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Creative Activities to Teach Writing Efficiently in Senegalese EFL Classrooms

Mouhamed DIOP

Université Cheikh Anta Diop de Dakar

ABSTRACT: It is no use proclaiming Senegalese students' poor writing performance in English from the rooftops. As a critical productive skill, most students relegate writing to a position of secondary importance. There is a significant discrepancy between understanding the topic and producing a correct sentence from spelling and grammar mistakes to vocabulary deficiency. During class tests, in exams, etc., the copy-and-paste phenomenon is increasingly becoming the substitute for reflection and personal production. However, students alone must not be the sole scapegoats of this school poor performance of which they are already the victims. Senegalese English as a foreign language (EFL) teachers ought to be creative enough to be able to teach writing efficiently. With a total of 60 participants selected as research samples from different schools, this paper explores the reasons why students underperform in writing and probes EFL teachers' proposed writing activities in their classrooms. I have used questionnaires for both quantitative and qualitative data collection methods to verify the hypotheses. The findings of this research have revealed that students severely underachieve in writing as an activity. In a constructive prospect, I have suggested a creative writing activity and sound sources that can remedy this underperformance in the discussion section.

Keywords: *writing in EFL, writing performance, school failure, creative writing activities, Senegalese EFL classrooms.*

I. INTRODUCTION

Beyond the classroom walls, writing as a real-life skill is fundamental. As a well-read and best-selling writer, Stephen King writes that people learn best by reading a lot and writing a lot, and the most valuable lessons of all are the ones you teach yourself [1]. It is recognized worldwide that the more you read the more you feel comfortable writing. However, in teaching English as a foreign language (EFL), writing is not only a skill but also an activity taught to students and assessed in examinations. Thornbury argues that an activity describes what learners do in English during a lesson. It includes exercises and drills (that focus on language forms) or tasks and project work (that focus on interaction) [2]. An activity consists of the four skills: listening, speaking, reading and writing. Writing itself is a productive skill that has sub-skills that include using grammar correctly, punctuating correctly, choosing the correct vocabulary, writing legibly, etc. [3].

The relevancy of this topic is mainly two-pronged. Firstly, it is beneficial to propose creative approaches to teach writing efficiently in Senegalese EFL classrooms because writing is students' pet peeve. The results of the questionnaires distributed to students reveal that a serious work need to be done in this direction. Secondly, writing is the most formal way of communication either in class or in real life. The best way to assess students' mastery of the course content is through writing whether it is in history, geography, mathematics, physics or any other subject even if oral assessments are possible. When people want to formalize things, they write it as well.

So there is no need to demonstrate the importance of teaching writing to students. After having taught for more than a 10-year, it is no secret to me now that students in Senegalese middle high schools and high schools are increasingly underachieving in writing as classroom activity. Students' writing habits in real life negatively affect their school performance because they excessively use text messaging. Even though text messaging makes interactional relationships better, its negative sides involve too much simplicity, omission of words, excessive capitalization, omission of punctuation marks, among other examination malpractices [4]. So students worldwide are so deeply accustomed to text messaging that their old habits die hard. The problem essentially lies in the way teachers teach writing in class. What tools should students develop or should students acquire to be good writers? And what types of activities are better to ignite students' dormant writing potential? We think that teachers must help students develop their imagination and creativity by the intermediary of communicative activities that consider several learning styles and homework. On the other,

innovative methods of writing and testing writing even are necessary for students to discover new centers of interest that will encourage them to write. According to Bacha, test practices in ELT are not static but dynamic and changing[5]. This paper aims to demonstrate, through the activity proposed, that creative writing exercises with students' imagination and teachers' innovations are the basics in producing acceptable written texts.

II. LITERATURE REVIEW

The literature on writing is enriching and broad. While many authors propose good writing practices, others share their experiences of writing activities. In his guiding book to essay writing, Shiach lists in detail different steps that help students write better essays. He recommends things to do and alert to things to avoid when you want to produce a good written text [6]. As for things to do, it is crucial to abide by these principles: seek to understand what the task is underlining, i.e., keywords; prepare your essay by taking notes and by organizing your thoughts in a draft; structure your thoughts in a plan and make sure you will start with an opening paragraph; then develop your thoughts in the body of the essay, emphasize on directness and clarity and finally conclude your thoughts [7]. As for things to avoid, Shiach advocates shrinking back from waffling in the introduction and engaging with the topic from the very first sentence[8].

In terms of best teaching practices of writing, Teo prescribes collaborative pair work[9], Büchel recommends homework assignments[10], Vejayan&Yunus propose mind mapping[11] and Chong describes a successful photo description activity[12]. All these practices have proved successful as all practitioners dared to be IPC, that is to say innovative, proactive and creative [13]. Teo worked on a collaborative writing activity in his English as a second language (ESL) classroom in California by inspiring by a paired writing method. In each pair, there was a student assigned to the helper role and another to the writer role[14]. On the part of Büchel, on the other hand, homework assignments are simple activities that can be assigned from one class to the next and be supported by projects to be carried out at home. Involving one's family or community in the homework can be impressably successful as creating engaging homework assignments can lead to good routines and habits on the part of the learner and teacher[15]. As far as Vejayan&Yunus are concerned, after having listed the same Senegalese students' problems Malaysian students encounter, they used mind maps to make up for students' writing problems using a sample of 16 students. Their findings prove highly positive with high scores[16]. Mind maps play a mnemonic role in helping students learn vocabulary faster and remember vocabulary items easier. Acting differently from his counterparts, after realizing that students love taking photos and sharing them on social media such as Facebook, Chong defines how he made a descriptive writing activity both engaging and interesting[17].

A photo description activity is as simple as ABC. But before asking students to describe anything, the teacher demonstrates how to describe a picture (person, house, landscape, etc.) with a video projector if possible. Second, he makes sure that his description follows the different steps of the checklist below.

Table I: Helpful checklist for photo description

<i>Questions</i>	<i>Yes</i>	<i>No</i>
Find a photo in a magazine, a newspaper or on Internet.		
Name everything you can see one by one in a draft.		
Identify the main description object.		
Start the description with an opening sentence.		
Consult your dictionary when needed.		
Use the present simple or present continuous.		
Use appropriate adjectives.		
Use the FANBOYS and relative pronouns to link sentences and ideas.		
Use full and not contracted forms.		

Students must note down this list for future reference. After the teacher's demonstration, he asks students to check whether every step is followed. If any step is left, the reason might be omission or irrelevancy. The next thing is to ask students to look for a favorite photo anywhere they can find it, then describe it and submit it. It is always a good idea to give a submission deadline within 15 days taking into account students' other subject homework assignments to complete.

Unlike these teaching professionals who employed efficient methods to teach writing, many famous writers advise intensive reading which helps unconsciously acquire knowledge and writing ingredients. For instance, King remembers having read approximately six tons of comic books as a kid. He then started writing his stories confessing that imitation preceded creation. For him, "The more you read, the less apt you are to make a fool of yourself with your pen or word processor"[18].

In the Senegalese English National Syllabus, writing is given appreciated consideration because of the rich contents which include topics to be covered in class (e.g., shopping), skills (e.g., reading), functions and

notions (e.g., describing something), grammar (e.g., present simple) and phonology (e.g., word stress). Furthermore, the writing process from lower classes to advanced classes is well defined. In the first and second forms, students will have been introduced to writing simple sentences and short paragraphs; in the third and fourth forms, students will have been introduced to writing longer sentences in multiple formats; in the fifth, lower sixth and upper sixth forms, students will have been introduced to writing multiple text types, application letters, résumés among other more advanced writing subskills[19].

In examinations, the grading scheme comprises twenty points distributed as follows: reading, 8 points; communicative competence, 6 points; and writing, 6 points. The average is 10 out of 20 points. This means that greater importance is given to the reading comprehension exercises which very often englobes information transfer, vocabulary in context, true or false, reference, cloze test and multiple-choice questions. The communicative competence is grammar-based with passages that make sense as a whole instead of the former isolated mechanical sentences format. In other words, students who have poor reading proficiency never expect a grade over 7 or 8 out of the 20 points needed. The writing topics given in the two national exams differ in terms of format ranging mostly from letter writing to essay writing and conversation writing. The table below provides examples of topics over three years.

Table II: Different writing topics in the BFEM and BAC examinations

	<i>Years</i>	<i>Topics</i>
<i>BFEM examination writing topics</i>	2019	“Today, more and more parents have troubles taking care of their children. What do you think are the reasons for this phenomenon? What are its effects on children? Suggest some solutions to the problem.”
	2018	“Samba, a young Senegalese man has taken the road to Europe. Write a narrative description of his adventure, focusing on his physical and emotional experience.”
	2017	“Apart from forced marriage what other kinds of problems may young girls and women face in their families? Suggest solutions to the problems you have identified.”
<i>BAC examination writing topics for subject groups L’1&L2</i>	2022	“Samba is a dermatologist. He writes an article in a newspaper to inform people about the negative effects of skin lightening. Write his article.”
	2021	“One of your friends who has come back to Senegal after her graduation from a prestigious European university finds it strenuous to get a job. She writes an email to ask for advice. Write her back to tell her what to do.”
	2020	“Write a letter of protest to the Minister of the Environment insisting on the consequences of deforestation and the need to stop it.”

Source: Ministère de l’Éducation nationale and Office du Baccalauréat

In the table above, BFEM refers to the General Certificate of Secondary Education awarded at middle high school; BAC is equivalent to the General Certificate of Education-Advanced Level awarded at high school; the L’1 subject group refers to specialization on languages and modern civilizations; and the L2 subject group refers to specialization on social and human sciences[20].

III. MATERIALS AND METHODS

The questionnaires were given to 60 participants at the end of the first semester of the school year 2023 in the hope that the participants will feel comfortable and confident enough to respond to the questions appropriately. In Senegal, the school year has two semesters. The first semester starts from early October to late January, the second semester starts from early February to late June. The questions range from nominal questions to closed and open-ended questions. The participants are aged between 18 and 21. They had to answer the questions honestly and anonymously. Given the several difficulties related to Internet, the participants could not use Google Forms. But I am keenly aware that used for surveys, Google Forms get instant results as they come in and you can summarize the results at a glance with charts and graphs. These crippling factors prompted me to resort to the classic questionnaires on paper distributed to only 60 participants to sift through the data easier. The findings of the data are presented below as clearly as possible in the form of tables.

Table III: Participants' responses to the nine nominal questions

Question 1: Which skill do you like best in English? Choose between one and two answers only.

Participants' responses (N = 60)							
Reading		Writing		Listening		Speaking	
F	P%	F	P%	F	P%	F	P%
32	53.33	18	30	15	25	36	60

Question 2: Do you do writing exercises in class? Choose one answer only.

Participants' responses (N = 60)											
Always		Frequently		Often		Rarely		Very rarely		Never	
F	P%	F	P%	F	P%	F	P%	F	P%	F	P%
4	6.67	5	8.33	25	41.67	16	26.67	10	16.67	00	00

Question 3: If you do writing exercises in class, how do you find those exercises? Choose between one and two answers only.

Participants' responses (N = 60)	Frequency	Percentage %
a. They motivate us to learn English more.	26	43.33
b. They help us develop our creativity to write.	25	41.67
c. They help us write better and have good grades.	24	40
d. They do not teach us any new things.	2	3.33
e. They do not motivate us.	2	3.33
f. They are difficult and boring.	7	11.67

Question 4: What writing exercises do you often do in class? Choose between one and two answers only.

Participants' responses (N = 60)					
Essay writing		Letter writing		Writing conversations	
F	P%	F	P%	F	P%
29	48.33	29	48.33	19	31.67

Question 5: Do you have good grades in writing that is often graded out of six? Choose one answer only.

Participants' responses (N = 60)							
Yes		No		Often		Rarely	
F	P%	F	P%	F	P%	F	P%
15	25	18	30	17	28.33	11	18.33

Question 6: Do you read again the texts that have been studied in class at home? Choose one answer only.

Participants' responses (N = 60)							
Yes		No		Often		Rarely	
F	P%	F	P%	F	P%	F	P%
15	25	13	21.67	16	26.67	18	30

Question 7: Apart from the texts studied in class, do you happen to read other texts written in English? Choose one answer only.

Participants' responses (N = 60)							
Yes		No		Often		Rarely	
F	P%	F	P%	F	P%	F	P%
22	36.67	12	20	11	18.33	16	26.67

Question 8: Do you consult the English-French dictionary to improve your vocabulary? Choose one answer only.

Participants' responses (N = 60)							
Yes		No		Often		Rarely	
F	P%	F	P%	F	P%	F	P%
26	43.33	7	11.67	19	31.67	9	15

Question 9: Do you copy and paste the text or part of the text during a writing test? Choose one answer only.

Participants' responses (N = 60)							
Yes		No		Often		Rarely	
F	P%	F	P%	F	P%	F	P%
16	26.67	26	43.33	9	15	10	31.67

Source: Quantitative field data (January 2023)

IV. RESULTS

The findings of the survey show that Senegalese teachers do intensive reading in class according to 53.33% of the participants. Reading is their most common activity and it has become a routine during a 2-hour lesson. This stems from the fact that teachers have too large classes and reading seems to be one of the least challenging activities since students may remain seated until the lesson ends with their texts on paper and following the teacher's instructions. Certain writing activities that combine games or any other group work activities is not very often conceivable. Besides, in a large class other non-educational things need to be considered. Well-being matters while heat, promiscuity mingled with an unpleasant odor, sweat and poor ventilation only twist the knife in the infected wound.

The international standard for class numbers in developing countries is 45 students per class. But in Dakar, capital of Senegal, the average is outnumbered mainly by public schools. A significant number of classrooms in the center of the city and in the suburbs host beyond 85 or 95 students. This gives way to a non-quality factor of education [21]. As far as school performance in all subjects is concerned, including English, students' level is increasingly falling. Students themselves are mindful of the alarming situation. [22] The 60 participants surveyed have given their answers about the reason why they just plagiarize instead of producing and have also suggested solutions that might be beneficial to them regarding writing in the table below.

Table IV: Participants' justified responses to questions 9 and 10

Questions	Participants' justified responses
Do you copy and paste the text or part of the text during a writing test? If yes, why?	<ul style="list-style-type: none"> • Lack of understanding. • Poor vocabulary. • Lack of understanding of the instructions. • Lack of thoughts.
What do you want your English teacher to do to improve your writing level?	<ul style="list-style-type: none"> • To do lots of vocabulary exercises. • To do grammar exercises. • To do more writing and communication exercises. • To give more accessible topics for writing. • To do translation exercises. • To do reading activities.

Source: Qualitative field data (January 2023)

V. DISCUSSIONS

The results have supported my two hypotheses as expressed in the introduction of this paper. The teacher's role is to ensure students are apt to develop their imagination and creativity by the intermediary of motivating and engaging communicative activities. Writing is like any other skill. For example, when a radio program is boring, you can flick from one channel to the next. Sometimes the simplest things are the best for students to learn. It is not always true that when a student is in a senior class, the kind of exercise that suits him should require time, energy and concentration.

Writing must be a process. A teacher must not just turn up in the classroom and say to his students "Today I am going to teach you how to write a letter to an official or how to write an argumentative essay." Instead of learning anything, students will just write down an outline with beautiful colored patterns in their copybooks and this stops right here. Some things are not taught but sparked off. The figure below illustrates the writing process whether it is in classroom or in real life.

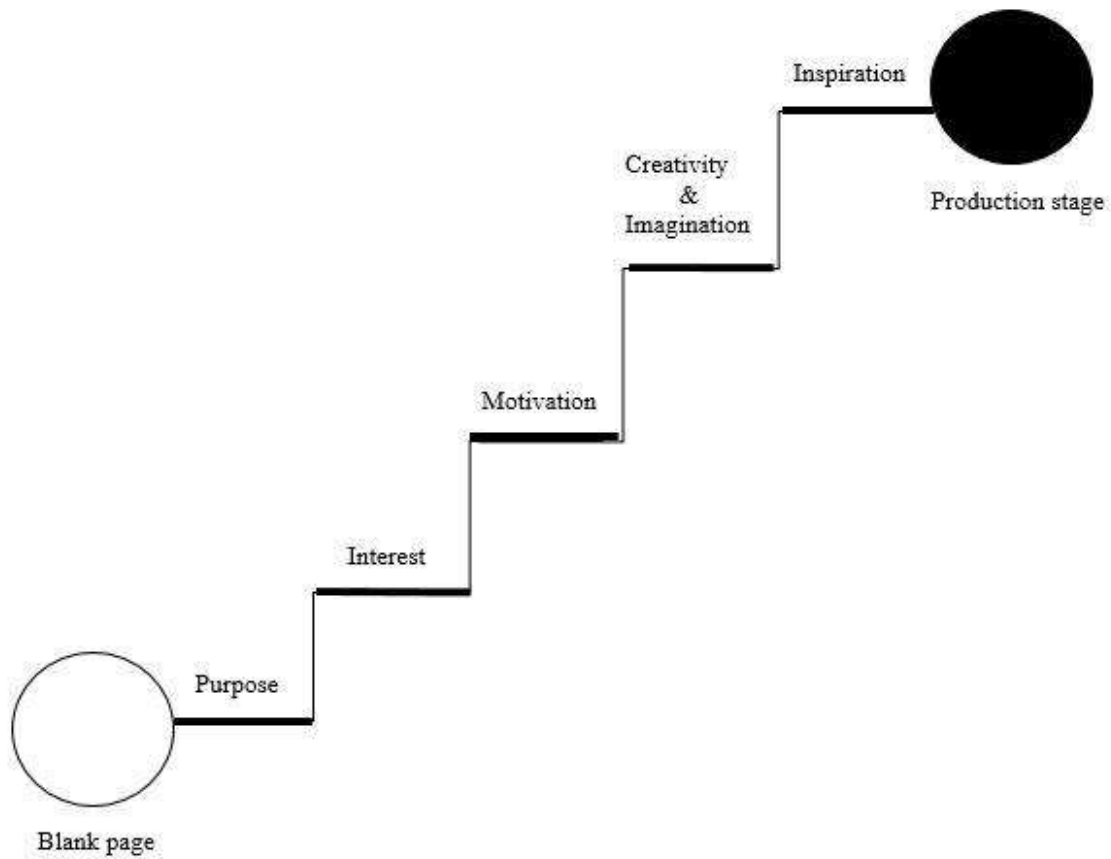


Fig. 1. The 5-step ladder process of writing

Before writing a letter, students ought not to neglect that imagination and creativity must prevail. Then come vocabulary and grammar which are the fundamentals of language learning. And at the top are methods and materials. The figure below classifies these writing stages in a pyramid.

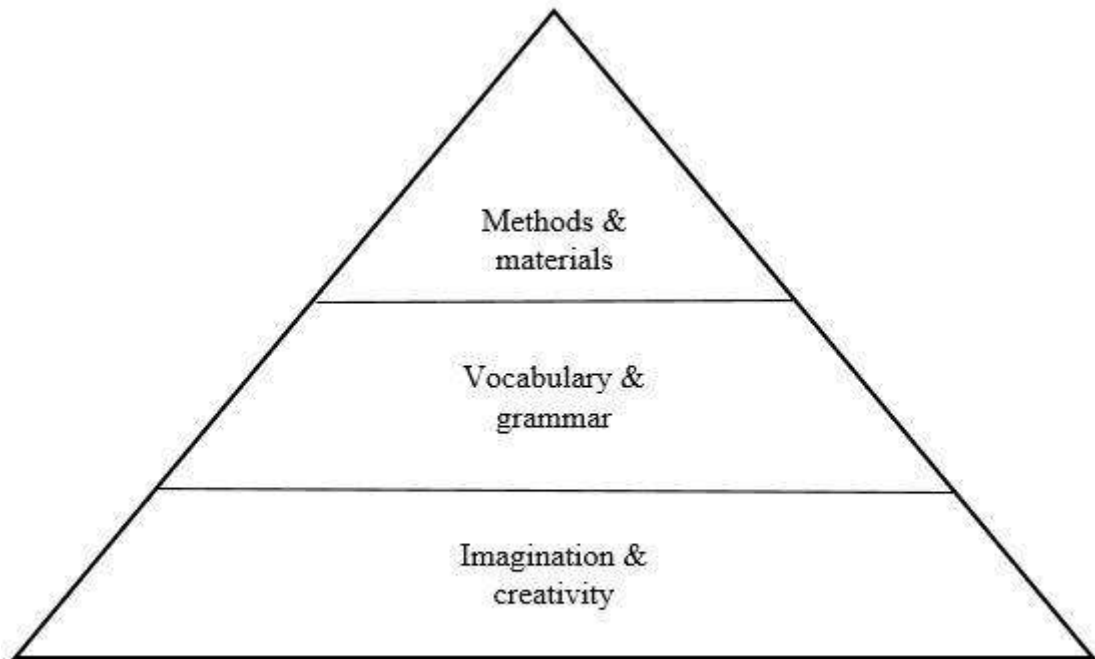


Fig. 2. Pyramidal representation of students' needs for writing

That the same writing activities given to students in preparatory classes must not be given to students in senior classes. The following table is inspired by the Senegalese English National Syllabus [23]. It streamlines ten writing activities from 6^e to Tle classes. It can be improved with other creative activities.

Table V: Non-exhaustive writing activities from 6^e to Tle

	<i>Writing activities</i>	<i>Levels</i>
<i>Guided writing</i>	Short sentence completion	6 ^e & 5 ^e
	Long sentence completion	4 ^e
	Dialogue completion	3 ^e
	Conversation completion	2 nd
	Guided letter writing	
	Guided speech writing	
<i>Free writing</i>	Full dialogue writing	Tle
	Full conversation writing	
	Full letter writing	
	Full speech writing	

Table V does not suggest a perennial solution to the writing issue but it organizes the progressive way to do it in class from short sentences to whole texts. The different levels of study concern middle high schools and high schools. Those levels of study respectively match to the first & second forms, third form, fourth form, fifth form, lower sixth form and upper sixth form. The terms to designate the levels of study are naturally different from one country to another.

From 6^e to Tle, writing in an English language class should be a follow-up activity from reading. At the end of a reading activity, writing should be a shift from process to product, deconstruction to construction, organizational patterns and semantic networks, cohesion and coherence [24].

I propose a writing activity that fosters collaboration, cooperation and kinesthetic learning. I have used the PPP (presentation, practice and production) methodology as it is a direct method that looks more appropriate for a larger audience [25]. This activity is best for students in the intermediate level whose English proficiency ranks between 6 to 7 on a scale of 1/10. As for materials, worksheets, pieces of paper, red pens, and blue or black pens will be needed. The activity is group work-based and may last from one to two hours provided that students swap group members and topics to work on. At the end of the writing activity, students are supposed to be able to make readable and cohesive sentences; to use connectors correctly; and to express their opinion in a readable text.

Give out the worksheets to students. The first exercise should contain three or four sentences with three or four gaps. Ensure the gaps should be filled in with connectors. In a 1-hour lesson, it is better to present just three or four categories of connectors and wait for another lesson to introduce other connector categories. On the other, in a 2-hour lesson, you can present students all connector categories at once. Then you give them a passage with at least seven gaps. Instead of the worksheets, the board can also be used. The following is an example.

Fill in the gaps of the passage with the suitable connectors in brackets.

Samba loves fruit. Every morning, he eats two bananas. ¹_____ (in fact/besides), he drinks a smoothie from a mix of mangoes and papayas before going to sleep. Fruit is said to give lots of vitamins to the body. ²_____ (in one word/in fact), one fruit can sometimes contain up to 5 vitamins. ³_____ (as a result/for instance), pineapples have vitamins A and B6. People who eat pineapples are often resistant to germs ⁴_____ (however/because) these succulent and juicy fruits helps strengthen the immune system. ⁵_____ (for instance/however), Samba must not be a zealous frugivorous person. Last year, he spent one month without protein. ⁶_____ (as a result/in fact), his doctor warned him not to continue because he was exposed to bone fractures, loss of muscle mass and extreme weakness. ⁷_____ (because/in one word), Samba can keep eating as many fruit as possible but his diet needs to be balanced. It is better to have a healthy mind in a healthy body.

Fig. 3. A text with gaps to be filled in with connectors

The way the grammar lesson is presented here requires a TBL approach (task-based learning) [26]. Students are given a task. Then while they tackle it, you supervise them and ensure they are working in pair, comparing answers and discussing. You may want to fix a time for the duration of the exercise. When students have finished, ask them to put pens down and then correct together. You might need to draw a table with three

or seven columns depending on your strategy. So while correcting, use the chart to write the answers in separate columns according to the connector function and give three more examples for each column. Sometimes, the meanings can be given in students L1 to facilitate comprehension. In the Senegalese context, it is French. All the way through, you had best use the board.

It is now time to practice some items in isolation and emphasize on accuracy. The second exercise contains isolated sentences to complete. Isolated sentences help you to be able to test students' ability to use linking words in a large variety of contexts. This practice requires students to understand the meaning of each connector along with its context before completing the sentences. The figure below is an example.

- | |
|---|
| 1. Alima wants to translate her résumé into English however _____ |
| 2. Water shortage is persistent in Mbour. In fact, _____ |
| 3. I want to go to the USA next year although _____ |
| 4. All TV series are not appreciated. For example, _____ |
| 5. You cannot teach English. In addition, _____ |

Fig. 4. Isolated sentences to practice connectors in different contexts

When students are done, ask students to write their answers on the board. It is best to let them write all their answers before correcting. This often offers the teacher the opportunity to revise specific grammar points. For example, as Senegalese students' first foreign language is French, they make confusions about using "for" and "to" when expressing intention. In French, purpose is mainly expressed with the preposition "pour" whose literal English meaning is "for" whereas, in reality, English uses "to" followed by a verb to express purpose, among other words. Another common error is related to using "have" in the negative form. It can either be "have not" or "has not" followed by a past participle or "do not", "does not" or "did not" followed by "have". This depends on "have" as a simple verb or an auxiliary.

Table VII: Common students' errors when writing

<i>Students' errors</i>	<i>Teacher's correction</i>
Abibatou was at the shop for buy candies.	Abibatou was at the shop to buy candies.
Lala has not a car yet.	Lala does not have a car yet.

The teacher must not overlook these common grammar errors. But once revised and well-explained, the production stage of the activity may start with the following steps:

1. Get students to form groups of 4-5.
2. Give each group a writing topic on education, politics, wrestling, social network, etc.
3. Each student writes one sentence about his group's topic in their copybook without using a connector or showing them to their fellow group members.
4. When everyone has finished, they show their sentences to one another to correct their mistakes or errors.
5. After correcting their sentences, each student writes their corrected sentence on a slip of paper.
6. When everyone has finished writing their sentences on a slip of paper, give them flashcards with connectors and ask them to connect their sentences using those flashcards.
7. At the end of the day, students of each group must have sentences which mostly make sense when linked with the flashcards with connectors since they have worked on the same topic.
8. When everyone is done, they take a screenshot of their texts drafted from related sentences. This is particularly enjoyable as the screenshot will always give an idea of what the original text from related sentences looks like. On the other hand, you might ask students to designate a note-taker who will copy down the text. Nonetheless, while the note-taker will be copying the text, others may be starting to use their cellphones or talking uselessly.
9. As a final step, you can ask each group to designate one member as presenter to read out the text of their group.
10. For the time left or in next class, debates might be organized on each group's topic as follow-up.

Even though, English language teaching (ELT) experts recommend getting students do a reading activity before writing, it is not necessarily wrong to start a writing activity without asking students to do a reading task first. The writing activity above evidences this because students have world knowledge and derive inspiration from it to creatively and imaginatively produce a text. But the process of writing does not stop at the production level. After writing, editing must follow. In my 9-year experience of teaching English at high schools and universities, I have noticed that students have a severely poor vocabulary level which urges them to plagiarize. And if ever some of them manage to write, they do not edit their productions. The following figures are good illustrations of those three school failure factors regarding the English language.

Fr and many that doing (cher)
 Fr the population (un sentiment) of
 Fr misere and poverty.

Fig. 5. A student's essay that evidences poor vocabulary

Plagiarism
 To emerge, there are many benefits in living in peace and harmony. Living in peace and harmony can also have a positive impact on the environment. It is not possible to live in harmony with others if the generosity of love is lacking and the all absorbing sense of being united in the world prevails. The to cooperate and communicate with each other, they are more likely to be successful in many results.

Fig. 6. A student's essay that evidences plagiarism

Nowadays, there are more and more conflicts between people. But, now what are the causes for these conflicts? what are the solutions? suggest for eradicate them? In the development in the first time write an article for my english club magazine to talk about the causes and the second line suggest solutions for eradicate them.

the conflicts between people nowadays are more and more frequent because those who are incapable of living in harmony

Fig. 7. A student's essay that evidences lack or rigour

The above illustrations have explanations. Students hardly use a dictionary. Their parents cannot afford to buy them one. Apart from the classroom and their teacher, they have no other options to polish up their English and upgrade their levels. However, they do have hand-outs with texts and exercises, but with no home tuition and no help with their homework, they scarcely revisit the things they do in class. Most teachers are obliged to be multitasking by doing research, designing activities, giving exercises and correcting them. The courses are 90% teacher-centered.

As for solutions, triggering students' imagination and creativity is good. But condoning vocabulary, grammar and methodology is out of question. One of the most famous ELT quotations is from David Wilkins who said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed [27]. Thornbury suggests many ways to learn words from repetition to mnemonics to affective depth [28]. The mnemonics in the following tables are eloquent examples of what an IPC teacher can do for his students to master the pronunciation of past regular verbs ending in "ed" and to master coordinating conjunctions.

[ɪd]

In a swamp Jammeh waded,
By the side a subject waited.
At last, the king's hope faded.
And Barrow's patience was rewarded.

Fig. 8. Pronunciation of past regular verbs ending in voiced consonants [d] and [t]

[t]

So warped
Was his mind, he faked
Honesty and bluffed
Humanity, cursed and chased,
He rushed and dashed
But he got punched.

Fig. 9. Pronunciation of past regular verbs ending in voiced consonants [p], [k], [f], [s], [ʃ], [tʃ]

[d]

Sweating he feared,
In stealing he excelled
His feet, ill-mannered,
Tiptoeing they mastered
His hands disappeared
In everything they valued
But things changed
When the police, enraged,
Got him caged.

Fig. 10. Pronunciation of past regular verbs ending differently from the two tables above

Coordinating conjunctions neither separate *nor* dissociate. They
link *or* join. *So* use *yet* to contrast *and but* for a good reason.

Fig. 10. A mnemonics to remember coordinating conjunctions

Next to poems, mnemonics, and other vocabulary learning technics, the dictionary is an undeniable vocabulary learning tool. So it is incumbent upon teachers to encourage students to buy bilingual dictionaries and reread the texts studied in class. Extensive reading proves useful for vocabulary learning as it helps acquire lexical knowledge unconsciously. Another solution also is to incite students to keep a classroom diary in which they will be writing on their topics. They will need to write on the topics of their choice because learners need to be actively involved in the learning of words [29].

VI. CONCLUSION

The different ways to help Senegalese students boost their writing skills in class are not yet fully explored. There is still a long trek to make. Teachers need to reshape the way they teach writing and students must be supervised both at school and especially at home. It is crystal clear that writing goes hand in hand with reading. Unfortunately, students read less and less. Yet there is a learning process going on when reading because every book you pick up has its lesson or lessons [30]. Today's technological tools are time-consuming

whereas reading takes time and the glass treat takes too much of it [31]. Maybe the answer can yet be found in combining technology with writing and make it so engaging that students will be fond of it.

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