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MASTER

“Psycholinguistics”

The Problems of Middle school Students in English
Written Expression

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Dedication

In the Name of Allah, Most Gracious, Most Merciful

Praise is to Allah who has given me spirit and courage to overcome all the difficulties and to continue the way of my studies.

I can't express with words on earth my heart full gratitude and immortal love for those who held our fingers when we were learning to walk, those who encouraged us when we fell very hard, those who have been our constant source of inspiration, those who have no expiration date for their generosity toward us even a million deeds will fall short compared to what they have done for us "my parents". Thank you my parents for being the world's best parents.

This research paper lovingly dedicated to my aunt I ask God to bless her for me. To my dear sister saadia .To my husband I ask God to bless him. To dear brothers: Tarek and Ilyes and their wives . To my nephews Niha l and Anes.To my friends Wafaa and Ftima.

"And for all who knows me"

Thank you

Acknowledgement

Before all, we thank God for accomplishment of this work we could not have been completed this project without the help of our teachers and supervisor.

Mrs. Hairech faiza we are grateful for her encouragement, kindness, patience, care and attention with which she surrounded us. A special thanks for the board of examiners: Mrs. Bestali lila I love her so much, and Mrs Adnani Radjaa

In addition, we are thankful to our teachers and our department of English for their help and support, also, we thank both library and the internet staff for their help in making this research, then we could like to give special thanks to our friends and mates who encouraged and help us.

Last, but not the least we thank our families, from the oldest to the youngest and of course we will not forget to express our gratitude to all teachers of the Department of English. I will not forget, of course, to express my gratitude to all the teachers and students at the middle school of Abdel Moumen Ghali les Roses of Mostaganem who filled in the questionnaires.

Abstract

The current study aims to the students who has difficulties mastering their process of writing. For this it is of great importance to take and observe the different problems which students has in written expression, and examine how student motivated in classroom. In other word, we study problems of students in EFL classroom at the middle school Abd Elmouman Ghali les Roses of Mostaganem. In order to find an answer to our research and confirm the hypothesis, we did two questionnaires as tools of research ,and data for our research work. The first questionnaire is addressed to the fourth years students middle school; it contains forty (40) students in order to know their views about writing as a skill, and their opinions about the teaching methods that are used in the writing classroom. .The second questionnaire is oriented to three (3) teachers of the same middle school. To determine the strategies that they use to help and to develop their students' abilities in writing. However, the questionnaires' analysis have shown that the writing is the most difficult skill for students. Furthermore, the learners do not practice, and they are not given the chance to write much to improve their language and their writing skill, And they are not motivated.

Key Words: *WE : Writing Expression- EFL :English as Foreign Language- FL: Foreign Language*

List of Abbreviations

- EFL :** English as a foreign language
- FL:** Foreign Language
- L1:** First Language
- L2:** Second Language
- TEFL:** Teaching English as a Foreign Language
- WE:** Written Expression

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General Introduction

Teaching is guiding and facilitating learning. Now days learning foreign language is an important step especially in this global area . It serves to communicate and use the language with others who may not share with us the same culture. Learners will be able to apply what they have learnt at school and put them in practice to improve their level in all skills whether in writing ,speaking , listening,or reading .

The process of learning English as a foreign language ,requires mastering four complex skills which are :listening,speaking,reading,and writing .

Writing skills are important part of communication .Good writing skills allow us to communicate our messages with clarity .Whereas,it is regarded as the most difficulties skill .Since it is not an easy task to achieve it is needs to follow many techniques and strategies.Some students do not know how to produce a short essay.Meanss students are faicng difficulties in writing ,and have weaknesses in this skill .In other words ,many studies shows that EFL produce poor written works because students do not master very well all the linguistic features which are :the grammatical rules,vocabulary,lexis,etc.

In Algeria the English language is not practiced outside classroom .What learners learn inside classroom is practiced only inside and has little chance to be developed in other context.That's why fourth year middle school pupils are facing difficulties while producing or writing paragraphs or essays.This is the reason that makes them or to pus them to produce poor written work full of the students.

Many researchers have analyzed problems of students' writing .Others want to go more deeper which means in details in order to examine the linguistic features that EFL students are ignoring,and even teachers face in teaching.

This research aims to undersatand the difficulties that students face and even teachers in teaching .We have investigate some factors that help students to improve their abilities in writing skills.Also to suggest some solutions that may enhance students' level in writingn .

This research attempts to answer the following questions.Why do fourth year students(middle school) produce poor writings ?And what are the effective methods that help students to overcome writing difficulties.

To answer these questions,the following hypotheses were put forward .Students cannot produce good writing and face difficulties in writing beacuse they don't master the grammatical rules , they can not use some linguistic features appropriately,and they have a poor vocabulary.By being aware of these factors which affects their writing level,students will avoid making mistakes and improve their capacities in writing.

This work is devided into three chapters.The first chapter represents the theoretical part, including the general issues about writing .The first part represents a literature review about writing.The definition of writing,types,stages,purpose,and their reasons .The second chapter represents the practical part,which include the students's analysis and findings.And the

analysis of students production, and some suggestions for students that may help them to be aware of the linguistic factors which help them to write effectively. The last chapter, deals with the teacher's analysis , findings, and some suggestions that can help teachers in teaching .

Chapter I

Literature

Review

1. Introduction

Writing plays a vital role not only in conveying information, but it has a great importance in our daily life. It also helps in transforming knowledge to create new knowledge. It is thus of central importance to students' English programs. Teachers need to make students able to write effectively.

In this chapter, represents the theoretical part. We will talk at the beginning about the nature of writing, stages, reasons and writing skill. In order to give different information as a literature review.

2. Definition of writing

Definition of writing differs from a book to another from different perspective and opinions, so we find:

Writing is a process described as a group of letters or symbols that are used by group of people for communicative purposes; these group of letters and symbols are combined together to form sentences that should be correct and meaningful, and these sentences are combined as well in order to produce a coherent texts that convey a message, express ideas, thoughts and feelings, and exchange information between people. In such manner, Byrne states that:

“Writing involves the conventional arrangement of letters into words, and words into sentences that need to flow smoothly to form a coherent whole.”

In addition, according to Byrne, writing is described as:

“...a sequence of sentences arranged in a particular order and linked together in a certain way” (Byrne, 1988: 1)

However, these symbols and sentence are arranged according to certain rules and should be ordered in a certain way. So, Writing is learned through following a set of rules and instruction in order to form a correct, meaningful, and coherent piece of written language. That is why it is described as a complex activity. As noted by Tribble:

“Writing is a complex and distinct human activity which normally requires some form of instructions”. (Tribble, 1996: 11)

Thus, it should be learned through a process of learning, as suggested by Harmer (2004: 3) *“Writing should be learned”*. It means, writing is not a spontaneous activity which the child born with, we have to be taught how to write.

In fact, writing is not an easy task to learn; rather it is a complicated and a complex process that requires following some instructions. It necessitates a basic knowledge of grammar, lexis and vocabulary, and each language has its own rules that should be followed. In addition, writing needs conscious and mental effort because it is a process that is consciously learned, it means, writing can be developed through the process of learning.

Besides, learning to write allows people to get involved in their society as a sign of progress. In such manner, Tribble states that:

"...to be deprived of the opportunity to learn to write is to be excluded from a wide range of social roles, including those that the majority of people in industrialized societies associated with power and prestige." (Tribble, 1996: 12)

3. Types of Writing

Paragraphs and essays can be written in different types or styles. A writer will choose a type depending on what he or she wishes to accomplish, what sort of material is to be discussed, and what kind of effect s/he wants to have on the reader. Generally speaking, there are four types of writing, though normally these types are mixed together.

3.1. Narrative The narrative paragraph or essay tells a story, just like a narrator in a play (though it

should be a true story, unlike a short story or a play). Narrative writing is best used to illustrate the "personal developmental path" a person (often yourself) has taken to reach a particular point in his/her life. As a result, it is normally written in a first person point of view. True narrative writing is unusual, because it is demanding. A narrative must have a conflict that is overcome. This is the core of any narrative form of writing, be it a paragraph, an essay, or a story). In an essay, it usually means a single incident/anecdote, where the narrator experiences

some brief challenge that is met and (hopefully) survived. This "overcoming" should in turn lead

to some form of understanding. Simply describing or explaining one's surroundings is not a narrative. You need a (brief) establishment of setting, an explanation of the challenge, and the resolution of this challenge. In other words, you need a plot. McArthur(2008:1)

3.2. Descriptive: Descriptive writing paints a picture. In its pure form, nothing much happens. "Description" tells us what something looks like, feels like, tastes like, sounds like or smells like - without action or events. It doesn't explain a relationship or a process beyond oneself; it focuses on one's immediate subjective perceptions. Thus, descriptive writing connects the outer world with our inner feelings. It is usually concerned with creating a verbal picture of what we experience and feel at one moment, and it will use many rich and vivid adjectives and

adverbs. So, as a writer, you should make the reader long to smell the rich essence of the trees the haunting call of the wolves, or the rank odour of the sewer... if that's what you're writing about! Descriptive paragraphs and essays are usually written in the first person point of view, and are much more emotional and personal than expository writing. It should be said that you will rarely write a purely descriptive passage. Normally speaking, descriptive writing is mixed in with other styles as a supplement. (Ibid).

3.3.Expository: Expository writing "exposes" or explains things about a subject. Sometimes called "information writing" because it gives information about a person, place, thing, relationship or idea. To accomplish that, it is best developed by the use of clear reasons, facts and statistical information, cause and effect relationships, or examples. Since expository paragraphs are factual, they are written without emotion and usually written in the third person. Nevertheless, you can use "I" in your expository writing if the focus is on external, neutral descriptions and explanations, rather than personal feelings (personal feelings move you into "descriptive writing"). Indeed, expository paragraphs and essays are sometimes confused with descriptive writing, because both can spend a lot of time describing things. But again, the big difference is that expository description tends to focus on external objects, situations and processes, in order to explain something in a neutral, matter-of-fact manner. Descriptive paragraphs, on the other hand, tend to focus on our emotional responses as we perceive the world at one point in time. Rivers(1968:NP).

3.4.Persuasive: This type of writing is probably the most common form of writing at the university

level. Persuasive (or argumentative) writing attempts to convince the reader that the point of view or course of action recommended by the writer is valid. To accomplish this, the writer must develop a limited topic which is well defined and debatable, and has more than one side.

It is important that the author understand other sides of the topic so that the strongest information to counter the others can be presented. You may present these opposing points of view, but they must be summarized at the beginning and then quickly refuted (to refute something means to show it is false or not particularly important). If you're not sure how to do this, then simply stick to your side of an argument. While persuasive writing attempts to prove your point of view, it's usually written in an objective, third person point of view; such a stance helps demonstrate your objectivity. It should be noted that "argumentative" writing is said by some to be more rational and empirical (i.e. based on facts), whereas "persuasive" writing will often use emotional appeals to manipulate the reader's sympathy. However, most writing

experts view the two terms as synonymous; few essays are so coldly dispassionate that they will not use strong and loaded language to win an argument, and analytic facts are always a good way to persuade the reader of one side over another. (Ibid).

4. Stages of Writing

You are already planning your writing whether or not you realise it. You might not be creating an outline, but you're thinking through what you want to say. If you have a brilliant idea for a blog post while you're in the shower, and mull it over as you drive to work, that's a form of planning. Some written pieces don't need any more planning than that: you've got the idea in your head, pretty much complete. Anything lengthy, though, will benefit hugely from a written plan. When you're working on a project where you already know the subject matter an ebook, for instance, or a memoir then it's worth planning in some detail. You can use mindmaps to generate and sift ideas, and construct a more linear outline as you start to shape your material. When the process of writing is more of an exploration, we think primarily of fiction here then it's not necessary to plan in detail. You'll want to get some basics clear, though: your concept or theme, your main characters, and the ending. You'll probably also have some thoughts about key scenes or chapters that'll be included along the way. Ali Luke(2017).

4.1 Planning

We start by planning as you go along (as well as before you start). If you get stuck mid-way, take a break from the actual writing and look at what you've already covered and where you're going next. Then, keep a notebook. Use this as a place to record and explore ideas. Even if something doesn't fit this project, it might become part of the next one.

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4.2 Drafting

When we talk about “writing”, we often mean “drafting”. We imagine sitting down at the keyboard, opening up a blank document, and typing away, filling the screen with exactly what we want to say, expressed clearly and cleverly.

And maybe, once in a while, that actually happens. But my first drafts rarely look anything like that. And I'd guess yours don't either.

It's almost impossible to get a piece of writing *just right* during the first draft. Rather than aiming for perfection, aim for completion. Your goal when you write is to keep putting one word after another, building up sentences, paragraphs, pages...

Not all those words will be quite right. At this stage of the process, you'll have a mixture of problems, from the structure of the whole piece right down to the individual words that you choose.

- Some sections from your plan don't seem to fit any more
- A particular chapter (or character, subplot, theme) just isn't working
- You haven't explained ideas clearly enough
- Your sentences are flabby (over-wordy) or clumsy (ambiguous, repetitive, clunky-sounding)
- You might have notes to yourself in the text, to look up particular facts, or fill in a gap

None of this is *bad*. This is just the nature of first drafts. You're shaping your material and forming your ideas as you go along – and of course it won't always come out perfectly.

4.3 Redrafting

This is the stage which newer writers often skip – but it’s just as important a part of writing as the first draft stage.

Redrafting or rewriting is when you take what you’ve written and rework it. That doesn’t mean checking for typos, or tidying up a few sentences. It usually involves big-picture, structural change like:

- Cutting whole chapters or sections
- Adding in chunks of new material (and returning to the drafting stage for these)
- Moving things around – perhaps chapter 5 should really be chapter 1
- Sorting out any of those “notes to self” from the first draft – adding in facts or cross-references, for instance

It’s not unusual for novelists to cut out whole characters and subplots at this stage.

Sometimes, what seemed like a great idea during planning and drafting just doesn’t quite work out.

To redraft, you need to get some distance on your work. That might mean putting it aside for a few months (I’ve just started on draft *four* of my novel, after a two month break), or it might mean getting feedback from other people.

Some writers find that they actually enjoy the redrafting stage more than drafting. It’s a different form of creativity – you’re able to work with what’s already there, shaping and honing it. (Ibid) .

4.4 Editing

This stage often gets muddled up with redrafting. For a short piece – like a blog post or a poem – you might not need to do much redrafting or editing, and you can combine them effectively. For anything longer, though – an ebook, say, or a short story – you’ll want to edit *after* you’ve redrafted.

Your redraft will have fixed many of the first draft's problems. Your sections will be in the right order. You'll have cut out anything irrelevant. You'll have added new material where it's needed.

But, even after redrafting, your piece isn't finished. There'll still be some awkward sentences and, inevitably, some typos.

Editing means going through your piece line by line and looking for things like:

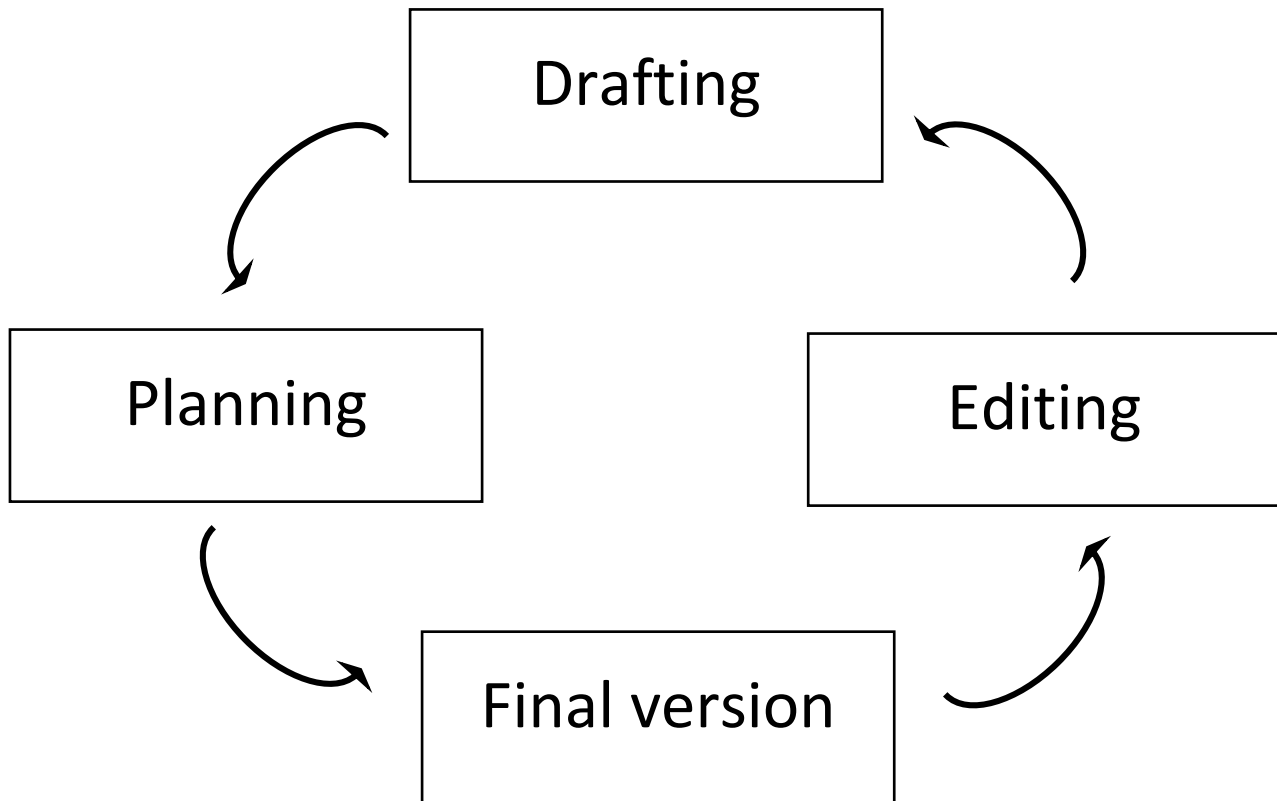
- Sentences which would read better if you swapped them round
- Paragraphs which don't break in the right place
- Words which aren't quite what you meant to say
- Repeated phrases or words – all writers have some favourites which they overuse
- Mistakes, like missing or mistyped words

That isn't a comprehensive checklist, of course – but it gives you some idea of what editing involves. With some forms of writing, particular for the internet, you may also find yourself putting in formatting (bold text, subheadings, etc) during the editing stage.

For many writers, including me, editing is the most frustrating stage. If what you really love is the fast-paced writing of draft one, or the freewheeling inspiration of planning, then editing can seem slow and tedious.

It's important, though – and there's a certain pleasure in getting things *right*. You could have written a brilliant piece but if it's riddled with poor grammar and silly typos, readers may not make it past the first page. (Ibid) .

Figure 01 :Stages of Writing



5.The Importance of Writing

Learning how to write in a foreign language is a crucial task since it gives the student the opportunity to express himself far away from stress, anxiety and fear. According to Hyland (2003:69) writing is a mean for engaging with others in society as he says: “writing is one of the main ways that we create a coherent social reality through engaging with others”. Hyland (2003:69)

In addition to that, writing is the most important goal behind learning a foreign language. The learner needs to master this skill in order to be able to participate in the society. As Mc Arthur, et al. (2008:1) state that “writing provides an importance mean to personal self-expression”.

Mc Arthur, et al. (2008:1)

Finally, writing is just not a mean of communication between people but also a key to learn others languages.

6. Conclusion

Writing is a method of representing language in visual or tactile form and the improvement in writing goes hand in hand with the development of the ways of writing, and like all learning problems, difficulties in writing can be distracting to students. For this, we try in this chapter to help in identifying a problem and giving effective information about writing and its strategies for students to pass such difficulties without trouble in their activity of written expression and discover their disabilities, also to fix their writing problems.

Chapter II

Students'

Analysis and

Findings

1.Introduction

This chapter will be devoted to practice part. We are aiming productions, for this production we try to find the needs of students in writing. However, the first step of this chapter is the data collection, this means that are used in our study to gather sufficient information in order to find answers to our research. Then we analyze it .Finally, we summing up the final results and the findings of our research.

2. This work has been collected by using a research tool that helps us in gathering information. Therefore, questionnaire has been used as a main tool to find out our research. It is an important tool to collect complete, detailed and appropriate data for our research directly from the informants. Therefore, two questionnaires are designed for EFL teachers and the students too.

The first questionnaire that is provided questionnaire which is oriented to FEL fourth year middle school students about their attitudes towards their learning position, teaching methods, and especially towards their writing abilities. Thus, questionnaire has been selected as useful tool to carry our research objectives.

3.The sample of our research consists of teachers and students in the middle school of “Abd-El-MoumenGhali alias Les Roses” during the academic year of ‘2016.2017’. the sample of our research work is concerned with the fourth year students middle school; since we cannot deal with the whole students, our sample consists forty (40) of students just one class among the three classes of the fourth year. Males and females chosen from the total students . And three (3) teachers of English at the middle school.

4.The students' questionnaire.

In fact, the students' questionnaire aims to collecting information about students' level in writing and their weakness in writing, to find out their opinions about the way their teachers could help them to overcome the difficulties that they may face to improve their level in writing. Therefore, this questionnaire of our research is oriented to 4th year middle school “Abd-El-MoumenGhali”students. However, the questionnaire contains (12) questions, and students are kindly required to answer either in Yes or No questions, or picking-up the opinions, and sometimes asked to justify theirchoices, and to provide their opinions or comments.

From the students' questionnaire we are aiming at gathering information about students, their gender, their impressions the written section, and if they find writing an easy skill to be acquired or not. In addition, if they like home works or not, the research work's objective is to find out if they face difficulties when writing and if their teachers help them to overcome these difficulties. Finally, the study attempts to introduce the best ways and appropriate methods that could help learners in developing their writing abilities?

Analysis of the Finding:

5. Analysis of the Student's Questionnaire

Item 01: Students' Gender

Gender	Number of students	Percentage
Male	27	67.50%
Female	13	32.50%
Total	40	100%

Table01: Students' Gender

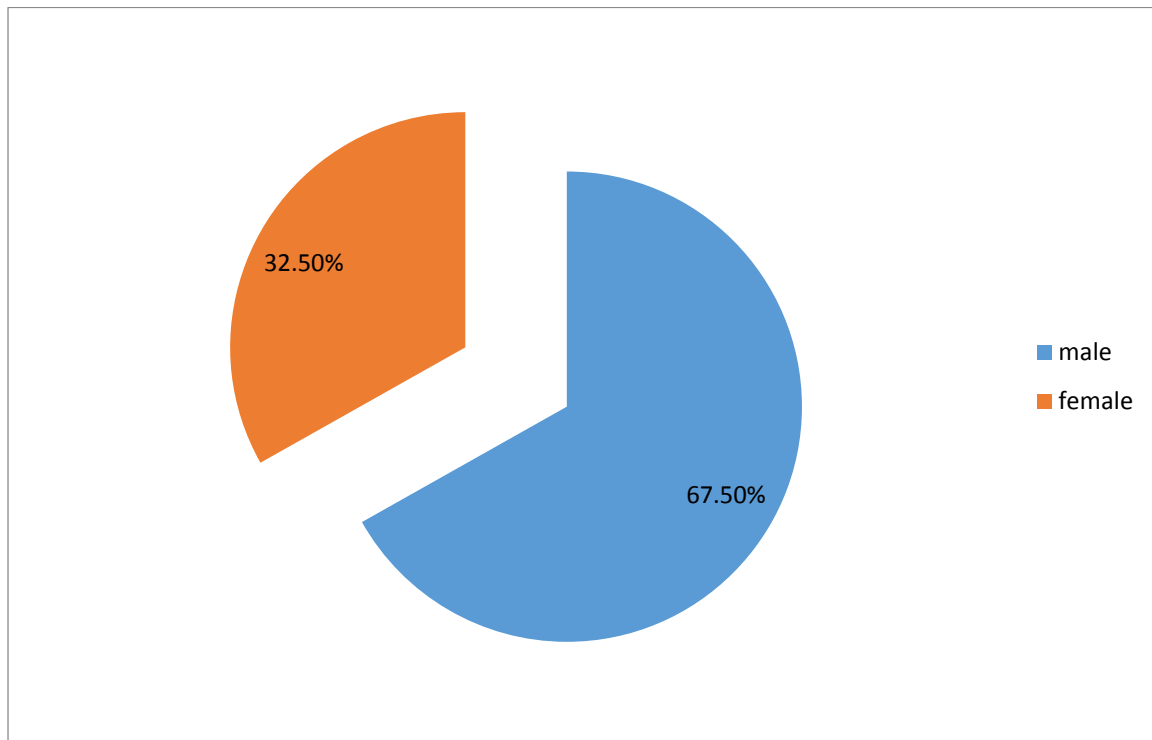


Figure02: Student's Gender

Our research shows us that students' gender represent the majority of the students are male. As it is indicated ,it consists only of 13 females with (32,5%).While the majoriy are males it represents 27 males with (67,%).

Item 02:what is the most important skill in EFL Learning according to you ?

Options	Number of students	Percentage
Listening	14	35%
Speaking	6	15%
Writing	9	22.50%
Reading	11	27.50%
Total	40	100%

TableO2: Important Skill

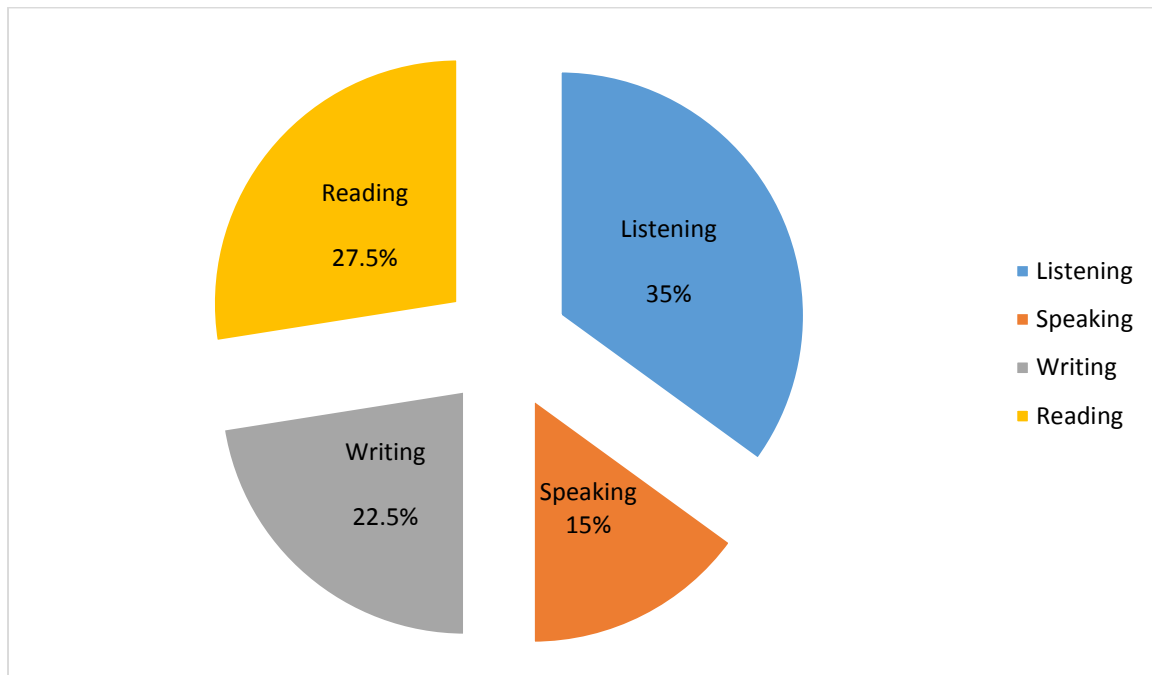


Figure03: Important Skill

We notice from this table and figure that most of the students prefer listening skill with One can notice, from this table that most of students prefer listening skill with (35%) and reading with(27,5%) and then the writing skill with (22,5%) and the last one is speaking with small rate of (15%) .This means that students find that writing ,speaking and reading are not as important as listening skill.

Item 03: Do you find that writing skill is easy l to be acquired ?

Response	Number of students	Percentage
Yes	16	40%
No	24	60%
Total	40	100%

Table03 : The Difficulty of Writing Skills

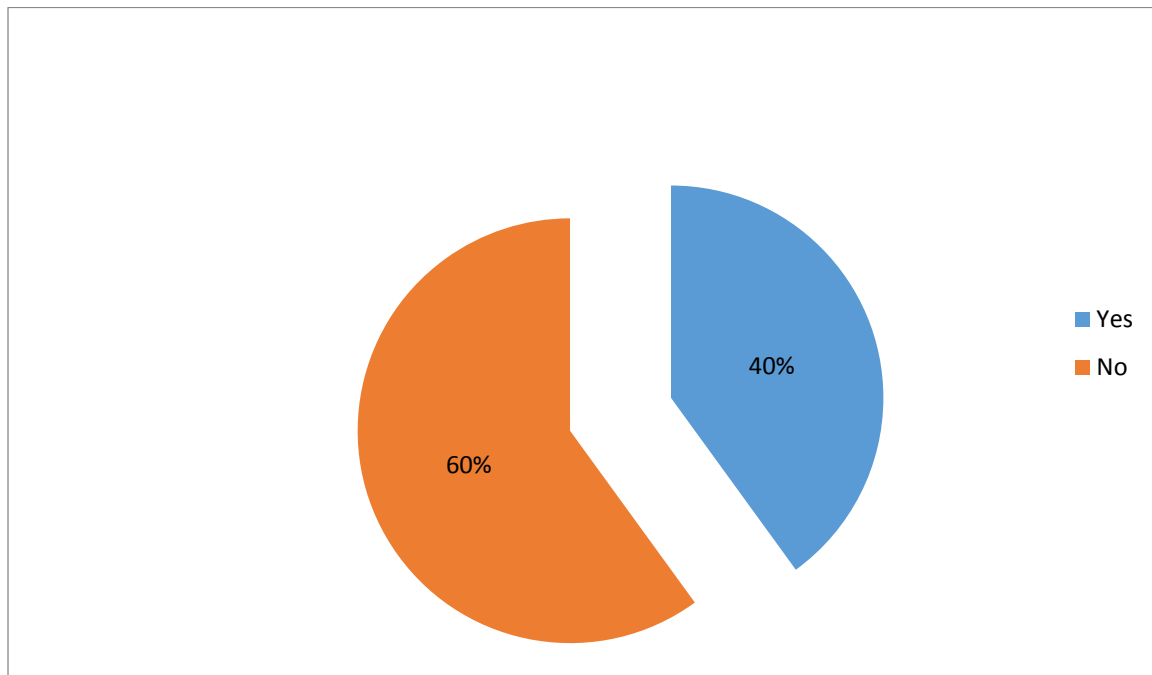


Figure 04 : The Difficulty of Writing Skill

From this question, we notice that the majority of the participants find difficulties to acquire writing skill, and it is not all easy for them. They represent (60%) of the students who say (No). Other students find it an easy skill to be acquired and say (Yes) and they represent (40%) of the population.

Item 04: Does your teacher correct you whenever you make mistakes?

Choice	Number of students	Percentage
Yes	35	90%
No	05	10%
total	40	100%

Table 04: Student's Opinions

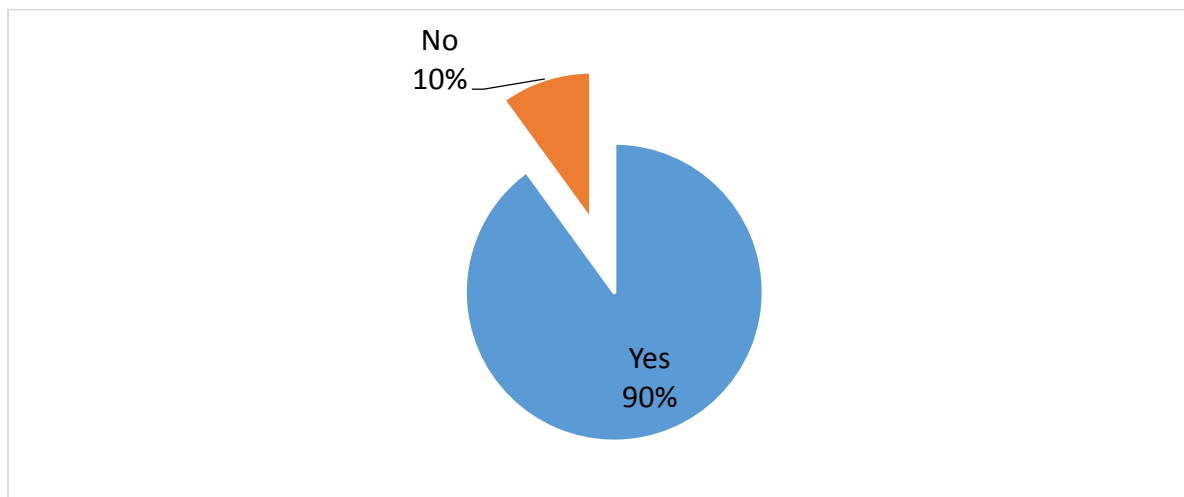


Figure05: Student's Opinions

The table and the figure of this question. Most of them the students (90%) say “yes”; they report that their teaches correct them whenever they make mistakes .In contrary , the rest of the participants (10%) say “no”. they report that they do not have the opportunity to be corrected by their teacher.

Item 05: When you make mistakes ,do you like to be corrected ?

Choice	Number of students	Percentage
During the course	17	35%
At the end of the course	25	65%
Total	40	100%

Table05 : Student's Preferences

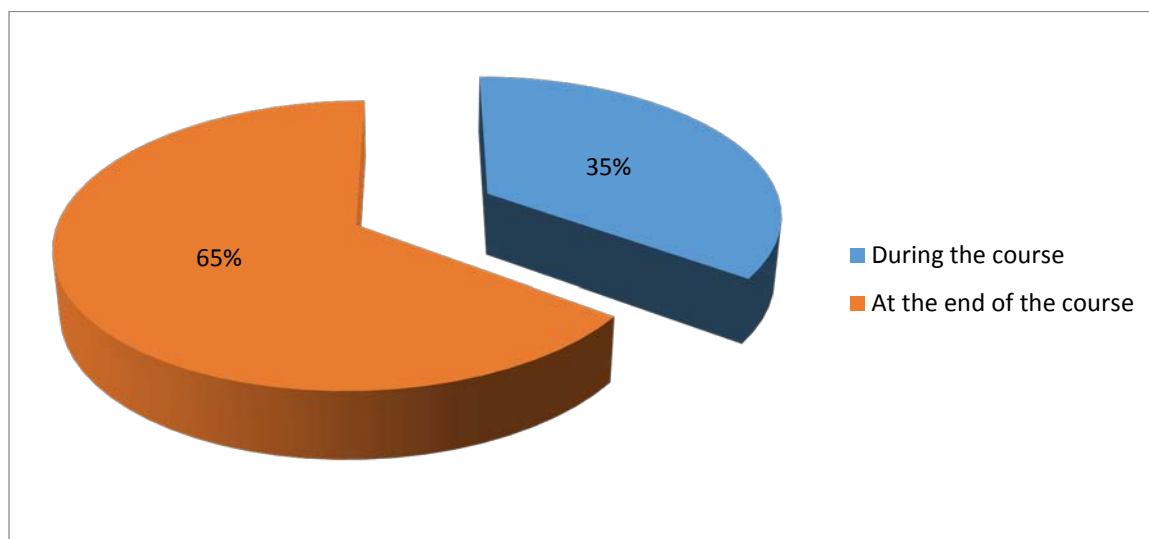


Figure06 : Student's Preferences

From this findings of this question show that 35% of the participants prefer to be corrected during each lesson while the teacher teaching them WE. whereas, 65% of them prefer to be corrected at the end of the course. Maybe they do not like to be corrected .Or may be they are shy in front of their classmate .

Item 06: Do you read?

We gave t this item to see whether learners read or not, since reading enrich the vocabulary of the student :

Options	Number of students	Percentage
Yes	20	60%
No	08	10%
Sometimes	12	30%
Total	40	100%

Table 06: the Will of Reading

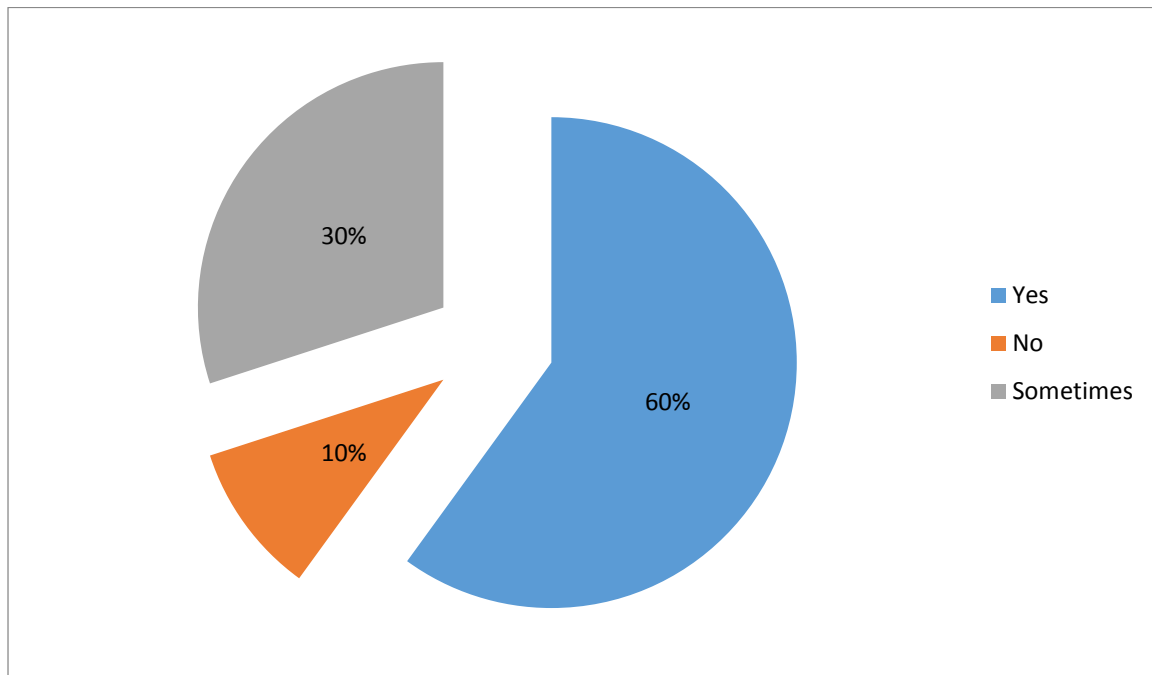


Figure07: the Will of Rreading

:

As we see through this table and the figure most of students read (50%) in order to enrich their vocabulary. Others student sometimes read. In other words, they read time to time with (30%). (10%) of the students do not read at all.

Item 07: How do you see your capacities in writing skills?

Table07: Capacity of Students in Written Expression

Answer	Number of students	percentage
Good	09	20%
Average	20	50%
Weak	11	30%
Total	40	100%

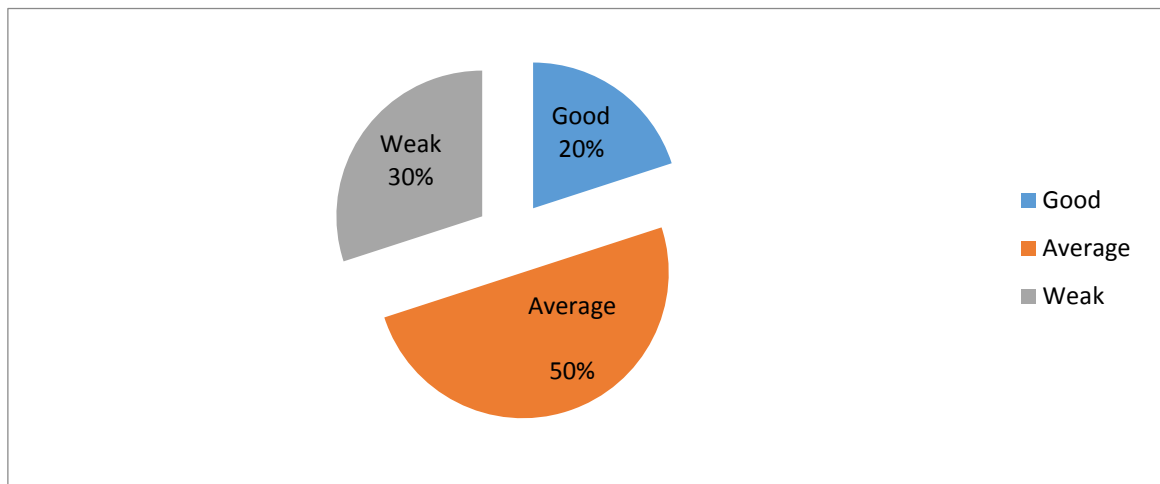


Figure08: Table: Capacity of Students in Written Expression

As we observe in the table, there are few students who are good in writing with a low percentage of (20%), the other are in between averages and weak.

Item 08: What kind of difficulties do you face in your writing?

Answer	Number of students	percentage
Lack of vocabulary	9	30%
Grammar mistakes	12	40%
Punctuation mistakes	9	30%
Total	40	100%

Table08: Students' Main Problem

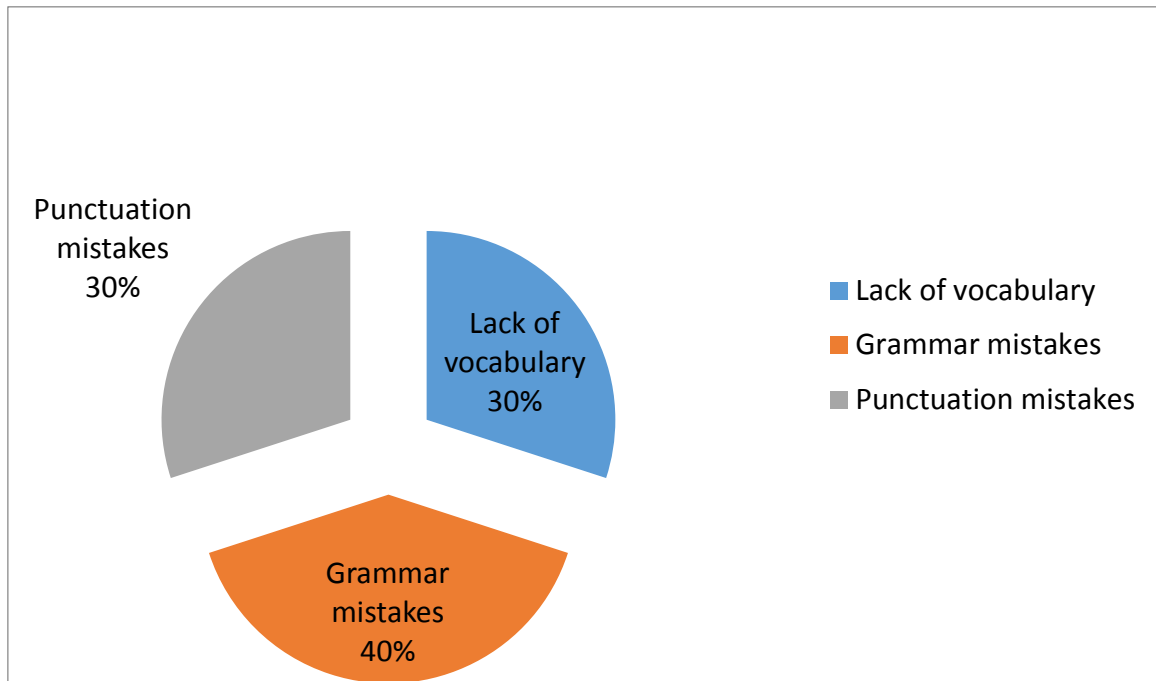


Figure09: Students' Main Problem

The responses and the big problem of students are always based on the problems of grammar mistakes with (40%), some of students say that they have difficulties in punctuation (30%) ,and vocabulary with (30%) due to the lack of reading.

Item 09: Do you think that three hours per week is enough to learn English?

Options	Number of students	Percentage
Yes	20	50%
No	20	50%
total	40%	100%

Table09: Students 'Opinions About Timing

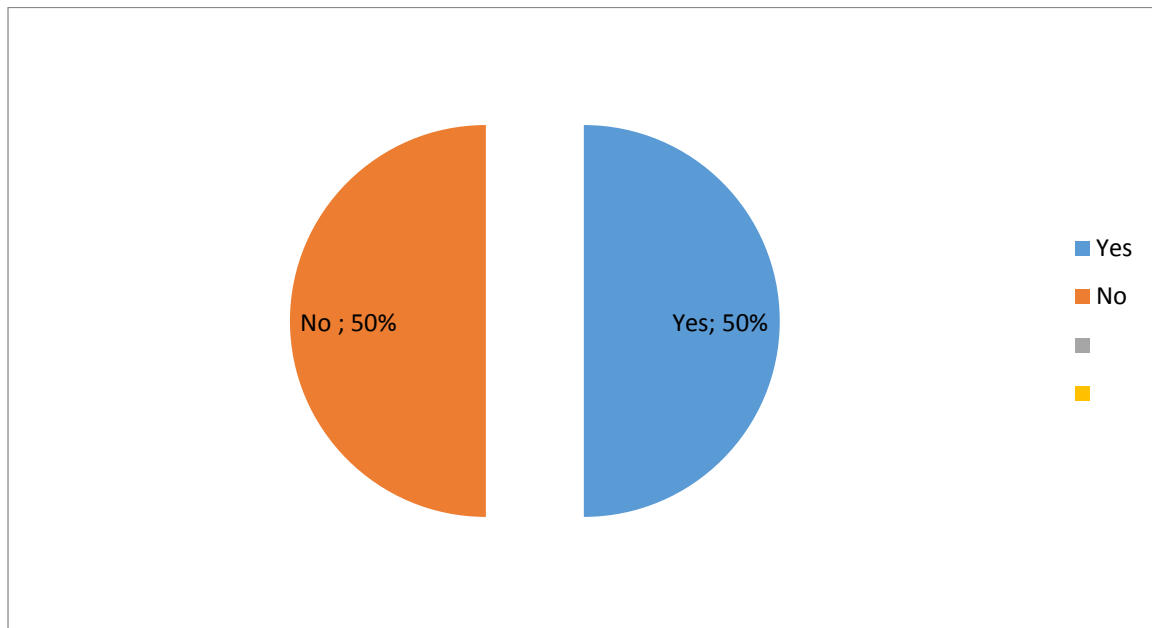


Figure10: Students 'Opinions About Timing

This question answers that (50%) of students said (No) and this percentage of responses is equal to answers of students, who say (Yes) with (50%) and think that three (3) hours per week is enough.

Item 10: Do you like writing?

Options	Number of students	Percentage
Yes	12	40%
No	28	60%
total	40	100%

Table10:students' Opinions

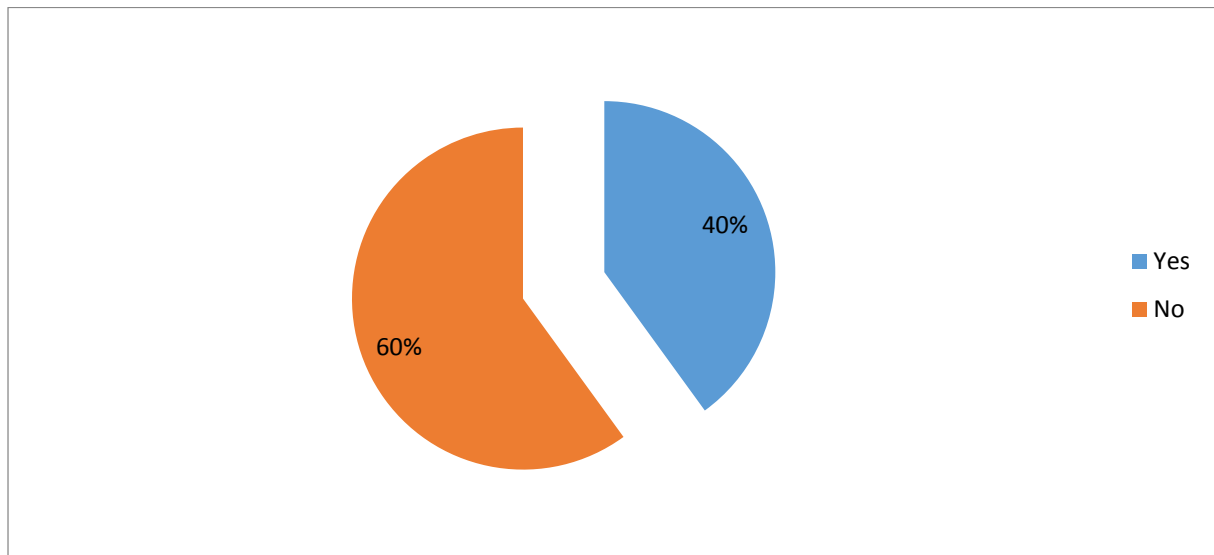


Figure11: students' Opinions

From this table we observe that the majority of students don't like writing. They represent (60%). And the minority like writing (40%) don't consider them as a means of improvement.

Item 11: Do you have problem with Punctuation, Capitalization or Hand Writing ?

Options	Number of students	Percentage
punctuation	20	660%
capitalization	5	10%
Hand writing	15	30%
total	40	100%

Table11: Problem Detection

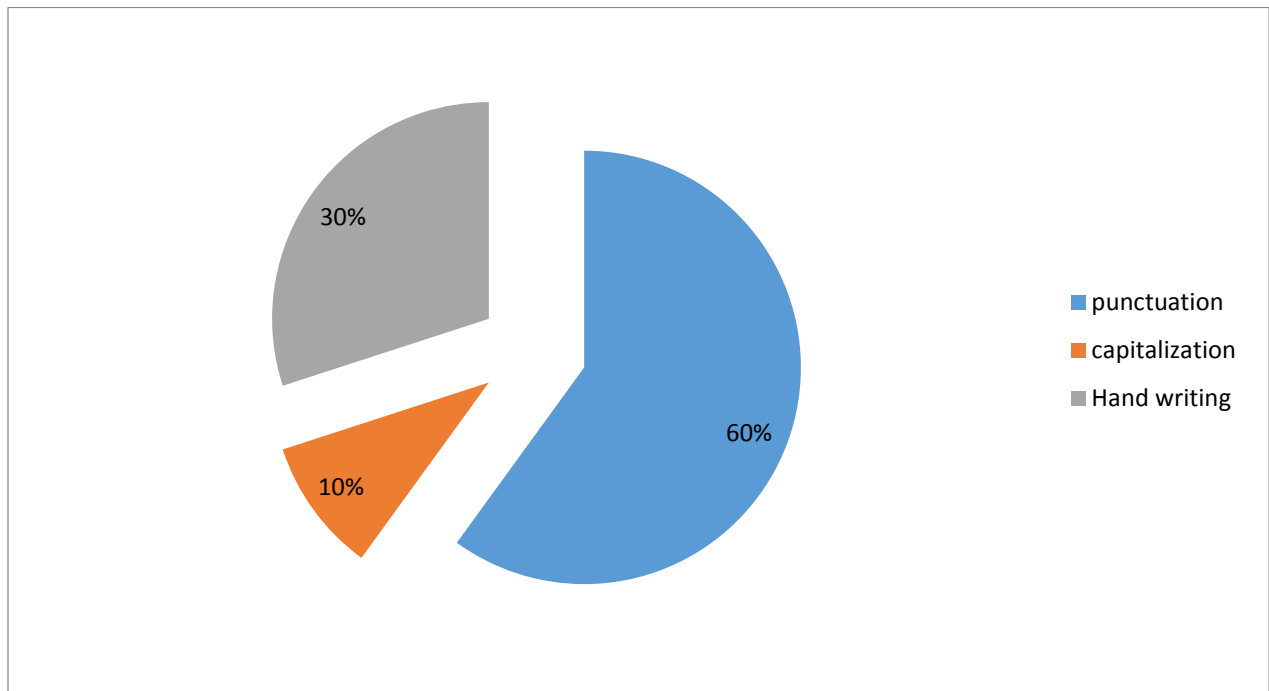


Figure12: Problem Detection

Most of students are still not aware of the importance of punctuation and the best proof of that is that (60%) of them are still having this problem and (30%) of students have problems with the handwriting and finally those (10%) with capitalization.

Item 12: What do you suggest to improve your writing?

This last question allows student to give some new ideas to their teacher in order to make their activities of writing easier. They suggest:

- Allow student to use dictionary.
- Encourage students to practice writing in classroom.
- Use new technologies in teaching writing.
- Give free topics to write.
- Working in groups.
- Working with the whole class.
- Ask questions whenever things seem to be ambiguous.

Analysis of student's production:

There is a great number of students who are not able to write down on paper in classroom, even if they are in exam class(fourth year middle school) .We gave them a small task . It was providing them with a small paragraph about how parents can protect their children by healthy food .The answer of these students allows us to identify that students have and face a lots of difficulties and obstacles in writing. We identified this through their written production .To go deeper, students face problems many problems such as; stylistic problem .It means that students do not write clearly .They have also problem in using words.Student use the wrong words ,and they confuse between the French language and English , like between the L2 and the L3.In addition ,they have problem with punctuation, they still don't have how to use it correctly .In the other hand, we notice also that they have ordering problem ,they have a poor vocabulary due to the lack of reading. Also they face problem with tenses and how to use they don't master the rules, means they have a problem with grammar.

7.Limitations of the study

This study has got only two limitations in term of the students' questionnaire. At the end of the questionnaire, we asked the students to write a paragraph .Through this small task ,we could identify their problems in writing, but the majority skipped it, We found a serious problem for doing this task because the majority of students are not able to write a small paragraph even if they are at the fourth year middle school an exam class and unfortunately they are unable to do it .SO for this reason , we were obliged to ask all the 3 classes of this middle school to do this small task .As we identified also that there was a lack of communication between students who sit at the back of the classroom at the teacher they don't concentrate at all with their classmates and teacher.

8. Recommendation

Students in classroom are very important, because they influence in the movement inside the class, also have their impact of interaction with teacher in study, but this interaction find difficulties as in practicing writing; so, in order to help students to be successful in their writing, we suggest the following:

In order to improve your level in writing, try to set time to practice writing inside and outside the classroom:

- ❖ Present your writing by practicing in class.
- ❖ Read books to check the dictionary for better spelling.
- ❖ Asked question whenever thing seem to be ambiguous.
- ❖ Take your mistakes in consideration to know your problems in writing.
- ❖ Don't forget that failure teach the success so don't feel ashamed when you do mistakes.
- ❖ Take care for dictionary to develop your back ground.
- ❖ Working together on writing.
- ❖ Working in pairs or group

9. Conclusion

In order to answer to our research question ,and confirm our hypotheses ,we use tool of research which is called 'Questionnaire' .We collected our data ,after that we analysed them then we identified our results and we wrote it down in this research w Our sample ,allow us to identify that students are aware for the level and problems that they face always in writing. They know that improvement such as reading,sharing journals ,working in pairs,or groups, Have a gret impact on thier level ,and help them to develop thier writing skil.More than that ,it give them the opportunity to receive comprehensible and they correct thier input.Through time devoloping writing skills takes place.Making mistakes will be reduced .

Chapter III

Teachers'

Analysis and

Findings

1.Introduction

In school we write... not to anyone can write ...we just give information... not to someone... we just write information down on paper. writing is an essential skill that can help children become stronger readers; it can provide the means to enhance vocabulary, comprehension, and spelling abilities. With the help of three top experts, they explore the importance of writing skills, what the latest research tells us, and what teachers do to make the process smooth and successful.

2.In this chapter, our study will be a practical work, we are going to examine what happens while students write in classroom, we are going to take a questionnaire directed to teachers, and analyze teachers questionnaire with findings, with some suggestions to both of teacher to solve the problems of students writing.

The second questionnaire that is provided for teachers to get information to our study, their methods that they are used when teaching WE in order to help their students to develop their writing skills or abilities ,and to solve their problems in writing.

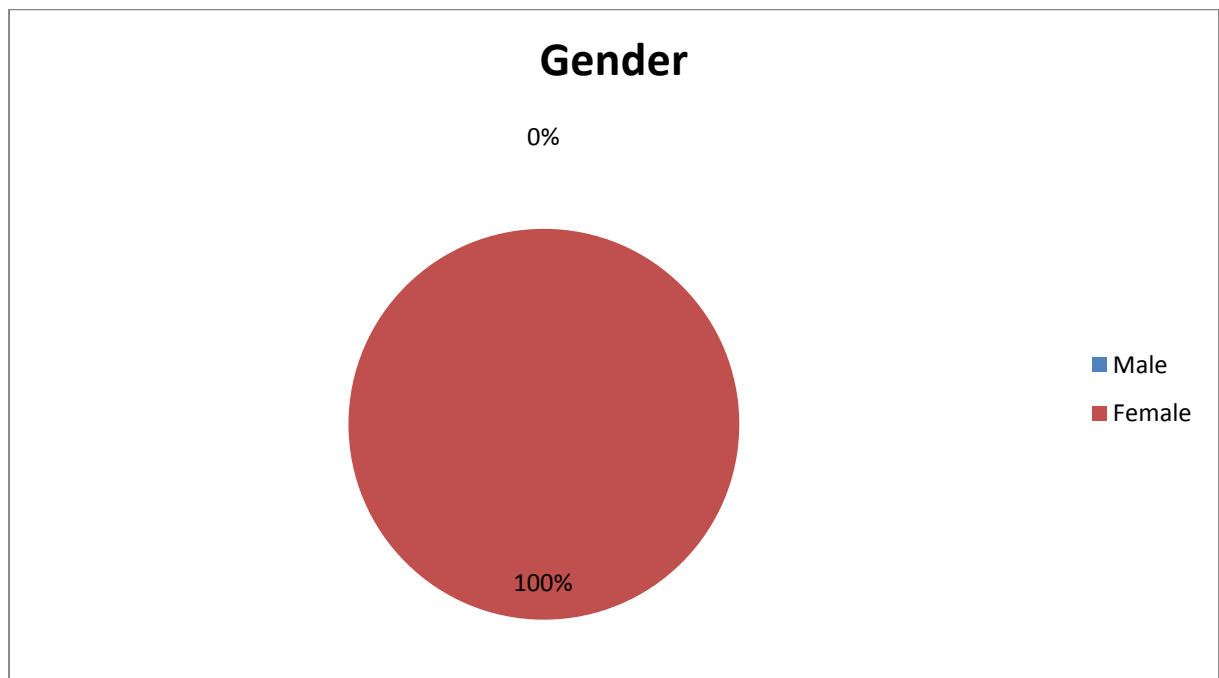
3.The sample of our research consists of teachers in the middle school of “**Abd-El-Moumen Ghali** Les Roses” during the academic year of ‘**2016.2017**’. the sample of our research work is concerned with the fourth year students middle school our sample consist only with three (3) teachers of English at the middle school which are all females.

4.The teachers' questionnaire.

This questionnaire is mainly designed to get information about teachers' methods, if their students are motivated to learn or not. However, what do you do to avoid your students from writing mistakes, and how to correct them .In other words, what are the main problems you face when you correct written expressions. However, as has been stated before, this questionnaire is addressed to three (3) teachers of FEL at the middle school “**Abd-El-MoumenGhali**”. It consists of ten (10) question. Therefore, by this questionnaire, we aim participants to knew , their genders, their teaching experience at the middle school. After that, are required their views about students' level in writing, if they are motivated or not,. Finally, they are required to tell us the strategies that TEFL should use to help their students to develop their writing skills .and how can help them to develop their abilities in wriing.

Analysis of Teachers' Questionnaire:**5. Analysis and Findings****Item 01: Teachers' Gender::**

Choice	Number	Percentage %
Male	00	0%
Female	03	100%
Total	03	100%

Table 12: Teachers 'Gender::**Figure 13: Teacher s 'Gender**

Our research indicate that all of the teachers are females we have (03) three teachers females (100%).

Item 02: Do you teaching writing?

Choice	Number of teachers	Percentage
YES	03	100 %
NO	0	0%
TOTAL	03	100%

Table 13: Teaching Writing

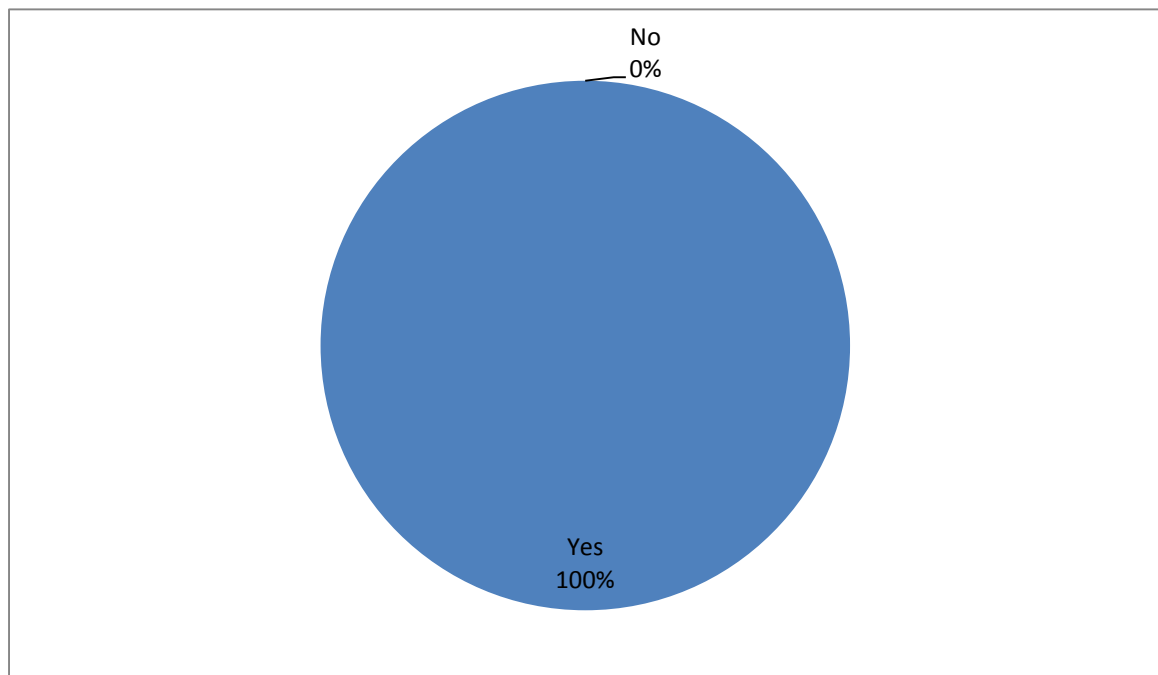


Figure 14: Teaching Writing

The table and the figure shows us that all the teachers like teaching writing and we have (100%).

Item 03: Do YOU do you think that three hours per week is enough to teach English?

Choice	Number of teachers	Percentage
YES	00	0 %
NO	03	100%
TOTAL	03	100%

Table14: Hours to Teatch English

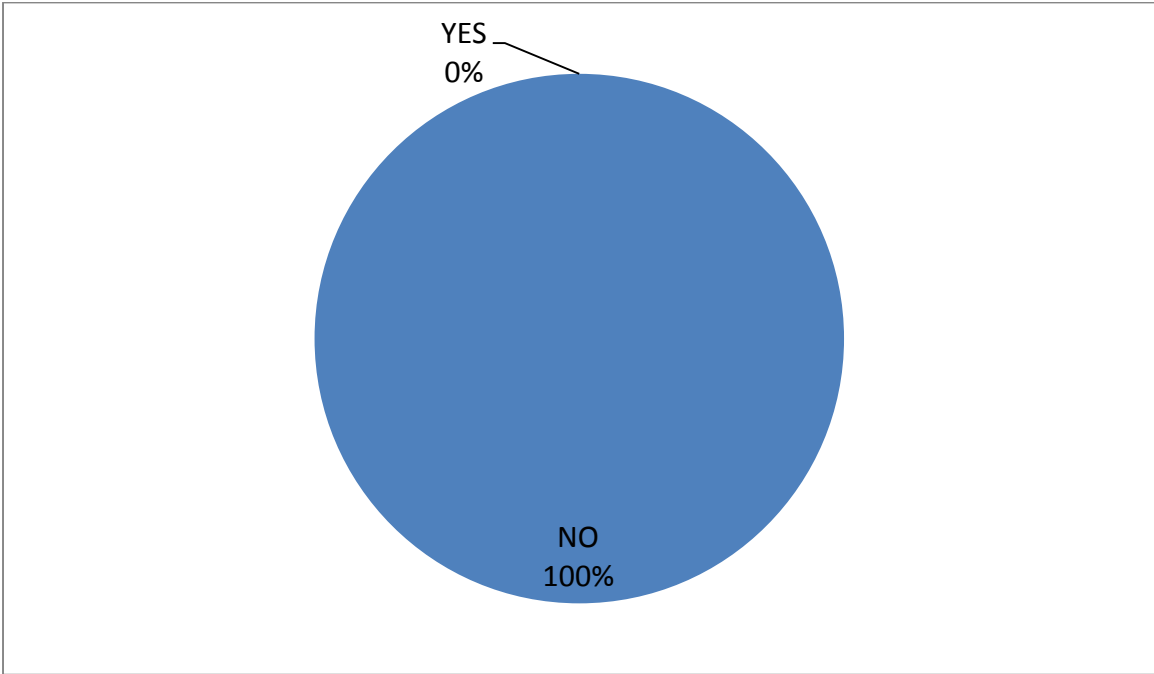


Figure15 : Hours to Teatch English

The result of the table and the figure above shows us that all the of teachers (100%) said that three hours per week are enough to teach English and give to the students all what they need.

Item 04: Do you ever ask your students to correct each other's work?

Choice	Number of teachers	Percentage
YES	01	20 %
NO	02	80 %
TOTAL	03	100%

Table15: Group work

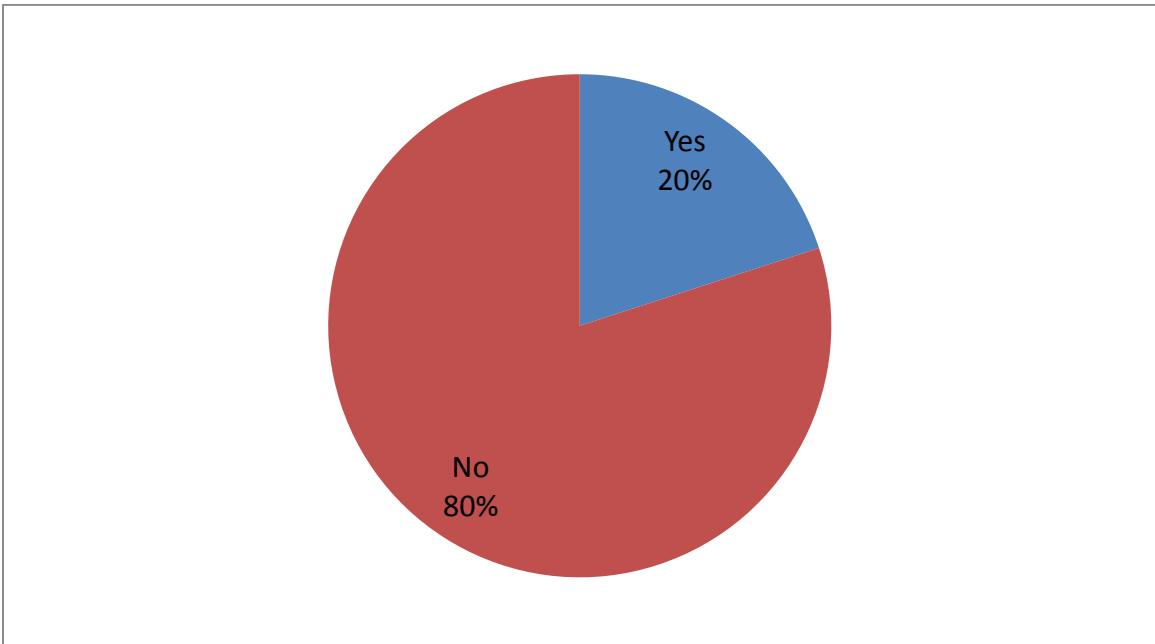


Figure 16: Group work

The table and the figure above demonstrate to us that the minority of teachers said (yes) that represent just (20%). And the majority said (No). Because, they didn't think to do this because it's their opportunities to correct their works.

Item 05: How can you asses your students' level in writing ?

Answer	Number of teachers	Percentage
Very Good	0	0%
Good	1	20%
Weak	0	0%
Very weak	2	80%
Total	3	100%

Table16 : Opinions about students 'level in writing

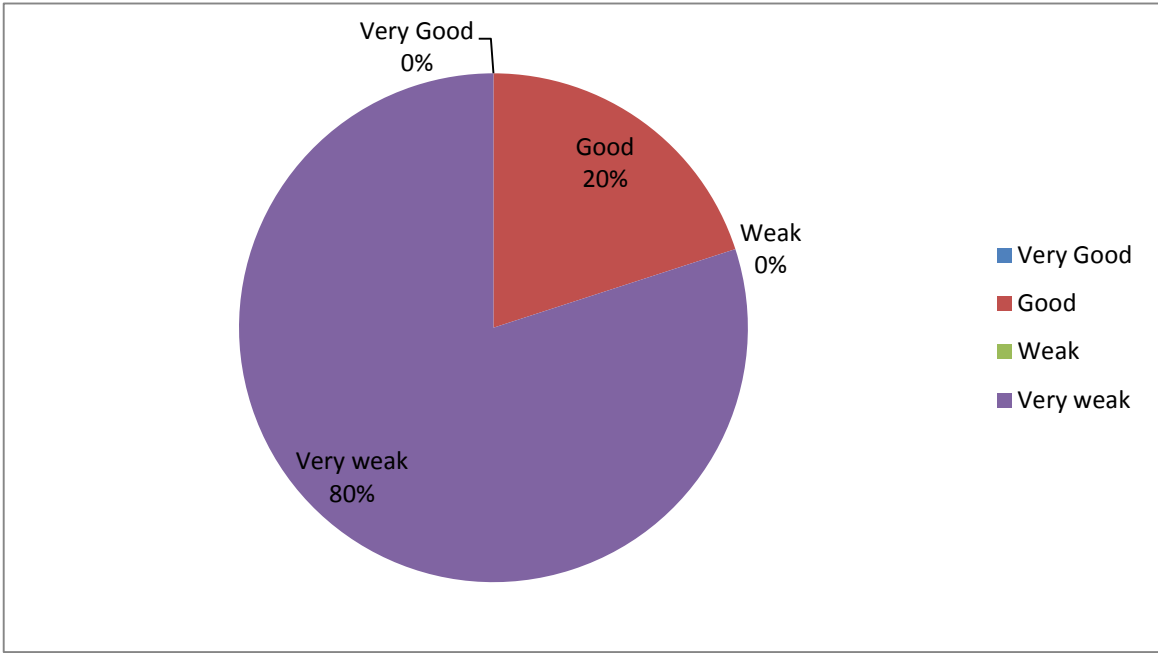
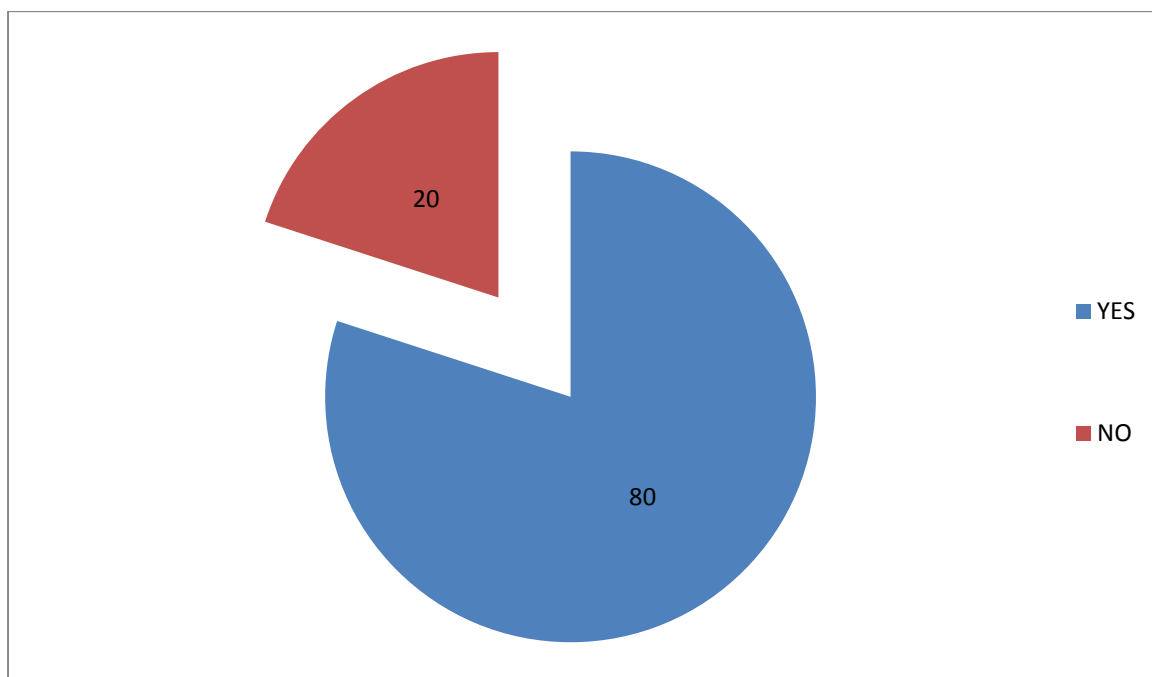


Figure17 : Opinions about students 'level in writing

Teachers answer that the majority of students' level is very weak with (80%),and there are other students they represent the minority are good with (20%).

Item 06: Do you feel that students are motivated to write?

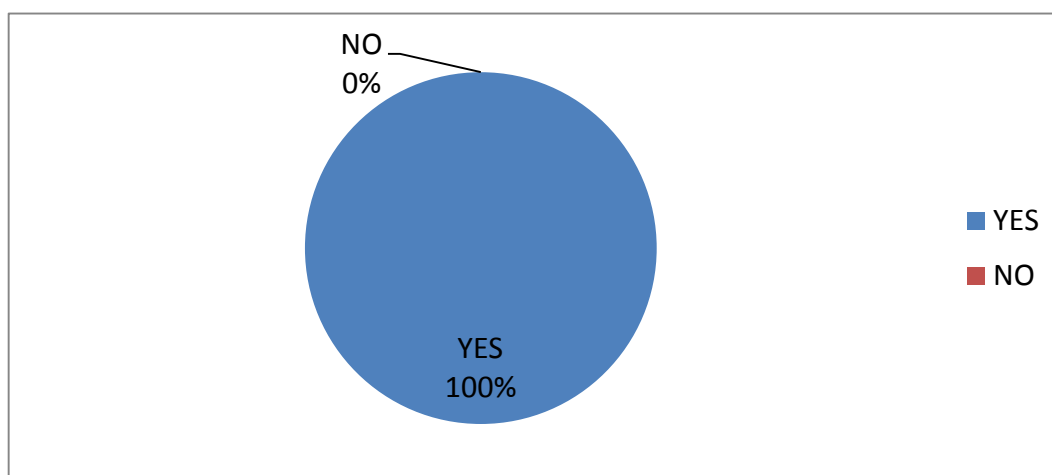
Choice	Number of teachers	Percentage
Yes	02	80%
No	01	20%
TOTAL	03	100%

Table 17: Teachers' attitudes towards student's motivated to write**Figure 18: Teachers' attitudes towards student's motivated to write**

The teachers allow us to know that the majority of students indicated that (80%) of them are motivated to write and improve their capacities in writing .While,(20%) of them are not motivated ,because they find difficulties and they want to avoid obstacles.

Item 07: When students make a mistake when writing you correct them?

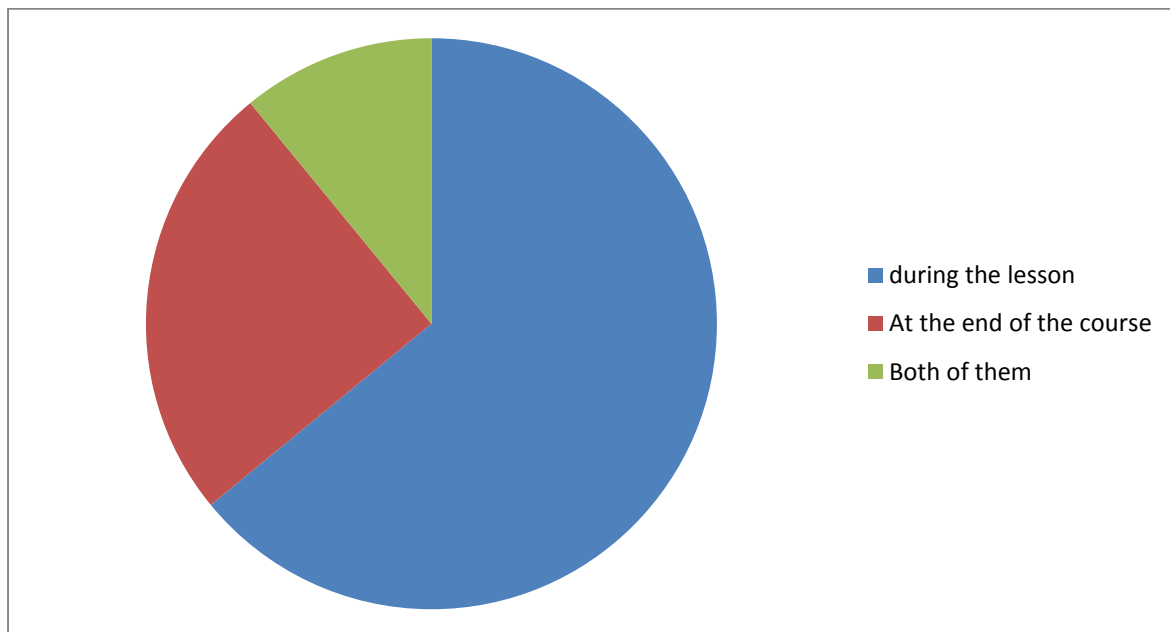
ANSWER	Number of teachers	Percentage
YES	03	100%
NO	00	0%
TOTAL	03	100%

Table18 : Teachers 'Correction of their Students Mistakes in Writing**Figure19: Teachers 'Correction of their Students Mistakes in Writing**

Concerning this question ,all the teachers (100%) correct their students ' mistakes .This method help more students in order to develop their abilities they have to correct each mistake they do give then feedback about their witing.

Item 08: When do you correct your students' written expression?

Choice	Number of teachers	Percentage
during the lesson	1	33,3%
At the end of the course	1	33,33%
Both of them	1	33,33%
TOTAL	03	100%

Table 19: Students' Preferences of the Time Correction**Figure20 : Students' Preferences of the Time Correction**

From these results teachers said that students' preferences of time correction should be taken into place; it has an impact on student, it can motivate him or demotivate him. Some of the teachers (33,33%) correct their students during the course. And others (33,33%) correct at the end of the lesson. Finally others (33,33%) correct both of them.

Item 09 :How can You Help Your Students to Overcome their Lessons?

For his question teachers said "to build on strengths and improve weaknesses ,we think in degree to which or drafting edditng and making are linked activities .It depends on the respective roles of teachers and students in process of revision." ."

Item 10 :According to You What Strategies Can You Use it to Develop the Students' Skills?

From this question, we aim at know how teachers act in classroom ,and what is the strategies that are using in the classroom in order to help students to develop their writing skills. However, teachers have to allow their students to practice their writing as much as possible. , it is better to asking them to work in group or in pairs in order to help each one other. Inviting them to motivational writing activities; so, creative writing is considered as very useful for students, such as writing poems or short stories, and share their written products with their pears.It is better for teacher to be friendly with their students and not friends.They must let for hi the teacher zone.

Recommendations

Teaching is not an easy job, the EFL teachers act an activity, a carrier, advisor and a friend, realize that any one class, you will have pupils of varying level and abilities by individualizing their education. In other words, Students are urged to follow their teachers' instructions, and should try to increase their motivation. Students can be encouraged to share their writing with fellow students by working in pairs or groups or showing plan or first draft, for comment as part of the revision process. Exchanging letters with your students, keeping reading journal. sharing cultural information, Making a class magazine, Carrying out mini-projects, and Asking for and giving advices. Moreover, all these recommendations help students to improve their writing ,and overcome their difficulties ,and avoid them making mistakes, also to enhancing the writing competencies.

Conclusion

After collecting all this data collection from the participants ,and after we analyzed it .We obtained findings .Teachers are aware of the level of their students ,and they always guiding ,motivating and supporting them to solve their problems in writing.We come to conclude ,we say tat teacher teachers correct the mistakes of their students whenever they make it ,and give them feedback about their works in classroom which very crucial point ,by this method teachers allow their students to learn from their mistakes and develop their weaknesses and their capacities in writing.

General conclusion

It is true that anyone can write, and all of us need writing, but it is not true to think that anyone is a good writer, without practice and careful study which improve writing. For this, most students are quite busy these days to solve their problems of writing, and they will never take in consideration the application that rise their writing style. In other words we say that the writing skill for second language learners is not an easy task. It requires regular practice to achieve the language proficiency.

The first chapter is a theoretical part in which we define writing, type's stages, purpose of writing and their reasons. The second chapter, it was the practical part that represents the students' analysis and findings, and the analysis of students production. After correcting the written expression sheets of the fourth year middle school students of English, it has been found that they still find many difficulties in writing, and they confuse on the rules of grammar. In addition, they mix between English and French language. On the other hand, the analysis of students' questionnaire has shown that the learners do not practice, and they are not given the chance to write much to improve their language and their writing skill. The last chapter represents the teachers analysis and findings. The analysis of teachers' questionnaire has shown us that three hours per week are enough to give to the students what is necessary for them, and they are not motivated to learn and they prefer to work in pairs and groups, also they prefer to do free tasks. In addition, we gave some recommendations for teachers to enhance their students and mainly reduce making mistakes.

As conclusion to our study, we can say that this small work based on the main problems of students in written expression; we give some general information for writing in the theoretical part, finishing with teacher and students analysing and finding by giving some recommendations.

The problem of written expressions need a hard work of teacher and students in which they can give ambition and develop their capacities in order to better in their written expression so if students want they can do their best. Therefore, grammar rules and linguistic features are the most significant subjects in the learning curriculum and has to gain as much care as learners concern with the other modules. In learning, we find that all modules are based on grammar a well mastery of the language is based on a good mastery of grammar rules.

Appendices

Appendix

A

Questionnaire: for students

Dear student: you are kindly requested to answer the questions included in the questionnaire with your teacher's help; please tick (...) your right answer is very important for my research and justify where necessary

1. Gender Male Female

2. According to you, the most Important in EFL classroom is

- a. Speaking
- B .listening
- c. Writing
- d .Reading

3. Do you find writing skill is an easy skill to be acquired Yes No

4. Does your teacher correct you whenever you make mistakes?

Yes No

5. When you make mistakes ,do you like to be corrected

- a. At the end of the unit or a course
- b .During each lesson

6. Do you read? Yes No

7. How do you see your capacities in writing skills?...

A -Good

b- Average

c -Weak

8. What kind of difficulties do you face in your writing?

A -Lack of vocabulary

b- Grammar mistakes

c-Punctuation

9. Do you think that three hours per week is enough to learn English?

yes NO

10. Do you like writing?

11. Do you have problem with

a. Punctuation

b. Handwriting

c. Capitalization.

12. What do you suggest to improve your writing?

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.....
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Appendix

B

Questionnaire for teachers

We are conducting a research to acquire into the importance of using formative assessment to develop student's writing ability .It would be grateful if you could the following questions .Your feedback would be great help:

1. Gender: Male Feme

2. Do you like teaching writing ? Yes No

3. Do you think that three hours in the week are enough to teach English? If no justify !
yes No

.....
.....
.....

4. Do you ever ask your students to correct each others' work?

yes No

.....
.....
.....

5. How can you asses your students' level in writing?Do you ever ask your students to correct each others' work?

.....
.....
.....

6. Do you feel that your students are motivated to write
?????.....

.....
.....

7. When your students make mistakes when writing do you correct them?

yes No

8. Do you correct your student s'written products?

Yes No

9. How can you help your students to overcome their weaknesses?

.....
.....

.....
.....

10. According to you what are the strategies can you use it to develop the student's writing skills? Please explain!

.....
.....
.....

General Conclusion