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**DEPARTMENT OF ENGLISH**



**MASTER**

**Psycholinguistics Issues in Learning English**

*Improving The Writing Skill among EFL Students:  
Case of First Year LMD Students at the University of Mostaganem*

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## **Abstract**

Learning the four language skills has undoubtedly created positive impacts on our life in general and on education in particular. Among these four skills writing which plays a vital role in the learning process. In this dissertation, we present the improvement of the writing skill among students. This work aims to help students in enhancing their writing abilities and the most important goal of this thesis is to highlight the teacher's role in developing this skill by using. Another objective of this study is to describe the writing skill development for first LMD students of Foreign Languages at the department of English, university of Abd El-Hamid Ibn Badis Mostaganem. Through our objective, we suggest some hypotheses: first, if teacher-students interaction exists inside the classroom, this will help the teacher to be a reflective person who would assist students in solving problems. Then, we believe that the teacher as a guide and as a motivator, can help students to face difficulties easily. Finally, we hypothesize that if the teacher uses different activities of process approach, this will encourage students to create new ideas. Thus, we work on two questionnaires to examine both teachers and students feedback. The research findings go hand in hand with our hypotheses which emphasize the writing as very essential to overcome the students' difficulties and to develop their writing skill. So this skill offer them more opportunities of practice inside and outside the classroom.

**Key words:** The writing skill, classroom practice, process approach.

## ***Dedication***

*Full of Tears of happiness and joy, my gratitude and praise goes to God. I dedicate this modest work to the pearl of my life ( my mother) and to the source of power ( my father) for their efforts and sacrifices along 24 years. All the words will stand frozen when it comes to their estimation.*

*I dedicate this dissertation to dear sister of mine Amina and my brothers: Abdeldjebar, seddik, Lakhdar, Abdelhake and Roukaya that god bless them. Dedication goes to my brother Farh and his wife and to my entire family.*

*I dedicate it in the name of all the years of study and hard work, all the ups and downs I went through. To all my mates in university and all those who helped me to achieve this work.*

*Last but not least, special dedication to all my classmates who have helped me especially: Hayet, Fatima, Saliha, Houaria, Fouzia and Fatima who supported me all the time.*

***To all whom I forget to mention, Thank you a lot...***

## ***Acknowledgement***

*We deeply believe that nothing can be fulfilled without Allah's will we also believe that nothing can be done without hard work and strong will. First and for most our best thanks and compliments are expressed to my revered supervisor **MrsBenosmane** for her help, stimulating suggestions and encouragement which helped me all time and for her longstanding patience which made appreciate my research. Much gratitude goes also to all who helped to achieve this work.*

*Special thanks go to the members of the jury who accepted to examine and evaluate this humble work. I should like to thank all our teachers from the primary school to the university without exception.*

*Thank you a lot .....*

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## **List of Abbreviations**

**EFL:** English as a Foreign Language

**LMD:** Licence Master Doctorate

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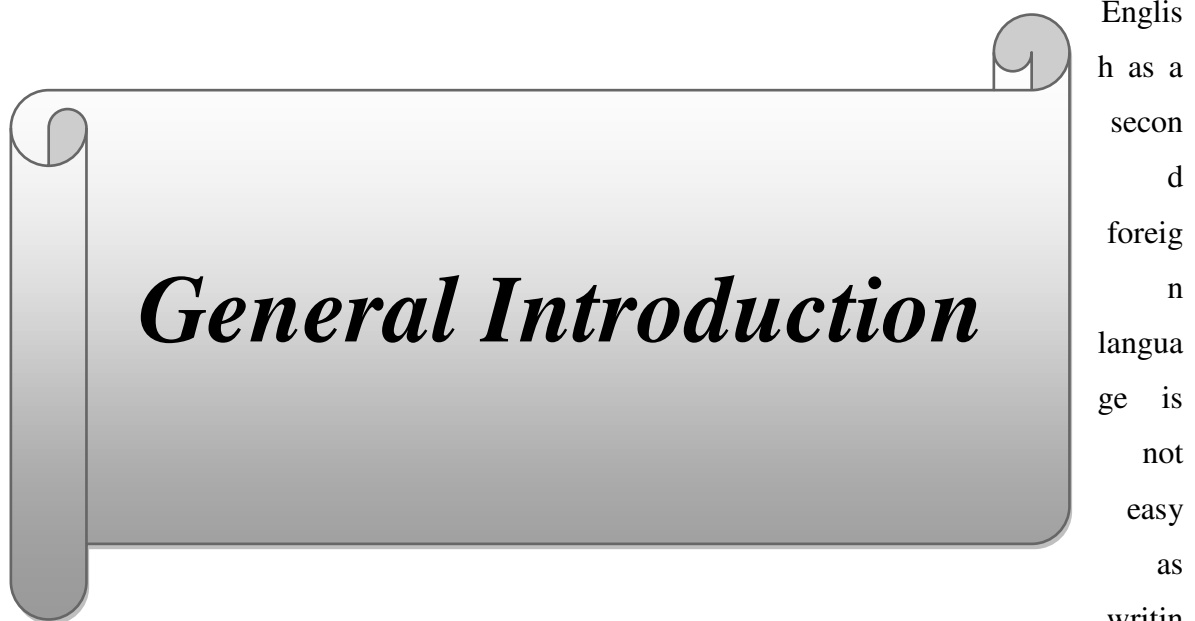
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## General Introduction

Nowadays, English is considered as the most influential medium in bridging the global communication. A large proportion of students in the world study English hard in order to communicate with other people. Learning a language involves skills of listening, speaking, reading and writing. Among the four skills, writing occupies an important place in the EFL learning and teaching process. However, we should keep in mind that learning to write



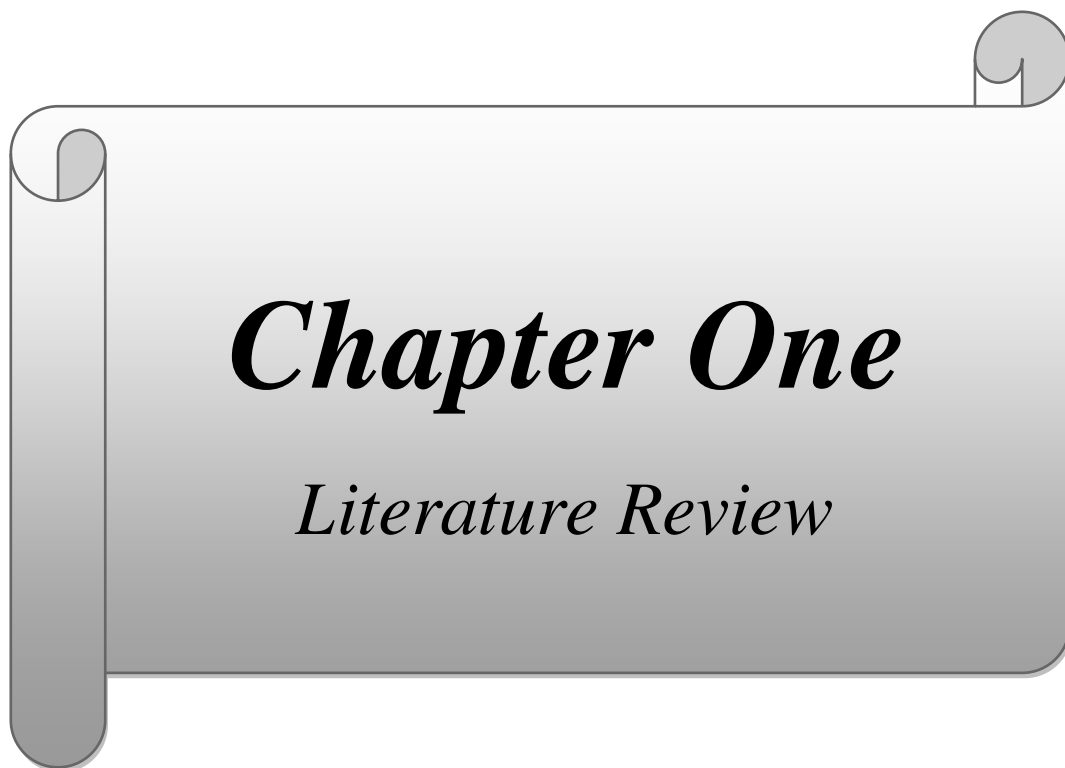
g a mother tongue. The majority of first year EFL students encounter some difficulties in writing in the target language. Improving the writing skill as a productive skill in an EFL classroom; is one of the ways that provide students with an important stimulus for the language production. Through writing, learners can develop their level of the writing basics such as grammar, vocabulary and spelling. Therefore, the teaching process has an effective role in enhancing the language skills among students and especially the writing skill.

The objective of this study is to investigate the teachers and students' role in developing the writing skill. In addition, the present research is based on the following questions: 1) What is the role of the teacher to encourage students to do better? 2) Do students have difficulties in the mechanics of writing? 3) Does the use of process approach helps the teacher in improving the writing skill among the students?. Hence, our research is supposed to test the following

hypotheses: first, if the teacher-student interaction exists inside the classroom, this will help the teacher to be a reflective person and assist students in solving problems. Then, we believe that the teacher as a guide and as a motivator, can help students in facing difficulties easily. Finally, we hypothesize that if the teacher uses different activities of process approach, this will encourage students to create new ideas. The research seeks to achieve a reliable and valid data. Concerning data collection, we have taken as a sample first year LMD students of foreign languages at the Department of English, University of Abd El-Hamid Ibn Badis Mostaganem. The two(2) questionnaires are opted for collecting data. The first questionnaire is for teachers of written expression, it seeks to collect data about the teachers use of the process approach, their feedback form and the common difficulties among the students. And the second questionnaire is for students, deal with the difficulties that students face during writing and their opinions about the process approach. These two questionnaires consist of a set of questions, both teacher of written expressions and first year LMD students are asked to tick the appropriate box or to make a full statement wherever needed. At the end, this data gathering tool aim to examine of both teachers and students points of view. The present research is divided into three chapters: the first is devoted to the literature review. The second chapter is concerned with the functional framework of the study, description and analysis of the data. It deals with the description of both teachers and students' questionnaires, it provides a description of the selected samples and the space in which this research has taken place. And the third chapter is the core of all what has been said in the whole research paper, it is also devoted to some possible recommendations and suggestions regarding the writing skill improvement for first year students in an EFL classroom. Consequently, this study will be rounded by this chapter that is devoted to the general discussion of questionnaires and recommendations. This part ends with results of all what has been mentioned in the previous two chapters.

## **Introduction**

Writing is the linguistic skill that is used by most people in the communicative process. It is also a mental activity, therefore, it is called “the productive skill”. Writing in learning process plays an important role and learners need to enhance their levels in order to have a huge base of vocabulary and grammar. Teacher’s aim in teaching writing is to teach students writing types and the mechanical components of writing such as spelling and punctuation. Students in writing a composition should pass by planning as a first step, drafting, revising and finally editing. Teacher’s purpose will not be realized without his vital role as motivator and



demonstrator by using some techniques. Although, in teaching writing, the improvement of writing skill is difficult, but still the teacher role necessary and important in teaching process.

### **1.1. Definition of the Writing**

Writing can be defined by a series of definitions :

According to Nunan (2003), it is both physical and mental act of committing words and ideas ,it is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs , that will be clear to the reader. Both of writing and speaking are communicative skills but there is a difference in characters - the writing skill is indirect, however speaking is direct communication skill as Tarigan (1985) stated that:

*“writing is a productive skill for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability” .*

(Tarigan,1985,p.5).

Writing is a way in which we interpret ideas and feelings as argued by Harmer (2001) that writing is:

*“a form of communication to deliver thought or to express feeling through written form”.*  
(Harmer 2001,p.79).

Writing is an orderly tasks which develop and enhance students levels as Suparno (2006) points out that :

*“writing is a series of activities going on and involve several phases, the preparatory phase, the content development and review, as well as, revisions or improvements posts”.*

(Suparno,2006,p.14).

Individuals can transmit information and ideas through writing activities thus Jonah (2006) argued that:

*“writing can be used as an indirect means of communication to others to convey information. Activities are not easy to write because writing should be able to produce something new and can give an idea or ideas to the reader through writing”.*

(Jonah,2006,p.29).

The other skills are important in developing the writing skill as Nation (2009) indicated that writing is:

*“an activity that can usefully be prepared by working on other skills of listening, speaking and reading. This preparation can be make it possible for words that have been used receptively to come into productive use”.*

(Nation, 2009,p.112).

## **1.2. Writing as a Part of Language Learning Process**

Writing is an important part of learning vocabulary and grammar .

## **1.2.1. Vocabulary**

### **1.2.1.1. Vocabulary-lexical sets**

According to Lindsay and Knight (2006), learners need a lexical set including words to introduce a meaningful sentences. It is also helpful for them to note words in a context or full sentences.

### **1.2.1.2. Vocabulary-collocations**

To co-occur items we need to collocate two words in order to get one meaningful word, according to Crystal (1997) who defined collocation as:

*“the habitual co-occurrence of individual lexical item”.*

(Crystal,1997,p. 69).

Harmer (1998) stated that sometimes, learners find that some words live happily together and other words do not, and there are some collocations which work and collocations which do not, like in this example, making the bed but not making the housework, here the meaning is about the good sense. According to Lindsay and Knight (2006), collocations need to be acknowledged and noted down as they proceed. For instance, housework, international.

## **1.2.2. Grammar**

Grammar is the description of language units to produce meaningful sentences, Richards et al (1985) defined grammar as:

*“a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language”.*

Richards et al (1985, p.154), in *“Practical English Language Learning”*  
(Nunan,2003,p.154).

Nunan (2003) stated that grammar describes the structure and the units of the language and how they are joined. According to Lindsay and Knight (2006), students should focus on grammar as an essential element of writing, teachers can check learners' understanding by asking them to write about a topic, and students try to remember what they have learned in their writing activities. During teaching grammar teacher may also ask his learners to write things down so that they have time to reflect on the grammar patterns they are trying to learn, then checking on their understanding.

### **1.3. Writing as a Skill**

Based on Harmer (1998) who clarify that the most important reason of teaching writing is that it is a basic skill as speaking, listening and reading. Learners need to know techniques of writing letters, putting reports together, how to reply to advertisements and using the electronic media. They need also to know the writing's conventions such as punctuation, spelling and forming sentences.

### **1.4. Mechanics of the Writing Skill**

According to Harmer (1988), it is important to help students by the writing skill components: handwriting, spelling, punctuation, and sentences and texts formation. These matters assist them to communicate through a real message in an appropriate manner and they need to focus on such things at some stages of learning English .

#### **1.4.1. Handwriting**

Harmer (1998), stated that writing is a very personal matter, it is supposed to reflect character and teachers are not in a position of asking learners to change their handwriting style but they can insist on legibility, especially when students are heading towards an exam. Teachers can arrange students who are having problems with English scripts to help them, and some of learners have difficulties in writing from left to right, so teachers can ask them to write in the air to give them confidence. According to Harmer (1988), many students whose native-language is different from English, have difficulty in forming English letters, such students should get a special training and this will help them in letters formation because the bad formation of letters is one of the problems which make reading students' writings difficult for teachers.

#### **1.4.2. Punctuation**

Harmer (1988) mentioned that using punctuation correctly is an important skill. Many people judge the quality of what is written not just on the content, the language and the writer's handwriting but also on the use of punctuation. If capital letters, commas, full stops, and paragraph boundaries, are not used correctly, this can not only make a negative impression, but can also make a text difficult to understand.

According to Nataq (2014), punctuation is very important since it plays a vital role in meaning. The meaning differs when the punctuation marks are used in different places and teachers should attract student's attention to the importance of using punctuation marks.

### 1.4.3. Spelling

Harmer (1988) stated that the right formation of words helps students to get the correct word and in the right order, and this facilitate to students to understand the words meaning. Reading as much as possible is the best way of helping and guiding students in learning spelling. Reading longer-texts or extensive reading is too helpful for students in remembering English spelling rules and their exceptions, in addition, teachers should encourage those who may find difficulty to do that because the incorrect spelling may affect the understanding of the written message and the reader judgement. Teachers as a guide raise the issue of sound and spelling by giving students words formation exercises and this kind of activities may help them to be familiar with spelling patterns and also practice them correctly. Using dictionaries' activities are not just a training for students but also assist them to notice English spelling. As an example, teacher can ask intermediate students to write a list of words in alphabetical order, then ask them to check the words spelling and this is useful technique in focusing students' attention on the initial letters spelling. The problem which makes spelling difficult for some students is the fact that not all varieties of English spell the same words in the same way, as in this example of the word "colour" and "color", or "theatre" and "theater". Another difficulty which is that some learners can not distinguish between the use of "s" and "z" in words like "apologise" and "customize". To solve these problems, teachers can help students by getting them focus on a particular variety of English, for instance, the British English or the American as a spelling model.

### 1.4.4. Copying

Copying is an effective learning technique which solve writing difficulties. Hensher (2013) states that :

*“learning to write by hand is as much a psychomotor and kinesthetic challenge as it is cognitive. Students who can recognize letter differences may nevertheless have difficulty in producing them, so copying remains an old-fashioned bur effective practice in small doses”.*

In “Teaching by Principles: an interactive approach to language pedagogy” (Brown and Lee, 2015,p.438).

Raimes (1983) said this technique gives all students practice with the mechanics of punctuation, spelling and capitalization. According to Harmer (1988), copying exercises such



as copying single and joined-up letters, rewriting words from the board are very interesting activities which help students in learning letters and words formation. However, some students are not good at it due to an inability of noticing the key features of English spelling. As an example, students use taking notes technique to generate ideas and it involves copying and improve the skill itself .

### **1.4.5. Sentences and Texts**

#### **1.4.5.1. Forming Sentences**

Speech parts are important in learning new words and help students in constructing sentences as Cook (2008) and Shahbazi (2009) mentioned:

*“It is necessary for students not only know the meaning of the new words in their native language, but they should also know which parts of speech they are in order to use them in useful sentences”.*

(Cook,2008,p.61) and (Shahbazi; 2009,p.203).

According to Nataq (2014), using the new words in building a sentence is the first step of constructing a paragraph or composition. Harmer (1988) stated that although, English sentence formation is difficult, but there is a variety of activities of building sentences by gap fill, dictation or re-ordering word. Sentence formation depends on basic patterns “*subject+verb+object*” and students need to learn and practice the art of putting words together in well-formed sentences.

#### **1.4.5.2. Writing Longer Texts**

Writing longer texts as reports and letters need a category or a kind of sub-skills. Writing longer texts is divided into three stages:

##### **1.4.5.2.1. Pre-writing Stage**

According to Lindsay and Knight (2006), learners need to prepare for what they will write. In order to do that, students can gather information by doing a questionnaire, using punctuation and linking words, they can also take decision about the content and what is

included . Teachers should give learners a chance to produce many ideas on a particular topic and quickly as possible without worrying about the quality of ideas or about grammar, spelling and punctuation.

#### **1.4.5.2.2. Writing Stage**

Lindsay and Knight (2006) stated that in this stage, learners practice their activity and trying to write a report or letter by using what they have learn before. This stage helps students in working in groups, giving advices and working independently.

#### **1.4.5.2.3. Post-writing Stage**

Lindsay and Knight (2006) mentioned that learners can share their works and give comments on how their works are successful. In this stage, they use their feedback and ideas. The teacher can do fellow up work on any area of the language that still needs work.

### **1.5. The Writing Process**

According to Lindsay and Knight (2006), learners practice writing to do something except that they do it with letters, they put these letters together to form words, phrases and sentences, then they put sentences to write a coherent paragraph. Students write to inform, to present opinions, to ask questions to entertain and to organize all their thoughts and ideas. Hedgcock (2005) described the essence of process writing as :

*“one that engages learners in meaningful writing, encourages stages of multiple drafts and revisions, and provides formative feedback through conferencing”.*

(Hedgcock, 2005,p.604-605), in *“teaching by Principle: an interactive approach to language pedagogy”* (Brown and Lee, 2015,p.428).

Writing stages and formative feedback are important techniques in writing process. Teacher should focus on the product of learner’s writing, because they are learning how to make their writing is successful through some steps: planning, drafting, revising and editing. Richards and Rodgers (2001) stated that:

*“Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals,*

*generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing”.*

(Richards and Rodgers 2001,p. 30).

### **1.5.1. Planning**

According to Hedge (2000), planning is a thinking activity about a specific topic in which learners revise it again and again during writing, Gebhard (2006) mentioned that it usually begins with an introduction by teacher to the topic, then asking students to think about it and to collect their ideas and to remember all the words they know connected with the topic. In this stage, learners should concentrate on the meaning and the text organization, this will lead them to think about the purpose of writing, such as, writing a letter to inform a friend about something.

### **1.5.2. Drafting and Revising**

According to Richards and Rodgers (2001), after collecting ideas and information, it is time to write the first draft. At this point, students need to focus on the development of the perfect grammar, punctuation and spelling. After drafting, students start the process of revising and re-reading their writings, value them, shaping meaning and enhancing the language. Revising took place throughout the process and generally involved considerable changes: composing something new, deleting sentences, shifting paragraphs and sometimes eliminating them. To make it easy, learners can read to each other and exchange ideas and information .

### **1.5.3. Editing**

According to Gebhard (2006), before writing the final draft, students should evaluate their works, re-reading them and recognizing mistakes in grammar such as incorrect verb tense, subject-verb disagreement and the errors in spelling and punctuation, this final step is very important in writing the last draft. The revision stage is very important in writing process as White and Arndt (1991) asserted that:

“ writing is re-writing, that revision-seeing with new eyes- has a central role to play in the act of creating text ”.

(White and Arndt, 1991,p.5), in“*The practice of English Language Teaching*”,Harmer,J,1988.p.258.

In their model, process writing is a set of stages which include:

- **Drafting:** this stage generally involves the writer in choosing the topic, deciding on way to respond to it and selecting the appropriate ideas and information .
- **Structuring:** ordering information and experiments .
- **Reviewing:** checking context, connections, assessing and editing.
- **Focusing:** making sure that you have focused on the message that you want the reader get.
- **Generating ideas and evaluation:** this step is about assessing and evaluating what is written before writing the final draft.

White and Arndt’s model can be represented diagrammatically:

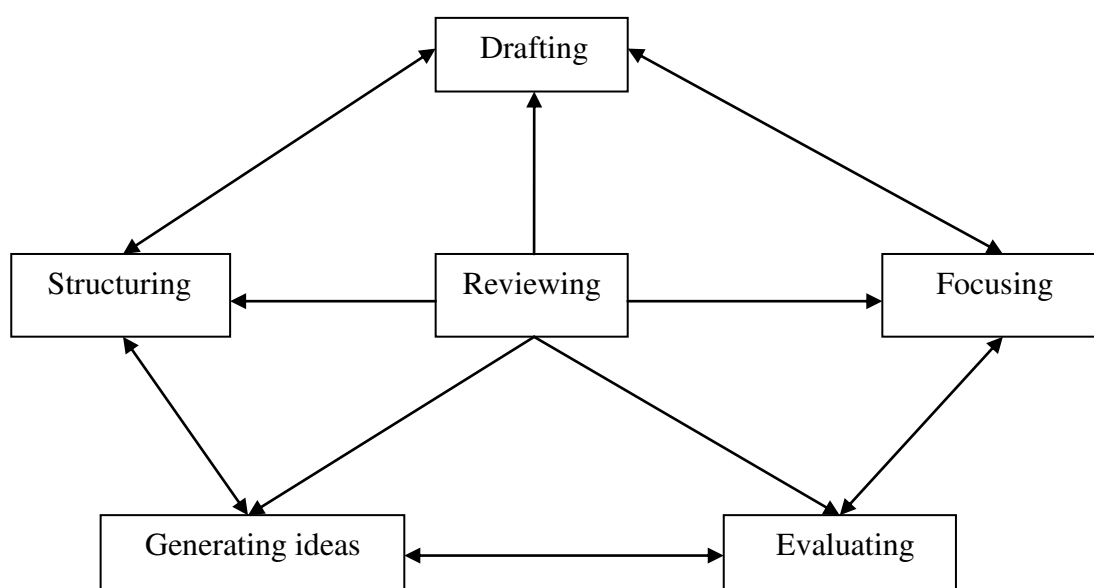


Figure1.1: White and Arndt’s process writing model, in “*The practice of English Language Teaching*”,Harmer,J,1988.p.258.

## 1.6. The Tasks of the Teacher in Teaching Writing

Helping students how to be good writers is the best way in which teachers need to do and should follow, it is especially for students who learn writing for writing, where they face

difficulties in expressing themselves. Here are some activities which teachers have to perform before, during and after student's writings, among them:

### **1.6.1. Demonstrating**

The role of the teacher as a motivator help students to collect information and this encourage them to do efforts as possible as Harmer (1988) has stated:

*“ One of our principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit”*

(Harmer,1988,p.261).

Harmer (1988) stated that sometimes during a creative task, students find themselves “*lost for words*”, in this case, the teacher can help them by discussing with learners in order to have ideas, enthusing them with the value of the task. When students have face some difficulties during an activity, teachers by preparing suggestions, they can immediately help their students to think about ideas. It is also important to spend time in preparing ways to involve students in a particular writing activity, this is not wasting of time but it helps students to reduce maximum of difficulties in writing, in addition, teachers can ask students to complete sentences on the board, asking them to exchange ideas or giving them the key words they need to start a writing activity.

### **1.6.2. Supporting**

According to Harmer (1988), teachers as demonstrator and motivator, learners need the support and the help of their teacher as demonstrator and motivator in expressing ideas and meanings. Teachers themselves need a support for learners during teaching writing in order to face difficulties in writing. During classrooms tasks, students like their teacher's supporting and this will push them to do better and the teacher's comments are an essential way to support learners, such as: good idea, yes continue.....etc.

### **1.6.3. Responding**

Harmer (1988) stated that this task is about teacher's reaction to the learner's work, it is a reaction to the content and the construction of the written piece. It is not a kind of judgement when teacher react to student's work, but by telling to the students how they should work and

how their works can be well. According to Harmer (1988), when students write about a specific topic, teacher may respond by reacting to what their students have said by asking them to explain what do they mean because it is not clear for the teacher, instead of filling their papers by correction symbols, or commenting on their works about their use of language how to improve it. Ferris (2011,2012) has mentioned that when teacher respond to student's writing, he plays a role of the facilitator of the writing process Brown and Lee (2015). The responding task should be in form of feedback rather than as an evaluation, and this give to students the opportunity to express their ideas, opinions and arguments as Harmer (1988) who indicated that:

*“One way of considering feedback is to think of it as “responding” to students’ works rather than assessing or evaluating what they have done. When we respond, we say how the text appears to us and how successful we think it has been-and, sometimes, how it could be improved”.*

(Harmer, 1988, p.110).

#### **1.6.4. Evaluating**

Harmer (1988) said that during an achievement test to evaluate the students' writings, teachers still use the technique of indicating where their learners wrote well and where they made mistakes, and they can use scripts in order to attract their students' attention to their mistakes that teacher highlighted.

#### **1.6.5. Resource**

According to Harmer (1988), teachers should be ready to supply information and language where necessary and especially during writing activities. They need to be available and prepared for looking to their students' works, giving advices and suggestions in a constructive way. Teachers should discuss with individual students, pairs or groups before starting the activity, during and after if it is necessary .

### **1.7. Students Writings' Correction**

Harmer (1998) stated that most students feel disappointment when they get back their written works which they are covered in red ink (underlinings and crossings-out), and this means that their written English is terrible. It is known that there are many mistakes in some written works, but this kind of correction can affect the learning process by demotivating

learners. To avoid this effect, teachers should take a position between accuracy and treating students sensitively and sympathetically. Many teachers are trying to avoid the "*over-correction*" problem by telling their students about a particular piece (punctuation, grammar or spelling) which needs to correct mistakes, in addition, this technique makes learners concentrate on that particular piece and help them in learning from mistakes. Harmer (1998), has mentioned to another technique in which teacher use some symbols, whenever, the teacher find a mistake, he underline it and write in the margin the symbol, for instance, SP=spelling, WO=word order, V=verb form, SS=sentence structure,, P=punctuation, Cap=capitalization...etc, however, there are some mistakes which teachers need to identify them in form of comment at the end of the written work, for example, "*well done*", "*this is a good paragraph , but you must look again at your use of past tenses*". Teachers should work on the student's handwriting and this will help them to correct in short time and spot the learner's mistakes and these are the two points of correction that Harmer (1998) expresses them :

*"correction is important, but it can be time-consuming and frustrating, especially when it is difficult to know what the mistake is because it is unclear what the student is trying to say. Common sense and talking to students about it are the only solutions here. The other really important point is that correction is worthless if students just put their corrected writing away and never look at it again. Teachers have to ensure that they understand the problem and then redraft the passage correctly"*.

(Harmer,1998,p.84).

### **1.8. Classroom Techniques and Tasks in Teaching Writing**

This part presents some techniques and tasks that teachers can use in teaching writing, these techniques are called "*the process writing*" or "*process approach*". The Process writing depends on the positive feedback and the creative style of using different activities during teaching writing. Graham Stanley (1993) stated that:

*"The process writing treats writing as a creative act which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone for correction without any intervention in the writing itself "*.

(Chunling,2009,p.3)

Process writing focuses on the language use in varied tasks such as writing activity and classroom discussion, Vanessa Steele (1992) defined the process approach as:

*“Focusing more on the varied classroom activities which promote the development of language use, brainstorming, group discussion and re-writing ” .*

(Chunling,2009,p.3)

Nunan (2003) indicated that educators often find difficulty in choosing between asking students to write about a specific topic or students’ formulation of their own topics. Both of these decisions are making students in thinking process about the ideas which are helpful in providing tasks and give them the opportunity to think on paper and to develop their thoughts quickly to write a meaningful and coherent essay or composition. Among these techniques and tasks there are: brainstorming, wordmapping and quickwriting .

### **1.8.1. Brainstorming**

Brainstorming helps students in creating new ideas because it is related to thinking process and the aim of this technique is to improve both reading and writing skills. Brown and Lee (2015) defined this technique as :

*“a technique whose purpose is to initiate some sort of thinking process. It gets students’ “creative juices” flowing without necessarily focusing on specific problems or decisions or values. Brainstorming is often put to excellent in preparing students to read a text, to discuss a complex issue, or to write on a topic”.*

(Brown and Lee, 2015, p.278).

Nunan (2003) stated that this technique can be done individually, pairs or groups of students. In a brainstorming activity, students give a number of ideas which are related to the topic either in written or spoken form, and without spending time in thinking. When teachers give students plenty of time to think about the interesting ideas or information, this will help their learners to understand and to think more about the topic.

### **1.8.2. Wordmapping**

According to Nunan (2003), wordmapping is more helpful for learners, they begin by writing an idea at the center of the paper, then they think about the ideas, Information and



words that are related to the main idea, and they can also match these ideas by a series of books and articles.

### **1.8.3.Quickwriting**

Nunan (2003) mentioned that quickwriting is very important in writing process and it is similar to freewriting task. During quickwriting, students start with a topic and write about it quickly. To make it successful, teachers can give a time limit, it is usually 10 to 15 minutes, and let students keeping writing without stopping and without focusing on spelling, grammar and punctuation. Then students underline the key words and ideas which are then used in the first draft of writing essays or composition.

### **1.9. Writing Difficulties**

It is acknowledged that students dislike writing activities to avoid doing mistakes and they find it difficult to think about ideas or information, while lack confidence affects their writing process even if the topic is interesting to them as Nataq (2014) points out that:

*“it is obvious to language teachers that most EFL students dislike writing a piece of a composition in English, even when they are interested in the topic they are used to write about because they are not in the habit of doing this type of work, i.e, they lack confidence. Students face difficulties in expressing themselves in writing” .*

(Nataq, 2014,p.02).

Background, ideas organization and self-confidence are the important things in solving writing difficulties, according to Al-Nakkash (1978), writing difficulties come from :

- The necessary information .
- The ability to arrange the information in a suitable order.
- The power to express it clearly and effectively.

There are some other difficulties, among them:

- ✓ Difficulties in developing and organizing ideas because of lack background.
- ✓ Students afraid of making mistakes.
- ✓ Difficulties with sentence structure, words order and paragraph construction.
- ✓ Multiple mistakes in grammar, vocabulary, punctuation and spelling.

- ✓ Many misspelled words which makes writing in misunderstanding .
- ✓ Writing slowly and with effort .
- ✓ Find it hard to form words, sentences and paragraphs.
- ✓ Weakness in listening during dictation activity and this is the cause of making mistakes.
- ✓ Visual problems during copying from the board.

### **1.10. Teachers and Learners Roles in Improving the Writing Skill**

Both teachers and learners need to play different role, they are the essential elements in classroom and learning process itself. They should be consciously aware of their roles. Based on Davies and Pearse (2000) who clarify more this idea by noting that teachers

need to :

- ✓ Present new information because is a resource of feedback.
- ✓ Control accuracy and practice in front of learners.
- ✓ Make sure that many learners participate in the class and that most mistakes are corrected.
- ✓ Monitor individuals, pairs or groups activities and moving around learners to help them.
- ✓ Inform students about their progress, encourage them with honest evaluation and useful feedback.
- ✓ Organize and facilitate fluency and skills activities, encouraging voluntary participation and ignoring most mistakes .

Teacher should facilitate the learning process and especially when he plays the role of a responder and facilitator in teaching writing, these roles require skills, confidence and sensitivity as Ferris and Hedgcock (2005,2014); Goldstein (2010); Ferris (2011); Weigle (2014) proposed that:

*“The role of the teacher must be one of facilitator and coach, not an authoritative director and arbiter. This facilitative role of the writing teacher has inspired research on the role of the teacher as a responder*

*to students' writings*".

In "*Success in English Teaching*", Davies and Pearse 2000,p.127.

- ✓ Help learners to write independently and with pleasure.
- ✓ Be tolerant of learners' mistakes.
- ✓ Motivate learners to work as much effort as possible.
- ✓ Give them opportunities to express their thoughts and feelings.
- ✓ Help them to evaluate their works and to correct their mistakes by themselves .
- ✓ Develop the learners' self-confidence.

According to Davies and Pearse (2000) learners need to:

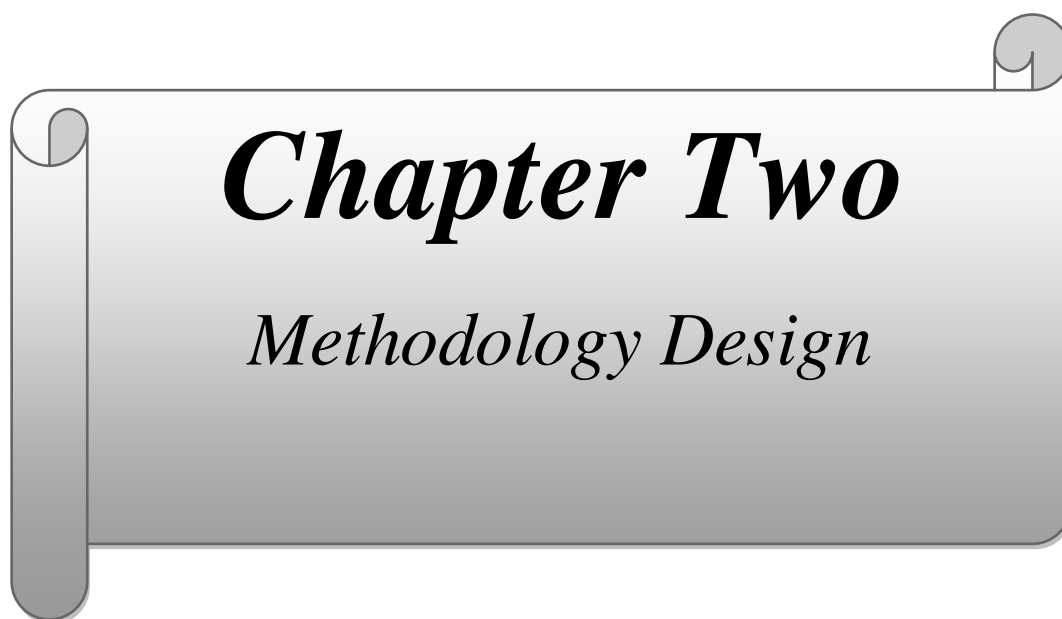
- ✓ Attend the information teachers give them.
- ✓ Give ideas and ask relevant question.
- ✓ Work with classmates and try to solve problems co-operatively.
- ✓ Work independently in class or at home and taking full responsibility for their own performance and learning.

## **Conclusion**

Writing as a part of language learning process share a strong relation with teaching process. Learners build their knowledge on a large base of grammar and vocabulary, and this help them to be skillful in writing. They should focus on the good handwriting, the right punctuation and the correct spelling during writing process, and of course, with the successful techniques and the available help of teacher which encourage students in facing difficulties and doing better.

## **Introduction**

The purpose of this research is to gather data in order to conduct our investigation, to answer the research questions and to check confirming our hypothesis. We have relied on data gathering tool which consist of research that includes questionnaire for teachers and another for students. And since the teachers and the students are the main part in providing data about



this  
research,  
this  
chapter  
is  
designed  
to  
analyze  
the data  
obtained  
from the  
question

naire administered at the department of English, university of Abd Al Hamid Ibn Badis Mostaganem. This chapter deals foremost with the answers provided by the population we have investigated. The findings of the questionnaires are analyzed starting by giving the characteristics of the sample, the description of the questionnaires and analyzing the data.

### **2.1. Educational Setting**

In fact, It is very important to describe the place and the sample in which this research work takes place. This research was conducted in Mostaganem at the Department of English, university of Abd Al Hamid Ibn Badis to describe and explore the writing skills in EFL classes.

### **2.2. The samples**

#### **2.2.1. Teachers**

The sample consists of six teachers of written expression. Each one of these teachers has been teaching written expression for at least two years. These ideas are the results of their experiences in teaching writing for EFL classes.

### **2.2.2. Students**

The population we have investigated is a sample of First Year LMD students. We have chosen it because at this level students face difficulties of spelling, grammar, and lack of vocabulary; and they need to produce correct written English. The random sampling was followed to select the sample to conduct the research. The total population of the study consists of 37 students who were chosen as a sample to deal with this issue.

## **2.3. Methods and Materials**

This chapter aims to describe the tools which comprise the basic part of the research study. This study is based on the data collection that has been gathered through the principle research in the aim of achieving a reliable data which concerns this research study. It consists of two questionnaires for teachers and students. So, we have opted for one main gathering tool which is a questionnaire to highlight the different judgments and views of teachers and students about teaching and learning writing to enhance the writing skill among students.

## **2.4. Research Tools**

### **2.4.1. Description of the Teachers' Questionnaire**

The teacher's questionnaire aims at collecting data about teaching the writing skill and to see its effectiveness on students' writing skill. So the main aim of dealing with EFL teachers is to give their points of views concerning teaching written expression.

The questionnaire was given to six (6) teachers of written expression in Mostaganem at the Department of English. The questionnaire consists of eleven questions which are arranged in a logical way. They are either closed questions requiring from the teachers to choose "Yes" or "No" answers, or to check the appropriate answer from a number of choices or open questions requiring from them to give their own answers and justify them. The eleven questions which were asked for teachers are all concerned with teaching written expression and its impact in enhancing the writing skill.

### 2.4.1. Description of the Students' Questionnaire

This questionnaire is conducted to assess learning writing in English language class and aims to see to what extent this is beneficial for the students in improving the writing skill. The main objective of this questionnaire is to show the students' attitudes towards the impact of learning writing in order to enhance their writing abilities.

The questionnaire consists of twelve (12) questions which were divided between "Yes" "No" questions and open ones, or to check the appropriate answers from a number of choices. And of course, they are designed to meet our selected population represented in First Year English students in the LMD system .

### 2.5. Data Collection

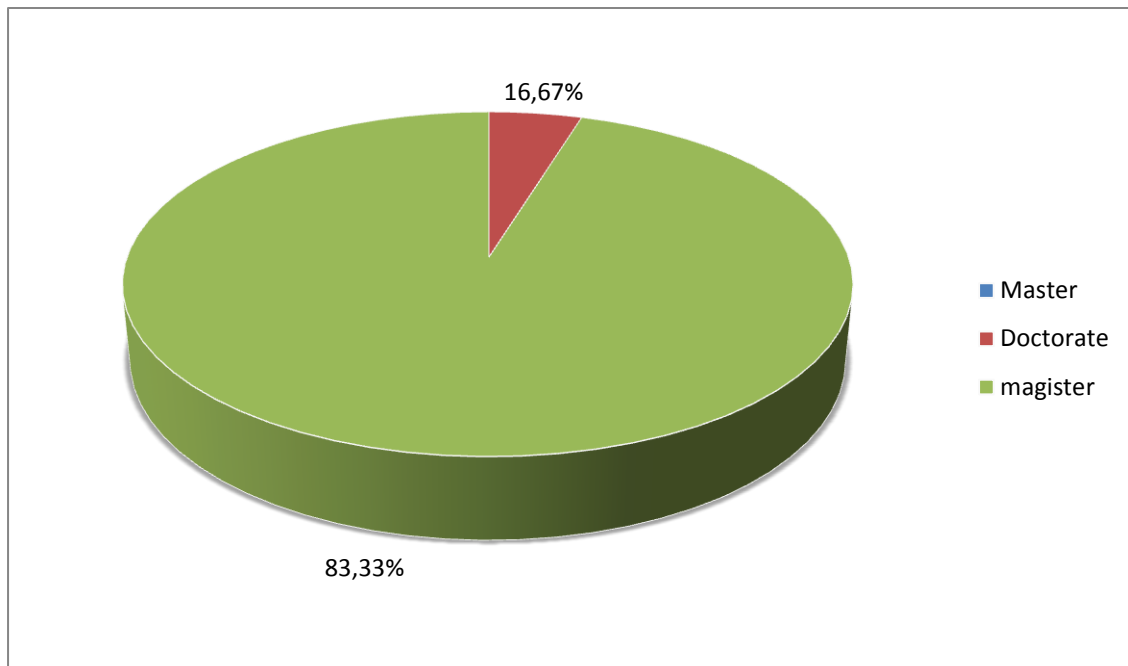
In this analysis, each question has been analyzed separately and many procedures have been taken. The data analyzed quantitatively (by means of tables and graphs) and qualitatively (by means of description and explanation of results).

#### 2.5.1 Teachers' Responses:

**Q1-**What is the highest academic degree you hold?

Answers	Master	Magister	Doctorate	Total
Number of Teachers	00	05	01	06
Percentage	0%	83.33%	16.67%	100%

**Table 2.1: Teachers' degree.**



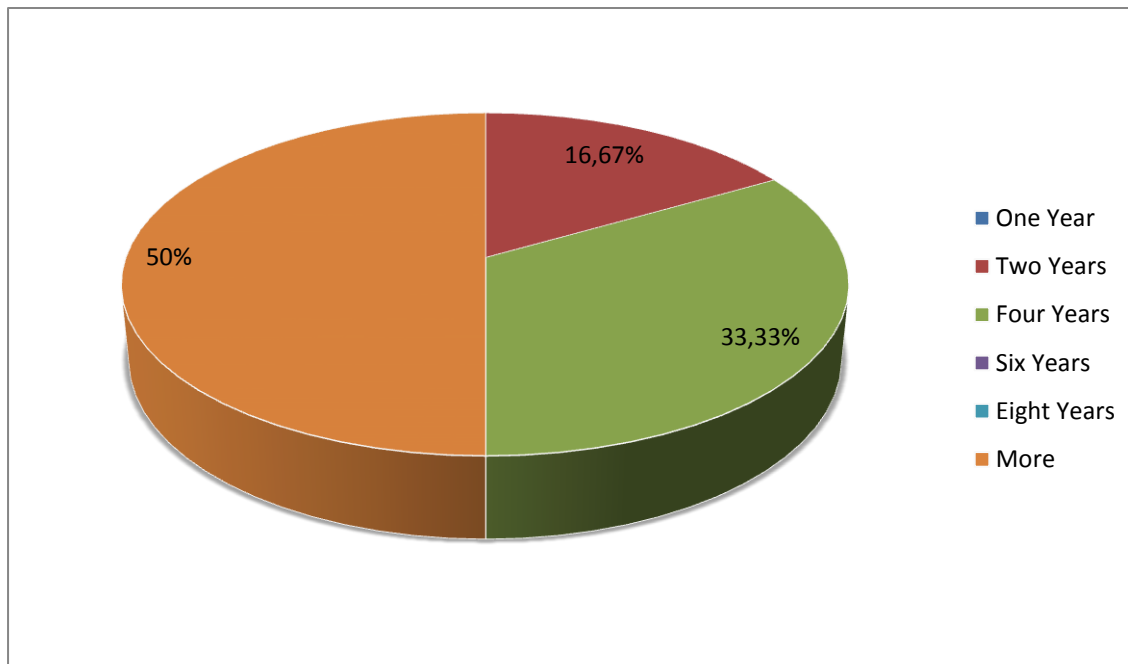
**Figure 2.1: Teachers' degree.**

As the result in the table shows, 83.33% of the teachers have the Magister degree; however 16.67% have the Doctorate degree.

**Q2- How many years have taught Written Expression?**

Answers	One year	Two years	Four years	Six years	Eight years	More	Total
Number of Teachers	00	01	02	00	00	03	06
Percentage	0%	16.67%	33.33%	0%	0%	50%	100%

**Table 2.2: Teachers' experience in teaching Written Expression.**



**Figure 2.2: Teachers' experience in teaching Written Expression.**

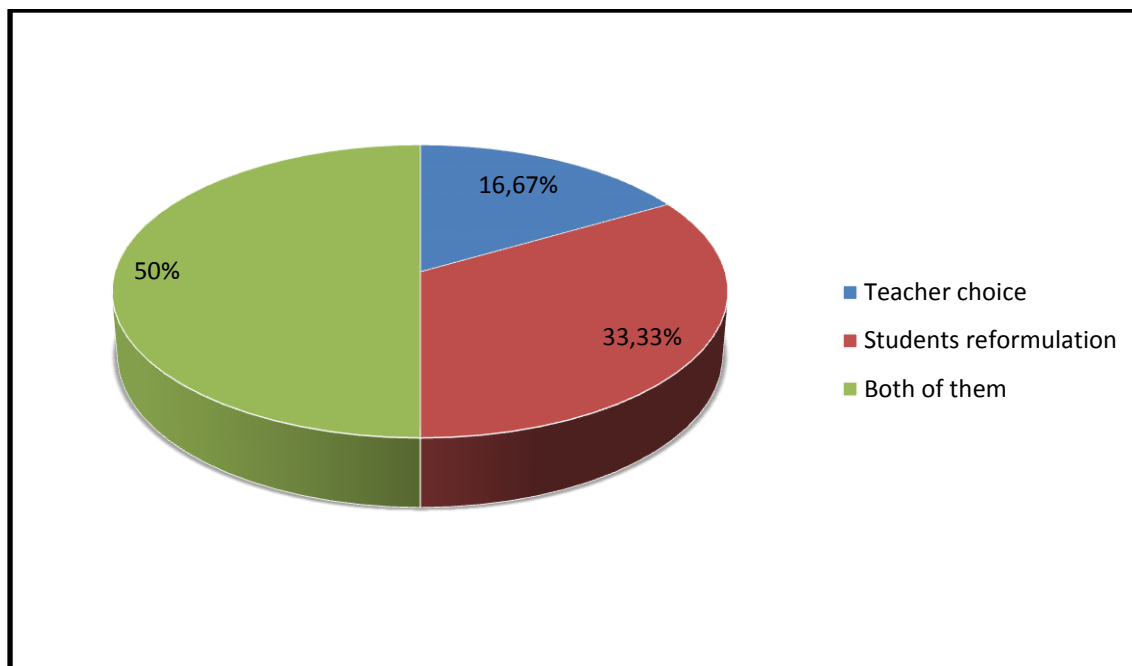
From the teachers' responses, we deduce that three teachers 50% taught Written Expression more than eight years. On the other hand, two teachers 33.33% taught this module for four years, and finally one teacher 16.67% states that he taught Written Expression for two years. From the responses of our sample, we noticed that the majority of our teachers have the experience for more than eight years in teaching writing .

**Q3-**As a teacher of Written Expression, what is your method in choosing the topic during a writing task?

Answers	Teacher choice	Students reformulation	Both of them	Total
Number of Teachers	01	02	03	06
Percentage	16.67%	33.33%	50%	100%

**Table 2.3: The selection of the topic during a writing task.**





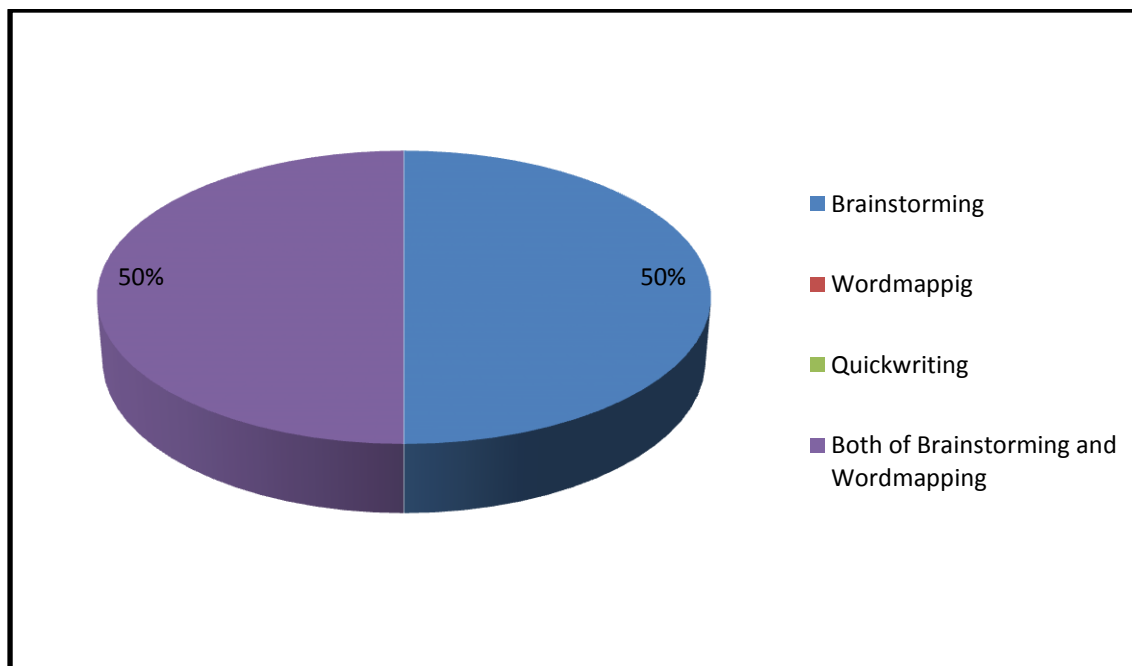
**Figure 2.3: The selection of the topic during writing task.**

The results obtained denote that three teachers 50% state that they give students a specific topic to write about and they also ask students to formulate their own topics, and two teachers who represent 33.33% from the result ask students to formulate their own topics; however, one teacher 16.67% who claim that he gives his students a specific topic to write about. So, the table and the figure show that most of the teachers use both methods in choosing topic during the writing task.

**Q4-** In your opinion, what is/are the best technique(s) of process approach in teaching writing?

Answers	Brainstorming	Wordmapping	Quickwriting	Both of Brainstorming and Wordmapping	Total
Number of Teachers	03	00	00	03	06
Percentage	50%	0%	0%	50%	100%

**Table 2.4: Teachers' opinions about the best technique of process approach in teaching Written Expression.**



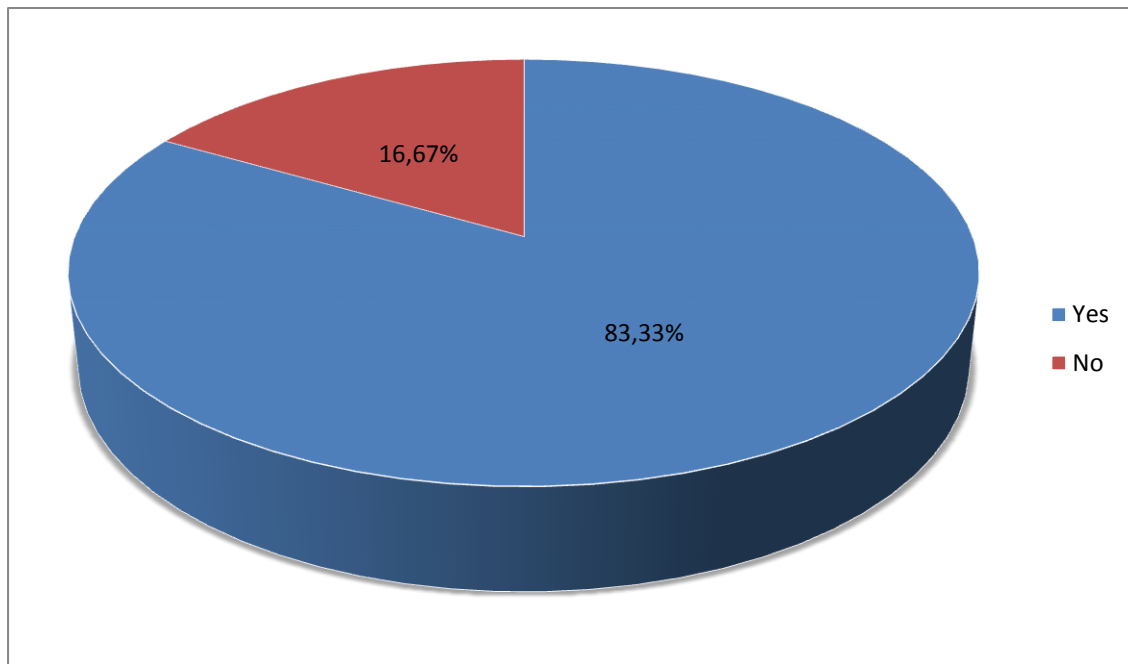
**Figure 2.4: Teachers' opinions about the best technique of process approach in teaching Written Expression.**

The teachers' responses show 50% of them state that the best technique of process approach in teaching writing are brainstorming and wordmapping, however, the same percentage 50% represent three teachers who claim that brainstorming is the best technique. From these results, we notice that brainstorming and wordmapping are the best techniques in teaching Written Expression.

**Q5-** In teaching writing, do you use process approach?

Answers	Yes	No	Total
Number of Teachers	05	01	06
Percentage	83.33%	16.67%	100%

**Table 2.5: The use of process approach in teaching Written Expression.**



**Figure 2.5: The use of process approach in teaching Written Expression.**

As the results in the table show, the majority of our teachers who represent 83.33% use process approach in teaching writing, while one teacher 16.67% who said no for using the process approach . Consequently, we notice that most of teachers use the process approach in teaching written expression .

**Q6-** In your opinion, how much time should the teacher give students for their writing? Why?

Our teachers of Written Expression in the Department of English have nearly the same response to this question. They share the same common idea about the time that teachers should give students for their writing. Here are some opinions which were stated by teacher:

- ✓ It depends on students' level and on the task , but generally it is from half an hour to one hour and a half for practice writing and sometimes the teacher assign homework or project writing, this needs as much time as possible.

The justification that is provided by teachers is : because it helps students to improve their writing skill, vocabulary, grammar and spelling.

**Q7-** During the correction or evaluation process, what is your reaction when you read a good paragraph? And what is your reaction when you read a bad paragraph?

Our teachers of Written Expression have different reactions during reading a good or a bad paragraph. These are some reactions of Written Expression teachers:

- ✓ Feeling happy and satisfied because student succeeds in acquiring the rules of writing, however, when it is the opposite the teacher try to find solution in to help the student.
- ✓ The teacher read the best paragraph in order to encourage the learners to progress.
- ✓ The teacher correct the mistakes immediately and explain to the student why and how it needs to be avoided.
- ✓ When it is a good paragraph, the teacher ask the student to write it on the board in order to give the others the opportunity to learn from their classmates. In case it is a bad paragraph, the teacher spot the mistakes, write them on the board and correct them with students.
- ✓ Reading a good paragraph makes the teacher happy, especially when the student respects the rules of writing a paragraph. However, when reading a bad one, the teacher try to make the student how to be aware of his/her mistakes.

**Q8-**During correcting mistakes, do you give your students opportunities to find out and to correct their mistakes by themselves?

Teachers give their students the opportunities to find out and to correct their mistakes by themselves throughout:

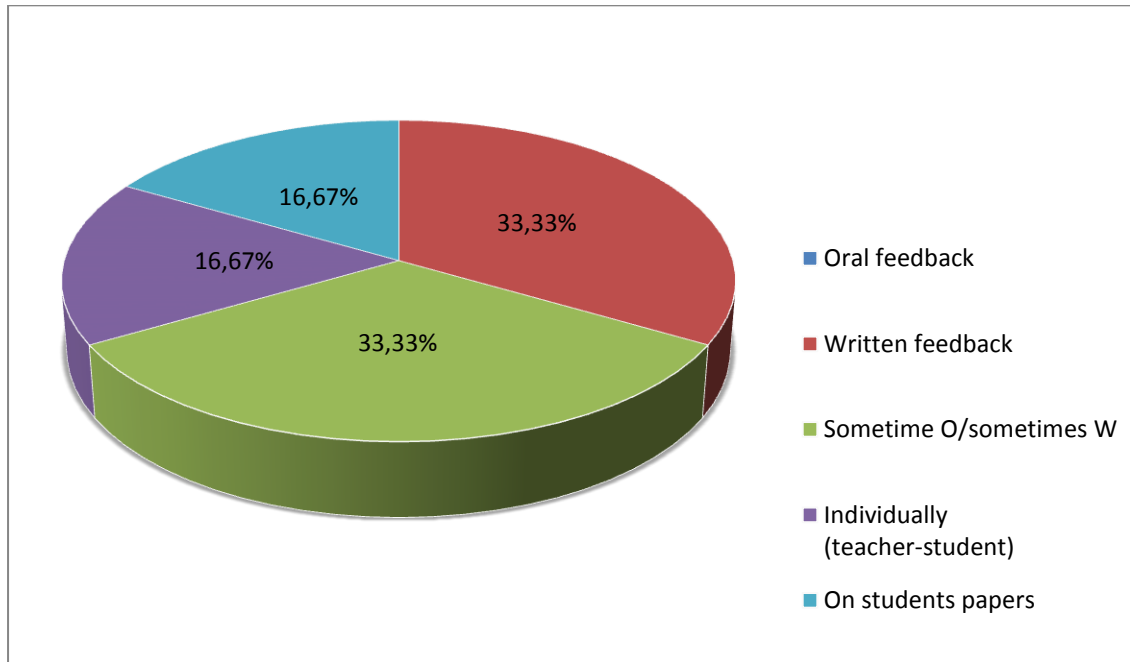
- ✓ Asking them about what they wrote because the problem is that they do not know how to edit the words.
- ✓ Asking them to spot their mistakes and how this should be corrected .
- ✓ Asking students to read their paragraphs loudly and correct their mistakes by themselves otherwise their classmates do.
- ✓ Checking if the written word exists in the dictionary or not, or to look if the students respect the rules of sentences formation.

**Q9-**In which form does your feedback appear?

Answers	Oral feedback	Written feedback	Sometime O/sometimes W	Individually (teacher-student)	On students papers	Total
Number of Teachers	00	02	02	01	01	06

Percentage	0%	33.33%	33.33%	16.67%	16.67%	100%
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**Table 2.9:Feedback form.**



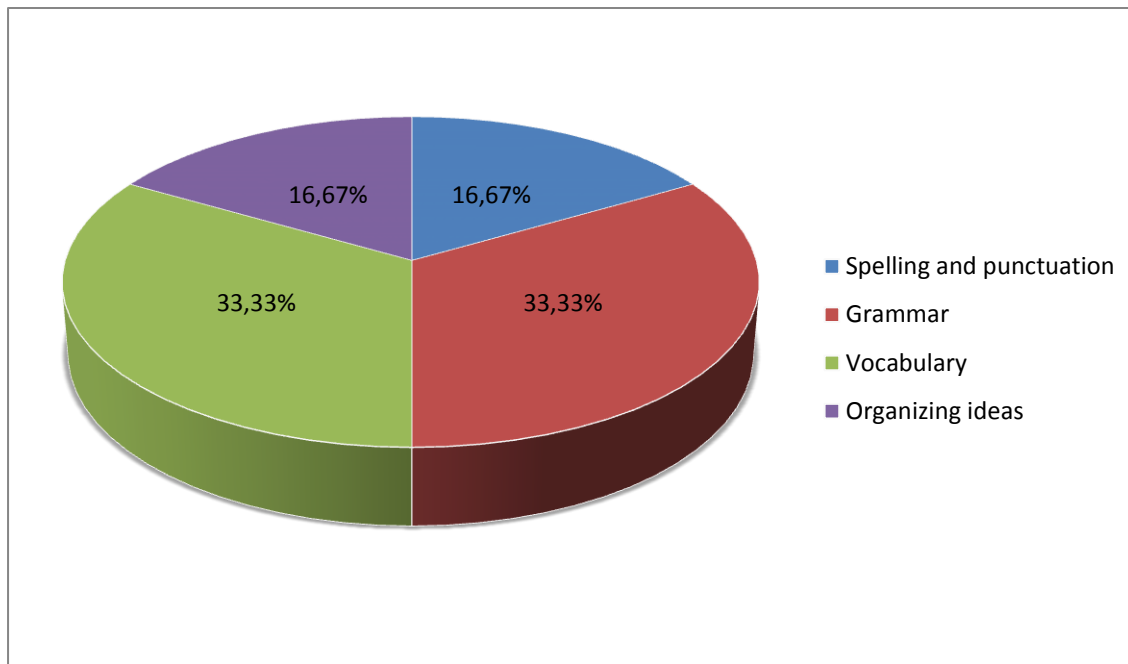
**Figure 2.9: Feedback form.**

From teachers' responses, we deduce that 33.33% which represent two teachers who their feedback appear in written form, then two teachers 33.33% who use sometimes oral and sometimes written feedback, one teacher 16.67% who states that he use the individual discussion with the student, finally, one teacher 16.67% who claim that his feedback is appear on students' papers. So from these results, we notice that most of the time teachers use the written feedback to correct students' mistakes.

**Q10-** What are the most common problems your students came through?

Answers	Spelling and punctuation	Grammar	Vocabulary	Organizing ideas	Total
Number of Teachers	01	02	02	01	06
Percentage	16.67%	33.33%	33.33%	16.67%	100%

**Table 2.10:The common problems among students.**



**Figure 2.10: The common problems among students.**

According to teachers' responses, the common problems among students are grammar problems which represent 33.33% and vocabulary 33.33%, however, 16.67% represent the students who have spelling and punctuation problems, finally 16.67% represent those who have difficulties with organizing ideas. From the results above, it is clearly apparent that students have a big difficulties in grammar and vocabulary.

**Q11-Do you think that those problems can be carefully treated? How?**

Our teachers of Written Expression state that grammar, vocabulary, spelling, punctuation and organizing ideas problems can be carefully treated, these are some important points which they have mentioned in their responses in order to avoid such kind of problems:

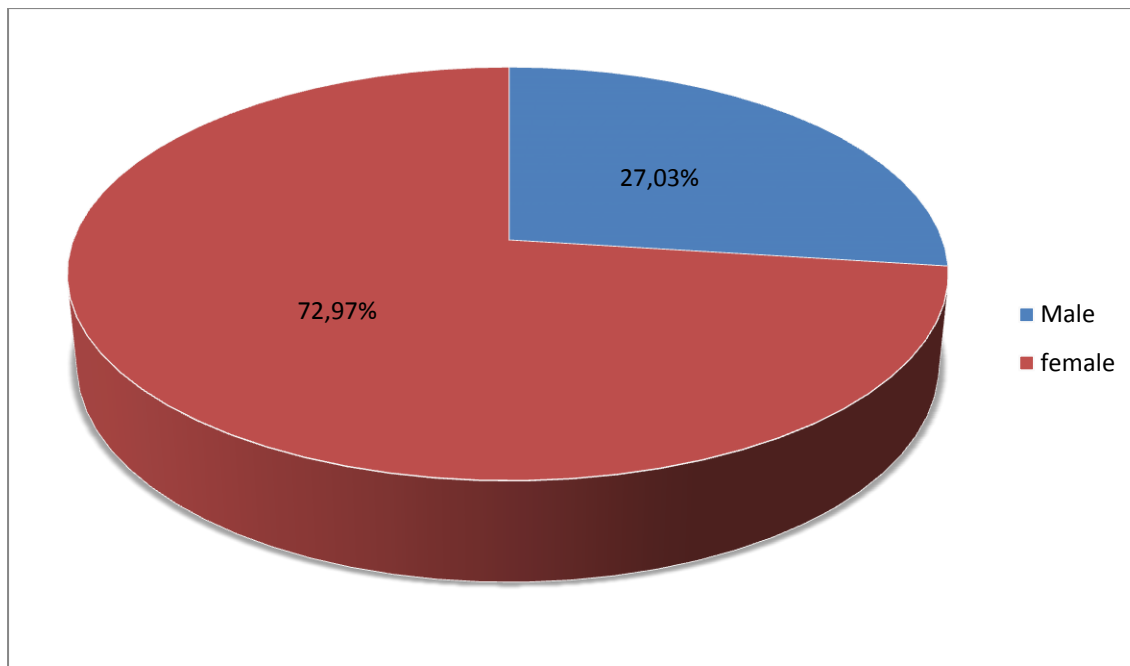
- ✓ It is All About the students themselves, they have to respect writing rules and concentrating during the writing task.
- ✓ Students need to revise their grammar and pay attention to sentence structures and words order.
- ✓ Students need to read and to write in order to improve their writing skill.
- ✓ Teacher should teach students about the process of writing and encourage them to practice more.

## 2.5.2 Students' Responses

Q1-Specify your gender

Answers	Male	female	Total
Number of Students	10	27	37
Percentage	27.03%	72.97%	100%

**Table 2.11:Students' Gender.**



**Figure 2.11: Students' Gender.**

The majority of students are females, which resembles 72.97% from the total and the rest that represent 27.03% are males. Based on what is stated in the table we conclude that girls are motivated in studying the foreign language more than boys.

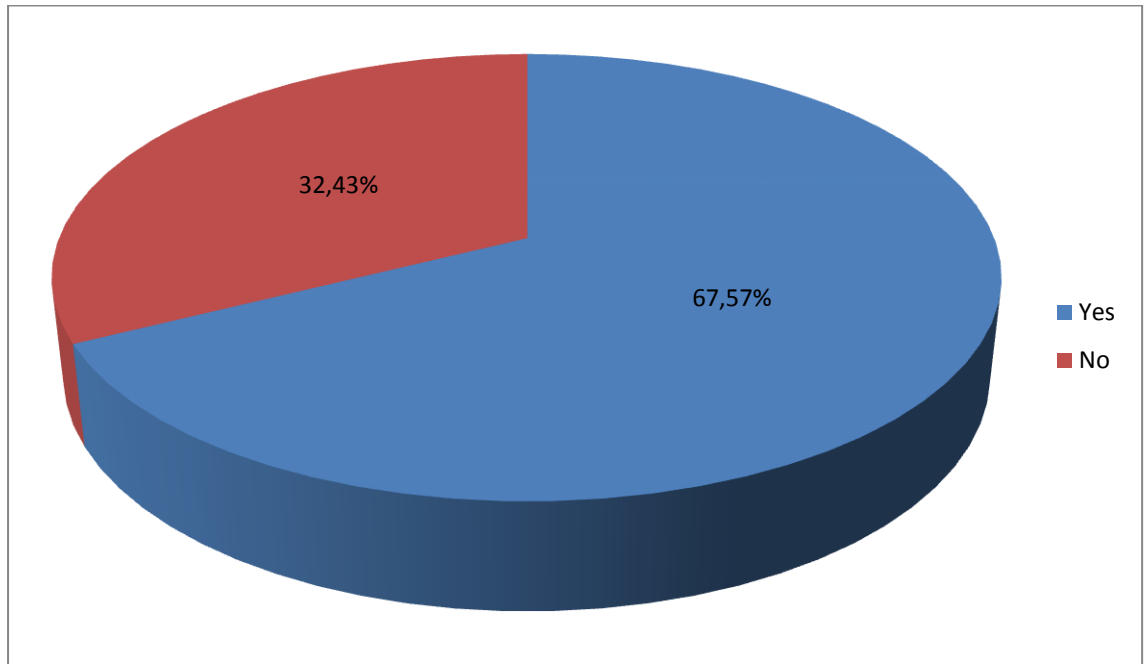
Q2-Why have you chosen studying English?

Most of students share the same idea which is that they have chosen English to study in university because it is an international language, they like it and it is easy to learn. Some of them argued that studying English is their favorite since their childhood and they said that they learn it in order to be English teachers, while others declared that English is an interesting language which develop their levels in writing, speaking and reading.

Q3-Do you have an idea about writing as a skill?

Answers	Yes	No	Total
Number of Students	25	12	37
Percentage	67.57%	32.43%	100%

**Table 2.13: Students ideas about writing as a skill.**



**Figure 2.13: Students ideas about writing as a skill.**

The majority of the participants have an idea about writing as a skill and this represent 67.57%, however, 32.43% of them have no idea about it. From this result, we can say that most of students know the rules of the good writing .

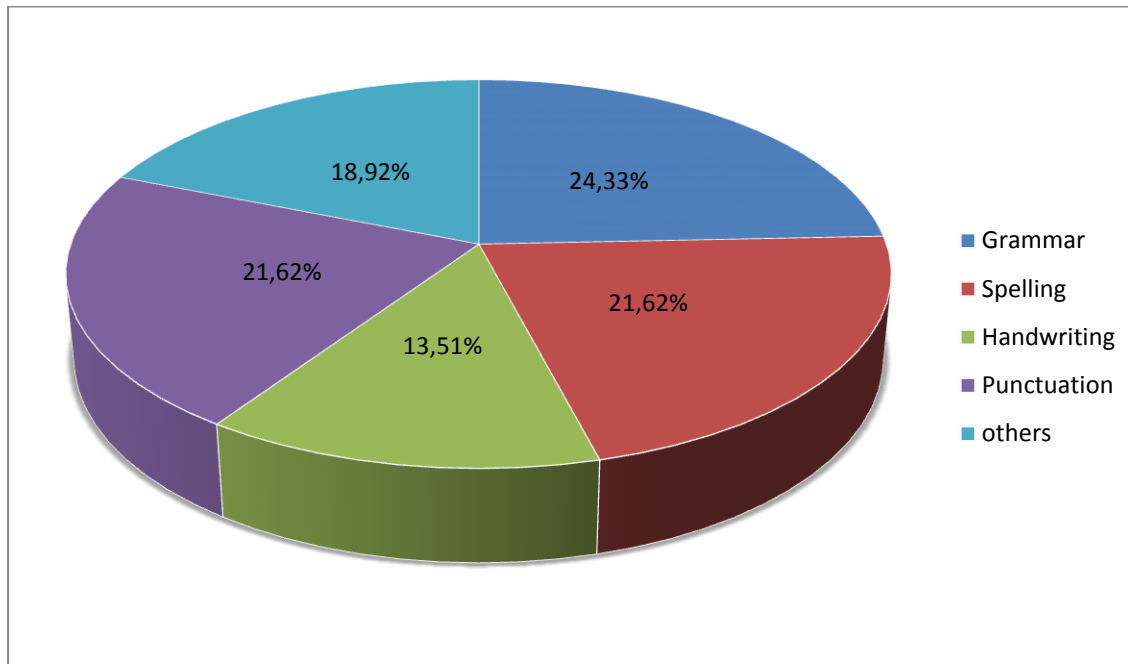
The justifications that are provided by students who have an idea about writing as a skill are: writing is an interesting and beneficial way of expressing ideas and thoughts and it very important in learning languages, this skill based on a huge base of grammar and vocabulary.

**Q4-In which basic of writing do you have difficulties?**

Answers	Grammar	Spelling	Handwriting	Punctuation	others	Total
Number of students	09	08	05	08	07	37
Percentage	24.33%	21.62%	13.51%	21.62%	18.92%	100%



**Table 2.14: The common difficulties in writing basics among students.**



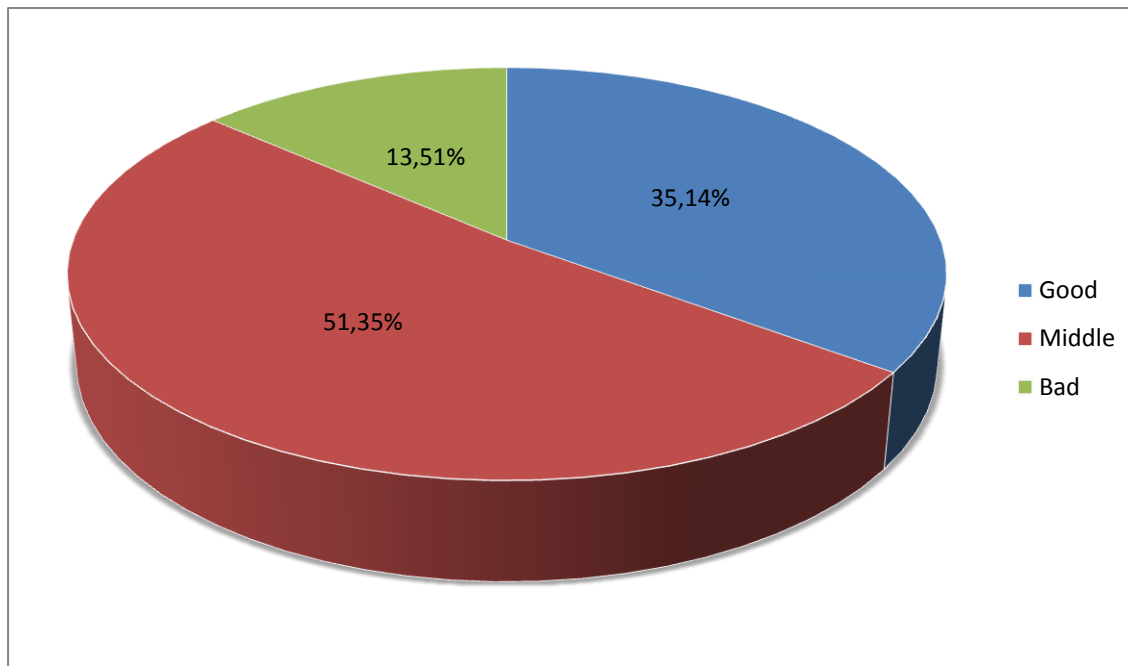
**Figure 2.14: The common difficulties in writing basics among students.**

The most of students have difficulties in grammar which represent 24.33%, 21.62% have problems in spelling, then 21.62% find difficulties in punctuation, after that 18.92% represent other problems such as expressing ideas and sentences formation, and finally 13.51% have difficulties with handwriting. From the result above, we can deduce that grammar difficulties face students in learning English as a foreign language.

**Q5-In which level can you categorize your handwriting?**

Answers	Good	Middle	Bad	Total
Number of students	13	19	05	37
Percentage	35.14%	51.35%	13.51%	100%

**Table 2.15: Students' self-evaluation of their handwriting.**



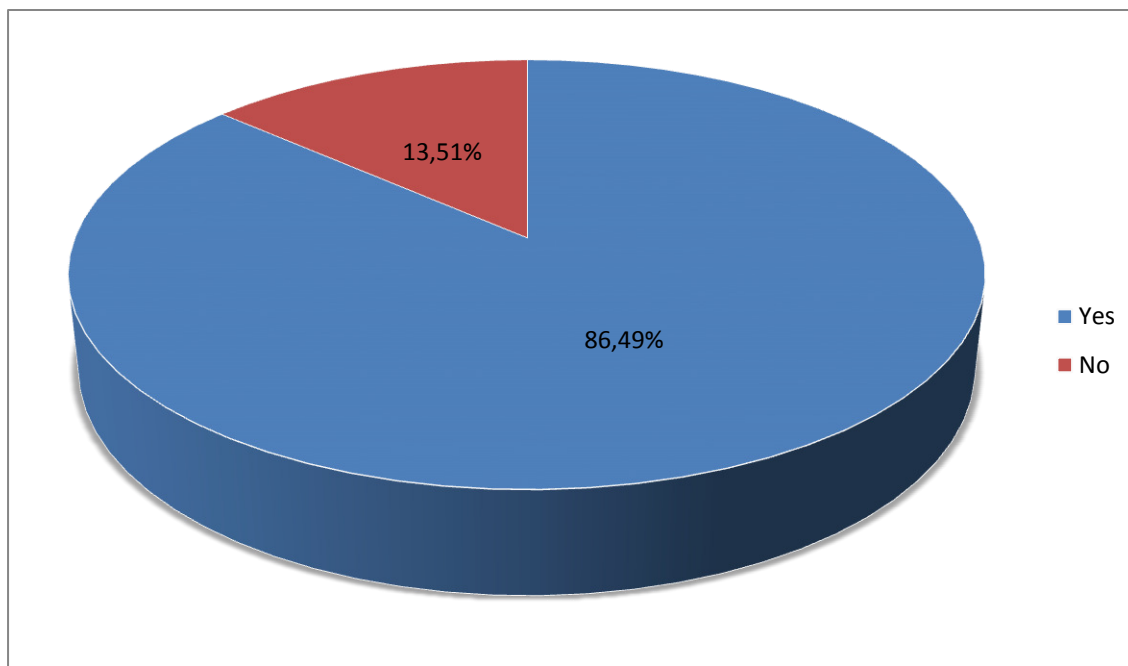
**Figure 2.15: Students' self-evaluation of their handwriting.**

The participants categorize their handwriting as the following, the majority of them have a middle handwriting which represent 51.35% from the total, and 35.14% of them are good , then 13.51% of students have bad handwriting. From the result, we notice that most students have a middle handwriting, and this means that they have no difficulties with this mechanic of writing.

**Q6-Do you think that the ignorance of using punctuation is the fact of students losing points during the exam?**

Answers	Yes	No	Total
Number of students	32	05	37
Percentage	86.49%	13.51%	100%

**Table 2.16:Students' opinions about the ignorance of the punctuation .**



**Figure 2.16: Students’ opinions about the ignorance of the punctuation.**

The responses of the participants show that 86.49% consider the ignorance of punctuation is the fact of losing points during exams. However, 13.51% show students’ opinions that the ignorance of punctuation is not the only fact of losing marks. So, from this result, it is clearly Apparent that students are aware of using punctuation in writing, and its importance in coherence.

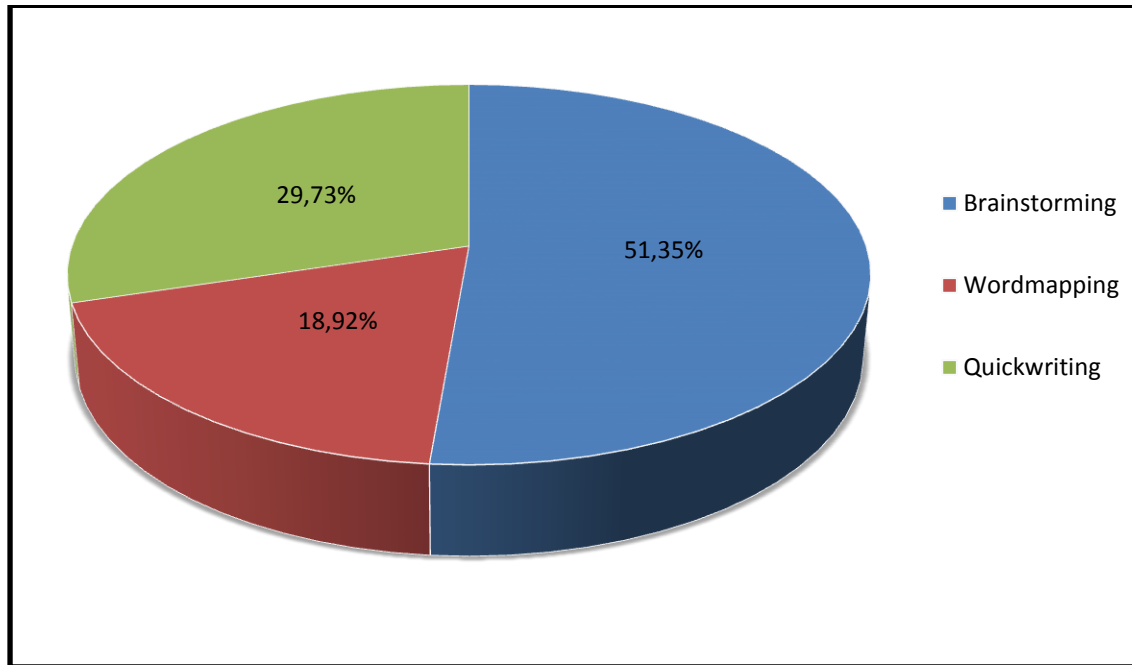
According to participants’ justifications that the ignorance of using punctuation is the fact of losing points during the exam, they said that punctuation important as the other elements of the language as spelling and grammar, it takes an integral part in writing and help learner to organize ideas and information. They argued that punctuation can change the whole meaning and if learner ignore it this makes the paragraph or the essay is misunderstanding for teacher or reader. However, few of students said that punctuation can make them lose points, but it is not the only reason, spelling and grammar mistakes and even handwriting could be reasons in losing points .

**Q7-In your opinions, which kind of techniques can develop your English writing?**

Answers	Brainstorming	Wordmapping	Quickwriting	Total
Number of students	19	07	11	37

Percentage	51.35%	18.92%	29.73%	100%
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**Table 2.17: Students' opinions about the technique which develop their English writing.**



**Figure 2.17: Students' opinions about the technique which develop their English writing.**

From the results that we have, we notice that 51.35% represent the technique of brainstorming which develop their English writing, and 29.73% represent those who develop their writing by quickwriting, 18.92% of students who prefer wordmapping technique in enhancing their writing skill. So, according to students' responses, we can notice that brainstorming helps students in improving their English more and more.

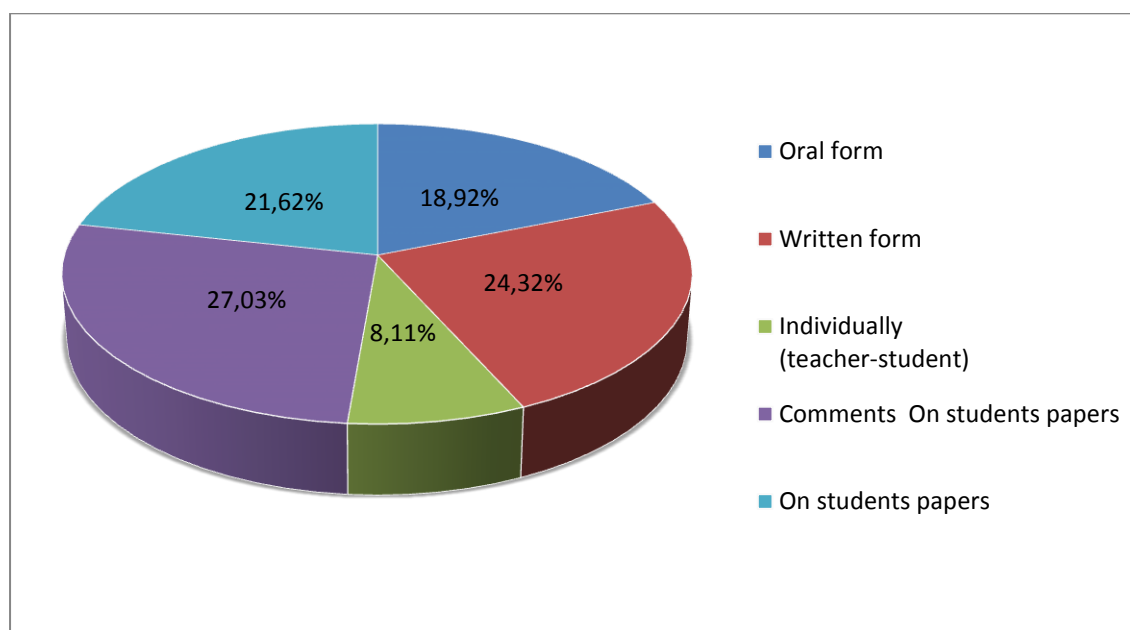
**Q8-**During a writing a composition, what are the main steps that you should follow?

Most of students are familiar with the main steps of writing a composition. They mentioned that the first step is planning in which the writer choose the topic, then drafting by collecting ideas and supporting them and finally revising and editing the final paper with paying attention to the mistakes, with mentioning to the three elements of a composition which are the introduction, the body and the conclusion. So from this result, we can conclude that students have a good level in knowing the writing steps, and this helps them to avoid mistakes and solving problems during writing.

**Q9-What is the form of your teacher correction?**

Answers	Oral form	Written form	Individually (teacher-student)	Comments On students papers	On students papers	Total
Number of Students	07	09	03	10	08	37
Percentage	18.92%	24.32%	08.11%	27.03%	21.62%	100%

**Table 2.19: The form of teacher’s correction.**



**Figure 2.19: The form of teacher’s correction.**

The answers show that the majority of student state that their teachers’ correction are in form of comments on students’ papers which represent 27.03%, and the percentage of the written form is 24.32%, then 21.62% of students said that their teachers use correction symbols, after that 18.92% represent the oral form and the rest 8.11% said that they discuss individually with their teachers to correct their mistakes. From the previous results, we notice that commenting on students’ papers is useful in correcting mistakes .

**Q10-During a writing activity, the topic is chosen by students’ formulation or by your teacher?**

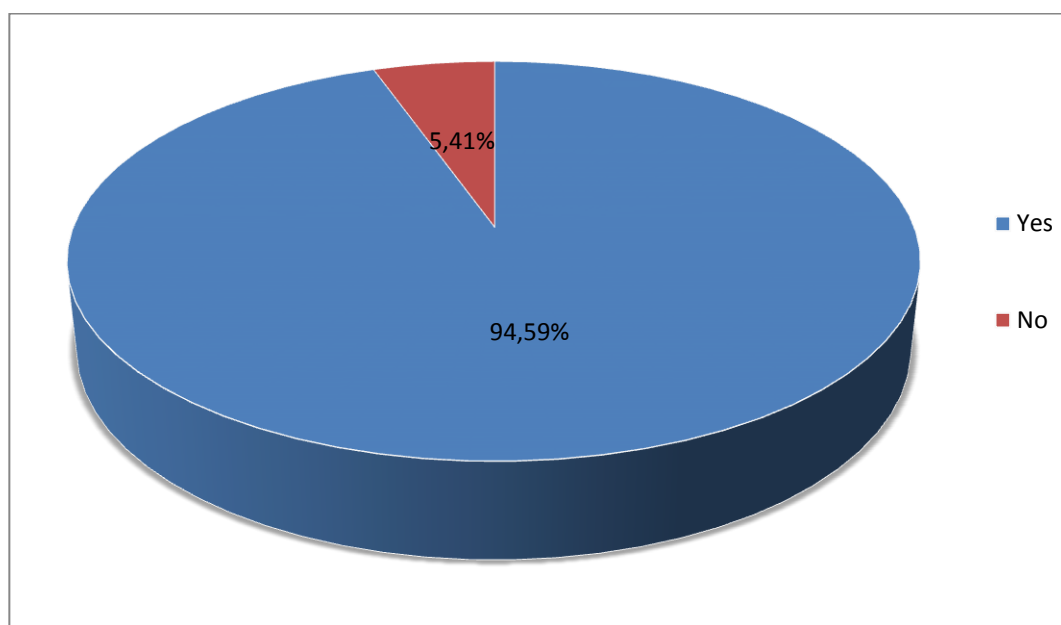
From students’ responses, the majority of them indicate that their teachers who select the topic during a writing activity, while, others said that sometimes the topic is chosen by students

and sometimes by teachers. So, from this result , we notice that most of the time the teacher who choose the topic and this help students in collecting ideas and exchanging information.

**Q11-**Does your teacher give you a time limit to reflect about the ideas that are related to the topic?

Answers	Yes	No	Total
Number of Students	35	02	37
Percentage	94.59	5.41%	100%

**Table 2.21:Students’ opinions towards the time limit to reflect about the ideas.**



**Figure 2.21: Students’ opinions towards the time limit to reflect about the ideas.**

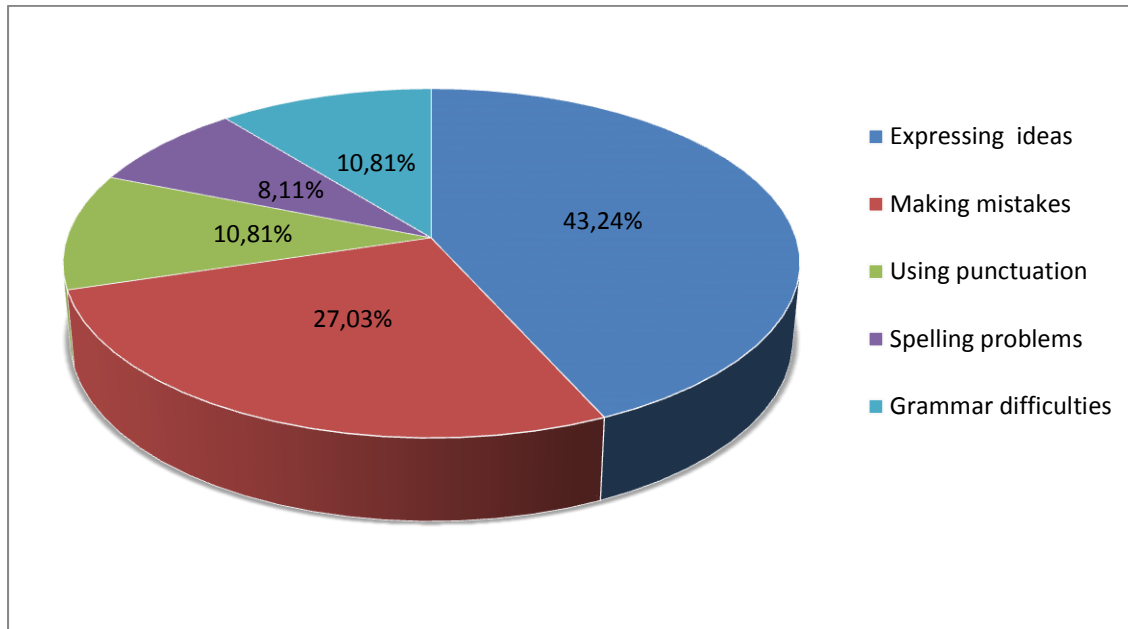
The graph shows that the majority of students who represent 94.59% said that their teachers give them a time limit from 5 minutes to 30 minutes in order to reflect about the ideas that are related to topic. However, 5.41% of them state that their teachers do not give them a time limit .

**Q12-**Which kind of difficulties do you face during writing?

Answers	Expressing ideas	Making mistakes	Using punctuation	Spelling problems	Grammar difficulties	Total
Number of	16	10	04	03	04	37

students						
Percentage	43.24%	27.03%	10.81%	08.11%	10.81%	100%

**Table 2.22: The difficulties which students face during writing.**



**Figure 2.22: The difficulties which students face during writing.**

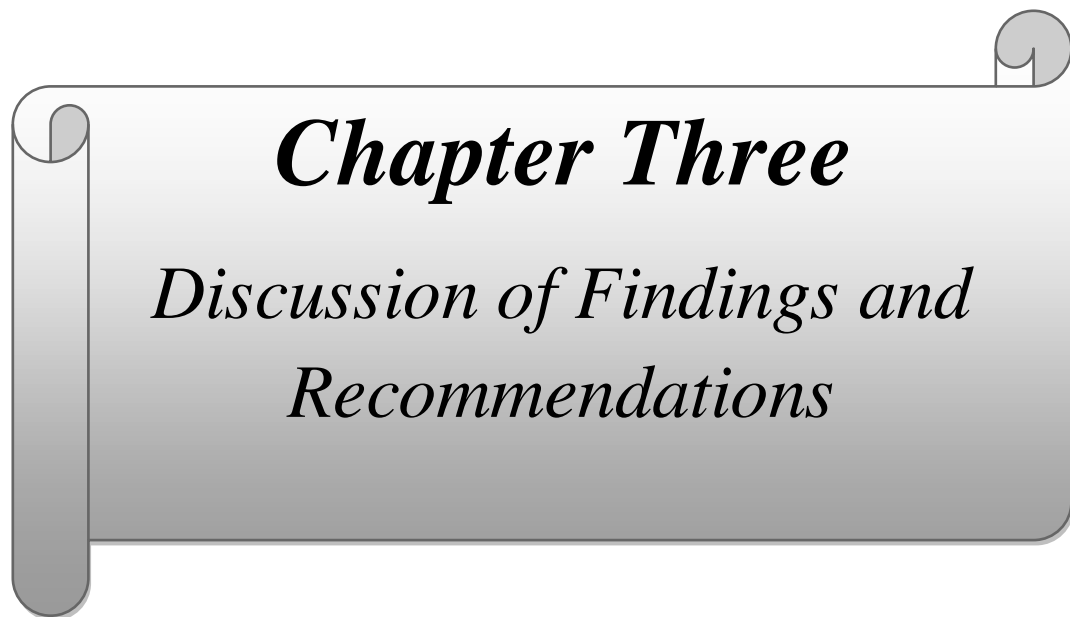
According to participants' responses, most of them face difficulties in expressing ideas which represent 43.24%, secondly, some of them 27.03% feel afraid of making mistakes, thirdly, some participants find difficulties in using punctuation and this represent 10.81% and the same percentage for those who face problems in grammar, finally, a few of our participants find themselves in bad situations with spelling which represent 08.11%. So, from this result, we noticed that most of students find difficulties in expressing ideas.

## Conclusion

In the current chapter, the researcher has attempted to present, analyze and discuss the findings of the main data obtained through the data gathered from students and teachers' questionnaires were presented. As a conclusion, the collected results from this chapter show us that enhancing writing skill based on both teaching and learning processes. Thus, on a basis of the results obtained, the next chapter will be devoted to some suggestions and recommendations which are supposed to contributed to the improvement of students' written language proficiency.

## **Introduction**

In learning English as foreign language, students face some difficulties to improve their writing skill, especially the first year LMD students. Writing plays a big role in learning language and communication, since students do not use it frequently outside the classroom. Teaching written expression has a benefit in order to enhance the writing skill for students.



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sent the main concluding elements of the study in order to discuss the results and findings then suggest some appropriate techniques and activities that might be related to our actual case study. In addition, some pedagogical implications and recommendations are included for teachers of written expression.

### **3.1. Discussion of the Results and the Findings**

Our research mainly examined both teachers of written expression and first year LMD students at the department of English, towards teaching writing in EFL class which has a positive effect on motivating and improving students' communicative skill. To examine those theoretical beliefs, we have conducted two questionnaires, one has been administrated to students and another to teachers of written expression of first year LMD students.



Considering the results we got from analyzing the two questionnaires, we confirm our hypothesis. The findings go hand in hand with our hypothesis which emphasizes that teaching writing helps the students increase their level of achievement in writing skill.

### **3.1.1. Discussion of the Students and Teachers' Questionnaires**

The analysis of teachers' answers show that most of them are aware of the importance of teaching writing techniques. The teachers of written expression claim that they sometimes ask students to write about a specific topic and sometimes they ask their students to formulate their own topics and with the application of these techniques, learning will be more real, easier, creative, motivating and effective. Consequently, they declared, through their experience in teaching with the use of the process approach such as brainstorming and wordmapping in teaching writing in EFL class. We noticed that all of them give their students the opportunities to correct and to find out their mistakes which are most of them in grammar, vocabulary, organizing ideas, spelling and using punctuation. Furthermore, most of them said that their feedback appears in form of written, oral feedback and on students' papers. In addition, majority of our teachers claim that the difficulties which students face during writing, can be carefully treated through reading and writing more .

The students of first year are aware of learning writing to motivate them in learning foreign languages. Most of them have difficulties in grammar, spelling and punctuation . The students revealed through questionnaire, that brainstorming and quickwriting are effective activities which develop their English writing.

So, the analyses of teachers and students' questionnaires show us that improving writing skill based on good techniques and methods of teaching writing and this help students to acquire grammar, vocabulary and spelling to increase their writing abilities. At the end, the collecting results from the questionnaires show us that learning writing is an effective way to develop students' skills and especially the writing skill.

### **3.2. Recommendations**

After analyzing the answers of teachers, we found out that most of them are aware the importance of improving the writing skill, but on the other hand, students are not aware of that writing is also a beneficial skill of learning a foreign language. So to achieve good results, EFL university teachers must be ready to encourage their students and to help them in working on writing because this skill is very important as reading, listening and speaking.

We recommend that the process approach should be supposed to be a strategy in teaching writing, we thought that it would be a useful idea to have both students and teachers of written expression encouraging the improvement of the writing skill with using some implications of the process approach. According to Hedge(2000), process approach is a useful support for students, and this support will depend on learners' age, backgrounds and needs. Adults learners should develop their level in English writing by using effective writing strategies. The aim of using the process approach is to guide and assist students to have a huge base of the writing basics and this encourages teachers to incorporate it into teaching writing.

### **3.2.1.Helping the Students to Generate Ideas**

In academic writing, teachers should encourage students to work in groups and pairs and help them to understand the task's aims and how to select the information needed.White and Arndt(1991) proposed the brainstorming technique which help teachers in guiding students to think about a topic and to discover the writing stages.

### **3.2.2.Encouraging the Students in Revising Activities**

A variety of procedures are used to support revision. A popular procedure is "*conferencing*", in which teachers can talk individually to students about the writing progress, this useful technique can help teachers also to support students in getting ideas, organizing them and using the appropriate language. Another procedure which is "*the reformulation*", when students have produced the first draft then looking at the possibilities that help them in improving their writing.

These strategies encourage students to enhance their writing skill and they should work on a specific area which should be improved.

### **3.2.3.Supporting Students with Technology**

According to Tatin et al (2014), we can not avoid the effects of technology development. But the teacher can guide the students to use technology effectively and wisely. Like we know, young learners are very interested in technology. Teachers can attract them to involve in the

classroom activities by using technology. Such as, teacher allows students to use internet access in order to make them easy searching the data that they need for their writing task from the internet. Teacher also can allow the students to use electronic dictionary to help them in vocabulary problems. It is used in order to make them easy to explore their ideas in writing task and also to maintain their motivation in writing by solving their vocabulary difficulties. In order to avoid the unappropriate use of technology by the students, teachers have to set up the rules that have to be obeyed by the students. So, students can not do the plagiarism and do not use the technology for other purposes( games, social media).

It is all depending on the teacher to find out the weak spot of the students. An environment learning might be a solution. But in certain situation, students' lack of vocabulary, using technology as a tool in learning processes may be interesting for younger learners. Through the displayed images or videos will improve their vocabularies and nevertheless will lock students attention to the learning activity.

It is a good idea if teachers of written expression encourage students to use "*The Word Processor*" as an aid to composition. For example, concerning the students who have difficulties in handwriting in English are greatly assisted by "*The Word Processor*", which can help also the students in deleting or cutting and pasting words, sentences and paragraphs.

Rapid drafting as also an advantage, students can leave mistakes' correction until they finish, and this can be trained through dictation as Harmer(1988) defined it as:

*"an excellent technique for spelling practice, especially if the dictation contains words which exemplify certain spelling rules"*

(Harmer,1988,p.47).

During dictation students do not have time to stop or to spot the mistakes of spelling and punctuation until the end of the dictation.

Here are some possible solutions that you may encounter when presenting a writing lesson in the EFL classroom:

- ✓ Provide opportunities for students to work together, this will help them to generate ideas and order their works because they need practice in planning, brainstorming and prewriting stage.

- ✓ Try and ensure that written work is purposeful and that it involves communication and students need to be aware of the written work and its purposes.
- ✓ Select material that is stimulating and relevant to your students and ascertain their needs and what their writing strengths and weaknesses are .
- ✓ Give the students models and provide them with writing frames.(retrieved from internet).

#### **3.2.4.Organizing the Class**

According to Tatin et al (2014), the classroom management also has important role to help student in learning. Teacher should manage the classroom to attract students to involve in the classroom activities. Teacher can set up the classroom based on the topic of lessons. Linse and Nunan stated that learners can work collaboratively on a writing project, but it needs to be carefully organized on that part of the teacher. For example, students should write about science report. Two students could conduct a simple, experiment and the third learner could write down what is occurring as it occurs.

When students are divided into groups, teacher should divide the class into groups which is each group should consists of different level of students' abilities; from the smart students up to the low students. If it is in pairs, both of them should have the same quality of cognitive in order to prevent the domination from one of them and to maintain the balancing participation of the students. For a case to prevent the students from get boring because the materials that delivered by teacher is done or for students who has high cognitive competence, teacher should prepare another activities or give another tasks for them.

#### **3.2.5. Using Interactive Method**

According to Linse and Nunan, the method that is applied in the classroom also affects students' participation in the classroom activities. Teachers have to provide the appropriate methods in each topic of the lessons. Method that is used by the teacher have to be interactive which is correlate between the task of writing and the students real life such as what they can see, listen and do in real. For instance, when they have a task to describe a place, teacher can allow them to observe that place in a picture first before doing the task. If students have a task to make a procedural text, it will be better to ask them to do the real procedures to make something and they write what they have demonstrated. Other methods like talking and writing box, and writing centers also can be applied.

### **3.3.The Importance of the Register in Writing for a Particular Purpose**

Register refers to the particular way of writing that belongs to a particular occasion or an activity. The register may depend on the audience, the purpose for which we are writing and the topic that we are writing about. It is important that students understand the register appropriate for a specific piece of writing, this may refer to a formal and informal context.

It should be remembered that students learn to read and to write faster when they have real reasons to communicate. This could be in the form of journal writing or letter writing. Furthermore, it may be a good idea to create situations where they will need to write real invitations, requests, thank-you notes, letters to open friends, cards for special occasions and morning news. You could even get the students to conduct surveys and interviews or make their own books by drawing or cutting out pictures. It is important to clarify the aims of the writing task before the lesson. A good starting point is to begin with a fluency activity and only focus on accurate use of language at a later stage.

### **3.4.Suggestions for Improving the Writing Skill**

We can suggest for students some solutions to improve their writing skill. These are some ideas which help them to succeed in English writing:

- ✓ Writing in English is very important to improve the writing skill. Learners can start by thinking about a topic to write, or about something happens everyday, they can write a few lines of a poetry, short stories or emailing their friend in English. At first it is difficult, but by the time they will enjoy and continue writing.
- ✓ Students can ask their teachers to check their writing and give them advices, or asking a friend who is good in English writing. This will help them to learn many extra rules of writing.
- ✓ It is very essential to have a good vocabulary in writing in English, an excellent way to improve vocabulary through daily reading of anything written in English such as books, newspapers and stories. This way can help students to learn new words, new expressions and new meaning.
- ✓ The dictionary is an important resource of learning many new words and meaning of a language, it contains synonyms and opposites of the words. The dictionary help students to improve their vocabulary and using words which are not used before.

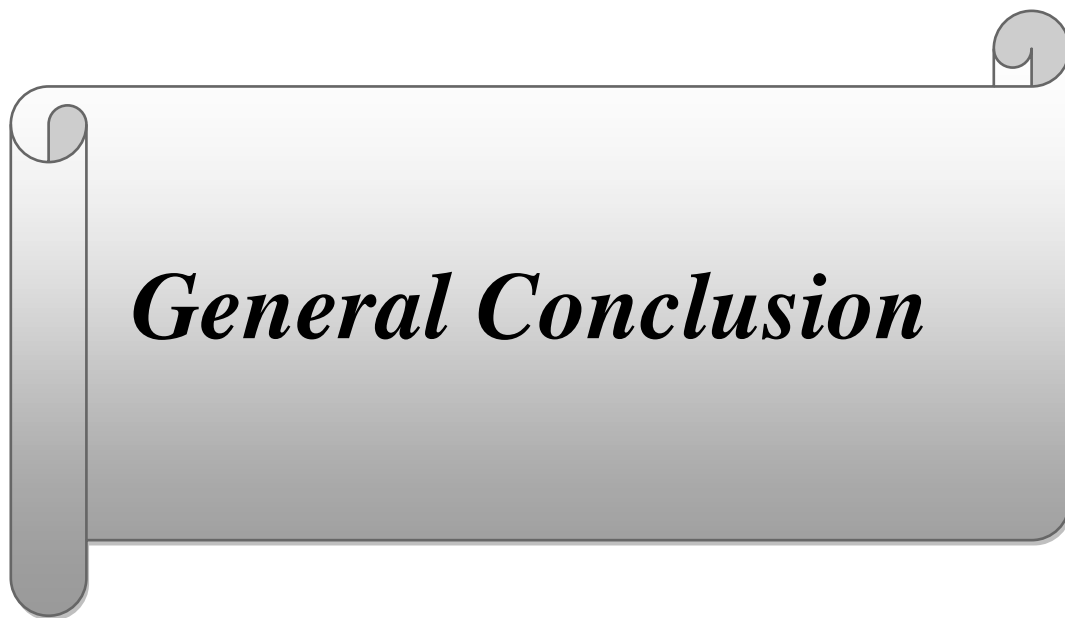
- ✓ Learners should always read again what they write, when they do this, they will probably discover the mistakes they have done in spelling, grammar and vocabulary and correct them by themselves.
- ✓ Students should not write the same topic everyday because it will be very boring and they might end up using the same words. They need to write something they read it in a newspapers or books or watched on television, this is a good starting point and it is very interesting to them.
- ✓ It is important to remember that many learners make mistakes and this is a part of becoming better in writing. They will learn from their mistakes and try to avoid them later.

## **Conclusion**

The teachers of written expression are advised touse the process approachwith new strategies in improving the writing skill among students. The chapter present is entirely devoted to some possible recommendations and suggestions regarding the writing skill improvement. EFL teacher need to assign their students with encouraging them through conferencing and reformulation techniques. Furthermore, we proposed that teachers can help students by supporting them with technology, and we present some ideas for students aimed at providing some practice that would help them to achieve a certain proficiency in English language .

## **General Conclusion**

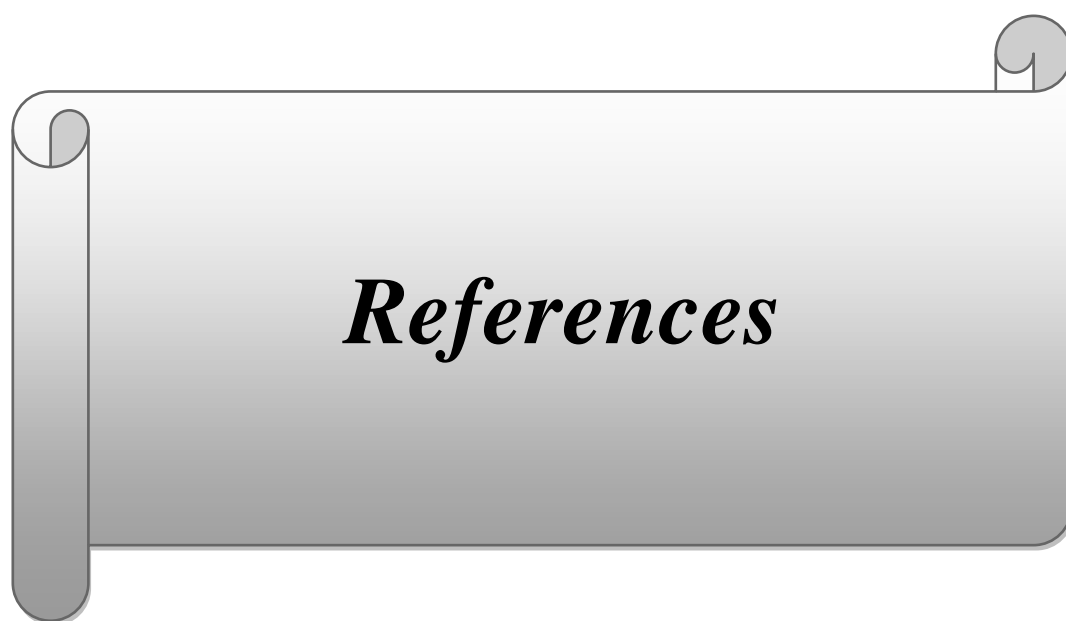
The main value of this research is to emphasize the important role of writing and the process approach in enhancing EFL students writing skill. This dissertation has presented how can students develop their writing skill and the teacher's role in improving the writing among learners. This research falls into three chapters. The first chapter represents the theoretical part of the dissertation in which a wide range of definitions of writing and the mechanics of writing teachers and students' role in enhancing the writing skill. The second chapter deals with the practical part of the study, in which a detailed description of the means of data collection, results and their analysis are provided. The third chapter is entirely devoted to



some possible recommendations and suggestions regarding the development of the writing skill.

After analyzing the two questionnaires results, it is found out that the use of the process approach helps students in achieving better results in their writing level. In addition to that, the process approach is well-liked by both students and teachers. Students like to enhance their writing skill through process approach because it is interesting, challenging and motivating them in order in facing difficulties. So, the research findings have confirmed our hypotheses. The role of both teachers and students exists inside the classroom and this encourage students in learning process in general and in improving the writing skill in particular. And the teacher through teaching writing can guide students to face difficulties and

to avoid the mistakes during writing process. So to achieve good results, EFL university teachers must use different approaches to encourage students to create new ideas. This study can be considered as an introduction to tapping into the teacher of written expression and students the importance of improving the writing skill in EFL classroom. Through this work, the researcher hopes to give more ideas and suggestions for everyone interested in the subject matter .



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[Http://www.itelfi.com/teflblog/developing-writing-skills-problems-and-solutions/](http://www.itelfi.com/teflblog/developing-writing-skills-problems-and-solutions/).

[Http://www.itelfi.com/importance-register-in-writing/](http://www.itelfi.com/importance-register-in-writing/)



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[Http://www.letterpile.com/Fur-types-of-writing/](http://www.letterpile.com/Fur-types-of-writing/)

## Teachers' Questionnaire

Dear teachers,

This questionnaire is a data collection tool, on the writing skills improvement for first year LMD students of foreign languages, in order to prepare a master dissertation. It aims at tapping into your experiences and ideas. Your contribution will be of great help to make the research work achieve its objectives. We would be grateful if you could answer the following questions by ticking(✓) the appropriate box, or by making a full statement wherever needed.

### Questions:

1-What is the highest academic degree you hold?

a-Doctorate.

b-Magister's degree.

c-Master's degree.

2-How many years have you taught Written Expression ?

a-One year

b-Two years

c-Four years

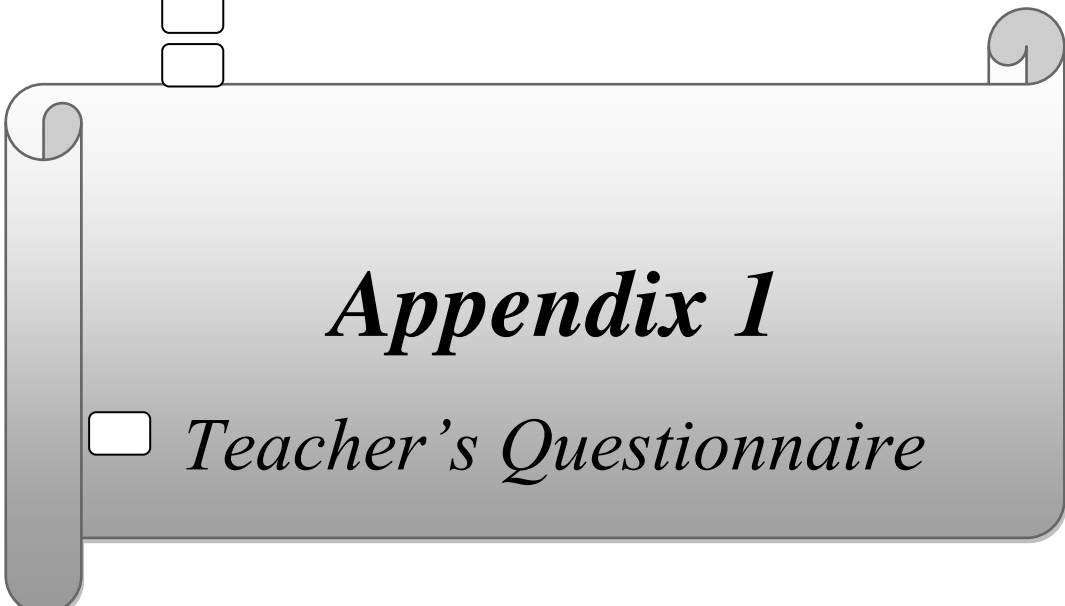
d-Six years

e-Eight years

f-More.

3-As a teacher of Written Expression, what is your method in choosing topic during a writing task?

-Giving students a specific topic to write about.



-Asking students to formulate their own topics.

-Both of them.

4-In your opinion, what is/are the best technique(s) of process approach in teaching writing?

a-Brainstorming.

b-Wordmapping.

c-Both of brainstorming and wordmapping.

5-In teaching writing, do you use process approach?

a-Yes.

b-No.

6-In your opinion, how much time should the teacher give students for their writing? Why?

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7-During the correction or evaluation process, what is your reaction when you read a good paragraph? and what is your reaction when you read a bad paragraph?

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8-During correcting mistakes, do you give your students opportunities to find out and to correct their mistakes by themselves?

a-Yes.

b-No.

-How?

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9-In which form does your feedback appear?

- a-Oral feedback.
- b-Written feedback.
- c-Sometimes oral and sometimes written.
- d-Individually(teacher-student).
- e-On students' papers.

10-What are the most common problems your students came through?

- a-Spelling and punctuation.
- b-Grammar.
- c-Vocabulary.
- d-Organizing ideas.

11-Do you think that those problems can be carefully treated? How?

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**Thank you for your collaboration.**

## Students' Questionnaire

Dear students,

This questionnaire is a part of a case study that aims to identify the improvement of writing skills, and show how EFL students of first year LMD dealing with this issue. You are kindly requested to highlight or tick(✓) the appropriate answers or put comment wherever required. Your honesty is pivotal for our research, feel free to share your thoughts. Thank you for collaboration.

Questions:

1- Specify your gender:  
a-Male

2-Why have you chosen studying English ?

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3-Do you have an idea about writing as a skill ?

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4-In which basic(s) of writing do you have difficulties?

a-Grammar.

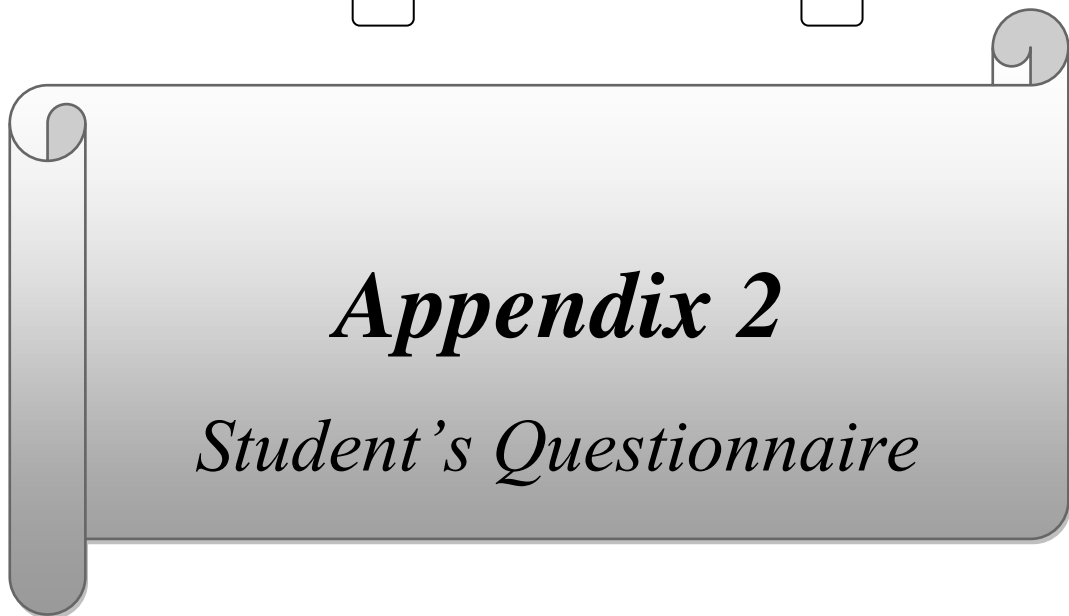
b-Spelling.

c-Handwriting.

d-Punctuation.

e-Others.

-If others , what are they?.....



.....  
5-In which level can you categorize your handwriting?

- a-Good.
- b-Middle.
- c-Bad.

6-Do you think that the ignorance of using punctuation is the fact of students losing points during the exam?

- a-Yes.
- b-No.

-Justify your answer:

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7-In your opinion, which kind of activities can develop your English writing?

- a-Brainstorming.
- b-Wordmapping.
- c-Quickwriting.

8- During writing a composition, what are the main steps that you should follow ?

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9-What is the form of your teacher correction?

- a-Oral form.
- b-Written form.
- c-Individually discussion(teacher-student).
- d-Comments on student's paper.
- e-Using symbols' correction.

10-During a writing activity, the topic of writing is chosen by students' formulation or by teacher?

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11-Does your teacher give you a time limit to reflect about ideas that are related to the topic?

a-Yes.

b-No.

-How much?.....

12-Which kind of difficulties do you face during writing?

a-Expressing ideas.

c-making mistakes.

d-Using punctuation.

e-Spelling problems.

f-Grammar difficulties .

**Thank you for your participation.**