



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research



Moulay Tahar University, Saida

Faculty of Letters and Languages

Department of English

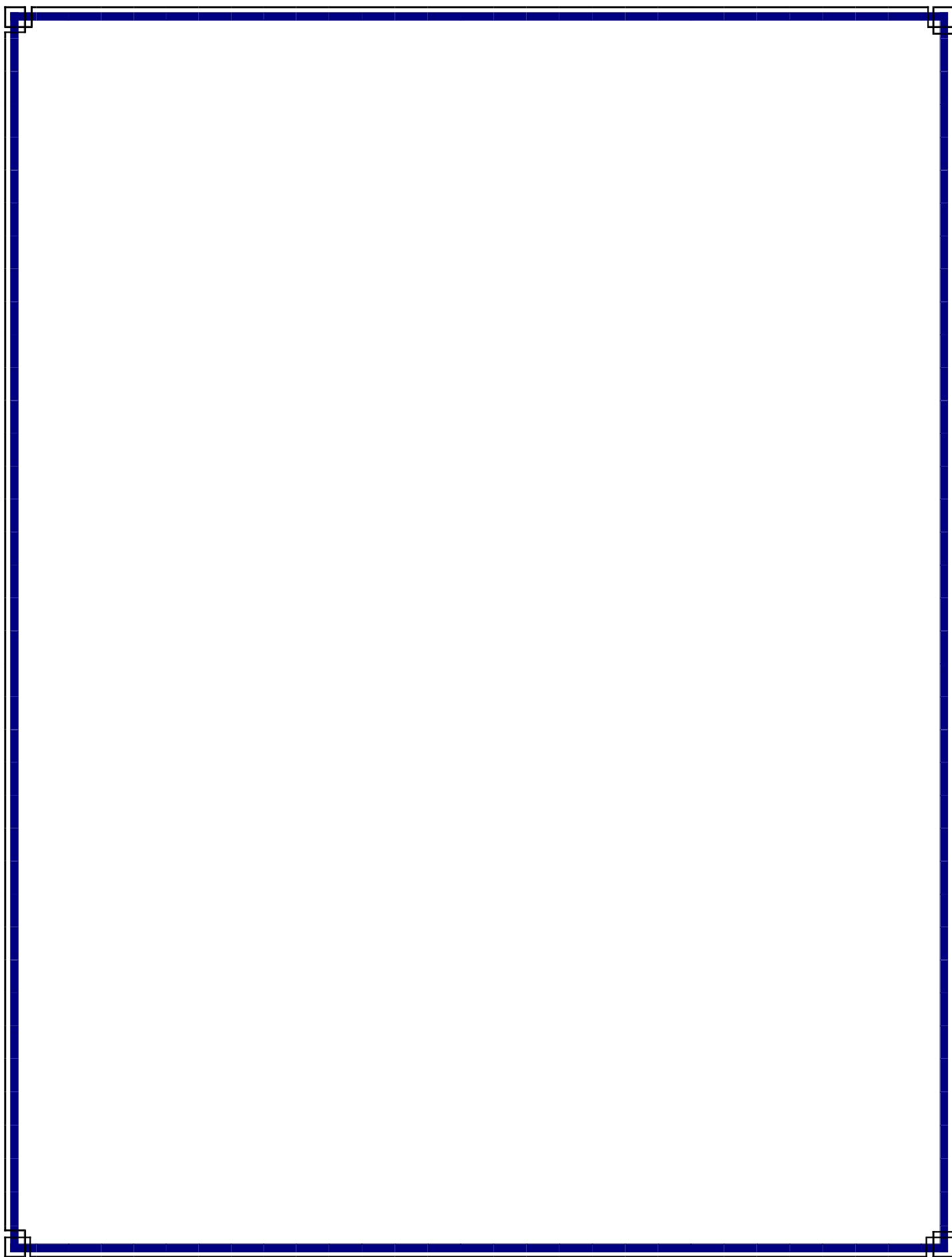
Problems in writing disability among secondary school pupils

Dissertation Submitted in Partial fulfillment of the requirement for the
Master degree in Language Science

Submitted by : **Beghdadi Imane**

Supervisor : **Miss. Adnane Tahia**

2015



ABSTRACT

This dissertation deals with the pupils' writing problems in secondary school " **Ibn Sahnoun El Rachidi**". This research consists of three chaptersthe initial chapter deals with the research methodology with the research studies sample question, participant number and research tools. The main objectives of this chapter is to test the research hypotheses and analyze the pupils and teachers questionnaire.

Finally, the researcher aims to gain an understanding of how learners consider the writing skill, and investigating problems which face them. In the second chapter "literature review" will be about writing as an important subject in learning any foreign language by speaking about the effective writing, then focuses on the causes of writing problems. The second part of this chapter deals with the lack of an appropriate approach to teach writing namely: the controlled-to free approach, free writing approach, the communicative approach, paragraph-pattern approach, the grammar syntax approach and the process approach . The final step in this part describe the types and styles of writing . the third chapter is divided into part the first part "data analysis" , it contains learners' questionnaire and teachers' questionnaire and the second part "suggestion" which contains some categories to write very well.

General introduction

Teaching and learning English language is a big challenge for both teachers and students since they don't master the four skills as the language native speaker's do. At first it was inserted in the second year of construction school ; however, within the new arrangement , English is instructed since the first year of middle school .

The present study focuses on the writing skill to more accurate, it bases on the pupils' writing problems the case of 3rd year learners in Saida Secondary school in ibn Sahnoun El Rachidi.

There is a multiple ways to reach a good levels on writing. The crucial is that writing skill is a tool to communicate . Having a good level in writing facilitate for the student to communicate and express his/her message clearly and with a comfortable way to the audience. Good writing skills are similarly significant in professional individual lives by having a good skills expressed by the writer .

Third year secondary school learners of English are puling to enhance and improve their communicative skills, especially writing . Although they have learned English for six years , the majority of them are still unable to produce English verbally . Thus, The amusing atmosphere inside the classroom has a great impact in helping the students to challenge their obstacles in learning the English language especially the target skill , learners Developmental writing skill will appear in their sheets since they solve their writing problems. The appropriate activities encourage pupils' , creates the self-confidence and enlarge motivation. Then, learning will be effective due the frequent practice.

This study aims to treat and solve the task of pupil's writing problems by providing the adequate writing procedure and by the guiding and solving the students' writing problems that help them write in a comprehensible way.

This research tries to find solutions to the following questions:

-what are the reasons behind making errors in using rules and strategies in writing English?

-Are there any suggested techniques that can help pupils reduce these errors?

Our research hypotheses are stated as follows:

-Kinds of learners' errors confuse the learners as lack of vocabulary, spelling and grammar mistakes.

-The reasons that make writing classroom sophisticated may be psychological which are affiliated to pupils' personality.

This work is divided into three chapter: the 1st one research methodology, the second one for review of literature and the last one is about data analysis of the questionnaire meant to answer the above questions.

GENERAL CONCLUSION

The most significant invention in human being history is writing. It gives a comparatively unchanging record of data, thoughts, emotions, explanation, discussions, and theories ...etc. Writing gives us our communication not only with our generation, but also with future contemporaries.

In our dissertation, we concentrate on the pupils' writing problems, which are mentioned as a significant topic to make learners write very well. Pupils usually miss to esteem writing as skill; thus, how to be as skilled writer or how to write a clear sentence, paragraph? Learners actually face several issues in performing themselves regularly and reasonably whether in their mother tongue, second language or foreign language.

As can noticed from the analysis, the pupils' completion mistakes as orderly. This in turn, indicates that the two teachers and pupils should see the mistakes and the key as comprehending and resolving precision mistakes in English writing lessons. After is the teacher's role to raise, adjust or even establish healing methods that can appraise the pupils' degree and lessen their mistakes in writing.

Teachers must attempt to assume the great approach to deliver the courses to their learners. This is although appear to be difficult since there is no such procedure. A method can be efficient for accurate criteria and miss to add the others. Thus, teachers always add several procedures that are comfortable for the learners' needs, attentions, and capacities. Consequently, the researcher estimated some resolutions to better this skill. So, we saw that pupils should follow some part of guidance like; learners should have time to do a lot of reading move their analytical thought, argue and rewrite. In addition, the writing skill ought to practice and it is cosmically acknowledge that practice is the key to win.

Finally, we finished that the efficient teacher of writing is the one who is capable to formulate a learning environment, in which the pupils determine their strength and weakness as writers and feel content when writing.

BIBLIOGRAPHY

- Zamel, V. *Writing: the process of discovery meaning*. TESOL. Quarterly. (1982)
- Eisterhold, J.C. (1997). *Reading –writing connection: towards a description for second language learners*. In B. Kroll (Ed.), *second language writing: research insight for the classroom* (pp.88-101). Cambridge: Cambridge university press.
- Andy Gillet, Angela Hammond & Mary Martala “*successful academic writing*”. University of Hertfordshire. Pearson Longman. (2009).
- Hess, N *Dealing with written work*, Cambridge University Press, Oxford University Press (2001).
- Hyland, K *Teaching and Researching Writing*, in *Applied Linguistics Action’ series*, Longman (2001).
- Jeremy Harmer *How to teach writing*, logman-2006).
- Hedge, T *writing*, Oxford University Press (1988).
- White, R & Arndt, V *Process Writing*, Longman (1991)
- Hedge, T *Writing in Teaching and Learning in the language classroom*, Oxford University Press (2000).
- Kroll, B. (Ed.). (1997). *Second language writing: research insight for the classroom*. (6th Ed.).Cambridge: Cambridge University Press.
- Lado, R. (2000) .*Language testing: writing in a foreign language*. (3rded.). Longman.
- Jeremy Harmer *the practice of E L Teaching*, Longman (2001)
- Tribble, C. (1997). *Writing*. Oxford: Oxford University Press.
- Boscolo, P., & Hidi, S(Eds.). (2008) *Writing and motivation*, the Guilford Press.
- Leki, l.(1997). *Coaching from the margins: issues in written response*. In B kroll (Ed.), *second language writing: research insight for the classroom* (pp.157-168). Cambridge: Cambridge University Press
- Barnet, S. *A Short Guide to Writing about Art*. Boston: Little, Brown, 1989.
- Goldman, B. *Reading and writing in the arts*. Detroit: Wayne State Press, 1978.
- In C.W.Griffin (ed.). *Teaching Writing in All disciplines*. New Direction in Teaching and Learning, no.12. San Francisco: Jossey-Bass, 1982.

WEBLIOGRAPHY

- <http://www.ncld.org/types-learning-disabilities/dysgraphia/seven-important-facts-about-Supporting-students-with-writing-learning-disability> in 21/02/2015 at 17.44
- <http://www.udveksling.com/teachwrit/teachwritweek13> in 10/04/2015 at 17.48 pm.
- <http://www.udvesling.com/teachwritweek13> in 10/04/2015 at 19:46
- <http://www.growelskills.com/handwriting-hints-tips.html> in 26/02/2015 at 13.58 pm.

Acknowledgements

This thesis could not have been completed without the help of my supervisor to whom I would like to express my sincere thanks .I am grateful for her encouragements and insightful advice throughout the completion of this work.

In addition, I should like to express my sincere thanks to my parents, and I would like to give special thanks to my husband amine . I would not have accomplished this work without his support, patience, love and encouragements in very hard moments .

I am also thankful to all those who have always prayed for me and besought God to help me.

It is by means of two different questionnaires devised to both teachers and students from Ibn Sahnoun El Rachidi secondary school that we investigated writing in an English as a Foreign Language context. Here, it is worth mentioning that the questionnaire is a useful means for collecting data about writing practices, attitudes and judgments. The assignments as another means of research are also equally important in that they serve to show students' strengths and weaknesses when they write and explain how they plan, draft, revise and organize their writing.

The findings gathered in this study showed that our students are weak and face a lot of problems when they write. The results confirmed the set hypotheses in that they confirm that the reasons that make writing classroom difficult are mainly grammatical, vocabulary, syntactic and mechanics.

Finally, the efficient teacher of writing is the one who is capable to formulate a learning environment, in which the pupils determine their strength and weakness as writers and feel content when writing

Dedication

In the Name of God, Most Gracious, Most Merciful

All the Pries is due to God alone, the Sustainers of all the worlds

This work is dedicated to:

The most important person in my life: my parents, my husband and my sister nadjoua who helped me achieves my dream

All my family and my friends

1.1 Introduction

The third year competitors are not able to deal in correctly a written examination. Too much focus is devoted to writing as a product the most pupils no not enjoy the written expression lecture. A discussion of some principles and aspects of the writing skill is worthwhile as a starting point. The aim of the research is to know the errors which the pupils face in the writing skill. Therefore, in the first chapter, the researcher will deal with the research methodology which the researcher studies. Of course, the main objective of this chapter is to test the research hypothesizes and analyze the pupils and teachers questionnaire which contain more questions to provide different data about the learning situation. Finally, we aim to gain an understanding of how learners consider the writing skill, and investigating problems which face them.

1.2 Statement of the problem

At secondary school (Ibn Sahnoun El Rachidi) in Saida, third years secondary school pupils are pulling to enhance and better their writing skills in the target language. While they have learned English for several years in the middle school, they have at minimum an idea about the language points (vocabulary, grammar, and pronunciation ...etc.) .However, most of pupils are incapable to produce complete statement. Learners' weak factors affects their language abilities of writing therefore they are worried of making mistakes. This feeling happens to those who are not self-confident. This may be a nature of human being .while confidence is necessary in order for pupils to produce English.

The problematic the research is confronted with in this research is EFL writing problems and it is divided into three sub question. They are as follow:

- 1-What are the reasons that make writing in classroom difficult?
- 2-Does the relationship between the teacher and pupils have an effect on learners' Cooperation?

1.3 Aim of the study

The aim of the study is to recognize, and characterize the main causes of pupils secondary school problems (difficulties).the aim is three fold:

- 1-To offer some approaches of relevant solutions to deal with such problems....
- 2-To enhance pupils to evolve experience in writing skills in order to answer successfully .they are needed to have a good control of linguistic system of English and master the sentence and paragraph structure to be able to produce several types of writings both home work or class assignments.
- 3-To foster learners receiving the degree to writing ability required for producing comprehensible and dynamic paragraph is our final goal . Further, the aspiration of this research is to look at writer and writing English language classroom and to suggest solutions for aiding the pupils to be a good writer.

1.4Hypotheses

The researcher suggest the following hypotheses:

- 1-The reasons that make writing complex may be psychological which are connected to pupils' personality such as anxiety.
- 2-The relationship between the teacher\student and a comfortable environment in classroom are so significant to support learners for a good writing .
- 3-Interactive teaching methods and interesting exercises of actual life situations could be efficient to diminish pupils' problems' in writing.

1.5 The structure of the study

The dissertation is separated into three main parts; the first chapter contains the methodology and the learning context, , the points that the researcher is going to tackle, research problem, importance of the study, research tools, population, profile of the participants... etc. The second chapter is a descriptive part which deals with the review of the related literature, and speak about writing as an important subject in learning any

foreign language by speaking about the effective writing and writing process, then focuses on the causes of writing problems .

The second part of this chapter deals with lack of an appropriate approach to teach writing namely: the controlled- to free approach ,free writing approach, paragraph- pattern approach, the grammar- syntax-organization approach, the communicative approach, and the process approach. The final step in this part describes the types and styles of writing.

Chapter three deals with data analysis, is separated into two parts the initial part “data analysis” consist learners’ and teachers’ questionnaires and the second part “suggestions “ embodies some categories for a better writing .

1.6 Tools of the study

We opted for a questionnaire, in order to:

- Test the research hypotheses
- Find out data needed from the research hypotheses
- fit the objectives of the present work

The tool used in that study is the questionnaire: one for teachers to ensure that their answers Suggestions are the result of their long interplay with learners, and their experiences of several years of noticing of the pupils’ performance. The second questionnaire is managed at secondary school “in Ibn Sahnoun El Rachidi “, Third years pupils in Saida. This questionnaire aims at realizing pupils’ points of view about different aspects, which are connected to writing in classroom such as writing problems, opportunities ,facilities interruption, interaction, self-confidence and ,motivation .

The data received using questionnaire for either teachers or pupils is of value, but nevertheless, it is not enough. In order to reinforce the objective of the research; the inclusion of another information collection tool would be essential . The interview with student would be of a great importance for the testing of their altitudes and verbal reactions by requesting extra questions which are not included in the questionnaire (pupils questionnaire).Because ,some pupils do no find the right words to answer to some questions or they write ambiguous words or sentences which may change totally the meaning . However, through interview, the researcher may get clear information due to

this tool needs face to face communication .Here questioned learners can ever use the mother tongue when they do not find the appropriate words in English to express their thoughts and give their opinions .This would ensure or disconfirm the research hypotheses and reinforce the investigations (because of the constraints of time , but unfortunately the researcher could not find enough time to do it) .Therefore , we believe in that questionnaires results for both teachers and learners are of a big significance for the present research through analyzing them quantitatively and qualitatively.in order , to consider if the results received are in the right directions of the research hypotheses to cast some light on the significance the relationship between teacher\learner by organizing a great atmosphere, and pupils self-confident to challenge their problems while doing EFL writing classroom.

Description of the tool (questionnaire)

The following definition is concerned with the tool we used in the present work, and its objective is to give the non-specialist readers the image about the research tool , and its importance and reliability.

1.7 Description of the questionnaire

Questionnaire is a tool used to gather another's opinion about a significant topic or matter. It is generally determined as a research instrument or tool, which includes of a list of questions; these questions are given to the respondents for the purpose of assembly data.

1.8 Objectives of questionnaire

Questionnaire is a research tool has a significant role in the research's network, (LanBrage; 1998) explains the uses of this tool: "In all cases the role of the questionnaire is to provide aa standardized interview across all subjects. This is so that all respondents are asked the questions that are appropriate to them, and so that, when those questions are asked, they are always ked in exactly the same way. Asking the same way different people is a key to most survey research? Imagine what would happen if the same questions were asked differently of different respondents, it may be argued that in some instances the same questions should be asked differently of different people, that wording should be

tailored to catch respondent's vocabulary or knowledge of the topic, without this tailoring process, respondents will not be able to communicate to the researcher all the information that is either relevant or that they wish to convey. There is certainly a case for asking a question differently where there are a small number of discrete and identifiable groups covered by the survey. But with large scale survey where there is anything more than a few dozen respondents, it is impossible to handle and interpret data without a standardized question format... "so questionnaire can be described as a medium of communication between addresser\addressee, even if they never communicate with each other directly .

1.9 Types of Questions

Questionnaire tool has two main types of questions, which are; closed ended questions, and Open ended questions. Colorado state university defines these types as follow:

1.9.1 Closed Ended Questions

Closed ended questions limits defendant's answer to the survey. The cooperators are allowed to determine from both a pre-existing set of dichotomous answers. Such as yes\no, true/false, or multiple choices with an option for other to be filled in, or ranking scale response options the most common of the ranking scale questions is called the liker scale questions. This kind of question asks the respondents to look at a statement such as "the most important education issue facing our nation in the year 2000 is that all that third grades should be able to be read" and then, "rank" this statement according to the degree to which they agree "I strongly agree, I sometimes agree, I have to no opinion, I somewhat disagree, I strongly disagree"(Rank)

1.10 The population

1.10.1 Pupils

We have administered to test 47 pupils from both branch letters and philosophy, and letters and foreign languages, 29 girls and 18 boys at 3rd year secondary school, they have spent at least seven years learning English.

1.10.2 Teacher

We deal with; middle school teachers are also of great part in this dissertation because they may tell the research about their experience of several years of observation in the writing teaching or at least their methods ,tasks used in classroom and how well they are .therefore ,this may aid the researcher gain time when dealing with pupils.

1.11 The administration of the Questionnaire

A total of forty-seven (47) questionnaire are given to two different groups of secondary school “Ibn Sahnoun El Rachidi” in Saida pupils letters and philosophy and letters and foreign language . pupils\teachers questionnaire contains twenty eight (28) questions which means that is very long ; it took one hour or sixty minutes (60) minutes for each group to till it .all answered questionnaire were handed back by the help of the teacher.

It should be noted that the questionnaire has been piloted prior to its administration .this result in the questionnaire and one question is remained out because it is so difficult and misleading. Although ,the teacher questionnaire was given to five(5) teachers of English language randomly in the secondary school “Ibn sahnoun El Rachidi “

1.12 Third year program

The third year literary and foreign language program is extremely similar in several aspects expect for foreign languages. FL pupils are taught German or Spanish in addition to French and English. They are supposed to master English language better than pupils in the other streams. The syllabus for EFL pupils in the secondary school includes books meant for both teachers and pupils.

Recently the new course book is called “new prospects” complies with new English syllabus for SE3 as laid out by the national education in 2008. It

contains six main units as they are distributed in the table below:

	Unit	Topic
Unit one	Exploring the past	Ancient civilization
Unit two	111-gotten gains prosper	Ethics in business: fighting fraud and corruption

Chapter01:historical background

Unit three	School: different and alike	Education in the world :comparing educational Unit
Unit four	Safety first	Advertising consumers and safety
Unit five	It is a giant leap for mankind	Astronomy and the collar system
Unit six family	We are a family	Feeling ,emotions,humour and related topics

Table 1.1 title of units (from book of secondary school,p9)

This program is situated on communicative language teaching (CLT), with learning in actual and important communication. The program contains six units as it is noticed before yet pupils do not must to work on all the six units represented in it.

Each unit in course book it structured as follow:

1-Presentation of the project outcomes.

2-Part one:

-Listen and consider.

-Read and consider.

3-Take a break.

4-Research and report

5-Part two:

-Listening and speaking.

-Reading and writing.

6-Project outcome.

1.13Time allow once for writing

Written expression is taught at minimum one a week, sometimes two per week consistent to each sequence. Each lesson way several generally take two hours. This way of time is delivered for each skill:

- .Listening usually takes 01 hour.
- . Writing usually takes 02 hours.
- . Reading usually takes 02 hours.
- . Speaking usually takes 01 hour.

1.14 Conclusion

Writing is very important for academic success and requirement of many occupations. Many people are intimated by writing even so, there are time when writing is the best way to communicate and often times the only way to get your message across .Hence, the aim in this chapter is an attempt to improve the status of writing over the world and its role in the educational system, especially Algeria, and methodology setting contains some elements to introduce this work, along with three different instruments helped us to answer our questions.

The following chapter prove that the writing skill as a process comes as a great necessity for pupils. They naught how to deal with writing starting from pre-writing to editing and proof-reading ,and break the fear when they face a problem in writing.

2.1 Introduction

Writing skills help the learner gain independence, comprehensibility, fluency and creativity in writing .So, in the second chapter “Literature review” we will deal with writing as an important subject in learning any foreign language by speaking about the effective writing and writing process, then focuses on the causes of writing problems . the second part of this chapter deals with lack of an appropriate approach to teach writing namely: the controlled-to free approach ,free writing approach ,paragraph -pattern approach ,the grammar-syntax-organization approach, the communicative approach, and the process approach . the final step in this part describe the types and styles of writing.

2.2 What is an effective writing?

Effective writing is particular, and short .when writing a paper, it is necessary to get conceptions through in such way that the listeners will comprehend them easily and immediately . to this end , writing in accurate progressive way . There is no necessity to write about science in exceptional , confused, or excessively regular ways in a work to “sound scientific” or to make an impression to the listeners .Huge said about effective writing

“ ...requires a number of things : a high degree of organization in the development of ideas and information ; a high degree of accuracy so that there is no ambiguity of meaning ; the use of complex grammatical devices for focus and emphasis ; and a careful choice of vocabulary, grammatical patterns , and sentence structure” . Hedge(1988).

Engineering sentences rationally is important begin, but it may be enough. To guarantee they are comprehensible make sure that ideas do and challenges the readers. Then, accomplish on shortness and remove words without scarify features of great, effective writing :

.Good writing has a simply determined objective.

.It creates an accurate point.

.The information is apparently combined and determined.

.The words are correct, and the sentences are short, significant, and exact.

Good writing is the consequence of greatly experience and though effort. It means that the capacity is not a reward that some people are born with.

2.3 Components of Writing

Writing revolves around four main points, moving from the simplest activity-notation, to spelling, to writing practice, to the complex activity of composing where the learner makes use of the elements of the language

. In more general terms, writing is the concrete expression of abstract notions, the

concretization of thought. Before we write down a word, a phrase, or a sentence, we first think of it. So, language shapes thought, and the latter is concretized through the used skill either speaking via utterances or writing via the production of written discourse. In writing, we think that it is fundamental that a writer knows how to organize his/her thinking in a logical way.

Learning to write is the same as learning to think; if students can learn to organize thoughts in the same way that native speakers of English do, they will be able to write English properly.

Having a good knowledge of the parts of speech of the structures of the language and its rhetorical devices and knowing how to manipulate them in order to write comprehensively is what writing requires. Brooks and Penn (1970: 20) state:

... For one thing, in writing, we must understand the structure of the Language, what the parts of speech do, how the words relate to one another, what individual words mean, the rules of grammar and punctuation.

Spelling is one of the features, which need to be taken in to account by students when dealing with writing since it is an aspect many teachers in an English as a foreign language (E.F.L) context focus on when evaluating students' work. Many teachers judge their students according to the spelling mistakes they make.

If the students manage to express their ideas and communicate them clearly, concisely and understandably, it reflects the good mastery of the language. Such an objective is reached only if much practice is done through lexical activities and grammatical exercises with a focus on ideas and organizational skills the student is presented with so as to develop his/her writing and manipulate the units of the

language without any difficulty. Practice is needed to enable the students to learn about the various parts of the machine and parts of the parts, and how these synchronize in action, the students need to set the machine in motion with the different parts active in weaving the intricate pattern of meaning.

When the learner has the different parts of the language (grammar, vocabulary, ideas organization...) and all what relates to the different structures, s/he needs to practice what has been learnt constantly and intensively. The learner should make use of the different rules as well as operate them together and exercise them again and again, because we believe that writing and writing, then writing again teaches composing.

Composing involves the activities of pre-writing where the students get prepared to draft, then drafting, then revising which is the most important stage in the writing process and finally editing. Traditionally, the most important variable in the composing process was grammatical accuracy. However, with the emergence of the Process Approach, the stages the students goes through are the most important variables.

Bell and Barnaby (1984) pointed out that writing is an extremely cognitive activity in which the writer is required to demonstrate the mastery and control of a number of variables simultaneously. At the sentence level, this includes control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation, "a variable that is not important for those who use devices/machines such as typewriters and computers.

Beyond the sentence, the writer must be able to structure and integrate information

into cohesive and coherent paragraphs and texts". (Nunan1989:36). In other words, the acquisition of writing requires an understanding as well as a thorough mastery of all the aspects, which make up writing both at the sentence and the discourse levels.

Writing is communicating message in an appropriate manner and to achieve real communication of a message through the medium of writing calls for proper thinking and appropriate use of words; as Rivers (1978:263) says.

"To write so that one is really communicating a message isolated in place and time, is an art requires consciously direct effort and deliberate choice in language"

2.4 Writing with other skills

2.4.1 Differences between writing and speaking

Written and spoken languages contrast in several ways. Although a few forms of writing are closer to language than others, and differently. Under are a few of the ways in which these two forms of language contrast:

Writing is ordinarily permanent and written texts cannot generally be different once they have been printed or written out.

Writers can clear apply of punctuation, topics, arrangement and other graphical accoutrements in their written texts such things are not accessible in speak .speech can apply duration, sound, volume and timber to join emotional context.

A written text can convey through time and length as long specific language and writing system is yet realized. Speech is ordinarily used for direct interaction.

Writers acquire no direct feedback from their audience expect in computer based communication. Therefore, they cannot rely on meaning to explain things so there is need to interpret things simply and distinctly than in speech.

Expect in written correspondence among people who know each other very well.

Speech generally an emphatic interaction among two or different people.

Written language attends to be further complicated than speech with longer sentences and different subordinate clauses. The punctuation and arrangement of written texts also have no spoken alike. However a few forms of written language, like attend to be full of redundancy, Unfinished sentences, corrections and intermissions, with the exception of formal speeches and other scripted forms of speech.

A few grammatical constructions are barely used in writing, as are a few varieties of vocabulary, such as some complicated chemical and regular conditions. A few kinds of vocabulary are used only or especially in speech. These contains slang expressions and tags...etc.

2.4.2 Some differences between oral and written communication

Majority of people comprehend that there are difference among oral and written language. All communication contains the transfer of data from one person to other, at the same time the transfer of facts is just the initial step in the process of comprehension a complicated happening, it is necessary first step, p. Speaking is a powerful transfer of data.

To be an efficient speaker, apply the energy of oral communication , but as well as assimilate work through its limitations. Although there is a bigger level of proximity and lower level of detention in the spoken word, talker has extra capacity to engage the listeners psychological and to apply complicated forms on non-verbal communication.

The written English can be necessarily more accurate. Written words can be accepted with better consideration and thought, and a written discussion can be exceptionally difficult, sophisticated, and extensive. These qualifications of writing are possible because of the pace of involvement is managed by either the writer or reader. The writer can write and redraft at big length, a range of time that in certain situations can be determined in years. Furthermore, the reader rapidly, moderately, or even pause to imagine on what they exactly learn. More necessarily, the reader eternal has strategy of re-reading; even if those ideas not applied, its common expectation has a significance on a reader's understanding of a text. The written word appeals extra to a meditative type, speeches can also be accurate

an actually they should be. Nevertheless, accuracy in oral communication comes just by a big deal of practice and contraction .

Reading an audience is a regular and accumulated effort unavailable to the writer. As one speaks, the listener provides its personal visual cues about if it is finding the argument connected, intelligible, or fascinating. Speakers must keep away from occupying on one particular within the audience. There are always certain who scrunch up their faces when they disagree, they will stare out the window but a little rude person will drop off. These persons do not compulsorily represent the views of the listeners, extremely depends against how many in listeners demonstrate these signals, by and big, one must take the head dodders and note takers as signs that the listeners is following one's argument.

2.4.3 Communication between reading and writing

When learners write, they establish and enlarge on the literacy learning they must be successful readers. They convey their increasing perceptions among their reading to their writing and opposite.

Writing allows learners to study to read by accumulating chances to:

- self-control their writing by employing writing strategies that encourage alike reading approaches.
- change between several levels or data in the print letters develop into words, words into Phrases, phrases into sentences, and sentences into paragraphs in text
- emphasize letters forms, letter sequence, and letter clusters.
- use their reading know ledge to establish arrangement of writing, for example, talking their writing to present the particular vices and then connect these two letters that they know it .

Teachers can draw the complementary nature of reading and writing to aid learners encourages their knowledge and skill .when the learners are writing, support them to speak words moderately . use prompts that support them to mark what they already learn from their reading. Classification of writing problems pupils make different problems in writing , therefore, here we will classify all the errors that face pupils in writing such as capitalization , punctuation, grammar, spelling, poor Handwriting..etc.

2.5 classification of writing problems

2.5.1 Capitalization problem

The most related writing problem mentioned in this study. it ranks number one out of six . it appears that the cause of this problem is not from the mother tongue neither from L2 confusion. Using capital letters accurately is a writing norm which is necessary in languages. It is a pedagogical problem which can be organized reasonably by expert teachers in schools. The abnormality of using small letters at the starting of a new paragraph and applying capital letters in the middle of sentences are conventional examples mentioned in essays. It should be mentioned here that put stress on right use of capital letters not for tasks and exams just for communicative purposes as well . among significant roles , capital letters represent the starting of a sentence, denote a proper noun, and a title such as book , poem ...etc.

2.5.2 punctuation

A punctuation issue happens when punctuation marks are used unsatisfactorily or are not used when they must be. Punctuation problems can include a kind of punctuation marks, containing quotation marks , dashes exclamation points, periods, question marks, and parentheses.

The writing skills lessons do not always cover capitalization and punctuation tasks in terms even they ease learners' consciousness in linguistic as grammar and another administrative problems in arrangement . when it comes to regular problems in arrangement , there are several of issues actual in task papers of first year learners may be stemming among overlooking them but featuring other areas of linguistic classification . in this context , learners fall in short bringing their thoughts in writing exactly, so, here, drawing their concentration to the punctuation and capitalization may be dynamic in getting rid of uncertainty to their written tasks. “ to express thought and ideas more clearly, to specify the structure of a sentence and also the pauses in a sentence; moreover , to ease reading comprehension and to state the ways of intonation and stress on a sentence punctuation is crucial” (Akalan et al.2005:32) then, “good punctuation is crucial for successful academic writing». Many pupils' essays use little of punctuation beyond commas and full stops. But to be restricted to just two forms of punctuation mark, when writing essay, is

like building a house using only a hammer and a saw. by learning to use more, or all, of the available forms of punctuation they will be able to communicate and express ideas, and arguments, more clearly (Collinson et al. 1998). “on the other hand, an effective writing should present some important signals to the reader to help to grasp the exact meaning or idea of it”. In this context, it is claimed that: “punctuation is in large part a system of conventions the function of which is to assist the written language in indicating those elements of speech which cannot be conveniently set down on paper: chiefly pause, pitch, and stress (Markwardt 1942 cited in 1990:11)

Halliday (1989) provides a fascinating account of the development of punctuation as a feature of writing systems. Developments over time have led to the system of punctuation in English as we know it

2.5.2.1 Problems with punctuation

Punctuation can cause a lot of problems to arise. When we speak, we punctuate without thought without thought. But it can be challenging to translate spoken pauses into written punctuation particularly when there may be more than one acceptable way to punctuate a sentence.

- Halliday lists the following features in their order of occurrence:

- line direction.
- space between words.
- the full stop to mark sentence boundaries.
- symbols to distinguish between lower case and capital letter uses.
- special symbols such as hyphens, brackets and apostrophes to mark linkages interpolations and omissions.
- commas, colons, semicolons and dashes-quotation marks

2.5.3 Spelling

Spelling is one of the fundamentals of orthography and a prescribe element of alphabetic languages. Misspelling may be due to either typing errors, lack of knowledge of the correct spelling.

2.5.3.1 Effective help for spelling problems

Kids among reading issues almost have problems in spelling similarly, and often times have further deficiency in spelling than reading, consistent, to haallahan at al. In introduction to learning disabilities. In reading, context and another cues aid i.e to clear a word, but in spelling, person should accomplish the word often hearing or thinking it as a result of their difficulties with spelling, kids find writing tasks both laborious and aversive. Spelling claims that a person accomplish in oral or written among the accurate sequence of letters that form a specific word. To do this, person transfer phonemes into graphemes. There is particular one accurate way to spell any sophisticated word with giving significance. Thus, spelling does not permit such room for clever answer or style; a word is either spelled accurately or it is misspelt.

English spelling is significantly difficult. Over periods the pronunciation on English as devised ever further away from the spelling. Many languages have changed their spelling to correct such variation, but English has not it appears with spelling and pronunciation challenges words.

What makes spelling even more difficult is that the written form of the English language has an inconsistent pattern. It would be much easier if each phoneme had one and only one grapheme. But that is most the case. There are 251 different spelling for 44 sounds of English and the languages contain many irregular spelt words. Only approximately 50% of spelling follow regular phonetic rules. Spelling is difficult for many people, but there is much less research on spelling than there is on reading to tell us just how many people spell poorly or believe they spell poorly.

2.5.3.2 Causes of spelling problems

late research, explain that a common kind of visual memory show a comparatively mere role in learning to spell-spelling issues, like reading problem, originate with language learning weaknesses. Poor spellers have problem recognition the letters in words because of they have problem remembering and recalling the details of language that those letters represent. Most frequently, poor spellers have problems in fundamental language

skills containing the capacity to analyze and recognize the particular sounds (phonemes) in the words. These problems may be found when someone speaks and writes.

2.5.4 Grammatical errors

Grammar is the study of words and how they can be used to form sentences.

Grammar can contain the expression, syntax and word formation of the language, similarly the pronunciation, meaning, and linguistic history of an individual word.

2.5.4.1 Common grammar problems

Mistakes in writing not only make the person seem neglectful; they can also prevent and confuse readers.

Here are most common kinds of mistakes made:

Commas group through elements of senses. Often a sentence will start with initial element a word, or phrase, or clause, generally founding the condition under whatever the main action of sentence take place (time, place, etc) so that these words are read as a unit of context and are not complex with the main action of the sentence (the main clause) they must to be divided off from the rest of the sentence with a comma. This prevents misreading or misinterpretation.

2.5.4.2 Rub-on sentences

While several persons think that run-on sentences is easily a sentence that runs on too long, it is actually two independent clauses (that coursed correctly be punctuated as two divide sentences) that are punctuated as one sentence . therefore , the reader can simply become confused about which is the main clause of the sentence.

2.5.4.3Fuzzy pronoun reference

Because part of speech appropriate the place of a noun, it should be comprehensible to the reader accurate what noun each refers to; on the other hand the reader accurate what noun each pronoun refers to; on the other hand the reader has problem following the significance of sentence. Generally a reader will understand the pronoun refers to the last noun that was recorded . if the pronoun doesn't refer to the last pronoun spoken , it is great to easy repeat the noun.

One of the biggest punctuation culprits is the comma. Moreover, it is little wonder when one respected grammar guide shows no less than 15 rules for using the comma correctly. In

addition, almost as many exception commas appear where they are not need, and are suspiciously absent where they are needed. Apostrophes pop up where they do not belong.

Semi-colons are used in defiance of logic , hyphens erroneously appear in the place of dashes, and ellipses stretch out into infinity

The discussion on the proper uses of punctuation is important topic not just regulated to the grammar section of the library. Non-fiction books on grammar have even been spotted on the best. Seller list. But if less than a Grammar enthusiast, less than a word nerd, following a labyrinth of seemingly incomprehensible grammar do and do not can actually detract from the writing process. But is not punctuation assumed to make writing and reading simply? If punctuation causes several problems for todays' learners, is following a group of complex rule important ? if you are not grammar devotee, being compelled to follow sophisticated rules can do aa number on a learner's motivation to learn . punctuation has a intensely rooted history tends to follow the pattern of popularity.

2.5.5 Poor handwriting

Because handwriting is so difficult skill, there are plenty of kids who have problems mastering it. This may cause frustration and anxiety a child's aspiration to write. It may also cause distress for the parents and teachers who watch the kid experience to put them ideas on the paper. Not all embarrassment are the same or caused by the same circumstances, and each assessment of the issue should take into a consideration the age and the qualification of the kid.

A dyslexic particular's handwriting can certain times seem messy inmmatine and unreadable. Their work can contain irregular word composition and unwell organized letters. Some dyslexics can similarly have problem readable and ruling the pen , also can tire simply as a result . a learner who has with handwriting expends further time about letter composition when they must be thinking of contents that they are writing.

Handwriting problem becomes a serious problem for learners, as they will not be capable to tell them. Research say that primary grade teachers spent less than 10 minutes a day on handwriting . research also confirmed that teachers have been given inadequate preparation in the teaching of handwriting.

Teachers surveyed during the research did teach handwriting, albeit to a very limited

extent, a vast majority admitted that they had no training in the subject, had no curricular materials for it and, for good measure, did not enjoy it. The decline in the instruction of handwriting and its diminished use by students is not because handwriting has lost its purpose; it is due to a lack of teacher preparation.

2.2.6 Writing anxiety

There are several definitions for writing anxiety and writer's block, but writing anxiety and writer's block are the negative emotions that writers have when they attempt to produce ideas and words. These feelings can prevent them from being successful in their writing.

2.6.1 Causes of writing anxiety

Studies have shown that, for the most part, writing anxiety is based on situational factors. Some situations that can cause writing anxiety:

- concise deadlines.
- writing for a thoughtless listener, i.e. a teacher who's been extremely particular of the work.
- not comprehending the assignment.
- thinking about comments they have received in the past even if the person who has criticized you is not the audience for the paper.
- preparing to a new style of writing.

2.7 Cognitive control in writing

Composing an extended text appears to require the self-regulation of planning, text generation, and reviewing through meta-cognitive control of these processes (Graham and Harris, 2000; Zimmerman and Risemberg, 1997). All three basic processes require executive attention in addition to maintaining representations in the verbal, visual, and spatial stores of working memory (Kellogg, Piolat, and Olive, in press).

Mature writing requires numerous transitions among planning, generation, and reviewing (Hayes and Flower, 1987; Scardamalia and Bereiter, 1991). Three facts indicate that self-regulatory control of production depends on having adequate working memory resources.

First, measures of working memory capacity correlate with writing performance (Ransdell and Levy, 1996). This is but one instance of a wide range of complex cognitive tasks, including tests of fluid intelligence, that are uniquely predicted by one's ability to control

processing through executive attention (Engle, Tuholski, Laughlin, and Conway, 1999). Neuroimaging of the frontal lobe regions linked to executive attentive attention in working memory also reveal greater activation in individuals with high fluid g than in those with low fluid g (Duncan et al, 2000). Converging experimental results show that distracting writing skills executive with a concurrent task disrupt both the quality and fluency of text composition (Randel, levy, and kellogg, 2002).

Second, children's fluency in generating written text is limited until they master the mechanical skills of handwriting and spelling (McCutchen, 1996). learning the mechanics of writing to a point of automaticity during primary school years frees the components of working memory for planning, generating, and reviewing (Graham, Berninger, abbots, and Whitaker, 1997). Mastery to develop the control of cognition, emotion, and behavior that is needed to sustain the production of texts (Graham and harris, 2000).

Third, advancement to the use of writing as a means of thinking, as well as language production, emerges only after a decade or so of writing experience. In late adolescence and young adulthood, writers move beyond merely telling the reader what the author knows (be Reiter and Scardamalia, 1987). Mature adults authors transform their own ideas as a sequence of generating text reviewing their ideas and text. They come to use writing as a way of thinking through matters and constructing new knowledge structure in long-term memory.

Reviewing the text often triggers more planning that transforms the author's ideas about the topic. Reviewing can also trigger more language generation to reduce the difference between what the author means and what the text says now.

Such knowledge transforming requires concurrent representations in working memory of the author's ideas and the text's meaning (traxler and gernsbacher, 1992).

It also requires the coordination of complex interactions among planning, generating, and reviewing. as mccutchen (1996) documented in her review of literature, each of writing skills these basic processes is constrained by working memory limitations.

2.8 Some approaches for writing

The teaching of writing in EFL classes has witnessed important changes in the last twenty years; strongly influenced by research insights from mother tongue context, resulting in pedagogic shifts. For many years, the teaching of writing, in any context, was largely ignored, forever tested but seldom taught. Thus, the focus was on what the student produce, not on how to do it. Raimes (1994) stressed the importance of how to teach writing not what to teach and drew attention to the controlled-to-free approach, the free-writing approach, the paragraph-pattern approach, the communicative approach, the grammar syntax-organization approach, etc. Raimes (1994) agreed that there is no one answer to the question of how to teach writing in EFL class. There are as many answers as there are teachers and teaching styles, or learners and learning styles. This may be because writing is a process of exploring one's thought and learning from the act of writing itself.

2.8.1 the controlled –to-free approach

This approach is marked by gradual , but very slow movement from controlled to more free types of writing (web looking at controlled writing is great depth later in the course).

The main purpose of this approach has traditionally been to use writing as a way to enhance the students' knowledge of grammar and structure so the control part focusses on these elements.

In this approach, there has traditionally been very little opportunity for the students to write creatively, at least initially when we work from the more controlled side of the spectrum. Its focus is on accuracy. The creative side of language is very much downplayed or outright ignored in this approach. The beauty of this approach is that it allows the teacher to decide what the student need to practice and then create controlled activities, which focused type of activities. It also allows the teacher to flexibly and simply create activities based on students' performance on previous other kinds of writing tasks.

2.8.2 Free-writing approach

In this approach, teachers are expected to stress content and fluency. When the student are engaged in writing, they do not have to worry about form. Once the ideas are on paper , grammatical accuracy , organization and the rest will gradually follow . Concern for audience and content are seen as important in this approach especially where free-writing often revolve around subjects that the students are interested in, and make the basic for

other more focused tasks(Raimes, 1994, p.11) contrary to the controlled-to-free approach , the role of the teacher is limited reading the students' productions and sometimes making comments on the expressed ideas . In other words, the piece of writing should not be corrected, but possibly read aloud and the content commented upon.

2.8.3 Paragraph-pattern approach

Unlike the previous approaches, the paragraph-pattern approach stresses another feature, It is organization of language rather than accuracy of grammar or fluency of content. The paragraph, the sentences, the supporting ideas, and unity are the most important points that are dealt with. Student's main task is to copy and analyze form of the model paragraphs. In addition, sometimes, they imitate model passages. Moreover, student can be given scrambled sentences to be ordered into a coherent paragraph, to identify general statements, to find out the topic sentence, or they insert or delete sentences (Raimes, 1994, p.12).

2.8.4 The grammar-syntax-organization approach

This approach stresses on simultaneous work on more than one composition features . Teachers who follow this approach maintain that writing can not be seen as composed of separate skills which are learned sequentially. Therefore , student should be trained to pay attention to organization while they also work on the necessary grammar and syntax. This approach links the purpose of writing to the forms that are needed to convey message.

2.8.5 The communicative approach

In this approach the purpose and the audience are stressed . student should act like writers in real-life situations. As the result real-world types of writing tasks are devised . the writing exercises in this approach are created so that the teacher , other students , or people from out of the class can be the audience . context has a central role in communicative writing exercises . These exercises give the students the chance to level the formality and content appropriately according to whom they are writing for and what type of writing they are doing.

The basic idea is the same which underlines the communication so students benefit from doing activities and practice which has a its goal communicative event.

2.8.6 The process approach

This approach focuses on the how writing is to be done on research on the habits/techniques of successful writers. In this approach teachers lead student, in a wide variety of ways, through the steps one must follow in creating a good piece of writing.

Some of the most important elements of this approach include the idea of planning and rewriting . student are given time explore a topic on different levels . they are also given constant and guiding rather than Marely evaluative feedback from both the teacher and other students.

The steps of writing are supposed to act as a process of discovery by which the student not only learn how to write, but how to learn about a topic. The ultimate goal is to make them successful

2.9 Conclusion

Writing is very important for academic success and a requirement of many occupations. Many people are intimidated by writing even so there are times when writing is the best way to communicated often times the only way to get your message across . Hence, the aim in this chapter is an attempt to improve the status of writing over the world and its role in the educational system, especially Algeria, and methodology setting contains some elements to introduce this work , along with three different instrument helped us to answer our questions.

The following chapter will prove that the writing skill as a process comes as a great necessity for pupils. They must to be taught how to deal with writing starting from pre-writing to editing and proof-reading, and break the fear when they face a problem in writing .

3.1 Introduction

This chapter is so linked to the first one. It is intended to answer questions which are stated in chapter one in chapter one. These questions were investigated through the use of a survey questionnaire and informal interviews . consequently, this chapter presents the findings of data analysis which were completed by pupils and their teachers and from the interview analysis that were answered by a small number of teachers . so, this chapter divided into two part the first part “data analysis” , it contains learners’ questionnaire and teachers’ questionnaire and the second part “suggestions” which contains some categories to write very well.

PART ONE: DATA ANALYSIS

3.1 PUPILS' QUESTIONNAIRE

QUESTION 01

What is your baccalaureate type?

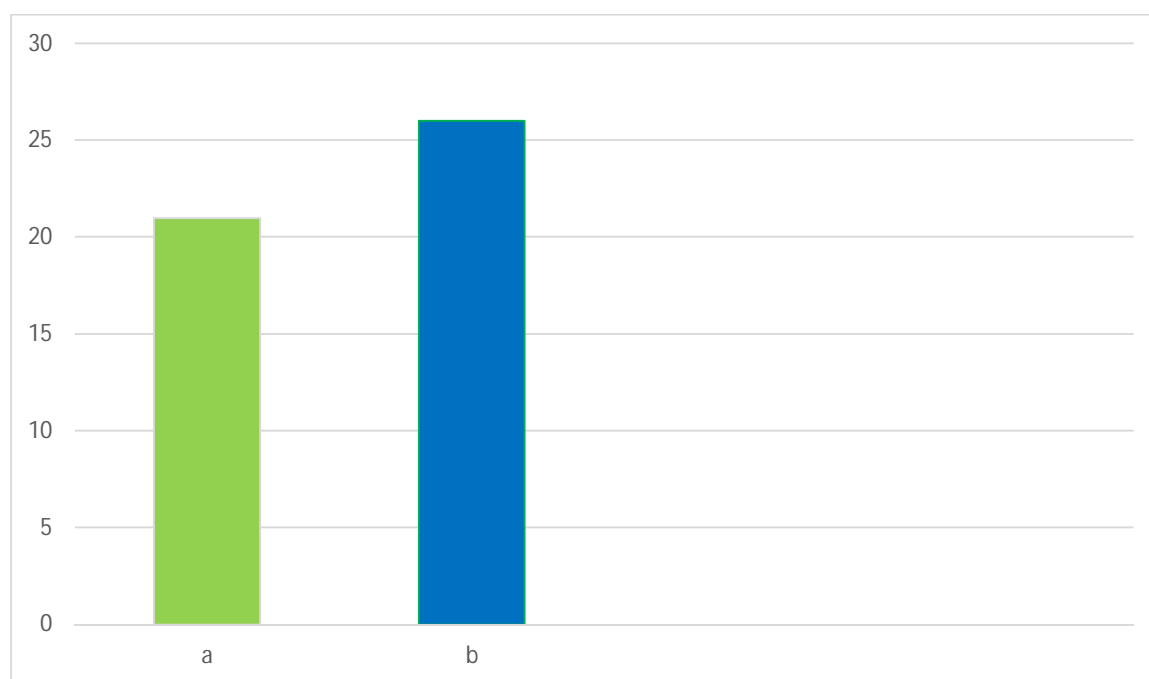
a- Letters and philosophy

b- Letters and foreign languages

Table 3.1 baccalaureate stream

Baccalaureate type	a	b
numbers	21	26

Graph 3. Baccalaureate stream



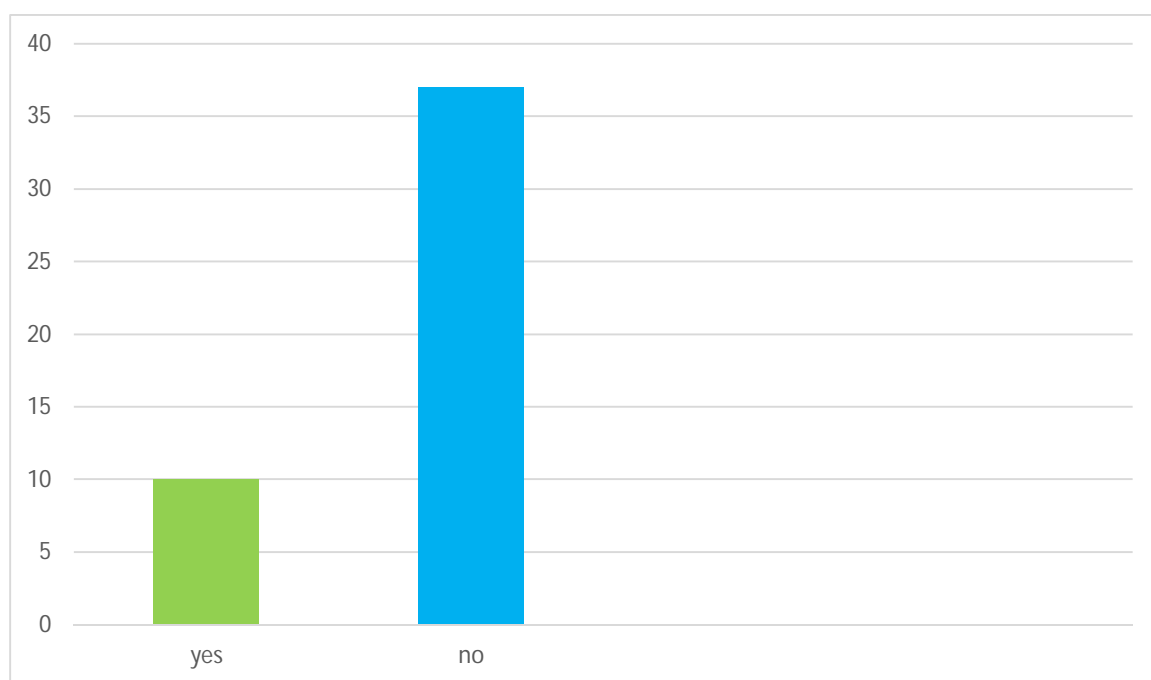
The first question is tended to define the type of baccalaureate that pupils hold. 26 of the informer stated that they have studied in letters and foreign languages; in the second place we found letters and philosophy branch by 21.

QUESTION 02

Do you consider English as an essential subject?

- ☐ Yes
- ☐ No

Table 3.2 English as essential subject



The aim of this question is to know if the pupils consider English as an essential subject . the result shows that 3 of pupils do not consider English as an essential subject which indicated that they face a set of problem that block their writing among problems , we name anxiety , shyness, and lack of ideas.

QUESTION 03

-if no, why?

Chapter 03: Data analysis and suggestion

From the previous question, the 10 of pupils who said “no” are not concerned with this language and it means nothing for them , and it is not easy to learn especially, grammar and vocabulary .

QUESTION 04

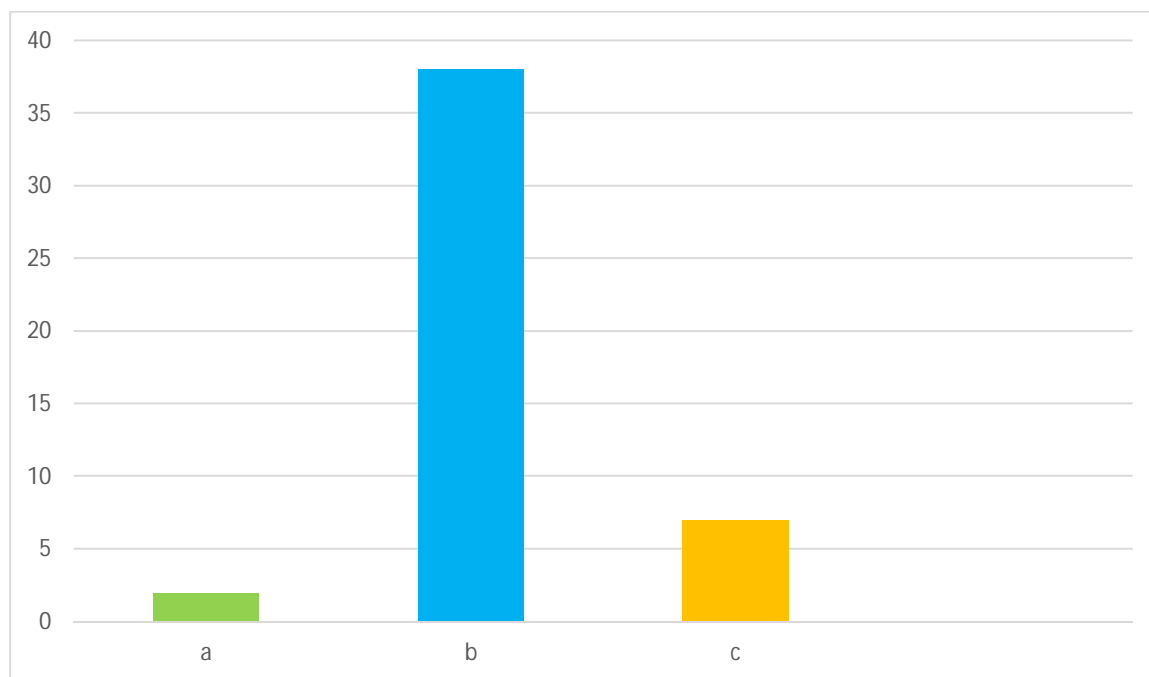
How do you find writing English ?

- a-An easy task
- b-A difficulty task
- c-An average

table3.4 pupils' difficulty or easiness of writing

Options	a	b	c
Numbers	02	38	07

Graph 3.4 pupils' difficulty or easiness of writing.



38 of the respondents consider writing English as a difficult task. This might stem from their insufficient knowledge of the languages.07 of the learners see that writing English is an average task that was mainly related to the fact that most of students in this category have studied in letters and foreign languages. Whereas, just 02

Chapter 03: Data analysis and suggestion

of the informants saw that writing English is an easy task , and the chance that they might have to practice their writing skill.

QUESTION 05

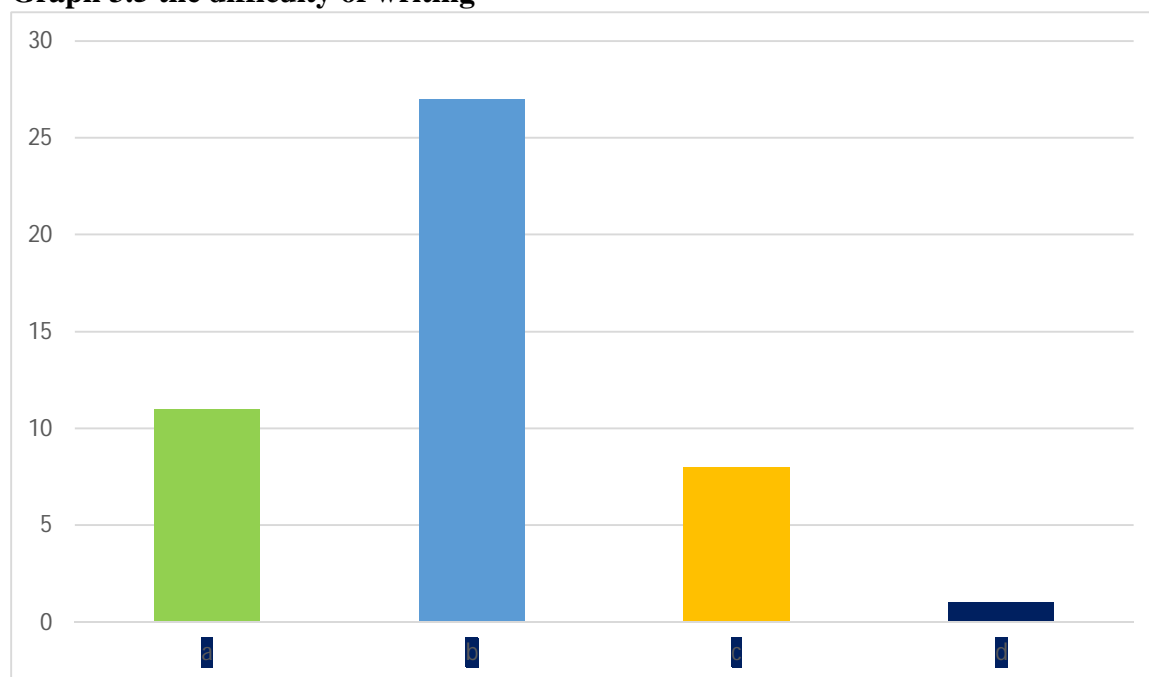
If a difficult task, what makes writing hard for you?

- a- Limited vocabulary and lack of ideas
- b- Grammar
- c- Poor writing mechanics (spelling, punctuation)
- d- Others

Table3.5 the difficulty of writing

Options	a	b	c	d
numbers	11	27	08	01

Graph 3.5 the difficulty of writing



The aim of this question is to know the pupils' task difficult task in writing. The result shows that 27 of the pupils see the difficult task of English is grammar; 11 of

Chapter 03: Data analysis and suggestion

informants suffer from limited vocabulary and lack of ideas. Whereas, 08 of them say poor writing mechanics (spelling , punctuation) and the last 01 says others such poor writing and interacting in classroom.

QUESTION 06

How often do you write English ?

a- Always

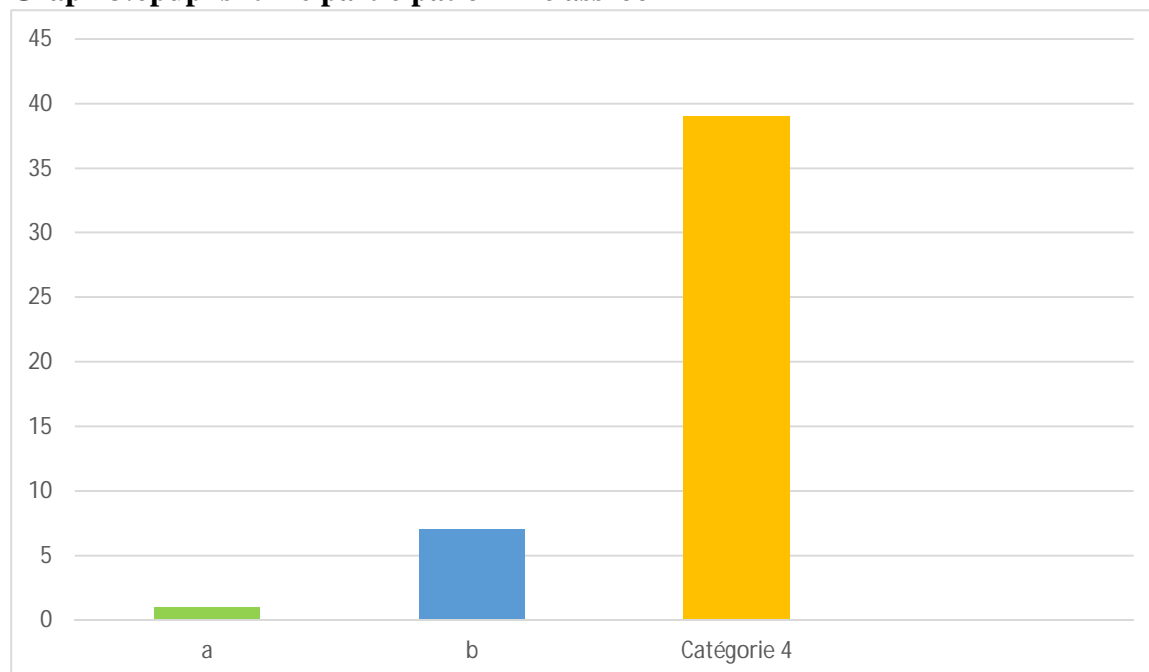
b- Sometimes

c- Rarely

table3.6 students' time participation in classroom

option	a	b	c
numbers	01	07	39

Graph 3.6pupils' time participation in classroom



By this question, we want to know about the learners' participation in classroom. 39 of

Chapter 03: Data analysis and suggestion

the pupils opt for rarely and 07 sometimes take part of writing in classroom. Whereas, 01 of them and it is very small number feel that is always write English.

QUESTION 07

If rarely, do you think that is due to?

-Teacher's interruption ☐

- Teacher's low motivation ☐

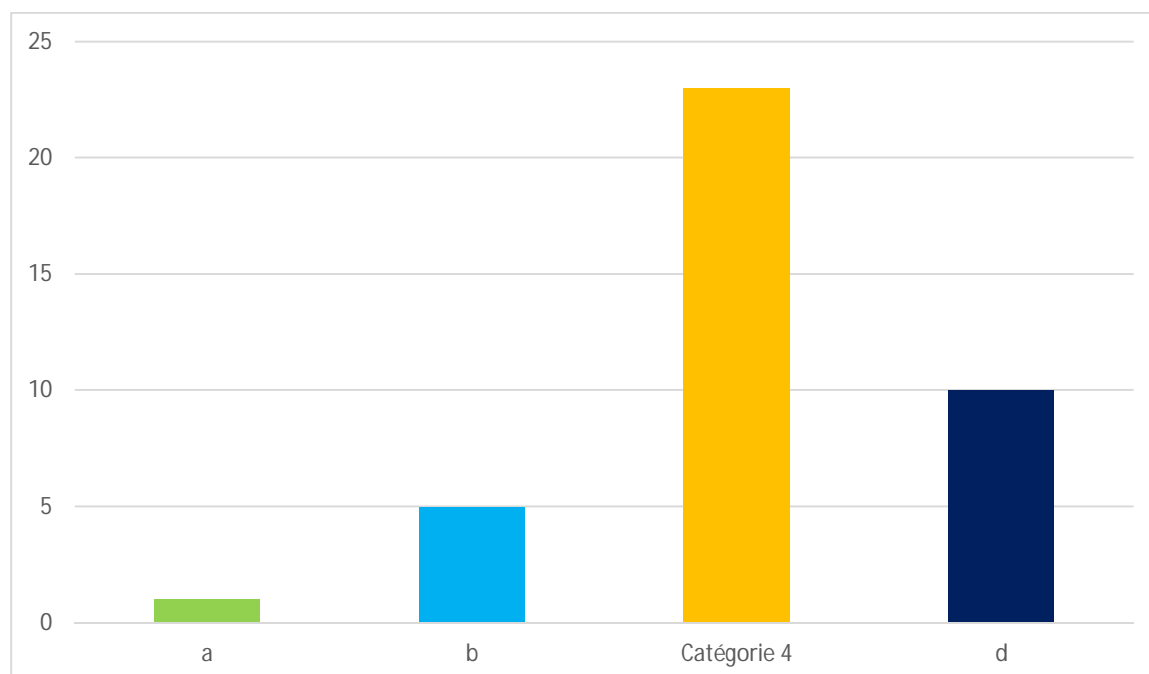
-Teacher's method ☐

-Your personality ☐

Table 3.7 reasons behind writing rarely in classroom

Option	a	b	c	D
Numbers	01	05	23	10

Graph 3.7Reasons behind writing rarely in classroom



This question is addressed to those who answered by rarely in the previous question .
23 justify their answers by teachers' method , the second number 10 of pupils justify by

Chapter 03: Data analysis and suggestion

their personality , and 05 of them answer that teachers low motivation and the last number 01 pupil answer by teacher's interruption.

QUESTION 08

What type of writing do you enjoy most?

a- Essay

b- Letters

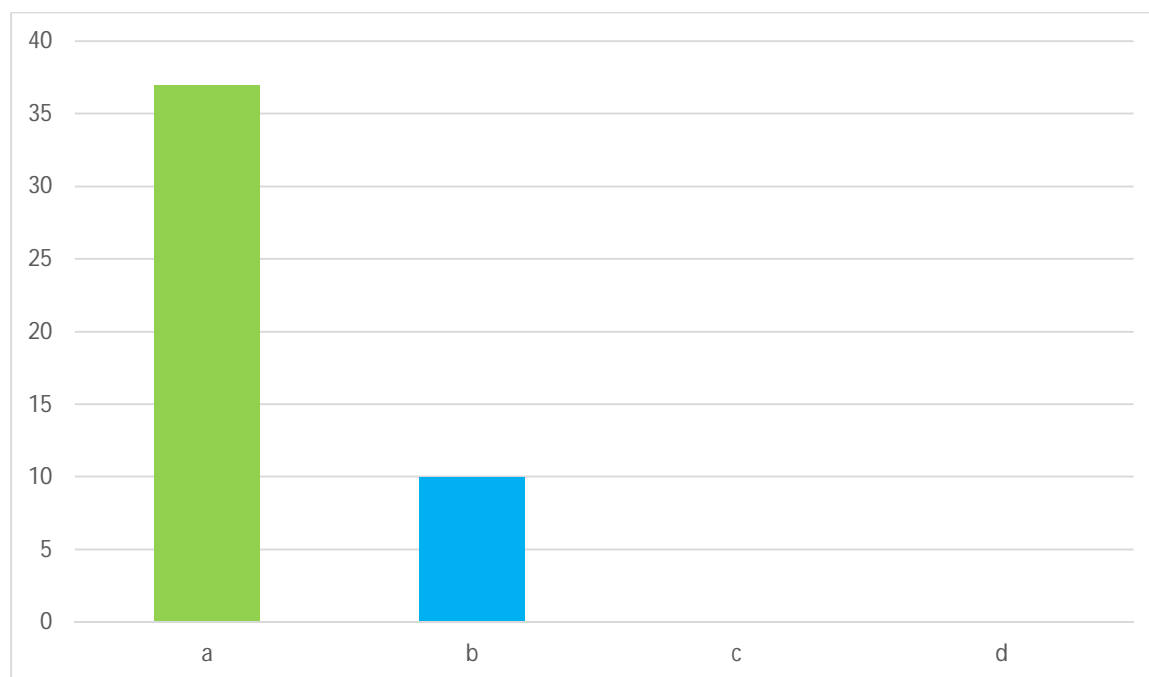
c- Fillings form

d- others

table 3.8enjoy writing

Options	a	b	c	d
numbers	37	10	00	00

Graph 3.8enjoy writing



The aim of this question is to know the type of writing that the learners like. The result shows that 37 of the participants choose and 10 justify by letters.

QUESTION 09

Is it easy to get ideas in written expression question?

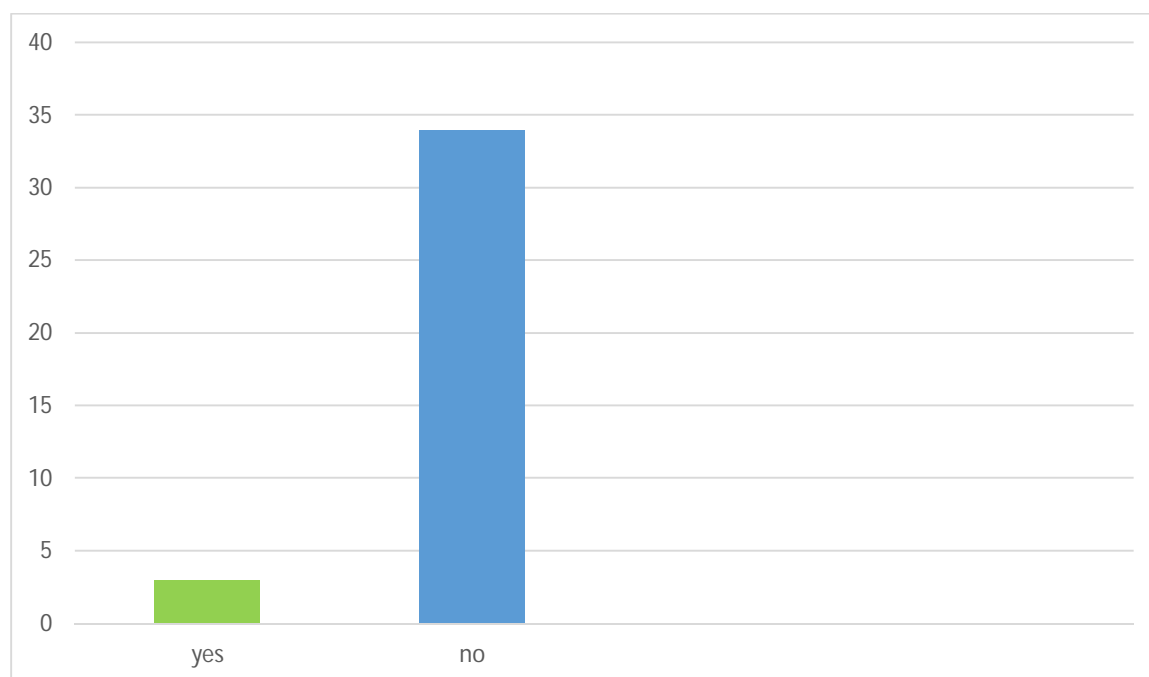
-Yes ☐

-No ☐

Table 3.9written expression subject

Options	yes	No
numbers	03	34

Graph 3.9 written expression subject



As it is obvious from the graph, the result shows that 34 pupils cannot ask questions in English language. 3 pupils justify by “yes”. The obtained result imply that pupils are weak in several things such as grammar, vocabulary, punctuation ...etc. they feel shy when speak to the teachers and cannot make coherent sentences.

QUESTION 10

If no, what is the problem?

a-Time limit

b-Poor vocabulary

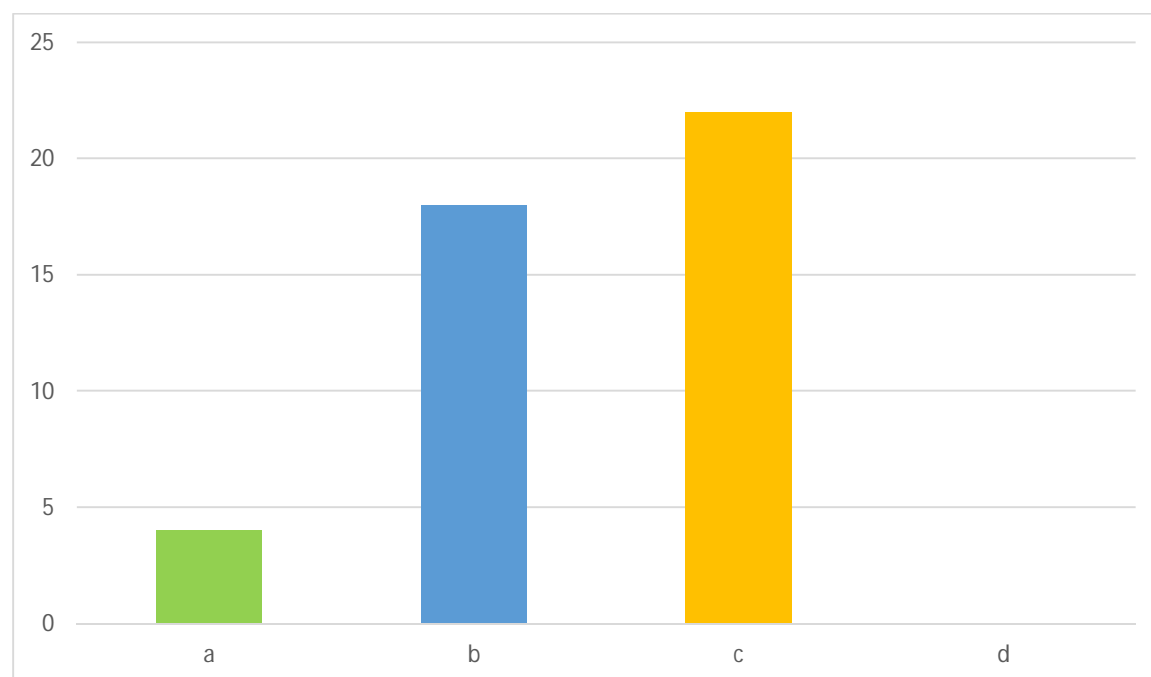
c-Test anxiety and stress

d-Others

table .10 the problem with written expression question

Option	a	b	c	d
numbers	04	18	22	00

Graph 3.10 the problem with written expression



The aim of this question is to know the problem behind the poor writing. The result shows that 22 pupils answer test anxiety and stress, and 18 of the learners say that problem is poor vocabulary. Whereas 04 of them say limit time these problems due to the pupils themselves they do not work hard, also, they have problems with teachers' method in teaching.

QUESTION 11

Chapter 03: Data analysis and suggestion

Do you revise the first draft?

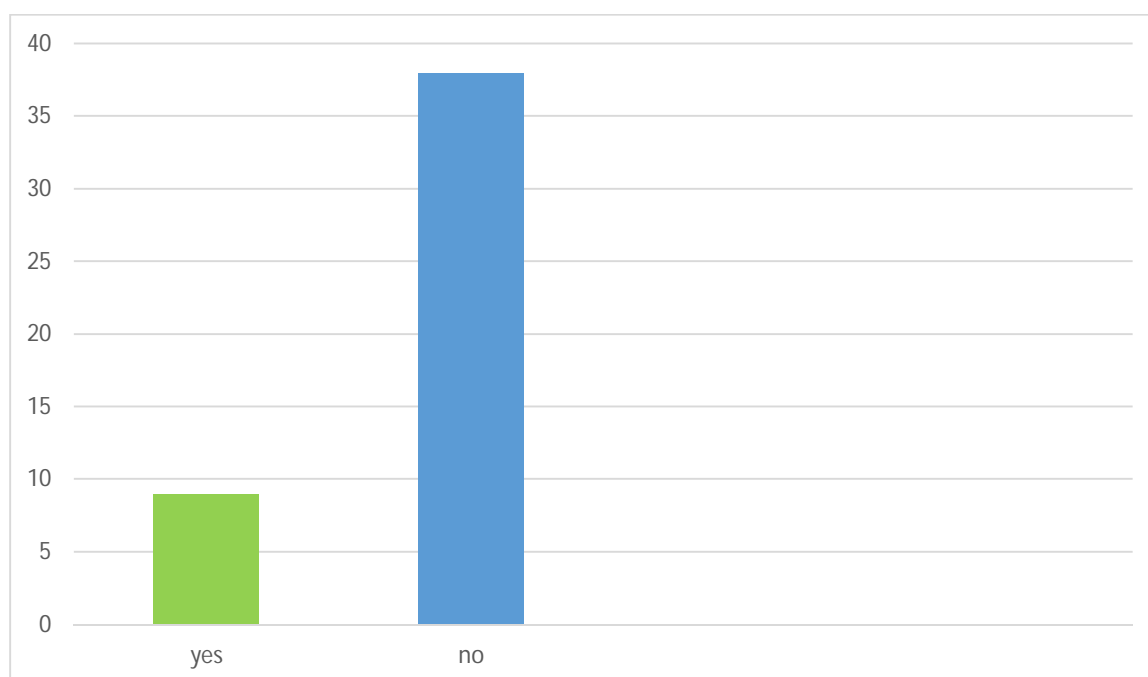
-Yes ☐

- No ☐

Table 3.11 revising the first draft

Options	yes	no
numbers	09	38

Graph 3.11 revising the first draft



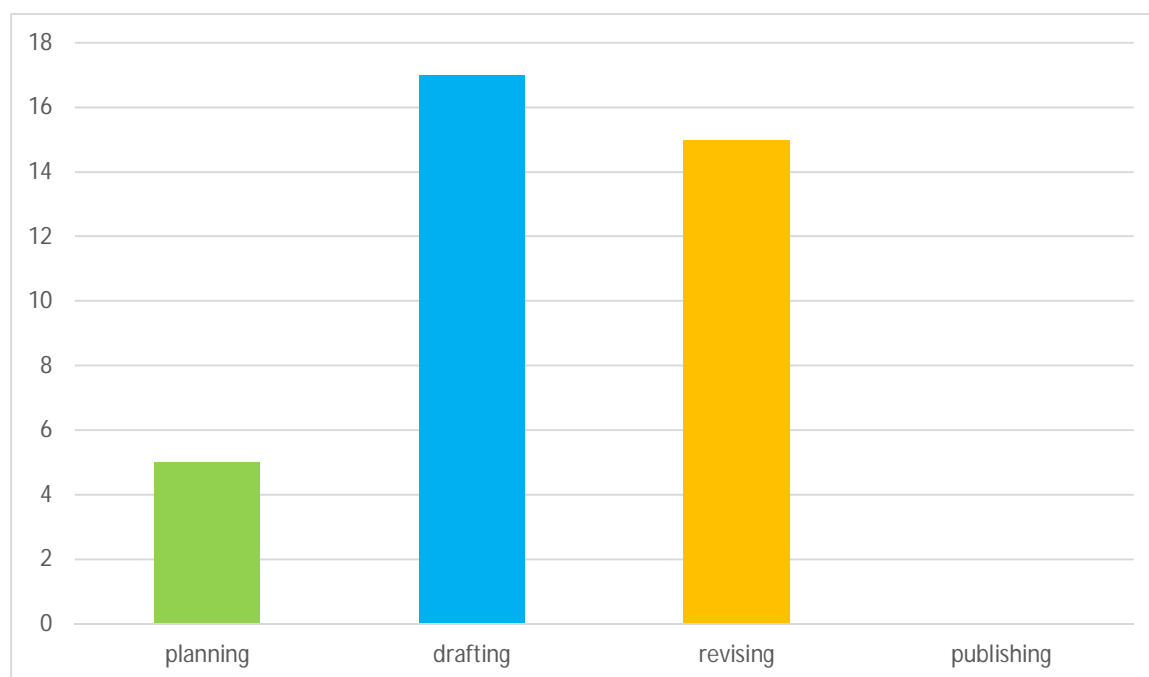
The objective of this question is to know if the pupils revise the first draft, the result shows 38 of pupils do not revise the first draft, and 09 pupils answer by “yes. The obtained result imply that learners do not revise because they are weak in English module and teachers method in teaching.

Chapter 03: Data analysis and suggestion

How often do you use these strategies?

Strategies	always	sometimes	Never
Planning		05	
Drafting	17		
Revising		15	
Publishing			

Graph 3.12 strategies that pupils used in writing



The objective of this question is to know the strategies that pupils use in writing during the exams. The result shows that 17 of learners always use the draft strategy, and 05 pupils use the method of planning. Whereas, 15 of them revise the draft paper during the exams.

QUESTION 13

Do you find it easy to write well English?

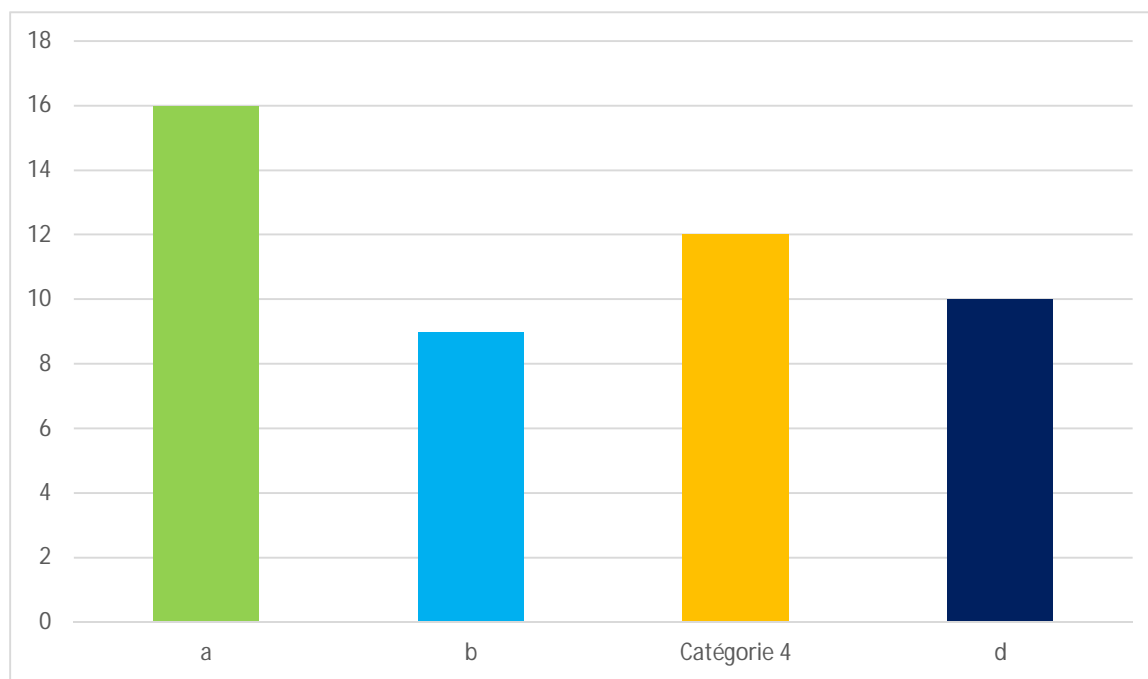
- Yes ☐
- No ☐

Table 3.12 easiness for writing well English

Chapter 03: Data analysis and suggestion

option	yes	No
numbers	02	45

Graph 3.13 easiness for writing well English



The English aims at surveying students' opinions towards the easiness to write English because this might show to the researcher the learners' attitudes towards English writing and how they consider it. However, 45 of the respondents found writing English difficult. Whereas, 02 of the informants find English an easy task.

QUESTION 14

When you revise, what is your main concern?

a-Grammar

b-Spelling

c-Punctuation

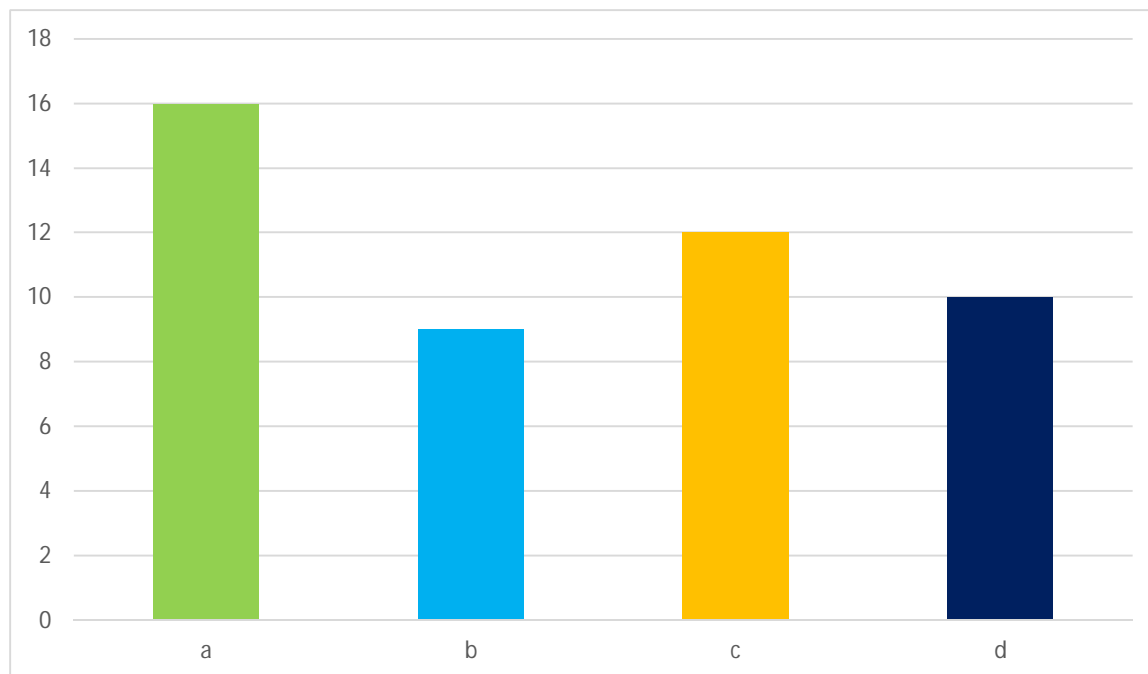
d-Content

table 3.14 revising the draft paper

Chapter 03: Data analysis and suggestion

Option	a	b	c	d
numbers	16	09	12	10

Graph 3.14 revising the draft paper



We wanted to know what the main concern is when pupils revise the draft paper. 16 of them answered that the cause is grammar followed by 12 saying punctuation and 10 of the learners say content (the ideas that want to express). Whereas, 09 the participants answer by spelling.

QUESTION 15

In your opinion, what solutions would suggest to improve your writing performance?

Here we wanted to know what how to be successful in writing. The participants answered by providing a good environment for learning. Also, by bringing a good teacher to teach them English and focusing on English grammar. Moreover, it would be better if the teacher makes the pupils work in-group. This is a good way to help them interact and participate in the classroom.

3.2.2 TEACHERS' QUESTIONNAIRE

QUESTION 01 degree(s) held

Chapter 03: Data analysis and suggestion

☐
-license
☐
-master

Table 3.15 teachers' degrees hold

Degrees	license	master
numbers	05	00

The question aimed at forming an idea about teachers' qualification and degrees the researcher deduced that the majority of teacher 05 have a license degree.

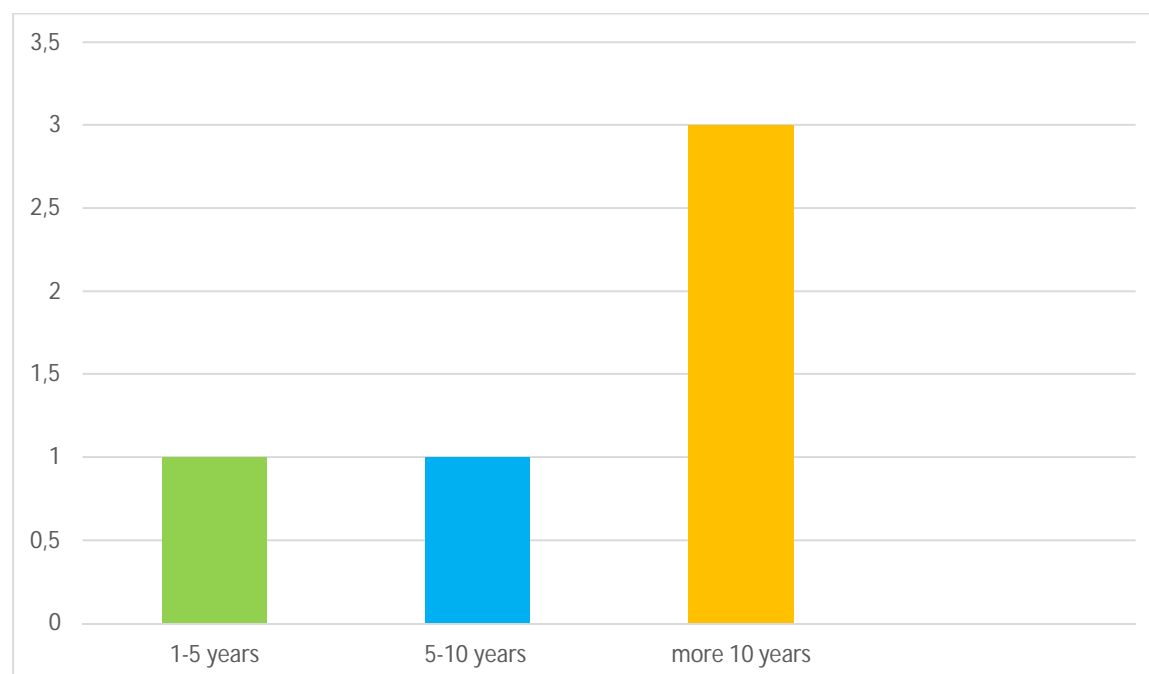
QUESTION 02

How long have you been teaching English?

Table 3.16 teachers' time for teaching speaking

Years	1-5	5-10	+10	total
numbers	1	1	3	5

Graph 3.16 teachers' time for teaching speaking



This question aims at exploring the teacher experience in teaching. 03 of the

Chapter 03: Data analysis and suggestion

participants have experienced more than 10 years. While 01 of the respondent affirm that, they have taught for more than five years. Also 01 of the participant noted that they have less than 5 years.

QUESTION 03

Is the writing skill your major teaching concern?

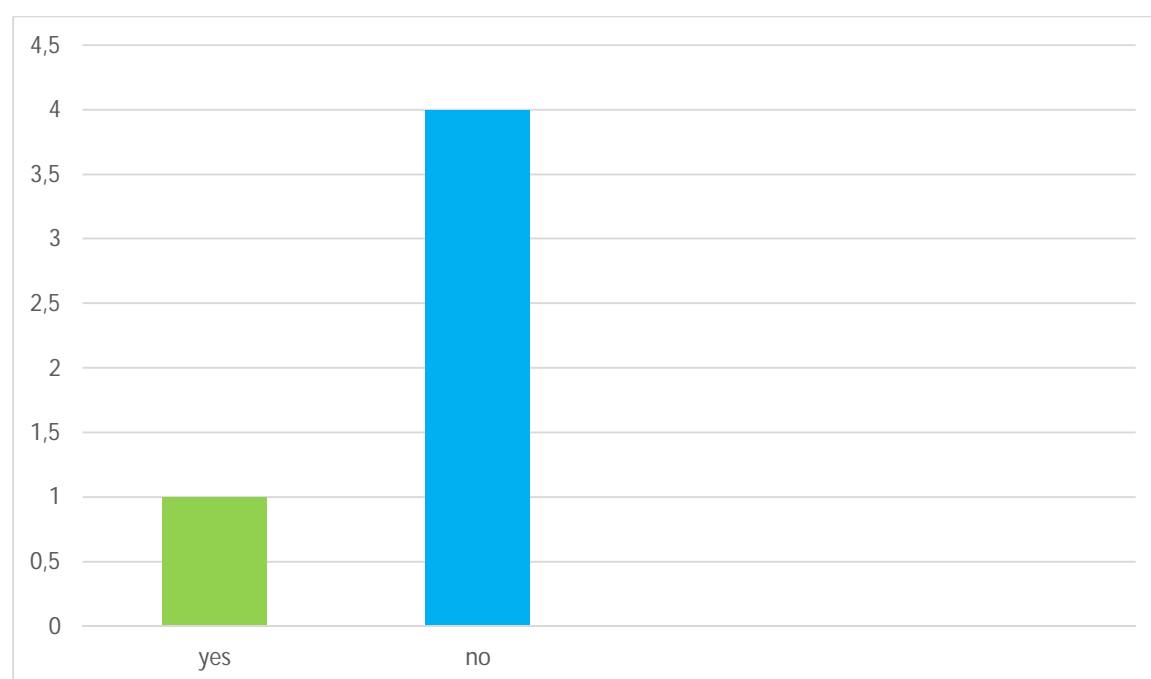
-Ye ☐

-No ☐

Table 3.17 writing skill as a major teaching skill

Option	yes	No
numbers	1	4

Graph 3.17 writing skill as major teaching skill



04 of the respondents argued that the writing skill is not the major teaching concern because they teach other matters, Whereas, only 01 of the participant opted for writing as

Chapter 03: Data analysis and suggestion

the major teaching because he saw that it's important for the pupils.

QUESTION 04

Which of the following degrees describe your pupils' level of writing proficiency in English?

a- High ☐

b- Above average ☐

c- Average ☐

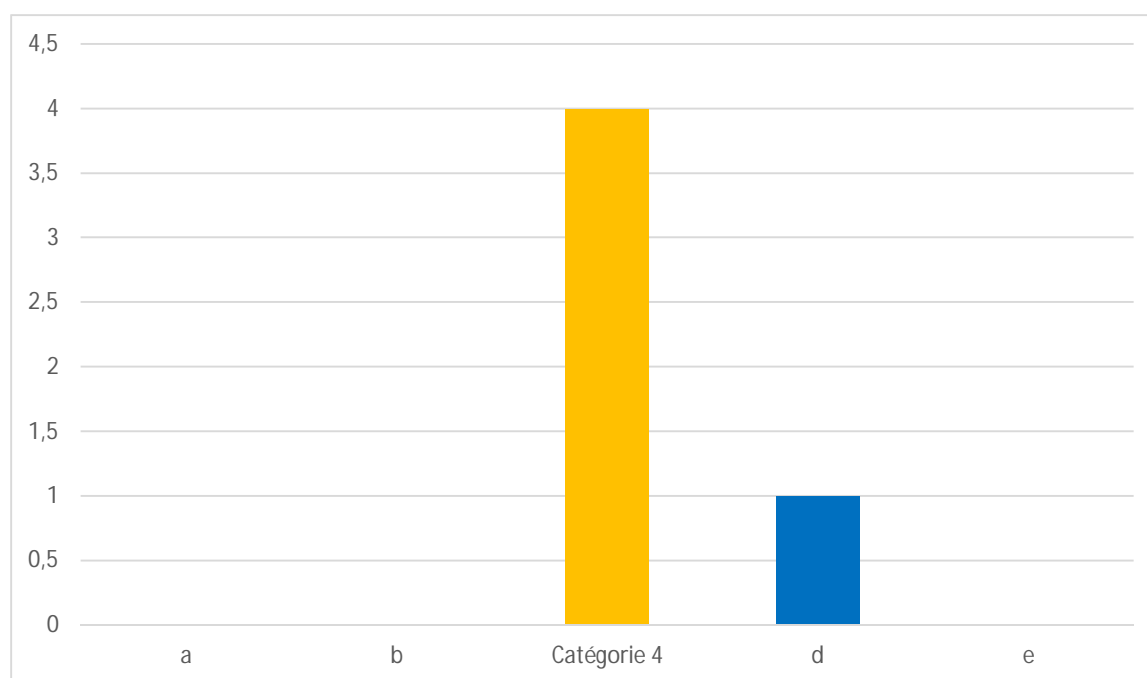
d- Below aver ☐

e- Low average ☐

Table 3.18 teachers' opinions about pupils' level

Pupils' level	high	Above average	average	Below average	Low
numbers	0	0	4	1	0

Graph 3.18 teachers' opinions about pupils' level



This question aims to know the teachers' opinions about pupils' level. The result

Chapter 03: Data analysis and suggestion

shows that 04 of the respondents describe their pupils' level of writing as an “average”.

However, only 01 the informant describe their pupils level as n average one.

QUESTION 05

Do you motivate your pupils to interact?

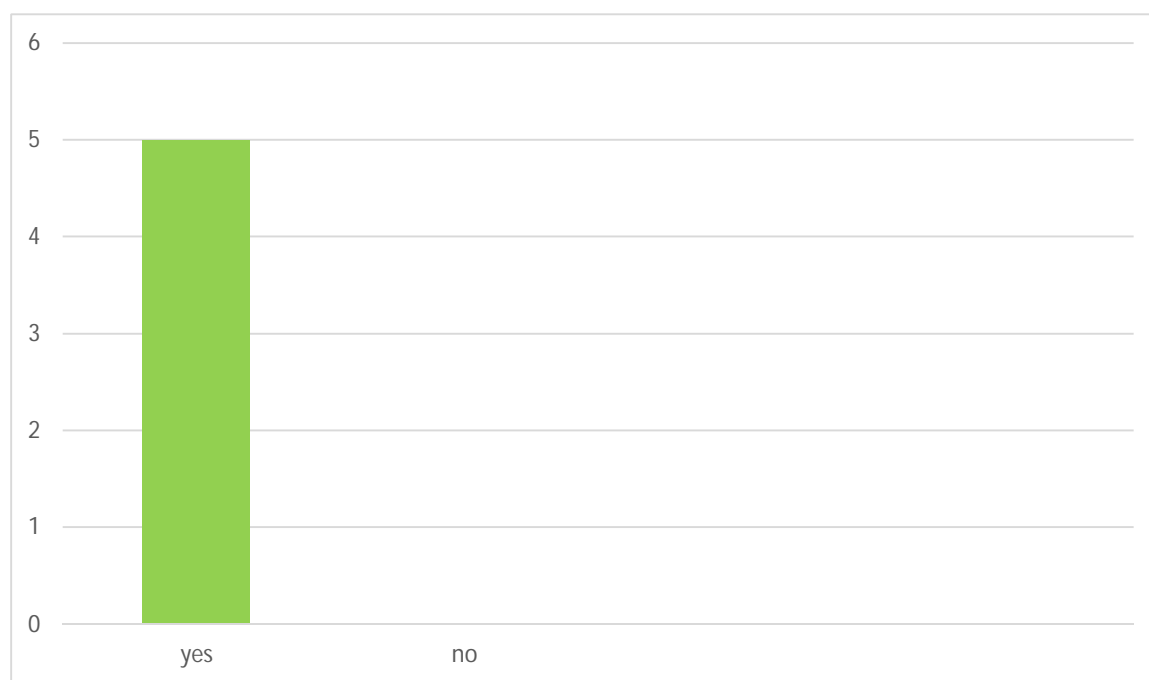
-Yes ☐

-No ☐

Table 3.19 teachers motivating students to interact

Option	yes	no
numbers	05	00

Graph 3.19 teachers motivate students to interact



This question aims at exploring students' interaction. The majority of the participants say “yes”. The most teachers answer by providing for the learners a good environment to learn spending a lot of time in grammar and spelling. Moreover, they help them by correcting their mistakes and encourage the learners to participate in the classroom.

QUESTION 06

Do you interrupt your student to correct them?

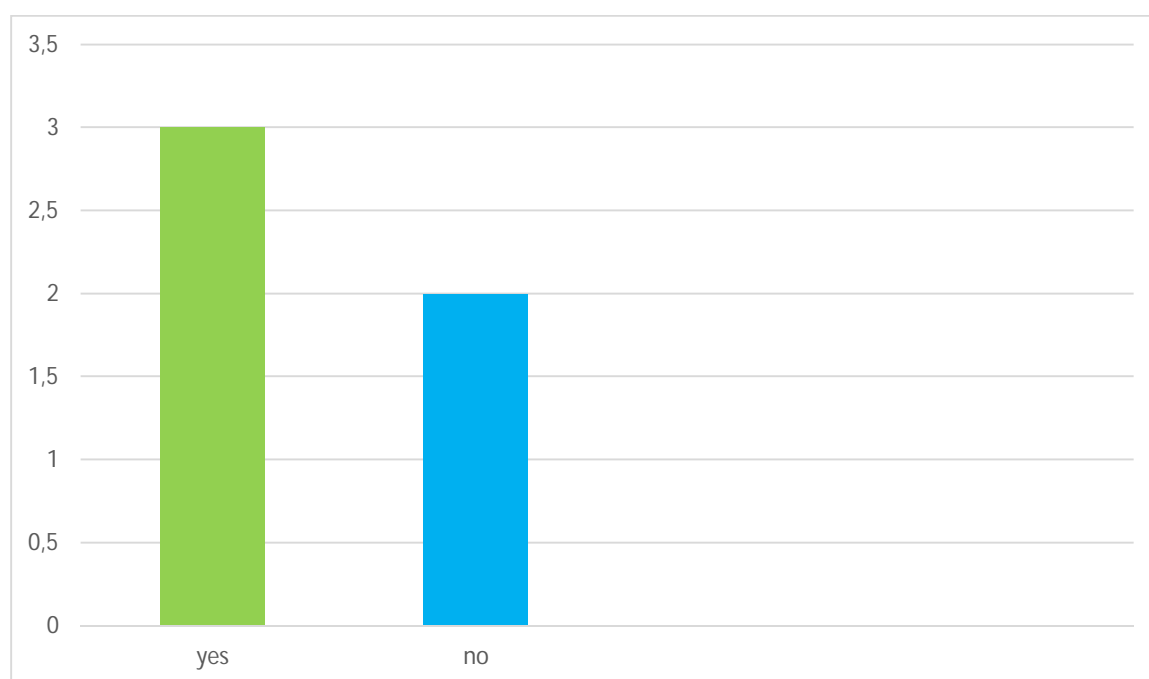
-Yes ☐

-No ☐

Table 3.20 Teachers interrupt pupils to correct them

Option	yes	no
numbers	03	02

Graph 3.20 teachers interrupt pupils to correct them



This question shows that 03 of the participants said “yes”. In contrast, only 02 of the teachers did not interrupt the pupils in order to correct them.

QUESTION 07

How could you do that? Please give more details?

The teacher answered by fostering them interaction, help and encourage them.

-By asking questions, offering responses to exercises.

- By giving the weak pupils opportunity to participate in the classroom

QUESTION 08

According to you?

What is the most difficult aspect for teaching writing?

-Grammar ☐

☐

Vocabulary

☐

-Sentence structure

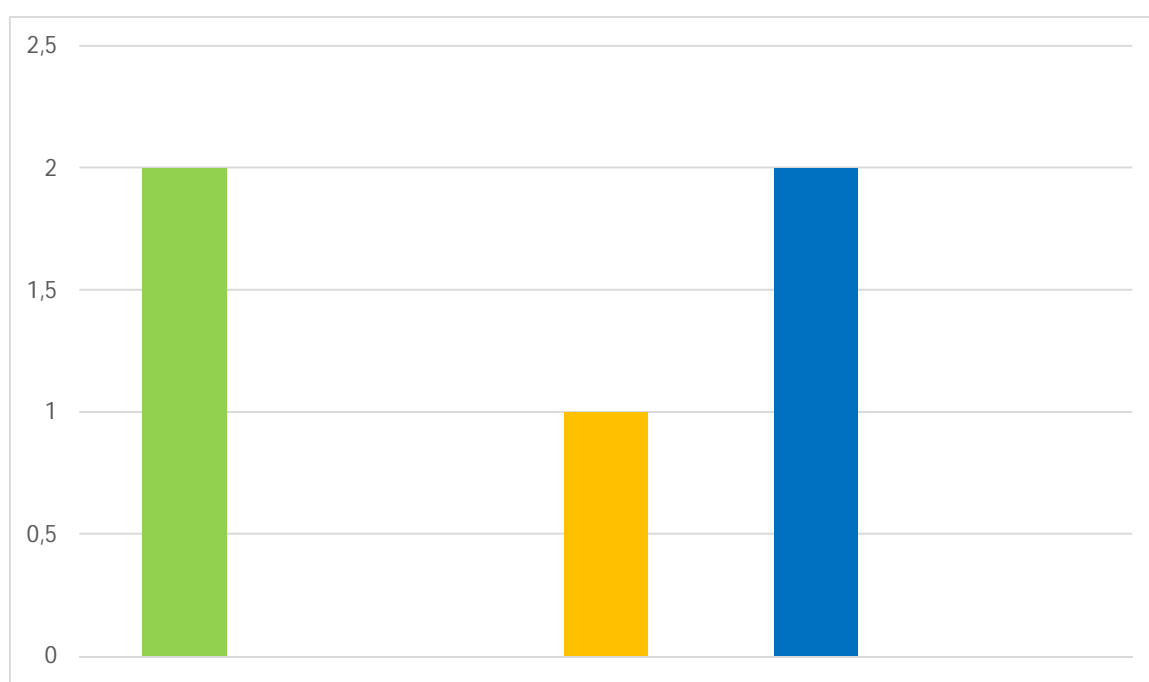
- Others

☐

Table 3.21 Teachers most difficult aspect for teaching writing

Option	grammar	vocabulary	Sentence structure	Pronunciation	others
numbers	02	00	01	02	00

Graph 3.21 Teachers most difficult aspect for teaching writing



The question aims at determining teachers points of view about the most difficult task in teaching writing. 02 of the teachers opt for grammar and the same number for pronunciation. Whereas, the rest 01 of the participant opt for sentence structure.

QUESTION 09

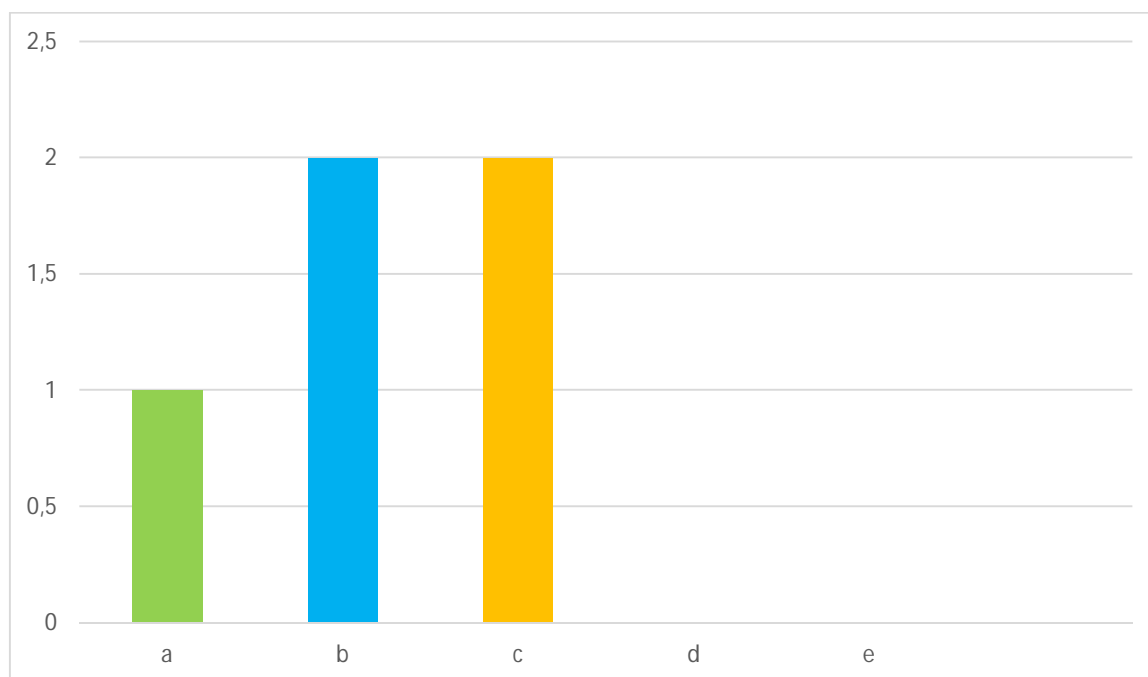
What are the types of text that learners are taught to write?

- Exploring essays ☐
- Narrative essays ☐
- Descriptive essays ☐
- Letters ☐
- Argumentative essay ☐

Table 3.22 different types of text learners are taught to write

Option	a	b	c	d	e
numbers	01	02	02	00	00

Graph 3.22 different types of text that learners are taught to write



The answer of this question from the teacher showed that 02 of them use narrative essays. The same percentage for descriptive essays. Whereas, 01 of the participant said that he's using expository essays.

QUESTION 10

Which of the following strategies have you observed in your pupils' performance ☐

-Use of translation by dictionary

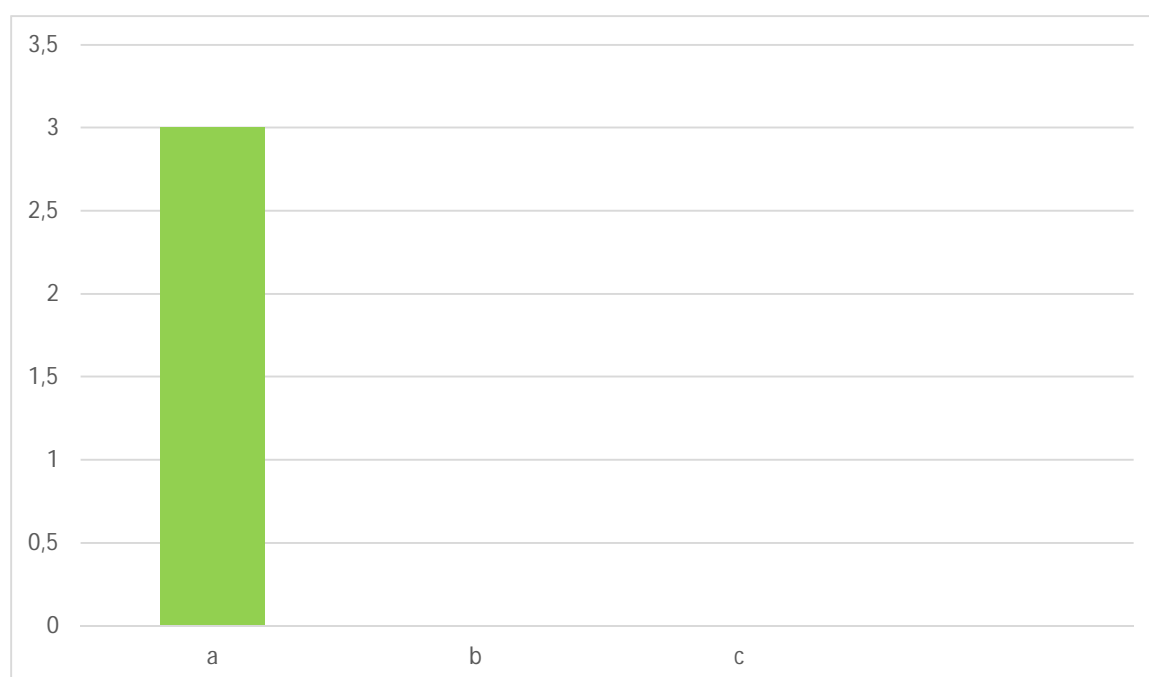
-Use of processing (planning, drafting, revising)

-Use of cooperation

Table 3.23 strategies that teachers observed in pupils' performance

Strategies	a	b	c
numbers	03	00	00

Graph 3.23 strategies that teachers observed in pupils' performance



The reason behind this question is to determine the strategies that have observed in pupils' performance by teachers. 03 of the participants said that pupils use of translation by dictionary. Whereas, 02 of them said that pupils use of cooperation.

QUESTION 11

Can you say that your learners are motivated to write in English?

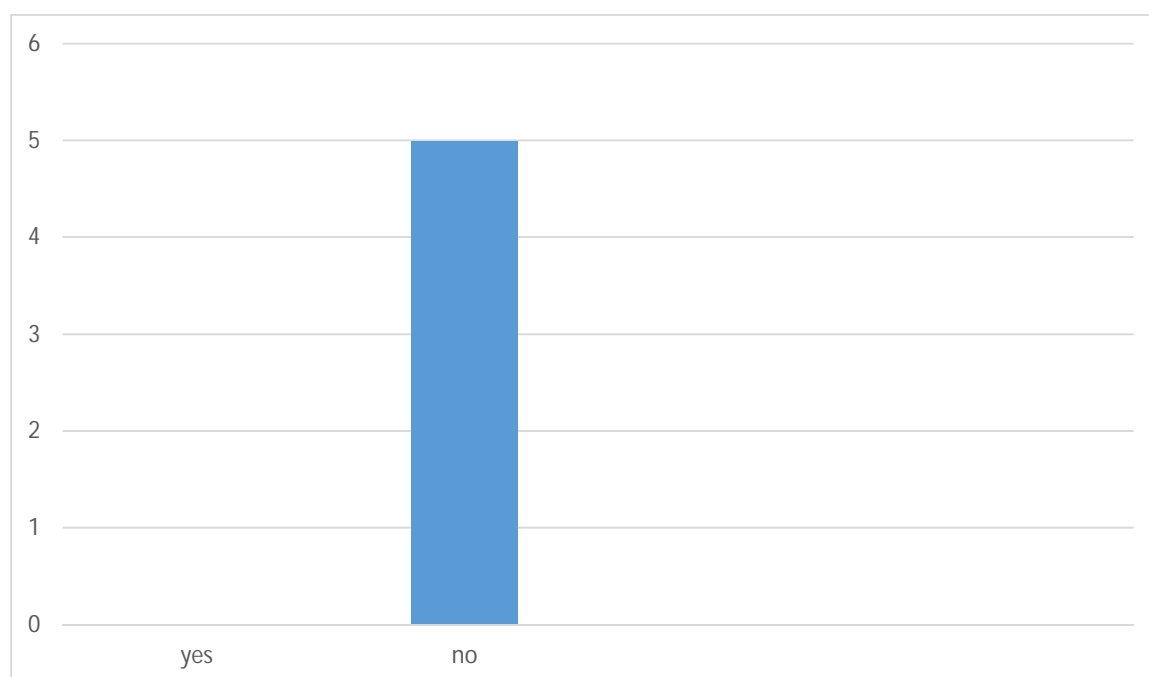
-Yes ☐

-No ☐

Table 3.24 Teachers opinions towards learners' motivation

Option	yes	no
numbers	00	00

Graph 3.24 Teacher opinion towards learners' motivation



The objective of this question is to know the teachers' opinion towards learners' motivation. The result shows that the majority of them answer by "no". This finding is really surprising because the teachers think that the main causes behind this problem are because the pupils are not interested in English as an essential subject, they do not worry if they are making mistakes and they do not revise the lessons, especially, grammar and

vocabulary.

QUESTION 12

What types of difficulty do your pupils regularly encounter when completing writing tasks?

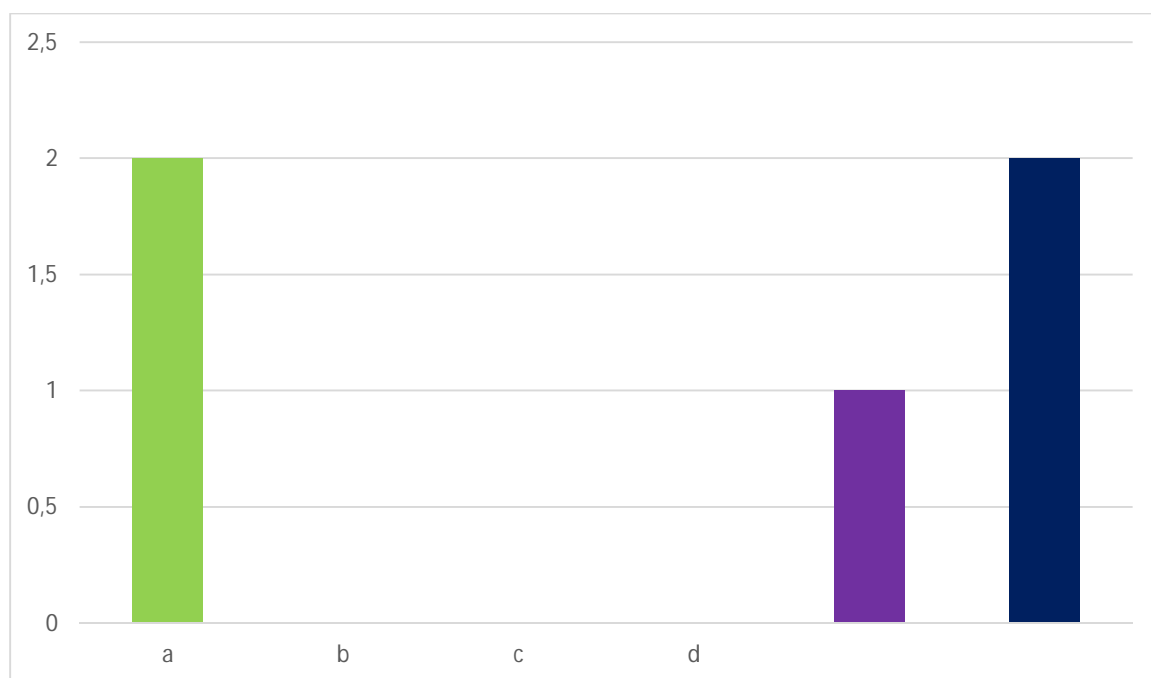
- a-Grammatical ☐
- b-Vocabulary ☐
- c-Poor writing mechanics (spelling, punctuation) ☐
- d-Meaningless content ☐
- e- Poor writing strategies(planning,drafting,revising) ☐
- f- Incoherent organization of a paragraph, text ☐

Table 3.25 types of difficulty that encounter pupils when completing written tasks

Option	a	b	c	d	e	f
numbers	02	00	00	00	01	02

Graph 3.25 types of difficulty that encounter pupils when completing written tasks

Chapter 03: Data analysis and suggestion



The goal of this question is to know the difficulties that encounter the pupils when writing tasks. The result shows that 02 of the respondents answer that the difficulty encounter the pupils is incoherent organization of paragraph, text , and the same number 02 of teachers see that the problem is in grammar. Whereas, the last number 01 teacher see the difficulty in poor writing strategies (planning, drafting, revising).

QUESTION 13

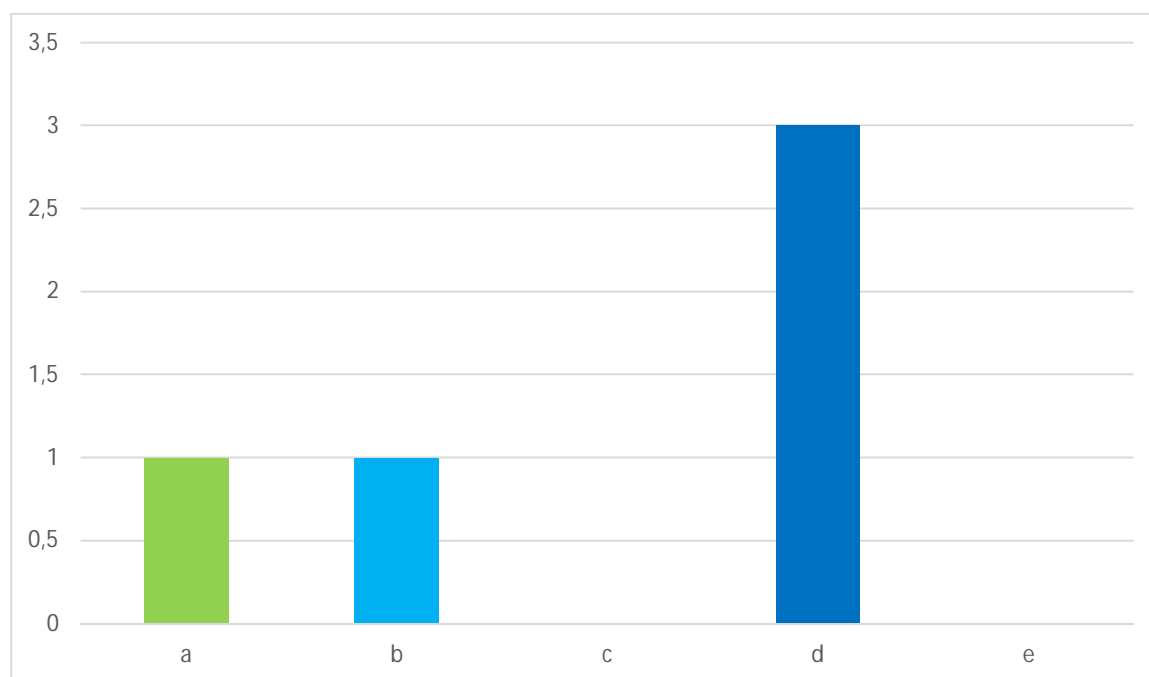
According to you, what are the main reasons behind the pupils writing weaknesses?

- a- The complexity of the writing itself ☐
- b- Insufficient teaching time for classroom practice ☐
- c- Irrelevant text book writing activities ☐
- d- Pupils own demotivation and negative attitudes ☐
- e- Others ☐

Table 3.26 The reasons behind the pupils writing weaknesses

Option	a	b	c	d	e
numbers	01	01	00	03	00

Graph 3.26 the reasons behind the pupils writing weaknesses



The aim of this question is to know the main reasons behind the pupils' writing weaknesses. The graph shows that 03 of teachers see the reasons behind the learners' poor writing is the complexity of the writing itself. Whereas, 02 teachers answer by pupils own demotivation and negative attitudes.

3.3 DISCUSSION

The obtained result confirm the credibility of the proposed assumptions about the difficulties faced pupils in writing, lack of vocabulary needed by the pupils to write in English, in addition to their lack of motivation. However, there are other reasons behind students' poor writing skill, which are:

- The pupils' weak level may also be due to their weak basic background knowledge
- They acquired in the middle school. Some pupils said that they had difficulties in grammar.
- Lack of appropriate language(mixed languages)
- Lack of reading
- Lack of practice of conversational interaction

- Learners are not exposed to English; they only use English in classroom, and once they are out they fail to recall it. This is the cause of the failure
- Insufficient opportunity to interact with native speakers
- Most of pupils give importance to French language rather than English, because most of Algerian people communicate in French

3.4 SUGGESTION OF EFFECTIVE WRITING

Plenty of investigators have distinguished parts in useful classroom writing direction that apply through the range of the pupils and the range of classroom conditions.

3.4.1 REVIEW PREVIOUSLY TAUGHT SKILLS

Review previously taught skills to guarantee that learners have studied and recognized them. This provides pupils more train and permits the teacher to the professor can check if the learners have any obstacles. The teacher can check if there is any mistakes directly and expose or model once how exercise is done perfectly. Abilities can be retaught and several methodologies must to be used.

3.4.2 PRESENT THE NEW TASK

A little allegation of the particular nature of the writing exercise, its goal or aspiration occurs first. The teachers create the qualifications or ideas to be instructed applying “the think aloud” methodology. Pupils experiencing obstacles will frequently learn more simply if the writing exercise is produced in little adaptable stages. One by one direction may need to be give . an arrangement of structured instruction, particular , satisfied , important and task . as concluded by the necessities of the pupils can best succor these learners during the analyzing stage of initial learning. Regular examination of pupils’ comprehension is important and a lively movement will support learners’ interest.

3.4.3 BUILDING CONFIDENCE

Chapter 03: Data analysis and suggestion

The learners who have accomplished study to write it very necessary that professor's emphasis on eliminate anxiety and raising expectation in pupils that they will be fortunate as writers. Teachers must design for learners to experience achievement with writing by bringing obvious models and structures, specific feedback and direction and plenty of chances for success . set of tasks for writing Cana id abolish anxiety and establish confidence, and will help the pupils who wants further when writing.

In set students can:

- participate data to about the subject; brainstorm ideas.
- argue vocabulary choices, sentence and paragraph structure.
- cooperate in a common conception of a singular type of text.
- participate contraction and revising tasks.

3.4.4 PROVIDE INDEPENDENT PRACTICE

Learners study to control the additional skills or data with tiniest of explicit support from the professor will additional data is connected with what is already recognized. The tasks of home study can be used absolute practice of skill. The teachers need to provide a range of context so that student can generalize skills.

3.4.5 PROVIDE GUIDED PRACTICE

The teachers lead over a few sample of skill. A frequent language is used to supply endless feedback about the efficiency, significance, and accuracy of pupils' writing. This continuous monitoring is significant to guarantee that learners keep away from using mistakes and can show success.

3.5 CREATE AN ENGAED COMMUNITY OF WRITERS

Pupils want both the ability and the desire to extend as writers. Teachers must allow a comforting context in their classroom to raise a group of writers who are inspired to write good. In a cooperative area, teachers collaborate as writers, not simply professors, to expose the significance of writing is considerable, appraised, and satisfying. Moreover, advanced pupils' encouragement to write, teachers must comprise possibilities for learners to make a choice for their own subjects and adjust teachers-selected prompts associated to the objective and styles being informed.

Chapter 03: Data analysis and suggestion

When the pupils make a decision on their own subjects, they perhaps become more increased and minded to write further regularly and become more concerned in the writing procedure and the writing community. Pupils and teachers must have conventional and organized occasions to communicate through providing and taking feedback beside cooperating on writing exercises. Teamwork can develop the common sense of team in a classroom, as well as foster pupils to become part in writing procedure with their companions. When they feel merged to one another and the professors, they may feel secure sharing in the writing procedure and participating their writing with companions. Publishing learners' task also can assistance pupils handle in their community.

3.6 CONCLUSION

Results for the analysis of the students' questionnaire support the hypothesis stated at the beginning of the present thesis in that they confirm that the reasons that make writing classroom difficult are mainly grammatical, vocabulary, syntactic and mechanics. In teaching writing, a teacher needs to be aware that pupils have difficulties in all areas of writing, therefore teachers can use different new material techniques furthermore, when pupils receive feedback, they improve writing. Therefore, allowing students to get used to such interactive activities will mingle their experience.

Recommendation:

When basic writing skills become relatively effortless for students, they can focus less on these basic writing skills and more on developing and communicating their ideas.⁵⁴ However, younger writers must typically devote considerable attention to acquiring and polishing these skills before they become proficient.⁵⁵ Problems with basic writing skills have an impact on the quality of a person's writing.⁵⁶ Spelling skills can affect the words students choose because they may be less likely to use words they cannot spell.⁵⁷ Students also need to be able to generate strong, interesting sentences that vary in length and complexity in order to convey their intended meaning and engage readers.

When a student's writing contains spelling mistakes and poor handwriting, it can be difficult for the reader to understand what the student is trying to convey. Word-processing programs can make many aspects of the writing process easier for students, including assisting students with spelling and handwriting difficulties to write more fluently. Teaching typing can help students compose more easily on a computer, a skill that is increasingly necessary as computer-based technologies are used throughout daily life.

What makes spelling even more difficult is that the written form of the English language has an inconsistent pattern. It would be much easier if each phoneme had one and only one grapheme. But that is most the case. There are 251 different spellings for 44 sounds of English and the languages contain many irregularly spelled words. Only approximately 50% of spellings follow regular phonetic rules. Spelling is difficult for many people, but there is much less research on spelling than there is on reading to tell us just how many people spell poorly or believe they spell poorly.

Students need both the skill and the will to develop as writers.⁹⁷ Teachers should establish a supportive environment in their classroom to foster a community of writers who are motivated to write well. In a supportive writing environment, teachers participate as writers, not simply instructors, to demonstrate the importance of writing. By taking part in writing lessons and activities, teachers convey the message that writing is important, valued, and rewarding.

To further develop students' motivation to write, teachers should include opportunities for students to choose their own topics and/or modify teacher-selected prompts related to the purposes and genres being taught. When students choose their own topics, they may become more engaged and motivated to write. Such engagement and motivation could potentially lead students to write more frequently and become more involved in the writing process and the writing community.

Students and teachers also should have regular and structured opportunities to interact through giving and receiving feedback as well as collaborating on writing activities.

Collaboration can increase the sense of community in a classroom, as well as encourage students to become engaged in the writing process with their peers. When students feel connected to one another and to the teacher, they may feel safe participating in the writing process and sharing their writing with peers. Publishing students' work also can help them feel.

Recommendation:

When basic writing skills become relatively effortless for students, they can focus less on these basic writing skills and more on developing and communicating their ideas.⁵⁴ However, younger writers must typically devote considerable attention to acquiring and polishing these skills before they become proficient.⁵⁵ Problems with basic writing skills have an impact on the quality of a person's writing.⁵⁶ Spelling skills can affect the words students choose because they may be less likely to use words they cannot spell.⁵⁷ Students also need to be able to generate strong, interesting sentences that vary in length and complexity in order to convey their intended meaning and engage readers.

When a student's writing contains spelling mistakes and poor handwriting, it can be difficult for the reader to understand what the student is trying to convey. Word-processing programs can make many aspects of the writing process easier for students, including assisting students with spelling and handwriting difficulties to write more fluently. Teaching typing can help students compose more easily on a computer, a skill that is increasingly necessary as computer-based technologies are used throughout daily life.

What makes spelling even more difficult is that the written form of the English language has an inconsistent pattern. It would be much easier if each phoneme had one and only one grapheme. But that is most the case. There are 251 different spellings for 44 sounds of English and the languages contain many irregularly spelled words. Only approximately 50% of spellings follow regular phonetic rules. Spelling is difficult for many people, but there is much less research on spelling than there is on reading to tell us just how many people spell poorly or believe they spell poorly.

Students need both the skill and the will to develop as writers.⁹⁷ Teachers should establish a supportive environment in their classroom to foster a community of writers who are motivated to write well. In a supportive writing environment, teachers participate as writers, not simply instructors, to demonstrate the importance of writing. By taking part in writing lessons and activities, teachers convey the message that writing is important, valued, and rewarding.

To further develop students' motivation to write, teachers should include opportunities for students to choose their own topics and/or modify teacher-selected prompts related to the purposes and genres being taught. When students choose their own topics, they may become more engaged and motivated to write. Such engagement and motivation could potentially lead students to write more frequently and become more involved in the writing process and the writing community.

Students and teachers also should have regular and structured opportunities to interact through giving and receiving feedback as well as collaborating on writing activities.

Collaboration can increase the sense of community in a classroom, as well as encourage students to become engaged in the writing process with their peers. When students feel connected to one another and to the teacher, they may feel safe participating in the writing process and sharing their writing with peers. Publishing students' work also can help them feel.

Appendix 01:

Pupils' Questionnaire:

Dear pupils,

We are grateful to your help in this dissertation, if you could answer the following question by putting a cross (*) in appropriate answer, or to make comments for the given questions whenever required.

Gender: ☐ Male ☐ Female

Question 01:

What is your baccalaureate type?

- a- Letters and philosophy ☐
- b- Letters and foreign language ☐

Question 02:

Do you consider language as an essential subject?

-Yes ☐

-No ☐

Question 03:

If no, Why?.....

Question 04:

How do you find English ?

- a- An easy task ☐
- b- A difficult task ☐
- c- An average difficulty ☐

Question 05:

If a difficult task, what makes writing hard for ☐ you?

- a- Limited vocabulary and lack of ideas ☐
- b- Grammar ☐
- c- Poor writing mechanics (spelling , ☐ punctuation)
- d- Others

Question 06:

☐

How often do you write English:

- a-Always
- b-Sometimes ☐
- c-Rarely ☐

Question 07:

If rarely, do you think that is due to?

- Teacher's low interruption ☐
- Teacher's low motivation ☐
- Teacher's method ☐
- Your personality ☐

Question 08:

What type of writing do you enjoy most?

- | | |
|-----------------|--------------------------|
| a-Essays | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| b-Letters | |
| c-Filling forms | <input type="checkbox"/> |
| d-Others | <input type="checkbox"/> |

Question 09:

Is it easy to get ideas in written expression question ?

- | | |
|------|--------------------------|
| -Yes | <input type="checkbox"/> |
| -No | <input type="checkbox"/> |

Question 10:

If no, what is the problem?

- | | |
|---------------------------|--------------------------|
| a-Time limit | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| b-Poor vocabulary | |
| | <input type="checkbox"/> |
| c-Test anxiety and stress | <input type="checkbox"/> |
| d-Others | |

Question 11:

Do you revise the first draft?

- | | |
|------|--------------------------|
| | <input type="checkbox"/> |
| -Yes | <input type="checkbox"/> |

-No

Question12:

What types of difficulty do your pupils regularly encounter when completing writing tasks?

a-Grammatical

b-Vocabulary

c-Poor writing mechanics (spelling, punctuation)

d-Meaningless content

e-Poor writing strategies (planning, drafting, revising)

f-Incoherent organization of a paragraph ,text

Question 13:

Do you find it easy to write well English?

-Yes ☐

-No ☐

Question 14:

When you revise, what is your main concern ?

a-Grammar ☐

b-Spelling ☐

c-Punctuation ☐

d-Content (the ideas that you want to express) ☐

Question 15:

In your opinion, what solutions would you suggest to improve your writing performance?

Appendix 02:

Teachers' Questionnaire:

Dear teachers,

This questionnaire serves as data collection tool for a researcher work that aims to propose some solutions to diminish pupils' problems in writing skill that face them during their studies. We would very grateful if you could take the time and energy to share your experience by answering the following questions.

Question 01:

Degree(s) held

-License ☐

-Master ☐

Question 02:

How long have you teaching English?

☐

-Yes ☐

-No

Question 03:

Is the writing skill your teaching concern?

☐

-Yes ☐

-No

Question 04:

Which of the following degrees describe your pupil's level of writing proficiency in

☐

English?

a-High

☐

b-Above ☐ average

c-Average

☐

d-Below ☐ average

e-Low

☐☐

Question 05:

Do you motivate your pupils to interact ?

-Yes ☐

-No ☐

Question 06:

Do you interrupt students to correct them?

☐

-Yes ☐

-No

Question 07:

How could you do that? Please give me details?

Question 08:

According to you, what is the most difficult aspect for teaching writing?

☐

-Grammar

☐

-Vocabulary

-Sentence ☐ structure

-Others ☐

Question 09:

What are the type of text that learners are taught to write?

☐☐

-Expository essays

-Narrative essays

☐

-Descriptive essays

☐

-Letters

-Argumentative essays

☐

Question 10:

Which of the following strategies have you observed in your pupils' performance

-Use of translation by dictionary

☐

-Use of processing (planning, drafting, revising)

☐

- Use of cooperation

☐

Appendix 03:

Written expression: lesson plan

Write a composition about 80 words on gn- of the following topics

Choose either

Topic 01:

In Algeria, boys and girls attends school limit they are 16...(use the following notes to present the Algerian educational system to a foreign delegation visiting your school)

- The importance of education in Algerian
- The different stages of education
- The school regulations
- The different subjects you learn
- The school certificate

Or

Topic 02:

What are the contributions of the Islamic civilization to the modern word ? give concrete examples (math, medicine, biology, astronomy, sociology.....)

Or

Topic 03:

Free topic. Choose any topic and speak about it.

