

DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
IBN KHALDOUN UNIVERSITY OF TIARET
FACULTY OF LETTERS LANGUAGES AND ARTS
DEPARTMENT OF FOREIGN LANGUAGES
SECTION OF ENGLISH



EFL Student's Weaknesses in Written Language Production

**Case Study: Third Year Students at Mouloud Kacem Nait
Belkacem Secondary School of Dahmouni**

A Dissertation Submitted to the Department of English in Candidacy
for the Degree of Master in Didactics

Presented by
BOUZIANE Kheira
SI BACHIR Djihad

Board of Examiners

Dr. MADANI habib	President	Ibn Khaldoun University of Tiaret
Dr. D. MOURI	Supervisor	Ibn Khaldoun University of Tiaret
Mr. SI MEREBET Med larbi	Examiner	Ibn Khaldoun University of Tiaret

Academic Year: 2019-2020

Dedication

In the name of ALLAH ,the most Gracious,Most Merciful,All praiseto him alone.

I thank ALLAH the almighty for granting me the power to persue and to finish this work.

I dedicate this work to:

To my parents whose proves me & encourage me to finish my work ,thank you so much for support me and guided me ,thank you for your unconditional love .I ask ALLAH to protect them and bless them.

To my brother and my sisters whome encourage me and helped me in all possible ways.

To my soul mate who believed in me and for accompanied me all this period .who support me and help me with all possible ways.Thank you so much .

To my friend “ DJIHAD” thank you for help .

BOUZIANE KHEIRA

Dedication

I thank allah ,the almighty ,for everything.

To my beloved mother “b.Zohra” and may father “s.djeloul” whose motivated and encouraged me all the way long,their support and constant love have sustained me throughout my life ,thank you for your never ending love ,sacrifice ,devotion and your energy ,I love you ,thank you for everything ,this work is dedicated to you...

To my brothers ,whose believed in me and in my success :ABDELHAK & SALIM .Thank you for being a source of encouragement and inspiration .

To my dear husband “Moussa” who accompanied me all this period thank you for your support .

To my friend “kheira” ,thank you for your kindness and good dealings with me.

Thanks to everyone who helped me in this work ,whether from far or near ,so thank you very much

We thank god,who made us able to do this work fully and as it should be ,praise be to God.

Endless millions of thanks to you all.

SI BACHIR Djihad

Acknowledgements

First of all ,we would like to thank allah for helping us to finish this dissertation.

We are thankful to our supervisor :Dr:MOURI djilali for his encouragement ,kindness patience and insightful criticism and pieces of advice throughoutthis work.

We are like to extend our appreciation to all the teachers & students whome took part of this work.

Our special thankfulness also goes to all people who helped us in our study for their invaluable encouragement and support.

In end,we would like to thank all members of the board examiners for taking the time toexamine the present work.

Abstract

Mastering the EFL writing skill is among the most important abilities that students of English need to accomplish from their English teaching classes. This study mainly aims to investigate EFL students weakness in the written language production . This research additionally aims to reveal the difficulties and common errors that faced students when writing . The participants in the study are (46) randomly selected third year students and also (11) teacher at high school of Dahmouni-Tiaret in order to achieve the main objective of this study. This study implemented a quantitative method , data was collected through two online questionnaires administrated to both teachers and students in order to gather sufficient and suitable information about their views and opinions. The results obtained from the questionnaires confirmed the validity of the questions asked and indicated that students face a major difficulties when writing in English , and this are due to several factors some of them are summarized below; problems with grammar and vocabulary, spelling and punctuation , lack of reading and motivation , mother tongue and first language (L1) interference , also , topic choice, coherence and cohesion difficulty; which resulted a significant weakness in producing acceptable texts such as; paragraphs or articles. Based on these findings , teachers are adviced to take into account EFL students writing problems , and help them overcome these difficulties by devoting more sessions for them to learn writing are among the pedagogical recommendations .

Key words : Writing, Writing Difficulties , EFL Students.

LIST OF ABBREVIATIONS

L1:First language

L2:Second language

FL:Foreign Language

ESL:English as a Second Language

EFL:English as a Foreign Language

EA:Error Analysis

SMS:Short Message Service

SNS:Social Networking Sites

NSW:New South Wales

BSNP:BADAN Standar Nasional Pendidikan.

List of Figures

Figure 1: Linear model of writing process	15
Figure 2: The process wheel	15
Figure 3: The schema of the conceptual theoretical framework	34
Figure 4: Students' gender	38
Figure 5: Students like English language	39
Figure 6: Students English level	40
Figure 7: Motivation to learn writing	41
Figure 8: The level of writing proficiency	42
Figure 9: Sufficiency of writing time in the classroom	43
Figure 10: The degree of dictionary use	44
Figure 11: The degree of writing outside the classroom	45
Figure 12: The degree of reading	46
Figure 13: The degree of English use via Internet and SMS	47
Figure 14: The type of English students use when using Internet and SMS	48
Figure 15: The effect of internet and SMS on students' English writing	50
Figure 16: The difficulties faced in writing in English	52
Figure 17: Aspects of difficulties in writing	53
Figure 18: Aspects of students weakness in writing	54
Figure 19: The importance of reading in improving writing	55
Figure 20: The strategies used in writing	56
Figure 21: Reasons behind students anxiety when writing	57
Figure 22: Teachers' evaluation of students' writing level.....	58
Figure 23: Students achievement in writing.....	59
Figure 24: Effect of out-numbered classes on learners written performances.....	61
Figure 25: Teachers' opinions about what is good writing.....	63
Figure 26: The use of reading techniques in teaching the writing skill.....	64
Figure 27: The approaches used when teach writing.....	66
Figure 28: Teachers' encouragement for students to write at home.....	67
Figure 29: Teachers comment in students' exam paper.....	68
Figure 30: Types of students' errors.....	70
Figure 31: Reasons behind students' errors.....	71
Figure 32: The importance of error correction.....	72

List of Tables

Table 1: Processes and sub processes presumably tapped	12
Table 2: Students' gender	38
Table 3: Students' age	39
Table 4: Students like English language	39
Table 5: Students' English level	40
Table 6: motivation to learn writing.....	41
Table 7: The level of writing proficiency.	41
Table 8: The sufficiency of writing time in the classroom.....	42
Table 9: Reasons for insufficient time for classroom writing.....	43
Table 10: The degree of dictionary use	44
Table 11: Writing outside the classroom.....	45
Table 12: The degree of reading.....	45
Table 13: The degree of English use via Internet and SMS.....	46
Table 14: The type of English students use when using Internet or SMS.....	47
Table 15: Students' justification to the type of English they use.....	49
Table 16: The effect of Internet and SMS on students' English writing.....	50
Table 17: Students' justification about the effect of internet and SMS on their English writing.....	51
Table 18: The difficulties faced in writing in English	52
Table 19: Aspects of difficulties in writing.....	53
Table 20: Aspects of students weakness in writing.....	54
Table 21: The importance of reading in improving writing.....	55
Table 22: Reasons why reading is not important in improving writing proficiency.....	55
Table 23: The strategies used in writing.....	56
Table 24: Students' anxiety in writing.....	56
Table 25: Reasons behind students' anxiety when writing.....	57
Table 26: Teachers' evaluation of students' writing level.....	58
Table 27: Students achievement in writing	58
Table 28: Teachers' justification on students achievement in writing.....	60
Table 29: Effect of out-numbered classes on learners performances.....	61
Table 30: Teachers' justification about the effect of out-numbered classes on learners written performances.....	62

Table 31: Teachers' opinions about what is good writing.....	63
Table 32: The use of reading techniques in teaching the writing skill.....	64
Table 33: Reasons behind the use of reading techniques in teaching the writing skill.....	65
Table 34: The approaches used when teach writing.....	66
Table 35: Teachers' encouragement for students to write at home.....	66
Table 36: The problems faced in students' writing.....	67
Table 37: Teachers' comment in students' exam paper.....	68
Table 38: Reasons for teachers' comment in students' exam paper.....	69
Table 39: Types of students' errors.....	70
Table 40: Reasons behind students' errors.....	71
Table.41: The importance of error correction.....	71

Table of Contents

Dedication	II
Acknowledgements	III
Abstract	IV
List of abbreviations	V
List of Figures.....	VI
List of Tables	VII
General Introduction	1
1.Statement of the problem	2
2.Research questions	2
3.Hypothesis	3
4.Aim of the study	3
5.Methodology	3
6.Research tools	3
7.Structure of the study	3
Chapter One: Writing Skill in English Language Learning	4
Introduction	5
1.1. Writing Definition	5
1.2. Importance of Writing	6
1.3. Reasons for Writing	7
1.4. Reading and Writing	7
1.4.1 Relationship between Reading and Writing	8
1.5 Teaching Writing	8
1.5.1 Approaches to the Teaching of Writing	9
1.5.1.1 The Product Approach	9

1.5.1.2 The Process Approach	10
1.5.1.3 The Genre Approach	11
1.6 The Writing Process	12
1.6.1 Planning	13
1.6.2 Drafting	13
1.6.3 Editing	14
1.6.4 Publishing	14
Conclusion	16

Chapter Two: Difficulties in Written Productio 17

Introduction	18
II.1 Academic Writing	18
II.1.1 Reasons for Avoiding Academic Writing	20
II.1.1.1 SMS and Text Chatting	20
II.1.1.2 Internet and Networking	21
II.2 Learners' Problems in Writing	22
II.2.1 Mother Tongue and first language interference	23
II.2.2 Lack of Motivation	24
II.2.3 Lack of Reading	26
II.2.4 Topic Choice	27
II.2.5 Coherence and Cohesion Difficulty	28
II.2.6 Problems with Grammar	29
II.2.7 Problems with Spelling and Punctuation	30
II.2.8 Problems with Vocabulary	32
II.3 Error analysis of students' writing	32
Conclusion	35

Chapter Three: Data Analysis and Treatment 36

Introduction	37
II.1 Population and Sample	37

III.2 Description of Students' Questionnaire	37
III.2.1 Analysis of Students' Questionnaire	38
III.3 Description of Teachers' Questionnaire	57
III.3.1 Analysis of Teachers' Questionnaire	58
III.4 Interpretation of the Findings	73
3.4.1 Students' questionnaire	73
3.4.2 Teachers' questionnaire	74
3.5 Implications and Recommendations	74
3.6 Suggestions	75
3.7 Limitations of the study	76
Conclusion	80
- General Conclusion	81
- List of references	82
- Appendices	92
Appendix I The Teachers' Questionnaire	92
Appendix II The Students' Questionnaire	95
المخلص	100

General Introduction

Learning a foreign language requires coping with four fundamental skills : listening, speaking, reading, and writing . Writing is the primary ability that must be mastered by learners. It is the basic communication skill that can not be readily gained, it can be transmitted culturally or taught through official instruction. Among the four language skills , writing and speaking are considered useful skills. Of course , there are major variations between them . All ordinary people learn to speak, while writing should be taught to them . Compared to speaking; writing puts greater demands on learners because there are no instant responses in the written communication (Mehrabi, 2014). Also Nunan (1989) agreed that “it is easier to learn to speak than to write no matter if it is a first or second language” (p.12).

Writing is a phase , that is , the processes that the writer goes through in order to create something in its final form . Inevitably, this process can be influenced by the content of the writing , the style of writing, and the way that this process is published has four main elements: planning , drafting, editing, and publishing (final version). Although , writing has increasingly attracted the interest of scholars as a crucial skill that contributes in learning any language , and without which further schooling would be virtually unlikely (Shangarfan & Mamipour, 2011). Moreover, writing is an essential discipline. It is the medium that lets students improve their skills, mastery of the writing system of any language requires the ability to master grammar, spelling, punctuation... ect. These aspects are very important in written language , and any error in these aspects can effect the written production and may lead to misunderstanding. Nunan (2003a) states that writing is the act of thinking to inventing ideas, thinking about how to convey them in good writing and arranging the ideas into statement and paragraph clearly, it plays a significant role in expressing one's concepts, emotions, beliefs, and attitudes . Through writing, people are able of exchange insights , feelings, persuading and convincing others.

Writing skill is generally believed to be the most difficult complicated activity to accomplish even for native speakers of a given language ; as it is also a means of expressing one's thoughts and emotions to the reader. While Grab and Kaplan (1996) said that “probably half of the world's population does not know how to write adequately and effectively” (p87). This means that learning to write has always been one of the most complex language skills. It takes a lot of times and requires considerable concentration. Furthermore, writing skills are important for EFL learners in particular , for it is a major factor for successful academic achievement in

educational contexts. As Richard and Renandya (2003, p.303) stated that “there is no doubt that writing is the most difficult skill for second language learners to master”.

Poor performances in the writing skill wonder about how to arrange details in order to produce coherent paragraph/essay, a well structured piece of writing without mistakes/errors, etc. According to Nunan (2000, p.217), “it is an enormous challenge to produce a coherent, fluent extended piece of writing in L2”.

Statement of the Problem

Writing is considered as one of the most challenging tasks that EFL students face. Foreign language teaching and learning with its four skills is a complex process especially the writing skill, and when teaching these skills, teachers usually follow a certain order beginning with listening, speaking, reading and then writing, it is placed at the end because it is thought to be highly complex and difficult to master even for natives. The majority of EFL students consider writing as the most difficult component of their English language learning skills, the fact that leads to have a low writing proficiency level, this may be due to the lack of practice outside the classroom or lack of ideas or the problems with spelling, grammar and vocabulary, what makes them less motivated with this skill. Feelings that the learners are not willing to write because of their weakness was the main motivation for the researcher to do the current study.

Research questions

In order to accomplish the aforementioned objectives, the study will try to answer the following questions:

- 1-What are the writing difficulties that learners usually faced.
- 2-What are the reasons behind this weakness in the written production.

Hypothesis

- 1.Problems with grammar rules and vocabulary can affect students writing negatively.
- 2.Students may not practice writing a lot due to their lack of motivation to write.

Aim of the study

This study aims to investigate the difficulties faced by EFL students when practicing writing skill and attempt to enfold the factors that cause these problems.

Methodology

The current study is conducted using case study methodology to achieve the main objective of the research .Collecting data from a specific sample chosen randomly from the target population of third year students of English at mouloud kacem nait belkacem high school-Tiaret.Accordingly,two online questionnaires have been administrated to the sample students(46),and teachers(11) ;to answer the research questions and confirm or reject the stated hypothesis.

Note: We also would like to use observation tool by analyzing the students essays ,but since the lockdown (**Covid-19**)we could not access to the copies of students'essays.

Research tools

Two online questionnaires have been administrated ,in order to test the research hypothesis ;one for the students and another for teachers .These questionnaires had served as data gathering tools and gave us information about the difficulties that students face in writing and what are the factors that effect their writing.

Structure of the Study

The present research is divided into three chapters, the first and the second chapter is the theoretical part, whereas the third one is devoted to the practical part.

Chapter one deals with the background study concerning the skill of writing and the importance of writing and their process.

Chapter two discusses with the difficulties that students may encounter, in writing and error analysis. Chapter three deals with difficulties of the selected sample, it tackles the analysis of students' questionnaire, and teachers' questionnaire, and also the interpretation of the findings and some implications and recommandations closes with several suggestions.

Chapter One: Writing Skill in English Language Learning	4
Introduction	5
1.1. Writing Definition	5
1.2. Importance of Writing	6
1.3. Reasons for Writing	7
1.4. Reading and Writing	7
1.4.1 Relationship between Reading and Writing	8
1.5 Teaching Writing	8
1.5.1 Approaches to the Teaching of Writing	9
1.5.1.1 The Product Approach	9
1.5.1.2 The Process Approach	10
1.5.1.3 The Genre Approach	11
1.6 The Writing Process	12
1.6.1 Planning	13
1.6.2 Drafting	13
1.6.3 Editing	14
1.6.4 Publishing	14
Conclusion	16

Introduction

Language is recognized as an individual's communication tool, nearly every day people use language receptively and productively through the use of language. Individuals present their emotions, thoughts, imaginations, inspirations as well as passing on everything to everyone else. Language is not only used as a medium to communicate, but also as a method of presenting human intelligence, this is why language is commonly considered as an indicator of intellectuality (Hassani,2016). Learners also learn language to improve their communication competence. In the process of communication, learners know how to get thoughts and information and how to use the language itself. It is a key to successful learning and a powerful mode of communication that helps learners learn how to construct and organize their thoughts. Writing in a foreign language (FL) is one of the most challenging and complex skill in comparison to the other skills because it requires much attention, effort and practice. In this chapter we have dealt with the terms of writing in its different characteristics.

1.1 Writing Definition

In its simplest form, writing may be just using graphic symbols or reproducing in written form something which has been heard or read. Writing becomes more complicated when it involves producing meaningful segments to carry a message in language, accordingly, Widdowson (2001) stated that “writing is the use of visual medium to manifest the graphological and grammatical system of the language .that this to say, writing in one sense is the production of sentences as instances of usages.” (p.62)

Moreover, writing is a whole process which goes through different steps ,it is not merely limited to express thoughts via written symbols , but also a tool of learning as it is reported by Kate and Guy (2003), “writing is a process of exploring one's thoughts and learning from the act of writing itself from what thoughts are.” (p.1480). Other definitions about writing include Widdowson's (1978) as being an act of producing correct sentences and transmitting them into words on paper, this involves mainly the use graphic language ,in this definition, we are introduced to the skill of writing as a way to recording one's ideas and feelings ,using a correct grammar in a concrete manner. Following Widdowson's definition Trokya and Nudelman (1994), asserted that writing is more than just taking a pen in hand and expecting words to flow perfectly on paper, this indicates how sophisticated writing is, and the steps that need to be obeyed in the process.

Furthermore, writing is defined as a *“reflective activity that requires enough time to think about the specific topic and to analyse and classify any background knowledge”* (Chakraverty and Gautum (2000, p.211)

Writing can also be seen as

A way to explain, educate inform, entertain one's natural social behaviour , professional and personal point of view, or expertise to the specific or broad audience by using words and appropriate vocabulary in a systematic method and flow. People called it writing skill ,some people are natural in writing , some of them learn to write to be natural in writing and someone needs to have good knowledge ,experience about the subject they are writing.

Sharma (2018)

For Nunan (1989), writing is an extremely complex cognitive activity in which the writer is required to maintain control of variables both at the sentence level, including control of contents ,format, sentence structure, vocabulary , spelling and letter formation and beyond the sentence level, in which the writer must be to structure and integrate information into cohesive and coherent paragraph and text, this shows the complexity of task of writing and the clear link to the cognitive aspect that often creates a difficulty to learners during their writing, Nunan's idea about writing gives us more details about the skill of writing that what is overtly seen.

However, Harmer approved that writing is not a naturalistic ability, it has to learn in order to develop the capacity of being good writers; this means that writing is a sophisticated activity that needs to be learned and practiced in instructional settings through experience.

1.2 Importance of Writing

EFL writing has always been considered as an important skill in teaching and learning. As commented by Rao, "EFL writing is useful in two respects: first, it motivates students thinking, organizing ideas, and developing their ability to summarise, analyse, and criticise. Second, it strengthens students learning, thinking and reflecting on the English language." (Rao, 2007, p.212)

As Walsh (2010) said writing is important because it's used extensively in higher education and in the work place. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers or just about anyone else. Much of professional communication is done in writing, proposals, memos reports, applications, emails and more are part of the daily life of a college student or successful graduate. That means, writing is developing the capacities of the students thinking and help them to organise ideas, it facilitate to understand what they study and expressing it in their own words.

Also, “writing considered as a tool used for social events , gender inclinations ,associations of support as well as cooperation ,patterns of time used ,tools ,space and technology ,in addition to the use of other resources” Tan and Miler (2008)

Moreover, Willson (2018) said that

“Writing skill is an essential element of communication. Excellent writing skills enable you to communicate your message with precision correctness, exactness efficiency and accuracy and cure to a greatly wider audience than within face to face or phone communications, communication in all workplaces employees is constantly drafting letters, emails memos observations, announcements, records, documents.”

Briefly, it shows that students are capable to communicate their opinions, thoughts and ideas effectively if they have an excellent writing ability.

1.3 Reasons for Writing

Writing development in history was “a result of the growing industrialization and the community needs that, we no longer have to ask ourselves whether writing is a good thing or not, we take it as a fundamental right.” (Harmer, 2004, p.3)

In other words, Harmer means that we learn to write to fulfil our social needs, and being educated gives people the impression of self-esteem over those who are not so fortunate. Also, Damayanti (2009) identifies three main reasons for writing which are: to explain, to entertain and to persuade. Therefore; while focusing on the purpose of writing, the writer then can move onwards with his writing by aiming at other stages.

In that regard Damayanti (2009) stated that all in all “we come to understand that before starting to write a writer as primary stage needs to give deep thoughts to the purpose of writing, which will justify later on the use of language, the information they require and how to develop and organize them in their writing.”

1.4 Reading and Writing

A simple definition of reading mainly suggests that “it is a process of attaining linguistic information through print.” Widdowson (1979). Rumelhart (1977) also argues that reading is a more complex cognitive process than we think, which includes constructing meaning with the involvement of several elements such as the reader, the text and the relationship between them. Therefore, starting from the 1970s a shift occurred regarding

reading in whereby it has changed from a simple way of decoding messages to a deeper concept of comprehension.

Johnson (2008) claimed that reading helps students become better writers. Reading helps learners enrich their knowledge, ideas, vocabulary and information. In addition, it makes learners able to grasp grammatical features and language structures that help them improve their style of writing. In other words, reading different passages and texts make students familiar with the different aspects of language which enable them to write successfully.

1.4.1 Relationship between Writing and Reading

Reading and writing rather than being private acts are social events. We usually perceive reading as a way of obtaining information with friends. In writing, we also have the role of “*dispensers of information*” when we transmit our ideas. In the classroom teaching, students should have the opportunity to make use of this kind of sharing. By connecting reading and writing they can incorporate the idea of real communication in which readers and writers interact Also “*Writing should not be isolated as a cognitive or academic activity because it fundamentally depends on writers purposeful interaction with print*” Ferris & Hedgcock (2005) this means that when teachers try to teach their students how to write, reading should be an important part of their process for the students.

Therefore, it argued by Hyland (2003) that “*writing together with reading is a central aspect of literacy*” (p.53) this means that to be a literate person, it is both to be able to read and write. Also Eisterhold (1990:88) writes in the same meaning “*good writers are always good readers, and better writers read more than poor writers* (Rupert &Brugman, 1986 p.59) .” (Quoted in Nemouchi, 2008:44)

Briefly, this shows that, before, reading and writing were seen as separate skills, but recent studies shows that these two skills effects each other and there is a relationship between the two, reading make the writing production better, always the students who read more we find their writing assignment better than the students who do not read because they have more knowledge about the topic.

1.5. Teaching Writing

The teaching of writing is a fundamental element of every teaching program at all levels, and the objective for teaching writing is for learners to become self-reliant writers (NSW Board of studies, 2000). Teachers responsible for this mission are well conscious of the

intricacy of the writing skill and process, though “*teaching writing can be rewarding and a breath of fresh air in a rather stagnant educational context.*” (Kirby and Crovitz, 2013, p.9) Therefore, as proposed by NSW Board of studies, “the teaching of writing needs to be explicit for students while distinguishing clearly between academic and community purposes.” (p.21)

Additionally, teaching writing is another complicated process that requires several sides to be satisfied. For the teaching of writing, NSW Board of studies assumes that students are supposed to understand both the aims and the context of their writing in order to succeed at written texts. This implies the teaching of writing for various audiences and purposes. Despite the fact that students may become independent writers, there are still other issues and challenges they face, and with which they need proper guidance (p.26). In addition, students need to be personally involved in writing tasks in order to make the learning experience effective and valuable (Adas and Bakir, 2013).

Writing skill is one of the language skills which are taught to learners. Also, writing skill determine the learners’ communicative competence in English .According to BSNP (2006), Communicative competence are having discourse capacities they are comprehending oral and written texts and producing oral and written texts .Those capacities are carried out into four language skills , listening , speaking , reading and writing .

The teaching of writing skill has some aims and indicators, it is stated in BSNP (2006), that the teaching and learning of writing skills in junior high school is targeted to accomplish a functional level .On the functional level , learners are able to communicate adequately both in the spoken and written form to finish daily activities . Moreover, learners are able to create some monologue short functional texts and essays in the form of procedure, descriptive, recount, narrative, and report, the other target on the functional level is learners can develop their linguistic competence (using grammar and vocabulary).

1.5.1 Approaches of Teaching of Writing

The teaching of writing has been significantly noticeable through adaptation of various approaches, each approach considered the writing skill from a different perspective .Amid these approaches: the product approach, the process approach and the genre approach .These approaches have advanced to make the teaching of writing as effective as possible .Each of these approaches is going to be discussed throughout this chapter

1.5.1.1 The Product Approach

The product approach is also called “the current traditional rhetoric” or “the text based approach”, it is the traditional approach to teaching writing since it controlled the field till the 1980s (Ieki, 1992, p.51). For Nunan, in this approach teachers « will be concerned to see that the end product is readable grammatically correct and obeys discourse conventions relating to the main points, supporting details and so on » (p.36). This means that the product approach is more interesting with the grammatical exactness of the writers and with copying model texts that help them to learn grammar and vocabulary and use them to write their compositions.

Also, “*the product approach is a traditional approach in which students are encouraged to mimic a model text which is usually presented and analysed at the early stage*” (Gabrielatos, 2002). Moreover,

“This approach feeds the students words through teaching vocabulary. The students then merely describe their situation using the same type of words and phrase, there is no advantage for the students to be innovative in their writing since the product content is more important than the process of learning to write”

(Jackson, 2006)

Therefore, Ketchum stated that the product approach is a management system which uses a proven business model; usually one that has been tested by another organization. In this approach, learners are recommended to imitate or transform a model text which is submitted by their teacher to produce a similar product at the end of their writing operation. Consequently, the product approach spotlight on the final product of writing which is commonly considered as students’ achievement in producing a good written text. It also focuses on the correctness of form, and syntax of the final piece of writing (Jordan, 1997, p.165)

1.5.1.2 The Process Approach

In the process approach, researchers determine various steps that writers go through, yet the most usually steps agreed on proposed by Triple (as cited in Badger and White, 2000), they are the four stages model consist of prewriting, composing, drafting, revising and editing. Moreover, Badger and White conclude stating the aim of process approach as to improve student’s linguistic skills and writing development with the help of the teacher as a facilitator (p.155). Rather than the product approach which aims at developing merely linguistic skills using modelled texts. Also, in the mid-1970s, the teaching of writing was

transform from focusing on the written product to concentrating on the process writing. Hays and Flower (2004) said: *“this approach emerged from researchers’ study of the steps that accomplished writers engage in as they write, planning and organizing ideas, translating ideas into text and reviewing and revising the result.”* (p.90). This means that the final result of researchers’ studies about the writing process was the process approach and that gone through analysing what writers do when they made up their written work.

For Nunan (1992, the process approach is *“an approach to writing pedagogy that focuses on the steps involved in drafting and redrafting a piece of work .Learners are taught to produce , reflect on ,discuss and rework successive drafts of the text.”* (p.312) In other sense, the process approach does not limit students’ capacities and inspiration as the product approach ,it is considered as an approach to teaching writing ,and it includes the steps of : planning ,writing some drafts, revising ,editing for grammatical accuracy before publishing the final text . By following these steps , learners will be able to enhance their writing abilities step by step, because the teacher will lead them and act as a facilitator through the whole process by giving them feedback ,enough time and chance via peer and teacher review (Bougey,1997,p.128). To sum up, the process approach concentrate on the development of good writing that is made up of a variety of procedures that are recursive, in which the writer can move backwards and forwards till achieving the final composition. *“The writing process is recursive rather than linear”* (hedge, 1988, p.20)

All in all, the process approach gives a chance for learners to develop their writing and with the help of the teacher as monitor, and a facilitator, this approach is considered to be effective.

1.5.1.3 The Genre Approach

The genre approach is defined as the latest approach in the teaching of writing; however, it is thought to be an appendix of the preceding product approach. (Badger and white, 2000) Moreover, this approach argues that *“when students take into consideration both the context and the expectations of the readers in terms of grammar organization and the content, it happen a successful writing.”* (p.123)

As for the role of the teacher, Lui claims that the teacher is usually a guide who provides students with uphold at the time of writing activities, so they will achieve a mastery over the genres. Also, Peltridge (2004) mentioned that this approach focuses on *“teaching particular genres that students need control of in order to succeed in particular settings.”* (p.01) this contains focusing on discourse features of the text and the context where this text is composed. The objective of this approach is to make learners conscious of the different

components of their writing, as the topic, the arguments and the pattern of the genre, the context and the public who are going to read this type of text. Students organize these elements by studying typical text models in the genre they are going to write before they engage in their own writing. Learners are required to analyse the structural and linguistic features of appropriate genre, and to produce similar text that meets with the conventions of that genre (Miller, 1984, p.151) As a result, from what have been stated, the genre approach is considered as an appendix of the product approach in that the genre approach be seen writing as predominantly a linguistic phenomenon. However, the genre approach concentrates on the social context in which the text is produced.

1.6 Writing Process

The writing process depicts the series of physical and mental actions that people take in the course of producing any type of text. Writing as a skill is consisting of various kinds exists in writing, content and the purposes behind them, they do share the same process, and it is a complex process. Singleton Jackson (2003) refers to writing as “...a mystery to researchers with regard to how the process of writing occurs and what makes it proficient.” In this sense, emphasis is put on the complexity of this task illustrating the interference of various cognitive activities in the task. Moreover, Mandel (as cited in singleton Jackson, 2003) said that, while it is a common misconception that writing is nothing more than an extension of thinking, this is a greatly oversimplified notion. More useful theories exist to explain the process or concept of writing as an activity. Flower and Hayes (as cited in Singleton Jackson, 2003) have studied writing by looking at the involved mental operations as they interact recursively “*planning and generation of knowledge, translation of the plan into speech and editing or reviewing the plan or the newly created text.*” (See table 01)

Process/ Sub process	Task	Description
*Planing	-Iconic memory	-Accessing visual information from task environment
*Generating	task	
*Organizing	1-Ordered letters	-Maintaining ordered information in Working memory
	2-Letter reordering	
	3-Word reordering	-Holding and manipulating information in working memory
	4-Sentence reordering	
	5-Paragraph assembly in working memory	-Holding and manipulating information In working memory
		-Holding and manipulating information in working memory
Goal setting		
Reviewing		

Reading	1-word reordering	-Holding and manipulating information
Editing	2-sentence reordering	in working memory
		-Holding and manipulating information
		in working memory
Translating	1-ordered	
letters		- maintaining ordered information
		in working memory

Table 01: Processes and Sub processes presumably tapped by Various Tasks

Source: Benton, Kraft, Glover & Plack (as cited in Singleton – Jackson, 2003).

Several researchers who were inspired by Flower and Hayes model, among them Harmer (2004), depict the process of writing as four basic steps as follows:

1.6.1 Planning

Williams (2003) claims that “*planning is one of the more effective features of the writing process, although it can be one of the more challenging.*” (p.114) He defined planning as an important step in writing process, writers before beginning to write they collect all the information about the purpose of writing. During planning, writers should take into account three main issues. Firstly, they should determine the aim of their writing or what they want to achieve by their writing. Secondly, they should know their audience (their level of education, age, background, expectations....etc). Thirdly, it is about how to order facts and thoughts that the writer decided to comprise. (Bayrne, 1988, p.31) This issue determines their style of writing, the choice of data, the language they employ and the organization of thoughts. Scardamalia (1978) found that while young writers are often unable to differentiate writing from planning. The planning of the more mature, adult writers was almost four times as long (in number of words spoken in a think aloud protocol) as the text they produced from those plans(as cited in Haas,1989,p.181). In other sense, planning becomes interest of composition researchers, it allows young writers to learn as they write and may be that better to plan more. In a short, planning is the step stone for the writing development by which the writers collect all kinds of information about the aim of writing, the addressed audience, and the information that will be used.

1.6.2 Drafting

Once writers have planned out their ideas, the next step is to start drafting, or writing their ideas on paper. Hedge (1988) defined drafting as the stage where the writer “*puts together the pieces of the text through developing ideas into sentences and paragraphs within an overall structure.*” (p.89). At this stage, writers focus on getting their thoughts on paper, organizing their information logically and developing their topics with enough details for their audiences and purposes. The drafting stage is where you really start writing; the most important thing here is to get words into paper. It is not the time to worry about spelling, grammar, punctuation or the best wording. (Brown and Hood, 2002, p.14)

Murray (1978,p.87) stated that this stage is like the « discovery drafts » where the writers discover what they want to say by the draft paper concentrating on content rather than mechanics (spelling , grammar, punctuation)and form. Although Richards and Renandya (2002) explained that writers, in the drafting stage, are expected to put the arrangement they did in the planning stage on the paper , by using the prewriting plan , learners ‘minds are open to look at the more technical aspects of their writing (p.325). In this aspect, when writers are ready to begin writing their first drafts, they must use one of their prewriting strategies to guide them. As a result , drafting should be repeated many times to reach a good final version of the paper, and writers should focus on the clarity and fluency of their ideas and keep checking mistakes to the final stages.

1.6.3 Editing

Editing is the stage where the draft is polished: it is the final step before writers /learners publish their final drafts. This stage concentrates on linguistic accuracy grammar, spelling and punctuation. (Harris, 1993, p.10) At this stage, learners are participating in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer’s work for grammar, spelling, punctuation, action, sentence structure and accuracy of supportive textual material such as questions formal editing is different till this phase in order that its application not disrupts the free flow of ideas during the drafting and revising stages (Sew, p.318). Also Harmer (2004) proposed that “*the best way that helps the writer to improve the quality of his writing is through revising of one’s’ writing by another reader.*” (p.5). Although, Johnson (2008) noticed that “*in editing stage , learners writing must be clear and simple by using appropriate spelling, grammar and punctuation at this stage , writers are required to correct their errors before preparing the final draft for publication.*” (p.167).

1.6.4 Publishing (the final version)

After editing the drafts and making the changes that needed to be done, writers are now ready to make the final version of their piece of writing to be sent to the intended audience. Donhue concludes that *“the final stage of writing process includes sharing, reflection and assessment of the learners writing.”* (p.14) Williams (2003, also defined publishing as *“sharing your finished text with its intended audience. Publishing is not limited to getting the text printed in a journal .It includes turning a paper into a teacher, a boss, or an agency”*. (p.107)

At this stage , writers or learners present or submit and share their writing with others such as teacher , peers, friends, family or community who can meaningfully respond to their writing and give them a sense of professional authorship . Seow (2002) described publishing as *“sharing, reading aloud, transforming text for stage performances or display.”* (p.199) That is to say, publishing is making information available to the general public. The final version is therefore supposed to be the refined, errors – free copy delivered to the teacher or any entity to be evaluated when describing the writing process as listed above, we will obtain these steps a follow:

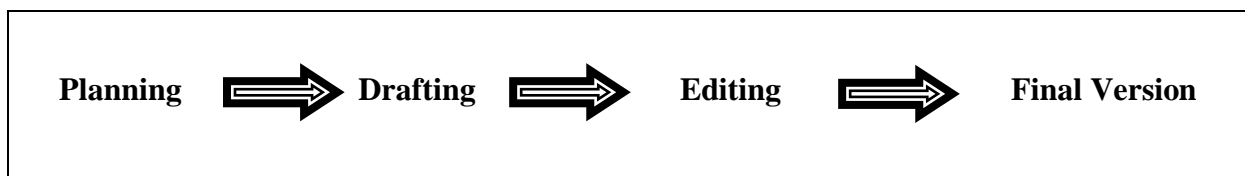


Figure 01: Linear Model of Writing Process

(Harmer, 2004, p.5)

However, the process of writing cannot be considered to follow such a linear representation. Harmer indicates that *“The process of writing is not linear, as indicated above, but rather recursive”* (p. 5). Agreeing with this, Donohue (2009) illustrates:

The writing process is not a linear as presented in this typical model, where a piece starts at the beginning with students prewriting their ideas, and ends when the piece is published.

Instead, the writing process is recursive. This means that the writer is constantly revising the previous stages and finding new ways of refining a piece of writing in order to improve it (p.

9).

Consequently, each step is a matter of repetition, and more often than not we will have more than one drafting, and more than one planning and so on. For this reason, the standard linear representation is not valid and does not reflect what most writers experience when writing. The process wheel as presented by Harmer shows a more agreeable scheme of the writing process, in which it explains the different steps involved in writing and demonstrates their interrelation. It is worth mentioning that these stages apply for the different kinds of writings; e-mails, invitations, letters, messages, shopping lists etc.

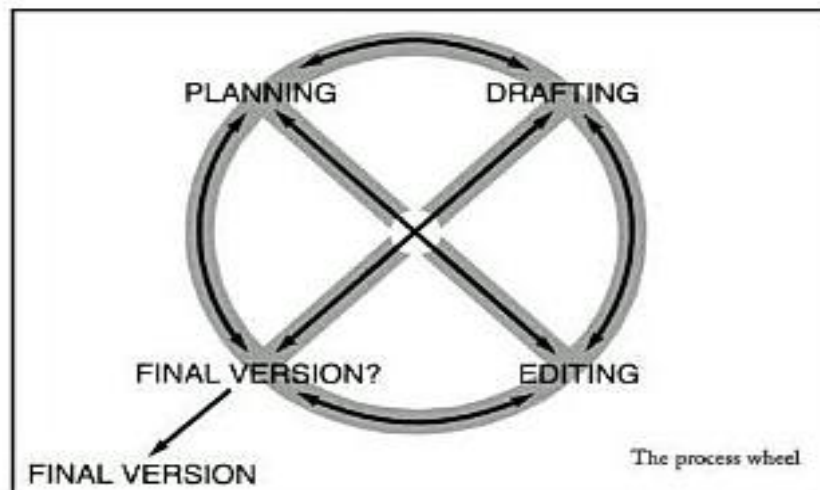


Figure.2:The process wheel(Harmer,2004,p.6).

As a result, the process wheel suggested by Harmer and accepted by other researchers implies the students follow a cognitive process in which they are constantly revisiting previous steps and to end up with the final version.

Conclusion

As a productive skill, writing is significant for students in the learning of the target language. In the context of study, writing is one of the basic elements in the curriculum of foreign language teaching, this chapter sheds light on the theoretical framework surrounding the skill of writing and how it is important in the sense that students should learn and develop for their academic success and as it also refers to the whole process and deals with the teaching of writing in different approaches and the relationship between reading and writing.

Chapter Two: Difficulties in Written Productio **17**

Introduction	18
II.1 Academic Writing	18
II.1.1 Reasons for Avoiding Academic Writing	20
II.1.1.1 SMS and Text Chatting	20
II.1.1.2 Internet and Networking	21
II.2 Learners' Problems in Writing	22
II.2.1 Mother Tongue and first language interference	23
II.2.2 Lack of Motivation	24
II.2.3 Lack of Reading	26
II.2.4 Topic Choice	27
II.2.5 Coherence and Cohesion Difficulty	28
II.2.6 Problems with Grammar	29
II.2.7 Problems with Spelling and Punctuation	30
II.2.8 Problems with Vocabulary	32
II.3 Error analysis of students' writing	32
Conclusion	35

Introduction

Linse (2005) claimed that writing is productive, because the focus is on producing information. However when they are writing, they certainly have more time to think about what they want to say than they are speaking. This is why their sentences need to be right. It is supported by Oshima and Hogue (1997), writing is a progressive activity ;this means that when the student first write something down , they have already been thinking about what they are going to say and how they are going to say it (as cited in Pratiwi ,2012,p.1)

Among the four English skills, writing is usually known as the most difficult but the least liked skill, although it plays a crucial role in language production (Ngoc, 2019, p.74).Also, writing is one of the compulsory subjects in the English curriculum for the high – quality training program to promote students ‘English commands for their academic training and future career development. Actually ,there are numerous factors influencing EFL students’ learning process(ngoc.2019,p.74).All in all students face many problems and challenges that impede the writing process and affect the quality of writing .Due to the difficulty of this skill ,students have lost the ability to write in an organized and academic manner and have become less motivated and this is due to several factors including problems with grammar ,vocabulary ,punctuation, spelling and others .This made them unable to produce and weak their skills ,that what we are going to discuss in the following chapter.

2.1. Academic writing

According to Oshima and Hogue (2007), academic writing is a form of writing used in college and high school classrooms. Academic writing is distinct from creative writing, which is the type of writing you do when you write stories , it is also different from personal writing which is the kind of writing you do when you write letters or e-mails to your friends and family .Creative writing and personal writing are casual so you can use slang , abbreviations, and unfinished sentences .However ,academic writing is formal ,so you should not use slang or contractions .Also you should be careful to compose and arrange full sentences and to organize them in a specific manner.

“Academic writing in English is probably different from academic writing in your native language .The words and grammar and also the way of organizing ideas are probably different from what you are used to ,in fact, the English way of writing may seem clumsy, repetitive and even impolite

*to you ,just remember that it is neither better nor worse than other ways
,it is just different”.* (Oshima and Hogue, 2007)

It means that while the English way of writing appears to be impolite and strange but it's still be a way of writing and it's only different from the other ways . Academic writing is commonly seen as the application of the linguistic rules stored in the students' minds in a printed copy. Meanwhile, Any standards that rely on many aspects of writing ,including structure ,punctuation ,language usage ,vocabulary ,precision ,capitalization and paragraphing ,are necessary for academic writing. Starkey (2004) argues that a piece of scholarly writing should be ordered , descriptive and compitable with precise vocabulary and appropriate word use. Also Valdes (2019) said that students, professors, and researchers in every discipline use academic writing to convey ideas, make arguments, and engage in scholarly convention. Academic writing is characterized by evidence, based arguments, precise word choice, logical organization and an impersonal tone.

Irvin (2010) considers academic writing as «a form of evaluation that asks you to demonstrate knowledge and show proficiency with certain disciplinary skills of thinking, interpreting and presenting » (p.8). Also an academic argument also refers to logic and provides proof to justify an analytical stance. It is important to present your argument in logical order and to arrive at conclusion. However, academic writing can take many forms ,you may be asked to write an essay ,a report , a review or a reflective article ,different styles adhere to teach of these types of academic writing. So always check with your lectures, in academic writing writers always interact with each other's texts and so there will be frequent references to the ideas thinking or research of other authors .Writing in this field you must give credit to those with whom you are interacting and there are structured guidelines for referencing and citation. Also, in academic writing it is important that when a claim is made it back up by reasons based on some form of evidence; it is expected that the author takes a critical approach to the material being explored (Creme and lee, 2003 and borg, 2008).While Tarnopolsky and Kozhushko (2007) explained academic writing as « the most creative type of writing that can be taught to students of English as foreign or second language » (para.4). That means, it is necessary for English learners to learn academic writing as a foreign language So ,academic writing considered as a tool for success if mastered perfectly by learners and it will result in high sense of research skills ,information analysis and other skills such as arguing , organizing and sharing personal opinions (Whitaker,2009)

2.1.1. Reasons for avoiding academic writing

When you writing a paper ,you want to communicate to you reader that you have thought carefully about your ideas ,if you write in an informal style that reminds the reader of a casual conversation ,your reader may not take ideas as seriously. In fact, There are several reasons that influenced the learner academic writing and his ability to write .In this study two main reasons are going to be studied ;SMS and text chatting and the second is internet and networking.

2.1.1.1. SMS and text chatting

As the progress of modern life continues to expand ,so does the ways of communication in an effort to communicate people and close gaps between them .Text messaging is a cell phone functionality that is commonly adopted nowadays by an increasing variety of people .The 1990s have seen a significant development in the mobile phone industry ,with the introduction of the short message service (SMS) ,also referred to as text messaging or texting . This allows for communication at a cost that is less than of a phone call (Mirza ,2015). Thurlow (as cited in Mirza,2015) stated:

In order to make SMSing faster and more cost-effective ,the cap of 160 character per SMS has inspired users to devise space saving tactics ,as reaching this cap results in the user paying for sending an additional SMS (para.2).

“The limited space of an SMS has resulted in inventing new ways of including as much information needed in a concise way .Such strategies may include « a significant amount of abbreviation ,and creative use of punctuation and symbols » (Mirza,2015,para.3).The increasing use of SMS along with SMS strategies among people especially students in questioned ;if such a feature can impact students ‘academic writing in any particular way .In this study of investigating the presence of features of SMS in students’ written works , Mirza (2015) discovered that students’ have shown few features of SMS speak ,whereas results derived from questionnaires revealed that the majority of participant were frequent users of SMS ,and they believed that their academic writing was affected by SMS in terms of spelling ,inappropriate use of abbreviations and acronyms .Another study was conducted by Dansieh (2011) where he surveyed a large number of both students and teachers . Results came to show that the majority of the population confirmed that SMS have a negative effect on their

writing skills .Contradicting with these findings ,Crystal reported that text messaging could have some effect on pupils’ writing ; but did not consider as a major problem and he argued that the more students write ,the more they improve upon their writing skills .Therefore ,its increased use rather enhances the literacy of users ,especially the youth instead of harming it (as cited in Dansieh,2011). Moreover, Dansieh (2011) reported a third party which considers SMS texting of no effect. Presumably they stated that language used while texting is another language separated from English that will cause no negative impact ;since students are able to distinguish between « slang ,lingo and correct English » Russel (as cited in Dansieh ,2011).

2.1.1.2. Internet Networking

Since the introduction of social network sites years ago ,to communicate with friends and family has been easy one you have access to internet .The internet has been given us the ability to connect with people from around the globe with a few clicks of a button and you can easily send information to a friend or get information .Social network sites (SNSs) such as Facebook ,Twitter ,YouTube ,Skype ,have attracted millions of users ,many of whom have integrated these sites into daily practice . « ...they find it difficult to study for one hour without login to one network sites ».And as a result ,many have become more and more addicted to it to extreme limits ,this issue is not an exception for students (Egedegbe ,2013,para.2) This increase in internet networking sites (SNS), and the constant use of it ,among students particularly leads to the question stating the nature of influence of internet networking on students’ writing proficiency .

Nowadays, internet and social networking sites (SNS) are used for different reasons. Ahn (as cited in Mingle and Adams, 2015) indicated that « social network sites (SNS) provide a platform for the youth to participate in communities that help them to learn, and practice skills within a particular knowledge area ».This claim proves that SNS are a way by which people can benefit from in learning. While Risto (2014) claimed that « ...educators fear that students will draw upon their most frequently utilized form of communication ,texting and social media ,for their sentence patterns ,grammar ,punctuation ,and word choice ».As result ,internet can be used in enhancing one’s skills in writing it also inhibit it . Moreover, a number of studies , Horton, Alloway and Dawosn (2012) ; and Wood et al (2014) (as cited in Mingle and Adams ,2015)have been conducted which confirmed that the use of internet and social networking have a negative effect on spelling and grammatical understanding of

learners. Otherwise , the internet revolution changed the information world with regard to sharing ,speed ,storage and retrieval of information in whatever form regardless of the person's location (as cited in Mingle and Adams ,2015).Where Tuckman (1975) defined performance as the apparent demonstration of understanding ,concepts ,skills ,ideas, and knowledge of a person and proposed that grades clearly depict the performance of a student .Hence , their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance (as cited in Egedegbe ,2013).

To conclude, internet and networking sites have marked a great importance in our daily life and have become « ...on of the most important factors that can influence educational performance of students positively or adversely ».

(Egedegbe, 2013, para.16).Moreover, these services have influenced both positively and negatively students' academic performance especially at the level of writing skills. Therefor, learners must be made aware of these consequences so they can make effective use of internet and social networking sites (SNS).

2.2. Learners problems in Writing

As they learn to write inside or outside the classroom settings, learners encounter difficulties which hinder their writing proficiency .The writing difficulties are commonly shared among English native speakers, and even students who are learning English both as a second or foreign language (Aragon, Baires & Rodriguez, 2013) AlKhasawneh (as cited in Huwari & AlKhasawneh ,2013) states : « EFL learners showed that they have many problems when writing in English ...that's because they rarely write in English » (p.2) Writing is also highlighted as one of the most difficult skills to master , McInTyre & Gardner(as cited in Huwari & Alkhasawneh,2013).Many of the problems that have been presented here are not only for native English speakers but also for thrones that are learning English as a second or foreign language (Aragon, Baires & Rodriguez, 2013,p.13).Where is more difficult for a foreign or second language learner .Since they have to think in English , notin their native language . Besides, if they have not developed this ability in their own language, probably it will be impossible to become a good writer in a field that is completely strange to them. (Aragon,Baires &Rodriguez,2013,p.13).Moreover, « ...not only self-strategies influence students 'performance ,but also the effectiveness of the methods and

techniques that teachers apply in their English composition courses. » (Aragon, Baires & Rodriguez, 2013, p.1).Also, « ...good writing requires practice and appropriate feedback, which teachers must never de-emphasize » (Aragon, Baires & Rodriguez, 2013, p.1)

Learners in this study have displayed difficulty in beginning to write, developing ideas; they also found problems with using technical skills and appropriate written compositions .In short, this implies that learners faced a variety of problems and issues during their writing composition.

2.2.1. Mother tongue and first language interference

Writing is a complex process which demands cognitive analysis and linguistic synthesis, it is even more complicated to write in a foreign language and it takes considerable time and effort to become a skillful writer. Many studies indicates that for EFL students there tends to be interference from their first language in the process of writing in English ;the present study sets to explore EFL learners major writing difficulties by analyzing the nature and distribution of their writing errors and it also investigates whether there is relationship between students first language and their writing . Also, the role of mother tongue in second language has been the subject of much debate and controversy .Most teachers feel that the use of first language should be minimized and they feel guilty if they use it a lot .Against the use of first language/native language. Kumar (2014) said that it is the general assumption that English should be learned through English ,just as you learn your mother tongue using your mother tongue (p.572).

According to Ashworth (1992), mother tongue or native language is language that the person acquires in early years and that usually becomes her/his natural instruments of thought and communication . An online essay, entitled « Mother tongue »defines mother tongue (first language/native language)as the language a person learns first correspondingly ,the person is called a native speaker of the language .Moreover, the mother tongue is part of child's personal , social and cultural identity .It is this identification we recieve from speaking our mother tongue that enforces good social habits of acting and communicating (Kumar,2014,p.573).The ability to write well is not naturally acquired skill ;it is typically taught .It must be exercised and experienced by experience, where learners are writing the way they speak, they really faced many problems in expressing themselves systematically and logically ,either in the mother tongue or foreign language.

Otherwise,(Jie,x)said that one of the main obstacles in the acquisition of the second language is mother tongue or L1 interference, particularly in productive skills of speaking and writing skills .Mother tongue interference affects L2 learning as « language » is considered as a set of new habits while learning is considered as the establishment of habits (as cited in Ab Manan, Pillay,Adnan,2017) .Also Kaplan(1966)stated that Arabic speakers pass rhetorical habits from their mother tongue into their English writing .This interrelationship is not unique to Arab students ,Wang (1999) also examined the usage of references in the first language and their impact on cohesion in second language English students which had been done in this field ,showed that EFL learners commit errors because they think in their native language and that they translate their thoughts into second language or foreign language .Although the use of mother tongue in learning English language is usually obvious in Algerian ,since they feel that it will promote their learning .Thus, this can also influence their writing skills, the most of students have writing weakness due to the bad language proficiency ,and they do not understand language differences between their mother tongue and English language.

All in all ,writing has a great importance in any language because of its impacts in academic ,professional and occupational domains ,which necessitates giving it more attention and more awareness of its difficulties .Also ,teachers need to practice learners in writing more to develop this skill in terms of coherence and expansion of ideas, writing conventions different from one language to another .In any way ,not any person is a naturally gifted writer ,while foreign language teachers emphasize the need for EFL writers to think and write as far as possible in English to avoid the impacts of the mother tongue or the first language.

2.2.2. Lack of Motivation

Language learning is affected by social ,cognitive factors and the learners personality in general .Accordingly ,when the question refers to the students personality ,other facts such as motivation ,attitudes and behaviours are implied (Melouk,1991 :89).It is already known that, through language, learners actively construct their vision of the world ,including value systems beliefs and attitudes (Harris,1993 ,p.10).In addition ,showing interest to learn or communicate with the foreign language is generally underlined by motivation .Richards in (Robinett and Schachter,1989 ,p.202) claims that : « Motivation to achieve communication ,may exceed motivation to produce grammatically correct sentences .Motivation towards the act of writing itself exists once the learners have an interest to communication .At the same

time , it demotes that a lack or absence of motivation may lead to unsuccessful acquisition of the writing skill. If foreign language learners are motivated to integrate the foreign language knowledge, they will develop a higher level of proficiency and their positive attitude can have a positive effect in their written production .It is suggested that students' attitudes towards learning writing may constitute the first step of motivation in order to become a good writer in English .In short, in order to achieve a good English written product ,learners need to the knowledge of the foreign language system (grammar) ,they need to read in English ,they need to practice frequent linguistic activities to train themselves in writing . However, all these cannot lead towards success unless the learners show an interest to become skilled writers. Without the learners 'motivation, these potential factors which are collaborators in any successful writing, may not work to helps him/her to master writing.

Moreover, it is accepted in most fields of learning that motivation is fundamental to success and achievement. Harmer(2006a) claimed that : « people involved in language teaching often say that students who really want to learn will succeed whatever circumstances in which they study .They succeed despite using methods which experts consider unsatisfactory .In the phase of such a phenomenon, it seems reasonable to suggest that the motivation that students bring to class is the biggest simple factor affecting their success » (p.3) This means clearly that motivation is strongly related to achievement ,and learners 'motivation makes the mission easier and more pleasant for both teachers and learners. For Zamel (1997), the writing class should take into account the learners objectives and goals for writing, writing tasks can developed quickly when students concerns and interests are acknowledged ,when they are offering a lot of opportunities to write and when they are encouraged to become participants(as cited in Al faki,2015,p.47). According to Leki (as cited in Al faki,2015,p.47),the desire on the part of the writer to communicate something is very important because it is much more difficult for learners to write about something they have no interest in .Silva (1990) believes that is both reasonable and motivating to allow learners to choose their own topics and that when learners are allowed this freedom ,their work is more successful .Similarity , Hudelson (as cited in Al faki,2015,p.47) found out that the quality of writing was better when students were allowed to make decisions about their topics .In addition , pincas (1982) thinks that for all ages and levels ,motivation is increased if writing is placed in a realistic context(as cited in Al faki ,2015,p.47) .Byrne(1988 :2) believes that most of writers write less well if they are obliged to write about something that they do not want to write about .While to Boscolo and Hidi (2008) claimed that « there are two questions that language skill teachers frequently pose to writing. First, why are students so often not

motivated to write? Second, how can their motivation to write to be increased? » (p.7) So Harmer (2006a,pp.32-45)declared that there are many hidden forces which demotivate them to achieve certain writing level fear of failure which means the fear of not achieving our purposes or value in some context specifically in the context of competence or efficacy .It is also closely related to the fear of rejection .The source of this fear of failure among the majority of our students is that they are afraid of making mistakes .They feel weak and never recover the state of protections ,so they become hunted by failure .

In short , learners regard writing as a risky adventure whose results can be anticipated .Learners' phobia grows from the fear of being corrected ;they fail into the trap of pleasing the teachers ,satisfying the mates and the self and confronting the fear to learn and enhance their writing level and ameliorate their low achievements (Boscolo and Hidi ,2008,p.9)

2.2.3. Lack of Reading

Reading is a valuable instrument for developing learners writing for it is the study of what is written. Some reports by Krashen (1984) (as cited in Harmer,2006b,p.224) compared classes that did more reading than writing allowing the conclusion that the reading group of students made better improvement than the writing ones in the writing test. What is, even if the two skills are separated, for reading is a passive activity while writing is a productive one, they are nonetheless complementary and can be closely developed.

The problem of lack of reading habits originates from the beginning of the 21st century .The technologies such as TV and Twitter ,the key explanation for the phenomenon is breakthrough ,as in the case of source of knowledge they have replaced books. While, Byrne (1991) argued reading should, of course,be the target in itself and is in any case more critical than writing, but the two skills can and should be developed in close collaboration (p.22). In this respect ,many surveys are done to affirm the existence of the relationship between reading and writing .The results have proven that really there exists a relationship. Furthermore, reading in the classroom is recognized as the appropriate input to develop writing skills for it is generally assumed that reading passages will somehow function as primary models on which writing should be taught or learned in any manner.Accordingly : « it is reading that gives the writer they feel for the look and texture of reader based prose » (Kroll,1997,p.88) That is why Raimes (1994) emphasized the use of reading technique when teaching writing to the learners because « readings can do far more in the teaching of writing than simply provide subject matter for discussion and for comprehension topics » (p.66), this

means that ,when the learners read ,they consciously interact with the foreign language and culture ,in our case it is English which they have little occasion to speak or hear spoken face to face .she proceeds to contend that the more our learners read ,the more they become familiar with the vocabulary , idiom, sentence patterns organizational flow, and cultural assumptions of native speakers of the language (Raimes,1994 :66) In other words ,reading is a pre-condition for writing as it plays an important role in its development . If he does not read often,he will not better writing.

In any case the two skills go hand-in-hand, and one does not work without exploiting the second .We often read to get the details we need to include in our writing .However, among our third-year students,this ideal way to enhance the learning of students is completely neglected.All of them agreed that the lack of reading is the main factor behind their poor performance and writing achievement.

2.2.4. The Topic Choice

In written development all learners have encountered difficulties because they have lack of many vocabularies ,grammar, and lack of written exercises and ideas ,most of the learners faced problems in choosing topics correctly ,which hinder their writing performance. The issue of self-selected resources has always been associated with the concept of choice making. Earlier studies on behavioral psychology have indicated that providing a choice of academic task usually affects students ‘classroom engagement Cosden, Gannon &Haring ,1995, &flower day and shraw,2000(as cited in bonyadi,2014).

Shraw, Flowerday & Lehman (as cited in Bonyadi,2014) identified three ways to increase interest based on presenting meaningful choices to students ,selecting well-organized texts that promote interest ,and providing background knowledge required to fully understand a topic. Which implies that the learners should be confident in the topic that have been provides to be limiting for respect the topic and use the appropriate ideas, it is important for students to keep in mind that an initial topic that they come up with ,will not be the same topic about which you end up writing. While it has been argued that self –selected topics typically make fewer demands on the processing ability to students, because students are likely to choose common topics. In fact engaging students in descriptive writing experiences was the best way to develop students writing ,or to allow them to choose their own writing topics .Bereiter & Scardamalia(as cited in Bonyadi , 2014,p.3) .In other sense, many students

usually consider feedback from other people when selecting topics, nevertheless, it should be emphasized that the process of selecting a topic is exactly what the students want, this is a strong motivation for writing and for produce more ideas.

Overall, self-selection and writing skill suggest that there are some good arguments for students to pick their own topics and teachers avoiding the use of prompts. Teachers will also inspire students to write about what they feel important in their own lives, and they believe that this will direct the writing curriculum in classrooms (Bonyadi, 2014, p.3).

2.2.5. Coherence and Cohesion

In academic writing, coherence and cohesion are very important aspects; they play a significant role in keeping the concepts of the writer's ideas clear and logically related to each other. A good academic writing requires a good combination of cohesive links and coherent features in the text. In writing we have the vocabulary should be carefully chosen, the sentences are logically related, the ideas are clearly expressed and the paragraphs are coherent, based on the answer of some students who are aware of the importance of coherence and cohesion in academic writing, but till now they find it very difficult to achieve.

According to Ahmed (2010) the main reasons of coherence and cohesion difficulty is that students faces a various of challenges including lack of motivation, lack of confidence and writing anxiety (p.213). Also, in English essay writing, a variety of factors contribute to the coherence issues of students. First, the effect of topic-specific background knowledge was seen as influential on the general quality and local coherence of student writing (Langer as cited in Ahmed, 2010, p.213), second, Lee stated: it was highlighted that low English proficiency students find it difficult to develop coherent writing due to paying attention to language matters rather than making meaning (as cited in Ahmed, 2010, p.213)

In fact, creating a coherent piece of writing is an enormous challenge, particularly in one's second language. This is magnified by the fact that the rhetorical conventions of English texts -the structure, style, and organization- often different from those in other languages as they require a great effort to recognize and manage the differences, this is particularly true of the rhetorical conventions of the Arabic language as students' first language (Ahmed, 2010, p.211). While Qaddumi (1999) claimed that a variety of research papers in the Arab world have spotlighted the coherence problems of students in English writing. For example, The written studies of Arab students showed that repetition,

parallelism, sentence length, lack of variation and misuse of certain cohesive devices are major source of in coherence and textualisation (as cited in Ahmed,2010,p.212).On the other hand ,Wany and Yang (2008) indicate that it is simple for students who follow a specific outline and intend to arrange their ideas and link them to each other ,some of the students tend to make an outline before they start writing their tasks ,but they still have that problem . The explanation for this difficulties may be due to the fact that they do the academic terms ,and the form and organization of the academic content,as one of the respondants said.

Written texts need to be coherent to be understood by the reader .Hyland (2006) defined coherence as « the ways a text makes sense to readers though the relevance and accessibility of its configuration of concepts ,ideas and theories »(p.311). From this point of view ,coherence requires logical connections at ideas level (topic).Thus, so as to facilitate the reader's comprehension ,all the sentences that make up each paragraph have to be orgnized logically by following a continuous order based on the message they are trying to convey (Hinkel,2004) Within this framework ,coherence is important in writing as it relates to expressing consistent and understandable ideas in a text ,also cohesion plays an important role in academic writing because it affects the interpretation of a writers discourse.

At the whole,it is really important to create coherence in scholarly writing and other form of writing .this element may be crucial to the writer's progress or loss in communicating his/her ideas and thoughts to the reader .Kane (2000) and Creme &Lea (2008) argue that maintaining coherence in writing is the most important element to produce a successful piece of writing because it arranges and links ideas in a way that allows the reader to comprehend the text easily.

2.2.6. Problems with Grammar

Grammar was defined by Neuleib (as cited in Hartwell, 1985) as « the internalized system that native speakers of a language share. » (p.205) A more detailed definition was proposed by Harmer (2001) as « the description of the ways in which words can change their forms and can be combined into sentences in that language » (p.12) These ways are called « the grammar rules » that are basic elements in every language ,and are also inseparable from writing (Hartwell ,1985). Moreover, grammar is the central factor that distinguishes any language and without grammar there is no language. Seely (1998) defines grammar as « a group of rules that determines how language works, and describes things in practical way. It

can be classified into two: syntax and morphology » (pp.159-160).It means that the engine of the language is the grammar; it works via morphology which is the form of words and syntax which means the arrangement of these words to convey specific meaning in a form of clauses, phrases and sentences.

According to Nunan (2003b) grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. It is a very basic knowledge and an important tool for students to master English; it is a science that teaches students how to speak, to read, and to write English correctly, as well as learning grammar that will allow students to know about the language structure so they can compose words into meaningful sentences. Grammar rules mostly contain multiple rules such as tenses, prepositions, word class, voice and many others .For many students , these rules pose a problem in writing. The main writing difficulties students find in relation to grammar is the low understanding of grammar which results later on in difficulties in arranging proper writing (Bahri and Sugeng, 2010). Although, learners have a number of problems in their attempts to write in the second language « as verbs take different forms depending on tense and subjects they are used with , they create problems for second language writing students » (Tyner,1987). Similarly, Kharma(1987) states that students have issues with subject verb arguments, pronoun references, and connectors.

Grammar is also one of the elements of the English language that students must be learnt and understand. Difficulty is an abstract term which stuck in our mind on the basis of certain points of view. Students are likely to have problems in writing, when they practice to write on paper. There are several errors that they make, when they do writing. « Errors give the writer evidence of difficulty which students have problem in doing writing, although they do not provide him with all the possible evidance, nor are they to be taken as the only proof. » (Halder, as cited in Bahri, 2009, p.3).

2.2.7 Problems with Spelling and Punctuation

Spelling and punctuation are two common writing difficulties among students .It is assumed that learning to spell words correctly would take place in the early stages of language teaching.Yet it is not always the case for spelling may become difficult in some instances. Due to the influence of other languages, variant pronunciations and other historical

reasons, the English spelling system which has become inconsistent is complex for students (Gowere et al, 1995).

Misspelling is a complicated problem encountered in schools by EFL learners. This problem first emerged in students' education. It can increase if teachers deal carelessly with this problem because they focus on the meaning of the word not on the form of it. In addition, students often spell incorrectly because they do not have the automatic of words so when they have automatic of words, this problem will disappear. Thus they do not know how the spelling system works (Harper, 2016). While Frith (1980) argues that « learning to read should imply learning to spell, and learning to spell should imply learning to read » (p.496).

Moreover, the English is unusual in spelling and complex than other languages (Seely, 1988). One letter can have different pronunciations in English. Certain words are spelt the same, but they have different pronunciation and even different meaning. And that due to various factors that shape the spelling problems for EFL learners and also for native speakers such as quickly writing so learners through writing are unaware of the form of words. Another reason that English writing system is complicated since 26 letters generate 44 sounds this means it represents various spellings. This makes students feel confused (Reed, 2012).

On the other hand, punctuation poses an obstacle in writing. Three topics relating to punctuation are highlighted by Carroll and Wilson (1993), first, punctuation rules are not totally exact, punctuation is complex, and defining the meaning depends on one's design. Since punctuation makes a distinctive form of reading the meaning, the form of student punctuation writing will totally modify the context. Brown notes that human learning is fundamentally a practice that is inevitably accompanied with errors. Wrong findings and correct assumptions represent imperative aspects of learning in any language. With punctuation marks, particularly those that do not end the sentence, the errors associated with the use of commas and semantics are all between languages. Awad (2012) reports that the most common errors were as follows: excessive use of commas instead of periods, incorrect use of capital letters, misuse of quotation marks, and misuse of semicolons respectively outweigh the significance of both punctuation in written and oral communication sessions.

Punctuation allows the writer to separate a text into sections which signify the beginning of ideas and their ends that help the reader to assimilate them correctly and develop a clear interpretation. Therefore, pupils need to pay attention to the way they punctuate, which is in most cases a problem for them.

2.2.8 Problems with Vocabulary

Vocabulary as stated by Nation, is an important features of language skills (as cited in Mehring, 2005).Vocabulary is defined by Cambridge dictionary as « all the words known and used by a person » Proficiency in English language depends on the knowledge of its vocabulary possessed by the second and foreign language learners and even the native speakers .Though ,it is crucial to learn the vocabulary ,it presents many issues ,particularly for non-native English students.Students with low vocabulary display poor academic performance in various courses related to language skills (Afzal, 2019, p.81.This means that writing requires a rich vocabulary in every language and that makes the writing ability the biggest challenge

In general ,language –related problems are:students who do not remember essential terms to use ,do not use acceptable terms and poor vocabulary . .More importantly ,knowing words generally means knowing their meaning ,basic forms (Shejbalova’, 2006), and their distribution (Lado,1955) which often results a confusing for students at numerous occasions. Nakata (as cited in Mehring , 2005)noted that vocabulary acquisition is an ongoing process that requires students ‘ constant repetition and use of words to be effectively attained in long term memory ,and then retrieved once needed. Developing vocabulary through memorizing words of a list is not sufficient for students to acquire vocabulary they need to learn words as a part of the context in which they occur .This method is proven to be beneficial for « it helps the student understand the words ‘correct usage » (Mehring ,2005, p4) Moreover , Yongqi Gu (as cited in Mehring,2005) asserts that « vocabulary acquisition is a learner –centered activity with the effectiveness of the learner’s strategies depending on his/her attitude and motivation towards new vocabulary acquisition. »

As a result, vocabulary will have a major influence on the significance of learning for students, and the contribution it adds to the value of writing ability. So, the language learners must enrich their word-repository and improve their linguistic repertoire by increasing their vocabulary.

2.3 Error Analysis of Students’ Writing

Error analysis is one of the most common of second language acquisition theories .It involves the analysis of the errors made by L2 learners by comparing the learners ‘acquired

norms with the target language expectations and describing the established errors James (as cited in Sawalmeh, 2013, p.3) Errors and mistakes are part of students' writing as they progress in learning to write. Halder (as cited in Bahri & Sugeng, 2010) argued that « errors give the writer evidence of difficulty which students have problem in practicing».

Writing, although they do not provide them with all the possible evidence, nor are they to be taken as the only proof »(p.3).Considering errors as a proof that students face difficulties during writing ,the emergence of error analysis (EA) was first established in the 1970s by Corder « as a type of linguistic study that focuses on the errors learners make » (Sawalmeh , 2013, p.2) According to Coeder (as cited in Sawalmeh, 2013) EA is one of two main objectives .The first is to understand learners as they learn in a second language(L2),while the second is to enable effective learning by using learners' knowledge of his native language (L1).

Error have been identified by Brown (as cited in Sawalmeh, 2013) as of two origins, the first of which is interlingual errors which « ...are those errors that are traceable to first language interference » (p.4) While the second is intralingual errors were described by Keshavarz, Fang and Jiang (as cited in Sawalmeh, 2013) « they result from faulty or partial learning of the target language rather than language » (p.4). Corder (as cited in Khasawneh, 2013) stated that the process of error analysis is performed in four steps.It begins by difining the importance of the error and determining its type. Then followed by an explicit description ,and explanation of the error ,and ,by finally ,classifying the error .In their investigation of writing difficulties among students, Bahri and Sugeng (2010) revealed a system of errors along with stages of error analysis that explicitly illustrates the process of EA ,the framework is demonstrated below in figure 3.

To conclude, error analysis is one way for teachers to assess the challenges of students' difficulties in writing, and build on them a particular remedy to strengthen their writing instruction in the future. More importantly , « ...errors are advantageous for both learners and teacher » (Sawalmeh, 2013), for it offers clear insights of the areas of difficulties not only related to students, but also connected with teachers.

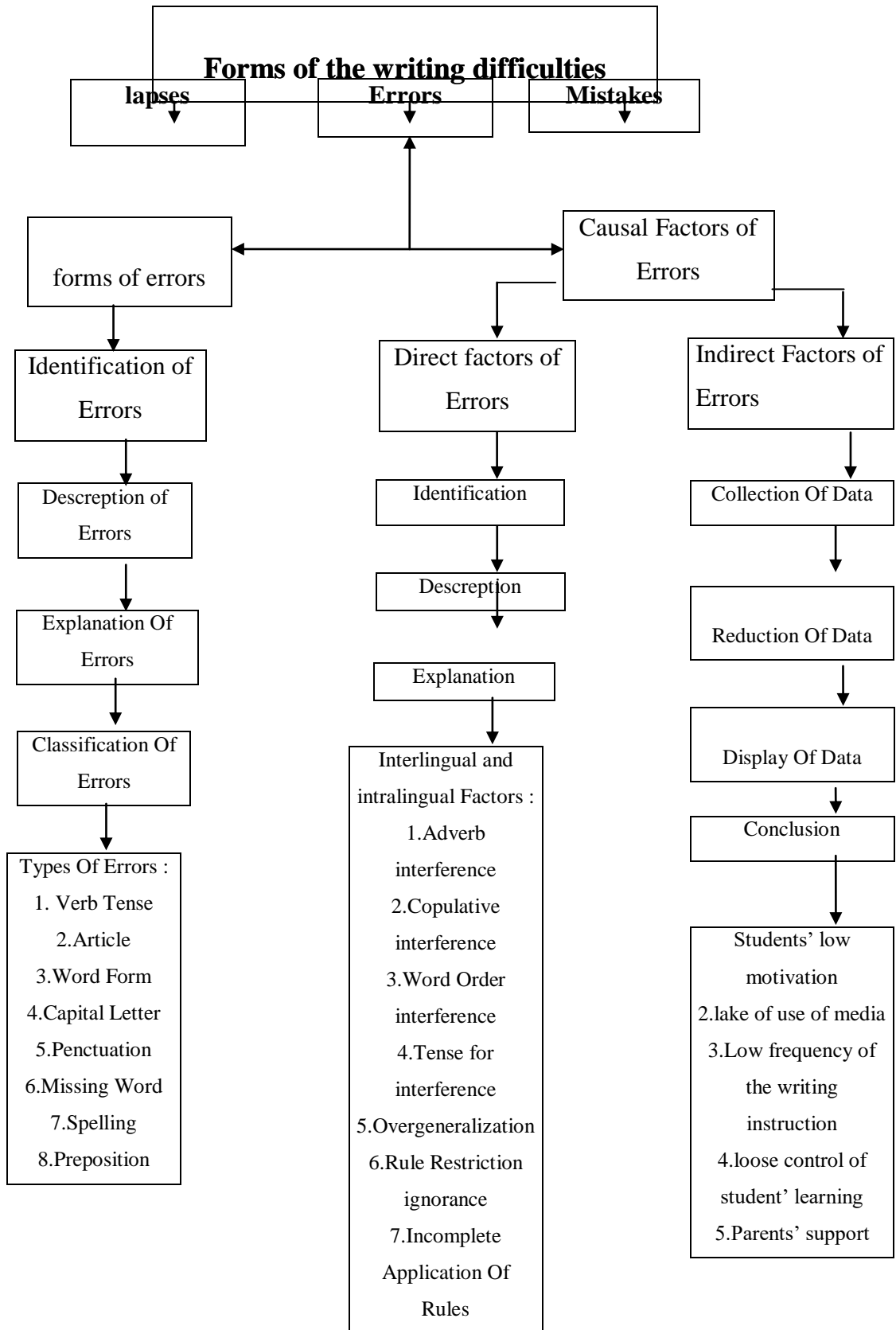


Figure 3:The Schema of the Conceptual Theoretical Framework (Bahri & Sugeng, 2010).

Conclusion

As other learning problems, writing difficulties can be debilitating for the schooling of learners .Improving the writing capacity of learners is a daunting challenge,particularly for EFL learners, where the complexity of writing as a cognitive process requires profound considerations to the rules, and careful use of the target language.

During writing composition students usually hesitate to write ,for they strive to find the proper words , struggle with the grammar of the language ,or they may find punctuation difficult or they face problems with spelling, vocabulary, coherence, and cohesion ,that all detract from their motivation .This is what we had deal with it in this chapter.

Chapter Three: Data Analysis and Treatment 36

- Introduction 37
- II.1 Population and Sample 37
- III.2 Description of Students’ Questionnaire 37
- III.2.1 Analysis of Students’ Questionnaire 38
- III.3 Description of Teachers’ Questionnaire 57
- III.3.1 Analysis of Teachers’ Questionnaire 58
- III.4 Interpretation of the Findings73
- 3.4.1 Students’ questionnaire 73
- 3.4.2 Teachers’questionnaire 74
- 3.5 Implications and Recommandations 74
- 3.6 Suggestions 75
- 3.7 Limitations of the study 76
- Conclusion 80
- General Conclusion 81

Introduction

After achieving the theoretical part in the two previous chapters ,the third chapter represents the practical part .this chapter is devoted to explaining the method used to carry out this study.It represents the data gathered through the study's instruments ,in doing so,a students 'questionnaire was administrated with the aim of identifying learners' view of writing,as well as ,teachers' questionnaire was contain the experience of teachers and how they correct the errors and help to find the common difficulties of students'writing.

This chapter includes a description of both students and teachers' questionnaire ,an analysis of the results .Moreover,it deals with the interpretations of the findings and end with recommandations and suggestions for further research.

3.1.Population and sample

The population in this study included (60) third year students at Mouloud Kacem Nait Belkacem high school Dahmouni-Tiaret,for the academic year 2019/2020 .A sample of (46) male and females students which representing (90%) of the whole population were chosen purposively in order to attain the main objective of the research .The selection of this sample was based on the assumption that students by this stage they would be aware of the different writing types and the components of a good piece of writing .Additionally ,the population of third year students have at least have experienced difficulties in writing.

The sample of teahers for this study equals (11) teachers who teach English at Mouloud Kacem Nait Belkacem high school (third year), it is also an online questionnaire ;the selection based to know some teachers'views about writing problems.

3.2.Description of the students' questionnaire

The first means of collecting data in this research is the Students Questionnaire.In the light of the pandemic that affected the whole world (covid-19),we had to use the google forms to answer our questionnaire.Thr questions were understood correctly by the students and answered normally.

The questionnaire is composed of nineteen (19) questions mixed between closed questions where students are required to choose 'yes' or 'no' answers,and with multiple choice questions where they are asked to pick their own answers ,sometimes providing a

justification for the selection. In addition ,there exist other questions with a ‘yes’ or ‘no’ answers with a justification space if the answer matched with the option ‘No’.

Moreover,the questionnaire is composed of multiple questions started with background information of the students in the first three (3) questions ,and other questions are deals with aspects related to students ‘perception of their level and motivation in writing,difficulties in writing and time devoted to writing ,other questions related to students ‘use of SMS chatting ,internet and social networking sites,the type of language they use in these services and their impact on their English language .It also tackles features such as the basic stages they should follow in writing,the use of dictionaries.

Consequently, the last part of the questions deals with the questions of writing strategies and importance of writing in improving the writing skills.

3.2.1 :Analysis of students’ questionnaire

1.Students’ gender :

Answer	Frecquency	Percentage
Male	13	28.3%
Female	33	71.7%
Total	46	100%

Table.2 :students’gender

We can see from the students responses that the majority of the students were females (71.7%),whereas ,males represent only (28.3%).This can mean that females are more interested in learning English language than male.

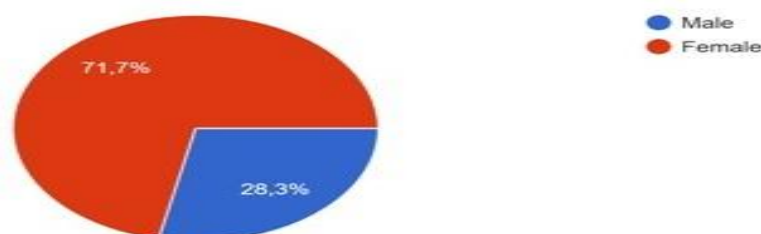


Figure .4:students’gender

2.Age :

Age	Frequency	Percentage
17 years old	16	34.8%
18 years old	19	44.2%
19 years old	7	15.9%
20 years old	4	5.1%
Total	46	100%

Table.3 : students' Age

We can deduce from the chart above that the highest rate of respondents (44.2%) were at the age of 18 years old .While,(34.8%) of the respondents were only 17 years old ,and (15.9%) of them were 19 years old .Whereas the rest (5.1%) of them were 20 years old.

3.Do you like English language ?

Answer	Frequency	percentage
Yes	42	91.3%
No	4	8.7%
Total	46	100%

Table.4 :students like English language ?

This question is seeks to know how many students like English language.As result ,(91.3%)of the respondents answered by ‘yes’,they like English language .While only (8.7%) answered by ‘no’ they did not like English language . This show that the most of the students are familiar with English language and they like to learn it.

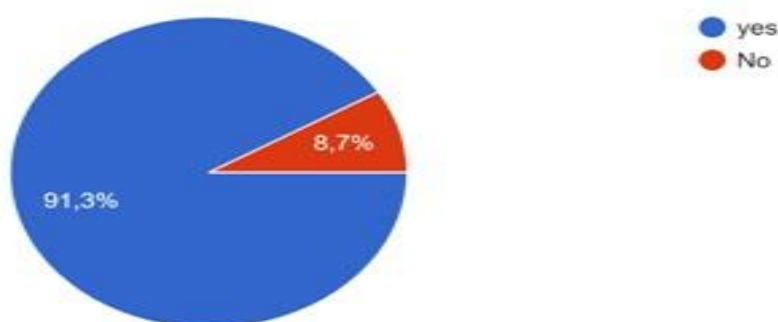


Figure.5 :students like English language

4.How do you evaluate your English language ?

Level	Frequency	Percentage
Outstanding	2	4.3%
Good	34	73.9%
Average	8	17.4%
Low	2	4.3%
Very low	0	0%
Total	46	100%

Table.5 :Students'English level

As it is noticed ,the highest rate of respondents (73,9%) claim to have a good level in English ,which means that they have acquired a good structural knowledge of English and then have a good command of it .However(17.4%)of the respondents declared to have an average level in English ,which implies that they have some deficits concerning the mastery of the English language and thus should work on to improve it .While (4.3%) describe their level in English as being outstanding ,which means that they do not face problems in learning English and they find it easy to learn or communicate via it ,and the rest of them (4.3%) appeared to have a low level in English.

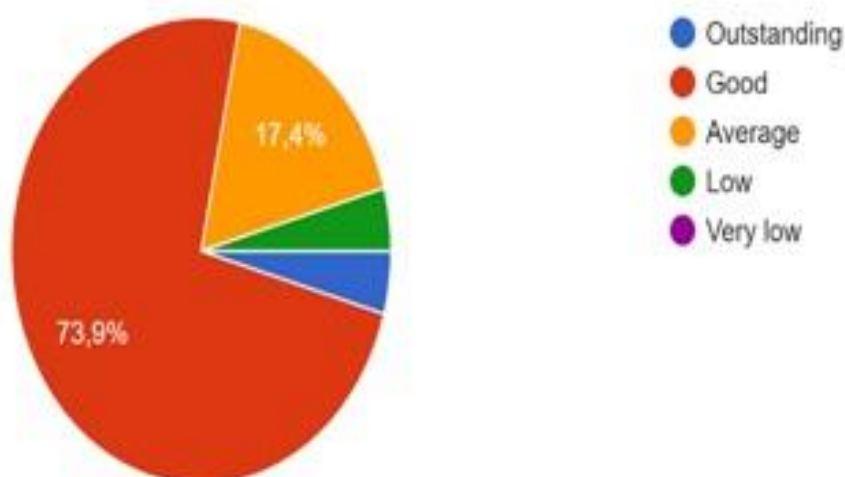


Figure.6 :students English level

5.Are you motivated to learn writing ?

Answer	Frequency	Percentage
Yes	38	82.6%
No	8	17.4%
Total	46	100%

Table.6 :Motivation to learn writing

Result of this question depict that the majority of students(82.6%)assume that they are motivated to learn writing .While only (17.4%)has stated to be demotivated to learn writing the factor of motivation plays a significant role in learning this skill.

These results shows that the most of students like to practice writing and improve their level in writing.

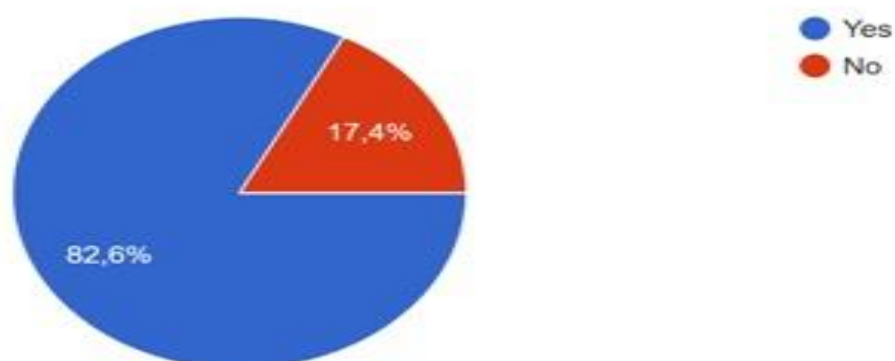


Figure.7 :Motivation to learn writing

6.How do you evaluate your writing proficiency ?

Level	Frequency	Percentage
Outstanding	2	4.3%
Good	25	54.3%
Average	18	39.1%
Low	1	2.2%
Very low	0	0%
Total	46	100%

Table.7 :the level of writing proficiency

The results shows that the majority of students(54.3%)have a good proficiency in writing ,whereas (4.3%)of students stated that they have an outstanding level in writing proficiency .Moreover,other students (39.1%) identified themselves to have an average level ,while the rest of them (2.2%)have a low level.

The fact that the most of students have a good level in writing ,the more they practice ,the more they will improve their writing skill and proficiency .

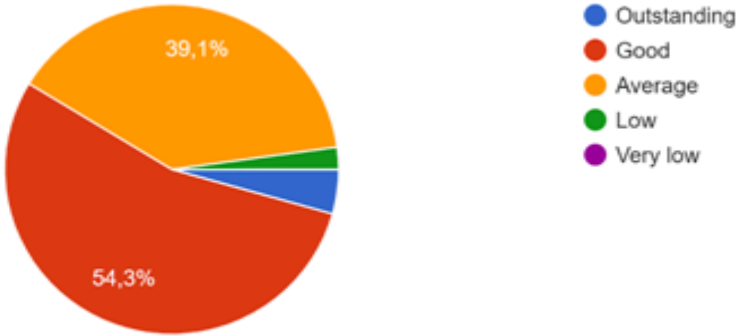


Figure.8 :the level of writing proficiency

7.Are you given enough time in the classroom to write or to answer the writing activities ?

Answer	Frequency	Percentage
Yes	33	71.7%
No	13	28.3%
Total	46	100%

Table.8 :The sufficiency of writing time in the classroom

The results tabulated above revealed that (71.7%)of students are given sufficient time in the classrrom to either write or answer the writing activities .On the other hand ,other students (28.3%) believe that the time given to them are not enough .

Providing enough time for the students in the classroom is an important element allow students to think properly and follow the writing process of a good piece of writing.

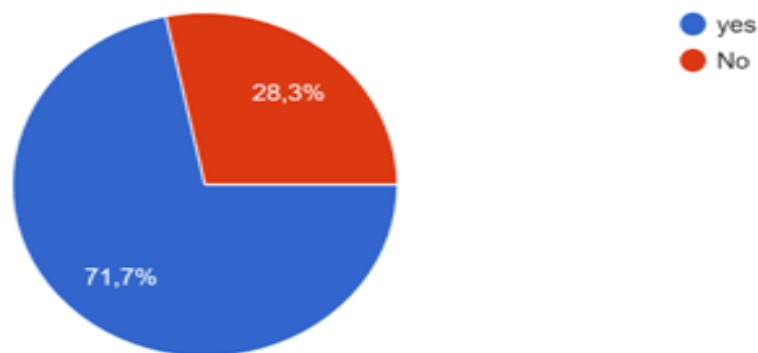


Figure.9 :the sufficiency of writing time in the classroom.

***If no why do you think is the reason ?**

Reasons	Frequency	Percentage
Time limits make me nervous thus i can't focus	1	8.3%
I don't no may be losing time for nothing i regret it	1	8.3%
Bad pedagogical conditions	1	8.3%
Activities are not a part of the classroom	1	8.3%
Lack of time	1	8.3%
Unknown reasons	8	58.5%
Total	13	100%

Table.9 :Reasons for insufficient time for classroom writing

The results about the reasons students are not given enough time to write or to answer the writing questions have been found that (8) students do not know the reason exactly ,while another student explained that the limit time can not let him focus on the answers ,and another

students declared that the lack of time is the reason .Whereas ,other student stated that it is due to the bad pedagogical conditions .

8.How often do you use dictionaries in your writing ?

Degree	Frequency	Percentage
Always	5	10.9%
Often	20	43.5%
Rarely	14	30.4%
Never	7	15.2%
Total	46	100%

Table.10 :The degree of dictionary use.

As the table describe ,(43.5%)of students appear to use the dictionary often ,and (30.4%)of them use it rarely .While (10.9%)of them use it always .Wheres (15.2%)of students never use the dictionaries .

Reasons behind students’ frequent use of dictionaries are for the search of synonyms and their meaning ,and as a way of enriching students’ vocabulary ,and also use them in their writing in order to develop their writing proficiency.

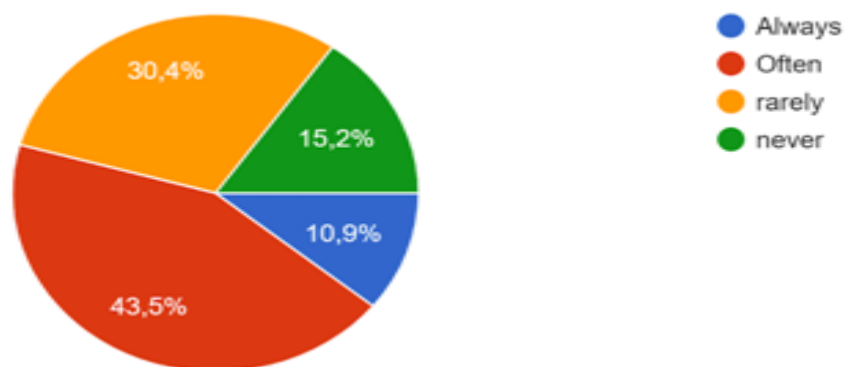


Figure.10 :The degree of dictionary use.

9.How often do you write outside the classroom ?

Degree	Frequency	Percentage
Always	6	13%
Often	14	30.4%
Rarely	24	52.2%
Never	2	4.3%
Total	46	100%

Table.11 :Writing outside the classroom.

Results from the table above shows that (52.2%) of students write rarely outside the classroom ,and (30.4%) of them write often .While (13%) of students stated that they always write outside the classroom ,and the rest of two of them (4.3%) said that they never write.

Writing outside the classroom is important in order to develop this skill ,students need to write more often outside the classroom to make sure that they apply what they have learned during the session in order to make progress and practice more to improving this skill.

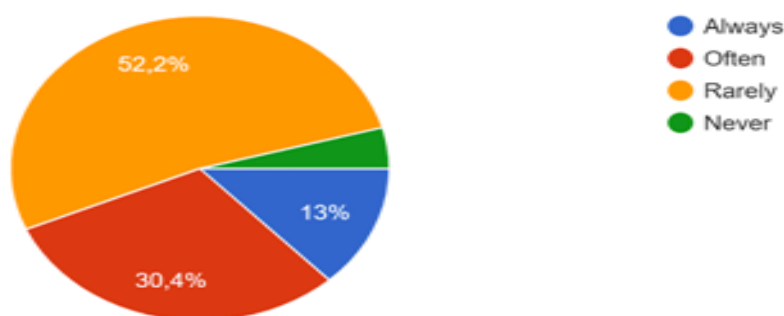


Figure.11 :writing outside the classroom.

10.How often do you read ,books ,magazines ,or any texts in English ?

Degree	Frequency	Percentage
Always	9	19.6%
Often	19	41.3%
Rarely	13	28.3%
Never	5	10.9%
Total	46	100%

Table.12 :The degree of reading.

Most of the students (41.3%) declared that they often read in English ,other students (28.3%) stated that they rarely read in English ,while (19.6%) of students said that they always read in English ,and the rest of them (10.9%) indicated that they never read in English.

The connection between reading and writing plays an important role in enhancing the latter.

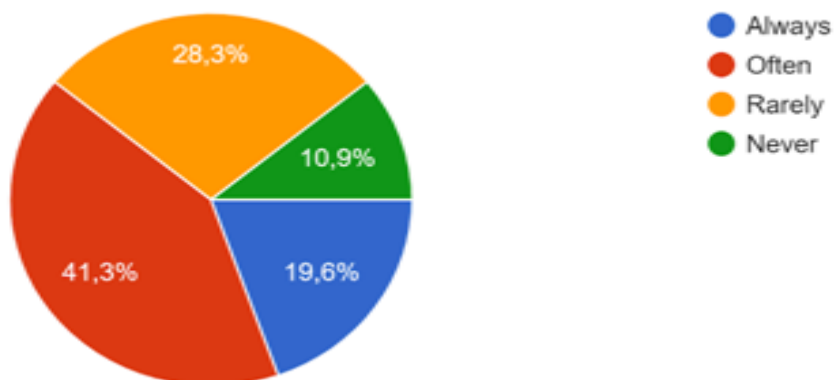


Figure.12 :the degree of reading.

11.How often do you practice English writing through/via internet ,social media or SMS ?

Degree	Frequency	Percentage
Always	10	21.7%
Often	21	45.7%
Rarely	12	26.1%
Never	3	6.5%
Total	46	100%

Table.13 :The degree of English use via internet & SMS.

The results shows that (45.7%) of students often use English through social media and SMS and (21.7%) of them declared that they always use English via internet and SMS chatting Whereas ,(26.1%) of students said that they rarely use English when they using social media and SMS ,and (6.5%) of them stated that they never use English via internet or SMS.

These results shows that students practice English writing via internet and SMS ,may be due to their affection to English as a language or to improve their proficiency in English writing.

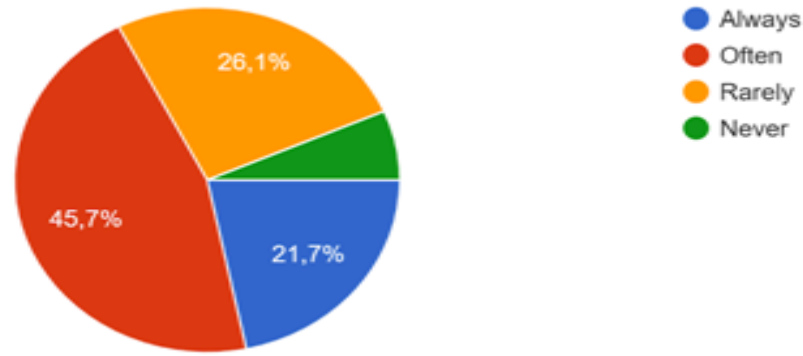


Figure.13 :The degree of English use via internet & SMS.

12.What sort of language do you use when using internet or SMS ?

Type of language	Frequency	Percentage
Formal English	8	17.4%
Colloquial English(informal)	17	37%
Both types	21	45.7%
Total	46	100%

Table.14 :The type of English students use when using internet or SMS.

Result of this question shows that the majority of students (45.7%) use both types of formal and colloquial(informal) English .While (37%) of them use colloquial English when using internet or SMS.However,the minority of the students (17.4%) use formal English (academic English)when using SMS or social media.

From the answers of students about the type of English they use in internet and SMS chatting ,they can use both types of formal and informal English and can easily mixed between the two of them and are aware of the differences between them.

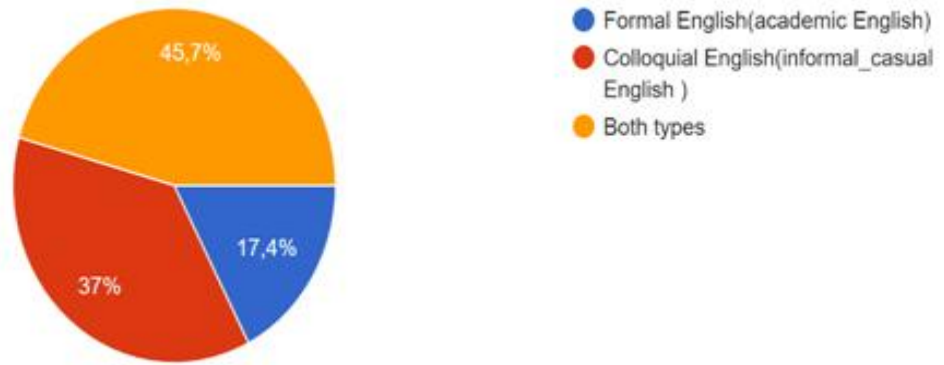


Figure.14 :The type of English students use when using internet & SMS.

***Please justify your answer.**

Answer	Reasons	Frequency	Percentage
Formal English	1.Because we study it from an early age	1	17.4%
	2.The simple one	2	
	3.I don't have justification	5	
Colloquial English	1.Because i find the colloquial English more easy	1	37%
	2.I'm not very good at academic English	1	
	3.Because it's easier	1	
	4.Because we are tazing to freinds ,peopls in our age and it is more easy to write it .	1	
	5.Because colloquial and informal English seems more easier.	1	
	6.Find it the best one to communicate well.	1	
	7.Because i use it with freinds and family .	2	
	8.Because i'm not able to use the formal English very well so i prefer	1	

	<p>to use the other sort and i found it more easy and simple to reply my freinds quickly .</p> <p>9.It's so easy to all the people</p> <p>10.Because i talk to a lot of people from around the world and they use that type too.</p> <p>11.Because it is less difficult .</p> <p>12.No answer.</p>	<p>1</p> <p>1</p> <p>1</p> <p>5</p>	
Both types	<p>1.It depends on the person</p> <p>2.I use them both because i have to improve my English in all sides.</p> <p>3.It depends on what i'm writing and for whom .</p> <p>4.I actually do not have any justification</p> <p>5.More easy.</p> <p>6.I use academic English with teachers in formal situations and people i meet for the first time.However,i use the informal one with my freinds or people i know very well.</p> <p>7.I use the first with my teachers and the second with freinds.</p> <p>8.I don't make difference between them.</p> <p>9.According to the curcumstances.</p> <p>10.According to the curcumstances wether it is serious or just for fun .</p> <p>11.No answer.</p>	<p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>9</p>	<p>45.7%</p>
Total		46	100%

Table.15 :students' justification to the type of English they use.

13. Do you think that internet networking and SMS chatting affect your English writing ?

Answer	Frequency	Percentage
Yes	38	82.6%
No	8	17.4%
Total	46	100%

Table.16 :The effect of internet & SMS on students’ English writing.

Table shows that (38) students (82.6%) have belief that internet and SMS effect their writing ,whereas (8) students (17.4%) do not think that internet and SMS effect their writing.

The results show that SMS and internet plays an important role in students’ learning and practice of writing .

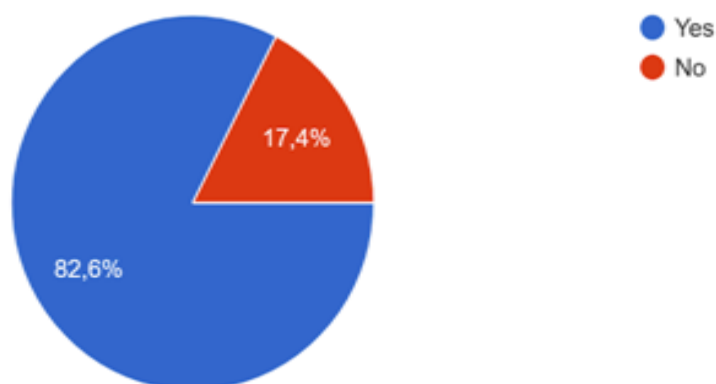


Figure.15 :The effect of internet and SMS on students’ English writing.

***Why ?**

Answer	why	Frequency	Percentage
YES	1.Because we use abbriviations	2	
	2.Because it effect the way of writing	1	
	3.Because it helps improve your writing skill	1	
	4.I think it helps us to enhance our language writing .	1	
	5.The use of different communication (cell phones,computers)has changed the way of writing .This new writing does not respect the conventional codes spelling .	1	
	6.Because i use it a lot .		

	7.we learn about reading ,writing and new vocabulary .	1	82.6%	
	8.It make me ameliorate my English vocabulary .	1		
	9.It help to exercise more.	1		
	10.It can improve my English.	1		
	11.It makes me discover new words and expressions.	1		
	12.Because when we often use informal language in chatting we are so affected by it and when writing an academic work we sometimes use that language ,but we realize that it is not correct so we have to correct it.	1		
	13.Using typos and acronyms	1		
	14.Practicing trains you which evaluates you automatically	1		
	15 .I started using the informal method because of it .	1		
	16.Yes this is why it must be in English	1		
	17.It helps me improve my English	1		
	18.No answer.	1		
		5		
		16		
No	1.Because i don't use English always	1		17.4%
	2.On the contrary ,it helps me to gain more	1		
	3.Because i know clearly the differences between the academic English and the informal one .	1		
	4.Because i am always practicing English at classroom.	1		
	5.No answer.	4		
Total		46	100%	

Table.17 :Students' justification about the effect of internet and SMS on their English writing.

From the table above, the majority of students (82.6%) believe that their writing in English is influenced by the use of internet networking and SMS chatting, by giving them the opportunity to improve their writing through practicing. While (16) students provided no justification. On the other hand, (17.4%) of students stated that internet and SMS chatting has no affection on their English writing because they believe that they knew clearly the differences between the formal English and the informal one. Furthermore, (4) students did not provide any justification for their answers.

14. Do you find difficulties when writing in English ?

Answer	Frequency	Percentage
Yes	22	47.8%
No	24	52.2%
Total	46	100%

Table.18 :The difficulties faced in writing in English .

Results shows that the majority of students (52.2%) have no problems when practice writing in English, whereas, (47.8%) of students faces some difficulties when writing .

This show that the majority of students have a good level in English language.

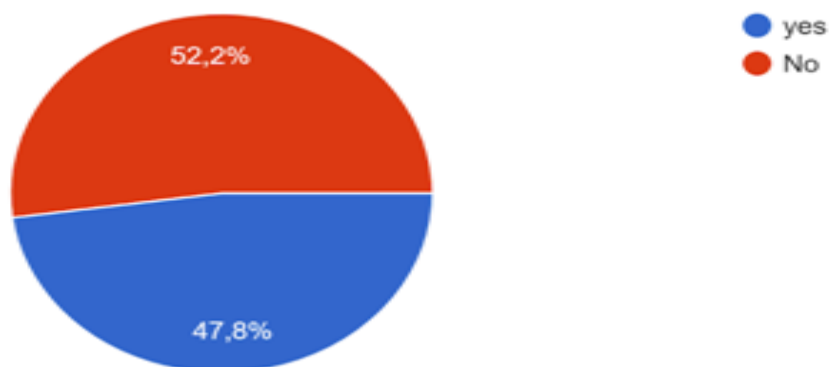


Figure.16 :the difficulties faced in writing in English.

15.What are the aspects you are likely to find difficulties in when you write ?

Aspects of difficulties	Answers	
	Frequency	Percentage
Grammar	8	17.4%
Vocabulary	13	28.3%
Punctuation	6	13%
Spelling	4	8.7%
Coherence & Cohesion	3	6.5%
Academic style	9	19.6%
Orgnization of writing	3	6.5%
Total	46	100%

Table.19 :aspects of difficulties in writing.

The results obtained show the following ,the most common difficulties in writing which students seem to share is,vocabulary(28.3%),grammar(17.4%),academic style (19.6%),and punctuation(13%).While the following aspects with a low percentage is spelling (8.7%),coherence and cohesion (6.5%),and orgnization of writing (6.5%).

The results found that the main aspects of difficulties can cause a problem in students' writing due to the limited experience and low understanding and practice.

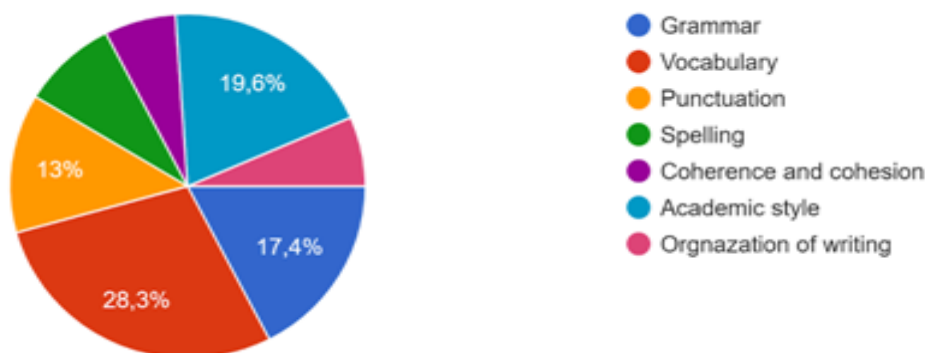


Figure.17 :Aspects of difficulties in writing.

16. Your weakness in writing are due to the :

Aspects of weakness in writing	Answer	
	Frequency	Percentage
Lack of practice	20	43.5%
Lack of reading	17	37%
Lack of motivation	6	13%
Others	3	6.5%
Total	46	100%

Table.20 :aspects of students wekness in writing.

We can see from the students responses .that most of them attribute the reason for their weakness in writing to the lack of practice (43.5%),and others is due to the lack of reading (37%) .While other students see that the reason behind their weakness in writing is the lack of motivation (13).Whereas others said that they don't have weakness in writing and they can write easily .

This show that the lack of practice and low motivation make students' writing weak and contain a lot of errors.

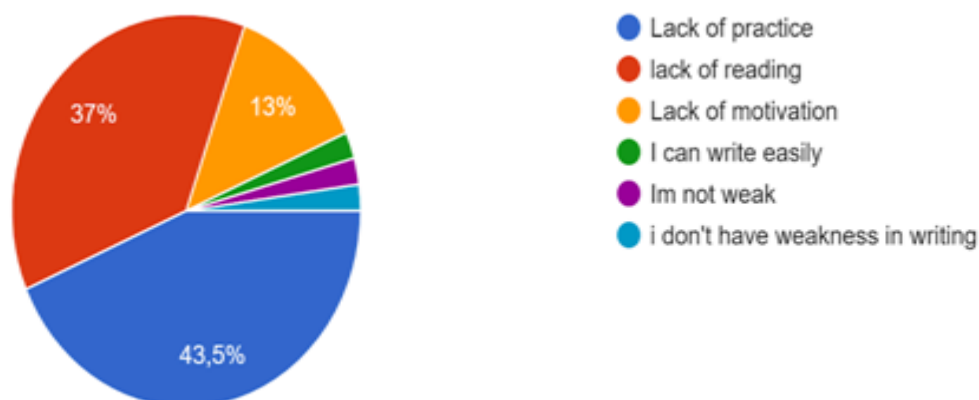


Figure.18 :Aspects of students weakness in writing.

17.Is reading important in improving your writing ?

Answer	Frequency	Percentage
Yes	43	93.5%
No	3	6.5%
Total	46	100%

Table.21 :the importance of reading in improving writing.

The answers obtained revealed that the most of students regarding the importance of reading in improving the skill of writing .These results clearly indicate that students are view reading as a significant factor in the developement of writing skill.

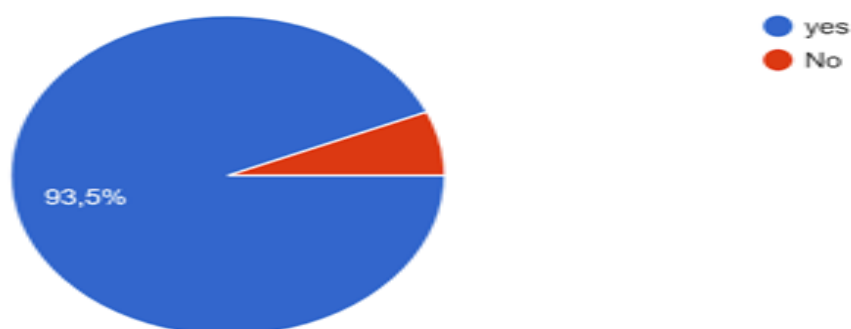


Figure.19 :The importance of reading in improving writing.

***If no,why ?**

Reasons	Frequency	Percentage
Reading does not defines my writing proficiency.	1	2.2%
No answer	2	4.3%
Total	3	6.5%

Table.22 :Reasons why reading is not important in improving writing proficiency.

The answers show that only (3) students see that reading is not important to improve writing(6.5%) ,(2) students have no answers and (1) student said that reading is not a criterion for determining his writing proficiency.

18.Which of the following strategies you use more often in your writing ?

Strategy used	Frequency	Percentage
Modelled writing	7	15.2%
Think aloud	23	50%
Independent writing	16	34%
Total	46	100%

Table.23 :The strategies used in writing.

Results show that half (50%) of respondents prefer to think aloud when they writing and use it as a strategy.While,(34%) of them use independent writing strategy in their writing,and the remaining percentage (15.2%) like to use modelled writing.

These results imply that students different in the strategies thy employ for writing ,which is due to their personal preferences .students’ choice for the strategies could be based on their past experiences in writing and the results they get after choosing each strategy.

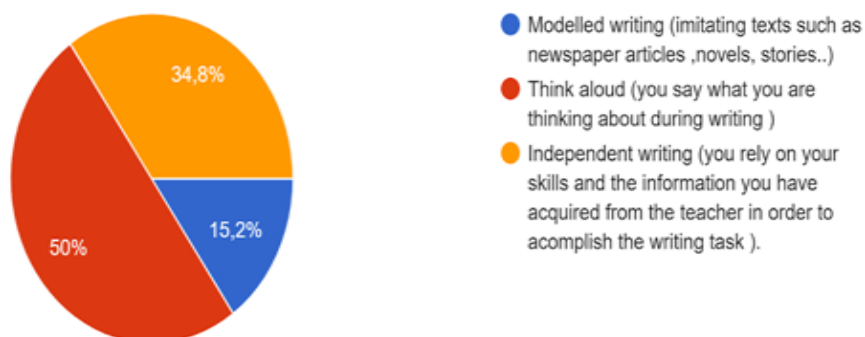


Figure.20 :The strategies used in writing.

19.Do you feel anxious to write ?

Answer	Frequency	Percentage
Yes	29	63%
No	17	37%
Total	46	100%

Table.24 :students’ anxiety in writing.

These results indicate that most of students (63%) feel anxious while writing.(37%) of the respondents do not feel anxious to write which reveals that the writing skill may be difficult to practice .The following question investigates the reason behind students’ fear in writing.

*If ‘yes’,it is because of :

Reasons	Frequency	Percentage
Making grammatical mistakes	27	58.7%
Do not have rich vocabulary	19	41.3%
Total	46	100%

Table.25 :Reasons behind students’ anxiety when writing.

Results show that (58.7%) of those who answered “yes” feel anxious to write because they feel afraid of making grammatical mistakes ,and(41.3%) of them for not having rich vocabulary .This implies that the majority of students commit grammatical mistakes when they write ;that is why they worry when they have a writing assignment .In addition ,lack of vocabulary make students upset and do not want to write.

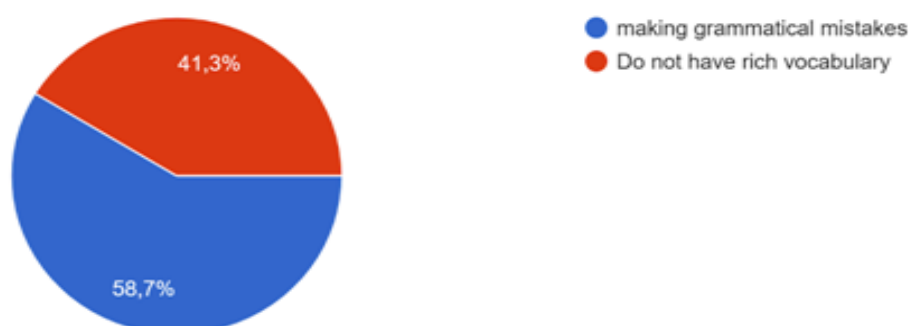


Figure 21 :Reasons behind students anxiety when writing.

3.3.Description of teachers questionnaire

This questionnaire is whole of (14) items,is contain a mixture of close ended questions and open ended questions .it was administered to (14) third year high school teachers of English ,because they are aware of students’needs and the problem they face in writing .Of the total number of questionnaire(14),only (11) were handed back.From the first (Q1) to third question(Q3) it deals with opinion of teachers about their students level in English writing,while other questions are designed to deal with the different difficulties students face in their written compositions ,as it allows us to know about teachers’ views and the methods they use to enhance their students’writing,while the rest of questions included the common errors that students make and how teachers deal with it as it allow as to know teachers’ view

about the reasons behind this errors and if they give much importance to the error correction,ended up with some methods that can help to enhance their writing proficiency,and some comments.

3.3.1.Analysis of teachers’questionnaire

1.Is the writing level of third year students:

Level	Frequency	Percentage
Very good	1	9.1%
Good	2	18.2%
Average	6	54.5%
Bad	2	18.2%
Total	11	100%

Table.26:Teachers’ evaluation of students’ writing level.

As we can see in the table above, (54.5%) of teachers describe their students level in writing as an average level .While (18.2%) of them see that student have a good level in writing ,and the rest of teachers(18.2%) explained that students level in writng is bad level may be because of lack of reading,interest and practice ;lack of mastery of language ;students inability to transmit clear and comprehensive ideas in a coherent and cohesive way.

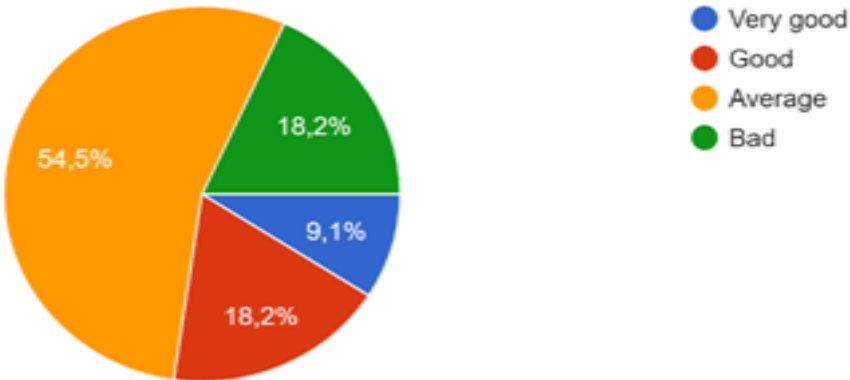


Figure.22:Teachers’ evaluation of students’ writing level.

2.Do your learners achieve a satisfactory level in mastering the writing skill?

Answers	Frequency	Percentage
Yes	6	54.5%
No	5	45.5%
Total	11	100%

Table.27:Students achievement in writing

The data in the table 27 show that (54.5%) of the respondents confirmed that students achieve a satisfactory level in writing, while (45.5%) of them seen not satisfied with their students' level of writing. This means that the writing skill demands a lot of aspects to be integrated such as motivation ,practice ,time ,in order to achieve a satisfactory level in writing.

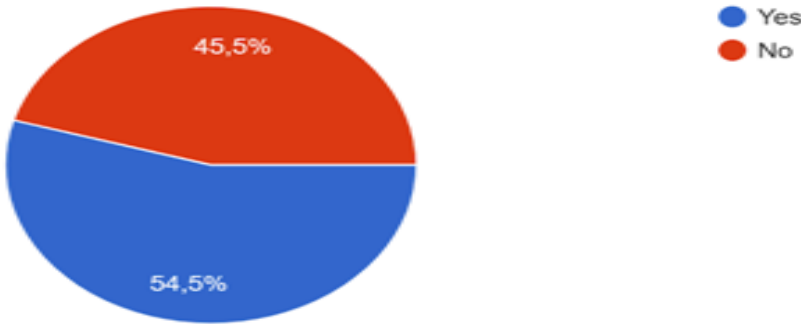


Figure.23:Students achievement in writing

***Please explain**

Answers	Justification	Frequency	Percentage
Yes	1.Because I teach them the right way of writing .	2	54.5%
	2.Pupils are good in writing because of the background in English language .	1	
	3.No answer	3	
No	1.Writing skill is hard to many learners.	1	45.5%
	2.Actually ,not all students achieve a good level in their writing productionthey are still missing a lot of techniques because at the first degree it is still a new language for them.	1	
	3.Some learners are not interesting of learning the English language,they do not focus and they do not believe that this language is difficult and still have no desire to learn it .	1	
	4.They still missing some techniques.	1	
	5.Because of their weak knowledge.	1	
Total		11	100%

Table.28.Teachers' justification on students achievement in writing.

The results show that (3) of the respondents believe that they teach their students the right way of writing,and they are good because of the background language.On the other hand,the rest of them(5) see that the lack of motivation and weak knowledge of students can not achieve a satisfactory level in writing ,and they still missing a lot of techniques .Furthermore,(3) teachers did not provide any justification for their answers.

3.Do out- numbered classes affect the learners' written performances?

Answers	Frequency	Percentage
Yes	9	81.8%
No	2	18.2%
Total	11	100%

Table.29:Effects of out- numbered classes on learners written performances.

The majority the respondents(81.8%) declared that out-numbered classes affect the learners written performances.While,a very little percentage (18.2%) said that each learner has specific method and over crowded classes are not problem at all .In this respect ,out-numbered classes are another factor that hinder learners to write well.

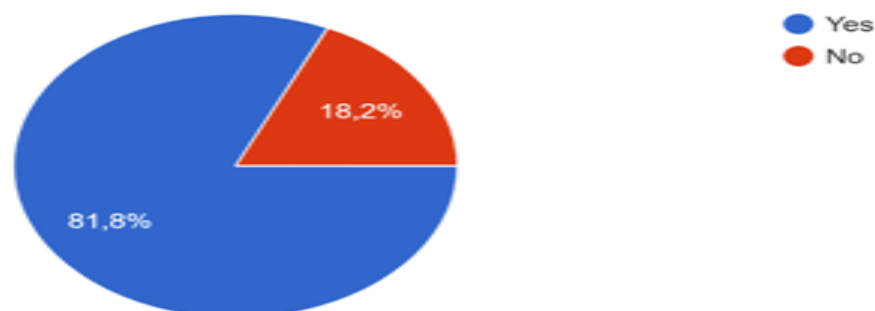


Figure.24 :Effects of out-numbered classes on learners written performances.

***Please explain**

Answer	Justification	Frequency	Percentage
Yes	1.Third year students affected easily by anything	1	81.8%
	2.They cannot concentrate	1	
	3.Bad assimilitaion	1	
	4.Time bounded session	1	
	5.Too much noise	1	
	6.Somelearners have not the opportunity to participate	1	
	7.Class of more than (50) learners is not a place where good teaching/learning process can occur	1	
	8.No answer	2	
No	1.Over crowded classes are not a problem at all influences on their written performance because it based on the teachers' instructions	1	18.2%
	2.Each learner has specific method	1	
Total		11	100%

Table.30: Teachers' justification about the effects of out-numbered classes on learners written performances.

The table show that teachers argue that the working conditions are very important parameters that should be taken into consideration in teaching/learning writing skill.They go on to claim that a class of more than (50) learners is not a place where good teaching/writing process can occur .And others claim that too much noise cannot give somelearners the opportunity to participate,teachers instead of teaching ,great efforts and much energy go to calm down the learners and behave correctly.On the other hand, only two teachers declared that each learnerhas specific method and over crowded classes are not a problem at all.

4. Good writing means:

Aspects of good writing	Answers	
	Frequency	Percentage
Correct grammar	1	9.1%
Good ideas	1	9.1%
Specific vocabulary	0	0%
Spelling/punctuation	0	0%
Coherence & cohesion	0	0%
All of them	9	81.8%
Total	11	100%

Table.31: Teachers' opinions about what is good writing.

The majority of teachers(81.8%) admit that good writing means correct grammar, good ideas, specific vocabulary, spelling & punctuation, coherence & cohesion. According to them, all these aspects integrated to constitute a good piece of writing, these aspects can not work separately. However, the other teachers(9.1%) believe that good writing means correct grammar, and the rest of them(9.1%) thinking that good ideas means good writing.

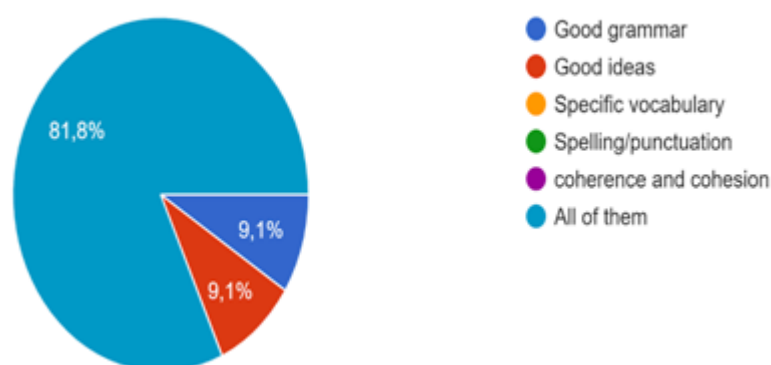


Figure.25: Teachers' opinions about what is good writing.

*Please justify:

The majority of the teachers(81.8%) believe that good writing includes all the aspects, we can not delete one of them they count with each other, all this items connected to produce a coherent paragraph, they are important in writing. While (9.1%) of the teachers claim that good writing need a correct grammar and it is more important than other

aspects. Furthermore, the rest of teachers (9.1%) claim that good ideas is the most important to produce a coherent paragraph.

This means that our teachers are aware about the different meanings of writing, but it is important to know how they can exploit them to help the students improve their writing.

5. Do you exploit reading techniques in teaching the writing skill ?

Answer	Frequency	Percentage
Yes	11	100%
No	0	0%
Total	11	100%

Table.32:The use of reading techniques in teaching the writing skill.

The findings of the table above reveal that all the respondents (100%) affirmed that they do use the reading techniques in teaching the writing skill. This means that teachers are aware about how and when they use it in order to help the students to improve their writing performance.

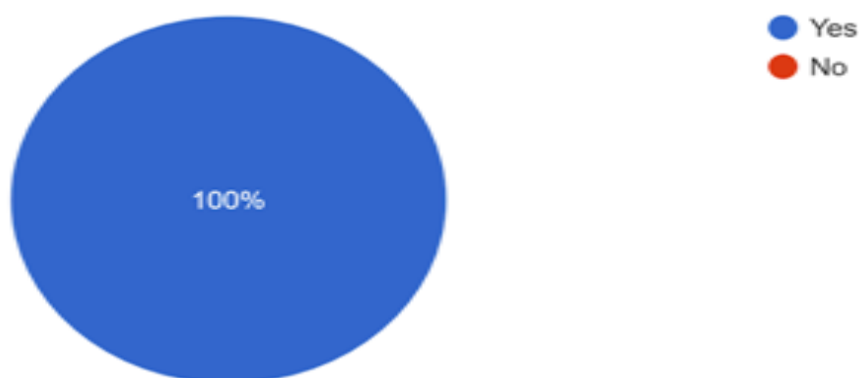


Figure.26:The use of reading techniques in teaching the writing skill.

***If “yes”,please explain why?**

Reasons	Frequency	Percentage
1.All four skills are very important for writing	1	9.1%
2.who read a lot can write a lot with good grammar and vocabulary and form good phrases	1	9.1%
3.Through the mastery of grammar and vocabulary	1	9.1%
4.By reading ,learners can improve their writing skill	1	9.1%
5.Use the ideas already studied before	1	9.1%
6.By respecting punctuation and well articulate the words for example.	1	9.1%
7.When the learners read they can acquire the writing skill quickly	1	9.1%
8.Reading helps identify learners mistakes	1	9.1%
9.Reading provides students with opportunities to see different texts and different sentences structures	1	9.1%
10.No answers	1	18.1%
Total	11	100%

Table.33:Reasons behind the use of reading techniques in teaching the writing skill.

From the table above,the results show that all the teachers confirmed about the importance of using the reading techniques in teching the writing skill In order to improve students writing proficiency ,because they believe that who read a lot can write well,and reading can help to identify the learners mistakes.Although,teachers confirmed that reading provides students with oppourtunities to see different texts and different sentences structures.

6. Which approach do you use when teach writing ?

The approaches used	Frequency	Percentage
The product approach	2	18.2%
The process approach	1	9.1%
Both	8	72.7%
Total	11	100%

Table.34:The approaches used when teach writing

The results show that the majority of the teachers (72.7%) use both approaches when teach writing ,while (18.2%) of them use the product approach ,and only one teacher (9.1%) use the process approach.This means that teachers are aware of the different approaches to teach writing.

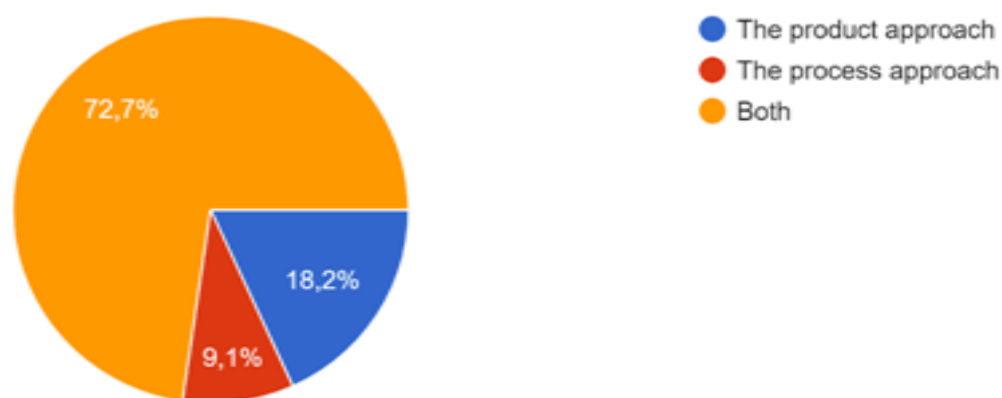


Figure.27:The approaches used when teach writing.

7. Do you encourage your students to write at home ?

Answer	Frequency	Percentage
Yes	11	100%
No	0	0%
Total	11	100%

Table.35:Teachers' encouragement for students to write at home.

All the respondents(100%) agreed that they encourage their students to write at home ,because writing at home helps him to grow his ideas and develop his abilities as well as motivates him to present a new consistent ideas.Thus ,the student overcomes the difficulties of writing and the mistakes that he commit become less than before.

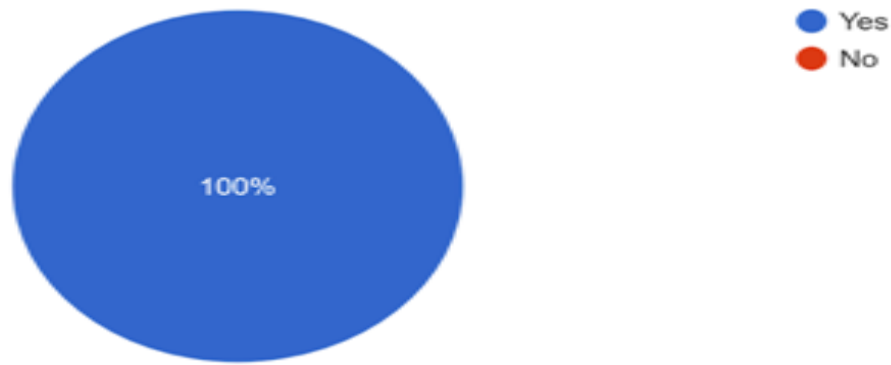


Figure.28: Teachers' encouragement for students to write at home.

8.What kind of problems do you face when teaching writing skill ?

Problems that face when teaching	Answers	
	Frequency	Percentage
Grammar mistakes	3	27.25%
Poor organization of writing	1	9.1%
Lack of vocabulary	3	27.25%
Lack of lexis & misuse of tenses	1	9.1%
Interference of mother tongue	1	9.1%
Poor content/ideas	2	18.2%
Total	11	100%

Table.36: The problems faced in students' writing.

The results show that (27.25%) of the teachers notice that grammar mistakes Is the most common problem that students face when writing ,a similar percentage (27.25%) associated the problem of lack of vocabulary.Moreover,(18.2%) which represents 2 teachers assume poor content / ideas as one of the common problems that students face when practice writing ,while another teacher claimed that lack of lexis and misuse of tenses is the problem ,and another teacher said that the problem that face students when writing in English is the influence and interference of mother tongue .In addition (9.1%) which represents 1 teacher

explained that poor organization of writing is one of the problems that face students when writing.

This means that teaching writing is a difficult and demanding task; since it requires teachers to deal with too many problems in order to help them overcome these errors and develop adequate composition skills.

9. Do you write any comments in your students’ exam paper?

Answers	Frequency	Percentage
Yes	9	81.8%
No	2	18.2%
Total	11	100%

Table.37: Teachers comment in students’ exam paper.

In response of this question, (81.8%) of teachers explained that they comments in their students’ exam paper. While, only (18.2%) of them which respresents 2 teachers claimed that they do not need to put comments in their students’ exam paper.

This means that teachers put comments on their students’ exam paper in order to make them aware about their mistakes ,and encourage them to learn from their mistakes ,and motivates them to do better.

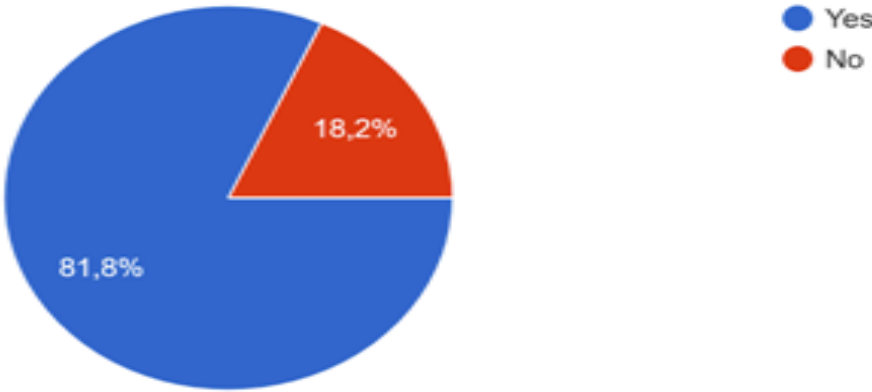


Figure.29: Teachers comment in students’ exam paper.

***If “yes”, why?**

Reasons	Frequency	Percentage
1.When you write a comments ,you remember the learner with his mistakes and if he would do them again they will remember the comment	1	11.1%
2.To let them know their level by giving them advices	1	11.1%
3.As feedback	1	11.1%
4.In order to work hard ,and never come back to the same error	1	11.1%
5.To make them aware about their mistakes	1	11.1%
6.To make the learners recognize their mistakes	1	11.1%
7.To encourage and motivate them to do better	1	11.1%
8.To learn from their own mistakes	1	11.1%
9.To correct them next time	1	11.1%
Total	9	100%

Table.38:Reasons for teachers’comment in students’exam paper.

The results show that the majority of the teachers’ agree on comment in students’exam paper,because they believe that this can encourage them and motivate them to do better and to learn from their mistakes ,while another teacher said that put a comment in students’exam paper make them aware about their mistakes ,correct them, and recognize their writing .This means that comments are important factor in enhance students writing.

10. What kind of errors do they make ?

Kind of errors	Answers	
	Frequency	Percentage
Wrong use of tenses	2	18.2%
In model	1	9.1%
Misuse of prepositions	0	0%
Word-order errors	0	0%
All of them	8	72.7%
Total	11	100%

Table.39: Types of students' errors.

From the teachers answers ,we can deduce that students find difficulties in different areas ,where(72.7%) of teachers said that their students make mistakes in all the grammar aspects mentions above. Moreover,another teachers which represents (18.2%) of the whole percentage assume that the most common errors that students make are in the misuse of tenses ,while only 1 teacher declared that misuse of model is the most common error that students make.this means,writing is the most difficult and complex skill to be learned and teach.

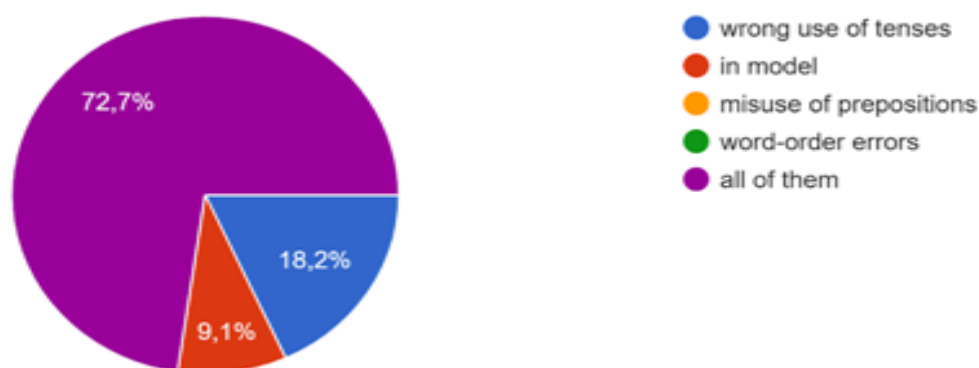


Figure.30: Types of students' errors.

11. Do you think that these errors are recurrent because of :

Reasons	Answer	
	Frequency	Percentage
First language interference	3	27.3%
Lack of reading	1	9.1%
Lack of motivation	1	9.1%
Lack of practice	6	54.5%
Total	11	100%

Table.40: Reasons behind students' errors.

The Teachers explained the reasons behind students errors as the data in the table above show that a large number of errors made by students are due to their lack of practice(54.5%),and first language interference with (27.3%) of the whole percentage. While other teachers explained that lack of motivation and reading are the main factor that make students make errors.this means that lack of practice and writing outside the classroom is an important factor that effect the students writing with a correct way.



Figure.31: Reasons behind students' errors.

12. Do you give much importance to error correction ?

Answer	Frequency	Percentage
Yes	11	100%
No	0	0%
Total	11	100%

Table.41:The importance of error correction.

The results show that all the teachers(100%) agree that correcting students' errors is much important to them ,because they can know clearly the level of their students and use tha

appropriate method to teach them. Also correcting students mistakes can motivate students to practice writing more, and learn from their mistakes.

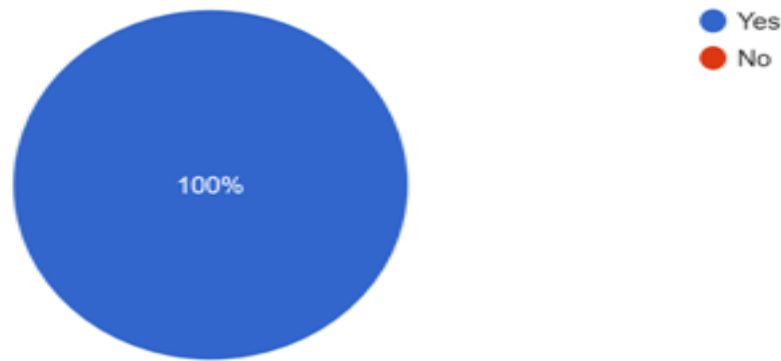


Figure.32:The importance of error correction.

13.As a teacher ,how can you help your students improve their writing skill ?

The answers we collected,are reported below:

- 1.“More practice”
- 2.”By giving them tasks to do at home(give them paragraph to write)
- 3.”By giving them instructions and motivate them .
- 4.”Through simple techniques such as producing simple sentences and problem solving.
- 5.”To give them each day to write any free topic
- 6.”Through practice”
- 7.”By asking them to write at home,write paragraphs”
- 8.”Read as much as they can and practice writing at home it’s very helpful to them”
- 9.”Asking them to write at home short essays even they make mistakes”
- 10.”Encouraging them to read more”
- 11.”Enrich their lexis and grammar”

The data we collected ,show that the teachers explained that motivate students and encourage them to write and read more at home can be very helpful to them in order to enrich their grammar,vocabulary,and lexis .Also practice play an important role in improving their writing.

14.Please ,feel free to add any comments.

This question is meant to give the teachers freedom to add any comments that may serve our research .All the respondents(11) report that writing is very essential to be taught ,at the same time ,it is very difficult process that need more practice .Moreover,they add that there are correlations between reading achievement and writing ability: better writers tend to be better readers,when students read more; they can write well.Furthermore,they add that high

motivation plays an important role in the students writing .Finally,they conclude that the teacher must be an educator at first ,he must make the learner familiar with the language before they acquire it.While some teachers contented with no adding any comments.

3.4.Interpretation of the findings

3.4.1Students'questionnaire

The analysis of students' questionnaire has revealed that the majority of students were interested in learning to write .The most of the respondents were female students,their ages ranges between (17 to 20 years old) ,and they have a good level in English language . Moreover,the majority of students displayed a high motivation for learning to write ,yet the majority of them stated to have a good proficiency in writing .Also ,during the writing session students'have stated that the time for the session was sufficient for them to practice writing .

In addition ,the most of the students stated that they often use the dictionaries in their writing .Furthermore,the questionnaire show that most of them (52.2%) declared that they rarely write outside the classroom ,and they often read some books or any texts in English .On the other hand,the questionnaire results shows that (47.7%) of students use English often on the internet and when using SMS .As for the type of language (47.7%) of students claim to use noth types that is formal and informal English.

Furthermore ,when askedif their writing was affected by the use of internet and SMS ,the majority of students (82.6%) confirmed ,and most of their justification were in connected to their assumption that internet and SMS were a valuable means bywhich they difficulties when writing in English ,(47.8%) of them confirmed ,and wheninquiring about the aspects of difficulties students may face in writing ,results revealed four main difficulties ;vocabulary as the most frequent factor (28.3%) ,grammar (17.4%) ,academic style (19.6%) ,and punctuation with (13%) .They declared that their weakness in writing is mostly due to the lack of practice.

Consequently,half of them(50%) think aloud when they practice writing ans use it as a strategy for their writing,and they agreed that reading is an important factor in improving their writing proficiency .In additin,most of the students feel anxious to write (63%) and they think that this anxiety is because of their poor vocabulary and making grammatical mistakes.

3.4.2.Teachers' questionnaire

From the analysis and interpretation of the teachers' questionnaire, the results reveal many facts about the writing skill as the most complex and difficult skill. Our conclusion is that the majority of teachers declared that their students have an average level in writing, however, (45.5%) of them was not satisfied about their students' levels in writing, and the out-numbered classes that affect the students' written performances. Both teachers and students face many difficulties in doing their tasks. The majority of teachers agreed that good writing should include many aspects that are linked to form and content, which must be integrated to have a good piece of writing.

In teaching written expression, the majority of teachers used both product and process approach which are associated by the use of the reading techniques to support their teaching; however, the use of reading technique only did not foster students' writing. That is why the teachers' task is to motivate and encourage students to read outside the classroom. While the majority of teachers affirmed that they write comments in their students' exam paper in order to encourage them to learn from their mistakes.

As concerns the difficulties that hamper the students to write correctly, the majority of the teachers assume that the errors that students make concern with all the aspects of writing techniques and grammar rules. Also they believe that that lack of practice is the most important factor that influences students' writing.

However, teachers confirmed that they give much more importance to error correction in order to encourage their students and help them to improve their writing skill through motivating them to practice writing.

3.5. Implications and recommendations

In the light of the literature review discussed in the theoretical part and the results obtained from students and teachers' questionnaire, some pedagogical implications and recommendations are highlighted to be considered in the EFL Algerian context.

Teachers need to devote more sessions for students to learn the writing process according to specific approaches and provide them with proper guidance and feedback to work out with it in the future in their graduate studies.

It is highly recommended for teachers to promote learners to read different text types in English, to show them the importance of reading in enhancing writing skill and enrich their vocabulary.

The results obtained from this study show that a good number of students use English via internet and SMS ,and they have reported that these means help them improve their English writing .As result ,teachers need to make a good use of these tools inside or outside the classroom in different ways such as creating online platforms for the students to post their writing and encouraging them to write on regular basis .Moreover,this strategy will facilitate the learning of writing without being put under the pressure of the teachers feedback ,and it will also motivate learners to practice writing more often outside the classroom .

In the teaching of writing,teachers are encouraged to test students' writing proficiency .This procedure is useful to obtain valid information about the difficulties students are experiencing ,and will permit the teacher to transform the way he teaches writing to meet the needs of his students .Following this proces ,teachers will be able to use a variety of activities addressing different aims regarding students'difficulties .Therefor ,teachers are going to help students overcome these difficulties and effective teaching of writing will take place.

Teachers should find ways to develop the writing topics and should be interesting in the sense that they should much students' needs ; levels,ect...Moreover,creating a good learning atmosphere can be a major benefit to the learners .Therefor ,they would feel secured and comfortable when learning and be encouraged to write even if their English is not that good .Another thing is that talking to students about the importance of writing skill can help a lot to puch them to try writing and motivate them to learn it.

3.6.Suggestions

After conducting the present research and collecting results ,several suggestions are proposed for the future researchers interested in writing.First , it is suggested that future research in the area of writing should be examined in association with several variables such as :the amount of reading ,students practice ,the type of activities they exercise ,and the use of technologies such as internet to develop students' writing skills.In addition,the formation of writing skills(grammar,vocabulary...)should be centered in order to improve the learners' writing skills.

3.7 Limitations of the study

Under the current conditions facing the country and the whole world (**covid-19**),in conducting this research,there exist several limitations which cause the results to be less accurate.First limitation should be included in this section, is the limited number of

sources, another limitation is the poor communication between the supervisor and the binomes .We have decided to use both questionnaire and corpus analysis of students' essays ,but unfortunately we have to just carry out with the two questionnaire ,one for the high school third year students and the other for the teachers'.We had to use google forms to do our questionnaires ,and it took a lot of time to be handed back because some of them refused to answer it and some others did not give it back as soon as possible or have answered just some secondary questions leaving the major questions unanswered ;which make us waste time in gathering their questionnaires,and another limitation is related to students willingness to provide honest answers for this questionnaire.

Moreover,the results of this study cannot be generalized because the number of the sample was limited especially the number of teachers ,but these results can be further investigated by new research works were both the sample can be winded to include different levels,and the research tools too can be varied.

Conclusion

This chapter highlighted the practical part of the research ,starting with population and sample description ,we also introduced a description of both students ans teachers'questionnaire and collecting data analysis .In addition,the interpretations of the findings of both teachers and students' questionnaire.Furthermore,recommandations ans some suggestions to the study were demonstated .

After analyzing the questionnaires addressed to EFL students,and teachers of English,we conclude that participants were helpful throughtheir contributionin responding to the various asked questions and for showing interest throughout the completion of the questionnaire .The results also obtained that teachers are aware of students' problems in all the aspects of writing .Consequently ,these findings confirmed that students should pay more attention to all the aspects of the writing skills.

3.4.Interpretation of the findings

3.4.1Students'questionnaire

The analysis of students' questionnaire has revealed that the majority of students were interested in learning to write .The most of the respondents were female students,their ages

ranges between (17 to 20 years old) ,and they have a good level in English language .Moreover,the majority of students displayed a high motivation for learning to write ,yet the majority of them stated to have a good proficiency in writing .Also ,during the writing session students'have stated that the time for the session was sufficient for them to practice writing.

In addition ,the most of the students stated that they often use the dictionaries in their writing .Furthermore,the questionnaire show that most of them (52.2%) declared that they rarely write outside the classroom ,and they often read some books or any texts in English .On the other hand,the questionnaire results shows that (47.7%) of students use English often on the internet and when using SMS .As for the type of language (47.7%) of students claim to use noth types that is formal and informal English.

Furthermore ,when askedif their writing was affected by the use of internet and SMS ,the majority of students (82.6%) confirmed ,and most of their justification were in connected to their assumption that internet and SMS were a valuable means bywhich they difficulties when writing in English ,(47.8%) of them confirmed ,and wheninquiring about the aspects of difficulties students may face in writing ,results revealed four main difficulties ;vocabulary as the most frequent factor (28.3%) ,grammar (17.4%) ,academic style (19.6%) ,and punctuation with (13%) .They declared that their weakness in writing is mostly due to the lack of practice.

Consequently,half of them(50%) think aloud when they practice writing ans use it as a strategy for their writing,and they agreed that reading is an important factor in improving their writing proficiency .In additin,most of the students feel anxious to write (63%) and they think that this anxiety is because of their poor vocabulary and making grammatical mistakes.

3.4.2. Teachers' questionnaire

From the analysis and interpretation of the teachers'questionnaire,the results reveal manyfacts about the writing skill as the most complex and difficult skill.Our conclusion is that the majority of teachers declared that their students have an average level in writing ,however,(45.5%) of them was not satisfied about their students'levels in writing,and the out-numbered classes that affect the stuents written performances.Both teachers and students face many difficulties in doing their tasks .The majority of teachers agreed that good writing should include many aspects that are linked to form and content ,which must be integrated to have a good piece of writing .

In teaching written expression ,the majority of teachers used both product and process approach which are associated by the use of the reading techniques to support their teaching;however,the use of reading technique only did not foster students' writing.That is why the teachers' task is to motivate and encourage students to read outside the classroom .While the majority of teachers affirmed that they write comments in their students exam paper in order to encourage them to learn from their mistakes .

As concerns the difficulties that hamper the students to write correctly ,the majority of the teachers assume that the errors that students make concern with all the aspects of writing techniques and grammar rules .Also they believe that that lack of practice is the most important factor that influence students writing.

However,teachers confirmed that they give much more importance to error correction in order to encourage their students and help them to improve their writing skill through motivate them to practice writing.

3.5.Implications and recommendations

In the light of the literature review discussed in the theoretical part and the results obtained from students and teachers 'questionnaire ,some pedagogical implications and recommendations are highlighted to be considered in the EFL algerian context .

Teachers need to devote more sessions for students to learn the writing process according to specific approaches and provides them with proper guidance and feedback to work out with it in the future in their graduate studies.

It is highly recommended for teachers to promote learners to read different text types in English ,to show them the importance of reading in enhancing writing skill and enrich their vocabulary .

The results obtained from this study show that a good number of students use English via internet and SMS ,and they have reported that these means help them improve their English writing .As result ,teachers need to make a good use of these tools inside or outside the classroom in different ways such as creating online platforms for the students to post their writing and encouraging them to write on regular basis .Moreover,this strategy will facilitate the learning of writing without being put under the pressure of the teachers feedback ,and it will also motivate learners to practice writing more often outside the classroom.

In the teaching of writing, teachers are encouraged to test students' writing proficiency. This procedure is useful to obtain valid information about the difficulties students are experiencing, and will permit the teacher to transform the way he teaches writing to meet the needs of his students. Following this process, teachers will be able to use a variety of activities addressing different aims regarding students' difficulties. Therefore, teachers are going to help students overcome these difficulties and effective teaching of writing will take place.

Teachers should find ways to develop the writing topics and should be interesting in the sense that they should much students' needs; levels, etc... Moreover, creating a good learning atmosphere can be a major benefit to the learners. Therefore, they would feel secured and comfortable when learning and be encouraged to write even if their English is not that good. Another thing is that talking to students about the importance of writing skill can help a lot to push them to try writing and motivate them to learn it.

3.6. Suggestions

After carrying out the present study and gathering data, several suggestions are proposed for the future researchers interested in writing. First, it is suggested that potential research in the area of writing should be examined in association with several variables such as: the amount of reading, students practice, the type of tasks they exercise, and the use of technologies such as internet to develop students' writing skills. In addition, the formation of writing skills (grammar, vocabulary...) should be based on developing the writing skills of learners.

3.7 Limitations of the study

Under the current conditions facing the country and the whole world (**covid-19**), in conducting this research, there exist several limitations which cause the results to be less accurate. First, the population of this study is limited to third year students of foreign language at secondary school both males and females. The limitation should be included in this section, is the limited number of sources, another limitation is the poor communication between the supervisor and the binomes. We have decided to use both questionnaire and corpus analysis of students' essays, but unfortunately we have to just carry out with the two questionnaires, one for the high school third year students and the other for the teachers'. We had to use google

forms to do our questionnaires ,and it took a lot of time to be handed back because some of them refused to answer it and some others did not give it back as soon as possible or have answered just some secondary questions leaving the major questions unanswered ;which make us waste time in gathering their questionnaires,and another limitation is related to students willingness to provide honest answers for this questionnaire.

Moreover,the results of this study cannot be generalized because the number of the sample was limited espicially the number of teachers ,but these results can be further investigated by new research works were both the sample can be winded to include different levels,and the research tools too can be varied.This study is also limited in investigating only the writing skill and cannot be generalized to others skills.

Conclusion

This chapter highlighted the practical part of the research ,starting with population and sample description ,we also introduced a description of both students ans teachers'questionnaire and collecting data analysis .In addition,the interpretations of the findings of both teachers and students' questionnaire.Furthrmore,recommandations ans some suggestions to the study were demonstated.

After analyzing the questionnaires addressed to EFL students,and teachers of English,we conclude that participants were helpful throughtheir contributionin responding to the various asked questions and for showing interest throughout the completion of the questionnaire .The results also obtained that teachers are aware of students' problems in all the aspects of writing .Consequently ,these findings confirmed that students should pay more attention to all the aspects of the writing skills.

General Conclusion

Writing is a complicated skill which requires a variety of difficulties. Improving students' writing skill is a challenging task especially in the case of EFL learners. Learning to write accurately is something that students can not manage, they find it difficult to master, because they generally hesitate to write, therefore, they fail to produce acceptable texts or paragraphs. For this reason, they face several difficulties effect their writing, they strive to find the proper words, straggle with the grammar of the language, they find problems in the organization of their writing, or they may have problems with spelling and punctuation.

The present study focuses on identifying students' writing difficulties and find the major weaknesses. This is done through an online questionnaire administrated to both third year students and teachers at high school Dahmouni-Tiaret; which reported the documentation of several difficulties and weaknesses in the written language production.

The findings of the research reveal that third year English students at high school have faced a several problems when write. According to the results obtained from the questionnaires, students seem to have main difficulties concerning vocabulary, grammar, mother tongue and first language interference, topic choice and also lack of reading and motivation that effect the students 'writing. As far as teachers are concerned they associate these difficulties to the lack of practicing and motivation. In this respect, writing well is a process that must be learned and practiced this means that takinf time over writing, doing a lot of readings, practicing it; are absolutely essential parts of writing.

References

1. Ab manan,N.,Pillay,I.,&Adnan,A.H.M.(2017).Mother Tongue interference in the writing of English as a Second language (ESL) Malay Learners.*International Journal of Academic Research in Business & social sciences*,7(11).University Technology MARA.
2. Adas,D.,& Bakir,A.(2013).Writing Difficulties and New Solutions .*International Journal of Humanities and Social Science* ,3(9),pp.254-266.Retrieved from <http://staff.najah.edu/sites/default/files/28.pdf>.
3. Afzal,N.(2019).A study on vocabulary .Learning problems Encountered by BA English Majors at the University level of Education,*Arab world English journal*,10(3).(pp.81-98).
4. Ahmed,A.M.(2010).Students'problems with cohesion and coherence in EFL Essay writing in Eygept :Different perspectives .*Literacy information and computer educational journal (Licej)*,1(4).Qatar University.
5. Al faki,J.M.(2015).University Students'English Writing Problems:Diagnosis and Remedy.*International Journal of English Language Teaching* ,3(3),pp.40-52.
6. Aragon Jiménez,C.E,Baires Mira,D.C.,&Rodriguez,G.S.(2013).An analysis of the writing skill difficulties of the Englissh composition (License).University of El Salvador.
7. Ashworth,M.(1992).Beyond Methodology Malta:Cambridge University Press.
8. Awad,A.(2012).The Most Common Punctuation Errors Made by the English and The TEFL Majors at An –najah National University .*An-najah University Journal of research (Hummanities)*,26(1).pp.211-233.
9. Badan Standar Nasional Pendidikan (BSNP). (2006). Standar Isi untuk Satuan Pendidikan Dasar dan Menengah. Jakarta: Badan Standar Nasional Pendidikan

10. Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal*, 54(2), 153-160. Retrieved from
11. [http://dx.doi.org/10.1093\(elt\).54.2.153](http://dx.doi.org/10.1093(elt).54.2.153).
12. Bahri, S., & Sugeng, B. (2010). Difficulties in writing in vocabulary and grammar of the second year students of SMPNI selong East Lombok west Tenggara in the school year 2008/2009. Retrieved from <http://Journal.uny.ac.id>.
13. Bonyadi, A. (2014). The Effect of Topic Selection on EFL Students' writing Performance, 1(9). Iran University.
14. Borg, E. (2008). 'Understanding the nature, possibilities and challenges of academic writing'. in S. Moore (ed) supporting academic writing among students and academics. London: Staff and Educational Development Association. 9-14.
15. Boscolo, P., & Hidi, S. (Eds). (2008). Writing and Motivation. The Guilford Press.
16. Boughey, C. (1997). *Writing*. Oxford: Oxford University Press.
17. Brown, K., & Hood, S. (2002). Writing Matters. Writing skills and strategies for students of English. Cambridge: Cambridge University Press.
18. Byrne, D. (1988). Teaching Writing Skills. London: Longman Press.
19. Byrne, D. (1991). *Teaching Writing Skills (5th ed)*. London: Longman.
20. Carroll, J., & Wilson, E. (1993). Acts of teaching. Englewood, Colo: Teacher Ideas Press.
21. Chakraverty, A., & Gautum, K. (2000). Dynamics of Writing, *forouim*, 38(3).
22. Crème, P., & Lea, M. R. (2008). Study English: Writing at University a Guide for Students. UK: McGraw. Hill Education.
23. Crème, P., & Lea. (2003). Writing at university. Maidenhead: Open University Press.
24. Damayanti, Y. (2009). Micro and Macro skills of writing found in the writing exercises of the Bridge English competence for SMP grade VIII.

25. Dansieh,A.(2011).SMS Texting and Its Potential Impacts on students'written communication skills.International Journal of English Linguistics,1(2).
26. Doi:10-5539/ijel.vln2p222.
27. Egedegbe,N.(2013).The Effect of Social Networking Sites on Students' Academic Performance in Girne American University,North Cyprus.Retrieved from <http://ydemokrat.blogspot.com/2013/05/the-effect-of-social-networking-site.html>.
28. Ferris ,D.J.,& Hedgcook,J.S.(2005).Teaching ESL Composition ;Purposse ,process ,and practice .Mahwel,Lawrence Erlbaum Associative.
29. Frith,U.(1980).Cognitive processes in spelling .London:Academic Press.
30. Gabrielatos,c.(2002).*EFL Writing product and process*.Retrieved from <http://www.gabrielatos.com/writing.pdf>
31. Ghufron,M.A.(2016).Process .Genre approach ,Product approach ,and students' self .Esteem in teaching writing.*Indonesion EFL Journal :Journal of ELT ,linguistics ,and Literature* ,2(1),pp.37-54.
32. Gowere, R., Philips, D. and Walters, S. (1995). Teaching Practice Handbook. Oxford, Heinemann
33. Grab,W.,& Kaplan,B.(1996).*Theory and practice of writing* .London and New York :Longman.
34. Haas,C.(1989).How the writing medium Shapes the Writing Process:Effects of word processing on planning,research in the teaching of English ,23(2),pp.181-207.Mellon University.
35. Harmer,J.(2001).The practice of English language Teaching.London:Longman.
36. Harmer,J.(2004).*How to teach writing* .Harlow:Longman.
37. Harmer,J.(2006a).How to teach English .(15thed.).Addison Wesley :Longman Limited.

38. Harmer, J. (2006b). *The practice of English Language Teaching*. (8th ed). China: Longman.
39. Harper, T. (2016). The Impact of Instructional Approaches, Systematic Phonics Instruction and word study, on Second Grade Students' spelling development. Unpublished Master's thesis, Goucher college Maryland, United States of America.
40. Harris, J. (1993). *Introducing Writing*. London: Penguin Group.
41. Harris, J. (1993). *Introducing writing*. Penguin English.
42. Hartwell, P. (1985). Grammar, Grammar, and the teaching of Grammar. In J. Caroll & E. Wilson, *Acts of Teaching* (pp. 205-207). Englewood, Colo: Teacher Ideas Press.
43. Hassani, A. (2016). Enhancing Argumentative Writing Skill through Contextual Teaching and Learning. *Educational research and reviews*, 11(16), 1573-1578.
44. Hayes, J.R., & Flower, L.S. (2004). *A cognitive process theory of writing*. *College Composition and Communication*, 32(4), 365-387.
45. Hedge, T. (1988). *Writing*. Oxford: Oxford University Press.
46. Hinkle, E. (2004). *Teaching academic ESL writing*. Mahwah, N.J.: L. Erlbaum.
47. Huwari, I.F., & Al-Khasawneh, F.M. (2013). The reasons behind weaknesses of the writing in English among pre-year students at Taibah university. *English for specific purposes world*, 14(38), 1.-9. Retrieved from <http://www.esp-world.info/articles38/z2.12.2012.pdf>.
48. Hyland, K. (2003). *Second Language Writing*. Cambridge: Cambridge University Press.
49. Hyland, K. (2006). *English for Academic Purposes. An Advanced Resource Book*. Abingdon: Routledge.
50. Irvin, L.L. (2010). *What is "academic writing?"*. Retrieved from <http://wac.colostate.edu/books/writingspaces1/Irvin..what.is.academic.writing.pdf>.

51. Johnson,A.P.(2008).Teaching reading and writing:Aguidebook for tutoring and remediating students.USA:Rowman & Little field Education.
52. Jordan,R.R.(1997).English for academic purposes :Aguide and resource book for teachers .Cambridge:Cambridge University Press.
53. Kane,T.S.(2000).The Oxford Essential Guide to writing .New York:Berkley.
54. Kate,W.,& Guy,J.(Eds.).(2003).Advanced learners 'dictionary .Cambridge:Cambridge University Press.
55. Kharma,M.(1987).Problems of students incommunication skills,International Journal of English Language teaching 3(3),pp.40-52.
56. Kirby,D.L.,& Crovitz,D.(2013).Inside out.Portsmouth,N.H:Heineman.
57. Kroll,B.(Ed.).(1997).Second language writing :Research insights for the classroom .(6thed.).Cambridge:Cambridge University Press.
58. Kumar,M.(2014).Role of Mother Tongue in Second Language Learning.*International Journal of research* ,1(11).University Kingdom of Saudi Arabia.
59. Lado,R.(1955).Patterns of difficulty in Vocabulary .Retrieved from <https://deepblue.lib.umich-edu/bistream/Handle/2027.42/98253/j.1467-1770-1955-tb00829.xopdf?.sequence=1>.
60. Leki,L.(1992).Understanding ESL writers :Aguide for teachers :London and Portsmouth ,N.H:Heineman.
61. Linse,T.C.(2005).Practical English Language Teaching Young Learners .New York :McGrow-Hill.
62. [Medium.com/@missjessicaalbay/why-writing-skills-are important-3780b8d77419](https://medium.com/@missjessicaalbay/why-writing-skills-are-important-3780b8d77419).
63. Mehrabi,N.(2014).The effect of second language writing ability on first language writing ability .Theory and practice in language studies,4(8),pp.1686-1691.

64. Mehring, J.G. (2005). *Developing vocabulary in second language Acquisition :From theories to the classroom* .Retrieved from <http://www.bpu.edu/chss/English/TESOL/proffessionaldevelopment/200680TWPfall06/03Mehring.pdf>.
65. Melouk, M. (1991). *Learners Processing of input: Comprehension vesus acquisition* .In *English Language Teaching in the Maghreb :Focus on the Learner* .MATE, pp.89-101.
66. Miller, C.R. (1984). *Genre as social action* .*Quarterly Journal of Speech* ,70,151-167.
67. Mingle, J., & Adams, M. (2015). *Social Media. Network. Participation and academic Performance In Senior High School in Ghana* .Retrieved from <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?.article=3446&context=liphilphrac>.
68. Mirza, M. (2015). *Impact of SMS on written English* .Retrieved from http://s3.amazonaws.com/academia.edu/documents/32990595/Impact=of_sms_on_English_Language.dox.
69. Murray, D.M. (1978). *Internal revision :a process of discovery*. C.R.Cooper & L.Odell (Eds), *Research on composing ,Points of Departure*.
70. Nemouchi, A. (2008). *Writing Connection with Grammar and Literature in the Study Organization of the LMD system* .Unpublished Doctorate Thesis.
71. Ngoc, D.T. (2019). *EFL Student's Writing Skills: Challenges and Redemies*. IOSR *Journal of Research & Method in Education (IOSR-JRME)*, 9(6), pp.74-84.
72. NSW Board of studies, (2000). *Focus on literacy: Writing*. Sydney, NSW: Board of Studies.
73. Nunan, D. (2003a). *Practical English Language Practice*. Singapore: Mc Graw-Hill Company
74. Nunan, D. (1989). *Designing tasks For the communicative classroom*. Cambridge University Press.

75. Nunan,D.(1999).*Second language teaching and learning* .Boston:Heinle & Heinle.
76. Nunan,D.(2000).*Language Teaching Methodology:textbook for teachers*.Malaysia:Longman.
77. Nunan,D.(2003b).*Practical English Language Teaching* .New York:McGrow-Hill.
78. Oshima,A.,& Hogue,A.(2007).*Introduction to Academic writing*.(3ed).New York :Longman.
79. Peltridge,B.(2004).Approaches to teaching second language writing .17th Educational Conference Adelaide.
80. Pratiwi,K.D.(2012).*Students' difficulties in writing English (A Study at The Third Semester Students of English Education Program At University of Bengkulu*.
81. Raimes,A.(1994).*Techniques in teaching writing* .(3rded.).Oxford:O.U.P.
82. Rao,Z.(2007).Training in Brainstorming and developing writing skills.ELT Journal,61(2).
83. Reed,D.(2012).Why Teach Spelling ?.New Hampshire,United states of America:RMC Research corporation ,Center on Instruction .
84. Richards ,J.C.,& Renandya,W.A.(2002).*Methodology in Language teaching on anthology of current practice* .Cambridge : Cambridge University Press.
85. Risto,A.(2014).The impact of texting and social media on students'academic writing skills Retrieved from <http://digitalscholarship.tnstate.edu/dissertations/AAI3683242/>
86. Robinett,B.W.,& Schachter,J.(eds).(1989).*Second Language Learning :Constructive Analysis ,Error analysis ,and Related Aspects*.The University of Mitchigan Press.
87. Rumelhart,E.D.(1977).Toward an interactive model of reading .In:S.Doewik(ed.),*Attention & performance IV*.Carlsbaum Associates,573-603.
88. Rupert,R.P., & Brueggeman,A.M .(1986),*Reading Journals :making the language connection in college* .*Journal of reading* ,30(4),575-593.

89. Sawalmeh, M.S.M. (2013). Error Analysis of written English Essays .The case of students of the preparatory year program in Saudi Arabia .English for specific purposes world ,14(40),pp.1-17. Retrieved from http://www.esp_world.info/Articles_40/sawalmeh.pdf
90. Seely, J. (1998). Guide to Effective writing and speaking .Oxford:Oxford University press.
91. Seow, A. (2002). The writing process and precess writing .J. Richard & W.A. Renandya (Eds.). Methodology in Language teaching :An anthology of current practice .USA: Cambridge University.
92. Shangarfan, N., & Mamipour, M. (2011). The impact of teaching critical thinking on intermediate EFL learners' writing skill. American Journal of scientific Research ,(40), pp.119-125. Retrieved from <http://www.eurojournals.com/ajsr-htm>.
93. Shejbalova', D. (2006). Methods and approaches in vocabulary teaching and their influence on students' acquisition .Retrieved from http://is.muni.cz/th/104917/pedf_b_a2/bakalarska_prace-pdf.
94. Singleton -Jackson . (2003). Writing proficiency among graduate students in higher education programs (Doctor in Philosophy). North Texac.
95. Sliva, T. (1990). Second language composition Instruction ,Development Issues and Dissections in ESL ,In B, Kroll (ed) second language writing :Research Insights for the classroom.
96. Starkey, L. (2004). *How to write great essays*. New York .Learning express.
97. Tarnopolosky, O., & Kozhushko, S. (2007). Teaching academic writing in English to tertiary students in Ukraine. Retrieved from http://readingmatrix.com/conference/pp/proceedings2007/tarnopolsky_Kuzhushko.pdf

98. Trokya,L.,&Nudelman ,J.(1994).*Steps in composition*.Upper Saddle River,N.J:Pearson/Prentice Hall.
99. Tuckman,H.P.(1975).Teacher Effectiveness and Students Performance.*The journal of Economic Education* ,7(1),pp.34-39.
100. Tyner, E. (1987). *College Writing Basics: A Progressive Approach*. Belmont. Wands worth Publishing Company.
101. Valdes,O.(2019).*An introduction to Academic writing*.
102. Walsh,K.(2010).The Importance of Writing Skills:Online tools to encourage success.Retrieved from <http://www.emergingedtech.com/2010/11/the-importance-of-writing-skills-online-tools-to-encourage-success/>
103. Wang,W.(1999).*Age and Second Language Acquisition in Adulthood:The Learning Experiences and Perceptions of Women Immigrants*.TESL Canada Journal/La Revue TESL Du Canada,16(2).
104. Wenyu,L., & Yang,L.(2008).Research on EFL Writing Strategies using SRP :An empirical study in Dut.The Asian EFL Journal ,10,pp.51-83.
105. Whitaker,A.(2009).Academic writing guide.Retrieved from <http://www.vsm.sk/curriculum/academicssupport/academicwritingguide.pdf>.
106. Widdowson,H.(1978).*Language teaching texts* .Oxford:Oxford University Press.
107. Widdowson,H.G.(1979).*Explorations in applied linguistics*.Oxford:Oxford University Press.
108. Widdowson,H.G.(2001). *Teaching a Language as communication*.(12th ed).Oxford:Oxford University Press.
109. Williams,J.D.(1988).*Teaching writing skills*.London:Longman.Cambridge University Press.

110. Willson,J.(2018).*Why writing skills are important* .Retrieved from.
111. [Medium.com/@missjessicalbay/why-writing-skills-are_important-3780b8d77419](https://medium.com/@missjessicalbay/why-writing-skills-are-important-3780b8d77419).

Appendices

Appendix 01

Teacher's Questionnaire

Appendix II .The Teachers' Questionnaire

The following questionnaire deals with some difficulties that hinder students' achievement in writing .Hence,the aim isto identify and analyse them.Then we will suggest ways that may help us to solve this problem and improve students' writing .As a first part of research work is detecting some reasons behind students' poor writing production .We aim at getting a close view about the main heading points that will guide us to the right directon .Answering this questionnaire would be great help.

Thank you for cooperation.

1.Is writing level of third year students:

- Very good
- Good
- Average
- Bad

2.Do your learners achieve a satisfactory level in mastering the writing skill?

- Yes
- No

Please explain

.....
.....
.....

3.Do out numbered classes affect the learners'written performances?

- Yes
- No

Please explain

.....
.....
.....

4.Good writing means?

- Correct grammar

- Good ideas
- Specific vocabulary
- Spelling&punctuation
- Coherence&cohesion
- All of them

Please justify

.....

.....

.....

5.Do you exploit reading techniques in teaching the writing skill?

- Yes
- No

Please explain

.....

.....

.....

6.Which approach do you use when teach writing?

- The product approach
- The process approach
- Both

7.Do you encourage your students to write at home?

- Yes
- No

8.What kind of problems do you face when teaching writing skill?

.....

.....

.....

9.Do you write any comments in your students' exam paper?

- Yes
- No

If “yes” why?

.....
.....
.....

10.What kind of errors do they make?

- Wrong use of tenses
- In model
- Misuse of prepositions
- Word-order errors
- All of them

11.Do you think that these errors are recurrent because of :

- First language interference
- Lack of reading
- Lack of motivation
- Lack of practice

12.Do you give much importance to error correction?

- Yes
- No

13.As a teacher ,how can you help your students improve their writing skill?

.....
.....
.....

14.Please,feel free to add any comments.

.....
.....

Appendix 02

Student's Questionnaire

Appendix I. The students' Questionnaire

Dear student, the following questionnaire was primarily constructed for the sake of finding EFL students weakness in the written production ,and find the reasons behind this issue .We

would be grateful if you could fill this questionnaire ,and we inform you that your answers will be completely anonymous and used for scientific research only .Thank you.

The researcher.

1.You are:

- Male
- Female

2.Age:

.....
.....

3.Do you like English language?

- Yes
- No

4.How do you evaluate you English level?

- Outstanding
- Good
- Average
- Low
- Very low

5.Are motivated to learn writing?

- Yes
- No

6.How do you evaluate your writing proficiency?

- Outstanding
- Good
- Average
- Low
- Very low

7.Are you given enough time in the classroom to write or to answer the writing activities?

- Yes
- No

If no why do you think is the reason?

.....
.....
.....

8.How often do you use dictionaries in your writing?

- Always
- Often
- Rarely
- Never

9.How often do you write outside the classroom?

- Always
- Often
- Rarely
- Never

10.How often do you read ,books,magazines,or any text in English?

- Always
- Often
- Rarely
- Never

11.How often do you practice English writing through/via internet ,social media or SMS?

- Always
- Often
- Rarely
- Never

12.What sort of language do you use when using internet or SMS?

- Formal English (academic English)
- Colloquial English(informal_casual English)
- Both types

Please justify your answer:

.....
.....
.....

13. Do you think that Internet networking and SMS chatting effect your English writing?

- Yes
- No

Why?

.....
.....
.....

14. Do you find difficulties when writing in English?

- Yes
- No

15. What are the aspects you are likely to find difficulties in when you write?

- Grammar
- Vocabulary
- Punctuation
- Spelling
- Coherence and cohesion
- Academic style
- Orgnization of the writing

16. Your weakness in writing is due to the :

- Lack of practice
- Lack of reading
- Lack of motivation
- Others

17. Is reading important in improving your writing?

- Yes
- No

If no why?

.....

.....

18. Which of the following strategies you use more often in your writing?

- Modelled writing(imitating texts such as newspaper articles,Novels,stories...)
- Think aloud(you say what you are thinking about during writing)
- Independent writing (you rely on your skills and the information you have acquired from the teacher in order to accomplish the writing task)

19. Do you feel anxious to write?

- Yes
- No

If “yes”,is it because of :

- a-Making grammatical mistakes
- b-Do not have rich vocabulary.

Thank you for yor patience & collaboration

المخلص

يعد إتقان مهارة كتابة اللغة الإنجليزية كلغة أجنبية من بين أهم القدرات التي يحتاج طلاب اللغة الإنجليزية إلى إنجازها من فصول تدريس اللغة الإنجليزية ، تهدف هذه الدراسة بشكل أساسي إلى التحقق من ضعف طلاب اللغة الإنجليزية كلغة أجنبية في إنتاج اللغة المكتوبة ، ويهدف هذا البحث أيضًا إلى الكشف عن الصعوبات والأخطاء الشائعة التي واجهت الطلاب عند الكتابة ، المشاركون في الدراسة هم (46) من طلاب السنة الثالثة تم اختيارهم عشوائياً و (11) مدرساً في ثانوية الدحموني_ تيارت لتحقيق الهدف الرئيسي لهذه الدراسة ، وقد نفذت هذه الدراسة منهجاً كمياً. تم جمع البيانات من خلال استبيانين تم إدرجهما لكل من المعلمين والطلاب من أجل جمع بيانات كافية ومناسبة حول وجهات نظرهم وآرائهم ، وأكدت النتائج التي تم الحصول عليها من الاستبيانات صحة الأسئلة المطروحة وأشارت إلى أن الطلاب يواجهون صعوبات كبيرة عند الكتابة. باللغة الإنجليزية ، ويرجع ذلك إلى عدة عوامل نلخص بعضها أدناه ؛ صعوبات مع القواعد والمفردات ، والهجاء وعلامات الترقيم ، ونقص القراءة والتحفيز ، وتأثير اللغة الأم واللغة الأولى (L1) ، وكذلك اختيار الموضوع ، وصعوبة التماسك ؛ مما أدى إلى ضعف كبير في إنتاج نصوص مقبولة مثل ؛ الفقرات أو المقالات، بناء على هذه النتائج ، يُنصح المدرسون بمراعاة مشاكل كتابة طلاب اللغة الإنجليزية كلغة أجنبية ، ومساعدتهم على التغلب على هذه الصعوبات من خلال تخصيص المزيد من الجلسات لهم لتعلم الكتابة من بين التوصيات التربوية.

الكلمات المفتاحية: الكتابة ، صعوبات الكتابة ، طلاب اللغة الإنجليزية كلغة أجنبية.

Résumé

Maîtriser la compétence d'écriture EFL est l'une des capacités les plus importantes que les étudiants d'anglais doivent accomplir dans leurs cours d'anglais. Cette étude vise principalement à enquêter sur les faiblesses des étudiants EFL dans la production de la langue écrite. Cette recherche vise également à révéler les difficultés et les erreurs courantes. Les participants à l'étude sont (46) des élèves de troisième année sélectionnés au hasard et également (11) des enseignants du lycée de Dahmouni-Tiaret afin d'atteindre l'objectif principal de cette étude. Cette étude a mis en œuvre une méthode quantitative, les données ont été collectées au moyen de deux questionnaires en ligne administrés à la fois aux enseignants et aux élèves afin de recueillir des informations suffisantes et adaptées sur leurs points de vue et opinions. Les résultats obtenus à partir des questionnaires ont confirmé la validité des questions posées et ont indiqué que les élèves rencontrent de grandes difficultés lorsque écrit en anglais, et cela est dû à plusieurs facteurs dont certains sont sommaires arized ci-dessous; problèmes de grammaire et de vocabulaire, d'orthographe et de ponctuation, manque de lecture et de motivation, interférence de la langue maternelle et de la première langue (L1), ainsi que du choix du sujet, de la cohérence et des difficultés de cohésion; ce qui a entraîné une faiblesse significative dans la production de textes acceptables tels que Sur la base de ces constatations, il est conseillé aux enseignants de prendre en compte les problèmes d'écriture des élèves EFL, et de les aider à surmonter ces difficultés en leur consacrant plus de sessions d'apprentissage de l'écriture font partie des recommandations pédagogiques.

Mots clés: rédaction, difficultés d'écriture, étudiants EFL