

Writing Production in Secondary Education in Cameroon: A Semantic Analysis

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ABSTRACT

The objective of this work is to revisit teaching-learning practices, to contribute to the improvement of the quality of intervention of teachers leading to results aimed at taking into account the components that underpin the interactions between subject-learners-teachers and reading and writing skills as well as the mediation process which links the development of learners' language skills to the production of writing. Learning written production is one of the fundamental purposes of language teaching. The discovery of writing and the possibility of communicating with others through writing is one of the priority objectives of elementary school. The ability to write and its components develop progressively at all levels of compulsory schooling, it is a constituent of the academic success of all students, if only through the important role it plays in their socialization. Learning to produce a diversity of texts, while respecting the conventions of language and communication, is a condition for integration into social and professional life. Based on the results, resilient recommendations were made. It is important to begin to overcome traditional schooling in favor of an essentially participatory and integrative pedagogy. With an organization of time that emphasizes training activities through apprenticeship. Those responsible for education should draw inspiration from trends such as constructivism and/or social constructivism.

Keywords: writing production; secondary education; Cameroon; semantic analysis.

INTRODUCTION

As an educational actor, the interest in the academic performance of students cannot remain indifferent to certain contradictions. In particular, when the gap is observed between the measures taken upstream and the results observed on the ground. It is in this vision that recurring complaints from Cameroonian teachers about the unexplained poor performance of their students attracted attention and led to reflection. The Cameroonian State has a great interest in the education of its citizens and this education is not without suffering from a certain number of problems. The problem is much more serious than one might think and is not limited to students, it extends to all sectors of social life. If the State mobilizes so many means to ensure quality education for its citizens, there is reason to question the reasons for this linguistic catastrophe. Hence the interest in in-depth reflection to understand the real causes of this situation.

The term textual production serves broadly contextualizing the interaction situations and operations that occur in the writing activity. The teaching of writing, in an approach that seeks the progressive development of this activity throughout schooling, requires consideration of communicative and cultural practices of the use of texts. It also requires consideration of the psych-affective and cognitive aspects that come into consideration. Writing therefore is considered as a form of communication, expression, and knowledge.

From the outset, it is important to emphasize the influence of the diversity of texts as a key variable in writing (Yolande & Ngwa, 2024).

THEORY AND CONCEPTS

SCI model of learning

This proposed model consists of three dimensions:

- The letter S: dimension socio consists of functions relating to social interactions between the learner, the teacher, and other learners.
- The letter C: constructivist dimension is inherent to functions relating to the learner himself and affects the organization of learning by the learner.
- The letter I: interactive dimension, includes functions linked to the environment, in particular the learning situation and its content.

These three dimensions are closely intertwined by an interactive process. This model makes it possible to situate the writing activity in a set that draws on three factors, namely social, interactive, and constructivist, in such a way that the learner manages to write well by presenting him with texts linked to his daily life. So, he will build his writing skills by interacting with other learners or with his teacher.

Constructivism

This learning theory develops the idea that knowledge is constructed by those who learn. For constructivism, acquiring knowledge presupposes the activity of learners, the activity of manipulating ideas, knowledge, and conceptions.

Activity which sometimes comes to shake up, to upset the ways of doing and understanding which are those of the learner. The individual is therefore the active protagonist of the knowledge process, and the mental constructions that result are the product of his activity. For Piaget, the learner is not simply in relationship with the knowledge he learns: he organizes his world as he learns, by adapting. This constructivist perspective emphasizes the adaptive nature of intelligence and the organizing and structuring function that it implements. This ability to adapt is based on two processes of interaction between the individual and their living environment: assimilation and accommodation. There is assimilation when an individual (who interacts with his or her living environment or who is confronted with a problem in a learning situation) integrates data that comes from the environment or the problem situation, without modifying this data. It integrates this data by linking it and coordinating it with the information and knowledge it already has.

This process is therefore characterized by the integration of new ideas, analyses, notions, or new situations into already existing mental frameworks. It is the action of the subject on the objects that surround him, an action which is carried out according to the knowledge and cognitive structures already developed. Assimilation offers the possibility of integrating new data with the knowledge that the subject already has. From this perspective, understanding a problem amounts to bringing it into the frameworks of understanding and knowledge that the individual currently masters. Knowing would then amount to bringing the unknown back to the known. The accommodation process is marked by the subject's adaptation to new situations, resulting in a modification of their mental frameworks. It is therefore an action of the environment on the individual that will have the effect of provoking adjustments in the subject's way of seeing, doing, and thinking, with a view to taking into account these new, somewhat disturbing data. It translates the action of imposition of the environment on the cognitive activity of the subject, by pushing him to a reorganization of his knowledge, to a modification of his way of seeing things, to the modification of the behaviors and structures of the individual.

The constructive approach to learning opens up active teaching practices. In doing so, it joins, validates, and reinforces certain options and practices of the vast current of new pedagogy. This approach:

- Consider the student more as the creator of his knowledge;
- Places those who learn in activities of manipulation of ideas, knowledge, conceptions, and ways of doing things;
- Promotes learning activities, by placing the student in a central position in the teaching-learning systems.

On the other hand, as knowledge is built on the basis of prior knowledge, teachers have an interest in: - providing themselves with more tools to assess the prerequisites (knowledge and skills) available to their

students; to take into account the representations and conceptions of students, because they can either serve as a point of support, or act as an obstacle, to the acquisition of new knowledge. Constructing knowledge from an experiential fact promotes autonomous learning, to the extent that the subject would be able to mobilize this knowledge to resolve a life situation. The construction of knowledge by students from a visual fact as in the case of a video projection is of capital importance. The student himself manipulates the knowledge transmitted, the images, and the photos, and gives them meaning according to his conceptions, and the related commentary. The knowledge developed by the subject depends on him, on his schemes, and on his experiential experience. The learning situation therefore allows him to bring something new to what he already knows and, in turn, to modify or adjust his mental frameworks and make it his own.

This process of knowledge construction has a significant impact on the subject's performance; the learner who gets involved and gives his all during learning can produce corresponding and original knowledge. Because he puts his all into it and that leads to good performances. This theory is not without limitations. Indeed, from a constructivist perspective, language loses its role because the learner alone is faced with the construction of his knowledge, there is no consideration of the social aspects of learning: the role of the teacher is dissolved, and that of the peers is in no way taken into account. Furthermore, if we take into account the idea that a child as a subject enters school ready and predisposed to learn, this approach requires the intervention of the teacher to help the student because his role is first of all to concern, to suggest, to advise, to convince the learner to move from one level of thinking to another more efficient one. Thus, any teaching intervention which will adapt the targeted goals to the aspirations and abilities of the student, which will maintain their interest until the targeted goals are achieved which will help them to choose and control the adapted and progressive learning objectives, will help to increase one's capacity for success and will limit poor academic performance. We can also add that this method tends to cause anxiety among students who lack self-confidence and who are afraid of failure because it requires great involvement on their part. Regardless, constructivism remains one of the best learning methods in terms of motivation and the development of knowledge by students. The definitions are given in education or psychology dictionaries. Learning is:

To make or become aware of information; integrate, assimilate, and incorporate new data into an already existing internal cognitive structure; acquire and develop knowledge and skills, integrate information into a structure that exists in memory and use this information whenever the situation requires it (Becerril-Ortega, 2022, p. 35)

“(…) The aim of learning is: the acquisition of habits (mainly in the motor domain and then tends to the creation of automatisms), and the acquisition of knowledge. » (Lafont-Terranova, 2009, p. 47)

In general: in an individual, modification of his capacity to carry out a task is under the effect of interactions with his environment. Depending on the context, the term refers to the process or the result of the process. It is generally understood that modification consists of progress (Grand Dictionary of Psychology, 1991, p. 58).

From these three definitions, we can cite that learning requires the integration of knowledge and the use of this knowledge in a situation. But also, learning involves the integration of behaviors and aims for a certain automatism. The aim of learning is evolution or progression.

These definitions interest us because they contain key notions in the process and help us to properly situate the activity of written production in the learning process. Through these key concepts, we can question the possibility of clearly understanding the progress of writing in class as an act of learning which allows progression or not (Jonnaert and Vander, 1999, p. 249).

Socio-constructivists

Social constructivist theory is a theory that was developed by Lev Semiovitch Vygostki to overcome the shortcomings of constructivism. The social constructivist approach postulates that the child is constructed in a social environment resulting from a culture. Social interactions promote child development because they provide them with all the elements they need to develop. According to him, the process of child development follows precise stages. He speaks of a zone of proximal development (ZPD) which would refer to the distance between the current level of development as determined by independent problem solving and the level of potential development as determined during problem solving, under adult supervision or in collaboration with more advanced peers.

In other words, the ZPD is the "difference between the performance of the child left to his own devices and the performance of the same child when he works in collaboration or with the assistance of the adult" (Vygostki, 1978, p.86). In addition, the guide-mediator accompanies the child in his zone of proximal development by allowing him to access the world around him and at the same time, to solve problems.

Finally, it allows him to access knowledge and practices linked to society and culture through the various activities carried out with him.

Cognitivism

Learning is:

"Constitute high-order representations and modify the relationships that unite them. Learning depends on the cognitive level to the extent that this conditions the knowledge and know-how that can be "activated" in each situation. And conversely, learning is built from the knowledge and know-how mobilized by the situation » (Villepontoux, 2015, pp. 13-14).

"(...) The cognitivist point of view on learning emphasizes the importance of prior knowledge: knowledge is not constituted from nothing; this construction presupposes existing knowledge" (Richard, 1990, pp. 159-160).

"Learning is a modification of the ability to perform a task as a result of interaction with the environment. It is distinguished from behavioral changes occurring following maturation (...) (Houde & Jordan, 1998, p. 43).

From these three situations, we can clarify the cognitivist vision of learning which sees it as a change made to the basis of prerequisites also resulting from an interaction with the learner's environment. Learning is also a matter of constituting various mental images and modifying the existing links between them (Jonnaert and Vander, 1999, p. 253). This cognitivist conception of learning seems to us to be of great importance because it makes it possible to locate learning as a process of modification made within the individual. From there, we can question learning of written production according to this cognitivist vision given that this cognitive current perceives the learner's activity as essential for the construction of knowledge. If we apply this concept to learning written production, we realize that the learner must, during a written production activity, process the information he has and relate it to what he reads to subsequently be able to learn to write. We will present a diagram allowing us to explain the conceptions of learning according to the trends presented previously.

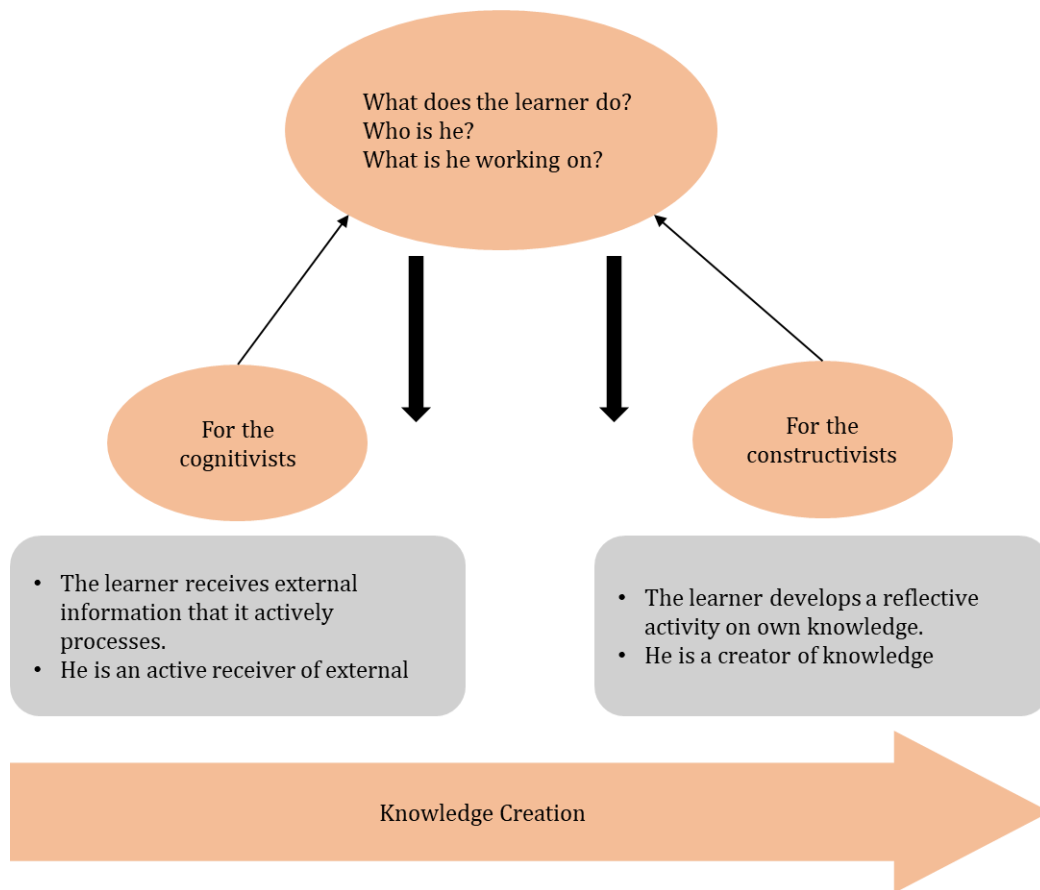


FIGURE 1: Different Conceptions of Learning.
Source: (Jonnaert et Vander Borght, 1999).

The actors of the learning process

Learning requires the presence of actors contributing both in a school context, to acquire a certain amount of knowledge by of course activating schemes. We will explain the role of each actor according to the SCI model of learning to make the teaching act effective and learning fruitful (Jonnaert et Vander Borght, 1999, p. 164).

The teacher

It occupies a central function in the teaching-learning process. It is he who ensures the smooth functioning of classroom interactions through his

activities. Indeed, the teacher guarantees the situationalization of the knowledge to be acquired by the learner so that the latter can relate the knowledge to be acquired and his prerequisites for learning. It is also up to the teacher to manage school interactions within the class. Finally, the teacher must also manage the time and space of school learning. The task of the teacher would be to intervene in all moments of learning, this is why he carries out preparatory actions for the act of learning, regulatory actions of the activities, and actions at the time of learning: learning assessment (Matt, 2023; Enthoven, März & Dupriez, 2023).

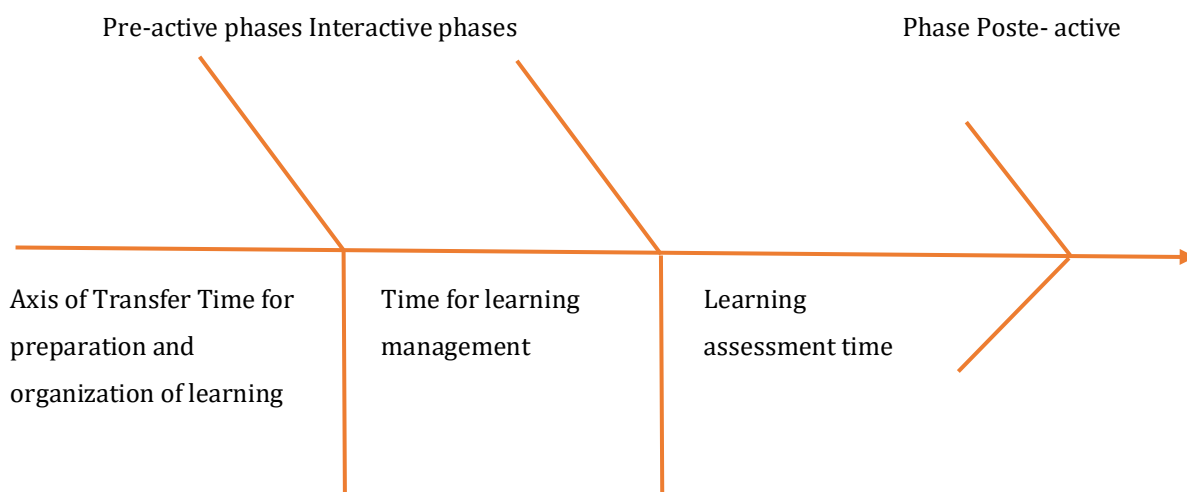


FIGURE 2: Different phases of teacher action.
Source: (Jonnaert et Vander Borght, 1999).

The Learner

The learner constitutes a primordial element in the learning operation in a school environment. It must relate the knowledge already acquired and that which is new. This construction of knowledge is done by interacting with other learners and the teacher as well. Therefore, this actor must be active and exploit the resources of his environment to create knowledge in a given learning situation. The essential functions of the learner can be summarized in two elements: The first is the connection of his knowledge with knowledge and the second: is to create new ones. This is why the learner is part of a relationship between knowledge and knowledge. In this way, learning includes behaviors, operations, interventions, or even questions that the learner himself can ask (Aubé Beaudoin, 2019).

The researchers were able to summarize the learner's actions in four operations:

- Interaction between knowledge and knowledge.
- The learner adapts the knowledge to the knowledge to be learned
- The learner adapts the knowledge to be learned to his knowledge
- The learner creates new knowledge through coordination in order to meet the demands of the situation he or she faces (Cerdin & Peretti, 2019).

Of course, this learning takes place over a period of time, in a specific space (Psiuk, 2019).

Teaching-learning

This teaching-learning couple finds its justification in the evolution experienced by the school environment or the institution which advocates a process focused on learning leaving aside the traditional conception of the school which was considered as a place to instill knowledge while sidelining the learning process. Currently, the teaching-learning process finds its echo in the activities provided and in the expected results themselves. From there, real interaction is found between school stakeholders (teacher, learner), learning activities, and evaluation methods. In a laconic manner; This teaching-learning process is the direct answer to three questions:

- What learning content? (What?)
- What methods are there to teach this content? (How)
- What quality and quantity of learning took place? (Psiuk, 2019).

The teacher must plan; and evaluate this process. This new position of the teaching-learning process seems inherent to the activities that we will prepare in our practical part given that the proposed approach is based on the act of learning, in other words; on the learner's effort and the expected results.

Teaching styles

Teaching has been the subject of several research studies which have resulted in the discovery of new concepts associated with it. It is defined by: "An art that draws on science as well as our personal experiences (Bouzazi & Maaroufi, 2022). We can remember at first glance that teaching is both the

product of science as well as the teacher's experience (experiences of the teacher). For the term style, we can explain it through Legendre's definition: "A set of personal characteristics relating to teaching and being represented by attitudes and actions specific to each teaching situation » (Frayssinhes & Galaup, 2021). According to Bernstein (2021), a teaching style includes several traits common to teaching manifested by teaching behaviors specific to each situation. Teaching styles have been classified by many researchers.

Kurt Lewrin (1890-1947) was among the first to establish a classification of this concept. Kurt distinguished three styles: authoritarian-democratic and "laisser-faire". We will just mention another classification of teaching styles that we find useful for our practical study, this classification was put by Sauvé (1997) and is based on the active role of the student in the learning planned by the teacher:

- The so-called direct style (teaching transmits information, and the learner practices little.
- The "indirect provider of information" style: The teacher uses supports that the learner uses during their learning
- The interrogative style: the teacher asks questions that target the learner's inductive thinking or he asks open questions that target the learners' different thinking.
- The facilitator style: the teacher leads the class, and the learners participate. - The cooperative style: the teacher solicits suggestions from learners to develop learning activities.
- The accompanying style: attention is paid to the interests of learners when choosing learning situations. (Vienneau, 2011, p. 47)

These proposed teaching styles seem to us to be of great importance since an eclectic teaching practice is interesting in order to better ensure good learning. Given the diversity observed in teaching styles, we indicate that these styles, in the manner of Raymond Vienneau, leave the very notion of teaching complex. It covers: collaboration, planning, mediation, learning, animation, and finally teaching means knowing how to regulate learning by reviewing the gaps and failures of learners by proposing other educational situations. Without ever forgetting that teaching is also: Communicating; knowing how to motivate, knowing how to adapt (p. 52).

This allows us to explain the term adaptation used in our theme. This term clearly explains the intervention of the teacher with regard to the content taught. From there, teaching is:

"It is knowing how to adapt to the different ways of learning of your students (learning styles, etc.) but it is also adapting the teaching-learning process to the particular educational needs of students in difficulty or gifted students and talented" (Vienneau, 2011, p. 46).

This quote clearly explains the importance given to inequalities between learners in the teaching-learning process and the need for differentiated pedagogy. The following Table 2 presents some classifications of teaching styles.

TABLE 1: Classifications of teaching styles.

Authors	Teacher-centered styles (priority to content)	Learning-centered styles (priority to mediation)	Learner-centered styles (priority to personal approach)
Leo, (2022) Hanson ;Silver and Strong (1986)	Results-oriented style	Development-oriented style intellectual	Student-oriented style, action-oriented style
Heydarnejad, Hosseini Fatemi & Ghonsooly, (2022) ; Mosston et Ashworth (1990)	Coaching directive	Supervisor Framer Staged Interrogator	Guide (discovery) oriented towards accompanying action person - self-teaching resource
Saved 1997	Dispenser direct information	Dispensers d'information indirect Interrogator Animator Cooperative	Accompanist
Therer et Willemart (1983)	Transmission	Incentive Associative	Permissive

Source: (Vienneau, 2011).

Self-learning

There are movements that surround self-learning, including “institutional self-learning”. Notions therefore appear: “learning to learn” “learning skill” or even “metacognition”. In turn, Little (2007) uses the concept of “strategic mastery” where there is reflection on the learning strategy, and there is better learning.

Furthermore, “autonomy” has taken an important place in the educational field and subsequently in the field” (El Essawy & Dowydar, 2022). This is how an approach that favors learning centered on the learner, on his autonomy, advocates the didactic domain. We can summarize Trim's words in the formula: learning is selecting objectives; methods are self-evaluating.

“Training learners who are increasingly conscious and autonomous is always better even if they directly assimilate the lessons of experience and thus gradually dispense with the teacher” (Trim, 1971-1981, p. 19).

We note in this quote the place attributed to the autonomy of the learner who should be conscious during his learning. Practically, self-learning centers are created where authentic documents and media take over from the structural exercises. The learner chooses his learning according to his objectives. The teacher is only a guide in this sense (Vienneau, 2011, pp. 17-19).

The concept of autonomy has emerged under several positions which we will present according to their interest in our practical part. A learner is autonomous if he has the ability to behave as a social individual conscious of one's actions in real communication contexts (Barbot, 2000, pp. 38-39).

The Boy (1996) defines autonomy as awareness by the learner of what he is going to learn according to what he needs or according to his prerequisites, the method adopted (the means used to learn) as well as the correspondence of the mode of learning evaluation of the objectives to be achieved, the content chosen and the method used (Charokar & Old, 2022). This has repercussions on educational practices seeking to empower the learner, in other words; develop one's ability to learn to learn. It's sort of; appropriate knowledge; and know-how that determines the learning content; the way of learning as well and the evaluation system (Lapidow & Walker, 2022).

Barbot (2000) synthesizes the remarks of the two researchers previously mentioned by arguing that “autonomy” which is etymologically divided into two parts “autos” and “nomos” which mean respectively: “self” and “rules”; necessarily implies that the learner “knows himself” as an individual with his own abilities. This researcher illustrates these remarks with the example of a learner who sees himself as capable of learning a language better by listening to it instead of reading from texts.

This writer adds that autonomy does not constitute a fashion label but simply, it is the fruit of trends highlighting the learner as responsible for his or her learning. This does not mean that the learner is doing it himself, on the other hand, it is finding this consensus between learning methods and the content to be learned or in some way adapting the educational material to the learners' abilities. This last point seems of great interest to us to justify the choice of the term “adaptation” which relates to the key concept of self-learning.

In addition, Barbot considers autonomy as a process that causes the learner to experience an unbalanced psychological state that arises from social valuation based on social norms and not from autonomy which is an individual order specific to each person. To clarify this notion, this researcher argues that autonomy in no way means learning by isolating oneself from society or the universe in which the learner finds himself, on the contrary, to be autonomous is to imbibe oneself of daily life, working in a team, carrying out interviews. The psychological aspect is not of small importance in autonomy, this is why the teacher must take into consideration the learner's desires, his rhythms learning to avoid learners refusing the tasks to be carried out. This same researcher questions the notion of learning that remains unclear at the end of a course: Memorize? to understand? ..., given that the objective of learning is to achieve progression.

Nowadays, the concept of learning is closely linked to the technologies that are taking over the world. Thus, faced with this flow of knowledge, and this diversity of technological means, it is essential to exploit these means of communication to support the different strategies offered by such technological development (Barbot, 2000, p. 24).

To conclude; autonomy does not depend in any way on the level of the learner or their age but rather it is a matter of attitude and adaptation of the moment when students are led to make progress by deploying efforts alone. Barbot points out that it is the link that the learner maintains with his learning that clearly specifies the different phases of empowerment. These steps are in any case completely independent of the language space or class. Consequently, the learner would be autonomous even if he leaves the institution. Developing this empowerment is then a goal in itself (Schweder & Raufelder, 2022).

Active Pedagogies

Active pedagogies aim to make the learner master their own learning in order to build knowledge through different situations. We assign the foundations of active pedagogies to the philosopher and psychologist John Dewey who advocated the principle of learning in action (Dewey, 1938). Servant-Mikloset coll. (2019) report that the first approach in pedagogy activates its outfits in an environment academic in the late 1960s at the McMaster Faculty of Medicine. Teachers had the mission of setting up a medical school with a new approach pedagogical. They conceptualized a new program that eliminated lectures of fundamental sciences and silo disciplines. This group wanted to put in contact learners quickly in the presence of patients. This approach implemented at the time was far from the existing structures of learning that we know today.

Under the influence of the work of Jean Piaget, the trend of constructivist learning developed. Automating teaching was the dream solution to solve the education problem born from the rural exodus at

the beginning of the twentieth century. Individualizing instruction using machines was the initial motivation for much work. Various tools, including the phonograph, record player, radio, and then television were used to teach. But the first individualization will take the form of programmed teaching. This approach, born of the behaviorist psychological current, advocates the decomposition of a subject into elementary fragments administered to the student in a linear manner by questions and answers.

Write, read, and progress

Historically, writing has been the subject of several positions that govern its mode of teaching-learning, which vary according to time and need. However, a place for writing remains predominant and highlights an urgent social need for this activity, considered for several years as complex and delicate. In turn, the methods used to teach or learn it are of varying concern to research in didactics in order to overcome the pitfalls so often encountered in the written production of a text. In what follows, we will provide clarification on the treatment of writing as a teachable object by exposing the work carried out in this area as well as the different modes used to teach or learn such a skill of written production which remains the interest of our practical part.

Historically, the sixties highlighted oral teaching. The 70s were able to put oral and written on the same line of interest. With the arrival of communicative approaches, the place of writing was called into question, metamorphoses occurred, including the constitution of didactics as an independent discipline (Colognesi, Tourtier & Wyns, 2019).

We are witnessing a fluctuation centered on the appearance of an independent discipline in the process of being constituted. Consequently, numerous works have emerged gradually, and the evolution of numerous linguistic theories has had repercussions on the teaching of French as a foreign language either in writing or orally. In the field of writing, importance is given to spelling seen as a multi-system (Brunel, Dufays, Brun-Lacour, & Fontanieu, 2020). Orally, interest is focused on spoken French. The contribution of pragmatics and cognitive sciences have also respectively favored the study of language in its context of communication and enunciation (Buridant, Pellat & Bunjevac, 1994, p. 78).

With research on typologies, didactics subsumes various theories on contrastive studies. Intercultural is advocated because of the coexistence of several languages in Cameroon. Technological changes have also had a blatant effect on the teaching and learning of writing which becomes intimately linked to the oral, far from familiar structures in a perspective splashed by Kam, which insists on teaching based on the use of common written and oral structures (Kaïm, 2020).

However, there are particular contexts of writing that have spawned much research on learning. We cite the example of Moirand (1979) in "written situations"

which follows several works proposing learning methods and processes. It is in this last line of research that our study falls, attempting to contribute to research in didactics by providing a fruitful process for learning written production.

Furthermore, the work of Moirand (1990), "a grammar of texts and dialogues" is central because it supports our idea of the thesis and it announces the premises of the generation of a grammar of texts that is not prescriptive but explanatory of the structure of the texts, updated the disposition of writing, seen as having a social purpose, it was rethought as a social object whose objective is to transmit a message with a communicative aim (p. 8).

Writing does not only consist of arranging letters or sentences without any connection nor of transcribing an oral statement. The act of writing consists rather of cementing grammatically and semantically acceptable sentences (Yolande & Ngwa, 2024). Thus, writing a correct text in French does not mean a simple arrangement of sentences, but it is a fabric, presented in the form of a semantic and grammatical link; as Vendondorpe (1995) argues, each individual writer draws on several higher levels of knowledge and cognitive operations when writing. This knowledge is not carefully recognized in language teaching, which is why during corrections, the teacher can only point out a few (p. 1). to written communication need SO and element of reference context of a part and the necessary linguistic units that help has translate these facts in the language written on the other hand. It is important to emphasize what the mastery of writing need of with confront to the rules of the written communication such than analyzed by the theorists of domain. Researchers as Charolles (1976) define four textual conventions: Repetition, progression, non-contradiction, relation. For Rosen-Reinhardt (2001), there are three rules: the sequence between sentences, the coherence and relevance of the sentences to each other.

Production of a text

Bérard (1991) proposed a technique for teaching-learning to speak. This technique, which is based on the variation of several discursive situations, that is to say asking learners to formulate the same locutionary act differently, is transferable, according to Moirand, to the field of written production. We think of applying this technique when learning to write, in other words, in the field of written production, we propose to present a variety of written texts that address the same theme or derived themes to see the varied formulation of the same theme.

Producing a text therefore starts from a progressive thematic sequence. This proposed approach seems to us to fill the gaps in discontinuous learning of written production. Thematic learning makes it rather easy to memorize a lexicon designed as links in a chain linked by an overall theme. In this way, we guarantee, from an optimistic perspective, successful learning, based on contact with a variety of written or oral texts which can later be used to produce a written text (Moirand, 1979, p. 105).

Producing a text according to Vigner is conceived as "An activity of deploying a latent structure into a discursive surface whose contours will be determined by the constraints of inscription in the communication situation » (Vigner, 1982, p. 160.). From this quote, we can assimilate that the production of a text is only "the expansion of a statement" according to the expression of (Vigner, 2016). We are following the same line that Vigner treats in his work from the moment when learning to write contains two aspects, on the one hand, communicative: which takes into account the parameters of communication and their effect on the discursive structure. And on the other side, the aspect which draws on textual competence, that is to say the set of rules favoring the production of a text (Oumoussa, 2022).

We can say that our objective is to present a simple range of exercises which have no other ambition than to offer a method of learning writing. From there, the refined activities aim to ensure that the learner acquires the processes favoring the progression of a text that we will discuss later (resumption, pronouns). To do this, we require a minimum skill in distinguishing propositions in sentences or studying at least the grammar of propositions (the arrangement of propositions) as well as their grammatical functions (Yolande & Ngwa, 2024).

Role of diagrams to produce

Adam (2011) points out that many researchers (Scardomalia 1982, 1987, Karl Bereiter) have insisted on the essential role of textual schemas among producers to be able to write or understand a text which are not sufficient in themselves but, they help to produce a text in the presence of a certain linguistic background (spelling). These diagrams are of course a support from which the producer draws which provides him with techniques for writing. From there, the idea of using the different thematic progression schemes as support for writing arises and seems important to us. In this sense, Bakhtin affirms that from the utterances heard, we reproduce. (Adam, 2011, p. 24). This action-oriented approach places the learner at the center of the learning process, seen as a citizen. In this way, the learner is guided to carry out projects drawing from his daily life. According to Hidden, (2013, p. 23) "The action perspective is aimed at the European citizen, even the citizen of the world, therefore at a social actor in his own right, who must accomplish all kinds of tasks, most often complex. We can emphasize the role of these tasks or activities in making the learner an actor in their learning and which link them to social reality. Now his learning is targeted toward social skills, which contributes to his maturity as a conscious individual (p. 23). Presenting this approach is nowhere blind, but its choice arises from our strong need to exploit it during our practical part at least to outline the objectives of teaching written production.

Writing difficulties

Moirand's proposals which have marked research in the teaching of writing are based on the global approach to long written texts and a questioning of revised grammar as a vector towards the learning of

so-called materialized written production. through learner products. As Buridant explains, learning to write requires an interest in grammar. Thus, an attempt to constitute a grammar of communication (Moirand, 1979) remains the primary objective of didactics researchers. This objective requires first of all the development of grammatical tools and notions according to a certain order. The presentation of these different difficulties seems to us to be very limited to local problems which do not serve us in this way and this is what pushed us to move forward towards reflection on the global problems of writing. In what follows, we will present the current status of written production (Yolande & Ngwa, 2024).

RESEARCH METHODOLOGY

Direct Observation

Here we call direct observation what authors like Deslauriers (1991) call participant observation or participant observation in English. With Deslauriers (1991, p. 47), we can define direct or participant observation as “a qualitative research technique by which the researcher collects data of an especially descriptive nature by participating in the daily life of the group, the organization, of the person he wants to study.

All the techniques that we used in the field were combined with direct observation which, in reality, “is more of an approach than a method strictly speaking” (Fortin 1982, p. 104). In direct observation, “seeing and listening are in fact two dimensions inseparable from the work of data collection (Fournier & Arborio, 2010, p. 47). By noting, recording or asking questions, the researcher constantly observes the behavior of the actors and listens to what they say.

In terms of field investigation, Fournier & Arborio (2010) differentiate between two modes of observation: open observation and incognito observation. For the first, the observer is known as such by the actors present in the observed situation, while for the second, he remains hidden. For our field investigation, we worked as an open observer, because everyone we spoke to know who we were and what we did. With regard to the activities observed, we have chosen a somewhat ambivalent position of participation: being an observer who is both passive and involved. Passive in the sense that we observed what was happening, the situation as it unfolded without being the source of initiatives and without having the intention of influencing it to direct it in one direction or another. Involved, because, like the interns, we participated in writing activities by producing and reading our texts. As the presence of the stranger can be experienced as an intrusion, we opted for the participating position to minimize the effects of this disturbance. In addition to the negative effect that our passive presence could have had, the interest that the participating position represents for us, in keeping with the thinking of didacticians who defend the idea that involvement in writing allows us to understand the difficulties of writers, “incomprehensible if one is not involved in the task” (Reuter 2002, p. 89).

Taking Notes

Like direct observation, note-taking was also a transversal technique to the extent that it was associated with all the others. We could take note at the time of the observation or after it. For example, in informal interviews, we generally refrained from taking notes on the spot to avoid disturbing our interlocutor. In such interviews, we were at the opposite end of the spectrum from the somewhat caricatured image of the field investigator “wandering around with a notebook in hand” (Arborio and Fournier 2005, p. 53), observing, ask questions and rate.

Between the two observation sessions, the notes taken previously were reread. As far as possible, this rereading was carried out when it was still possible to more or less remember the progress and events of the situation observed. Indeed, “for better or for worse, memory forgets, massively and quickly” (Deslauriers 1991, p. 60), and time causes the erosion of what we have seen, heard, thought or felt. Rereading made it possible to complete what had been noted, to reflect on what we had seen, to begin the analysis and to identify the elements which seemed relevant at the stage of the investigation or to raise the points on which particular attention should be paid. was to be worn later. Referring to this last aspect, Arborio and Fournier (2005, p. 59) speak of “prospective notes”.

Even if, with these last two authors, we agree that it seems “illusory and unnecessarily restrictive to try to write down clearly separate, on different sheets” the notes taken during or after the observation session, we made sure that these different note-taking moments were formally identifiable. So, we were able to avoid confusion between the facts and the reflection on them. This concern to separate what was observed and what was thought about it remained in force even for the notes taken on the spot. Various typographic strategies – such as notes placed in margins or brackets, changing pens made this distinction possible.

Individual Interviews

We used semi-structured individual interviews and informal individual interviews. The semi-structured interviews were carried out on the basis of a questionnaire previously distributed and possibly completed in advance. We chose a questionnaire followed by an interview to be able to deepen the elements collected by questionnaire and to see if the questions asked had been well understood. We will keep in mind that we are dealing with a public who may have difficulty understanding reading for various reasons, including linguistic deficiencies or lack of concentration. The combination of the two methods proved to be all the more effective at the start of the interviews.

During the individual interviews, we were interested in writing in general, and with academic and autobiographical writing in particular. For the first aspect, we sought to find out whether the students wrote, what they wrote and whether they found it

easy or difficult to write. For the second, we wanted to determine, on the one hand, the idea they had of their writing ability and, on the other hand, what they felt when they wrote on themes relating to their experiences. By seeking to establish the relationship with writing, we intended to identify what exists and what could still be constructed.

RESULTS

This study finds its justification or its solution by the results from the data collected in the field. We are not going to explain in detail the status occupied by writing from a didactic perspective taking each teaching methodology separately, but it would be wise to present writing according to current approaches. From there, we will highlight new approaches.

The communicative approach

Hidden (2013) asserts that Hymes' research into "communicative competence" contributed to the emergence of the communicative approach where communicative teaching in a foreign language takes precedence: in other words, teaching a foreign language succeeds when it draws on real contexts of communication which are intimately linked to the presence of the two partners in the communication situation with their status, their relationships, their intentions (Iswandari & Ardi, 2022).

Thus, the content to be taught is developed according to the communication functions and the needs of the learners. In this regard, we are witnessing fluctuations which affect the status of writing which should take precedence over teaching activities. Pedagogically, adds Hidden, writing is guided by written comprehension activities at first glance, in order to appropriate textual models whose structure learners are supposed to master.

Concerning the writing of texts, Hidden connects the texts to be produced with a real communication situation within the framework of a skills-based approach. He argues that the texts to be written using this approach fulfill a real communication function, such as: writing a letter, filling out a check. This is how writing is conceived as a communicative activity (Mashrabjonovich, 2022; Buridant et al., 1994, pp. 16-19).

The action approach

Written production according to Hidden, presents a language activity in the same way as other activities, namely: oral production, written or oral reception, written or oral interaction and finally written or oral medication. The main goal is to communicate in a foreign language. Hidden makes a nomenclature of learning objectives with a view to communicating, categorized in self-assessment grids as well as level scales.

It is up to the teacher to refer to evaluation grids by level because they allow him to trace the learning objectives according to the desired level by digging into the content corresponding to each level in order to establish a progressive learning. Likewise, the

parameters supported by level in the common European framework of reference bring together the features common to the texts that the learner must produce. These traits are:

- Cohesion: marks linguistic maturity when producing a text.
- The theme: the themes that will be addressed are adapted to the level of the learning actors.
- The type of text: narrative and descriptive texts are approached from level A1, A2 while argumentative texts are suggested from level B1, B2.

The linguistic approach

Writing in a language other than one's mother tongue implies that one has linguistic background of the language to learn (lexicon, syntax, grammar) thus, learning the written production of a text involves the manipulation of structures phrases taught. In this way, writing is a continuation of the grammar exercises making it possible to check the learner's ability to produce correct sentences. This theory teaching is structured according to four stages:

- Lexical and grammatical points are taught from a text - Training exercises on the points covered.
- Writing sentences based on the sentences studied.
- Reuse of the structures studied in a free product (Hidden, 2013; Vigner, 2013, p. 81).

However, producing a text is not confined to a purely linguistic model. This approach seems necessary to us, given its usefulness to a teaching practice which supports the use of linguistic manipulation exercises despite its insufficiency on its own.

The functional approach

It makes it possible to teach processes that promote the achievement of communicative objectives according to the text that we want to produce. These processes are generally the characteristics of the text to be produced and are more focused on the "paragraph" unit. Hyland (2019) mentions the importance of this approach for writing specific genres.

Implementation operations when writing a text. According to Hayes and Flower (1986), these operations are: planning, text editing and revision. Thus, the role of the teacher is to guide his learners and support them during these operations. production. It is therefore up to the learner to write and rewrite the text to be produced, this is how the text is modified many times (p. 84).

This theory seems necessary to us from the moment it insists on the rewriting of a text to learn to produce. We find it fertile ground for our experimentation. Odile Hidden gives the example of writing a comment based on a survey following questions organized according to the three writing processes, namely: planning-writing and revision.

This writing model alone is not enough according to Hidden (2013) because the production of a text also requires knowledge of textual functioning.

In this regard, teaching writing using this approach requires the use of three operations constituting the writing process.

The thematic approach

As its name suggests, this approach aims to imbibe the learner with a theme or varied themes to help them write their text lexically. This approach is intended to help learners deprived of insufficient lexicon in the language they want to learn. Thus, several techniques are implemented to facilitate writing such as the mind map, presenting a diagram and asking learners to develop the ideas presented there, this last example is given by Hidden. The thematic approach advocates reading-writing and emphasizes the role of forging a link between the activity of writing and reading. The latter is a source of information that is both thematic, linguistic and textual because it also promotes the acquisition of knowledge about textual structure (p. 85). This approach is consistently useful for our field of research.

The genre approach

Each written text meets a specific objective. Understanding the objectives of writing a text is subject to social conventions. From there, a set of texts sharing the same characteristics and governed by conventions, are part of the same genre. The latter is: "A kind of family of texts that exhibit stable characteristics" (Hidden, 2013, p. 86).

This approach focuses on the need to familiarize learners with the different known points between the texts: namely, plan, style and content of the texts, as well as taking care of the level of the audience to whom we are writing. This teaching theory is necessary for written production in a foreign language according to Hidden because the norms constituting the genres are diverse according to each culture. Hidden adds that teaching writing with reference to this model is never an applicable "recipe" for writing (pp. 85-86). The approaches cited seem useful to us for a diversified practice of writing where these different teaching theories mix.

Production on model

In French-speaking research, Beacco, Sachse, Thorbjørnsen & Wiater (2007) appears to be the first to propose a model of written production called "model-based production" which was developed during current research in didactics. This approach consists of analyzing a model text in a foreign language then reproducing it while keeping its structure, but also the reproduced text must:

- Meet the needs of the recipient (their knowledge of the themes).
- Mastery of certain linguistic forms specific to texts.
- Keep the plan and style of the initial text.
- Support for the links uniting the two partners, namely editor and reader, Hidden suggests that this approach, according to Beacco et al. (2007) goes through two stages:
- Exposure to the text model: This involves identifying common features between several texts of the same genre in order to reproduce the text.

- The second step is to train the learner to write the text inherent to the proposed model while retaining its dominant features. This training covers exercises for manipulating structures specific to the textual model studied (p. 87)

Hidden gives the example of the reformulation of detached structures that can be used in the second drafting phase in this model. We can apply this production model during our experiment.

DISCUSSION

Learning as a concept has been revised from a variety of positions among theorists. For this reason, we are witnessing fluctuations as research is carried out in the field of French as a foreign language teaching. Indeed, learning a language involves learning the different skills that constitute the backbone of a language. Among these skills; the skill of written production which seems for a long time, a labyrinth given the complexity of establishing effective learning of writing. Recent research advanced in this direction, proves their effectiveness through the methods and techniques proposed for teaching-learning to write well and subsequently acquiring written production skills. Through these recent studies, we have attempted to establish a practice that facilitates the learning of written production.

With the constructivism of Piaget (1923), we rather retained that the student is an autonomous subject who constructs his own knowledge from his daily experience or his experience of the environment. He is at the center of the didactic situation and is the main actor. Piaget said that those who learn are not simply in relationship with the knowledge they learn but organize their world as they go along, adapting. And this, adaptive capacity is based on two processes of interaction between the individual and their living environment: assimilation and accommodation. Constructivism is important because it develops the potential and creativity of the learner, puts him in contact with his environment, gives the typology of learning according to the stages. In addition, the constructivist conception of learning (in its central aspect) is based on the production of a cognitive conflict by confronting a learner with a problem situation, resulting in a destabilizing effect capable of causing a reorganization of knowledge or the acquisition of new knowledge and know-how, in turn affects student performance. However, in our establishments today, lessons are always provided in the form of knowledge transfer, summaries, lessons to be copied. It is the teacher who has the monopoly on knowledge who does not give the student the chance to produce his own elements; in other words, it does not promote the transfer of learning, it does not take into account the social aspects of learning such as the role of peers. However, we note that, compared to constructivism, the socioconstructivist approach developed by Vygotsky (1928) and Bruner (2008) introduces an additional dimension: interactions, exchanges, work of verbalization, co-construction and co-elaboration. This theory made us understand that learning is a socio-cognitive activity linked to teacher-student and student-student didactic exchanges;

therefore, interact and know because we do not learn alone, we interact to learn. Thus, it is not because the teacher transmits and through the forms of implementation of activities that the students learn. It is therefore through interactivity that knowledge is constructed.

In the same vein, we remember from Bruner (2008) that mental activity never occurs in isolation and culture gives shape to the mind. Besides, learning for him is a process in which people learn from each other and the role of the teacher far from being in a monopoly position, must be implemented through the scaffolding process. This model learning is important because the acquisition of knowledge occurs through an interaction between the subject and the object of study through problem solving. The student's head is never empty of knowledge because he has the conceptions and representations taken into account; learning does not happen by stacking knowledge, nor in a linear manner. The student gives meaning to knowledge only if it appears to be an essential tool for solving a problem. Social interactions between students can help learning, the error is indicative of the state of knowledge of the person who makes the error. However, this approach also has limits: it is applied to only certain concepts of a discipline; management in a class is not simple because of its state of overload and bloated numbers; it requires quite a bit of time to carry out learning, the role of psychology is not taken into account. All of these elements pose obstacles to the application of this model in our classroom practices; this is the reason why our students had difficulty adapting to our education system.

Motivating students is one of the greatest challenges facing teachers today (Bandura, 1998). Indeed, the massification of the school population and the heterogeneity of the profiles which accompany it imply in the context of the school that the same activity can seem fascinating for some and boring for others depending on the relationship one has with her, and this relationship is strongly influenced or even determined by the human relationship, the pedagogical relationship and the teacher's way of being. If we start from the idea that motivation is the energy that pushes us to start an activity, continue it, or stop it (Reuchlin 1975, p.67), Or more precisely if we conceive of Like Vallerand and Thill (1993), "the concept of motivation as the hypothetical construct used to describe the internal and/or external forces producing the initiation, direction, intensity, persistence and cessation of behavior.

We can understand that motivating the student involves the teacher in a double task. The first is to understand what pushes the student to engage in an activity, continue it and complete it or interrupt it. The second consists of creating desire, maintaining desire. Very generally, we can consider motivation as the energy that pushes us to establish exchange relationships with the environment. In the context of human development during childhood and adolescence, play, according to psychologists, is at the top of this hierarchy. In terms of motivation,

behavior should therefore not be defined as the final aspect of a subject's reaction. It is also interesting to consider play from an interactionist perspective as what builds the individual.

This construction brings out two forms of motivation which in the literature are qualified according to the orientation (intrinsic versus extrinsic) which determines them. When a person acts because they want to do it and they have no other interest, without external reinforcement, without external rewards, we say that they are intrinsically motivated. Whereas a person who acts for external reasons (a reward, a sanction, etc.), may not or may not act with the same intensity, and we would say that this person is extrinsically motivated. According to Gernigon (1992), "it is clear that extrinsic motivation has, in most cases, the disadvantage of diverting the subject's motivation to carry out a task in favor of a more salient goal to achieve, in the occurrence obey, get a good grade".

Several factors make it possible to generate motivation in learners, the production of writing is one of them. This is considered as a spontaneous physical or mental activity finding its satisfaction and purpose in itself. That is to say, in psychology, its ultimate goal is the construction of oneself. To understand this aspect of our analysis, we can evoke the Freudian dynamic between the pleasure principle and the reality principle which with its corollary frustration is the foundation of the development and maturation of the human being (Freud, 1913).

The development of written production skills has a social vocation and involves company. To promote motor learning, the development of written production skills should lead to relatively permanent changes in skills for the performance of motor skills. Indeed, for Famose & Bertsch (2009), "motor learning is a cognitive process that takes place in the nervous system of the learner. This internal process allows the student to modify his behavior each time he is confronted with a task for which he does not have an appropriate response. What's more Schmidt, Taswell & Gleich (1969, p.23) adds that it is "a set of processes associated with practice which result in relatively permanent changes in performance capacity". So, we can ask ourselves whether the development of skills in writing production arouses motivation. If he does indeed arouse it, in what way? We can ask ourselves if it can be useful for motor learning? Through the development of written production skills, the teacher seeks to motivate the student as much as possible, however if the objective is hedonic (linked to the degree of satisfaction caused by the consumption of a good) what is guarantees total commitment?

One of the goals of developing writing skills is to increase motivation. The first objective of any trainer is to interest learners so that they fully engage in a learning situation. But how can we deal with the loss of desire of students and the disengagement of employees, who find it increasingly difficult to obey

the imposed rules, the meaning and usefulness of which they do not always understand? To remedy this, we focused on developing written production skills. And for good reason. "One of the main advantages of using written production in educational and professional settings is its overall positive impact on user motivation. Used as an educational tool, the development of written production skills serves to awaken the curiosity of learners, by offering them stimulating and demanding learning situations. At the same time, it gives them the means and methods to seek and find the information necessary to carry out their project, build their knowledge and put it into form in a production of which they will be proud. It is from this ambition that the desire and pleasure of learning can be born, which give meaning to the effort.

If, in fact, one of the missions of the school is learning through effort, if all teaching requires rigor, concentration, tenacity from students, nothing prohibits recourse to written production when this helps to make them progress. We start from the principle that teachers motivate the student, facilitate their concentration and their use of memory. Thanks to the teachers, the student is active: he discovers through his role as partner, that he has a role to play, a form of responsibility within his team to help it win, he takes pleasure in sharing, in exchanging. The teacher changes the relationship to knowledge and introduces healthier relationships between students in the same class; the element of chance, often present, alleviates the fear of error, of failure, which paralyzes some; qualities of communication, mutual respect, taking into account the rules and qualities of knowing how to live together develop. The teacher encourages people to express themselves, to clarify their thoughts, to justify their choices, to argue, they help to perfect their language. Through the teacher, the student acquires working methods, a sense of order, logical sequence, reasoning, and group work.

The teacher helps the student to develop skills exercised differently and at other times at school because many teachers require knowledge and skills which are the very purpose of teaching. The teacher encourages the child to surpass himself; Pushed by his partners, the learner must get involved, concentrate, and think. He does more to satisfy the adult, parent, or teacher, but to master the writing, to be recognized by others, and to become a recognized member of the class. The teacher can help motivate students and thus help them acquire knowledge. To do this, he must know how to differentiate his pedagogy (Differentiated pedagogy, from intentions to action, (Perrenoud,1991), and adapt to the diverse needs of students by varying rules and requirements. Once the student masters the production of writing, the analysis is made of the methods followed, the strategies carried out and the results obtained, that is to say, educational feedback made autonomously by the students, if they are capable, or by teachers allows all students to progress. These activities must, of course, be prepared, and adapted to the students to find their place in well-designed progressions and

be evaluated. They undoubtedly do not have the same effectiveness without these final exploitations, these constructed assessments from which the students themselves design their next activities. The effectiveness and relevance of these practices depend on the way in which the development of writing production skills is introduced and implemented in the classroom. It goes without saying that it is important for the teacher to inform himself, to train himself to select the teaching methods which will meet his educational objectives and which will be adapted to the students to whom they are offered, in the situation that the teacher we thought and organized.

It should be said, however, that the development of written production skills only fulfills these functions and presents these advantages if it is practiced at well-defined times and maintains a level of requirement which will ensure the student's satisfaction of the effort rewarded, of the difficulty overcome. Thus, depending on the age and the target audience, the teaching methods vary. When it comes to very young children, we find it natural that the game of developing skills in writing production is an activity to which to devote time, but that, from school age, we seek to find a justification, a usefulness for using the game of developing skills in writing production in hours devoted to work and learning, both at school and at home. In kindergarten, the programs leave room for free play. Among the teachers, we note a real reflection by teachers on the place of play which recalls the development of skills in writing production. The development of written production skills therefore seems essential to learning in kindergarten. Subsequently, in primary and middle school, if it is clear, from the start production of writings, that the playful activity is part of a learning program, we notice a great disparity between the classes. The development of skills in writing production depends essentially on the interest of the teacher and his desire to place in another relationship with his students. From the sixth grade, with the division of lesson times, the game specializes in the production of writing in a subject-related approach.

CONCLUSION

We have attempted, in this research, to highlight the role of raising learners' awareness of textual phenomena, particularly thematic progression, in order to produce a text presenting thematic continuity which even governs the overall coherence of written production in the sub-cycle. Cameroonian observation station. The results we achieved were not too far from our expectations. Ultimately, it is appropriate to recall some fundamental stages of our work. The approach that has been ours throughout this research, starts from the observation up to the experimental phase and suggestions to contribute to the implementation of the skills-based approach and development of skills in writing production in the Cameroonian observation sub-cycle.

We focused our attention on academic learning which refers to an activity that imposes metamorphoses on

the learner. We also mentioned the classification of learning according to Bloom (1948) which corresponds to the objectives set during the learning operation which leads to the appropriation of skills. Thus, the notion of competence seemed central to us in learning. Other researchers, such as Bouffard who highlight the concept of autonomy of learning, affirming that it is a skill where the learner appropriates knowledge as he encounters problems, fixes objectives to be achieved, and uses a method to achieve these objectives. Learning thus differs in the face of the variety of perspectives that define it. In this way, talking about social learning initiated by Albert Bandura was essential to our study. We have, in the light of this theory, presented the SCI model of learning which contains three essential dimensions: social, interactive, and constructivist by explaining each dimension separately.

Learning written production via thematic reading made it possible to learn the lexicon in a given context, which facilitated its use later instead of learning isolated words that the learner could not reuse. This technique inspired by the thematic approach was very essential for effective learning of written production. In both groups, we detected an improvement when using a thematic progression compared to the first disjointed texts written by additions and informational input, renewable, where the usefulness of thematic reading appears obvious on all levels: lexical, semantic, or comprehension. Our concern was to observe the improvement in written production among students after the presentation of an approach based on awareness of thematic progression. Through the analysis of the written texts, we were able to show the role of the proposed approach.

ACKNOWLEDGMENTS

We extend our heartfelt gratitude to all contributors and stakeholders who have provided valuable insights and support throughout the research process. Special thanks to our colleagues and institutions for their encouragement and resources.

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