Investigating Learners Poor Writing Skills and Reader's Negative Reaction: Remedial Approaches: case study of third year license students at Saida University

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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Dedication

First of all and For the Sake of ALLAH, I am deeply thankful for having one of the most supportive families a person could ever have.

I dedicate this work to my Dad Mr. Khaldi Mohammed and my lovely mother Mrs. Halima Moulai.

To my beloved sisters and brother: Fatiha, Fatima, Badra and Abderezek.

To my soulmate YaicheBrahim for always being there

To my friends:Souhila, Wafa and Ikram for being such wonderful companions.

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Abstract

Teaching and learning the writing skill is undeniablydifficultand it needs a huge amount of practice that requires both time and efforts. Therefore nowadays students tend to have weak writing productions and struggle to fulfill simple pieces of writings. The present research paper does not completely invent solutions for students who encounter difficulties in writing; however it aims at identifying the effectiveness of reading and practicing in influencing the level of writing among third year license students as well as every EFL learner of all levels. To address this phenomenon,qualitative and quantitative methods were launched in which three research tools were conducted on written expression teachers as well as other EFL teachers from Saida University. The results indicated that most of the students have massive problems concerning the writing skill due to several factors. In the light of the findings, the research suggestsa number of pedagogical remedial approaches to both learners and teachers.

Keywords: EFL students, findings, reading,remedial approaches, Saida University, third-year.

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General Introduction

General Introduction

The teaching and learning process of a foreign language is based on four primary abilities: speaking, listening, writing, as well asreading. Among these skills, writing is frequently the most difficult for students at all levels of learning. As said priorly, teachers most commnly teach in a specific order: listening, speaking, reading, and finally writing. Placing it at the bottom of the four skills for its difficulty and hardness to learn. It is a very common issue among native speakers too as there are individuals who can not conduct a well organized piece of literature even with their mother tongue language.

However,the necessity of learning all ofthe four skills is important to every EFL learner in order to overcum any issue concerning language learning and pracetesing. Therefore their relevance with the educational system is undeniable, but unlike the rest of the skills writing will always remain the quite difficult skill to learn.

The problem that stimulated the researcher to start this investigation was seen throughout the weak writing productions among third year students in Saisa university at the English department for not being able to master neither the grammatical essentials northe basic writing methods, In most of the Algerian universities and highschools , writing in English unlike the rest of the four skills, is notoftenly practiced, so what is learned inside the classroom usually stays in the classroom without giving the needed importance to practice it occasionally . Furthermore, the difficulty lerning writing createda major struggle for the vast majority of learners not only in at Saida university but in more than half of the Algerian universities , outputing poor writing productions and triggering readers negative reactions when needing to write an essay or a literary document .

The given research study deals with learners' poor performance in written products. As a result, it seeks to understand the common causes behind bad writing methods among EFL students. Besides, it targets to identifythe factors that restrict the third year license students' from mastering the writing skill and writing corerectly. As it aimsto translate thisstudy's findings into possibleacademic remedial approches.

The following research questions are raised in order to full fill the given aims:

1.Why do third year license students at Saida University havean unconvinent level in writing?

2.What to do in order to overcome this phenomenon?

3. How can weak writing skills among third year license students impulse readers negative reaction?

4. What are the possible remedies that might decrease this incident?

To answer these questions, the following hypotheses are put forward:

1. The reasons behind students' poor writing skill revolve round:the lack of reading and understanding words, meanings and misspelling, the insufficiency of time and the unimportance given to this skill by teachers and learners alike.

2. If students get empowered by intensive reading programs, they might improve their writing skills and overcome this barrier.

3. If students ameliorate their writing level by reading more often they might receive positive readers' reaction as well as good feedback.

4. To decrease this phenomenon, many tips can be taken into account like adopting intensive writing activities, caring about reading as one of the skills which would help to improve learners' writing style.

To collect the properdata for this research, an investigation was launched with both a questionnaire and an interview forwarded to the written expression teachers as well as teachers concurred with writing matters such as civilization and littearray topics at the English department of Saida university as well as an observation of students' exam papers that included both grammatical and written expression matters such as essays and long paragraphsthat belongs to third year license students at the English department of MoulayTahar University Saida. Togain a considerable amount of dataon the reasons behind weak writing competence.

There is a considerable number of circumstances that influence students' performance in Writing. These circumstances could be related to: the methods, the approaches, the techniques used, the learner, the teacher, the learning tools, or others like anxiety, low self-esteem or the lack of motivation, etc. Thus, this research study was intentionally limited to what appears like the main causes that are remedial to both learners and teachers.

Chapter One: Literature Review

1.1 Introduction

As a starting point, a broad examination of several fundamental and characteristics of the writing ability is advantegeous. The purpose is to gain a broad understanding of what writing entails and how to improve this ability. For many years, both instructors and learners in the teaching English as a foreign language (TEFL) process have disregarded writing and gave it less importance compared to the rest of the skills needed to acuire the language. Since most people grow up speaking their mother tongue language (L1), and occasionally their second language (L2) or foreign language (FL), writing must be recognized.In this regard, the key goals for both professors and students, particularly at university, are to learn how to write correctly and to be an excellent writer. Third year liscencestudents' poor writing proficiency has become a major issue that requires immediate attention.And the importance is to uncover the major reasons for pupils' poor writing performance by looking into certain theoretical concerns and diving deep into writing sub-branches.Lastly, it is crucial to emphasize the significance of writing in language learning in an attempt to fix the given phenomenon.

1.2. Writing as a Skill

The evolution of writing is a recent phenomena, according to human sciences.Harmer (2007) argued that "human activity of writing is a fairly recent development in the evolution of men and women . . . some of the earliest writing found so far dates from about 5,500 years age" (p.07).This means that the writing form that everyone is familiar with nowadays is a revolutionary step forward from prior eras.As a result, writing originated as pictograms or photograms(a combination between a picture and a piece of writing) that harmoniously represented a certain collection of images. Later, it evolved from photograms to ideographs (a combination of an idea and a piece of writing), which meant a collection of concepts as a kind of writing. The following age saw the transition from ideographs to logographs, which is today'sknowen style of writing. Bellis (2003) argued that writing entered a new revolutionary path after the discovery of ink by the Chinese philosopher Tien-Lcheu (2697 B.C.) and became popular by the year 1200 B.C., along with the invention of paper (p.34).

Basic sense, writing may be characterized as the arbitrary use of visual symbols or the reconstruction of a written form of anything heard or read. When generating meaningful fragments to communicate a message in language, writing becomes more problematic.According to Widdowson (2001) "writing is the use of visual medium to manifest the graphological and grammatical system of the language". Students must, however, learn

the visual system of language, as well as its grammatical structure and the suitable vocabulary for the subject matter.They fail to do so, however, because writing is the most difficult and complex ability, as well as an act of discovery that necessitates the students' creativity and inventiveness. Crystal (1999) stated that "writing is not a merely mechanical task, a simple matter of putting speech down on paper. It is an exploration in the use of the graphic potential of a language, a creative process, an act of discovery" (p. 214).Writing is one of the most effective ways of conveying ideas as well as a medium of communication that allows students to demonstrate their ideas, feelings, and various perspectives in a prescribed document.Writing can be an individual, a personnel, and social attempt. Miller (2001) claimed that: "even though the writing production is an expression of one's individuality and personality, it is important to remember that writing is also a social endeavor, a way of communicating with people" (p.25).

In addition, the writing skill in a foreign language also refers to the capacity to use language and its visual representation effectively in a typical writing circumstance.Lado (2000) argued:"We mean by writing in a foreign language the ability to use structures, the lexical items, and their conventional representation in ordinary matter-of-fact writing" (p.248). Besides, Writing is a series of stages that must be accomplished in order to complete the task. It is not just a form of communicating concepts through graphic symbols, but also a learning instrument. "Writing is a process of exploring one's thoughts and learning from the act of writing itself from what thoughts are" (Kate and Guy ,2003 .p. 1480) . As it is the most demanding and complex skill for EFL students to attain,Numan (1989) spicified that "writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously". This means that the writer must assess a range of aspects at the sentence level, including topic, vocabulary, grammatical structures, spelling, and punctuation. In addition to following the stages, the student must be able to assemble knowledge into meaningful paragraphs and essays. In addition to its difficulty, acquiring it takes time and effort; only a small percentage of pupils can write correctly after years of study and practice at schools and universities. In this regard, Hedge (2000) stated that "all the time spent in communicative activities, adults devote 45% of their energies to listening, 30% to speaking, 16% to reading, and 9% to writing" (p. 305) . Which is why the majority of students are agitated when writing and therefore don't comprehend the context, blocking them from transmitting the intended meaning and contributing to a huge proportion of the bad writing ability dilemma.Consequently, Brookes and Grundy (2009) reported that "it

must be worth asking precisely what is difficult about writing and, especially, about writing in a second language" (p.11).

Finnaly, writing has always been seen as a solid implement and is is well translated in this Also writing is viewed as a powerful tool as it is stated in this citation "although writing is not this explosive, it is one of the humankind's powerful tool. But they are sometimes confused about the source of its power" (Mc Arthur, Graham, & Fitzgerald, 2008, p.01).The obstacles and low levels of writing accomplishment among third year liscence pupils will be widely analyzed in the upcoming title. In addition, to emphasize some aspects of this ability,it is important to investigate the characteristics of the writing skill which is tackeled in the upcoming section.

1.3. Characteristics of writing

Usually, the foreign language is built up of four main skills,and these four skills are devided into two sections, on one hand there are the productive skills composed out of two skills which are writing and speaking, it is placed in the productive skills because it needs the human productivity to be created, and on the other hand there are theregeptive skills combined out of the listening and reading skills, and it is called receptive since it needs the brain and sensors to be absorbed. Their nature,however, it is not really relevant to the given classification because speaking and listening come naturally, but writing and reading must be learnt at schools and universities or even at home and in special instututions.Furthermore, even though writing and speaking are both part of the same group, they are different in lots of aspects as it is mentioned by Harmer (2007) "the productive skills of writing and speaking are different in many ways" (p. 246). The upcoming sections will dive in some of their differences.

Several investigations have shown that language production is challenging in terms of complexity and difficulty.The writing skill has typically been one of the most difficult linguistic skills to master.Nunan (1989) argued that "it is easier to learn to speak than to write no matter if it is a mother tongue language or second language". Grabe and Kaplan (1996) agreed that "probably half of the world's population does not know how to write adequately and effectively"(p.87). As well as Tribble (1997) when he commmented "writing is a difficult skill to acquire" (p. 65). This skillsdifficultyappear mostly in the process students go through while conducting a piece of writing, the lack of vocabulary, the lack of knowledge in the subject matter, the grammatical rules,and so on.

Writing is also a combination of a creative and dynamic process that allows individuals to play with words and ideas regardless of whether they are accurate or wrong, correct or incorrect. Zamel (1992) supported this idea by describing writing as "meaning-making, purposeful, evolving, recursive, dialogic, tentative, fluid, exploratory process"(p. 473) .More crucially, writing is a discovery process, in which learners learn or discover how to construct a piece of writing such as essays or documents, and such things,Grabe and Kaplan (1996, p. 6) consider writing to be a technology, or a collection of abilities that must be mastered via practice.WhileTribble (1997) had a similar point toBell and Burnaby (1984) they pointed out that*:*

Writing is a very complex cognitive activity in which writers must show control over content, format, vocabulary, punctuation, sentence, structure, spelling and letter formation, i.e., control at the sentence level. Besides, writers must be able to structure and integrate information cohesively and coherently within paragraphs and texts…(p25)

According to White and Arndt (1991),"writing is also a problem-solving activity developing in progress"(p.11). Designers really shouldn't push themselves over unnecessary stress by expecting to generate a flawless initial essay. Nobody can really lay back and produce professional documents, articles, dissertations, or chapters without at least substantially altering them. In brief, writing involves everyone to compose for readers whose duty is to decrypt whatever the creator has originally conveyed.

However, not everybody is blessed with the potential to write. Skills such as writing that may well be acquired via study, exercise, and proficiency.The character of writing may also be determined by the nature of writers and their characteristics. And, since some pupils are guardians of their emotions or shy, they wish to keep them concealed in their head, countless brilliant concepts and insights are almost never produced since their founders hesitate to reveal them.Hens,according to writers "writing is nothing more than thought on paper" (Stark 2005, p. 8) . Additionally, the scolar believes that several individuals are frightened of anempty page, a blank computer or mobile phone screen, in other words, even though they recognize whatever they want to express, yet are nervous of composing it poorly or stupidly.Explaining his citation that says:

Writing is a process. The first time you write a draft, it doesn't matter if your writing comes out wrong or sounds stupid to you because you can change it as often as you want. You can

go over it until you are completely satisfied or until you need to shift gears. You can show your draft to your friend or family and get a response before you ever make it public(p.9).

Stark (2005) believed thatstudents or writers in general really shouldn't push themselves over unnecessary stress by expecting to generate a flawless initial essay. Nobody can really bring a piece of paper and start producing professional documents, articles, dissertations, or chapters without at least substantially altering them. In brief, writing involves everyone to compose for readers whose duty is to decrypt whatever the creator has originally conveyed. Therefore, and due to the obvious correlation connecting thinking and writing, this demonstrates the fact about writing as a metacognitive skill. This indicates how one of the academic objectives of educating students to write is to motivate them to brainstorm, or think, in order to adequately articulate, arrange, and explain their concepts.Thus, Hedge (2005) argued that "successful writing goes beyond producing clear and accurate sentences since learners must be aided to write and express their ideas in the most appropriate and creative way"(p. 95). As a conclusion, the next section attempts to investigate and examine the correlation among these abilities.

1.4. The Reason for Writing

Students out side the classroom doesn't preforme writing oftenly, for instance, they may type down a phone text, a facebook statue, a commentaire on a social media platform, a groucery list , a note, and so on.
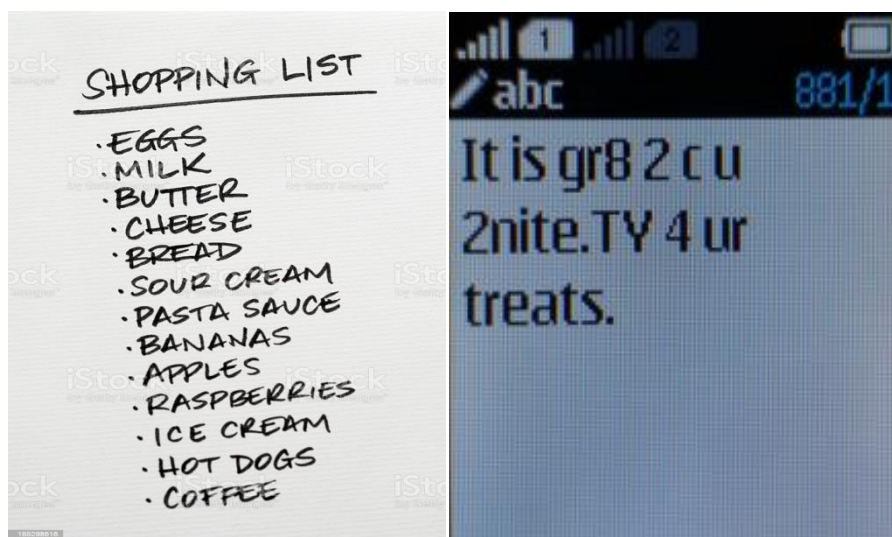
Figure 1.1. Different Forms of Writing (Harmer, 2007, p.4)

Therfore, Harmer (2007) argued that "because writing is used for a wide variety of purposes, it is produced in many different forms. The shopping list and the telephone message are a type of writing that many people do, as a matter of course" (p.4). Furthermore, students' writings outside the classroom are usuallyforwardedto: family members, friends and colleagues. However, in terms of consistency, Mc Donough and Shaw (1993, p.15) believedthat perhaps the majority of individuals talk and listen considerably more than they compose: As a consequence, it is obvious that if students have hardly any reasons to write in the everyday world, they have far more lower propensity to do so in a second or foreign language (L2). This clearly indicates that the bulk of composing is performed for academic purposes, which may well be genuine.However, and disagreeing with Mc Donough and Shaw (1993) to some part since it is not a solid proof that the majority of students and writers in general does not have to compose, so that even when they should, it is mainly for social functions such as texts, grocery lists, and cellphone sms. Since rhere is a minority of learners that might use writing as a tool to ameliorate their writing levels in work purposes and such work opertunities or even academic purposes such as everyday activities and homeworks. In other words, certain segments may require extensive writing. However, it is presumed that most students must be competent not just while talking or studying, but also when composing a piece of writing, regardless of the reason for doing so. When it comes to writing in the EFL classroom,Hedge (2000) said that "these purposes are to enhance learning and consolidate structures and vocabulary" (p.300).

Raimes (1994) agreed with Hedge's (2000), as well asshedding light tovariousreasonable points .Initially, students can go beyond how much they've gained by exploring with the English language, they can employ structures or words they haven't encountered before, regardless of whether they're true or false. Secondly, writing may also provide students a feeling of attachment with the foreign skill since they combine their sights, hands, and minds while sharing their thoughts and ideas, all of which are necessary for students. Finally, when students consider what to talk about and how to communicate their thoughts, they discover new methods to write and express themselves, including the importance of using the proper terms and expressions.Because of the high correlation between writing and thinking, we can see that writing is a cognitive process. This implies how one of the learning objectives of teaching students to write is to teach them to think in order to ultimately articulate, structure, and transmit their concepts.At the same time, Hedge (2005) assumed that "successful writing goes beyond producing clear and accurate sentences since learners must be aided to write and

express their ideas in the most appropriate and creative way"(p.95). The purpose of the instructor, according to White and Arndt (1991), would be to make writing a unique and effective experience so that pupils are neither frightened or overwhelmed by the intricacy of writing. Their objective is also to explain to learners what are the connections between writing and the rest of the skills in learninig an FL and how they might benefit from it. As a result, the next part will be focusing on assessing and examining this connection, with a concentration on the classroom role.

1.5 The Correlation between Writing and the other Skills

1.5.1. Distinctions between Speaking and Writing

Although both speaking and writing are crucial skills, they remain distinctive. And writing is by far one of the most challenging abilities to grasp, hence is why both students and teachersshould emphasizing on it. Thus, writing process and actually speaking are unique in structure and function, according to O'Grady et al. (1996, p. 591). Written language must be taught by parents at home at a very young age as well as teachers at school through intentional recognition, and yet oral English can be assimilated without EFL classroom instructions because pupils may be absolutely superb speakers but not so talented writers even though they have gained their spoken English. There appear to be a significant number of students with poor writing skill.

Therefore,students and hman beings in general are given the ability to speak, but they are not born with the ability to write.Raimes (1994, p. 14) proposed that people learn how to speak their native language without assistance, but most of persons are instructed to write in their mother tongue language due to the sophistication of writing.Robins (2000), on the other hand, believes that speech and writing are considered as "two forms of linguistic communication." (p. 95).

Still, Rings (1992) argued that "Spoken discourse not only utilizes different phonology morphology, syntax, lexicon, and speech among other elements, but also a different textual interactional structure from that found in formal written discourse"(p. 21) . As a matter of fact, writing and speaking are two distinct methods of communication. And the ability to differentiate between them is a crucial element of writing instruction.

Brown and Yule (1983) find a reasonable claim indicating that "the elaborated and dense pack of information at the structure and the text level in written language , i.e., the use of

intensivegrammar structures, connectors , syntax ,etc., whereas spoken language is more simple and therefore less elaborated"(p. 28). Raimes (1994) argued "Talking is unexpected and impulsive, but writing is structured and needs individuals to pay some attention to its production".However, it is conceivable to state that skills such as speaking for EFL students, particularly at university, may be achieved via training in which students must develop the verbal form of speechincluding, pitch, stress, intonation, connected speech, and so on.That is why the English License University Program contains both Oral Expression and Phonetics. EFL students will speak and listen appropriately as a consequence of this it is an attempt to ameliorate third year liscense students oral as wel as pronunciation skill eventhough it will always remain as their L2.

Regardless of what has been stated previously, Brookes and Grundy (2001) stated that:"we pay more attention to writing since we are more aware of what we are doing and consequently we give more emphasis to correctness". Brookes and Grundy(2009) Also asserted in another quotation that "spoken language is primary and that written language develops from it" (p. 16)

Furthermore, language is smoother in regards of speech connectors such as but/ and which can be used quite commonly, but sentences composed with subordinators and connectors are more obviously more difficult. Once it comes to capitalization and punctuation, the issue becomes more and more tricky. As a result, a research was managed to identify these elements as possible reasons of third-year students' insufficient writing skills.Nunan (1989, p.45) used the word DECONTEXTUALIZE to describe the writing skill, which is a significant distinction for this research. This implies that writers are typically distanced from the people they are writing to. They must then anticipate the readers' comprehension in order to decide what to include and exclude from their writings. In addition, the writer must recognize difficulties that readers may experience and address them in their work. When adapting this to the given situation with third-year students, it is noticed that students' handwriting is yet another obstacle that their instructors endure when reading their work such as paragraphs, essays,homeworks, exam papers,summaries, etc.

Another view is held by Harris (1993) who stated that "there are three ways of looking at the differences between speech and writing which are situation, grammatical choices, and lexical density" (p. 3). Speakers may remove or simply dismiss sentence morphemes or phonemes in the first approach, however, writing process, which must be well-structured and produced, isn't among them.

The other given method is throughout grammatical choices,the vital structural unit of the oral language, according to Harris (1993), is not the phrase, but instead a collection of sentences of similar or almost comparable significance connected together in order.He continues to state that the distinction between writing and speaking grammatical structure is as follows: "speech, typically, consists of chains of coordinated, weakly subordinated and adjoined clauses, while writing, by contrast, is marked by full subordination and embedding"(Harris, 1993, p. 4).

Lastly, the ratio of structural terms to content words in a text was discussed by Harris (1993). He revealed that writing has a greater contentword-to-structureword percentage than speech, indicating that knowledge is more heavily populated in writing than in speaking.McCarthy (1991) provided a different framework for analysing these distinctions, claiming that:

"With written texts, some of the problems associated with spoken transcripts are absent:

We do not have to contend with people all speaking once; the writer has usually had time to think about what to say and how to say it, and the sentences are usually well formed in a way that the utterances of natural, spontaneous talk are not" (p. 25).

Finegan (1994) summarized everything indicated above by arguing that there are four major variations between speaking and writing:

1- In order to transmit information, writing uses simply words and syntax, whereas speaking uses channels such as intonation, voice pitch, and gestures.
2- In terms of planning, writing takes a bit longer than speaking.
3- Speeches are frequently delivered in person; however writers and readers are not.
4- Speaking, as opposed to writing, is more reliant on the context of the statement.

In conclusion, although though speaking and writing are quite different, they are both forms of language, particularly communication, and they share one main characteristic which is their arbitrary nature. Furthermore, speaking and writing are slightly connected since both are interested with transmitting content. Moving on to reading and its importance as wee as its relationship with writing therefore the main question is if reading is an effective instrument for motivating pupils to write, and how may students benefit from the combination reading and writing.It is well explained in the next segment

1.5.2 Distenctions between Reading and Writing

Reading and writing are two different skills, with the first one which is writing skill is a productive skill and the second one which is the reading skill isa receptive skill. They are, for sure linked since they all converge to almost the equal purpose which is filling the gaps of knowledge. Writing requires the transmission of some form of message in the process ideas are transcribed into words.reading on the other hand is the decryption or the understanding of the transmitted message. Hence, they are both associated with language and the exchange of ideas. Hyland (2003) claimed that "writing, together with reading, is a central aspect of literacy" (p.53).This indicates that being literate entails the ability to read and write. Reading and writing are linked in modern English pedagogical approaches, although scholars have only just begun to investigate this relationship.Eisterhold (1991, as cited in Sadek, 2007, p, 233) concluded that:

1. There is an obviousrelationship betweenreading and writing therefore it is grasped that better writers are deffinitly better readers.
2. According to surveys, there are links between writing and reading therefore better writers tend to read more than students with weak writing abilitiesdo.
3. There are relationships between reading ability and writing complexity measurements, therefore better readers generate more accurate writings than students who do not read often.

This pount is mentioned previously byStotsky (1983) who argued"better writers tend to be better readers,. . . better writers tend to read more than poorer writers . . ., and better readers tend to produce more syntactically natural writing than poorer readers". Therefore when connecting this perspective to third-year students' low writing output, it is concluded that the root of the problem is a deficiency of reading within third-yearliscence students' and university students in general, which results in a negative writing output.

Moreover, there are also numerous more links between reading and writing, some of which are easy and others which are more challenging. Readers, for example, utilize writing to support them digest what they've read. But writers constantly read what has already been written as well as their own work over and over again for revision.Therfore, Harris (1993) proposed five intriguing links that appear to be more important to teachers:

• Readingand Writing are both private and public tasks that have been used to interact. Writers require feedback on their work, while readers require feedback on what they read and comments to their text analysis.

• Reading and writing are beneficial to both parties. Reading may educate writers a great deal about writing and writing can teach readers a lot about reading.

• Reading and Writing are intrinsically linked. If writers do not write, readers will not be able to read, consequently, writers cannot write if no one reads their work.

• Reading and writing go hand in hand in sharing the same aim, based on prior information, and are responsible for the creation of meaning.

• Writing and Reading assist in learning about the world and everything linked to knwoledge. Readers are frequently required to write while they read, While, Writers should read in order to write. (p.81, 86)

As a result, offering student with some of well constructed reading models in a variety of styles and genres in any subject such as Civilization, Written Expression, Linguistics, Litterature, etc… might enhance their writing options. Furthermore, teachers must motivatetheir students to read the same as writers in attempt to improve their poor writing skills.

1.6. The Benefits of Writing

Learning other languages or L2 involves speaking, writing and reading this new language. Many foreigner students however, on the other hand, are not well-versed in acquiring the writing skill. Because it is as said previously the most a difficult ability to obtain among the rest of the skills set, only a small proportion of people feel obligated to employ it in some academic setting such as students otherwise for work purposes and so on.Mc Arthur et al. (2008), claimed that "Writing provides an importance mean to personal self-expression"(p. 1)the significance of writing also appears in its powerful position as he also argued "The power of writing is so strong that writing about one's feelings and experiences can be beneficial psychologically and physiologically because it can reduce depression, lower blood pressure, and boost the immune system." (p.11)

In this regard, the significance of writing in the EFL classroom and among universities must not be underestimated, since it reflects social interactions that exist as a result of people'

production through conversation, however these interconnections aren't really limited to conversation. Hyland (2003) believed that "writing is one of the main ways that we create a coherent social reality through engaging with others" (p. 69).

Additionally, writing may offer diverse learning approaches, particularly for individuals as well as students who find it very hard to master via fluency and accuracy, for such pupils, writing is considered to be memorization assistance. It signifies that learners feel safer and at ease when they write from a range rather than struggling to comply with direct interaction thru verbal practice. Additionally, writing in EFL classes offers flexibility via specified tasks like as punctuation and grammar, which give distinct writing models. Moreover,Writing is obviously employed in both academic and social assessment. For example, due to the sheer large cluster of pupils and the estimated duration of time, verbal aptitude cannot always be measured by the verbal skill. As a consequence, writing can be used to supplement spoken evaluation. These arguments reveal that third year liscensestudens as wel well as students of different levels can benefit from writing as a coherent ability in the EFL classrooms since it enhances learning abilities and reinforces language learned verbally.Nevertheless, several English learners disagree with Doff's (1995) assessment of the necessity of the writing skill, which stated:

"If we think only of long-term needs, writing is probably the least important of the

four skills for many students, they are more likely to need to listen to, read and speak

English than to write it. Their need for writing is most likely to be for study purposes and

also as an examination skill" (p.148).

The majority of daily life domains wheather it is schools, universities, jobs, social media platforms, and community and so on requires some level of english proficiency, and each environment imposes related but not equivalent demands.Students and writers who are competent may modify their writing to the situation in which it is provided. Writing occurs in many forms in the classroom: It's an ability that requires applying techniques like preparing, analysing, and editing text to pursue a multitude of requirements, such as organizing the data or articulating a perspective with fact. It's an ability that integrates sub-skills and procedures including handwriting,a vast vocabulary,spelling, capitalization, and command of punctuation, word use, syntax, and the implementation of methods like preparing, assessing, and refining text. All are required for the composition of well-organized essays with well and suitable concepts, relevant illustrations, and adequate details. Learning to write is a flawless

way to define this task. Writing also serves as a method for acquiring subject matter, encouraging pupils to expand and enhance their knowledge. This is characterized as the writing to learn role. In contrast, learning how to write and writing to learn are mutually reinforcing. As a result, it is suggested that EFL instructors teach reading and writing abilities utilising content-area texts, and that content-area teachers give teaching and experience in discipline-specific writing and reading.Students may improve numerpus abilities such as planning, assessing, and rewriting, and practice grammar, spelling, punctuation, styles of argumentation, and technical writing just by using writing assignment to acquire knowledge.to conclude, Graham &Perin (2007) believed that "if students are to learn, they must write".

1.7. Conclusion

To summarize, this section was entirely theoretical in structure, tackling an overview of scientific investigations, classifying writing as a generative ability, its charecteristics, thereason for writing, the correlation between writing and other skills such as reading and speaking, and ultimately the benefits gained from this skill.Nevertheless, after studying some certain fundamental writing challenges, it is rational to assume that writing has become increasingly important in recently. According to the study, writing is a relatively new ability that has had to travel throughout various phases to acquire the kind of writing that everyone is familiar with today.It is perceived and characterized throughout many manners, and from various viewpoints. Even among native speakers, writing is the trickiest skill to acquire due to its form. Each student has a motive for writing; these motivations might be interpersonal, financial, or educational in existence.Once compared to the other abilities, writing seems to be the most essential, due to its sophistication and intricacy, as well as the fact that it takes additional effort than speaking. What's vital to emphasize is that writing cannot be taught in exclusion; it should be presented in conjunction with other abilities. Unfortunately, university students still have a huge amount of work to do in order to compose effectively. As a consequence, the following chapter will seek to ascertain a few of the causes of these phenomena in terms of achieving the investigation's purpose.

Chapter Two: Research Methodology

2.1. Introduction

The second chapter, as indicated in the preceding chapter's opening, is devoted to the technical aspects of the study.accordingly, the objective is to discover and examine certain characteristics that restrict third-year English students' writing proficiency in the department of English atDr. MoulayTahersUniversity-Saida.The given chapter describes the methodology employed to conduct the research, it outlines the populationand data gathering techniques. The piloting step is next described, followed by a full explanation of the questionnaires givento third-year teachers.

2.2. Research Design and Methodology

2.2.1 Choice of Research Methodologyy

It is vital to use a strategy to reach the purpose of this study. Cohen, Manion, and Morrison (2005) defined methods as "range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction." (p.44). In other words, methods are techniques and procedures used to gather data. Since the main purpose is to analyze and analyzing presupposes identification, it is opted for the descriptive method. Burns and Grove (2001) claimed that ''descriptive design helps to identify problem in a current practice with a view to improve outcomes'' (p. 248). A research method is needed toanalyze, identify and interpret the problem under study. Biggam (2008)on the other hand definedthe research strategy as ''Where you describe how you intend implementing the ones own research study, i.e., the strategy intended adopting to complete an empirical study''(p.82). The goal of qualitative research is to investigate a real phenomenon and deliver knowledge on the various parts as they emerge. In particular, the analytical technique outlines a present condition so that relevant instructions for future usage may be developed. The current condition is third-year university English students in the stated circumstance.By using this method, it may develop future guidelines for helping solve or reduce the problem mentioned before.

2.3. Population

Polit (2001) defined the sample population section as "The entire aggregation of cases that meet a specified set of criteria" (p. 233). To gather the critical data on the Department of English's concerns with third-year students' poor writing skills at Saida University, the upcoming was used as an instrument:

2.31. Pre-questionnaire Population

The participants in this study are a number of EFL teachers (15) from Saida University's English department. This cluster was comprised of five instructors from multiple levels and 10 lecturers that were directed to teach third-year licensesttudents. Eight of them educate different topics such as civilisationandliterature, while the remaining two of them teach written expression. To identify the most frequent writing problems encountered by their pupils, along with their limited writing performance.

2.3.1.1. Questionnaire Population

The population of teachers for this study equalsfifteen lecturers, eight of them teach various topics such as civilization and literatureand the remaining two are specified in teachingwritten expression.

2.4. Sample population

Polit (2001) argued: ''Sampling involves selecting a group of people, events; behaviors or other elements with which to conduct a study. When elements are persons, they are known as subjects . . . selected from the delineated target population in a way that the individuals in the sample represent as nearly as possible''(p. 235). This study has taken place at Dr. MoulayTahersSaida University, at the level of the third year lidcensestudents at the English department during the academic year 2021/2022.

The study participants are a variety of third-year EFL students and teachers of written expression. According to the students, they were chosen randomly to determine the common mistakes made oftnly, morover, the instructors were chosen based on their experience in the field of written expression. The researcher chose fifteen instructors, two of whom teach written expression, eight who teach relevant domains to written expression, and the remaining five teach at varying scales at Saida's English department.

2.4.1 Description of the teachers' profile

Ten EFL teachers were engaged in this research twoof them were females that teaches written expression in addition to eight other teachers that teaches subjects in relationship with the written expression subject. Most of these teachers tend to be experienced in the field. The researcher selected two of them to answer both a questionnaire and an interview while the other eight third year teachers in addition to five other English teachers from both second and

third year levels were asked to answer the questionnaire, with the objective of determining a multitude of barriers which may be triggering readers to respond negatively regarding the students' poor proficiency level.

2.5. Research tools

To gather the data for the experiment, a survey in the form of a questionnaire (Appendix 1) was conducted to see if all instructors reflect the same kind of concerns regarding written expression challenges, demonstrating the occurrence of such a pedagogical obstacle. The second research instrument was an interview (Appendix 2) with all of the instructors who teach a topic related to essay writing, as well as the written expression teachers whom teach the third year license. furthermore, through investigating and evaluating 10 (randomly picked pupils) test sheets among stdents works, an observation with an assessment form to the students test paper samples in subject matters that involve writing aspects such like literature and civilization in hopes of helping emphasize their mistakes by observing the givenexam sheets (Appendix 03)

2.5.1. The Questionnaire

All forms of questionnaire whether is is conductedmanually or onlineand in both versions qualitative as well as quantitative, could be the unique tool that may obtain a substantial quantity of information with great efficiency. It is not only simple to use, but it also offers a broad overview of the topic that is hard to acquire via other methods of research.Anderson (1990) pointed out that questionnaire "Allow the gathering of reliable and valid data, relatively, in a short time"(p. 207). It isusally an assessment that contains a set of questions which need a satisfactory answer or solution or the selection of one from a list of choices. Brown (2001) as wellbelieved that "Questionnaires**are**any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answer" (p.6).

2.5.1.1. Translation of Teachers' Questionnaire

There are thirteen questions overall in this survey, which are separated into three segments.

First section: general quiz conserning the four skills (Q1 – Q3)

The enitial section contains three items that aim to enlighten teachers' perspectives on students' most complex skill to use (Q1), teachers' perspectives on students' preferred skill to

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use (Q2), and whether reading and writing collide (Q3), as well as a sub question for additional answers if true.

Second section: reasonscausing Students' weak Writing efficiensey (Q4-Q8)

This part aims toinvestigat and identify the problems students face when writing in English through questioning the interviewees regarding their pupils' proficiency in the target language (Q4). The following questions (numbers five and six) are intended to discover the impediments that prohibit pupils from writing accurately. Ultimately, questions seven and eight are intended to determine if these gaps exist at the sentence, paragraph, or essay level, as well as whether or not teachers provide tasks and homework to learners.

Third and last section: Writing Issues as Perceived by Teachers (Q9-Q13)

This represents the most essential part as it emphasizes the duty of teachers in aiding students overcome failures by providing advice and encouragement (Q9). And it is accompanied by two additional questions on the approach teachers use to remediate their pupils, in contrast to remarks put on their papers if they are accessible. Lastly, (Q12 and Q13) focused on determining whether teachers have recommendations for improvement their students' insufficient writing abillities, and thus to provide interviewees additional flexibility and room to make a contribution any facts or remarks that best match the research.

2.5.2. Definition of Teachers' Interview

The interview was conducted via email due to the covid-19 pandemic; it was addressed to two well experienced written expression teachers at Saida University.

The interview contained seven questions mixed between yes/no questions and WH questions that had a main aim which is reaching the needed knowledge to fulfill the investigation launched by the researcher.

2.5.3. Observation

Observation is usually defined as the action or process of closely seeing or monitoring something or someone seeking the discovery of the lacking knowledge in a specific phenomenon. Therefore, some research questions needs to be answered via observation to provide rich responses.

2.5.3.1. Translation of paper form observation

The observation was conducted over 10 copies of subjects that needed writing to be conducted (the researcher selected the students exam papers in subjects that may reflect the students weaknesses in writing such as literature and civilization studies) randomly selected among third year EFL students in order not to notify the students which may trigger their performance and avoidance of mistakes making, the reason behind selecting this type of observation is to detect the often made mistakes and weaknesses among third year students.

2.6. Limitation of the study

The major hindrance barrier for the researcher of the presented investigation was the covid-19 epidemic, which made it nearly impossible to contact out to individuals required in real life, as well as being caught up with university studies and finals.

2.7. Conclusion

In sum, this section outlined the research methodology in respect of the instruments engaged and the study volunteers, in conjunction to the observation of the students' examination sheets, a full explanation of the instructors' questionnaire and interview. The next chapter entails a thorough examination of the instructors' survey, along with observation and interview, in attempt to provide a set of suggestions whenever necessary.

Chapter three: Data Analyses and Interpretation

3.1. Introduction

The dissertation's research methods and design were discussed in the preceding chapter. This chapter will explore the study's pragmatic and analytical components. This might reveal the results of the data analysis. The ultimate image of this project was constructed using three main research methods. It will illustrate the analysis of each instrument's findings as well as their interpretations. The study and interpretation of the lecturers' survey is the first starting point. This will be divided into three portions, each of which will gather data on a various perspective.

3.2. Findings

The analytical summary of the findings obtained from the teachers' survey was performedquantitavely. Nonetheless, the interview and observation were both conducted qualitatively.

3.2.1. Teachers' questionnaire

This segment is devoted to analyse the teachers' questionnaire. As mentioned previously the teachers' questionnaire was given to third year English teachers at the English department of Saida University to collect data about the teachers' perspectives towards poor writing skills among this level's students.

First section: general quiz conserning the four skills (Q1 – Q3)

Question one: How many of the following four abilities do you believe is the most challenging?

This quiz attempts to discover which of the four key abilities is the most challenging to master in English.
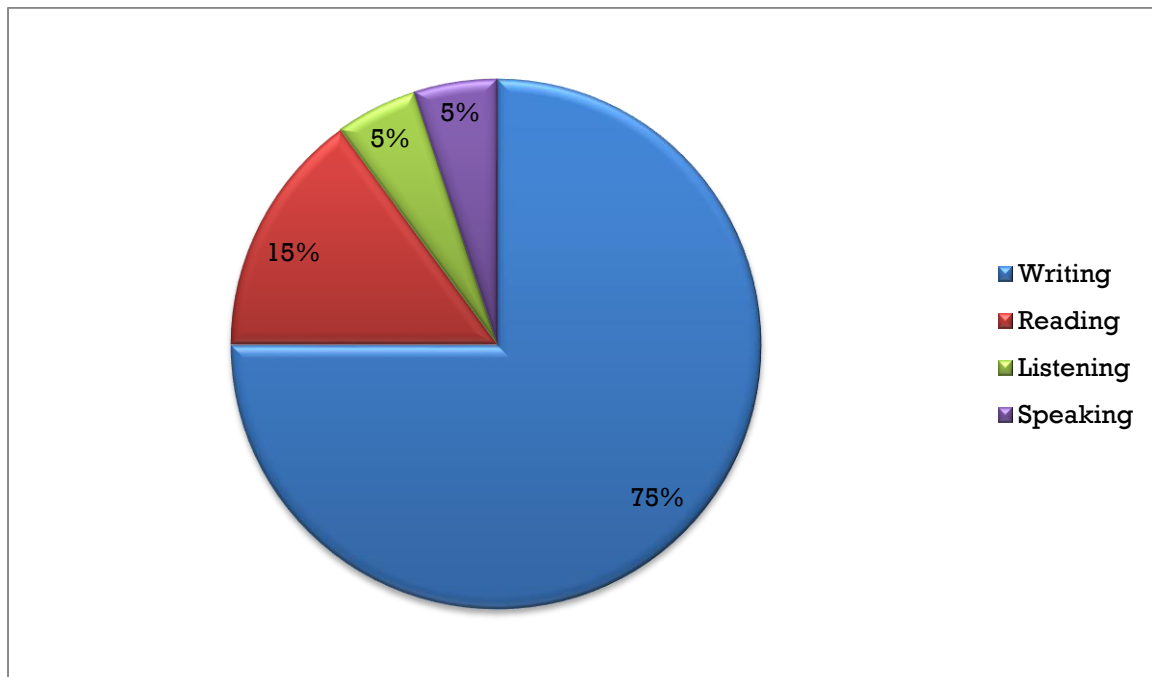
Figure 3.1.Most to least challenging skill to master in teachers beliefs.

Based on the data in the preceding pie chart, writing is the hardest ability to obtain in English for the majority of instructors (75 percent). Nevertheless, a quarter of respondents (25 percent) claim that the remaining abilities, including reading, speaking, and listening, are more problematic for their pupils.

Question two: Which of the following skills your students prefer to use?

  This question aims to identify the commonly used skill among third year students according

to third year English teachers .

Table 3.1. Most liked skill students' prefere to use according to teachers.

The skill	Speaking	Writing
Teachers number (N)	1	14

The table above demonstrated that the majority of 14 teachers think that their students prefer using writing as a skill. Therefore, only one teacher aims to choose the speaking skill as the most preferable skill for their students to use.

Question three: Is there a relationship between reading and writing? If answered yes feel free
        to state why.

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This questions aims was to identify if reading and writing assemble and further information if answeredyes.

Table 3.2.Teachers' point of viewregarding the correlation between writing and reading

Options	Teachers number (N)	Percentage
Yes	14	90**%**
No	01	10**%**

As mentioned above in the given table almost all teachers asked agree that reading and writing converge. Therefore, 90**%** ofteachers agreed to one answer to full fill why and it was about how reading enhance the writing experience and helped students who read developing their writing skills, a small percentage of 10**%**disagreed.

Second section: Reasonscausing Students' weak Writing efficiensey (Q4-Q8)

Question four: Is the writing level of third year students good?
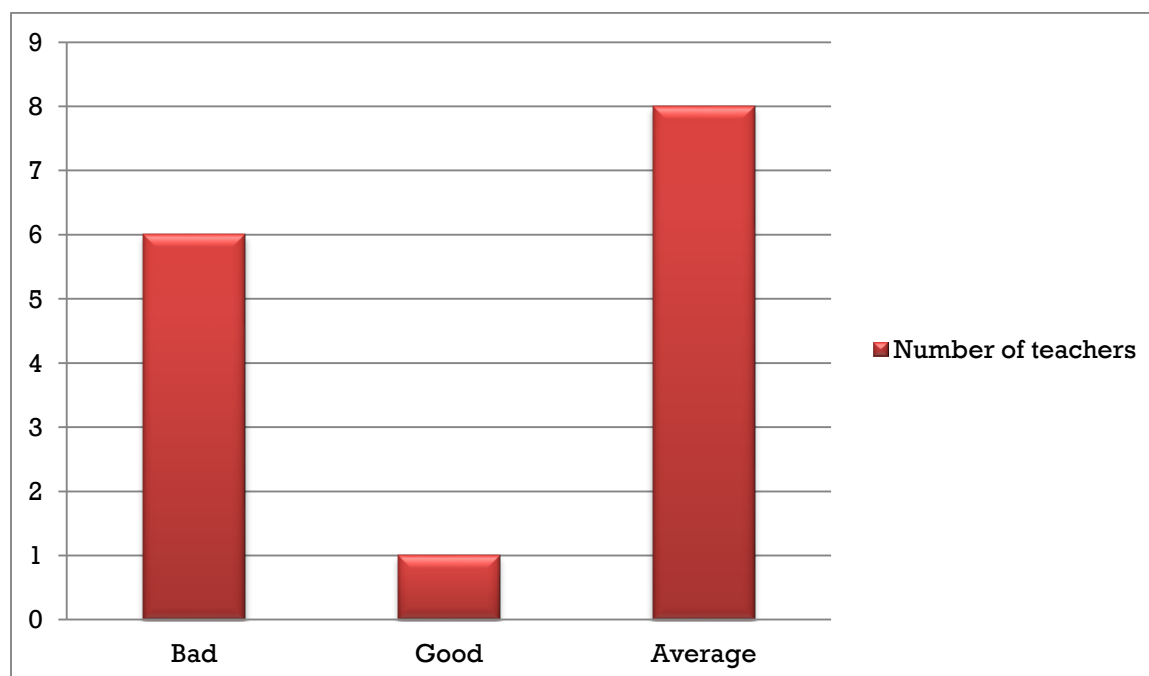
Figure 3.2.Teachers' point of viewregarding the level of their students in writing.

The graph above translated the gathered data for this question as half of the teachers Statethat their students level in writing is average while almost the other half claimed that

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their students level is quite bad and an exception of one teacher sees that their students are good .

Question five: Do your pupils find difficulties when writing? If yes what kinds of issues do they incounter?

This questions goal is to identify whether or not students find difficulties when composing according to their teachers. And if answered yes then what kind of difficulties do they have.

Table 3.3.challenges encountered by students when writing

Options	Yes	No
Number of teachers (N)	14	01

The table above explains that the majority of teachers find it true that their pupilsfaceobstacles when composing.Indeed, 14 interviewees declare the fact that their students find difficulties when writing in English. And only one teacher disagreed to the previous claim, itwas confirmed when the researcher checked the exam paper samples,either in regards of content or style. And this situation strongly reflects what was obtained in the theoretical section of the first chapter and asGrabe and Kaplan (1996) earlier observed that majority of the planet's population lacks sufficient writing skills. This signifies that not just students, but also individuals in their Mother tongue may lack accomplishing it properly.

Table 3.4.what kind of difficulties do students have when writing

Difficulties	Number of teachers
Teacher	01
Learner	04
Syllabus	01
Lack of reading	07
Lack of knowledge about the subject	01
Lack of time and practice	01
Other	00

The table given above translates the data gathered from teachers about the kinds of difficulties their students find when writing , the majority of teachers (07 teachers) stated that the main obstacle in producing poor writing skills among third year students is the lack of reading , five (4) teachers stated that it is the learners themselves , while the minority of four (4) teachers linked it to different kinds of difficulties such as the syllabus(1T) , novice teachers(1T) , lack of time and practice(1T) , and lack of knowledge about the subjects background (1T).

Question seven: at what level pupils encounter difficulties
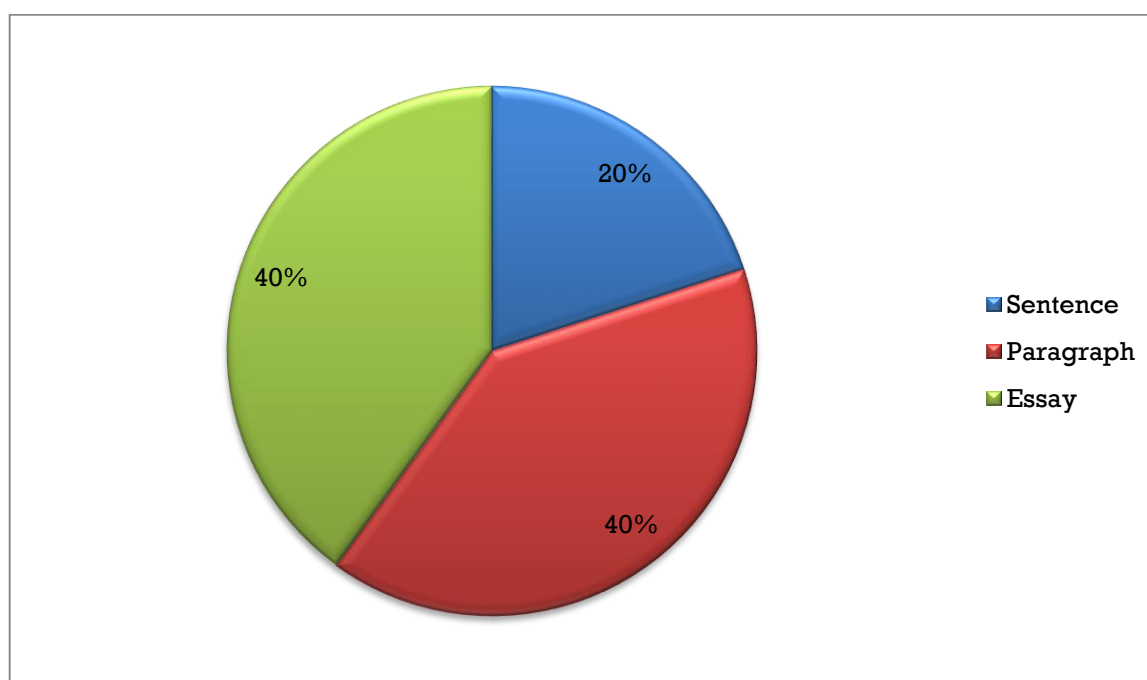
Figure 3.3.*Difficulties students face while writing*

The figure above explains whether the mistakes are committed on the level of the sentence , the paragraph , or the essay . however , Six (06) teachers claimed that the mistakes are usually committed in paragraphs , Six (06) other teachers sees that their students have these difficulties in the essay level , the rest of Three (03) teachers pointed out the sentence level as the main level where their students had the difficulties .The large percentage of lecturers which is 80 percent believe that their pupils confront challenges at all levels listed previously when it comes to structural issues experienced by students, such as the sentence, paragraph, and essay. This indicates that if the initial part is incorrect, everything that proceeds will be incorrect as well. If a student is unable to write a proper sentence, it will have a critical influence on the paragraph/essay that comes. For example, a paragraph is a series of

sentences, while an essay is a sequence of paragraphs. Students have issues with word spelling, word structure, and use, among several other things, according to the same teachers.

In contrast to the fourth choice (other), numerous teachers cited various frequent issues their pupils face, such as grammar, writing mechanisms, a lack of vocabulary, spelling, and shifting from L1 to L2.

Question eight: Do you encourage your students to write at home?

This question was made to see if teachers usually encourage their students to practice writing out of the classroom.

Table 3.5.Do teachers motivate their pupils to practice writingoutside the EFL classroom

Options	Yes	No
Teachers number	15	00

The table finding revealed that all of the teachers (15 teachers)claimedthat they provide homework to their pupils. Therefore, giving pupils daily tasks on a regular basis will help them enhance their writing skills.

The second part of the question was about if answering yes then what do teachers ask their students to write about at home and the findings were translated in the figure below:
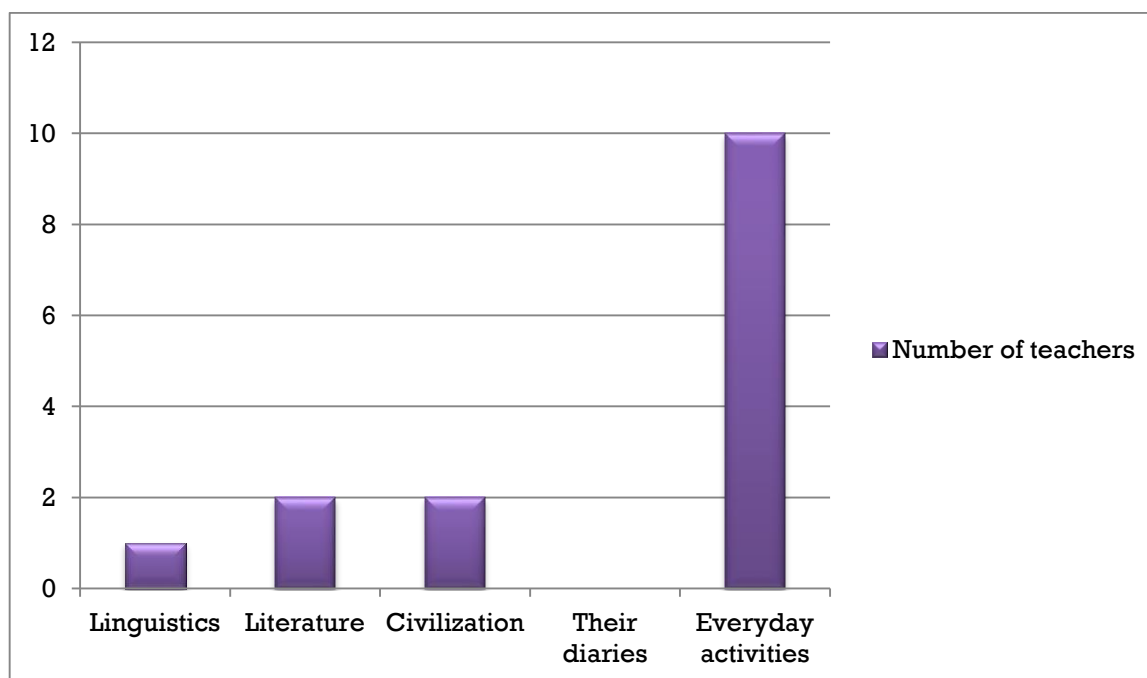
Figure 3.4. what subject do teachers ask their students to write about in their assignments

The figure above explains a lot about the role of the teacher in guiding their students learning paths, most of the teachers tend to give their students homework about daily activities as an attempt to ameliorate both of their writing level as well as their competence in dealing with assignments.

Section Three: Teachers' Evaluation of Writing Difficulties (Q9-Q13)

Question nine: In your opinion, what is the role of the teacher's corrective feedback andreinforcement?

This questions aim is to clarify whether teachers corrective feedback influence students writing productions.

These answers were collected:

- It reinforces more the writing skill.
- It boosts the students' self-esteem and self confidence.
- It makes the student think better.
- It gives the student an opportunity to self correction.
- It clarifies the students' mistakes and errors in order to not make them again.

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Question ten: What correction techniques are likely used tomotivate your students' level writing of?

This question asks what sort of corrective approach teachers like to adopt to help their pupils develop their writing skills.

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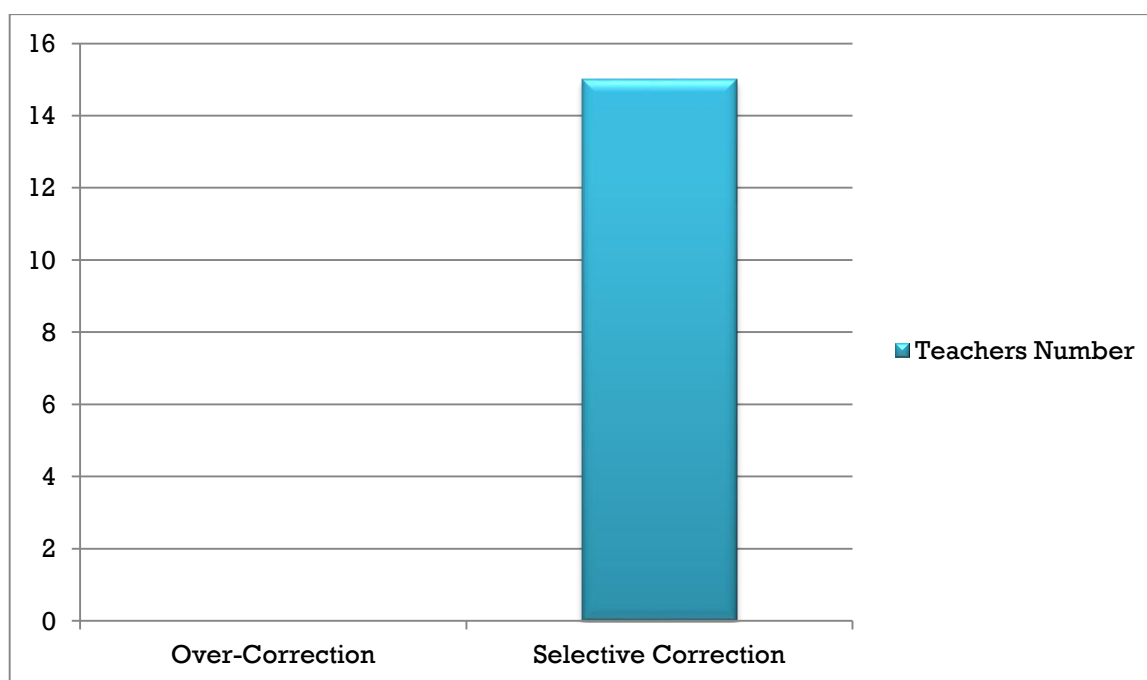
Figure 3.5. *the most preferable correction technique teachers use between over-correction and selective correction*

The second part of this question was conducted to grasp why teachers use the chosen correction technique, therefore these answers were available:

- Because of time constraints and the crowded classrooms, we cannot over-correct, however, we correct what is necessary.
- This technique is mostly used due to the lack of time.
- We cannot use the over-correct technique due to crowded classes and lack of time while correcting their exam/ essay papers.
- We use this technique as a helping too because it usually shed light on small mistakes, therefore a combination of small mistakes leads to bigger mistakes.
- We correct what is necessary to be corrected.
- It is due to lack of time mostly.

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Question eleven: Do you write any comments on your students' exam papers?

This question is dedicated to teachers to see if they write on their students' exam papers. *Table 3.6. do teachers write on their students' exam papers.*

Options	Yes	No
Teachers number	15	00

Several teachers identified the upcoming set responses to the second half of the question:

- In terms of grammar.

- In terms of spelling and writing mechanics

Question twelve: As a teacher, how can you help your students improve their writing skill?

As mentioned above, this question tends to see how teachers help their students improve their poor writing skills. The following was collected:

- Through more practice the students can reinforce their writing abilities. I always encouragemy students to read extensively in order to develop their writing competencies.
- I would help my students to improve their writing skills throughout advising them of reading and send them PDF books since it is the new generation kind of reading.
- Through practice miracles can happen.
- Reading is the key to good writing productions.

Question thirteen: Feel free to leave any more remarks.

This question is designed to allow the teachers to provide any opinions that could benefit or hinder the investigations. All of the interviewees (15) had equivalent thoughts about how to strengthen their writing skills. As a result, they conclude that writing is necessary to be learned, and that failing to do so would entail neglecting its influence on the acquisition of other abilities.

They go on to emphasize that writing skill is a challenging technique that requires a great deal of training. Pupils must be taught that writing entails a variety of skills, including grammatical competence, a large lexicon, proficiency of writing strategies and standards, and a strong urge to write. Additionally, they believe that teachers must encourage their learners in becoming

more deliberate and flexible in their composition. Students should also be tactical readers, since skilled readers create quality writers.

Fortunately, the data suggest that these writing obstacles may be resolved or at the very least decreased. This could only emerge if lecturers and students employ an acceptable strategy and methodology, effective tactics, and, most crucially for teachers, a third-year expansion of written expression curriculum. Written expression learning ought to be a cooperative endeavor including teachers from all sections.

3.3.1. *Teachers' interview*

Question one: how do you define writing in general?

Teacher (A) defines it as: the act of gathering visible ideas by forming a bunch of letters to produce a message.

Teacher (B) says that it is: the process of using symbols in the right places to conduct a meaningful message as it is a useful path of communication too.

Question two: what is the definition of good writing?

Teacher (A) claims thatwhen the reader experiences a unique, original, and suitable voice, it is a superb piece of writing. The reader discovers an individual who provides certain critical characteristics of her or his life experiences, concepts, and beliefs with him. The writer conveys his or her attitude, background, and emotions via his or her sentences.

Teacher (B) According to this definition, excellent writing demonstrates a comprehensive and coherent framework or arrangement. The writer's transition from one thought to another and the sequence in which the ideas are presented feels natural. Good writing has a natural, fluent, and passionate word flow. The phrases are simple to comprehend and pleasant to read.

Question three: Do your students have a good level at the writing skill?

 Teacher (A): absolutely not, sometimes I encounter some kinds of mistakes it makes me wonder if my students had studied English before at all.

Teacher (B): well our students are most likely to have an average level of writing.

Question four: how to know or how to identify students with good writing productions**?**

Teacher (A): Good writing needs to have a logical structure in order to make sense to the reader. Students' ability to organize sentences and paragraphs in the most compelling way influences how others perceive you and understand the point of your writing.

Teacher (B): Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

Question five:what are the major obstacles for your students inside the EFL classrooms?

Teacher (A)claimed that: learning English as a new language is never easy at it seems, therefore learning English or any other language never stops, and students not only in our department but all learners in general when learning English tend to face a list of problems such as mother tongue influence, lack of vocabulary, transliteration, social stereotyping, and mostly poor writing skills and productions.

Teacher (B) said: EFL learners face many obstacles most of them have to do with writing or speaking usually.

Question six: why do third year license students have poor writing skills?

Teacher (A)said:well, based on my experience, students with the lack of reading and interests in the subject are most likely to produce poor writings.

Teacher (B)said that:3rd year license students have poor writing skills due to their poor background of grammar, their mediocre package of vocabulary and their lack of both reading and practicing language outside the classroom.

Question seven: in your opinion, what are the problems affecting 3rd year license students writing skills and how to overcome them?

Teacher (A) claimed that: in my opinion, and as I mentioned before, the issues faced by our students are endless. Whether it islack of vocabulary, weak argumentation, failing to structure ideas effectively, poor grammar and syntax skills, or hard/unfamiliar topics. it is always possible to overcome them or at least reduce their amount among our students, and reading is a main reason to start.

Teacher (B) said that : the amount of problems is endless yet there are ways to ameliorate our students level in writing such reading more often and practicing at home different kind of activities .

Question eight: Feel free to support the survey with your own opinion.

Teacher (A): I would advice my students and all EFLlearners in general toread more often that does miracles for both the writing skill as well as the reading skill.

Teacher (B): everyone can ameliorate their skill via more reading and more practice.

This closing question is designed to provide the teachers the potential to add any remarks that would benefit the research. All of the interviewees had similar thoughts on how to strengthen their writing skills. As a result, they claim that writing is crucial to be learned, and that failing to do so would imply disregarding its influence on the acquisition of other abilities. They go on to say that written expression is a challenging technique that demands lots of training. Learners must be taught that writing requires a variety of skills, including grammatical competence, a large vocabulary, and comprehension of writing strategies and standards, and a strong urge to write.

Because of the skill's intricacy and intensity, well and experienced tutors are needed. There are links between reading skills and writing grammatical complexity steps: Proficient readers generate more grammatically sophisticated literature than less competent readers. Ultimately, they argue that colleges should implement an effective strategy and take stringent steps to rekindle enthusiasm in learning EFL. The outcomes of the instructors' survey investigation and evaluation (see Appendix 1) demonstrate a series of characteristics concerning writing as the most interesting and challenging ability.

The final conclusion would be that most written expression teachers are unsatisfied with their pupils' writing abilities. They believe that students' enthusiasm to write and read is the necessary inputs for them to write effectively and conveniently comprehend written expression lessons.Almost every third year liscense student as well as other levels students experiences various challenges in fulfilling their assignments. All of the teachers think that effective writing should feature a variety of elements connected to both structure and topic that must be incorporated in order to produce an excellent document. The bulk of instructors utilized two main methods to instructing written expression: output and practice, both of which are correlated with the employment of reading strategy to increase their instruction,

nevertheless, using reading strategy alone did not promote students' writing.As a consequence, it is the duty of teachers to stimulate and support pupils to read beyond the EFLVclassroom. While it comes to the challenges that students have towards writing accurately, the most of instructors agree that pupils do have significant problems when composing in English.

In regards of the student, the results indicated that the vast bulk of lecturers believe that the impact of Mother tongue, the dearth of reading, passion, and exercise lead to pupils' poor writing proficiency. They went on to emphasize that similar issues arise at all degrees of conversation.Nevertheless, the data suggest that these writing challenges may be remedied or at the very minimum decreased. This could only succeed when teachers adopt the proper method and strategy, and most essential, if they undertake reading classes with students of various levels of English. Written expression training ought to be a coordinated work incorporating teachers from all courses.

3.2.3. Observation and Analysis of the students' exam papers

While observing some students" exam papers, different things can be marked about the way they write and the forms that form their poor writing productions. The following table contains some mistakes made by students while writing formally. These mistakes were taken from their exam papers.

Table 3.7. Students Mistakes Made while Writing Academic Essays (exam papers).

Grammar	Spelling	Punctuation	Capitalization	Abbreviation
It change	Diferent	There was	mrsdalloway	Lge
Children is	Injoying	plenty of	english	Litr
Two	probleme	punctuation	god	Civl
person	sucseed	mistakes like:	new york	Lingst
He ask	Specilly	mrsdalloway	virginia wolf	Englsh
She meet	liteture	is…	wbyeats	Infor
I seen	Idial	when a king	jamesjoyce	Em
She was	breef	of england	elizabeth 1	Nd
illed	DiscutioncontioesnessPossibal	died elizabeth	queen	
It talk	Bouth	was only 8	elizabeth	
about		years old….	england	

| | | | france | |
| | | | peter walsh | |

Correction of mistakes:

Table 3.8. Correction of Students Mistakes Made while Writing Academic Essays (exam papers).

Grammar	Spelling	Punctuation	Capitalization	Abbreviations
-It change : it changes	Difrent: different	There was plenty of punctuation mistakes like: Mrs. Dalloway is … When the king of England died , Elizabeth was only 8 years old….	mrsdalloway : Mrs. Dalloway	Lge : Lang
-Children is : children are	Injoying : enjoying		engish :English	Litr : Lit
-Two person : two persons	Probleme : problem		god : God	Civl : Civ
-He have : he has	Sucseed: succeed		new york :New York	Lingst: Ling
-She meet : she meets	Specilly : specially		virginia wolf :Virginia Wolf	Englsh : Eng
-I seen : I have seen	Liteture : literature		wbyeats :W.B. Yeats	Infor : Info
-She was illed : she was ill	Idial : ideal		jamesjoyce : James Joyce	Em : them
-It talk about : it talks about	Breef : brief		elizabeth 1 : Elizabeth 1	Nd : and
-Elizabeth were : Elizabeth was	Discution : discussion		queen elizabeth: queen Elizabeth	
-Childrens : children	Contiosness: consciousness		england : England	
-Mens and womens : men and women	Possibal : possible		france : France	
	Bouth : both		peter walsh : Peter Walsh	

From the observation taken from students exam papers, many mistakes have been found in their formal essays. These mistakes have been divided into many types, each one put into the category it belongs to. The types of mistakes that were taken into consideration are: grammar, spelling, punctuation, capitalization and abbreviations. Grammar and spelling mistakes are the most committed ones among the examples taken. In grammar mistakes, forgetting the „s‟ of the third person is the most common mistake as in CHANGE instead ofCHANGES. Also neglecting the (S) of plural as in TWO PERSON instead of TWO PERSONS. In what concerns conjugation mistakes, these are some examples: CHILDREN IS   instead of CHILDREN ARE and HE HAVE instead of HE HAS. Spelling part also took a big part of the observation. Students sometimes wrote words in French because they are similar to those of English, as in PROBLEME for PROBLEM they also write the words as they pronounce them as in BOARD for BORED, BREEF forBREIF, POSSIBAL for POSSIBLEand DISCUTION instead of DISCUSSION. Other time, they just get confused and forget the form of the word as in DIFRENT as opposed to DIFFRENT and BOUTH instead of BOTH.

Capitalization mistakes and abbreviations are in the second place, most of the time participants do not give importance to capitalization and knowing that is a necessary condition to form a meaningful piece of writing. Examples here mostly appear in 'peoples' and 'places', names as in 'elizabeth' for 'Elizabeth' and 'new york' for 'New York', also in writing the word 'god' instead of 'God'. Concerning the abbreviations, students most the time use these 'civl'for'civilization', 'ling' for 'linguistics''litr' for 'literature'. They use abbreviations that are related to their fields. Punctuation mistakes are also committed among students, as the example given in the table above ''when a king of england died elizabeth was only 8 years old speech community…' instead of ''When the king of England died , Elizabeth was only 8 years old…''. There are many reasons which push the students to make such mistakes. Most of them are the lack of concentration, lack of vocabulary, poor grammar background, and many other issues that leads to a poor writing production.

3.3. Discussion and Interpretation

As already stated, the survey's purpose was to explore into the factors surrounding learners' insufficient writing abilities. The results of this study demonstrated that poor writing skills are a common occurrence among third-year English license students, and that it may be

minimized by reading, effort, and training. In addition to raising instructors' and learners' consciousness of the pupils' requirements to deal with this situation.

After analyzing the outcome gained from the three research tools used, the researcher gets the generalpersuasive response to the suggested research questions; thefirst one is as follows:

Why do third year license students at Saida University havean unconvinent level in writing? The second: What to do in order to overcome this phenomenon? , the third question: How can weak writing skills among third year license students impulse readers negative reaction?And the last one: What are the possible remedies that might decrease this incident?

Initiating with the teachers interview which tried to answer the first question, the researcher aimed to determine if the main reasons behind students' poor writing skill revolve around:the lack of reading and understanding words, meanings and misspelling, the insufficiency of time and the unimportance given to this skill by teachers and learners as well .Indeed, the teachers' questionnaire had a major role in helping the investigator to collect valuable data about teaching and learning the writing skill in both third year classes and other levels too (see table 3 and 4).

The results of the questionnaire confirmed that the vast majority (90%) of teachers agreed on students having problems in mastering the reading skill due to the lack of reading that leads genuinely to misunderstanding words and misspelling them for sure.Aside from, most of the teachers agree that third year licence students have a bad or an average level concerning the writing skill abilities (see figure 2).

Additionally, Writing and learning to write has always been one of the most complex language skills. Nunan (1989)however agreed that most of the time learning how to speak is much easier than learning how to write. Grabe and Kaplan (1996) make an equivalent claim, stating that "probably half of the world's population does not know how to write adequately and effectively" (p.87).

Moving on to the second research tool that the researcher relayed on to ask teachers about one of the main reasons that are causing learners to have such weak level in writing among third year license students at Saida university. The teachers' interview helped the researcher to shed light on the roots of the importance that should be given to this skill as well as the encouragement for students to read more since it is in teachers' opinion the main tool to ameliorate the given skill.

Since most of the teachers believed that effective writers are also skilled readers, the interview was successful in validating the researchers' originally noted hypotheses, as Hyland (2003) maintains that writing and reading are both fundamental parts of literacy, meaning that being literate involves the ability to read and write.As well as Kroll (1997) who proposed a similar viewpoint that professional writers are indeed skilled readers.

Ultimately, the third instrument, observation of test papers, assisted the researcher with a sizable portion of proof and statistics affirming the need for skilled and experienced teachers in tutoring the writing skill and also recognising pupils' necessities by observing their mistakes made while undertaking a piece of writing intense programs devoted to educating this skill to enhance the prepping, analyzing, and adjusting process; and also to practice grammatical rules, spelling, and punctuation. To summarize, pupils must write in order to learn. (Graham &Perin, 2007).

It is clearlygiven that the three research instruments served the purpose of triangulation, and they confirmed the suggested hypotheses that were launched previously.

Therefore, regarding the results obtained from this study, some suggestions are recommended for students. As to amelioratetheir level in writing whether it is for academic purposes or everyday activities, each student as well as teachers needs to practice more reading, carefully revise their grammar rules and obtain as many words as possible in order to enlarge their vocabulary.

3.4. Pedagogical Recommendations

Writing is perhaps the very challenging and complicated skill to learn, and many experts, academics, and instructors are interested in figuring out how to tutor it effectively so that pupils might surpass the obstacles that prevent them from writing effectively. It is self-evident that there is no magical remedy to alleviate the writing problems that learners confront. As an outcome, these recommendations, which are based on the study of teachers' questionnaires, interviews, and observations, are significant to a number of critical aspects that need to be explored.

Increasing Writing and Reading Enthusiasm

As mentioned previously, motivation and readingare extremely necessary for learners to do their writing tasks. Thus, teachers should find ways to develop them. It is believed that, among the various ways, writing topics should be interesting in the sense that teachers should match students' needs; levels, etc. Moreover, creating a good learning atmosphere can be of major benefit to the learners. Therefore, students would feel secured and comfortable when learning and be encouraged to write even if their English is not that good. Another thing is that talking to students about the importance of writing skill and encouraging them to read more often can help a lot to push them to try writing. Once again, writing necessitates a special focus on motivating variables. Fostering useful attitudes about writing, building engagement via authentic writing assignments, giving supportive context for writing, and creating a pleasant emotional environment are four clusters of factors that must be employed as keys to increasing motivation. In most writing situations, teachers' own concepts of writing are viewed as critical to establishing these circumstances. (Bruning& Horn, 2000).

Effective Use of Feedback

Teachers of all levels and modules should be aware about the advantages of feedback and the ways it is used. It is true that the students are interested in marks and nothing else, but feedback and comments reinforce students to improve their writing level. Feedback-comments are meant to highlight weaknesses and/or strengths. According to Chaudron (1988), numerous other researchers have proposed different sets of categories of feedback types. Surely, students will profit from these remarks and comments addressed to them. Teachers should use a standard set of clear and direct comments and questions to indicate place and type of feedback. In giving feedback to students, the teacher may use different kinds of correction techniques. Firstly, the teacher puts certain marks or symbols on the free margin that can be understood clearly by the students. Secondly, the students are given oral explanation and asked to study their errors or given some information about the errors they make to facilitate connection.

Effective Use of Selective Correction

Similarly, Harmer (2007) suggests that selective correction can help students improve their writing.This technique is a good learning tool used in order to avoid the overuse of red ink all over the students' writing productions .'Selective Correction', requires teachers not to focus

on all the aspects of writing. If they employ a 'selective approach', students should know about it, i.e., teachers should tell them about the aspects to be focus upon in their correction such as punctuation, word order, spelling, tenses, etc. To be used effectively, teachers should discuss with their students to make them aware about it. Also they should use correction symbols or abbreviations,particularly when it concerns to composing sentences and essays. It encourages students to consider their mistakes and repair them on their own (self-correction).

Effective Use of Technology

 The use of technology such as Computer, Internet, PDF articles, electronic books (e-books) and Web Logs (blogs) can provide impetus to get students understand that there is an audience for them as well as free reading and books that might not be available in paper version, it also make them recognize that their communication through words needs to be effective because their peers and the world viewers are reading. In the other hand, educators and teachers should recognize that the key to conscientious writing is that students need to be a more active part of the educational community. Communal web communities/blogs can remedy student disengagement with the writing skill. As computers/mobile and internet connections have become more common in schools and classrooms, students have gainedopportunities to use computers, not only as a medium with which they can practice skills, but also as a tool for doing research and preparing other classroom assignments. Using technology as a tool for learning especially nowadays with the pandemic it provides great help for students to increase their capabilities to solve and better their writing skills through improving their higher-order thinking skills. Today, computers are used both to deliver discrete instruction and as tools for research and other school assignments. So, the use of C.A.L.L or what is calledComputer Assisted Language Learning is an urgent need especially at university level.

Collaborative Teaching of the Writing Skill

Collaborative teaching of written expression means that there should be collaboration between all the teachers of all modules. Because, in fact, teachers of written expression are supposed to endow their students with the different conventions, techniques, and rules, that govern the writing skill, which are essential for paragraph/essay related to their fields of study. Hence, besides to the role of the teacher of written expression, teachers of Civilization, Literature, Linguistics, Oral Expression, etc., should feel concerned with writing problems. This collaboration is unavoidable as all tests are done by writing". The basic requirements needed

to help improve the writing skill in the following points, which must be taken into consideration by all teachers might be summarized in the following :

1. Teachers of written expression should be well trained. 2. Reducing the number of students in each group. Hence, with small groups, both teachers and learners will feel at ease when teaching/ learning the writing skill.

3. Encouraging students to read. Reading is the appropriate input to improve writing inside/outside the classroom.

4. Enough time should be devoted to written expression for mastering the writing skill.

5. The use of technology such as Computer, Internet and Web Logs (blogs).

6. Building the writing habit, i.e., to help unwilling, uncomfortable, and unsecured students to

write and get rid of all these negative feelings.

7. Collaborative teaching of writing is the task of all teachers at all levels and all modules not

restricted only to the teacher of written expression.

3.5. Conclusion

Through the three research instruments, there has been an attempt to discover some of the ways in which students at Dr. MoulayTaher University of Saida make an endless amount of mistakes while writing formal essays, due to many reasons, the lack of reading is one of the main reasons why. This chapter tried to proof and illustrates the students "poor ways of writing formally". Indeed, students when conducting may write the way they speak without giving importance to the academic rules such as capital letters, punctuation…etc., this lack of importance became a habit for students while writing in classes. However, this research work proved that there is possible ways in which third year license English students as well as the other EFL learners can overcome their bad writing productions in the suggestions that were mentioned in the chapter.

General Conclusion

General Conclusion

Writing is with no hesitation the greatest important accomplishment in history of mankind. It maintains a track of facts, attitudes, ideas, sensations, debates, answers, hypotheses, and so on for a long period of time. Writing permits individuals to interact not only with their immediate peers, but also with succeeding civilizations.It permits people from the near and far distant past to speak to present day generation. Why then, given all of the beauty and benefits of writing, do so many students face difficulties to reach a satisfactory level of writing? Students very often fail to appreciate writing as a skill; therefore, how to be a skilful writer or how to write a correct sentence, paragraph, and essay? Students really face many problems in expressing themselves systematically and logically either in their mother tongue, second language, or foreign language. In this respect, writing well is a process that must be learned and practiced .This means , taking time over writing , doing a lot of readings, practicing it are absolutely essential parts of writing .This latter is a complex skill and entails a series of difficulties.

Pupils in various learning environments rarely seem to acquire how to write appropriately.They find it very difficult to master and; therefore, fail to produce acceptable texts: paragraphs and essays. After two academic years of training, students are expected, when reaching third and even fourth and fifth year at university, to have a good writing level which is unfortunately not the case.

There are endless ways to overcome this. However, a specific kind of academic solutions needs to be done. It is high time for classroom teachers to launch initiatives to raise awareness about the problems they face and challenge to answer these questions. This will help not only learners, but also to teachers to call for their potentialities and try to better their teaching and learning environment to develop the skill of writing.

As a consequence, the survey delved at the reasons of these negative outcomes, which hindered not only third-year students' insufficient writing abilities, but all pupils' writing outcomes, and also two significant considerations: the educator and the learner's probable origin of writing challenges. In regards of the tutor, the findings suggest that the most of instructors attribute these challenges to a dearth of reading, and that inadequate enthusiasm among teachers leads to decreased motivation among students. In respect of the pupil, the data demonstrated that the significant proportion of teachers believe that the impacts of Mother

tongue, a dearth of reading, passion, and exercise contribute to students' weak writing productivity. They further said that these challenges arise at all stages of the writng process.

Nevertheless, the data suggest that these writing obstacles may be remedied or at the very minimum decreased. This might simply exist when tutors adopt proper strategy and method, along with effective tactics, and the teaching of written expression must be a cooperative experience, engaging not just the written expression instructors, but much of the instructors of all classes.

Finally, the researcher conducted this work to be equally beneficial to teachers and learners of all modules and more specifically written expression to improve their ways in teaching and learning writing skill. As well as it can pave the way to other researchers on the following proposals: ''The Effect of Dysgraphia on Students Performance in An EFL Atmosphere" and " Developing A Good Writing Style Through Reading" .

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Appendix A:

Teacher's Questionnaire

Dearest Faculty members:

My master's thesis discusses some of the impediments to students' writing performance. As a matter of fact, the objective is to achieve and evaluate them. Then we'll offer suggestions on how to address this issue and enhance students' writing. As the first move, we used a questionnaire as part of a study project aimed at identifying some of the elements that contribute to students' weak writing abilities. We want to get a good look at the major compass points that will lead us in the proper path. It would be quite beneficial if you could complete this questionnaire.

I am grateful for your assistance.

1.How many of the following four abilities do you believe is the most challenging?

A-Listening

B-Speaking

C-Reading

D-Writing

2.Which of the following skills your students prefer to use?

A. Speaking

B. Writing

3.Is there a relationship between reading and writing?

A. Yes

B. No

-If answered yes feel free to state

why………
……
……………………………………………………………………………………………………….......................

.

4.Is the writing level of third year students good?

A .Good

B .Average

C .Bad

5.Do your pupils find difficulties when writing?

A. Yes

B .No

6.If yes what kinds of issues do they incounter?

A. Teacher

B. Learner

C. Syllabus

D. Lack of reading

E. Lack of background knowledge in the subject

F. Lack of practice/time

G.   Others,

……………………………………………………………..…………………….......................................

……...

7.At what level pupils encounter difficulties?

A. Sentence

B .Paragraph

C. Essay

D .Others, please specify: …………………………………………………………………...

…………………………………………………………………………………………..

8.Do you encourage your students to write at home?

A. Yes ☐

B. No ☐

-If "Yes ", do they write about?

A. Linguistic matters ☐

B .literary topics ☐

C. Civilization subjects ☐

D .Everyday activities ☐

E. Their diaries ☐

F .Other topics…………………………………………………….........................

9.What is the role of the teacher's corrective feedback and reinforcement?

……………………………………………………………………………………

10.What correction techniques are likely used to motivate your students' level writing of? ☐

A .Over-correction

B .Selective correction ☐

Why? …………………………………………………………………………………...

11.Do you write comments or remarks on your students' exam papers?

A. Yes ☐

B. No ☐

Why?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…...………………………………………………………………………………………….

12. As a teacher, how can you help your students improve their writingskill?…………………………………………………………………………………

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…………………………………………………………………………………………………

…………………………………………………………………………………………………

13.Feel free to leave any more remarks……………………………………………………………

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…………………………………………………………………………………………………

……………………………………………………………………….............................

…………

Thank you.

Appendix B

Teachers 'interview

Dear Lecturers:

This master's study explores a few of the challenges to pupils' writing accomplishment. As a matter of fact, the task is to distinguish and analyse them. Then we'll offer suggestions on how to address this issue and enhance pupils' creativityin writing. It would be extremely beneficial if you could respond to this interview.

Question one: how do you define writing in general?

Question two: what is the definition of good writing?

Question three: Do your students have a good level at the writing skill?

Question four: how to know or how to identify students with good writing productions

Question five: according to you, what are the major obstacles for your students in learning English as a foreign language?
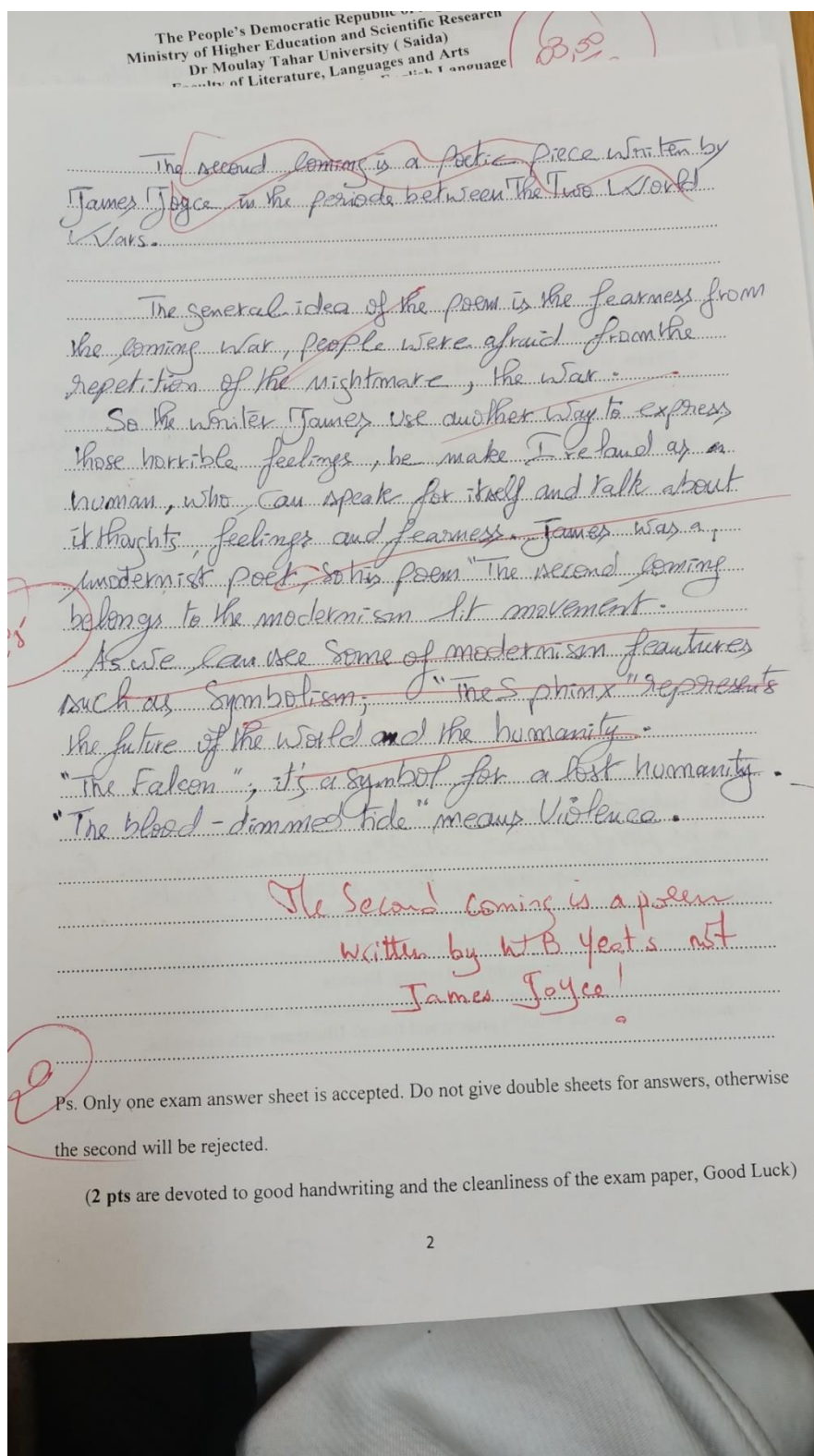
Question six: why do 3rd year license students have poor writing skills?

Question seven: in your opinion, what are the problems affecting 3rd year license students writing skills and how to overcome them?

Question eight: please, feel free to add any comments.

Appendix C

Sample of students exam papers

The second coming is a poetic piece written by James Joyce in the periode between The Two World Wars.

The general idea of the poem is the fearness from the coming war, people were afraid from the repetition of the nightmare, the war.

So the writer James use another way to express those horrible feelings, he make Ireland as a human, who can speak for itself and talk about it thoughts, feelings and fearness. James was a modernist poet, so his poem "The second coming belongs to the modernism lit movement.

As we can use some of modernism feautures such as symbolism; "The Sphinx" represents the future of the world and the humanity. "The Falcon"; it's a symbol for a lost humanity. "The blood - dimmed tide" means Violence.

The Second coming is a poem written by WB Yeat's not James Joyce!

Ps. Only one exam answer sheet is accepted. Do not give double sheets for answers, otherwise the second will be rejected.

(**2 pts** are devoted to good handwriting and the cleanliness of the exam paper, Good Luck)

2

60

autobiography, and telling **(1,5)** when James Joyce brought Ireland to speak about itself, she used many different ways and techniques to explain and give a good pictures for itself, Among these different ways she used autobiography; in that way she gives to the public her biography from childhood till now, the adolescent, she wants to them about itself and how its childhood was in a general way with giving them the main neccesary action and events, despite these ways she gives them many sittings such as telling them about happines time and goodness moment and tell the difficulties and problem she meets in here way to the future, Ireland explains here life in a honest way with giving many symbolic event such as telling neccesary date and moment in her life, moment of success, and the she is allway grateful to the person who encourage it in her hard moment to be patient. The way that Ireland used to talk about itself is a good and honest way to tell your public about your real life.

Who she?

You are not answering the question

Ps. Only one exam answer sheet is accepted. Do not give double sheets for answers, otherwise the second will be rejected.

(**2 pts** are devoted to good handwriting and the cleanliness of the exam paper, Good Luck)

2

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it talks about a lot of themes which in time is one of the amazing thing used in this story eg - in the morning, at night -- symbolize tezbang the power of england (time also it) meomory and the past; it talk about the past when she was 18 years - psychological illness, Moreover, warfare: like shooting and plans - the characters of Mrs Dalloway classify as modernist and we can explain it: Anti-tradition, they did not do what the ancient did - the past, realism it focre on subject self also we have autobiographic: a real stting and places. In addition, we have feminism which is social, culture and economic movement called to make an equivalt between men and woman. warfare: shooting and plane symbolize eg "big bang" pessimestic because of war. In this story there are many characters such as Mrs Dalloway "clariss" the main and important besc borought for croft, peter walsh ---

In conclusion, Virginia woolf's it is one of the most important modernist it wrote the first "phplain": Mrs Dalloway in 1915 and she suffering in her childhood and faced many problems in her life and in this story Mrs Dalloway "clariss" remember her past with peter walsh but she was married richard who trust her and she belive that in love alone not engought to share (the) life

you are not answering the question!

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Résumé

La majorité des étudiants d'anglais au niveau de département de langues étrangères a l'Université de Saida, affichent une incapacité criarde à produire de l'écrit de qualité acceptable. Les lacunes si situant particulièrement aux niveaux des paragraphes et des essais qu'ils sont amenés à produire lors de leurs examens dans les différentes disciplines. Ainsi plusieurs questions méritent d'être posées : pourquoi nos étudiants produisent un écrit de qualité médiocre voire pauvre en tous points de vue et ce dans leur troisième année de licence? Que faire pour améliorer la situation? Pour mener à bien notre recherche, un questionnaire préliminaire a été confectionné pour identifier et s'assurer de l'existence de cette problématique pédagogique en plus d'une observation aux exemples des papiers d'examen des étudiants. Un questionnaire et une interview ont été adressés aux enseignants d'expression écrite de troisième année. Une fois l'identification du problème avéré, l'administration d'un autre questionnaire exclusivement destiné aux enseignants de l'écrit de troisième année, s'impose et s'appui sur une série de questions élaborées sur la base de justifications théoriques développés dans notre travail de recherche. L'analyse et l'interprétation des donnés obtenues révèlent que les étudiants de troisième année font vraiment face à un grand déficit aux niveaux de leurs habilités dans la production du discours écrit. Ceci est grande partie lié au manque d'intérêt de la part des étudiants à aller vers l'écriture, à la lecture, à l'influence de la langue maternelle sur l'apprentissage de la langue étrangère ainsi qu'à l'inexistence d'une approche ou méthode appropriée, adaptée à l'enseignement de l'écrit à l'université. Pour ce faire et pallier à ce déficit une série de recommandations ont été avancées aux enseignants pour améliorer leurs façons de prendre en charge l'enseignement de l'écrit et partant, l'amélioration des performances desétudiants àl'écrit.

المستخلص

معظم الطلاب يواجهون مجموعة من الصعوبات التي نتج عنها ضعف كبير في إنتاج نصوص مقبولة مثل كتابة فقرة أو مقالة، و قد آدت العديد من الأبحاث والدراسات أن مهارة الكتابة جد مهمة إلا أنها معقدة وصعبة.الهدف من هذه الدراسة في المقام الأول هو معرفة بعض العوامل التي تعيق بشكل ملحوظ قدرة طلبة السنة الثالثة طور ليسانس جامعة سعيدة "لغة انجليزية" الكتابة بشكل صحيح و مقبول ومن ثم ترجمة وتحليل نتائج هذه الدراسة، و في المقام الثاني جعل جميع الأساتذة (أساتذة التعبير الكتابي أو مقاييس آخر) على علم بما يعرقل مهارة الطلبة في الكتابة فلماذا هذا القصور في مهارة الكتابة خاصة مستوى الثالثة جامعي؟ وما يتوجب فعله لتحسين الوضع؟ من أجل انجاز هذه الدراسة اعتمدنا ثلاث استبيانات بالإضافة إلى الاطلاع على عينات من أوراق امتحانات الطلبة ،اثنان منهما وجها إلى أساتذة السنة الثالثة ، و الهدف المنشود من هذه العملية هو جس النبض للتأكد من المشكلة، أما الاستبيان الثالث فقد وجه إلى جميع الأساتذة الذين يدرسون التعبير الكتابي (السنة الأولى والثانية قسم الانجليزية بجامعة سعيدة للتشخيص العميق والدقيق للأسباب التي وراء عدم استطاعة الطلبة على كتابة فقرات أو مقالات ذات جودة مقبولة، و عليه فالنتائج المتحصل عليها تؤكد على صحة الأسئلة المطروحة وتكشف عن قصور شديد في مهارة الكتابة (التعبير الكتابي) لدى الطلبة والسبب يرجع حسب نتائج الاستبيانات الثلاث إلى الأستاذ والطالب على حد سواء. و نلخص بعضا منها في ما يلي: عدم وجود الرغبة في الكتابة، نقص في مهارة القراءة ،عدم توفر مناهج وتقنيات مناسبة لتدريس التعبير الكتابي في قسم اللغة الانجليزية جامعة سعيدة ، وأخيرا تأثير اللغة الأم على مهارة الكتابة باللغة الانجليزية .بناء على النتائج المتحصل عليها اردنا تزويد الأساتذة باقتراحات ربما تساهم في تحسين مستوى التعبير الكتابي لدى الطلبة مستقبل.

كلمات مفتاحيه : التعبير الكتابي . اللغة الام ,عراقيل . مهارة . جامعة سعيدة . سنة ثالثة .