

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



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Advanced Language Learners' Difficulties
in Writing: Case of MBIM M'sila Private
School

Dissertation submitted to the department of English as a partial fulfilment of the requirements for Master's degree in Didactics of Foreign Languages.

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Statement of Originality

I, Miss. Omyma KHALFALLAH, hereby declare that this dissertation, entitled “The Advanced Language Learners’ Difficulties in Writing: Case of MBI M’sila Private School”, submitted to the Department of English at Tlemcen University for the degree of Master in Didactics of Foreign Languages is the fruit of my own study and efforts, and it has not previously been submitted.

I confirm that this work is built by me except for those ideas that have been mentioned, respecting the intellectual property, they have been stated and cited.

Signature

Dedications

I dedicate my honorable work to my beloved parents and give them a
thanksgiving medal.

Thank you for believing in me, thank you for being always here, and
thank you for your prays.

Omyma

Acknowledgments

I thank God for his grace and bounty, praise is to God!

Over the writing of this research, I have received a great deal of support and assistance. That is why I am so grateful to Dr. Rashid HANNACHI for bringing me to University of Tlemcen and encouraging me, God has mercy on him!

I would like to thank my supervisor, Dr. Wassila BOUKLIKHA GRAIA, to accept the supervision of this work and say that words are powerless to express my gratefulness and give her right to be thankful.

My honest gratefulness extends to my dissertation's jury members for reading my extended study, Dr. Toufik DJENANE, and special thanks to my teacher Prof. Radia BENYELLES for her efforts over the year.

Special thanks to the MBI M'sila School too for participating in my research and giving me the chance to do my search in an appropriate atmosphere.

Many thanks go to all my teachers in the English Department whom I respect a lot. Thank you to all those people who have believed in me!

Abstract

The learning of English is to focus on the different aspects of this language, to communicate and express feelings, thoughts, and experiences as it is a means to convey messages. The writing skill is a foundation of English in two forms, formal and informal style. Considering the writing skill as a path to open the gate to the other skills as it provides the critical thinking in English is to go step by step in teaching and trying to understand the learners till they become capable of self-learning, discover their writing difficulties, and try to solve their problems. Thus, this study aims to help both teachers and EFL learners to find those problems encountered by learners when writing and facilitating its difficulties. In this study, two research instruments were used, a Students' Questionnaire and a Students' Writing Assignment addressed to the advanced ones. The findings of this study shows that the majority of advanced language learners (C1, C2) manifested several weaknesses to write effectively and accurately where they blocked when writing. Eventually, this study concerned advanced level learners in the attempt to give another view to writing teaching in the didactics field, supply learners with some solutions, and hand them an opportunity to state their difficulties to write.

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List of Acronyms

Acronyms:

MBIM: Management of Building Information Modeling

NASA: National Aeronautic & Space Administration

NATO: North Atlantic Treaty Organization

OPEC: Organization of the Petroleum Exporting Countries

VAT: Value Added Tax

PIN: Private Identification

FBI: Federal Bureau of Investigation

USA: United States of America

CD: Compact Disc

Asop: As Soon as Possible

FAQ: Frequently Asked Questions

TV: Television

CEFR: Common European Framework of References for Languages

General Introduction

General Introduction

The writing skill has a high stack to learn since it is a means to communicate, illustrate or transfer ideas in numerous fields. The teaching of English writing has experienced a revolution in which debates were born about how to be learned and how to be assessed considering it as an essential part of learning the English language that goes through levels to achieve the proficiency level. Students that have already learned the English language elements may be blocked using or applying them in real-life situations and writing is one of these. Hence, the learning styles and teaching approaches differ whereas the writing problems are numerous such as; grammar, coherence, and cohesion.

The vast area of problems is the most notable issue when writing, it differs in levels of language learning. These problems could be sensed in reading to discover in writing as the production skills (communication and writing) to arrange ideas are demonstrated. In this inquiry, the focus is on the problems of the advanced language learners' category to start by confirming that they face problems when writing, going to limit the area of these problems.

It is worth achieving the advanced language level, the pass and success in many exams, in addition, to taking many courses and experiencing different situations in EFL classrooms in the private schools. These procedures that encounter to have a high level in the language cannot eliminate the fact that the advanced language learners fail in pitfalls and are blocked when writing. To demonstrate these pitfalls, this study asks the following research questions:

1. Do advanced language learners write effectively and accurately?
2. What are the difficulties that advanced language learners face when writing?

Accordingly, the two following hypotheses are posted with the purpose to respond the two former questions:

1. Advanced language learners do not write effectively and accurately due to some difficulties in writing.

2. They face problems concerning grammar, coherence, and cohesion in addition to some difficulties confronted when they are introduced to some authentic language.

Since the writing problems are various and varied the current research has tried to set the problems in hypotheses statements to check their validity by adopting an exploratory case study for the sake of discovering these difficulties of writing that are encountered by the advanced language learners. These collected qualitative and quantitative data to boost the hypotheses are gathered through two research instruments namely: the questionnaire that has been distributed in the private school addressed to the advanced learners besides a writing assignment that was corrected according to a narrative scoring guide. The collected data will be analyzed qualitatively and quantitatively.

The study work is divided into two independent chapters where each one tries to achieve a specific aim. The first chapter is a review of literature which is concerned with the academic concept of writing to build a relevant body to the research problem. First and foremost, it deals with the writing in general illustrating the concept of writing and determining its different styles. Afterward, it cares about identifying the numerous elements of writing classifying them in form and content. Additionally, it illustrates the relations between the two skills of writing and communication. Last and not least, it deals with the teaching of writing as an essential part of EFL classroom beyond the assessment of writing skills.

Concerning the second chapter, it is the practical part that this study is based on to verify the hypotheses. It starts with identifying private school, language, and CEFR's language levels. Moreover, it states the different procedures that the researcher has followed to solve the problem clarifying the research design. What follows is the collected data that are qualitatively and quantitatively analyzed. Then, it discusses the main results and links them to the research hypotheses. Finally, suggestions and recommendations are cited in the attempt to find a solution

CHAPTER ONE

Insights on the Field of Writing

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- 1.1. Introduction
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- 1.3. Writing Style
 - 1.3.1. Formal Style
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- 1.4. Elements of Writing
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- 1.7. Conclusion

1.1. Introduction

Learning the English language as a foreign language is a hard mission for some and pleasant for others where the learning process must cover the known four skills: listening, speaking, reading, and writing. The last skill shapes the most important element in language learning as it is based on verbal and written communication and it is considered as the only way of expressing ideas, thoughts, and feeling to lead to a professional communication which makes it occupies a substantial part in the world of academia, and attract the most interest more than other skills do and what proves that is the first method to teach a foreign language was through writing (Grammar-Translation Method where the grammar rules have been taught).

1.2. Definition of Writing

Writing is the process of representing thoughts and ideas in a specific language in a certain manner. It is considered as a skill of the output language by which and relying on it as a criterion one's communication could be examined.

According to Nunan (2003:88) among many expert definitions of writing: "writing 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 a reader". Depending on Nunan's definition of writing, one can say that writing is an ability that represents the competence in doing this task, the mental power to deal with writing as an art and producing creatively to touch the reader.

On the same line of thought, Writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally (Brown, 2003: 335).

In short, as mentioned above, one can illustrate the importance of writing since it takes shape of a primary basis based on which one's learning and intellect are scaled.

1.3. Writing Styles

The process of writing may take two different manners to express thoughts, emotions, and ideas in form of an essay, letter, or email. These two different types as defined below:

1.3.1. Formal Writing

To say any specific passage is written formally means that it is written up away from any kind of Clichés or Metaphors according to a particular structure respecting the format, containing formal expressions and vocabularies for academic purposes such as essays for classes, writing emails, or report for business work. They are arranged as follows:

- **In Form**

The format of formal writing goes with writing that avoids any kind of which seems to be somehow inappropriate to formal writing: first, writing out contractions besides spelling out numbers. Furthermore, parries the use of wonky spacing in addition to ellipses, avoids ending the sentences with prepositions, and respects the sophisticated transitions use between paragraphs.

- **In content**

Establishing formal writing content depending on formal writing rules starts parrying the speaking with 1st and 2nd person to not apply what saying to the reader. Second, go on the consistency of tense by using the present tense when writing the literature review and use the active voice instead of the passive voice which can cloud the meaning instead of speaking in a wordier way. Moreover, in the same vein, the formal tone must be written in clear words to avoid the Clichés words or phrases that can be cloudy for non-native language speakers to not lose the reader's attention.

In sum, formal writing builds the author's respect for the target audience in the education context since a formally written tone is built by an educated writer for the educated reader to share ideas and communicate in the field of education.

1.3.2. Informal Writing

Informal language is a personal tone written to be addressed to the audience directly that may contain slang, broken syntax, or even asides. This informal tone is characterized by a low level of formality, which makes it similar to a spoken conversation. What makes the informal language different from the formal language is marked by casual, familiar, and generally colloquial use of language in composition and relies more heavily on contractions, abbreviations, short sentences, and ellipses in form.

In a conclusion, informal prose is considered more spontaneous than formal writing as it is used for daily and casual communication and not to submit to any of the formerly mentioned rules.

1.4. Elements of Writing

Writing for a communicative purpose is a convoluted task that enforces the writer to think about how to formulate letters to present meaningful words that are arranged in a specific harmony to conduct a sentence, then a paragraph to introduce thoughts and ideas and make the author spins in an ongoing loop going from the structure to the content and vice versa, in this light the writing creatively and productively assessed depending on the form and content that are clarified as follow:

1.4.1. Writing form

Academic writing or non-official writing have been mentioned in English language conventions stating rules to be followed in writing task in term of form that encompass writing mechanics and language system.

1.4.1.1. Writing Mechanics

It is a conventional writing system that deals with the technical part of writing to shape an appropriate form where spelling, capitalization, punctuation, and abbreviations are incorporated properly to convey a message to the audience, and helps readers to understand.

A. Spelling

The literacy awareness is manifested in the reading, writing, and spelling proficiency. The last aspect is an essential art of arranging letters in proper order to obtain meaningful and successful writing, where being a self-assured at spelling, the basic aspect, and guides to self-assurance in the former aspect of literacy. Since the building of spelling needs four important heads that are:

- **Articulation:** the awareness of the clarity of pronouncing phonemes gives the ability to write correctly.
- **Phonological awareness:** the ability to differentiate between sounds in one word (e.g. *cat* = *c_a_t*), in addition to being able to hear one syllable (e.g. *beats*) of one word which assist to spell long syllables (e.g. *he_li_cop_ter*) are all help to write properly.
- **Understanding spelling rules:** being aware of different rules of spelling that are some to be applied spontaneously and others to be learned, such as; *U* always follows *Q* for words most commonly used where *U* is not considered as a vowel (e.g. *inquiry* and *queen*) and rarely use only *Q* in words that people likely encounter (e.g. *qawwali*), *S* never follows *X* in a word but *C* does to achieve the sound /s/, *I* before *E* in most of the words (i.e. *friend* and *achieve*) unless the vowel pair follows the letter *C* (i.e. *conceit* and *ceiling*), the use of *-CK* in words of a short vowel and end with /k/ sound (i.e. *sick* and *clock*).
- **The recognition of “sight words”:** there are some words that seem to be hard to deal with by hearing and breaking them apart (i.e. *where*, *who*, and *does*) so cannot be spelled only being aware of them from much of reading which means to recognize them by a sight that is known as “tricky words” to create a fluent reader.

Hence, dealing with spelling is quietly difficult but once understanding its rules and structures the strange words become familiar as the importance of spelling is to build a connection between letters and their sounds to assist in both reading and writing.

B. Capitalization

Start writing a word with an uppercase letter completing the remaining letters with lowercase letters (except acronyms and abbreviations to be capitalized for all its letters) means to capitalize words, which is not standard for all languages as conventions in the English language going somehow difficult to respect:

What has to be capitalized in the first letter?

- The capitalization of the subjective case of the 1st singular pronoun ‘I’ even with its contractions (i.e. *I’ll*).
- The capitalization of the names and proper nouns (like names of people, places, and languages). For Example; *Paris, Stieve, English language*. In addition, capitalizing the words “*Mom, Dad, Grandma, Grandpa*” whilst they are used as names, for instance, *I am going to the park with Mom!*
- The capitalization of days, months, and holidays (festivals i.e. *the Christmas day*). For instance, *he went to the library on Tuesday*.
- The capitalizations of titles like; *Mrs., Mr., Dr.*
- The capitalization of the first letter in a sentence or question. For Example, *Skiing is so much fun!*
- The capitalization of the titles of books, newspapers, magazines, etc. for Example, *The Age of Innocence, Hamlet*.
- The capitalization of countries and nationalities.
- The capitalization of planets’ names. Since, Earth, Sun, and Moon are proper names referring to the solar system and expressing a specific planet are capitalized (going with the exception that Earth is not preceded with ‘*The*’). For example:
 - *The distance between Earth and Venus is about 61 million Km.*
 - *The Sun is the star at the center of the solar system.*
 - *The Moon orbits Earth.*
- The capitalization of adjectives that are derived from proper names (i.e. *Shakespearean sonnet*) and those referring to nationalities or ethnicity.

Exceptions not to be capitalized for what has been said

- Not to capitalize the objective and possessive forms (e.g. *me, my, mine*).
- Not to capitalize seasons: *Shall I compare thee to a summer's day*. (Sonnet 18; William Shakespeare).
- Not to capitalize the connecting words such as *a, an, the, of, or and* whereas the 1st letter of all words is capitalized in a title. For Example; *The House of Broken Angels, and Gone with the Wind*.
- Not to capitalize “*sun, moon, and earth*” if they are used as a common noun and used to express the surface or the ground that we live on respectively. For Instance:
 - *The sun is hot.*
 - *Jupiter has around 79 moons.*
 - *This is appropriate earth to grow potatoes.*
- Not to capitalize the common nouns (e.g. *city, boy, tree*) unless they take place of the first word in a sentence, a question, or they are a part of a title. For example, *John Smith, a local boy, has visited every major city in South Africa, except Victoria.*

Exceptions to all-caps

- Capitalize all the letters in acronyms. For Instance: *the FBI (the Federal Bureau of Investigation), the NASA (National Aeronautics and Space Administration)*.
- Capitalize all the letters in abbreviations since they are capitalized in the full version. For Example, *the USA (the United States of America), CD (Compact Disc)*.
- Capitalize all the letters in the name of the chapter that is written at the head of a page in a book or headline. For Example: *HOW HELP CAME TO THE KING. (chapter five: the last battle, C.S. Lewis), JOBLESS CLAIMS RISE!*

In conclusion, the importance of capitalization in a formal setting has three main phases. For one thing, hint to the reader about the beginning of the writing or a new idea. For the other thing, demonstrate the important words in prose. Thirdly, show the reader the proper names and official titles.

C. Punctuation

Punctuating a written form is putting punctuation marks (e.g. *comma, colon, and full stop*) to set words in a string to formulate sentences, clauses, questions, etc. According to Merriam-Webster dictionary, “punctuation is the act or practice of inserting standardized marks or signs in a written matter to clarify the meaning and separate structural units”. That is not to put them spontaneously as there is a convention system for the English language to be followed. The below cited are according to the University of Oxford Style Guide.

Rules to Apostrophes (')

- Put an apostrophe to indicate possession followed by (s) after a singular or plural noun that does not end in (s). For Example, *it is Ann's book*, and *this is the men's toilet*. But just an apostrophe after nouns ends in (s). For Example, *the brothers' car*.
- Put an apostrophe for contractions (e.g. *he is= he's, there is= there's, who is= who's*) but not for 'its' which expresses the possession that belongs to it.
- Place an apostrophe instead of 'of' to express periods (e.g. *He took a week's holiday [holiday of a week]*).

Rules to Brackets “(), [], « », { }”

- Use round brackets () instead of pair of commas or dashes around a non-defining phrase. For Example, *the library, which was built in the seventeenth century, needs to be repaired= The library (which was built in the seventeenth century) needs to be repaired*.
- Put square brackets [] to surround comments, corrections, references, or translations written by a later author or editor. For Example, *“this was quoted by Brown [1940, Chicago]”*.
- Use angle brackets « » and curly brackets { } to put comments or listing choices aside. Respectively e.g.: *“Hello, Jonathan. How are you? «you look a mess, Jonathan», write your drink choice {coffee, lemonade, coke, tea, green tea, water} on the ticket*.

Rules to Bullet Points

- Put the bullet points at the beginning of sentences written as elements and introduced by a colon to express a list of items (written all in lower case) with no a full stop until the last item punctuated by a full stop.
- Put a semicolon at the end of each point if the items express ‘*and*’ or ‘*or*’ and a full stop to the end of the last one.
- End the sentences that are preceded by bullet points with a full stop if they are complete sentences.
- Follow the bullet points with a similar type of word (e.g. action verbs).

Rules to Colon ‘:’ and Semicolon ‘;’

- Put a colon to sign that there is a sub-clause following a text before it. For Example, *I went on the holidays: to the Lack District and Cornwall*. But only when *logically* connected.
- Use a colon to express a quotation or a spoken passage to put it as it is without changes.
- Put a semicolon to connect between two related parts that are grammatically correct in a sentence and can stand alone e.g. *The best job is the one that you enjoy; the worst job is the one you hate*.
- Use a semicolon when having a much of commas in a complicated sentence that includes a list of items e.g. *I visited the Ashmolean Museum, Oxford; the Victoria and Albert Museum, London; and the Pencil Museum, Keswick*.
- Put a semicolon when facing much of commas in a sentence with a complicated list.

Rules to Comma ‘,’

- put commas to separate the non-defining clause to join a piece of descriptive information which its absence will not take a place in the whole meaning of the sentence, and can be used only with relative pronouns ‘*which*’, ‘*who*’, ‘*whose*’, ‘*when*’, or ‘*where*’, but not ‘*that*’. For example, “*The house, which was built in 1883, needs to be repaired*”.

- put a single comma when a non-defining clause, phrase, or word when comes first in the sentence. For example, “*Shakespeare, the father of the modern English, is the best poet for me*” or “*the father of the modern English, Shakespeare is the best poet for me*”.
- Put a comma to join two main clauses, which must be followed by coordinating conjunction (like: *and, but, so*). For example, “*Shakespeare has written 154 sonnets, and his sonnets were on a variety of themes*”.
- Put commas to separate items in a list except for the last item where must use ‘*and*’ instead of a comma. For example, “*I have to go to the supermarket to buy milk, bread, eggs and sugar*”.

Rules to Dashes ‘—’ and Hyphens ‘-’

“*m-dash —, n-dash –*”

- An n-dash (*not to use m-dash*) is used instead of commas or round brackets to encircle the descriptive information with spaces (no use of spaces with commas or round brackets). For example, “*The house – which was built in 1883 – needs to be repaired*”.
- An n-dash can be used instead of a colon. For example, “*The bus was late today – we nearly missed the lecture*”.
- An n-dash is used between connected names of authors, creators, or performers to differentiate between dash and hyphen. For example, “*Dover–Calais passageway*”.
- A hyphen used in an adjective phrase that precedes a noun and in those includes a verb participle (e.g. *up-to-date list, tight-fitting*).
- A hyphen used to avoid confusion in prefixes that may be repeated in letters of prefixes themselves (e.g. *pre-eminent, pro-protein*).
- A hyphen is used with prefixes that are followed by the proper name, number, or date (e.g. *anti-Thatcherism, mid-February*).
- A hyphen is used to express compass points but not as a direction (e.g. *south-east*).

Rules to Ellipsis ‘..’

- An ellipsis is used to indicate that there is an omitted text or the written piece is an important passage to be reported and it is taken from a text, which is not surrounded by spaces. For example, “... *all, he could see were three black silhouettes against the bright blue sky. When the man looked above he could not quite believe what he saw...*”.
- An ellipsis is used to show there is a pause that works as a comma or a full stop with no space since it is written instead of a comma or full stop. For example, “*to receive, obey, and pass on...*”.
- An ellipsis is used to show that there is a trailed-off piece in thoughts or speech. For example, “*it could be like this... or maybe like that...*”.

Rules to Full Stop ‘.’, Exclamation ‘!’ and Question Mark ‘?’

- Each full stop, exclamation, and question mark stands all alone at the end of a sentence in which respectively a full stop is used to express the end of the speech; an exclamation mark shows an exclamatory statement to express outcry, interjection, or emphatic in utterance; and question mark to express asking for information, reply or response. For example, “*I love going to the zoo.*”, “*Oh no! we lost him!*”, “*do you like chocolate cake?*”.
- A full stop is not used in titles and heading only if they include exclamation or question marks. For example, “*Whose Music? A Sociology of Musical Language.*”.
- A full stop is not to be used if it is followed or preceded by an ellipsis. For example, “*Behind him ...It was ghostly grey.*”.
- A full stop could be used instead of a question mark in the reported question. For example, “*She asked me if I want to go home.*”.
- A full stop could be used instead of an exclamation mark at the end of a reported imperative. For example, “*wait for me!* = *He asked me to wait for him.*”

Hence, punctuation is an important element in written English to make the prose more logical and readable for all to understand the meaning of any passage and the

author's ideas where any punctuation detail can make a change in the meaning of a sentence.

D. Abbreviations

Abbreviating is the act of reducing a word or a phrase of a full version to a shorter version building by letters or words. According to Merriam-Webster Dictionary, “**abbreviation is a shortened form of a written word or a phrase used in place of the whole word or phrase**”. All the abbreviations in English are done depending on the English convention system and not randomly.

The abbreviation has four essential different types that take some semantic and phonetic functions that are classified as follows in addition to citing rules to use them:

- **Initialism:** It stands by the first letter of a group of words with the omission of the remaining letters where the first letter of each word is pronounced individually. For example; *FBI = Federal Bureau of Investigation, asap = as soon as possible, CD = Compact Disc, FAQ = Frequently Asked Question.*

In initialism, if the original version letters are in uppercase, they must be capitalized in shortened version unless they are written in uppercase is a choice style where both are corrected. For example; *CD or cd (compact disc), FAQ or faq (frequently asked question).*

For British English, the initialism cannot use periods to separate letters (e.g. *FBI not F.B.I*) in contrast with the American style is a question of personal choice where both *FBI* and *F.B.I* are correct.

- **Acronym:** It also stands by the first letters of a group of words with the omission of the rest letters but they are pronounced as one word. For example, *NATO /'nei. toʊ/: The North Atlantic Treaty Organization, NASA /'næsə/: The National Aeronautics and space administration, OPEC /'əʊpek/: Organization of Petroleum Exporting Countries.*

N.B: Some abbreviations can play a role as an initialism or an acronym (e.g. *VAT/væt/: Value Added Tax as an acronym, or VAT each letter pronounced separately)*

In an acronym, when the first letter of each word in the full version is in uppercase, letters must be capitalized in the acronym. For example; *North American Treaty Organization = NATO*. For others where are not capitalized both capitalized and not are correct. For example; *value-added tax = VAT or vat, private identification number = PIN or pin*. In addition, periods are written in acronyms.

- **Shortening:** It is the operation of dropping the beginning or the end of the word to build an abbreviation that can be considered a real word (type1) to write and say them as they are with no need for a full stop (e.g. *I have placed an add the newspaper*) and capitalize the first letter only if the original word begins with an uppercase letter (e.g. *Brit= Briton*); and can be considered as not a real word (type2) that are used only in writing and say the full version instead of saying the shortened word (e.g. *Feb= February, Sat= Saturday*). In addition, it is a personal choice to put a full stop after the last letter of the abbreviation and the first letter must be written in uppercase only if it is capitalized in the original version.
- **Contractions:** it is the dropping of the mid part of the word and writing the rest letters in uppercase and no use to the full stop (e.g. *Dr= Doctor, Govt= Government*), or more than one word omits to be in one word joined by an apostrophe (e.g. *he is = he's, they would= they'd*).

As a conclusion, the process of making words or phrases shortened and contracted has a crucial value to make the handwritten text, prose, email ...etc. more understandable to readers and easy to read.

1.4.1.2. Language System

The transcription of verbal utterances, thoughts, or ideas to prose or written form is submitted to English conventions to write consisting rules to organize writing since it is the means of communication between readers and writers or authors. Those conventions are represented as follow:

A. Grammar

Grammar is a linguistic field that treats the principles to describe how to speak or write in a specific language to be followed. It contains subsystems that illustrate the correct use of language where the grammar rules are divided and differ depending on the level it deals with formulating six essential subfields of grammar in linguistics.

- **Morphology:** It is a scientific study that deals with the formulation and the structure of words and how can make changes at the level of meaning. In addition, it studies parts of speech, intonation, and stress. Hence, it is concerned with the smallest unit of grammatical function which is known as morpheme which can be divided into two types:
 - **Free Morpheme:** It is that morpheme that can stand alone as a single word and carries a meaning. It entails two types: lexical morphemes (open class) like “*noun or verb*”, or functional morpheme (closed class) like “*and, but, in, etc.*”.
 - **Bound Morpheme:** It is such a morpheme that cannot stand alone and needs to be connected with a word to make a sense (e.g. *happy=unhappy, here ‘un’ cannot stand alone*). The bound morpheme is divided into two types, one is known as ‘**Derivational Morpheme**’ which is added to a word and makes its grammatical category changes (like; prefixes: *ness, full, ly, ment*; and suffix: *re, pre, ex, co*). E.g. “*Good (Adj) = goodness (N), Care (V) = careful (Adj)*”. And second is known as ‘**Inflectional Morpheme**’ shows the grammatical function of a word. E.g. *Noun = ‘s (possession), s (plural); Verb = s (3rd person singular), ing (present), ed (past tense) en (past participle); Adj = er (comparative), est (superlatives), and un*.

In short, the study of morphology enhances the students’ ability to read, spell, and comprehend text easily as it deals with the smallest of meaningful units.

- **Syntax:** it is a part of grammar that deals with how words are combined and structured to build a phrase or sentence where each type of sentence has its own

structure to be followed. Frankly speaking, the syntax deals with; word order (e.g. ‘*I want these books*’ not ‘*want these I books*’), agreement: a subject with a verb, determiner with noun... etc. (e.g. ‘*I want these books*’, not ‘*I wants this books*’), declarative (e.g. *John works hard*), interrogative (e.g. *Does John work hard?*), exclamation (e.g. *What an idea it is!*), emphatic (e.g. *He does work hard*), complements depending on the verb (e.g. *I give Mary a book*), Hierarchical structure – what modifies what (e.g. ‘*we need more intelligent leaders*’ this sentence accept two different meaning: *we need more of intelligent leaders* or *we need more leaders who are more intelligent*). Moreover, the syntax is not about meaning to deal only with structure which must be grammatically correct (e.g. *Colorless green ideas sleep furiously – nonsense but grammatically correct*). As a result, syntax is important to assist learners to understand the meaning behind the arrangement of the words in a sentence as it facilitates the understanding of how they work.

- **Semantics:** It is a linguistic branch under the grammar umbrella to study the meaning of a word, phrase, sentence or larger part of a discourse to what Lobner has cited as a definition of Semantics: “**Semantics is the part of linguistics that concerned with meaning**” (Lobner 2002). This linguistic subfield of grammar covers many important points that are manifested in: It gives a clear understanding of conveyed messages (e.g. ‘*I thank God to see my father every day*’ not ‘*I thank my God to sea my father every day*’), it provides the speaker with rules to use and create meaning by putting the words properly in a phrase or a sentence (e.g. ‘*A boy has eaten a sandwich*’ not ‘*A sandwich has eaten a boy*’). Respectively: meaning is correct grammatically is correct, meaning – nonsense grammatically is correct), it makes communication easier as it is less structured not like syntax more structured that makes it more complex (e.g. ‘*the color of the sea is blue*’, ‘*I see the sea blue*’, ‘*the sea is blue*’, the important information is ‘*the sea*’ and ‘*blue*’). Apart from this, semantics is divided into two types; one known as conceptual meaning, the so-called “**Denotative**”, which is the literal use of a word that covers the basic meaning found in dictionaries (e.g. *needle = thin, sharp, steel instrument*); and the

second is known as associative meaning, the so-called “**Connotative**”, which differs from person to another to understand a word (e.g. *needle for some may represent ‘pain’, ‘illness’, ‘blood’ or for others is ‘drugs’, ‘thread’, ‘knitting’*). To conclude, the study of the semantic field varied and gets narrowed to discover how the order of the words in a sentence can affect the meaning and find out the relation between word and sentence in terms of semantics.

Apart from linguistic philosophy, Grammar is more than a module learned in schools as it arranges discourse’s different elements from many aspects but it produces a proper communication (written/verbal) to define a former language. For decades, grammar improvement has gone through phases that make changes over the time and differs from language to language, in which the English Grammar has settled down and kept its rules in terms of ‘Syntax’ and ‘Semantics’ to control the system of use of grammatical components that are known as part of speech (e.g. ‘The *TV is off*’ here the structure ‘Article+Noun+Verb+Adj’ is well-formed, not *‘The *TV off is*’), which covers different words categories that are categorized according to their grammatical properties. English Grammar has nine parts of speech that are:

- **Noun:** are that words express creatures (human beings/animals), objects, places, phenomena, emotions, and abstract thoughts (e.g. *hate, love*), it covers the so-called proper nouns as well (e.g. *Kasey, Katherine, Sam, etc.*).
- **Articles (determiners):** it precedes nouns (person/thing) and they can be: ‘a/an’ for general talking (e.g. *She is a farmer*) or ‘the’ for defined nouns (e.g. *I need to use the bathroom*’ here the hearer knows that the speaker needs his/her bathroom).
- **Adjectives:** are such words used to give more information about a verb (goes after the verb) or nouns (precedes nouns). For example, *it smells good, it is an interesting book*.
- **Adverbs:** are words to give more information about verbs, adjectives, states, or events, and some adverbs come at the end of a sentence (e.g. *easily, slowly, carefully, etc.*).
- **Verbs:** are words to express various types of actions and states (e.g. *come, speak, do, have, etc.*).

- **Prepositions:** are words like; *above, by, down, in front of, near, off, out of, etc.* used with nouns to provide more information about; time, place, and other connectors that involve actions and things (**N.B: There are some difficult prepositions as they have multiple meanings**).
- **Pronouns:** are words like; *they, he, she, you, etc.* that are used to refer to a preceded noun to avoid repetition.
- **Conjunctions:** are words like; *as if, both...and, neither...or, so that, until, because, etc.* used to join sentences.
- **Interjections** are words like; *Ouch!, Wow!, bye, etc.* to express a spontaneous feeling more than an idea or thoughts.

Hence, the awareness of the field of grammar provides the writer or the speaker with the right language that makes it more formal since it shapes the foundation of writing and as it comprises all the rules to writing effectively and expressing thoughts and ideas correctly.

B. Cohesion

Cohesion is an important grammatical and lexical connection to academic writing. It is concerned with different text elements that are connected and related to form the unity of the text at the micro-level (words, phrases, and sentences), in which it maintains the unity of words, phrases, and sentences to achieve the whole where they must be connected to work as one under the umbrella of one idea, general idea. Furthermore, to achieve the level of a cohesive piece of writing, cohesion entails two types of cohesive devices whilst each cohesive category has its own techniques and tools to be used to maintain the cohesion in turn. Figure 1.1– diagram illustrates what cohesion encompasses.

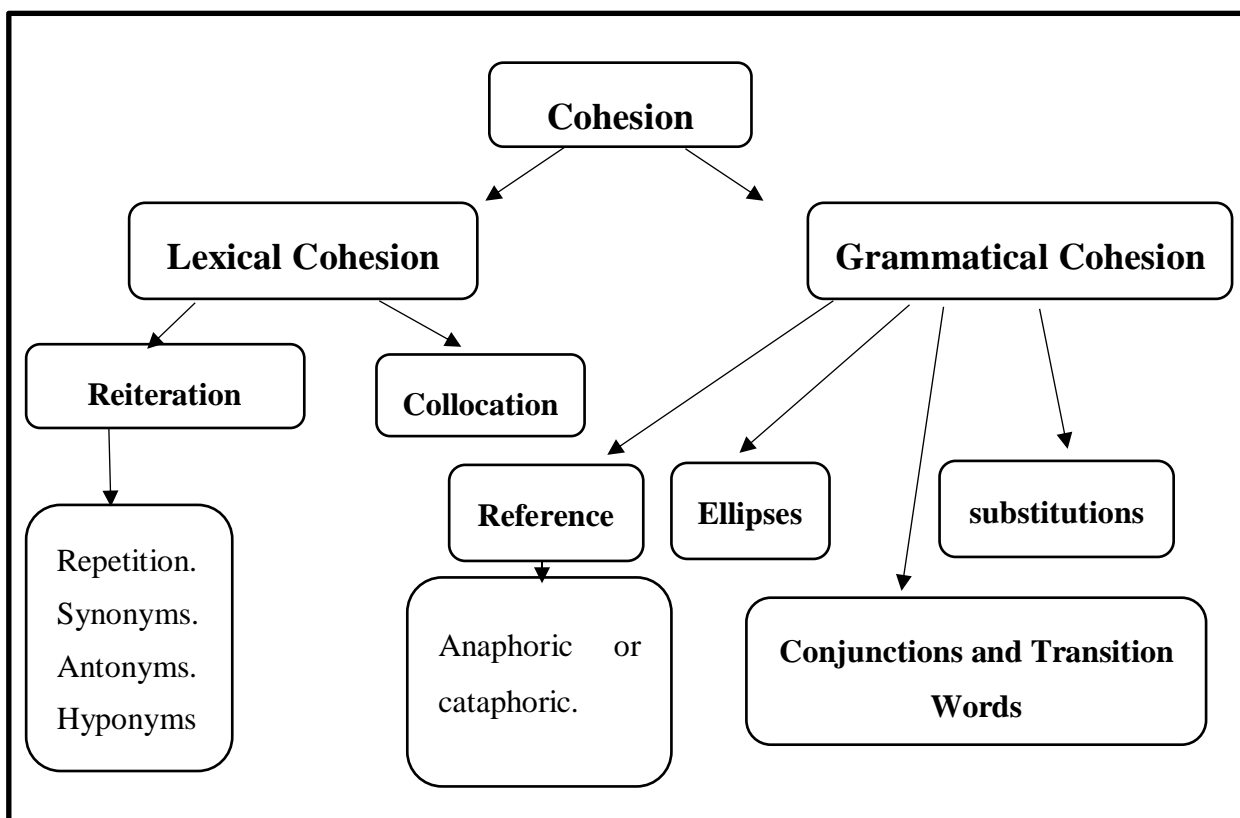


Figure 1.1: Cohesion Types and Cohesive Tools and Techniques.

- **The Lexical Cohesion:** (Cohesion through meaning), is related to how words are arranged to connect different elements in a written piece to create continuity. It is divided into two types: reiteration which consists of five categories of tools, and collocation type.
 - **Reiteration Class:**
 - ✓ **Repetition:** It is the writing of the same words, phrases, and sentences more than one time in prose or poem. Although repetition indeed serves to emphasize an idea, it must be set aside while writing as much as possible.
 - ✓ **Synonyms:** It allows the written piece to be colorful and full of a variety of words to avoid the repetition of the same word.

- ✓ **Antonyms:** It is the so-called “Opposite” that represents words that are in opposite meanings, besides that, it does not cover only words but it is at morpheme, phrases, and sentences level.
- ✓ **Hyponyms:** In linguistics, it represents the broader category that encompasses particular members who are from the same kind. For instance; *Owls, Parrots, and Loons are hyponyms for birds.*
- ✓ **Metonyms:** are words used to present an object or an idea that is closely associated (part of an object identifies the whole object). For instance, *Hollywood refers to the film industry.*
- **Collocation Class:** It is naturally combined words to give a sense. For instance; *take a risk* (take a chance to do something risk), *Fast food* (the quickly made food).
- **The Grammatical Cohesion:** (Cohesion through a structure), is concerned with how different text elements are connected in terms of structure for proper academic writing, it is subdivided into four classes: Reference (includes; exophoric, endophoric, anaphoric, or cataphoric), Ellipses, Substitutions, Conjunctions, and transition words.
 - **References Class:**
 - ✓ **Anaphoric:** are words used to avoid repetition and refer to formerly mentioned words; for instance, *pronouns.*
 - ✓ **Cataphoric:** are words used in opposite function with anaphoric words, they are used to refer back to a word which was to be first mentioned. For instance, ‘*If you need him, John is here*’ here ‘*him*’ refers back to ‘*John*’.
 - **Ellipses:** It indicates that there is a dropped piece in writing (see rules to Ellipses. P 14).
 - **Substitution:** It identifies a word or group of words by replacing the keyword (identifier word) with another word (referred word). For instance, ‘*which handbag do you prefer?*’ ‘*I prefer the black one*’ here ‘*handbag*’ (referred) refers to ‘*the black one*’ (identifier).

- **Conjunctions and transition words:** the class of words is from parts of speech that connect words, phrases, or sentences. Transition words like; otherwise, specifically, for this reason, etc., and conjunctions (see Grammar. P 17).

In short, cohesion is about the writer's grammatical and lexical feedback knowledge to assure that the text rounds on one general idea, which is divided into referred ideas and thus to show the unity of the written piece.

C. Coherence

It is an important element of academic writing as well as the cohesive element. It means to put ideas and thoughts in a logical connection and a harmony which makes the reader feel the different ideas of a text area in a supple flow where they are stacked in an appropriate way to create a balance and clarity at the sentences and paragraphs level, the so-called at a macro-level of text elements. Away from that, to achieve coherence in writing needs to know how to stir into the reader's mind and discover what he waits to face in the text and know how to organize ideas in unity and with clarity. Furthermore, what is needed to realize a coherent paragraph or essay is using some tools such as:

- **Repetition:** repeat keywords more than once to keep ideas serving the general idea and keep the reader in the right direction.
- **Transitional expression:** like; however, in addition, because, etc. are used to connect sentences where each of them has a specific grammatical function.
- **Pronouns:** used to link sentences and avoid some kind of repetition.
- **Synonyms:** using words of the same meaning for more creativity.
- **Parallel structure:** are words to make the reading smoothly while their ideas, sentences, and paragraphs are linked in parallel (e.g. *keep the same tense of writing*).

Finally, coherence gives a unified essay for more formal writing which makes ideas linked in a balance and with a logical structure that allows the reader to

understand the expected general idea and jump out from idea to idea, sentence to sentence, a paragraph to paragraph without a weakness to expressing in thoughts.

N.B: Cohesion creates coherence.

1.4.2. Writing Content

English language conventions as they declare rules to be followed in shaping writing, they display an attention to writing in term of content as well. Involving clarity, originality, purpose of writing, idiom and proverbs use.

1.4.2.3. Clarity

It is the state of being clear in presenting ideas and thoughts in writing to make them comprehensive to the reader. Clear writing appears when the reader touches on the general idea and understands the author's ideas, and through the well-structured sentences to get well-structured paragraphs (grammatical matter). On the other hand, what makes writing a paper unclear and indigestible are some troubles such as; spelling words incorrectly (misspelling), inappropriate use of different parts of speech (e.g. *nouns, adjectives, verbs, etc.*), the use of much of ideas leads to get out of topic, hire acronyms and abbreviations when not being certain that the reader is familiar with these terms, the use of complex and ambiguous terms. Hence, and on the contrary side, to achieve a meaningful, engaging, and more useful writing papers is to follow several techniques and the use some tricks including:

- Avoid clichés and jargon as much as possible if not be sure that readers know,
- Build a paragraph of short words and sentences that are based on simpler and more common words,
- Keep clear of ambiguous terms unless they are not identified in the followed sentences and keep in mind that ambiguity means confusion.

1.4.2.2. Originality

Originality is another important element to academic writing; it means characterizing the writing paper with unexpected ideas and coming up with something new to the subject writing that entails thinking independently. It can be found in various fields (e.g. medicine, science, physiqués, etc.) not only in literature.

Concerning the writing skill in general speaking originality is considered as a skill in writing in which the author is characterized by being imaginative and creative where one or two people, not more can have the same imagination to bring the same ideas. In sum, originality is a kind of professionalism as it is not merely to indicate that the writer/author knows about what he is writing but it proves his mastery to the field.

1.4.2.3. Purpose of Writing

When writing must have a cause to write, not for no aim where the writing process is addressed to the readers to convey a message in terms of different reasons, it shapes various forms of writing work namely:

- **Expressive Writing:** It is to present thoughts, feeling, and ideas about a specific subject mostly in an informal manner, it is done in form of; email, blogs, or another social network
- **Informative Writing:** It is to share information about a topic formally through; essay, research paper, presentations, lab reports, business reports, etc.
- **Persuasive Writing:** It is the use of shreds of evidence to prove a point in debate in a serious way, it is found mostly in; essays, research papers, and advertisement work to convince the audience.
- **Literary Writing:** it needs a high degree of originality in which the author must be creative to come up with ideas and thoughts in writing paper, which is given as a fiction or nonfiction work that is represented in; novels, plays, poems, etc.

1.4.2.4. Idioms & Proverbs

Idioms are expressions that are not for a literary meaning of individual words but through usage are understandable in context. According to Oxford Word Power Dictionary, “**idioms are expressions with a meaning that you cannot guess from the meaning of the separate words**”. Frankly speaking, they are not deducible from individual words rather they are deducible from a whole in conditions that are different from culture to culture and from dialect to dialect where the bulk of them can have a story behind their frequent usage. Beyond that, the non-native language learners cannot understand those expressions only in case: they already have seen the idiomatic

expressions, they have enough cultural or contextual background to draw the meaning by themselves, or they have a historical background in the learned language. In addition to that, idioms can appear in several pictures namely:

- **Pure Idioms:** These are such idioms to cannot find any logical connection between the idiomatic expression and its meaning that cannot be understood or even be analyzed. For example, ‘*Fit as a fiddle*’ means ‘*To be healthy*’.
- **Binomial Idioms:** They are idioms that include two parts that function in the same vein or contrastingly to build an expression. For example, ‘*Black and white*’ means that it has a clear difference.
- **Partial Idioms:** They are idioms that consist of a literal phrase (usual meaning) and a non-literal phrase or part (unusual meaning). For example, ‘*Eat humble pie*’ humble here is a non-literal part all means ‘*To admit one’s fault*’.
- **Prepositional Idioms:** Those idioms contain prepositional verbs in addition to an adverb or a preposition to build an unusual expression, which cannot stand alone as a fixed collocational idiom unless they are not written with a sentence. For instance, ‘*look into something*’ means to investigate something.
- **Proverb Idioms:** They are a well-known expression that is built or written by wise people and sage based on old religious or philosophical thinking or beliefs since the predecessor.
- **Euphemism Idioms:** They are expressions used to show deep feelings and emotions about something politely. For instance, ‘*Pass away*’ means die.
- **Clichés:** They are expressions that are no longer used and have no real meaning that is avoided by writers/authors who see them as unoriginal. For instance, ‘*do not judge a book by its cover*’.

1.5. The Relation Between Writing & Communication

Communication is a dynamic process that is based on two main vital elements, which are the ability to understand and the attitude to deal with the conveyed message to reply where both are necessary to be found in a person who speaks a language fluently. Schramm (1948) views the communication process as: “**a process that takes**

place between a sender (transmitter) and a receiver: there will be also a message and a medium through which the message can be transmitted”.

The father of communication Wilbur Schramm (1954) has presented a model for more understanding of communication in his book “**The Process and Effects of Mass Communication,1954**”, citing that successful communication needs two poles (transmitter-receiver, receiver-transmitter) that reach each other through a channel named a destination. Depending on the model, Schramm illustrates that the transmitter is the transferor of the information in an operation of coding a message through a channel to be received by the listener who tries to understand the received message in a decoding operation in turn. What is more, both poles, role transferor and receiver in the same time, one can say that communication is a two-way operation as clarified in Figure 1.2 – The Different Roles of the Communication Elements

In a nutshell, communication is a process that goes between two or more present to exchange information where it can be written or verbal to transfer thoughts, ideas, or feelings that are represented as messages to be verbal is less formal and more efficient in contrast with the written form which is less efficient and more formal as it is represented in form of for example Email.

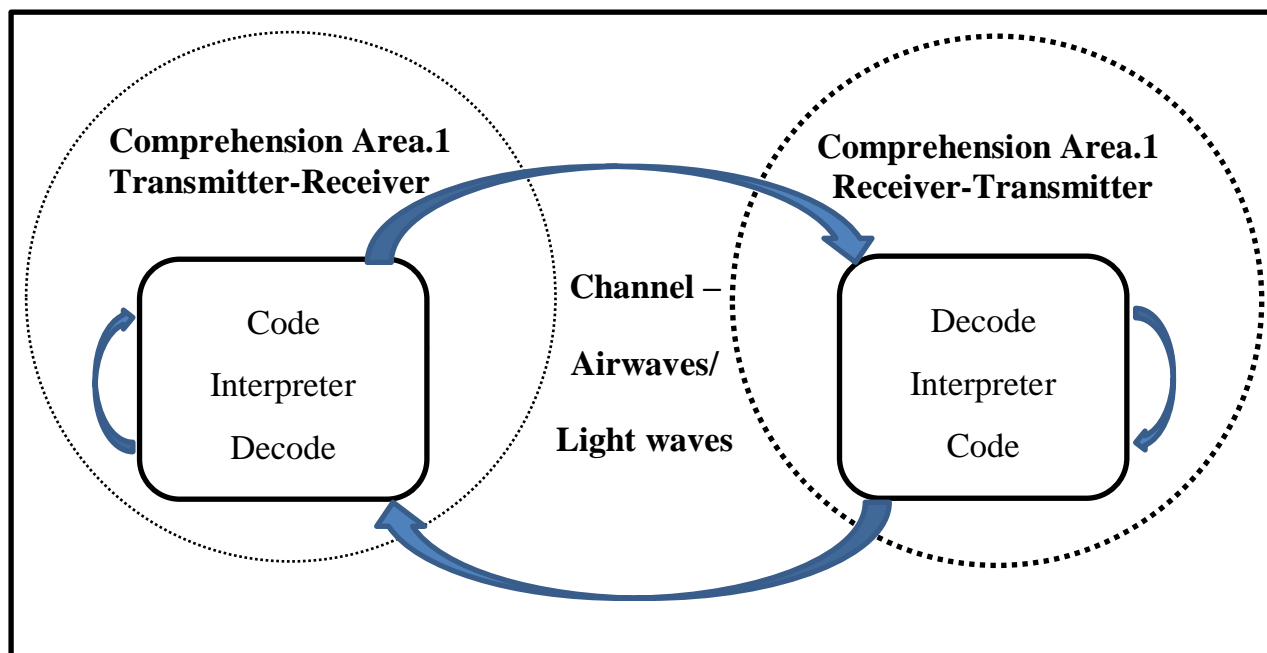


Figure1.2: The Different Roles of the Communication Elements

Schramm's Model (1954)

Studying the writing skill apart and having a look on the communication skill constructs a relation between both skills, which shows that each skill is a complement to the other and works interrelatedly to reach the fluency level in a specific language. On one side, the writing skill allows the learner to know the language entries, and when being writing with an improvised pen reach an improvised communication where speak and being ready for unexpected words and thoughts. On the other side, communication skill assists to have a lot of feedback mostly when talking to a language native speaker to build cultural and contextual feedback on the language to be learned, helps to find out the language learners' level, improves clarity, and get easy to write effectively. Hence, writing and communication skills are two interrelated different skills that are important to language learning which go a hand in a productive skills glove.

1.6. Teaching Writing for Advanced EFL Learners

According to CEFR that stands for the Common European framework of references for language learning, the language learning goes through three basic stages

namely; Basic (A), Intermediate (B), and Advanced (C) each of them is subdivided into two levels that are respectively: Beginner and Elementary (A1-A2), Intermediate and Upper Intermediate (B1-B2), Advanced and Proficient (C1-C2). These levels are set by the Common European Framework to determine the proficiency of the language learners to provide the appropriate lessons and materials for language learning and make it more organized in a well-structured way of teaching. In addition, it describes the development of language learning. What is more, these levels of language teaching/learning deal with the four skills (listening, speaking, reading, and writing) to be taught.

Concerning the writing skill, the teaching process tries always to fix all the problems of writing and assists learners to get a high writing proficiency level. According to Robert J. Marzano (1982: 408-9), the writing problems are divided into; error characteristics including spelling problems, pronouns, the agreement between the subject and predicate, and the avoidance of run-on sentences, capitalization, punctuation, usage of slang and nonstandard terms. Typically, those problems are not the only ones found in writing square since it may find other problems that make it poor and affect their progress like the use of authentic language (also the idioms and proverbs can shape a difficulty to learners in use and if they face them in prompts) and some linguistic errors they tend to have been habituated so they are harder to get rid of them. Not only the error characteristics can change the well-skilled written piece to a non-skilled one but also the non-error characteristics that effects it badly with no appearance in writing that is to say density of ideas, variety of referents, and variety of expressions in repeated concept.

Thus, the circle of problems begins as a bulk of errors at ‘the beginner level’ till it gets narrowed at ‘the proficiency level’ whilst these errors differ from one student to another since we deal with a heterogeneous class to cite that students pass from poor proficiency level of writing till the high level as it clarified in Figure1.3 – a hierarchical draw that shows the different writing problems at different level of proficiency that the learner may encounter.

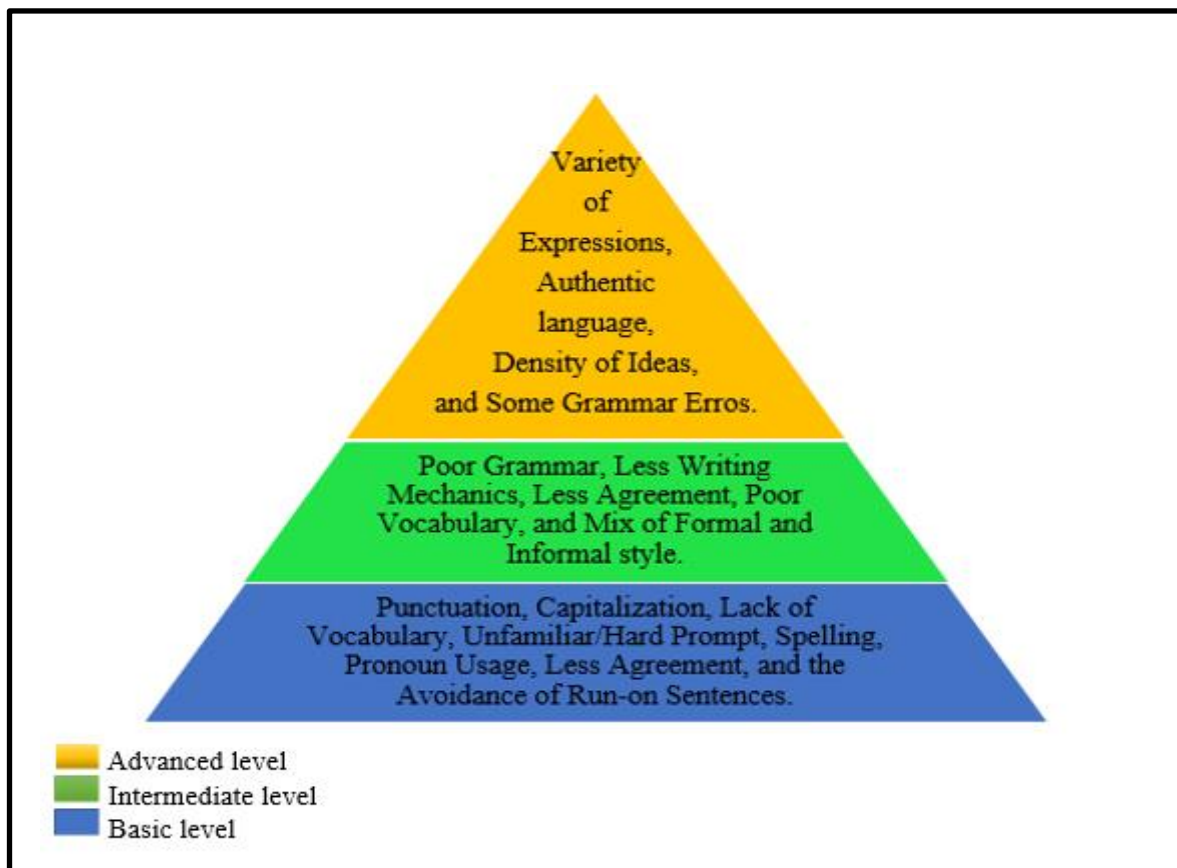


Figure1.3 Different Writing Problems at Different Proficiency Levels

1.6.1. Techniques & Effective Teaching of Writing Skills

Teaching effectively means the achievement of the required goals and objects since each level of language teaching/learning consists of a set of courses that are addressed to reach a goal in a specific course and an object in a specific unit. To say that teaching EFL is an effective process is to get growth with the language level and pass from the level they were at to the required level taking into consideration the different skills. Moreover, the effective writing teaching process needs an effective teacher who can provide a deep understanding of the different points and ensure the mastery of the details to increase the students' writing performance where in most cases teachers use the following techniques for the best outcomes for writing teaching skill in EFL classroom:

➤ ***Find Out the Aim of the Topic & the Addressed Readers:***

To begin with, knowing the goal from the writing and understanding what the target reader wants from reading the text and provides the style and the purpose to be achieved that makes the vast writing field narrowed to follow one style, and achieve one goal where students limit their writing to entertain, to inform, to persuade, to complain, ask request, or search for a job.

➤ ***Use a Written Text as a Model:***

Next specifying the style and goal of writing, the teacher can give some models to students and analyze the recent form, give them inappropriate ones to be corrected then start writing their own.

➤ ***Brainstorm & Plan:***

After that, the teacher ensures that students think clearly about the writing, so they specify the grammatical structure or even they list the words and phrases to be used as a key of writing, in addition, to planning for the text setting set crucially an outline of the structure of the text for a better writing to save time.

➤ ***Work in Pair, in Peer:***

At this technique, the student needs to interact with each other to build confidence and tool their ideas on the topic through peer-read each other's first draft and reacting to the text as target readers, which make the writing teaching in the EFL classroom more structured.

➤ ***Writing Draft & a Final Version:***

Afterward, the students must build on early writing copy that probably is changed or improved to be a final draft with taking into account the teacher and peer's notes.

➤ ***Read, Read, and Read:***

Eventually, students have to read as much as possible taking into account that writing is a talent more than a module learned in classes, which needs to be grown through much reading with keep in mind that a good writer is a good reader.

1.6.2. Assessing Writing with Cambridge Qualifications

When reaching the advanced stage (C) means that learners are able to participate with confidence in their English language, and express their ideas with a high level of fluency, so they can communicate effectively at a level of professionalism. Since the writing skill is a high-stack skill as it is mostly the only exam that the various educational institutions based on to determine the level of candidates as an EFL learner. Besides that, the writing skill is examined at the beginning of EFL courses to determine the level of learners (diagnostic test) and at the end of the course to know if the required level is achieved or not (summative assessment).

On the subject of assessing writing in the EFL classroom, the Cambridge University has set a combination of instructions as a guide to teachers to assess the writing skill according to Cambridge qualifications providing it with real activities in “Assessing writing for Cambridge English Qualifications: A guide for teachers” book. To not forget that the Cambridge university assessment for writing tries to discover learners’ true abilities in the English language and scale them reflect real-world communication in which Cambridge university adapts true issues in its writing task where candidates try to show a well-organized a paper of writing, using a variety of cohesive devices, writing in a coherent and flexibility unlike the teacher needs to see the progression and different levels of abilities of candidates. And another thing, the university organize the writing assessment narrative scoring in a table of two sections that are at the top named the criteria the candidate will be scored in and along the left side to contain numerical numbers starting from ‘Zero’ to ‘Five’ (the actual scoring) as illustrated in Figure1.4.

C1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

Figure 1.4: Writing Assessment Subscales for C1 Advanced Learners

(Assessing writing for Cambridge English Qualifications: A guide for teachers.

Cambridge Assessment English:23).

1.7. Conclusion

This work is addressed to investigate the pitfalls that may happen in the writing process, which tried to identify the writing process itself and determine the most important elements including the rules to be followed with the identification of different writing styles to go then to the process of teaching/learning of writing discovering the various problems that occur with the advanced language learners in a

ship of a literary trip defined through books of experts. Hence, the most need is to pass to the practical trip and state the question: What are the real pitfalls that the advanced language learners may fall into when doing their writing tasks?

CHAPTER TWO

Research Design, Analysis & Suggestions

CHAPTER TWO: Research Design, Analysis & Suggestions

- 2.1. Introduction
- 2.2. Situation Analysis
- 2.3. Research Analysis & Procedures
 - 2.3.1. Case Study
 - 2.3.2. Sampling
 - 2.3.3. Instruments
 - 2.3.3.1. Student's Questionnaire
 - 2.3.3.2. Student's Assignment
- 2.4. Data Analysis
 - 2.4.1. Student's Questionnaire Analysis
 - 2.4.2. Student's Assignment Analysis
- 2.5. Interpretation & Discussion of The Main Results
- 2.6. Suggestions & Recommendations
- 2.7. Conclusion

2.1. Introduction

This chapter is devoted to apply those highlighted questions in the general introduction and making use of the hypotheses for more investigation about the category of language learners that the research has been built on concerning the writing skill. In this practical part, two instruments were used to provide information and analyze different findings that are a questionnaire and a writing assignment, concluding with some suggestions and recommendations directed to both students and teachers.

2.2. Situation Analysis

According to Merriam-Webster dictionary, “the private school is a school that is established, conducted, and primarily supported by a nongovernmental agency”. To declare that the private school is an establishment characterized by the private property of one person or a particular group. It is not governed by a governmental agency where the students can learn almost all subjects. What is more, the private school chooses its teachers depending on their proficiency to teach by looking beyond the degree in education not based only on the governmental license to teach. As the last point to identify the private school, it is as any educational system has pros and cons like discretely for one side: it is characterized by smaller classes where students can be creative and more attached to the teacher, provides teachers a better way to treat individuals, students are more motivated, etc. For the other side, it is often expensive, students can pass longer time, students can be influenced by sects and religious beliefs, etc.

The present study is accomplished in the named MBIM M’sila private school. That school deals with English as a general language like any private school to language teaching where they concentrate on the oral and speaking skill providing the learners with an opportunity to express themselves, emotions and thoughts and gain vocabularies in different real life situations as much possible, and give less attention to writing skill since a lot of them consider the English as a language to be learnt for speaking purposes. In fact, this public school teaches the EFL in class levels of

proficiency and assessing the writing skill according to the Cambridge university qualification. (see figure 1.4).

Private school indeed teaches almost all subjects that are taught in national institutions, but most of them are built to adopt the teaching/learning of language that is either included or not included in governmental institutions. All that interest in language that was attracted by the various institutions proves the high-stacks that language has gained. What to be added is that language has stolen the attraction of scholars and linguists all over the decades to win different definitions that are varied from one scholar to another depending on the field which is included in.

According to linguists, although they diverge to define the language, they work in with the definition that “the language is a system of vocal signs with an internal structure and used for the purpose of human communication”. Again, the definition of language in linguistics is subdivided into other definitions; Ferdinand de Saussure said that: “the language is a borderland between thought and sound, where thought and sound combine to provide communication” which means that the language is the edge between our ideas for one side and speaking in the other side of the coin in which both shape the coin of communication, Noam Chomsky has believed that: “the language is the inherent capability of native speakers to understand and form grammatical sentences” which means that we as native speakers of a specific language we already born with a slice that allows us to understand our words and reply by forming sentences in a grammatical term, which is happened in two-way operation within a comprehensive area (figure1.2), also and in a linguistic context, the linguist Leonard Bloomfield has defined that language as: “the totally of the utterances that can be made in a speech community” where he defines the language as an utterance considering it as form (grammar) not a meaning to be understood by the people in a specific society.

To sum up, however, there are a much of definitions for language that differs from country to country and it is affected from one culture to another, it takes the same place role which is to share our ideas and be in touch in a communicative square.

The learning of a specific language takes many styles in which the manners to learn differently from one student to another and that is suitable for some and inappropriate for others, but the stages of the language proficiency are the same even though the language is varied. On the learning side, the language learner starts learning as basic going to be intermediate till he/she becomes proficient, it is what demonstrates that learning a language goes in a very systematic not at a random or with an unconscious decision (language for adult plus not for infants). Another thing, and on the language teaching side, the methods and materials for language teaching depend on the levels that it is adopted by the private schools whereas the national institutions include the grammar pieces as most important in the language learning process. Altogether, according to the international standard to describe the ability in any language (CEFR), those are the levels of language learning that represent the different abilities of learners depending on levels in terms of communication. Table 2.1.

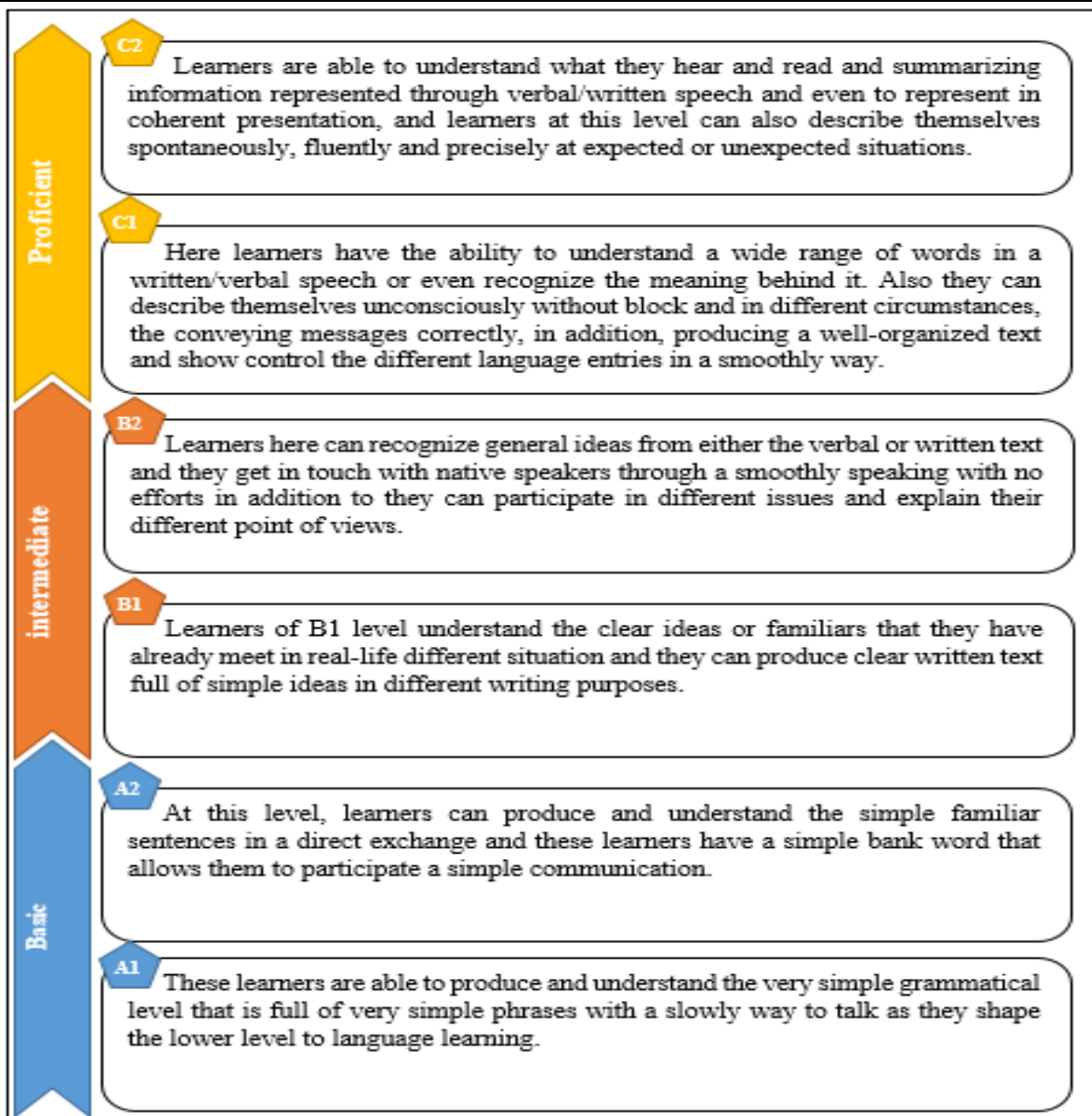


Figure 2.1: Levels of Language Learning Vs Learners’ Characteristics

By looking at the writing skill, with no hide that the private schools treat the four skills, also it is arranged into three stages including six levels (two for one stage) where the problems of writing are distributed between levels as a bulk of problems at the A1 level circle to get narrowed at the C2 level (see Figure1.3, p 30).

Teachers are usually hired because they have a governmental certificate to teach, so they just pass an exam and succeed. For the private school, hiring teachers is quietly different where they consider the license degree as a minimal qualification. Apart, the private school hire their teachers depending on their experience in the field, their

competencies to deal with the students, and their certificate to prove their language proficiency if they are language teachers, additionally, most the private schools provide the internships to improve their teachers' abilities to control and competencies to complete the on-the-job training where they are supervised by peer teachers. Thus, the private schools' qualifications to choose teachers are different from the national education system where they run for better learning outcomes by giving the most interest to the teacher as a fundamental ground to learn successfully and build a better internal educational system.

2.3. Research Design & Procedures

This research seeks to explore the hidden difficulties that may encounter by advanced language learners when writing. Deciding on the research design as a first step narrows the vast scientific way to study a problem in which our path to constructing this scientific research will be clearer. Beyond that, there are many types of research strategies to study a phenomenon to be used as a ground for a research study, in this research the case study research strategy is adapted in addition to the use of a questionnaire and an assignment to write to collect both qualitative and quantitative data.

2.3.1. Case study

According to Collis & Hussey (2009) case study is: "A methodology that is used to explore a single phenomenon in a natural setting using a variety of methods to obtain in-depth knowledge" for more explanation, the research study is that strategy used as a foundation to the research process to treat and discover a problem occurs in a real-life situation. To be more rigorous, the case study is the more useful strategy as opposed to other strategies to go in-depth and concrete study since we cannot distinguish between the research problem and its context readily. Moreover, the case study can be descriptive (tries to explore and explain with the addition of information on the topic), explanatory (tries to demonstrate the relationship between variables), and exploratory (developing a theory through a slit). The last type is embarrassed one in this research since it seeks to find out the hidden part of this study where a slit has been taken from

general advanced language learners to formulate a theory that based on a problem that people may not give an attention for exploratory purposes.

2.3.3. Sampling

Having a try to remedy a phenomenon that occurs in social sciences through building scientific research needs a population to deal with. Since it is impossible to search for individuals' problems included in this population, the necessity for a sample is manifested. In this inquiry, pieces of information about the population of advanced language learners are collected by selecting twenty learners that are classed in advanced class of proficiency in the private school "MBIM M'sila" according to the CEFR system to provide information about other individuals by using a questionnaire and a writing test advanced to same class, which is so-called "the non-probability snowball sampling", having a chance to generalize the results to the whole that are seeing and filtered through a representative sampling paradigm lens, which should be homogeneous in addition to generalizable and representative.

2.3.3. Instruments

Like any scientific research, the practical part is an essential piece that is based on instruments to collect data to provide more precise remarks on the phenomenon. In this present study, two instruments are employed in the process of gathering information as much as possible under some circumstances and providing more flaws that may happen when writing out, a learners' questionnaire and a writing assignment.

2.3.3.1. Learners' Questionnaire

The questionnaire is a frequently used instrument in any research that assists to collect data about a subject addressed to a specific population in social science. The included questionnaire in the present study is directed to the advanced language learners that are based on mixed types of questions to gather both quantitative and qualitative data that allows reflecting participants' points of view to make the research wider, the questionnaire was distributed at the institution level in a presentation session.

The learners' questionnaire writing starts with a cordial introduction to explain to the learners what it includes and for what reasons it is written. It encompasses two sections where the first is about providing learners' general feedback on writing and how they see it, and the second is about the difficulties they may face when doing their task of writing.

The designed included questionnaire encompasses twenty questions of both close-ended and open-ended questions analyzed to touch the most possible information to build an inquiry rich in responses that provide a comparison between the quantitative results and qualitative findings to collect rich, comprehensive data, and construct for a reason.

2.3.3.2. Writing Assignment

The written employed assignment also starts with a friendly introduction to put the rationale for designing it and push learners to answer. The writing prompt was about the success concept asking them their opinions on the singer and the songwriter Bob Dylan's definition of the success in no more than 150 words for 30min time. Hence, it gives a practical view of their writing and puts their writing into practice to be corrected depending on a designed narrative score guide.

N.B: Both the learners' questionnaire and the assignment papers are stapled at one another and distributed as one to confirm the responses of the questionnaire.

2.4. Data Analysis

In this part of the study, the retrieved questionnaire and assignment of writing are analyzed qualitatively and quantitatively. Concerning the Questionnaire, it is a combination of both open-ended and close-ended questions where the former is addressed to catch learners' ideas and different points of view on writing skills to be clarified in small paragraphs, and the latter is pointed to provide choices to the learners and they are displayed through pie charts. Regarding the assignment, it has been corrected according to a "Personal Narrative Scoring Guide" and represents its results on a table chart.

2.4.1. Learners' Questionnaire Analysis:

The employed questionnaire in this study consists of two rubrics that encompass three types of questions namely: open-ended questions, closed-ended questions, and multiple-choice questions, which are intended respectively to give respondents the space to lay their ideas and opinions, to facilitate the answering process and motivate them to complete the questionnaire, and to provide them with examples to choose between these various choices or lightening the response if they choose other.

The questionnaire as a whole aim to keep the vein of scanning the most pitfalls of writing skills along with the questionnaire. Data are analyzed as follow:

Rubric One: *This section is devoted to collecting information about the learners' feedback concerning their writing skills.*

Question One: Do you have any difficulties in writing?

A question to know if the learner has any kind of difficulty, the learners here are asked whether they have difficulty in writing or not where they have answered differently between yes and no. Accordingly, the answers are like:

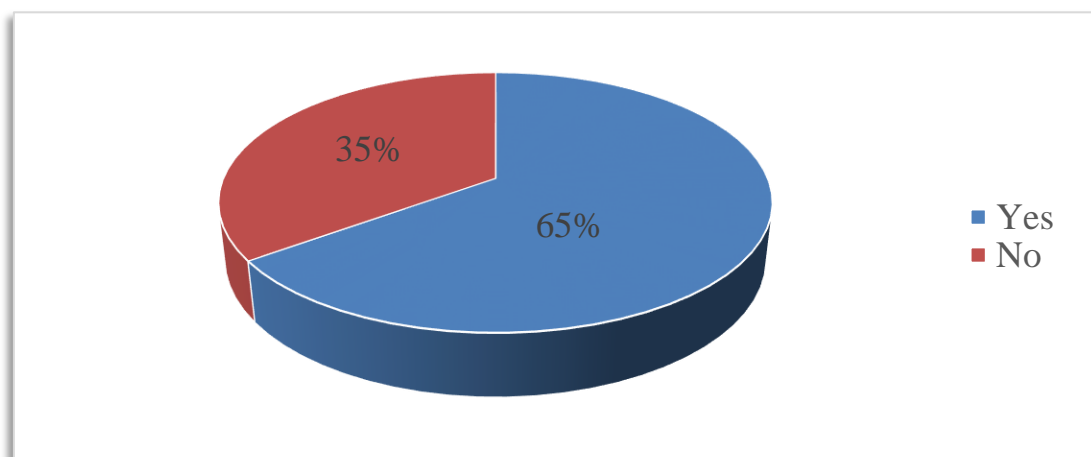


Figure 2.2. Difficulties of Learners when Writing

According to the figure above, the results revealed that most of learners had difficulties in writing numbered 13 (65%), and only 7 (35%) of them did not.

Question Two: If yes, do you think you can make changes and solve the problem quickly?

The question tries to know how much students who have answered the previous question with 'Yes' are aware of their difficulties and if they are able to make judgments on their writing or not. The various answers are illustrated below:

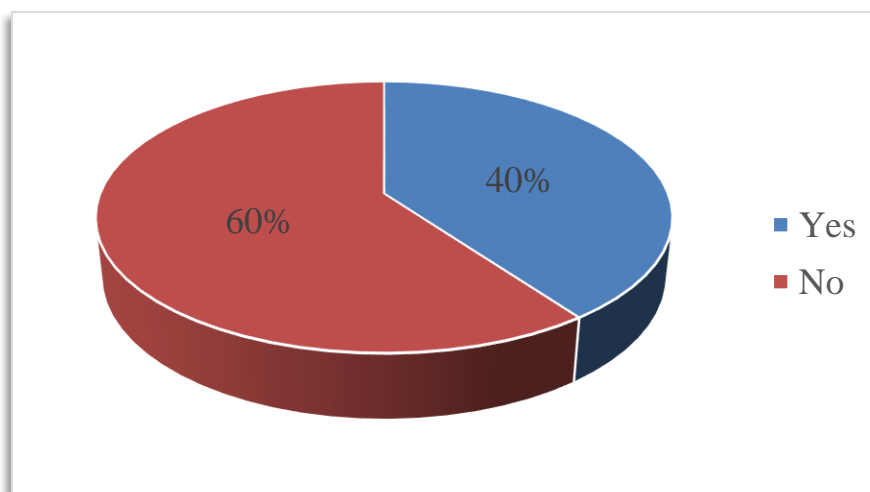


Figure 2.3: A Remedy to Problems in Writing

The results shown in the above figure revealed that most of the learners cannot rectify their flaws while writing that is 12 students (60%), and just 8 (40%) learners could solve the problems.

Question Three: How do you see the writing task?

This question wants to discover how learners see the writing task that may shape a difficulty itself supplying the question with three choices writing: boring, enjoyable, and normal. The proportions were varied as follow:

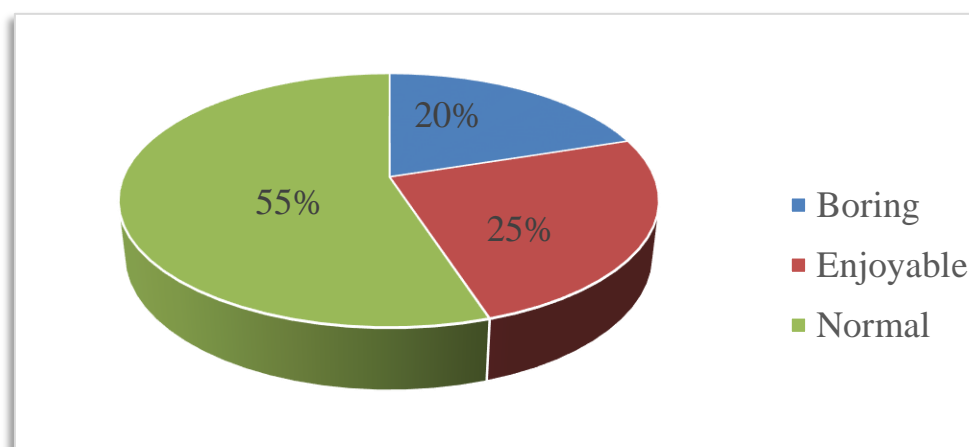


Figure 2.4: The Writing Task

55% of learners responded that the task of writing was normal for them and they are reaching the peak, whereas others selected 'enjoyable' covering the 25% space, while some of them described it as a boring one stealing the 20% area for 4 learners.

Question Four: Do you see yourself as a person who can easily find the right words, ideas, and perceptions when writing?

The aim of this question is to give the opportunity to learners to judge themselves if they can write with no blocks. The proportions are between 'Yes' and 'No' and are demonstrated in the following figure:

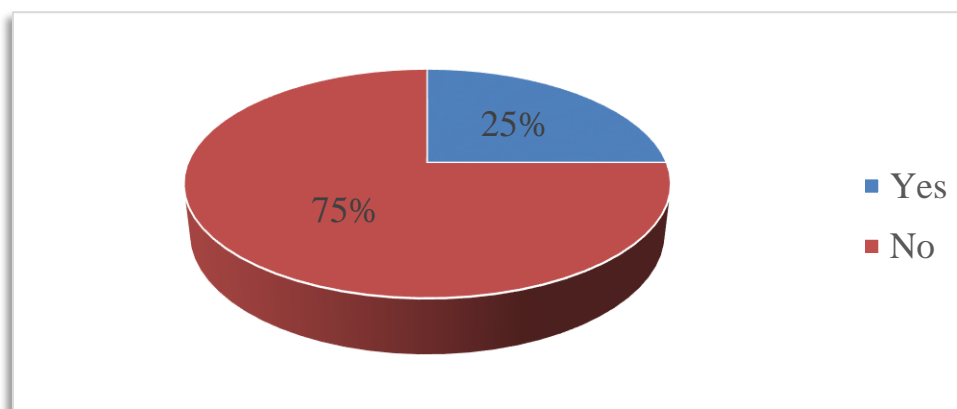


Figure 2.5: Students' Ability to Write Fluently

Through the results shown in the figure above, it is possible to differentiate between the two proportions where most learners chose 'No' counted 15 (75%), and some of them opted 'No' which takes 5 students (25%).

Question Five: If no, what is the main reason for that?

This question is pointed for those learners who blocked when writing and answering the previous question with no. Its purpose is to give them a chance to express their opinions on the reasons for such difficulties in the writing task. Their insights were diverse. According to learners, it was because of the need for lexis, the lack of practice, or the lack of reading which was the most reason for finding the right words, ideas, and perceptions.

Question Six: How many times do you practice writing?

This question is written to find out the frequency of learners to practice writing, following up the question with choices as it is a multiple-choice question, which are: every day, once a week, rarely, and only when asked to. Responses are demonstrated below:

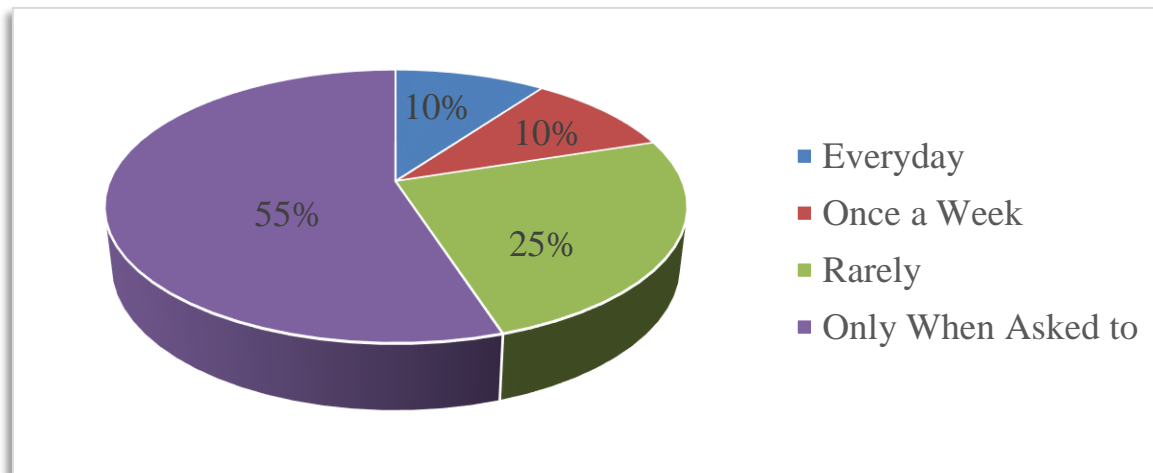


Figure 2.5: Frequency of Writing Practice

According to the findings seen in the figure above, they revealed that most learners said that they practiced the writing only when asked, which is manifested in covering a 55% of the whole percentage consisting of 11 learners, whereas 5 learners answered by 'rarely' the percentage of 25%, and whilst 'everyday' and 'once a week' were equal by the percentage of 10% of 2 students for both.

Questions Seven: How do you perceive your performance in writing?

This question is developed to reveal learners' performance in writing since it is provided with three notes: Poor, good, and excellent. Their chosen answers are classified in the following figure:

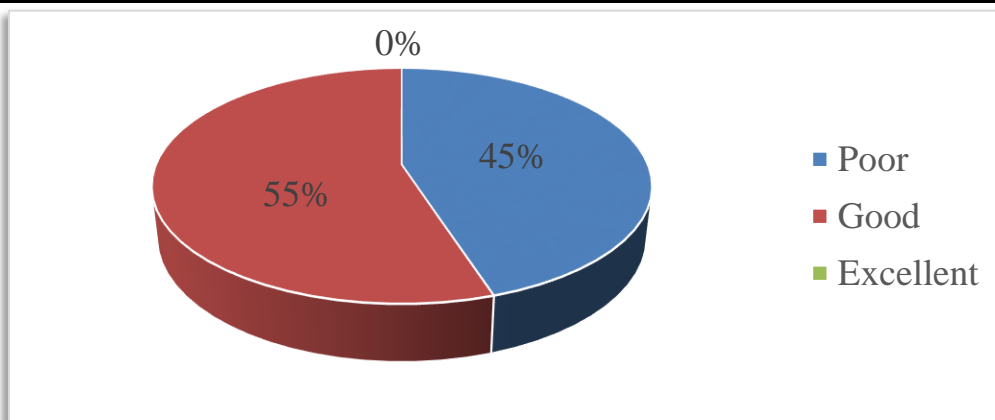


Figure 2.7: Students' Writing Performance

The findings shown in the figure above revealed that no learner noted that his performance was excellent, while 55% of them classified their performance as good, whilst 9 (45%) learners ranked it as poor performance.

Rubric Two: *This section is addressed to find out the difficulties that learners encountered when writing, in addition to discover learners' needs to write effectively and accurately.*

Question Eight: How do you see your progress in writing?

In order to identify the learners' progress in writing, they were asked if they observe any progress in their writing skills by noting it with fixed, gradual, fast, and average. Their notes are included in bellow.

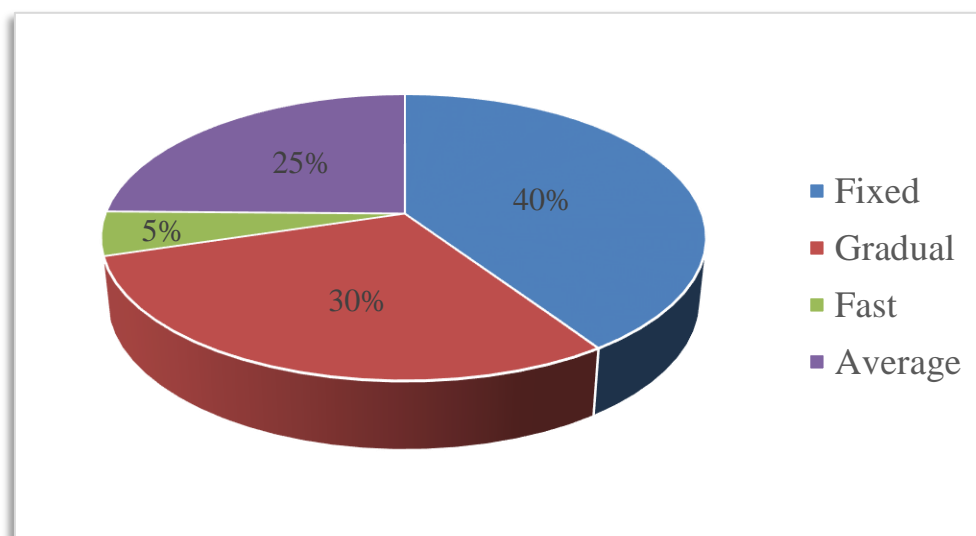


Figure 2.8: Learners' Writing Progress

The above figure shows the results revealed that: ‘the fixed progression’ was selected by 40%, ‘the gradual progression’ was adopted by 30% of them, ‘the fast progression’ was picked out by 5% of the whole population and ‘the average progression’ was chosen by 25% of learners.

Question Nine: If it is fixed, what is the main reason for that?

Excluding the learners whose progression was seen as developed, and focusing on those whose progression was stated as fixed, the latter commented that the cause for their inability to write was due to the lack of practicing writing while others stated that the lack of much reading was the only reason.

Question Ten: If it is in progress, are you interested in reading?

For those students whose writing skills were in progress, they were asked about their interest in reading and so to know whether the reading process influenced performance in writing, and confirm that a good writer is a good reader to make it up to use. The responses are summarized in the following figure:

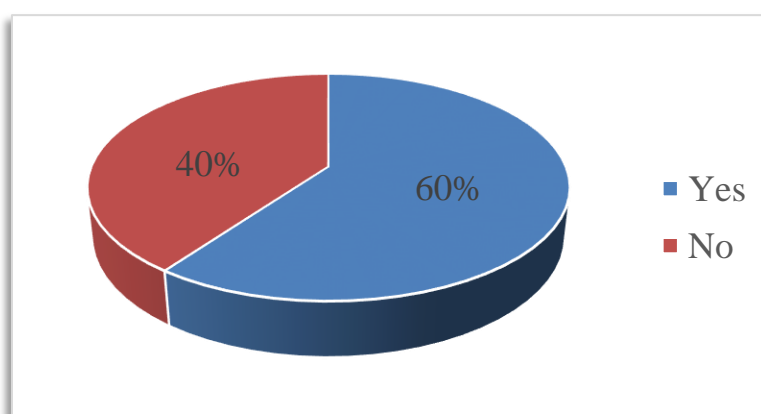


Figure2.9: Learners' Interest in Writing

From the above results seen in the figure, most of learners (60%) answered that they were interested in reading; while those who stated that they were not interested in writing were 40% of learners.

Question Eleven: Which style do you prefer to write in?

This question is designed to see if the writing constraints can shape a problem for language learners where their informants' answers are illustrated as follow:

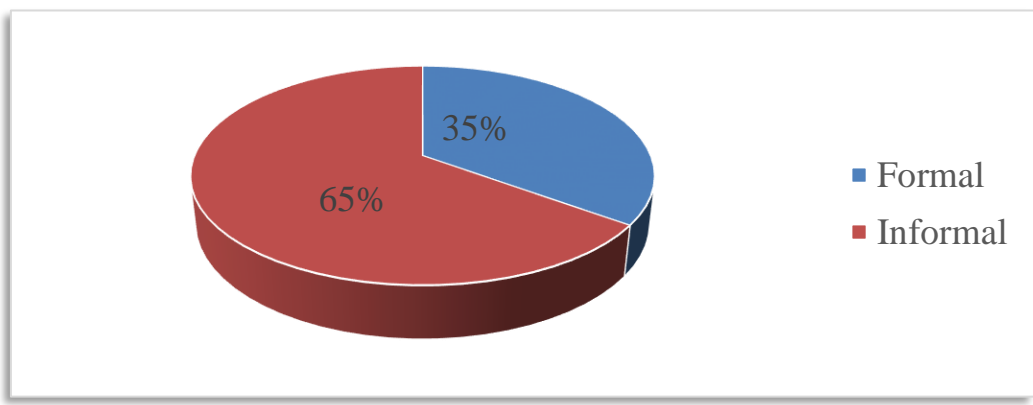


Figure 2.10: Styles of Writing

The results in the figure stated that the formality was not preferred where major of learners chose the informal style shaping 65% from the figure area including 13 learners total, while the formal style was picked by 35% of them consisting only 7 learners.

Question Twelve: Can you write fluently?

A yes/no question aim is to see if learners can write in a fluent manner and express their ideas and thoughts easily.

The responses were mixed between yes and no as shown in the following figure:

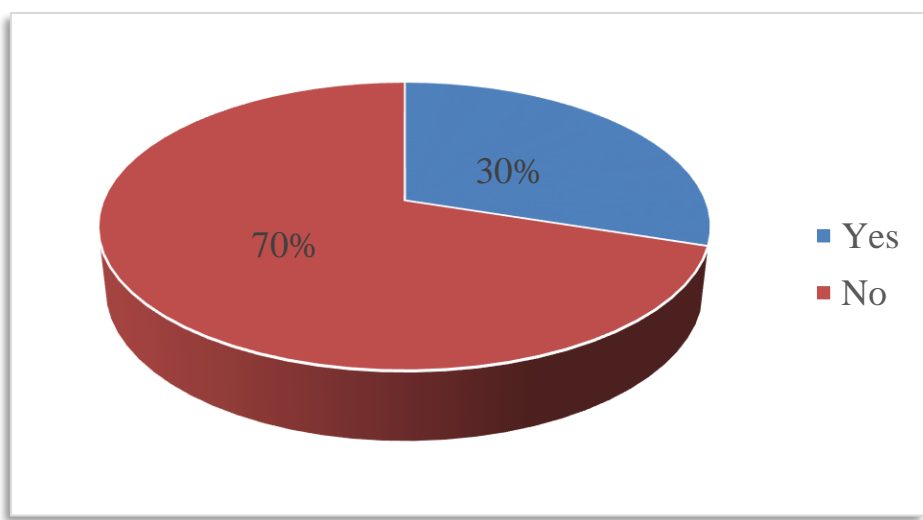


Figure 2.11: Learners' Fluency in Writing

The results shown above revealed that learners' fluency was not often stated as it represented the big percentage (70%), whereas the percentage of 30% consisted of only 3 learners opted for the yes answer.

Question Thirteen: If no, is your writing based on your mother language to formulate your ideas then make a translation before writing?

This question seeks to know on what their writing is based and whether translation is used before writing.

The problems that make learners not write fluently are varied, here one was suggested, that is to say thinking in their mother tongue then translating this thought to the English language. The answers are displayed in the following figure:

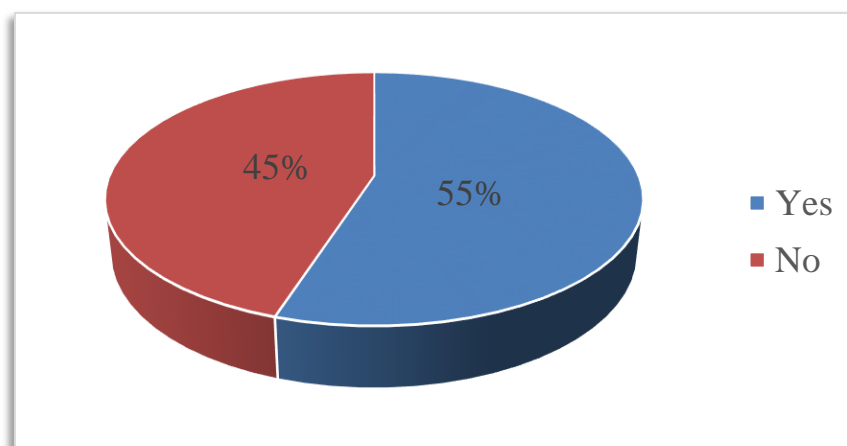


Figure 2.12: Writing Based on Mother Tongue & Translation

Accordingly, writing based on mother tongue here dominates in the above figure since it takes 55%, of 11 learners; whereas writing based on English is represented by 45%, of 9 learners.

Question Fourteen: Does the understanding of the topic shapes a difficulty for you?

In the context of discovering students' problems in writing, this question cites one problem that aims to be included in the writing problems list.

The responses are presented as follows:

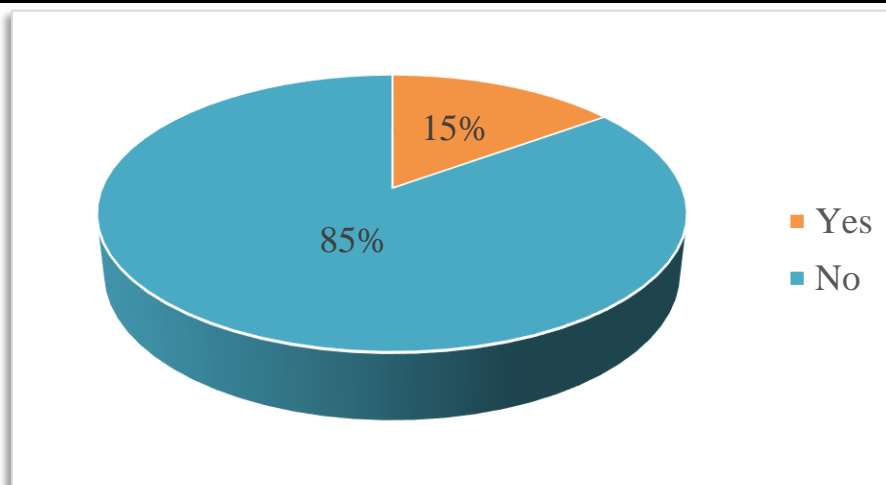


Figure 2.13: Learners' Understanding of the Topic

Based on the previous figure the comprehension of the topic shapes a problem for only 15%, of 3 learners; whilst 85%, of 17 learners, do not consider it as a difficulty or even a problem.

Question Fifteen: If yes, why?

Here the question is designed to be more precise and identify the exact problem that may be faced by the learners.

The three that answered positively in the previous question unanimously agreed that they might understand the individual words of the topic as they are advanced level, but they cannot anticipate what the reader waits to read from the written piece.

Question Sixteen: What is the main problem that you have faced when writing?

This question aims to identify the most common problems faced when writing.

In the present question, the results showed that learners stated five problems, already suggested by the researcher where they can choose more than one. Those are difficult to start, finding the right words, grammar errors, spelling, and ideas ordering. Ending the former elements by writing 'other' to make learners free to express other problems in writing. The answers were like:

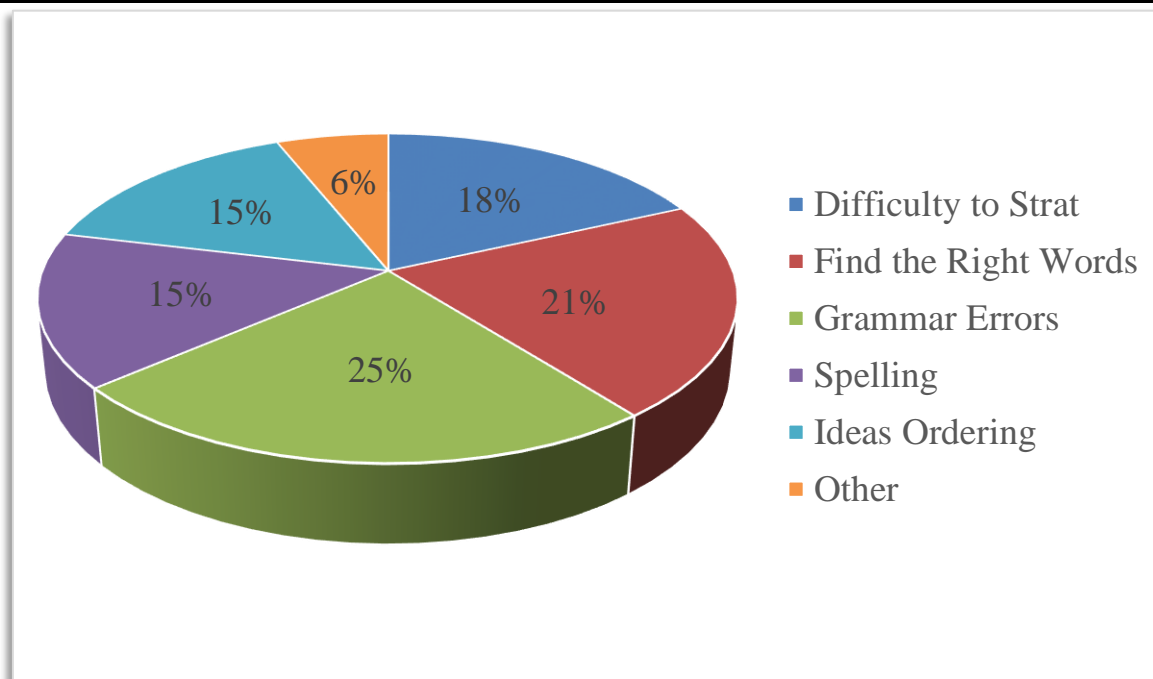


Figure 2.14: Problems when Writing

From the above, the results revealed that the most common difficulty stated by learners was the grammar errors which occupies 25% of the total area of weakness; while finding the right words shapes 21% of learners; noting that difficulty to start takes 18% of them in addition to other percentages marked equal, which are spelling and ideas ordering take up the space of 15%. There are some learners who asserted that there were other problems namely, using proverbs, punctuation, and being out of the topic.

Question Seventeen: Can you easily use idioms and proverbs when writing to convey your message and facilitate the understanding of your ideas?

A question addressed to see if learners can understand idioms and proverbs before they can use them in different contexts while writing.

Their responses were different as shown below:

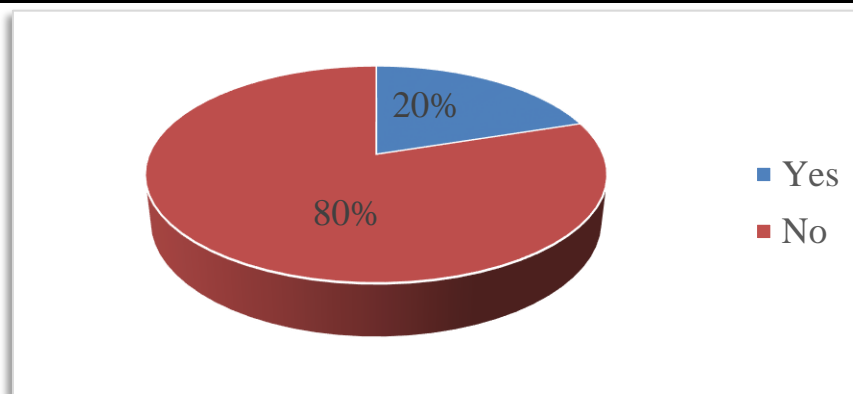


Figure 2.15: Learners' Ability to Use Idioms

According to the results observed in the above figure, most students said that they could not use idioms and proverbs easily to occupy 80% of the pie area, of 16 students, whereas those who could appropriately occupy 20%, of 4 students.

Question Eighteen: Do you see the teacher is solely responsible for these difficulties in writing to deliver correct understanding?

One of the common problems is the responsibility of the teacher not to deliver the correct messages for to learners to understand different writing courses. This question is designed to cover to what extent they agree.

Their opinions are summarized as follow:

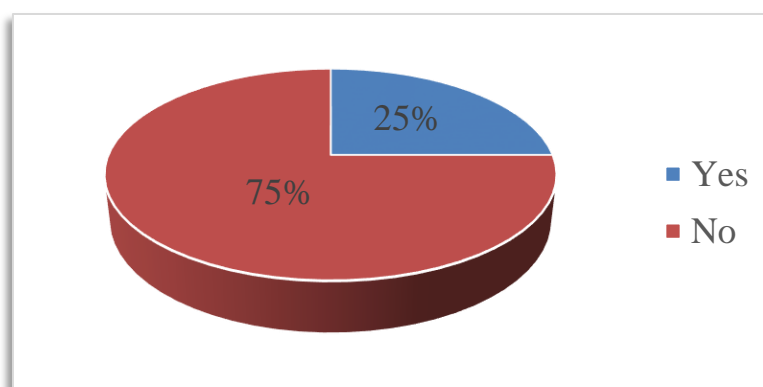


Figure 2.16: Responsibility of Teachers in Learners' Difficulties in Writing

From the figure, results to agree with the teacher is solely responsible to convey the correct understanding to his/her learners were 25% consisting of 5 students, while they disagree with the question is 75% containing 15 students.

Question Nineteen: If no, set other reasons for these difficulties?

A question designed to set other reasons for writing difficulties phenomenon taking into consideration that most learners hang up their problems in writing on the teacher.

Students who stated that the teacher was not solely responsible introduced other reasons where some declared that the lack of practicing of writing and reading were the predominant reasons, while others stated that there was not an appropriate atmosphere when writing (lack of interaction between each other). In addition, another group of learners asserted that the absence of motivation was the entire cause of not writing well and with creativity.

Question twenty: In your opinion, what is the missed piece do you propose to be included in writing courses?

Learners as proved failures to write accurately and effectively may see their areas of weaknesses more than the responsibility of the teacher since they may not declare them, so this question is submitted to advanced language learners to look more for the missed parts in writing courses that may be more suitable to their learning needs.

Learners' opinions differed, some proposed to give more opportunities to write essays and enhance the interaction to see their writing chit interchangeably in the classroom in addition to focusing much on vocabulary. Beyond that, others suggested intensifying the writing module and changing the approaches to teaching it. Furthermore, some learners intended to say that the reading practice in the classroom and analyzing the unfamiliar words should be included in writing courses to boost their writing skills.

2.4.2. Assignment Analysis

The assignment was distributed to the advanced language learners at the private school level asking them to write a short paragraph in which they give their opinions about the definition of success mentioned in the prompt and provided the songwriter and singer Bob Dylan's definition of success, starting it with a friendly introduction and noting that it must be retrieved in 30 min.

The retrieved shits were analyzed and corrected accosting to a narrative scoring guide as the following narrative table illustrates.

Table 2.1 Personal Narrative Scoring Guide

Personal narrative scoring guide

<i>CRITERIA</i> <i>OUTCOMES</i>	<i>TASK ACHIEVEMENT</i>	<i>COHERENCE & COHESION</i>	<i>GRAMMAR</i>	<i>VOCABULARY</i>
EXCELLENT <i>(16-20)</i>	<ul style="list-style-type: none"> All content points elaborated Meets text type requirements 	<ul style="list-style-type: none"> Fully coherent text Cohesive on both sentence and paragraph level 	<ul style="list-style-type: none"> Wide range of structure Few inaccuracies that do not hinder/disrupt communication 	<ul style="list-style-type: none"> Wide range of vocabulary Accurate vocabulary communicating clear ideas Relevant to the content
GOOD <i>(11-15)</i>	<ul style="list-style-type: none"> Most content points elaborated Some inconsistencies in text type requirements 	<ul style="list-style-type: none"> Good sentence level cohesion Some paragraph-level coherence and cohesion 	<ul style="list-style-type: none"> Good range of structures Occasional inaccuracies hinder/disrupt communication 	<ul style="list-style-type: none"> Good range of vocabulary Occasionally inaccurate vocabulary communicating mainly clear ideas Overall relevant to the content
MINIMAL PASS <i>(10)</i>	<i>Between Poor & Good</i>	<i>Between Poor & Good</i>	<i>Between Poor & Good</i>	<i>Between Poor & Good</i>
POOR/ MINIMAL PASS <i>(06-10)</i>	<ul style="list-style-type: none"> Some content points elaborated Most content points mentioned Many inconsistencies in text type requirements 	<ul style="list-style-type: none"> Some sentence level cohesion Frequent lack of paragraph-level coherence and cohesion 	<ul style="list-style-type: none"> Limited range of structures Frequent inaccuracies hinder/disrupt communication 	<ul style="list-style-type: none"> Limited range of vocabulary Frequent inaccurate vocabulary communicating some clear ideas Occasionally relevant to content with some chunks lifted from prompt
FAILURE <i>(01-05)</i>	<ul style="list-style-type: none"> No content point elaborated Some content points mentioned Does not meet text type requirements 	<ul style="list-style-type: none"> Lack of sentence and paragraph level cohesion Text not coherent 	<ul style="list-style-type: none"> No range of structures Mostly inaccurate 	<ul style="list-style-type: none"> No range of vocabulary Mostly inaccurate vocabulary, communicating few clear ideas Mostly irrelevant to content with several chunks lifted from prompt
0	<i>No assessable language</i>	<i>No assessable language</i>	<i>No assessable language</i>	<i>No assessable language</i>

N.B: 5pts for each Criteria, 1.25pts for each colon.

The above narrative table shows the assignment’s correction path where it has two different sections: the first section written at the top contains four criteria which are task achievement, coherence and cohesion, grammar, and vocabulary; the second

section goes along with the left side including the notes to assign the assignment that are failure, poor/minimal pass, good, and excellent consisting the numerical numbers. The criteria at the top across numbers on the left side assert to set the notes of each student paragraph. After the correction, the results are summarized in the table below:

Table 2.2: Learners' Grades

<i>Criteria</i> <i>Notes</i>	<i>Task achievement</i>	<i>Coherence & cohesion</i>	<i>Grammar</i>	<i>Vocabulary</i>
<i>Poor</i>	02	1.25	01	3.5
<i>Minimal Pass</i>	02	03	02	03
<i>Good</i>	03	02	04	04
<i>No Assessable Language</i>	00	00	00	00
<i>No Assessable Language</i>	00	00	00	00
<i>Good</i>	3.5	04	1.5	04
<i>Good</i>	2.5	2.5	2.5	3.5
<i>Poor</i>	03	03	2.5	1.25
<i>Minimal Pass</i>	2.5	1.25	04	2.5
<i>Good</i>	04	04	04	2.5
<i>Poor</i>	1.5	1.5	03	01
<i>Minimal Pass</i>	1.5	2.5	03	3.5
<i>No Assessable Language</i>	00	00	00	00
<i>No Assessable Language</i>	00	00	00	00
<i>Poor</i>	1.5	1.5	1.5	3
<i>Minimal Pass</i>	03	1.5	4.5	1.5
<i>Poor</i>	2.5	1.25	03	2.5
<i>No assessable language</i>	00	00	00	00
<i>Poor</i>	1.5	02	03	1.5
<i>Minimal Pass</i>	3.5	1.5	2.5	2.5

To clarify more, the learners' different problems are illustrated in the following Bar Graph:

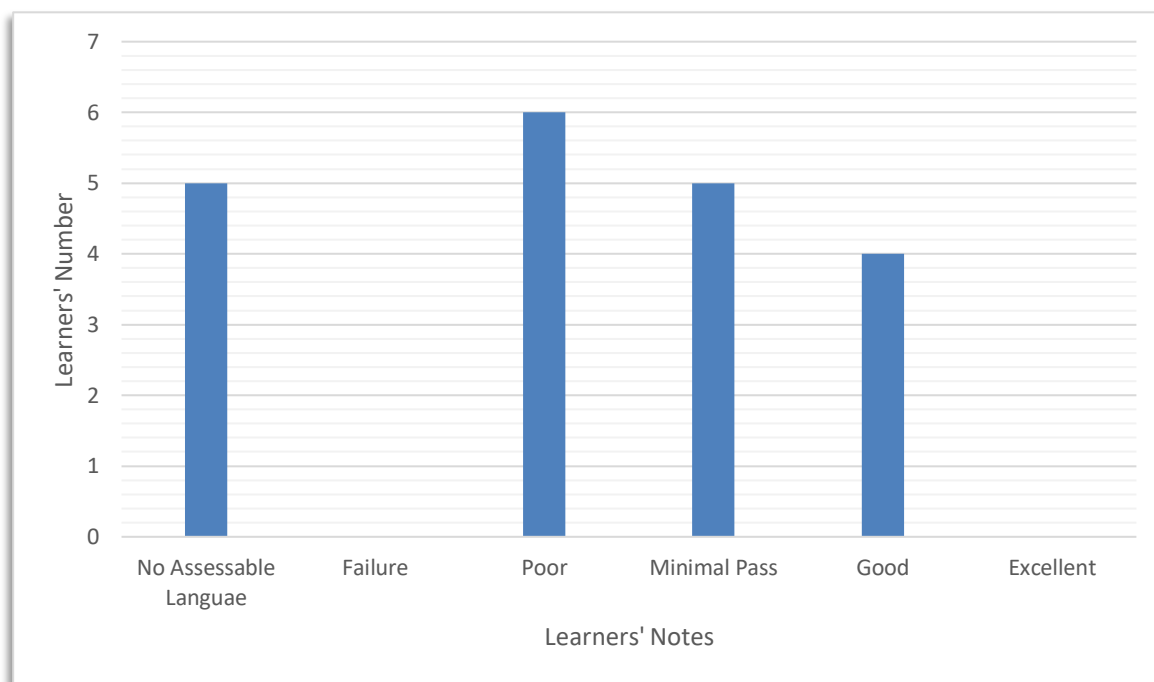


Figure 2.17: Learners' Different Notes

The figure above illustrates the number of students who scored on the written paragraph by notes that are (No Assessable Language, Failure, Poor, Minimal Pass, Good, and Excellent). Here, it is seen that there are varied results in learners' scores. In literary translation, there are five learners across no assessable language, the majority of them scored with poor to six learners, the minimal pass graded by five learners, and good by four ones while failure and excellence have no results.

2.5. Interpretation & Discussion of the Main Results

As seen earlier, the researcher applied two research instruments where each of them affects the research study in general and the methodological part in specific to build a scientific research based on facts and obtained real results.

The research has been constructed on asking the first research question on if advanced language learners have problems in writing, trying to answer this question by posing a hypothesis which denotes that effectively they may face some difficulties in writing. Both the learners' questionnaire and writing assignment are devoted to find

an answer to the first research question where it is seen from the results obtained from Q1, Q2, Q4, and Q12. They manifest that language learners though of advanced level have problems in writing; boosting these findings by the correction of the writing assignment and from its analysis which appears in Figure 2.17 shows that poor grades have a high position whereas the good grades take a lower one. Hence, the first hypothesis was confirmed.

The second research question that the research asked is about an exploration of the various types of difficulties of the writing task, having a chance to narrow down the circle of problems as learners are advanced, and stating the hypothesis that indicates that advanced learners may face problems concerning grammar, coherence, and cohesion in addition to that they may meet problems once they are introduced to some authentic language like idioms and proverbs. From Q 16 and the Q17 in the learners' questionnaire and their analysis, it is marked that learners of advanced level faced grammatical problems and a difficulty in using idioms & proverbs. Additionally, from Table 2.2 about Learners' Grades, it is seen that this category of language learners meets grammatical problems and difficulties in cohesion and coherence. To sum up, the second hypothesis was confirmed too.

2.6. Suggestions & Recommendations

Concerning finding solutions to solve different writing problems and grow with the writing skill, this part is addressed for both learners and teachers since there are some learners who consider teachers as responsible of their difficulties to write well where suggestions are addressed to teachers whereas recommendations are directed to learners.

Tips for Teachers for Effective Writing Teaching:

- Teachers should enhance interaction between learners; work in groups and encourage students to read their work and change their ideas through changing their shifts when reading improves their skills as they will share ideas and different styles of writing.

- Teachers should teach in context; teach them different situations while they are learning how to formulate sentences, in addition, to focusing on punctuation and capitalization.
- Teachers must switch on students' imagination and think in English; provide them with pictures and try to express them without using the mother language by the students or even the teacher.
- Teachers should believe that “practice more obtain much”; boost the writing skill by focusing on reading in which each unfamiliar word must be analyzed and give them both synonyms and antonyms, in addition, to give them home works to practice writing by choosing meaningful topics.

Writing Learning Styles for Learners:

- Practice both reading and writing as a good reader is a good writer, considering writing as a talent that must grow through a lot of reading of the target language.
- Choose books that are appropriate to your language level and go step by step to proficiency level to not feel boring, disruption, or weak as understanding most words is better than nothing understanding.
- Open the interaction gate and try to interact with other students, posing your problems of writing and getting ideas from others.
- Be in touch with English speakers or native speakers that allow you to understand the language entries and the culture for more understanding in context.

2.7. Conclusion

In a general, language learners face numerous writing challenges when writing in English as a foreign language. This chapter aims to put their problems into enquiry by providing more details about them and investigating the current learners' writing. Through a detailed study of facts that occur in learners' real-life situations, the hypotheses were confirmed to give birth to suggestions and recommendations part that may be beneficial to some.

General Conclusion

General Conclusion

As the writing skill is an important mission that must be accomplished in English language learning and since it provides critical thinking, speaking, and reading to the language learners, this study focuses on the problems that advanced learners face. In fact, teachers almost focus on the teaching elements of writing from spelling to how to formulate sentences, to build correct paragraphs but they still face problems with their learners' practice of the writing skill. Indeed, the quality of the private schools' system concentrate on different language skills in their curriculum which make learners have a high quality than the governmental institutions to language teaching but the problems to write exist yet that lead to taking a class in MBI M'sila Private School as a population for a more understanding of the issue.

This study is devoted to looking for different writing problems and investigating their causes. The research is composed of two chapters where the first one is about the theoretical part to explain what writing courses may contain with the illustration of some concepts and putting up their various rules from the vast academic writing principles. Additionally, the second chapter, or the practical part of the investigation, is to put the research hypotheses into work and look to what extent they are true through collecting, analyzing and interpreting data.

This research attempts to answer the following questions:

1. Do advanced language learners write effectively and accurately?
2. What are the difficulties that advanced language learners face when writing?

Trying to answer the previously written questions, the following hypotheses were formulated:

1. Yes, they face some difficulties in writing.
2. They may face problems concerning grammar, coherence, and cohesion in addition that they may face difficulties once they are introduced to some authentic language like idioms and proverbs.

Regarding the results analysis and interpretations, the largest number of advanced learners faces problems in writing. These problems are varied between grammar, coherence, and cohesion. Besides, the investigation found out the reasons behind these difficulties that differ from one learner to another consisting of the lack of reading,

difficulty to understand the topic, or even the translation from mother tongue to English language (thinking in the mother tongue language).

The construction of the research face difficulties to collect data, to enhance the ideas and search in a wide area since it is hard to find the English learners of an advanced level as most of them are not interested in achieving this level where they are satisfied with intermediate level. What is more, the private schools have not collaborated with the researcher as they consider it interfering in the privatization of the school where those who have collaborated deal with it as a financial matter ignoring the fact that it may help students to develop their writing skills through investigating the difficulties and exploring solutions.

In nutshell, discovering the writing difficulties and the attempt to solve them can improve the teaching of writing in EFL classrooms as most students do not declare their problems. This inquiry is beneficial for both teachers and English learners in which they can learn about their difficulties to write and back to the recommendations that have been stated last. Hence, this study is like any scientific research in the field of Didactics of Foreign languages, trying to facilitate the teaching of writing and grow with the language learning for better outcomes.

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Appendices

Appendix 1: Learners' Questionnaire

Dear learners,

Thank you for agreeing to answer these few questions which are part of a scientific research on the difficulties faced by learners in writing. Be sure that all the information that you will provide will be kept confidential as you do not have to write your names.

Section 1: This section is devoted to collecting information about the students' feedback concerning their writing skills.

1. Do you have any difficulties in writing?

Yes No

2. If yes, do you think you can make changes and solve the problem quickly?

Yes No

3. How do you see the writing task?

boring enjoyable normal

4. Do you see yourself as a person who can easily find the right words, ideas and perceptions when writing?

Yes No

5. If no, what is the main reason of that?

.....

6. How many times do you practice writing?

Everyday Once a week Rarely Only when asked to

7. How do you perceive your performance of writing?

Poor Good Excellent

Section 2: this section is addressed to find out the difficulties that students may have when writing, in addition to discovering students' needs to write effectively and accurately.

8. How do you see your progress in writing?

Fixed Gradual fast Average

9. If it is fixed, what is the main reason of that?

.....
10. If it is in progress, are you interesting in reading?

Yes No

11. Which style do you prefer to write in?

Formal Informal

12. Can you write fluently?

Yes No

13. If no, is your writing based on your mother language to formulate your ideas then make a translation before writing?

Yes No

14. Does the understanding of the topic shape a difficulty for you?

Yes No

15. If yes, why?

.....
16. What is the main problem that you have faced in writing?

Difficulty to start Find the right words Grammar errors Spelling

Ideas ordering Other:

17. Can you easily use idioms and proverbs when writing to convey your message and facilitate the understanding of your ideas?

Yes No

18. Do you see the teacher is solely responsible for these difficulties in writing to deliver correct understanding?

Yes No

19. If no, set other reasons to these difficulties:

.....
20. In your opinion, what is the missed piece do you propose to be included in writing courses?

.....
Thank you very much for your collaboration and time.

Appendix 3: Personal Narrative Scoring Guide

Personal narrative scoring guide

<i>CRITERIA</i>	<i>TASK ACHIEVEMENT</i>	<i>COHERENCE & COHESION</i>	<i>GRAMMAR</i>	<i>VOCABULARY</i>
<i>OUTCOMES</i>				
<i>EXCELLENT</i> <i>(16-20)</i>	<ul style="list-style-type: none"> All content points elaborated Meets text type requirements 	<ul style="list-style-type: none"> Fully coherent text Cohesive on both sentence and paragraph level 	<ul style="list-style-type: none"> Wide range of structure Few inaccuracies that do not hinder/disrupt communication 	<ul style="list-style-type: none"> Wide range of vocabulary Accurate vocabulary communicating clear ideas Relevant to the content
<i>GOOD</i> <i>(11-15)</i>	<ul style="list-style-type: none"> Most content points elaborated Some inconsistencies in text type requirements 	<ul style="list-style-type: none"> Good sentence level cohesion Some paragraph-level coherence and cohesion 	<ul style="list-style-type: none"> Good range of structures Occasional inaccuracies hinder/disrupt communication 	<ul style="list-style-type: none"> Good range of vocabulary Occasionally inaccurate vocabulary communicating mainly clear ideas Overall relevant to the content
<i>MINIMAL PASS</i> <i>(10)</i>	<i>Between Poor & Good</i>	<i>Between Poor & Good</i>	<i>Between Poor & Good</i>	<i>Between Poor & Good</i>
<i>POOR/MINIMAL PASS</i> <i>(06-10)</i>	<ul style="list-style-type: none"> Some content points elaborated Most content points mentioned Many inconsistencies in text type requirements 	<ul style="list-style-type: none"> Some sentence level cohesion Frequent lack of paragraph-level coherence and cohesion 	<ul style="list-style-type: none"> Limited range of structures Frequent inaccuracies hinder/disrupt communication 	<ul style="list-style-type: none"> Limited range of vocabulary Frequent inaccurate vocabulary communicating some clear ideas Occasionally relevant to content with some chunks lifted from prompt
<i>FAILURE</i> <i>(01-05)</i>	<ul style="list-style-type: none"> No content point elaborated Some content points mentioned Does not meet text type requirements 	<ul style="list-style-type: none"> Lack of sentence and paragraph level cohesion Text not coherent 	<ul style="list-style-type: none"> No range of structures Mostly inaccurate 	<ul style="list-style-type: none"> No range of vocabulary Mostly inaccurate vocabulary, communicating few clear ideas Mostly irrelevant to content with several chunks lifted from prompt
<i>0</i>	<i>No assessable language</i>	<i>No assessable language</i>	<i>No assessable language</i>	<i>No assessable language</i>

الملخص

يهدف هذا البحث العلمي إلى اكتشاف الصعوبات التي قد يمتلكها طلاب اللغة الإنجليزية ذو المستوى العالي أو قد يرتكبها أثناء الكتابة كانت أكاديمية أو غير أكاديمية من أجل تطوير مهارة الكتابة. تم هذا البحث باستخدام أليتان استبيان استطلاعي موجه للطلبة ذوي المستوى العالي في اللغة الإنجليزية وتكليفهم بكتابة فقرة لتصحيحها وتحليلها. النتائج أظهرت أن طلاب هذي الفئة حقا يواجهون صعوبات في الكتابة والتي كانت: عسر في طرح الأفكار وتنظيمها، تكوين جمل سليمة، الاستخدام الصحيح لأقسام والروابط المنطقية، الأخطاء الإملائية، التوافق، حروف الجر، علامات الترقيم والحروف الكبيرة. من أجل التقليل من هذه الأخطاء والتغلب على الصعوبات منها تم تنظيم بعض التوصيات في نهاية هذا البحث.

الكلمات المفتاحية: طلاب اللغة الإنجليزية ذو المستوى العالي، الكتابة الأكاديمية، الكتابة الغير أكاديمية، اللغة الإنجليزية.

Résumé

Cette recherche scientifique vise à découvrir les difficultés que peuvent rencontrer des apprenants de niveau avancé en langue anglaise à l'écrit, qu'ils soient académiques ou non, afin de développer des compétences en écriture. Cette recherche a été réalisée à l'aide de deux mécanismes, un questionnaire d'enquête adressé aux apprenants ayant un niveau élevé en anglais et leur demandant d'écrire un paragraphe pour correction et analyse. Les résultats ont montré que les apprenants de cette catégorie rencontrent effectivement des difficultés en écriture, qui étaient : difficulté à présenter et à organiser des idées, à former des phrases correctes, à utiliser correctement les connecteurs logiques, les fautes d'orthographe, les correspondances (l'accord du sujet et verbe, l'accord du nom et le prénom), les prépositions, la ponctuation et les majuscules. Afin de réduire ces erreurs et d'en surmonter les difficultés, quelques recommandations ont été organisées à la fin de cette recherche.

Mots clés : étudiants de niveau avancé en langue anglaise, écriture académique, écriture non académique, langue anglaise.

Summary

This scientific research aims to discover the difficulties that English language learners of an advanced level may face when writing academically or even informally to put the writing skill in progress. This inquiry has been accomplished using two research instruments, a learners' questionnaire addressed to advanced English language learners and ask them to write a short paragraph as an assignment to be corrected and analyzed. The results were about the students do have difficulties and face problems when writing, which are: difficulties to express ideas and organize them, formulate correct sentences, the appropriate use of the parts of speech and the logical connectors, spelling mistakes, agreements (subject-verb and noun- pronoun agreement), prepositions, punctuation and capitalization. To eliminate these mistakes and pass some difficulties, some recommendations have been stated at the end of this research.

Key Words: the advanced English language learners, academic writing, informal writing, and English language.