

Democratic And Popular Republic Of Algeria
Ministry Of Higher Education And Scientific Research



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Problems Facing Pupils In Written Expression
**The Case Study Of First Year Pupils Of Chaouch Abd-
El Hamid Secondary School Saida**

A Master Thesis Submitted In Partial Fulfillment Of Master
Degree In Didactics

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Academic Year : 2015-2016

Acknowledgement

Before all, we thank God in helping us do this research, then we thank our parents for their help, be it financial or moral.

We would like to express our warm thanks to Dr. GRAZIB for his guidance .

We wish to thank particularly our friends and relatives for their help and encouragement during the whole process of writing.

We gratefully wish to thank all the teachers and pupils of the secondary school for their help.

Didications

To my parents, I assure you that I did all my best to be at the level of expectations. That is my way to express my gratitude to you.

To the apple of my EYES, my Mother.

To the HARD WORKER from whom I take my power, my FATHER.

To the people who believe in me my sisters: Basma, Saedia, Marwa, Rihem, Manel, and my beloved Mama and Soriya .

To all my friends; Hadjer, Fatima, Rekaia, Hiba and special thanks goes to Khawla for her support and help.

To all who know me.

WISSAME

Didications

In the name of God, most merciful, most compassionate.

Firstly, I expected all my gratitude to my dear parents, who encouraged me

During all my years of study.

This work also is dedicated to my beloved brothers and my dear sisters and
all my whole family.

Special thanks to my best friends for their assistance.

I want to dedicate this project to all the people in my life who gave me
strength to move forward something better.

Hadjira

Abstract

Writing is one of the most important skills among the other ones in studying English as foreign language because it has not only the purpose of making writing as an academic skill, but it has also an important role of translating ideas from spoken one to a written one into many career fields. In addition, writing skill is used as a part of student's performance in classroom testing. However many students are not aware of the importance of the writing skill and the chance of their success in learning writing is limited because of the mistakes in their written works, and this is due to the less of concentration on writing skill and the ignorance of its importance in the teaching process. This study, therefore, aims to focus on the problems that face students in learning writing skill then the causes that can lead to these problems, and to assert the necessity of this skill and its efficiency in learning and developing English as foreign language.

Key words: writing skill, importance, problems, causes.

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List of abbreviations

TEFL Teaching English As a Foreign Language

GTM Grammar Translation Method

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Introduction

General Introduction

By no mean, the most important invention in the human history is writing which is an extension of human language across time and space. It provides reliable means for transmitting information, opinions, beliefs, arguments and keeping historical records. Writing allows us to share our communication not only with our contemporaries, but also with future generations. It permits people from different distance past to speak to us. In fact, writing saves the cultural values and humans' spiritual. It is the necessary element of printed documents, books and internet. Moreover, in our daily lives, we sometimes need to make official texts in order to communicate, to express our feelings or other business. Therefore, writing skill is taken into account simply because it is the supportive tool for us since it plays very important role in our life then in our schools.

In fact, writing is a skill which is not only useful in writing to English, but also helpful to improve other sides.

Generally, in teaching English the teacher focuses on improving the four skills of the learner's ability to speak, to understand, to read and to write. Although writing takes the last place in this organization. It doesn't mean that it is less important.

Unfortunately, many students in our Algerian schools have a negative view toward writing, it means to them asserted failure because it seems to them difficult and they will never be able to achieve. Furthermore, writing in their point of view provides proper spelling and Grammar. However, they are governed by the self-serving and false concept that they are not able to learn how to spell correctly or how to

1. Statement of the Problem

Writing is one of the four skills which needs a particular attention especially in foreign language because of its importance in developing the student's performance then because it is considered as the most difficult skill to be acquired or taught.

The first cause of these problems in this skill is that the students have a negative view toward writing and still believe that good written production is a result of what they have learned about grammar; so, the student's concentration is always about grammar which lead them to ignore and forget the basic rules of writing and the specific steps and techniques that can lead to produce a better writing.

As a result of our examination of some student's paper we found that their writing was poor at the level of content and form. In content, the ideas were disordered and not clear. On the other hand, the form of their writing contains a long sentence with a lot of grammatical and spelling mistakes. These observations conduct us to know that students ignore the importance of writing which direct them to face many problems when performing writing tasks.

2. Purpose of the Study

The aims of this work is to appreciate the writing skill in our Algerian schools particularly in teaching English as foreign language and to shed some light on the main problems that can face students, and focusing on the basic material which is used by the students, by this work we try to define the writing skill as an effective and important mean for developing the student's abilities in learning English as foreign language.

3. The Research Questions

This paper aims at providing a guide that contains enough information to answer the following questions:

- How can the writing skill affect the learning of English as foreign language?.
- What would be the impact of ignoring writing as a skill?
- How can writing skills promotes the teaching of English language?
- will reading give a good impact to the student's writing achievement?

4. Hypotheses

To take into consideration our research questions, we formulate the following hypotheses:

-Many teachers viewed that focusing on the writing skill is an effective tool for enhancing the student's abilities in learning EFL.

-The integration of writing skill among the teaching process has the role of combining the other skills to each other.

-The importance of the writing skill in teaching English as a foreign language will have a positive effects on the students to help them to develop the other skills.

-The most of students in Algerian's secondary school may have a negative view toward writing as an important skill for many reasons and neglect it in their lessons .

5. The Research Methodology

To check the validity of our research questions and hypothesis ,we conducted a questionnaire in which the students are asked to answer some questions about the writing skill and the most difficult problems that can hinder the students while writing . we have used it because we are sure that the students are the most important element in the process of writing, they also help us with some information about writing process in general.

6. Population and Sampling

The population that we need to work with in our research is the pupils of Chaouch Abd El Hamid secondary school (Saida) since it is not possible to deal with all students of secondary school, we will take a representative sample .

The population that we chose needs a particular attention because they ignore the importance of writing especially in learning EFL. Furthermore , they think that writing skill doesn't need any techniques and neglect it according to their believe that writing is the most difficult skill .

7. The Structure of the Research

This dissertation is divided into three chapters; chapter one deals with the literature review of writing skill in general, chapter two is devoted to teaching writing skill in the secondary school and the third one is about the data analysis of the questionnaire which is addressed to the teachers and pupils of secondary school.



Chapter One

Introduction

Have been studying foreign languages, students learn how to communicate with people from different countries and of mother languages in order to be able to understand what has been said or written. Being provided with no possibility to see the other people in person, it is necessary to be capable of using written discourse. (Raimes, 1983 :3)

For a long time writing has been seen only as a fostering tool for teaching grammar and vocabulary. But recently many trainers and methodologists have proved its importance as one of the language skills which deserves attention.(Harmer,2004 :V). Harmer claims that : « *Being able to write is a vital skill for speakers of a foreign language as a much as for everyone using their own first language* ». It is also worth mentioning that many exams are taken in written format consequently students are evaluated according to their written performance.(Harmer,2004 :3)

This chapter intends to examine the definition of writing and its importance. It also aims to highlight the process of writing . Besides, it attempts to present the different reasons for teaching writing and its man rules. The chapter concludes with the relationship between writing and the other skills and the different approaches for teaching the writing skill.

1.1 What is Writing

While spoken or signed language is a more or less universal human competence that has been characteristic of the species from the beginning and that is commonly acquired by human beings without systematic instruction, writing is a technology of relatively recent history that must be taught to each generation of children.

Writing is one of the most important skills in teaching English. It has always occupied place in most English language courses, Meyers (2005:2) said that: writing is a way to produce language, which you do naturally when you speak. Writing is communication with others in a verbal way .It is also an action, a process of discovering and organizing ideas, putting them on paper and reshaping and revising them.(2005:2).

According to Klein (1985), writing is to be able to express your ideas through symbols. This way, representations on paper, will have meaning and content that would be communicated to other people by the writer.

Writing skills are specific abilities which help writers to put their thoughts into words in a meaningful form and to mentally interact with the message .writing is not just about conveying content but also about the representation of self- who we are effect, how we write , whatever we write (Ivanic.1998,p181).

Another definition is given by Micheal(1981:10) who stated that writing could be semantically visible and permanent representation of the auditory and transient phenomena of speech. Byner (1981:24) stated that writing is a primary means of recording speech .

Even though it must be acknowledge as a secondary medium of communication, writing is about more than making our thoughts and ideas visible and concrete (Ghaith,2002).

Nystrad(1998:75) stated that writing is a matter of predicting text in accord with the reader assumes about the writer's purpose .

Writing is a form of thinking; it is thing king for particular audience, and for particular occasion. Consider that writing is also the important expression language activity, Pretty and Jensen have an opinion that writing is a process of expression, thought, of thing king and feeling and of shaping experiences. It is an important medium for self

expression, for communication, and for the discovery of meaning (Pretty and Jensen,1980:369).

Writing can be defined also as a range of graphic symbols, producing a meaningful segments to transfer a message in a given language According to Widdowson(2001), “writing is the use of visual medium to manifest the graphological or grammatical system of sentences as instances of usage”.

Another definition is given by Crystal(1999)who stated that “writing is not a merely mechanical task, a simple matter of putting speech down on paper ,It is an exploration in the use of the graphic potential of a language –a creative process- an act of discovery”.

1.2 The Importance of Writing

Writing is one of the language skills which has given an important contribution to human work. There are so many records of recent activities that we can read today, which can also be read in the future .

According to Toni Parkinson(2002:41-42) who stated that the aims of writing are:

- To inform, explain and describe.
- To argue, persuade and instruct.
- To explore, imagine and entertain.
- To analyze, review and comment.

It is impossible to learn a foreign language speech without learning how to write it. Many students or the majority of them think that they are not obliged to master writing because they are not proficient. Writing is a skill which is both limited to value and difficult to acquire, this is why teachers should be very clear in teaching this skill.

Writing serves a variety of pedagogical purposes such as:

- Most of practice of writing enables us to learn more about styles which needed especially, for those who do not learn easily from speech; moreover shamed pupils will feel more secure and relax if they have the chance to read and write in the foreign language. For such students, writing is likely to be an aid, in which, they feel more at ease and relaxed.

- The other media of language such as: grammar, vocabulary, and spelling cannot be taught alone. How can the learners practice the grammar rules and use the new vocabulary if they do not use it in coherent sentences, and if they can not make a paragraph?.
- Writing is supposed to be more relaxed time for both students and teachers.

For students, it is a chance to express their creativity, feeling, wishes ...

- Writing is always needed for formal and informal testing. For example, we are sometimes obliged to write at specific moments of time such as: international days and it is important to write notes and headlines when listening or when students are asked to work in projects, and for the most important moment in exams.
- Writing can be taught more for those learners as preparation for more realistic

forms of writing at later stages, writing can be a goal in itself.

As a conclusion, we may say that writing can be more effective than the other skills. We know well that all students have to do some forms of written examination and this will increase their motivation to learn to write well. In addition to this, we can concentrate on forms of writing, and the needs of students which have a practical value through specific needs can also be met because writing practices can be considered to be individualized.

1.3 The Process of Writing

Writing process is a process which the writer begins to write down their ideas on paper, it is valuable aid to the whole learning process. According to Wohl (1985:2) in almost all kinds of writing, the basic structural unit is the paragraph ... the paragraph is basic to all good writing.

Moreover, Wohl (1985:3) said that there are 3 writing processes:

- finding the Topic Sentence

Usually some students find difficulties in recognizing the topic sentence of paragraph. The topic sentence is usually taken from several things such as: an experience and from the book. According to Wohl (1985:9) a good topic sentence narrows the focus and points to one particular aspect of the over theme.

The topic sentence usually represents the most general statement of the paragraph.

The topic sentence occurs most frequently at the beginning of a paragraph.

When the topic sentence does occur at the end, it serves to summarize the preceding sentence and to conclude the paragraph.

- Developing paragraph from the topic sentence

Some students can write a paragraph without following any formal steps or using formal techniques such as a topic sentence. Here are some steps to develop a paragraph according to Wohl(1985:13):

- Choose a general topic of interest to you.
- Narrow down the topic. Select one aspect of the topic and decide what your main point is.
- Write down the few facts, believe or opinion that are directly related to your topic sentence, details that will help you support or explain it.
- Take a second look at your tentative topic sentence.
- Using the fact and ideas from step three, develop the topic sentence into a full paragraph. This is your final draft.
- Think about unity as you read what you have written. Revise as necessary and then write your final draft.
- Editing the finish product

The final step in completing a piece of writing is editing. Editing is the checking of one's written work for various faults in making last-minutes changes and correction (Wohl, 1985:14). Students of English as second language must check their writing for basic grammatical errors. Basic grammatical errors include the improper use of tense and aspect agreement articles, word order and other small but important details.

1.4. Teaching Writing

The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing as a skill.

1.4.1 Reinforcement: some students acquire languages in a purely oral way, but most of them benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both the understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.

1.4.2 Language development: the actual process of writing helps the student to learn as they go along. The mental activity they have to go through in order to construct proper written texts is all part of the ongoing learning experience.

1.4.3 Learning style: some students are fantastically quick at picking up language just by looking and listening. For the rest of them, it may take a little longer for many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.

1.4.4 Writing as a skill: by far the most important reason for teaching writing is that it is basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements-and increasingly, how to write using electronic media. They need to know some of writing's special conventions (punctuation, paragraph construction etc.) just as they need to know how to pronounce spoken English appropriately.

1.5. The Main Rules of Teaching Writing

Writing is a mean of communication between people and self expression; good writing provides certain rules as clarity, coherence, simplicity and brevity.

1.5.1 Clarity

In any written work, clarity is one of the basic rules to avoid ambiguous words and sentences that can change the meaning or convey multiple interpretations. The purpose of clarity is to make the meaning clear with short sentences and to the point.

According to Strakey(2004:12-9) clarity in writing provides the learner to:

- Choose carefully the right words which can be either denotation which deals with the literal meaning of the word or connotation which is the implied meaning of the word.
- Eliminate as possible ambiguity by avoiding words and phrases that have more than one interpretation.
- Choose and use powerful adjectives and adverbs.
- Avoid as possible unnecessary ideas and worthless repetition or wordiness. In this context strakey(2004:15) stated that “*wordiness is boring and it takes up valuable time and space there are two equally important approaches to more concise writing by eliminating unnecessary words and phrases and using active voice whenever possible*”.

1.5.2 Coherence and cohesion

It is very important elements in making any piece of writing well organized. It has to do with arranging and connecting one’s ideas in a way that makes them most easily understood by the learner.

According to Mury and Haghés (2008:45) stated that a good writer is the one “who sticks his ideas together as links in chain, each link connecting. The one before it with the one after the arrangement structure breaks down.

1.5.3 Brevity and simplicity

It is necessary to avoid repetition and boring sentences and to convey maximum of information with few words. Instead to write one idea in more than one or two sentences, it is preferable to write it in one meaningful sentence. Brevity is an elementary rule because it helps to communicate effectively while simplicity provides the writer to write with

simple word which can be understood by others. It is useful to be as simple as possible as the saying goes: “*write to express not to impress*”.

In addition to this rules of writing there are some convention of writing should be taken into account. For instance the sentence should be begin with capital letter and ends with full stop punctuation (period, question mark, exclamation point) and Strakey(2004) considered writing in terms of grammar, spelling, punctuation and capitalization .

1.6The Relationship between Writing, Reading and Speaking

There is a strong relationship between writing and the other skills which can be described as follow:

1.6.1 Reading and Writing: Harmer states that “Receptive skills (reading and listening) and productive skill (writing and speaking) feed off each other in a number of ways”. What we say or write is heavily influenced by what we hear and read. Our most important about language come from this input.

From the theories above, we can conclude that there is a relationship between reading and writing. When students are reading the text, it means that they are interacting at the text. In other words, they have learned all the roles of the structure and language system at the text.

According to Subiakto and Nababan(1983:18) that the effective way of finding writing skill is by reading comprehension because of all the structures and language system which support the writing.

1.6.2 Writing and speaking

When considering how people write, we need to consider the similarities and differences between writing and speaking, both in terms of their forms and in the processes that writers and speakers go through to produce language despite the fact that the differences between the two forms are often very marked.

1.7 Approaches for Teaching Writing Skill

There are different approaches that have emerged to develop practice in writing skill. Using one of this approach has directly a relation with what we want the learner to do

either to make them focus on the product of writing or its process or to encourage creative writing.

1.7.1 The Controlled-to Free Approach

During the 1950's and early 1960, the emergence of this approach saw that writing was regarded as an extension of grammar and means of reinforcing language patterns through guided composition in which learners are provided with short texts and are asked to make grammatical changes such as transforming singular to plural, questions to statements, present to past and phrases to clauses such as a kind of exercises help students in achieving accuracy and avoiding mistakes. This approach aims to train learner write frequently and give them the opportunity to produce their own writings without mistakes because their production are completely controlled. (Hyland 2003).

This approach is made up of four main stages:

- Familiarization: the learners are taught certain grammar and vocabulary through text.
- Controlled writing: learner manipulate fixed pattern from substitution table.
- Guided writing: learners are provided to imitate model texts.
- Free writing: in this stage, learners use the pattern they have developed to write such as essay, letter.....etc(Hyland, 2003.PP3-6).

1.7.2 The Free-Writing Approach

This approach is based on the student's capacities in writing, when students are allowed to write freely they will improve their writing. Thus, this approach encourages students to write as much as possible without worrying about grammar and spelling mistakes because the emphasis is on content and fluently on form and accuracy. "in this way, students feel that they are actually writing; not only performing exercise of some kinds; they write what they want to write and consequently writing is an enjoyable experience". (Byrne,1988,p22).

1.7.3 The Product-Oriented Approach

Due to the realization during the 1960's and that teaching of writing in the 1970's, teachers found that the controlled composition was not enough. The main focus of this approach should be on the written production.

As a result, the product- based approach concerns with the end of the writing process. It takes classroom into consideration, in which students are required to imitate, copy, and transform model texts suggested by the teacher. The product approach focuses its study on model text features. It involves of an analysis of learner's writing for evaluating their attempts. It attempts to make the student familiarized with the conventions of writing through a model, before s/he gets his/her final draft. (Nemouchi,2008)

Indeed, the imitation of the model was seen as crucial" R.V white (1988) sees the model approach as follows :

Study the model → manipulate elements → produce a parallel text

Thus, the model text is always viewed as the starting point.

It analyzed from all points of view: grammatical structure, content, sentences organization, and rhetorical features.

In the product approach, the model comes first and the product comes last.

Both are, in fact, final draft: the model is final before becoming first, in this approach.

White (qtd in Nemouchi's,2008,P.68) argues that :

“ Not only does the model come first in the teaching sequences, it also shows a finished text. In other words, the focus right from the start is on the product, which is, of course, someone else's writing. What the model does not demonstrate is how the original writer arrived at that particular product. In other words, it gives no indication of process”.

1.7.4 The Process Approach

In the contrast to the product approach, the process approach provides a useful foundation in teaching writing and it stresses on writing as a process and neglect it as a product, the process main focus is no longer on the finished product, rather on the steps that perform the act of writing. These steps mostly used in literature for setting goals, generating ideas, organizing information, selecting appropriate language, language drafting, revising, and writing.

In fact, these steps are necessary for learners to go through them in order to produce a good piece of writing. The first goal of writing process is to make learners aware of, and

gain controlled over the cognitive strategies involved in writing. In this context, T Guadery(2002; cited in Nemouchi's ,2008,P.73) has explained :

“ In the early seventies, communicative teaching methodology and work on functional/national syllabuses directed our attention on the specific needs of the individual learner. These needs were viewed not only in items of particular types of communication, and the resulting realization that different learners actually had different requirements with respect to language skills meant that new attention was given to the process approach arrived on the scene at a very opportune moment.”

In other words, the process approach trains the learners how to generate ideas for writing, organize these ideas, take into consideration the type of audience, draft and redraft to make the final written paper that can communicate their ideas.

1.7.5 The Genre Approach

This approach aims to raise student's awareness of the style and the convention of particular genre. Learners are provided with texts of particular genres. They analyze these texts in terms of their lexical and grammatical features. Then, after manipulating these features, they produce their own texts that conform to the conventions of each genre. For instance, students might be asked to write a letter of complaint. Before writing, they study a typical model of such letter to find out the vocabulary and grammar structures related to this genre. They might then use this information to produce their own parallel texts.

In this case writing is conceived as a form of reproduction rather than as a creative act, students imitate certain genre to get control over its rules. Later at an advanced level , students are free to decide what to do with the data they have collected. (Harmer,2001)

Conclusion

As we have seen, this chapter is general overview of writing , it represents the definition of writing and its importance as a skill in teaching English as a foreign language.

It also included the process of writing and its main rules which are the most important elements in any written piece. Beside it highlighted the relationship between writing, reading and speaking as these skills integrate with one another.

In addition , the chapter concluded with the numerous approaches to teaching writing.



Chapter Two

Introduction

One of the biggest challenges teachers have faced in the classroom, has to do with writing. Teachers have to take care of students motivation, their level of writing and preferred way of learning before preparing any task. The process of teaching writing as one of the four language skills is to facilitate students learning and their daily communication.

Many studies have been conducted in order to get more understanding about how to teach writing for young language learners.

In this chapter, we shall focus on the mechanics of writing and its stages which includes: pre-writing, drafting, revising, editing and publishing . we will focus also on the role of the teacher and mainly the problems that obstruct students to enhance their writing . these may be caused by students themselves or by teachers .

There are a huge numbers of problems. We are going to show and discuss some of them and try to shed some light on examples of mistakes that students make when writing.

2.1 The Mechanics of Writing:

Writing like any other skills has its mechanical components. These includes: hand-writing, spelling, punctuation and the construction of well-formed sentences and paragraphs. Such things are fixed together of the writing skill.

- **The Choice of Words:**

Writers choose words in a context which make their meaning clear and their sentences more effective. However, sometimes what they are looking for may be not a word but a sentence to express the whole idea.

The complete plain words (1937) gave a piece of advice to have a good writing:

- Use no more than words that are necessary to express.
- Use familiar words because they are more like to be readily understood.
- Use words with a precise meaning rather than choose words that are vague for they will obviously serve better to make your meaning clear. Moreover, use concrete words to abstract because they are more likely to have a precise meaning.

- **Sentence:**

Sentence is a combination of words referring. In fact, using entices with best criteria lead to a good writing. Thus, most good writers are agree on five basic preferences:

- Prefer verbs to nouns.
- Prefer the active to the passive.
- Prefer the concrete to the abstract.
- Prefer the shorter to the longer.
- Prefer the personal to the impersonal.

A sentence includes words grouped meaning fully to express a statement, question, exclamation, request or recommend.

- **Paragraph:**

A paragraph is not just a part of piece of writing that consists of one or more sentences marked by indentation.

There are the basic units of thoughts. Paragraphs show the reader where topics begin and end, thus helping to organize the information in the mind, involves logic and imagination. So, paragraphs must have unity. This means body paragraph building sentences around a single topic or idea. thus, give supporting details to support that main point.

- **Punctuation:**

It is necessary elements when writing. Many people consider the quality of what is written not just on the content. That is to say the writer's and hand writer's, but also on their use of punctuation. If capital letters, commas, full stops to make the sentence or the paragraph well connected to each other, if sentence and paragraph boundaries, are not correct, it can not make a negative impression but also make a text difficult to understand.

If we want our students to be good writers in English, we have to teach them how to use punctuation convention correctly.

- **Capitalization:**

When starting writing we need sometimes to write the first letter as a capital letter and the following letters in small. So, there are basic rules such as capitalize proper nouns.

2.2 Stages of Writing Process

Writing is a process which is made up of several stages. Although there is no total agreement on the definite number of these stages. Scholars recognize that the following are the most reclusive ones.

2.2.1 Pre-Writing Stage:

Is the first writing stage in which the writer generates ideas and gathers information about the topic. The writer jots down whatever ideas come to his mind. The main principal behind this stage is to keep the ideas flow freely and smoothly without worrying about appropriateness, organization, grammar, and spelling because the focus is on quantity not quality. This step is too productive in that it allows writing as many ideas as possible in short

time. Prewriting activities may include drawing, talking, thinking, reading, listening to tapes and records, discussion, interviews, conducting library research, etc.... This phase can be done individually or in group.

2.2.2 Organizing Stage:

Is the next stage after pre-writing in which the learner puts the ideas into logical order. Organizing may take different forms like tree diagrams, maps, webs, vertical, outlines, etc.

The advantages of this stage are to keep the learner “on target” and to make the reader follow easily.

2.2.3 Drafting Stage:

Through this stage, the learner develops the idea s/he wants to get across in paper. At first the learner may face difficulties, s/he produces false starts and frustration. In this phase, the learner does not need to worry about grammar, spelling, and punctuation because the focus is on content, not on the mechanics of writing.

Harris(1993:55;cited in tribble,1996,P.112) defined this step as the step in which the writer begins to “translate plans and ideas into provisional text”.

2.2.4 Revising Stage:

In this stage the writer starts to make modifications in sentence structure, deletions and it may involve additions or rearrangement of ideas. This can be better done with the assistance of teacher’s feedback and peer responses. Hedges(1988,23;cited in tribble,1996,P.115) considered revising as the stage which distinguishes good writers from poor writers when he said : “good writers tend to concentrate on getting content right first and leave details like correcting spelling, punctuation, and grammar until later”.

2.2.5 Editing:

This stage complements the previous one but this time the writer pays attention to smaller issues of grammar, punctuation, capitalization, and handwriting.

2.2.6 Publishing:

Is the final stage of the writing process in which the writing is delivered to its intended audience. Sommers and Collins(1984;cited in Nemouchi,2008) and other investigators found that students produce better achievement and get much motivation when their work is published for a larger audience than the teacher. Classmates, other students, parents, and friends are among the potential audiences for student's written work.

2.3 The Process Instructions:

For the teaching of writing process to be successful, a number of instructions should be given by the teacher all along the lecture. The teacher's role in the writing process is a great in that s/he provides students with guidelines that help them write effectively.

- **The Roles of Teacher (teacher's role):**

When students are asked to write, teacher has to deploy some or all the usual roles. The main important ones are as follow:

• **Motivator:**

Teachers are asked to motivate learner to write without threatening with bad marks. The topic can be proposed by the teacher. But learners are free to choose another topic and work on their own . according to Jeremy Harmer “ one of our principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and prolonged effort on our part for longer process-writing sequences”.

Raimes(1992;cited in Hyland,2003,P.12) provided a useful summary of the teacher's role in the writing process which is seen as: the teacher's role is to guide students through the writing process, avoiding an emphasis on form to help them develop strategies for generating, drafting, and refining ideas. This is achieved through setting pre-writing activities to generate ideas about content and structure, encouraging brainstorming and outlining, requiring multiple draft, giving extensive feedback, seeking text level, revision, facilitating peer responses, and delaying surface correcting until the final editing”.

The focus on what Raimes mentions is the content than form because once the ideas are put down on paper, it is easy to edit them. He also placed great emphasize on feedback and peer responses as they help the writer to improve the overall quality of writing.

Teacher should be easy to help learner by information and language where necessary. The student should feel his/her teacher present and available when s/he needs his/her help as Jeremy Harmer stated “we need to tell students that we are available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way .

Because writing takes longer than conversation, for example, there is usually time for discussion with individual students, or students working in pairs or groups.

- **Feedback Provider:**

Any teacher when correcting a student’s written work, s/he should give particular care. teachers should correct positively and encourage the student work in this content, Harmer stated that :

Giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction teachers should choose what and how much to focus on based on what students need at this particular stage of their studies, and on the tasks they have undertaken.

2.4 The Problems Affecting Writing Skill:

In our research we found that there are some problems faced both of students and teachers in teaching and learning writing skill. The students’ problems in learning writing are often to be the teachers ‘problem in teaching and learning process. The following are the main problems explanation faced by teachers and students:

2.4.1 Student’s Problems: among the very known problems that face students there are:

- **Learning Language Anxiety:**

Tsui(1995) ensures that one of the contributing factors to student’s reluctance is the fear. Students are afraid of making mistakes and being laughed at by their peers.

Most learners are inactive simply because they are shy or afraid even when they prepare for lesson. This will lead to anxiety as Tsui asserts:

“ Much of student’s reluctance to participate in classroom interaction has to do with apprehension, fear, nervousness and worry” (Tsui,1995;87)

- **Lack of Vocabulary:**

Vocabulary is the important aspect of writing because it is to be a basic component of the successful of writing. Lack of vocabulary is a problem that often occurs during class activity. Teacher might found it hard to be handled .even not all of students face the problem, having this kind of problem sure will be a limit for them, especially in writing a paragraph or even a sentence.

To solve this problem, teachers have to think smart and find the way out to help their student, by using any tools available around them such as a rules that allow the student to open any kind of dictionary during tasks or assignement.

- **Lack of Grammar:**

Grammar is very helpful for effective language skill. Grammar, in writing determines how a paragraph build up and the ideas can be understood. Teachers often find their students lack in this aspect. It is important to explain any given topic as clear as possible and assure that all of them fulfill the objective that teacher want. There is lots of way to create a good learning environment for a young learner; for example most of students may memorize a tense better if the teacher encourages other student to speak up, before s/he explains the rest of given topic. And it is fact that students absorb even better that way, in this case, teacher can consider to use the grammar translation method to help students in grammar. According to Nasrin khan (2007),based on GTM method, grammar is taught inductively or called the direct method , for example grammar structures are taught through examples.

- **Lack of Motivation:**

Motivation in education effects on how students learn and how they behave towards a subject matter, it can direct behavior toward particular goals ,lead to increased effort and energy. Moreover, many students think that writing skill is one of the most complicated skill

because it requires better grammar, lots of vocabulary and any other aspect to make it perfect and readable.

- **Lack of Proficiency:**

The major factor behind the student's difficulty in writing is their low English proficiency. They are frustrated when they don't have the words or grammar they need to express themselves. Most of time, learners know the answer but they find themselves lost for words especially in creative writing tasks.

In addition, learners find problem with grammar especially area like: punctuation, construction of sentence, paragraph.

- **Learning Environment :**

Environment has a particular affect on the learning process. The study found that students, especially in a remote area, are not really supported by people around them even their parents. Not only the students, teachers also often found a difficulty to teach in a remote area where most of people think English less important for their children, even worst when they always put their children only as much as they want it. Most of parents, also think that their children don't need English, but they still have to pay an expansive fee for their children course.

- **Interference of Two Languages:**

Learners make mistakes because of their first language influence. This is called interference or transfer. They may use sound patterns, lexis or grammatical structure from their own language in English . when students think in their own language and write in English , they suffer from the over generalization of meaning and the wrong choice of English words.

2.4.2 Teacher's Problems:

- Difficult to motivate students:

Teachers have difficulty to motivate the students because most of students are uninterested in learning writing. They think that writing is very difficult and bored activity because when they want to make a sentence or paragraph, they have to get an idea then they

also need vocabulary to make a sentence and to make a good paragraph they have to know about structure of the text.

As we know that young learner don't like to remember some vocabularies and also grammar. so teacher is hard to motivate the learners if they don't want to do it .

- **Insufficient Time for Instruction:**

Teachers and students have limited time for their teaching and learning process in given time framework of institutions. Both students and teachers are inhibited by time, so creative writing is compelled to be taught only for the completion of the lessons. As a result, all the composition lessons are given to the students as homework and another aspect to the students' difficulties is the perception that taking much time to write a composition is a sign of failure on their part. Unfortunately, students and teachers apparently fail to utilize the opportunity to process writing to fulfill their tasks satisfactorily. "The lack of the use of time to develop students' creative writing skills led problems in teaching creative writing"(Adeyemi, 2012)

2.5 Students' Writing Mistakes :

The most common types of mistakes that student writers are making :

- **Spelling Mistakes:** many spelling mistakes occur when incorrect homophones

(words with the same pronunciation, such as right, rite, write)

Example :

Incorrect: watch **you're*** words! Spell-check may not **sea*** words that are **miss used***¹ because they are spelled **rite**.

Correct: watch your words! Spell check may not see words that are misused because they are spelled right.

- **Run on Sentences, I.e.** no comma before a coordinating conjunction.

A coordinating conjunction connects two clauses that could be sentences on their own, so if the student forget to put a comma before the conjunction it becomes a run on sentences. For example ;

Incorrect : my dog barks at the mailman but she's too lazy.

Correct: my dog barks at the mailman, but she's too lazy.

- **Sentence Fragments:** a sentence fragment is a sentence that's missing a subject

(the thing doing the action) or a verb(the action).for example:

Incorrect: an epic all-nighter!.

Correct: I pulled an epic all-nighter!.

- **No Comma after an Introductory Phrase:** an introductory phrase provides some

background information and is usually followed by a comma . for example:

Incorrect: while a thanksgiving commercial played on the TV she was at the library trying to study for her final exams.

¹ * : students' mistakes

Correct: while a thanksgiving commercial played on the TV, she was at the library trying to study for her final exams.

- **Wordiness:** a sentence is wordy if it uses more words than necessary to convey meaning. Wordiness often makes writing unclear. For example:

Incorrect: the women ended up having to walk all the way home due to the fact that she missed the last train leaving central station.

Correct: the women walked home because she missed the last train.

- **Comma Splicing :** a comma splice occurs when the comma is used to connect two clauses that could be sentences on their own. For example:

Incorrect: he bought back -to school clothes, his mom bought a scarf.

Correct: he bought back -to school clothes, and his mom bought a scarf.

- **Comma Misuse (inside a compound subject):**a compound subject uses a conjunction to connect more than one noun phrase .for example:

Incorrect: my roommate, and his brother, went to see a movie.

Correct: my roommate and his brother went to see a movie.

- **No Commas around Interrupters :** interrupters are phrases that break the flow of a sentence to provide additional detail. For example:

Incorrect: it was unfortunately the end of winter vacation.

Correct: it was, unfortunately, the end of winter vacation.

- **Squinting Modifiers:**A squinting modifier is a word, phrase, or clause that could modify the word before it or the word after it .For example:

Incorrect: students who study rarely get bad grades.

Correct: students who rarely study get bad grades

- **Subject – Verb Agreement:** singular subjects take singular verbs and plural

subjects take plural verbs. For example:

Incorrect: the student study at the library every day.

Correct: the student studies at the library every day.

2.6 Types of Writing:

In teaching writing there are four general purposes that are known as the four styles or types of writing:

2.6.1. Expository Writing:

Expository writing's main purpose is to explain . It is a subject-oriented writing style, in which writers focus on telling about a given topic or subject without voicing their personal opinions. It is the most common types of writing styles, which is found in text books .

2.6.2 Descriptive Writing:

It is a style of writing that focuses on describing a character, an event, or a place in great detail. Descriptive writing's main purpose is to describe .

2.6.3 Persuasive Writing:

Persuasive writing's main purpose is to persuade. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view. Persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

When persuasive writing is used?

- Opinion and edition newspaper pieces.
- Advertisements.
- Reviews (of books, music, movie, restaurants, etc).
- Letter of recommendation.
- Letter of complaint.
- Cover letters.

2.6.4 Narrative Writing:

Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters- this is known as first person narration).

Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Simply, narrative writing answers the question: "what happened then?"

Conclusion

Teaching writing for young learners is different from the adults, young learners need more guidance and motivation in learning writing skill. Teachers are required to find out about the learning styles in order to make the students interest in learning.

Despite these difficulties, students can ameliorate their writing by themselves.

Also, teachers can help them more effectively, since they are the first responsible of students writing level. Both of them can negotiate to make all things easy, clear and useful.



Chapter Three

3.1 Introduction:

The present research is about getting teachers' and students' opinion about the importance of writing skill and the main problems that face them while writing .It also attempts to investigate the teachers' different obstacles that face them when teaching writing to students of secondary school. One research instrument was used which is a questionnaire which was addressed to.

In fact the aim of using this instrument is to gather data from respondents in order to analyze them, and to have a deep view on the obstacles that face students while writing in English, obtaining final results that check the validity and reliability of the hypotheses, and reach answers to the researchers' questions at the end.

3.2 The Students' Questionnaire:

We had designed the students' questionnaire in order to get learners' responses to statements about the reasons behind the problems that face students in learning writing skill .

3.2.1 The Sample:

The population used in this study includes 30 of the pupils of Chaouch Abd el Hamid secondary school in Saida. The population that we chose needs a particular attention because they ignore the importance of writing especially in learning EFL. Furthermore , they think that writing skill doesn't need any techniques and neglect it according to their believe that writing is the most difficult skill .

3.2.2 Description of the Questionnaire:

This questionnaire consists of nine (09) questions which are arranged in a logical way. The nine questions are open-ended questions requiring students to select from the given options and adding their own opinions and suggestions.

In The first three questions, students are questioned , What do you think about the topic of writing , How do you find the content of writing in text book and What materials do you have for writing .

The next three questions (04.05 and 06) are devoted how much time they spend on self-study at home. What is the most difficult problem when study writing skills and How do they learn vocabulary.

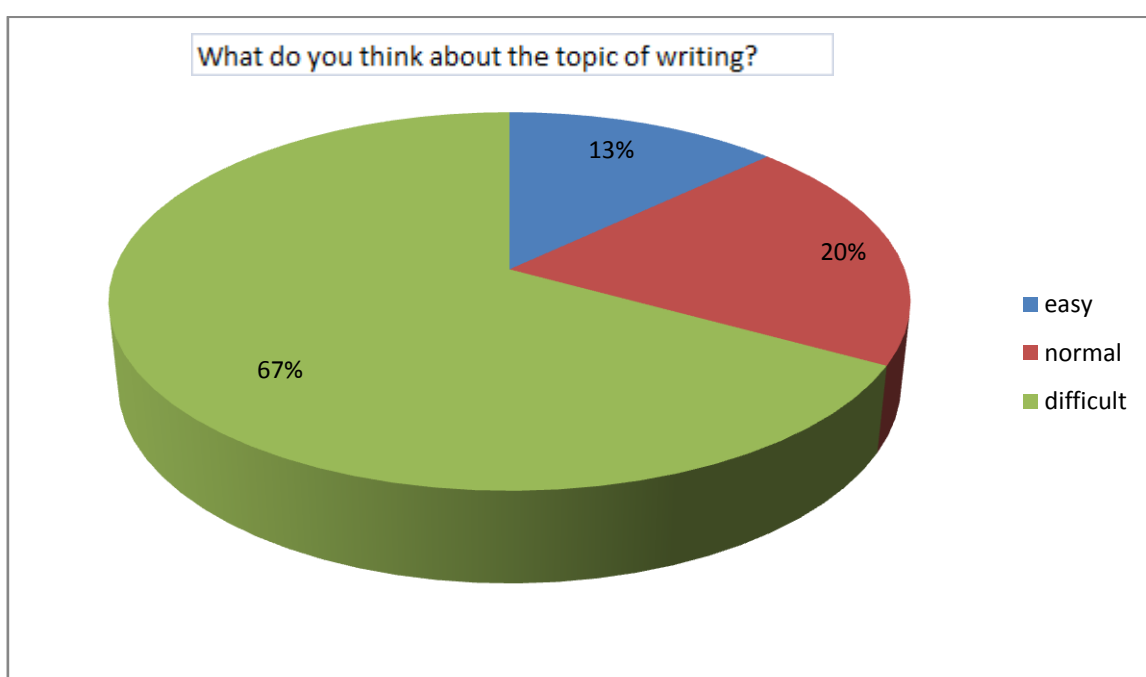
The last three questions (07, 08 and 09) are concerned with what do you do before starting to write ,students' preferable way when they self-study writing skill and who correct their written works.

3.3.3 Analysis of the Results:

Question 1: What do you think about the topic of writing ?

Options	Easy	Normal	Difficult	total
Number	04	13	20	30
Hhy Percentage	13%	20%	67%	100%

Table 3.1: Students' Opinion of the Topic of Writing.



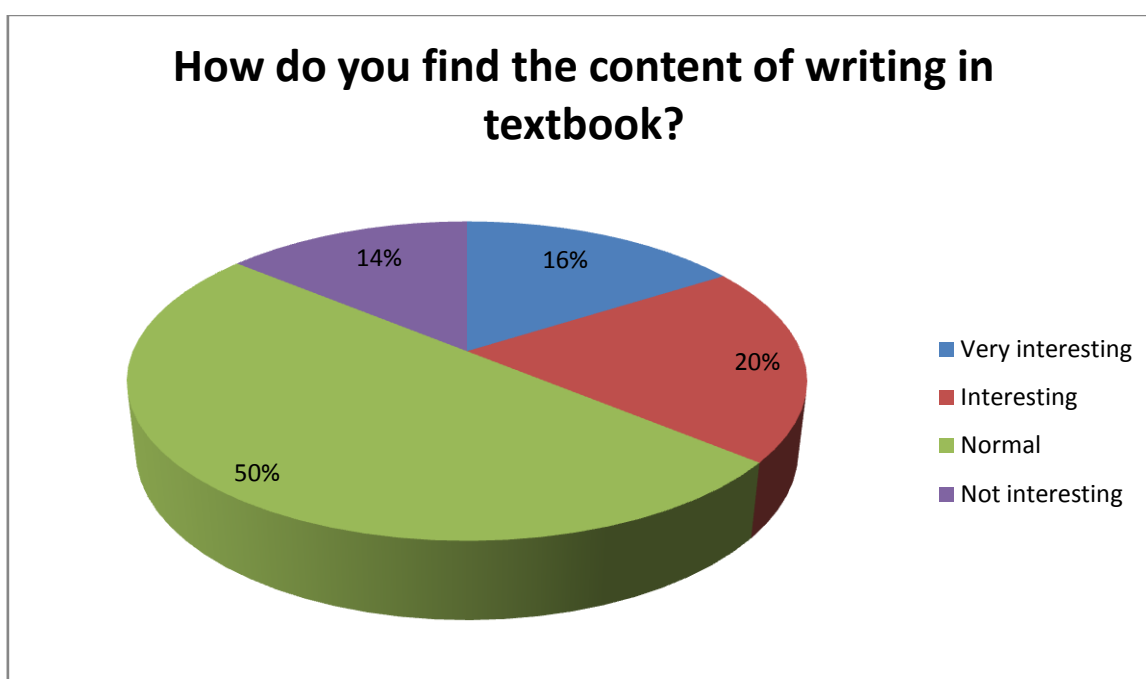
Pie-chart 3.1: Students' Opinion of the Topic of Writing.

According to table 3.1 and Pie-charts 3.1, (13%) of students have admitted that the topic of writing is easy. (20%) find it normal and (67%) said that they find it difficult. Therefore, most students are afraid of writing and making mistakes then they will not advance any further.

Question 2: How do you find the content of writing in text book ?

Options	Very interesting	interesting	normal	Not interesting	total
Number	05	06	15	04	30
Percentage	16%	20%	50%	14%	100%

Table 3.2: Students' Opinion of the Content of Writing in Text Book.



Pie-chart 3.2: Students' Opinion of the Content of Writing in Text Book.

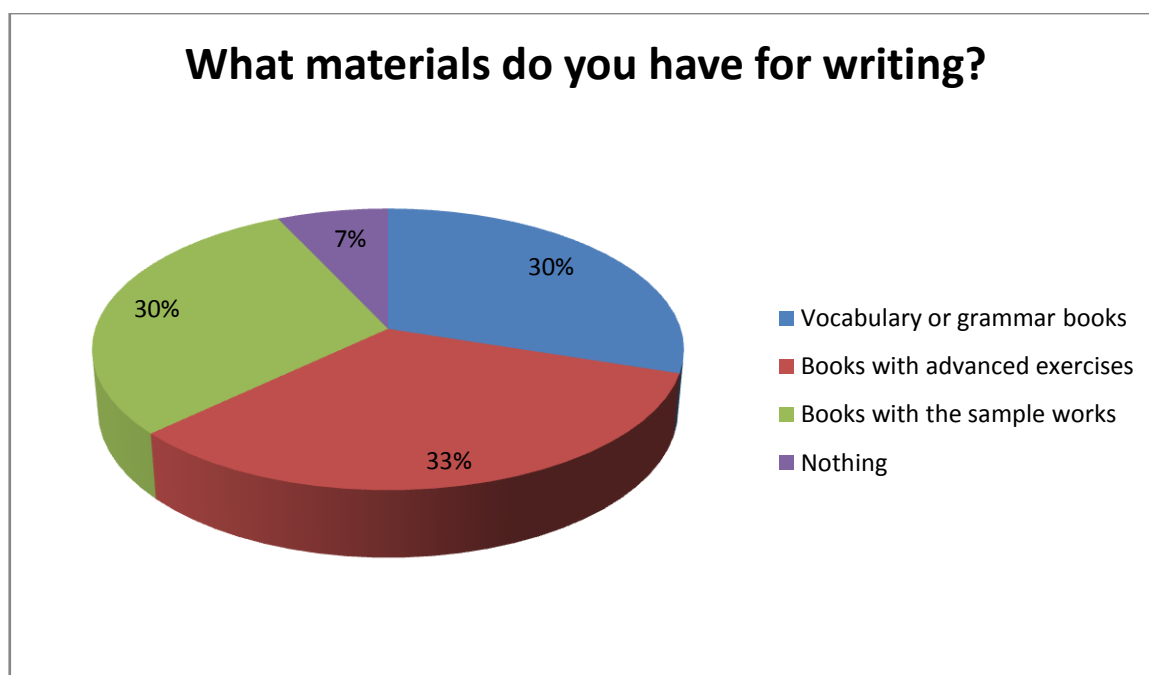
Table 3.2 and pie-chart 3.2 show that (16%) of students say that they find that the content of writing in text book is very interesting. Besides (20%) of the participants said that it is interesting.

(50%) of them said it is normal while the rest (14%) said that writing in text book is not interesting.

Question 3: What materials do you have for writing ?

Options	Vocabulary or Grammar works	Books with advanced exercises for writing	Books with the sample works	Nothing	Total
Number	09	10	09	02	30
Percentage	30%	33%	30%	07%	100%

Table 3.3: Students' Material of writing.



Pie-chart 3.5: Students' Material of Writing

This question was aimed to know which material student have while writing. (30%) said that they have Vocabulary or Grammar work, while (33%) said that they use Books with advanced exercises for writing , (30%)use Books with advanced exercises for writing and (07%) said that they have nothing.

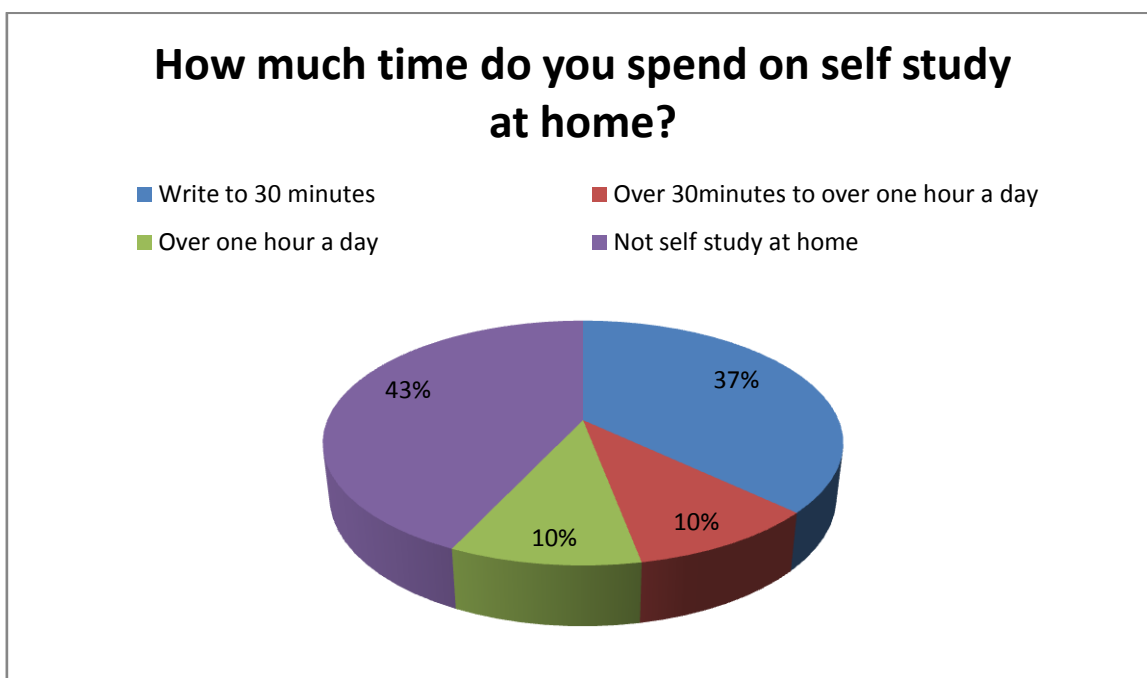
Question 4: How much time do you spend on self study at home?

A- Write to 30 minutes B- Over 30 minutes to over one hour a day

C- Over one hour a day D- Not self study at home .

Options	A	B	C	D	Total
Number	11	03	03	13	30
Percentage	37%	10%	10%	43%	100

Table 3.4: Student’ Time Spend on Self-Study at Home



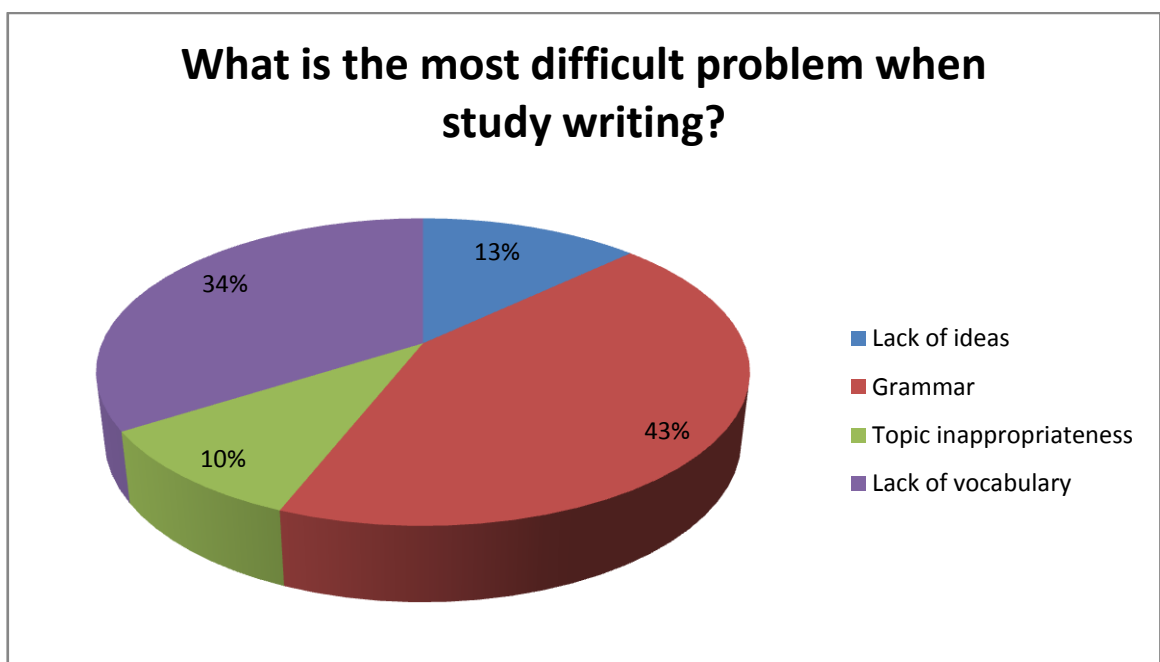
Pie-chart 3.4 : Students’ Time Spend on Self-Study at Home

(33%) of the whole population affirmed that write to 30 minutes, and (10%) said that they write over 30 minutes to over one hour a day,(10%) said Over one hour a day While (43%) said that they spend no time on self-study at home therefore they will not improve their writing skill.

Question 5:What is the most difficult problem when study writing skills?

Options	Lack of ideas	Grammar	Topic inappropriateness	Lack of vocabulary .	Total
Number	04	13	03	10	30
Percentage	13%	43%	10%	34%	100%

Table 3.5: Student’s Opinion about the Difficult Problem when Study Writing Skills



Pie-chart 3.5:Student’s Opinion about the Difficult Problem of Studying Writing Skill

The results in the table and pie-chart above show that (13%) find that the difficult problem when studying writing is due to the lack of ideas.(43 %) of the respondents feel that grammar is the difficult problem .

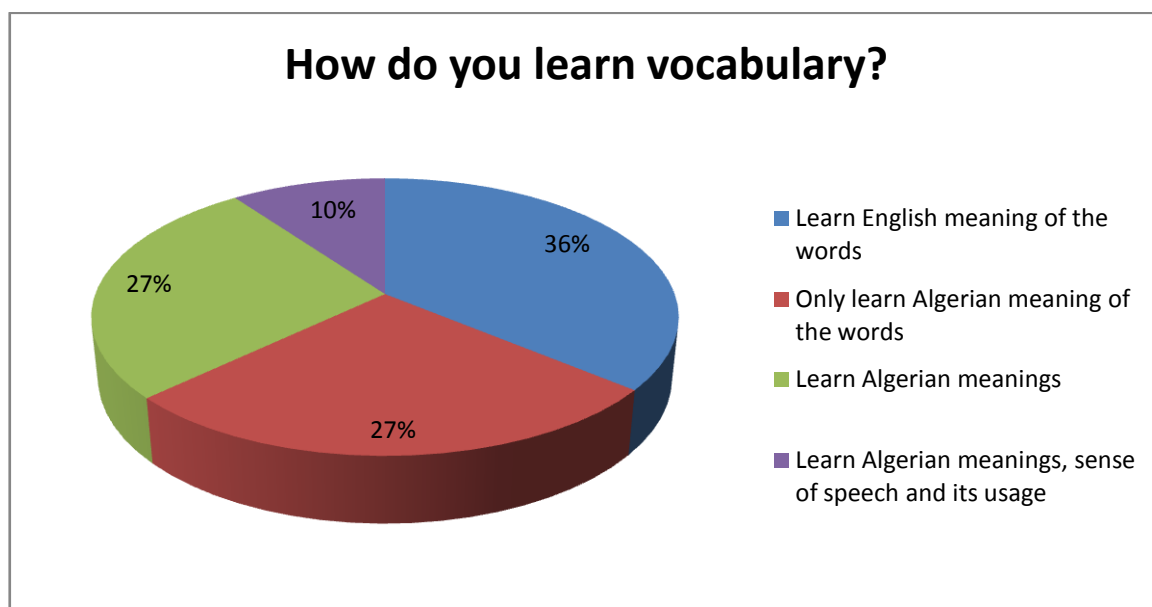
Besides, (10 %) students choose topic inappropriate and (34%) have said is it because of lack of vocabulary,

Question 6: How do you learn vocabulary?

- A- Learn English meaning of the words .
- B- Only learn Algerian meaning of the words
- C- Learn Algerian meanings
- D- Learn Algerian meanings ,sense of speech and its usage

Options	a	B	c	d	Total
Number	11	08	08	03	30
Percentage	36%	27%	27%	10%	100%

Table 3.6: Students’ Way of Learning Vocabulary.



Pie-chart 3.6: Students’ Way of Learning Vocabulary.

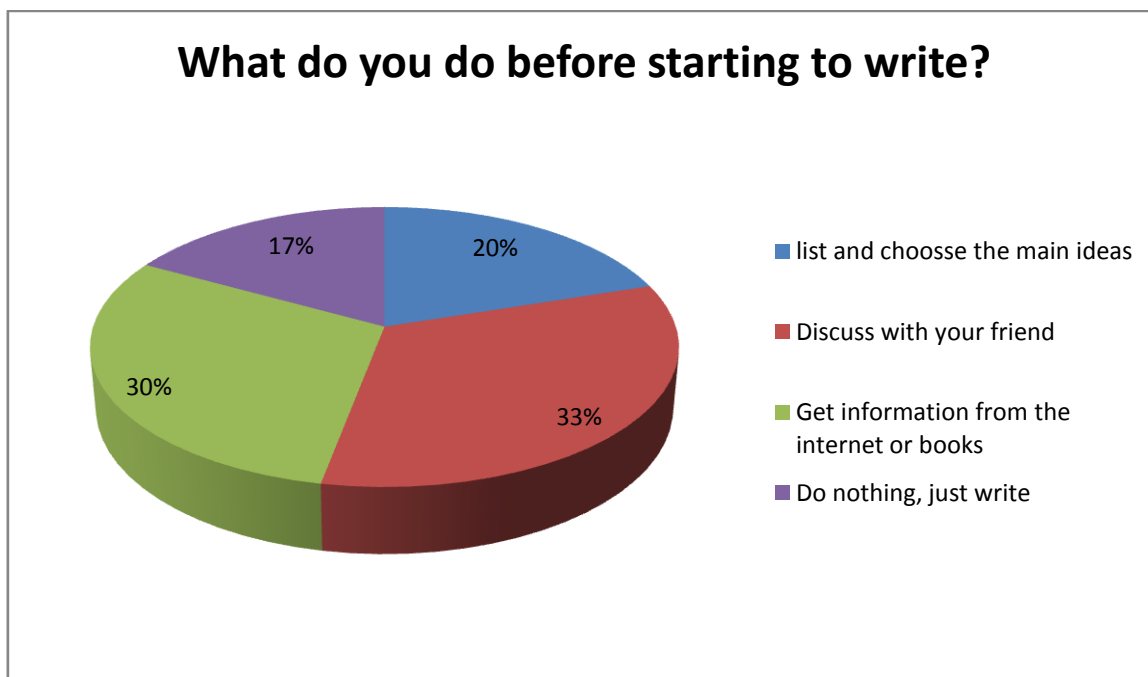
We can notice that the highest percentage of students (36%) claim that they learn English meaning of the words that’s why they can write easily. However, the (27%) of the respondents said they only learn Algerian meaning of the words .The rest respondents (27%) select learn Algerian meanings ,(10%) mentioned that learn Algerian meanings ,sense of speech and its usage .

Question 7 :What do you do before starting to write?

- A- List and choose the main ideas.
- B- Discuss with your friend .
- C- Get information from the internet or books .
- D- Do nothing , just write .

Options	a	B	c	d	Total
Number	06	10	09	05	30
Percentage	20%	33%	30%	17%	100%

Table 3.7: Students’ Choice before Writing .



Pie-chart 3.7: Students’ Choice before Writing.

We can notice that (20%) said that List and choose the main ideas. Thus, they are expected to work on it and care about the language and all its aspects. (33%) said that they like to discuss with their friends first, (30%) get information from the internet or books so they can get more ideas about what to write and the rest (17%) do nothing, they just write .

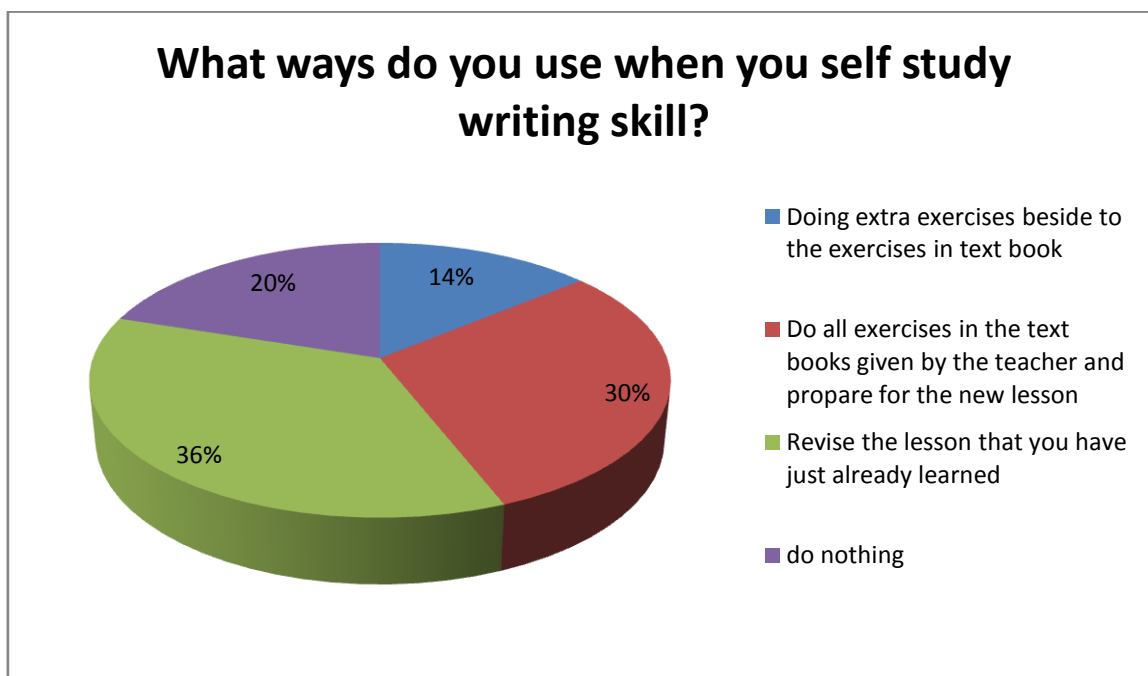
Question 8 :What ways do you use when you self study writing skill?

- A- Doing extra exercises beside to the exercise in text book.
- B- Do all exercises in the text books given by the teacher and prepare for the new lesson.
- C- Revise the lesson that you have just already learned .
- D- Do nothing.

Options	A	B	c	d	Total
Number	04	09	11	06	30
Percentage	14%	30%	36%	20%	100%

Table 3.8 Students’ Way of Self Study Writing Skill .

Through this question we wanted to know which way students use when they self-study writing skill so (14%) said that they Do extra exercises beside to the exercise in text book. (30%) Do all exercises in the text books given by the teacher and prepare for the new lesson.(36%) Revise the lesson that you have just already learned while (20%) do nothing.

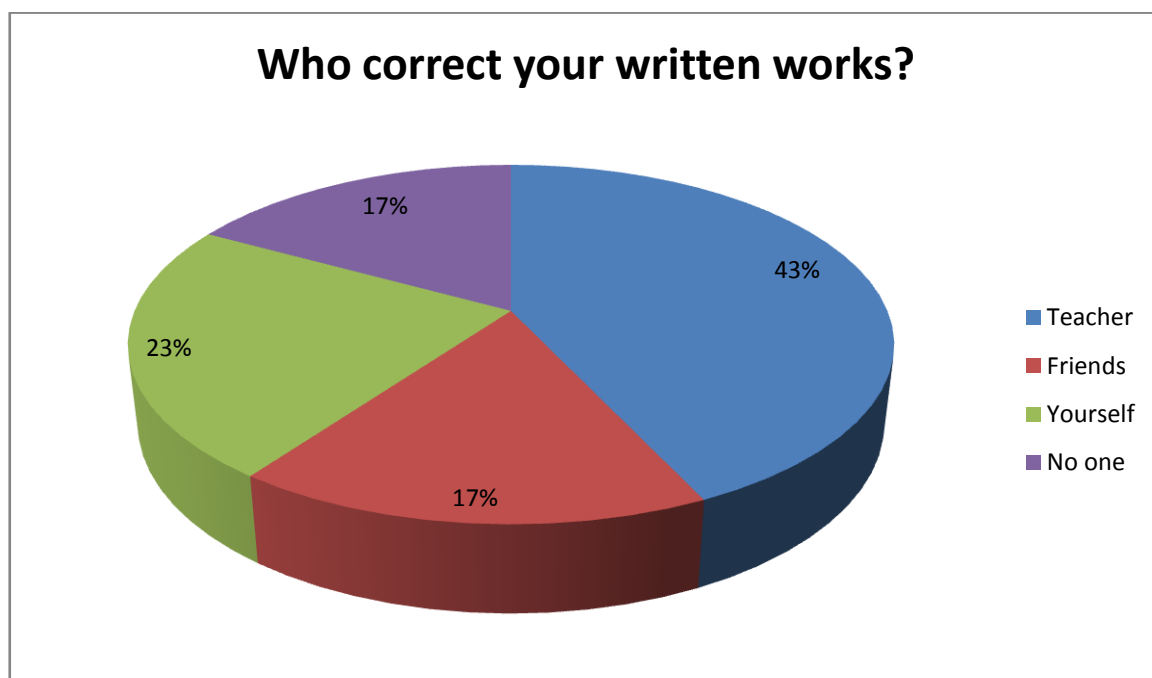


Pie-chart3.8 Students’ Way of Self Study Writing Skill .

Question 9: Who correct your written works?

Options	teacher	Friends	yourself	No one	Total
Number	13	05	07	05	30
Percentage	43%	17%	23%	17%	100%

Table 3.9 Students' Way of Correcting Works .



Pie-chart3.9 Students' Way of Correcting Works .

The results above show that (43%) said that their works are corrected by their teacher.(17%) of the respondents choose friends . (23%) correct by themselves and the rest(17%) said no one.

3.4 The Teachers' Questionnaire:

3.4.1 The Sample:

The teachers' questionnaire was administered to (04) teachers of English at Chaouch Abd el Hamid secondary school Saida.

3.4.2 Description of the Questionnaire:

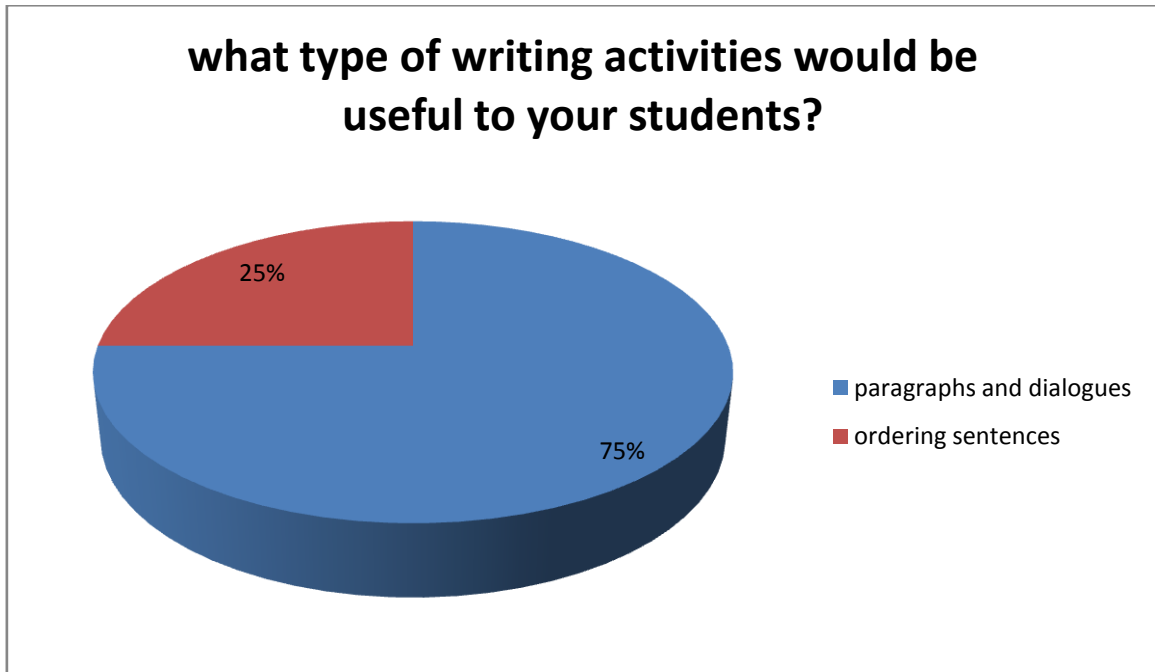
The teachers' questionnaire consists of (06) questions. There are two open ended questions (Q1) (Q2) requiring for teachers to answer about What type of writing activities would be useful to their students and if do they think the time devoted to teach writing skills is sufficient.

(Q3) is devoted to get background information about how much writing takes place during the session.

The aim of (Q4) is to discover what are the difficulties that they face when teaching writing. Moreover,(Q5) concerns how far do they think activities on writing skills in course books are useful for differently-able learners or relevant to the needs of the learners. Finally, in (Q6) teachers are asked about what would they like to do more on writing skills to improve their writing?

3.4.3 Analysis of the Results :

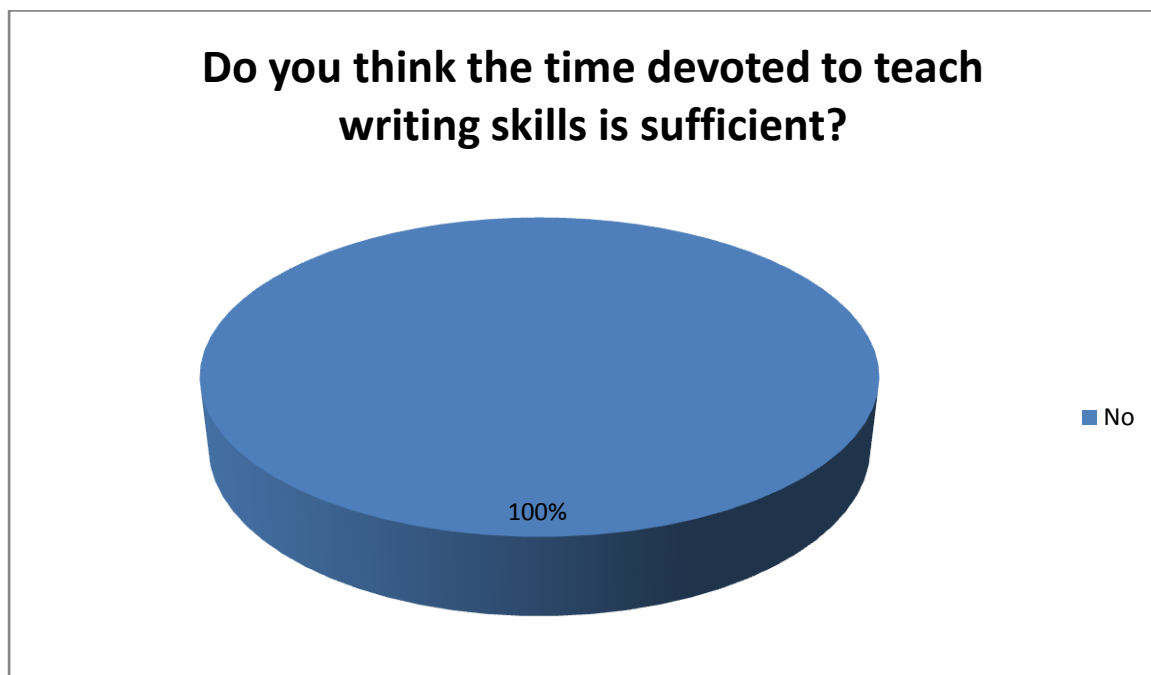
Question 1: What type of writing activities would be useful to your students?



Pie-chart 4.1: Teachers' Opinions of the Type of Writing .

According to the results obtained, (75%) of teachers have answered that paragraphs and dialogues are the types of writing activities that would be useful to their students. While (25%) of them chose ordering paragraphs.

Question02: Do you think the time devoted to teach writing skill is sufficient?



Pie-chart 4.2: The Teacher’s Opinion of the Time Devoted to Teach Writing Skill.

All the teachers who answered the questionnaire claim that the time devoted to teach writing skills is not sufficient.

Question 3: How much writing takes place during the session ?

Number		0%	10-20%	30-40%	50-60%	60-70%	70-80%	total
Options	Writing		1	3				4
	Percentage		25%	75%				100%
	Grammar			1		2	1	4
	Percentage			25%		50%	25%	100%

Table 4.3 Teachers Opinion of the Time Devoted to Teach Writing .

The analysis of the questionnaire showed that (75%) of teachers said that 30-40% of writing takes place during the session, while (25%) of them said that it takes only 10-20%.

On the other hand, (25%) of them said that grammar takes 30-40% during the session, and (50%) of them said that it takes 60-70%, while (25%) of them said that it takes 70-80% during the session .

Question 4:What difficulties do you face when teaching writing.

- a- Writing is time consuming
- b- Implementing writing activities for the teaching of writing
- c- Teaching writing for divers group of student
- d- Teaching writing for less-skilled learners
- e- Correcting written answers
- f- Giving written feedback to the students' written work

Options	a	b	c	D	e	c	Total
Number	4	0	2	4	3	2	
Percentage	100%	0	50%	100%	75%	50%	

Table 4.4 Teachers Opinion about the Difficulties of Teaching Writing

This question is about the difficulties that teachers face when teaching writing. All the teachers said that writing is time consuming while no one said that implementing writing activities for teaching writing is difficult .(50%) of teachers find it difficult to teach writing for divers group of students and all of them think that it is difficult to teach writing for less-skilled learners .(75%) find it difficult when correcting written answers, while (50%) choose giving written feedback to students' written work.

QUESTION 5 :How far do you think activities on writing skills in course books are useful for differently-able learners or relevant to the needs of the learners ?

option	Numbers	percentage
Activities on writing skill in course books are useful for differently-able learners	3	75%
It is relevant to the needs of learners	1	25%

Table4.5: Teachers' Opinions of Writing Activities.

Among the four questioned teachers, (75%) of them said that activities on writing skill in course books are useful for differently-able learners; however, (25%)said that it is relevant to the needs of learners.

Question 6:What would you like to do more on writing skills to improve their writing?

In answering this question, teachers' suggestions differ from learning new vocabularies in each unit ,give them the opportunity to write during the whole unit and implement writing activities in all lectures of the unit .

3.4 Recommendations:

Looking at the position of the pupils and their teachers in learning writing as skill and due to the difficulties that can face both of them. Some recommendations are given to solve some of their needs. According to the information received the following suggestions were stated:

3.4.1 To the Pupils:

In writing skill pupils must apply the writing techniques, by practicing them they will be able to write good paragraphs, they will make them organized, clear focused and it will be helpful to keep them to forget any important at the time of writing their paragraphs.

- Pupils should attend English conversations clubs in order to enrich their vocabulary, knowledge and fluency to better organize their ideas at the moment of writing about a specific topic.

- It is very important for pupils to read their pieces of writing many times before delivering any essay or paragraph. In order to clarify their ideas about the message they want to give to the reader and correct some possible mistakes.

- Work book exercises are helpful for pupils in order to practice what they have learned in classes, if they do not have a workbook, they must read the text book to better understand each topic.

- Pupils have to ask any question to their teacher and avoid being afraid, because teacher will help them to understand the different topics.

- Magazines, internet, websites and books are very interesting sources for more information and more explanation about a specific topic which is not clear.

- For a good writing and complete paragraphs or essays, pupils must follow these steps:

- State the main idea in the first sentence .
- Use short sentences to emphasize ideas, use the longer ones to explain, define or illustrate ideas.
- Put key words and ideas at the beginning or end of a sentence.
- Vary sentence types and structures by including occasional questions and commands.
- Use concrete and specific words that show what you mean .
- Eliminate unnecessary words.
- Read and revise your work.

3.4.2 To Teachers:

Since the teachers play the role of guiders, controllers in the classroom they should:

- Use different methodology in class at the moment of verifying the lack of understanding on the student's part, reinforce those techniques that present difficulties and solve student's problems .
- Teachers must provide a supportive environment where students can feel comfortable, to share opinions and to have a better teaching learning process.
- Teachers must clarify the topic to the pupils, provide enough information and ideas to write about it, give an adequate feedback and not programmed texts. Just in this way pupils will create good written and by time they will improve their writing skills.
- Making pupils read at least one history, article or news per day is perfect way to enrich pupil's vocabulary and knowledge about different topic.
- Teachers must make the pupils write paragraphs of a specific number of words in order to avoid copying paragraph or essay from the internet.
- Teachers should help the pupils to discover their own errors through different exercises, examples or dynamics .
- Teachers should ask their pupils to write their different experiences of the day by using notebooks it will be funnier for them.
- Teachers should have share the pupil's problems in writing individually at least once a week to give them a chance to privately share their progress and fears about writing .
- Teachers must use extra material from magazines, web sites and different books in order to make the students' learning process easier.

3.4.3 To Pupils and Teachers:

- Pupils and teachers should study the writing techniques in a deeply way in order to manage the main ones in practice and theory, using new and different methodology in class.
- Teachers and pupils must have a previous knowledge in writing, the purpose of having a better performance in a written works.

3.5 Conclusion

This research aims at finding the attitudes and opinions of both pupils and teachers of Chaouch Abd El Hamid secondary school about the problems they face in written expression, since the writing skill is considered as one of the important skill that pupils must appreciate in EFL.

The questionnaires conducted in this chapter show the pupils views toward writing skill, according to their answers. Further to that, the findings of the study reveal that writing is a challenging and complex skill because pupils showed that they have difficulties in dealing with the different aspects like grammar, vocabulary, content and ideas organization.

In conclusion, besides to the importance of the learning of the four skills in EFL, the writing skill is considered as one of the most important skills that must be achieved during the classroom session; according to the results of the study we try to present some suggestions and recommendations.

A decorative scroll graphic with the word "Conclusion" written on it. The scroll is white with a black outline and has a grey shadow on the left side. The word "Conclusion" is written in a blue, serif font with a slight shadow effect.

Conclusion

General Conclusion

Writing is one of the indispensable things in studying English. It is one of the language skills students have to learn in their learning process. However, the result shows that many students are not aware of the importance of studying writing skill. They even spent a little investment in this skill. This leads to the low quality of studying writing skill in many secondary schools. This research describes the learning of writing skill, and the main problems that face them when dealing with this skill.

Firstly, students are in shortage of vocabulary because their ways of learning is not really effective.

Secondly, students meet a lot of difficulties when facing with grammar structures because they spend a little time on studying as well as approaching necessary materials for grammar skill.

Thirdly, students are not interested in writing's topics. Fourthly, students have not have many chances for being corrected. Fifthly, students' sources of materials are not various. Lastly, the time for writing skill in secondary school is not enough for students to practice.

The results of this research also reveal that many students made a lot of mistakes in writing English, especially in using prepositions and verb tenses. Students have not mastered the grammar structures and neglecting its importance are the main reasons of this problem.

With the discovered causes, we suggested some solutions to these problems like read books, play the games, create the vocabulary themes etc. to increase vocabulary. In addition, learning in group has been established for correcting errors and practice grammar. Moreover, changing some parts in writing lessons help students feel less pressure when studying writing skill.



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Appendices

The students' Questionnaire

Please use a cross(×) to indicate your chosen option, and specify your answer when needed.

1. What do you think about the topic of writing ?

- A- Easy B- Normal C- difficult D- very difficult .
- Other ideas.....

2. How do you find the content of writing in text book ?

- A- Very interesting B- Interesting C- Normal D- Not interesting.

3. What materials do you have for writing ?

- A- Vocabulary or Grammar works B- Books with advanced exercises
for writing C- Books with the sample works D- Nothing.
- Other ideas.....

4. How much time do you spend on self study at home ?

- A- Write to 30 minutes B- Over 30 minutes to over one hour a day
C- Over one hour a day D- Not self study at home .
- Other ideas

5. What is the most difficult problem when study writing skills ?

- A-Lack of ideas B- Grammar C- Topic inappropriateness
D- Lack of vocabulary .
- Other ideas.....

6. How do you learn vocabulary ?

- A- Learn English meaning of the words .
B- Only learn Algerian meaning of the words .
C- Learn Algerian meanings
D- Learn Algerian meanings ,sense of speech and its usage
- Other ideas

7. What do you do before starting to write?

- A- List and choose the main ideas.
B- Discuss with your friend .
C- Get information from the internet or books .
D- Do nothing , just write .
- Other ideas.....

8. What ways do you use when you self study writing skill?

- A- Doing extra exercises beside to the exercise in text book.
- B- Do all exercises in the text books given by the teacher and prepare for the new lesson.
- C- Revise the lesson that you have just already learned .
- D- Do nothing.
 - Other things.....

9. Who correct your written works?

- A- Teacher B- Friends C- yourself D- No one .
- Other ideas.....

The Teachers' Questionnaire

Dear teachers,

This questionnaire aims at collecting information about teaching the writing skill in secondary school and the problems that face students in writing .

So, please use a cross(x) to indicate your chosen answer and specify your option when needed.

1. What type of writing activities would be useful to your students?
.....

2. Do you think the time devoted to teach writing skills is sufficient ?
.....

3. How much writing takes place during the session ?

	0%	10-20%	30-40%	50-60%	60-70%	70-80%
Writing						
Grammar						

4. What difficulties do you face when teaching writing?

- Writing is time consuming
- Implementing writing activities for the teaching of writing
- Teaching writing for divers group of student
- Teaching writing for less-skilled learners
- Correcting written answers
- Giving written feedback to the students' written work

5. How far do you think activities on writing skills in course books are useful for differently-able learners or relevant to the needs of the learners ?
.....

6. What would you like to do more on writing skills to improve their writing?
.....