

EXPLORING LEARNERS' WRITING DIFFICULTIES THROUGH REFLECTIVE PRACTICE

RADIA BEMNANSOUR-BENYELLES & ISMEHEN HAYET MEGNAFI

Department of English, Faculty of Letters and Languages, University of Tlemcen, Tlemcen, Algeria

ABSTRACT

The globalization process imposes itself at almost different spheres, and more specifically at the educational level, in order to enhance the foreign language teaching and learning. The Algerian context shows that the four language skills are still taught on the basis of competency-based approach (CBA) henceforth. Although, the recent changes that have taken place at the level of Algerian middle schools (second-generation programs). However, most EFL learners are not able to write appropriately and adequately. The reason behind this, is that most EFL teachers do not enhance their teaching process, through promoting reflective teaching. Therefore, this research paper focuses on reflective practice for exploring the difficulties in writing, and the extent to which reflection can be used as an alternative way to overcome those deficiencies. The present work is an exploratory analysis of the situation regarding the teaching/ learning process, among Algerian secondary schools. The main results of this work revealed that EFL learners showed a deficiency in their writing in both form and content in their written productions. Besides that, EFL teachers faced many obstacles such as crowded classes, with mixed abilities students, a lack of an awareness among reflection and how to promote it. This study also affirmed that reflection can be considered as a way to improve the teaching/ learning process.

KEYWORDS: EFL, Algerian Schools, Learning, Language Skills