

الجمهورية الجزائرية الديمقراطية الشعبية  
PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
وزارة التعليم العالي والبحث العلمي  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
جامعة عباس لغرور-خنشلة  
UNIVERSITY OF ABBES LAGHROUR –KHENCHELA



كلية الآداب واللغات  
FACULTY OF LETTERS AND LANGUAGES  
قسم الآداب واللغة الإنجليزية  
DEPARTMENT OF ENGLISH

**An Investigation of Students' Writing Issues.  
The Case Study Third Year Students Of  
Khenchela University**

*Dissertation Submitted to the Department of English in Partial Fulfillment of the  
Requirements for the Degree of Master in Language and Culture*

**Candidate: Araar Yasmina**

**Supervisor: Dr Elbah Zoulaikha**

**Board of Examiners:**

Adviser: Dr.

University of

Examiner: Dr.

University of

Chairman: Dr.

University of

**2022-2023**

[Tapez ici]



[Tapez ici]

## *Dedication*

- **I dedicate this humble work To the apple of my eyes My Brother IMAD who were the Happiness of our family and all what I have may Allah have mercy on his soul**
- **To the light of my life from the past until forever My Mother who believed on me And fights for me and my sisters**
- **To the gift of life my nieces Jouri, takwa, matia, mohamed and my little angel who didn't came yet.**
- **To my Adorable sisters Bina sakou and kouki for their encouragement's god knows How much I love them**
- **To my best friend who were always by my side Amourty and my Jasmin without Forgetting my dear friend Zac.**
- **To the one who loved me truly thank you for everything my all**
- **To my sisters husbands who were like a real brothers**
- **To the strongest girl on earth Me**
- **To my camera and my talent photography**

## Acknowledgements

Above all I would Thank Allah the almighty for giving me the power to finish this humble Work all great praise for him.

I would like to express my gratitude to my kind and lovely supervisor Doctor Elbah – zoulaikha who helped me. Without her support, this dissertation would have been Impossible completed. I'm so grateful to work with her.

Many thanks to all members of the jury bothered reading my thesis and providing me with valuable piece of advice.

My gratitude goes to all students and teachers of English at Abbes Laghrour University of Khenchela who helped me willingly in preceding the questionnaire and supplied me with Numerous instructions, Thank you all.

## **Abstract**

The Present study sheds some light on the process of writing at the Department of English. It covers students' writing difficulties and many causes behind these difficulties. Thus, the Overall aim of this research is to figure out the reason behind the students' Of Written expression. More specifically, the study seeks to explore new teaching strategies that helps to enhance the writing skill of third year students of English at khenchela University. We expect that those factors either encourage or hinder learners' motives.

In Order to gather data, we have administrated a questionnaire for learners as well as for Teachers of English at Khenchela University. Furthermore, we carry out a number of Insights into effective interventions to support students in overcoming these challenges.

The Results of both questionnaires given to teachers and learners will contribute to the Development of evidence-based practices for writing instruction, helping educators adapt their approaches to meet students' diverse needs. Ultimately, this study aims to enhance Students' writing proficiency, foster their confidence, overcome the students' difficulties and promote their overall academic success.

**Key Words:** Writing Difficulties, English, Teaching Strategies, Third Year, and Evidence-Based Practices.

## LIST OF TABLES

Table 1: Learning Writing .....	34
Table 2: Difficulty of Writing .....	35
Table 3: Students' Justification about writing activity.....	36
Table 4: The improvement of written expression sessions.....	37
Table 5: Justification of the learners' choice .....	38
Table 6: Students' difficulties with writing.....	39
Table 7: Reasons behind students' writing difficulties.....	41
Table 8: Students' suggestions to overcome writing difficulties.....	42
Table 9: Students' view about the written expression program.....	44
Table 10: Teachers' encouragement in writing.....	45
Table 11: Teachers opinion about the learners' obstacles in writing.....	47
Table 12: The approach of teaching writing.....	49
Table 13: The sufficiency of teaching writing for the learners' improvement.....	52
Table 14: Teachers justification of the sufficiency of written expression session.....	53
Table 15: Teachers experience in teaching writing.....	55
Table 16: Qualification of teachers' experience in teaching the writing skill.....	56
Table 17: Teachers' success in overcoming learners' difficulties in writing.....	58
Table 18: Techniques used by teachers to enhance students' writing skill.....	59

[Tapez ici]

Table 19: Teachers' view about the difficult stage of writing.....	60
Table 20: Teachers' view about using authentic material.....	61
Table 21: Teachers' justification of the use of authentic materials.....	62
Table 22: Teachers opinion about learners' poor writing.....	64

## LIST OF GRAPHS

Graph 1: writing as an interesting activity.....	34
Graph 2: Difficulty of writing .....	35
Graph 3: the improvement of writing expression sessions.....	37
Graph 4: Students difficulties with writing.....	40
Graph 5: Reasons of students' writing difficulties.....	41
Graph 6: Written expression program.....	44
Graph 7: The teachers' encouragement in writing.....	45
Graph 8: Teachers opinion about the learners' obstacles in writing .....	48
Graph 9: The approach of teaching writing.....	49
Graph 10: The sufficiency of teaching writing for the learners' improvement.....	52
Graph 11: Teachers experience in teaching writing.....	55
Graph 12: Qualification of teachers' experience in teaching the writing skill.....	57
Graph 13: Teachers' success in overcoming learners' difficulties in writing.....	58
Graph 14: Techniques used by teachers to enhance students' writing skill.....	59
Graph 15: Teachers' view about the difficult stage of writing.....	60
Graph 16: Teachers' view about using authentic materials.....	62
Graph 17: Teachers opinion about learners' poor writing.....	65

[Tapez ici]

## Table OF CONTENTS:

<b>Dedication</b> .....	<b>III</b>
<b>ACKNOWLEDGMENTS</b> .....	<b>IV</b>
<b>ABSTRACT</b> .....	<b>V</b>
LIST OF TABLES .....	IV
LIST OF GRAPHS.....	V
<b>GENERAL INTRODUCTION</b> .....	<b>1</b>
Introduction .....	1
1. Background of the Study.....	2
2. Statement of the Problem.....	3
3. Aim of the Study .....	4
4. Research Question .....	5
5. Research hypothesis .....	6
6. Research methodology .....	6
6.1. Choice of the method .....	6
6.2. Population and Sampling .....	6

[Tapez ici]

6.3. Data gathering tool.....	7
7. Organization of the dissertation.....	7
..... <b>CHAPTER ONE: THEORETICAL PART</b> .....	<b>8</b>
<b>SECTION ONE: OVERVIEW OF WRITING SKILL</b> .....	<b>9</b>
Introduction.....	10
1.1. What is writing? .....	11
1.2. Nature of Writing.....	12
1.3. The Principles of Writing.....	14
1.3.1. Organization and clarity .....	14
1.3.2. Conventions.....	15
1.3.3. Clarity .....	15
1.4. The relationship between Writing and Reading.....	15
1.5. The Importance of Writing.....	16
1.6. Stages of Writing.....	17
1.6.1 .Pre-writing.....	17
1.6.2. Drafting.....	18
1.6.3. Reviewing.....	18
1.6.4. Editing.....	19
1.6.5. Publishing.....	19

1.7. The Particularity of Writing Skill? .....19

CONCLUSION.....20

**Section TWO: Reasons BEHIND Students’ Writing difficulties.....21**

**Introduction.....22**

2. List of learners’ writing difficulties.....22

2.1. Linguistic Difficulty.....22

2.2 Grammar .....23

2.3. Sentence structure.....23

2.4. Coherence and cohesion.....24

2.5. Punctuation and spelling mistakes.....24

**3. REASONS OF SUTDENTS’ WRITING DIFFICULTIES.....25**

3.1 Lack of Motivation.....25

3.2. The Inadequacy of training and reading .....26

3.3. Focus Difficulties .....27

3.4. Anxiety.....27

3.5. The influence of the mother tongue on writing in the target Language .....28

Conclusion.....29

**CHAPTER TWO: INVESTIGATION FIELD**  
**.....30**

INTRODUCTION.....	31
1.1. Students ‘QUESTIONNAIRE .....	32
1.2. Aim of the QUESTIONNAIRE.....	32
1.3. Description of the QUESTIONNAIRE.....	33
1.4. Analysis of the QUESTIONNAIRE.....	34
2. Teachers QUESTIONNAIRE.....	46
2.1. Aim of the QUESTIONNAIRE.....	46
2.2. Description of the QUESTIONNAIRE.....	46
2.3. Analysis of the QUESTIONNAIRE.....	47
Conclusion.....	66
<b>General conclusion.....</b>	<b>67</b>
<b>Recommandations and Implication.....</b>	<b>68</b>
<b>References.....</b>	<b>71</b>
Appendices.....	73
APPENDIX A: Students’ Questionnaire.....	75
APPENDIX B : Teachers ’ Questionnaire .....	80
Résumé .....	84
الملخص.....	85



## General Introduction

Writing is an essential skill for all students to master, as it plays an essential role in their academic and professional success. However, most of English students at Khenchela University face many difficulties that may affect as well as destroy their Capacity to use their ideas, to communicate successfully.

There are several reasons behind students' writing issues, including lack of Practice, grammar and punctuation errors. Besides, coherent and cohesion Problems, lack of motivation, inadequate planning, no time Organization, lack of a Good sentence structure, lack of self- confidence as well as self-doubt and editing Errors .can also influence learners' writing performance.

Understanding these factors is important for both teachers and students to address Learners' writing problems and improve students' writing skills.

In fact, the concept of teaching in general can never be separated from learning since sufficient and effective teaching would certainly take an essential role when the Teacher knows deeply what is meant by learning and insists to solve the learners' Needs.

Writing is considered as a big challenging skill for many number of Khenchela University students. Who are struggling when it comes to produce a piece of writing In English language.

For this research, our aim is to explore those writing difficulties adding the Reasons behind these issues in more details and provide Solutions to aid students by scaffolding techniques, peer collaboration, and the integration of technology tools. By this educators can ascertain and determine the most effective approaches to Support students' in improving their writing skills.

## 1. Background of the study:

The study of writing has a rich historical background that has evolved above time. From Ancient nations developing writing structures to current digital communication, influenced by various cognitive, social, and cultural factors. Understanding the nature of writing has been a subject of academic inquiry.

Writing is an essential and complex skill that plays a crucial role in academic and Professional settings. It is a medium of communication and a channel of relation between at Least two individuals. In which, by referring to history it seems that historically, its Development especially its systems had a vital role in human civilization such as Mesopotamia, Egypt, and China established early forms of writing, which were mainly used For Managerial purposes, record-Keeping, and communication. The study of these early Writing systems provides insights into the origins and evolution of writing as a means of Human expression. Scholars have proposed various models to understand the cognitive Processes involved in writing. The term “writing process” has been used interchangeably in the literature, one prominent model is the cognitive process theory of Writing proposed by Flower & Hayes (1981). This model suggests that “writing involves Recursive processes of Planning, interpreting opinions into written language, and reviewing The Written text”. By Recognizing the basics of these cognitive processes the writing Pedagogy will be improved.

They defined the process of writing as “as we write” knowledge is constructed and developed too”. Flower & Hayes ‘1981). Besides, the model of Elbow, P. (1973) who argued on the value of free-writing plus the significance of dividing the drafting and editing Processes. He supported for allowing the writer's "voice" to emerge through immodest Writing and suggests strategies for overcoming writing challenges. However, Donald M. Murray (1972) - in his book “teach writing as Process Not Product “, he stated that students’

[Tapez ici]

Struggle with writing because they are often taught to focus on the final product rather than the process of writing. He suggested that teachers should focus on helping students to develop their writing process, including its stages.

A written text has three main elements which describe the process of writing, which are: How, why, and when? These three central elements or questions defined in the “Theory and Practice of writing” by Kaplan (1996) who introduced the model of parameters Involved in writing (p.215). The “who” parameter determines the writer if he is a beginner or An experienced writer who is aware of his readers, while the “what” parameter is the joint Means the link or relation between the reader and the writer. Also, the” whom” emphasized the audience, the intended or expected reader who reads the generated meanings.

The writing process is a process within researching process since they shape each other in which another study carried out from the recent meaning of writing process. Cameron, Nairn (2009) state that writing has three aspects, “emotions, know-how, and identity”. They believed that if the learners understand these aspects they would be able to master their Academic writing and being sufficient to the writing process. Sociocultural perspectives have also added to the study of writing. Scholars like Bereiter & Scardamalia (1987) who highlighted the importance of teaching writing as a recursive and active process. Though, When we speak about the difficulties of writing that hamper students level, we can find so Many features of writing problems when learning, including” Transcription difficulties” that some learners ‘struggle with, which involve difficulties with spelling, handwriting, and Typing. It can hinder the expression of ideas and affect the overall quality of writing (Berninger & Wolf, 2009). Moving to Sentence construction and grammar which seems to be challenging for students’ in constructing grammatically correct sentences and using appropriate grammar. Study suggests that these difficulties may stem from a lack of explicit Instruction or difficulties with language processing (Graham & Harris, 2000). Also, issues on [Tapez ici]

electing appropriate and varied vocabulary is another common writing challenge. Limited Word knowledge can hinder the expression of ideas and make writing sound repetitive (Graham & Hebert, 2010) as well as, Organizing ideas in a logical and coherent manner is a Common challenge in writing. Students may struggle with structuring their writing, Maintaining a clear focus, and establishing smooth transitions between ideas (Kellogg, 2008). In addition to, Organizing ideas in a logical and coherent manner, Maintaining a clear focus, and establishing smooth transitions between ideas (Kellogg, 2008) Are among common difficulties of writing. Richard Braddock and Richard Lloyd-jones (1963) Founded that students' poor writing were often related to their lack of knowledge concerning the subject matter. They recommended that teachers should focus on providing Students with opportunities to learn about the subject matter before assigning them to Write about. Therefore, the issue of organizing ideas in a logical and coherent way is a Common challenge in writing. Students may struggle with structuring their Writing, maintaining a clear focus, and establishing smooth transitions between ideas (Kellogg, 2008).

As a skill writing is an essential element not only in the studies but also in everyday Life. These findings highlight the multifaceted nature of writing difficulties. Hence, proper Care should be taken in the Future researches to explore effective strategies and Suggestions to address these challenges and support individuals in improving their writing Skill.

## **2. Statement of the problem**

In order to master any foreign language there must be a mastering in the four skills: Listening, speaking, reading, and writing. However, mastering English language writing has always been a challenge for foreign students to master. Thus, this study aims to explore the Reasons behind this fear of writing for EFL learners.

There are so many reasons why EFL learners tend to avoid written expressions but the main ones are that for some, writing feels like it takes too long so the learners either get tired or bored, for others, writing is a laborious task because there are many sub – components to pull together, for others, the reason lies in some processing difficulties, such as dyslexia or dysgraphia ...

The challenges faced by the learners in this issue have made it challenging for teachers too to teach writing skills. Since they find themselves facing lack of motivation of their learners, their diverse levels, time constraints ...

Therefore, teachers can help EFL learners to deal with their lack of enjoyment of the writing processes and also poor skill development, by developing a greater understanding and appreciation for the purpose of writing, and developing more efficient skills.

### **3. Research Question**

Accordingly, all what is mentioned above increases our interest in investigating teachers and learners' attitudes toward teaching and learning the writing processes.

Based on the above statement of the problem, the following questions are raised:

- ✓ Why do EFL learners avoid writing?
- ✓ What are the challenges facing teachers while teaching writing skills?
- ✓ What do we suggest to solve learners' needs to write?

### **4. Aim of the study**

The main purpose of the present study is to develop third year English students' writing performance. Moreover, other objectives are set to be reached:

- To figure out the reason behind the students' avoidance of writing expressions.

[Tapez ici]

- To explore new teaching methods that helps to improve students writing skills.
- To solve students problems in writing.

## **5. Research hypothesis**

As a first attempt to answer the receding questions, we formulate the following hypothesis:

- EFL learners avoid writing because they find it difficult since it oblige many other sub- components ( vocabulary , grammar , spelling ...)
- The challenges facing the teachers are that they need to try different new interesting methods in order to win the enjoyment of their learners.

## **6. Research methodology**

### **6.1. Choice of the method:**

To collect the necessary information and elements for this research, the actual study is carried out using a qualitative method to achieve the main objective of this work. A data Collection tool will be used as most important tool to understand the issues under study; i.e. the importance of understanding the stages of the writing skill and suggesting the solutions to solve the learners' needs in writing. In order to reinforce the validity of this research.

### **6.2. Population and Sampling:**

The case study is conducted on Third Year English students of Abbes Laghrour Khenchela University. The reason for selecting the third year LMD students have been studying the Writing skill and its strategies for two year .Consequently, we find that they have more Experience and background knowledge about them. The population is extended to include writing expression teachers from the English department of Abbes Laghrour University .The Sample of this study consists of 30 % of the population of third year groups. The sample is

[Tapez ici]

randomly selected from the whole population because it is not possible to deal with the Whole section and others of oral expression as a second sample participated in answering the questionnaire to get more information about the problem.

### **6.3. Data gathering Tools:**

We have chosen the questionnaire and the questionnaires as instruments to gather the Necessary information because they are the most suitable tools for our research. The Questionnaire will be used for students as well as teachers.

The students' questionnaire aims to revealing attitudes towards writing expression. Due to the undersized number of written expression teachers (4 teachers), the totality is Going to deal with a questionnaire to understand and unfold their experience and methods In teaching writing expression.

### **7) Organization of the Dissertation:**

The thesis below is basically divided into two main chapters. The first one includes the Theoretical part, while the second one is the practical part. The first chapter consists of two sections, the first section contains more detailed Information about writing and general overview of the writing skills. The chapter focuses on the stages of the writing skills. Also, it outlines the principles and relationship between Reading and writing. Whereas, the second section highlights the students' issues of Writing including the reasons behind these difficulties. The chapter two is considered as the Investigation field, and it is concerned with the analysis of the students and the teachers' Questionnaire and answers. The Chapter ends up with recommendations that can help to Overcome students' writing problems and suggest some solutions to help university students who face problems to ameliorate their level in writing.

[Tapez ici]

**CHAPTER ONE**

**THEORETICAL PART**

<b>SECTION ONE: OVERVIEW OF WRITING SKILL .....</b>	<b>9</b>
Introduction.....	11
1.1. What is writing? .....	12
1.2. Nature of Writing.....	13
1.3. The Principles of Writing.....	14
1.3.1. Organization and clarity .....	14
1.3.2. Conventions.....	15.
1.3.3. Clarity .....	15
1.4. The relationship between Writing and Reading.....	15
1.5. The Importance of Writing.....	16
1.6. Stages of Writing.....	17
1.6.1 .Pre-writing.....	17
1.6.2. Drafting.....	18
1.6.3. Reviewing.....	18
1.6.4. Editing.....	19

1.6.5. Publishing.....	19
1.7. The Particularity of Writing Skill? .....	19
CONCLUSION.....	20
<b>Section Two: Reasons BEHIND Students 'Writing difficulties.....</b>	<b>21</b>
<b>Introduction.....</b>	<b>22</b>
2. List of learners' writing difficulties.....	22
2.1. Linguistic Difficulty.....	23
2.2. Grammar.....	23
2.3. Sentence structure.....	23
2.4. Coherence and cohesion.....	24
2.5. Punctuation and spelling mistakes.....	24
<b>3. REASONS OF SUTDENTS' WRITING DIFFICULTIES.....</b>	<b>25</b>
3.1. Lack of Motivation.....	25
3.2. The Inadequacy of training and reading.....	26
3.3. Focus Difficulties .....	27
3.4 .Anxiety.....	27
3.5. The influence of the mother tongue on writing in the target Language .....	28
Conclusion.....	29

## **Introduction:**

Language is seen nowadays, as the most important means of communication. In Order to learn any foreign language specifically learners who must master the four Skills, which are: Speaking, listening, reading and writing. For many aspects the latter is regarded to be for some students a hardest task to require because of its Importance in learning any language in which writing is seen to be a social act that Require many efforts to Achieve. Furthermore, many students suffer from the inability to construct their Ideas correctly as to write in a professional way. “Writing is now an essential component in language teaching “ (Brookes and Gundy 1998).This leads to many problems like: anxiety, Lack of motivation ...

This section attempts to highlight the nature of writing with its major stages. It illustrates a comparison between writing and other skills like reading. The chapter in General presents a general overview of the concept of writing with some solutions to Enhance the Learners' writing ability .

### **1.1 What is writing?**

Writing can be defined as the process of expressing thoughts, Ideas, and information through the use of written symbols or language systems. It is a form of communication that allows individuals to convey their messages, Experiences, and knowledge to others. It is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a the Reader. Nunan (2003:88). It illustrates that it is something obligatory for learners to master their writing, so That they can share their emotions, ideas and communicate with others. Thus, Students should be competent to build and combine information into cohesive and Coherent paragraphs. Writing encompasses various forms and Genres, including essays, articles, stories, reports, letters and more. Written expression is one of the most important activities in linguistic patterns'

[Tapez ici]

because it is a means of communication between individuals, and it facilitates the Process of thinking and self-expression. (Almullah & Almuaw'a 1997.).

## **1.2. Nature of writing:**

Concerning the complexity of writing many studies and experts proved that Language production is challenging and has always been one of the most complex Language skills. "Probably half of the world's population does not know how to write adequately and effectively"(P. 87) states Grabe and Kaplan (1996) pointing to the Difficulty of writing since it is a productive skill relying on language production which Is not naturally acquired like the two receptive skills speaking and listening. Regarding its difficulty as a productive skill, Tribble (1997) claimed that "writing is a Difficult skill to acquire" (p65). This complexity mostly hangs in the different stages of the process we go through before .while, and after writing in order to produce a written language, it can also reside in the lack of knowledge in the subject matter, or Other factors. Writing is a way to produce language that comes from our thoughts. There are multiple definitions of writing according to different experts. Brown (2001: 336) argues that writing is a thinking process by explaining that writing can be Planned and given with unlimited number of versions before the release of the final Result, Also, Elbow (1973) in Brown (2001:336) states that writing is a two-step Process. The first step is to determine the meaning and the second one is putting the Meaning into language i.e. it's a meaning-making process. However, Suparno Jonah (2006:14) said that writing is a set of activities that includes many phases, starting with the preparatory phase, then the content development and the review, ending with the revisions. From Richards' (1990, p.100) perspective the nature and meaning Of writing has often been underrated when it comes to language teaching, and Specifically in foreign language teaching, since writing has often been synonymous With teaching grammar and sentence structure...Furthermore, in terms of complexity And difficulty Nunan (1989, p. 12) agreed that" it is easier to learn to speak than [Tapez ici]

to Write no matter if it is a first or second language” and many surveys proved that this Complexity can be related to psychological, linguistic, and cognitive factors; this Applies to writing in L1, L2, & FL. Zamel (1992, p. 473) described writing as a “Meaning -making, purposeful, evolving, recursive, dialogic, tentative, fluid, Exploratory process" which basically explains the idea that besides the fact that Writing is complex and difficult, it still is a dynamic process which allows writers to Work with words and ideas no matter if these are right or wrong. More importantly, Writing is a way to help learners to learn or to discover how to compose a piece of writing i.e. it is a process of discovery that Grabe and Kaplan (1996, p. 6) Described as a “technology”, which means a set of skills which must be practiced and Learned through practice. According to White and Arndt (1991),"writing is also a problem-solving activity developing in progress"(p.11). This means that writing doesn't come automatically, but through cognitive efforts, training, instruction and practice. Even if it is a problem-solving, writing can include processes such As generating ideas, a voice to write, planning, monitoring and evaluation what is to Be written and what has been written as well as the right language used by the Writer... Looking at these factors, we may conclude that writing is indeed a difficult Issue given the multiple demands it makes on writers. Also, according to some Studies, the nature of writing can be linked to the nature of writers themselves like Students or people in general. And sometimes students/people are protective of their Ideas, thoughts or feelings and; therefore, they prefer to bury them in their minds, rather than writing them down which explains that many great ideas and Observations are never born because their creators won't express them. Accordingly For those writers "writing is nothing more than thought on paper" (Stark 2005, p. 8). Moreover, he claims that it's due to the fear that some people have toward a blank Sheet of paper or an empty computer screen, i.e., even if they know what they want To say they don't know what to write; because they might feel that the results will Come out looking wrong or sounding stupid. Adding to the

previous point Stark (2005) argued that we should not ourselves by think that we are going to write a Perfect first draft and put pressure on ourselves. There must be some mistakes so obviously there will be a changing (or revising) at least slightly. From all the definitions and points mentioned above we come the conclusion that writing is a process that enable us to express our thoughts, ideas, and feelings through language. It requires that we write for an audience (reader) whose task is to decode what the writer has already encoded. It is also important to mention that unlike the speaker-listener relationship situation, in writing there is no Interchanging participant and it is impossible to measure the effect of the message on the reader, but it is possible to determine the reasons that push us to write.

### **1.3. The principles of Writing:**

To produce any piece of writing that leads to self-expression and interacting with Others, these basics are:

#### **1.3.1. Organization and clarity**

Organization is called arrangement, focus on the order and design of a paper which is divided into an introduction, body and conclusion. Paragraphs are Concentrated On a single main idea or the unity of a topic, and transition between each sentence, then paragraphs must be well structured and coherent. Papers which are not organized rambles, drifting among unrelated topics in a haphazard and confusing Manner. As Mury & Haghés (2008: 45) claimed that the best writer is the one “who Arranges his Ideas Together as links in chain, each link connecting the one before It with the one after.”Clarity is generally concerned with style, precision, and no Ambiguity of Words and sentences that may cover more than one meaning. Kome (2000), there Are two aspects the learner should consider while choosing the words to be used denotation? Which is the literal meaning of the word and Connotation which is the implied meaning

[Tapez ici]

of the word “Good writer” is the one who take pains not just to make a point, but also to make it well performed, pleasing the readers with an evocative language not just being able to write clearly.

### **1.3.2. Conventions**

Starkey (2004) considered writing in terms of grammar, spelling, punctuation and Capitalization. This criteria highlights grammar, mechanics, punctuation, and other Issues that are uttered by convention or rules. Although many students struggle with conventions The knowledge of where to put or place a comma in a sentence is usually not as essential as whether that sentence was worth writing in the first Place. However, Extreme errors can make even a vivid writer seem careless or Ignorant, qualities that will seldom impress ones Readers. The writer must take into Consideration these conventions of writing.

### **1.3.3. Content**

They said: “write to express not to impress “.It is about the supportive materials Occurred in the composition, such as: details, evidence, and discussion. The writer must ask this Question: Do I provide enough supportive material to satisfy the Expectations of my readers? Deciding what details to mention depends on the planned audience of a piece, for example: An article about cancer intended for Young children would look quite different than one written for older citizens.

## **1.4. The relationship between Writing and Reading:**

Writing and reading are two aspects of literacy. Writing is the productive while Reading is the receptive. But in spite of their different features, the two skills supplement each other, Reading means interpreting the written language. Hayes emphasizes the three types of reading that are important in writing. The First one is Reading to evaluate, in which means reading the composition critically to discover the possible problems. The

[Tapez ici]

Others are reading source texts and reading an introduction. , there is a clear relationship between the ability to understand the Source text and to use? Information from the text in one's writing. The reader reads to hear the message from the writer, whereas the writer writes to convey a message to the reader. They both involves communication since writers Create and send Messages, encode words automatically so they can Concentrate more on expressing themselves, while readers receive messages, They need to be Able to understand what others have written, decode words. Reading is An Important aspect in writing, since it gives the Opportunity to develop and enrich Vocabulary, grammatical structures and rhetorical Features of texts. Both skills go together, and one can't deal with the first without employing the Second. No one could improve his or her writing without reading reading and writing Are mutual sine Writers can learn much about writing by reading while Readers can learn much about reading by writing which are also interdependent. They have a Purpose.

### **1.5. The Importance of Writing**

Writing is an essential skill that can aid students to succeed in many different areas of their Life. Whether the student is a beginner or a well experienced writer, there is an area for Improvement by long practicing and refining on their writing skill in order to be proficient in writing and communicate effectively with others. Writing is now an essential component in language teaching. (Brookes & Grundy, 1998). It is a basic language skill, just as important as speaking, listening and reading. Writing is an important and critical tool that allows students to express their thoughts and Ideas in a clear and structured way so that the reader can understand more easily. One of the main important point of writing is that learners can share their thoughts with a larger audience to persuade and express their emotions in a way that is easily understood. By writing, students can edit and revise their composition, this will be effective in ensuring their ideas, presenting them in the best possible light without

[Tapez ici]

mistakes and avoid omitting the important information. Writing is a form of critical thinking .through this skill, we can explore complex ideas, involve Analyzing, evaluating, synthesizing information and drawing conclusions. Moreover, writing is necessary for learning self-improvement. When students put their Thoughts in a piece of paper, they will be better organized and able to understand them, especially when they receive feedback from readers that can help them in improving their Thinking and writing skills. Also, it helps to develop the writing style by practicing regularly And paying attention to the form in itself so that students will be able to construct a clear, Concise and engaging piece of writing. Additionally, writing can help learners to improve their reading comprehension skill, by Putting thoughts into words and committing them to paper, it can be more effective to Understand and remember what they read. It reinforces the combination or relation between their visual and auditory senses, permitting them to process and retain information efficiently.

### **1.6. Stages of Writing:**

Writing is a process that requires a variety of stages to master. Even though, Scholars and Some writers didn't approved on a fixed number of stages, White & Arndt (1991, p. 5) sheds Light on the most recursive steps of a good piece of writing:

#### **1.6.1. Prewriting**

In the first stage, students must create ideas and collect information about their own topic. Neil Gaiman said: "I will always jot down things, little ideas. I may never go back to them. I May never see them again. But once they're jotted down, they're rotting away, usefully, on the compost heap of my imagination. And they're if I need them." The focus on this stage is on the quantity not just the quality, means writing freely without worrying about Properness, vocabulary, grammar or punctuation mistakes.

[Tapez ici]

- Prewriting is about making sure you understand your assignment,
- Deciding on a topic to write about, by looking to prewriting strategies.
- Consider the readers.
- Brainstorming ideas about the subject, how they must be organized and making Outlines to help students organize their thoughts in a logical manner (the more detailed their outline is from the beginning, the easier it will be for them later on to write).

### **1.6.2. Drafting**

Drafting is making a case and structuring your evidence for that case. In this stage, the Student should choose for which pre-generated ideas are to use and which can be used Later on. After that, all the selected ideas are to be written as complete sentences. The Student must shape his ideas in a manner that permits the reader to understand his Message. By concentrating on which ideas or topics to include in the piece of writing. While drafting, the performer will create an introduction to the piece and develop a conclusion for the material. At the end the students will have completed a “rough draft”.

### **1.6.3. Reviewing**

During this stage students try to eliminate errors and improve the Coherence and readability of their writing, they make changes that will improve their piece of writing. "Good writers tend to concentrate on getting the content right first and leave details like Correcting spelling, punctuation, and grammar until later." Hedge (1988, p.23; cited in Tribble, 1996, p.115). They considered it as a step that set apart or differentiate good writers from the poor ones. Also, «The process of doing your second draft is a process of making it look like you knew what you were doing all along. “Neil- Gaiman. Revising is a vital part in

the writing Process. They described the word review as the mixture of the root word vision and the prefix re- Which means “over again”, i.e., when we revise, we realize again.

#### **1.6.4. Editing**

In this case, Editing involves looking at each sentence carefully, and making sure that it serves the purpose and it’s well-designed. The learner must change words that are unclear As well as, focusing if he is using the appropriate style formatting. There are two types of Editing: editing as you write and editing once you’ve finished a draft. Students must focus on the biggest issues like Grammar mistakes ...etc. this phase is complementary stage to the Previous one.

#### **1.6.5. Publishing**

This stage is called the presentation stage, in which the writing is planned to be carried to its Readers. The learner must make sure his written document is completed and work on some Final touches leading the writing to perfection. Some scholars found that students produce a Good piece of writing and get more motivation when their work is addressed to other Audience rather than teachers.

### **1.7 The Particularity of Writing Skill?**

Writing is a skill under written communication, which is more difficult and unique when comparing to other skills. It requires knowledge of the alphabet and involves coherence, Detail, and clarity in expression, as a form of organization, standard, and polish. Writing is a Skill that must be practiced constantly for improvement. What makes it so particular, is that it consists of plethora of skill that one cannot practice by simply reading. For example, one must brainstorm their writing ideas, use proper grammar, formatting and sentence Structure, as well as have a diverse knowledge of words and how to use them. Writing Enhances all of

[Tapez ici]

these skills, which overall contributes to one's ability to communicate effectively it can be an outlet to deal with personal conflicts, a form of therapy. "Writing has no boundaries" Kevin - Westminster. Writing spares the memory and allows for the amassing of vast quantities of information. It allows extended argument in a way that speech yields less easily. According to Hyland (2003), "writing is 36 one of the main Ways we create a coherent social reality through engaging with others". Meanwhile, some Students argue that writing focuses on their thoughts to complete a diversity of personal, Professional and Rational goals.

**Conclusion:**

Teaching and learning are considered as dependent as well as independent processes. Since, they both refer to many notions in the sense that the former is sharing and giving Knowledge. Whereas the latter is receiving it. Learning is related on teaching, and teaching is present to make learners learn and perform. However, recently writing has been neglected at the higher third level, because of the lack of proficiency in teaching writing and many other reasons. The aim of this section is to give a general overview of the concept of Writing, as mentioning the importance of this skill especially the practical branch for Students, adding the principle stages of an effective writing. The second section of this first chapter highlights the student's difficulties during writing. It focuses on the reasons behind all these difficulties. Ending with some suggestions to overcome these difficulties that hamper students proficiency in writing.

## **Section Two**

### **Reasons BEHIND**

### **Students' writing difficulties**

## **Introduction**

Most of the English students are not competent and well-performed in their English Writing. Therefore, taking these problems into consideration, this section conducted this Study to investigate the reasons behind these issues and the common difficulties that hamper students' effective writing skills. Thus, many students are facing problems to learn how to write English properly due to the big influence of writing on the whole system of Education. The teachers try to eliminate writing as it requires much work and efforts. While, other educators cannot teach writing effectively because they have no idea about how to apply an effective technique for teaching writing to English students. Whereas, this needs more creative writing at Khenchela - University to increase the academic writing skills of the learners. This section attempts to highlight the major factors of students' writing issues. It highlights many genres of these difficulties that affect and hamper their proficiency in writing in English Language. The researcher conducted this section for the aim to cut these issues by providing some solutions to avoid difficulties in writing as well as constructing a creative and professional generation.

## **2. List of learners' writing difficulties**

### **2.1. Linguistic Difficulty**

Linguistic difficulties in writing can arise from different aspects, including an absence of dexterity in the language that is used for writing, a poor understanding of the basics of the language, or inadequate vocabulary. For some students, writing can be particularly challenging as they may struggle with grammar, syntax, and idiomatic expressions. In

[Tapez ici]

addition, students who have not been exposed to a wide range of Vocabulary may struggle to find the right words to express their ideas effectively. Likewise, writing styles and formats can differ between different subjects and disciplines, and not knowing the specific convention For each can also be a Challenge for students.

## **2.2. Grammar Difficulty**

Grammar is a vital aspect of writing, and students face complications with Grammar may have difficulties in sharing and communicating their ideas effectively. Most of Students may not have received sufficient instruction or practice in the Process of writing, including common grammar difficulties for learners, like: Incorrect verb tenses, run-on sentences, comma splices, and sentence fragments. Additionally, Grammar rules can also be complex and challenging to master, some Students may not understand the importance of grammar in writing and may not pay Attention to this aspect of their writing. Moreover, it is essential for learners to pay Attention to grammar while writing, proofread for errors, and revise writing to correct any mistakes. As a result, students can improve the clarity and the proficiency of their writing by enhancing their grammar skills. Grammar is a “branch of linguistic Study that deals with classes of words, their inflections or other means of indicating relation to each other, functions and relations in the sentence...” Merriam-Webster’s New International Dictionary (1971 and 1986).

## **2.3. Sentence Structure**

Sentence structure is one of the important principle to improve learners writing. Although, students are undergoing through difficulties to construct a suitable Sentence structure while writing. There are a plenty of techniques that they can use to improve their English writing for example breaking down sentences into smaller and simpler sentences to

make their writing easier to read as well as to understand. Besides, the use of transition words to make their writing more structured and flow. Learners must review all the basics of vocabulary.

#### **2.4. Coherence and cohesion**

Coherence and cohesion are crucial elements of effective writing. Students may Experience difficulties with these aspects of their writing for several reasons. Some of The Common factors are due to the lack of planning and organization in which Students may Struggle to organize their ideas and thoughts in a logical and coherent Manner. Students With limited vocabulary or language proficiency may struggle to Express themselves clearly and express their ideas in a cohesive piece of writing. Furthermore, learners may rush through their writing assignments without taking the Time to review and revise their work. This can lead to writing that lacks coherence And cohesion, as the ideas are not properly Connected or linked together. They may not be familiar with the conventions of Different Genres or may not know how to use different organizational structures to create Effective Writing. Thus students must plan and organize their writing before they start to Write, creating a clear outline or structure for their ideas, use transitional words and phrases Appropriately to create coherence and cohesion, develop their vocabulary and language Proficiency through Reading, writing, and practicing using new words and expressions Focusing on improving Coherence and cohesion.

#### **2.5. Punctuation and Spelling Mistakes**

Punctuation and spelling mistakes are one of the common writing hitches that can disturb the clarity and effectiveness of a student's performance in writing. One of The major Causes is the Lack of understanding of punctuation rules which Students May not be

[Tapez ici]

Conversant with the appropriate use of punctuation marks, like: commas, Quotation marks, Periods, and other blunders that make their writing difficult to read As to understand. The Next reason is the Weak of spelling skills in which many Students struggle with, due to the Lack of practice or understanding with mutual spelling patterns and Instructions. It can leads to misspellings, which can be distracting for the reader and reduce the proficiency of the Writing. The role of the teacher in this case is addressing these writing difficulties. Subsequently, students can improve the clarity of their piece of writing and communicate their ideas more effectively.

### **3. REASONS OF SUTDENTS' WRITING DIFFICULTIES**

#### **3.1. Lack of Motivation**

“A number of factors create hurdle in developing elementary students’ English writing Skills, as lack of learners’ motivation, inadequate time for writing, lack of reading and writing Practice, no proper feedback and comments on students’ written work “Hasani (2016) “Motivation proves more effective especially for elementary-level students because they Need proper guidance in their learning practice, particularly in learning English language Skills.” (Hwang, Hung, and Chen (2014).

Motivation is an important factor in writing, and students may experience difficulties for a variety of reasons including the lack of interest in the topic in which Students May struggle with motivation if they are not interested in the topic they are writing about. This can lead to Procrastination and avoidance of the writing task. Also, low Confidence in writing ability Leads learners to feel discouraged. They may believe that their writing is not good enough, as unmotivated to write. Besides, Difficulty with The writing process: Writing can be a Complex process that involves many steps, Including planning, drafting, revising, and

Editing. As a result, the learners will face Difficulties with one of these stages, which can lead to Frustration and a lack of Motivation to be unstoppable. Lack of motivation is due to Distractions and Competing priorities and Students may have other Responsibilities or Interests that Compete for their time and attention. This can make it difficult to find the time and Focus needed to write. Moreover, some learners escape from presenting their writing; they hide their point weaknesses on purpose. Frequently, some of these learners do not finish their writing on purpose since they believe and feel previously in failure. The idea of Failure should not take place in the student's deep mind and its consciousness. Thus, the Teacher has to take a principle role in improving as well as, encouraging the Learners to Perform well in their writing by making the concept of writing Inspiring and Pleasant Also, by Seek support from teachers, tutors, or peers, getting Feedback and Guidance on Writing. Choosing an attractive subjects to students and shaping objectives for each Subject can help to build confidence and motivation.

### **3.2. The Inadequacy of training and Reading**

Lack of training and reading can be generous writing difficulties for students who do not have proper training and practice to virtuous writing. "They are unfamiliar with the reading content, and grammatical intricacy is also a Factor in their failure to interpret the text correctly. "Nurmalasari &Haryudin (2021).The learner must hunt for writing resources: online, in libraries, or through their schools or universities to aid they learn about writing techniques, styles, and conventions. These resources can Include writing guides, grammar books, and writing workshops. Then, they have to Practice writing regularly because writing is a skill that requires practice. Students must experiment with different writing styles and genres by reading widely as, Reading is an essential part of developing strong writing skills. They can also analyze the writing they read to identify effective writing strategies and apply them to their Own writing. Furthermore, taking writing courses can provide structured

[Tapez ici]

learning Opportunities for students. These courses can be offered in schools, community Centers, or online. As well as, seeking feedback and supervision from teachers, Tutors, or professors can help students identify areas for improvement and develop Strategies to address writing difficulties. Students can ask for specific feedback on Such as organization, clarity, and coherence. Therefore, by addressing the Lack of training and reading, students can develop the skills and knowledge they need to write effectively. In fact, many teachers assumed that reading in the Classroom is seen as the appropriate input for the performance of learners writing as to produce more effective written work and communicate their ideas more evidently and convincingly.

### **3.3. Focus Difficulties**

Attention or focus problems can be a major writing difficulty for students, particularly those of attention related disorders. Include: difficulty on following instructions and completing Tasks becoming easily distracted and failing to pay attention to details .Learners who Struggle with focusing must minimize distractions to maintain their focus while writing. This can include finding a quiet space to write, turning off electronic devices, or using noise-cancelling headphones .Then, use timers and schedules to stay on Task and manage their time effectively. Students can set a timer for a specific Amount of time and work on writing until the timer goes off. Meanwhile,taking frequent breaks can aid students with attention difficulties stay focused and avoid Stress. Short breaks every 20-30 minutes can help students recharge and refocus. Breaking tasks into smaller, more manageable pieces As Using large writing tasks can be over powering for the learner to concentrate effectively. It can make the Writing Process less overwhelming and help students focus their attention.

### **3.4 .Anxiety**

[Tapez ici]

Anxiety can be a significant writing difficulty for some students. Anxiety can cause Students to feel overwhelmed, stressed, or paralyzed when faced with any writing Task. It can cause a huge obstacles toward learners writing tasks. As, distracting them to perform, for some Learners they face anxiety when they do not have what to Say while writing. Harmer (2006a, p. 55) sees writing anxieties very harmful in the sense that it can Result in A negative attitude towards writing. Students must break the task into smaller pieces, more Manageable steps can make the task feel less overwhelming and help students feel more in control. Also, creating a supportive Environment for writing can help Students feel more comfortable and confident when writing. This can include finding a quiet space to write. Students needs to use relaxation techniques Such as deep Breathing or progressive muscle relaxation to help manage anxiety and reduce Stress. Moreover, Encouraging and supportive self-talk can help students manage Their Anxiety and being more confident. It's important for students to remember that Writing is a Skill that can be developed with practice and support.

### **3.5. The influence of the mother tongue on writing in the Target Language**

The impact of the mother tongue on students' writing in a target language can vary Depending on the language, the level of proficiency, and the context of the writing. Grammatical and syntactical rules of the mother tongue can influence how a student writes in the target language. For example, if a student's mother language is a Subject-verb-object Language, they may struggle with writing in a target language that has a different word order. Students may depend on vocabulary from their Mother language when writing in a target Language. This can lead to errors in word Choice and syntax. As well as Cultural references and idiomatic expressions for Example, a student may use an idiom from their mother Language that doesn't exist in the target language, leading to confusion or Miscommunication .As for the Students' writing style. For example, if a student's Mother Language is more formal than the target language, they may struggle with using an appropriate level of [Tapez ici]

Formality in their writing, leading to errors in writing. It's important to note that with Practice and exposure to the target language, students can develop the necessary Skills and knowledge to write effectively. Teachers can provide guidance and support to help Students overcome any difficulties related to the influence of their mother Language on writing in a target language.

## **Conclusion**

Writing is a challenging process for English students at Khenchela University. It requires a Lot of efforts that leads to student's anxiety, stress, lack of ideas, and numerous types of Difficulties when they produce a piece of writing. It is seen as a complex and exhausting Skill when they are putting the words down on a piece of paper in a coherent way. That's why they need many strategies to facilitate the writing process itself. This section presented a general look about the students' writing difficulties and the reasons behind all these in-Abilities and troubles in the writing process in order to master their level and performance during writing.

## **CHAPTER TWO**

### **INVESTIGATION FIELD**

INTRODUCTION.....	
1. Students' QUESTIONNAIRE.....	
2. Aim of the QUESTIONNAIRE.....	
3. Description of the QUESTIONNAIRE .....	
4. Analysis of the QUESTIONNAIRE.....	
5. Teachers QUESTIONNAIRE .....	
6. Aim of the QUESTIONNAIRE .....	
7. Description of the QUESTIONNAIRE.....	
8. Analysis of the QUESTIONNAIRE .....	
Conclusion .....	
<b>General conclusion .....</b>	
<b>Recommandations and Implication .....</b>	
<b>References .....</b>	
Appendices .....	
APPENDIX A : Students' Questionnaire .....	
APPENDIX B : Teachers ' Questionnaire .....	
Résumé.....	
الملخص.....	

## **Introduction**

As previously cited in the general introduction, the recent study is planned for the purpose Of the examination of both teacher and learner questionnaire. Then, identifying Khenchela University English students' writing issues and providing recommendations to solve and improve their writing ability. We have mentioned before that to acquire an effective piece of writing, students' needs to perform their writing effectively.

Writing nowadays plays an active role, meanwhile it's among the top main language skill... This chapter is composed of two sections, the first section will analyze the students' Questionnaire. Thus, it is essential to investigate the students' issues on writing and explore how the third year students' of English deal with the task of writing in itself. Whereas, in the Second section of the same chapter we will deal with the teachers' questionnaire, in which the teachers' contribution is very significant because they are conscious of the students' Flaws and capacities during the writing process. "The research work cannot be undertaken without use of sampling (Singh 81). Therefore, the collected data and the results gathered from both teachers' and students' questionnaire will enable us to recognize the Standing difficulties faced while the teaching and learning of writing .Then, suggesting the possible solutions to get rid of the writing skill complexities.

### **1.1 Students' questionnaire**

#### **1.2. Aim of the questionnaire**

The questionnaire is intended to explore the students' awareness about their writing Difficulties and provide distinctive solutions to overcome these difficulties that hamper Students' writing. It is prepared since it might supply some answers that benefits in giving some results related to the research problem, in which we will deal with contribution of an

[Tapez ici]

Amount significant recommendations in order to support us in the achievement of teaching and learning writing.

### **1.3. Description of students' questionnaire**

This questionnaire is delivered to third year LMD student at English department of Abbes Laghrour University of kenchela for the academic year 2022/2023. 23 students are the Questionnaires' participants, they are selected randomly with the aim to identify the Students' difficulties that impact their writing achievement process .This questionnaire Includes different sorts of questions: restricted questions that deals with « yes » or « no » Questions to gather answers from several selection and open ended question; in which the Questions involves a sort of reasonable explanations for the choosing answers. As, requesting the students to submit their opinions about the process of writing. This Questionnaire consists of ten questions, which aims to gather information. It deals with Students' general point of view towards the writing skill, and their awareness about learning Writing process. In addition to that, it aims to figure out the major difficulties that students Face when being exposed to certain writing assignment and during the writing Accomplishment process too.

### **1.4. Administration of the questionnaire**

We have directed the questionnaire to third year LMD students, the questionnaire took Place in April 2023, given to 50 students, taking 23 students' answers randomly as the main Sample to examine. The questions were clear in a way that students can hold them clearly and deliver appropriate answers.

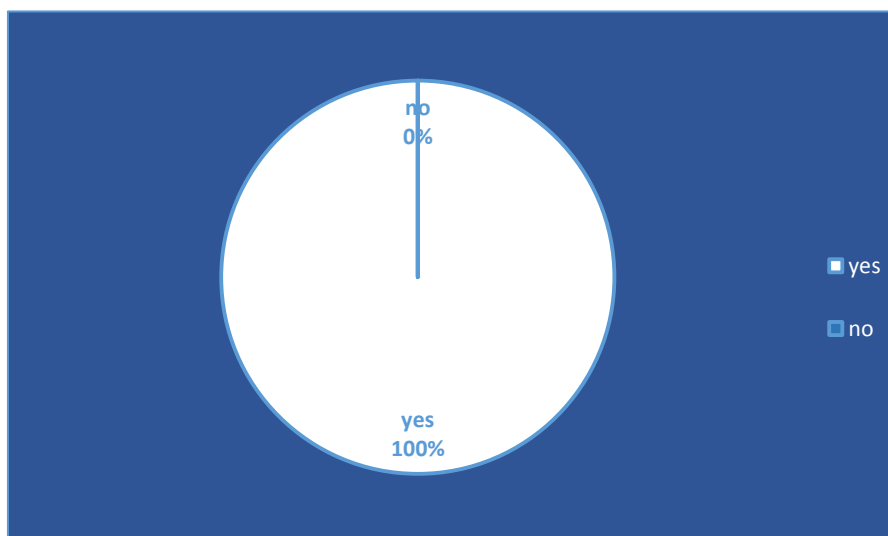
### **1.5. Analysis of the Questionnaire**

**Question 1:** Do you find that writing in English in an interesting activity?

[Tapez ici]

Options	Participants	Percentages
Yes	23	100%
No	0	0%

**Table 1:** Learning writing



**Graph 1:** writing as an interesting activity

This question aims to reveal students' perspectives towards learning writing courses. It is noticeable from the graph above that most of the students (100%) answered „Yes“ because they have been interested in learning writing courses, which seems an interesting activity for them. However, most of them answered No because of their interests on learning Writing.

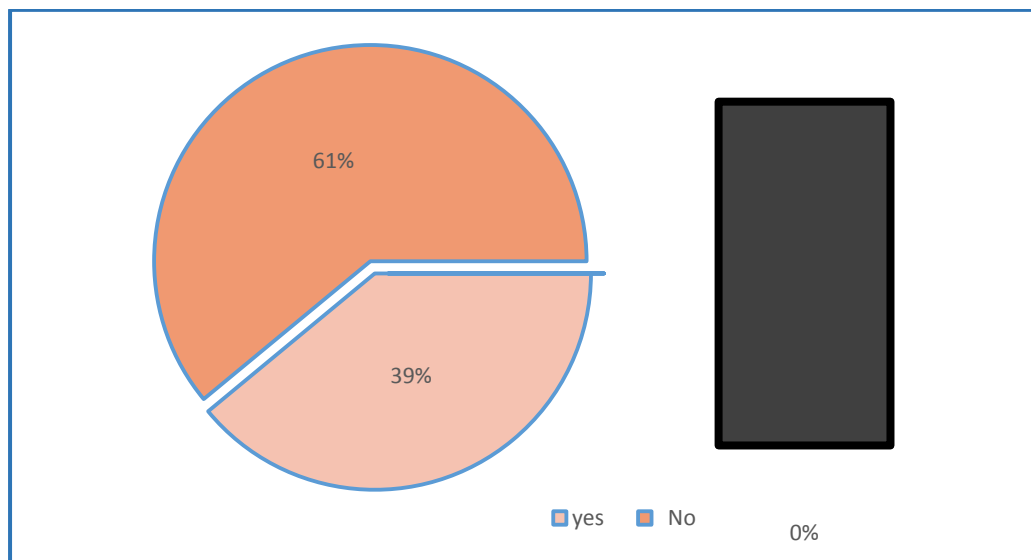
**Question 2:** Do you think that writing in English is difficult?

Options	Participants	Percentages

[Tapez ici]

Yes	9	39 %
No	14	61 %

**Table 2:** Difficulty of writing



**Graph 2:** Difficulty of writing

This question aimed to know whether English students' find that writing is an easy or a hard task. The result shows that most of the students' said No, which means that 61% of them doesn't face huge difficulties to express their thoughts or they solve their issues to Avoid facing difficulties. Whereas, 39% of English learners' confirm that it is something difficult their answer can be due to the fact that they are faced with some difficulties which are somehow related to the type of writing for example.

**Question 3:** If writing is difficult, how?

This question completes the second one, it aims at showing the students' justification for their answers' choices concerning the difficulty of the writing process, these are the

[Tapez ici]

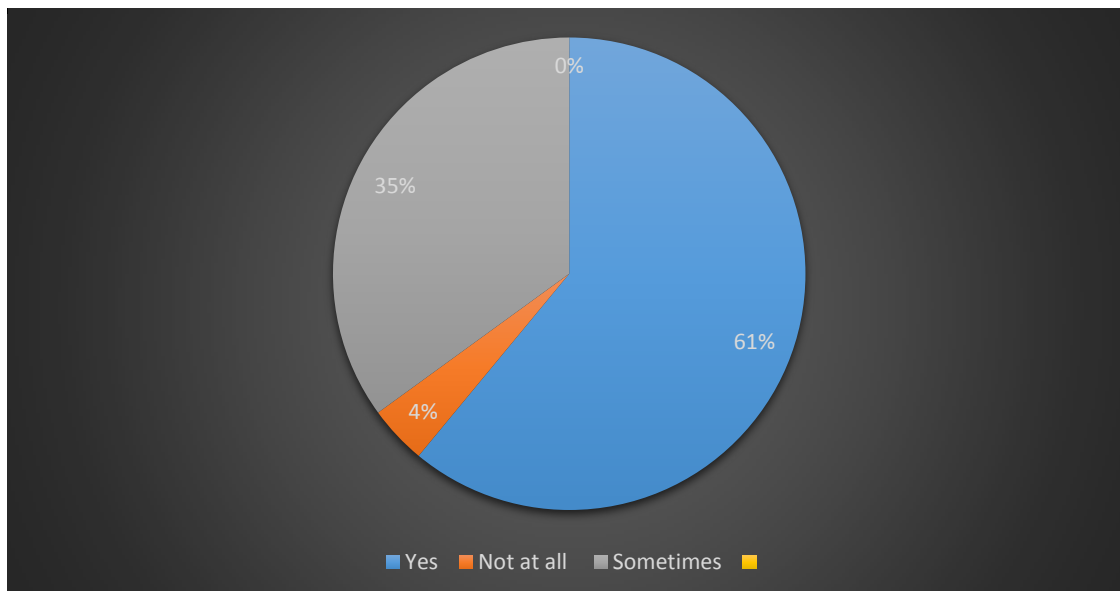
## Justifications proposed by EFL learners'

<b>Justification</b>	
1/ Because there are a lot of English words, when we write them are different from when we pronounce them.	3:
2/ Writing process is a difficult activity ,because of lack of vocabulary And it's complicated stages.	<u>Stu</u> <u>den</u>
3/ Finding a starting point can be so frustrating, introductions are always bothersome, Besides I get overwhelmed with all the ideas that want to be written all at once, so I struggle with organizing them.	<u>ts'</u> <u>Just</u> <u>ific</u> <u>atio</u> <u>n</u>
4/ It seems that it is hard somehow, because it take time and needs opportunities.	<u>abo</u> <u>ut</u> <u>wri</u>
5/ Somehow difficult in organizing ideas to be logical and interested.	<u>ting</u> <u>acti</u>
6/ Because of vocabulary lack. The students' sometimes cannot find the suitable words to express their thoughts.	<u>vity</u> <b>Qu</b>
7/ It consumes time, a lot of grammar mistakes.	<b>esti</b> <b>on</b>
8/ It is difficult for the once who already face Grammar and Vocabulary difficulties.	<b>4:</b> Do
9/ It is difficult to follow the structure of academic writing in a formal way.	you

think that written expression sessions improves your writing skill?

Options	Participants	Percentage
Yes	14	61%
Not at all	1	4%
Sometimes	8	35%

**Table 4:** The improvement of written expression sessions



**Graph 3:** The improvement of writing expression session

[Tapez ici]

The results show 61% of the students believe that the "Written Expression" Session is so essential and enough to improve their writing level whereas 35 % of the Learners believe that it is somehow sufficient to enhance their level of performance in Writing. Hence, few students (4%) believe that not only written expression session can help for their improvement, they may refer on something else.

**Question 5: If yes it improves, how?**

Explanation
1/ In written expression we learn about sentences, clauses, paragraphs and the rules of grammar.
2/ During these sessions we discover many things.
3/ Because the teacher will encourage you to write in English.
4/ On many ways: vocabulary, grammar, punctuation.
5/ On the level of structure and idea.
6/ It structuralizes the material.

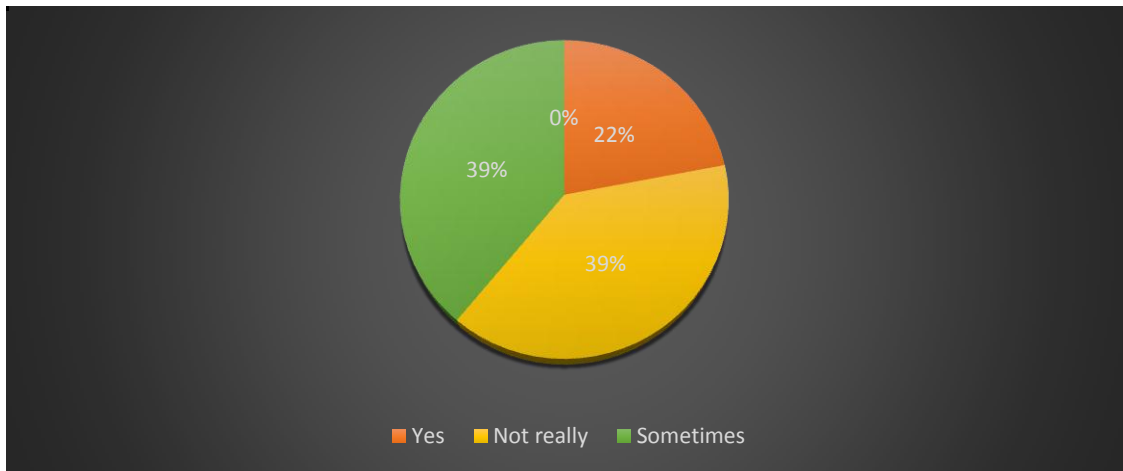
<b>7/</b> The form, rules, grammar...
<b>8/</b> We learn from our errors of those sessions.
<b>9/</b> In those sessions we learn how to write in correct way.
<b>10/</b> By practicing.
<b>11/</b> It builds fluency, accuracy in writing, in addition to improve our writing style.
<b>12/</b> To enhance our level.

**Table 5:** Justification of the learners' choice

**Question 6:** Do you face difficulties while you write in English?

Options	Participants	Percentage
Yes	5	22%
Not really	9	39%
Sometimes	9	39%

[Tapez ici]

**Table 6:** Students' difficulties with writing**Graph 4:** Students difficulties with writing

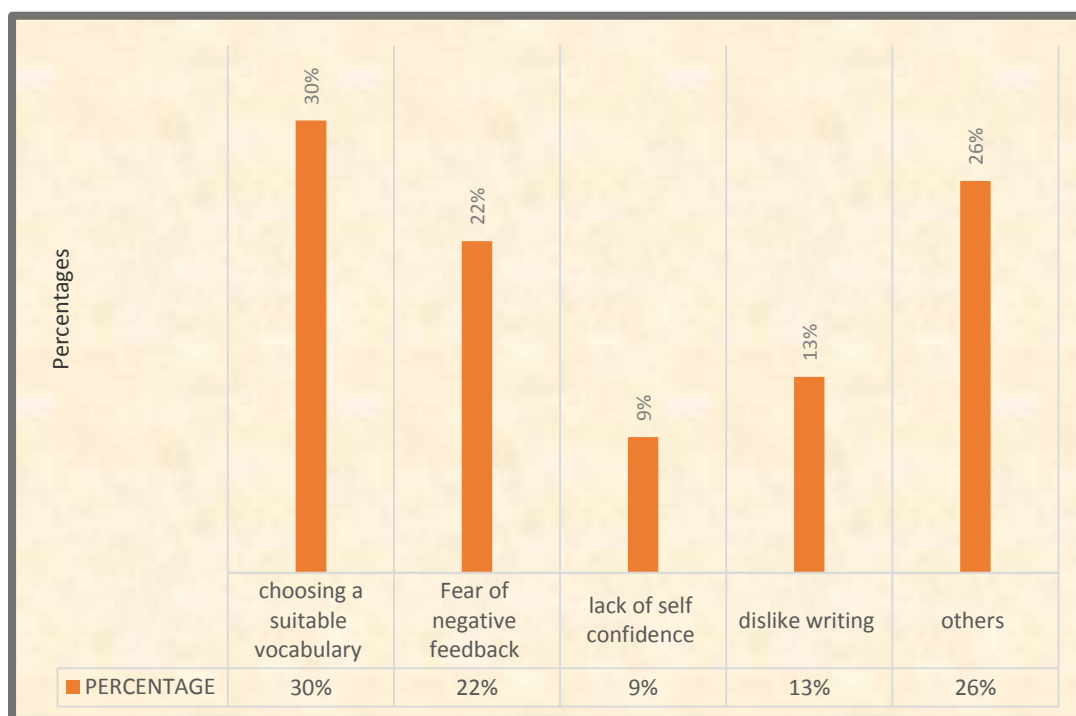
Statistically from the results obtained in table above declared that the most of students (61%) face difficulties at the level of writing and they considered writing as a difficult task to require, while some others (39%) clarify that they may face sometimes impacts toward Writing. Therefore, the teachers must emphasize the aspects of writing in details.

**Question 7:** If yes, what are the reasons behind these difficulties?

<b>Options</b>	<b>Participants</b>	<b>Percentages</b>
<b>Choosing suitable vocabulary</b>	<b>7</b>	<b>30%</b>
<b>Fear of negative feedback</b>	<b>5</b>	<b>22%</b>

<b>Lack of self confidence</b>	<b>2</b>	<b>9%</b>
<b>Dislike writing</b>	<b>3</b>	<b>13%</b>
<b>Others</b>	<b>6</b>	<b>26%</b>

**Table 7: Reasons behind students' writing difficulties**



**Graph 5: Reasons of students' writing difficulties**

This question aims to know the different types of reasons behind students' writing Difficulties. The results that are summarized above demonstrate that the majority of EFL Learners' (30%) find that they face difficulty at the level of choosing a suitable vocabulary. Whereas 22% of students vote for the fear of negative feedback which may be reflected on the absence of self-confident (9%) or they don't prefer the writing process in itself (13%). Hence, 12% of students' revealed that it is due to other issues, which are:

[Tapez ici]

- Lack of reading
- Lack of motivation to write
- Focusing on writing good articles or good essays needs a lot of vocabulary, which we lack of.
- Facing punctuation mistakes and grammatical errors.
- Grammar difficulties
- No right topic to write about like disliking the topic.

**Question 8:** What do you suggest to overcome these difficulties?

This questions aims to find out the possible solution provided by learners' to solve their issues during the writing process to perform their level in writing. This is a list of their suggestions:

Suggestions
1/ Anyone who wants to write should want the attention and learn to thrive in it. They should feel the urgency to express and to be heard.
2/ Practice and reading books, writing diaries.
3/ I think watching movies and reading books is the suitable way to do so.
4/ We need many sessions and more lessons to develop our writing skill.
5/ They need more practice and motivation.

[Tapez ici]

6/ We need more sessions and practice to stop this issue.
7/ We need to learn and practice more.
8/ Trying to read to get more Vocabulary.
9/ Focus more on the background of the topic, improve Grammar skills and search for the correct form.
10/ Practice writing and reading to full your knowledge to be reader means to have enough Vocabulary to write.
11/ The practice is the best solution to overcome writing problems, and you have to learn new Vocabulary every day to enrich your vocabulary.
12/ Reading books because good readers are good writers. Also, try always to write in an academic way.
13/ Enhance Grammar level, enhance general Vocabulary.

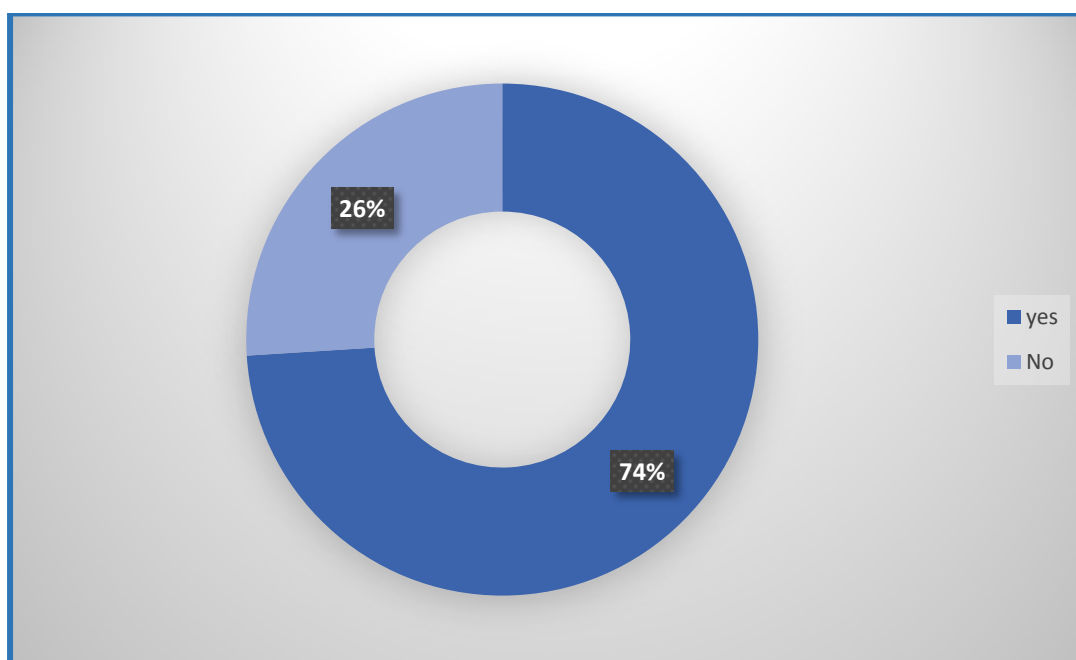
**Table 8:** Students' suggestions to overcome writing difficulties

**Question 9:** Do you like the written expression program?

[Tapez ici]

Options	Participants	Percentages
Yes	17	74 %
No	6	26 %

**Table 9:** Students' view about the written expression program



**Graph 6:** Written expression program

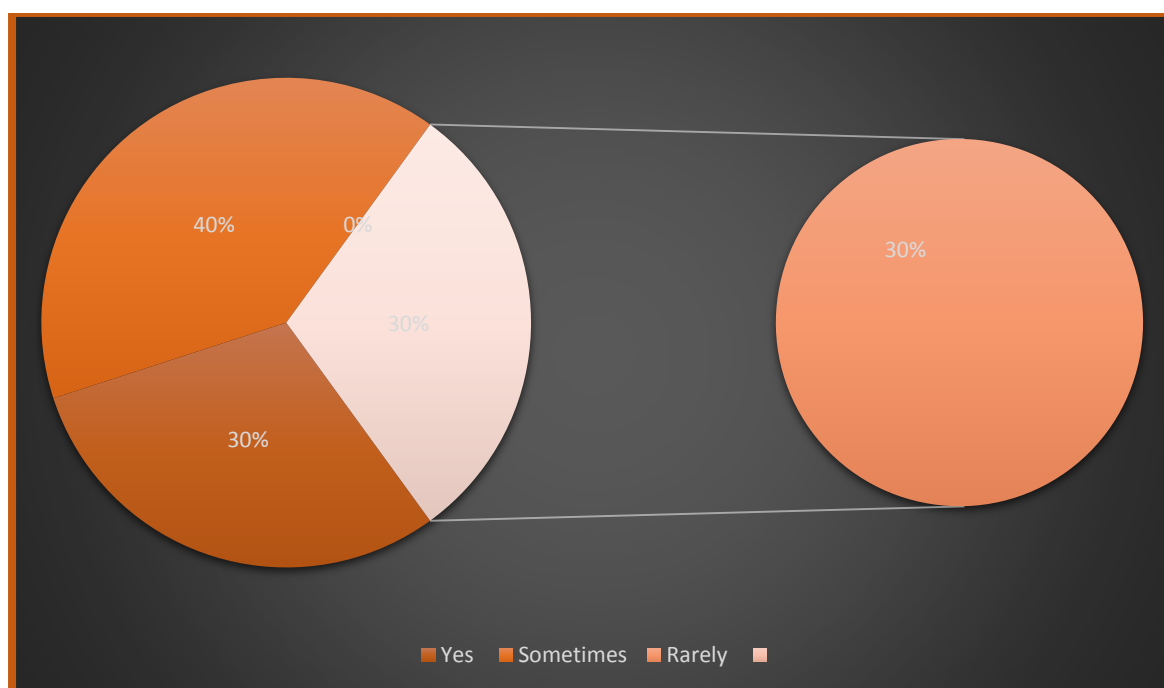
This questions aims to discover whether students' believe that ineffective selection of the Program is one of the reasons behind their issues with written expression. The grades show that more than half of the respondents (74%) answered yes. It means that they are aware of the importance of the selection of their program, whereas only (26%) stated that students' Difficulties with writing has no relation with the selection of the program.

**Question 10:** Does your teacher encourage you to write?

[Tapez ici]

Options	Participants	Percentage
Yes	7	30 %
Sometimes	9	40 %
Rarely	7	30 %

**Table 10:** Teachers' encouragement in writing



**Graph 7:** The teachers' encouragement in writing

The reason behind asking this question is to find out whether students find that the teachers' role is important and helpful or not. We notice from the table and graph below that 30% of them said Yes, which means that the teachers' encouragement may be a part of their performance in writing. Whereas, 40% of learners' state that it is presented sometimes. Also,

[Tapez ici]

for some students' they claimed that they may rarely face the teachers' encouragement, Which is something obligatory for learning the writing process effectively to enhance their level.

## **2. Teachers' questionnaires**

### **2.1. Aim of the questionnaire**

Teachers' questionnaire was submitted directly in May 2023 to the teachers in the Academic year 2022/2023. The questionnaire was given to (19) teachers who have taught «Written expression» previously, and who have a sufficient experience that makes their Suggestions and valuable remarks for the purpose of this research. Data gathered in this Questionnaire together with those of students, will enable us to shape an image about the Situation within Khenchela English department, and to suggest a list of recommendations which would support in collecting both students and teachers' desires and purposes. During The end of this work, we sheds light on several recommendations in the coming proposals that will aid in improving teaching and learning processes.

### **2.2. Description of the questionnaire**

The questionnaire consists of (12) questions separated in this manner:

#### **Section one:** Writing difficulties.

This section contains 04 questions that aims to identify the teachers' view about their third Year students when we refer to learning writing, like the common obstacles and students' Level in writing. We endeavored to recognize also the effective approach that professors use while teaching «written expression »module.

#### **Section two:** Overcome writing difficulties.

[Tapez ici]

This section contains 08 questions. It seeks to know the teachers experience in teaching written expression in particular. Besides, knowing what teachers consider as the most Challenging thing to do for students when they try to write. Besides, some factors behind Student's poor writing and suggesting some tools to surpass the students' writing issues.

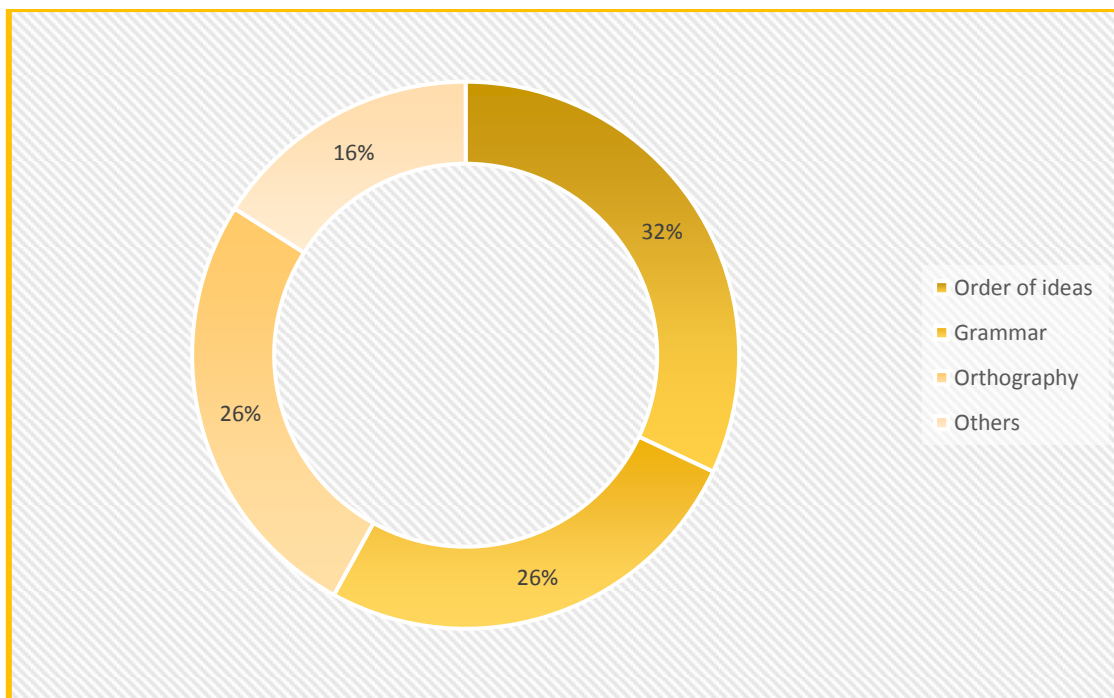
### 2.3. Analysis of the questionnaire

#### Section one: writing difficulties

**Q1:** What are the obstacles that most of your learners face while writing in English?

Options	Subjects
Order of ideas	6 (32%)
Grammar	5 (26%)
Orthography	5 (26%)
Others	3 (16%)

**Table 11:** Teachers opinion about the learners' obstacles in writing



**Graph 8:** Teachers opinion about the learners' obstacles in writing

This element is meant to know the teachers' opinions regarding the learners' difficulties in Writing that needs to be solved to write well. As most of teachers (32%) stated that it is due To the order of ideas in which students' must require and solve in order to carry out their Writing tasks and achieve a satisfactory level in writing in English. Whereas, the educators are concerned too to help and guide their learners in solving their issues in writing. A far as Grammar is concerned, the same number of teachers' voted for Orthography obstacle (26%), that hamper their student's level in writing. For example: students who can't construct grammatically correct sentence they won't be able to generate a correct paragraph or essay. Hence, according to some teachers some others difficulties faced by their learners' listed below:

- Style of writing / sentence structure / subject verb agreement.

To sum up, these teachers' opinions are according to their experience in teaching writing by which all of these points mentioned in the table and graph are commanded to produce a correct piece of writing.

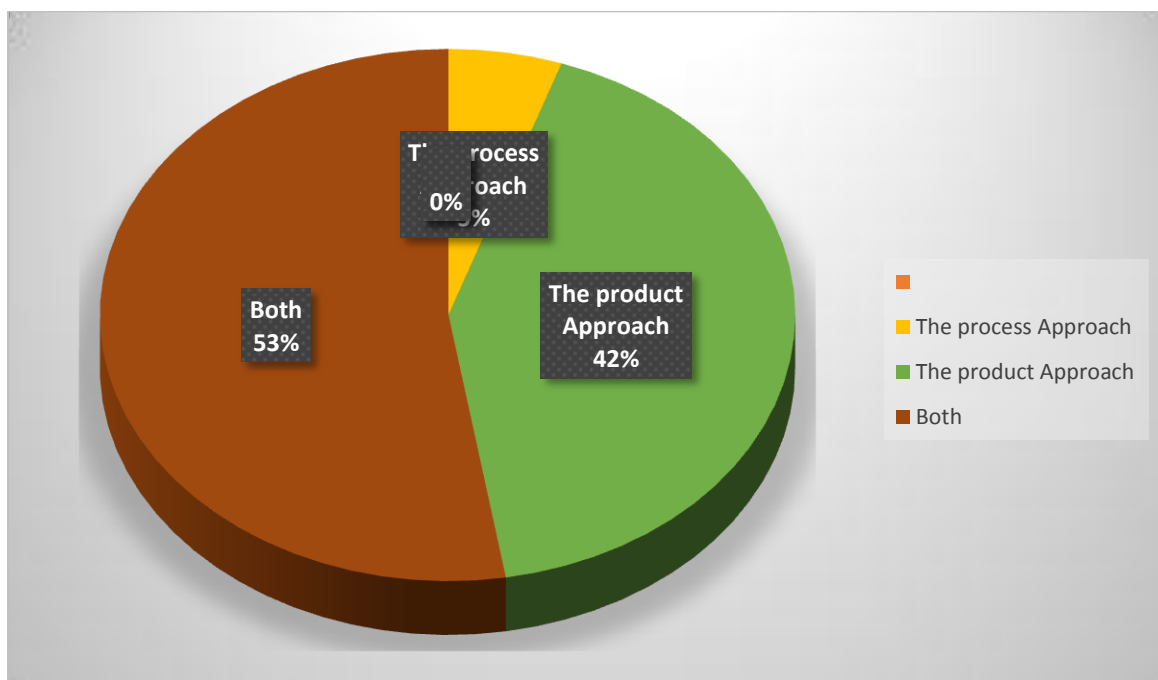
[Tapez ici]

**Q 2:** What is the Approach you use to teach writing?

❖ Please explain the reason for choosing this approach!

Options	Participants	Percentage
The product Approach	1	5%
The process Approach	8	42%
Both	10	53%

**Table 12:** The approach of teaching writing.



**Graph 9:** The approach of teaching writing.

Asking this question to check if teachers use a variety of Approaches in teaching or not.

The data obtained reveal that the majority use both approaches in order to enhance the

[Tapez ici]

Student's level. While 42% of them prefer to use the process approach and few educators 5% use the product approach. Hence, from the results obtained we find that teaching writing is a complex role that require a variety of approaches comparing to other courses.

**The process Approach** “The process approach is seen as non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning” (Sadek, 2007, p. 232).

**The Product Approach<sup>2</sup>:** is a methodology used to organize and manage projects, which focuses on the final product. "The teacher who adopts a product- approach makes sure that the end product is grammatically correct". Conveyed by Nunan (1989, p. 36).

### **The teachers' explanation**

**1/** It is more flexible and taken into account that writing is not a once for all process.

**2/** In fact, when teaching W.E. module we do not have to take into consideration the

Product and the process approaches only, but we have to be electric in choosing the

Approaches according to the students' needs.

**3/** because writing is a process that follows a variety of steps and phases; besides it is a

Product because writing is a productive activity. Thereon, teaching needs to include both

Approaches.

**4/** This approach can help students to practice writing in a creative and exciting way because

They are supposed to refer to different tools of writing.

**5/** a step by step approaches helps more non-natives, for draw lack of basic skills of writing.

**6/** this approach mainly helps in using all the information's and ideas that the learners

[Tapez ici]

Possess and acquire, it helps in making learners more creative and certain to provide their Own feedbacks.

7/ it is the appropriate approach to deal with different types of essays, it is logically organized and well structured.

8/ we need to use a variety of approaches to meet the students' needs.

9/ **Students** must know and learn the process to writing sentences and paragraphs or Essays. After that, they need to face on the quality of their writing.

10/ it depends; however, the process approach is more beneficial. Students like when the Teacher use the holding approach.

11/ First year students should be taught how to write (process), and later levels the Product approach can be used.

12/ the process approach serves to organize the writing.

13/ both of them are important.

14/ systematic, easy, automatic.

15/ it allows me and my learners to recognize the process of their improvement.

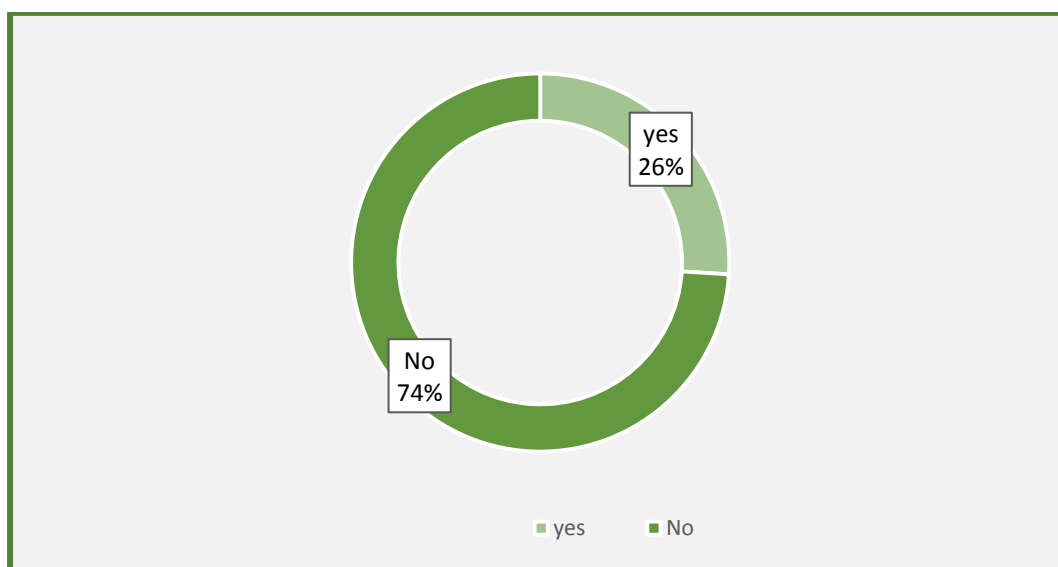
**Q 3:** Do you think that written expression session is sufficient in itself to improve learners' writing?

Options	Participants	Percentages
---------	--------------	-------------

[Tapez ici]

Yes	5	26 %
No	14	74 %

**Table 13:** The sufficiency of teaching writing for the learners' improvement



**Graph 10:** The sufficiency of teaching writing for the learners' improvement.

This question posed aimed to figure out the teachers' view concerning the writing course and its role for their learners' achievement. The majority of written expression teachers Voted for "No" (74%). The data provided by our teachers indicate that written expression only is typically insufficient to enhance the learner's level, so that the both teachers and Learners must rely on other sources or materials. While other teachers answered "Yes" (26%) of them stated that it is suitable for them to rely on written expression in itself to enrich their students' level in performing a complete piece of writing.

[Tapez ici]

**Q 4:** Justify why written expression session is sufficient?

<b>Justification</b>
<p><b>1/</b>Students should show effort at home. Besides, writing is a skill in which, students integrate different sorts of knowledge: linguistic, social, analytical...</p>
<p><b>2/</b> Because they need more practice outside the classroom.</p>
<p><b>3/</b> because with writing someone needs reading, so he can be versatile and discuss any topic.</p>
<p><b>4/</b> they must do more efforts to enhance their level in writing.</p>
<p><b>5/</b> learning a language necessitates learning all skills like reading; the more we read the more we can improve writing, besides grammar and other courses.</p>
<p><b>6/</b> students need to work by themselves too and practice at home.</p>
<p><b>7/</b> they are not enough. Learners need to have extra activities to improve their writing skills.</p>

[Tapez ici]

**8/** It needs more time to be allocated for written expression because learners need to practice what they have grasped at classes.

**9/** In order for learners to master the writing skill properly, they are ought to cooperate all skills as well, mainly reading and speaking.

**10/** Writing is a lifelong skill, and needs steady training.

**11/** They should train themselves in writing outside the session in different fields and contexts to improve their skills in writing.

**12/** because writing is an interdisciplinary field, it borrows from other scopes.

**13/** The student must not get sufficient of what the teachers give them in classroom and they have to work on themselves and improve their skills outside the classroom as well.

**Table 14:** Teachers justification of the sufficiency of written expression session

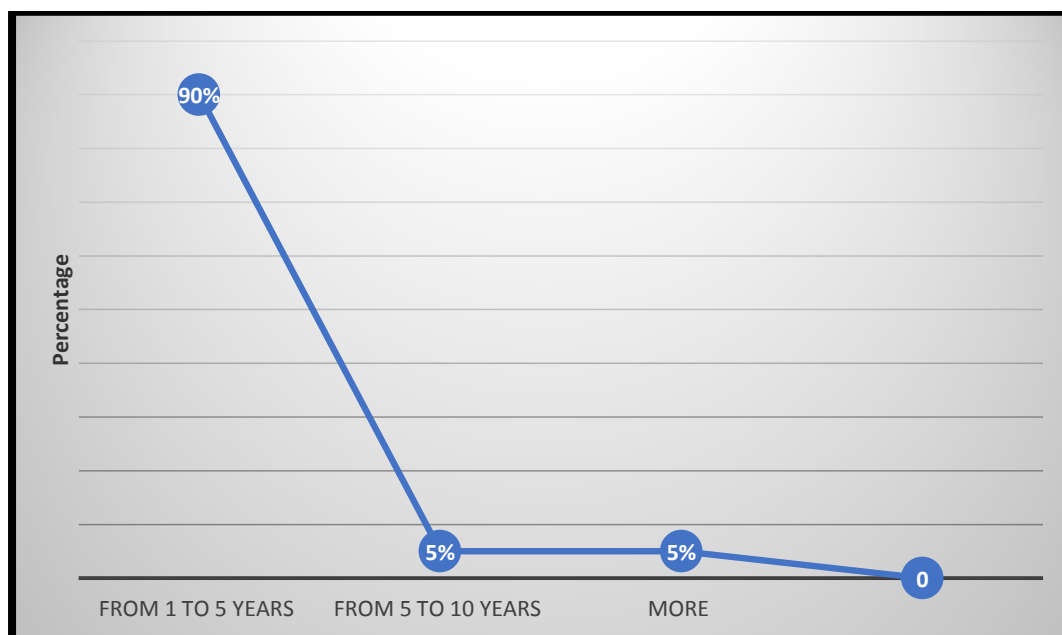
❖ **Section 2: Overcome writing difficulties**

**Q 5:** How long have you been teaching this module?

[Tapez ici]

Options	Participants	Percentages
From 1 to 5 years	17	90 %
From 5 to 10 years	1	5 %
More	1	5 %

**Table 15:** Teachers experience in teaching writing



**Graph 11:** Teachers experience in teaching writing

This item is meant to know the teachers' experience in teaching written expression Module since the teachers' experience plays a huge role in performing the students' level.

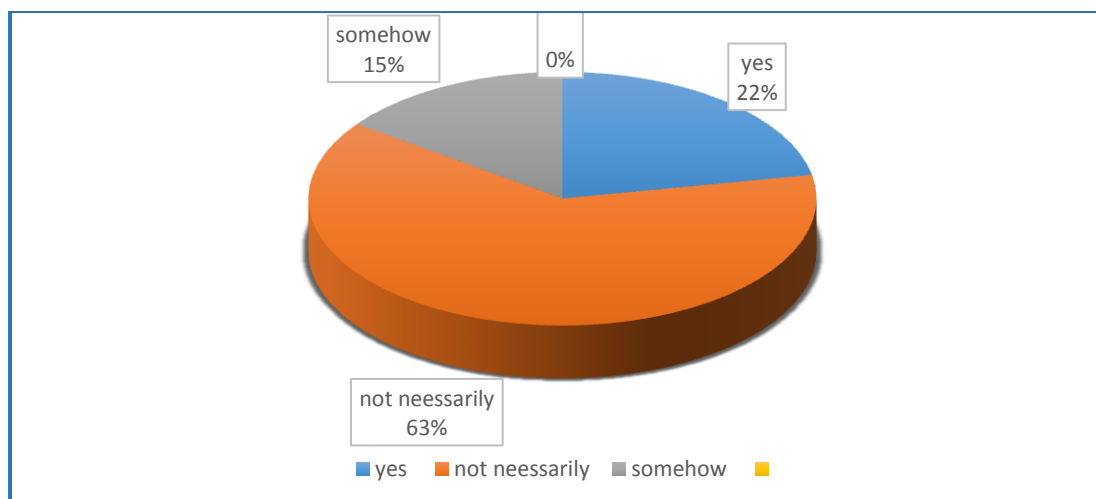
[Tapez ici]

Because the well experienced teacher is the one who can eliminate the difficulties that hamper learners' level as figuring out their weaknesses during writing and solving their issues easily. The results illustrate that the majority of them 90% practiced and qualified the writing module from one to 5 years, while 5% of them taught more than 10 years, which is an advantage for learners' as mentioned before. Also, same result for teachers who taught only from five to ten years 5%. To sum, teachers ought to teach the written expression module in order to enhance the learners' needs.

**Q.6:** Teachers with long experience in teaching written expression are more qualified to teach the writing skill?

Options	Participants	Percentages
Yes	4	22%
Not necessarily	12	63%
Somehow	3	15%

**Table 16:** Qualification of teachers' experience in teaching the writing skill



**Graph 12:** Qualification of teachers' experience in teaching the writing skill

This question aims to highlight the importance of teachers' long experience for the Achievement and success of learners' generally and for teaching the writing skill specifically. The Results obtained from the table and the graph below show that 22% of them find that Their Experience is Beneficial and helpful to teach writing because they are more qualified, While most of them 63% stated that it is "not necessarily" important that long experience is The key of teachers' qualification to teach this module, like some teachers who taught Written experience for 3 months only, While their Results and performance for learners' Accomplishments is countless comparing to older ones in teaching in the field of Writing. Therefore, 15% of written expression Trainers voted for "somehow" in which they Notice That Long experience can be a guidance of qualification in teaching as it might not be.

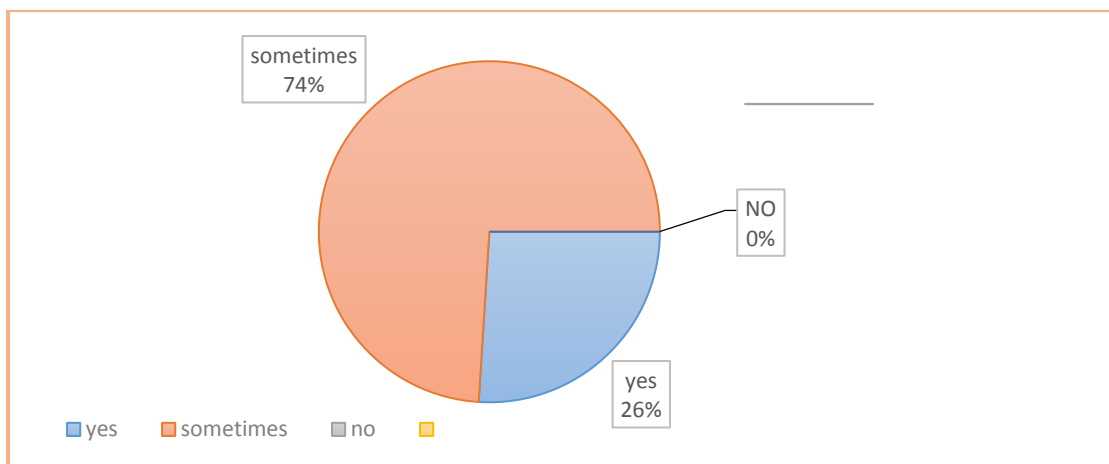
**Q 2.7:** Do you always succeed in overcoming learners' difficulties in writing?

Options	Participants	Percentages

[Tapez ici]

Yes	5	26%
Sometimes	13	74%
No	0	0%

**Table 17:** Teachers' success in overcoming learners' difficulties in writing.



**Graph 13:** Teachers' success in overcoming learners' difficulties in writing.

This item centers in identifying teachers' role in overcoming learners' difficulties in Writing. The results present that most of 74% of written expression teachers' couldn't solve Always the issues that hamper the students' level in performing a piece of writing, they

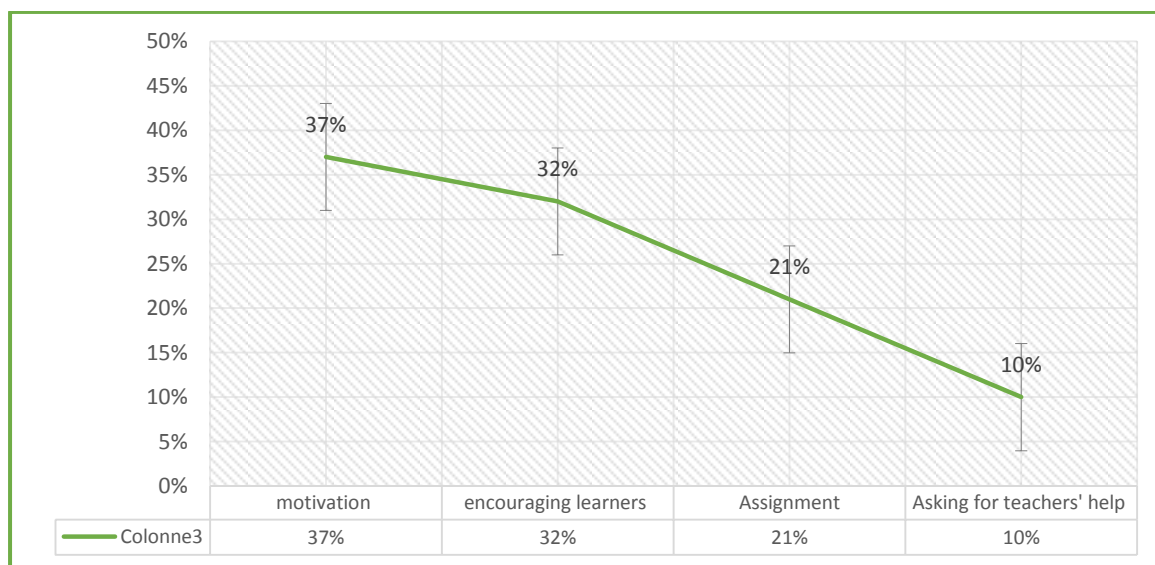
[Tapez ici]

Stated that they can eliminate their learners' difficulties "sometimes" because it not an easy Task to deal with since it needs time, practice and patience. Whereas, 26% of them voted for "Yes" which means that they can overcome their students' issues easily according to their Experience and their attention of every students' level in writing.

**Q 2.8:** What are the techniques that you use to do so?

Options	Participants	Percentage
Motivation	7	37 %
Encourage learners to read	6	32%
Assignment	4	21 %
Asking for teachers' help	2	10%

**Table 18:** Techniques used by teachers to enhance students' writing skill.



[Tapez ici]

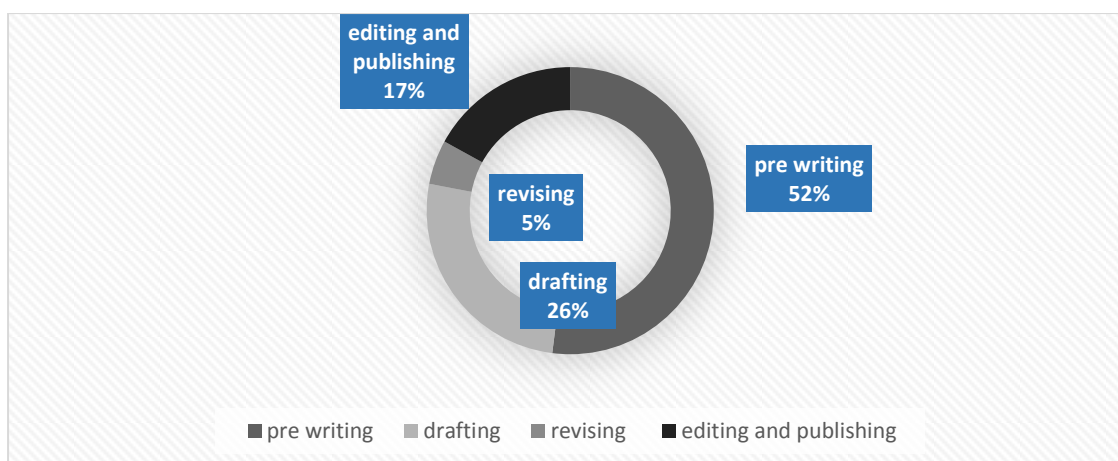
**Graph 14:** Techniques used by teachers to enhance students' writing skill.

This question is intended to illustrate the efforts used by teachers to improve their Learners' degree in writing which are techniques that most of written expression deal with. From the graph and the table we observe that the majority of teachers 37% focuses on the Psychic or emotional side of their students' in which they voted for motivation and others Voted for encouraging learners' to read so that they can improve well, write confidentially And decreasing stress that most of learners struggle with. Meanwhile 21% of written Expression teachers' include Assignments in order to figure out of the types of errors that they may struggle with during writing. Thus, for some teachers who are not well experienced with teaching written expression, 10% of them used to ask for other teachers Help by providing some instructions that guide them to teach writing.

**Q.2.9:** According to you, what is the most difficult stage in the writing process?

Options	Participants	Percentage
Pre- writing	10	52 %
Drafting	5	26 %
Revising	1	5 %
Editing and publishing	3	17%

**Table 19:** Teachers' view about the difficult stage of writing



**Graph 15:** Teachers' view about the difficult stage of writing

This question aims to identify teachers' view concerning the most difficult stage in the Writing process. Teachers' answers reveal that 59% of them said that "Pre-writing" is the Hardest one. This means they face difficulties at the level of developing ideas and organizing The collected information's...; While 26% of teachers voted for the difficulty at the level of "Drafting" which is an important stage, they can't write for the grammar, spelling quality and Use of words... etc. Whereas, 17% of teachers said that learners' face issues on "publishing" The final product and in checking that their writing is in a good format. Therefore, a few Category of written expression teachers voted for "reviewing «stage, 5% of them means that Students are weak in asking some questions concerning their writing like: "Do I need to Rearrange any sentences?" (Hedge, p306).

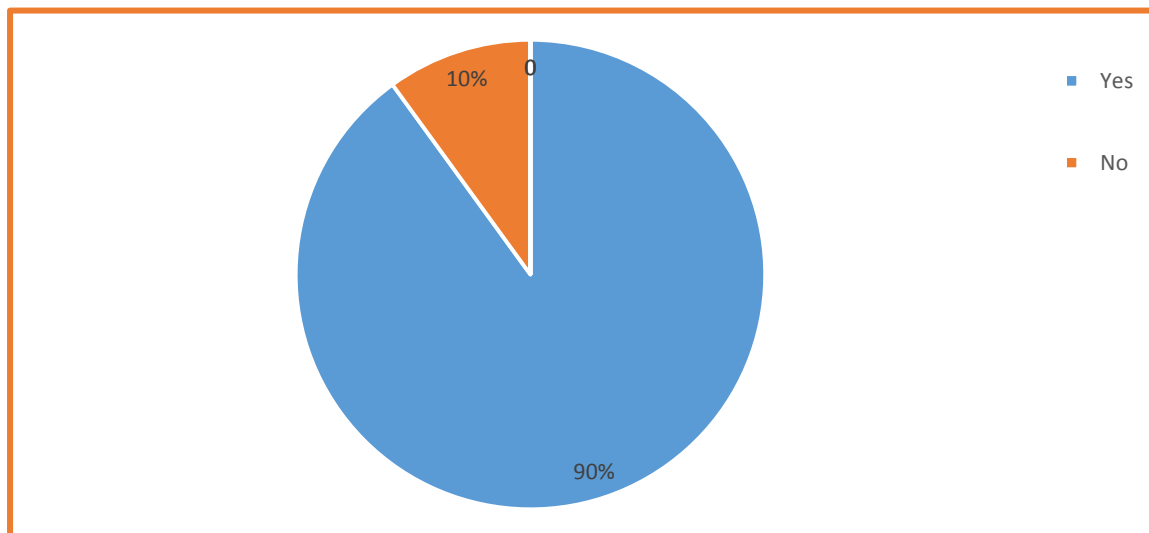
**Q.10:** Do you think that learners would prefer their teachers to use authentic materials While teaching written expression?

Options	Participants	Percentage

[Tapez ici]

Yes	17	90 %
No	2	10%

**Table 20:** Teachers' view about using authentic material.



**Graph 16:** Teachers' view about using authentic materials

This question aims to find out whether students prefer the teachers' selection of authentic Materials with Audiovisual or not. The fallouts demonstrate that all teachers 90% approved that Learners favor audiovisual Managements when learning writing. While 10% of teachers stated that their learners prefer the traditional way of teaching means relying on the Exercises mentioned in the program only.

**Q. 11:** Why do they prefer using these tools?

<b>Justification</b>
<b>1/</b> Authentic materials have direct relation with everyday use of English

[Tapez ici]

language. They are direct, linked to real life situations.

**2/** In order to enhance the teaching/ learning process and obtain viable results.

**3/** because they can provide stuff almost identical to the real situations. In addition, authentic materials motivates learners to gain knowledge from different sources.

**4/** they can make the ideas present in students' mind to be developed they can provide the student with the ideas that escape from his/her mind. They can make them creative in writing about any topic.

**5/** because they are entertaining and include native language.

**6/** to clear the module or the lesson.

**7/** Authentic tools help in creating more readers to discuss different topics and to enrich the written performance of the learner. They offer a variety of options and resources to use in the pre writing phase.

**8/** to improve their writing skills and to be original.

**9/** attractive, realistic, motivating, challenging...

<p><b>10/</b> these tools expose sentences to real life situations, they need to practice in the target language.</p>
<p><b>11/</b> So that they learn the academic way of writing.</p>
<p><b>12/</b> we need modals of writings especially the best examples in order to inspire writing without forgetting that writing is a gift.</p>
<p><b>13/</b> of course authentic materials are an efficient tool of learning. Students can imitate until they establish their own style.</p>
<p><b>14/</b> learners are looking for authentic materials since it would help them in contact with such texts of higher quality and discover the different techniques employed there.</p>

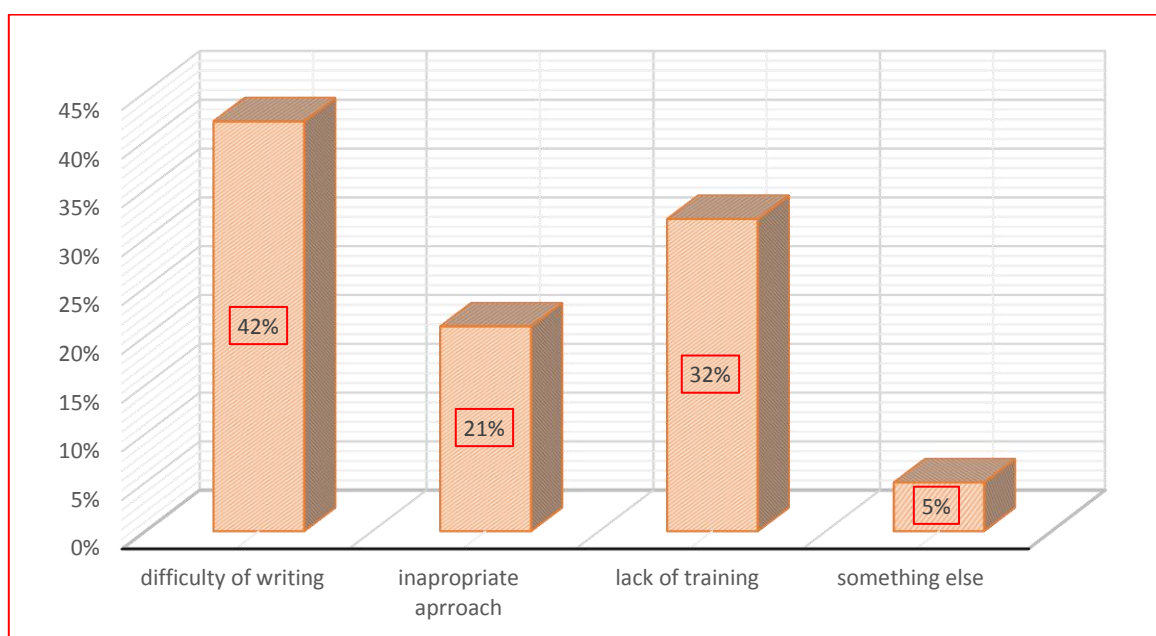
**Table 21:** Teachers' justification of the use of authentic materials

**Q.12: Some teachers are unable to overcome learners poor writing, is that due to:**

Options	Participants	Percentage
The difficulty of the writing skill in comparison with other skill.	8	42 %

The use of an inappropriate approach to teach writing.	4	21%
Lack of training	6	32%
Something else	1	5 %

**Table 22:** Teachers opinion about learners' poor writing.



**Graph 17:** Teachers opinion about learners' poor writing.

We notice from the results shown above that most of teachers 42% agreed that the Difficulty of the writing skill in comparison with other skill is one of the main reasons behind Students' poor performance in writing it can be related to the content of the courses as well As the methods used in teaching writing. However, 32% of them claimed that the lack of Training and practice is among the challenging factors of their weaknesses in writing that May be due to their language level. Therefore, 21% of them voted for the use of an

[Tapez ici]

Inappropriate approach to teach this module which can be related to the lack of qualification of the teachers as well as the short experience in teaching written expression. Only 1 Teacher 5% find that it can be referred to other factors like the lack of collaboration a Coordination among teachers in recommending solutions to avoid learners' poor Performance in writing.

## **Conclusion**

The obtained results show that the writing skill is a complex activity that requires much Time and Practice from the learner's part and a lot of experience and guiding from the Teacher's part. A focus should be put on the process approach rather than the product Approach since the product is the Result of any process of writing. Teachers should guide Students through the writing process avoiding an emphasis on form to help them develop Strategies for pre-writing, drafting and organizing ideas. Awareness of the importance of the Writing process, as the results showed, is essential in the writing Activity. Learners need to Know that proceeding through the writing steps is not a waste of time; each stage Contributes in making effective writing and in diminishing the troubles students face when They write.

## **General Conclusion**

Learning writing would be very confusing for students to reach an advanced level. EFL Learners are influenced by a diversity of features that either impact their learning progress in a positive or negative way. These features affect the way in which EFL learners acquire the Writing process. Hence, this research attempted to investigate the factors behind learners' Poor writing, and the difficulties which EFL learners face when learning it. In this research, the researcher intended at shedding the light on the reasons that hinder or May inspire students of English to perform well in writing, and it examined the difficulties that hamper learners while writing. Therefore, it pointed on knowing the importance of Effective teaching methods in serving the learners and teachers to attain their objectives by the teachers' questionnaire. The principal conclusion to mention is that EFL learners' plans at requiring the process of writing are affected by numerous features that either affects their learning development in a destructive way. It is important to recognize that writing difficulties are a normal part of the writing process, and every writer experiences them to some degree. By adopting a growth mindset, embracing the writing process, and employing effective strategies, writers can overcome these difficulties, improve their skills, and produce high-quality written work. Ultimately, the journey of addressing writing difficulties is an ongoing process of self-reflection, learning, and improvement. Through persistence, perseverance, and a willingness to learn and adapt, writers can enhance their writing abilities

[Tapez ici]

and successfully navigate the challenges that arise along the way. They met several difficulties that also hinder their learning process in general. This research work comprised two main chapters. The first chapter dealt with the theoretical Part of the research study, it is divided into two sections. The first section is a general overview about the writing skill and it provided the many concepts related to the teaching and learning the Writing process. This section sheds light on valuable figures related to writing; in terms of Writing and its nature with its major principles, its relationship with other skills, finishing with its stages and its particularity comparing other skills. The second section of the same Chapter covers the main reasons of writing difficulties that students meets. Besides, focusing on the type of these difficulties in large list. The second chapter of the research is about investigation of our study in which, the tools have been selected in order to gather the data needed to reach our research goals. It included a Description of both questionnaire of teachers and students involved in this study. Moreover, it presented the analysis of the figures taken from the questionnaire that has been carried out by third Year LMD English students at the Department of English Language, University of Khenchela. This chapter consists of two main points, the first one is that we concentrated only on the Analysis of the students' answers to state their level of writing, their awareness about the different writing stages. The second part contains the teachers' response Regarding their own students' writing level, the difficulties of writing stages that they may Face when their Do their assessment. Also, mentioning the Reasons behind their students' Writing issues. The chapter provides the research by Recommendations that focuses and Attempts on helping students and teachers in their learning and teaching the process of Writing. This dissertation offers valued perception about factors affecting learners' intentions to produce writing. Though, it is enhanced to take into examination the previously suggested Recommendations in order to have more fruitful

outcomes. Hence, expectantly this piece of Research will cover the manner for future assessments.

### **Recommendation and Implication**

Performing a piece of writing is not an easy task as it appears, it represents a real challenge for many students. Yet, teachers and educators must play an active role and select the appropriate techniques that may suit and solve their students' issues. Thus, from the Analysis of teachers' questionnaire and according on the results taken from the analysis of the students' questionnaire, we will present some solutions and recommendations that may Decrease the students' poor writing in order to enhance their level in writing.

- The educators must be well qualified to teach written expression.
- Encouragement is an essential key for students' improvement, like: inspiring learners To read the possible number of books or short stories... etc., since it is considered as an effective response to perform in classroom.
- Decreasing the number of students in each class into small members of each group, by this both teachers and learners will receive knowledge easily. Also, students' will interact with their teachers generously.
- Encouraging students to read. Reading is the appropriate input to improve writing inside/outside the classroom. Learners need a lot of support and reassurance, with ideas and with the means to transmit them out. Teachers need to be extremely supportive when students are dealing with writing in class, always presented and prepared to guide and aid their learners in overcoming writing difficulties (except during exam writing). (Harmer 2004:42)

- Learners' should have sufficient time to study the module of written expression, because it is an urgent need for grasping the writing skill.
- Teachers must use authentic materials and technology aids to avoid making learning an unexciting activity.
- Creating the habit of reading and writing to help rough, painful, and unsafe students to write.
- Collaborative teaching of writing must take its place among teachers, in which they Have improve their methods and strategies in teaching (both in terms of language and content) making recommendations for changes, and so contributing to the success Of the finished product. (Harmer 2004:11).
- Teachers should manage and draw an appropriate program with new way of teaching that suit the new generation. They need to focus on the process of writing in itself. Since Harmer (1983) and Richards, (1990) have considered teachers' function in terms of prompter, participant, resource, tutor, motivator, controller, assessor, organizer, manager, instructor, researcher, learner, counsellor and friend and supplier of correct models of writing.
- Teachers should bring new subjects to open the discussion not just keeping the old Lectures present with their students.
- Teachers should be using information communication technology materials for their learners. For example using the Computer Assisted Language Learning (CALL) in which we can define it as the following definition: "...is any process in which a learner uses a computer and, as a result, improves his or her language". Beatty (2003, as cited in Graham and Perin, 2007, p.36). Hence, classrooms should be supplied with technological services.

- Conferences (Freedman & Sperling, 1985; Hedge, 1988; Keh, 1996; Arndt, 1993): they are considered as face to face interaction between teacher and learners which can be organized separately or in groups. “Conferences can be used at the pre-writing stage, in process stage, evaluation stage or post product stage.” (Keh, 1996:305). Certain students reacts to the benefits of conferences positively i.e. Students can ask questions as they can have a chance to talk more in classroom.
- The teacher must always recommend to be in control of the students’ activities and performance by using an appropriate language in order to let students’ understand it smoothly.
- Teaching of acquainted vocabulary and the extensive practice of reading is recommended to improve effective writing ability and enhances learners’ vocabulary. Thus, it makes the students confident in describing their creative ideas in writing.
- Creating competitions among the students to write in a creative style will be successful in evolving their English writing skills.
- White, R. and Arndt, V. 1991. Process Writing. London: Longman.

## References

- Bereiter, C., & Scardamalia, M. (1987). The psychology of written composition. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Brookes, A., & Grundy, P. (2001). Beginning to write. (3rd Ed.).Cambridge: Cambridge University Press.
- Elbow, P. (1973). Writing without teachers. New York, NY: Oxford University Press.
- Elbow, P. (1998). Writing with power: Techniques for mastering the writing process. Oxford University Press.

Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32(4), 365-387.

Grabe and Kaplan (1996) who introduced the model “Theory and Practice of writing.

Harris, J. 1998. *How to Teach Writing*. London: Longman.

Hyland, K. (2003). *Second language writing*. Cambridge: Cambridge University Press. [Http://enl.Wikipedia.org/wiki/Awareness](http://enl.Wikipedia.org/wiki/Awareness).

International Writing Centers Association (IWCA): This organization provides access to scholarly resources and publications related to writing center theory and practice.

You can visit their website at: <https://writingcenters.org/>

Merriam-Webster’s New International Dictionary (1971 and 1986)

Murray (1972) - in his book “teach writing as Process Not Product “, of parameters Involved in writing (p.215).

Murray, D. M. (1978). Teaching writing as a process: How, why, and what. *Language Arts*, 55(1), 70-76.

Murray, D. M. (2012). *Writing to live: How to teach writing for tomorrow's world*. Heinemann.

National Council of Teachers of English (NCTE): NCTE offers numerous scholarly resources and publications related to writing pedagogy. Their website is a valuable source of information: <https://ncte.org/>

Perennial.Oxford, Rebecca. «Language learning styles and strategies: An overview. » January 2001. Research gate.

Swetnam, D. «Writing your dissertation: How to plan, prepare and present successful work (3rd ed). » 2007. How to. <<http://www.howtobooks.co.uk>>

Wardle, E. (2009). "Mutt genres" and the goal of FYC: Can we help students write the genres of the university? *College Composition and Communication*, 60(4), 765-789.

Weiner, Robert G. «History. » *Teaching and Methods* 1995: 19 p.

White, R. and Arndt, V. 1991. *Process Writing*. London: Longman.

- White and Arndt (1991), "writing is also a problem-solving activity developing in *Progress*"(p.11).

## **APPENDICES**

## **APPENDIX A**

### **THE STUDENTS QUESTIONNAIRE**

[Tapez ici]



## The Students' questionnaire:

**Dear students,**

This questionnaire is a part of a research survey designed to investigate the writing difficulties which third year students face at the Department of English, Khenchela University .

You are kindly requested to tick the option you believe is and provide a written answer when it is necessary.

*Thank you in advance.*

**1/ DO you find that writing in English is an interesting activity?**

Yes

No

**2/ Do you think that writing in English is difficult?**

Yes

No

**3/ If it is a difficult activity, how?**

[Tapez ici]

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

**4/ Do you think that written expression session improves your writing skill?**

Yes                       Not at all                       somehow

**5/ If yes it improves, how?**

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

**6/ Do you face difficulties while you write in English?**

Yes                       Not really                       sometimes

[Tapez ici]

**7/** If yes, what are the reasons behind these difficulties?

- Choosing a suitable Vocabulary.
- Fear of negative feedback.
- Lack of self-confidence.
- Dislike writing.
- Others ,

.....

.....

.....

.....

**8/** What do you suggest to overcome these difficulties?

.....

.....

.....

**9/** Do you like the written expression program?

Yes                       No

**10/** Does your teacher encourage you to write in English?

Yes

Sometimes

Rarely

**Thank You Again** 😊

## **APPENDIX B**

# **THE TEACHERS QUESTIONNAIRE**



## The Teachers Questionnaire

**DEAR TEACHERS,**

You are kindly requested to answer these general questions in which your response will be used confidentially to the accomplishment of this work, in order to identify the hugest challenges that EFL learners face during the writing process.

Please tick the appropriate box and provide your own answer where needed.

**Thank you for your time and contribution!**

### **Section one: Writing difficulties**

**1/What are the obstacles that most of your learners face while writing in English?**

A / order of ideas.

B / Grammar.

C / Orthography.

D / others.

[Tapez ici]

**2/What is the approach you use to teach writing?**

A /the Product Approach.

B / the Process Approach.

C / both.

Please explain the reasons for choosing this approach:

.....

.....

.....

**3/ Do you think that written expression session is sufficient in itself to**

**Improve learners' writing?**

A / Yes

b/ No

**4/ If written is insufficient, please justify why?**

.....

.....

.....

**Section two: Overcome writing difficulties**

[Tapez ici]

**5/ How long have you been teaching this module?**

A / from 1to 5 years.

B /from 5 to 10.

C / More.

**6/ Teachers with long experience in teaching written expression are more qualified to teach the writing skill?**

A / Yes

b / Not necessarily

c/ Somehow

**7/ Do you always succeed in overcoming learners' difficulties in writing?**

A / Yes

b/ sometimes

c/ No

**8/ What are the techniques that you use to do so?**

A / Motivation.

B / Encourage them to read.

C / Assignments.

D / Asking teachers help.

E /Others.

**9/ According to you, what is the most difficult stage in the writing process?**

[Tapez ici]

A / Pre-writing.

B / Drafting.

C / Revising.

D / Editing and publishing.

**10/ Do you think that learners would prefer their teachers to use authentic materials while teaching written expression?**

A / Yes

b/ No

**11/ why do they prefer using these tools?**

.....

.....

.....

**12/ some teachers are unable to overcome learners poor writing, is that due to:**

A / the difficulty of the writing skill in comparison with other skills.

B /the use of an inappropriate approach to teach writing.

C / Lack of training.

D / Something else.

Thank You for Your Time

## Résumé

L'expression écrite est le but et le résultat final de l'enseignement des langues, car tous les Arts du langage et ses branches aboutissent à l'expression orale ou écrite. Les progrès la Croissance de l'étudiant dans les compétences linguistiques ou les arts sont un moyen pour Une fin, qui est sa capacité à s'exprimer. Il n'est pas possible de juger une personne qu'elle Ne puisse l'exprimer dans différentes situations de la vie selon ses los et ses principes, de Sorte qu'à la fin elle devienne compréhensible pour quiconque la lit. La rédaction, la Coordination du style et la révision du discours sont également l'une des activités les plus Importantes et les plus difficiles pour les étudiants en troisième année de langue anglaise à L'Université d'Abbas Laghrour- Khenchela. Ce qui a donné un vif intérêt à l'art de L'expression écrite et l'a fourni dans ses programmes et la considérait comme une matière Obligatoire et un complément aux exigences des études universitaires, car le développement Des attitudes des étudiants envers l'expression écrite est l'un des aspects de la réussite Emotionnelle qui ne peut pas être réalisé au hasard, mais nécessite plutôt des efforts et la Coordination et aussi la planification et la détermination dans le travail et le suivi.

Cette recherche cherche à savoir sur la sensibilisation des étudiants aux étapes de L'écriture dans leur pratique et si cet intérêt mènera à des résultats effectifs à travers de deux Sondages, le premier a été attribué aux étudiants de 3<sup>ème</sup> année en licence et le second a été Consacrée aux professeurs spécialisés dans ce domaine ainsi qu'à ceux ayant une expérience Dans l'enseignement de l'expression écrite. En conséquence, nous avons inclus un Ensemble de solutions et de suggestions accompagnant chacun de leurs questionnaires pour Réduire les difficultés pesantes pour chacun d'eux dans leur système d'enseignement et de Scolarisation.

## الملخص

التعبير الكتابي هو الغاية والحصيلة النهائية لتعليم اللغة، فكل فنون اللغة وفروعها تصب في التعبير شفهيًا أو تحريريًا، ويعد تقدم الطالب ونموه في المهارات أو الفنون اللغوية وسيلة في غاية الأهمية لقدرته على التعبير، فلا يمكن الحكم على شخص ما أنه تعلم لغة ما إلا إذا تمكن من التعبير بها في مواقف الحياة المختلفة وفق قوانينها وأصولها، بحيث تصبح في النهاية مفهومة لدى من يقرؤها، ويستمد التعبير الكتابي أهميته من كونه يفسح المجال أمام التلاميذ لنقل الرؤية العقلية عن طريق تخير الألفاظ، وانتقاء التراكيب وترتيب الأفكار، وحس الصياغة، وتنسيق الأسلوب، وتنقيح الكلام ...

كما أنه أحد أهم النشاطات وأشدها تحديًا لطلبة السنة الثالثة تخصص لغة الانجليزية بجامعة عباس لغرور -خنشلة .

أعطت اهتمامًا شديدًا بفن التعبير الكتابي ووفرت له ضمن مناهجها واعتبرته مادة مطلوبة وتكمله لمستلزمات الدراسة الجامعية. حيث أن تنمية اتجاهات الطلبة نحو التعبير باعتبارها إحدى جوانب التحصيل الانفعالي لا يمكن تحقيقها بطريقة عشوائية، بل تحتاج إلى جهد وتنسيق تخطيط وعزيمة في العمل والمتابعة وهذا ما يسعى اليه هذا البحث من معرفة لوعي الطلبة بمراحل الكتابة في ممارستها وما إذا كان هذا الاهتمام سيؤدي الى نتائج فعالة من خلال استطلاعين، الأول خصص لطلبة السنة الثالثة درجة ليسانس والثاني خصص للأساتذة المختصين في هذا المجال كذوي الخبرة في تدريس التعبير الكتابي وعليه قمنا بإدراج مجموعة من الحلول والاقتراحات المرافقة لكل من الطلبة والأساتذة من خلال نتائج استبياناتهم للحد من الصعوبات المرهقة لكل منهم في نظام التدريس والتدريس.