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**An Investigation Into Students' Writing
Difficulties. Case of Second Year LMD Classes**

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Requirements for the Degree of Master**

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DEDICATION

To my beloved family.

To my close friends.

To my neighbors.

To my supervisor Miss. Oumessaad BERKANI

To my photography group of M'sila, and all photography friends

from BBA, Setif.

Acknowledgments

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Abstract

Written expression in foreign language is among the most complex practices for English language students. This is because writing is one of the most difficult language skills in terms of learning because it requires a lot of effort and practice from students to reach a good level. Most students have difficulties in writing a specific text about any topic. Therefore, this study intends to investigate the various problems writing faced by second-year students in English. The aim of this study is to see if the students follow the steps of writing, since writing itself is a follow-up to many complex procedures that the student must follow in writing.

Consequently, in order to arrive to prove the study's content regarding the various difficulties faced by English second year students, we conducted two surveys, the first was devoted to teachers with experience in teaching English written expression, and the other to second year students at the University of Mohammed Boudiaf M'sila. Therefore, we prepared a number of suggestions in order to overcome the various difficulties through the results of both questionnaires given to both teachers and students.

Key Words : Writing difficulties, students, second year, LMD, investigation, linguistic, cognitive, psychological, pedagogical.

List of Abbreviations

FL: Foreignlanguage

L1:Firstlanguage

L2:Second Language

ESL: (English) as a Second Language

EFL: (English) as a Foreignlanguage

Q:Question

LMD: License &Master&Doctorate

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**GENERAL
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Introduction

The complex process of teaching and learning of higher education concentrates on the students' writing skill for being a significant component in that process. Writing plays an essential role in learning a foreign language. Students who are fresh English language learners should be familiar with writing processes, elements, and features like formality, objectivity, and complexity in order to use the language precisely and accurately. English writing provides students with the opportunity to think critically and gives the motivation to acquire various features of writing such as utilizing dynamic words, expressions, and efficient vocabulary (Abdulwahed ,2010).Furthermore, writing includes particular characteristics like critical thinking and self-expression that students ought to receive within the courses they attend. Also, students face numerous difficulties in writing the fact which drives them to feel bored about this component of language.

Among the crucial difficulties that students face in writing, one may list essentially lack of ideas, lexical difficulties, text structure, grammar, and punctuation. Therefore, numerous students suffer from rockiness within their ability to write leading them to some sort of oneself expressing anxiety.

Broadly, writing is a physical and mental act. It is about discovering ideas, thinking about how to communicate, develop those ideas into statements and paragraphs that will be comprehensible to a reader. Writing has dual purpose; to express and impress (Nunan, 2003); this is the prestige of writing. In addition, it is a multi-challenge process that requires a lot of arrangement, planning, rewriting, and modification. Most of the researchers have focused entirely on the potency of prewriting to simplify the difficulty of writing, as it provides assistance to the writers to outline their aim and purpose, developing the ideas, organizing the collected information and framing the content (Brodney et al ,1999; Hart ,1997; First and MacMillan ,1995; Flower and Hayes ,1981). It has been suggested by Bourdin and Fayol (2000) that appropriate and prior planning stimulates the absolute performance of writing, and interchangeably, inadequate planning may result in weak writing performance.

Writing is considered as the most challenging skill for a significant number of M'sila University students. Who have many difficulties when they produce a piece of writing in English.

1. Background of the Study

Writing is the most challenging area in learning second language. It is based on the well use of language with structural precision and communicative possibility (Dar & Khan ,2015; Hyland ,2003; Mahboob ,2014). Kellogg (2001) declared that writing is a cognitive process that tests memory, thinking ability, and verbal command to successfully express the ideas; because that proficient composition of a text point out an effective second language learning (Geiser & Studley ,2002; Hyland ,2003; McCutchen ,1984; Nickerson, Perkins, and Smith ,2014). Thus, learning how to write obtained a huge importance during the last two decades due to two factors: its use as a tool for effective communication of ideas, and the extensive research work carried out in this area to investigate different issues faced by L2 writers (Dar & Khan ,2015; Graham & Perin ,2007; Haider ,2012; Hyland ,2003).

Writing is considered as significant in all contextual aspects of life further away than classroom, Riswanto and Putra (2012) claimed that writing is among the language skills that will never become taken as an outdated component in education. It is important not only in language class, but also in other subjects. Writing is also one of the most difficult skills for the students to acquire as writing demands various skills and agreements like arranging, and enhancing ideas, thoughts, and information, choosing the accurate vocabulary to get rid the meaning obscurity, as well as the practice of correct grammatical devices to focus and increase ideas and thoughts (Nik et al ,2010; Yunus et al ,2013). However when we speak about the difficulties of writing students we may find so many aspects. Student encounter a lot of writing problems when learning. They can be linguistic, psychological, cognitive, and pedagogical issues (Haider ,2012; Hyland ,2003).

Linguistic problems, during writing we have to cover the lack of features, keep the window of communication open through our own effort and to ensure both through our choice of sentence structure and by the way our sentence are linked together and sequenced, that the text we produce can be interpreted on its own (Byrne ,1995). Also, learners battle with the English structural components because an inappropriate structure complicates the content and comprehension of the text which a reader decodes through the interference of a mental process (Quintero ,2008; Nik, Hamzah and Rafidee ,2010).

Vocabulary is a problem that faces students; The vocabulary amount required for academics is much more formal than daily use; thus, students' vocabulary knowledge and use is vital to develop their writing.

Ellis & Beaton (1993) declared that students sometimes tend to use repetition as a vital way for vocabulary acquisition. However, learning vocabulary by repeating words is tiring and not effective (Li ,2010; Yang and Chen ,2010). vocabulary is another problem that faces students; that is The vocabulary amount required for academics is much more formal than daily use; thus, student may be lacking in vocabulary when it comes to academics.

Additionally, grammar; understanding its rules is difficult for international students to learn the rules of English writing. Sentence structure, capital letters, punctuations, and many other aspects may need to be learned in order for the writing to make sense and transmit what the student is aiming to express. The comma rules are a good example of this; that when a comma is put in specific areas in a sentence it might change the meaning entirely.

Huang's (2008) study show that ESL writers are to be expected to have difficulties when they produce pieces of writing in English. A variety of researches have investigated the main issues of improving writing skills. Recent investigation illustrate that students' perception was that they were unable to correctly use grammar rules in writing and were unable to generate an essay in a limited amount of time (Ismail ,2011). In addition to that, students lacked experiences in writing (Kobayashi and Rinnert ,2002; Ismail ,2011 and Pradhan ,2016). When students needed to build a piece of writing, they were likely to be led to apprehension, being confused, and not comfortable about writing an english paper. As a result, in order to master writing, it is obligatory to detect what could bring students to become successful in their writing (Sasaki ,2000; Victori ,1995; Riazi ,1997; Arndt ,1987 and Wenden 1991). Moreover, Students are sentenced to encounter cognitive, and psychological problems that can lead them to be anxious about taking a pen and start expressing themselves.

Cognitive problems that writing is learned through the given instructions. It means that we have to master the written form of the language and to learn certain structures which are important for effective communication in writing. Mainly, we can write comfortably when we utilize the mother tongue. To Identify and structure the data is easy . Despite that, using it in a foreign language is not. It will be a different case. Any problems will occur when we try to write in foreign language. Also, problems related to arranging paragraphs, difficulties in remaining word classes, making a conclusion, and putting punctuation (Byrne ,1995).

Psychological problems; in which writing is basically an individual process by being obliged to write on your own, without any interaction or the benefit of feedback, it can lead to serious issues when students are next to a blank paper. Moreover, students laziness, egoism, bad mood, and difficulties to start writing are also faced by students. Additionally, students sometimes relates their writing problems to pedagogical factors such as; students' lack of confidence to teaching strategy which is not suitable for the students' learning styles and cultural backgrounds (Ahmad et al ,2013). It is brought into frame that poor writing skills originated from two factors: the teacher and the learner. Teachers are deficient of the suitable systematic approach to teach writing, including providing quick and successful feedback to students, and decisively, teachers weak ability to motivate and push student forward. On the other hand, students face many challenges like: outcomes of L1 transfer, lack of reading, lack of motivation, and practice.

Several researchers attach students' poor writing skills to the teachers' fall back on teaching writing. For example, Harris (1977, p.175) stated that few teachers do not engage in teaching composition at school level. This situation is increased when students come to institutions of higher learning and are also confronted by academics who are not willing to teach academic writing (Moore ,1998; Boughey ,1997 & Gambell ,1991). Furthermore, research also indicates that there are fewer writing activities done in schools and student writing is underestimated (Wingate ,2006; Cohen & Riel ,1989). For example, (Wingate ,2006, p.458) discovered that a lot students are no longer obliged to write essays at secondary schools and that could be one of the reasons why students nowadays encounter a lot of problems with writing.

2.Statement of the Problem

Writing is as important language skill as much as speaking and listening, students in EFL classroom ought to know how to write letters, paragraphs, essays,..etc. However, most students do not pay attention to form and organize their ideas in writing task, rather they simply aim for the final product, they need many techniques to facilitate writing process (Byrd ,2011, p.22).

According to the previous background study factors; linguistic, cognitive, psychological, and pedagogical, foreign language learners of M'sila University face many difficulties in their writing. Not only must these students gain proficiency in grammar, mechanics, vocabulary, and other surface-level aspects of English composition, they must master

writing. Students' ability to write in English may be influenced by factors such as linguistic, cognitive, psychological, and pedagogical factors. They find linguistic difficulties like word formation, the use of articles. Cognitive difficulties like organizing their ideas, following topic, using punctuation. Psychological problems like finding difficulties in starting writing, laziness, motivation, fear, and anxiety. Pedagogical factors like the lack of experience in teachers, system of education, ways of teaching, and collaborations between teachers.

3. Research Questions

This following research seeks to answer these questions :

1. What are the most common writing difficulties that second year EFL students at the University of M'sila are facing?
2. How do students use writing strategies to overcome the writing difficulties?
3. From the teachers' standpoint, what teaching ways that could either facilitate or impede success in writing?

4. Assumptions

1. We assume that there are various problems that university students in M'sila face when they write in English language.
2. A number of techniques and propositions can be suggested to help those students overcome their writing problems.

5. Aims of the Study

This research aims at identifying M'sila university students' writing problems and suggesting ways of solving some of these problems. In addition to, enhancing their writing proficiency.

6. Research Methodology

Research is an art and science in searching the answers of the problems (Yoseph and Yoseph ,1979; cited in Syamsuddin ,2011).

6.1. Choice of the Method

The current study is carried-out using descriptive method to achieve the main objective of the research. A data collection tool will be implemented as most suitable one to reinforce the authenticity of this research.

6.2. Data Collection Tools

In a try to collect a good amount of data we will use a questionnaire in order to achieve more valuable answers related to the research aim which is represented in the investigation of the issues that English second year students encounter.

6.3. Population and Sampling

This study took place at Mohammed Boudiaf University of M'Sila at the department of English. Forty second year LMD students among 120 of the target population will be our sample and eight (08) Written Expression teachers as a secondary sample participated in answering the questionnaire to reinforce information about the issue.

6.4. Significance of the Study

1. The present study is significant for both learners and teachers since it can inspire to innovate the fundamental processes and techniques that can help in resolving students' hard slips, and enhancing students' writing abilities.
2. Teachers of writing at the Department of English at the University of M'sila will find this study useful to examine students' difficulties in writing. Adding to that, students of English, particularly second year students, will benefit from the findings of the research to learn more about the various stages involved in writing composition, and attempt to build a better understanding of the writing process. More interestingly, this study will seek for to give frank perceptions about the skill of writing for teachers of writing as well as for future researchers who wish to further studies about this subject matter.

7. Organization of the Study

This work is divided into two chapters. The first chapter includes the theoretical part, while the second is devoted to the practical part.

Chapter one is divided into two sections. First section deals with the background study. It concerns the skill of writing and writing composition, in addition to the teaching of this skill to English learners as well as the problems they may face in writing. Second section deals with the common writing problems that students encounter when learning writing.

Chapter two is devoted to the field of investigation. It presents questionnaires. It seeks to describe, deliver analysis, and provide an interpretation of the results in which we attain from the students. Additional teachers' questionnaire is added to reinforce the research. The chapter ends up with recommendations that can help to overcome students' writing difficulties and suggest certain ameliorations.

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THEORITICAL

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Introduction

Language is an important mean of communication. It comprises four aspects which students are required to master; speaking, listening, reading, and writing skill for different purposes. The later is seen as the most difficult aspect.

This section presents a broad view about writing and illustrates its nature. Additionally, it seeks to illustrate a comparison between writing and other skills like speaking and reading, to language. Also, shows the different stages to perform a well written task. The chapter ends up with some suggestions that the teachers and students that can serve to raise the writing acquisition.

SECTION ONE: OVERVIEW ON WRITING SKILL

1. Definition of writing

Writing is one of the essential skills within the English language learning . It is considered as the most difficult skill for the students. Even natives encounter several difficulties when it comes to writing, oftentimes they fail to display a good command of writing. (Johnstone, Ashbaugh, and Warfield ,2002).

Writing is a system of communication between people, it has to follow conventions that are distinct of all which relate letters to words and words to sentences. However, it must be well organized to have a coherent whole called "text" (Bader ,2007).

Writing is an extremely complex, cognitive activity in which the writer is in demand to show control of many variables at once Nunan (1989, p.36). It illustrates that there is a perplexity within the sentence level which includes the control of contents, format, sentence structure, vocabulary, spelling and letter setting up. Students should be competent to build and combine information into cohesive and coherent paragraphs. Moreover, Rivers defines writing as the expression of ideas in a formal way to organize the graphic conventions of the language; the ultimate aim of students at this stage is to be able to express themselves in a classy literary form which requires the use of special vocabulary and certain refinement structure (1968, p.2s43). Widdowson (1978) viewed writing as an act of producing correct sentences and transmitting them into words on paper. This involves mainly the use of graphic language. In this definition, we are introduced to the skill of writing as a way to recording one's ideas and feelings, using a correct grammar in a concrete manner.

From the definitions above, writing could be considered as a problematic process that requires many skills like mental, psychological, practical and critical minds. It is also a

system in which written symbols means the sounds, syllables or words of language. Writing also requires various techniques such as spelling, capitalization and punctuation, the word function and form. It aids to accomplish a clear meaning. Therefore, writing is a performance to enhance the understanding of whichever topic. However, being able to write is something different to students than understanding writing itself.

2. Writing ability

Writing is a form of communication that involves sets of symbols to form words and sentences that symbolizes the sounds of speech. There are codes and agreements which command these symbols and words in order to allow individuals to express their thoughts and ideas. Harmer (2004, p.10) stated that speaking and writing have their own signs, symbols and devices allowing communication to be more accurate. As a matter of fact, writing is an exceptional ability for that it enables the individuals to convert their thoughts into words for the desire to communicate their sentiments effectively and efficiently.

3. Nature of writing

The ability to write is a crucial skill in our community, being able to write will open the closed doors of the written communication, and this is due to educational, personal and business purposes. For that reason, writing is given a huge attention nowadays when it comes to learning its basics.

According to Weigle (2002) the nature of the writing ability can be illustrated from various perspectives. Among these perspectives writing can be compared with other productive skills like speaking and reading.

3.1. Writing and speaking

Grabe and Kaplan's (1996; cited in Weigle, 2002) statement came into contradiction with many linguists, by reason that speaking had a priority over writing through linguistic history, and written language is basically a reversal of the spoken one. Nevertheless, educational researchers prefer the written language and gives it more importance than the oral language in a matter of accuracy and reliability, this viewpoint is neglected nowadays. For that neither the oral nor the written is upper than the other.

Harmer (2004) stated that there are wide similarities and differences between speaking and writing in terms of form and process. Learning to write is not just an expansion of

speaking a language. In her viewpoint, she claimed that speaking is learned during childhood without any educational instruction, but writing needed to be taught within schools (Raimes, 1983). In accordance with that, Raimes showed a plenty of differences between the writing and speaking like speech nature and its dependence on voices and body language, while the writing its relying on the use of graphic symbols. As an extra factor, the variations of spoken language found in dialects, the use of intonation pronunciation and the face to face interaction found in the conversation. However, writing counts much on standard forms such as grammar, vocabulary and style, for writing is a planned process and students needs to convey the message to the reader accurately.

3.2. Writing and reading

Writing is a productive skill whereas reading is a receptive one, despite the difference of these two skills in terms of characteristics, they both complete each other in a way that mastering one of these two skills will reflect on the other. Storsky (1983) stated that there is a attachment between reading performance and writing ability. Therefore, better writers are promising readers. In addition to that, reading experience and writing level, so efficient writers read largely than inefficient writers, and attentive readers produce more systematically correct writing than inattentive readers.

4. Purpose of writing

It is likely that most students do not give much more attention to their writing, in terms of the quality of writing, amount of text produced or the different writing subjects they get engaged within. Often, writing in the daily life is likely to be performed for either personal purposes such as shopping lists, messages, reminder notes ...etc, or for work tasks such as office memos, accounting reports, and personal evaluations (Brandt ,2001).

Writing can help you think, it is indispensable for the human mind to reach its highest potential, and it allows students to extract abstract ideas Linguist (Walter Ong ,1982). Writing allows the external storage of information that can be represented symbolically (letters, numbers, words,) and which can then be analyzed, critiqued, reproduced, and modified, within other possible actions (Donald ,1991; Menary ,2007).

Another research examined the advantage of writing to the emotional stability. James Pennebaker, a cognitive psychologist at the University of Texas-Austin engaged in a series

of investigations about the advantages of writing (Pennebaker ,2004), comprising its efficiency to heal emotional wounds.

To sum up, writing is an important literacy movement in the human life, for that allows individuals to accomplish a variety of personal, intellectual, and professional goals.

5. The principles of writing

Good and effective writing necessitate specific criteria like clarity, coherence, simplicity and brevity.

Among the criterias of writing, clarity is one of the important elements and without it communication will be impossible. Clarity means to keep away from ambiguity of the words and sentences that might carry more than one meaning or explanation. Students should avoid ambiguity, and use powerful, accurate adverbs and adjectives (Starkey ,2004).

Coherence is also another significant criteria of writing, many researchers like (Kane,2008; Geme and Lea ,2008) had a co-agreement that coherence coherence has to do with organizing and joining students' ideas in a certain way that makes them most easily understood.

Brevity and simplicity are important as much as the previous criterias, for that students must transmit large amount of information with less words, rather than using a lot of sentences to express one idea, it is better to attempt immediately towards the aim. In addition, some students like to show themselves while writing in which it leads them to blocked areas in their topic, it is much better and useful to be simple in writing.

6. Micro-Skills of Writing

The micro-skills included in writing and their mastery helps students to acquire a decent control on writing in which it allows them to avoid mistakes and errors (Henry ,2000). Brown (2001) stated that within the process of micro-skills students need to produce an acceptable form of words and use suitable word order patterns. In addition to that students are ought to use correct grammatical rules and cohesive tools. And employ the linguistic forms and conventions of written discourse. Furthermore, to perfect the communication function of written texts taking into consideration the form and purpose, and to keep the element of coherence; transmit links and connections between events.

As an addition to these processes they go through, students have to implement certain writing activities if they desire to enhance their writing level, these activities are recognized as the types of writing.

7. Systems of writing

Writing consists of certain types that arrange its form, and makes it more prestigious in terms of quality, most important types are notation, spelling, and writing practise.

7.1 Notation

Notation is one of the simple writing forms, it includes the graphic representation of the sounds, Rivers (1978) stated that it is useful for students to differentiate between the different sounds.

7.2 Spelling

Students are ought to merge letters to construct words as Rivers interpret it as 'recognizable units of the foreign language' (Rivers,1978, p.243).

7.3 Writing practice

Writing practice as mentioned by Rivers (ibid, p.243) awards an improvement within the traditional graphic combination of words that transmits meaning, with particular concentration on the necessity to control the structure of the language. Moreover, when it comes to writing a good and efficient piece of writing; students must know about the writing process and what are the necessary stages to follow in order to improve the writing level, as well as making it prestigious.

8. Writing as a process

Writing is a thinking process and the brain thoughts can be put into a piece of paper. Not only it can help to transform thoughts into writing forms, but it provides significant clues to enhance the coherence of the text. Furthermore, it gives us a large view on the situation when we struggle to translate meaning into written words. However, it is agreed that writing process includes various stages in order to improve the writing quality.

8.1. Stages of the Writing Process

Although there is no full convention about the precise number of the different stages of the writing process, White and Arndt (1991) stated these following stages are the most routinely used to improve the writing quality.

8.1.1 Pre-writing stage

In this first writing stage, students generate ideas and information about the topic or the subject matter. Students cast down whatever ideas or thoughts they have in mind about a certain topic. Generating ideas is a vital part of the writing process, the idea here is to keep the ideas stream freely without being worried about suitability, grammar, spelling, or meaning organization for that here students must focus here on the quantity not the quality. It is a highly important step because it allows students to produce as many ideas as possible, within the stage of pre-writing we might find different activities such as drawing, talking, thinking, discussion, interview, reading, etc. These procedures can be done individually or with a group.

8.1.2 Organizing stage

In this second stage arranging the ideas collected from the first previous stage may take different forms such as diagrams, outlines, tables, etc. Organizing writing is useful in a way that students will remain on target to make their writing easily grasped.

8.1.3 Drafting stage

Drafting is one of the important stages in writing process. In this third stage students improve their ideas that they want to take as final put, it might be perplexing at the very first start, but students don't have to be anxious about the writing quality grammar, spelling, punctuation, use of words, etc. The main aim here of students in writing is that how to perfectly organize an idea for their reader. Students here are asked to think about a way to attract the reader, and how to drive them through the text into conclusion. Harris (1993, p.55; cited in Tribble, 1996, p.112) explained this step as the step in which the writer begins to “translate plans and ideas into provisional text”.

8.1.4 Reviewing stage

One essential part of this process is reviewing or revising stage, Even at this step, another overview at the writing done is likely to energise the student mind to get more ideas and thoughts which have to be worked into the original conception. Moreover, students need to ask questions like “Is my argument expressed through a clear set of points or does my reader have to make conceptual leaps in order to follow me?”, “Are any sections repetitious and can they be missed out?”, and “Do I need to rearrange any sentences?”, (Hedge ,2000, p. 306).

Hedge (1988,p.23; cited in Tribble, 1996, p.115) also, considered revising as a step which differentiate good writing from poor writing when she said: “Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation, and grammar until later.”

8.1.5 Editing stage

Editing stage is only a complementary phase of the previous stage. Nevertheless, in this stage students are now requested to fix the smaller issues such as grammar, punctuation, capitalization, etc.

8.1.6 Publishing stage

Publishing stage, or delivery stage is the last step within the writing process, here students are required to check that their writing is in good format.

Sommers and Collins (1984; cited in Nemouchi ,2008) found that students produce finer achievement and get motivated whenever their work is given for a larger audience than the teacher.

SECTION TWO : STUDENTS' WRITING DIFFICULTIES

Introduction

Like all learning problems, difficulties in writing can be exhausting to students' education. Writing skill is complicated and sometimes it is difficult to teach. Its not only a matter of mastering grammatical and rhetorical devices, but also the mastery of the conceptual and judgmental elements. Within students' progress, they are highly expected to express what they know about the various topics by using writing. Any gap in the development of the writing basic skills, students will be unable to write fastly and fluently to surpass these obstacles (Heaton ,1975).

The main point that makes writing difficult is the use of language characteristics or ability in writing such as punctuation, spelling, grammatical, vocabulary, etc. According to Jordan (1997), writing is often perplexing when putting words down on paper in the same structure as an outline prepared with suitable style and vocabulary, and exhausting when trying to put ideas in a coherent way. In addition to the mistakes correction related to grammar.

1. Classifications of students' writing difficulties

Writing is a complex skill that engages student in a physical as well as mental effort, and added to this complexity are the problems writers face. Byrne categorized such problems into three parts. The first classification includes the linguistic problems caused by the necessity to compensate for the absence of certain devices that the spoken medium has, such as pitch and intonation, through a clear and correct expression of ideas.

The second category, he calls psychological, stems from lack of interaction and feedback between the student as the one who writes and the teacher as the reader: there is a physical absence of a reader.

The third category involves cognitive problems due to the fact that unlike speech which can develop in a natural way, writing requires formal instruction to develop For a clearer picture of the difficult nature of the act of writing, a comparison between writing and speaking on one hand, and writing and reading on the other hand, will be of great help.

As an addition, when it comes to pedagogical point of view, Yohana P. Msanjila (2005) claimed that writing is one of the four basic language skills, to be specific: speaking,

listening, reading and writing in which the teacher as an instructor must know. Unlike speaking, writing is not considered as a natural innate activity. whereas, speaking is acquired without any further instructions, or without the need of the teacher, on the other hand, writing has to be taught. giving to what Brookfield (1995, p. 62) claimed “the best teachers are probably those who have achieved their skill mastery, knowledge, and intellectual fluidity only after periods of struggle and anxiety”. Also, students encounter problems within learning because they don't study English in early stages. Moreover, they don't employ English as medium of instruction except in certain higher education courses. Students who turn into English majors are often considered as good writers.

1.1 Linguistic difficulties

Linguistic difficulties are vital when one deals with students' writing quality. They consists of different aspects such as grammar, vocabulary, language use and choice of sentence that must be fully controlled.

1.1.2 Grammar

Grammar is among the most difficult phases during the way to master a foreign language . It is defined as “the rules that govern how a language’s sentences are formed” (Thornbury ,2000, p.01). English grammar has been traditionally observed as “a system of syntax that decides the order and patterns in which words are arranged in sentences” (Close,1982, p.13). According to Ellis (2008, p. 418) grammar difficulties can be devided in two types of challenge:

1. The difficulty which learners have in understanding and expanding a grammatical feature.
2. The difficulty which learners have in internalising a grammatical feature so that they are able to use it fluently and automatically in communication. He assert that the first meaning of grammatical difficulty is concerned to explicit knowledge, while the second meaning is concerned to implicit knowledge.

Moreover, Shiu (2011) claimed that various researchers have characterised grammatical difficulty in terms of students’ correct use of grammatical features that are considered more

difficult to learn based on the fact that many students have difficulty using the features correctly.

1.1.3 Vocabulary

Ur (1994, p. 60) explained that vocabulary is the words we educate in the foreign language. Additionally, Thornbury (2002, p. 27) declared that there are numerous elements that could make some words more difficult, one of the major factors we found that pronunciation is a crucial doer in making vocabulary acquisition difficult, researchs shows that words that are difficult to pronounce are more difficult to learn. The spelling sounds and spelling imbalance are probably the one responsible of errors, either of pronunciation or of spelling, and can contribute to a words' difficulty. However, most English spelling is totally law-abiding, there are also some highly obvious irregularities. Words that comprise silent letters are extremely problematic such as; listen, headache, honor, half, light, muscle, etc. Length and complexity long words appear to be no more difficult to learn than short ones. But, based on experience, high frequency words tend to be short in English, therefore the learner is likely to meet them more often, a factor that necessitate their learning. Adding to that, the meaning factor; when two words interfere in meaning, learners are more exposed into mixing in between them. Make and do are a case in point: you make dinner and make an date, but you do the job and do the duty.

Vocabulary issues are one of the main points that students face; so, Muhammad Fareed (2016) suggested intensive reading as a way to treat lack of vocabulary. He also emphasized that teachers should teach students new words, either through incidental learning or intentional learning. Developing a writing culture and providing opportunities for writing practice are also very important.

1.1.4 Problem of Word Choice

A good writing or composition should consist of appropriate and varied range of vocabularies used along with proper grammar and varied range of sentence structures (Norish,1983; and Alamirew ,2005). According to Reid (1983; in Melese ,2007, p. 13), when the writer practices the choice of vocabulary that would reflect a concern for the reader and the purpose of writing, the composition written by the student would become sensible to his/her reader. However, writing in a second language using the appropriate words in the appropriate place is a problem for students. For example, White (1980) stated that usually

students use ‘‘big words’’ in their essays to impress the reader, their teacher. The attempt to make an impression to the reader leads to a complication of diction.

1.2 Psychological difficulties

The learners' psychology is an important volunteer to the success writing acquisition. Motivation, attitudes, and anxiety all these psychological factors would affect the success or lead students to unconsciously built barriers that end with an evident failure in acquiring the necessary skills to achieve competence and proficiency in English language.

1.2.1 Motivation

Conventionally, motivation is regarded as an independent variable in languageteaching/learning setting. The social psychologists Wallace Lambert, and Robert Gardner were the pioneers of L2 motivation research; they considered motivation as one of the most significant predictors of L2 performance. According to Dornyei (1998), the degree of success or failure of L2 learning is affected by motivation. The learning process tend to be long and boring, thus motivation is the vital force to initiate L2 learning and to maintain the learning process. Whenever the motivation exists, an excellent achievements and a high performance in L2 are expected.

Csikszentmihalyi (1991) stated that motivation and excitement would be in their highest level if the challenging task is equivalent to the individual's capacities and skills. In cases when the task is very difficult, majority of learners tend to experience debilitating anxiety which results in a loss of motivation, whereas the low challenge of the task may cause boredom and lack motivation.

1.2.2 Attitude

Attitude is a learnt predisposition which stimulates the individual to reveal certain behaviours and responses against certain objects, conditions, or people; attitudes are often sustained for quite a while and represent a preparatory state for behaviour (Demirel ,2001).

Writing attitudes include affective dispositions concerning how the effect of the act of writing on the writer's feelings, ranging from happy to unhappy (Graham, Berninger, and Fan ,2007). Moreover, learners who have positive attitude towards writing in general and their own writing level in specific are motivated to engage in writing tasks and to expand additional effort to learn and enhance their writing skills.

1.2.3 Anxiety

Anxiety pervades every corner of human life. the notion "anxiety" concerns the danger and fear for the person's psychological or physical safety and wellbeing. One of the early notions of anxiety was claimed by Darwin (1872); he defines it as an emotional reaction of a human being excited by the feeling of a physical threat. Anxiety is an emotional variable; its nature makes it a complex task to be defined. It originates from the anticipation of a physical threat or a loss as suggested by (Rholes, Riskind, and Neville ,1985).

During learning writing process, anxiety impedes in different points. Anxiety may restrain the process at three stages: at the input stage, at the processing stage, as well as the output stage (Tobias ,1986). In the input stage, anxiety would cause an interruption which hinders taking new materials. At the processing stage, anxiety affects the memory, through constraining the well-organized order and materials storage. Finally, in the output stage, anxiety would block the adequate recovery of studied materials.

According to Fikri Asih (2017) in order to solve psychological difficulties that intervene withing students writing process, teachers can apply portfolio writing, collaborative writing, psychological engagement by making some kind of consultation of the students writing, and they can reward them for the sake of motivation.

1.3 Cognitive difficulties

Learners with lower writing quality have to use part of their cognitive capacity to focus on the language, making it impossible for other functions concerning writing organization and discourse to be used at maximaum level.

Baoshu and Chuanbi (2015) displayed that working memory had an important impact on syntactic complexity and fluency of students' writing, but no influence was discovered

within the lexical complexity and accuracy; Bergsleithner (2010) discovered the influence of working memory on accuracy and complexity; and (Baoshu and Luo ,2012) almost found the effect of working memory on the precision of writing.

Additionally, the cognitive side of difficulty in writing that students encounter is that learning writing can be devastating and exhausting to students' education and self-esteem; because within the years of learning they are increasingly expecting demands of what they know about many different subjects through writing. Any beam of a fail to develop certain basic skills, students will be unable to write with the fluency and speediness needed to surpass these demands as they augment (Dianna and Nickesha ,2013).

1.3.1 Writing continuities

Writing problems seldom occur in isolation, thus the progression in writing goes along with the developement of other skills that are not related to writing. As a result, an issue with the developement of one of these skills such as reading (ibid,p.13).

1.3.2 Attention Problem

Students who strife with attention that could be inattentive and reckless, This issue might manifest itself by; having the difficulty in the initiation of writing tasks, and easy distractibility during writing assignments. In addition to, mental fatigue or exhaustion during the time of writing and unwell organized papers (Dianna & Nickesha ,2013).

1.3.3 Spatial Ordering Problem

Students who suffer from spatial ordering have a lower awareness when it comes to the spatial positioning of letters, words, or sentences on a paper. It can lead to the poor use of lines on the paper and organizational issues (ibid, p.17).

1.3.4 Sequential Ordering Problem

Students who suffer from sequential ordering have trouble when it comes to putting or preserving letters, processes, or ideas in order. A sequential ordering issue might cause students' writing to making poor letter formation, diverted letters and spelling omissions, in addition to the lack of narrative sequencing, and poor transitions (ibid, p.18).

1.3.5 Memory Problem

Having an active working memory is significant when it comes to the writing process, for that there are many writing processes that needs to be automatic, students who suffer from many difficulties such as; recalling, grammar, spelling, and punctuation, recovering previous knowledge during writing, or organizing ideas, all of these may lead into poor vocabulary, lot of mistakes regarding spelling words, recurrent capitalization, punctuation, and grammar errors (ibid, p.19).

1.3.6 Language Problem

An effective writing depends on the capacity of students' language capacities and their developement within time. A language problem may lead students into a deficient vocabulary, inappropriate phrasing and unusual grammar, bad use of colloquial language, issues with sentence construction and word order, In addition to the problems with word sounds, spelling, and meanings (ibid, p.21).

1.3.7 Higher-Order Cognition Problem

Writing resquires higher-order cognition in order to deliver a very effective topic. Student who have such issues regarding the higher order of cognition are sometimes incapable of using writing to create innovative ideas. Students also might encounter many issues suchs as; the difficulty of generating ideas or elaborating on them, also the difficulty of creating and organizing ideas, difficulty with writing tasks that require creativity or critical thinking or both at same time. In addition, the lack of opinion, struggle to create ideas and organizing them (ibid, p.22).

1.4 Pedagogical challenges

Pedagogical aspect is very important to the whole types of learning, so far it is the art and science of teaching.

Zamel (1985, p. 79) stated that teacher's feedback can be effective if teachers respond to students writing as genuine and interested readers rather than as judges and evaluators. Similarly, Byrne (1988, p. 29) thinks that if we are to be truly readers rather than judges, we should perhaps look not so much at what the learners have failed to achieve but rather at

what they actually succeeded in doing. This might help students writers to appreciate receiving comments and use them in their revisions.

Maram Alluhaybi (2014) suggested that teachers must devote more times for students in terms of their writing difficulties exploration, and to give importance to their necessity to make written communication. However, since students have a lack of experience, teachers ought to intervene and stand for their students in order to help them to make a additional effort to ameliorate their writing.

Muhammad Fareed (2016) also claimed that teachers should be trained not only in effective teaching practices, but they should also know how to deliver a very efficient and constructive feedback.

2. Strategies for raising writing consciousness

Our minds are very strong, so if students get help they will become aware of their mistakes, they will remember these errors and the feedback received. If they can recall the instructions, they surely will avoid making false structures or wrong words in future. As a result, their writing will improve. This type of consciousness is known as language awareness.

One of the language awareness movement central publications in Germany insisted on the role of the teacher to help his learner to be aware of their native language patterns. Van Den Bosh (1903) stated that “ It is our aim to turn the youngster into a keen observer and a shrewd judge of language use by teaching him how to compare and how to distinguish by making him find things out of himself ” so that through process of growing awareness and increasing self confidence that continues throughout life, he will become “ the authoritative controller of his own language use” (Cenoz and Hamberger ,2008, p.5).

Writing effectively includes lot of different sectors of knowledge and skills. This involves the ability to generate appropriate content, and to arrange that content in a coherent way, the capacity to form syntactically correct sentences and to join them to make a coherent text, in addition to the knowledge of a large amount of vocabulary and syntactic pattern to express a variety of concepts (Caudry ,1998).

3. Suggestions to overcome some of the writing difficulties

Storch (2007) suggested that arranging students in pairs and groups permit them to combine the necessary linguistic resources to come up with new constructed knowledge.

According to Steve Graham and Dolores Perin (2007), there are various elements in order to overcome the students' writing difficulties among these elements they recited the writing strategies; which includes teaching students how to plan, revise, and adjust their writing compositions. In addition to that, summarization in which teachers are required to explicitly and systematically show students how to summarize a text. Furthermore, collaborative writing is a tremendous way to overcome the difficulties of writing; meaning by that group work, and how students can pass difficulties such as drafting, revising, writing composition, because collaboration brings a sort of motivation and fear absence in which it will enable students to get engaged in writing. Sentence combining also involves the way teachers give students ways to construct more complicated and prestigious sentences. As an addition to all that, the study of paradigm, which provides students with opportunities to read, analyze, and simulate models of good writing in order to get for them to be influenced by different ways of writing.

Conclusion

As we have seen, it can be said that learning to write has a critical importance. It is a skill that allows us to fill in the social roles. However, in the first chapter it included a general overview of writing, it has been splitted into two sections.

The first section examined the nature of writing, in addition to the relation between writing and speaking, writing and reading. In addition to that, it comprised some processes that can make writing more prestigious and remarkable. The second section of the same chapter contained a classification the difficulties that students may encounter in writing linguistic, pedagogical, cognitive, and psychological levels. It covered some previous researchers studties and their important suggestions and solutions to overcome writing issues.

CHAPTER TWO :

INVESTIGATION

FIELD

CHAPTER TWO : INVESTIGATION FIELD

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Introduction

As already mentioned in the general introduction, this study aims at identifying M'sila university students' writing problems and suggesting ways of solving some of them to enhance their writing proficiency. We have claimed that writing is among the top major language skills that those students need to acquire in order to be effective at writing.

When it comes to investigating students writing issues, it appears to be suitable to allow students to express their ideas and thoughts using the element of questionnaire. Thus, The related questionnaire was designed in order to explore and investigate how the English second year student encounter the task of writing and the way they perceive the writing process in general. Moreover, how the student face the importance of the writing process. In this questionnaire we will see the results of the student questionnaire to examine the validity of the research hypothesis.

Hence, the collected data and the obtained results from the teachers' and students' questionnaires have enabled us to diagnose the teaching / learning of writing with its strengths and weakens departing from a real situation to suggest the appropriate solutions to the existing problems faced by the students when they write, the participation of teachers is very important because they are aware of the students' abilities and the writing skill complexities.

1. Participants

The questionnaire was submitted to a random sample of forty (40) second year English LMD students. They were picked for that they encountered various writing situations that led them to diagnose their difficulties in writing during written expression classes.

Another additional questionnaire was given to eight (08) teachers at Mohammed Boudiaf M'sila University, the submission was only to teachers who had experience in teaching written expression. They were picked up due to their experience and perception of their students' speaking difficulties and some solutions to overcome them.

1.1 Students' questionnaire

1.2. Aim of the questionnaire

The questionnaire is designed to investigate the students' consciousness about their writing difficulties and some solutions to overcome them. It is arranged according to the basis of the theoretical chapter in this research. Thus, it could deliver some results that will help in giving some results related to the writing difficulties, in which we will exploit to come up with considerable recommendations, those recommendations help in the achievement of teaching and learning writing.

1.3. Administration of the questionnaire

We have administered the questionnaire to second year LMD students, the questionnaire took place in May 2018, given to 120 students, taking 40 students' answers randomly as the main sample to examine. The questions were clear in a way that students can grasp them clearly and deliver convenient answers.

1.4. Description of students questionnaire

This questionnaire sets for second year LMD student at English department of Mohammed Boudiaf University of M'Sila for the academic year 2017/2018 . 40 students are the questionnaires' participants, they are picked up randomly in order to find out the students' difficulties that influence their writing acquisition process .This questionnaire comprises two sorts of questions; the first one is limited question that deals with « yes » or « no » questions or to indicate answers from numerous options .The second one is the open-ended question; in which the questions requires sort of reasonable grounds or justifications for the choices, or asking the students to submit their opinions or ideas . This questionnaire consists of two sections with eighteen questions :

- 1- **Section one** : it deals with students' general information, it contains eleven questions which aims to gather a superficial background information about the participants (age, gender, writings' inspiration, rating, exploration questions ...).
- 2- **Section two** : it deals with students' point of view towards writing in general, and students awareness about the writing rules. In addition to that, it seeks to extract out the main difficulties that students encounter when being exposed to both of the writing acquisition process and during writing certain tasks as well.

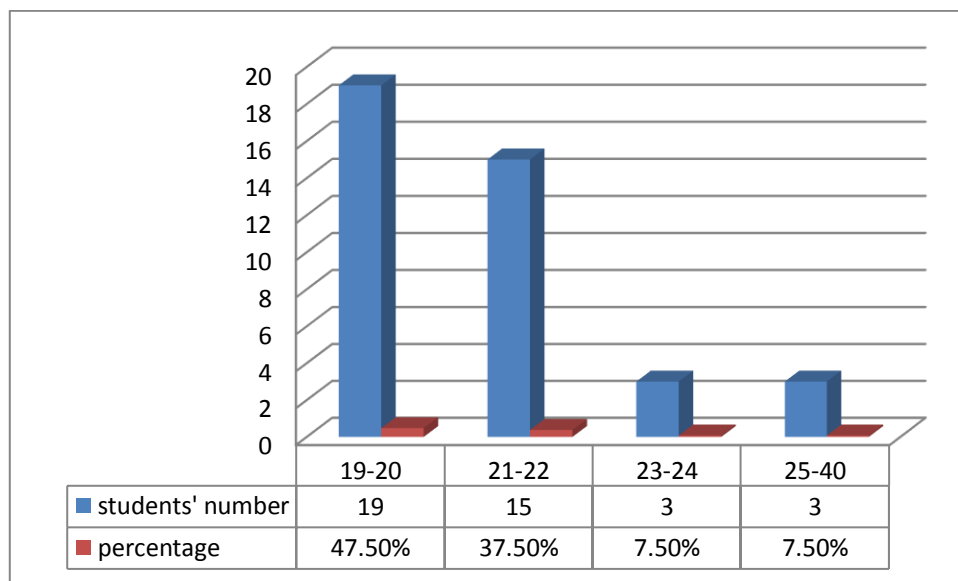
1.5. Analysis of the results

Section one: General Information

Q 01 - Age :

Table 01 : Students' age

Age	Number	%
19-20	19	47.5%
21-22	15	37.5%
23-24	3	7.5%
25- 40	3	7.5%
Total number	40	100%

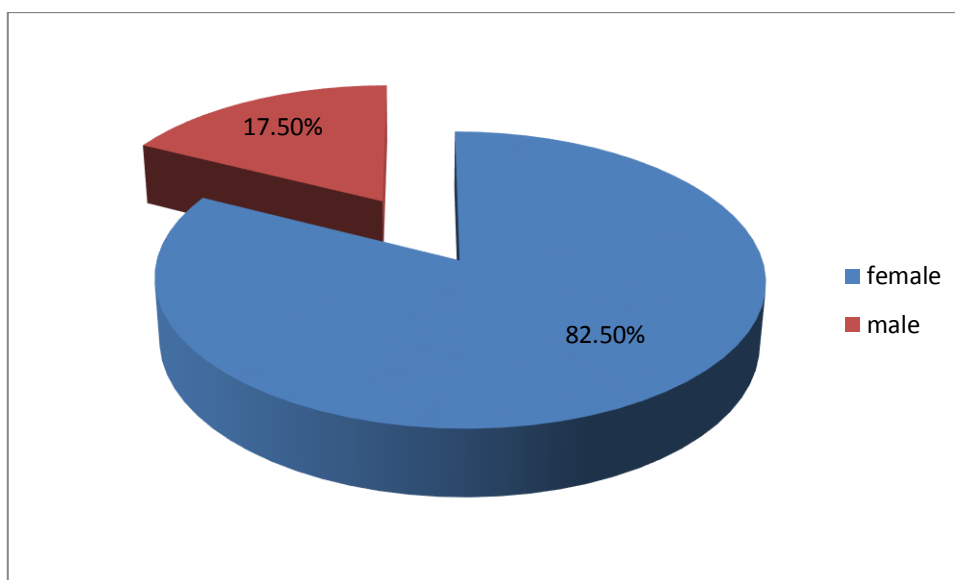


Graph 01 : Students' age

The graph and the table above represent the students' age, they are varying from 19 to 40 years old. 47.5 % represents the majority of the students who are between 19 and 20 years. 37.5% the ones who are between 21 and 22 years. And, 7.5% stands for both students's that their ages are varying between 23 to 24 and 25 to 40.

Q02 : Gender**Table 02: Students' gender**

Sex	Number	%
Female	33	82.5%
Male	07	17.5%
Total	40	100%

**Graph 02: Students' gender**

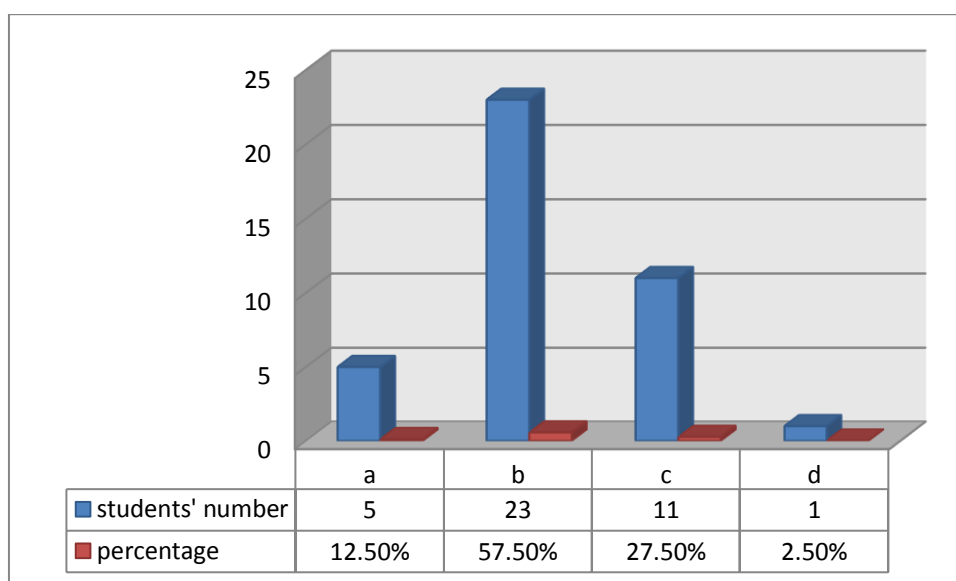
The above results shows that the majority of the participants are females with a rating of 82.5% meaning that there are (33 out of 40) females, while in the other hand, 17.5 % rate of males was measured meaning that there are only (07 out of 40) males.

Q 03: How do you rate your writing performance?

- A. Low
- B. Average
- C. Good
- D. Very Good

Table 03: Students' rating to their writing performance

Options	Responses	Percentage (%)
Low	5	12.5
Average	23	57.5%
Good	11	27.5%
Very Good	1	2.5%
Total number	40	100%

**Graph 03 : Students' rating to their writing performance**

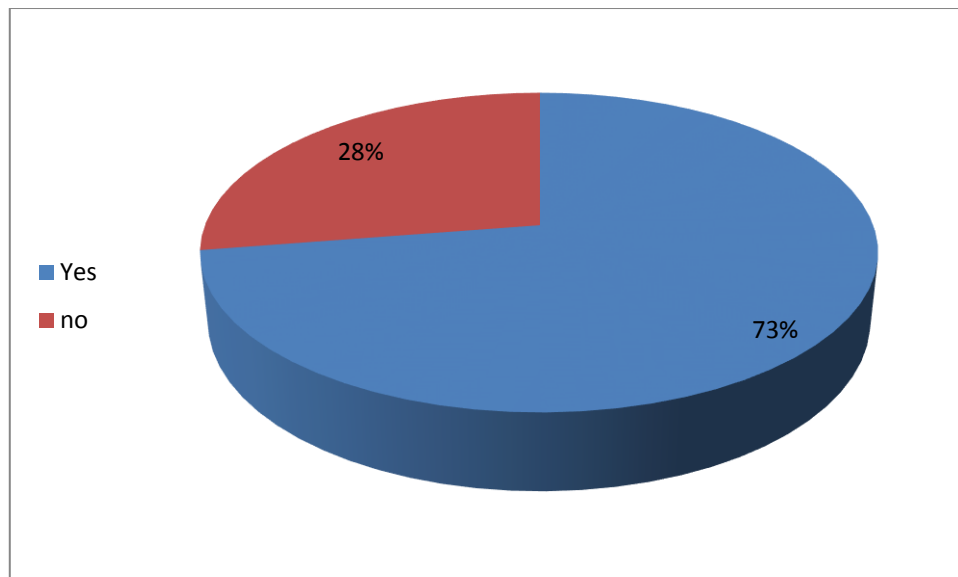
The results above represent students' answers about their rating to their own English writing performance, the graph and the table clarifies that more than half of the participants have an average rate of 57.5% within their writing performance. However, 12.5% rate shows that students have a low writing level in which it is not a hint of disaster, while 11 students have a good rate of 27.5% within their writing level. Leaving the 2.5 % to an individual student; who preferred to say that (he/she) has a very good performance when writing.

Q04: Does your written expression teacher inspire you to practise writing?

a-Yes b- No

Table 04: Students' point of view about their written expression teachers

Option	Number	%
Yes	29	72.5%
No	11	27.5%
Total	40	100%



Graph 04: Students' point of view about their written expression teachers

The graph and the table shows that 72.5 % of students claimed that their teachers inspire them to practise writing. We have confidence that when students are given certain subjects matters to write about; it turns them to be more into writing, and engages them into the writing activity in which it serves their writing level enhancement. In the other hand, the rest 27.5 % of students said that their teachers are not that inspirational when it comes to magnetizing them towards writing.

Sub question: If " Yes", how do they do that ?

The students' clarifications can be summarized in the following points :

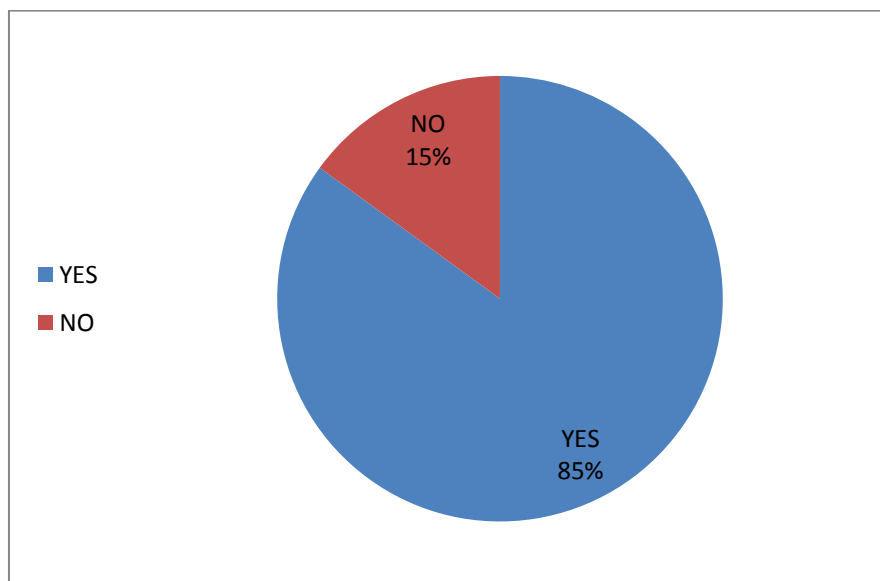
- She inspires us to write by telling us to paragraphs about a variety of topics.
- "He helps us and guide us in order to make less mistakes and learn more rules to develop in written expressin"
- Our teacher engages us in writing by giving exercises and letting us look up for the right answers by counting on our previous knowledge.
- Our teacher inspire us to write by using the element of motivation.
- Our teacher give us homeworks and classroom projects.
- She is such an inspiration and encouragement because of the methods that she uses, and the valuable infomation she provides us with.
- They provides us with certain topics to write about them, with questions to answer related these topics, adding to that they let us use our own way of writing, and freedom of words usage, when we all finish they correct our mistakes, and explain how to avoid them next time.
- By raising our awareness about writing and its significance in our life.
- " I find my teachers very inspiring, most of them have that rich English, well not all of them but you have to look up or you won't get better at least for me".

Q05: Does your written expression teacher correct your mistake?

a- Yes b-No

Table 05: Teachers assistantship for their students

Option	Number	%
Yes	34	85%
No	6	15%
Total	40	100%



Graph 05: Teachers assistantship for their students

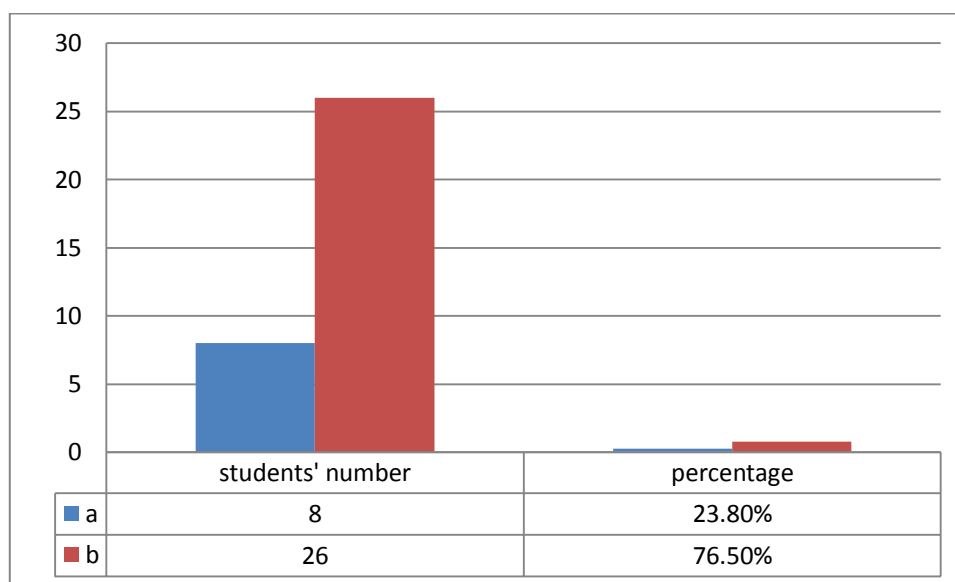
The results of the graph and the table shows that 85% of students that claimed that their teachers correct their mistakes. However, the rest 15% declared that their teachers do not correct their mistakes, giving an impression that their teachers are not interested in their learning writing process.

Sub question : If yes, how does he/she do so ?

a- Correct my mistakes b- Help me to correct them

Table 5.1: Teachers assistantship between giving help or correction

Option	Number	%
Correct my mistakes	8	23.8%
Help me to correct them	26	76.2%
Total	34	100%



Graph 5.1: Teachers assistantship between giving help or correction

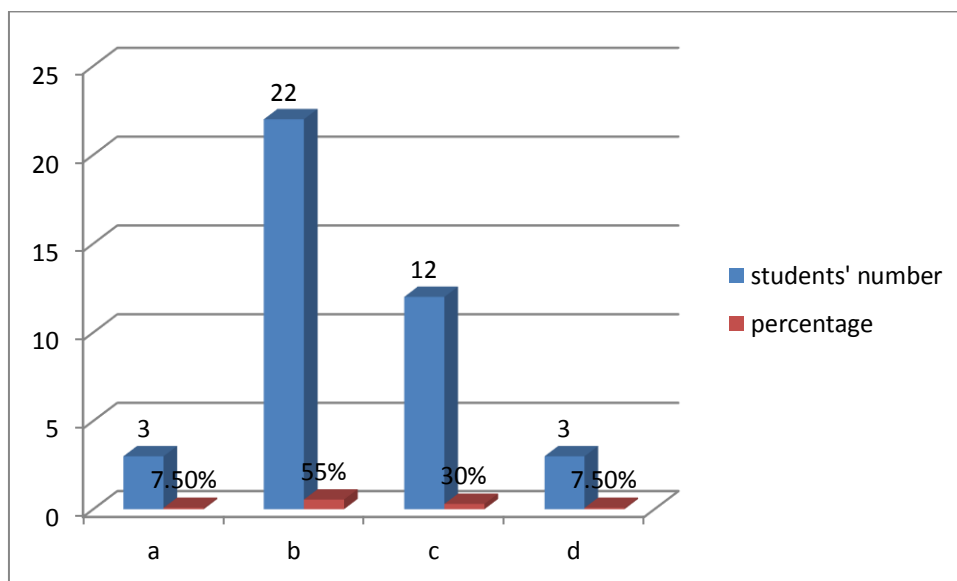
The graph and table 5.1 shows that 23.8% of students said that their teachers correct their mistakes directly after making them. Whereas, the rest 76.2% said their teachers tend to help them to correct their mistakes by using the element of explanation, discussion, and guiding.

Q06: How often do you practise writing?

- A. Never
- B. Occasionally
- C. Often
- D. Always

Table 06: Students' measurement of their writing practise

Options	Responses	%
Never	3	7.5%
Occasionally	22	55%
Often	12	30%
Always	3	7.5%
Total number	40	100%



Graph 06: Students' measurement of their writing practise

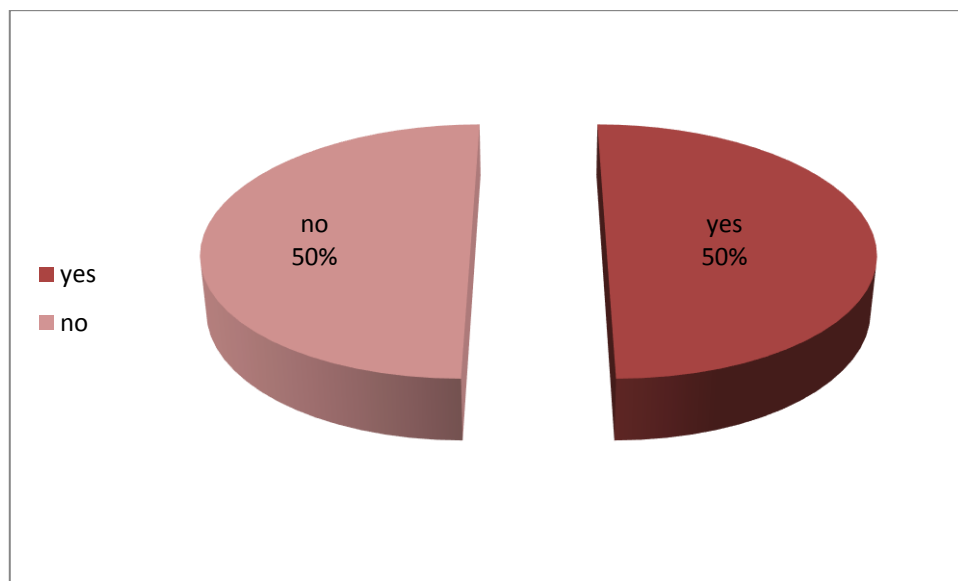
The results above represent students' answers about their writing practise measurement, the graph and the table 06 clarifies that more than half of the participants 55% of them occasionally practise writing in their daily life. However, 30% students they often gets engaged into writing practise. Whereas, 7.5% of students they never practise writing unlike the remaining 7.5% of them who claimed that they always engage in writing within their way of learning.

Q07 : Do you find that writing in English is difficult?

a- Yes b- No

Table 07: Students' perception about the hardness of writing in English

Option	Number	%
Yes	20	50%
No	20	50%
Total	40	100%



Graph 07: Students' perception about the hardness of writing in English

The table and the graph number 07 shows that there is an equality when it comes the students' perception about difficulty to write in English, we can see that both answers share the same percentage of 50% for each.

Sub question: If yes, why?

The students' clarifications can be summarized in the following points :

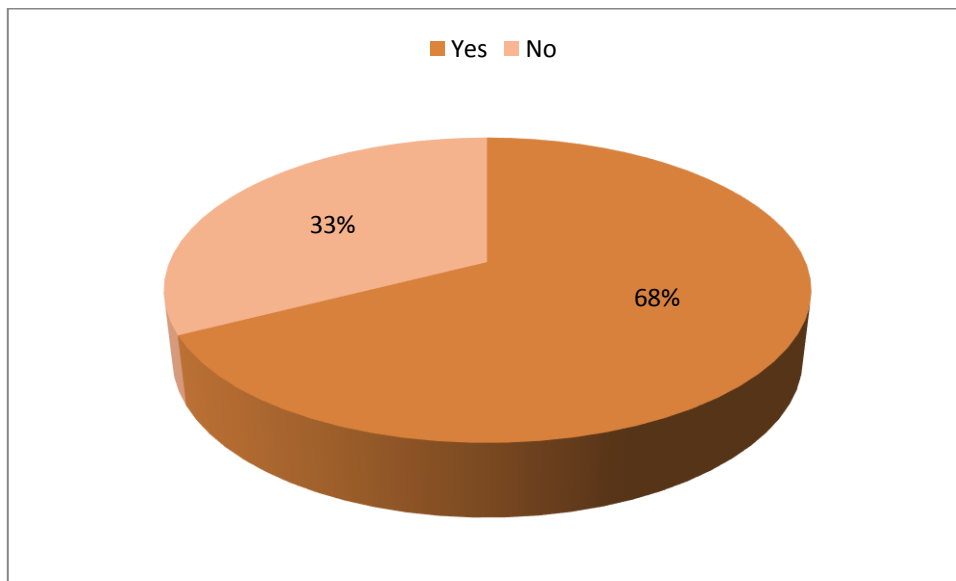
- It is obligatory to have a good vocabulary, good grammar, and the rest of the rules of writing.
- "Its all because of the vocabulary, we have to read a lot and I don't find enough time usually".
- Lack of vocabulary, and the feeling of not being a competent.
- " It is difficult to choose the correct words to express your ideas; because we are thinking in Arabic and writing in English".
- " To write in English, you must minimize your fear of writing, and be more confident. In addition to that, poorness of language".
- " A lot of common words have different meanings so you have to choose the appropriate one to use".
- Methods of English writing need a lot of focus and attention.
- It focuses on the deep structure.

Q08: Do you practise writing in other subject matters as Civilization and Literature?

a- Yes b- No

Table 08: Students' activity of writing in other fields

Option	Number	%
Yes	27	67.5%
No	13	32.5%
Total	40	100%

Graph 08: Students' activity of writing in other fields

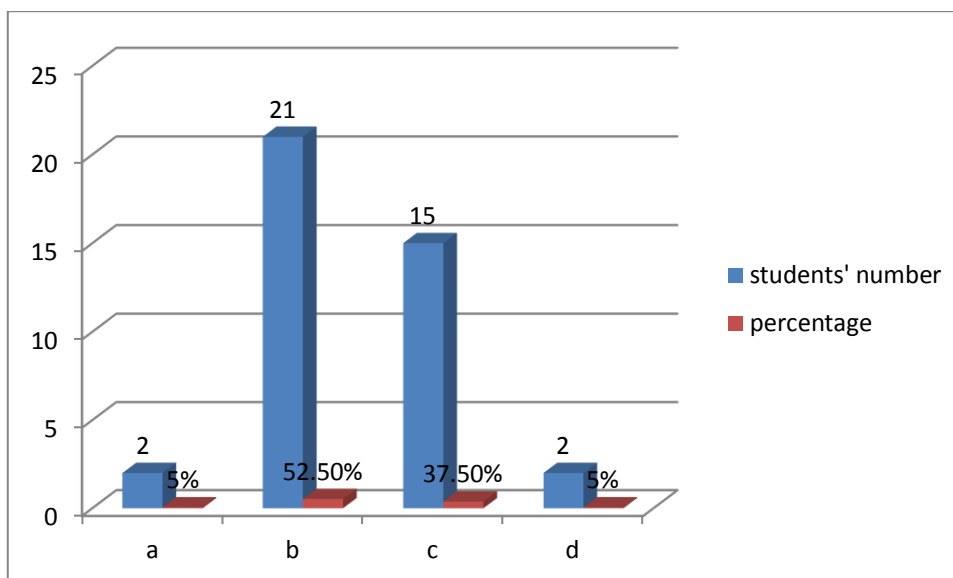
The graph and table number 08 shows that 67.5% of students practise writing in secondary fields. However, 32.5% of students do not practise writing in other subject matters.

Q09: How often do you read?

- A. Never
- B. Occasionally
- C. Often
- D. Always

Table 09: Students' measurement of their reading activity

Options	Responses	%
Never	2	5%
Occasionally	21	52.5%
Often	15	37.5%
Always	2	5%
Total number	40	100%



Graph 09: Students' measurement of their reading activity

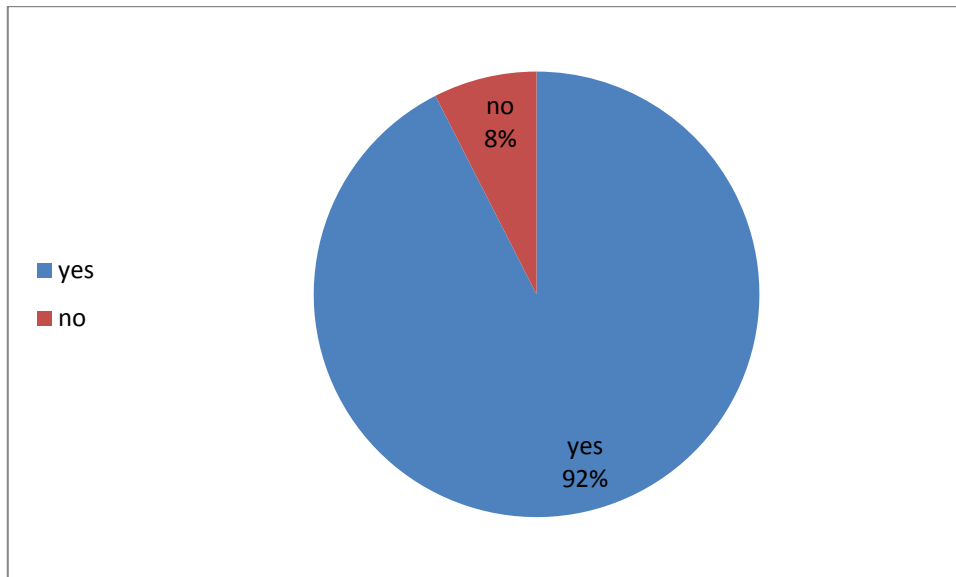
The results above represent students' answers about their reading activity measurement, the graph and the table 06 clarifies that more than half of the participants 52.5% of them occasionally practise writing in their daily life. However, 37% students they often gets engaged into reading. Whereas, 7.5% of students they never get engaged in reading unlike the remaining 7.5% of them who claimed that they always get engaged in reading in which it will support and reinforce their writing acquisition more easily.

Q 10: Does reading help you in improving your writing?

a- Yes b- No

Table 10: Students' perception about reading as a way to improve their writing

Option	Number	%
Yes	37	92.5%
No	3	7.5%
Total	40	100%



Graph 10: Students' perception about reading as a way to improve their writing

The table and the graph number 10 shows that 92.5% of students agree that reading is considered as an important skill to enhance their writing performance, however only 7.5% meaning by only 03 students among 40 one claimed that reading is not helping their writing amelioration.

Sub question: If yes, show how?

The students' clarifications can be summarized in the following points :

- "Because reading help you learn more vocabulary"
- Reading can help to improve your word choice. Thus, it will develop your style of writing.
- It teaches you new expression, and strengthen your knowledge.
- By learning new styles of writing, getting influence and inspired within your writing, and most important it helps you learn how to organize your own writing.
- It helps your memory to be active when writing, by remembering useful and suitable words for your subject matters.
- "It shows me the right way to express ideas, feelings,...etc".
- Reading raises your consciousness about spelling mistakes.

- " When I'm reading something, I'm learning many things that will improve my writing skills, for example; the style, vocabulary, mechanics...".

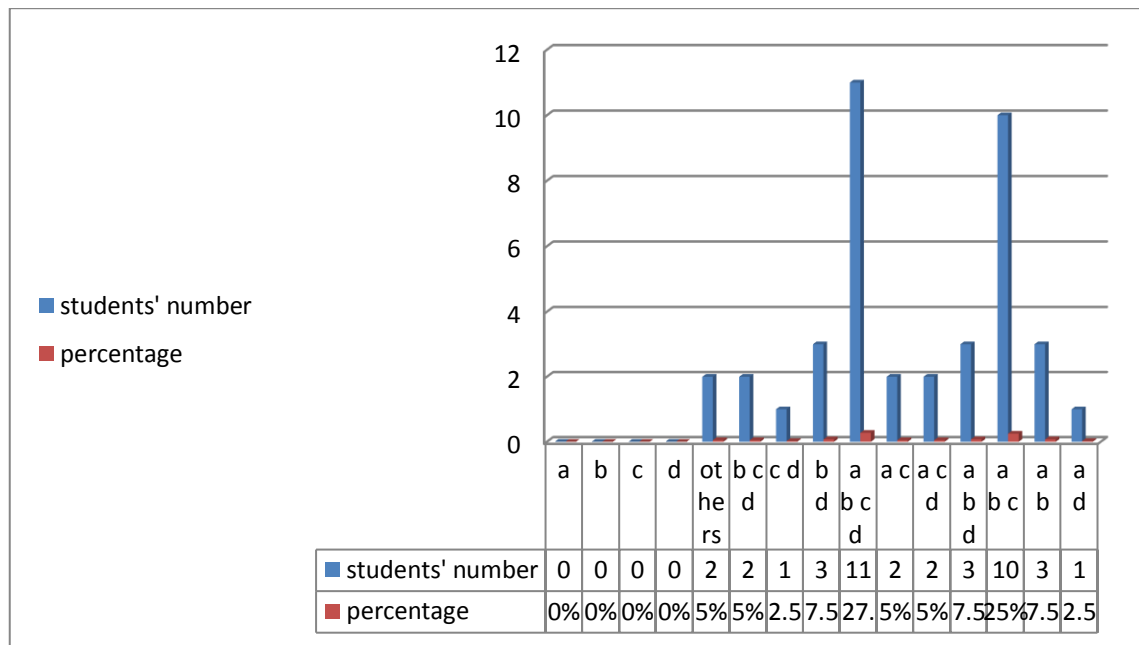
Section two : Students' writing difficulties

Q 11: According to you, what makes a good writing? (you can tick more than one answer)

- A. Accurate grammar
- B. Accurate vocabulary
- C. Good ideas
- D. Correct spelling
- E. Others

Table 11: Students' opinions about a good writing criteria

Options	Number of students	Percentage	Options	Number of students	Percentage
A	0	0.00%	bcd	02	05%
B	0	0.00%	cd	01	2.5%
C	0	0.00%	bd	03	7.5%
D	0	0.00%	abcd	11	27.5%
Others	2	5%	ac	02	05%
			acd	02	05%
			abd	03	7.5%
			abc	10	25%
			ab	03	7.5%
			ad	01	2.5%
			Total	40	100%



Graph 11: Students' opinions about a good writing criteria.

The graph and table number 11 represent the students opinion on what makes writing good in terms of accurate grammar and vocabulary, good ideas, and correct spelling, or other criterias. We can see that most students with a 27.5% of rate, agreed that all the options are necessary to achieve a good writing level. However, 25% of students agreed that all of the options are vital to make a good writing except spelling which was not within their choices. Leaving the rest 47.5 % varying in between the rest options; which means that rest of students think that all of the items are important. As a result, we can conclude that when it comes to writing students must not avoid any rule, whether it is a grammatical rule, learning new good ideas, memorizing words' spelling, learning new vocabulary. When it comes to the ones who chose to say that they have other options we obtained the following answer :

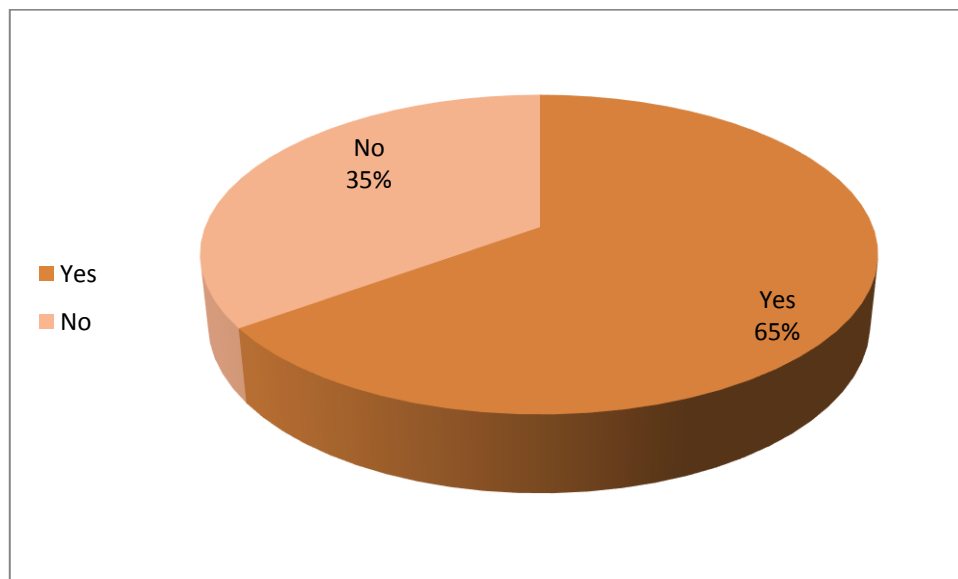
- Reading different types of books, novels, and listening to different stories.

Q 12: Writing is a process, do you follow its main phases (stages) such as pre-writing, drafting...etc?

a-Yes b- No

Table 12: Students' familiarity about the writing stages

Option	Number	%
Yes	26	65%
No	14	35%
Total	40	100%



Graph 12: Students' familiarity about the writing stages

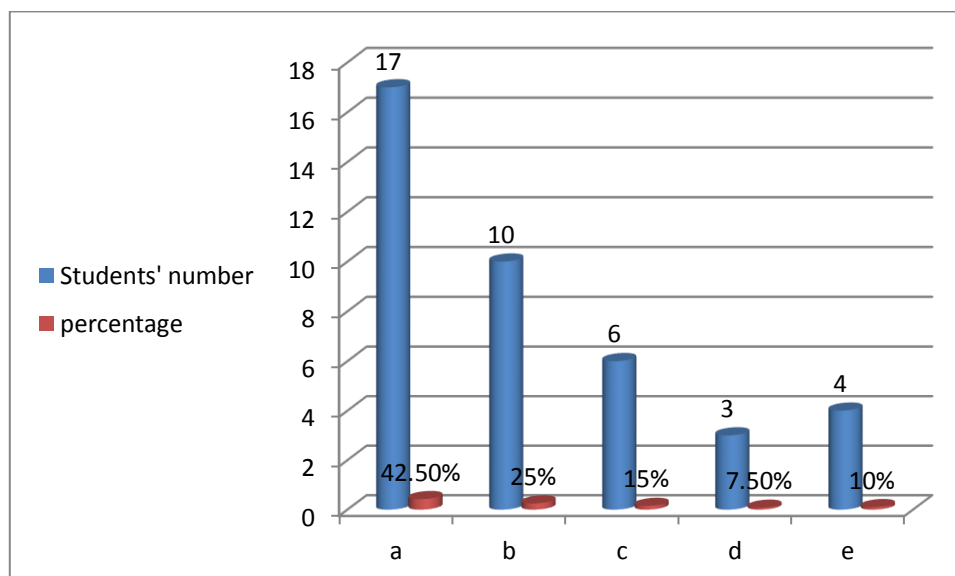
According to the table and graph number 12, we can comprehend that most student are aware about the seriousness and significance of the writing skill; because 65 % of the participants claimed that they follow the stages of writing such as pre-writing, drafting, editing...etc. However, 35% of students stated that they do not give importance to the writing phases, making it very obvious that a large number of students are not aware of the outcomes that follows the neglection of the writing stages.

Q13: Which one is the most difficult for you ?

- A. Pre-writing
- B. Drafting
- C. Editing
- D. Publishing
- E. None

Table 13: Most difficult stage of writing for students

Options	Number	%
Pre-writing	17	42.5%
Drafting	10	25%
Editing	6	15%
Publishing	3	7.5%
None	4	10%
Total	40	100%



Graph 13: Most difficult stage of writing for students

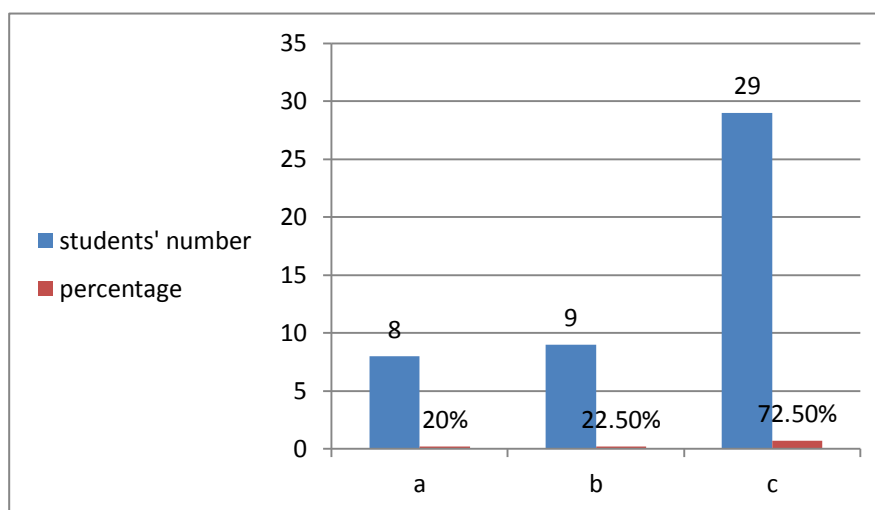
The above table and graph number 13 are showing that 42.5% of students are suffering the first stage which is pre-writing, then the drafting stage with percentage of 25%, after that editing is among the difficult stages that students find difficulties with a percentage of 15%. However, we can see that publishing is not that complicated stage to all students with 7.5% of rating. At last, 10% of students have chosen the option of none for that they claim zero difficulties towards any stage.

Q 14: During writing in a certain topic, do you find it important to :

- A. Review your writing and think it over
- B. Edit your writing from the beginning
- C. Finish your writing then you review what you wrote

Table 14: Students' attitudes towards their topics during writing

Options	Number	%
A	8	20%
B	9	22.5%
C	29	72.5%
Total	40	100%



Graph 14: Students' attitudes towards their topics during writing

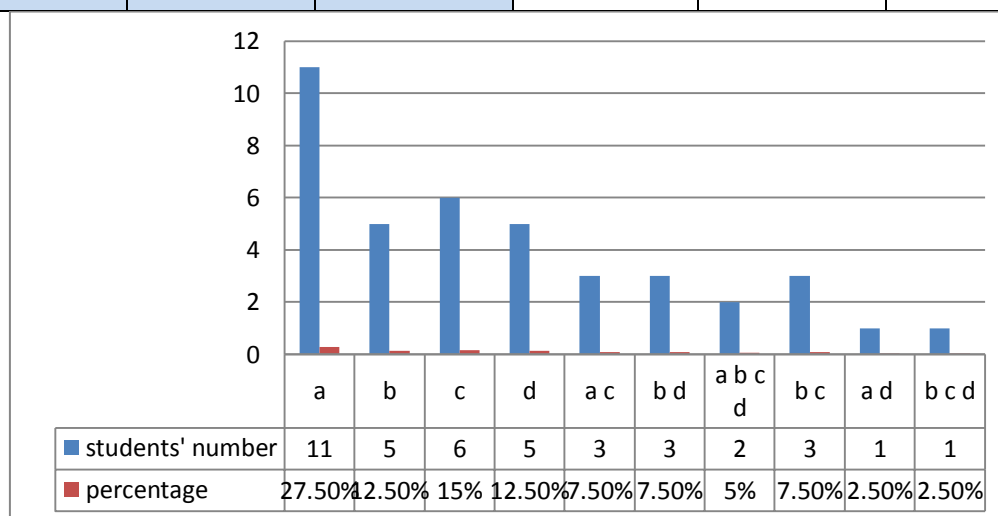
Taking into consideration the above table and graph number 14, we can assume that 72.5% of students strongly give importance to last option which is to finish their writing then reviewing what they wrote. Editing their writing from the beginning was the second important option that students claimed doing with a 22.5% rate. At last, reviewing their writing and to think it over was classified as the last option they choose to do during writing with 20% rate.

Q 15: When you were asked to write in a given topic, do you :

- A. Use suitable examples to support ideas
- B. Focus on the point
- C. Select the appropriate word that suits the topic
- D. Organize you writing

Table 15 : Students' suitable way to initiate writing a certain topic

Options	Number of students	Percentage	Options	Number of students	Percentage
A	11	27.5%	Bd	3	7.5%
B	5	12.5%	Ac	3	7.5%
C	6	15%	Abcd	2	05%
D	5	12.5%	Bc	3	7.5%
			Ad	1	2.5%
			Bcd	1	2.5%
			Total	40	100%



Graph 15 : Students' suitable way to initiate writing a certain topic

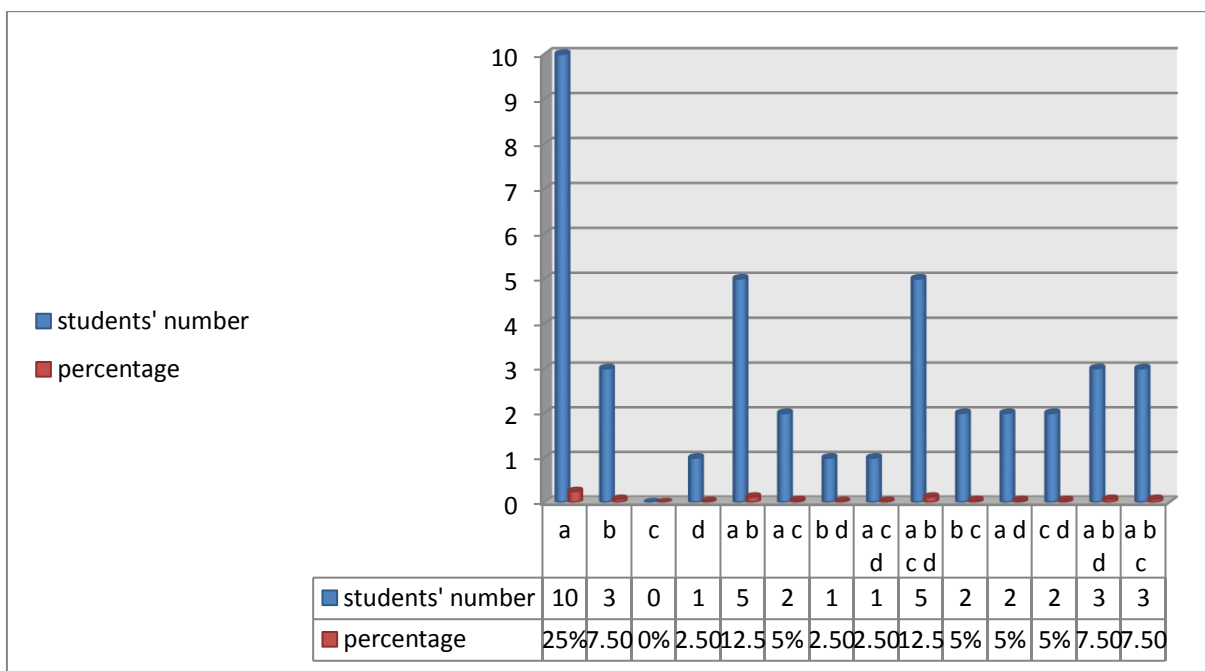
The above table and graph number 15 represents the students own ways of getting started to write about a certain topic, 27.5% of them selected the first option that stands for using suitable examples to support their ideas, 15% of students have also chosen the second option that is selecting the appropriate words that suits the topic, 12.5% for both B and D options, leaving the rest of the ratings varying in between the whole options ABCD with a 05%, (BD,AC, and BC 7.5%) for each, (AD, and BCD 2.5%) for each. Most students think that get comfortable when starting writing only when using suitable example, ideas, and thoughts for the given task.

Q 16: When you finish Writing, Do you check and correct: (you can tick ore than one answer)

- A. Grammar mistakes
- B. Punctuation
- C. Spelling
- D. Word choice (vocabulary)

Table 16: Students' process when finishing writing

Options	Number of students	Percentage	Options	Number of students	Percentage
A	10	25%	AC	2	05%
B	3	7.5%	AB	5	12.5%
C	0	0%	BD	1	2.5%
D	1	2.5%	ACD	1	2.5%
			ABCD	5	12.5%
			BC	2	5%
			AD	2	5%
			CD	2	5%
			ABD	3	7.5%
			ABC	3	7.5%
			Total	40	100%



Graph 16: Students' process when finishing writing

According to the table and the graph number 16, we can conclude that most students tend to correct their grammar mistakes participants have chosen that with 25% rate. But when it comes to the rest of the options given students' choice varied between getting to check and correct one or more than one aspect of their writing.

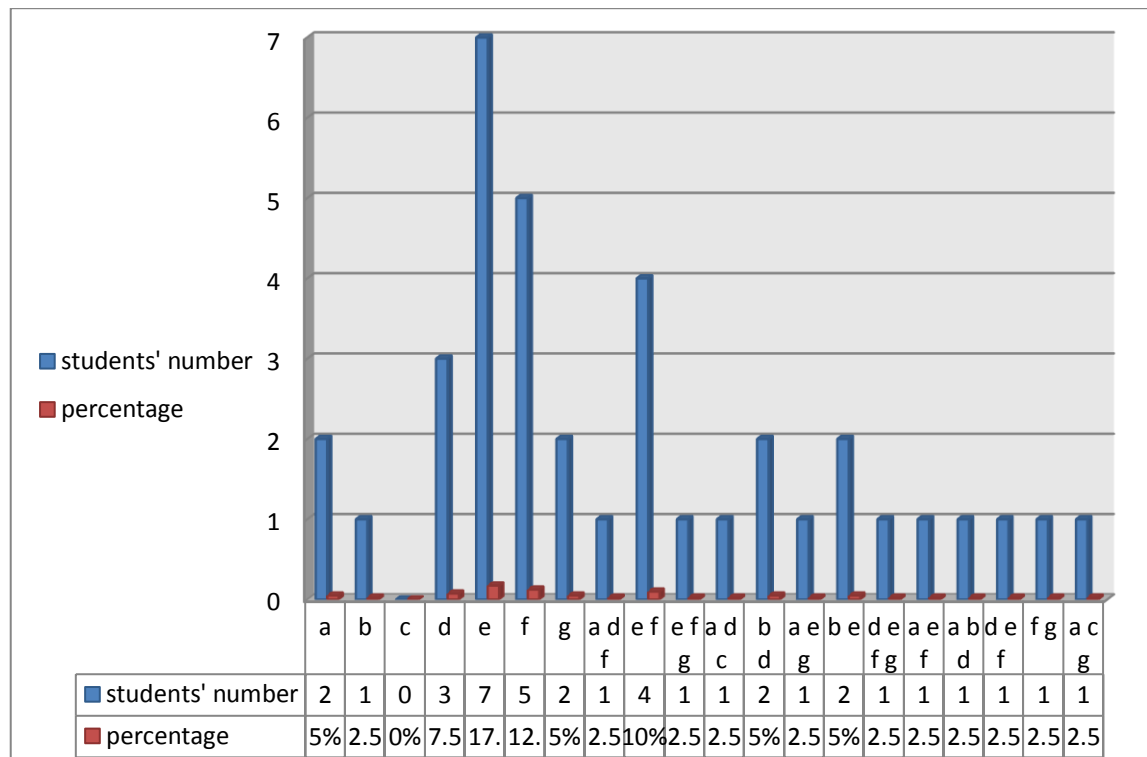
Q17 : What are the most common difficulties you face while writing? you can choose

more than one answer

- A. Feeling bored
- B. Lack of self-confidence
- C. Dislike the teacher
- D. Fear of negative feedback
- E. Writing good structures
- F. Choosing suitable vocabulary
- G. Generating novel ideas

Table 17: Students' personal issues rating

Options	Number of students	Percentage	Options	Number of students	Percentage
A	2	05%	ADF	1	2.5%
B	1	2.5%	EF	4	10%
C	0	0%	EFG	1	2.5%
D	3	7.5%	ADG	1	2.5%
E	7	17.5%	BD	2	05%
F	5	12.5%	AEG	1	2.5%
G	2	05%	BE	2	05%
			DFG	1	2.5%
			BF	1	2.5%
			DEFG	1	2.5%
			AEF	1	2.5%
			ABD	1	2.5%
			DEF	1	2.5%
			FG	1	2.5%
			ACG	1	2.5%
			Total	40	100%



Graph17: Students' personal issues rating

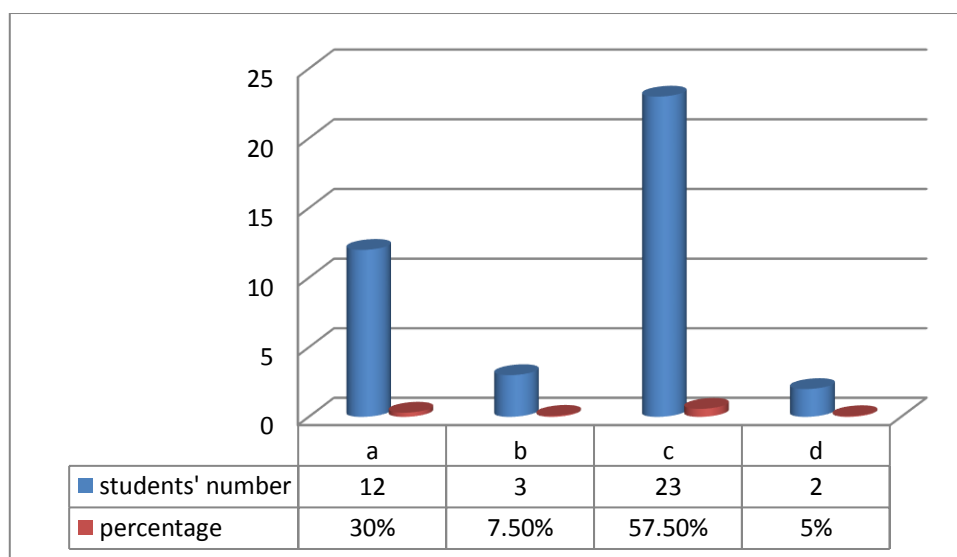
According to the table and the graph number 17. There is a rate of 17.5 % of students who have difficulties when it comes to writing good structures, followed by 12.5% of students who suffer from difficulties regarding the choice of suitable vocabulary when writing about specific given tasks. However, the rest of students choices varied between so many difficulties that they are facing.

Q 18: What do you suggest to overcome some of the writing difficulties?

- A. More practise
- B. Asking teacher's help
- C. Both of them
- D. Others?

Table 18: Students' suggestions to overcome some of the writing difficulties

Options	Number	%
More practise	12	30%
Asking teacher's help	3	7.5%
Both of them	23	57.5%
Others	2	5%
Total	40	100%

**Graph 18: Students' suggestions to overcome some of the writing difficulties**

The above table and graph number 18 clarifies that 57.5% of students have chose the option of both (more practise and asking teacher's help) as a suggestion to overcome the different writing difficulties that most second year students are facing within the English departement. Other 30% students have chosen the card of more practise only as a way to get better in writing. And 7.5% only suggested to ask the teacher and used him as a guide to perform a better writing. Leaving the 5% to the ones who chose to give other suggestions.

The students' suggestions can be summarized in the following points :

- The first one suggested to practise reading, writing, and for another way is to not forget to practise listening in which that it is a very effective way to overcome your writing

problems. - One of the students suggested to go in deeply with the studying of the writing rule.

2. Teachers' questionnaires

2.1. Aim of the questionnaire

Teachers' questionnaire was handed directly in May 2018 to the teachers in the academic year 2017/2018. The questionnaire was given to (8) teachers who have taught «written expression» before, and who have an adequate experience that makes their suggestions and observations valuable for the aim of this research. Data gathered in this questionnaire together with those of students, will enable us to shape an image about the situation within M'sila English department, and to suggest a list of recommendations which would help in meeting both students / teachers' needs and objectives. The upcoming suggestions, in the end of this work, might serve in improving teaching / learning processes.

2.2. Description of the questionnaire.

The questionnaire consists of (10) divided as follows:

Section one: General Information..

This section contains 05 questions that seeks to know the teachers experience in teaching English in general, and written expression in specific.

Section two: Teachers' perceptions of the students' writing difficulties.

This section contains 05 questions as well, it aims to know the teachers' opinion about their second year students when it comes to learning writing, and their level of writing. In addition to that, knowing what teachers think of as the most difficult thing to do for students when they attempt to write. We tried to know also the techniques they use when teaching «written expression » module, and their suggestions for some ways to surpass the students' writing issues.

2.3. Analysis of the results

Section One : General Information

Q01: What degree do you hold ?

a-Master

b-Magister

c-P.H.D (doctorat)

Table 19 :Teachers' degree

Options	Responses
Master	01
Magister	06
Doctorat	01
Total	08

The table indicates that one teacher has a master degree. Six of them have magister degree, and one teacher has a P.H.D degree. meaning that the majority of teachers are ones who hold a degree of a magister level which can be better in terms of teaching level. However, it illustrate the lack of P.H.D teachers within the university.

Q02: How long you have been teaching English language at the departement of English?

Teachers were asked about the years of experience they have concerning English teaching, one teacher said that he/she has 09 years of experience making him the most experienced teacher, another teacher claimed that he/she has 08 years of experience, another two teachers have 06 years of experience, leaving the rest 04 teachers varying from 1 to 3 years of experience.

Q03: How long have you been teaching “Written Expression” module?

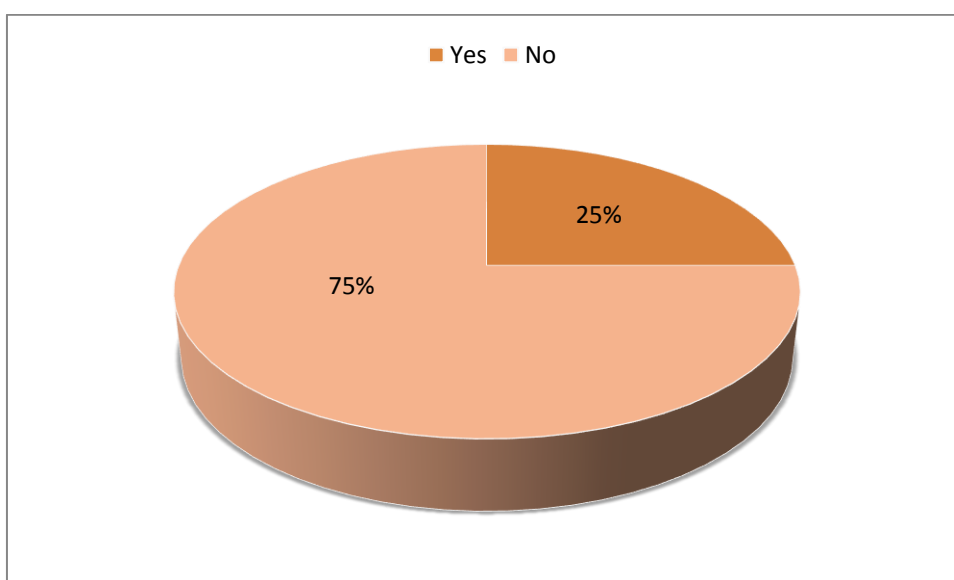
This question is put in order to know the years of experience the previous teachers have when it comes to teaching “Written Expression” module. So, one teacher said that he/she has 06 years of experience, four teachers said that they have 02 years of experience, the rest three teachers they all had only 01 year of experience.

Q04: Do you think that the “Written Expression” module you are teaching is sufficient to enhance the students' writing level?

a- Yes b- No

Table 20: Teachers' opinion about “Written Expression” module sufficiency

Options	Responses	Percentage
Yes	02	25%
No	06	75%
Total	08	100 %



Graph 19: Teachers' opinion about “Written Expression” module sufficiency

The table and the graph shows that 06 teachers said that written expression module is not sufficient to enhance the students' writing level, and only two teachers who said that the module is enough for a student progression.

Q05: If “No”, please explain why

Teachers' explanations are summarized in the following points :

- " Students need both theoretical and practical sessions".
- Extra reading will certainly help students to improve.
- "No enough sessions/ the syllabus is not designed according to the students' needs".

- "Time devoted to the module is not enough. Writing is integrated with other language skills as reading. It needs more practise".
- Time is not enough to practise, and it is a foreign language.
- "The syllabus is too long and the students' level is very low".
- "We must focus on all skills".

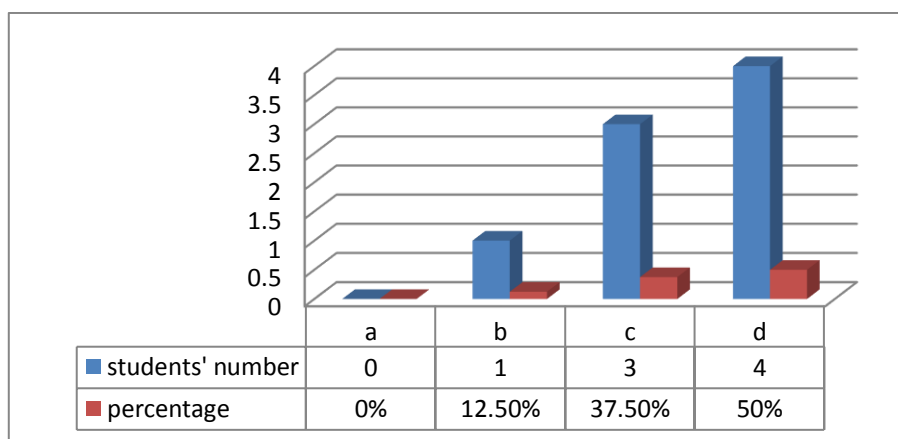
Section Two: Teachers' perceptions of the students' writing difficulties

Q06: How would you assess your student's level of writing?

- A. Very good
- B. Good
- C. Poor
- D. Average

Table 21: Teachers' assesment for their students' level of writing

Options	Responses	%
Very good	00	00%
Good	01	12.5%
Poor	03	37.5%
Average	04	50%
Total	08	100%



Graph 20: Teachers' assesment for their students' level of writing

According to the table and graph, the teachers' assessment to their own second year English students in M'sila shows that 50% of teachers; which means four of them said that their students have an average level of writing. Three other teachers claimed that their students have a poor writing level. Only one teacher said that his/her students level of writing is good, except all these assessments, no teachers could say that his/her students' level is a very good one.

Q07: What are the reasons behind student writing deficiency?

Teachers' explanations are summarized in the following points :

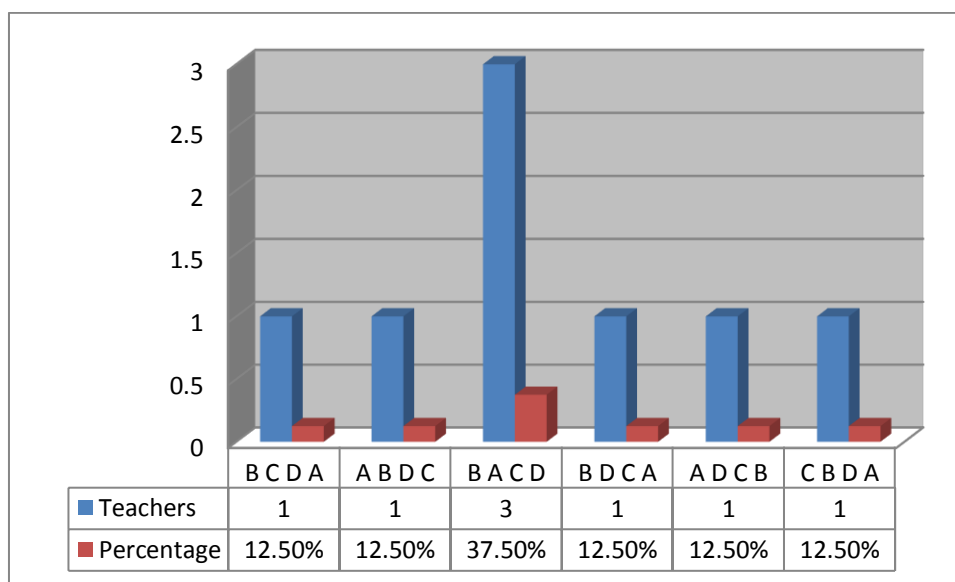
- Using informal language when it comes to their oral expressions led them to be some sort of ambiguous when it comes to writing. Adding to that, using such informal language would not allow teachers to evaluate their students.
- Lack of reading, and lack of practise.
- There are different factors some are related to the students themselves, others to teachers, when it comes to students we find that they lack of linguistic knowledge. However, when speak about teachers themselves, they might have unsuitable teaching techniques and methods, lack of teaching materials as well, and without any doubt, the students large numbers within one classroom.
- Learners need to make sure to never forget to practise writing, then giving their writings to their teachers in order to correct and rectify their mistakes.
- L1 influence when it comes to thinking in order to write using L2.
- Negative attitude about writing (they consider it difficult). And, lack of interest into writing.

Q08: Do you think that students have difficulties in writing, if so then classify these difficulties ? (use numbers)

- A. Organization of ideas
- B. Grammar.
- C. Vocabulary.
- D. (Spelling, Punctuation, Capitalization...etc).

Table 22: Teachers classification of students' writing difficulties

Options	BCDA	ABDC	BACD	BDCA	ADCB	CBDA	Total
Teachers	1	1	111	1	1	1	8
%	12.5%	12.5%	37.5%	12.5%	12.5%	12.5%	100%

**Graph 21: Teachers classification of students' writing difficulties**

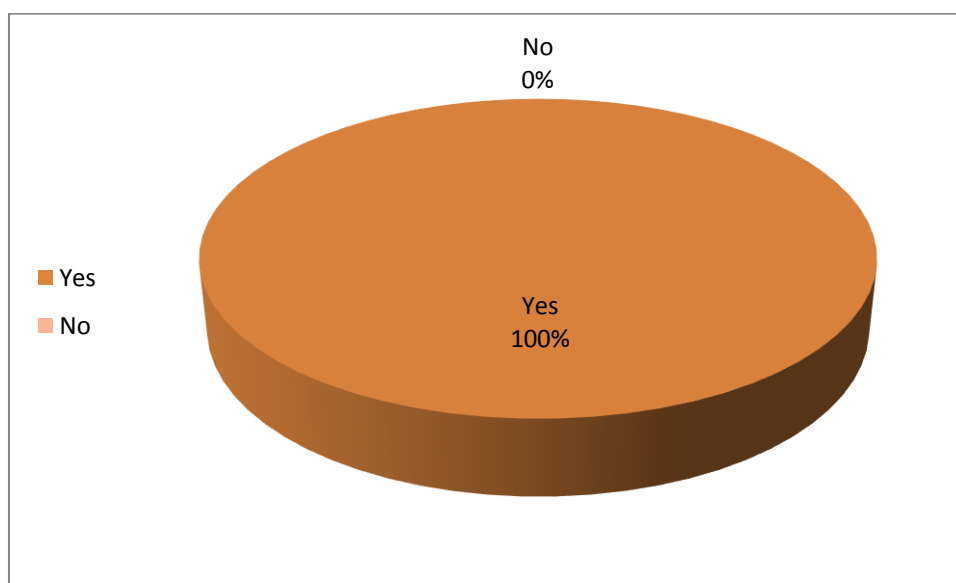
The teachers who participated in the questionnaire were asked to provide their points of view regarding the classification of the significance of the items above within the process of teaching written expression module. (37.5%) of teachers assert that grammar is the most significant item in students' production rather than spelling. However, (12.5%) teachers opinions varied between the rest of the items, because some teachers choices are ranging between same choices. Thus, it proves that teachers agree mostly on the difficulty of grammar rules for being the most difficult to acquire.

Q09 : Is it possible to overcome these difficulties ?

- A. Yes
- B. No

Table 23 : Possibility to overcome writing difficulties

Options	Responses	Percentage
Yes	08	100%
No	0	0%
Total	08	100 %

**Graph 22 : Possibility to overcome writing difficulties**

According to the table number 23 all teachers agree that it is possible to overcome the writing difficulties.

Sub question: Please, explain?

Teachers' explanations were collected and summarized in the following points:

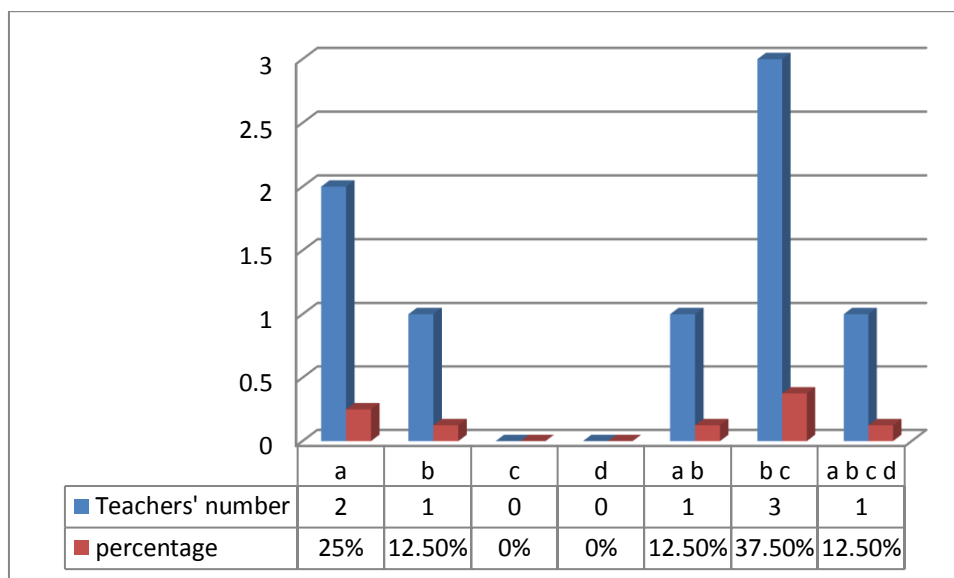
- More time must be devoted to the written expression session.
- Reading more would help in overcoming the writing difficulties.
- Teachers' interest and dedication when it comes to teaching.
- Group work, and trying to be creative during writing.

Q10: Which technique do you use in teaching writing in class?

- A. Group work
- B. Individual work
- C. Class discussion
- D. Others

Table 24 : Teachers most used techniques

Options	Number of students	Percentage
A	2	25%
B	1	12.5%
C	00	00%
D	00	00%
BC	03	37.5%
AB	01	12.5%
ABCD	01	12.5 %
Total	08	100%



Graph 23 : Teachers most used techniques

Taking into consideration the above table, we can say that most teachers with a 37.5% rate are using the technique of classroom discussion and individual word, 25% of teachers use group work as a way to surpass the various difficulties that students are facing when writing, rest 12.5% varied between the different techniques. However, some teachers have added other techniques they use to overcome some of the writing difficulties such as :

- "Integrating reading in writing (reading before writing)".
- "Using Pre/while/post writing strategies".
- "Free writing".

Conclusion

The second chapter is devised for the field work. It seeks to describe the course of action we followed to gather data from our informants, students and their teachers. It investigates and explains the gained results. Therefore, on the basis of the analysis of students' questionnaire, we may draw the following conclusions:

The analysis of students' questionnaire shows that second year English students have a certain difficulties the moment they engage in the writing task. It proves that writing is a severe and complex skill, owing to the fact that students clarified that they have difficulties in terms of dealing with the different aspects like grammar, vocabulary, adding supporting ideas and organizing them. In addition to the other elements of writing, spelling and punctuation. Furthermore, the results that this study has shown covers the significance of the process of learning writing going through the different stages of writing; pre-writing, drafting...etc, in order for student to be good quality writers. Additionally, the results exhibit that students care a little about the writing process, but they lack the indispensable awareness about the magnitude of taking all the writing stages into consideration to produce compositions of higher quality.

However, when it comes to teachers' viewpoints, the obtained results display that the writing skill is somehow a complicated activity that demands a large amount of time and practice when it comes to students' part and plentiful experience and guiding from the teachers' part. Light must be shed on the process of learning writing and during writing rather than the result of writing for that the writing result is based on the process of writing. Teachers should lead students through the writing process and avoid focusing on the form, in order to help them develop strategies such as pre-writing, drafting, using a suitable word choice, and organizing ideas. Besides, they need to raise their learners' consciousness of the writing process importance. In short, when it comes to the involvement withing a certain writing activity. Students need to be aware that following the writing steps is not a labor in vain; each stage takes part within the construction of an effective writing and in reducing the issues that students confront during writing.

3.Recommendations

Taking into consideration the results obtained from the students and teachers' papers, we recommend the following :

- Teaching writing should have a strict and a well organized syllabus followed by all written expression teachers in the Department of English.
- Teachers must have a great experience when it comes to teaching upper grades in college in order to not cause any learning issues. In other words, to avoid employing newly coming teachers within the written expression module itself until they get influenced by the previous teachers' methods of teaching or organize training courses to them before getting started with teaching students.
- Enough and appropriate time and strong effort must be given to teaching the stages of writing process.
- Students must give importance to the writing stages if they want to enhance their writing quality through respecting the different linguistic aspects like grammar, vocabulary (new synonyms) , and word choice (specific terms for specific fields).
- Teachers should play the card of psychology, i.e. they should motivate their students to face their fears about writing, and encourage them to get involved in writing everytime they get the chance to.
- Teachers should not be that fanatic to their own personal taste about writing because students personalities differ as well as their way of thinking. So, teachers sometimes should let their students to be free to choose a topic to write about .
- The integration of reading before writing must be taking into consideration, because reading is among the skills that can enhance students' writing through the influence of the different subjects they read about.
- Students must practise writing and integrate its rules all the time, in order to avoid the memory problems that most students suffer from when it comes to recalling, grammar, punctuation...etc.

**GENERAL
CONCLUSION**

General Conclusion

This thesis is conducted to investigate the students' writing difficulties when being exposed to a certain writing task. It has comprised two main chapters; the first is a theoretical work and has been divided into two sections. The first section is a general overview about the writing skill. In addition to, the different principles of writing. The interesting result of the this section lies on the useful information we gave about writing; in terms of writing nature, its principles, its relationship with speaking and reading, its purpose, its system, and the stages related to it. The second section of chapter one includes the various kinds of writing difficulties that students confronts and their classifications. with some strategies that are thought to be beneficial for the attempt of raising writing consciousness were provided; besides, it dealt with few suggestions to overcome some of the writing difficulties suggested by previous researchers.

The second chapter of the research is a field investigation which took the form of the questionnaire that has been carried out by second year LMD English students at the Department of English Language, University of Msila. It includes two parts; the first part contains the population and sample of both students and teachers that we took as a perfect measurement to fulfill our study aims, the description of the questionnaire, and the aim of the questionnaire. In the first part we focused only on the analysis of the students' papers to determine their level of writing, their knowledge about the different writing phases, and their consciousness about the significance of the writing process. The second part includes the teachers' feedback concerning their own students' writing level, the way they do their assessment, and the reasons behind their students' writing difficulties.

The results could affirm to a large extent the reasons behind their writing level deficiency, students would produce better writing if they were aware of the writing stages which are, pre-writing, drafting, and editing, till they reach the phase of publishing.

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APPENDICES

APPENDIX 01

THE STUDENTS'
QUESTIONNAIRE

Students' questionnaire

Dear students,

The following questionnaire is a part of a research we are carrying out about the writing difficulties which second year students face at the Departement of English, M'sila University. You are kindly requested to fill in this questionnaire so we can know your view, experiences, and difficulties you face when learning writing. Your answers are very important for the validity of the research that we are performing. As such, we hope that you will give us your full attention and interest.

Please, tick (✓) the appropriate box and provide your own answer where needed. We thank you very much in anticipation.

Mr.Bouchibi Mohamed Lokmane
Department of Language and English Literature
Mohamed Boudiaf- M'sila

Section one: General Information

1. Age:.....old

2. Gender:

male female

3. How do you rate your writing performance? Please Tick (✓)

Low	Average	Good	Very Good

4. Does your written expression teacher inspire you to practise writing?

A. Yes

B. No

- If "Yes", how do they do that?

.....

5. Does your written expression teacher correct your mistake?

A. Yes

B. No

-If " Yes ", how he / she do so ?

A. Correct my mistake

B. Help me correct them

6. How often do you practise writing? Please Tick (✓)

Never	Occasionally	Often	Always

7. Do you find that writing in English is difficult?

A. Yes

B. No

If yes, why?

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8. Do you practise writing in other subject matters as civilization and literature ?

- A. Yes
- B. No

9. How often do u read? Please Tick (√)

Never	Occasionally	Often	Always (Bibliophile)

10. Does reading help you in improving your writing?

- A. Yes
- B. No

If yes, show how ?

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Section two: Students' writing difficulties

11. According to you, what makes a good writing? (you can tick more than one answer)

A. Accurate Grammar

B. Accurate vocabulary

C. Good ideas

D. Correct Spelling

E. Others

.....

12. Writing is a process, do you follow its main phases (stages) such as pre-writing, drafting

A. Yes

B. No

13. Which one is the most difficult for you?

A. Pre-writing

B. Drafting

C. Editing

D. Publishing

14. During writing in a certain topic, do you find it important to :

A. Review your writing and think it over

B. Edit your writing from the beginning

C. Finish your writing then you review what you wrote

15. When you were asked to write in a given topic, do you:(you can choose more than one)

- | | |
|---|--------------------------|
| A. Use suitable examples to support ideas. | <input type="checkbox"/> |
| B. Focus on the point | <input type="checkbox"/> |
| C. Select the appropriate word that suits the topic | <input type="checkbox"/> |
| D. Organize your writing | <input type="checkbox"/> |

16. When you finish writing, do you check and correct :(you can choose more than one)

- | | |
|------------------------------|--------------------------|
| A. Grammar mistakes | <input type="checkbox"/> |
| B. Punctuation | <input type="checkbox"/> |
| C. Spelling | <input type="checkbox"/> |
| D. Word choice (vocabulary) | <input type="checkbox"/> |

17. What are the most common difficulties you face while writing? :(you can choose more than one)

- | | |
|---------------------------------|--------------------------|
| A. Feeling bored | <input type="checkbox"/> |
| B. Lack of self-confidence | <input type="checkbox"/> |
| C. Dislike the teacher | <input type="checkbox"/> |
| D. Fear of negative feedback | <input type="checkbox"/> |
| E. Writing good structures | <input type="checkbox"/> |
| F. Choosing suitable vocabulary | <input type="checkbox"/> |
| G. Generating novel ideas | <input type="checkbox"/> |

18. What do you suggest to overcome some of the writing difficulties?

- | | |
|--------------------------|--------------------------|
| A. More practise | <input type="checkbox"/> |
| B. Asking teacher's help | <input type="checkbox"/> |
| C. Both of them | <input type="checkbox"/> |
| D. Others ? | |

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Thank You

APPENDIX 02

THE TEACHERS' QUESTIONNAIRE

Teachers' questionnaire

Dear teachers,

You are kindly invited to fill in the following questionnaire which represents a data collection tool. This questionnaire is designed to investigate the main issues affecting M'sila students' English writing. Your answers are very important for the validity of the research we are carrying out, and in illustrating the importance of writing awareness.

Please, tick (✓) the appropriate box, and provide your own answer where needed. We thank you very much in anticipation.

Mr.Bouchibi Mohamed Lokmane
Department of Language and English Literature
Mohamed Boudiaf- M'sila

Section One : General Information

1. What degree (s) do you hold?

A. Master

B. Magister

C. Doctorate

2. How long have you been teaching English language at the department of English?

Number of years: Year(s)

3. How long have you been teaching “Written Expression” module?

Number of years: Year(s)

4. Do you think that the “Written Expression” module you are teaching is sufficient to enhance the students' writing level?

A. Yes

B. No

5. If “No”, please explain why

.....

Section Two: Teachers' perceptions of the students' writing difficulties

6. How would you assess your student's level of writing?

A. Very good

B. Good

C. Poor

D. Average

7. What are the reasons behind student writing deficiency?

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8. Do you think that students have difficulties in writing, if so then classify these difficulties ? (use numbers)

- A. Organization of ideas.....
- B. Grammar.....
- C. Vocabulary.....
- D. (Spelling, Punctuation, Capitalization...etc).....

9. Is it possible to overcome these difficulties ?

- A. Yes
- B. No

Please, explain

.....

.....

.....

.....

10. Which technique do you use in teaching writing in class?

- A. Group work
- B. Individual work
- C. Class discussion
- D. Others

.....

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Thank You

Résumé

L'expression écrite en langue étrangère est l'une des pratiques les plus complexes pour les étudiants en langue anglaise. C'est parce que l'écriture est l'une des compétences linguistiques les plus difficiles en termes d'apprentissage car elle demande beaucoup d'efforts et de pratique de la part des étudiants pour atteindre un bon niveau. La plupart des étudiants ont des difficultés à écrire un texte spécifique sur n'importe quel sujet. Donc, cette étude reflète les différents problèmes d'écritures rencontrés par les étudiants de deuxième année en Anglais. Le but de cette étude est de voir si l'étudiant suit les étapes de l'écriture, puisque l'écriture elle-même est un suivi de nombreuses procédures complexes que l'étudiant doit respecté pour écrire avec une excellente qualité.

Ainsi, afin d'arriver à prouver le contenu de cette 'étude sur les différentes difficultés rencontrées par les étudiants de la deuxième année de la langue Anglaise, nous avons mené deux enquêtes, la première a été consacrée aux enseignants ayant une expérience dans l'enseignement de l'anglais l'expression écrite et l'autre pour les étudiants de deuxième année à l'Université de Mohammed Boudiaf M'sila. Par conséquent, nous avons préparé un certain nombre de suggestions pour surmonter les difficultés, grâce aux résultats des deux questionnaires remis aux enseignants et aux étudiants.

Mots Clé : Difficulté, écriture, Anglais, étudiant, pédagogie, linguistique, psychologie.

ملخص Arabic Summary

ان التعبير الكتابي باللغة الاجنبية هو من بين الممارسات الأكثر تعقيدا لطلاب اللغات الانجليزية. ذلك لأن الكتابة هي من أصعب المهارات اللغوية من حيث التعلم لأنها تتطلب الكثير من الجهد والممارسة من جانب الطلاب للوصول إلى مستوى جيد. حيث يواجه غالبية الطلاب صعوبات في كتابة نص معين حول أي موضوع. لذلك ، تعكس هاته الدراسة مختلف المشاكل الكتابية التي يواجهها طلاب السنة الثانية ليسانس تخصص انجليزية، وكذلك تهدف هاته الدراسة الى رؤية ما إذا كان الطالب يتبع خطوات الكتابة، لأن الكتابة نفسها هي متابعة للعديد من الإجراءات المعقدة التي يجب على الطالب اتباعها للوصول للكتابة بطريقة صحيحة.

لذلك ، من أجل الوصول إلى إثبات ما كان في محتوى الدراسة من استكشاف للصعوبات المختلفة التي يواجهها طلاب السنة الثانية للغة الإنجليزية ، أجرينا استطلاعين, الأول خصص للأساتذة ذوي الخبرة في تدريس التعبير الكتابي الانجليزي ، والآخر لطلاب درجة ليسانس في السنة الثانية في جامعة محمد بوضياف في المسيلة. ومنه ، قمنا باعداد مجموعة من الاقتراحات للتغلب على الصعوبات المختلفة من خلال نتائج كلا الاستبيان المخصص لكل من الاساتذة و الطلاب..

كلمات مفتاحية : اخطاء التعلم, منهج تعليم الكتابة , بيداغوجيا , لسانيات , طلاب صعوبات الكتابة.