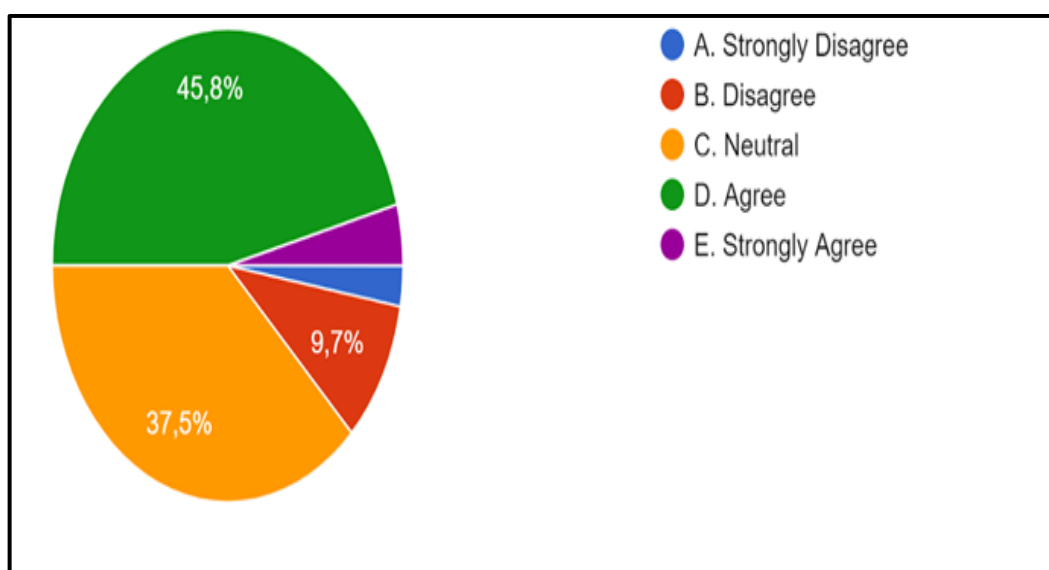
**Question 15:** I effectively Connect ideas smoothly in my writing

The findings in the figure15 revealed that when asked learners about their effectiveness in connecting ideas smoothly in their writing, (45.8%) of respondents agreed, indicating a

level of confidence in their ability to establish coherence and flow between ideas. This suggests a proficiency in structuring their writing to ensure logical progression and seamless transitions between concepts.

The neutral response from (37.5%) of participants regarding their ability to effectively connect ideas smoothly in writing suggests a level of uncertainty or ambivalence. This ambiguity could stem from various factors like lack of self-confidence or the complexity of the task itself that make it hard for them to decide

Conversely, (9.7%) of respondents disagreed with the statement, indicating a perceived difficulty in effectively connecting ideas in their writing. This minority may encounter challenges in maintaining coherence or struggle with organizing their thoughts in a cohesive manner, leading to disjointed or fragmented writing.



**Graph15: The Effectiveness of Student's Smooth Ideas**

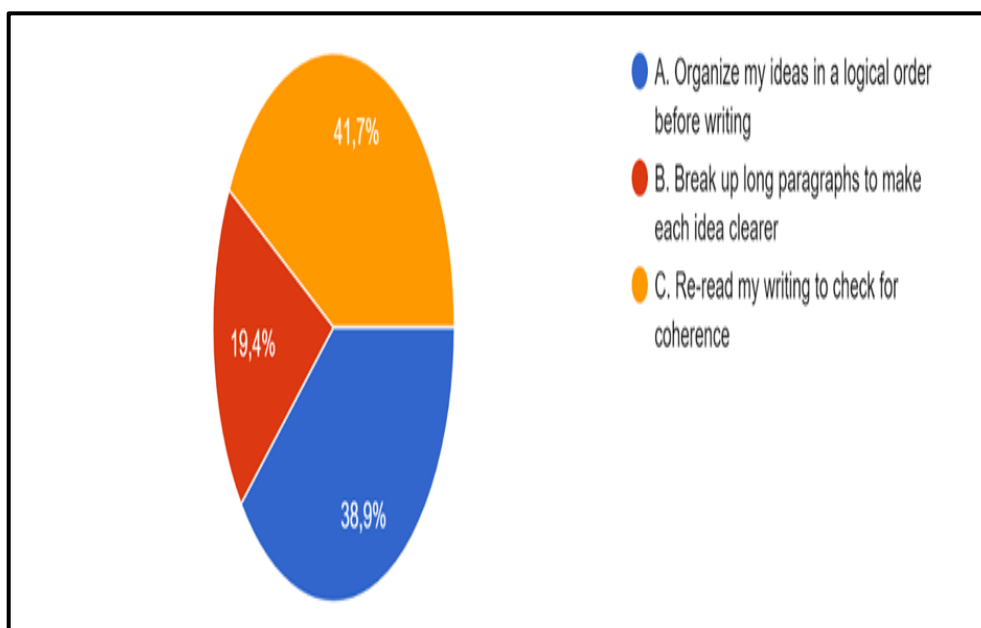
**Question16:** What do you do to ensure that your ideas connect well in your writing?

According to the results of the figure 16 when asked about their strategies for ensuring that their ideas connect well in their writing, (41.7%) of respondents reported re-reading their writing to check for coherence. This suggests the reliance to self-assessment, where

individuals review their written work to identify and address any inconsistencies or gaps in logical progression.

Additionally, (38.9%) of respondents mentioned organizing their ideas in a logical order before writing. This indicates a deliberate effort to plan and structure their writing process, potentially through techniques such as outlining or brainstorming, to establish a cohesive framework for conveying their ideas effectively.

The response from (19.4%) of participants, indicating that they broke up long paragraphs to make each idea clearer, reflects a small number of students who follow this technique as a solution to ensuring effective connection of ideas in writing.



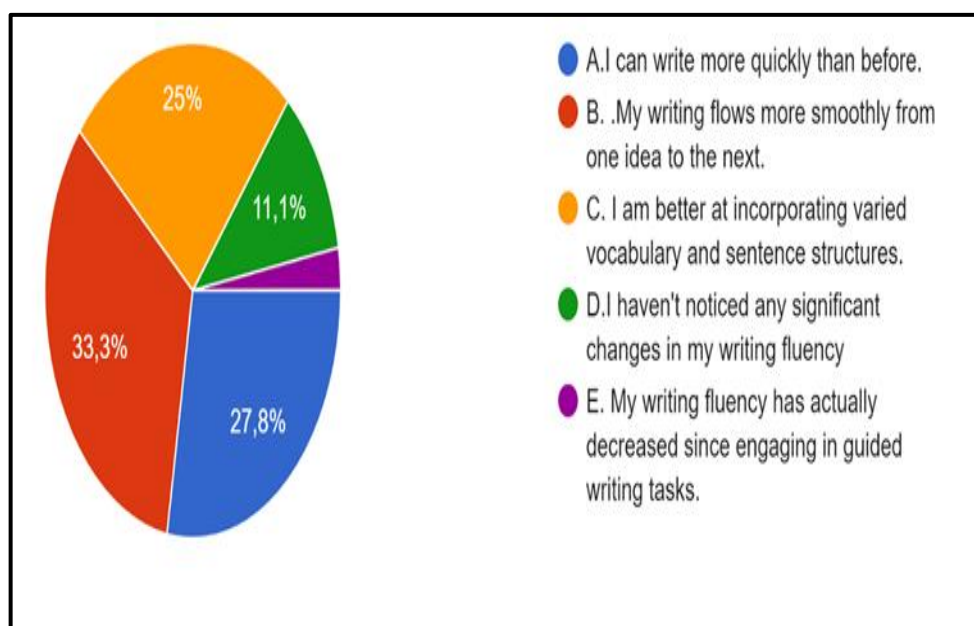
**Graph16: Ensuring of Student Idea Connectivity in Writing**

#### **Section 4: The influence of guided writing tasks on learners' writing fluency**

**Question 17:** What changes have you noticed in your writing fluency since engaging in guided writing tasks?

The findings in the figure17 suggest that engaging in guided writing tasks has positively impacted participants' writing fluency in various ways. A significant portion, (33.3%) noted

that their writing flows more smoothly from one idea to the next, indicating an improvement in coherence and organization. Additionally, (27.8%) reported being able to write more quickly, suggesting enhanced efficiency and productivity. Another (25%) mentioned improvement in incorporating varied vocabulary and sentence structures, indicating growth in language skills. However, a smaller percentage, (11.1%) stated that they haven't noticed any significant changes, and the very small number of them reported that their writing fluency decreased since engaging in guided writing tasks suggesting that guided writing tasks although it has positive influence on a large number of students, it may impact small number of them some negatively. The results highlight the beneficial effects of guided writing tasks on writing fluency, including coherence, speed, and language diversity.



**Graph17: Changes in Learners' Writing Fluency since engaging in guided writing tasks**



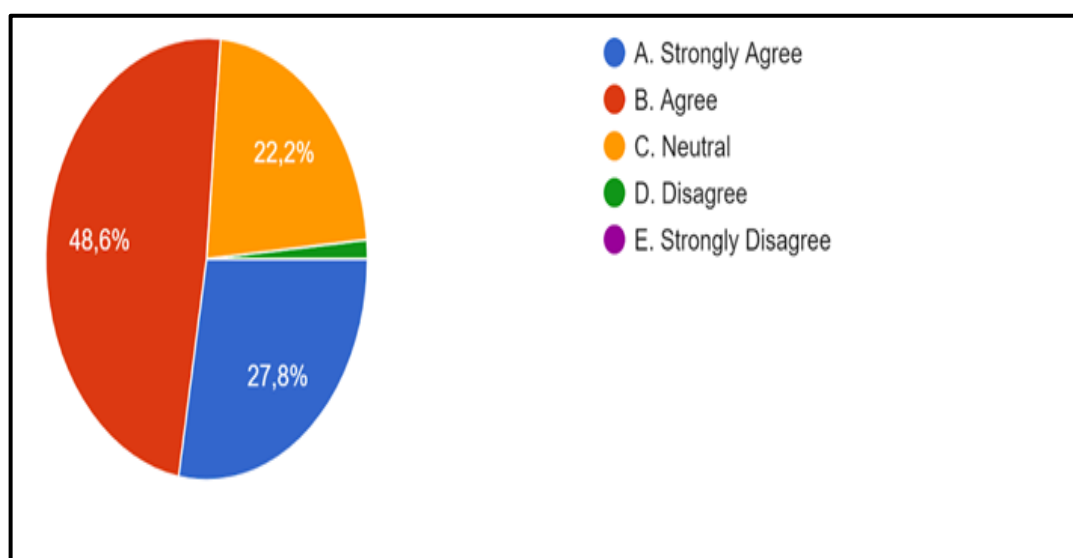
**Question18:** What challenges have you encountered in maintaining writing fluency during guided writing sessions?

The responses to the question about challenges encountered in maintaining writing fluency during guided writing sessions provide valuable insights into various difficulties faced by participants. Overwhelmingly, participants expressed challenges related to vocabulary, grammar, spelling, and organizing ideas. Some highlighted the lack of feedback or guidance from teachers while others mentioned struggles with time constraints or finding the right topic. Additionally, there were mentions of difficulties in integrating French with English, expressing ideas in groups, and receiving feedback. A few participants also noted challenges with anxiety and self-confidence in their writing.

**Question19:** The more guidance during writing tasks, the greater the improvement in my writing fluency?

The responses displayed in the figure18 indicate a strong consensus regarding the relationship between guidance during writing tasks and improvement in writing fluency.(48.6%), agreed that the more guidance they received, the greater the enhancement in their writing fluency. Those who agreed likely believe that structured guidance provides valuable support and direction helping them develop their writing skills more effectively. Furthermore, (27.8%) strongly agreed with this statement, reinforcing the idea that guidance significantly contributes to improvement. Those who strongly agreed may have experienced significant growth in their writing fluency as a result of comprehensive guidance, feeling that it played a crucial role in their progress. Conversely, only (22.2%) remained neutral, suggesting some uncertainty about the impact of guidance. Respondents who chose neutrality might acknowledge the potential benefits of guidance but also recognize that individual learning styles and preferences can influence its effectiveness. A smaller portion (1, 4%)

disagreed with the statement, indicating that not everyone perceives guidance as directly linked to enhanced writing fluency. Those who disagreed may believe that excessive guidance could stifle creativity and inhibit personal expression in writing. They might prefer a more independent approach to writing tasks, feeling that autonomy allows them to explore their own ideas and develop their writing style. Overall, the findings underscore the perceived importance of guidance in facilitating improvements in writing fluency, although individual perspectives vary.

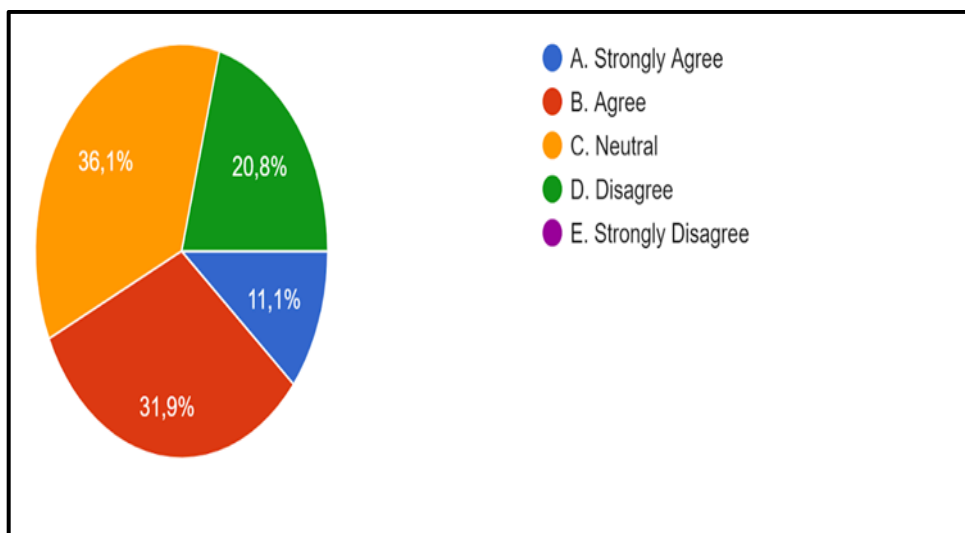


**Graph18: Guidance Impact on Enhancing Learners' Writing Fluency**

**Question20:** I make many mistakes during guided writing tasks

The data showed in figure 19 the participants were asked about their making mistakes during guided writing tasks. The data revealed a diverse range of responses among the participants. A significant portion, comprising (36.1%) expressed neutrality, suggesting a lack of strong confidence or uncertainty regarding the frequency of mistakes during guided writing tasks. Meanwhile, (31.9%) of participants acknowledged making many mistakes during such tasks, indicating self-awareness and a willingness to recognize errors as part of

the learning process. On the other hand, (20.8%) disagreed, indicating that they do not perceive themselves as making many mistakes during guided writing tasks. Additionally, (11.1%) strongly agreed, demonstrating a high level of self-awareness where they actively recognize and acknowledge errors as opportunities for growth.

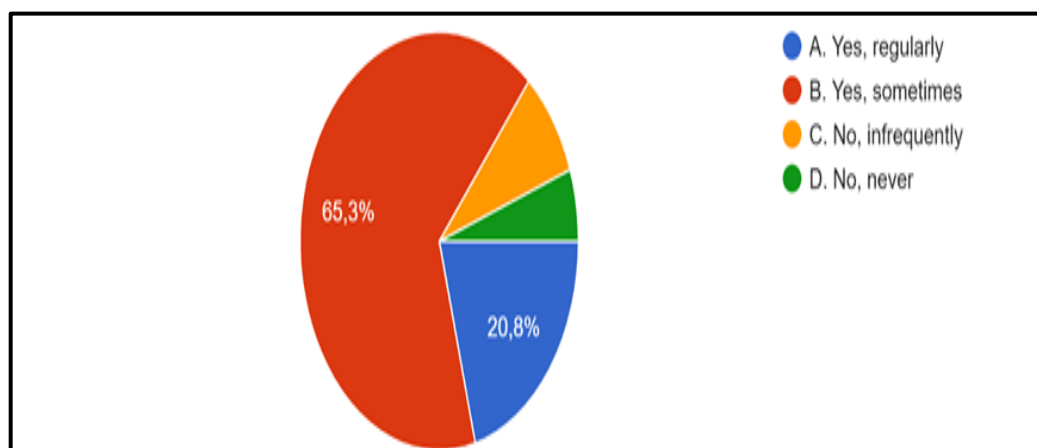


**Graph19: Frequent Student Errors during Guided Writing Tasks**

**Question 21:** Have you received feedback from your teacher or your peers on your writing during guided writing tasks?

The participants were asked about the feedback they received on their writing during guided writing tasks. The figure20 illustrated a variety of responses. A significant majority, constituting (65.3%) reported receiving feedback from either their teacher or peers sometimes, suggesting that feedback is occasionally provided during guided writing activities. Meanwhile, (20.8%) indicated receiving feedback regularly, indicating a consistent practice of feedback provision. On the other hand, a smaller proportion, (8.3%) stated that they receive feedback infrequently, indicating that feedback is not consistently provided during guided writing tasks for this group. Finally, (5.6%) reported never receiving feedback

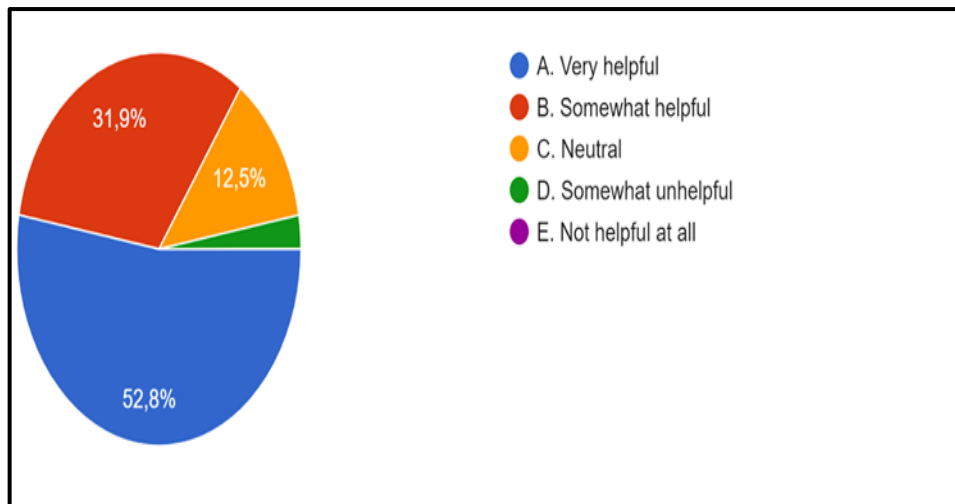
from either their teacher or peers, suggesting a lack of feedback provision in their guided writing experiences.



**Graph20: Teacher and Peer Feedback on Learners' Writing during Guided Writing Tasks**

**Question22:** How helpful do you find the feedback provided during guided writing tasks in improving your writing fluency?

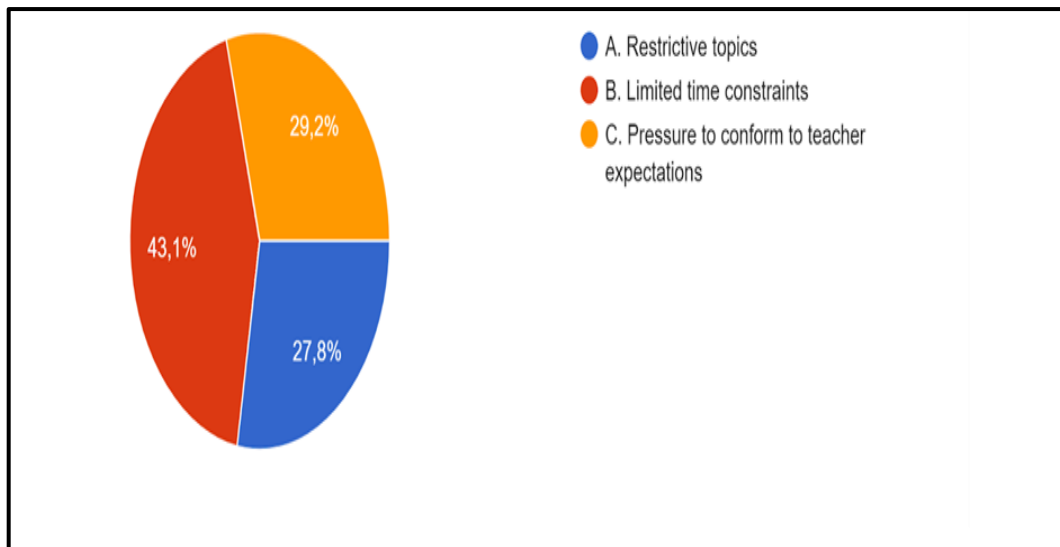
The data from figure 21 revealed several key insights. A significant majority, comprising (52.8%) found the feedback to be very helpful indicating a strong positive impact on their writing fluency. Additionally, (31.9%) reported the feedback as somewhat helpful, further emphasizing its beneficial role in their writing improvement. Conversely, only a small proportion, (2.8%) found the feedback somewhat unhelpful, suggesting that the majority perceives it positively. However, a notable 12.5% reported a neutral stance, indicating a potential area for improvement or varying perceptions of feedback effectiveness.



**Graph21:Effectiveness of Feedback in Enhancing Learners' Writing Fluency in Guided Writing Tasks**

**Question23:** Which of the following factors have hindered your ability to express your ideas freely during guided writing tasks?

According to the figure 22 a substantial portion, comprising (41.3%) cited limited time constraints as a key hindrance, suggesting that time pressure significantly impacts their ability to freely express ideas. Additionally, (29.2%) expressed feeling pressured to conform to teacher expectations, indicating the influence of external expectations on their writing process. Furthermore, (27.8%) identified restrictive topics as a factor hindering their ability to express ideas freely, highlighting the importance of topic flexibility in fostering creativity and expression.



**Graph22: Factors Limiting Learners' Free Idea Expression in Guided Writing Tasks**

**Question 24:** Are there any additional suggestions you would like to offer about the topic?

The participants' responses offer additional suggestions about the topic. Some of participants emphasize the importance of receiving effective guidance and methods from teachers, particularly in essay writing. There's a call for teachers to provide more guidance and training to students, suggesting a need for enhanced support in developing writing skills. Moreover, the significance of feedback from teachers is underscored as a crucial factor in boosting writing fluency. Ultimately, the other participants highlight the importance of teachers improving their own writing proficiency to better support students in their writing endeavors. These suggestions collectively emphasize the need for comprehensive support and effective instructional strategies in enhancing writing skills.

### 2.6.2 Discussion learners Questionnaire

Analyzing the findings of the study on navigating writing fluency through guided writing tasks reveals a clear positive impact for a large number of second-year university learners on their writing fluency.

Currently, (33.3%) of the respondents state that their writing improves in the level of coherence and organization of thoughts. This suggests that the structured nature of guided writing tasks helps individuals transition smoothly between ideas, resulting in more cohesive compositions. Furthermore, (27.8%) of the respondents report increased writing speed, indicating that guided tasks enhance efficiency, encouraging writers to generate content more swiftly. Additionally, (25%) of the respondents note advancements in incorporating diverse vocabulary and sentence structures, underscoring the role of guided tasks in fostering language fluency. A smaller percentage of respondents currently express disagreement with the notion that guided writing tasks enhance their writing fluency. This suggests that for some individuals, such tasks may not have the intended positive impact on their writing fluency. Understanding why some people select this option could help make guided writing tasks more effective for everyone.

Teachers' guidance during guided writing tasks emerges as a pivotal factor in enhancing students' writing fluency, as evidenced by the study's findings. Currently, (48.6%) of respondents express agreement with the notion that increased guidance correlates with greater improvements in writing fluency. This reflects the importance of structured support from teachers in bolstering students' writing skills.

Moreover, (27,8%) of learners strongly agree with the statement, further emphasizing the pivotal role of guidance in enhancing writing fluency. Their strong agreement suggests that comprehensive guidance from teachers significantly influences students' progress in

writing fluency. These individuals likely experience considerable growth in their writing abilities, attributing their success to the guidance they receive during writing tasks.

A smaller portion of participants express disagreement with the statement, suggesting that not everyone views guidance as directly correlated with improved writing fluency. For them, a more independent writing might be preferred, as it allows for greater exploration of individual ideas and the development of a unique writing style. This perspective underscores the diverse preferences and learning styles among students, highlighting the importance of flexibility in instructional methods to accommodate varying needs and preferences.

The findings regarding group work reveal a largely positive outcome, with (73.6%) of respondents reporting no significant hurdles when collaborating with peers on writing tasks, suggesting a positive atmosphere during collective writing experiences. Nevertheless, (20.8%) note encountering challenges during such collaborations. These obstacles, as articulated by participants, may encompass differences in the selection or organization of ideas, as well as communication barriers among group members. Understanding these challenges better and finding ways to deal with them could help make group writing projects more successful.

## **2.7. Teachers' Questionnaire**

### **2.7.1 Analysis of Teachers' Questionnaire**

#### **Section One: Background Information**

**Question01:** How long have you been teaching English at University?

Question one is asked in order to know how long have the teacher been teaching English at university. The data revealed that out of the total sample, four teachers reported having more than 10 years of experience, while only two teachers stated they had been

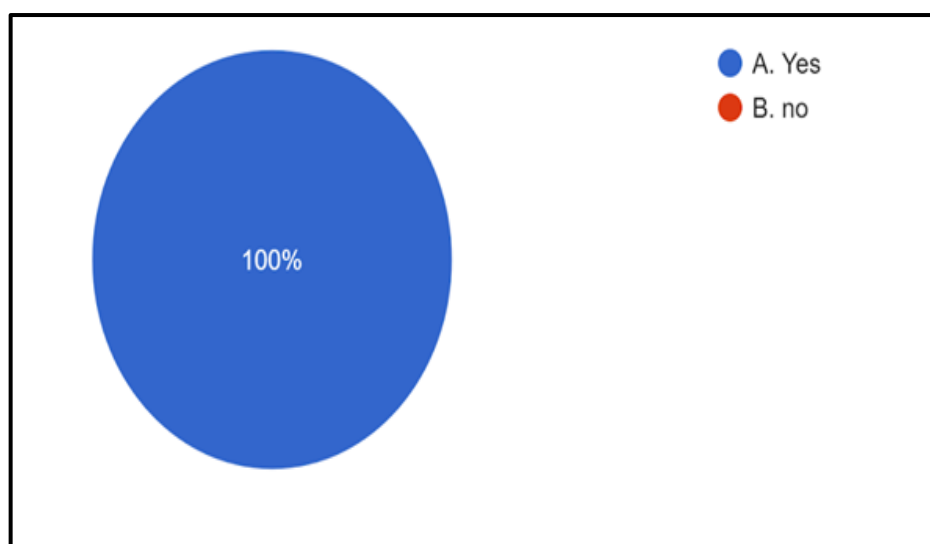


teaching English for less than 7 years. This implies that the teachers participating in the study possess sufficient expertise in teaching English, which enhances the reliability of their responses regarding the topic under investigation.

## Section Two: Guided writing tasks

**Question 2:** Do you use guided writing strategy when you are teaching writing?

According to the given results in Figure23. All the teachers (100%) reported using the guided writing strategy in their teaching practices. This suggests that guided writing is a prevalent and integral component of their instruction, aimed at improving their learners' writing skills.

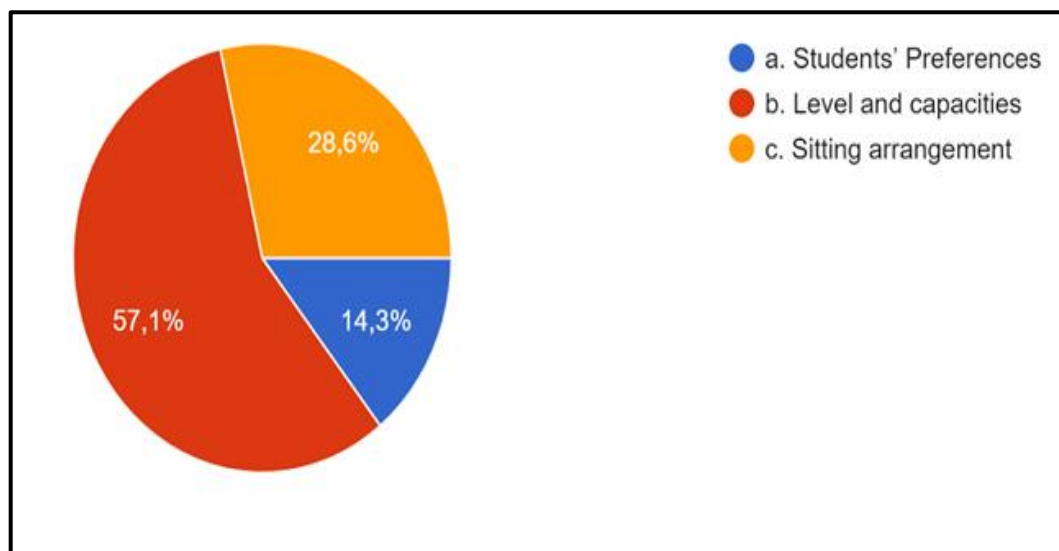


**Graph23: Utilization of Guided Writing Strategy in Teaching Writing**

**Question3n:** When you make use of guided writing tasks, on which basis do you set up the groups?

Regarding the results of Figure24, all of the teachers (100%) reported setting up the groups during guided writing sessions based on their levels and capacities. This indicates great agreement among the teachers that organizing groups according to students' levels and

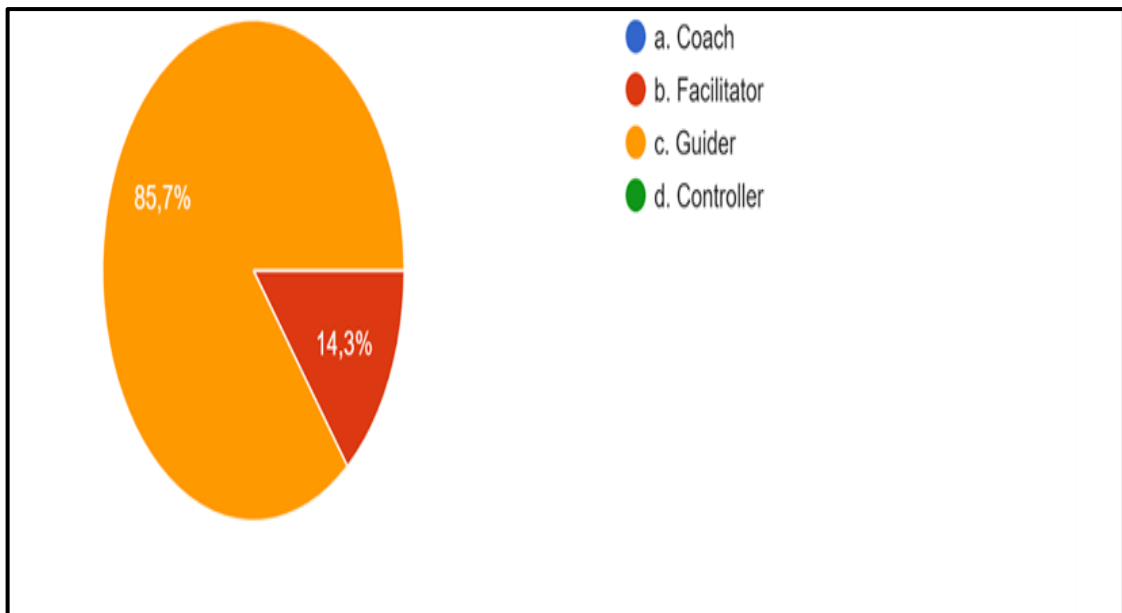
capacities is beneficial since may allow learners with varying abilities and levels to benefit from each other's strengths and challenges, fostering a supportive and inclusive learning environment.



**Graph24: Teachers 'Basis for Group Formation in Guided Writing Tasks**

**Question4:** What is your role in guided writing lessons?

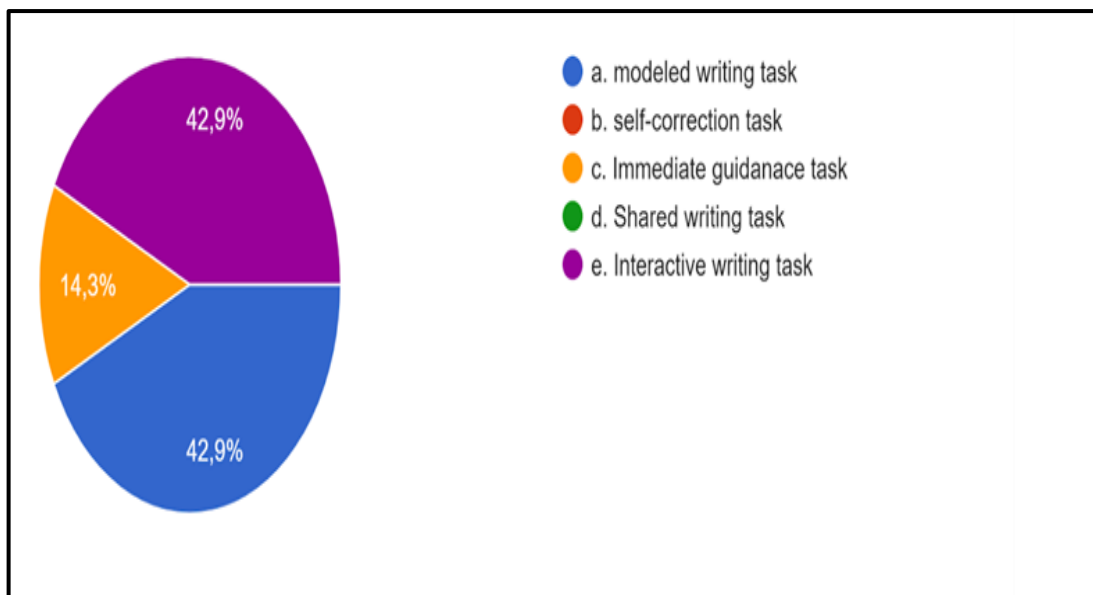
According to the results shown in Figure25, the majority of teachers (85.7%) mentioned that they act as guider during guided writing sessions. This indicates their intention to guide students step by step and provide various forms of assistance. Conversely, (14.3%) of teachers assumed the role of facilitators. This suggests that these teachers focus more on providing the necessary resources, information, and support for learners to complete a task rather than directly guiding students through the writing process.



**Graph25: Teacher's Role in Guided Writing Lessons**

**Question 5:** There are various guided writing practices, which one among the following do you use in your class?

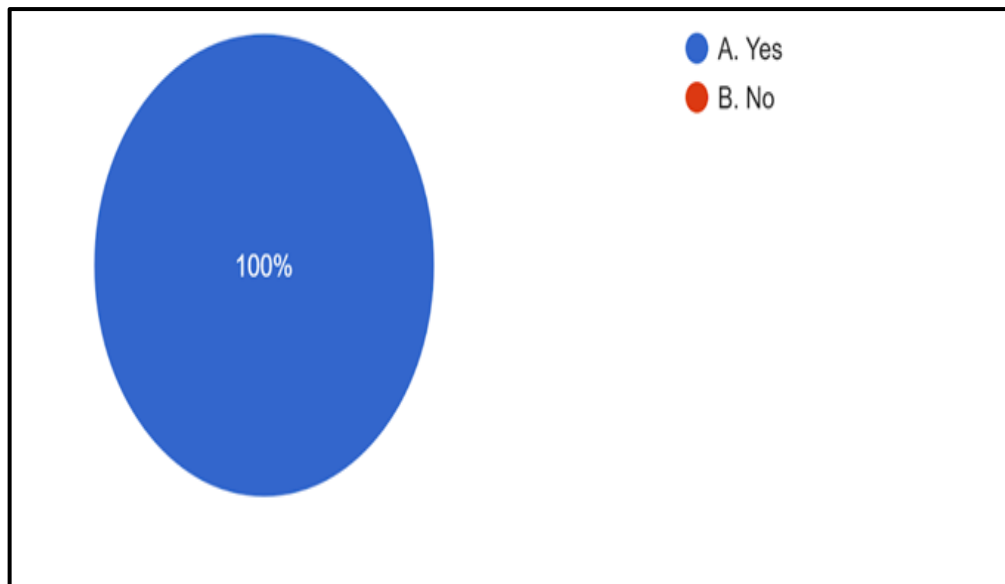
Based on the findings presented in the Figure26, (42.9% ) of the teachers indicated that they used modeled writing tasks as frequently as interactive writing tasks(42,9% ).This suggests that a significant portion of teachers rely on these tasks, possibly recognizing their effectiveness in enhancing student writing skills. In contrast, only (14.3%) of them opted for immediate guidance tasks.



**Graph26: Guided writing practices in Classroom Instruction**

**Question6:** Does the implementation of guided writing tasks take a long time?

As it is presented in the figure27. All of the teachers (100%) agree that the implementation of guided writing tasks takes a long time. This indicates that teachers need time and effort to plan, facilitate, and assess guided writing activities, contributing to the success of the guided writing strategy by dedicating the necessary resources and attention to detail.



**Graph27: Duration of Implementation for Guided**

**Question7:** Do you face certain problems when you use guided writing tasks?

If yes, identify some of them.

Based on their responses, it becomes evident that when implementing guided writing tasks, teachers often encounter several challenges. These include aligning guidance with individual student needs, managing the time required for instruction, practice, and feedback, and addressing assessment difficulties. Additionally, teachers may face problems related to students' vocabulary limitations and poor writing skills. Additionally, challenges such as lack of flexibility, over-reliance on prompts, difficulty transitioning to free writing, maintaining focus, and dependency on external guidance.

**Question8:** In assessing the groups' work, do you rely on individual assessment or cooperative assessment?

Justify your answer.

When assessing the work of groups in guided writing activities, teachers must decide between individual assessment and cooperative assessment. Some choose individual assessment, citing reasons such as the diverse capacities and proficiency levels of students,

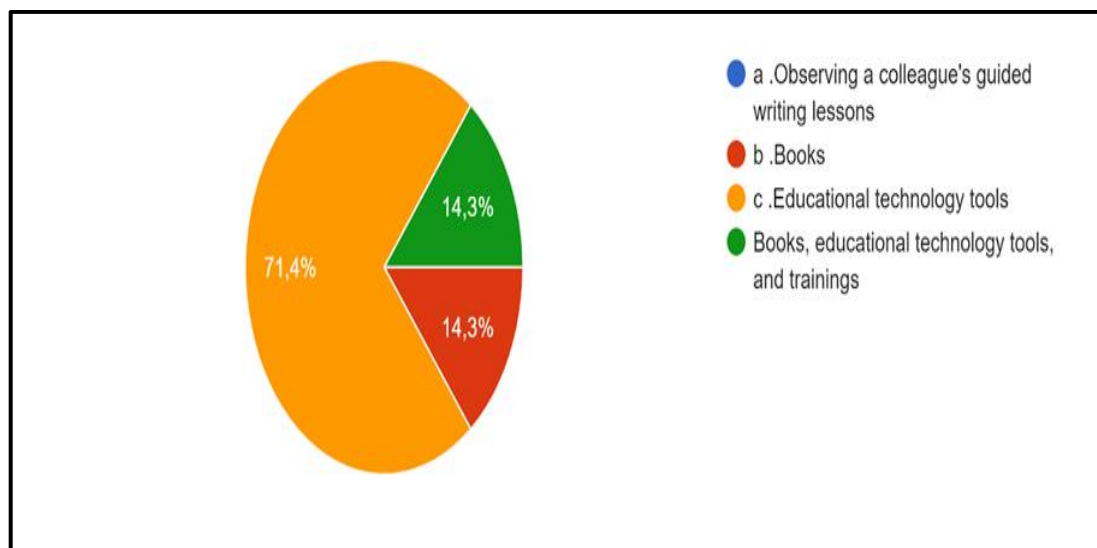
allowing for a comprehensive evaluation of each student's contribution, understanding, and skill development. Additionally, individual assessment is favored as it ensures that writing skills are assessed individually, without any reliance on group dynamics. Furthermore, correcting mistakes individually can foster better learning outcomes by addressing students' needs and levels of proficiency without causing discomfort or shyness. Conversely, others opted cooperative assessment to save time and encourage peer learning, where students can benefit from each other's mistakes and ideas. Based on the answers it can be said that the choice between individual and cooperative assessment depends on factors such as students' needs, learning objectives, and the available time for assessment.

**Question9:** How do you provide feedback to students during guided writing activities to support their learning development?

The provided answers suggest a variety of feedback strategies, including oral instant feedback, timely feedback after completing a task, engaging in discussion, asking questions, facilitating debates, providing both oral and written feedback, underlining mistakes, reviewing grammar or writing tips through questions, and focusing on specific goals with a positive tone. These strategies indicate that teachers are committed to helping students improve their writing skills by offering constructive feedback that addresses their strengths and areas for improvement. This findings indicate teachers aim to effectively facilitate the development of students' writing abilities.

**Question10:** What resources have helped you enhance your effectiveness in facilitating guided writing tasks?

The figure28 displayed that (71.4%) of the teachers reported using educational technological tools, while(14.3%) of them choose books. Additionally, some teachers (14,3%)used both educational technological tools and books, as well as incorporating training.

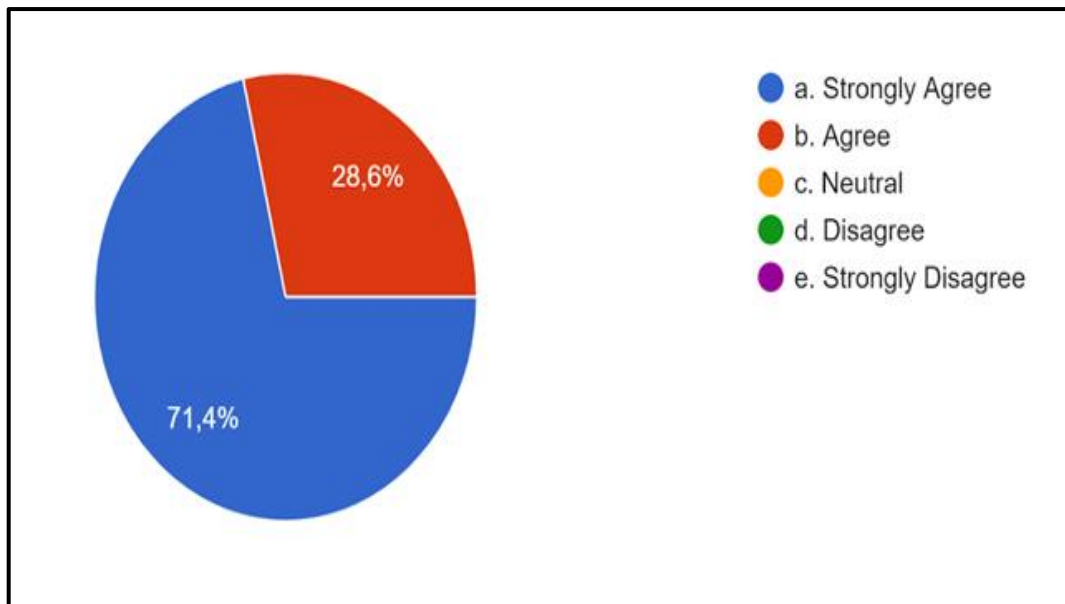


**Graph28:Resources Utilized by Teachers to Facilitate Guided Writing Tasks**

### Section Three: Writing Fluency

**Question 11:** I regularly incorporate activities specifically designed to enhance writing fluency during my classroom instruction.

The findings in the figure29 revealed that a significant portion of teachers, with (71.4%) strongly agreeing and (28.6%) agreeing, regularly incorporate activities specifically designed to enhance writing fluency during classroom instruction. This high percentage suggests a widespread recognition among teachers of the importance of fostering writing skills among students.

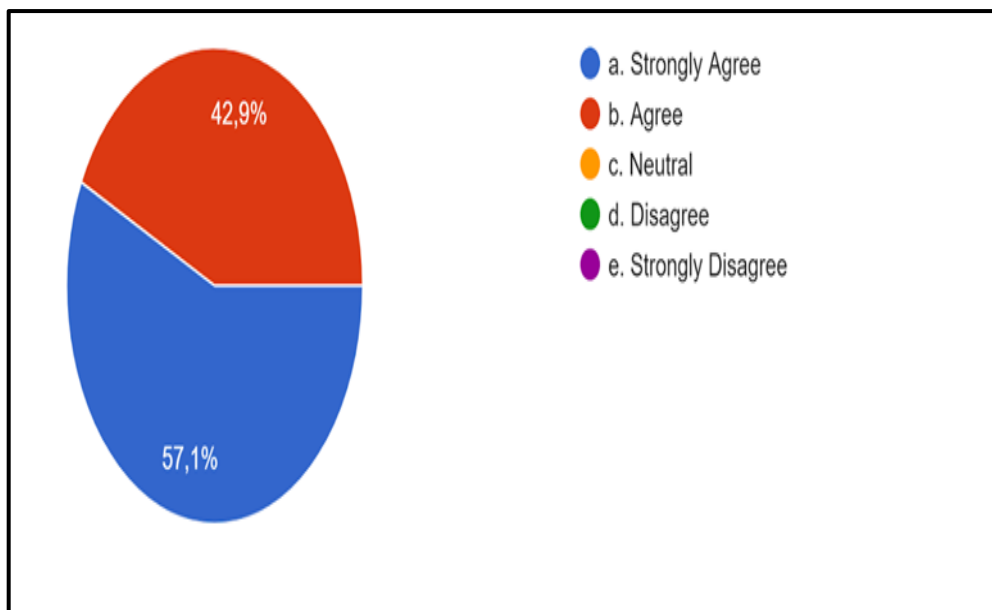


**Graph29:Teachers' Incorporation of Writing Fluency Enhancement Activities in Classroom Instruction**

**Question 12:** I model fluent writing and thinking process for students, demonstrating how to generate ideas quickly and express them coherently

The results in the figure 30 revealed that a substantial number of teachers, with (57.4%) strongly agreeing and (42.9%) agreeing, actively model fluent writing and thinking processes for their students. This significant percentage suggests that a large segment of teachers prioritize demonstrating effective writing and thinking techniques to their students. They likely do so to offer clear examples and guidance, aiding students in developing their own abilities to generate ideas and express them effectively.



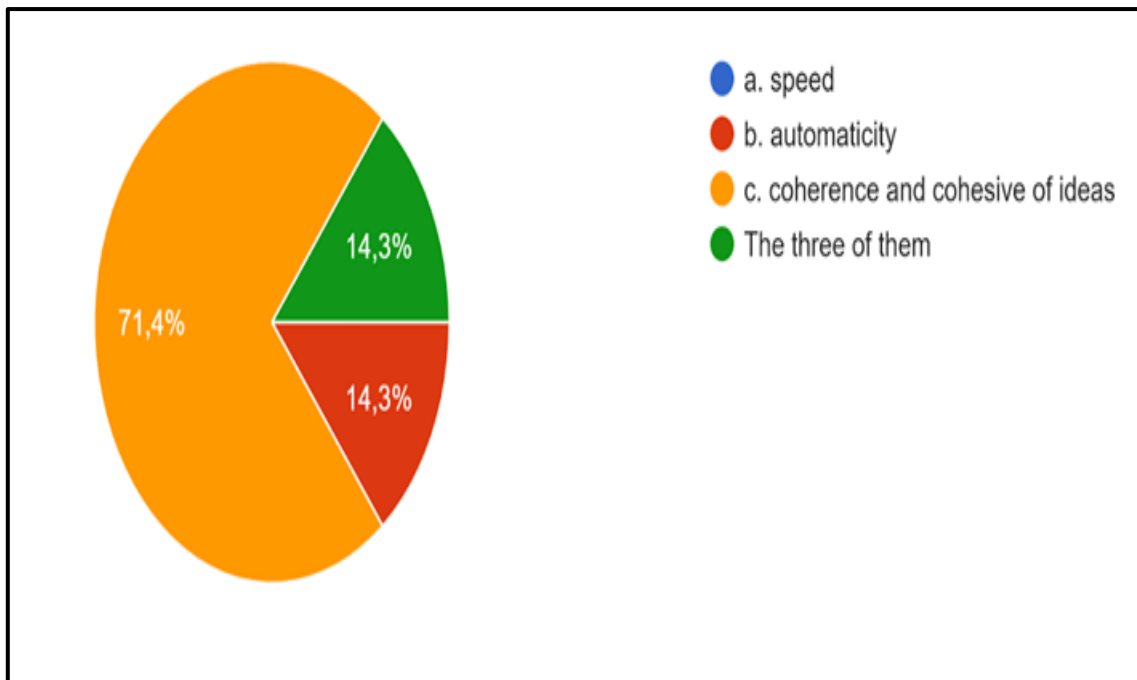


**Graph30:Teachers Demonstrating Fluent Writing and Thinking Processes for Students**

**Question 13:** What criteria do you use to determine your learners writing fluency levels?

The responses in the figure31 showed that (71.4%) of teachers choose coherence and cohesion of ideas, use this criterion to assess their learners' writing fluency levels. Additionally, (14.4%) of teachers selected automaticity as their criterion. Moreover, another (14.4%) of teachers opted for the coherence and cohesion criterion along with evaluating the speed of writing. These findings indicate that coherence and cohesion are the primary factors considered by most teachers when determining writing fluency levels among learners.

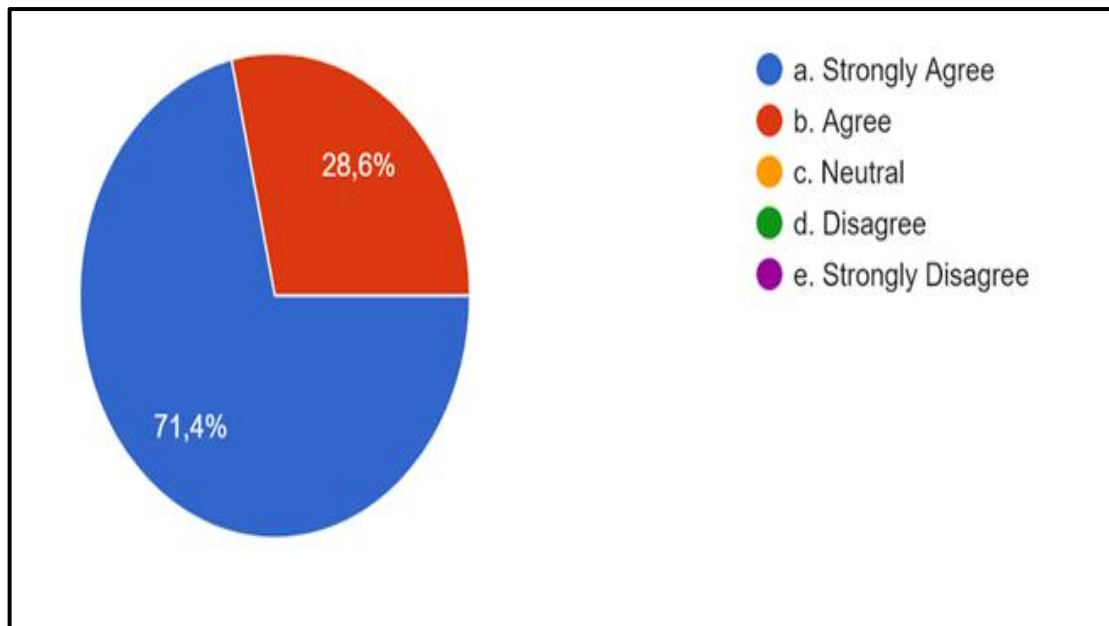
Additionally, a notable portion of teachers also value automaticity and writing speed as indicators of fluency. This multifaceted approach to assessing writing fluency reflects teachers' recognition of the various components that contribute to proficient writing skills.



**Graph31: Determination of Learners' Writing Fluency Levels: Criteria Used**

**Question 14:** I provide regular feedback to students on their writing fluency, focusing on areas for improvement and celebrating progress.

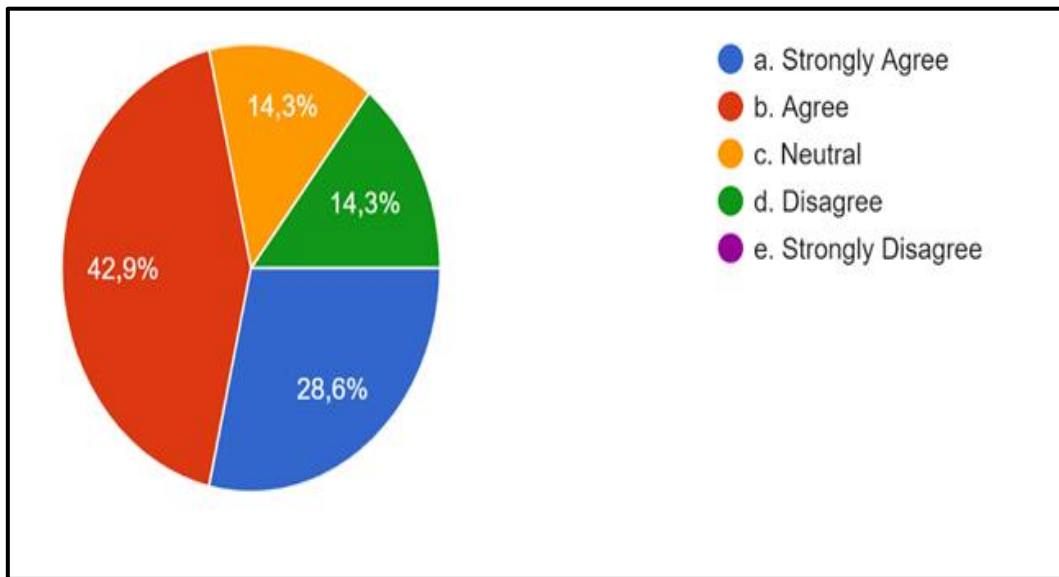
The results in the figure32 indicated that a significant majority of teachers, with (71.4%) strongly agreeing and (28.6%) agreeing, regularly offer feedback to students on their writing fluency. They focus on identifying areas for improvement while also celebrating progress. This widespread agreement suggests that a large portion of teachers prioritize providing constructive feedback to help students enhance their writing fluency. By pinpointing areas for improvement and acknowledging progress, these teachers likely aim to support students in developing their writing skills and boosting their confidence.



**Graph32:Regular Feedback on Writing Fluency to Students**

**Question 15:** I integrate technology tools or resources to support students' development of writing

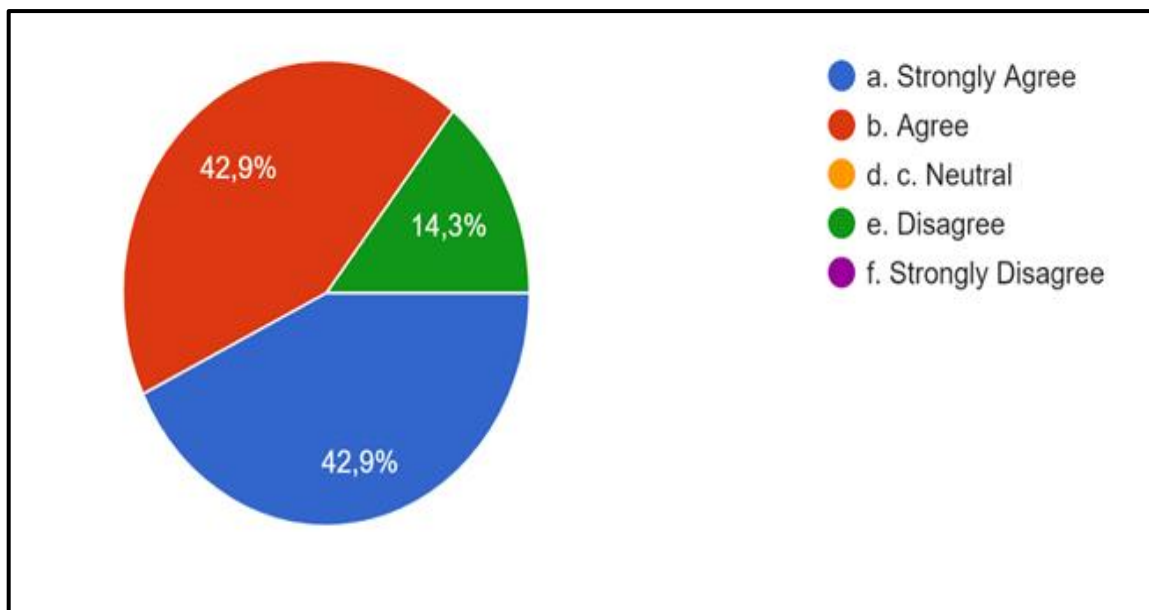
The results in the figure 33 indicate that (42.9%) of teachers agreeing and (28.6%) strongly agreeing, incorporate technology tools or resources to aid students' development of writing fluency. Additionally, (14.3%) of teachers disagree while another (14.3%) remain neutral on this matter. This suggests that a substantial number of teachers recognize the value of using technology to assist students in improving their writing fluency. By integrating technology tools or resources, these teachers likely aim to provide additional support and opportunities for students to practice and enhance their writing skills in various ways. However, it's noteworthy that some teachers either disagree or remain neutral, indicating a diversity of perspectives regarding the efficacy of technology in facilitating writing fluency development.



**Graph33: Integration of Technology Tools for Supporting Students' Writing Fluency Development**

**Question 16:** I find it challenging to differentiate instruction to meet the diverse needs of students in regards to writing fluency

The results in the figure34 indicated that a substantial number of teachers, with (42.9%) strongly agreeing and (42.9%) agreeing, face challenges in differentiating instruction to meet the diverse needs of students regarding writing fluency. Conversely, (14.3%) of teachers disagree with this statement. This suggests that a significant proportion of teachers perceive difficulties in customizing their teaching methods to accommodate the varying needs of students in terms of improving writing fluency. These challenges may arise from factors such as differences in students' skill levels, learning preferences, and linguistic backgrounds. Despite some teachers disagreeing, the prevalent agreement among a majority of respondents underscores the widespread struggle of educators when attempting to effectively address the individualized needs of students in fostering writing fluency.

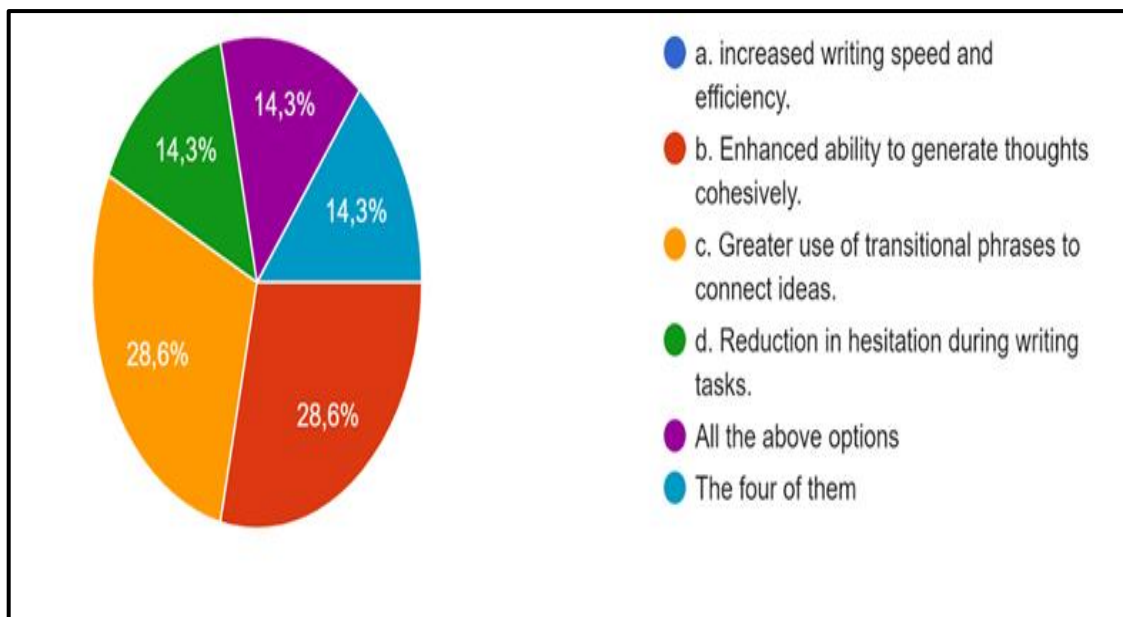


**Graph34: Challenges in Differentiating Instruction for Diverse Students Needs in Writing Fluency**

**Section four: The impact of guided writing tasks on writing fluency.**

**Question 17:** what changes have you noticed in students' writing fluency after applying guided writing tasks?

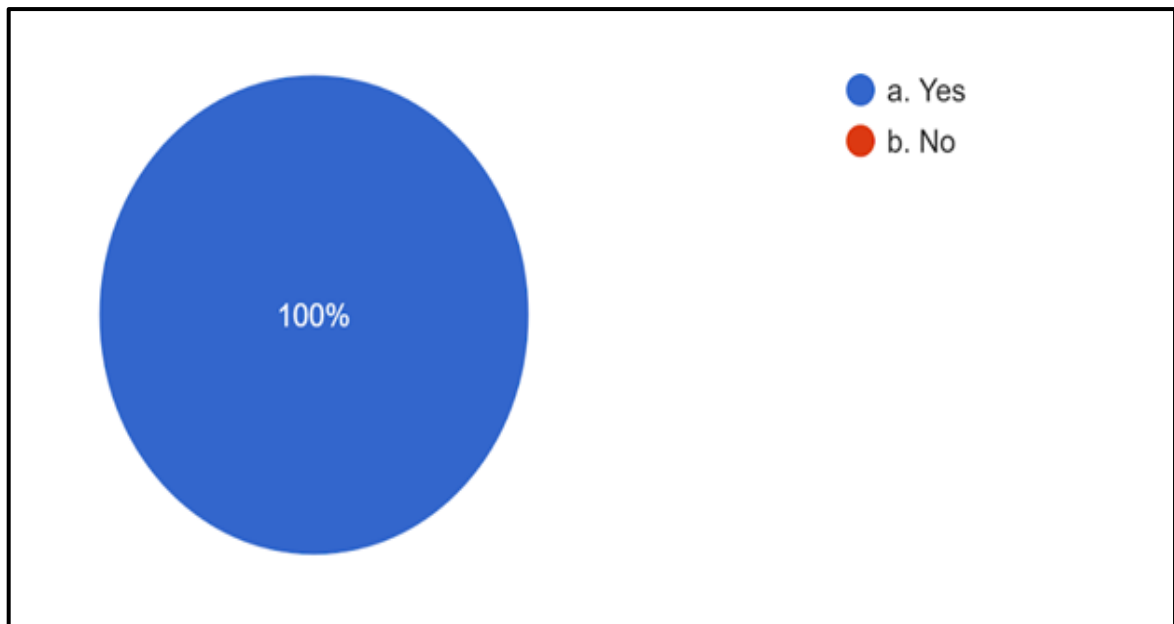
The responses in the figure35 revealed various changes noticed in students' writing fluency after implementing guided writing tasks. Around (28.6%) of teachers reported an enhanced ability among students to generate ideas cohesively. Similarly, another (28.6%) observed a greater use of transitional phrases to connect ideas. Additionally, (14.3%) noted an increase in students' writing speed and efficiency, while another (14.3%) noticed a reduction in hesitation during writing tasks. These findings suggest that guided writing tasks can have a positive impact on multiple aspects of students' writing fluency, including idea generation, coherence, use of transitional phrases, writing speed, and confidence. This diverse range of improvements underscores the effectiveness of guided writing tasks in enhancing various facets of students' writing skills.



**Graph35:Changes in Students' Writing Fluency Following Guided Writing Tasks**

**Question 18:** Have you observed an increase in students' confidence to engage in independent writing after participating in guided writing tasks?

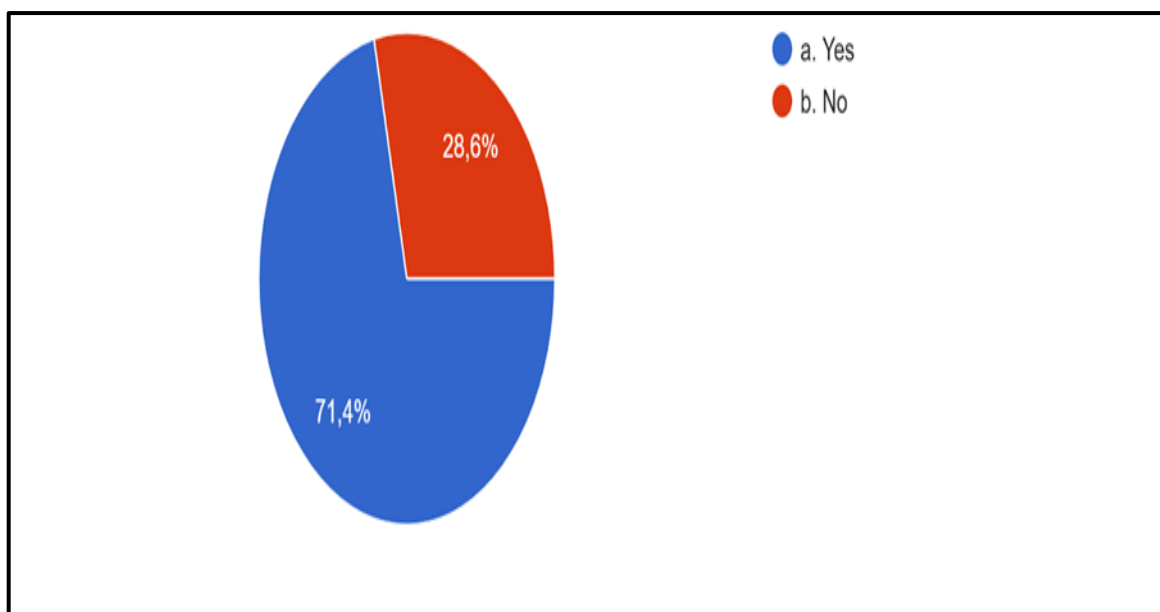
All respondents in the figure36, totaling (100%0), reported observing an increase in students' confidence to engage in independent writing after participating in guided writing tasks. This unanimous agreement among teachers regarding the positive impact of guided writing tasks on students' confidence levels suggest that these tasks effectively empower students to feel more confident in tackling independent writing assignments, reflecting the value of such tasks in fostering students' autonomy and self-assurance in their writing abilities.



**Graph36:Students' Increased Confidence in Independent Writing**

**Question19:** have you observed any instances of increased anxiety among your learners during timed guided writing tasks?

The results in the figure37 showed that (71.6%) of respondents observed instances of increased anxiety among learners during timed guided writing tasks, while( 28.6%) reported no such instances. This indicates that a majority of teachers have noticed heightened levels of anxiety among students when engaging in timed guided writing activities. The prevalence of anxiety during these tasks may stem from factors such as time pressure, fear of making mistakes, or concerns about meeting expectations. While a significant portion of teachers observed increased anxiety, a minority did not, suggesting that some students may be more resilient or comfortable with timed writing tasks.



**Graph37:Students' Increased anxiety during timed guided writing tasks**

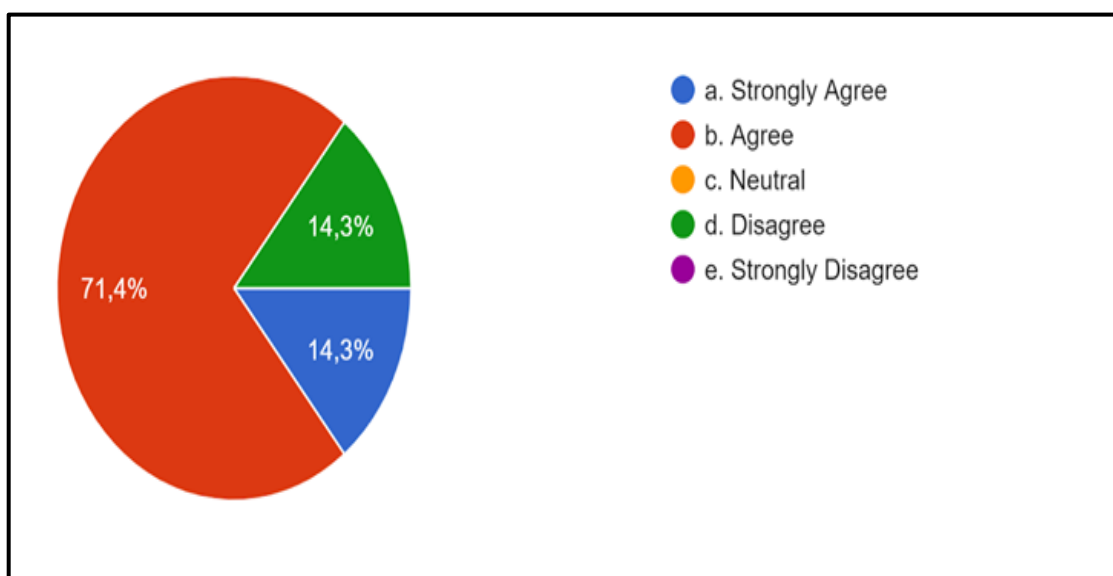
**Question20:** How do you address feelings of inadequacy among learners who perceive themselves as less fluent writers compared to their peers?

Based on the teachers' answers, they address feelings of inadequacy among learners who perceive themselves as less fluent writers compared to their peers by normalizing mistakes. This indicates their recognition of the importance of building confidence. Secondly, providing examples of famous writers' struggles demonstrates their belief in showcasing that setbacks are a natural part of the writing process. Creating a safe environment implies their commitment to fostering a positive learning atmosphere where students can freely express themselves without fear of judgment. Moreover, actively supporting students in developing their writing skills demonstrates their dedication to nurturing growth. Encouraging participation without fear of mistakes highlights their desire for student engagement and self-expression. Lastly, providing positive feedback and reinforcement underscores their commitment to motivating and empowering students to overcome perceived inadequacies and strive for improvement.



**Question21:** Strict timing constraints during guided writing tasks have a negative effect on learners' writing fluency?

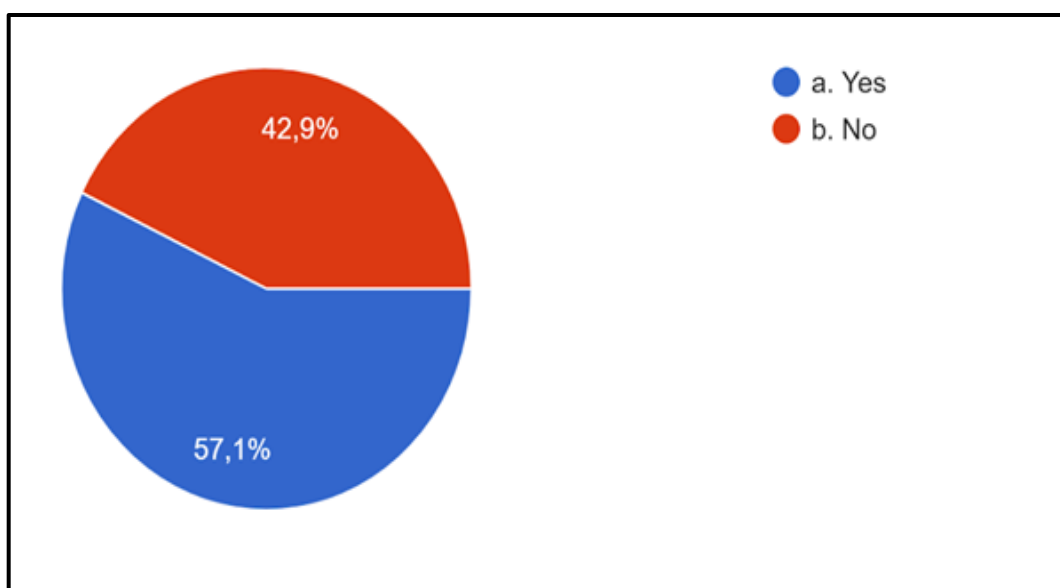
The findings in the figure38 indicate that (71.4%) of respondents agree and (14.3%) strongly agree that strict timing constraints during guided writing tasks have a negative effect on learners' writing fluency. Conversely, (14.3%) of respondents disagree with this statement. This suggests that a significant majority of teachers perceive strict timing constraints as detrimental to students' writing fluency. The agreement among a large portion of respondents underscores the widespread belief that excessive time pressure can hinder students' ability to express themselves fluently in writing. However, it's worth noting that a minority of teachers hold a different perspective, indicating some variability in opinions regarding the impact of timing constraints on writing fluency.



**Graph38: The Negative Impact of Strict Timing Constraints on Learners' Writing Fluency in Guided Writing Tasks.**

**Question22:** From your experience, does restricting topics for learners hinders their development of writing fluency?

The figure39 showed that based on their experiences, (57.1%) of teachers as showed in the figure answered yes while (42.9%) answered no, to the question of whether restricting topics for learners hinders their development of writing fluency. This suggests that more teachers believe that limiting the choice of topics can impede students' progress in developing writing fluency. Conversely, a significant minority of teachers disagree, indicating that they perceive topic restrictions as having little to no impact on students' fluency development. These varied perspectives highlight the complexity of balancing topic restrictions with the promotion of writing fluency in the classroom.



**Graph39: The Impact of Restricted Topics on Learners' Development of Writing Fluency**

**Question23:** Are there any additional suggestions you would like to offer?

At the end of the given questionnaire, we asked the teachers if they have further suggestions concerning the topic. Those who answered this question state that:

- They should read articles and observe how to apply punctuation and vocabulary.
- Regular reading goes hand in hand with better writing

### **2.7. 2. Discussion of teachers' questionnaire:**

After analyzing the teachers' Questionnaires, the majority of them consider guided writing tasks as an effective tool for developing students' writing fluency, particularly in enhancing their overall proficiency level. However, alongside this recognition of effectiveness, teachers also acknowledge various challenges encountered during the implementation of this strategy. These challenges encompass factors such as the potential for learners to experience frustration if the guidance provided does not align with their individual needs, the significant time investment required for instruction, practice, and feedback, as well as the complexities involved in assessment. Moreover, teachers emphasize the importance of providing constructive feedback to support learners and fostering a safe environment that encourages students to take risks and make mistakes without fear. Despite these challenges, teachers note observable changes in students' writing fluency following the integration of guided writing tasks into instruction. Specifically, they observe increased confidence among students, a greater utilization of transitional phrases to connect ideas, and an improved ability to generate cohesive thoughts. This analysis underscores both the benefits and obstacles associated with guided writing tasks, while also highlighting the great improvements witnessed in students' writing skills as a result of their implementation.

### **2.8. Limitation of study**

Throughout the months of our investigation, we encountered challenges on both theoretical and practical levels.

- Theoretical struggle stemmed from the vast amount of information we aimed to cover, and the necessity to rely on reliable sources to ensure academic integrity.
- On the practical part: Selecting appropriate questions relevant to our topic posed a challenge, along with the delay in response from the sample we chose to answer our inquiries.

## **2.9. Pedagogical Implications**

As first implication, guided writing must be incorporated at very early stages of learning English to familiarize learners with the writing process. Hence, their level would not be low.

Another implication is that educators should prioritize process-oriented writing techniques of writing during which the main writing conventions such as grammar, spelling, cohesion and form are emphasized. Increased exposure to these components is directly correlated with enhancements in learners' writing fluency.

Another important point is that the teacher must clarify the modeling text. To prevent imitation, learners are encouraged to rephrase the text's ideas in their own words with the teacher's guidance, fostering originality in their written work.

## **2.10. Recommendations**

The findings of our work showed that guided writing tasks are beneficial in improving students writing fluency. Therefore, we suggest some recommendations for both students and future research

### **2.10.1. For Students**

- Students are recommended against being passive participants during guided writing tasks. Instead, they should actively engage by sharing and expressing their ideas with both peers and teachers.
- It is essential for students not to rely solely on their teachers' guidance or peers for improvement. They should make individual efforts to enhance their writing fluency.
- Students should pay equal attention to all stages of the writing process to enhance their writing fluency effectively.
- Students should recognize the significance of reading in enriching their vocabulary, refining their grammar usage, and mastering correct spelling.

### **2.10.2. For Future Research**

Navigating writing fluency through guided writing tasks presents a promising avenue for future researchers to explore.

- Researchers should explore the intricate relationship between guided writing tasks and the enhancement of learners' writing fluency. This entails investigating how guided writing facilitates learners' comprehension of language structures, vocabulary, and writing conventions, as well as its impact on their writing fluency.
- Future researchers should investigate the impact of time on navigating writing fluency through guided writing tasks. Understanding the crucial role time plays in skill acquisition and fluency development.
- Future researchers should underscore the significance of teacher guidance in fostering writing fluency through guided writing tasks. Investigating effective instructional strategies employed by teachers can illuminate best practices for enhancing writing proficiency.

**Conclusion:**

This chapter was a practical part for the topic under study .We used questionnaires for both students and teachers through which to answer the main research questions and hypotheses. The data gathered from these questionnaires, comprising both quantitative and qualitative information that reveals the effectiveness of guided writing tasks on the learners writing fluency. Accordingly, from the analysis from the students' and teachers' questionnaires indicate that second-year students encounter difficulties in writing and require improvement. Furthermore, both students and teachers express positive responses towards the implementation of guided writing tasks, emphasizing its potential to enhance writing fluency. These results confirm the hypotheses and provide answers to the research questions. Finally, the chapter concludes with recommendations for both students and future research.

## General Conclusion

To conclude, developing writing fluency in EFL classrooms is widely regarded as an important issue. Teaching writing is therefore assuming an outstanding position in foreign language education, one way of improving this skill is guided writing tasks.

Guided writing tasks contribute to enhance learners' writing fluency by offering scaffolded support and quick feedback. Through these tasks, students receive step-by-step guidance from the teacher, allowing them to navigate the writing process with greater confidence and competence. Engaging in these tasks assist learners to build a deeper understanding of the writing process. Additionally, the feedback provided during guided writing sessions helps learners identify areas for improvement and refine their writing skills. Over time, this teaching strategy empowers the development of fluency as students are able to express their ideas coherently and quickly in a well- written form. Thus, guided writing tasks serve as a valuable tool for nurturing writing fluency and fostering learners to become fluent writers in the target language.

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## **Appendix A: Students' Questionnaire**

**Dear learners second year learners**

Welcome to our questionnaire on navigating writing fluency through guided writing tasks. Your insights are invaluable in understanding how guided writing tasks impact your development in writing fluency.

**Department of English Faculty of Letters and Languages**

**Abdelhafid Boussouf University – Mila**

### **Section One: Writing Skill**

#### **1. How do you consider your writing level in English?**

A .Very good

B. Good

C. Average

D. Low

#### **2. How often do you practice writing?**

A. Daily

B. Several times a week

C. Once a week

D. A few times a month

E. Rarely



F. Never

**3. Which of the following aspects do you struggle with the most in writing?**

A. Grammar

B. Punctuation

C. Spelling

D. Vocabulary

E. Organization

F. Others (please specify)

.....  
.....

**4. Which types of writing do you want to master?**

A. Paragraphs

B. Essays

C. Research papers

D. Emails/Correspondence

E. None of them

**5. How do you organize your ideas before writing?**

A. Make a list of key points

B. Use a graphic organizer (e.g., mind map, chart)

C. Discuss ideas with a partner or group

D. Other (please specify)

.....  
.....

**6. When do you typically correct your errors in writing?**

A. After self-revision

B. After receiving feedback from teachers

**Section 2: Guided Writing Tasks**

**1. Does your written expression teacher use guided writing tasks in the teaching process?**

A. Yes

B. No

**What types of materials does your written expression teacher typically incorporate into the sessions?**

A. Articles

B. Book chapters

C. Short stories

D. Other resources (please specify)

.....  
.....

**2. Have you faced any challenges when working with your peers on writing tasks? If yes what are they?**

A. Yes

B. No

**3. What do you benefit from your group members when you are working with them during guided writing tasks?**

A. Correct spelling errors

B. Vocabulary

C. Organization of thoughts

D. Practicing active listening and communication skills

E. others

.....  
.....

**Which of the following affective factors influence your participation in writing during guided writing tasks?**

A. Anxiety

B. Shyness

C. Motivation

D. Fear of making mistakes

E. Self-confidence

**6. How would you describe the level of guidance provided by the teacher during guided writing tasks?**

A. Very high

B. High

C. Moderate

D. Low

E. Very low

### **Section03: Writing fluency**

**“Writing fluency can be defined as the ability to produce a high accurate volume of language units within a specific period while also maintaining coherence and a consistent organization of ideas within the text.” Atasoy, A., & Temizkan, M. (2016).**

**1. Do you find it easy to keep your writing clear and understandable?**

A. Yes

B. No

**2 How confident are you in your ability to produce coherent and cohesive written content within a limited time frame?**

A. Very confident

B. Confident

C. Neutral

D. Not very confident

**3. I effectively connect ideas smoothly in my writing**

A. Strongly Disagree

B. Disagree

C. Neutral

D. Agree

E. Strongly Agree

**4. What do you do to ensure that your ideas connect well in your writing?**

A. Organize my ideas in a logical order before writing

B. Break up long paragraphs to make each idea clearer

C. Re-read my writing to check for coherence

D. Others

.....

.....

**In your opinion, do you consider yourself a fluent writer?**

A. yes

B. No

**Section04: The influence of guided writing tasks on learners' writing fluency**

**1. What changes have you noticed in your writing fluency since engaging in guided writing tasks?**

A. I can write more quickly than before.

B. .My writing flows more smoothly from one idea to the next.

C. I am better at incorporating varied vocabulary and sentence structures.

D. I haven't noticed any significant changes in my writing fluency

E. My writing fluency has actually decreased since engaging in guided writing tasks.

**2. What challenges have you encountered during guided writing sessions?**

.....  
.....

**3. The more guidance provided during writing tasks, the greater the improvement in my writing fluency**

A. Strongly Agree

B. Agree

C. Neutral

D. Disagree

E. Strongly Disagree

**4 .I make many mistakes during guided writing task**

A. Strongly Agree

B. Agree

C. Neutral

D. Disagree

E. Strongly Disagree

**5. Have you received feedback from your teacher or your peers on your writing during guided writing tasks?**

- A. Yes, regularly
- B. Yes, sometimes
- C. No, infrequently
- D. No, never

**6. How helpful do you find the feedback provided during guided writing tasks in improving your writing fluency?**

- A. Very helpful
- B. Somewhat helpful
- C. Neutral
- D. Somewhat unhelpful
- E. Not helpful at all

**7. Which of the following factors have hindered your ability to express your ideas freely during guided writing tasks?**

- A. Restrictive topics
- B. Limited time constraints
- C. Pressure to conform to teacher expectations
- D. Others (please specify)

.....

**Thank you**

**Dear teachers**

We will be very grateful if you take a few minutes to complete this questionnaire which aims at gathering information about navigating writing fluency through guided writing tasks. Thank you very much for taking time to share your ideas and experiences.

**Section one: Background Information**

**1. How long have you been teaching English at University?**

..... years

**Section two: Guided writing tasks**

**1. Do you use guided writing strategy when teaching?**

- a. Yes                       b. No

**2. When you make use of guided writing tasks, on which basis do you set up the groups?**

- a. Students' Preferences   
b. Level and capacities   
c. Sitting arrangement

**3. What is your role in guided writing lessons?**

- a. Coach   
b. Facilitator   
c. Guider



d. Controller

**4. There are various guided writing practices, which one among the following do you use in your class?**

a. modeled writing task

b. self-correction task

c. Immediate guidance task

d. Shared writing task

e. Interactive writing task

**5. Does the implementation of guided writing tasks take a long time?"**

a. Yes

b. No

**6. Do you face certain problems when you use guided writing tasks? If yes, identify some of them. ....?**

a. NO

b. Yes .....

**7. In assessing the groups' work, do you rely on individual assessment or cooperative assessment?**

**Justify your answer**

.....  
.....

**8. How do you provide feedback to students during guided writing activities to support their learning development?**

.....  
.....  
**9. What resources have helped you enhance your effectiveness in facilitating guided writing tasks?**

- a. Observing a colleague's guided writing lessons
  - b. Books
  - c. Educational technology tool
  - d. Others
- .....  
.....

**Section three: Exploring Writing Fluency**

**1.I regularly incorporate activities specifically designed to enhance writing fluency during my classroom instruction**

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

**2. I model fluent writing and thinking processes for students, demonstrating how to generate ideas quickly and express them coherently**

- a. Strongly Agree

- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

**3. What criteria do you use to determine your learners writing fluency levels?**

- a. speed
- b. automaticity
- c. coherence and cohesive of ideas
- d. Others

.....

.....

**4. I provide regular feedback to students on their writing fluency, focusing on areas for improvement and celebrating progress.**

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

**5. I integrate technology tools or resources to support students' development of writing fluency**

- a. Strongly Agree

- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

**6. I find it challenging to differentiate instruction to meet the diverse needs of students in regards to writing fluency.**

- a. Strongly Agree
- b. Agree
- d. c. Neutral
- e. Disagree
- f. Strongly Disagree

#### **Section four: The Impact of Guided Writing Tasks on Writing Fluency**

**1. What changes have you noticed in students' writing fluency after applying guided writing tasks?**

- a. increased writing speed and efficiency
- b. Enhanced ability to generate thoughts cohesively
- c. Greater use of transitional phrases to connect ideas
- d. Reduction in hesitation during writing tasks
- e. Others

.....  
.....  
**2. Have you observed an increase in students' confidence to engage in independent writing after participating in guided writing tasks?**

- a. Yes       b. No

**3. Have you observed any instances of increased anxiety among your learners during timed guided writing tasks?**

- a. Yes       b. No

**4. How do you address feelings of inadequacy among learners who perceive themselves as less fluent writers compared to their peers?**

.....  
.....

**5. Strict timing constraints during guided writing tasks have a negative effect on learners' writing fluency?**

- a. Strongly Agree   
b. Agree   
c. Neutral   
d. Disagree   
e. Strongly Disagree

**6. From your experience, does restricting topics for learners hinders their development of writing fluency?**

a. Yes

b. No

**7. Are there any additional suggestions you would like to offer?**

.....

.....

**Thank you**

## ملخص

يعد التعبير الكتابي من أصعب المهارات لدى الطلبة والتي يواجهون فيها العديد من المشاكل خاصة إذا تعلق الأمر بالكتابة بلغة اجنبية لهذا يحتاجون للدعم والمساعدة من قبل اساتذتهم لرفع مستواهم والوصول الى الطلاقة الكتابية وتعد الكتابة الموجهة من أبرز استراتيجيات التي على الاستاذة العمل بها. كما هو الحال بالنسبة لدراستنا الحالية التي تهدف الى معرفة مدى فاعلية الكتابة الموجهة على متعلمي اللغة الإنجليزية سنة ثانية ال ام دي. لتحقيق هذا الهدف والتأكد من صحة فرضيتنا التي تتمحور حول اذ تم تطبيق استراتيجية الكتابة الموجهة فإن الطلاقة الكتابية للمتعلمين سوف تتحسن. اعتمدنا على استبيانين في جامعة عبد الحفيظ بو الصوف واحد لـ 6 من أساتذة مادة التعبير الكتابي وآخر لـ 70 متعلم. اعتماداً على نتائج هذا البحث استنتجنا ان الكتابة الموجهة تقنية فعالة لتحسين الكتابة الطلاقة الكتابية. إضافة الى هذا من خلال تحليل نتائج الاستبيانين تم تأكيد الفرضية والتي تتمثل في ان تطبيق استراتيجية الكتابة الموجهة تساهم في تطوير الطلاقة الكتابية للمتعلمين

## Résumé

Les étudiants rencontrent souvent de nombreuses difficultés, notamment lorsqu'il s'agit d'écrire dans une langue étrangère. C'est

pourquoi ils ont besoin de soutien et d'assistance de la part de leurs enseignants pour améliorer leurs compétences et atteindre une fluidité rédactionnelle. La rédaction guidée est l'une des stratégies les plus importantes que les enseignants doivent utiliser. C'est également le cas pour notre étude actuelle, qui vise à évaluer l'efficacité de la rédaction guidée sur les apprenants de la deuxième année de licence. Pour atteindre cet objectif et vérifier notre hypothèse selon laquelle l'application de la stratégie de rédaction guidée améliorera la fluidité rédactionnelle des apprenants, nous avons utilisé deux questionnaires à l'Université Abdelhafid Boussouf University – Mila, l'un pour six enseignants de la matière d'expression écrite et l'autre pour 70 apprenants. En analysant les résultats de cette recherche, nous avons conclu que la rédaction guidée est une technique efficace pour améliorer la fluidité rédactionnelle. De plus, l'analyse des résultats des questionnaires a confirmé l'hypothèse selon laquelle l'application de la stratégie de rédaction guidée contribue au développement de la fluidité rédactionnelle des apprenants.



