

People's Democratic Republic of Algeria
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University of Abbes Laghrour- Khenchela
Faculty of Letters and Languages
Department of English



**EFL Students' Difficulties in Academic
Writing composition**
The case of EFL MasterI at ABBESS Laghrour
University—Khenchela

**Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of master in
Language and Culture**

Candidate(s)

ADJEROUDI Khaoula

AYEB Kaouther

Supervised by:

Mr. BEDDIAF AbdelKhalek

Membres of the Jury

Supervisor: BEDDIAF AbdelKhalek

Examiner: Ms. MALEK Nassira

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Dedication

الحمد لله الذي تتم بنعمته الصالحات

My university period has passed in the blink of eye, five years in which I had sometimes beautiful moments and other times difficult moments. Since today I have reached the final stage of my academic career. I dedicate my work to the crown of my head that helped me to get to where I am right now, my parents, my brothers, my grandmother and special thanks to “Lucia”.

ADJEROUDI Khaoula

Dedication

Thanks to Almighty Allah, who is with me in every difficult moment I go through I am the student Kaouthar Ayeb. I would like to thank everyone who supported me to complete this graduation thesis, beginning with my dear husband, my respected teacher Beddiaf AbdelKhalek, my father, my brothers, my friend Khaoula. I forget her bounty on me, and above all, the grace of God, who was with me in every difficult moment I went through....I wish with all my heart the success of everyone for life after school and thank you.

AYEB Kaouther

Abstract

The main objective of this study is to look into various challenges encountered by English Second language students in academic writing in ordinary graduation project in the context of universities. Specifically, this research focuses on identifying the problems faced by the Arts Colleges within the University of Abbes Laghrour. The researcher used a questionnaire to investigate the problems encountered by master tow students concerning their academic writing skills. To probe the obstacles recognized by the examined students in academic writing skills. Finally, the results of this research may help the scholars to reflect on teaching practices and help trenchers attempts to enhance the academic writing skills of their students especially at the University of Abbes Laghrour Khenchela.

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ELT: English Language Teaching.....	02
WLC: world Literacy Canada.....	15
EFL: English foreign language.....	30

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الملخص

General Introduction

Introduction

Writing considered as the most difficult skill for language learners to master, writing is one of the four Skills which needs a special attention ,it viewed as the most essential, different and sophisticated one compared with other language skills ; however Students, professors, and researchers in every discipline use academic writing to convey ideas make arguments, and engage in scholarly conversation.

Academic writing is characterized by evidence-based arguments, precise word choice, logical organization, and an impersonal tone. Though sometimes thought of as long- winded or inaccessible, strong academic writing is quite the opposite: It informs, analyzes, and persuades in a straightforward manner and enables the reader to engage critically in a scholarly dialogue. Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing, which is the kind of writing you do when you write stories. It is also different from personal writing, which is the kind of writing you do when you write letters or e-mails to your friends and family.

Creative writing and personal writing are informal, so you may use slang, abbreviations, and incomplete sentences. However, academic writing is formal, so you should not use slang or contractions. Also, you should take care to write complete sentences and to organize them in a certain way Academic writing is a somewhat advanced in stage of regular writing, in another language it is the way in which research and scientific books are written and published. Regular writing and correspondence may be linguistically correct, grammatically, and numbered well, but nevertheless they are not fully compatible with the conventions and rules of writing It may happen, for example, that some papers have important results and excellent research methodology, and this study may sometimes take many years, but when the publishing stage comes, it may be rejected by the publisher or editor, just because the method of writing it is not compatible with academic norms.

2. Statement of the Problem

Based on the researcher experiences in the field of English Language Teaching (ELT), some of the studies shows that d that most students are incapable of expressing themselves in a clear, correct and comprehensible manner when they write, and they are hesitant and show less self – confidence when they are asked to write a piece of writing, this may derives them to commit errors in grammar, confuse preposition and conjunctions, miss auxiliary verbs. Consequently, those factors affect students to display a weak level in this productive skill. Thus the current study is an attempt to identify the kind of difficulties that first year master degree of Abbes Laghrour university students face when they asked about writing in English besides, to propose solutions to overcome writing difficulties.

3. Research Question of the Study:

The current study seeks to answer the following questions:

- 1 What are the main writing difficulties encountered by EFL university students in Abbes Laghrour University?
- 2 What are the solutions, techniques and strategies that can be followed to overcome writing difficulties?

4. Hypothesis

In the light of what has been said we hypothesize that:

_Academic writing as a formal style of writing is important for students .This does not deny that it is has difficulties, especially for EFL students.

5. Definition of Terms

Academic writing: is a formal style of writing used in universities and scholarly publications. It follows the same writing process as other types of texts, but it has specific conventions in terms of content, structure and style.

Writing skills: are specific abilities which help writers put their thoughts into words in a meaningful interacting with the message.

6. Rational

We choose this topic; EFL student's difficulties in academic writing composition, simply because it expresses a realistic problem that has always faced the EFL students, we personally encountered found some difficulties in academic writing. Our purpose is to explore writing difficulties and challenges that face Abbes Laghrour EFL learners, and providing effective solutions to improve their writing skill and increase the academic level proficiency.

7. Objectives of the Study

Since academic writing is an important skill to master for a wide variety of professional and personal reasons. Many EFL students have difficulties in writing a good composition, we obviously know that mastery of the writing skill requires following certain steps about how academic writing takes place.

In this dissertation, we aim to detect the difficulties of Abbes Laghrour University EFL students in academic writing composition, while providing appropriate solutions to help them overcome difficulties in academic writing. This study investigates common errors in grammar, confuse preposition and conjunctions, miss auxiliary verbs or simply not familiar with punctuation rules. Consequently, EFL students will produce well written-composition and get better results in their academic career. Thus the main objectives for our study are as follows:

- To determine the difficulties in academic writing composition that EFL students face.
- To propose soft and practical solutions that may help EFL students.

8. Literature Review

Writing equips us with communication and thinking skills. Writing expresses who we are. It makes our thinking and learning visible and permanent. Academic writing is about much more than just the act of writing, which is itself not simply a skill, but a collection of skills, that might be a bit tricky for EFL students. Hosseini identified that the EFL learners' inability to communicate in English and "their weakness in English proficiency which influences their academic success, especially in writing skill is necessary to convey their knowledge" (Hosseini et al. 2013: 02). To realize the importance of writing Suleiman (cited in Hosseini et al. 2013: 2) states that "writing is a central element of language... and language arts program must consider the multidimensional nature of writing in instructional practices, assessment and language development". Writing is considered very difficult, complex and challenging skill to master (Graham, Harris & Mason, 2005), this means that writing skill as much it is important as much it is difficult to acquire for foreign learners. (Al-Sawalha and Chow 2012) indicated that EFL Jordanian university students spend several years pursuing basic writing courses at the university but still encounter many problems when attempting to produce a piece of writing and many of them ask their high school teachers or more competent friends to help them complete the assignment. Ariyanti 2006 declared that Students must master the use of language in terms of English language formula where it is related to the production of the essay itself. An essay is a product of academic writing where a writer should combine factual data and compare to existing experts"

theories. One difficulty in using the appropriate style is knowing what is considered academic and what is not (John M. Swales 194).

9. Research Methodology and Design

9.1. Choice of the Method

The research methodology that would help us to conduct such investigation and achieve the main objectives mentioned above will be the mixed method because it combining and integrating qualitative and quantitative methods towards the best possible approach to our research problem, also we describe the state of affairs as they exist and we have to observe and measure over the variables , in addition we using quantitative measurement instruments with qualitative research techniques when we manipulate the variables and when we report what we observe.

9.2. Population and Sampling

a. Population: jointly students of the department of English at Khenchela University are considered in our study. The populations of the present study are composed of Master One Students at the academic year 2020_2021 divided into 4 groups varying from 25 to 35 students. It is difficult to deal with the whole number of the population, because we have not much time and it is hard for us to test every individual of the population and to get students perception of the population. Therefore, the questionnaire will be delivered to the chosen sample.

b. sample: our population was chosen randomly because it is believed that it is the reliable choice as it is a perfect method since every individual has the same probability of being selected in the sample the sample will consist of 40 students who will be invited to take a part in answering our questionnaire.

10. Structure of the Study

The study attempts to examine the problems of academic writing skill in EFL (English as Foreign Language) of Abbes Laghrour students, and providing solutions that would help them to improve their level of writing skill. Our dissertation consists of:

Chapter 01: theoretical part.

Chapter 02: practical part.

Chapter I

Introduction

Academic writing, which was once considered the domain of the elite and well educated, has become an essential tool for people of all walks of life in today's global community. Whether used in reporting analyses of current events for newspapers or web pages, composing academic essays, business reports, letters, or email messages, the ability to write effectively allows individuals from different cultures and backgrounds to communicate. Furthermore, it is now widely recognized that writing plays a vital role not only in conveying information, but also in transforming knowledge to create new knowledge. It is thus of central importance to students in academic and second language programs throughout the world. In many of these settings, the assessment of writing ability is of critical importance. Employers, academic instructors and writing teachers need to make decisions. About potential employers and students, based on how well they can communicate in academic writing. But while the history of writing assignment goes back for centuries, it continues to be one of the most problematic areas of language use to assess. This is partly because of the vast diversity of academic writing purposes, styles, and genres.

2. Definition of Academic Writing

Academic writing is a specific type of Professional writing. It is the specific style and format appropriate for universities and academic publication such as research papers-thesis- articles and books on academic themes. Whitakerq (2009,p.2) believes that academic writing is basically, the writing you need to make for academic writing fields and assignments that teachers could have including (essay, research paper, argumentative paper, argumentative paper, informative essay, position paper, analysis paper, term paper) ;however, All of those assignments have a similar and principles. Abu GHarih and Arrangement (1998,p.87) describes academic writing as « ...the logical organization and arrangement of the written sentences within a paragraphs within the units of discourse...and the expression of the

idea », different fields of study have different writing styles that cater to specific requirements and objectives ,for instance in scientific content it is necessary to report strategies and results precisely, the emphasis depends on building persuading articles using supportive evidence from other scholarly writings, all academic writing share certain key factors such as:

Formal and unbiased: the tone of academic writing should be formal, and the writer should be unbiased while presenting their thoughts, they might bend towards an argument that case you should give certain evidence Clear presentation of thoughts: the reader of your paper should know your argument and what you are trying to present with your writing; that is to say, you should produce clear and straight assertive sentences within academic writing.

Well-structured: academic writing content should have an introduction, so that to make your readers understand how you have designed your academic content. The introduction will make it easier for the reader to navigate through your paper.

Well-sourced: the final and most important point accordingly to me, is the sources of your paper. Substantiate your argument with proper sources and texts, it shows that you have clearly understood other's points of view; therefore, double-check the arguments and verify the acknowledgement of the sources.

2. The Difference between Academic Writing and Non-academic Writing

Writing is an action that all students engage in their educational path. Academic writing and non-academic writing are different in structure, content and the purpose of writing. In one hand Academic writing is the assignment that gives the writers a chance to investigate an issue by using a set of skills; it cannot be understood by everyone. In general academic writing is objective and impersonal, and it is also more complicated than other types of writing, because the punctuation and grammar and other

techniques should be precise. On the other hand, non-academic writing can be described as a general writing. This style of writing is used largely in daily life in form of letters, emails, journal entries...etc. It is not strict as academic writing do; it can be informal or semi-formal. Non-academic writing would be clear and easy to understand than academic writing. Another difference is that academic writing always uses citation and references, in other words writers, can support their arguments and giving evidence by citing the used references. While in non-academic writing there is no need to use strict references and citations. However, non-academic writing can use slang and contracting.

3. Types of Academic Writing

There are many different types of academic writing. The students need to demonstrate a high level of critical thinking and critical analysis in any type of writing. Basically, the assignments that student will be asked to complete during the university career, fall within the typical categories. The most common is an essay. An essay is a continuous piece of text, but the student may also be asked to write a report. This is a more highly structured piece of writing. There are other genres of writing such as case studies and reflective writing, which looked back on the writer's personal and professional experiences. Then, there are literature reviews, where the academic writers will expect to research and critically evaluate the literature that they have compiled.

3.1. Expository Writing

Expository writing is a form of exposition, which means a kind of explanation and discussion. It seeks to inform readers about a particular topic or issue; it could be a process, it could be a set of rules, it could be an activity of the benefits of that activity. It could be a policy. It could be a way of going about something. So, a typical expository writing can be found in the world of business, it can be found in technical writing. In other words, the expository writing has a lot to do with taking a topic, analyzing it, and explaining or presenting it in various parts and with various types of backup to the readers.

3.2. Narrative Writing

Narrative writing is based on narration, it is the basic form of storytelling, but the writer might actually think of narration, as he is going through the steps of something that has happened. Describing an incident that occurred, it can be also a way of storytelling about writer's s life, something that happened to him, it could be a way of describing an important incident in the writer's life, something called a memoir, could be a short story; it could be even a novel. So, narration is actually dealing with describing and presenting parts of an incident or parts of a process.

3.3. Descriptive Writing

Descriptive writing, which is much more common and general than any of type of academic writing, but it is going to be fundamental process in the way in which the writer wrote almost anything. So description is effective when it uses vivid language when it describes as if you are there in the meant place or event that is being described. So the language tends to be colorful. The writers need to pay attention to details, and to use information in such a way that it comes alive.

3.4. Persuasive Writing

Persuasive writing can be looked at as a way of explaining and presenting how the writer feels, how his position is on a question or an issue. For example, the issue of war or the issue of the floods that occurred in Bab-Azouar 2001, for instance, how the city should protect itself against future flooding damage.

4. Principles of Academic Writing

4.1. Cohesion

Cohesion refers to the way we use vocabulary and grammatical structures to make connections between the ideas within a text. For the purpose, cohesive devices are those words and strategies we

use to make the meaningful connections between ideas within a text, and making them clear to the reader cohesion is a vitally important characteristic of good academic writing, because it promotes clarity. The sentences and paragraphs within an academic text should all be related to one another. It is the job of the writer to make these connections between sentences and paragraphs as clear as possible.

4.2. Clarity

Writing requires Clarity because it enables the writer to announce their ideas in simple and precise way. In other words, it does not demand from readers any predictions or much thinking to read between lines, (Aaron) mentioned that the purpose for concept of clarity in writing is to help students realize what they can do to make their own writing clear.

4.3. Logical Organization

Is represent a set of logical flow between ideas, and allows the writer to present his information and thoughts in recognizable pattern (introduction, body and conclusion)

4.3.1 Introduction

The purpose of the introduction is to inform the reader about the purpose and direction of your essay. A good time to do the introduction is after you have finished the first draft of the essay's body. Introductions usually include the General topic introduction (background context, combined with an interesting and informative beginning that is likely to grasp the reader's attention and encourage them to read on).

4.3.2 Body

The middle of an academic paper is where you present the evidence gathered from your research to support your interpretations and views of the issues. The body of your essay will include these features:

- Structured argument and discussion, one idea or main point to a paragraph.

A logical progression of ideas (as outlined in the introduction)

Support given to statements, with evidence, quotes, examples, statistics etc.

Each paragraph will follow on, or be linked to the next paragraph through transition (ending) and introductory sentences; there must be structure and continuity in your discussions.

4.3.3 Conclusion

Normally, a conclusion will be one to two paragraphs, depending on the word length of your essay. The primary function of the conclusion is to summarize the main points in your essay and how they are related and confirm the thesis stated in the introduction, and does not introduce any new information.

4.4. Consistent

Being consistent in academic writing removes barriers for the reader. Although many writing conventions are different across field's journals or styles, making the writing internally consistent helps the readers read quickly and helps them catch the connections. It is also simply a professional way to write in situations where there are two or more acceptable conventions.

4.5. Unity

Another thing that is equally important to have in academic writing is something called Unity, which is a basic concept, but what it means is that every supporting sentence in the paragraph has to relate back to the topic sentence in order to support it ; i.e. each paragraph discusses one and only one idea.

4.6. Variety

Adding sentence variety to prose can give it life and rhythm. In other terms too many sentences with the same structure and length can grow monotonous for readers. In addition, Varying sentence style

and structure can also reduce repetition and add emphasis. Moreover, Long sentences work well for incorporating a lot of information, and short sentences can often maximize crucial points. These general tips may help add variety to similar sentences. The more you use variety in your writing the more it becomes excited to be read.

5. Features of the Academic Writing

Academic writing defined as linguistic style and format which has its tools, words, structure, connotation, meanings, formulation and features, Gillet (2011) talks in depth about the key features of the academic writing, such as:

5.1. Objectivity

The language that should be written must not be personal, but it should be objective, so it should contain only a few judgment and opinions because the main focus should be on the information that provide along with the arguments that you want to make. This is the reason why in academic writing verbs are used less as compared to the nouns.

5.2. Responsibility

You are responsible for the claims .This responsibility is reflected in proper in-text citations and proper reference list from.

5.3. Clarity

Academic Writing should be presented explicitly, ideas are sequenced and relationships between those ideas should be clear and logical.

5.4. Accuracy

The academic writing is language that uses the scientific heritage, the literature of the subject, field of knowledge, accumulated knowledge, dates, numbers and facts, so it is must be accurate, truthful and complete in presenting theories, facts, statistics, situations and quotations.

5.5. Rationality

The language of scientific research is a language based on rational , logical, proof of arguments and there is no room for exaggerations ,also any logical weakness, ambiguity, or deviation from the context and methodology of the research leads to detracton of the work.

5.6. Formality

Academic Writing is something that is formal in style, and it requires a style of language that does not use dialects, colloquial words, explicit ego, or expression.

5.7. Organization

Academic writing should be fully organized.It should follow smoothly from one section to the next in a concise logical fashion .It will be better when the genre will be decided then its structure can easily be known.

5.8. Explicitness

Academic Writing is somewhat explicit regarding the relationship that is into the text. Academic writers have the great responsibility to make their piece of writing clear to the readers and have to clearly relate different parts of the texts. Precision: In writing for academic some of the facts and figures have to be given precisely. Non -bias: Bias for subjective personal, or civilized reasons without

a rational, objective, analytical foundation for the writer's position and opinions is unacceptable in academic writing, and permissible bias is bias supported by evidence and proof.

6. Why Learning to Write

Since long time ago the writing activity really started, it has remained for most of its history a minority occupation. This is in part because although almost all human beings grow up speaking their first language (and sometimes their second or third) to communicate and record their ideas as a matter of course, writing has to be taught as fundamental necessity. Spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned. It is only in the last two hundred years or so that literacy – that is being able to read and write – has been seen as a desirable skill for whole populations. Before that it was most likely to be used by rulers of church and state only. Too much knowledge was not thought to be a good thing for the majority of the working population. But as societies grew larger and more industrialized, the need for citizens to be able to write and read became a vital need in order for bureaucratic organization to be successful. And then it became clear that education (including numeracy – as well as literacy) was desirable for the whole population, not just for the efficient running of society, but also for the fulfillment and advancement of individuals. Thus we no longer have to ask ourselves whether writing is a good thing or not. We take it as a fundamental right. As Chris Treble says in his book on writing, ‘to be deprived of the opportunity to learn to write is ... to be excluded from a wide range of social roles, including those which the majority of people in industrialized societies associate with power and prestige’. But all over the world people are precisely deprived of precisely that right. According to the Canadian organization _World Literacy Canada (WLC), there are at least 875 million illiterate adults in the world, of which two thirds are women and there are at least a hundred million children worldwide (60 million of them girls) who still have no access to primary education.

Yet education transforms lives and societies and through the ability to read, and write, and being numerate gives adults and children a huge advantage over those who are not so fortunate. In the context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, they almost often rely on the students' writing proficiency in order to measure their knowledge. Eeyore the donkey, whose quote started this chapter part, is wrong to say that writing is a waste of time; therefore, even if he does sound like every sulky student who has ever complained! Being able to write is a vital skill for speakers' of a foreign language as much as for everyone using their own first language. Training students to write thus demands the care and attention of language trainers and teachers.

7. How People Write

Because writing is used for a wide variety of purposes it is produced in many different forms. The shopping list below, for example, written over a couple of days as shortages in the kitchen were noticed, is a type of writing that many people (who might not think of themselves as 'writers') do, as a matter of course. A number of features of this list are of interest to us when we consider how people write. In the first place, the writer clearly has an audience in mind for their writing (themselves). In the second place, the writer has clearly changed their mind on more than one occasion, both deleting and adding items on the list. However, this editing of the list has only gone so far: in their haste they have misspelt a word (a brand name) and have not corrected it, seeing no reason to check through their writing (for accuracy). Lastly, it is worth noting the use of a foreign word (cilantro), obviously known to the writer. This word would probably not have been used if the list had been written for a general English-speaking audience. Although this shopping list may not seem to provide an example of sophisticated writing; it nevertheless tells us something about the writing process that is, the stages a writer goes through in order to produce something in its final written form. This process may, of

course, be affected by the content (subject matter) of the writing, the type of writing (shopping lists, letters, essays, reports, or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc.). But in all of these cases it is suggested that the process has four main elements.

7.1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. For others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads. But they will have planned, nevertheless, just as the shopping list writer has thought- at some level of consciousness - about what food is needed before writing it on the piece of paper. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language - whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece - that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

7.2. Drafting

We can refer to the first version of a piece of writing as a draft. This first goes to the text which is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

7.3. Edition (Reflecting and Revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

7.4. Final Version

Once writers have edited their draft, making the changes they reconsider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

We might decide to represent these stages in the following way:

Planning >>> Drafting >>> Editing >>> Final draft

However, there are two reasons why this diagram is not entirely satisfactory. In the first place, it tells us little about how much weight is given to each stage, but, more importantly, by suggesting that the process of writing is linear it misrepresents the way in which the majority of writers produce written text. The process of writing is not linear, as indicated above, but rather recursive. This means that writers plan, draft, and edit but then often re plan, re-draft, and re-edit. Even when they get to what they think is their final draft they may find themselves changing their mind and re-planning, drafting, or

editing. They may even start - as some novelists do - without too much of planning, and so their point of entry into the process is that first draft is a kind of 'stream of consciousness', that only later through a series of re-planning, editing and drafting gradually shapes a final version of the text. We need to represent these aspects of the writing process in a different way, therefore; the process wheel below clearly shows the many directions that writers can take either travelling backwards or forwards around the rim or going up and down the wheel's spokes. Only when the final version really is the mature version then the process reached its culmination.

The writing process we have described operates whether people are e-mailing, texting their friends, writing a shopping lists, providing compositions for their English teachers, or putting together a doctoral thesis. How much attention we give to the different stages of the process (and to recursion in the process) will largely depend, as we have seen, on what kind of writing we are doing, what medium we are using, what the content and length of our piece is, and who we are doing it for. Sometimes, the first three stages of the process will take almost no time at all and we will plan, (re-)draft, and (re-)edit very quickly in our heads as we write. Nevertheless, however casually we approach the process, we will still try and plan what to write, check what we have written, and revise it before sending it off. It is just that at certain times we do this more carefully than at others.

8. The Mechanics of Academic Writing

In academic writing it is not enough to use good grammar, the writers must follow « the mechanics 'and the norms of academic writing »in their documents. Grammar reflects the forms of words and their relationships within a sentence, for example, if the writer puts an apostrophe in plural word (« create two file's), you made a mistake is in the mechanics of academic writing, not grammar.

. Writing mechanics are the established rules that should be followed when writing the sentences.

They go hand in hand with grammar as the standards to follow when writing and they are an important way to effectively communicate ideas.

8.1. Capitalization

The main reason to capitalize a word is that the word is proper ,it identifies a specific member of a class ,a common noun on the other hand, denotes either the whole class or any random member of the class, for instance, King Henry viii (a particular member of a class)was a king of England (the class itself).

RulesCapitalize	Examples
1. Name of specific structures such as building, roads, and bridges.	The White house state Route 17 the Sheraton Hotel .The Independence Bridge-July,5th
2.Names of specific organization such as business, schools, and clubs.	Arab Maghreb Union. United Nations Algerian Students' club
3.Names of the days , months, and special time Period. .But not the names of Seasons.	Thursday. New Year's Day January. Ramadan Spring summer. Winter. Fall
4. Geographic areas .But not compasses directions.	The Middle East. Southeast Africa. Eastern Europe Drive south for two miles and turn west

8.2. Spelling

In written language, spelling is the correct arrangement of letters that form words. To improve spelling skills, you can use a memory device known as mnemonics. This memorable phrase, acronym or pattern can come in handy for remembering something like the spelling of a word. You can also

increase your reading skills, make a list of common words you often misspell or mark words in a dictionary that seem to give you trouble repeatedly.

8.3. Punctuation

Punctuation is the set of marks used to regulate texts and clarify their meanings, mainly by separating or linking words, phrases, and clauses. » revision involves critical thinking about content, with secondary consideration to mechanics and neatness. This does not mean that technical aspects of writing can be ignored but that introduction to a revision that seems to privilege rote application of rules and neatness over critical interaction with text (however brief it may be for beginners) conveys entirely the wrong message to young authors. As children learn the cognitive processes involved in revision, they acquire the inclination to monitor and revise their work in all areas. »

8.4. Abbreviations

An abbreviation is a shortened form of a word or phrase, such as « D.C. » for « District of Columbia. » Robert Diary and Pat C (2011) say that « Mechanics, in theory, includes matters such as usage and spelling, as well as hyphenation and the use of italics. Essentially, mechanics refers to a set of conventions—how to abbreviate and when to capitalize, for example ».

9. Hedging

The definition of hedging has evolved over the years. In 1972 Lakoff defined it as words whose job it is to make things more or less fuzzy, it is probably safe to assume that he was using the word fuzzy, to talk about words that can make a statement, less clear or absolute and not words that help expressions, in 1995 noted EAP writing specialists can Highland wrote that hedging is the expression of tentativeness and possibility in language use. This represents an absence of certainty, and also is used to describe any linguistic item or strategy employed to indicate a lack of commitment to the truth value of an accompanying proposition, or a desire not to express that commitment, categorically in more basic terms. This definition of hedging is as a collection of words or language strategies that

allow a writer to make a statement without implying that he or she believes it to be one hundred percent 100% True. To provide one final expert definition by Crumpey 1997 conception of hedging, which states that it is a linguistic strategy, allowing the author to avoid committing to the absolute truth of a proposition or statement or claim.

Example is to clearly illustrate this definition.

The first sentence:

- a- Government support will assure the spread of new knowledge and the skills necessary to use the internet to 1000s of people in rural areas.

The second sentence:

- b- Government support may help with the spread of new knowledge and the skills necessary to use the internet to 1000s of people in rural areas.

One can see that hedging strategies are writing techniques that allow a writer researcher, the flexibility to make a claim, without making it an absolute or categorical one.

9.1. Why Hedging Is an Important Strategy in Academic Writing?

As it known academic writing is the language we use to convey answers to research questions. We answer these questions by creating arguments. These arguments are based on claims made by an individual which are then supported with evidence. Hedging is a helpful part of this process, because oftentimes writer researchers develop good answers to research questions, but they feel like they are not only the best, or most complete answer. They are also prepared for other writer researchers to raise objections or point out problems with their answers or research. Hedging allows writer researchers to anticipate and address possible opposition to his or her claims, while still contributing something new to the ongoing dialogue in a research field. Academic Writing is a balance of facts, and evaluation. The writer researcher tries to take the data and facts they have uncovered as fully accurately and objectively as possible, while also showing how they themselves interpret this information. With this in mind, we

can better understand why writers often say, x may be the cause of y, rather than X causes Y to show the current state of knowledge on a subject, and to tell the reader that while they feel strongly about their answer to the research question. They also realize that it is not the end of the dialogue. So, to review hedging is important because it allows the writer researcher to:

1 -Submit new arguments and claims into an ongoing dialogue, while also acknowledging that there might be other equally valid or perhaps better or more effective points of view.

2- Make a new contribution to their field in a productive and cooperative way.

3-Have the flexibility to avoid making absolute or categorical statements which claim that the writer researcher has found the perfect and the only answer.

Hedging allows the writer researcher to offer something new, and establish a possible authority on a topic, while leaving room for other voices and perspectives for participating in ongoing conversations in fields where new evidence generated all the time. Skelton put it in 1988. That it is by means of the hedging system of a language that a user distinguishes between what he or she says, and what he or she thinks about what he or she sets, without hedging, the world is a purely propositional a rigid and rather dull place where things, either are the case, or are not the hedging system allows language to be more flexible and render the world more subtle.

10. EFL Difficulties in Academic Writing Composition

Academic Writing has now become a huge part of every student's life, starting with the simplest content to the most complex writing pieces. At this point, students are asked to craft different types of essays, research papers and other kinds of creative writing tasks. The reason for this increase in variety of papers lies in the importance writing carries in students' lives during and after their education.

Writing is a skill students will need for the future, which is why it is crucial to develop it to the proper level. Unfortunately, the majority of students still fail to develop their writing skills even after finishing school.

*Academic writing challenges for students begin as soon as they enter the university.

Holland (2002) asserts that the most EFL students face problems with producing texts in English when they are simultaneously attempting to achieve the requirements designed by academic writing and make huge efforts to become close their writing style besides to the convention of academic writing. Within this line, Abbad (1998, p .5) admit the weakness of Yemeni learners of English and he points out that:

-Students usually make mistakes in certain grammatical rules. According to Bani Younes and Abdalaw(2015, p.12-16) confirm that

« The most common language problems faced by students are grammatical problems in the field of tenses , prepositions, syntactic, subject-verb agreement, the use of articles, punctuation problems such as missing, additional or miss using of punctuation marks, and spelling problems such as replacing , deleting, missing, adding extra, disordering, breaking or writing non-existing words »

Each student may face different challenges in learning writing. All the students are special and unique in their own ways. These challenges will somehow pull back the students from moving forward to produce a good piece of writing. The following paragraphs are about challenges faced by students in writing.

10.1. GrammaticalFunction

Some elementary school students are also having trouble with grammar. Grammar plays an important role in writing. Grammar provides information that helps the readers to understand its meaning. It is a structure that conveys the detailed meaning of the writer to the reader. Grammar also explains the forms and structure of words, called morphology and how they are arranged in sentences, called syntax. By having very limited knowledge in grammar, students will face anxiety to write sentences with correct grammar. According to Muhammad Fareed et al. (2016) students make mistakes

in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures. Grammar ability can be improved through reading activity and grammar related activities.

10.2. Vocabulary

Lack of vocabulary has caused the students to face challenges in acquiring writing skills (Misbah et al. (2017)). Vocabulary is the fundamental element in constructing sentences which is the core of effective writing skills (Asep (2014)). Students almost use spoken and written words every single day to communicate their ideas, beliefs and feelings with people around them.

Good vocabulary repertoire can help students to speak or write to deliver their thoughts. Usage of electronic dictionary and more reading activities can help students with limited vocabulary. Vocabulary is highly important in writing and will be necessary if your child learner wants to succeed. When in high school, students must learn how to argue their thoughts and ideas in order to be able to write important pieces of content later on, such as an admission letter or even their resume.

10.3. Spelling

Poor spelling is another cause of anxiety for students in learning writing skill and this is supported by Nyang'au Benard (2014). Having good ability in spelling will lead to positive learning of writing skill. If the students are struggling with spellings, it will hold them back to move forward. The students have the habit to spell according to their pronunciation and this will lead to wrong spelling as mentioned by Afrin (2016). The students will either add or leave letters of the words. For an example "ballon" instead of "balloon". According to Nyang'au Benard (2014) memorization of the spelling will help the students to have good spelling.

10.4. Failing to Structure Ideas Effectively

Writing structure is something a student learns by learning writing mechanism. However, student's time at school is limited and they often fail to learn the best way to structure their ideas in content. This is

why parents must work with their children at home and help them communicate better. Put their argumentation ability to test by raising an issue and see how they cope with it, direct them when necessary till they feel how to be consistent.

10.5. Plagiarism

Plagiarism is not only frowned upon, but forbidden too. With today's technology advancing this rapidly, detecting plagiarism is now easier than ever. Teachers will surely try to explain this to your child their learners, but you must make sure that they understand how important unique content is if they want to. According to H.Chang (no date, p.203) who states that plagiarism is taking the words, phrases, ideas, theories, opinions, or even whole work of another writer, and pretending it as they there are one's own original work ».

10.6. Resource Organization

In order to get success, a paper should be properly formulated and formatted. All sources used must have good organization and be cited in a way suitable for the type of paper. Make sure that your child THE LEARNER has this clear and formats all papers in the way requested by their teachers. Simply checking their papers before the delivery date is enough to help them understand what they did wrong.

10.7. Hard/Unfamiliar Topics

The majority of students' learners will feel lack of knowledge about a certain topic. When this happens, it is the educator's job as a parent to help them understand the topic and teach them how to research to get the necessary information to form their opinions correctly. High school is university is a key point in a student's education because of the importance that it carries in terms of writing skills. It is crucial to develop these skills for the future, but because the vast majority of students often encounter challenges in terms of writing. In order to help them, parents' instructors and scholars need to understand these challenges and learn to teach their learners the best ways of how to help face those difficulties when they encounter them again in order to help their children.

10.8. Quoting

Is an exact reproduction of someone else's words as they written or spoken.

10.9. Text structure

Moreover, text structure is another factor which threatening even EFL postgraduate students. Structure is a significant feature of academic writing. It is very important to give your text a correct structure. Regardless of the academic writing's type, whether it is an article, essay, thesis or report, they all have three main components: introduction, body and conclusion.

Greetham (2001, p.182) in his book « how to write better essays », explains that there are a number of students who consider introduction as the foremost troublesome elements of writing in an essay

. If we don't recognize or have no idea about why we are doing something , what we are attempting to attain, then, we has have not to be shocked to locked to locate that we are not smart at it. ;

However, there is another purpose in the case of not writing a good introduction: we forgot the two steps (interpretation and planning). If we have a little plan what we are attending to write, it is troublesome to do a good process of introduction it .He Greetham also emphasized that essays fail because they read like a loose list of isolated points each depends upon itself, and not supported by the context in which it is developed (p.187) ». Greetham(2001,p.197) believes that the conclusion is regarded as a hard task of writing in an academic paper, but this is wrong, it should be the easiest part. Consequently, when you understand the structure of a text, it will help you to write one of the best academic papers.

Conclusion

This chapter tries to clarify many characteristic features in respect to writing in general, and academic writing in particular, especially at the level of the institutional settings. Amongst the tackled issues in this section are the following elements: definition of academic writing, types, the importance of academic writing, mechanics, EFL difficulties, etc. this is to give a general background about some

fundamental makings of the academic writing. This, then, pave the way to establish and steer the research direction towards significant outcomes.

Chapter

II

Introduction

This chapter is restricted to the practical part of our topic which is the EL students' difficulties in academic writing composition. Because of the lack of time, the questionnaire was chosen as a data collection tool. It was distributed immediately after the exams for master 1 students in order to investigate the difficulties that the students face as examiners in academic writing tasks, for both sides as a subject content or as a methodological framework for answering.

I Data Analysis

The method used in this research is the mixed method "quantitative and qualitative", which can help the researcher to illustrate EFL students' difficulties in academic writing at Abbes Laghrour University of Khenchla.

The questionnaire tool is distributed for master 1 students of English to investigate their main challenges and difficulties in academic writing.

II Design and Description of the Student's Questionnaire

-The students' questionnaire is designed for master one EFL students at Khenchla University.

-It is composed of (14) questions. It contains *Yes/No* questions, multiple choice questions, and an open-ended question.

-The objective is to give a chance to master one English student to explore their weak points and to give their opinion about academic writing.

III Population

- The adopted population for this study is the master one student at the department of English language at Khenchla University. The whole number of this population (between male and females) is (141) students.

More than (20% that presents 29 participants) of the students are chosen randomly, about 29 students. However, we added a considerable number of questionnaires to cover the required number for this research. So the total number is about 35 questionnaires out of the whole population. As a result, the 35 number represents our sample to be dealt with.

Question01: How do you evaluate your level in English?

Table n 01: Students' Level Evaluation in English

Options	Number of students	Percentages
Poor	04	11.42 %
Average	15	42.85 %
Good	13	37.14 %
Advanced	03	08.57 %
Students total number	35	100 %

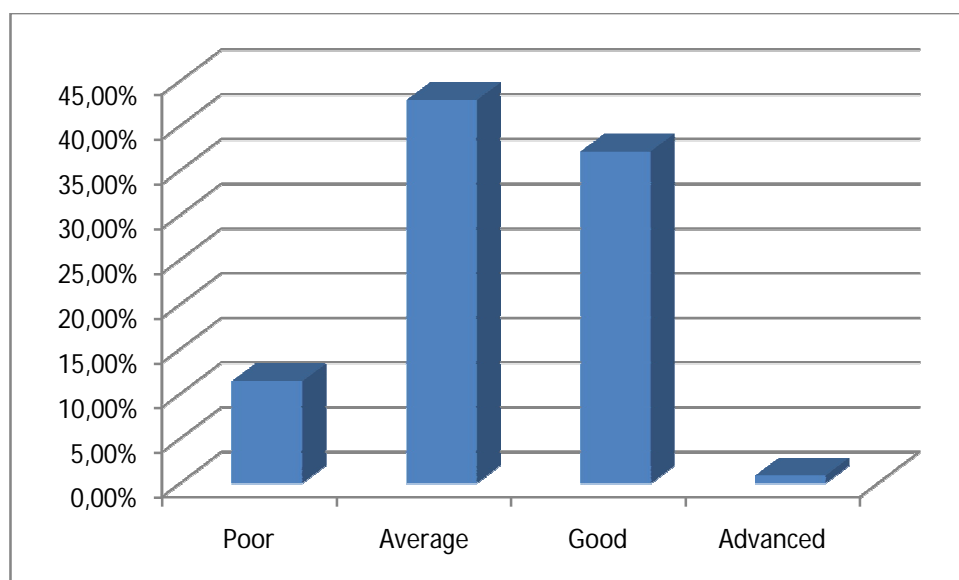


Figure n 01: Students' Level Evaluation in English

Reading of the Results

From the above table “(01)” the results indicate that “the majority” of students (42.85 %) consider their level in English with *average* choice, and (37.14 %) “*good*” choice, the rest of the answers range between eight point fifty-seven percent (08.57%) for “*advanced*” and eleven point forty-two (11.42 %) choose “*poor*”.

Question02: How do you consider your level of proficiency in academic writing?

Table n 02: Students’ Level of Proficiency in Academic Writing

Options	Number of students	Percentages
Strong	03	08.57 %
Average	29	82.85 %
Weak	4	11.42 %
Students total number	35	100 %

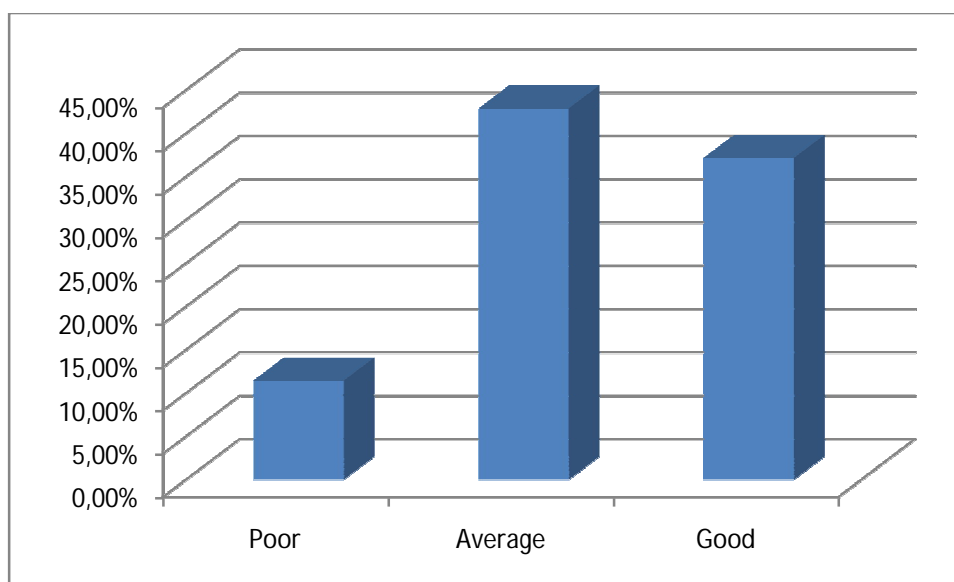


Figure n 02: Students’ Level of Proficiency in Academic Writing

Reading of the Results

From the above table“(02)” the results indicate that “the majority” of students” eighty-two point eighty-five (82.85 %) who” consider their proficiency level in academic writing is “*average*”. The rest are between eight point fifty-seven percent (08.57%) as they have” *strong*” level and eleven point forty-two percent (11.42%) as weak level.

Question03: Do you face difficulties in academic writing?

Table n 03: Students’ Difficulties in Academic Writing

Options	Number of students	Percentages
Sometimes	16	45.71%
Rarely	09	25.71%
Never	03	08.57%
It depends	07	20%
Students total number	35	100 %

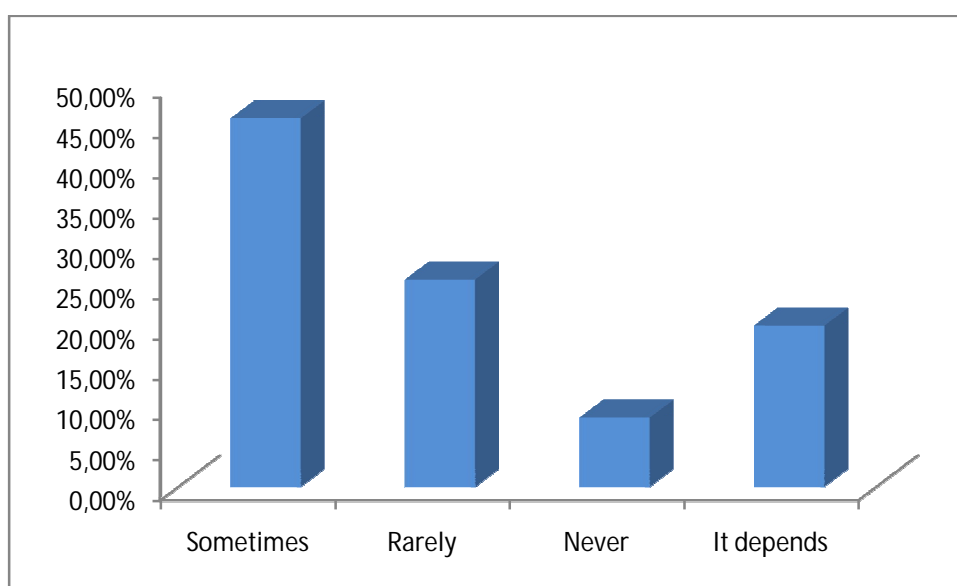


Figure n 03: Students’ Difficulties in Academic Writing

Reading of the Results

From the above table “(03)” the results indicate that “the majority” forty-seven point seventy-one percent (45.71%) of the participants “*sometimes*” face difficulties in academic writing. The rest of the answers range between twenty percent (20%) “*It depends*”, and twenty-five point seventy-one percent (25.71%) for “*never*” option. ” .The few remaining category” eight point fifty-seven percent (08.57%) of the participants do not face difficulties in academic writing.

Question04: do you enjoy during writing?

Table n 04: Students Enjoying During Writing

Options	Number of students	Percentages
Yes	23	65.71%
No	12	34.28%
Students total number	35	100 %

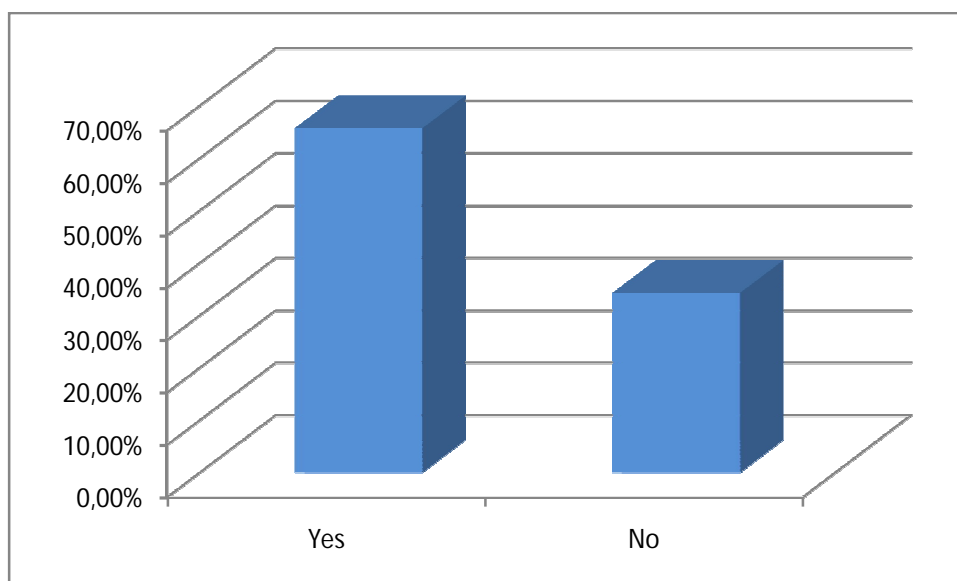


Figure n 04: Students Enjoying During Writing

Reading of the Results

From the above table“(04)” the results indicate that “most” students sixty-five point seventy-one percent (65.71%) do enjoy during writing process, ” few remaining category that represents” thirty-four point twenty-eight percent (34.28%) of the students do not enjoy during writing.

Please, justify.....

These are some common justifications in response to answer "Yes" :

- 4.1. I can transform my ideas and thoughts due to writing.
- 4.2. It helps me when I'm stressed.
- 4.3. It makes me express whatever in my own way.
- 4.4. I truly want to see myself writing in artistic way.
- 4.5. I write what I want to express my feeling.
- 4.6 I feel so relaxed when I take up my pen and start writing.
- 4.7 Writing skill is one of my favorite skills.

These are some justifications in accordance to answer "No" :

- 4.1. Writing is a boring activity.
- 4.2. I feel like just I am obliged to write.
- 4.3. I prefer other skills over writing skill.
- 4.4. I have lack expression style.
- 4.5. I find difficulties in developing ideas.

Question05: Do you follow the steps of writing process?

Table n 05: Students Following Steps of Writing

Options	Number of students	Percentages
Yes	32	91.43%
No	03	08.57%
Students total number	35	100 %

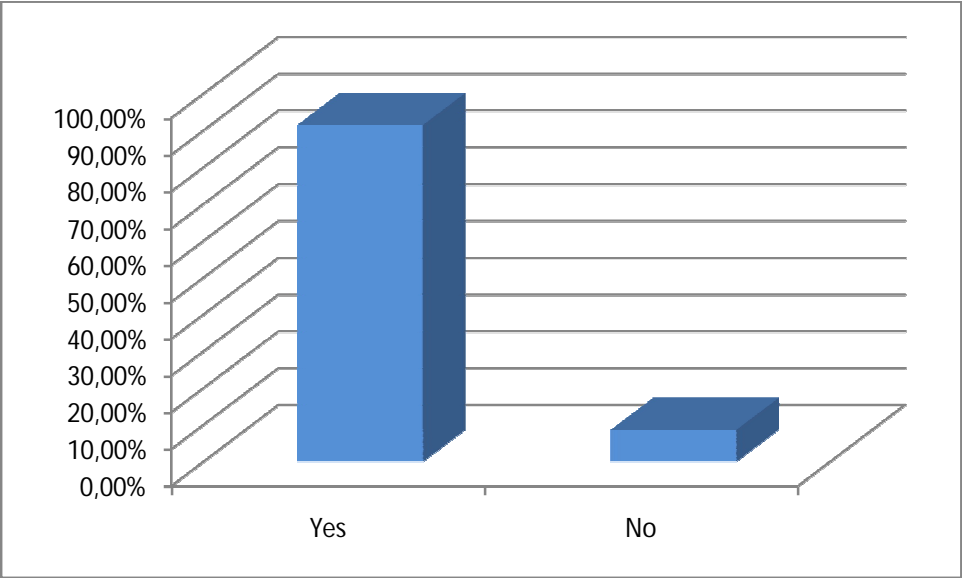


Figure n 05: Students Following Steps of Writing

Reading of the Results

From the above table“(05)” the results indicate that” the big portion” of students ninety-one point forty-three percent (91.43%) follows the steps of writing process. “Very few” students eight point fifty-seven percent (08.57%) do not follow the steps of writing process.

If your answer is "No" you say why.....

These are some responses for the answer "No" :

5.1. I find it difficult to apply the steps of writing process.

5.2. Because I have no background of the steps of writing process.

5.3. Sometimes because of stress and anxiety, and sometimes because the difficult topics.

5.4. My knowledge of writing steps is very limited.

5.5. I do not think it is an important stage while writing.

Question06: How many times do you practice academic writing?

Table n 06: The Times Students Practice Academic Writing

Options	Number of students	Percentages
Daily	02	05.71%
Weekly	09	25.71 %
Monthly	24	68.57 %
Students total number	35	100 %

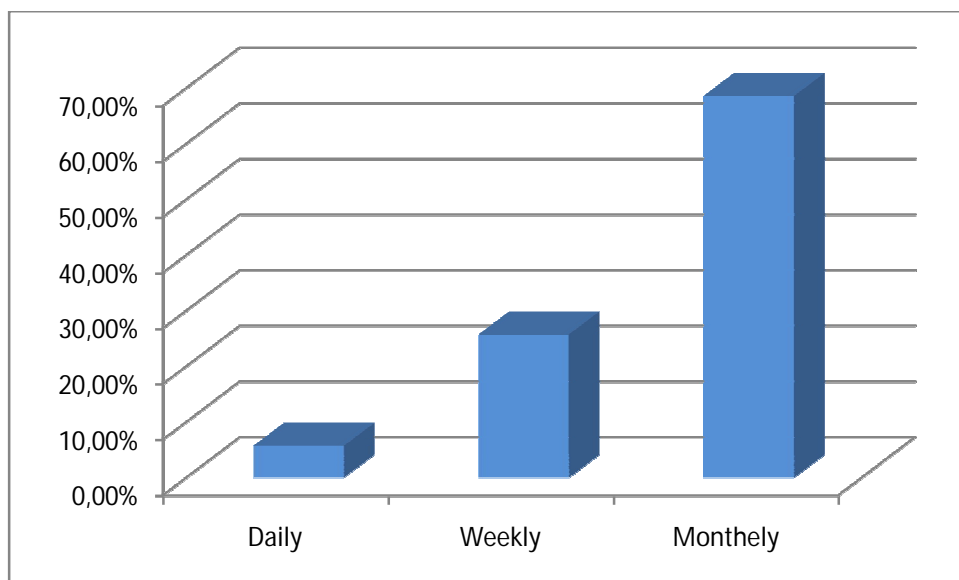


Figure n 06: The Times Students Practice Academic Writing

Reading of the Results

From the above table “(06)” the results indicate that” the majority” of participant students sixty-eight point fifty-seven (68.57 %) do practice academic writing “*Monthly*”; while the twenty-five point seventy-one percent (25.71 %) practice academic writing “*Weekly*,” the few remaining category” five point seventy-one percent (05.71%) practice academic writing “*Daily*”.

Question07: Making all the sections of a necessary paragraph-writing clear and coherent is a difficult task for most students?

Table n 07: Making a Necessary Paragraph-writing Clear and Coherent

Options	Number of students	Percentages
Agree	26	74.28%
Disagree	09	25.71%
Students total number	35	100 %

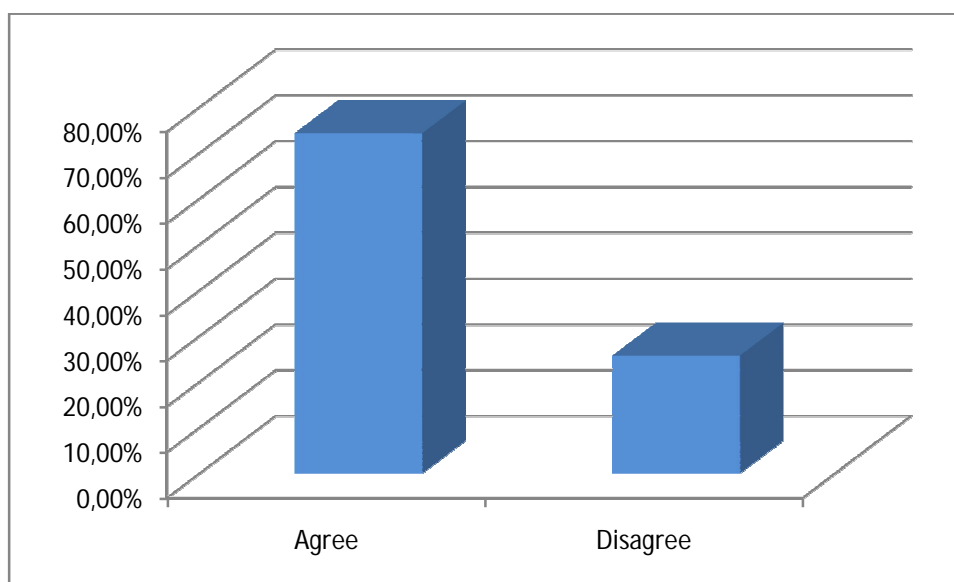


Figure n 07: Making a Necessary Paragraph-writing Clear and Coherent

Reading of the Results

From the above table “(07)” the results indicate that” the majority” of students seventy-four point twenty-eight percent (74.28%) “*Agree*” on making all the sections of a necessary paragraph-writing clear and coherent is a difficult task for them; however,” the few remaining category” twenty-five point seventy-one percent (25.71%) “*Disagree*” that making all the section of a necessary paragraph-writing clear and coherent is a difficult task for them.

Question 08: what are the major challenges you are facing in academic writing ?(you can choose more than one).

Table08: Students Challenges in Academic Writing.

Options	Numbers of students	Percentages
Coherence	11	31%
Cohesion	09	25,71%
Punctuation	08	22,85%
Spelling	09	25,71%
Grammatical structures	19	54,28%

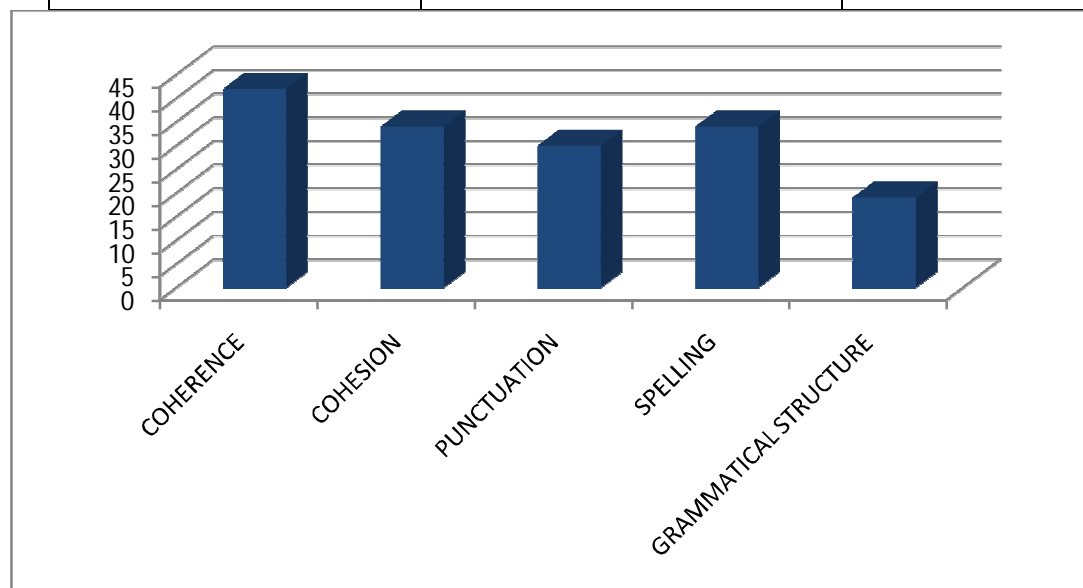


Figure08: Students Challenges in Academic Writing

Reading of the Results

From the above table the results indicate that” the majority” of students fifty-four point twenty-eight percent (54.28%) grammatical structures are a big challenge for them; in the other hand ; There is an average category estimated at thirty-one percent(31%) This group considers writing as coherent as their only problem. While, twenty-five point and seventy-one (25, 71%) Their biggest challenge is writing logically as well as spelling .In addition to a small category; twenty-two point eighty-five percent (22, 85%) consider that the biggest challenge for them is punctuation.

Question09:Did you face difficulties in academic writing?

Table09: Students Faced a Difficulty in Academic Writing Compared to Free Writing.

Options	Number of students	Percentages
Yes	25	71,41%
No	10	28,57 %

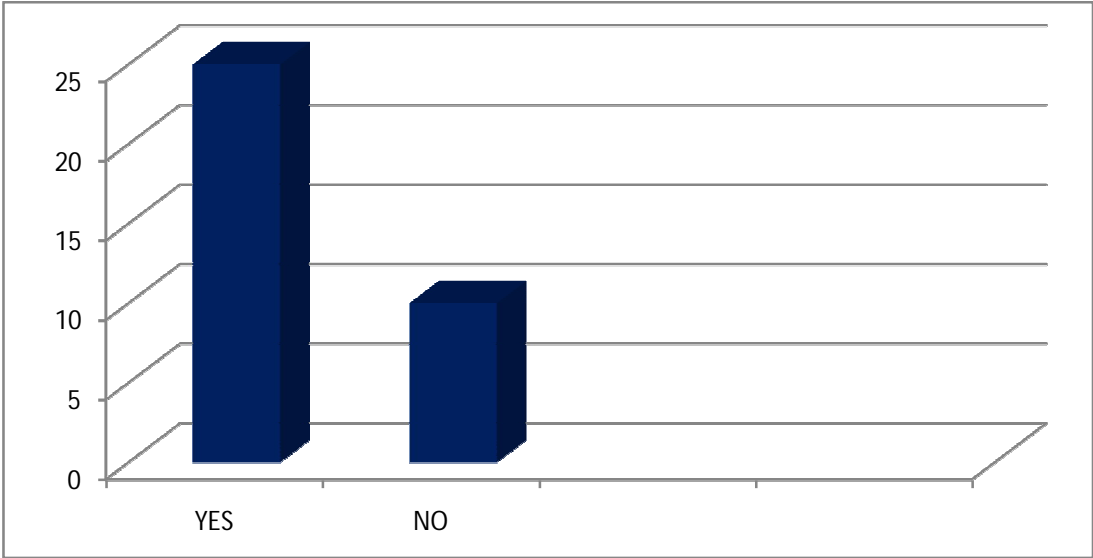


Figure 9: Students Faced a Difficulty in Academic Writing Compared to Free Writing

Reading of the Results

From the above table the results indicate that” the big class” of students seventy one point forty-one percent (71,41%) face difficulties in writing academic composition than free composition, in the other hand “few «students, twenty eight point fifty-seven percent (28.57%) do not face difficulties in writing academic composition than free composition.

Question10: Within writing process do you face a difficulty? In which stage?

Table 10: The Stage in Which the Student Face a Problem.

Options	Number of students	Percentages
Planning (prewriting)	16	45,71%
Drafting	08	22,85%
Revising	05	14,28
Editing	06	14,17

Figure n 10: The Stage in Which the Student Face a Problem

Reading of the Results

From the above table the results indicate that” the majority” of students forty two point eighty five (42, 85%) percent (31, 42%) Allocate a few hours to the administration policy to practice academic writing for them is the reason, However,” the few remaining category” twenty-five point seventy-one percent (25.71%) consider the ineffective teacher teaching method is the reason .

Question11: Do you think writing about new topic is

Table11: Students' Opinion about Writing for New Topics

Options	Numbers of students	Percentages
Easy	03	8,57%
Possible	09	25,71%
Difficult	08	22,85%
It depends	15	37,14%

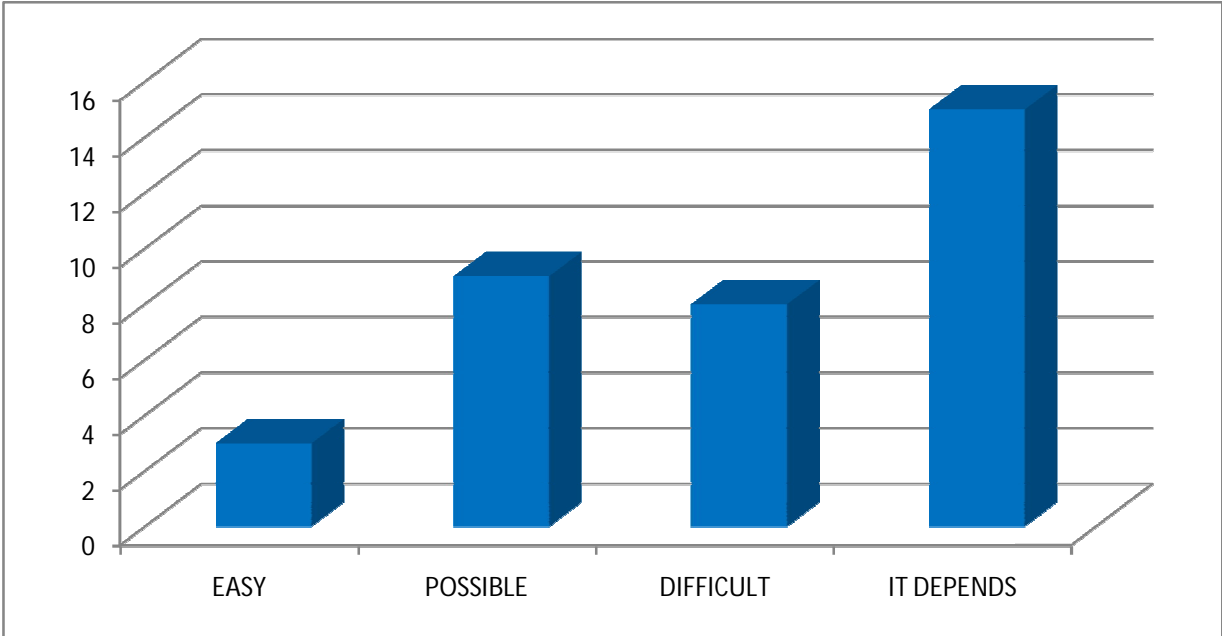


Figure n 11: Students' Opinion about Writing for New Topics

Reading of the Reason

From the above table the results indicate that “the majority» think that writing about new topics is depends (37,14%) ,for(25,71%)of students is possible , for (22.85%)of students is difficult, the rest of the answers (8,57%) consider that writing about new topics is easy.

Question12: Do you think reading skill can improve your academic writing? please

justify,.....

These are some common justifications in response to answer "Yes" :

12.1. Yes, because I learn new information.

12.2. Yes, it enriches my vocabulary.

12.3. Yes, reading skill support the writing skill.

12.4. Yes, because it provide us with new cultures.

12.5. Yes, reading can improves brain connectivity.

12.6. Yes, I think it gives new way to life, I mean gives different perspectives to life.

12.7. Yes, in my opinion it makes us smarter.

Reading of the Results

Most the answers were *YES*because reading skill can improve the student’s academic writing.

Question 13: In your opinion which of these tips is the solution to improve your academic writing?

Table n 13:The Solution to Avoid These Challenges

Options	Numbers of students	Percentages
Enrich your vocabulary	10	28,57%
Master English spelling	07	20%
Improve grammatical rules	10	28,57%
Read widely	08	22,85%
Practice writing	10	28,57%
All of them	09	25,71%

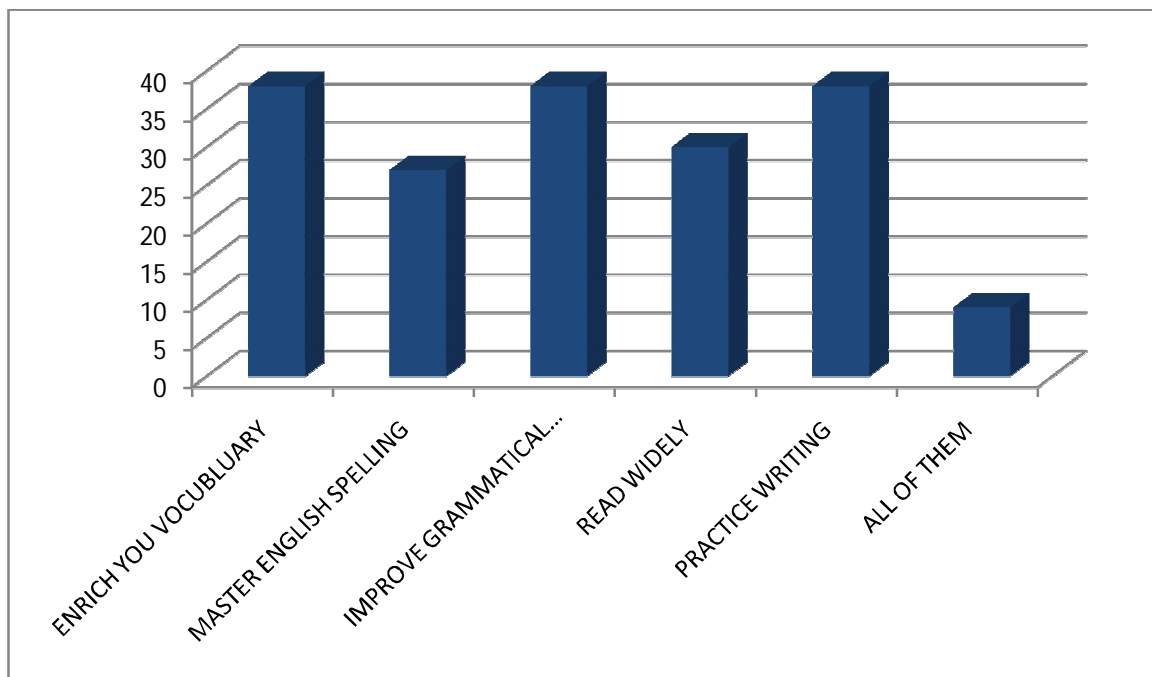


Figure 13: The Solution to Avoid These Challenges

Reading of the Results:

Through our observation of the above table, we find that the largest group of students is twenty-eight commas fifty-seven (28.57%) consider that the most appropriate solutions are Enrich your vocabulary, Improve grammatical rules and practice writing, while twenty-five commas seventy-one (25.71%) consider that all of these suggestions It must be practiced, however, twenty-two commas eighty-five (22,85%) go to intensive reading to improve the level, and the weakest twenty percent (20%) consider that Master English spelling It is the solution.

Discussion of the Results

The present study aimed at identifying university students' writing problems. In addition, the study attempted to explore solutions that can help students overcome writing difficulties. The results revealed that "lack of ideas" topped Difficulties faced by EFL students in writing, followed by "the incorrect use of mechanics of writing". The results also revealed that "lack of clear assessment instruments and marking schemes" occupied the third rank, while "time restriction" ranked fourth.

“The unsuitable methods of teaching writing” and “vocabulary restriction” occupied the fifth and sixth ranks in writing difficulties, while “topic inappropriateness” and “lack of materials for consulting” occupied the seventh and eighth ranks. Finally, “grammar difficulties” and “lack of teacher’s help” ranked ninth and tenth respectively. The results of the current study agree with results of Raimes (1983), which pointed out that “when students complain about how difficult it is to write in a second language, they are talking not only about the difficulty of finding the right words and using the correct grammar but also about the difficulty of finding and expressing ideas in a new language” Moreover, the results were in line with findings of Bani Younes and Albalawi (2015), which indicated that the incorrect use of mechanics of writing was among the main difficulties that face students in writing class. In addition, the results were in harmony with findings of Asmari (2013), which noted that “students with high anxiety do not take sufficient time to prepare for writing and set goals for writing, a fact that entails providing students with enough time to express their ideas in a proper way”. Furthermore, the results were in line with findings of al-Khsawneh (2010), which stressed that “the teaching method and the environment are the main causes of student’s weaknesses in writing in English”. As for solutions that could be followed to overcome difficulties in writing in English, students’ responses to the open-ended question were collected. The students suggested providing them with enough time to collect ideas about the topic through reading or watching a short movie so as to help them generate ideas and activate their previous knowledge about the topic. A fourth- year English major student said “sometimes I don’t have enough ideas to start writing, so I spend too much time thinking and trying to generate id The students suggested training them on the appropriate use of mechanics of writing, noting that their fear of making spelling and punctuation mistakes prevents them from expressing their ideas with confidence. “I think we need to be trained on the appropriate use of mechanics of writing, this training may help us spare time and express our ideas confidently”, a third- year student suggested. In addition, the students pointed out that having clear assessment instruments that clearly indicate marking criteria would help them better their writing. “Having clear assessment instruments can

help us plan, set goals, and improve self-regulation and self- assessment needed to successfully manage the writing process”, a fourth -year student said. Furthermore, the students stressed the need to provide them with an opportunity to choose topics to write about. “Sometimes, the instructor gives us a topic to write about without providing us with a chance to choose topics that we are interested in”.

Conclusion

The chapter investigates the EFL students’ difficulties in academic writing composition. Therefore, the reading and analysis of the students’ questionnaire results confirm that there is a consistent relationship outcome with the hypothesis. The EFL students are facing difficulties and challenges in academic writing; declaring that, it is not an easy task for them. Thereupon EFL students who are aware and conscious about their weakness in academic writing can look for effective tips to improve their academic level and achieve high positive results. Once they know that have difficulties in academic writing, will help them find out appropriate solutions to strengthen their abilities and performance in academic writing.

Findings

The findings of the data analysis revealed the following:

- From the question n 01 students’ level in English is found between average and good.
- From the question n 02 most students’ level proficiency is average.
- From the question n 03 the majority of students face difficulties in academic writing.
- From the question n 04 many students stated that they enjoyduring doing writing process.
- From the question n 05 the big rate of students follows the steps of writing process.
- From the question n 06 a very small percentage of students who practice writing daily.
- From the question n 07 the dominant class of students agrees about making all the section of a necessary paragraph-writing clear and coherent is a difficult task.
- From the question n 08 the most common of the challenge student’s face is Coherence.

From the question n 09 the majority of students faced a difficulty in academic writing compared to free writing

- From the question n 10 students faced within writing process difficulty in planning (prewriting).
- From the question n 11 in the students opinion that writing for new topics is difficult.
- From the question n 12 the dominant class of students said yes for reading can improve their academic writing.
- From the question n 13 practice writing, reading widely and improving grammatical rules are among the solutions to improve student's academic writing.

Recommendations and Future prospects

The following recommendations have been made on the basis of the findings:

- Teachers should place more emphasis on the pre-writing stage so as to help learners generate ideas through brainstorming sessions, reading about the topic, watching a film, listening to a text related to the topic or even describing a picture about the topic.
- Students should be trained on how to appropriately use and implement mechanics of writing (spelling, punctuation, quotation, and capitalization).
- Teachers should help students be aware of the assessment and marking schemes upon which they will be marked.
- Students should be given enough opportunities to choose topic to write about, and should be given enough time to gather ideas, link them together and get involved with the different stages of the writing process (pre-writing, drafting, revising, editing, and publishing).

Limitations of the Present Study

There are some factors that negatively affected the quality of this research. Including time constraints. Which was not enough to investigate all the difficulties in academic writing

composition that faced by students of the English language in Abbas Laghrour University. This is on the one hand. On the other hand Corona virus (covid-19) which has turned the world upside down and mounted a sustained attack on public life, especially indoor activities.

General Conclusion

Academic writing is an important skill to be improved; especially in the case of EFL students. For many reasons, among of them it allows students ability to participate in conversations about topics important to them. This case study aims to investigate the difficulties facing EFL students in their academic writing compositions, with providing solutions that will improve their level and enrich their writing proficiency. This is done through two chapters, the first part is about all what is theoretical, and the second one contains a questionnaire administered to Master One English students at the University of Abbas Laghrour University of Khenchela. A good academic writing started with focus and specific questions. Therefore, by mastering the necessary writingskill, a student will become an effective researcher and critical thinker. Academic writing remains a key player in higher education. Academic writing develops students' ability to express themselves by understanding topics and how to communicate their ideas on different subject fields. Therefore, the most important thing, Academic writing is not the only task provided to accomplish the colleges or universities assignments, rather it is develops one's own capacities to think creatively and increase the imagination level. Also one of the most important reasons that academic writing is so important to students is that it can increase their confidence to perform well in their academic career and exam as well. Imagination level. One of the most important reasons academic writing is so important to students is that it can increase their confidence to perform well in their academic career and exam as well as.

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Appendices

Questionnaire

Dear colleagues,

This questionnaire is a tool of research designed to investigate the academic writing difficulties.

Please answer the questions by ticking (✓) the appropriate choice and provide your answer where necessary.

1/ How do you evaluate your level in English?

Poor	
Average	
Good	
Advanced	

2/ How do you consider your level of proficiency in academic writing?

Strange	
Average	
Weak	

3) Do you face difficulties in academic writing?

Sometimes	
Rarely	
Never	
It depends	

4) Do you enjoy during writing?

Yes	
No	

.
please,justify.....

5) Do you follow the steps of writing process?

Yes	
No	

.If your answer is « No » you say why?

6)How many times do you practice academic writing?

Daily	
Weekly	
Monthly	

7) To make all the section of a necessary writing paragraphed clear and coherent is a difficult task for moststudents?

Agree	
Disagree	

8) What are the major challenges you are facing in academic writing?(you can choose more than one).

Coherence	
Cohesion	
Punctuation	
Spelling	
Grammatical structure.	

•Others

09) Did you face difficulties in writing academic composition than free composition?

Yes	
No	

10) Do you think writing about new topic is?

Easy	
Possible	
Difficult	
It depends	

11) Within writing process do you face a difficulty? In which stage?

Planning (prewriting)	
Drafting	
Revising	
Editing	

12) Do you think reading skill can improve your academic writing? please justify,.....

13) In your opinion which of these tips is the solution to improve your academic writing?

Enrich your vocabulary	
Master English spelling	
Improve grammatical rules	
Read widely	
Practice writing	
All of them	

المخلص

الهدف الرئيسي من هذه الدراسة هو النظر في التحديات المختلفة التي يواجهها طلاب اللغة الإنجليزية الثانية في الكتابة الأكاديمية وعلى وجه التحديد ، يركز هذا البحث على التعرف على المشكلات التي تواجه طلبة كلية اللغة الانجليزية في جامعة عباس لغرور. تم استخدام استبانة لبحث المشكلات التي يواجهها طلبة سنة اولى ماستر فيما يتعلق بمهارات الكتابة الأكاديمية لديهم. و يتقصى البحث عن الصعوبات التي يتعرض لها الطلاب المختبرون في مهارات الكتابة الأكاديمية. أخيراً ، تساعد نتائج هذا البحث المدرسين على التفكير في ممارسات التدريس والمساعدة في تعزيز مهارات الكتابة الأكاديمية لطلابهم خاصة في جامعة عباس لغرور خنشة.