

Uncovering the Composing Processes of EFL Writers A Case Study of an Algerian Student

Summary :

This study aims to uncover some of the writing behaviours present in the think-aloud protocols of a male Algerian university student while writing an essay in English. An analysis of the subject's writing think-aloud protocol content shows that planning, transcribing and revising processes which characterise English native speaker and ESL writers are also characteristic of the EFL writer in the present study. It also shows that the subject approached the writing task naturally and his writing was not affected by think-aloud procedure.

Résumé :

Cette étude vise à sonder quelques comportements rédactionnels mis en œuvre par un sujet algérien dans une situation d'écriture en Anglais Langue Etrangère (EFL). La méthode d'observation dite de verbalisation (think-aloud) nous a permis de recueillir des données servant à identifier et à décrire les processus rédactionnels du sujet. L'analyse des données met en évidence les mécanismes de (i) la planification, (ii) la transcription ou mise en texte et (iii) la révision qui caractérisent les scripteurs de l'Anglais langue première et langue seconde, sont aussi la caractéristique du scripteur de l'Anglais langue étrangère. Ce qui ressort de l'étude montre aussi que le sujet a approché la tâche d'écriture naturellement et son écriture n'a pas été affectée par la technique de verbalisation.

Introduction

In recent years many researchers have been interested in the analysis of the writing process rather than the written product resulting from it. This shift of emphasis came not to disprove the importance of the product so much as to raise the acknowledged importance of the process. Over time, it became clear to teachers that writing includes cognitive processes that cannot be observed through written products. Studies in English as a First Language and English as a Second Language (ESL) have explored the processes students use when they engage in writing. The present study attempts to uncover the writing processes of a graduate EFL (English as a Foreign Language) writer writing in an academic context.

Writing Process Research in English as a First Language

In their description of the writing process in English as a First Language, many studies have investigated the processes of skilled/experienced writers and unskilled/inexperienced writers (Emig, 1971 ; Flower and Hayes, 1977, 1980a, 1980b, 1981 ; Hayes and Flower, 1980 ; Perl, 1979, 1980 ; Sommers, 1980). These studies indicate two characteristics of writing : (i) that the process is recursive and generative i.e., a complex and non-linear process, and (ii) that there are differences between skilled/experienced and unskilled/inexperienced writers' composing behaviours.

Skilled writers generally write with a reader and a purpose in mind, plan more, assess and reassess and modify their plans as they write and come up with new ideas, reread their text, are concerned with revising meaning before form, and are able to do this recursively, i.e., any of these activities can be embedded within any other. For skilled writers, writing is a recursive process which allows them to generate new ideas, and to focus on the content and organization of the emerging text when they write and revise.

In contrast, unskilled native writers of English fail to use the processes skilled writers use. They are characterised by little if no planning and revision, they show less concern about their content and readership, and are

preoccupied with form and structure rather than the text as a whole without rethinking their ideas and edit, prematurely, words or sentences instead of revising the content or organization of the emerging text.

Influenced by the investigative methods and findings of studies in the writing process of native speakers of English, ESL researchers have studied the writing process of ESL student-writers.

Writing Process Research in ESL/EFL

Using a case study approach, Zamel (1982) studied the writing processes of eight proficient ESL students. The conclusion she came to was that ESL writers use strategies similar to those used by native speakers of English (Zamel, 1982 : 203). In her observation in a second study of the processes of six advanced ESL students writing for academic purposes, Zamel (1983) found that skilled ESL writers followed a recursive writing fashion, understood and controlled their own writing processes, and focused on the meaning of their texts. Although the subjects were writing in a foreign language, linguistic problems seemed to concern them the least (Zamel, 1983 : 175). For the skilled writers in the group - those who did not find the activity 'in and of itself problematic' - planning was generative and recursive. However, the least skilled writer paused so often that the overall relationship between ideas seemed to suffer. Zamel concluded that "composing, as it has been experienced and described by her skilled ESL writers, seems to be a process of discovering and exploring ideas" (180). She found the process of skilled writers to be creative and generative, and not primarily concerned with language related difficulties. In contrast to the skilled writers, the least skilled writer was found to be constantly concerned with usage and expression.

Drawing on Flower and Hayes' (1979) model of writing behaviour and using the think-aloud protocol technique, Raimes (1985) examined the composing processes of eight unskilled ESL writers from different countries and at various proficiency levels in English. Although her subjects were low proficient ESL learners, the results of her analysis were similar to those of Zamel's (1982, 1983) studies and support the

recursiveness notion, i.e., the back-and forth movement of the composing process. In other words, regardless of the proficiency level of ESL writers, the writing processes of non-native speakers of English were recursive like those of native speakers of English.

However, Raimes found that her subjects showed various different patterns of behaviour in their writing processes and could not be described as definable groups (Raimes, 1985 : 249) of unskilled ESL writers. Furthermore, she suggests that a lack of linguistic knowledge in her subjects might influence their writing performance.

Raimes (1987) carried out a second study of the writing processes of eight ESL college students through think-aloud protocol technique. The ESL writers in this study were at different levels of English proficiency and were enrolled in different levels of composition classes. As reported on her subjects in the first study (Raimes, 1985), all ESL writers in her second study demonstrated similar composing strategies among them. Their composing strategies were also similar to those of native speakers of English. Although the ESL writers exhibited some similarities to each other, and some similarities to the group of unskilled English native speaker writers (cf. Perl, 1979), the patterns of behaviour were not consistent with the patterns of behaviour of the unskilled native writers. Raimes had difficulty grouping the various types of behaviours observed into levels of proficiency : the students, whose proficiency was to be regarded as insufficient for academic course-work, were able to generate language and ideas in much the same way as more proficient students.

To sum up, the studies that we have discussed above reveal the following :

- * Like the processes of English native speaker writers, the writing processes of ESL writers are recursive and retrospective in spite of insufficient language proficiency ;
- * There is likely to be common patterns of behaviours of unskilled ESL writers to unskilled writers of English native speakers.

Although we now have some understanding of how ESL students write, we are still asking for clarification of the nature of EFL writing. It appears that little research has been conducted to investigate how EFL students write in academic context. It is thus necessary to replicate writing process research on ESL students on EFL students to get a picture of the writing process of English non-native speakers.

The Study

The study¹ was conducted to establish the feasibility of a process oriented study on EFL composing processes at university level. More specifically, it was set up to uncover, through think-aloud protocol analysis, the processes an Algerian subject would use when he writes in English on a course related topic, and to understand the usefulness of 'think-aloud' protocol (thereafter TAP) method as a data collection method. The subject, Amine (fictitious name) involved in the study was an Algerian postgraduate law male student who received most of his education in Arabic and French. At the time of the experiment, he had completed a Master's course at Glasgow University (U.K.) and was enrolled in an EFL language course for overseas students in order to start a P.h.D research in Commercial Law.

The study followed two steps : (i) the pre-writing step preparing the subject, and (ii) the actual writing combined with think aloud, and video recording of the writing activity. In the pre-writing session, the subject was introduced to the study and the 'think aloud' method. The conditions in which he was expected to write aloud before a video camera were also explained. Due to the limited time and subjects available to conduct the research, this study does not intend to provide a complete picture of how EFL Algerian university students in general write in academic context. In other words, the aim was to investigate the subject's writing processes rather than the content of his written products.

1- Based on part of a Doctorate thesis submitted to the department of Foreign languages, University of Annaba, Algeria.

Data Collection

To collect verbalized protocols, Amine was asked to write aloud an essay similar to the assignments he usually receives in his English language courses. We chose a task type which Amine was familiar with from his writing programme, that of writing in response to the topic : *'Write an essay on either the Scottish legal system or comparison between marriage in U.K. and marriage in Algeria.* Once Amine decided had decided to write on the *Scottish legal system*, Amine started verbalizing his thoughts. While he was writing aloud, he was video recorded.

Data Analysis

The verbal data were transcribed and coded for analysis. For this procedure, the coding system was adopted from Perl's (1980) scheme which was used for studies of ESL writing processes.

The coding system used in this study consists of 15 major categories (Table 1) : *planning*, *writing aloud* and transcribing thoughts on paper, *writing silently*, *assessing positively* (Ass +) or *negatively* (Ass -) what the writer has written, *commenting on* the emerging text, *metacommenting* or showing awareness of the writing task (Metcom), *questioning* (Q) and asking questions about content and form of the essay, *rehearsing* (Reh), *reading sentence* (Ra-b) or part of sentence, *repeating* a word, phrase, or part of sentence (Rep), *reading draft so far* (RDF), *reading the entire draft* (RED), *reading the assignment/topic* (RT), *revising* (RV), and *editing* (Ed). In addition, 3 subcategories were associated with *revision* and *editing*, showing the writer's concern with some particular aspects of language. These were : addition, deletion, and substitution, showing the writer's concern with grammar, vocabulary, spelling, sentence structure, punctuation, verb form. Then one category *unintelligible* indicating an incomprehensible remark, or the writer speaking indistinctly.

<i>Category</i>	<i>Descriptor</i>
A	Assessing (positively (+) or negatively (-)
Com	Commenting
Inc	Incomprehensible Remark, speaking indistinctly
Pl	Planning structure or strategys
Ed	Editing
Edgr	Showing concern with grammar
Edpunc	Showing concern with punctuation
Edsp	Shoing concern with spelling
Edvoc	Showing concern with vocabulary
Ra-b	Reading sentence or part of a sentence (followed by a number of sentences)
RDF	Reading Draft so far, i.e., up to a point
RED	Reading the Entire Draft
Reh	Rehearsing, trying out ideas
RT	Reading the Topic/Assignment
Rep	Repeating a word, phrase, or part of sentence
RV	Revising
Silence	Non-activity or pause
WA	Writing Aloud
WS	Writing Silently

Table 1 Coding Categories Used in the Analysis of the Think-aloud Protocols

To code each behaviour shown in the transcript, we read it through and underlined every sentence as a protocol to be analysed. Then, we coded the protocol based on the coding system (Table 1). For ease of readability, in the protocol transcription we have used the following features :

- * Three dots... indicate a short pause or a moment of inactivity and hesitation
- * Deleted items are crossed out, e.g. may differ ; ~~argued, irrespective~~, etc.

- * Additions or insertions are italicised, e.g. *From a standpoint legal...*
- * Everything written has been underlined, e.g.,] United kingdom regardless
- * Pause time measured and inserted in the transcriptions in seconds, minutes, etc. e.g., 24s
- * Sections spoken in French but not written down were left in French, e.g., Bon, d'accord..., évidemment, pas possible, etc.

Findings and Discussion

As we fleshed out the conceptualization of writing processes of the cognitive model (Hayes and Flower, 1980) to analyze the protocol content, the think aloud technique enabled the identification of distinguishable moments, or inter-twining, almost entangling phases in the process which, we thought, coincide with the processes described in the cognitive model (Hayes and Flower, 1980) : *planning, translating and reviewing*.

The protocol in which Amine, the writer, verbalised his thoughts was built on a question-answer pattern, as if holding a dialogue with himself as he proceeded with writing. Amine adapted easily and quickly to the 'think-aloud' method and spent 57 minutes composing aloud in English. He wrote one draft in which he produced in total 202 words in 8 sentences. The protocol suggests that Amine was certain about his purpose of writing or what was expected of him. Amine spent 1 minute between receiving the assignment and the beginning of writing during which he read the assignment. He read the topic through and commented on *we'll try to do something in this subject... but I am not sure*. Once he decided to write on the Scottish legal system, he reworded the topic and repeated it 4 times to clarify it and find a way to start writing about it before writing down the topic itself as the title to his essay. He then went on writing with little forethought after a pause of 39 seconds.

Planning

In *planning*, that process which involves generating, and organizing content, and setting goals (Flower and Hayes, 1981a), Amine asked and

answered questions around decisions on to what to write in the essay, what to say, and how to say it. Although there was no general *planning* indicating how he will proceed, it was apparent from the protocol that Amine proceeded with local planning, i.e., *what to say... what to do next*. In the pre-writing stage, he repeatedly asked the question *How can/shall I start...* 3 times, paused for 34s to decide on *what to say here*, to begin his essay. He showed the same operations throughout the entire process. As a result, a number of pauses occurred for local planning during his writing. All his planning instances were local and verbalized in the form of *comments* and *metacomments*. Unlike Raimes' (1987) subjects, Amine expressed concern for audience. He verbalised throughout the entire process planning thoughts : *So to start with the Scottish legal system we'll try to do something in this subject... but I m not sure. look at this system even though I am not specialized in the Scottish legal system (laugh)... d'accord. I write whatever I know ? What can I do now ? just to concentrate on one issues of legal system or just to speak in general ? Okay. Let me follow the second idea just to I'll be general. I haven't read about this legal system of Scottish... I'm concerned with something else uh. I can't invent... I think I should simply slick to the idea of...but I should have what we call knowledge of the topic ? Competence ? Anyway this is just a superficial... look at this system even though I am not specialized in the Scottish legal system (laugh) d'accord.*

As Amine committed himself to the topic on Scottish legal system, of which as he commented on *he has no knowledge*, he asked himself and answered questions to find a focus. He started with one related to 'civil and criminal laws' signalling the difference in the system. As he failed to follow it up, apparently, *the complexity of the system* was his second focus as he tried to follow it from the beginning and continually returned to it but *had no idea about it*. Flower and Hayes regard finding a focus as "one of the crucial acts that can bridge the gap between generating ideas and turning them into a paper" and as "a task with which many writers have trouble" (Flower and Hayes, 1980 : 45). On the other hand, they regard forming for use as plans being concerned with two questions : "what to use out of all the available ideas and language already generated and how to use it" (Flower and Hayes, 1980 : 47).

Planning comments related to content organisation were rare. The think-aloud protocol shows that most of Amine's planning was verbal and related to idea generation. In the protocol, he complained about lack of knowledge in this particular topic ; in spite of his complaints, he did not give up. All his planning content was planning comments and questions on essay content. This might be due to complexity of the task, the writer's *insufficient or lack of background knowledge*. This observation coincides with Morgane e Silva's (1991) view that familiarity with the task allowed an easier and faster process independently of the target language.

Rehearsing for Transcribing

When writing, writers use the *rehearsing* strategy, an activity in which s/he tries out ideas and sees if they fit in the text. Protocol analysis revealed rehearsing occurrences in Amine's writing. When *rehearsing*, Amine's ideas often came up through referring to his insufficient background knowledge with respect to the assignment. Since *the topic was not his area of specialisation*, as he verbalised it in the protocol, it was *natural of him to depend on his general knowledge as a Law student*. He reflected and made use of *what he knew about the Scottish law system but felt it was insufficient*.

Protocol analysis suggests that Amine preferred an appropriate content. Therefore, he might want to try out possible ideas before he wrote down. Moreover, it appears that his rehearsing was not only a part of idea generation and development, but it was also a part of a language that expressed his ideas the best. Not only did Amine try out ideas and developed them through rehearsing of his ideas, he also often assessed possible ideas after he talked them out : e.g., *it's said that the Scottish legal system is complex compared with... I've already said that... ; ... it's hardly to shaire the point of view of those who assert, eh... pretend, no... not pretend*.

In addition to his reliance on the rehearsing process, Amine also leaned on the process of *repeating* : he rehearsed in a question-answer, comment-evaluation fashion, and repeated written or unwritten words or sentences. Asked informally about the use of the repetition process, he explained :

- * To test ideas on content problems
- * To cope with lexical choice problems, e.g., *complex/complicated ; asserted/argued ; degree/level*, etc.
- * To cope with grammar choice problems, e.g., *First degree of education, then... non not first... the degree of education...*
- * To cope with punctuation problems
- * To cope with spelling problems : repeating and rehearsing words aloud helped him to see how they sounded for spelling. He listened to the word when he repeated it in order to decide how to spell it.

Revision/Editing

Most of Amine's revision was done during writing, i.e., through the reading strategy in combination with rehearsing and repeating. The content seemed to be constraining that *editing* was rare. The protocol showed that Amine's reading was concerned as to whether or not an idea he had put or rehearsed was appropriate to the topic. The 'what to write' and 'why' comments and questions were frequent in the verbalisations of his thoughts. Not only did Amine read one or a number of words or sentences he had just transcribed for the purpose of deciding "what to say next", he also read for *revision*. When *reading* for revision, Amine corrected : he changed words and punctuation within sentences (e.g. , and read the entire draft through twice and made word s and deletions, and *edited* punctuation. At one point during writing, Amine expressed the need to read the text produced so far : *Perhaps I should read what I had written to understand the idea and finish later... d'accord... I read first*. This necessity to read as expressed in the protocol allowed Amine to review everything he had transcribed. The protocol is evidence that Amine relied not only on verbalised thoughts but also on their written representation. Like *rehearsing* and *repeating*, *reading* seemed to contribute to Amine's writing.

Contrary to reports of other studies on unskilled writers, from his comment *perhaps I should read what I had written to understand the idea and finish later*, the subject decided to read the entire draft indicates sense of evaluation of the content of his writing. This is evidence that Amine read

with a 'reader's eyes' as he questioned himself *are you sure about that ?* to see whether or not what he had written up to that point represented the truth or meets the reader's expectations. The fact that he wondered about this suggests that he was not completely satisfied with what he had written. This evaluative concern had taken him to ask a second question *But why ?* about the general statement he had made on the complexity of the Scottish legal system.

Use of L2

Amine used his L2 (French) in the verbalisation of his writing for comments, or for expressing an internal sense of what he wanted to say. It could also be because he had experienced difficulties with the task as he verbalised it in the protocol.

Conclusion

Although the study has limitations in that it has only attempted to uncover some of EFL writing behaviours of one participant through "think-aloud" method, the analysis of the subject's writing behaviours has revealed that his *planning* and revision processes appeared to be similar to those of English native and ESL writers. His thought verbalisation was carried out partly in English and partly in French. In his use of comments and metacomments strategies for planning, the subject code switched languages ; this might be due to the complexity of the topic. For transcribing, the subject leaned heavily on the strategies of rehearsing and repeating written or unwritten ideas. As for revision, the subject made use of the processes of reading and rereading what is written, on the one hand, and on evaluating or assessing what is rehearsed for transcription or what is written. As Raimes (1985, 1987) has already suggested, "think-aloud" protocol seems to be a good tool for observation of EFL students of different background levels writing for different purposes.

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Amine's Verbal Protocol

Write an essay on either the Scottish legal system or comparison. between marriage in U.K and marriage in Algeria. The second eh... that best is concerned with Hamid not for me. Scottish legal system. So to start with the Scottish legal system we'll try to do something in this subject but I m not sure. Okay. Okay. We'll start with legal system. How can I start ? Bon. Legal system... Scottish legal system exactly or British as well ? It's precised here legal system. Scottish legal system. [.58] The Scottish legal System. Scottish legal system. Bon. How shall I start ? I start... just to make a preface or to write direct ? But how can I start ? [.39] The legal system legal system ~~may differ~~ shall I say here legal System of any country or just legal system

legal system precise legal system of what ? in all over the world eh... ? No. I'll write it later. Eh... to another even in the even d'accord it does not matter... I finish, put this idea down I continue to I continue this idea even in the [.22] United kingdom ~~regardless~~ irrespective irrespective let's put irrespective irrespective of their of it's, their ? what do I mean ? even in the United Kingdom regardless of their... of their [.11] ~~their~~ Common policy common policy non economic common [.11] economic common policy between who ? Between Scotland and British ? policy their common economic policy. The United Kingdom um. um. followed, um. By Britain of their common policy of whom ? of their policy eh... . eh... . it's or their ? even in the United Kingdom irrespective of its common policy or... or their common policy. I mean since British divided into tree parts Scotland, England and North Ireland eh.... ? Britain... United Kingdom, eh irrespective of its or their ? of their common policy of its common policy since I m speaking only about united kingdom common policy... so its its respective its common policy or just to leave that one ? common policy um. [.2.03] the system legal... the legal System may differ vary legal system of Scotland of Scotland vary than from that or than ? Legal system of Scotland vary

from that of England or vary differ than that differ than that of England or vary from the legal system of England. which one shall I put ? A problem... legal system of Scotland vary widely évidemment very widely I put ~~than~~... no, it can't be than from [.48] ~~from~~ England or

legal system, its repetition eh... [sighing] um. um. legal system, legal system of Scotland very widely from from [.24] ~~the England~~ from the legal system of England from English one from the legal from the the existing legal system of England. full stop. Legal system may differ or vary from one country to another even in the United Kingdom itself, even in the united kingdom [.37] itself itself virgule eh.... Or full stop ? No virgule irrespective of its common itself virgule eh.... Full stop instead of virgule. The legal system of Scotland very widely from the exaisting legal system of England, in par- eh.... In particular ? or especially ? It's the same especially, especially [.87] especially ? Espe-cially as reg- ? Shall I write especially as a- as regard no in relation yeah... especially [.16] in relation in relation to matters of civil and um. Criminal crim- eh.... Criminal law laws ? C'est à dire je dois

ajouter un autre... What can I do now ? just to leave it or to write or to write it down ? Okay. Okay this is the main difference is civil and criminal law in addition to... yeah... there is another, its family law its quite... its different ? family law ? Yes its different eh.... No. there is some issues ? There is some issues which are different eh.... yes. yes, but... there is a common common law but even that there is no difference between them um. Yes there is a difference between law marriage in England and law marriage in Scotland eh.... Criminal and civil Law ? eh... But marriage um. belongs to civil law um. what we can, What can I do now ? just to enter into to enter in detail to give details or how ? or just to try to speak in general eh. Let me wait. let me write, let me have a look to the subject " write an essay on either the "Scottish legal system", but what's really mean legal system ? as a matter of fact legal system is very wide and wide enough. What can I do now ? just to concentrate on one issues of legal system or just to speak in general ? Okay. Let me follow the second idea just to I'll be general. Okay. Especially in relations to civil and criminal laws. What... what else now ? D'accord... from Legal System especially in relation to matters of civil and criminal laws... but what else ? [unintelligible] Bon d'accord. Legal system It's a problem. a problem. I haven read about this legal system of Scottish... I'm concerned with something else eh.... I can't invent... its too complicated this system. what ? How ? what can I write ? Whatever I heard about or just a a- it's a problem. Writing... it's a problem especially when you have no knowledge a bout the topic. Eh.... I heard that legal system of Scotland is very complex one. Shall I write this ? write it down ? or just a- it has been asserted can I say this ? it has been asserted eh. Shall write this ? d'accord. I write it [5.19] it has been argued or asserted ? Asserted ? What's the difference ? or points out ? But but who who has pointed out ? ~~students~~ ? writer ? ~~What~~ else ? who ? [unintelligible] it has been pointed out... it has been said it has been pointed out or it has been said ? It has been [75] said that the Scottish Scottish Legal System is what ? Is too complicated ? is too complex ? its complex enough is too complicated ? complex enough eh.... or very wide enough ? Complicated um. the Scottish legal system what am I going to write ? the problem is... I'm writing about something even the second subject I'm not specialized in marriage eh.... I know about marriage in

Algeria I can't say anything about marriage in Scotland between marriage in the U. K. this one for Hamid eh.... He's lucky he'll write a great deal about it. It has been said that the Scottish Legal system [1.60] in much more complicated compli-ca-ted much more complicated eh.... Complicated with the. With with but I... I already said that no ? Econo-mi-cal-very widely exaisting legal system but isn't complicated. I didn't say anything about complications. It's much more complicated compared with England... one no English on much more complicated compared with [.96] any other legal system but what make it more difficult ? What make it... what make it too much complicated ? why ? eh. eh. why with only this legal system is complicated ? as a matter of fact all the legal system are very complex complex ? Complicated ? eh.... complex or complicated ? are very complicated, complicated too complex system is much more complicated compared with... but zhy ? [1.02] but why ? it has been argued that... why Scottish Legal system is complicated ? [1.02] its hardly to shaire it's hardly to shaire this point of view ? But if I write if write this... I should give justification or different point of view eh.... q problem. I have no eh.... Every legal system is different. Every legal system is complicated. Every... yes. I think it depends on the degre of education eh.... [sighing] it's hardly to shaire [1.01] the point of view of of view those who pretend pretend or assert Eh.... Assert just pretend no not pretend eh.... pretend its hardly to shaire of those who who [1.74] argued who pretend who pretended or argued that about this matter about this issue issue or matter ? The same there is no difference, matter or issue ? sometimes it's different [unintelligible] issue (sighing) why ? why ? pourquoi ? eh.... Why I'm hardly... why I can't shaire ? why ? yes, because it depends on eh... on the degre of education eh.... Education and specialization in the literature eh.... or concentration on the subject...there are several ideas or factors which come into play eh.... eh.... eh.... shall I put this ? Is it justification ? Eh.... what ? It's hardly to shaire the point of view of those who pretend or argue that about this issue um. um. because maybe because, because... why ? It's hardly to shaire the point of view of those who argued that this issue about this issue the complexity of this issue about [2.03] the complexity... the complexity of issue.. of this issue of this issue eh.... of this issue.. issue, what issue ? Legal system issue is... I know eh.... for the

following I was going to put because [.13] for the following reason eh.... because for the following factor or reason, reason ? for the following [08] reasons. Yes first it depends the degree of education ? Eh.... it depends on the degree of education or just the degree of education ? [unintelligible] [.12] the degree degree of education degree or level ? Degree level, level or degree ? Degree of education, [.18] specialization special- special- spe-cia specialisation specialization degree of education specialization in the In the lit- in in the literature [.65] the legal literature... what else ? Degree of education special- lization in the literature eh.... A problem. I think I should simply stick to the idea of...but I should have what we call "knowledge of the topic" ? "Competence" ? No. A problem. No... dictionnaire. What am I going to do now? God. um. um. and many other I put many other issue eh.... degree of education speciali-zation literature and degree of of involvement eh.... eh.... eh.... the involvement [1.39] involvement legal proceeding proceedings... proceedings. I mean practis point of view practice practioner prac-tis [.25] practais prac- for the following

reasons ~~about this issues um. d'accord~~. Now what am I ~~going~~ to write on this subject ? what am I going to write about this subject ? I have no idea the problem. Anyway this is just a superficial look at this system even though I am not specialized in the Scottish legal system (laugh) d'accord. I write whatever I know ? I could connect... no. I can bring in some ideas from my subject ? Eh.... there is no difference Scottish legal system legal system [unintelligible] there no difference between France between Scottish and England the same rules is the which is applied by the panel of city court in London um. -sighing) um. D'accord. I write whatever I heard of... ? Criminal ? I have no idea that's the problem. Stay broad ? I don't write? for example marriage... marriage the same in France and here... but here great difference... legal system its complexity... legal system but they say it's not speaking about complexity of legal system but why Scottish legal system ? but explicit even it's not clear that the idea behind the Scottish legal system they say it's complex complicated. Perhaps I should now read what I had written to understand the idea and finish later. Yes, better, finish later... D'accord I read first. Okay. Scottish legal system... legal system of me- may differ the legal system of any country may differ or vary

from one country to another... even in the united kingdom itself irrespective of its common economic policy. Legal legal system of Scotland very widely from that from the exaisting legal system of England especially in relation to matters of civil and criminal laws. It has been said that the Scottish legal system is much more complicated compared with any other legal system. Are you sure about that ? But why ? However I put however ? No. or it's hardly to shaire that... as a matter of fact it's hardly to shaire eh.... From from the standpoint [unintelligible] from the standpoint legal it's hardly to shaire the point of view of those who argued argued those who argued about this issue for the following reason degree, first degree of education then then no, not first no the degree of education specialization in, the legal literature and involvement in the legal proceeding what am I going to write ? [unintelligible]. What can I add ? I'm thinking about something should be added to this. Yes, the degree of education. What does mean ? What do you mean ? What do you mean ? Of course there is a difference between those who are those who are educated. No sometimes. It's unusual... degree of education specialization legal literature and involvement in the legal proceeding ... d'accord what am I going to add ? Nonsense ? Rubbish ? Non, c'est pas possible, pas possible. Algeria ? um. I chose Scottish legal system because je suis pas spécialisé en mariage. I haven't read any thing about marriage in England exept some just read one book about this. Sheriff Court sheriff court still exist in Scotland. Sheriff court Sheriff um. God... (sighing). No what am I going to write ? system is much more comp- compared with any other legal system. But why ? shaire the point of view of those who argued about this issue for the following reasons degree of education legal literature involvement and legal proceeding and [11.13] and so no can we say this ? Non, um. put and so no ? Etc. and so on. Eh ... same or different ? Bon, bon, bon, bon. Legal system um. for instance um. [unintelligible] what can I write ? Scottish legal system, a problem... a problem Scottish legal system. What who is it ? it's different. I heard about that, heard about that, but I didn't give any attention to this subject since I am not concerned with it. But why ? Why ? Why ? Scottish system is complicated ? all system is complicated all system...ça... it depend on some things. Bon. Traditions ? Common law system ? Bon. Trad-tradition, bon d'accord si on

veut... what ? background ? L'histoire de... Le developpement de l'his-
système l'histoire? Scotland is eh.... eh.... um. um. um. (sighing) should I
argue now ? comment ? Okay one might argue that the degree of
education is not concerned with that one eh.... yes. As far as, as far as... as
regard [15.01] As for the degree of education... as for the degree of education
students of law know much more deeper than over fac- other students in
colleges and schools of [.33] Law of for of instance literatures and other
studies in ~~colleges~~ and school literature or technology ? Technology for
example tech-no-logy and science and science even students even law
students even law students they even the students [unintelligible] ça
depend de la specialisation. Law students among even law students they
cannot be they cannot be cannot they be cannot be even law students of
one field in one area of study for instance public international law [1.68]
for instance students of public inter national law inter-natio- international
inter- international inter- national law students in one area of students for
instance of international law don't have any they don't have any they
don't have any knowledge about civil civil proceeding civil or criminal
proceeding exept in general in broad sense exept what they have learned
in general exept exception [1.02] exept... exept [unintelligible] no
something ? there's no sign. area of study don't have any students for
public international Law have any study... don't have any study
sometimes... sometimes
[unintelligible] for instance study, c'est un brouillon... it doesn't matter.
Bon. Um. (sighing) proceeding except of what they have learned in broad
sense.... (Silent writing).