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Ministry of Higher Education and Scientific Research  
University of Tlemcen**



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**The Writing Skills for Non-Native Speakers: Case  
of 3<sup>rd</sup>- Year Tahar Hmaidia Middle School Pupils-  
Tlemcen**

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

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**2021 – 2022**

# *Dedications*

*In the name of Allah Most Merciful and Most Compassionate*

***Fatima Zohra***

This work is dedicated to the greatest woman in the world, my heaven, my strongest motivation; My Mother.

To my two dear brothers: Mohammed my king and Bachir. To Naim and Othman who believed in me and cared for me and to whom I wish successful lives. To my three sisters: Maya, Fadia, and Khadidja who never let me down and supported me.

To My husband: Nouredine; my real comfort. To my best friend: Hidayet; my twin who is always there for me. To Ghizlene whom I wish all the best

To my Angels: Aya, Hiba, Islam, Kaouther, Lodgine, Khalil and Sirin.

To every person who is present in my life and who has the chance to read this modest work

**Kaouter,**

I dedicate my dissertation work to my family and friend. A special feeling of gratitude to my loving parents MOSTAPHA and ZAHIA who have given me invaluable educational opportunities. They picked me up on time and encouraged me to go on every adventure, especially this one.

I am thankful To my lovely brothers :othman,salah elddine and mohhamed who have supported me

I also dedicate this work and give special thanks to my husband houssam who have never left my side and love me endlessly.

To my little star ,my daughter eline

A special devotion is allocated to my in-laws :Rabiia,mohammed,anfel and mouna

To my friends: manel,ryma,fatima,,sarah who supported me.

To every person who has the chance to read this work

# Acknowledgments

First of all, we would like to thank Allah who helped us fulfil this research work.

We would like to express our sincere appreciation to our supervisor Dr. BENRABAH for his understanding and whose contributions to this work considerably helped in the shaping of our modest experience.

Special thanks to the examiners Dr:Abdellatif Semoud & Dr; Maliha Abi Ayad for accepting to take time to read and examine this work.

Last but not least, deepest thanks to all the people who took part in this work.

# Abstract

The current study has shed light on the difficulties encountered by 3<sup>rd</sup>-year pupils at Tahar Hmaidia Middle school in Tlemcen during the academic year of 2021-2022. A descriptive method has been used to confirm the hypotheses, which state that students have learning issues with the methodology when writing in English. As a research tool, we used two questionnaires for gathering data from the sample population. The first questionnaire revealed that pupils have a misconception about the correct way to write. In addition, pupils face challenges when writing in English because they do not have enough practice in the related skill. Adding to that, they state that because of the pandemic, they struggle to find time and effort to put into practice the writing drafts. All of these factors have supposedly affected the process of writing. The second questionnaire is for teacher who provided a clear picture of the learning situation; whereby, providing suggestions and reasons to motivate pupils to write all along different steps showing the importance of this skill. The results showed that applying some motivational techniques and strategies for developing writing is a success and the teachers proved to be a determinant key to increase their students' motivation, to develop their autonomy and to enhance their writing skill. We expect this study could be beneficial for beginning teachers and other novice trainees in the field.

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# **General Introduction**

## General introduction

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The teaching of English includes the mastery of the four skills: listening, speaking, reading and writing. In the educational context, EFL learners need to develop their writing skill in order to transmit their ideas successfully to their teachers as it is the main medium through which they are tested and evaluated. Indeed, for teachers of English, teaching writing is an important and simultaneously challenging part in the process of learning. Writing can be very challenging, especially for EFL 3rd year middle school pupils who are expected to write paragraphs, letters, conversation, etc.

They expect to organize their knowledge on paper, and convey meaning to the reader, in order to sharing thoughts and ideas with the other. Writing is regarded as the most fundamental skill that students must develop in order to further their personal development and academic success. In reality, the ability to communicate well in writing is a major factor. EFL learners at all levels require an aspect of language growth and academic accomplishment.

Learning to write responsibly and successfully appears to be a challenge for EFL learners, particularly in middle schools, because they do not write very often and the majority of what they write is for the classroom. Nunan (1989) argues that learning to write is more than just utilizing a "pen and paper"; it is a complicated cognitive effort that students must master in order to produce paragraphs and texts. Furthermore, according to Richards (2008), writing in a first or second language is one of the most challenging tasks students face because it necessitates not only grammatical and rhetorical devices, but also conceptual and judging aspects. Indeed, developing EFL learners' writing skills has become one of the primary goals of English teachers, since it has been noticed that their writing is frequently hampered by several reasons such as a lack of vocabulary, ideas, syntax, and so on. However, overcoming such challenges is not easy, and this can lead to mental blockage, a loss of interest, and demotivation. Researchers have conducted many studies on different strategies and techniques in order to enhance learners' writing skill, such as giving students opportunities to talk about their writing, encourage students to revise their work, and explain thesis statement. Research has shown that this method is effective to help learners practice their speaking voluntarily and enhance their motivation in the classroom.

The aim of this study is to look at the writing problems and difficulties that EFL 3rd year pupils face at Tahar Hmaidia Middle school in Tlemcen. As non-native English speakers, these pupils must not only write and read in a language that is vastly different from their own, but they must also master writing skills. The purpose of this study is to clarify and explore the various issues that EFL students face. To go deeply to the required objective, two

## **General introduction**

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research questions are put forward to diagnose the difficulties encountered by middle school learners of English:

- 1:** what are the difficulties that 3rd year pupils face in writing?
- 2:** what are the methods and techniques that can enhance the learners' writing skills?

To surround the above questions, the following hypotheses are set as an attempt to answer the questions:

- 1:** writing skills are influenced by grammatical and compositional skills.
- 2:** if the teacher uses well-structured cooperative learning activities and designs appropriate small group tasks, then the learners will develop their writing skill and engage productively in classroom activities.
- 3:** cooperative language learning would enhance students' writing skill

The need to reach and bring to fruition, the previously set objectives has driven us to investigate a quasi-experimental research design that has taken place at Tahar Hmaidia Middle School at Tlemcen. Indeed, it is an empirical study about 3<sup>rd</sup> year pupils from which a population of 60 participants is selected after obtaining their consent because despite their familiarity with the English language they are still non-native EFL learners. A questionnaire has been adopted as a complementary tool in the attempt to investigate the participants' perceptions and get more understanding about the topic.

The current study is divided into two chapters. The first chapter is dedicated to the theoretical part and it has two sections. The first section includes an identification of some key terms and concepts such as: the writing skill and its approaches. The second chapter introduces detailed information about the participants involved in the study as well as the data collection and data analysis tools. It displays the results which have been sorted out from the experiment. The given results are figured out using different diagrams, tables and pie charts. Then, they are discussed in the light of the theoretical framework and the literature review in order to check learners' writing improvement, and it provides answers to the research questions.

# **Chapter I**

## **Theoretical Background on the Writing Skill**

## **Chapter I: Theoretical Background on the Writing Skill**

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### **I.1 Introduction**

This chapter reviews the different related works and the main theoretical framework. It portrays the main aspects that are theoretically recognised on which relies any investigative work; the writing skill is no exception. It is divided into two parts; the first one is concerned with the writing skill. It starts by defining the writing and its approaches which are: product, process and genre approach. After that, it presents the different stages and components. The second part, is concerned with the importance of teaching writing and the difficulties that learners face when trying to practise it.

### **I.2 Definition of the Writing Skill:**

Writing has piqued the interest of many academics because it is a foundational skill in all languages. As a first start toward a simple definition of writing, it can be stated that it is a vital means of communication for expressing thoughts, feelings, and desires. "Writing is a means of communicating that involves a system of visual marks placed on some form of surface," Crystal (2006: 257) adds. Widdowson (1978) agrees, claiming that writing is the act of creating accurate sentences and transferring them through the visual medium as markings on paper. Writing, however, is not as straightforward as it appears, and it does not end here.

According to Bell and Burnaby (1984, cited in Nunan, 1989: 36), "writing is an exceptionally complicated cognitive activity in which the writer is required to exhibit control of a number of factors concurrently."

Writing, according to Flower and Hayes (1980), is a complicated and creative process that is a necessary ability for effective communication. "Writing is far from being a simple matter of translating language into written symbols: it is a thinking activity in its own right," White and Arndt (1991:03) write. It necessitates deliberate mental effort, which must normally be sustained over a lengthy amount of time."

Essentially, writing has been seen as a fundamental skill in the teaching and learning of languages. At the same time, it's a difficult activity that demands some prior knowledge and deliberate cognitive effort.

### I.3 Approaches to Writing

Raimes (1983) says that there is no one-size-fits-all approach to teaching writing in ESL classes because there are so many various teachers and teaching methods, as well as diverse learners and learning styles.

Indeed, ELT practitioners such as Harmer (2007) advise three methods to writing in order to effectively teach the skill: the product approach, the process approach, and the genre approach; however, each approach has its own emphasis.

#### I.3.1 The Product Approach

The product approach, also known as the text-based approach or guided composition, is a classic writing method that emphasizes proper syntax, punctuation, and spelling.

A product approach, as defined by Gabrielatos (2005:05), is "a traditional strategy in which students are urged to copy a model text, which is normally delivered and critiqued at an early stage."

The main focus of this technique is on linguistic knowledge and grammatical precision.

As a result, learners are given text models to follow in order to avoid them from committing errors.

Furthermore, pupils pay no attention to the writing process because the end result is all that matters to them. Harmer (2007:325) states that: "when concentrating on the product, we are only interested in the aim of a task and in the end product". In the same direction, the following quotation illustrates more this approach:

The product approach to writing focuses on the end result of the act of composing, i.e. the letter, essay, story and so on. The writing teacher who subscribes to the product approach will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting details and so on. The focus in class will be on copying and imitating,

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carrying out sentence expansions from cue words and developing sentences and paragraphs from models of various sorts. (Nunan1989:36)

The bulk of authors are more prone to memorizing and copying in the product approach.

Despite the fact that it makes writing easier for students and decreases errors, their creativity is undervalued.

Furthermore, because they are not cognitively involved in the writing process, the pupils become narrow-minded writers.

### **I.3.2 The Process Approach**

The process approach is a response to the product approach, which focuses on the final products and students' lexical and grammatical rules knowledge.

It gives students a set of stages to follow while creating a piece of writing (Harmer, 2007).

Learners who use the traditional method fail to incorporate critical thinking into their compositions.

However, they are now far more concerned with getting their thoughts out and writing them down than with making errors. In this respect, Raimes (1986: 11) states that with the process approach, writing “becomes a process of discovery for the students: discovery of new ideas and new language forms to express those ideas”. That is to say, the focus is no longer on the finished product, but on the steps of the production. Harmer (2007:26) defines it as follows:

Many educators, however, advocate a process approach to writing. This pays attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing, editing, re-drafting and finally producing a finished version of their work, a process approach aims to get to the heart of the various skills that most writers employ

In this sense as well, Shin (1986) puts forward the following characteristics of the process approach:

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- a. focus on the process of writing that leads to the final written product
- b. help student writers to understand their own composing process;
- c. help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- d. give students time to write and rewrite;
- e. place central importance on the process of revision;
- f. let students discover what they want to say as they write;
- g. give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
- h. encourage feedback from both instructor and peers;
- i. Include individual conferences between teacher and student during the process of composition. (Shin, 1986 cited in Brown 2001: 335-336)

### I.3.4 The Genre Approach

Despite its usefulness and importance, the process approach does not provide learners with solutions to all of the challenges that arise during the writing process. As a result, there has been a significant movement in pedagogical topics, particularly in the approaches to writing production.

The genre approach, which is a reaction to the process approach, is the most recent approach in writing instruction. It examines the various sorts of written texts and views writing as a communication endeavour that serves a variety of purposes. This means that writing is taught in the context of a specific type of writing.

Harmer (2001: 258) claims that: “*In a genre approach to writing, students study texts in the genre they are going to be writing before they embark on their own writing*”. Thus, if we want them to write business letters of various kinds we let them look at typical models of such letters before starting their own...to discover facts about construction and specific language use which is common in that genre.



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### I.3.5 Stages of Writing

When it comes to writing, being able to regulate the various interconnected procedures that are required is essential. As a result, different researchers have varied perspectives on the stages that writers must go through in order to produce significant text. However, there is no consensus on the number of phases that define the composing process.

In the table below, Williams (2003: 107) proposes eight steps:

<b>Writing process</b>	<b>Definition</b>	<b>Description</b>
Pre-Writing	Generating ideas, strategies, and information for a given writing task.	Prewriting activities take place before starting on the first draft of a paper. They include discussion, outlining, free-writing, journals, talk-write, and metaphor.
Planning	Reflecting on the material produced during prewriting to develop a plan to achieve the aim of the paper.	Planning involves considering your rhetorical stance, rhetorical purpose, the principal aim of the text, how these factors are interrelated, and how they are connected to the information generated during prewriting. Planning also involves selecting support for your claim and blocking out at least a rough organizational structure.
Drafting	Producing words on a computer or on paper that match (more or less) the	Drafting occurs over time. Successful writers seldom try to produce an entire text in one

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	initial plan for the work.	sitting or even in one day.
Pausing	Moments when you aren't writing but instead are reflecting on what you have produced and how well it matches your plan. Usually includes reading.	Pausing occurs among successful and unsuccessful writers, but they use it in different ways. Successful writers consider "global" factors: how well the text matches the plan, how well it is meeting audience needs, and overall organization.
Reading	Moments during pausing when you read what you've written and compare it to your plan.	Reading and written are interrelated activities. Good readers are good writers and vice versa. The reading that takes place during writing is crucial to the reflection process during pausing.
Revising	Literally "re-seeing" the text with the goal of making large scale changes so that text and plan match.	Revising occurs after you've finished your first draft. It involves making changes that enhance the match between plan and text. Factors to consider usually are the same as those you considered during planning: rhetorical stance, rhetorical purpose, and so on. Serious

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		revising almost always includes getting suggestions from friends or colleagues on how to improve the writing.
Editing	Focusing on sentence-level concerns, such as punctuation, sentence length, spelling, agreement of subjects and predicates, and style.	Editing occurs after revising. The goal is to give your paper a professional appearance.
Publishing	Sharing your finished text with its intended audience	Publishing isn't limited to getting a text printed in a journal. It includes turning a paper in to a teacher, a boss, or an agency.

**Table 1: Stages of Writing Proposed by William James (2003: 107)**

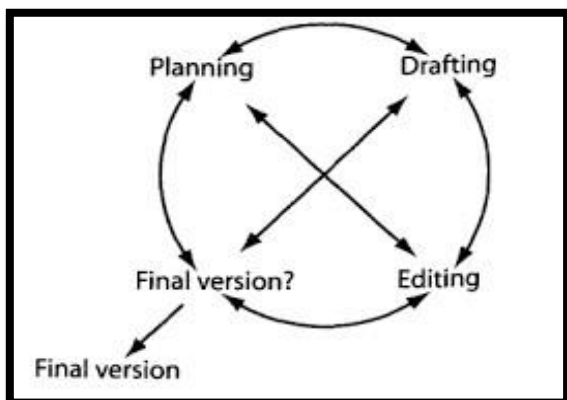
Harmer (2004) divides the writing process into four stages: the first is planning, which is the stage in which writers decide on the objective, audience, and content structure. The second step is drafting, which is the first draft of a piece of writing in which writers let their thoughts flow without assessing them.

Editing is the third stage, which entails reading, arranging, and altering the meaning of the writing. The writer sends the written material to the intended audience in the final step, which is called the final version.

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According to Harmer, the writing process is recursive because writers can go backwards and forth until they reach the final version.



**Figure1: Process Wheel (Harmer, 2004: 5)**

According to Harmer, the writing process is recursive because writers can go backwards and forth until they reach the final version.

### **I.4 Components of Writing:**

Writing is regarded as a cognitively complicated productive talent since it necessitates a great deal of effort, supervision, and practice on the part of both teachers and pupils.

Indeed, crafting a piece of writing necessitates proficiency in a variety of interconnected areas. For this, Heaton(1989)suggests the following elements:

1. Language use: the ability to write correct and appropriate sentences.
2. Mechanical skills: the ability to use correctly these conventions peculiar to the written language e.g., punctuation, spelling;
3. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;

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4. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively;

5. Judgmental skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information. (Heaton, 1989: 135)

Brown (2001) recommends the following table of writing micro skills that must be followed in order to compose in a clear and effective manner in this regard:

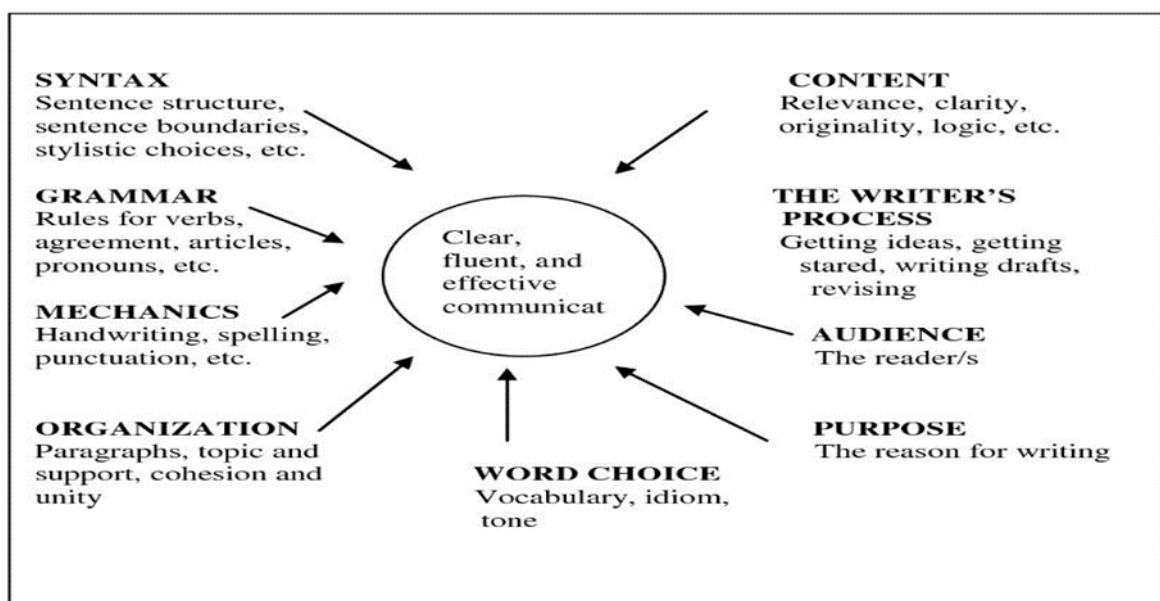
- |   |
|---|
| <ol style="list-style-type: none"><li>1. Produce an acceptable core of words and use appropriate word order patterns.</li><li>2. Produce graphemes and orthographic patterns of English.</li><li>3. Use acceptable grammatical systems (eg., tense, agreement, pluralization), patterns, and rules.</li><li>4. Express a particular meaning in different grammatical forms.</li><li>5. Use cohesive devices in written discourse.</li><li>6. Use the rhetorical forms and conventions of written discourse.</li><li>7. Appropriately accomplish the communicative functions of written texts according to forms and purpose.</li><li>8. Convey links and connections between events and communicate, such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.</li><li>9. Distinguish between literal and implied meanings when writing.</li><li>10. Correctly convey culturally specific references in the context of the written text.</li><li>11. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.</li></ol> |
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**Table 2: Micro-skills for writing (Brown, 2001, p.343)**

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Content, the writer's method, audience, goal, word choice, organization, mechanics, grammar, and syntax are listed by Raimes (1983) as the basic factors in generating a good piece of writing.

The figure below illustrates the several aspects that writers must consider when writing in order to successfully communicate their views.



**Figure 2: Producing a Piece of Writing (Raimes: 1983, p06)**

### I.5 Importance and Reasons for Teaching Writing IN EFL Classes

Writing plays a major role in expressing one's thoughts, attitudes and opinions, but for Raimes (1983: 3) communication is not the only reason for writing. We use it because:

- ✓ First, writing reinforces the grammatical structure, idioms, and vocabulary.
- ✓ Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks.

Third, when they write, they necessary become very involved with the new language; the effort to express ideas and constant use of eye, hand, and brain in a unique way to reinforce learning. Moreover, students write to communicate with a reader; to express ideas without the pressure of face-to-face communication, to

## Chapter I: Theoretical Background on the Writing Skill

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express a subject, to record experience, to become familiar with the conventions of written English discourse (a text).

In the same vein, Harmer (1998:79) suggests four main reasons for teaching writing:

1. Reinforcement: Some learners acquire languages in a purely oral/ aural way, but most of us benefit greatly from seeing the language written down.
2. Language development: the mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience.
3. Learning style: For many learners, producing language in a slower way is something they appreciate. Writing provides time and ease for learners more than face-to-face communication does.
4. Writing as a skill: learners need to know how to write essays, how to put written reports together and how the writing system operates (punctuation, paragraph construction etc.) just as they need to know how to pronounce spoken English appropriately.

### I.6 Learners' writing Difficulties

Teaching and learning how to write in a foreign language is a difficult undertaking for both teachers and students in EFL lessons. Despite the fact that several research studies have been conducted to improve writing skills, many EFL students continue to confront severe obstacles that hinder them from producing satisfactory works. According to Raimes "When students complain, as they often do, about how difficult it is to write in a second language, they are talking not only about the difficulty of "finding" the right words and using the correct grammar but about the difficulty of finding and expressing ideas in a new language". (1983: 12-13). Moreover, Bell and Burnaby (1984 cited in Nunan 1989:36) point out that:

*"Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the*

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*sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts”.*

This means that students should be able to construct effective sentences with appropriate vocabulary, punctuation, and spelling.

Furthermore, Harmer (2006) states that there are various factors that can inhibit the learners from writing, such as:

- Fear of failure.
- The fear from committing mistakes.

### **I.7 Teaching English language as a foreign language in Algeria**

As far as the English teaching-learning methods are concerned in Algeria, EFL teachers have shifted from a paradigm of accumulation and transmission of linguistic knowledge and ideas to a paradigm of interaction and integration, all within a social constructivist view of learning. In fact, focusing on the learner will enable them to be actively engaged in deeper cognition, acquisition of knowledge and development of a number of competencies.

The teachers of English are supplied with official course-books; they translate faithfully the principles of the curriculum. Each book is accompanied with a teacher's guide and a CD. The aim of the guide is to help the teachers prepare their lessons and the empirical use of the course-book. The CD contains the listening scripts that the teacher will work with. It also contains a wide list of the different websites, which contain extra material and supports that might help the teachers.

Being fully aware of the importance of English as a foreign language, both at the national as well as the international level, especially, as the world has become a global village, the Algerian curriculum developers incorporated English as another



## **Chapter I: Theoretical Background on the Writing Skill**

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foreign language (besides French) to be taught in the national educational programme. As the potential of teaching this foreign language in a more positive environment in Algeria is available, this work attempts to conduct a brief exploration of the teaching of English as a foreign language (EFL) in the Algerian context. It also, attempts to shed the light, and in depth on the syllabus and the objectives suggested by the Algerian authorities (June 1999) for Middle and Secondary school education.

## **Chapter I: Theoretical Background on the Writing Skill**

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### **I.9. Conclusion**

This chapter has reviewed some theoretical concepts concerning the writing skill, English language, non -native speaker. In the two sections, it has provided the reader with definitions about the writing skill with three approaches. In the second part it has shed light on the importance of writing and its difficulties faced by the learners.

# **Chapter II**

## **Research Methodology and results interpretation**

## **Chapter II: research methodology and results interpretation**

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### **II.1.1 Introduction**

The present chapter is the practical component of this research project; it tries to answer the research questions as well as prove and confirm the research assumptions that were stated at the beginning of the investigation. This chapter also includes data collecting and analysis; it attempts to collect data from a questionnaire sent to third-year middle school pupils, as well as a questionnaire sent to teachers. Both qualitative and quantitative data will be analyzed.

### **II.1.2. Research design**

Creswell & Plano Clark Research Design (2007) Define research design as the method and process used in research initiatives to collect, evaluate, interpret, and report data. It is a broad technique for integrating conceptual research issues with relevant (and possible) actual research. In other words, the study design specifies how relevant data will be collected and analyzed, as well as how all of this will be used to answer the research question. Grey (Grey, 2014)

In this research study, data is acquired from a variety of sources in order to demonstrate the validity of the hypotheses proposed. The results will be quantitatively and qualitatively analyzed.

The students' questionnaire is composed of 12 questions, categorized into three sections.

The teacher's questionnaire which was addressed to teachers contains nine questions. In fact, all answers have been taken into consideration and it had been analyzed and examined.

### **II.1.3 Sample of population**

A sample is a subset of a statistical population whose characteristics are examined in order to obtain information about the entire population (Webster, 1985). Sampling is the process of selecting a smaller group of people to tell us essentially

## **Chapter II: research methodology and results interpretation**

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what a larger population would tell us if we asked everyone the identical questions (Glicken, 2003).

### **II.1.4 Student's profile**

The participants in our questionnaire are 3rd year pupils at Tahar Hmaidia Middle school in Tlemcen of the Academic year 2022; the total population is (6 ) sixty pupils, but only ninety three answered the questionnaire.

### **II.1.5 Teacher's profile**

The questionnaire was addressed to four English teachers from Tahar Hmaidia Middle school in Tlemcen. Two teachers have teaching experience more than ten years in teaching different modules; the most important is writing Expression module.

### **II.1.6 Data collection instruments**

Collecting accurate and systematic data is essential to conducting scientific research. Data collection allows us to collect the information we want to collect about our subject of study.

### **II.1.7 Description of teacher's questionnaire:**

The questionnaire was directed to teachers from Taher Hmaidia middle school, the number of participant is 4 teacher from Tlemcen .The questionnaire contains nine questions, it was created in a structured method in which the questions were designed in a specific order to reach our study's purpose.

The aim of this questionnaire can be summarized to highlight the relationship between writing skills and middle school students and how teachers can help this latter to enhance their writing abilities .

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### **II.1.8 Description of student's Questionnaire**

The students' questionnaire is composed of 12 questions ,categorized into three sections. The first section deal with personal information about pupils ,questions are asked about gender , age . The second section involves questions about the pupils level in a writing as well as the difficulties . The 3rd section deal with difficulties in grammar, vocabulary...

### **II.1.9 Teachers' questionnaire Results**

The teachers' questionnaire is composed of nine questions, 4 teachers from Taher Hmaidia middle school in Tlemcen participate in this questionnaire.

The first question aims to discover experience differences from one teacher to another. In general, the teachers participants in this questionnaire are ancients in the field of teaching,2teachers have teaching experience mor then 10 years and the two teachers their experience is not more than 4 years.

Concerning the second question, 3 teachers do not ask their students to write, they say that it should be a personal choice .One of them oblige their students to write , because they are interested to know about their students' capacities in writing .

The purpose from of question three is to explore the innovative materials that teachers use inside the class to enhance writing skills of their EFL students. Teachers said that it is important to Let students know that you value good writing and remind students that they must make their best effort in expressing themselves on paper.

The purpose of the fourth question is to know teachers' opinion about improving writing for a non-native speakers. teachers state that the key to developing English writing skills is to practice English as much as possible, and reading a lot of relevant research articles is a fundamental element for everyone who wants to develop their scientific writing skills, whether they are native speakers or not.

In question 5,6 and 7 we ask teachers how they can help students whose first language is not English. Teachers say that there are many strategies which are:

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Share concerns, listen to the learner's perspective and clarify the expectation for learner performance. Watch for improvement. Encourage struggling learners to record the lessons and to use online or other available resources. Encourage struggling learners to work with other learners outside of the sessions. They Share concerns, listen to the learner's perspective and clarify the expectation for learner performance. Watch for improvement.

In question eight we ask teachers if dictation has a positive aspect for the development of reading abilities of the students. Teachers say that dictation have negative aspect for a 3rd Year middle school .

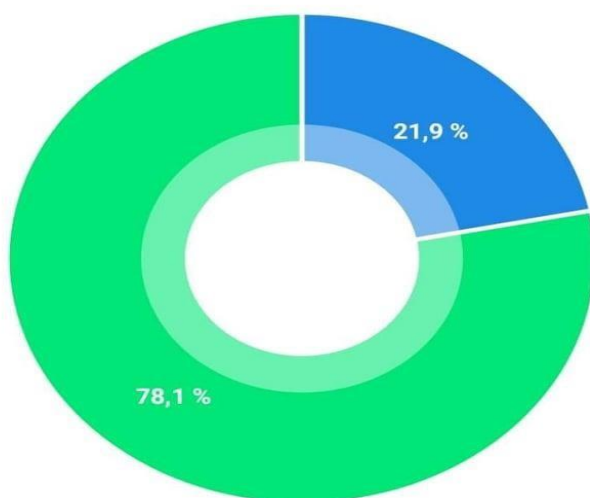
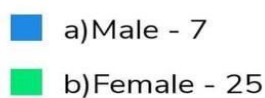
The aim of the last question is to give suggestions by teachers to students. the most important suggestions is creating online clubs specialized in motivating students to write and tell students that writing is a way of learning, not an end in itself. Also let them know that writing is a complicated process filled with false starts.

### II.2.1 Analysis of Students' Questionnaire:

#### Q1: Specify your gender

**A-male**

**B-female**



**Figure3: Students' Gender**

Female student outnumber males. In actual fact this is even the case with regard to the sample under study. We have record 7 mal participant (21.9%), whereas the rest is a female gender that is 24 (78.1%). This approves the common belief that female have the preference towards studying foreign languages and English in particular.

#### Q2: Age

All participants are teenagers student whose age varies between 14 and 15 years old, students of age 14 years old represented the majority (90%), only students (10%) are 15 years old.

#### Q3: Do you like to write ?



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Option	Number	Percentage
Yes	19	82.6
No	4	17.4
Total	23	100

**Table 3: Participants' Attitudes towards studying English**

A quick glimpse at this table reflects that almost of the student (82.6%) state that they write English. Indeed this is a positive point since they are aware of the importance of this language through which they can communicate everywhere, but 4 pupils represent (17.4%) give a negative answer.

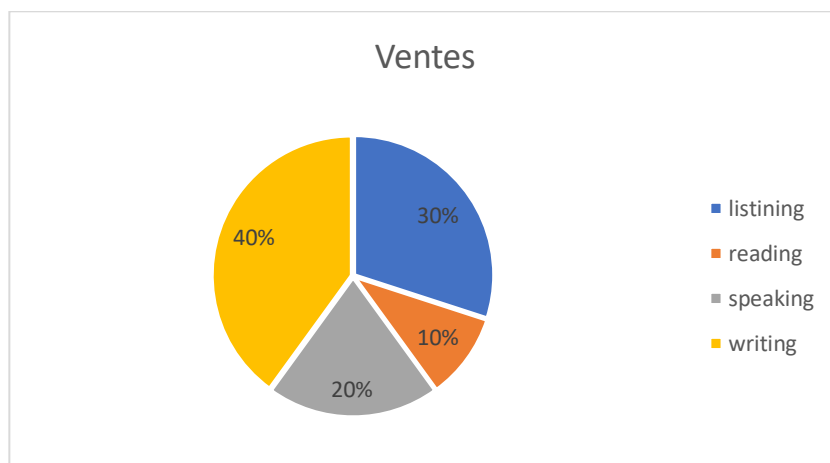
### **Q4: classify the following skills from the easiest to the most difficult**

\*listening

\*writing

\*speaking

\*reading



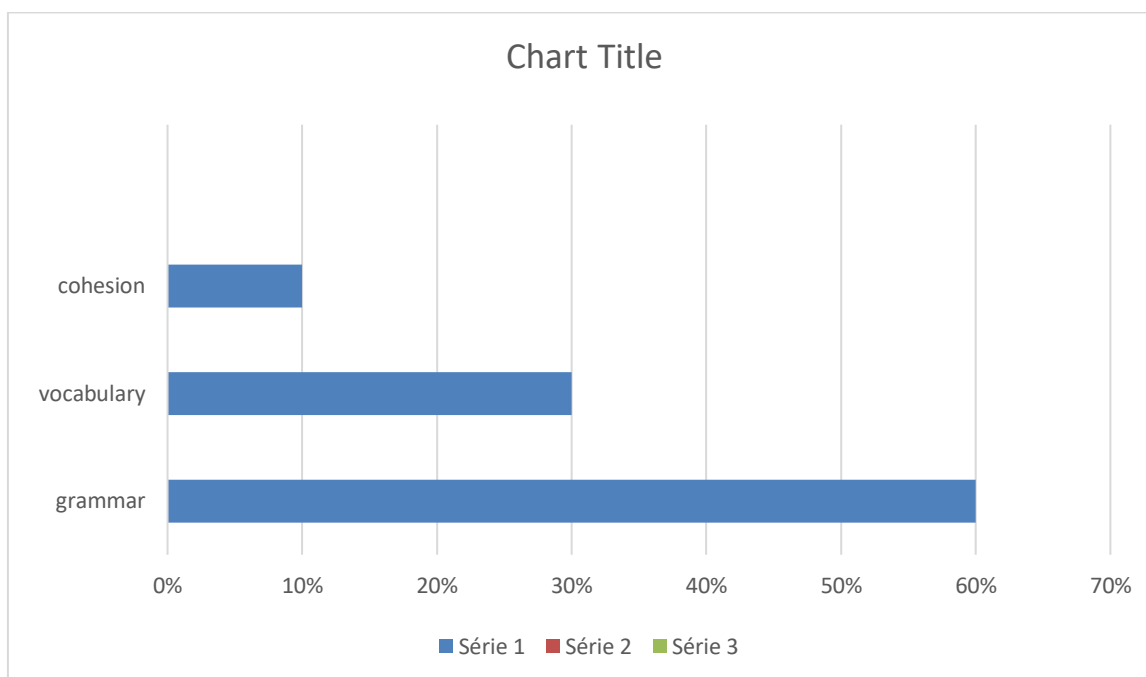
**Figure4 : Pupils' skills preferences**

In this question ,the learners are permitted to choose more than one option.From this finding ,it is noticeable that the learners face difficulties with

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writing skill (40%),others face difficulties with listining (30%),than speaking skill (20%) and reading (10%).

### Q5: What do you focus on when you are asked to write in exam ?



**Figure 5 : students' focus in exam**

When reading students' answers to this question,we notice that (60%) of them focus on grammar,while (30%) focus on vocabulary,(10%) focus on cohesion.

### Q6:Do you think that writing helps you along your personal life ?

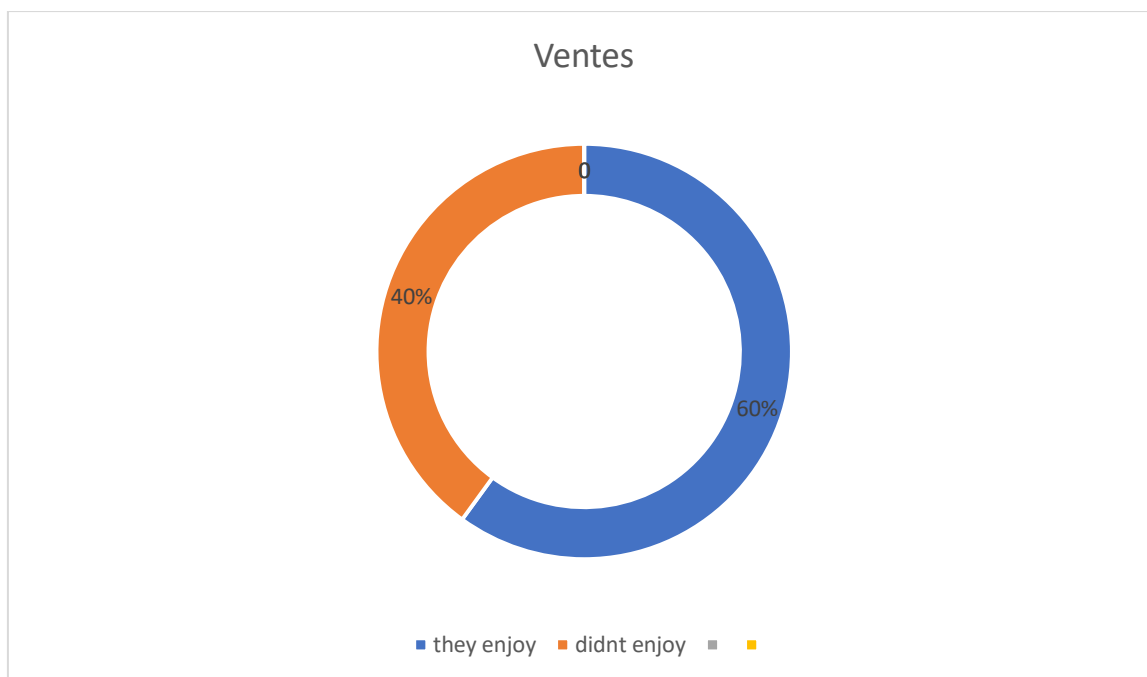
Option	number	Percentage
Yes	23	100%
No	0	0%

**Table 4: Participants' attitude towards writing**

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From the tabel we can assure that the big majority (100%) of the student agree that writing helps them along their personal life,which is somthing positive that they know the importance of this skill.

### Q7 :How often do you enjoy writing ?



**Figure 6 : Student attitudes when writing**

This question seeks to identify the learners' attitudes when writing in English . The majority of the learners (60%) claim that they enjoy writing in English,this means that they are aware of the importance of this skill through which they can communicate and share their ideas.However,(40%) indicate that they have a nigative attitude towards this skill.

### Q8 :Do you have enough practice of writing in class ?

Option	number	Percentage
No	19	82.6%
Yes	4	17.4%
Total	23	100%

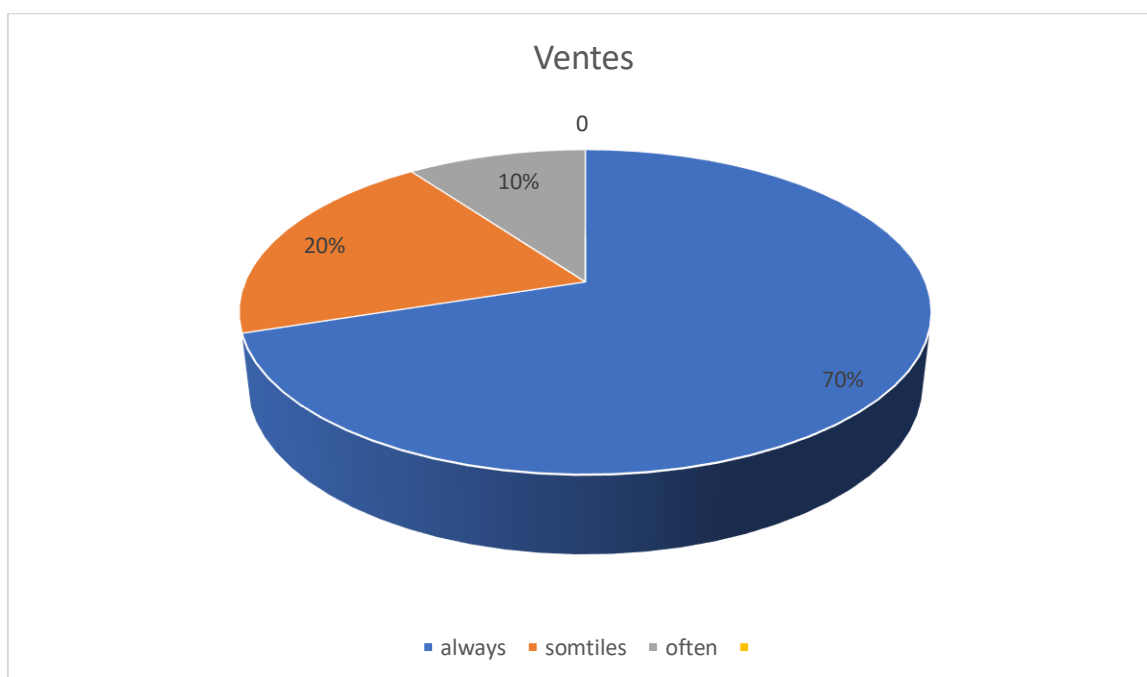
**Table 5: Answers about time allotment in writing practices in class**

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The aim behind asking such a question was to know whether students have received enough practice of writing, the majority of the students said no (82.6%). According to them the pandemic had a huge impact on their academic learning- teaching environment. A participant said “We had good educational system before the pandemic and the teachers knew how to deliver the message really well”. According to the remaining (17.4%) they have had enough practice of writing because they have been practice it at home.

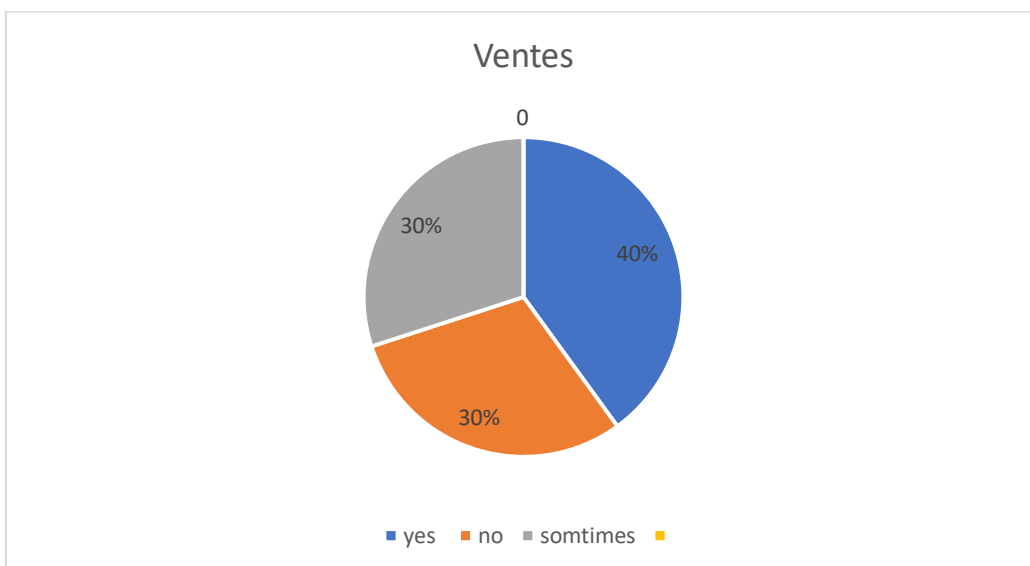
### Q9: Do you enjoy doing the writing tasks in your book?



**Figure7: students' enjoying their wrting tasks in their book**

This item sheds light that (70%)of the pupils state that they are always enjoy doing the writing tasks in the book becous it's amusing,(20%) answered that somtimes they enjoy their tasks,while the rest (10%) statethat often they enjoy their tasks.

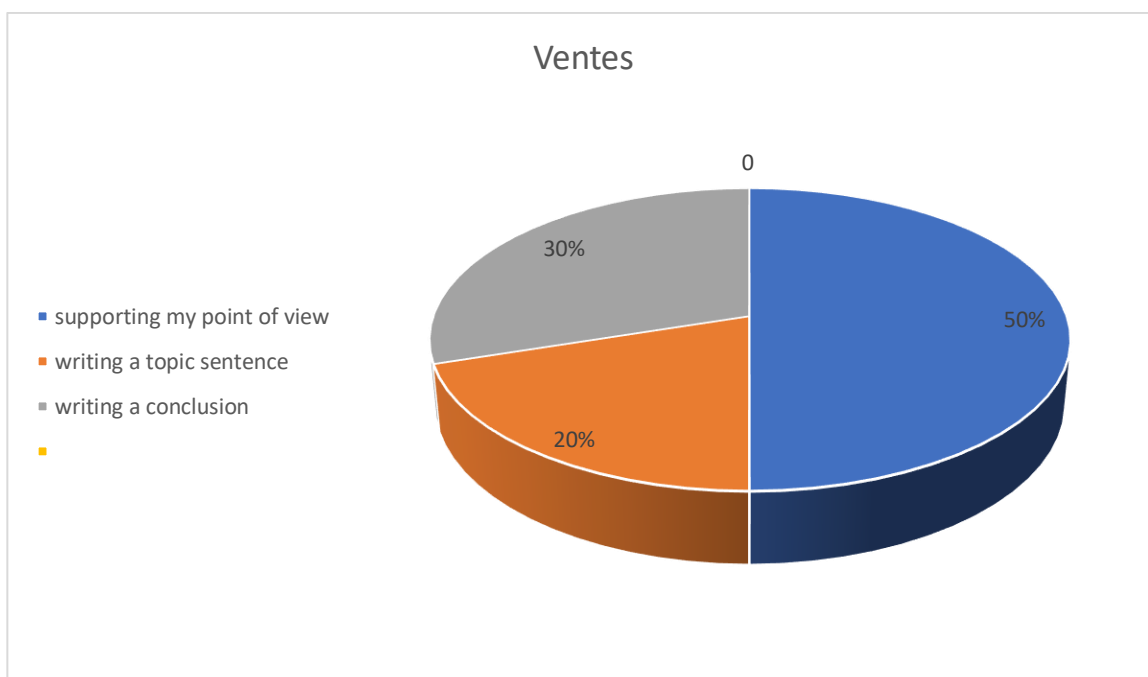
### Q10 :Do you undrestand the writing tasks ?



**Figure8 : Students ' attitudes towards undrestanding writing tasks**

The result mentioned above reflect that the (40%) of learners claim that they undrestand the writing tasks,whears (30%) from them claim that they not,the rest of them (30%) claim that sontimes they undrestand the writing tasks.

### Q11 :I have difficulties in :

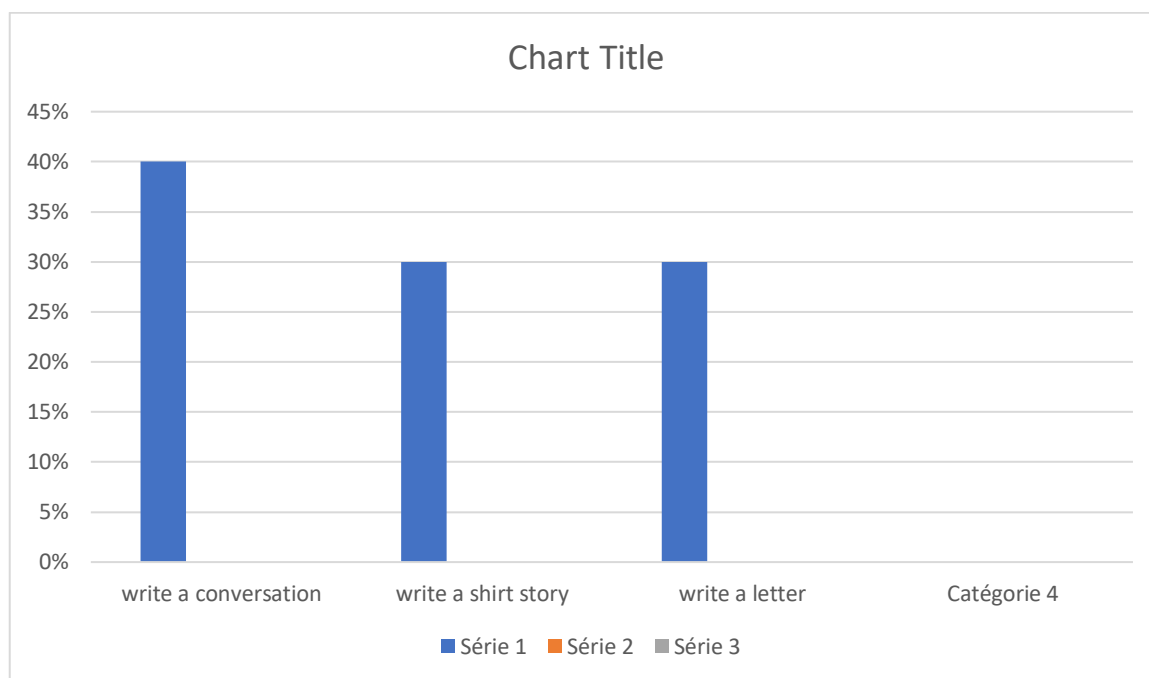


**Figure 9: students' difficulties when writing**

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Diagram 11 shows that the majority of the learners' (50%) claims that they have difficulties in supporting their point of view because they said that they don't have enough time to practice writing, while (30%) of them state that they have face difficulties on writing a topic sentence, the rest of them (20%) state that they have difficulties on writing a conclusion because they have lack of vocabulary.

### Q12 :I have difficulties in writing :



**Figure 10 : students' difficulties in writing**

In this question we notice that (40%) of the pupils have difficulties in writing a conversation, (30%) of them have difficulties in writing a short story, the rest of them (30%) have difficulties in writing a letter.

### II.2.2 Interpretation of the Results

The most important goal of teaching foreign language is to enable the learner to Communicate. This communication is based on four basic skills : listening, speaking, Reading, and writing. Listening and reading are considered as receptive skills ; on the other Hand, speaking and writing are productive skills. Writing in a foreign language is one of the Most challenging skills for almost all learners .Developing the writing skill is thought to be Highly complex if not the most

## **Chapter II: research methodology and results interpretation**

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complex in comparison to listening, speaking and reading. Developing the writing skill is thought to be Highly complex if not the most complex in comparison to listening

The obtained results show that the writing skill is a complex activity that requires much time and practice from the learner's part and a lot of experience and guiding from the teacher's part. A focus should be put on the process approach rather than the product approach since the product is the result of any process of writing. Teachers should guide students through the writing process avoiding an emphasis on form to help them develop strategies for pre-writing, drafting and organizing ideas. Awareness of the importance of the writing process, as the results showed, is essential in the writing activity. Learners need to know that proceeding through the writing steps is not a waste of time; each stage contributes in making effective writing and in diminishing the troubles students face when they write .

### **II.2.3 Recommendations**

In the light of the obtained results, we recommend the following :

Students should recognize the importance of using the writing stages, and should be told regularly that the more they go through them, the more they produce better writing teachers should motivate students to work in groups. Last but not least, students should be provided with enough time when they write so that they could go through the stages of the writing process. Materials, media, classroom activities, classroom management, teachers strategy and teachers approach are factors that influence the students writing skill.

Reading is closely related to writing so to improve the writing skill learner should read as much he can.

The english writing skill will improve a lot if pupils work more on grammar exercises.

## **Chapter II: research methodology and results interpretation**

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### **II.3 Conclusion**

The chapter aimed at covering the research design and participants, as well as the research instruments used. It tried to analyze data both qualitatively and quantitatively and finally it discussed the final results achieved. The discussion and interpretation have provided a complete validation of the two hypotheses.



# **General Conclusion**

## General conclusion

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This dissertation describes the factors that help to develop writing skills and THE DIFFICULTIES THAT FACE THE PUPILS. through this research work a number of beneficial ways are proposed to enhance writing skills of middle schoolpupils

The case study was conducted with pupils from taher hmaidia middle school as a sample in addition to four teachers. In conducting this research work, two questionnaires were used for data collection. . After collecting the data, findings were analysed and interpreted quantitatively and qualitatively.

Results achieved demonstrate that the majority of students and teachers consider writing skills as a positive aspect and they assure that working in groups facilitate writing task since it provides the easy access . both students and teachers appreciate the importance of writing and encourage others to write . In addition to this, teachers suggest some ways to make Writing more easy for pupils . Actually, suggestions provided are really interesting for middle school pupils to be taken into account in language writing .

To conclude, the key element in acquiring writing skills is Motivation. It helps learners to improve their interest towards writing. It also encourages the learner to engage in writing. A Motivated learner contributes in the classroom activities and shows interest in developing writing skills.

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# Appendices

**Appendix: A**

**Students' Questionnaire:**

Teacher will explain these questions to his pupils

1-specify your gender

A-male

B-female

2-age.....

3-do you like writing

a-yes

b-no

4-classify the following skills from the easiste to the most difficult :

a-listening

b-speaking

c-reading

d-writing

5-wht do you focous on when you are asked to write in exam ?

a-cohesion

b-grammar

c-vocabulary

6-do you think that writing helps you along your personal life ?

A-yes

b-no

7-how often do you enjoy writing ?

.....

8-do you have enough practice of writing in class ?

a-yes

b-no

## Appendix

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9-do you enjoy doing the writing tasks in your book ?

a-always



b-often



c-sometimes



10-do you undrestand the writing tasks ?

a-yes



b-no



c-sometimes



11-i have difficulties in :

a-supporting my point of view



b-writing a topic sentence



c-writing a conclusion



12-i have difficulties in writing :

a-write a conversation



b-write a short story



c-write a letter





**Appendix: B**

**Teacher's questionnaire**

Dear teachers,

This questionnaire is a part of our research work, we would be so grateful if you could answer the following questions about writing skills for non-native speakers case of 3rd year Middle school pupils.

Thankyou in advance for giving us your time.

.....

Q1: `What is your teaching experience?

.....  
.....

Q2 : Do you oblige your students to write or is it a personal choice ?

.....  
.....

Q3: What are the innovative materials that you use in your class to enhance writing skills of your students ?

.....  
.....

Q4: How can non-native speakers improve writing?

.....  
.....

Q5: What are the strategies you will use to develop the writing skill?

.....  
.....

Q6: Howcan you help non-native speakers in the classroom?

## Appendix

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.....  
.....

Q7: How do you help students whose first language is not English?

.....  
.....

Q8: Do you think that dictation has a positive aspect for the development of writing abilities of your students or was it the opposite ?

.....  
.....

Q9: Is there any suggestions to improve writing skills to your students ?

.....  
.....

**Thank you.**