

The contributions of writing workshops as a didactic device in the development of writing skills among french as a foreign language (FLE) students

Les apports des ateliers d'écriture comme dispositif didactique dans le développement de la compétence scripturale chez les étudiants du FLE

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Received: 25/03/2025,

Accepted: 02/07/2025,

Published: 18/11/2025

Abstract:

This research explores an innovative didactic approach to teaching and learning writing at the university level, with a particular focus on second-year undergraduate students in French at the University of Tiaret. The study examines the use of writing workshops as a pedagogical tool and their impact on students' writing proficiency. A qualitative approach was employed to assess the effects of these workshops, emphasizing their benefits and influence on the overall quality of students' written productions.

Statistical analyses demonstrated a significant improvement in various aspects, including text quality, syntactic complexity, and textual coherence. The primary objective of this study is to determine to what extent integrating writing workshops in French as a Foreign Language (FFL) can enhance learners' writing skills, ultimately easing their transition towards mastering written communication in French.

Keywords: Writing workshop- written productions-writing skills-French as a Foreign Language (FLE).

Résumé :

Cette recherche se penche sur une approche didactique novatrice pour l'enseignement et l'apprentissage de l'écriture au niveau universitaire, en mettant l'accent sur les étudiants de deuxième année de licence en français à l'université de Tiaret. L'utilisation d'ateliers d'écriture en tant que dispositif didactique a été examinée pour son impact sur le développement de la compétence scripturale des étudiants. Dans le cadre de cette expérimentation, une démarche qualitative a été adoptée pour évaluer les effets des ateliers. Cet article se concentre spécifiquement sur les avantages et l'influence des ateliers d'écriture sur les compétences liées à la qualité des productions écrites des étudiants.

Les analyses statistiques réalisées ont révélé une progression significative sur divers indicateurs tels que la qualité des produits, l'élaboration syntaxique et la cohérence textuelle. L'objectif principal de cette recherche est d'évaluer dans quelle mesure l'intégration d'ateliers d'écriture en français langue étrangère (FLE) peut contribuer à l'amélioration de la compétence scripturale des apprenants, facilitant ainsi leur transition vers la compétence de l'écrit en français.

Mots- clés : atelier d'écriture- productions écrites- compétence scripturale- FLE.

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Introduction

As a teacher-researcher specializing in writing and written productions in French as a Foreign Language (FFL), we have explored various didactic approaches to enhance our students' writing skills. Our participation as a member of the pedagogical team within the PRFU (Platform for the Management of University Research and Training Projects), with the project titled "*The Writing Workshop: A Tool for Functional and Creative Writing*¹", at the French department of the University of Tiaret, provided an ideal framework for conducting our research.

This collaboration within an academic research group was a valuable opportunity to closely examine strategies aimed at improving students' written productions. Working alongside FFL instructors who share similar concerns regarding writing proficiency and strategies to enhance FFL teaching and learning in a university setting, we were able to deepen our investigations. The French Department at Ibn-Khaldoun University in Tiaret thus became the ideal setting for conducting our research and furthering our reflections on the didactics of writing.

Writing has long been considered more of a "*learning object*" rather than a "*teaching object*", as stated by Halté (1989, p. 11). During the 1960s and 1970s, research efforts contributed to the didacticization of writing, particularly through the work of Reuter (1996), who laid the foundations for a structured didactics of writing. In the context of French as a Foreign Language (FFL), writing developed as a field of study through contributions from researchers such as Vigner (1982), Péry-Woodley (1993), Raymond & Cornaire (1999), Albert & Souchon (2000), following the early research of S. Moirand (1979). Advances in psycholinguistics, including studies by Schneuwly (1988) and Bronckart (1997), along with contributions from cognitive sciences such as Deschênes (1994), Barré-De Miniac (1996), and Fayol (1998), also played a key role in its development.

These works have reinforced the importance of written production within FFL instruction. However, the didactics of writing requires a clear understanding of text evaluation criteria. Péry-Woodley (1993) highlights how text assessment criteria have evolved over time. Initially, writing assessment focused on syntactic mastery, but it later shifted towards rhetorical proficiency, requiring additional cognitive effort and leading to an overall progression in writing skills. This shift in the didactics of writing challenged traditional teaching methods, encouraging the adoption of new pedagogical practices (Halté, 1981). This transformation led to the emergence of text cohesion and coherence criteria, following advancements in text linguistics.

Collectively, these studies and many others have encouraged FFL didacticians and writing instructors to place greater emphasis on the psycho-affective dimension of writing acquisition.

These various studies, among others, have encouraged didacticians of writing in French as a Foreign Language (FFL) and writing instructors to place greater emphasis on the psycho-affective dimension of writing acquisition in their teaching practices. Furthermore, this new perspective has contributed to the development of writing models that consider authentic communication contexts, thereby strengthening the connection between reading-writing and revision-rewriting.

¹ Research project approved by the Ministry of Higher Education as of 01-01-2021 under the code: H04L01UN140120210002. Registration number: 01/S.D.R.F/2021.

1. Writing Workshops: Foundations and Practices

Since the 1980s, writing workshops have been widely practiced in France, Canada, and the United States, both as a leisure activity and in more formal educational settings (Lecame et al., 1999; Barré-De Miniac & Poslaniec, 1999). These workshops have explored innovative writing techniques, notably through movements such as Oulipo,² the work of Elisabeth Bing, and various other initiatives. Educators have successfully encouraged learners to develop analytical and reflective skills while engaging in writing activities. This new approach to writing didactics not only promotes the act of writing itself but also fosters creativity, motivation, and collaborative learning within a group setting.

This innovative approach, emphasizing the interconnections between reading-writing and revision-rewriting, has led to surprisingly original productions and established a new synergy between the act of writing and interactive learning (Lecame et al., 1999; Barré-De Miniac & Poslaniec, 1999). Within the workshop framework, writing is seen as "*a means of connection, expression, self-valorization, exchange... and even therapy*", as described by Pimet & Boniface (1999). This is one of the key reasons why we have chosen to focus our research on writing workshops, recognizing their pedagogical potential for enhancing writing skills and serving as a powerful tool for teaching writing while fostering student motivation.

In other words, writing workshops provide a structured pedagogical approach that improves written production, encourages collaborative writing, and strengthens learners' relationship with writing. Our research views writing workshops as a didactic tool that not only encourages learners to engage in writing but also helps them refine and develop their writing proficiency.

2. Research Problem and Hypotheses

The new didactic approach to writing, as previously outlined, follows a structured set of techniques and writing procedures, where each stage and activity brings added value to learners participating in this collaborative writing experience.

Based on the research presented and the observations made earlier, we can formulate the following research question : Does integrating writing workshops in the university setting enhance the writing competence of second-year French undergraduate students? How can writing workshops help learners overcome their writing difficulties?

These inquiries lead us to propose the following research hypotheses, which we will seek to verify throughout the study.

Additionally, we hypothesize that the effectiveness of this pedagogical tool can be achieved through a combination of individual effort on one hand, and cognitive and emotional enrichment fostered by group work on the other.

² The Ouvroir de Littérature Potentielle (*Workshop of Potential Literature*), commonly known by its acronym Oulipo, is a literary research group founded in 1960 by mathematician François Le Lionnais and writer and poet Raymond Queneau. Its objective is to explore new linguistic possibilities and modernize literary expression through writing constraints and creative wordplay.

In 1969, Elisabeth Bing, a French teacher working with children facing learning difficulties at the Institut Médico-Pédagogique de Beauvallon, pioneered writing workshops. With a background in literature and journalism, she documented this experience in her book "*Et je nageai jusqu'à la page*", published in 1976 by Éditions des Femmes.

3. Theoretical and Conceptual Framework

Didactics that incorporate writing production processes view writing as an active process, emphasizing drafting and revision as fundamental steps. This perspective challenges the traditional notion of writing as purely a matter of talent or inspiration.

In our context, where we cannot predefine students' writing capacities, Hayes and Flower (1980) developed a model based on studies of expert writers. They identified three high-level cognitive operations:

1. Planning,
2. text production, and,
3. revision.

The diagram below (Figure 1) illustrates Hayes & Flower's (1980) writing process model. Moreover, the authors highlight the recursive nature of a stage called "monitoring", which encompasses both revision and writing.

Another integrated component of this model is task context analysis, which involves examining learners' prior knowledge of the task and their writing abilities (Bereiter & Scardamalia, 1987; Piolat, 2004; Prince, 2011; Tardif, 1997; Troia & Graham, 2002).

Additionally, the task context plays a crucial role in understanding these processes independently of the cognitive mechanisms previously mentioned. Advances in educational sociology, psychology of education, and sociocognitive perspectives (Bandura, 1986; Dweck, 1986) have contributed to a deeper understanding of the writing task and learning strategies (Charlot, 1997).

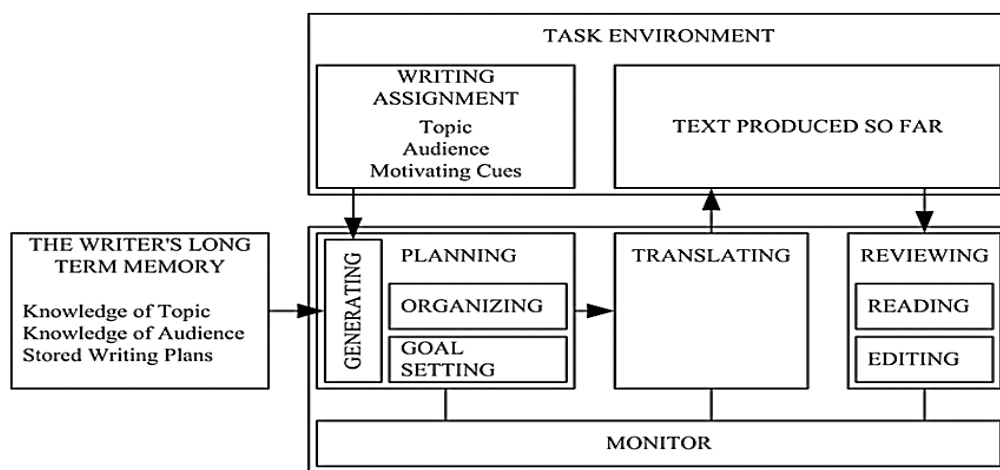


Figure1. The Hayes-Flower model (Hayes & Flower, 1980) Source: Hayes (2012)

3.1 Writing Competence

Writing competence refers to an individual's ability to produce written texts effectively and appropriately within a given context. It encompasses a set of knowledge, skills, and expertise

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required to create well-structured and meaningful texts. Writing competence involves mastering various aspects, such as grammar, syntax, vocabulary, textual coherence, readability, text structure, and the ability to adapt writing to the intended audience and purpose.

Dabène (1987) views "writing competence" and "oral competence" as two fundamental components of "language competence," which he defines as an "integrated system of linguistic and social knowledge." Like oral competence, writing competence includes representations, knowledge, and skills. In terms of reading and writing, Dabène (1987) highlights that these components are diverse, encompassing explicit or implicit knowledge, potential or actualized skills, and representations that can either motivate or discourage learners.

The first component covers all elements related to written language, including vocabulary, morphology, sentence syntax, and textual analysis. The **pragmatic component**, on the other hand, refers to the ability to communicate effectively through writing by mastering key aspects such as readability and fluency. This pragmatic dimension also includes an understanding of literary purposes, poetic elements, tone, and text genres.

3.2 Motivation in the Didactics of Writing

Research in psychopedagogy, often rooted in a positivist perspective (Tardif, 1997; Pintrich, 2003; Rondier, 2004), has emphasized the crucial role of motivation in improving students' disciplinary skills, particularly in the didactics of writing. This approach seeks to enhance students' engagement with writing through exemplary pedagogical practices such as collaborative learning, meaningful or authentic activities, fostering learner autonomy, active participation, and structured instruction (Tardif, 1997).

Motivation in the teaching of writing plays a key role in stimulating learners' engagement and fostering their success in writing-related activities. Indeed, motivation is a determining factor in the quality of students' written productions. Here are some key aspects of motivation in writing didactics:

1. **Personal Engagement** Motivation in writing is closely linked to the learner's personal engagement with the task. When students are intrinsically motivated—meaning they find interest or pleasure in the act of writing—they are more likely to invest sustained effort and produce higher-quality texts.
2. **Meaningful Goals** Setting meaningful and relevant objectives can increase students' motivation in writing. Writing tasks that have a concrete purpose, are connected to students' experiences and interests, or serve a practical function are more likely to elicit authentic engagement.
3. **Constructive Feedback** Positive and constructive feedback from teachers and peers can enhance students' motivation. Encouragement and recognition of their efforts help create a supportive environment, fostering persistence in writing practice.
4. **Autonomy** Allowing students some degree of autonomy in choosing writing topics or how they approach a task can boost motivation. Autonomy enables learners to develop a sense of control over their own learning process.

5. ***Use of Authentic Activities*** Incorporating authentic writing activities that simulate real-world writing contexts can make the task more engaging. This includes writing letters, blog posts, or articles that mimic real communication situations.
6. ***Peer Collaboration*** Encouraging peer collaboration can also boost motivation. Working together on writing projects, sharing ideas, and receiving peer feedback can be highly motivating factors.

In summary, motivation in writing didactics relies on creating a stimulating environment, offering meaningful tasks, and recognizing individual efforts, all of which contribute to authentic engagement in the writing process.

4. Writing Workshops ; A Supportive Practice for Learning to Write

Writing workshops serve as dynamic and collaborative learning spaces, providing participants with opportunities to explore and develop their writing skills in a creative and constructive manner. These workshops are characterized by several key aspects:

1. ***Collaboration*** Writing workshops promote collaboration among participants. Whether in small groups or as a whole class, writers share their ideas, provide constructive feedback to one another, and benefit from diverse perspectives.
2. ***Creativity*** These workshops encourage creative expression. Participants are often motivated to explore their imagination, experiment with language, and take risks in their writing.
3. ***Feedback*** Peer and teacher feedback is an essential component of writing workshops. Participants receive constructive comments on their work, helping them refine their writing skills.
4. ***Diversity of Genres*** Writing workshops often explore different literary genres such as poetry, storytelling, and drama. This exposure enables participants to experiment with various writing styles and broaden their literary understanding.

Ultimately, writing workshops create dynamic and interactive learning environments that support the development of writing skills while fostering individual expression and creativity.

5. Methodology

The objective of our research is to assess the extent to which writing workshops can serve as a tool for developing writing competence and improving the quality of students' written productions, particularly in argumentative writing.

We chose to work with a single second-year university group, analyzing two versions of their written productions – before and after the workshop sessions. The group consists of 19 students of different genders, aged between 19 and 23.

Arabic is the mother tongue of all students, while French is their first foreign language, which they started learning in the third year of primary school. By the time they reach their second year of university, these learners have had over ten years of exposure to the French language.

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The experiment involved organizing weekly writing workshops for the group over two months, starting at the beginning of the second semester of the 2021/2022 academic year. We then compared the results of students' written productions before and after the experiment, followed by a final evaluation that required them to write an argumentative text during a concluding session.

Data collection also included gathering the written traces produced by each student in every workshop to track the development of their writing throughout the experiment. Thus, text analysis was not limited to commenting on the rules governing argumentative texts but also aimed to assess students' writing skills and the tools they developed to improve their writing.

5.1 Conducting Writing Workshop Sessions

To foster interaction and exchange, we arranged the tables in a U-shape—a setup that was particularly well received by our students. The analysis of the four workshops conducted during the experimental phase can be summarized as follows:

Workshop 1: Understanding Argumentative Texts

The goal of this session was to help students analyze the structure of an argumentative text. They were guided to identify the thesis, arguments, counterarguments, examples, as well as to develop their ability to structure information and use logical connectors effectively. By the end of this session, we observed:

- Students had little difficulty identifying the communicative situation of a text.
- After reading the reference text³, most students successfully identified key argumentative elements such as the theme, thesis/antithesis, supporting arguments, and examples.
- Many student writers grasped the purpose of the workshop well, preparing to draft both an introduction and a conclusion in accordance with argumentative writing conventions while taking a stance on the given text.
- Students became increasingly aware of the strong link between reading and writing skills, recognizing reading as an essential foundation for improving their writing abilities.

Workshop 2: Developing Arguments and Self-Assessment

This session aimed to deepen students' understanding of argumentative text⁴ components, improve their use of logical connectors, and introduce them to self-correction using a self-assessment grid. By the end of this session, we noted:

- Initially, students produced an average of 10 lines, reflecting difficulties in expanding their ideas. However, after using the self-assessment grid and revising their drafts, they produced longer texts, averaging 18 lines.
- The introduction of peer review was met with hesitation, as many students were self-conscious about sharing their work. However, following workshop principles, each text

³ Appendix1

⁴ Appendix2

was reviewed by multiple student writers (or groups) who provided written feedback on its readability and coherence. They also identified strong and weak aspects of the text, explained their reasoning, and suggested at least one revision.

- This collaborative approach encouraged students to take an objective view of their own writing and to consider peer feedback for improvement.

Workshop 3: Structuring and Planning Argumentative Writing

This session focused on guiding students through the planning⁵ stage of argumentative writing, emphasizing structured organization. Key observations included:

1. Students were encouraged to create a detailed plan before starting the actual writing process.
2. They were introduced to strategies for crafting strong introductions, developing coherent arguments, and formulating effective conclusions.
3. Initially, students produced an average of 10 lines, suggesting initial difficulties in developing their ideas.
4. The use of a self-assessment grid helped them reflect on their work and identify areas for improvement.

Overall, this session reinforced the importance of pre-writing strategies, leading to more structured and well-developed argumentative texts. The noticeable increase in text length after using the self-assessment grid suggests that students responded positively to this structured approach.

Workshop 4: Writing and Revising Argumentative Texts

During this session, students were tasked with drafting an introductory paragraph for an argumentative text⁶ while also being introduced to revision and rewriting strategies. Key observations included:

1. Students showed high levels of engagement in the writing process.
2. They followed writing instructions closely, demonstrating a solid understanding of the given task.
3. However, their texts remained relatively short, likely due to previous exposure to a more concise, literary writing style.
4. The session emphasized the importance of revision as a crucial step in improving writing quality.
5. Students were encouraged to develop a habit of continuous revision throughout the writing process, fostering self-reflection and critical evaluation.

This session successfully introduced students to the revision process while reinforcing their engagement in crafting strong argumentative texts.

⁵ Appendix3

⁶ Appendix4

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Final Evaluation: Argumentative Writing Task

To conclude the research experiment, students participated in a 90 minute session dedicated to writing⁷ a full argumentative text.

Mastering argumentative writing is a fundamental skill that enhances students' ability to express their ideas persuasively and coherently. Through these workshops, students not only improved their writing proficiency but also gained valuable strategies for structuring, revising, and refining their arguments.

5.2 Analysis of Results

During the summative evaluation of the second draft, the main objective was to assess the validity of our hypotheses. The findings revealed **significant progress** among all student writers in the group. These improvements were evident in their written productions, which closely adhered to the initial writing guidelines.

This observation suggests that the integration of writing workshops had a **positive impact** on students' writing skills, thereby confirming our previously formulated hypotheses.

Evaluation Criteria	Draft 1	Draft 2
Adaptation to the communication situation (intention, content, point of view)	47.37%	52.63%
Text coherence (continuity, progression, non-contradiction, organization)	36.84%	63.16%
Use of appropriate vocabulary (language variety, norms)	42.11%	57.89%
Sentence construction and use of logical connectors	26.32%	73.68%
Argumentative strategy: engagement, writing processes, argument progression, argumentative techniques, communicative intent	31.58%	68.42%
Content: thesis, introduction, development, and conclusion	21.05%	78.95%

Table: Comparison of Results Between the Two Drafts of Written Productions

⁷ Appendix5

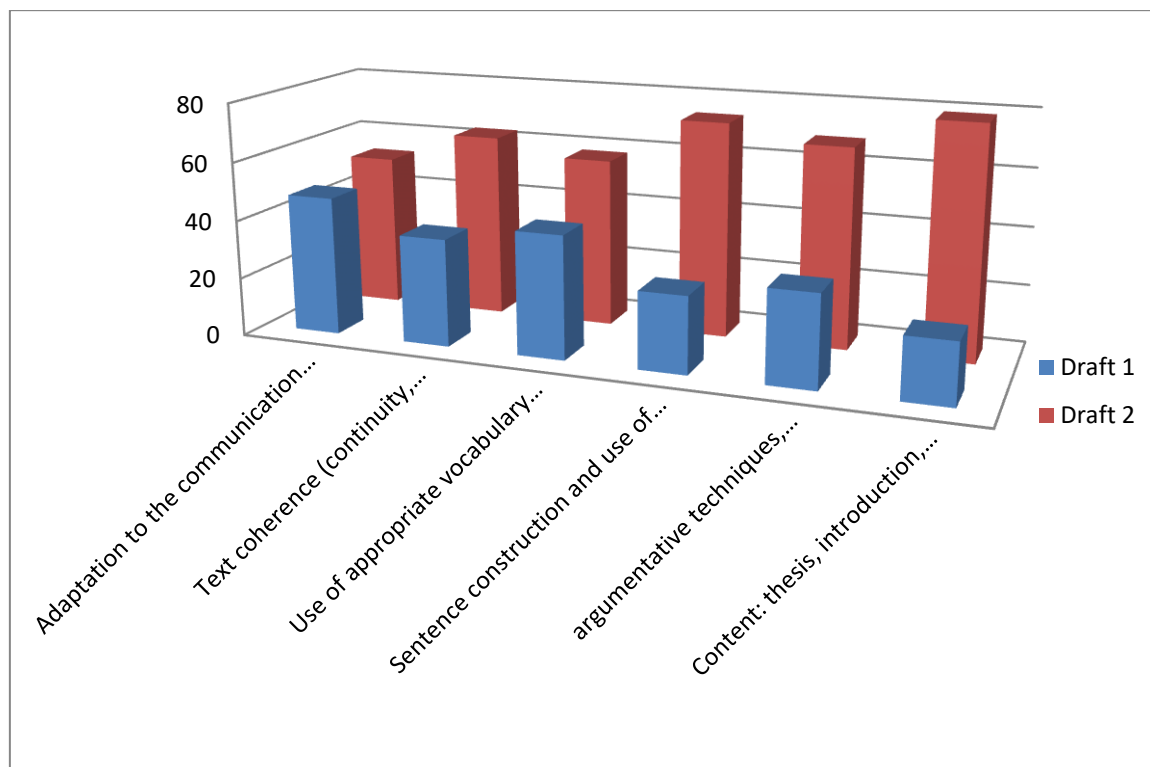


Figure2: Comparison of Results Between the Two Drafts of Written Productions

5.3 Interpretations and Discussions of results

A comparative analysis of the two student productions revealed a significant difference in the length of written productions between the first draft and the individual work on the second draft.

Through self-evaluation and the use of the evaluation grid, students managed to produce higher-quality texts, characterized by greater length, relatively clear and coherent sequencing, and more refined summaries.

Barré-De Miniac (2000) highlights that analyzing the evolution of text volume and students' rewriting attempts is relevant to understanding their engagement and perceptions of writing. Thus, the transition from the first draft to a self-corrected second draft represents a tangible indicator of our learners' concrete involvement in the writing process.

The results of the experiment, which involved implementing writing workshops for second-year undergraduate students in French, indicate a real improvement in writing skills in FLE. The evaluation of written productions revealed a marked improvement in the quality of texts produced by experienced students. The establishment of writing workshops generated genuine interest among learners in the writing task.

The analysis of the results showed that the workshops strengthened learners' sense of autonomy, although this autonomy was not fully developed after only a few group writing sessions. However, it was noted that students acquired a controlled autonomy aimed at a specific and anticipated goal. The experience revealed that the new approach to presenting

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writing topics genuinely motivated learners, stimulating their creativity and interest in written production.

The writing workshops allowed them to understand the collaborative nature of writing, where the author writes with the reader to establish understanding, complicity, and agreement.

6. Conclusion

The writing workshop experience with university learners provided an opportunity to rethink the act of writing in FLE classes through a new didactic approach to writing. The results indicate a significant improvement in the writing skills of students who participated in the writing workshop experiment. The experience we conducted had a significant impact on students' writing skills development.

Here are some additional observations derived from our experiment:

- **Productive Exchange and Sharing:** Writing workshops created an environment conducive to idea exchange, expression sharing, and diversification of writing forms.
- **Overcoming Writing Difficulties:** Our method, focused on exchange and exposing group members' productions, seems to have helped students gradually overcome their writing difficulties.
- **Active Learner Participation:** The integration of writing workshops fostered active learner participation in the writing process. Their positive acceptance of corrections and their involvement in workshop sessions demonstrate increased engagement in writing.
- **Encouragement of Writing:** The workshops effectively stimulated students' desire to write. This encouragement resulted in noticeable progress in the quality of written productions over time.

In summary, our experience demonstrates the benefits of a collaborative approach to writing workshops in FLE teaching. These positive results suggest that this method can be an effective tool for developing writing skills in French as a foreign language.

The practical implementation of the writing workshop within the French department generated writing sessions that were distinct from traditional courses. The results confirm that this process creates a different atmosphere, unanimously praised by students and project colleagues for its contribution to understanding the course. Despite the challenges encountered, the writing workshop fostered authentic collaborative relationships and encouraged learners to express their individual skills.

The workshop sessions allowed students to discover their hidden abilities and push their writing limits. Reading the produced texts reinforced learners' confidence, freeing them from inferiority complexes and making them proud of their achievements. The experience thus contributed to a better understanding of oneself and others, creating an environment of exchange, listening, and appreciation.

The use of drafts revealed gaps and difficulties in FLE writing but also opened avenues for improvement. Rereading the texts made students aware that writing is a continuous process, fundamentally based on rewriting. This realization transformed students' attitudes, motivating them to share their texts enthusiastically.

In conclusion, the writing workshop emerged as a privileged space for writing, leading to a significant improvement in the quality of written productions and a reduction in errors during evaluation. This experience demonstrated that writing workshops can be an effective tool for developing writing skills in FLE, providing an environment conducive to collaborative learning and individual appreciation.

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APPENDICES

Appendix 01

Texte argumentatif :

Les activités humaines sont les principales sources de dégradation de la biodiversité. Pour survivre et pour avoir une condition de vie meilleure, l'homme a un besoin accru d'agrandir ses terres et d'utiliser les ressources biologiques. En d'autres mots, l'homme détruit l'environnement inconsciemment. On peut vraiment dire que la biodiversité est en danger. Mais pourquoi ? Quelles sont les principales causes ?

En premier lieu, le changement climatique provient du fait que les activités humaines (principalement la combustion des énergies fossiles pour satisfaire nos besoins énergétiques toujours plus importants) ont libéré des quantités colossales de gaz à effet de serre dans l'atmosphère, et ce depuis le début de la révolution industrielle en 1750.

En deuxième lieu, La surexploitation des écosystèmes : la surpêche, la chasse excessive d'animaux sauvages, l'abattage excessif de bois de chauffage et l'épuisement des terrains agricoles. Mais il arrivera un moment où l'écosystème ne sera plus en mesure de rétablir son équilibre naturel et certaines espèces deviendront de plus en plus rares ou disparaîtront.

En dernier lieu, les effets négatifs de la pollution sur le fonctionnement des écosystèmes et la vie des espèces qui les composent, varient selon le milieu quelle contamine: les rivières et la raréfaction de certains poissons, les sols et la disparition des insectes utiles à leur formation et à leur stabilité.

Alors, l'homme doit être conscient que ses actes peuvent nuire à son environnement ce qui implique qu'il est très important de prendre des mesures dès maintenant pour préserver l'environnement et l'écosystème.

Appendix 02

Texte argumentatif - Exemple n°2 :

Certaines espèces animales et végétales disparaissent de plus en plus vite si bien que la situation est devenue grave. D'abord, des espèces se sont éteintes à cause de la chasse. Ainsi au 17ème siècle, une espèce de mammifères s'éteignait-t-elle tous les cinq ans.

Ensuite, au 20ème siècle, la population mondiale a tellement augmenté que, pour trouver de nouvelles terres, pour construire des villes, des routes, les hommes se sont avancés dans les espaces sauvages. Ils ont abattu d'immenses forêts. De nombreux animaux ont disparu car leur territoire était détruit ou abîmé.

Aussi, la pollution et l'installation des lignes électriques, ont également tué bien des espèces de poissons et d'oiseaux.

Enfin une nouvelle chasse intensive, destinée au commerce, a supprimé certaines espèces comme le rhinocéros, dont on utilise la corne pour fabriquer des remèdes traditionnels. Donc, L'homme sait aujourd'hui que la vie sur terre est une vaste chaîne dont chaque être vivant est un maillon. Quand une espèce disparaît, d'autres animaux et d'autres plantes sont menacés. Progressivement l'homme s'appauvrit.

□ Développement

➡ Organisateur textuel (Tout d'abord, ensuite, enfin –Abordons...)

➡ Explication de l'aspect (En effet, effectivement, en fait...)

➡ Argumentation (corpus)

➡ Commentaire

□ CONCLUSION

➡ Organisateur textuel (En conclusion)

➡ Rappel de la thèse (Je continue de croire que..., Je persiste à croire que..., Je réitère...)

➡ Rappel des aspects

➡ Ouverture, élargissement du débat.

Appendix 03

Sujet : L'importance de l'éducation dans la société moderne

1. Introduction

a. Accroche : Une statistique, une citation, une question, etc. pour captiver l'attention.

b. Présentation du sujet : Définir brièvement le thème de l'éducation dans la société moderne.

c. Thèse : Exposer clairement votre position sur l'importance de l'éducation.

2. Développement

a. Paragraphe 1 : Les avantages individuels de l'éducation

- Argument 1 : Accès à des opportunités professionnelles.

- Argument 2 : Développement des compétences et du potentiel.

- Exemples concrets ou statistiques.

b. Paragraphe 2 : Les bénéfices sociaux de l'éducation

- Argument 1 : Contribue à la construction d'une société éclairée.

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- Argument 2 : Favorise la compréhension interculturelle.
- Exemples ou études de cas pertinents.
- c. Paragraphe 3 : Le rôle de l'éducation dans le progrès économique
 - Argument 1 : Formation de la main-d'œuvre qualifiée.
 - Argument 2 : Stimule l'innovation et la croissance économique.
 - Exemples économiques ou données économiques.

3. Conclusion

- a. Récapitulation des arguments principaux.
- b. Réaffirmation de la thèse.
- c. Appel à l'action ou ouverture sur de futures perspectives.

En suivant ce plan, vous garantissez une progression logique de vos idées et facilitez la compréhension de votre argumentation. N'oubliez pas d'utiliser des transitions fluides entre les paragraphes et de soutenir chaque argument avec des preuves convaincantes.

Appendix 04

Consigne pour la Situation Initiale : La Transformation du Travail à l'Ère de l'Automatisation

À la lumière des avancées technologiques, la manière dont nous concevons, réalisons et vivons le travail a subi des changements spectaculaires au cours des dernières décennies. Votre tâche est de rédiger la situation initiale d'un texte argumentatif qui explore les défis et les opportunités que pose l'automatisation croissante dans le monde du travail.

1. *Introduction au Contexte* : Décrivez brièvement l'évolution récente du travail à l'ère de l'automatisation. Fournissez quelques exemples concrets de professions ou de secteurs ayant subi des transformations majeures en raison de l'automatisation.
2. *Problématique* : Identifiez le dilemme central lié à l'automatisation dans le monde du travail. Quels sont les défis auxquels les travailleurs et les employeurs sont confrontés en raison de cette automatisation croissante? Comment cette transformation influence-t-elle la dynamique économique et sociale?
3. *Questionnement* : Formulez une série de questions provocatrices pour inciter le lecteur à réfléchir davantage sur les implications de l'automatisation. Quelles sont les répercussions sur l'emploi, la formation professionnelle, et la répartition des revenus? Comment les sociétés peuvent-elles s'adapter pour minimiser les inégalités et maximiser les avantages de cette révolution technologique?
4. *Annonce de la Thèse* : Esquissez votre position initiale sur la manière dont les individus, les entreprises et les gouvernements devraient répondre à ces changements liés à l'automatisation. Indiquez brièvement si vous pensez que ces transformations sont plus bénéfiques ou préjudiciables à la société dans son ensemble.

En respectant ces consignes, vous devrez créer une introduction engageante qui donne une vue d'ensemble du contexte de l'automatisation dans le monde du travail et qui pose clairement les enjeux qui seront discutés dans le texte argumentatif.

Appendix 05

Consignes pour la Production d'un texte argumentatif : "L'impact des réseaux sociaux sur les relations interpersonnelles"

1. Introduction :

- Contextualisation : Présentez brièvement l'évolution des réseaux sociaux et leur omniprésence dans la vie quotidienne.
- Thèse : Énoncez clairement votre position sur la manière dont les réseaux sociaux influencent les relations interpersonnelles. Êtes-vous d'avis qu'ils renforcent ou affaiblissent ces relations ?

2. Développement :

- Argument 1 - Connectivité : Argumentez sur la manière dont les réseaux sociaux favorisent la connectivité en permettant aux individus de rester en contact avec des amis et des proches, même à distance.
- Argument 2 - Isolation : Abordez le revers de la médaille en discutant de la possible isolation sociale due à une surutilisation des réseaux sociaux et à la préférence pour les interactions en ligne plutôt qu'en face-à-face.
- Argument 3 - Filtre de la Réalité : Analysez comment les réseaux sociaux peuvent créer une perception biaisée de la réalité en mettant en avant des moments choisis, influant ainsi sur les attentes et les relations réelles.

3. Contre-argumentation :

- Reconnaissance des Avantages et des Inconvénients : Admettez qu'il y a des avantages à l'utilisation des réseaux sociaux, mais exposez également les défis qu'ils posent aux relations interpersonnelles.

4. Exemples et Études de Cas :

- Illustration des Arguments : Appuyez vos arguments avec des exemples concrets, des études de cas ou des anecdotes personnelles pour renforcer la crédibilité de votre position.

5. Conclusion :

- Récapitulation des Arguments : Résumez brièvement les principaux arguments présentés dans le développement.
- Position Finale : Réaffirmez votre position sur l'impact global des réseaux sociaux sur les relations interpersonnelles.

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- Ouverture : Terminez par une réflexion ou une question ouverte invitant le lecteur à penser davantage à la manière dont il gère ses propres relations sur les réseaux sociaux.

Veillez à respecter les consignes de longueur du texte et à fournir des arguments solides et des preuves convaincantes pour consolider votre position.