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Probing the Obstacles Students Face While Writing

The case of third year EFL Students at Chadli Bendjedid
University

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Dedication

This dissertation is dedicated to our dear parents who have stood by our sides and were a source of spiritual support. A special feeling of gratitude goes to our siblings and relatives as well as all our friends and classmates. We will forever be grateful for all their encouragements and valuable advice throughout the process.

Inesse, Imén and Afaf

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Abstract

Many students face problems while they are asked to write a paragraph or an essay, which results in poor pieces of writing. This research investigates the factors behind student's poor English writing production in an attempt to nurture Chadli Bendjedid students' writing performance. The research was conducted by distributing a questionnaire ,based on a series of questions, to third year EFL students in order to identify and to check the existence of this educational problem and to discover the source or the causes that lead to this problem. The analysis and the interpretation of the obtained data show that third year EFL students really face problems in their ability to write correctly. The reasons, according to students, are related to both students' dispositions and teachers' methods. We summarized some of them as follows: student 'lack of desire to write and to read, the influence of the mother tongue in writing English compositions as well as the issue of choosing suitable methods for teaching writing at the university. To overcome this deficit, a series of recommendations have been suggested to both students and teachers in an attempt to improve students writing performance.

Key words: EFL students, writing skill, affecting problems.

المخلص

اغلبية الطلبة يواجهون بعض الصعوبات عندما يطلب منهم كتابة نصوص مقبولة ككتابة فقرة او حتى كتابة مقال. اكدت العديد من الدراسات والأبحاث ان اتقان مهارة الكتابة امر مهم وضروري لكن العملية صعبة ومعقدة. الهدف من هذه الدراسة أولا هو معرفة بعض العوامل الكامنة وراء عرقلة وإعاقة قدرة طلبة جامعة الشاذلي بن جديد السنة الثالثة تخصص لغة انجليزية على الكتابة بشكل صحيح في محاولة لتحسين مهارة الكتابة للطلبة تم اجراء البحث من خلال توزيع استبيان مبني على سلسلة من الأسئلة لطلاب السنة الثالثة للتأكد وإيجاد سبب ومصدر وجود هذه المشكلة. يوضح تفسير البيانات التي تم الحصول عليها ان طلبة السنة الثالثة يواجهون مشاكل في قدرتهم على الكتابة بشكل صحيح وفقا للطلاب الأسباب تتعلق بكل من الاستاد والطالب نلخص بعضا منها فيما يلي عدم رغبة الطلاب على الكتابة والقراءة وتأثير اللغة الام على تعلم اللغة الأجنبية أيضا عدم وجود منهج مناسب لتدريس مهارة الكتابة في الجامعة. للتغلب على هذا النقص تم تقديم سلسلة من التوصيات للأساتذة من اجل تحسين طرق تدريس مهارة الكتابة والذي بدوره يحسن من أداء الطلاب.

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List of Acronyms

EFL	English as a Foreign Language
L1	First Language
L2	Second Language
CF	Corrective Feedback

General Introduction

Introduction

Writing is considered one of the most crucial skill for academic success. It is a basic skill, that requires mental and cognitive capacity to be activated. It is a way for students to express their thoughts and ideas. Moreover, it is a thinking process that demands continuous intellectual effort, which usually has to be sustained over a considerable time consumption. In fact, the aim behind writing is to succeed in transmitting messages in clear and understandable manner. The students' role is to convince and persuade the reader, the teacher or the audience in order to, specifically, reach exceptional level in writing, and show enough knowledge of L2. According to Nunan (2000), writing for second or foreign language is considered as an enormous challenge since they ought to produce a coherent and fluent piece of writing. Besides, many educational researchers agree that writing is a complex and difficult skill for EFL learners to master (Haeton (1989) as cited in Saraitum, 2010; Richards, & Renandya, 2003).

1. Statement of the Problem

Writing in itself is a complex process even in the mother tongue, while writing in a second or foreign language like English is more complicated. For some students in Algeria, it has been investigated across some universities that their writing production in English is poor and far from reaching a suitable level due to some major factors (Ghodbane, 2010; Benali, 2015). Similarly, Third year EFL students at Chadli Bendjedid University were normally expected to master the writing skill at this level which is not the case; and it seems an unending problem for most of them. Thus, it would be wiser, in this study, to unveil the reasons behind students writing deficiencies and obstacles when they are asked to produce a piece of writing.

2. Aims of the Study

The current study tries to highlight the main obstacles that third year EFL students at Chadli Bendjedid University face in producing correct pieces of writing. Moreover, it seeks to provide some guidelines for EFL learners to minimize the issue of their poor writing.

3. Research Questions

As an attempt to find an efficient and appropriate method that would aid the students to thrive their writing level, this study was conducted to find an answer to the following questions:

Q1: Why do EFL students still produce a poor piece of writing even at third year level?

Q2: What are the main obstacles that prevent students from producing a correct piece of writing?

4. Research Hypotheses

The research questions generate the following hypotheses, which the research will seek to prove or disapprove:

H1: Students still produce a poor piece of writing even at third year level because of the influence of mother tongue and lack of reading.

H2: The main obstacles that prevent students from writing correctly are due to both teachers and students themselves.

5. The Significance of the Study

Mastering the writing skill is very important in language learning due to its power, since it is used to express ideas, feelings and experiences. It is an essential skill because of its multiple use such as letters, essays, paragraphs, articles, documents, poems...etc. Thus, it is still gaining an important position in teaching and learning and in the academic arena in general.

Despite its importance as a skill, students of English at Chadli Bendjedid University face many difficulties concerning developing their writing skill. It is obligatory to find useful solutions that nurture EFL learners' knowledge about writing. The research results may show us the main factors that obstruct students to improve their writing production. The recommendations and suggestions given by this study would help students to overcome those obstructions.

6. The Research Design

This study is conducted as an exploratory research work. Hence, in order to answer the research questions, a questionnaire was addressed to 30 third year students of English at Chadli Bendjedid University enrolled in the academic year of 2019/2020. Further, the researchers opted for the mixed method in analyzing the data due to the nature of the questions prescribed in the questionnaire.

7. The Organization of the Study

This research work is divided into three parts. In the introductory part of the research, we have introduced the topic, the statement of the problem, the aims of the research, the research questions, the hypotheses, the research design, the organization of the study, and the limitations. Then, in the first chapter, the theoretical part, deals with the literature review about the key concepts of the writing skill. The second chapter is entirely devoted to the practical section of the study in which we exhibit the appropriate methodology that works with our investigation and the analysis of the gathered data ending with the discussion of the findings alongside a set of recommendations that would support students to develop their writing production and to help them to become better writers.

8. Limitations of the Study

This study is very limited due to the spread of Covid19 pandemic in the country. We know that there are many factors, which affect students writing production, but we have limited our investigation only into two main factors, which are related to both teachers and learners. In addition to the limited population, third year students at Chadli Bendjedid University since we have worked with small amount; 30 EFL students instead of 98. Moreover, we wanted to get more understandings about the topic under question through feedback from teachers' questionnaire (see appendix B) but unfortunately, we could not find a way to do that owing to covid19 circumstances.

Chapter One

Literature Review

Introduction

This chapter provides the literature related to writing skill; so, we present a closer look on its definition, principals, aspects, and importance. It sheds light on the approaches of writing and on writing and the other skills (reading and speaking). It also identifies the potential causes of students 'writing problems: students self-demotivation, students lack of reading, the influence of first language on writing in English, the teachers' choice of approaches to teach writing, teachers 'motivation, and teachers 'corrective feedback and reinforcement as a reaction to students outcome.

1.1. Definition of Writing

According to Daniel (1996) "Writing is a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the invention of the utterer". (p.3)

Olshtain in Celce-Murcia (2001) introduces writing as the bridge that connects the writer with the reader as indirect communicative tool.

Leiberman and Wood (2003) define writing as a clarification of ideas that restore them in a written form. Also, it collects information from others and documents it.

Nunan (2003) stated that writing is a substantial material in any environment, whether in the ancient or the modern one. However, the writer should focus mainly during writing on transmitting an understandable message to persuade the reader.

Based on the definitions above, it can be inferred that writing is an indirect communicative device with other people by using written or printed symbols. Writers

should do their best in order to express their thinking, emotions, or ideas taking into consideration writing aspects and stages to be clear and understandable to the reader.

1.2. The Aspects of the Writing Skill

In order to reach an acceptable writing level, and to end with an effective, coherent, and organized piece of writing, students should pay attention to the aspects of writing:

Organization: is the main corpus of any writing process, for that organization is essential in order to produce a well-organized piece of writing because it expresses effective and detailed ideas that will enable the reader to easily get the point of the writer. Starkey (2004) states:

By following [an organized method of writing], you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your [piece of writing] work together and how they support your thesis. (p. 2)

Clarity: is to formulate clear, understandable, detailed ideas and to connect them in rational manner. According to Murray and Hughes (2008), in order to attain a clean piece of writing the writer should start to write clearly, not out of the subject sentences, and not incomprehensibly.

Coherence: is a paramount component in academic writing, the writer will get the attention of most readers, by paying attention to the technique through connecting information that are in sentences and paragraphs into a connected chain, and in an understandable way. According to Harmer (2004), “coherence, therefore, is frequently achieved by the way in which a writer sequences information, and this brings us right back to the issue of genre and text construction”(p. 25).

Grammar: the writer should be fully aware about his grammar mistakes, because it may make the reader unrelieved and gave him/her a wrong impression. Brooks and Penn (1970) stated:

... For one thing, in writing, we must understand the structure of the language, what the of speech do, how the words relate to one another, what individual words mean, the rules of grammar and punctuation. (p. 20)

Vocabulary: the use of appropriate words is so essential in the writing process; the writer should carefully choose specific language taking into consideration the type of audience that he/she is writing for (Walters, & Wolf, 1996).

1.3. The Approaches of Teaching Writing

To teach writing there is various approaches and methods to adopt. There were important changes concerning sentence structure and grammar drills. At first, the teaching of writing was all about controlled compositions. Then, teachers started doubting about its effectiveness so, they started working on the discourse level rather than on the sentence, which was called the free-writing approach. After that, teachers began to mimic model texts this refers to the product-oriented approach. Since then, it has been developed to focus on the composition of paragraphs, at the beginning of 1980s, the process approach reviled to make new changes and principles concerning teaching writing. Furthermore, at the same year another approach has taken place with different underlying goals and form it is the genre approach. Nemouchi (2014).

1.3.1. The Controlled Approach:

Writing was taught in order to improve the communicative competence and the mastery of the grammatical rules, especially in spoken form was supposed to ameliorate language learning in the 1950s and 1960s. This assumption facilitated the teaching of grammar in the

devoted time to writing. Then a method called controlled-to-free revealed. It is mainly included giving the students pieces of writing such as sentences or paragraphs, and asking them to make some grammatical or lexical transformation like using the past tense rather than the past perfect, or the plural instead of the singular etc. Such activity helps the students to write repeatedly and without making errors because their output is harshly guided. Students can move to free compositions only in case they have improved their controlled writing in which they express their own thoughts (Cheung, 2016).

Abbot and Wingard (1992) pointed out that “The important thing is to adjust the exercise to the class so as to strike the right balance between predictability and unpredictability” (p.228). This means that, when teachers supervise their students in specific tasks, they should provide them with the necessary knowledge they need, but they should simplify their anticipations in a decontrolled work otherwise, students will be disturbed.

The table below was drawn by Crookes and Chaudron, (1991, p. 52). It shows the basic dissimilarities between controlled and free techniques in the practical stages of a lesson:

CONTROLLED		FREE
Teacher-centered		Students-centered
Manipulative		Communicative
Structured	Predicted-	Open-ended
student responses		Unpredicted responses
Pre-planned objectives		Negotiated objectives
Sej curriculum		Cooperative curriculum

Table 1: *Controlled and Free Techniques*

1.3.2. The Free- Writing Approach

The free writing approach is basically refers to the act of writing without being controlled; students just write about a certain topic of their' interest using their own style and own choice of grammar, structure etc and writing without stopping or going back to correct what have been written Elbow (1973 as cited in Fontaine, p3-15).

For Peyton and Staton (1996), "Learners write for a period of time in class on a topic of interest to them. This writing can take many forms, including quick writings that are time-limited, done individually and not always shared, dialogues and journals written to a teacher, a classmate or another partner who then responds." In contrast, such writings "may be kept in a notebook. From these pieces themes may emerge that can act as a facilitator for more extensive writing that is discussed, revised, edited, and published."(p. 16-32).

The free-writing method permits students to write freely supposing as they are writing for themselves not for the readers .This would help them to choose the most appropriate words to write and to be capable to know how to organize their needed thoughts and information. However, as Anderson (1992) has mentioned, "Free-writing makes a mess, but in that mess is the material you need to make a good paper or memo or report."(p. 200)

1.3.3. The Product-Oriented Approach

The product approach focuses on written tasks in which learner imitates copies and transforms teacher supplied models. It is all about the final findings of writing procedure for discovering or exploring their strength and weakness areas Nunan (2001). In fact, the focus of this method is on the form not on the content.

White (1988) said that:

Not only does the model come first in the teaching sequence, 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 the particular product. In other words, it gives no indication of process. (p.7)

This means that the model comes before the product according to this approach in which both are considered as final drafts.

A model text clarifies example about how learners are going to plan and prepare what to write. We cannot disclaim the benefits of this approach, since it helps the students to organize their writing.

Escholz (1980) criticized the model-based approach by saying that “models tend to be too long and too remote from the students' own writing problems” (p. 232). In other words, he sees that copying models obstruct the students' creativity in writing rather than encouraging them to be better writers and improve their writing ability.

1.3.4. The Paragraph –Pattern Approach (Power Writing):

Sparks (1989) defines Power Writing approach, as a technique of writing which deals producing simple paragraphs and permitting the students to know how to organize the main ideas and support them with the secondary thoughts. Ito, it is considered as a less tricky

approach in which students can write in different structures without any issue kept in mind. Furthermore, thinking and writing are very important elements in structured writing in which they cooperate to improve students abilities.

In the table below, Poulton (2004) suggests the identification to the numerical structure of Power Writing as:

Power 1	Focus, main idea ,topic sentence or thesis statement
Power 2	Major supporting ideas to power 1
Power 3	Details, elaboration ,examples about power 2
Power zero	Voice and extra information

Table 2: Numerical Structure of Power Writing

Poulton (2004) views that after the form is mastered, all writers can turn out or create good piece of writing. “Stronger writers will bend and rearrange the format to allow their skills and creativity to blossom. Weaker writers will compose a well-thought out, well-organized piece of writing that includes sentence variation, elevated word choice, and voice. No longer will you have students who have quantity but no quality, and students who have neither quantity nor quality. All students will become proficient in each type of writing” (as cited in Nemouchi p.37)

1.3.5. Grammar-Syntax-Organisation Approach:

This approach stresses the need to work simultaneously on more than one of features. According to Raimes (1994),” writing cannot be seen as composed of separate skills which are learned one by one” (p.13). In other words, this approach focuses on devising writing tasks that lead students to pay attention to organization, while they also work on the necessary grammar and syntax .Hence, in this approach the purpose of writing is to convey the message through written symbols.

1.3.6. The Process Approach

There were huge amendments concerning the approaches to teaching writing in which the awareness transformed from product to process. At first, most of teachers and writers didn't agree to take or adopt the process approach in their both teaching and writing, including Reid (1984) arguing "it did not address issues such as the requirements of particular writing tasks. This led to a focus on examining what is expected of students in academic and professional settings and the kinds of genres they need to have control of to succeed in these settings." (p. 29)

The flourish of the process approach, was due to the stages that made the performance of writing accurate, understandable and organized. At first, these stages were considered to be complicated tasks to work with, in which the student should follow them in order to produce a meaningful piece of writing. According to Hayes and Flower (1980), the characterization of the process is composed of three procedures: planning, translating, and reviewing. This method aims to make the learner aware about the importance of the perceptive method carried in writing.

Some scholars recognized the following stages of the writing process as the most replicative (Murray (1992); Tirbble (1997); Harmer (2007)).

Prewriting: in this stage, the writer tries to collect data. Prewriting activities may contain thinking, reading, listening to tapes and records, interviews, and decision making activities....etc.

Drafting: The writer starts writing his /her first draft. It might be a complex process at the beginning, the writer can be depressed because of his bad production. The focus of the process-oriented approach is on content, instead of the form in writing.

Revising: this stage contains things that the writer would add or omit; those changes includes syntax and sentence structure . In same circumstances the writer may start all over again.

Editing: The writer's focus in this stage is on mechanics of writing , and addition to the lexical and syntactic changes.

Publishing: it relates what the writer wrote with its intentional audience.

Raimes (1983) argued that “writing becomes a process of discovery for students as they discover new ideas and new language forms to express them”.(p.76) which means that goal of the process approach is to make learner learn how they are going to express their thoughts and regularized it for providing a final version of their production take into regarded to whom they write for . According to Raimes (1983) “ learning to write is seen as a developmental process that helps students write as professional authors do, choosing their own topics and genres, and writing from their own experiences or observations”(p. 78). In other words, students are responsible for what they have write, and also for the decisions they made concerning their choices of a particular subjects according to their personal experiences.

In the process approach learners are given opportunities to rewrite and reorganize their writing production by themselves. Moreover, it gives them chances to review, simplify and reorganize what they have written on their own.

1.3.7. The Genre Approach

The Routledge Encyclopedia of Language Teaching and Learning identified the genre approach as “a framework for language instruction”. Also Byram (2004) stated that “It is based on examples of a particular genre. By framework is meant guiding students. The genre framework supports students' writing with guiding principles about how to produce meaningful passages.” (p.234)

According to Swales (1990), genre approach is “a class of communicative events, the members of which share some set of communicative purposes” (p. 58). He introduced the essential ideas concerning protocols or guidelines that are involved in writer’s objective. Majority of protocols that genres used are referred to communicative aims.

In fact, the genre approach of writing have a great value in social circumstances, it is a mirroring of specific objectives, and the acquiring of knowledge could arise perceivably via copying and analysis. It is important to make students understand that way and the reasons of using a lingual protocols for a particular writing teachers to join these two factors in order to help students comprehend how and why conventions are used for specific rhetorical impacts. Further, the use of genres reflects the cultural creed, because it deals with the study of genres. (Nemouchi 2014)

1.4. Writing and Other Skills

To master a language is to acquire its four skills: listening, speaking, reading, and writing. All of the skills are interrelated none of them is isolated, i.e. they work on completing and developing each other, for instance, listening to others using a language will help in improving one’s speaking performance. (Johnson ,2008)

1.4.1. Writing and Reading

Writing and reading are two different skills i.e., the previous is productive, while the latter is receptive. However, they are interconnected because they serve the same goal, which is learning. Writing is about converting our thoughts and ideas to a written language. Reading deals with decoding and interpreting the written language. Both of the skills are related to the language and communication. Hyland (2003) argued that, “writing, together with reading, is a central aspect of literacy” (p.53). i.e., to be a literate person means to acquire both skills reading and writing.

1.4.2. Writing and Speaking

Although speaking and writing are two productive skills and two main means of communication, they are very dissimilar. Learning to write is more difficult than learning to speak because, we naturally learn speaking at home (mother tongue) while we learn writing at schools. Raimes (1994) argued that, “ we learn to speak our first language without any instruction, while most people are taught how to write in their L1, given the complexity writing represents for them” (p.14).

Bright (n. d), has differentiated between writing and speaking in:

_ Manner: writing is the use of written symbols to be read whereas speech is the utteration of sounds to be heard.

_ Time: Speech has appeared within the human beginning whereas writing has recently appeared.

_ The Start: Speaking starts in the first years (one or two years old) of person's life whereas learning to write relies on the speaking ability.

_ The Changes: Spoken language is always exposed to some changes whereas written language is rarely exposed to less change.

Overall, writing, reading, and speaking are correlated skills and depriving one from the others will cause a failure in improving the learner's writing ability.

1.5. Importance of Writing

Writing is an essential ability or skill, in which students use it as a tool for expressing themselves, communicating and sharing knowledge in this regard MC Arthur, et al (2008) said that ” Writing provides an importance mean to personal self-expression” (p. 1). EFL students need to master the writing skill in order to achieve academic success through

writing essays assignments, notes and summaries (Richards, 1992). Besides, it improves students English level, since it requires the mastery of the other skills (Zimmerman and Rodrigues, 1992).

The writing importance goes beyond academic purposes; businesses require candidates who can write and communicate effectively; the clearer the communication is the greater will be the chance of a high success rate. Moreover, writing also can made us better thinkers, when people learn how to write he/she will become more capable of analyzing what they read interpret and think. According to Hyland (2003), “writing is one of the main ways that we create a coherent social reality through engaging with others”(p.69).

Also, MC Arthur, et al.(2008) reported that “ The power of writing is so strong that writing about one’s feelings and experience can be beneficial psychologically and physiologically because it can reduce depression, lower blood pressure, and boost the immune system”(p.11).

1.6. The Potential Causes of Students’ writing Obstacles

Writing is an important skill for language production. However, it is extremely difficult and the most challenging area in learning and teaching English as a second language. It focuses on the adequate use of language with structural accuracy and communicative potential (Dar & Khan, 2015; Hyland, 2003; Mahboob, 2014). Many Students fail because of facing numerous obstructions and problems while expressing themselves systematically and logically. Accordingly, this part is totally devoted to the factors that prohibit the learners to write satisfactorily, including students self-demotivation, lack of reading, the influence of the first language on writing in English, the teachers’ choice of approach to teach writing skill, teachers’ motivation, teachers corrective feedback and reinforcement as a reaction to students outcome.

1.6.1. Students' Self-demotivation

It is agreeable that motivation is very important to achieve success in the most learning areas. Accordingly, Harmer (2006a) reinforced this point and declared that "People involved language teaching often say that students who really want to learn will succeed whatever circumstances in which they study. They succeed despite using methods which experts consider unsatisfactory. In the phase of such a phenomenon, it seems reasonable to suggest that the motivation that students bring to class is the biggest simple factor affecting their success". (p.3). This obviously means that motivation is robustly concerned and strongly related to success, and learner's motivation facilitates and pleases the writing task for both teachers and learners.

Motivation makes the writing task done in a cheerful and joyful atmosphere. Byrne (1991) argued that writing hardness is related to three types of problems: psychological, linguistic, and cognitive problems. The attention in the psychological concept of motivation to write has advanced recently.

According to Harmer (2007b) there are many unobserved pressures, which demotivate them to reach certain writing level. Failure fear, which is the fear of not getting our objectives or value in some situations; especially in the situation of competence or efficacy. It is also closely related to the fear of rejection. The source of this fear is that students are afraid from making mistakes. They are doubtful about their ability to write so, they became a failure victim and unable to take the writing escapade. Students write because they see their classmates do the same, or because of being obliged by the teacher. Yet, while they write they are attacked by the fear of failure and incapability; therefore, they became not sure about what they are writing. Moreover, some learners prefer not to show their writing because they are pessimistic and they believe that they have already failed. The thought of

failure must be limited in order to not to creep in the consciousness of the learners hence, we still cannot dispose of it (pp. 32-45).

This scare can cause what is called anxiety, which may result in making chronic worry and negative thoughts that divert students from giving their best. If the anxiety is directed inward, it leads to hesitation and being self-doubtful that result in poor and less effective writing. Furthermore, Harmer (2007) reflects writing anxieties to a very threatening in disadvantages towards writing. He discussed the causes that lead to student's fear of writing in a precise way. First, indicated the lack of practice even in the mother tongue. Second, do not having anything to be said (background about a certain topic) is a barrier to students. Finally, some students are merely not interested in the writing activity. He stated that teachers have to increase their students self-confidence through building the writing habit.

In sum, students consider writing as a dangerous escapade whose consequences can be expected. The phobia of the student increases from the fear of being corrected; they fall into the snare of impressing their teachers and pleasing their mates. The learners should face their fear to improve their level and to upgrade their achievement (Boscolo, & Hidi, 2008).

1.6.2. Student's Lack of Reading

Reading is a helpful instrument to better students writing. Some reports by Krachen (1984, as cited in Harmer 2006b), compared between reading class and writing class, the result was that the reading class manifested more advance than the writing one in the writing test. Even though writing and reading are two different skills, they are related and they serve or complete each other (p.224). Byrne (1991) stated " Reading, of course, can be the goal in itself and in any case likely to be a more important one than writing, but the two skills can and should be developed in close collaboration" (p.22). In this regard, much surveys were done to

emphasize the subsistence of the relation between reading and writing, the results confirmed the existence of this relationship.

In the same context, Eisterhold (1997) argued that, “better writers tend to be better readers, better writers read more than poorer writers, and finally better readers tend to produce more syntactically nature writing than poorer readers” (p.88). This talks about learning second or foreign through the directionality of the skill transfer from reading to writing and from writing to reading. In this vein, Graham and Herbet (2010) stated that, “writing is often recommended as a tool for improving reading” (p.10). Mainly, the one who is good at one skill mostly be good at the other.

Tierney and Pearson (1983 cited in Tasi 2006) thought that, to understand the reading and writing relation, we have to view them as constituting one meaning construction. Accordingly, Ptrosky (1982 cited in Tasi 2006) declared that “Reading, responding, and composing are aspects of understanding” (p.8) this means that dividing reading and writing will cause a misunderstanding in the learning process since both of the skills are interrelated.

Reading helps learners to grasp some needed necessities in order to achieve the wanted level in writing. Accordingly, Krashen (1984 cited in Hirvela 2004) declared that reading, which is relied on written texts, takes a hand in acquiring the needful language structure like grammatical structure, discourse rules for writing, and easing the language acquisitions process.

For Joanne Walker (2012) there is a purpose for teaching the children to read before teaching them to write and it is not important which is the easiest one. This is because reading teaches the learners of the language much aspect that will be beneficial in writing. Without reading, a writer would not be aware about how and where to put words and sentences together. Koing (2009) agreed on the same point of view and stated that “writing is to create by motor

activities a shadow existence; reading is to raise this shadow into life, image, so we can understand it” (p.19).

The same idea is shared by Graham and Herbert (2010) stating that writing has a probable role in reinforcing reading in three ways. First, it is about the functional exercises that can be joined to achieve certain objectives as learning new ideas. Second, reading and writing are related, as they are built upon mutual knowledge and cognitive process. Third, reading and writing are both communicative complementary skills; writers should earn vision about reading by making their own piece of writing, resulting in better understanding of others writing. Overall, the two skills go together, and one cannot elaborate without the presence of the other. We frequently read to obtain the information we need to insert in our writing. Generally, we do all agree that reading is an ideal way to improve students writing.

1.6.3. The Effect of First Language on Writing in English

As well as the lack of both reading and students’ interest in writing, students stand up to another stumbling block that handicap their abilities to write correctly. Students think in their mother tongue while they compose in English. This problem is the most important concern of many researchers such as Harmer, (2006); Kroll, (1997); Stark (2005) etc.

Ordinarily, foreign language teachers focus attention on the need for EFL writers to think and write as far as they can in English. Freidlander (1997) reported, “Writers do any of their work in their first language” (p.109). It means that this way of writing will frustrate English acquisition due to the transmit of structures and vocabulary from first language in a wrong way. In addition, Freidlander’s (1997) study mentioned, “writers will transfer writing abilities and strategies, whether good or deficient, from their first language to their second or third language (p.109).

Concerning the writing of second or third language, Edelsky (1982 as cited in Freidlander, 1997) denoted that “writing knowledge transfers across languages”(p.109). This means that the students aid and help their L2 or FL writing by using their strategies and knowledge acquired by L1. Also, Jones and Tetroe (1987 as cited in Freidlander, 1997) claimed that “writers transferred both good and weak writing skill from their first language to English”(p.111) They added “weaker writers failure to use writing strategies in English was based on their failure to use these strategies in their first language” (p.110). In other words, students who have never acquired strategies in their first language could not transmit them to their second or third language.

In contrast, many other studies indicate that to be good writers in L2 or third language writing do not acquire to be good writers in L1. Carson, Carrel, Silberstein, Kroll & Kuehan, (1990) concluded, “The acquisition of L2 literacy skills by adults already literate in their first language is a complex phenomenon involving multiple variables” (p.110). Another contrary opinion is held by Blanchard & Root (2004) who argue that” it is like driving a car, if you have ever driven in another country, you know that some of the rules of the road may be different. Just as the rules of driving differ from country to another, the convention of writing may change from language to another”. (p.10). This means that writing conventions vary from one language to another.

Besides, not any person is a naturally talented writer, writing is a skill that can be learned, practiced, and mastered. Writing stays the hardest skill to be acquired even for native speakers. Some students feel relaxed while they write as Byrne (1991) stated, “Some learners feel secure if they are allowed to write. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed” (p.10). While other students feel that, it is very difficult skill to be mastered. Nunan (1989) who pointed out supports this view that “Writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate

control of a number of variables simultaneously". Also, Brooks and Grundy (2009) realized this issue stating, "It must be worth asking precisely what is difficult about writing and especially, about writing in a second language" (p.10).

1.6.4. Teachers' Choice of the Adopted Approach in Teaching Writing Skill

It is crucial to apply the writing approaches in teaching writing skill to achieve the aim of mastering and improving students' writing ability. Teachers should choose the suitable approach to be followed, in order to serve their students needs. To determine the valid and the suitable approach is highly important to get effective results.

Adopting an unsuitable approach will demotivate both; students would not understand the lesson, and teacher would explain and even re-explain it without getting the wanted results. Beside, sticking to the same approach for long time would make the students feel bored and they will lose the desire to write (Scott, 1996).

1.6.5. Teachers' Motivation

Motivation is the process for starting, directing and maintaining goal-directed behavior. It is what push you to act either a simple act such getting a glass of water or a complex one such reading or writing a book as stated by Mayer (2011) "Motivation is generally considered to be an internal state that initiates and maintains goal directed behavior. In addition, motivation can be defined as the desire to reach some wanted objectives (Hays, & Hill, 2001).

In other words, motivated teachers can produce motivated students. Teachers have an endless number of tasks that help their learners becoming a better writer. According to Harmer (2007), "the main task of the teacher is to motivate and provoke his student "(p.41).Which means that teacher's role is to motivate and encourage his students to develop their writing production and to help them when they find some difficulties concerning the task given by organizing their ideas.

In addition, Reece and Walker (1997 as cited in Gomleksiz 2001) claimed that motivation is a crucial factor in L2 learning process. They said that a highly motivated student could achieve greater success more than intelligent student who is not well motivated. Sometimes students come highly motivated and the task of teacher is to maintain motivation of the students. The task of the teacher is to maximize the motivation. In other words, motivation depends on the social interaction between the teacher and the learner in order to create the appropriate and effective learning environment; having highly motivated students necessitates interpersonal and social interaction in which helps the learners to solve their problems concerning the learning process, and to perform better inside the classes while writing.

1.6.6. Teachers Corrective Feedback and Reinforcement as a Reaction to Students Outcome

Ellis (2009) defined corrective feedback as “taking a form of responses to learner utterances containing an error. The responses are other-initiated repairs and can consist of: first, an indication that an Error has been committed; second, provision of the correct target language form, third, Metalinguistic information about the nature of an error, or fourth, any combination of these”. (p.3_18)

Usually the common method used by teachers when assessing their students’ production is written comments, which cooperate to enhance student written performance in both structure and meaning. According to Ferris (2003), “this type of feedback may represent the single biggest investment of time by instructors, and it is certainly clear that students highly value and appreciate it.” (p.41). This means that giving a written form comments on the learners’ production is the best technique to use because it proved to be the students’ preferable way to correct their mistakes and it is a less consuming of time for both teachers and students in the teaching and learning process.

In the same respect, Sommers (1982) argued that

The challenge we face as teachers is to develop comments which will provide inherent reason for students to revise; it is a sense of revision as discovery, as a process of beginning again, as starting out new, our students have not learned. They need to show our students how to seek, in the possibility of revision, the dissonances of discovery- to show them through their comments why new choices would positively change their texts, and thus, to show them the potential for development implicit in their writing. (p.156)

He meant that teachers are doing huge efforts in order to give their students an effective feedback that would motivate them rather than frustrate them in which they will correct their mistakes and gladly rewrite again via working with their instructors notice or comments to develop their writing performance.

In teaching and learning writing skill, the focus is on the aspect of language. In this respect, Hyland (2003) provided six principle elements to focus on by teacher while providing students with a written assessment, which are focus on language structures, focus on text functions, focus on creative expression, focus on writing process, focus on content, and focus on genre. (p.3-18)

Ferris (2003) claimed that there are essential factors that teachers should concentrate on which are: first, making learners conscious about the importance of following the process of writing while they produce their writing production. Second, the focus of correction must be on detailed on every mistake made and in optional way. Third, given the students comments should be during the first draft not on the final drafting step.

Despite of the testimony of some researchers about the essential role of this technique such as Ferris (2003), Waishing (2000), some other researchers have a contrast opinion like Zamel (1985) and Truscott (1996). They said that using the written feedback is ineffective tool and professors should not adopt it when correcting their learners written work because they see that this method will frustrate students and they will repeat the same errors, which will affect their development of writing performance.

1.7. The Effect of Teachers Written Feedback on Students Production

When giving learners a written feedback on their productions papers without correcting their errors and just underlying or crossing the inappropriate use of language will give them the opportunity to correct it by themselves following their teachers instruction while correcting errors and ask for more details on every mistake they make as Leki (1986) stated that learners like to have a correction on every error they made.

In the same respect, Ferris(2003) said that students prefer to be given a written comments on their written production which will enhance their writing abilities.

Conclusion

In this chapter, we reviewed the literature on the definition of writing, its aspects in order to get correct written pieces, its different approaches to be taught through, its relationship with the speaking and the reading skills. We have also looked over its importance and being highly needed every day and everywhere. Furthermore, we reviewed the potential causes of students' writing problems such as students' self-demotivation, lack of reading and the unsuitable approach used by teachers...etc.

Chapter Two

Data Analysis, Discussion and Recommendations

Introduction

This chapter presents the methodology used in this research. It describes where the study was conducted and gives information about the participants. It also introduces the research design, research tools, and the executed steps. Thereafter, the chapter deals with data analysis where the obtained outcomes from the questionnaire were analyzed quantitatively and qualitatively. The last part of the chapter is devoted to the discussion of the research findings and to a set of recommendations that are suggested by the researchers for both students and teachers at Chadli Bendjedid University.

2.1. The Research Location

The research took a place at Chadli Bendjedid University, EL-Tarf, eastern of Algeria. The given questionnaire was distributed to 30 third year students, who were given the chance to read it carefully and to answer in a suitable atmosphere.

2.2. The Participants

The participant of this study were third year students of English at Chadli Ben Djedid University, EL-Taref, Algeria. The sample consisted of thirty (N=30) students with a minimum age of 20 and a maximum of 24. The sample was chosen because third year students have already studied writing expression for two years, and they are still unable to write satisfactorily.

2.3. Description of Students Questionnaire:

The questionnaire was distributed to thirty (30) 3rd year students of English at University of Chadli Bendjedid El-Tarf who were advised to answer a set of questions that vary from

closed to open ones to pick up the right response. In addition, they were required to give their viewpoints and justify them when necessary.

The students' questionnaire aims to identify and analyze the main difficulties behind students' poor writing production. The questionnaire consists of 15 questions in which the participants would answer them and feel freely to express their viewpoints.

Question01: was asked to know about the learners' important skill according to their way of learning.

Question02: was devoted to know about the learners' most difficult skill that obstruct their language learning.

Question03: it was very important to discover which skill students prefer in the learning process.

Question04: provide to see or to know how does being engaged in writing process effects the respondents psychology.

Question 05: aims to know students practicing of writing skill in which will provide us about whether students prefer to write or just because of classroom obligations.

Question 06 and 07: are designed to determine if the students find it difficult to write in English and also to explore to which those difficulties are related to, by given the students a series of choices that allow them to answer in appropriate way.

Question 08: is put to explore the problems of EFL learners face while writing in English are at the level of sentence, paragraph or the essay.

Question 09,10 and 11: it seeks to know the source of students obstacles that hinder the students to write without making mistakes if it is the teacher or the student himself or both according to

those factors : the appropriate approaches , techniques ,feedback given, motivation, lack of practice and reading, the influence of L1 on writing in English.

Question 12: it investigates whether students practicing writing outside the classroom, if they are using the structured or instructed writing because it help the teacher to know if their learners are applying the language input and to make them aware of the effectiveness of language learning in enhancing their writing skill.

Question 13: it puzzles out the learners level in English because it helps teachers to recognize how they would develop the quality of language learning.

Question 14 and 15: are provided in order to know if students are using reading as tool to enrich their writing competency and to make EL more frequently used.

Question 16: it aims to be familiar with the reasons that students read for .

2.4. Data Analysis

The Analysis of The Students Questionnaire:

Q.01. Which of the following skill you think it is the most difficult one?

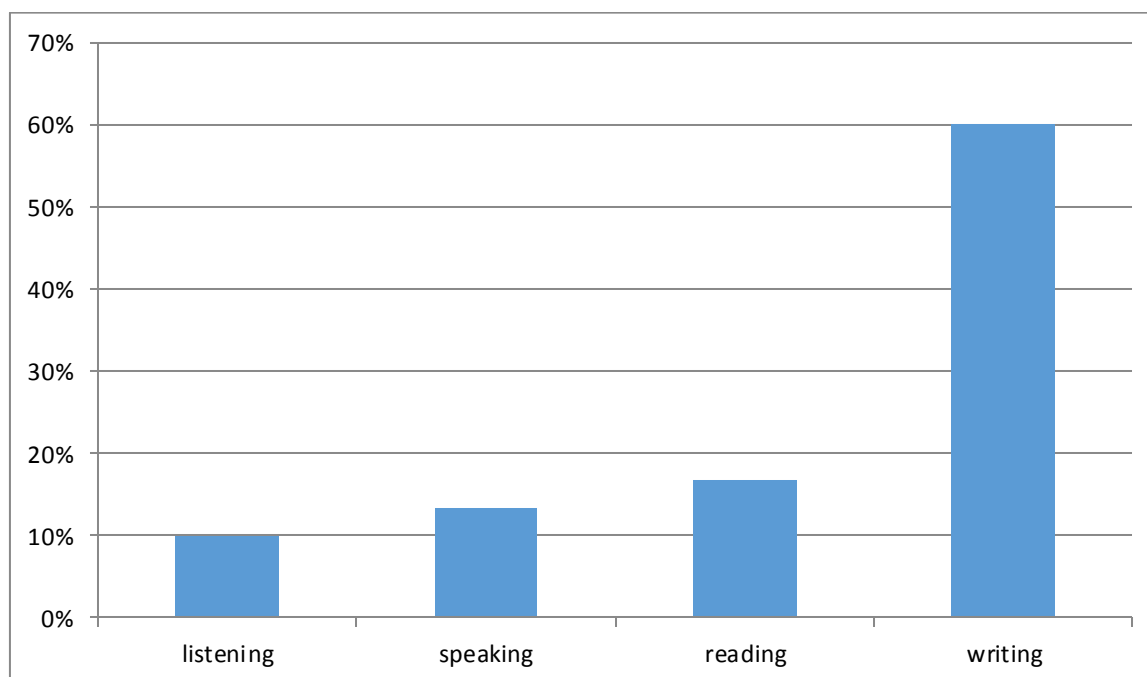


Figure2.1. The most Difficult Skill for each Student

Option	Numbers of students	Percentage
Listening	3	10%
Speaking	4	13,33%
Reading	5	16,66%
Writing	18	60%
Total	30	100%

Table2.1. The most Difficult Skill for each Students

The data analysis revealed that 18(60%) of the participants answered that writing is the most difficult skill among the other skills. In the other side, 5(16.66%) students said that reading

is the complicated one. Whereas 4(13.33%) respondents responded that speaking also can be difficult and the remaining students 3(10%) said that the least complex skill is listening.

Q.02. Which of the following skills do you use more?

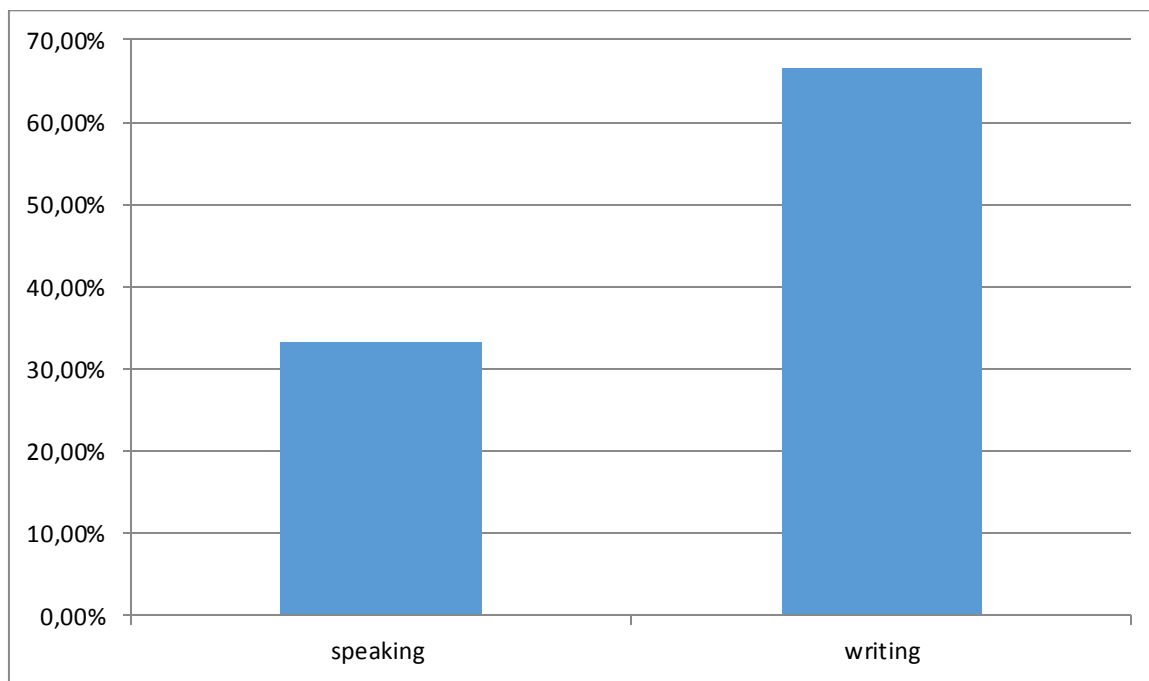


Figure.2.2. The most Preferable Skill to Students

Option	Number of Students	Percentage
Speaking	10	33,33%
Writing	20	66,66%
Total	30	100%

Table.2.2. The most Preferable Skill to Students

In the data analysis above, 20(66.66%) students said that they prefer writing in language learning according to its importance and effectiveness in teaching and learning process because it requires a lot of training and provides them with a different language styles. In contrast,

10(33.33%) of the respondent answered that speaking is important and it is helpful for them to acquire the aspect of the language.

Q.03.Is it comfortable for you when you express your ideas by writing?

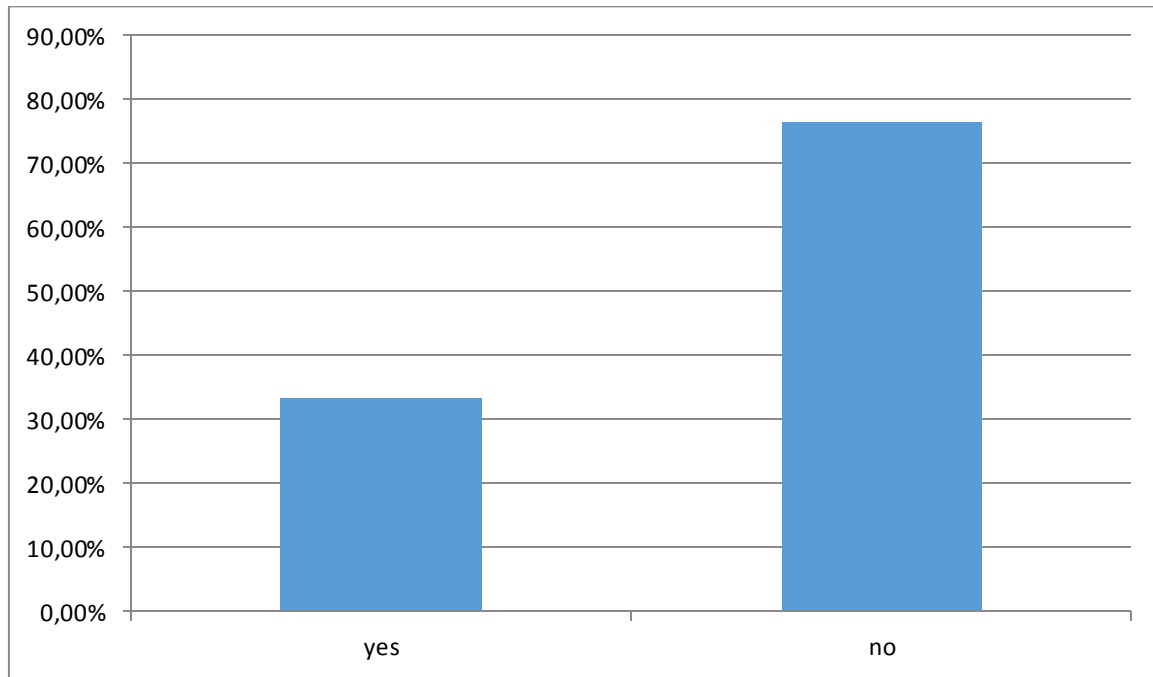


Figure.2.3. Students Feelings during Writing

Option	Numbers of Students	Percentage
Yes	7	23,33%
No	23	76,66%
Total	30	100%

Table.2.3. Students Feelings during Writing

We have noticed when asking the student if they are comfortable or relaxed in expressing their ideas and thoughts in written form 23(76.66%) answered that they did not feel so, as they are not inspired to compose and they felt a little bit afraid and anxious of making errors. While

others 7(23.33%) claimed that they feel at ease when they express their ideas, thoughts in a written way which is referred to their motivation and self-confidence.

Q.04.Do you write?

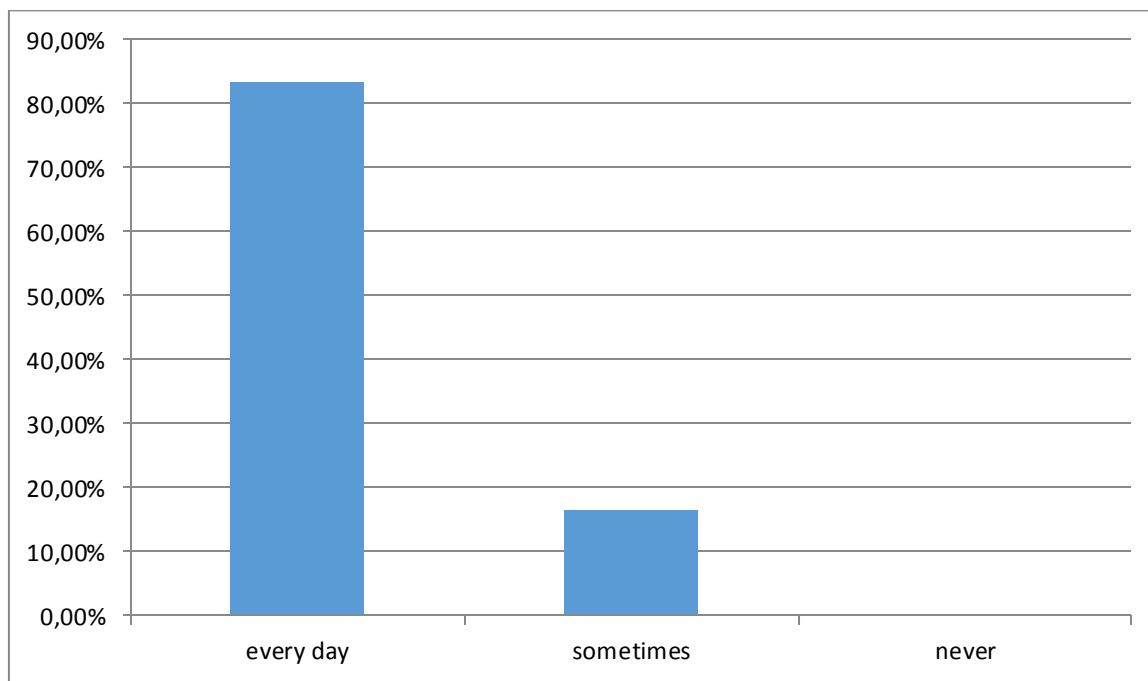


Figure.2.5. The use of Writing Skill

Option	Numbers of Students	Percentage
Every day	25	83,33%
Sometimes	5	16,66%
Never	0	0%
Total	30	100%

Table.2.5. The use of Writing Skill

25(83.33%) students said that since writing is an important skill in educational system they practice it every day. In addition 5(16.66%) of participants replied with they write only sometimes because they dislike writing.

Q.06. Is it challenging task to write in English?

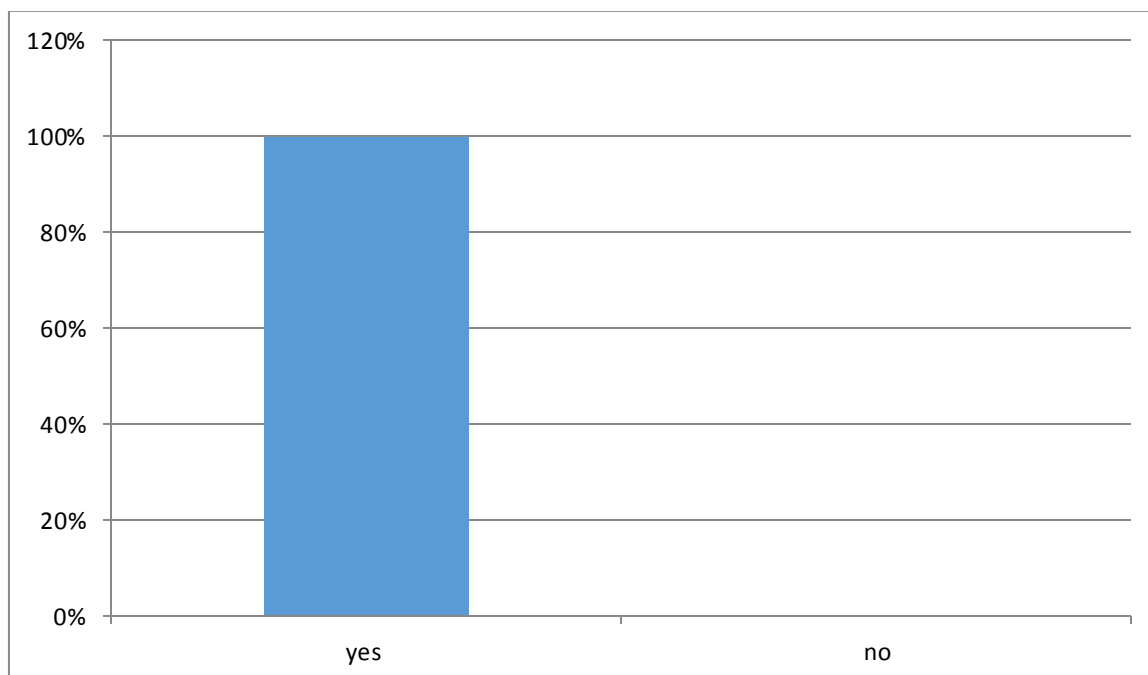


Figure.2.5. Students Difficulties while Writing in English

Option	Numbers of Students	Percentage
Yes	30	100%
No	0	0%
Total	30	100%

Figure.2.5. Students Difficulties While Writing English

All of the participants answered that they find a lot of issues when it comes to write in English, this response matches what we have mentioned in the literature review. Which means that not only students of 3rd year face difficulties in writing but may be all people have such problem even in their L1.

Q.06. If yes, is it related to your weaknesses in?

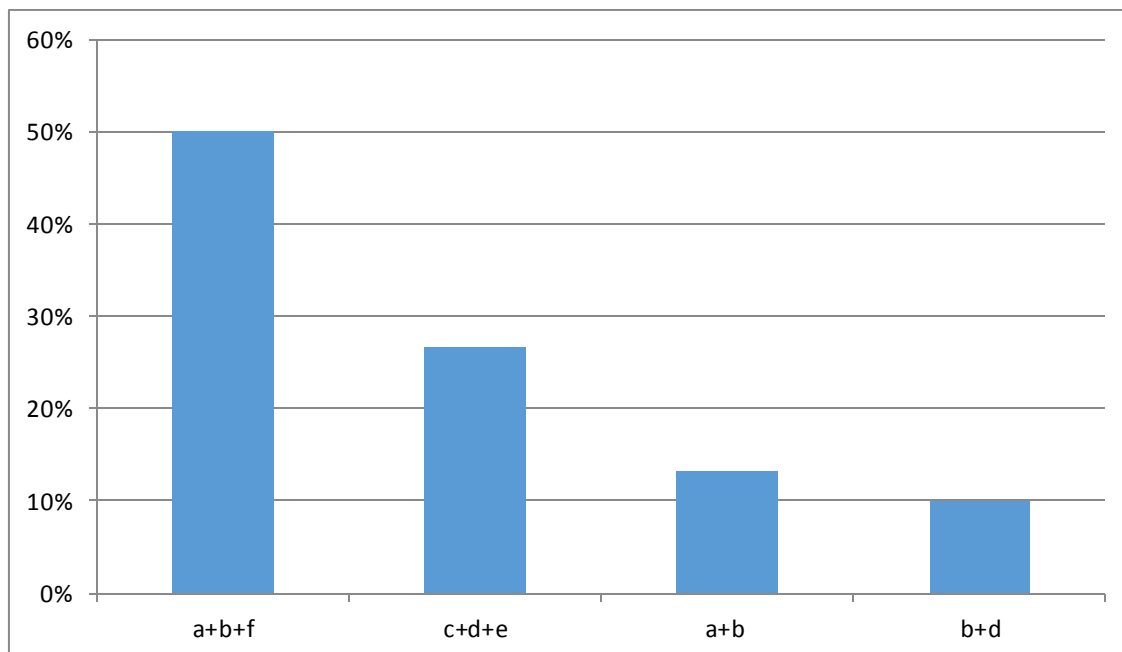


Figure.2.6. Obstacles that faced Students during Writing

Option	Numbers of Students	Percentage
A+b+f	15	50%
C+d+e	8	26,66%
A+b	4	13,33%
B+d	3	10%
Total	30	100%

Table.2.6. Obstacles that faced Students during Writing

As it is shown above the findings in the diagram proved that most of student find it hard to write in English because of 15(50%) student parenthesizes their difficulties between their limited vocabulary, the less understanding of grammar rules and their mistakes concerning punctuation /spelling. However, others 8(26.66%) of the participants claimed that the main difficulties they face when writing in English are weak style , unclear content and the

organization of ideas when they write which is called cohesion and coherence. In addition to, 4(13.33%) of the respondents replied that their difficulties are due to lack of vocabulary, grammar rules, whereas the rest of the student 3(10%) said that they face problems concerning grammar and content.

Q.07. At which level of writing do you find difficulties if you are asked to write in English?

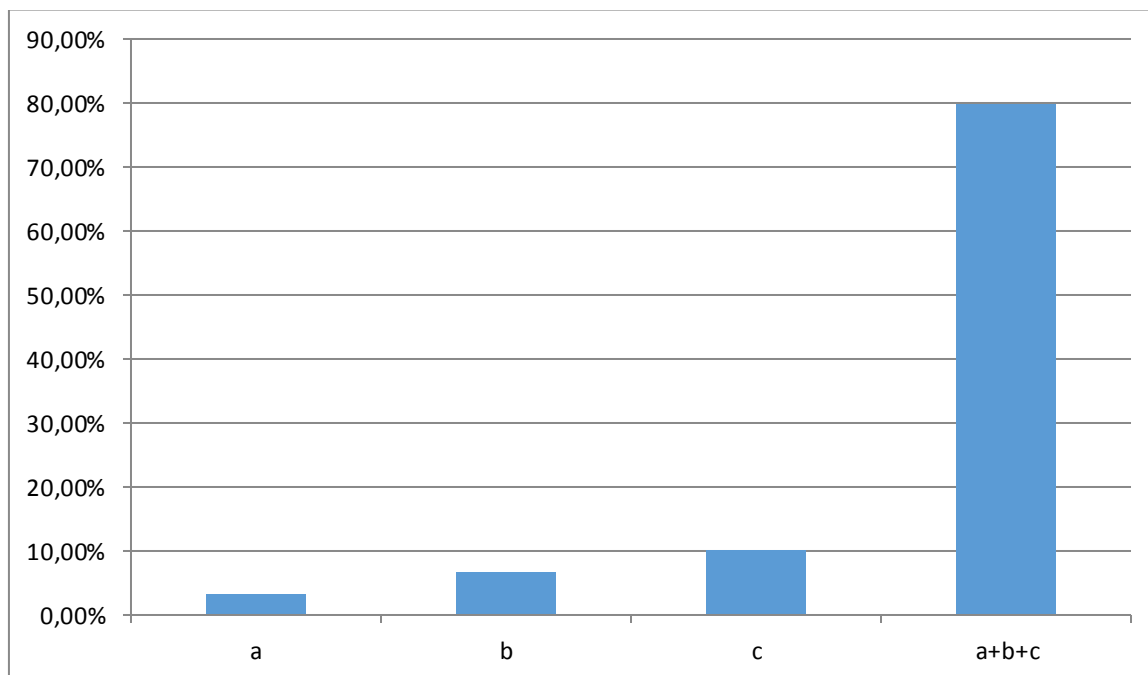


Figure.2.7. Students Difficulties in the Structural aspects of Language

Option	Numbers of Students	Percentage
A	1	3,33%
B	3	6,66%
C	2	10%
A+b+c	24	80%
Total	30	100%

Table.2.7. Students Difficulties in the Structural aspects of Language

Most of students 24(80%) declared that they face difficulties at all levels mentioned above which means that if they don't construct a correct sentence this will effect badly on the flows of both paragraph and essay. Also, 3 (10%) students answered that they have difficulties in writing an effective paragraph, others 2(6.66%) responded that they face problems when it comes to write essays. In addition to, one (3.33%) student said that he has issue within producing a correct sentence.

Q.08. Do you think that you are weak in writing because of:

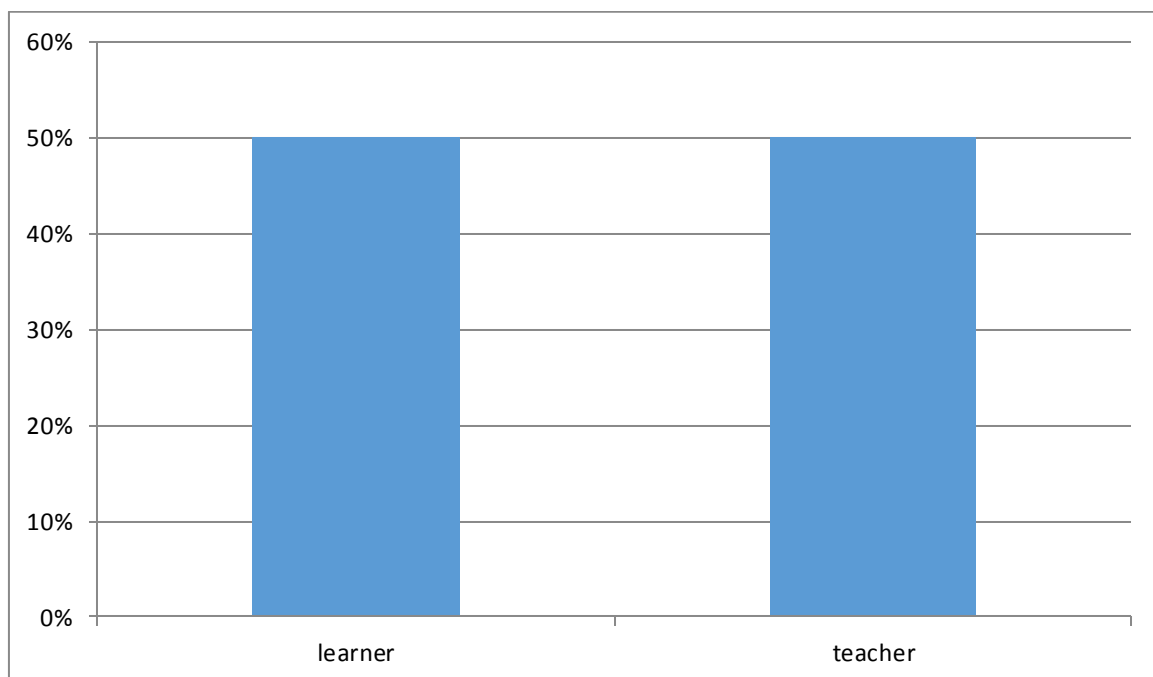


Figure.2.8. Reasons behind Students Poor Writing Production

Options	Numbers of Students	Percentage
Learner	15	50%
Teacher	15	50%
Total	30	100%

Table.2.8. Reasons behind Students Poor Writing Production

Half of the respondents 15(50%) declared that teacher is one of the main factors behind students poor writing outcome .In the other hand 15(50%) said that the reason that obstruct their writing achievement is the student himself.

Q.09. If it is because of teacher, is it due to:

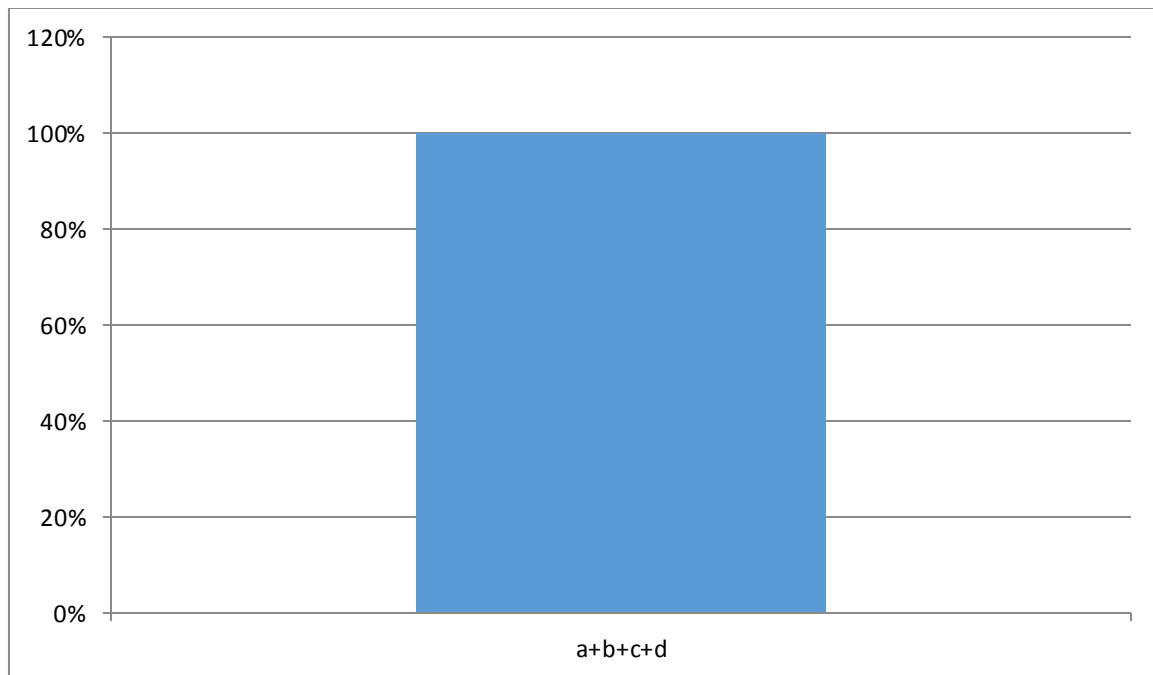


Figure.2.09. Teacher as a Source of Students Poor Writing Production

Option	Number of Students	Percentage
A+b+c+d	30	100%
Total	30	100%

Table2.09. Teacher as a Source of Students Poor Writing Production

According to the table above the majority of the respondents 24(80%) stressed that all the reasons mentioned above are considered as a major factors behind students obstacles in writing. In addition to 6(20%) parenthesizes their answers between option a or b or c or d according to their personal weaknesses points.

Q.11. If it is because of yourself disposition, is it due to :

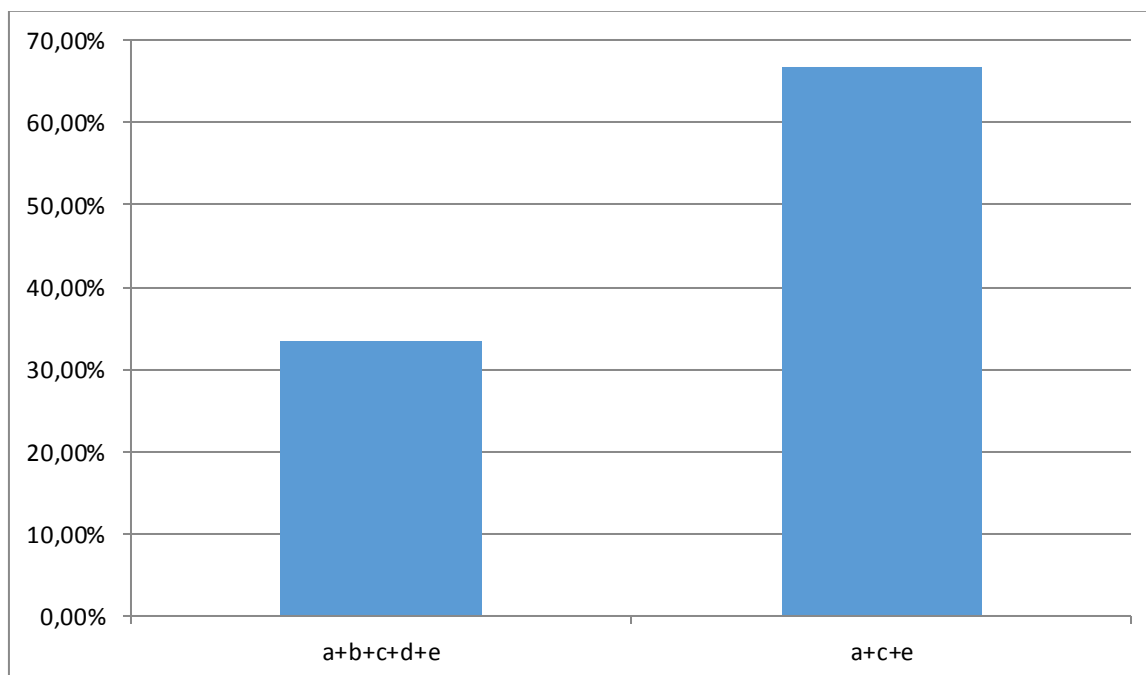


Figure.2.10. Students as a Source of their Poor Writing Production

Option	Numbers of Students	Percentage
A+b+c+d+e	10	33,33%
A+c+e	20	66,66%
Total	30	100%

Table. 2.10. Students as a Source of their Poor Writing Production

The data displayed in the table above indicate that most of participants 20(66.66%) agree that all the factors mentioned in the chapter one are a source of students poor writing production , which are : lack of reading, motivation and the impact of L1while writing in English. In addition to 10(33.33%) students answered that all factors mentioned in the choices we gave them are related to the difficulties they face to enhance their level in writing.

Q.11. Do you write outside the class?

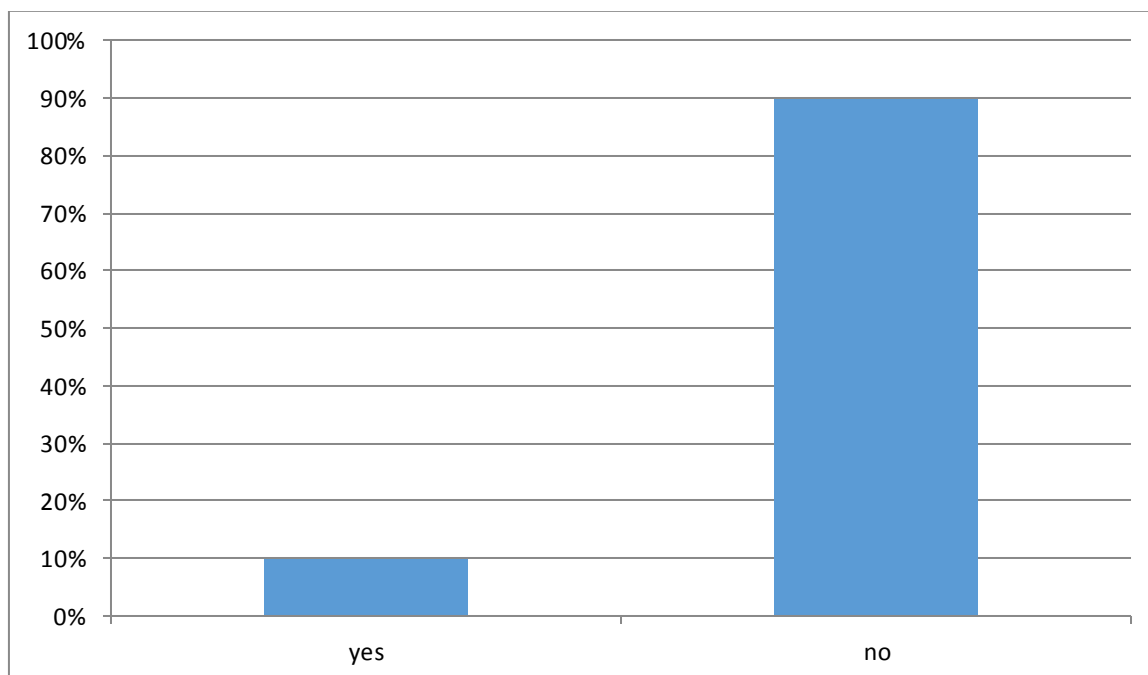


Figure.2.11. Students Practice of Writing outside Classroom

Option	Numbers of Students	Percentage
Yes	3	10%
No	27	90%
Total	30	100%

Table.2.11. Students Practice of Writing outside Classroom

The table and the figure above presented that almost 27(90%) of students answers to the question given was” No” they don’t practice writing outside the classroom because they are not motivated to write and writing is a hard and complex skill which requires teachers guidance, so they find it hard to write alone . Whereas 3(10%) of learners replied by “Yes “ they write outside the class in order to improve their writing and they prefer to write a short stories, paragraphs in which they apply their teachers input.

Q.12. As a third year student of English, how do you assess your English level?

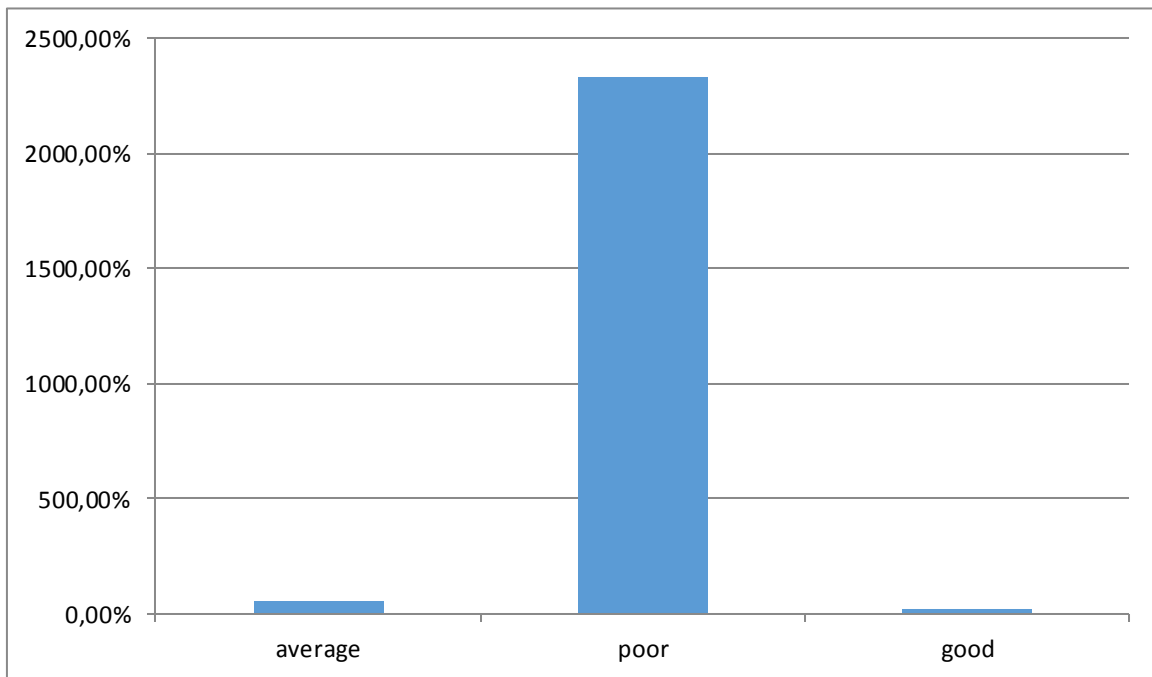


Figure.2.12. Students level in English

Option	Numbers of Students	Percentage
Average	17	56,66%
Poor	7	23,33%
Good	6	20%
Total	30	100%

Table.2.12. Students level in English

The data analysis of the question above shows that most of the respondents 17(56,66%) said that their level in English is average. Whereas, others 7(23.33%) answered that their level is poor in English. In addition to, 6 (20%) of participants said that their measure of English is good.

Q.13. Do you like reading books?

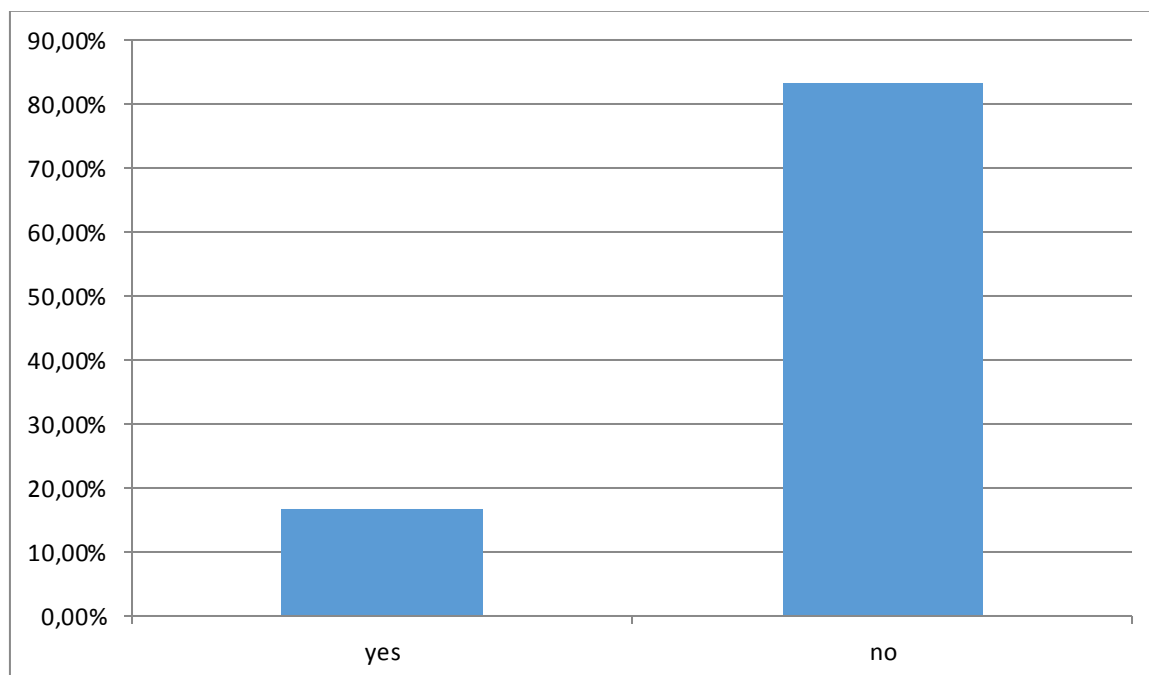


Figure.2.13. The use of Reading as a tool to enhance the Writing skill

Option	Numbers of Students	Percentage
Yes	5	16,66%
No	25	83,33%
Total	30	100%

Table.2.13. The use of Reading as a tool to enhance the Writing skill

The results obtained says that 25(83.33%) of students said that they don't like reading books. In the other hand, 5(16.66%) students answered that they like reading books according to their personal choices.

Q.14. How often do you read books ?

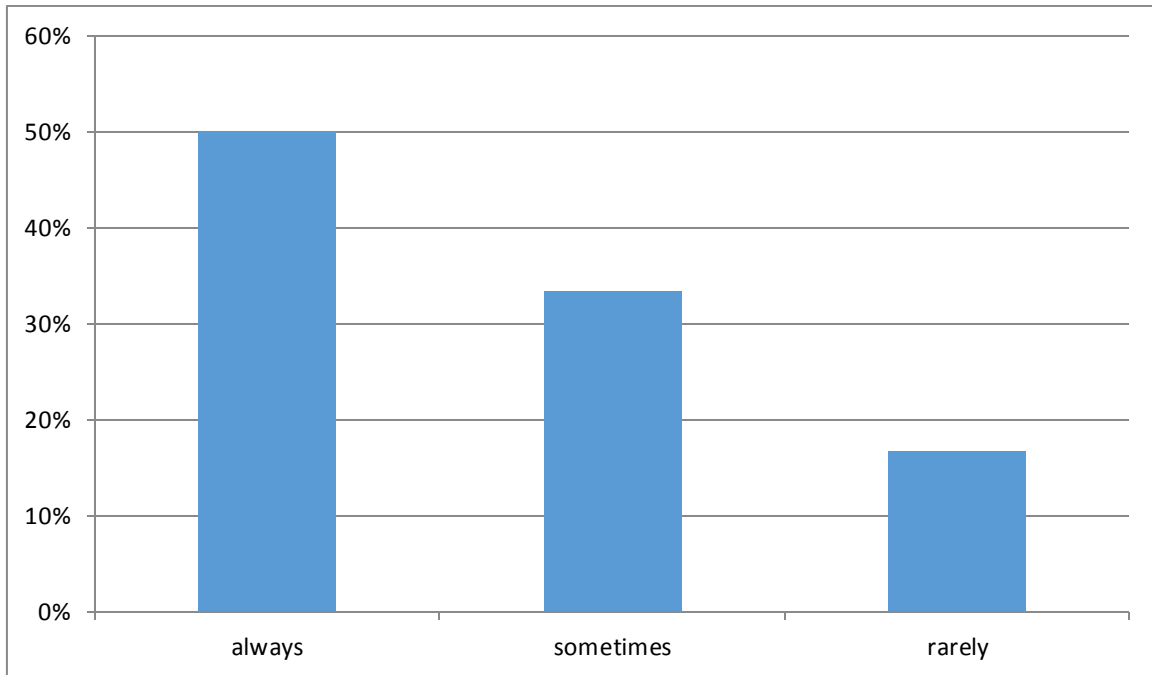


Figure.2.14. The Practice of the Reading Skill

Option	Numbers of Students	Percentage
Always	5	16,66%
Sometimes	15	50%
Rarely	10	33,33%
Total	30	100%

Table.2.14. The Practise of the Reading Skill

As we saw in the table above 15(50%) students said that they read books sometimes ,whereas 10(33.33%) student answered that they used to read books rarely because they don't have time to waste on reading books. In contrast 5(16.66%) of them said that they read books always for specific purposes.

Q.15. Which reasons do you read for ?

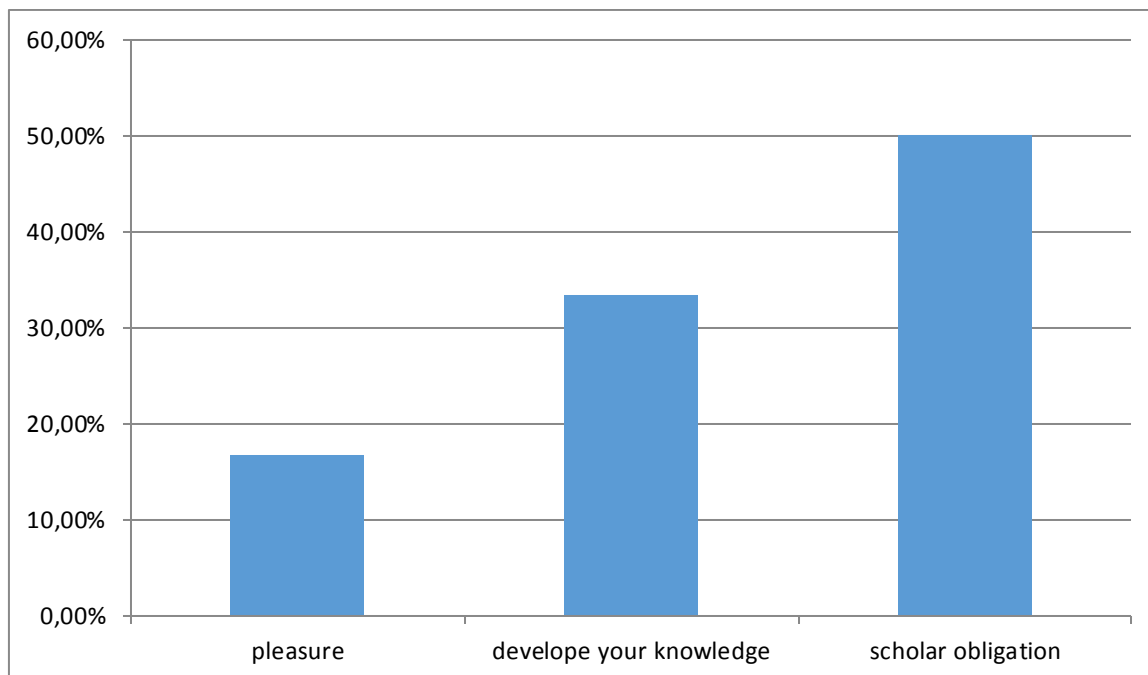


Figure.2.15. Students Reasons for Reading

Option	Numbers of Students	Percentage
Pleasure	5	16,66%
Develop your knowledge	10	33,33%
Scholar obligation	15	50%
Total	30	100%

Table.2.15. Students Reasons for Reading

As it is stated above , the majority of respondents affirmed that they read for scholar obligation when teacher give them something to read and ask them to summarize it, and others 10(33.33%) said that they read for improving their knowledge. Whereas only 5(16.66%) of the respondents respond that they read for pleasure and enjoyment.

2.5. Discussion of the Results

Our target from this study is to explore the major factors that prohibit EFL students from writing correctly.

The analysis of the students' questionnaire showed that EFL students still produce poor pieces of writing because they face many problems that are highly related to the students themselves. They are not interested in reading, which is the most effective input to develop their writing skill. They are not motivated to write even though they are engaged in writing; their goal is just taking good grades. They also suffer from language interference since they think in their mother tongue while they write in English. Hence, the first put forward hypothesis is confirmed.

Furthermore, the second hypothesis is also valid since results also demonstrate that the teachers, to some extent, could be part of this issue when he/she follows one approach to teach writing for a long period of time which will make the students feel bored. He/she also may give students negative feedback that could frustrate or demotivate them, although motivation is a crucial factor to develop students writing production.

2.6. Recommendations

Beside figuring out the main factors behind third year students' poor writing production, the findings of this study suggest effective and feasible solutions that would be of interest to teachers and students, and that can help in improving Chadli Bendjedid University's students writing skill level. Thus, in order to overcome the obstacles that hinder the students to write correctly at Chadli Bendjedid University, a set of recommendations was established to put an end or even to limit this issue.

2.6.1. Increasing Students' Motivation to Write

As we mentioned before, motivation is very necessary for students to do their writing tasks. The teacher should motivate and encourage his students to write. He must take into consideration the choice of the topic; it should be interesting to the students, students level and needs, and he should create the suitable learning atmosphere; in order to make the students work in a relaxed, comfortable environment, so they will write more freely. The teacher can also discuss with his students the importance of writing to push them to work more on developing their writing skill.

Writing needs careful attention to the conditions of motivation. Four groups of conditions should be used as a key to improve motivation: sponsoring writing functional beliefs, promoting participation by using authentic writing tasks, providing supported writing, and establishing a positive working environment. (Burning & Horn, 2000,p.25).

2.6.2 The Choice of the Approach in Teaching Writing at University Level

We believe that the product approach is the most usefull one to be followed in teaching writing at the university rather than the process approach. The students should be already prepared at middle and second school through the writing stages, so that they can produce a good piece of writing at the university. The reason behind choosing this approach is clearly mentioned by Harmer (2006a),''There are times when process writing is simply not appropriate because classroom time is limited''(p.258).

2.6.3. The Use of Valid Feedback

Leaving a written positive feedback, can help and encourage the learner to work more, developing and mastering writing skill.

Written positive comments / feedback/ remarks show the learner that his work is valuable, and also make them aware directly of their mistakes/ errors, so they work on correcting themselves.

2.6.4 The Adequate Use of Selective Correction

Furthermore, teachers should avoid frustrating students through marking all their papers in red ink, by following the "selective correction". The teacher should focus on certain aspects to be corrected, and he should tell his students about them in advance. Those aspects could be : punctuation, word order, spelling, grammar, etc. The selective correction requires teachers to use correction symbols, so that students will think about what is the mistake and will try to correct themselves (self-correction)

2.6.5. Students Working on Developing their Level

Students should rely on themselves to improve their writing skill ; the teacher can't reach the desired objective alone. They have to revise their lessons, do their homework, and read more books because reading positively affects the improvement and the acquisition of writing skill.

Conclusion

This chapter dealt with presenting the methodology used by the researchers while collecting data for the study. It gives information about the sample, the location of the study. It also presented the tools used in this investigation and the steps that the research adopted, As well as analyzing the data quantitatively. The results revealed that the students really face problems in their writing performance that should be solved. Additionally, some recommendations were provided seeking for ways to get rid of the factors that hinder the mastering and the improvement of the writing skill at Chadli Bendjedid University.

General Conclusion

The aim of this research is to investigate the main obstacles that EFL students face while asked to make a writing production at Chadli Bendjedid University. Hence, we worked with 30 out of 89 third year students as a sample for investigation. We gave them a series of questions ‘‘ the questionnaire’’ in order to track the problems and difficulties in learning the writing skill and to find solutions to overcome this issue.

The research data were quantitatively and qualitatively analyzed; the results showed that third year students still really face obstacles in their writing ability. We detected the major factors behind Chadli Bendjedid EFL students ‘poor writing production. They are related to both; teachers : as the lack of an appropriate approach to teach writing, the absence of teacher motivation etc, and students lack of reading, lack of self-motivation and lack of practice.

This research provided a set of recommendations and pedagogical suggestions in order to handle the situation and to find solutions to overcome the obstacles that hinder the students from writing correctly. We tried to find ways that could at least minimize these difficulties; i.e., the teacher would adapt an appropriate approach, suitable technique, and good strategies to help students produce correct and healthy pieces of writing, and the students should work on improving their writing skill by practicing more, and read more and more. Hence, this topic under study tackled this issue in this manner, yet it could be handled from other perspectives in future researches.

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Appendices

Appendix A

Students Questionnaire

Department of English

Faculty of Letters and Languages

Dear students,

This dissertation is about the factors that prevent students writing performance. Hence, this questionnaire seeks to getting a close vision about the main heading points that will lead us to the right orientation. Answering this preliminary questionnaire would be a great help.

Please tick (✓) the corresponding box or give a complete answer

Thank you for collaboration.

Gender:

a. Male b. Female

1. Which of the following skill you think it is the most difficult one.

a. Listening b. speaking c. Reading d. Writing

2. Which of the following skills do you use more?

a. Speaking b. Writing

3. Is it comfortable for you when you express your ideas by writing?

a. Yes b. No

4. Do you write?

a. Everyday

b. Sometimes

c. Never

5. Is it a challenging task to write in English?

a. Yes b. No

6. If yes, is it related to your weaknesses in?

a. Vocabulary

b. Grammar

c. Style

d. Content

e. Coherence / Cohesion

f. Punctuation / spelling

g. Other, please Specify

7. At which level of writing do you find difficulties if you are asked to write in English?

a. Sentence b. Paragraph c. Essay

8. Do you think that you are weak in writing because of?

a. Teacher b. Yourself disposition

09. If it is because of teacher, is it due to:

a. The inappropriate approach used

b. The inappropriate technique

c. The negative feedback

d. The teacher's mood

10. If it is because of yourself disposition, is it due to:

a. Lack of reading

b. Lack of the topic's background

c. Lack of self-motivation to write

d. Lack of practice

e. The interference of L1 while writing in English

11. Do you write outside the class?

a. Yes

b. No

a. If yes, what do you like to write?

.....

b. If no, please explain why?

.....

12. As a third year student of English, how do you assess your English level?

a. Good

b. Average

c. Poor

d. Satisfactory

e. I do not know

13. Do you like reading books?

a. Yes

b. No

14. How often do you read books?

a. Always

b. Sometimes

c. Rarely

15. Which reason do you read for?

a. Pleasure

b. To develop your knowledge

c. Scholar obligation

Thank you for collaboration

Appendix B

Teachers Questionnaire

Department of English

Faculty of Letters and Languages

Our master 02 dissertation deals with some factors that impede student's achievement in writing. Hence, our aim is to identify and analyze them. Thus, this questionnaire is set in order to detect the factors behind students' poor writing production. We aim at reaching a close vision to the main points that will lead us to the wanted drift. Answering this questionnaire would be a great help.

Please tick (✓) the corresponding box or give a complete answer.

Thank you for collaboration.

1. Point out the most difficult skill among the following:

a. Listening b. Speaking c. Reading d. Writing

2. What is the skill that your student prefer to use more?

a. Speaking b. Writing

3. What is the third year students' level?

a. Very good b. Good c. Average

4. Do your students face some difficulties during the writing task?

a. Yes b. No

5. If yes, is it because of:

a. Teacher

b. Student

c. Lack of Reading

d. Syllabus

e. Lack of back ground about the topic

f. Lack of the needed practices

g. Lack of the enough time

6. Do they face problems at the level of :

a. Sentence

b. Paragraph

c. Essay

d. Other please say it.

.....
7. Do you motivate your students to write?

a. Yes

b. No

8. If yes, do you ask them to write about:

a. Linguistics matter

b. Literary topics

c. Civilization topics

d. Everyday activities

e. Their diaries

f. Other topic

9. When evaluating your student work, do you rely on:

a. The product-oriented approach

b. The process-oriented approach

10. If it is the product-oriented approach, do you focus more on:

a. Content

b. Form

11. In your point of view, what is the teacher corrective feedback's role?

.....

12. What correction technique that is likely improve your students' writing performance?

a. Over-correction

b. Selective-correction

_ Why?.....

13. Do you mark or leave comments on your students' exam papers?

a. Yes

b. No

_ If "yes", why?

.....

.....

14. As a teacher, what can you do in order to help your students improving their writing skill?

.....

15. please, feel free to add any comments

.....

Thank you for collaboration