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What Types of Attitude Do EFL Learners Hold Towards Writing?

The Case of 4th Year Pupils at Srayech Ali Middle
School - M'Sila

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Dedication

I dedicate this work to the beloved person to my heart,

to my dearest father

MOHAMMED SAOUDI

For his support throughout my educational journey
and for his outpouring love , ceaseless assistance and
encouragement to pursue my goals . Without thi great
father , i would never have imagined getting here
and achieve this dream .

To my beloved mother **FATIHA** for her unconditional
love and guidance

To my grandmother **ZINEB** may Allah bless her with
his mercy and grant her jannat-ul-firdos

To my grandmother and grandfather for their
continuous prayers laden with goodness and success

To my dearest aunt **AMRIA** for her support

To my little angels **Somia, Salsabil , and Meriem ,**
and to all my brothers and family members.

To all my lovely friends for the unforgettable
memories that we spent together

Special dedication to **myself** for its determination,
diligence, and perseverance throughout the hardship
days . You deserve this success.

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Abstract

The present study investigates the types of attitudes that EFL learners hold towards writing. It also attempts to identify the difficulties that restrict EFL learners' ability to compose correct and readable paragraphs. This study targeted fourth-year pupils from Srayech Ali Middle School. To reach valid results, this study was based on descriptive methodology where quantitative data were gathered via a questionnaire, and qualitative data were collected via an interview. The questionnaire was administered to a random sample of eighty five (85) pupils, while the interview was directed to four (4) EFL teachers. After data analysis, the results revealed that the affective and cognitive types of attitude were positive and dominant compared to the behavioral type which was low due to the writing difficulties which hamper learners from sufficiently practicing writing. The findings also indicated that the subjects seem to have a cognitive dissonance, that is, inconsistency between their beliefs and behaviors. Moreover, this study reported that a shortage of vocabulary stock and poor grammatical knowledge are common difficulties faced by fourth-year MS pupils. The findings of the current study, therefore, suggest that EFL teachers ought to cultivate more positive attitudes and prompt learners to practice writing by incorporating appropriate written activities that correspond with learners' abilities and interests.

Keywords: EFL learners' attitudes, writing difficulties, writing skill, teaching and learning writing.

List of Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

FLL: Foreign Language Learning

L1: First Language

MS: Middle School

SL: Second Language

SPSS: Statistical Package for Social Sciences

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General Introduction

1. Background of the Study

It is reasonable to speculate that, when foreign language learning (FLL) is concerned, writing is deemed the most sophisticated and significant skill to acquire . Harmer (2004) confirms that "being able to write is a vital skill for speakers of a foreign language as much as for everyone using their own first language" (p. 3). Its importance lies in the fact that the ability to write effectively is a prerequisite for an English as a Foreign Language (EFL) learner who needs to pass the exams, which are usually in written form , and obtain good grades. Writing, as a productive skill , needs a significant amount of effort and practice. It is an active process that requires "coordination between content , vocabulary , spelling, organization , and mechanics" (Jaheen & Idrees, 2012, as cited in Jabali, 2018).

In the same vein of thought producing , a well-structured piece of writing entails appropriate selection of lexical items, attention to spelling , and careful arrangement of ideas and thoughts. In other words, the process of writing is regarded as "a cognitive, social, and dynamic" process, as evidenced by Ismail (2011), through which writers' thinking is stimulated when revising and editing their drafts and cannot be detached from it. To that end, most EFL learners perceive writing as a challenging task, and Algerian EFL learners are no exception. Accordingly, their perceptions and attitudes towards writing may affect their writing performance and competence, just as their encountered writing difficulties can influence their attitudes towards writing.

Writing attitude has been defined by Saturn & Rankin Erickson (2002) as "the feelings and beliefs about their writing ability and about writing language tasks" (p. 128). Learners' perceptions of written tasks influence their attitudes toward writing , as corroborated by Harmer (2004 ,p.40) "If students find the activity amusing and engaging, it will help to build a positive attitude toward writing " ,and classroom writing tasks highly impact their motivation.

Over and above, attitude is an influential factor that determines the success or failure of learning the writing skill since the beliefs, feelings, and perceptions they bring to the classroom influence their writing experience and impact positively or negatively their writing performance “what is within writers is quite different from what they have produced, or even the knowledge and skills they have developed along the way. What is within student writers are heartfelt stories, narratives of success and failure played out in the English classroom” (Musgrove, 1998, p. 1)

When reviewing the literature, previous studies (Paker and Erarслан, 2015; Setyowati and Sukmawan, 2016) have shown that students who exhibited positive attitudes towards writing considered writing an interesting and enjoyable task, unlike students with negative attitudes who considered writing a difficult and exhausting activity; in turn, those beliefs highly impacted their academic achievement. In addition, students who exhibited positive writing attitudes regarded writing difficulties as issues to be solved rather than obstacles.

The difficulties accompanying the task of writing as faced by EFL learners are due to a lack of practice, reading, and motivation, in addition to first language (L1) interference, as revealed by a study conducted by Rosidiana (2019). A comparable result was reached by Bulqiyah, Mahbub, and Nugraheni (2021), in which they confirmed that the attitudes of learners and teachers can engender affective problems, including a lack of motivation and confidence leading to a lack of practice as well as a deficiency in grammatical and lexical knowledge, which are the most challenging aspects of writing as faced by Indonesian tertiary students .

A further study conducted by Fadel and Abdelatif Mami (2021) , in Algerian context, showed that the major difficulties associated with writing as experienced by fourth-year MS pupils are attributed to aspects of English language structure, including vocabulary, grammar,

and spelling. Many studies have examined EFL learners' attitudes towards writing, yet few studies, in Algerian context, have examined the types of EFL learners' writing attitudes that may be rooted in their experienced writing difficulties.

2.Statement of the Problem

In the Algerian EFL context, it is widely acknowledged that writing is the most intricate skill to be acquired by EFL learners, and their experience with writing difficulties is one of the prevailing examples in EFL classrooms. This was confirmed by an informed discussion with middle school EFL teachers who were complaining about their learners' poor written production. The learners are unable to convey their ideas in appropriate, correct language, which is partly linked to some factors encompassing linguistic and affective ones such as attitude. Learners' attitudes are of greater importance than one might assume; they affect the writing experience and how learners will approach the written tasks.

Accordingly, learners' attitudes play a crucial role in their writing performance as the success or failure in composing correct, readable pieces of writing is primarily pertinent to how these learners view the writing skill involving their held beliefs, feelings about it and what learning behaviors they perform with respect to this skill. Thus, it is not possible to enhance their writing performance without sufficient knowledge about their attitudes.

On that account, attention to EFL learners' attitudes is of cardinal importance, since overlooking their attitudes "can lead to insufficiencies in learning" how to write successfully and hamper them from acquiring this prominent skill. The current study covers one of the poorly investigated areas, which is the types of writing attitudes experienced by EFL learners and how their attitudes are embedded in their writing difficulties. This study is meant to serve two-fold main purposes which are: firstly, to address the types of attitudes held by fourth-

year MS pupils towards writing; and secondly, to shed light on the difficulties faced by EFL learners when writing as a means to reach a thorough understanding of their writing attitudes.

3. Research Questions

- 1_ What are the types of attitudes that fourth year MS pupils hold towards writing?
- 2_ What are the difficulties faced by fourth year MS pupils when composing paragraphs?

4. Objectives of the Study

The current study seeks to reach the subsequent objectives :

- 1_ Investigating the types of attitudes that fourth MS pupils hold towards writing .
- 2_ Uncovering the writing difficulties encountered by fourth year MS pupils.
- 3 - Providing EFL teachers with insights about their pupils' writing attitudes and writing difficulties.

5. Research Methodology

The current study is descriptive in nature in order to gather an efficient amount of information on the target subject. A mixed method design is opted to collect sufficient data and to achieve the main objectives of the study.

5.1 Instruments

The main research tools are a questionnaire and an interview. The questionnaire, administered to fourth-year MS pupils at Srayech Ali's middle school, is a mixture of closed-ended and open-ended questions to investigate the types of attitudes and the classroom writing tasks, as well as to disclose the difficulties they experience when writing paragraphs

in English. The second tool is an interview conducted with EFL teachers from different schools in an attempt to obtain their own views of their learners' attitudes toward writing and their major experienced difficulties.

5.2 Sampling

The entire population of the current study is fourth year EFL learners at Srayech Ali Middle School during the scholastic year 2022/2023. The target sample comprises of eighty-five (85) pupils from a total population of (336) learners. The researcher opted for a random selection of the participants from different groups. The rationale behind choosing to work with fourth year MS' pupils is the noticed deficiency of these learners to compose correct, acceptable compositions in English.

6. Significance of the Study

This findings of this study will be of great benefit for both EFL teachers and EFL learners. For teachers , it offers them great insights into their learners' writing attitudes and their opinions about classroom writing tasks ; this can affect their “instructional practices positively” through devising a convenient teaching writing program as well as organising appropriate classroom written activities which are congruous with their own attitudes and interests. In addition , being acquainted with their learners' writing attitudes , will enable them to promote and sustain positive attitudes if they are negative .

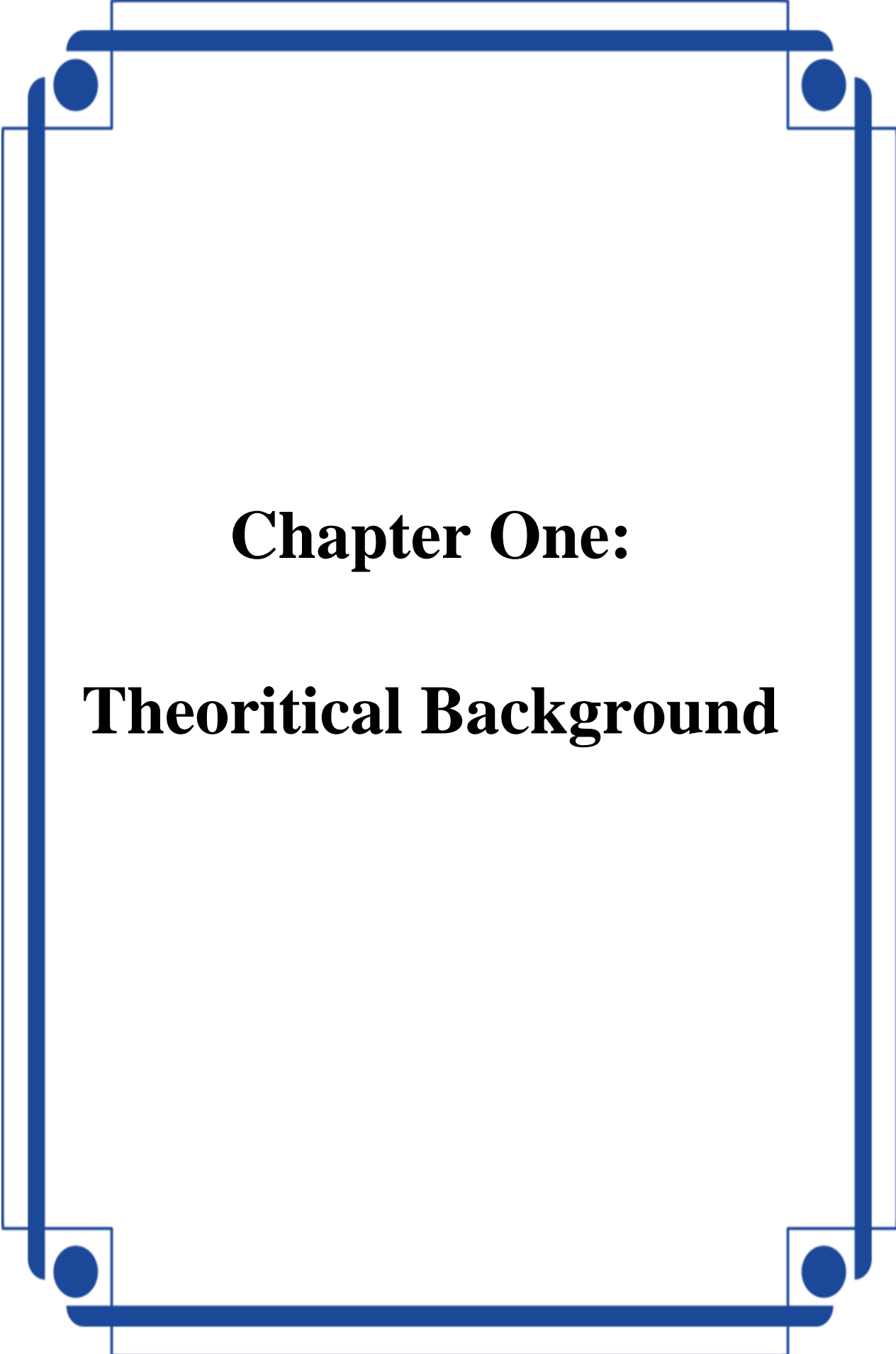
Furthermore , when teachers are aware of their learners' encountered difficulties , they will be able to assist them to improve their competence in the aspects of language that need improvement . For learners , it raises their awareness about the importance of their attitudes in the process of acquiring the writing skill . Besides, this study will provide these learners with solutions to ameliorate their writing performance.

7. Structure of the Study

The present study is divided into two chief chapters. Chapter one stands for the theoretical background of the variables , whilst the second chapter is dedicated mainly to the field work and the analysis of the findings.

The first chapter comprises two main sections: section one is concerned with the review of literature related to writing skill, including a set of its definitions, characteristics of writing, and the role of the teacher in teaching writing. In addition, it presents approaches to writing' instruction, the relation of writing to reading and speaking skills, types of writing, some common writing difficulties, and their reasons. The second section is allocated to offer a deep understanding of the concept of attitude encompassing its definitions, categories of attitudes, types of attitudes , attitude' models , its relation to behavior, and its relation to writing skills.

The second section covers three sections: the first section is allotted to the research methodology and instruments; the second section is concerned with the data analysis and discussion of the findings; while the last section is concerned with pedagogical implications. Besides, it draws on the limitations of the study and concludes with suggestions for further research .



Chapter One:
Theoretical Background

Section One: Writing' Skill

1. Introduction

Writing is a paramount skill and the most sophisticated one among other language skill. The ability to write successfully is undoubtedly a challenging task for EFL learners, as it demands exerting mental effort and ongoing practice. This section is devoted to reviewing the literature on writing skill, initiated by introducing definitions of writing, its characteristics, and the teacher's role in the writing process, followed by a discussion of the approaches to writing instruction and the relationship between writing, reading, and speaking .This section also reports the types of writing that fourth year MS pupils are taught to write as well as common writing difficulties and their reasons

2. Writing Definitions

Writing is approached from various perspectives, and many definitions have been attributed to writing by different linguists and scholars. In its simplest definition, writing is “the symbolic representation of language through the use of graphic signs.” (Yule ,2010 ,p.212). A similar perspective by Byrne (1988) who regards writing as “ the act of forming these [graphic] symbols: making marks on a flat surface of some kind” (p.1). Nevertheless, writing involves more than the visual representation of language symbols, it is the arrangement of these symbols based on particular rules in order to “ form words, and words have to be arranged to form sentences” (Yule, 2010,p.1). Similarly, Hyland (2003) perceives writing as “ marks on a page or a screen, a coherent arrangement of words, clauses, and sentences, structured according to a system of rules”(p.3).

Zamel (1992) views writing as “ meaning making, purposeful, evolving, recursive, dialogic, tentative, fluid, exploratory process,” which supports the view that writing is a social process, a means to achieve meaningful and communicative purposes.

It is widely agreed that writing is a complex and difficult skill to acquire, as confirmed by Yule (2010), who argues that writing, unlike speaking, is not naturally acquired because it demands mental efforts to be learned. Byrne (1988) expounds the complexity of writing as:

It requires some conscious mental effort: we ‘think out’ our sentences and consider various ways of combining and arranging them. We reread what we had written as a stimulus for further writing. Other common practices are making notes, drafting and revising . We may even write several versions of a text before we are satisfied with the results (p.1).

He further categorizes the problems triggered by writing into three groups. The first category of problems is of a psychological nature, engendered as writing lacks interactivity and feedback . Instead, it is a solitary activity that involves the writer as the sole part of the writing process. The second category is linguistic problems that emerge since the writer has to exert efforts to maintain the channel of communication open through appropriate selection of sentences as well as joining and sequencing these sentences in ways that enable the production of self-evident text. The third category of problems is of a cognitive nature, in that thinking is constantly stimulated when writing .Therefore, it is learned in an instructional setting in which the learner is taught the written form of the language and its organization in writing.

3. Characteristics of Writing

Undoubtedly, writing is a demanding task to learn because it requires mastery of the particular norms of appropriateness associated with different aspects of writing. According to Starkey (2004), organization, clarity, coherence, cohesion, and mechanics are essential elements of writing.

3.1 Organization

Thoughts and ideas are accurately delivered when selecting appropriate words that represent the writer's intended meaning. On that account, it is imperative to distinguish between the connotative and denotative meanings of words. According to Starkey (2004), delivering the exact meaning implies knowledge about the literal meaning of words (connative) as well their implicit meaning (denotative) which represent “emotions, cultural assumptions, and suggestions”(p.21).

3.2 Clarity

Understanding the information conveyed via a written piece is contingent on how well its ideas are legible to the reader. Byrne (1988) posits that the writer should assure the clarity and understanding of his / her writing by the reader who is not “present” and even, in some cases, unknown (p.2). Starkey (2004) provides guidelines to achieve clarity in writing, such as avoiding ambiguous language, employing precise adjectives and adverbs, and evading repetition.

3.3 Coherence and Cohesion

A good piece of writing is both cohesive and coherent. A written text is composed of well-connected ideas, and each idea is linked to preceding and subsequent ideas. In order to achieve coherence in writing, Murray and Hughes (2008) emphasize that it is necessary to involve the reader while writing through constant reading and reflection on the legibility of the ideas for the reader in order to avoid misunderstanding and negative judgement by him/her.

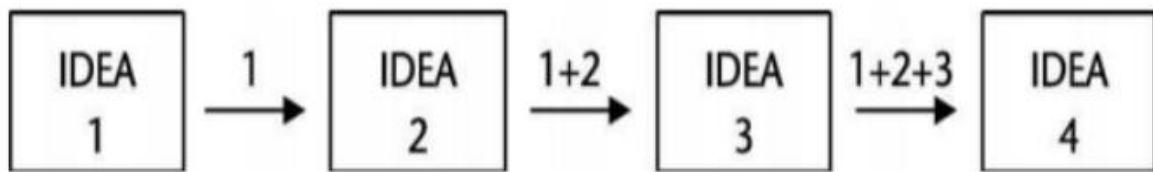


Figure1: A Sequence of ideas (Murray and Hughes , 2008, p.46)

Cohesion, on the other hand, is related to the semantic aspect of a text, it is what makes a text “sticks together.” According to Halliday and Hasan (1976):

Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other , in the sense that it cannot be affectively decoded except by recourse to it . When this happens , a relation of cohesion is set up , and the two elements , the presupposing and the presupposed , are thereby at least potentially integrated into a text (p.4).

Harmer (2004, pp.22–24) distinguishes between two types of cohesion: lexical and grammatical cohesion. Lexical cohesion refers to the relationship between the constituent words of a text attained through the reiteration of words and employing words that belong to the same category. Grammatical cohesion is the connectedness of sentences and clauses expressed through the usage of certain grammatical devices, including reference (anaphoric and exophoric reference), substitution, ellipsis, and tense consistency.

3.4 Mechanics

The ability to write depends on mastering writing conventions. These conventions are known as the mechanics of writing that have to be stressed upon in particular phases of learning to write in English. Harmer (2004) underlines the importance of the four mechanics and describes them as the “ nuts and bolts” of writing skills.

3.4.1 Handwriting

Handwriting is an essential element of writing. Writing English letters in both the upper and lower cases can be difficult for some learners. Hence, the teacher should first prompt learners to recognize English letters and then get them to produce these letters correctly.

3.4.2 Spelling

Although English spelling is intricate and not completely random, it is regular. Appropriate spelling is achieved by applying apparent rules, and there are only a few exceptions, in which certain spelling rules are convenient for a small portion of individual words.

3.4.3 Punctuation

Using punctuation appropriately is a paramount skill and the quality of written compositions is determined by proper use of punctuation along with the other mechanics . Incorrect use of punctuation marks can engender a negative impression and affect text' comprehension.

3.4.4 Sentence , Paragraph , and Text

Learners need to practise the art of putting words together in a well formed sentences , paragraphs, and texts . This can be realised through “ parallel writing” by which learners follow a “written model” to produce a comparable one .

4.The Role of the Teacher in the Writing Process

Apart from being a mere transmitter of the basic knowledge that governs writing skill, the teacher should perform a variety of tasks to ameliorate learners' writing ability. Among these tasks, Harmer (2004, pp. 41-42) suggests the following five tasks:

4.1 Demonstrating

The teacher should stimulate learners' awareness of the writing conventions and draw their attention to them since these conventions restrict the structure and content of their writing, such as appropriate vocabulary items and grammatical patterns.

4.2 Motivating and Provoking

The teacher should trigger learners to generate ideas and present the value of the activity to elate and induce them about how enjoyable the task is, in addition to providing them with the words they need to initiate the writing activity as an avenue for engaging them.

4.3 Supporting

Throughout the writing process, learners may encounter difficulties . Thus , teachers should be constantly available to assist them in surmounting these difficulties by supplying them with both ideas and facilities to accomplish the writing task.

4.4 Responding

Teachers should react to the content and structure of students' compositions in an encouraging way, often by offering propositions for their refinement. In addition, rather than treating their drafts as final versions, teachers should praise them for the progress that their writing underwent throughout the various stages of drafting.

4.5 Evaluating

Evaluating students' writing aims to indicate their achievements and how well they progress . For test purposes, the evaluation of students' work is an opportunity for them to learn if they consider their mistakes and rectify them.

5.Approaches to Writing' Instruction

Teaching writing skill is a difficult task for EFL teachers as it is learning for EFL learners; hence, high-quality instruction is needed in order to facilitate the teaching and learning of this skill. Therefore, various approaches to writing instruction were provided to ease the mission for teachers, including the product, process, and genre approaches.

5.1The Product Approach

The product approach is a “traditional” approach that prompts learners to imitate sample texts. Unlike the process approach, this approach emphasizes the final outcome of writing, rather than the process through which learners construct written texts. The teacher equips learners with a model text to follow and draws their attention to its structure and its grammatical features in order to write a similar text “in a typical product approach _oriented classroom, students are supplied with a standard sample of text and they are expected to follow it to construct a new piece of writing” (Hasan and Akhand, 2010, p.78).

Steele (2004, as cited in Hasan & Akhand, 2010) identifies four stages of teaching writing within the product approach. The first stage involves exposing learners to a sample text to study and analyze its structure and grammatical features. In the second stage, learners practise what they have acquired from the analysis of the genre under teachers' control. The third stage involves the organization of ideas and , in the final stage, learners demonstrate their competence and previously acquired language resources by producing a parallel text.

The product-based approach to writing instruction is advantageous for learners since it supplies them with model texts to follow; nevertheless, as corroborated by Badger and White (2000,p.154), it places a huge emphasis on the grammatical features of the model text and considers imitation as a prerequisite for writing improvement. Moreover, the imitation of texts stifles learners' creativity in writing, since they are constrained by the pre-taught language structures to reproduce in a similar text "there is no room for students to be innovative in their writing because the product is more important than the process of learning to write"(Pramila, 2017, pp 141-142).

5.2. The Process Approach

The process approach to writing appeared in the 1960s and the 1970s, emphasizing the linguistic skills through which learners can produce written texts rather than linguistic knowledge. Therefore, learners can write compositions of writing by moving through these stages. The process of writing has been defined as "non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning" (Zamel, 1983 as quoted in Hyland, 1996). The writing process is described as "recursive" by Harmer (2004) and as "cyclical" by Pramila (2017), as learners may proceed through a single stage numerous times and their composition may undergo a series of modifications when necessary before presenting the final version. On that account, Harmer (2004) outlines four stages of writing in process-based writing' instruction initiated with planning, drafting, revising, and editing.



Figure 2 : The Process Wheel of Writing (Harmer , 2004 ,p.6)

5.2.1 Planning

Writing is initiated by drawing a plan on what to write and the ideas to be put on the paper. This stage engages learners in thinking about three major issues. First, the learner reflects on the purpose of their writing, which affects both the text type and the content of their writing, encompassing the language and information to be included. Second, they need to consider the audience, which is the major element that contributes to the structure of the text, as well as the formality and informality of the tone. Subsequently, the writer has to regard the format of the content and decide upon the organization and order of the included information.

5.2.2 Drafting

Drafting is the act of “writing a rough, or scratch, form” of a text (Galko, 2001,p.49). During the drafting phase, scarce attention must be paid to grammar, spelling, and punctuation, as these will be checked and ameliorated in subsequent stages, as asserted by

Galko (2001,p.49). Moreover, writing a good draft is crucial, since it serves as the basis for the final version (Galko, 2001,p.49).

5.2.3 Revising

At this stage, learners reread their compositions and amplify their writing by making necessary alterations to the content and structure of their compositions. Galko (2001) suggests beginning a review of the content of the big picture, rather than its structure, and finally the mechanics, including spelling, grammar, punctuation, and the appropriate use of words (pp.73-74). These modifications can be stimulated by the feedback that they receive from their peers and teachers.

5.2.3.1 Teacher's Feedback

Harmer (2004) confirmed that the task of offering feedback to students during the writing process must be approached with extreme caution, and instead of directing their actions, the teacher should attempt to elicit decisions from the students themselves. During the drafting phase, the teacher should react to the first drafts of each student by talking with them and offering them propositions about the ways in which they could reorganize their compositions. Hyland (2003) contends that in the first drafts, learners favor feedback on the ideas and the structure of their writing, while in subsequent drafts, teachers' comments should emphasize grammar. (p.179) . A second major way is to supply them with a better reformulated version of their writing ; thus, they can compare and refine their writing.

5.2.3.2 Peer ' Feedback

Another source of feedback is derived from peers' reactions to each other's work, offering their own views and suggestions, thereby improving their drafts. Besides their comprehension of "good writing" will be promoted as corroborated by Hyland (2003). This

kind of feedback provides a novel perspective on their writing and may be regarded as an alternative to teacher feedback (Harmer, 2004, p.12).

5.2.4 Editing

This stage entails checking the organization, clarity of the information, and structure of sentences through the substitution and changing of words. Harmer (2004) believes that “more skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy” (p.5). As a result of the alterations that occur during this phase, the stage is set for writing the final, different version of the initial written plan and draft.

5.3 The Genre Approach

The genre approach to writing instruction has emerged as a response to the process approach and is considered as an “extension “of the product approach in which a great emphasis is put on teaching texts or genres .“ Genre” is defined as “ a term for grouping texts together, representing how writers typically use language to respond to recurring situations” (Hyland, 2004, p.4). Furthermore , Richards(2003 , p.19) argues that adopting a genre based approach to writing’ instruction implies teaching learners to write not merely for putting their thoughts in a well formed compositions but also to write for “ getting things done” and achieving a predefined purpose . Hence, genre instructors’ accountability is to teach learners “how to use language patterns to accomplish coherent, purposeful prose” (Hyland, 1996, p.8).

As the focus is on the genre itself, the choices of the content encompassing the information and linguistic patterns to be employed are based upon, and bordered by, the context in which the text occurs, the writer’s intention, as well his / her relationship to the audience, as stated by Hyland (1996, p.8). In the same line of thought, Hyland (2003)

contends that genres are produced as a means for achieving communication between the writer and audience and to convey the intended purpose, this purpose is manifested to the reader through a set of “stages”. Hence, teaching should be centred around these “moves” through displaying them to learners first, then, “teachers can provide explicit grammar of linguistic choices both within and beyond sentences, to produce texts that seem well-formed and appropriate to readers” (Richards, 2003, p.19).

6. Writing and other Skills

The acquisition of English as an FL requires mastery of its core skills. These skills are distinguished into two categories: receptive and productive. Listening and reading are receptive skills, whereas writing and speaking are productive ones. Learners’ ability to produce the language either via speaking or writing will not be enhanced without the exposure to and support from the receptive skills. Thus, the more input they receive from listening, the more output will be produced via speaking and the more they read, the more deft they become at writing. Therefore, the skill of writing cannot be developed when detached from other language skills, contrariwise, it is best acquired and ameliorated when incorporated with other language skills. Hence, teaching writing skills should be integrated with other language skills, instead of being taught separately.

6.1 Writing and Speaking

Writing and speaking are productive skills. Nevertheless, writing is a different medium of communication from speaking. A summary of the major differences between speaking and writing can be found in Harmer (2004).

The first major divergence between speaking and writing is their occurrence. The time and space through which writing and speaking occur differ considerably. While writing is constant and survives through time, speaking is volatile and “it operates in the here and now

world of immediate interactions' (p.7). In addition, the participants in the spoken communication are known to each other, which enables both the addressee and addresser to choose the words to be uttered based on the assumptions they make about each other. Participants can offer further clarification through the use of verbal and nonverbal cues. In contrast, in writing, the reader is not present and known to the writer in general rather than as "individual addressee."

The second is the process: the production and reception of speech in face-to-face communication are immediate and can be modified during speaking, but it cannot be said. Through recursion, "rephrasing", and using "time-buying expressions, the speaker is able to gather ideas. Unlike the recursive process of writing and its immediate product, the writer has the opportunity to plan what is to be communicated and to alter the final version.

The third is organization and language. Speech is characterized by the use of incorrect grammar and mispronunciation, and its constituent language is merely single words and phrases, unlike writing, which requires fully developed, complex, correct, and tied sentences. The fourth major divergence between speaking and writing is in lexical density. Lexical density is "the proportion of content words to grammatical or function words" (p.9). In the written text, the proportion of content words exceeds the grammatical word proportion, in contrast to the speech in which grammatical words are abundant.

6.2 Writing and Reading

Known as the "literacy skills," reading and writing are two closely related skills despite the latter being productive, while the former is receptive. Reading is a way to writing, complements, and serves it, through which the input received via reading will be transformed into an output through writing "we presume that reading is what makes it possible for us to write rather than the other way around" (Zamel, 1992, p.468). Thus, rather

than teaching reading and writing separately, teachers should emphasize integration. Zamel (1992) believes that reading should precede writing through, first, presenting to learners reading texts that help them acquire the basic knowledge to be used in writing, and then inducing them to write. Hence, reading is deemed to affect the acquisition of writing skills. Zamel (1992) states that

We seem to assume a static and unidirectional effect for reading on writing, believing that exposure to reading texts provides us with models that reading provides so-called comprehensible input which, if acquired, will later be displayed in the writing produced, that reading provides ideas that can be used as a basis for writing one's own text.

Manzo and Manzo (1995, p.340) describe the reading and writing connection as “a two-way relationship.” Furthermore, they provide a summary of the relationship between reading and writing.

Table 1: The Two- Way Relationship between Reading and Writing

(Manzo and Manzo 1995)

Reading to Writing	Writing to Reading
<p>1_ Reading increases the knowledge individuals have to write about.</p> <p>2_ Reading instills knowledge of linguistic patterns and forms.</p> <p>3_ Reading builds vocabulary and familiarity with writercraft.</p>	<p>1_ Writing clarifies understanding of subjects, making subsequent reading easier.</p> <p>2_ Writing helps one to read like a writer; hence, sparking insights into writer mechanisms, and enhancing comprehension.</p> <p>3_ Revision in writing or making changes at the various points in the process involves many of the same higher order thinking strategies</p>

	involved in critical reading.
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7. Types of Writing Included in Fourth Year MS Syllabus

The type of writing activities assigned to learners should be based upon their age, interests, and their level as posited by Harmer (1989). The language that “elementary learners” have at their disposal highly influence the completion of a written task ; thus , beginner learners will be able to produce a simple narrative compositions , yet , undoubtedly , they will fail to write a “complex narrative” composition due to the restricted language they have acquired . Moreover , learners are more likely to embark on and complete written tasks that are compatible with their own interests and which trigger their motivation.

Accordingly, the syllabus of fourth year Algerian middle school includes three types of writing. First is the descriptive type . Learner are taught how to write a descriptive compositions in which they describe landmarks using specific geographical, architectural , and cultural information. Second, in the narrative type, a variety of narrative tasks are assigned to the learners . The first category of narrative tasks involves learners narrating past events of their childhood as well as their school’ memories. In the second category, learners are asked to employ the historical information they have learned about landmarks and arrange them to compose narrative paragraphs. In the last category, the teacher presents an ID (Identity) card which contains biography information about outstanding figures including their names, date of birth and death, occupation, and their achievements; afterwards, learners are asked to use what they’ve learned to produce narrative paragraphs about one of these figures. The third is the comparison and contrast type in which learners identify the similarities and differences of a given subject such as eating habits.

8. Types of Common Writing Difficulties

Writing is deemed one of the most difficult skills to acquire. Nunan (1989) believes that learning to write is a tough process for language learners whether this language is their native, second, or foreign one. The difficulty lies in mastering the various elements of writing encompassing the appropriate use of grammatical rules, the choice of words, correct spelling, and proper punctuation. These elements present problems for EFL writers and hinder the production of well-structured, readable compositions.

8.1 Grammar

Grammar is “the set of formal patterns in which the words of a language are arranged in order to convey larger meanings” (Rancis 1954, as cited in Hartwell, p.109). Being able to produce a well-structured composition involves knowledge about grammatical rules which govern the combination of words in order to form sentences and texts. The lack of knowledge about grammatical rules and their convenient uses leads to altering the intended meaning to be conveyed; consequently, producing ill-structured compositions.

8.2 Vocabulary

Vocabulary is an important aspect of any language and it refers to knowledge about the lexis of the language. Vocabulary is a needed aspect in communicating whether through writing or speaking. Accordingly, EFL learners should be acquainted with the various meanings which words may express and the appropriate contexts in which they are employed. Rabab ‘ah (2003, as cited in Adas and Bakir, 2013) believes that limited vocabulary stock can hinder learners from expressing their thoughts in writing.

8.3 Spelling

Spelling refers to the act of forming words correctly from letters based on particular rules. Due to the lack of correspondence between the spelling of English words and their

pronunciation (Harmer , 2001) , many spelling problems are triggered for EFL learners ; thus , they are more prone to commit spelling mistakes in their writing .EFL learners should be acquainted with the accurate spelling of English words since incorrect spelling may affect the accuracy and legibility of their writing.

8.4 Punctuation

Correct punctuation is an important element of writing . According to Harmer (2004, p.49) the use of inappropriate punctuation marks engenders negative impression and influences the comprehensibility of the text. EFL learners should acquire this paramount skill since punctuation is among the essential elements that determine the quality of writing.

9. Common Reasons for Writing Difficulties

Undoubtedly, the majority of EFL learners , at an early learning stage , face various difficulties which negatively affect their written productivity . The difficulties can be attributed to a host of reasons encompassing: lack of motivation, lack of reading, insufficiency of time provided for writing, and lack of practice .

9.1 Lack of Motivation

According to Harmer (2007) motivation is an “internal drive which pushes someone to do things to achieve something” (p.98). Without adequate motivation , learners feel discouraged to express their ideas through writing . Motivation stems from two main sources external and internal sources. External motivation is stimulated externally by the desire to achieve or earn something such as passing the examination or getting a reward. Whereas internal motivation is derived from within the learners . This kind of motivation is provoked by the enjoyment and interest experienced through the writing process. It is assumed that this

kind of motivation is the most important since it endures throughout the learning process unlike external motivation which is contingent on the availability of external sources.

9.2 Lack of Reading

Reading is deemed a way to writing in that the main elements of the writing skill can be acquired through exposure to English texts. Through reading, EFL learners can acquire a great amount of the English language including the spelling of words as well as knowledge about how the words interact with other words in the text, and which rules govern their combination. Raimes (1983) believes that “the more our students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organisational flow, and cultural assumptions of native speaker of the language”. Hence, insufficient reading can act as a hindrance to good writing.

9.3 Insufficient Time

The process of writing involves various stages to proceed through, initiated by brainstorming and gathering of ideas and information for the content to the stage of presenting the final form. In order to move through these essential writing steps, EFL learners need to be provided with sufficient amount of time to edit a readable, acceptable piece of writing. Thus, time is an essential element for successful writing.

9.4 Lack of Practice

Acquiring the writing skill is an ongoing process shaped by frequent practice and considerable effort. Hedge (2005) contends that :

My experience tells me that in order to become a good writer, a student needs to write a lot. This is especially true of poor writers who do tend to get trapped in a downward spiral

of failure; they feel that they are poor writers, so that are not motivated to write and because they seldom practice , they remain poor writers .

Therefore, regular practice of writing is a necessary and valuable factor in the development of EFL leaners' writing competence .Poor writing is often thought to be caused by seldom practice.

Conclusion

From what was stated above, it is evident that writing is a complex skill which requires conscious effort and practice. Thus, it is learned in an instructional setting in which the teacher is a major agent in the improvement of learners' writing ability via performing various tasks . Furthermore , the difficulty in learning and teaching the writing skill paves the way for some approaches to emerge to ease this task for teachers and learners .This section also provides an overview of the relationship between writing and other skills ; more precisely its relation to reading and speaking skills and the main types of writing that fourth year MS pupils are taught to write .This section ends with presenting some common writing difficulties and the reasons behind the writing difficulties.

Section Two: The Concept of Attitude

1. Introduction

Recently , attitudes have received considerable attention from researchers and scholars in the field of education, as they came to the conclusion that throughout the process of learning a FL or SL, the attitudes of learners have an indelible role and their effect is inevitable as they determine the success or failure in the acquisition of the language and its skills. Thus, the forthcoming section provides a deeper understanding of the concept of attitude. Beginning with a review of the theory of attitude, then the types of attitude are mainly cognitive, affective, and behavioral. Subsequently, it presents the proposed models of attitude structure and formation, in addition to outlining the relationship between attitude and behavior. It ends with a brief review of the relationship between attitudes and the writing skill.

2. Attitude Theory

The concept of attitude is central to the field of social psychology and social psychology is defined as the scientific study of attitudes. Numerous definitions are attributed to the notion of attitude, as researchers and scholars have not yet reached a consensus on its most representative and accurate definition .One of the early , yet broad , definitions is that of Allport (1935) who points out that the attitude is “ a mental and neutral state of readiness , organized through experience , exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related” . According to this definition, attitudes are not innate; rather, they are learned experiences that directly impact how people react to an object or a situation. Attitudes can be learned through a variety of processes involving an observation of a particular behavior and its results as performed by other people (Garret, 2010).

Furthermore, it is claimed that attitudes are an evaluation of an object. Ajzen (2005) states that evaluation is a distinctive feature of attitudes. Relatedly, Maio and Haddock (2010) describe the attitude “as an overall evaluation of an object that is based on cognitive, affective, and behavioral information”. This evaluative nature of attitudes might be favorable or unfavorable, negative, or positive, and its content comprises held beliefs and feelings, resulting in specific behaviors to be performed. Eagly and Chaiken (1993) define attitudes as “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (p.1).

Another definition proposed by Baker (1992) , in which he regards the attitude “as a hypothetical construct used to explain the direction and persistence of human behaviour.” He argues that one’s thought processing systems and feelings are invisible. Likewise, Oppenheim (1982, as quoted in Lanson, 2014) describes it as “an abstraction that cannot be directly apprehended”. This implies that one’s own attitudes toward an object cannot be directly observed; rather, they are inferred from one’s own behaviors.

Thus, attitudes are important as they provide an explanation for the performed behaviors and have a direct bearing on how we react to various objects. Advocating the role of attitudes in humans’ lives, Fazio (2007) states that “attitudes simplify our day-to-day existence, enabling efficient appraisal of the objects that we encounter”. Clearly, attitudes are the evaluations one makes about a given object, concept, person, or event. They represent individuals’ beliefs, feelings, and behavioral predispositions.

3.Categories of Attitude

Attitudes are dynamic and prone to consistent change . As they are learned, new information can be acquired about a particular object, thereby altering previously held

attitudes toward it .The new attitudes are labeled as explicit, while the old ones are called implicit , and both guide individuals' behaviors. Moreover, inconsistency might often arise between what one believes and how he/she behaves ; this is known as cognitive dissonance as a third category of attitudes. A distinction between implicit and explicit attitudes and cognitive dissonance categories of attitudes is provided.

3.1 Explicit Attitudes

Explicit attitudes are existent and stored in the memory, and people are aware of them. Bordens and Horowitz (2008) argue that most attitudes “operate on a conscious level, so people are aware of them and conscious of how they relate to behavior. They operate via controlled processing and take some cognitive effort to activate”(p.160). People can control their explicit attitudes since their retrieval demands conscious effort.

3.2 Implicit Attitudes

Unlike explicit attitudes, implicit ones operate unconsciously. Greenwald, McGhee, and Schwartz (1998, as quoted in Bordens and Horowitz , 2008) view implicit attitudes as “actions or judgments that are under control of automatically activated evaluation without the performer’s awareness of that causation”. Bordens and Horowitz (2008) assert that implicit attitudes have a direct bearing on behaviors and they influence them automatically “without conscious thought and below the level of awareness.” These are spontaneous reactions to objects; hence, they cannot be controlled.

The relationship between explicit and implicit attitudes is represented in the dual model proposed by Wilson, Lindsey, and Schooler (2000). This model suggests that it is plausible to hold different evaluations of an attitude object because attitude is dynamic, and new attitudes can arise that serve as explicit attitudes. The novel attitudes do not replace the old ones ; rather they “coexist in the memory” and the expression of one type of attitude

rather than the other is contingent on people's ability and motivation to recall the explicit attitudes ; when they are unable to retrieve the explicit attitudes, they tend to report their implicit ones. The novel attitudes do not replace the old ones, rather they "coexist in the memory" and the expression of one type of attitude rather than the other is contingent on people's ability and motivation to recall the explicit attitudes ; when they are unable to retrieve the explicit attitudes, they tend to report their implicit ones.

3.3 Cognitive Dissonance

It is assumed that people tend to behave according to their knowledge and beliefs resulting in what is called "consistency" between their beliefs and behaviours. Notwithstanding, sometimes, behaviours do not conform to the held beliefs which causes inconsistency. Festinger (1957) refuses to use the term consistency as he states that " first , I will replace the word "inconsistency" with a term which has less of a logical connotation , namely, dissonance . I will likewise replace the word consistency with a more neutral term, namely, consonance "(pp.2-3).

The presence of dissonance engenders "psychological discomfort" , Festinger (1957) hypothesizes that uncomfortable feelings accompanying the presence of dissonance will induce attempts by the person to realize consonance and minimize dissonance "the existence of dissonance , being psychologically uncomfortable, will motivate the person to try to reduce the dissonance and achieve consonance" ; in addition, he /she will evade any situation or information that raises the likelihood of dissonance (p.3).

4. Types of Attitudes

"An attitude is really a summary of an attitude structure, which consists of these interconnected components" (Zimbardo and Leippe,1992, as quoted in Bordens and Horowitz, 2008). These three components are of a cognitive, affective, and conative nature;

they are also commonly classified as types of attitude .The three types interact to shape the overall evaluation of an object, person, or situation. Bordens and Horowitz (2008, p.158) confirm that since attitudes are not static, they are constantly prone to change, a slight change in one component of attitude structure influences the other components, and new feelings towards an attitude object may be generated as a result of new beliefs. Thus , a novel behavioral intention arises, leading to new behavioral responses towards the object.

4.1 The Cognitive Type

The cognitive type of attitude is based on the beliefs and knowledge that people have regarding a given object. Fishbein and Ajzen (1975 , as cited in Jain, 2014,p.7) posit that the cognitive information which a person hold toward an object , contribute to associate this object with specific “attributes”.

4.2 The Affective Type

The affective component refers to the emotional aspects of attitudes. It consists of held feelings and emotions regarding an attitude object. It deals with feelings that are either positive, such as love, or negative, such as hatred, concerning something. The effective and cognitive elements of attitudes tend to converge, resulting in observable behaviors.

4.3 The Conative Type

The conative component is behavioral tendency; “it concerns readiness for action.It is a behavioral intention or plan of action under defined contexts and circumstances” (Baker, 1992,p.13) It involves how people tend to behave and their intention to act in a specific way with respect to an attitude object. It is believed that behaviors are “antecedents” of attitudes, that is, previous behaviors may lead to inferring one’s own attitudes (Haddock and Maio, 2008).

Although cognition, affect, and behaviors contribute to the attitude structure, Breckler and Wiggins (1989, as cited in Bordens and Horowitz, 2001, p. 158) assume that the affective component dominates its structure. The first response towards an object is usually an expression of positive or negative feelings held towards the object. Therefore, attitudes are effective in nature, as confirmed by Ajzen (1989, as cited in Bordens, p.158). The first response towards an object is usually an expression of positive or negative feelings held towards the object ; therefore , attitudes are effective in nature as confirmed by Ajzen (1989, as cited in Bordens ,p.158).

5. Models of Attitudes

From the above literature review, it is evident that the concept of attitude is defined in terms of beliefs, affect, and behavior. As a result, several models have been proposed to understand how these components contribute to attitude formation and structure.

5.1 Expectancy Value Model

This is “the most popular model of attitude formation and structure” proposed by Fishbein and Ajzen (1975). It demonstrates the relationship between attitudes and beliefs, suggesting that attitudes are formed by the held beliefs about an object “people’s evaluation of, or attitudes toward, an object are determined by their accessible beliefs about the object”(Fishbein and Ajzen, 1975). The set of beliefs a person possesses about a particular object leads to associating this object with specific attributes, and the strength of these beliefs is determined by the subjective probability of the association between the object and attributes (Fishbein and Ajzen, 2000, p.4).

Furthermore, since unlimited beliefs might arise regarding a given object, it is argued that merely accessible beliefs can affect attitudes. A change in these accessible beliefs, consequently triggering a change in the attitude “according to this model, attitudes are in an

immediate sense based on the beliefs about the attitude object that are presently accessible. Any change in the set of accessible beliefs, or in the evaluations associated with them, can lead to a change in attitude” (Fishbein and Ajzen,2000). Clearly, the expectancy value model prioritizes beliefs as having a primary role in forming attitudes, while disregarding the importance of affect in shaping attitudes (Lanson,2014, p.103).

5.2 Association Model

This model views attitudes as summary evaluations that arise from the affective, cognitive, and conative information attributed to the attitude object. According to Fazio (2007), attitudes are derived from the attributes that characterize the object, affective responses , past behaviors, and experiences with the object, or they can be based on the amalgamation of these sources of evaluative information. From the association model’s perspective, attitudes are no longer regarded as hypothetical constructs since evaluative knowledge of attitudes exists and is available in memory.

Fazio (2007) contends that the existence and strength of these evaluations are contingent on the significance of the object to the person , this is based on the varying interests of people toward different domains ; the more important the domain to which an object belongs the stronger will be the evaluations associated with it and , consequently, the attitudes will be more accessible from memory .This model also specifies that individuals who hold strong associations tend to respond rapidly to an object, unlike those with weak or absent evaluations.

The evaluation associated with the object is activated automatically when the object is observed or mentioned; this activation occurs without the person’s intention, as asserted by Fazio (1990) “It is the associative strength that is postulated to determine the chronic

accessibility of the attitude and, the likelihood that the attitude will be activated automatically when the individual encounters the attitude object ” (p.81).

5.3 The Three Component Model

Rosenberg and Hovland (1960) suggest a three-component model known as the tripartite model. According to this model, attitudes consist of, and are shaped by three components: cognition, affect, and behaviors. Negative attitudes toward an object result from unfavorable beliefs, emotions, and behaviors, whereas favorable beliefs, emotions, and behaviors provoke positive attitudes toward a given object.

Baker (1992) asserts that the three component model is best represented in a hierarchical model in which the three components together serve as the foundation. He further states that , at a higher level of abstraction, these three components converge to form a single attitude construct. This implies that attitudes arise from the combination of held beliefs, emotions, behaviors, or behavioral intentions ,and a lack of one component hinders the formation of attitudes. In line with this, Ajzen (1988, as quoted in Baker 1988, p.13) summarizes the relationship between the three components and attitude as the following:

The actual or symbolic presence of an object elicits a generally favorable or unfavorable evaluative reaction, the attitude towards the object. This attitude, in turn, predisposes cognitive, affective, and conative responses to the object, responses whose evaluative tone is consistent with the overall attitude. (pp.22-23)

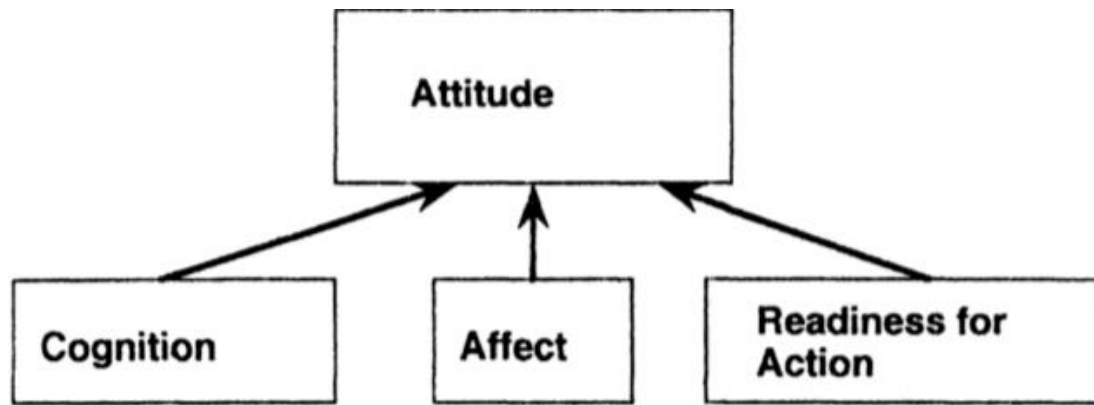


Figure 3: The hierarchical form of the three component model (Baker, 1992, p.13)

After reviewing the components of attitude and its proposed models, it is crystal clear that all three components play pivotal role in forming the construct of attitude. Fazio (1986) describes the relation between affect, cognition, and behavior as “bidirectional”, they are the information from which attitudes are formed , they are “the causes and triggers of attitudes”, as they might be influenced by attitudes .

6. Attitude and Behaviour

The relationship between attitudes and behavior “represents one of the greatest controversies in the field” (Lanson, p.113). Baker (1992) describes the relationship between behaviors and attitudes as “directive” and “predictive”. Accordingly, understanding one’s attitudes leads to predicting his/ her behaviours with respect to a given object . Likewise, as attitudes are unobservable, they can be deduced from and determined by an observation of individuals’ behaviors. Allport contends that attitude is a “precondition” of behavior, this implies that a particular behavioral response towards an object requires that the individual hold some set of beliefs and feelings toward the object, without attitudes,there are no behaviors.

Moreover, it is believed that attitudes are used to predict merely those noncomplicated behaviors, yet attitudes are not fully efficient in predicting complex behaviors. Furthermore, the strength of attitudes is a key factor in the prediction of behavior. Haddock and Maio (2008) assert that behaviors are more likely to be predicted when associated with strong attitudes (p.130).

Based on the principle of correspondence, Ajzen and Fishbein (1977, as cited in Haddock and Maio, 2008) assert that the prediction of behaviors through attitudes is more likely to occur when measures of attitudes and behavior correspond to four elements: the performed action, the target of the behavior, the context in which the behavior occurs, and the timeframe of the behavior. In conclusion, attitudes and behaviors are causally related to each other, attitudes predispose one to act in a specific manner, as well as behaviors are “antecedents” of attitudes.

7. Attitudes and their Relationship to the Writing Skill

Attitude, as a complex psychological construct, plays a central role in individuals' behaviors. In language learning, it is deemed to have a huge impact on the entire process of acquisition, it influences how learners acquire and master language skills. More precisely, writing as a productive skill requires practice and conscious effort to acquire. Therefore, learners' beliefs and feelings will definitely affect the learning process, learners' engagement with classroom written tasks, and the learning behaviors they will perform with respect to this skill.

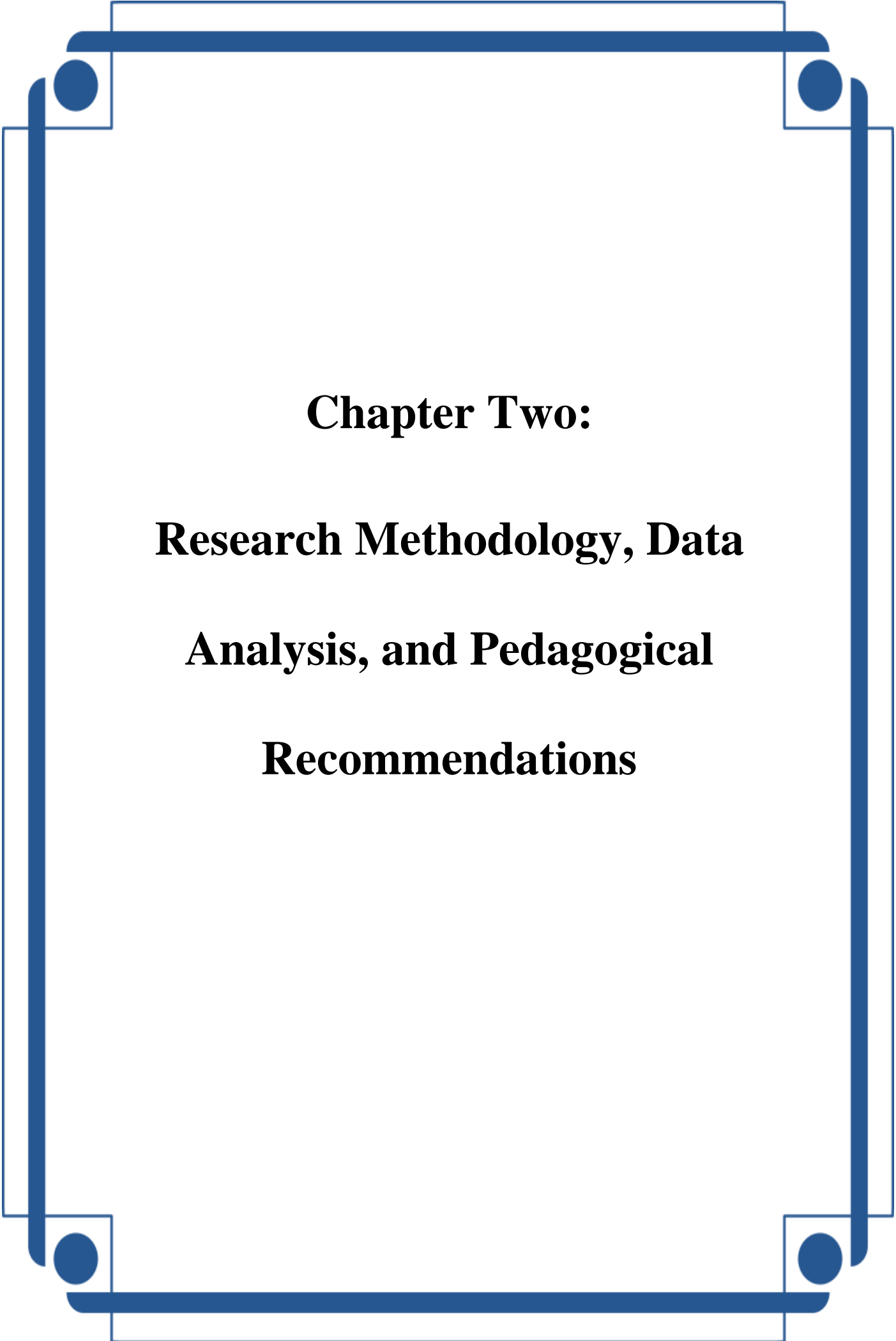
Favorable beliefs about, and feelings towards writing trigger learners to perform favorable behaviors towards it, such behaviors encompass practicing writing, completing written tasks, and developing their writing ability. Moreover, attitudes are also believed to determine learners' motivation to write, as positive attitudes towards writing will eventually

result in more motivated writers, whereas unmotivated writers are those who possess negative writing attitudes, leading to poor written performance. Poor written performance is deemed to be caused by held beliefs about writing .EFL learners probably view writing as a complex, demanding task ; in turn, negative attitudes toward writing lead them to view writing as even more challenging .

Conclusion

As a conclusion, attitude refers to the general evaluation of surrounding objects, people, events, and situations. Attitudes are comprised of cognitive, affective, and conative components. Beliefs, feelings, and behaviors contribute to the structure and formation of attitudes ; together , they interact and shape their attitudes with respect to a given object.

In addition, attitudes influence and predict individuals' behavioral responses, with strong attitudes being more predictive of behaviors. To best predict behavior, both measures of attitudes and behavior need to be matched in four elements: action, target, context, and time. In the language acquisition process, more precisely, in learning to write, EFL learners' attitudes influence their writing performance ; favorable attitudes toward writing are deemed to positively affect learners' writing ability, whereas unfavorable attitudes negatively impact their written performance.



Chapter Two:

Research Methodology, Data

Analysis, and Pedagogical

Recommendations

Section One: Research Methodology

1. Introduction

This chapter is allocated to the methodological framework of the present study and it is constituted of two sections . The first section provides a full description of the research methodology and research design , the sample , setting , and research instruments . This is followed by a an explanation of data collection and analysis procedures . Whilst , the second section is allotted to data analysis and interpretation , discussion of the findings , then it tackles a summary of the results . This chapter ends with stating the limitations of the study and offering pedagogical recommendations based on the findings.

2. Research Methodology and Design

2.1 Mixed Methods Research Design

The current study is descriptive in nature in order to offer a full description of EFL learners' types of writing attitudes as well as their writing 'difficulties . The descriptive method is the most convenient when accounting for learners' attitudes , opinions ,and preferences since it is used to“ describe systematically and accurately the facts and characteristics of a given population or area of interest” (Dulock , 1993,p.154) . Besides , to answer the aforementioned posed questions , a mixed research design was adopted by the researcher via which both quantitative and qualitative data are obtained .

The rationale behind choosing a mixed method is its suitability for providing a deep understanding of EFL learners' attitudes as corroborated by Gay , Mills , and Airasian (2009) who contend that “the purpose of mixed methods design is to build on the synergy and strength that exists between quantitative and qualitative research methods to understand a

phenomenon more fully than is possible using either quantitative or qualitative methods alone”(p.483).

3. Research Setting

This study took place at Srayech Ali middle school that is located in M’Sila .This study was conducted during the scholastic year 2022/2023 in normal conditions and the participants were studied in their natural setting.

4. Population and Sampling

The population of the study are fourth year pupils at Srayech Ali middle school. Fourth year pupils were chosen as targeted population due to their noticed deficiency in writing compositions and their unsatisfying written performance. Notwithstanding , they have studied English for four years . A representative sample of eighty-five (85) pupils was selected randomly out of a whole population which comprises (360) pupils . In addition , a semi structured interview was delivered to two fourth year EFL teachers at the target middle school and since there are merely two English teachers in this school , two other teachers from different middle schools also participated through filling in the interview .

5. Data Collection Tools

In order to achieve the main objectives of this descriptive study , two research instruments are employed : a questionnaire for EFL learners and an interview with EFL teachers .

5.1 Questionnaire for Pupils

The questionnaire used was developed by Dernoun (2015) for the purpose of unavailing the attitudes of tertiary students towards academic writing and their writing’

challenges .The questionnaire was further adapted by deleting and adding items based on the analysis of literature in order to fit the purpose of the current study and its sample . Moreover , a translation of the items into the participants' native language which is Arabic was provided to facilitate the process of reading and responding to the questions . The questionnaire aims to investigate pupils' attitudes towards writing , more precisely paragraph writing including their likes , beliefs , and preferences of the written tasks .Besides the main difficulties which hinder them from constructing correct compositions .

The questionnaire consists of a variety of both open-ended and close-ended questions ; eighteen close-ended questions in addition to five open ended questions , four questions in which the respondents had to justify their selection of one option rather than another and one open ended question concerning their suggestions . The nineteen-item questionnaire is divided into three sections . The first section is on background information of the respondents . Section two(2) , contains questions about the participants' cognitive and affective attitudes to writing , whereas the third section is about learners' behavioral attitudes and their writing difficulties fced by the participants.

5.1.1 Description of the Questionnaire

The majority of the questions are in the form of close-ended questions and five open-ended questions in which pupils have to justify their answers . The close- ended questions are in form of multiple choice , 'yes' or 'no' questions , and various rating scale questions.

Section 1 : General Information about the Pupils (Q1)

This section aims at collecting background information about the subjects , it contains merely one question about their gender .

Section 2 : Leaners' Attitudes towards Writing (Q2_ Q12)

This section is concerned with the cognitive and affective attitude of the learners towards the writing skill, it seeks to elicit information about their beliefs and feelings about the writing skill as well as their preferences. The second question (Q2) asks them whether they consider learning to write in English as important or not according to them , followed by an open ended question in which they have to explain in case they answered by ‘yes’. The coming question (Q3) seeks to know if the respondents feel comfortable when writing in English or not. The (Q4) seeks to know the respondents ‘purpose of writing via choosing whether they strongly agree , agree , disagree , strongly disagree , or neutral with four statements about the writing’ purpose .The next question (Q5) is about their motivation to write in English , by putting a tick next to ‘yes’ or ‘no’ options .

The sixth question aims to know the place where learners like to practice writing whether in class or at home. Linking to the previous question, the seventh item seeks to identify the frequency of writing practice either always , sometimes , or rarely . Then the (Q8) concerns the feelings of the respondents, whether they like writing paragraphs in English or not. Then , the (Q9) seeks to identify the type of writing learners prefer either narrative , descriptive , or comparison and contrast type . The (Q10) is about learners’ opinions on the writing tasks , they are asked to rate them as either difficult , medium , or easy . The coming question, (Q11) aims to know learners’ views of the instructions provided by their teacher , either very clear , clear , or not clear . The last question (Q12) in this section is concerned with the participants’ opinions about the topics they write about in the classroom either they regard them as interesting , not interesting , or very interesting.

Section 3 : Learners’ Writing Difficulties (Q13_Q18)

The aim of this section is to elicit information regarding the behavioral type of attitude , and the difficulties that the pupils encounter when engaging in the process of producing written works.

In the first question in this section, learners are requested to select the most difficult language skill through putting a tick next to the difficult skill, they are also asked to justify their selection of the skill amongst the other skills . The forthcoming question (Q14) asks the respondents if they regard writing a paragraph in English as an easy task or not . The next question (Q15) aims to know if the learners face difficulties while writing a paragraph in English or not , this is followed by another question which seeks to identify the types of writing ‘ difficulties in case they responded to the previous question by ‘yes’ .

In addition to this , there is a free space in which the subjects can add any other unmentioned difficulties they experience when writing . After that , in (Q16) , learners are requested to identify the frequency of writing in class : every session , once a month , or once a week . The (Q17) is concerned with the sufficiency of time provided for learners to write in the classroom. The coming question (Q18) , learners are asked whether their teacher helps them when writing or not , in case they respond by ‘yes’ they are requested to explain how does their teacher helps them .The last question (Q19) aims to gather suggestions from the subjects in order to improve the writing course and make it more be beneficial .

5.2 Teachers’ Interview

The second tool employed in this study is an interview designed by the researcher based on the literature review and consultation of the supervisor. It was chosen as a second major tool since it offers more in depth information about any phenomenon. The interview is made up from nine (9) open ended questions conducted with four experienced EFL teachers from different schools since they are more aware of their learners’ writing competence, their

attitudes, and their linguistic weaknesses .The interview aims at exploring teachers' views and opinions concerning EFL learners 'attitudes to writing as well as the factors that negatively impact their performance on written tasks.

5.2.1 Description of the Interview

The following interview consists of nine (9) open ended questions. Interviewing EFL teachers enables the researcher to obtain more in depth information about the learners 'writing attitudes, the teaching of writing skill , as well as the factors that restrict learners ' ability to compose correct , acceptable compositions . The first question is about teacher's views concerning learners' writing level . The second question seeks to confirm whether the writing skill is the most difficult skill for the pupils , whilst the third question aims to know teachers' opinions about their learners' held attitudes . The fourth question asks teachers if their learners are motivated to write or not and the reasons behind their motivation or demotivation.

Concerning the fifth question, teachers are asked about the written tasks they assign in order to develop their learners' writing skills. The sixth question aims to find out the writing aspects that teachers focus on when responding to the written works of learners. Whereas the seventh question seeks to identify whether the time allotted for written tasks is efficient or not . In the eighth question, teachers are inquired about the learners ' writing difficulties. Finally, the last question inquires about the ways through which EFL teachers can increase learners' motivation and positive attitudes to writing .

6. Data Collection Procedures

Before gathering data from the target respondents, the required permissions were obtained from the headmaster of the target middle school. Afterwards, a pilot testing of the questionnaire was conducted with 15 pupils to ensure its comprehensibility , to unveil any ambiguities in the items , and to find out difficulties which might be encountered when

responding to the questionnaire ; as a result , the questionnaire has undergone certain modifications .

In addition , the content validity of the questionnaire was ensured by consulting three expert teachers at the department of English at M'Sila university . Based on the recommendations and comments of the experts , the questionnaire underwent some alterations involving deletion and rephrasing of some items . Afterwards , the questionnaire was administered randomly to a sample of eighty-five (85) pupils during the class hours , then the researcher read and clarified the questions to assure their understanding by the respondents and to obtain reliable answers . Simultaneously , the interview was handed to the teachers and they were provided with sufficient time to answer the questions.

7. Data Analysis Procedures

In order to reach answers to the aforementioned research questions, the data collected via the questionnaire were processed using Statistical Package for Social Sciences (SPSS) version (26) .The analysis of the questionnaire was conducted quantitatively using the descriptive statistical analysis by means of frequency and percentage . The representation of the findings was in the form of tables and graphs followed by a discussion of each question ' results separately.

The forthcoming section is dedicated to the analysis of the obtained data , discussion , and interpretation of the findings

Section Two: Data Analysis and Interpretation

1. Analysis of the Questionnaire

Section One : General information

Question 1 : Specify your gender

Table 2 : Participants' Gender

Responses	Frequency	Percentage
Males	32	37.65%
Females	53	62.35 %
Total	85	100%

The results tabulated above indicate that the majority of the respondents to the questionnaire are females (62,35%) , whilst the remaining percentage (37,65%) represents the male respondents .

Section Two: The Importance of Writing

Question 2: Do you think that writing in English is an important skill for you to learn?

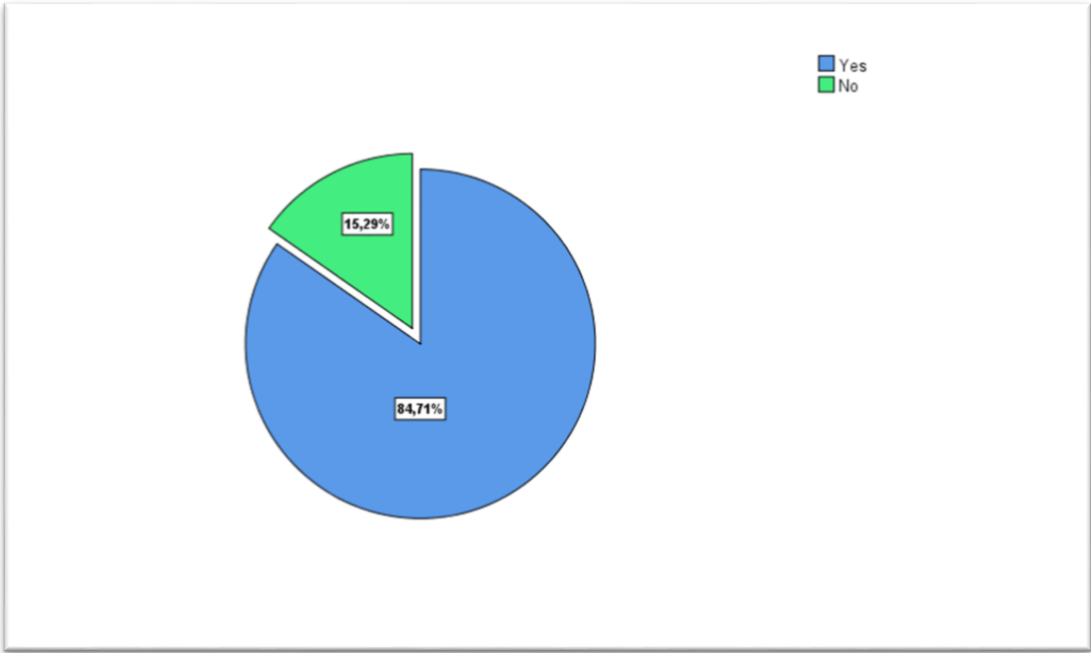


Figure 4: The Importance of Writing

Results obtained from the second question show that the majority of pupils (84,71%) regard learning to write in English as important . As for the rest , merely (15,29%) report that they do not consider learning the skill of writing in English as important . This question reveals that most of the respondents hold positive attitudes towards writing , as they perceive the importance of learning this essential skill .

- **If your answer is yes , say why it is important ?**

For this question and the rest of the open ended questions , the great majority of learners answered in Arabic , this reveals their deficiency to construct even short sentences in English . Their answers were further translated into English.

In response to this question , the repeated answers are as follows :

1. Because writing is a way to communicate with others .
2. Because I like and enjoy writing in English
3. I feel comfortable when expressing my ideas through writing.
4. Good writing is important in exams because when the teacher does not understand my answers , he will not give me a good mark .

The above answers disclose the favourable attitudes the respondents hold towards writing , the majority of their answers reveal what do these learners believe about writing , their perceptions and positive views concerning this skill .

Among other recurring answers are : “English language is important since it is an international language ”. This indicates that the respondents are aware of the significance of learning English language in general which resulted in positive attitudes towards learning English and its writing skill .

Question 3: Do you feel comfortable when expressing your thoughts in writing ?

Table 3: Learners’ Feelings about Writing

Responses	Frequency	Percentage
Yes	65	76,47%
No	20	23,53 %
Total	85	100%

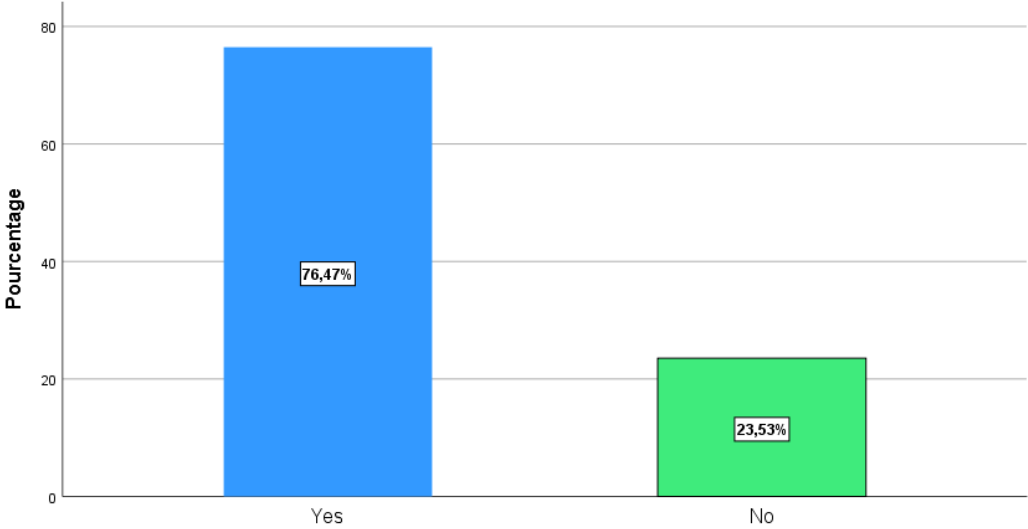


Figure 5: Learners’ Feelings about Writing

The results in the table above report that (76,47%) of pupils assume that they feel comfortable when expressing their ideas in writing and only a small percentage (23,53 %) of the respondents state that they do not feel comfortable when writing . This indicates that nearly all the pupils hold favourable feelings about writing . They enjoy the task of writing and feel at ease to voice their thoughts through writing . Positive feelings experienced when writing contribute to make the “recursive” process of writing easy and facilitate the production of written works .

Question 4: What does writing mean to you?

The first purpose : Writing is a way to express myself.

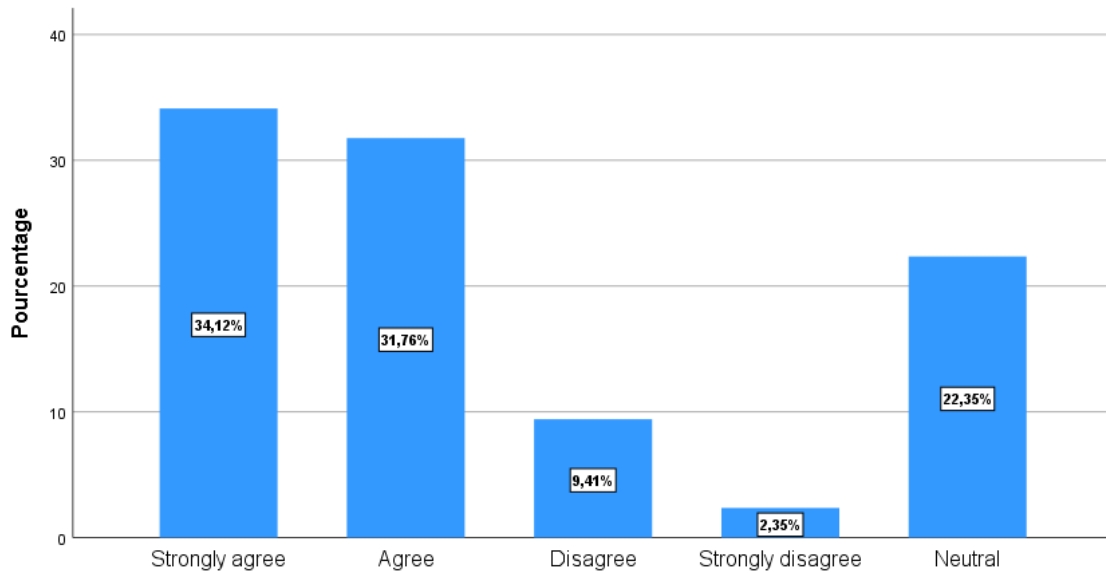


Figure 6 : Writing as a Way to Express their selves

For this purpose, the highest rate of respondents (34,12%) strongly agree that through writing they can express themselves and their ideas , meanwhile (31,76%) of the learners agree on this purpose . Yet , merely a small percentage (9,41%) disagree , while (2,35%) strongly disagree with this statement . Whereas (22,35%) of them are neutral concerning this purpose.

The second purpose : Writing is a way to communicate with people .

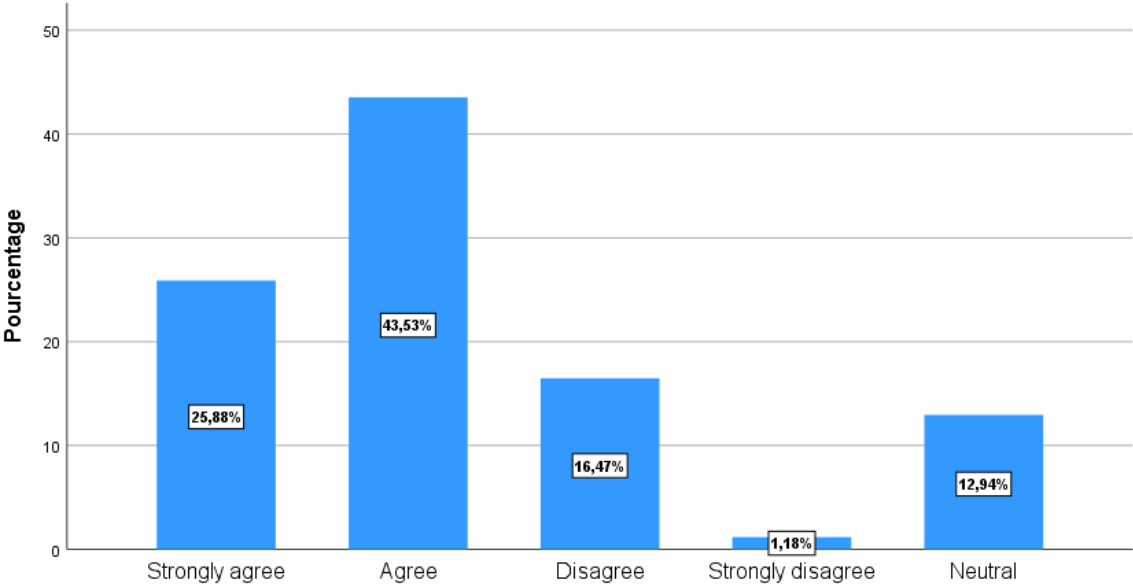


Figure 7 : Writing as a Way to Communicate with People

As it appears in the figure above, most learners (43,53%) agree that writing is a means of communicating with others , while (25,88%) strongly agree with this statement . However (16,47%) of them disagree with the use of writing as a means of communication , while merely a small portion of the learners (1,18%) strongly disagree . The remaining respondents (12,94%) take the neutral position . These findings show that most of the target sample agree with this purpose and write for communicating with others.

The third purpose: Writing is a way to record my personal experiences.

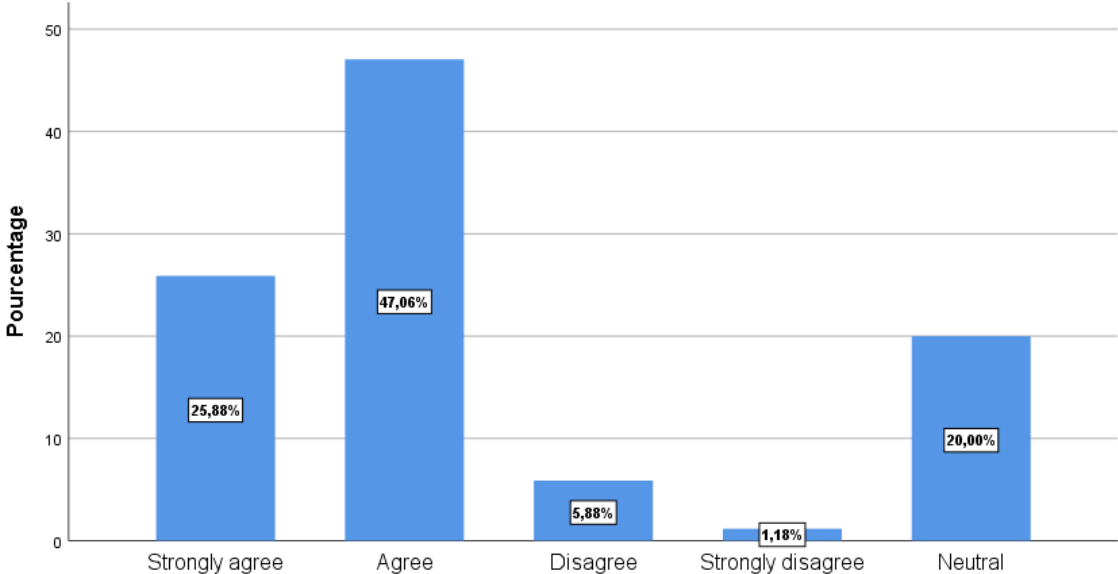


Figure 8: Writing as a Way to Record Learners' Personal Experiences

It is noticeable from the findings that most learners (47,06%) agree that writing is a way to record personal experiences , while (25.88%) strongly agree on this purpose of writing . However merely a small percentage of respondents do not regard writing as a means of recording personal experiences, while (1,18%) of the participants strongly disagree with this statement . The rest (20%) remain neutral concerning this statement.

The fourth purpose : Writing is a way to improve my writing ability .

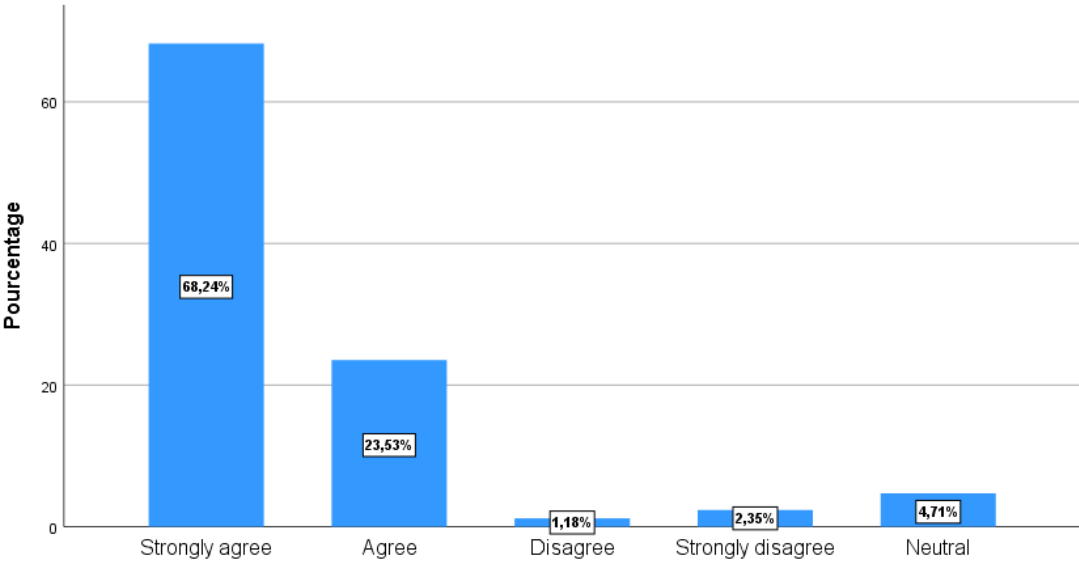


Figure 9: Writing as a Way to Improve Learners' Writing ' Ability

For this statement , the highest percentage of learners (68,24%) strongly agree that writing is a way to improve their writing ability , while (23,53%) agree on this statement . (2,18%) of learners do not consider writing as a means to develop their ability in writing and merely (2,35%) strongly disagree with this statement . The remaining percentage (4,71%) is for those learners who ticked the 'neutral ' option.

From the obtained results in the fourth question , it is evident that approximately all learners agree on the last statement . Nearly all the pupils write for the the purpose of enhancing their writing competence , they believe that practising writing lead to improvement in their ability to write effective compositions , this can be achieved by considering their written mistakes and work to develop the linguistic areas that need improvement.

Question 5: Are you motivated to write in English?

Table 4: Motivation of Learners to Write

Responses	Frequency	Percentage
Yes	65	76,47%
No	20	23,53 %
Total	85	100%

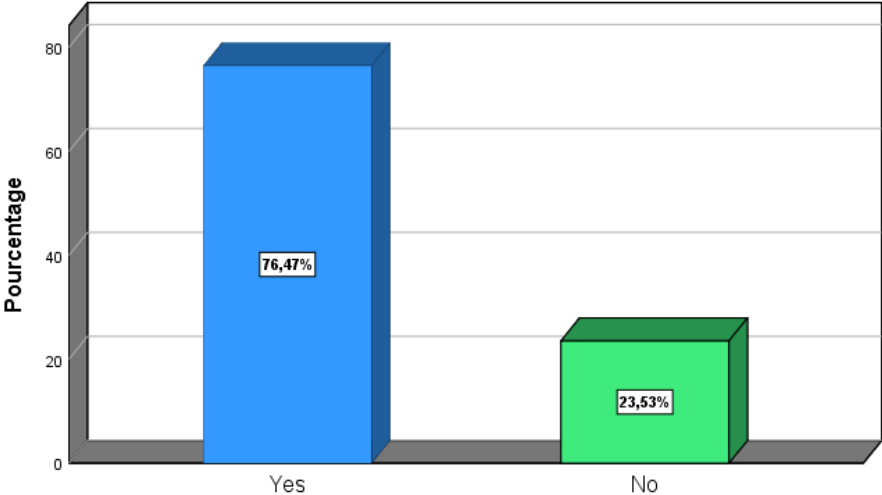


Figure 10: Motivation of Learners to Write

For this item , learners whose answers are ‘yes’ have the highest percentage (76,47%) and the percentage of (23,53%) is for those who ticked the ‘no’ option . These findings imply that nearly all the learners of the target population are motivated to write in English .

Motivation is a significant psychological factor .Without adequate motivation , learning is not likely to sustain . Lack of motivation can obstruct successful accomplishment of the written tasks and hinder learners from enhancing their writing performance . This item ,

indeed , supports the finding obtained from question (3) in that the learners who have admitted that they feel comfortable when writing (76,47%) are those who are motivated to write (76,47%) . This stresses the fact that learners’ motivation to write is stimulated from the positive feelings experienced in the process of writing.

.Question 6: Do you like writing at:

- a. At home
- b. In class

Table 5: Writing Practice in and Outside the Classroom

Responses	Frequency	Percentage
At home	45	52,94
In class	40	47,06 %
Total	85	100%

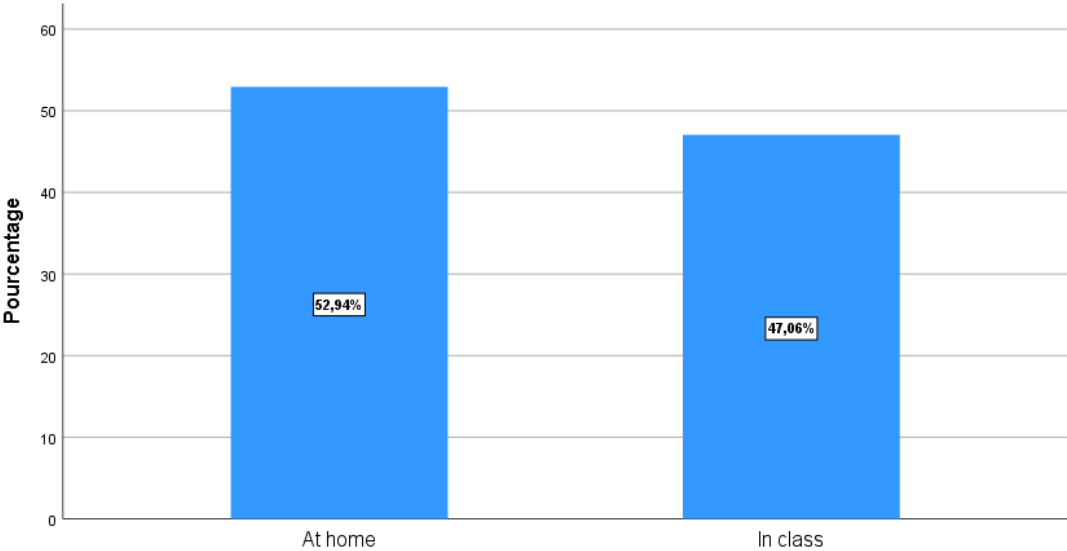


Figure 11 : Writing Practice in and Outside the Classroom

For this item , the findings show that more than the half of the respondents (52,94%) like writing at home , meanwhile (47,06%) like writing in class . This can be interpreted in the way that learners prefer to practice writing at home where they are not under the pressure of time or fear of making mistakes which they may experience when they write in class . Another plausible explanation of this finding is that it is difficult to feel comfortable to compose accurate paragraphs in large , crowded classes which is a problematic issue in the Algerian context . Hence , these leaners' face a lot of distractions and noise as they complained about .

Question 7 : How often do you write at home

Table 6 : The Frequency of Writing at Home

Responses	Frequency	Percentage
Always	20	23,53%
Sometimes	53	62,35 %
Rarely	12	14,12%
Total	85	100%

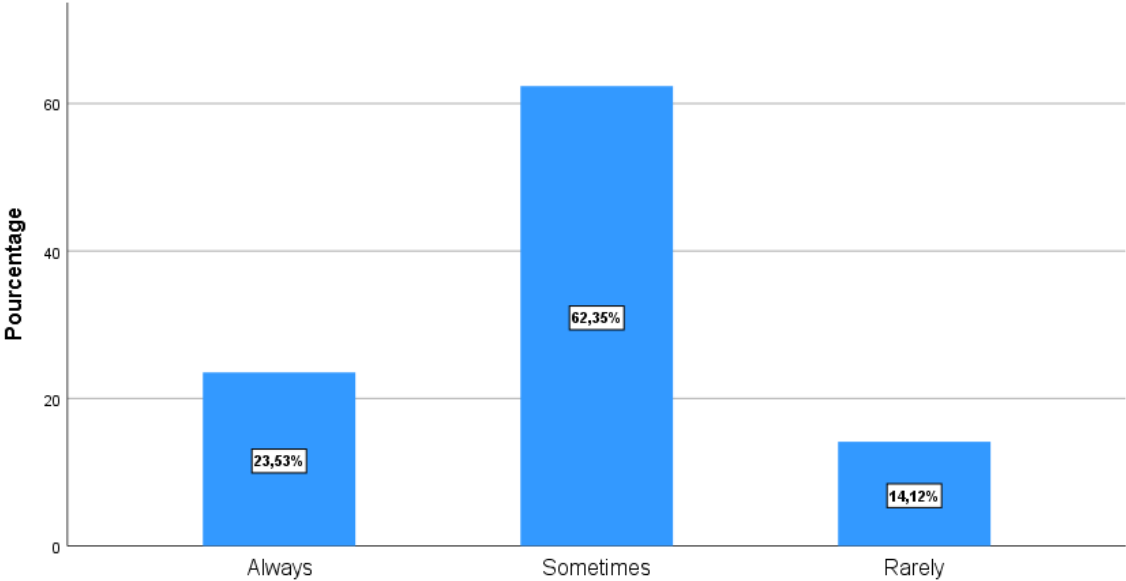


Figure 12 : The Frequency of Writing at Home

This item is concerned with the subjects ‘ behavioral responses twords writing . As reported by (62, 35%) of the respondents , they state that they sometimes write at home , whereas (23,53%) always do . However , only (14,12%) of learners rarley practice writing at home .

These findings justify their poor written ability as the improvement in learners’ writing ability is contingent on the time and personal efforts they devote for the practice of writing outside the classroom . One plausible explanation of leaners’ weak writing ability is that they do not efficiently take the initiative to practice writing outside classroom context , they regard writing merely a task of which is restricted to the classroom boundaries.

Question 8 : Do you like writing a paragraph in English ?

Table 7: Learners’ Desire to Write in English

Responses	Frequency	Percentage
Yes	72	84,71%
No	13	15,29 %
Total	85	100%

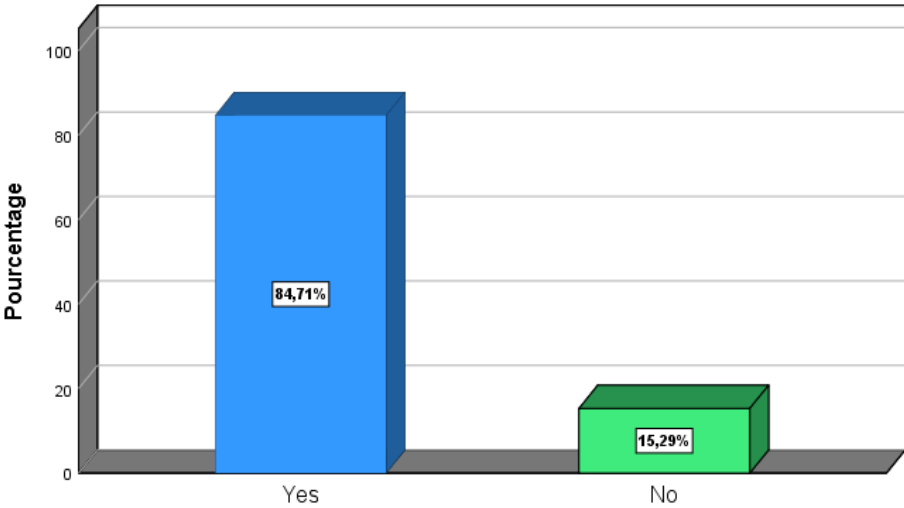


Figure 13 : Learners’ Desire to Write in English

The findings above indicate that the overwhelming majority of learners (84,71%) like writing paragraphs in English, whilst only (15,29%) state that they don’t like composing paragraphs . This indicates that the learners of the target population possess favourable feelings about writing which confirmed the findings from the previous items concerning learners held positive attitudes to writing . Favourable feelings and beliefs about writing

contribute to forge positive writing attitudes , which in turn stimulate learners’ motivation and interest in the writing skill .

Question 9 : Which type of writing do you prefer ?

Table 8 : Learners’ Preferred Kind of Writing

Responses	Frequency	Percentage
Narrative	19	22,35%
Descriptive	60	70,59 %
Comparison and contrast	6	7,06%
Total	85	100%

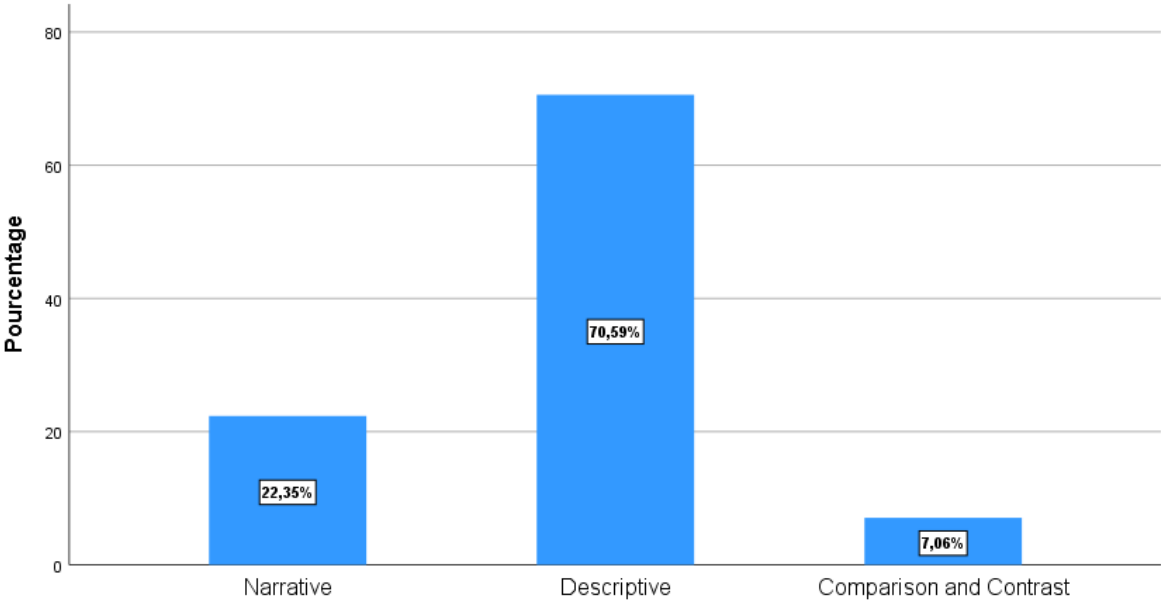


Figure 14 : Learners’ Preferred Kind of Writing

The results in the figure above report that the great majority of learners (70,59%) prefer the descriptive type of writing , whilst (22,35%) prefer to compose narrative paragraphs . Only (7,06%) of the sample favor comparison and contrast type .

The fact that most pupils prefer to compose descriptive paragraphs because they feel at ease when expressing and describing their opinions and feelings on a particular objects ,people , or places , also because this type does not imply mastery of the English language and its structure such as conjugation of tenses or shift from one tense to another unlike the narrative as well comparison and contrast kinds of writing which are more difficult than the descriptive type.

Question 10 : How do you find the writing tasks ?

Table 9 : Leanners ‘ Views of the Written Tasks

Responses	Frequency	Percentage
Difficult	8	9,41%
Medium	57	67,06%
Easy	20	23,53%
Total	85	100%

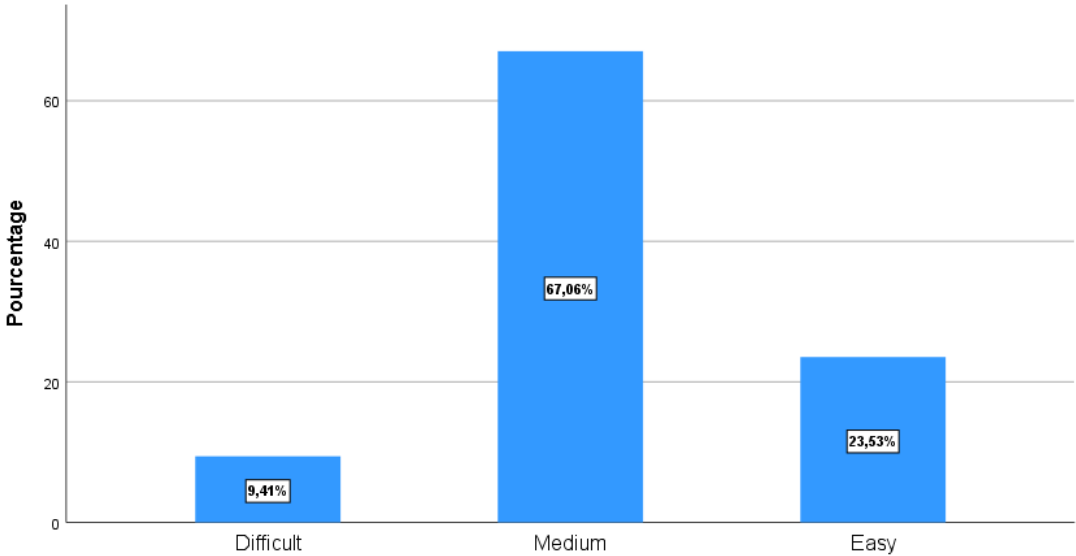


Figure 15 : Learners’ Views of the Written Tasks

As the figure above describes , the highest percentage of learners (67,06%) assume that the assigned writing tasks are medium , while (23,53%) find that the written tasks are easy . However only (9 ,41%) of the participants claimed that the taks are difficult . The level of challenge presented by the classroom written tasks affect leaners’ engagement and motivation to embark and perform these activities . Hence , the writing activities should match leaners’ writing abilities and linguistic competence to ensure their accomplishment.

Question 11 : What do you think of the instructions that your teacher provides you when writing ?

Table 10 : Learners’ Opinions about their Teacher’s Instructions

Responses	Frequency	Percentage
Very clear	34	40%
Clear	48	56,47%
Not clear	3	3,53
Total	85	100%

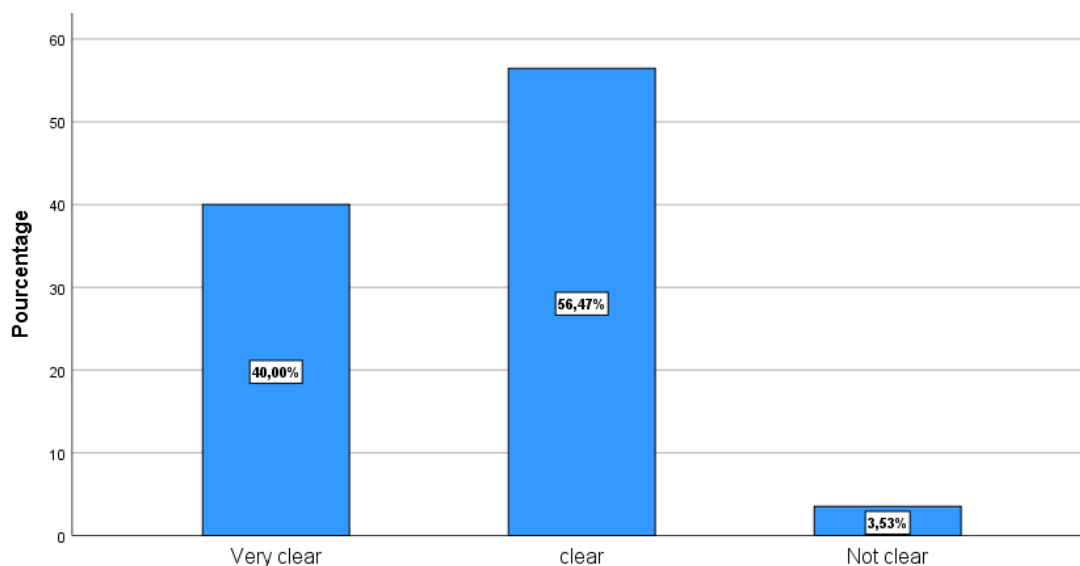


Figure 16 : Learners’ Opinions about their Teacher’s Instructions

For this item , more than the half of learners (56,47%) admit that the instructions given to them by their teacher as clear , whilst (40%) state that the instructions are very clear . The remaining percentage (3,53%) is for the learners who assume that the instructions are not clear . Instructions provided by the teacher is significant for the completion of classroom’ written tasks by the learners , clear instructions contribute to learners’ understanding of what is to be put on the paper and their engagement in the tasks .

Question 12 : What do you think of the topics you write about in the classroom ?

Table 11 : Learners’ Satisfaction with the Provided Topics

Responses	Frequency	Percentage
Very interesting	24	28,24%
Interesting	51	60%
Not interesting	10	11,76%
Total	85	100%

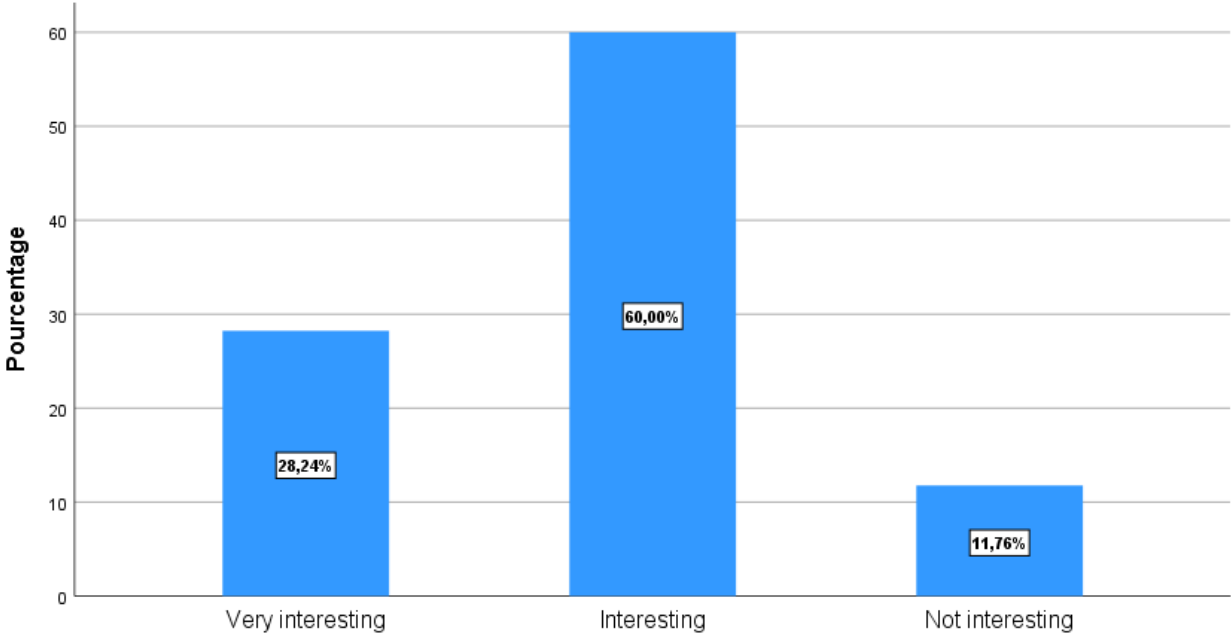


Figure 17 : Learners’ Satisfaction with the Provided Topics

As it is shown in the figure above , the majority of the participants (60%) are satisfied with the topics they write about , they state that they are interesting , whereas , to (28,24%) of the respondents , the topics are very interesting . Notwithstanding, only (11,76 %) ticked the option of 'not interesting ' which means that they are unsatisfied with the given topics .

The topics that learners write about have a direct bearing on the quality of their compositions as when they write about a subject that trigger their interest , they will ,eventually , produce a well-formed and creative paragraphs unlike when they write about an uninteresting topic . In addition , writing about interesting topics influences learners' writing attitudes as it was shown by Saed and Al-Omari's (2014) study, , that learners who exhibit positive attitudes towards writing are those who write about interesting topics . This finding confirms the results obtained in the previous items , in that , the participants hold positive writing attitudes as they write about topics which interest them .

Section Three : Writing' Difficulties

Question 13 : Which of the following skills is the most difficult for you ?

Table 12: The Most Difficult Skill for Learners

Responses	Frequency	Percentage
Listening	12	14,12%
Speaking	48	56,47%
Reading	15	17,65%
Writing	10	11,76%
Total	85	100%

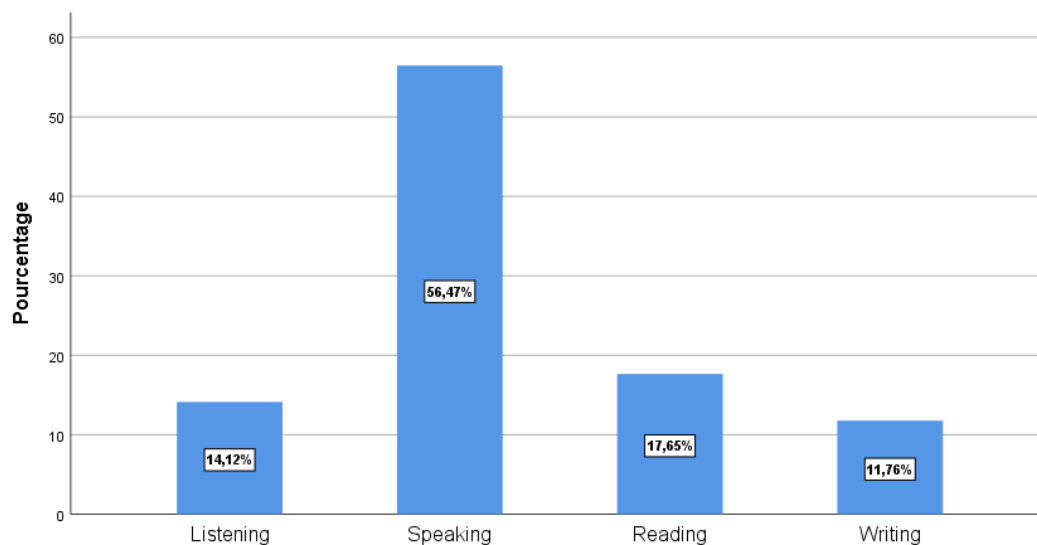


Figure 18 : The Most Difficult Skill for Learners

Results obtained from question (13) depict that speaking is the most difficult skill according to the majority of learners (56,47%) , meanwhile (17,65%) state that reading is the most difficult one . The listening skill is chosen by (14,12%) of the respondents .

Unlike what was expected , writing is not the most difficult skill to the learners and only a small percentage of the respondents (11,76%) have selected this skill . Learners need to develop mastery in all language skills in order to improve their writing ability . All of the four skills complement each other , improvement in one skill leads to improvement in the rest of skills as well deficiency in one skill obstructs development of other skills.

- **Why this skill is difficult for you ?**

The recurring answers of the respondents who have chosen the speaking skill are as follows :

1. I feel anxious when i try to speak in English.
2. I rarely practice speaking in English .
3. My vocabulary knowledge is insufficient .

4. I'am unmotivated to speak in English.

The repeated answers of the learners who have chosen the reading skill are as follows :

1. Reading is a boring task .
2. There are a variety of spelling rules .

The repeated answers of the respondents who have chosen the listening skill are as follows :

1. I find a difficulty in understanding the meaning of the words particularly when they are pronounced rapidly.
2. Lack of vocabulary knowledge.
3. A variation in the pronunciation of words due to dissimilarities between English accents .

The repeated answers of learners who have selected the writing skill are as follows :

“Lack of knowledge about grammatical rules and their appropriate uses , lack of vocabulary knowledge , lack of motivation to write ” ‘ it was expected that these learners face linguistic difficulties in writing since they are at an early learning stage , they do not fully grasp and master the basic elements of this skill , in addition to the complexity of the writing skill itself .

Question 14 : Is it easy for you to write paragraphs in English ?

Table 13 : Learners' Attitudes Towards their Writing Ability

Responses	Frequency	Percentage
Yes	38	44,71%
No	47	55,29 %
Total	85	100%

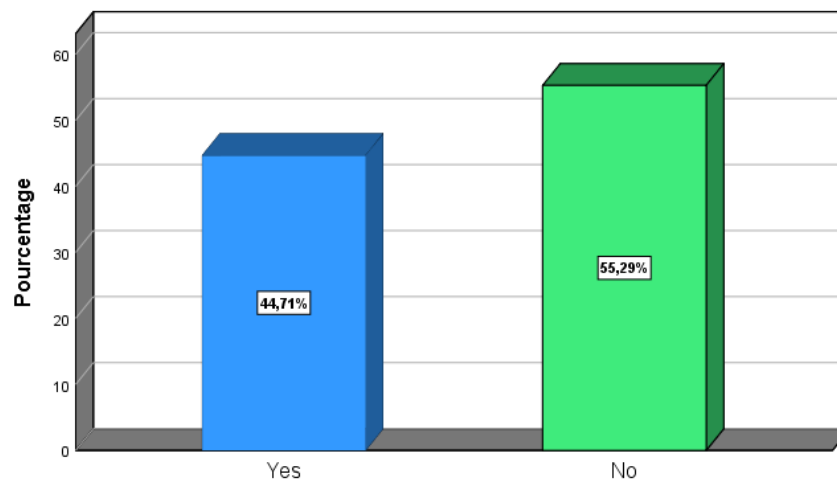


Figure 19 : Learners' Attitudes Towards their Writing Ability

It is noticeable from the findings tabulated above that writing paragraphs in English is not an easy task according to more than the half of the respondents (54,76%) , while (45,24%) state that the task of composing paragraphs is easy . This implies that they are aware of their deficient writing ability . Since the frequency of practicing writing was proved to be inadequate both in the classroom and at home, this may be attributed to the learners' perceptions of themselves as poor writers , which may hinder them from practicing writing efficiently.

Question 15 : Do you have some difficulties while writing in English ?

Table 14 : Writing' Difficulties

Responses	Frequency	Percentage
Yes	74	88,10%
No	10	11,90 %
Total	85	100%

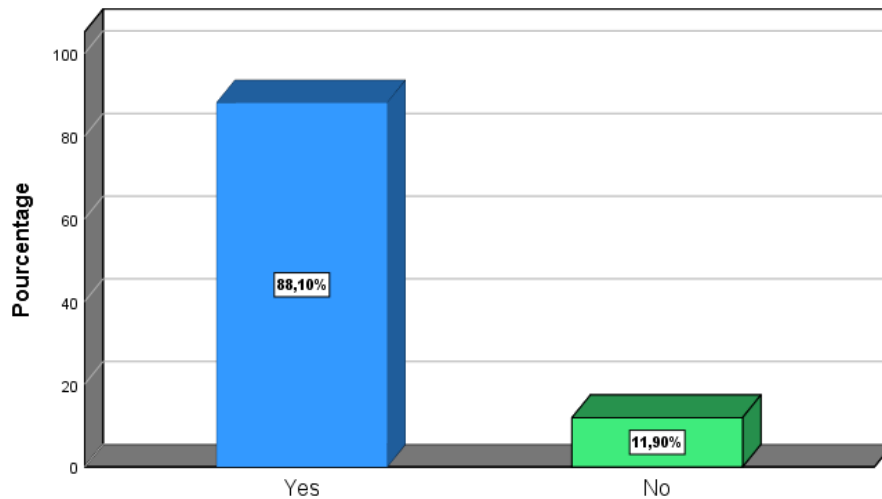


Figure 20 : Writing' Difficulties

The results show that the great majority of learners (88,10%) face difficulties when writing compositions in English, while only a small percentage (11,90%) do not experience difficulties . The results were expected due to their disability to compose correct paragraphs. . This confirms, also , that writing is an intricate skill to acquire , and lack of competence in the English language will , eventually , cause difficulties for EFL writers.

- **If your answer is yes , do you think that writing difficulties are due to :**

Table 15 : Types of Writing ‘Difficulties

Responses	Frequency	Percentage
Poor grammar	28	28%
Poor vocabulary	47	47%
Insufficient time	3	3%
Lack of motivation to write	10	10%
Fear of negative comments from mates	7	7%
Teacher ‘s negative feedback	5	5%
Total	100	100%

The results tabulated above reveal the types of difficulties that learners face when writing . The subsequent types are from the highest percentage to the lowest one . The most common kind of difficulties as declared by (47%) of the respondents is the lack of vocabulary , then poor grammar (28%) , lack of motivation (10%) , fear of negative feedback from mates (7%) , teacher’s negative feedback (5%) , and then insufficient time (3%) which is the less experienced writing difficulty .

As it is noticeable that learners’ poor written ability is due to their restricted knowledge about the aspects of English language mainly vocabulary and grammar . Lack of motivation is also proven to be a common hindrance, according to a small percentage of learners , that obstructs the production of well_structured compositions .

- **Please add any other difficulties you face when writing.**

In response to this question , the majority of the learners states that misunderstanding of the topics , lack of ideas , problems of coherence and cohesion , and accurate spelling trigger writing difficulties for them . It is noteworthy that , at an early stage of the learning

process , EFL learners will , indubitably , have many lingusitic deficiencies which cause inability to compose correct compositions .

Question 16 : How often do you write paragraph in class ?

Table 16 : The Frequency of Writing in Class

Responses	Frequency	Percentage
Every session	6	7,06%
Once a month	17	20%
Once a week	62	72,94%
Total	85	100%

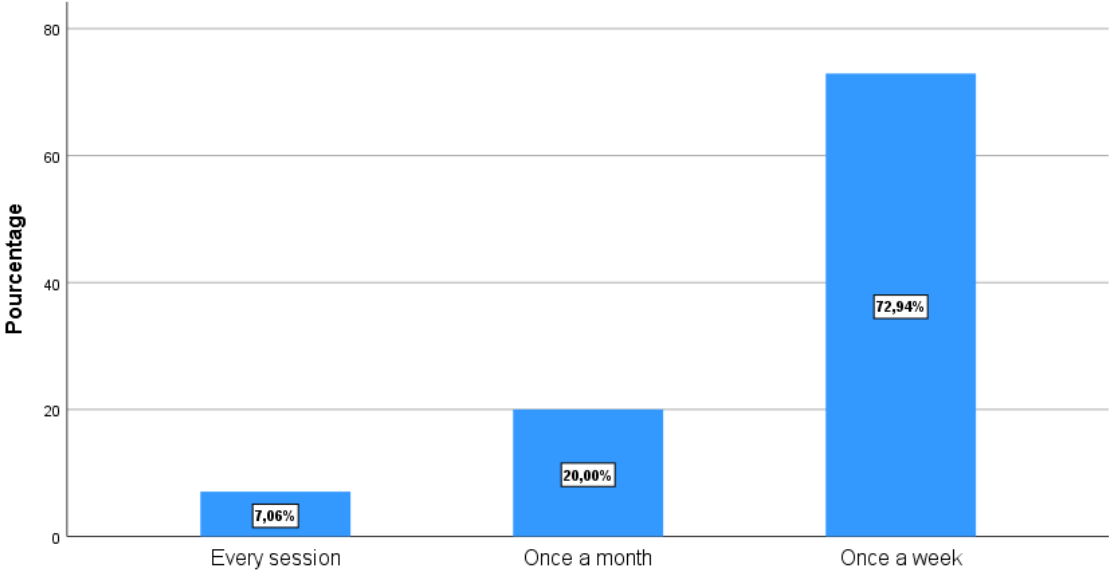


Figure 21 : The Frequency of Writing in Class

Results obtained from question (16) show that nearly all the respondents (72,94%) state that they practice writing in the classroom once a week , while (20%) of them report

that they practice writing one a month ; however , only (7,06%) of learners answered that they write every session .

It is noticeable that the opportunities provided for learners to practice writing in class are not sufficient to acquire the basic elements of writing and to develop their writing competence , this explains learners 'poor written works . Lack of practice generates writing' difficulties , the more that learners practise writing , the less difficulties they will experience when writing .

Question 17 : Does your teacher give you sufficient time to write in classroom ?

Table 17: The Sufficiency of Time Allowed for Writing

Responses	Frequency	Percentage
Yes	71	83,53%
No	14	16,47%
Total	85	100%

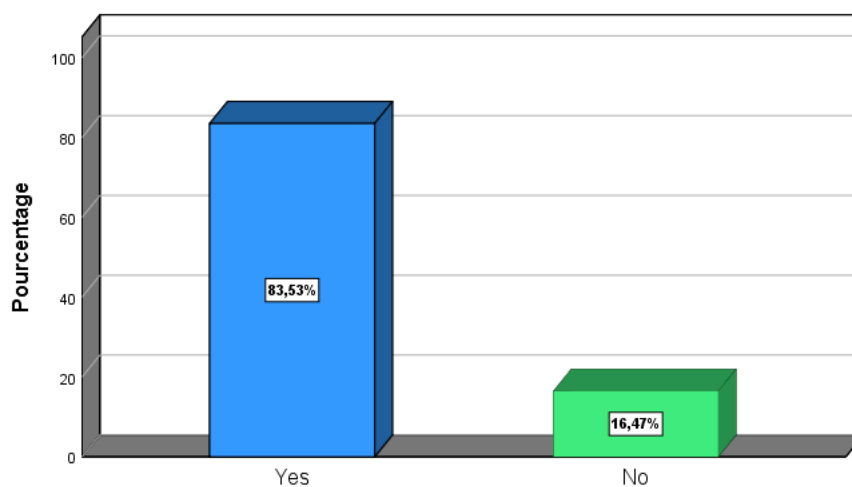


Figure 22 : The Sufficiency of Time Allowed for Writing

As reported by (83,53%) , the time allocated for writing in the classroom is sufficient , while (16,47%) regarded the time provided as insufficient . Time is an important element in the process of writing , efficient amount of time enable leaners to effectively generate ideas and plan the structure of their compositions . Also , when providing leaners with sufficient time , they will proceed through the various stages of the writing process , they can gather ideas , and edit different drafts in order to produce a refined , final version of their compositions as confirmed by Kroll (1990) “time may also be a key factor in other aspects of writing such as the ability to produce a text with control over such discourse features as organization and coherence” (p.141).

It is noteworthy that , learners differ in terms of their lingusitic abilities ; hence , learners with weak abilities consume a large amount of time in accomplishing the written tasks unlike adept writers .

Question 18 : Does your teacher help you when writing ?

Table 18 : Teacher’s Help

Responses	Frequency	Percentage
Yes	65	76,47%
No	20	23,53 %
Total	85	100%

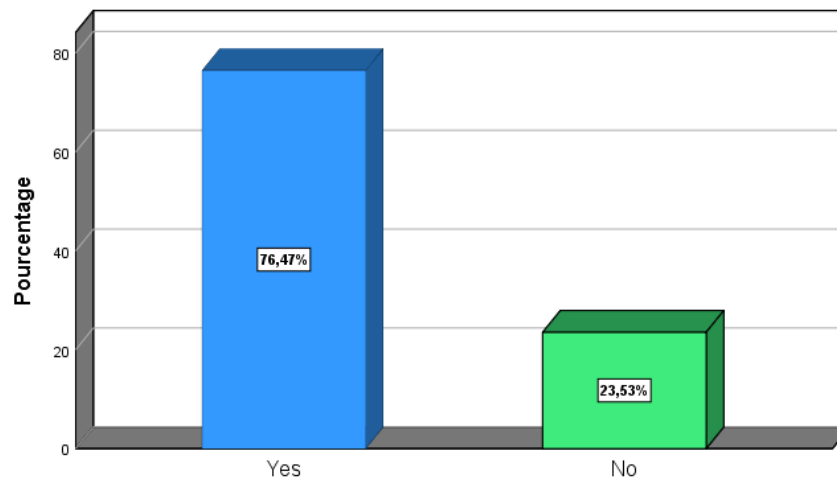


Figure 23 : Teacher's Help

The findings shown in the above figure reveal that the great majority of learners (76,47%) declared that their teacher assists them when writing , meanwhile only a small percentage of respondents (23,53%) stated that their teacher does not assist them .

The instructor is an important agent in the development of learners' writing abilities , he /she should be available for learners when they practice writing and provide them with a permanent guiding -hand . The teacher can assist learners through providing them with both ideas and facilities to complete the written activities ; this can make learners develop their writing competence and surmount their writing' difficulties

If your answer is yes , how does your teacher help you when writing ?

In response to this question , the repeated answers are as follows :

1. The teacher provides us with lexical items and appropriate grammatical rules .
2. The teacher spots our mistakes and corrects them .
3. The teacher supplies us with new ideas through which we compose paragraphs.
4. The teacher offers us pieces of advice and propositions to refine our compositions.

5. The teachers gives us clear instructions to accomplish the written tasks .

Question 19 : What can you suggest to make the writing course more beneficial ?

For this item , an interesting set of suggestions were offered by the learners in order to improve the writing courses and to overcome the experienced writing difficulties .

1. Providing dictionaries to look up the meaning of difficult words .
2. Reducing the noise to better concentrate when doing the written tasks.
3. Competition among pupils .
4. Learners select the topics that they like to write about .
5. Permitting learners to discuss and give their feedback on each other' works.
6. Accomplishment of tasks collectively through organizing groups of three or four pupils.
7. Intensifying the written sessions and extending the time allotted to do the writing activities .
8. Organizing particular sessions to learn new vocabulary items.
9. Providing incentives such as rewarding the learners who compose good paragraphs with an extra marks .

2. Analysis of Teachers' Interview

The questions of the interview are as follows :

1_ How do you evaluate your pupils level in writing ?

All the interviewed teachers agreed on the fact that fourth-year MS pupils have a poor, weak level in writing; they assumed that the majority of learners are unable to elaborate good paragraphs in English. This indicates that EFL teachers are aware of their learners' deficient writing abilities.

2_ Do you think that writing is the most difficult skill for you pupils ?

The teachers have comparable views concerning this question. All of the teachers believed that writing was indeed the most difficult skill for the learners. This reveals that EFL teachers are aware of their learners' weaknesses and needs; hence, they should cater to them with the appropriate lessons and activities to fill the linguistic gaps they have and to spur them to exert more efforts to improve their writing ability.

3_ What do you think of their attitudes towards writing in English ?

For this item, teachers offered similar responses. The first teacher reported that “the learners hold negative attitudes towards writing as most of them are unwilling to perform the written tasks” . The second teacher, also, stated that “learners' attitudes are negative; they hate to perform the written activities” The third teacher and the fourth teacher assumed that learners' writing attitudes were unfavorable without giving structured arguments that explain their claims.

4_ Are they motivated to write in English ?

- **If yes , that makes them motivated ?**
- **If no , what makes them unmotivated ?**

Similarly, all teachers shared the same opinion concerning their learners' motivation to write in English, as they all agreed that the learners are unmotivated. The first teacher reported that learners are demotivated due to a lack of vocabulary and knowledge about grammatical rules. While two other teachers argued that fourth-year MS pupils are not motivated to write in English because they are aware of their poor ability in writing, their restricted grammatical and vocabulary knowledge also generates obstacles in writing. The fourth teacher asserted that they lack motivation to write compositions in English due to a

lack of vocabulary and ideas. Teachers' answers are identical to the findings from the questionnaire's analysis. Lack of vocabulary and poor grammar are serious problems faced by fourth-year EFL learners.

5_ What are the tasks you assign to help them develop their writing skill ?

The first teacher reported that the classroom tasks are designed in order to help learners ameliorate their writing ability, including reading activities, vocabulary activities in which learners acquire new words as well as their synonyms and opposites, and remedial tasks. The second teacher stated that the tasks they assign in the classroom induce learners to indicate mistakes in paragraphs, then correct them, writing individual sentences about a particular subject. Likewise, the third teacher reported that the written tasks they assign to learners prompt them to spot and correct mistakes, as well as reorder sentences to compose paragraphs. The fourth teacher classified the assigned classroom written tasks into tasks that involve guided writing, controlled writing, and free writing.

6_ What are the aspects you focus on when giving feedback ?

The first interviewee stated that the aspects of writing she focuses on when giving feedback are spelling, coherence, and grammatical rules. The second interviewee answered that her feedback is targeted at spelling and grammatical accuracy. Whereas the third interviewee stated that she focuses on the cohesiveness of their writing and correcting learners' grammatical mistakes. Meanwhile, the fourth teacher gives importance to the organization and coherence of ideas when giving feedback.

7_ Is the time allocated for paragraph writing enough for pupils to do the written tasks ?

Two teachers declared that the time offered to accomplish the written tasks in the classroom is not efficient. The third teacher agreed on the sufficiency of the time allotted to

do the written activities. The fourth teacher confirmed that the time is sufficient; she further justified that the sufficiency of time is contingent on learners' motivation; the motivated learners embark on and accomplish the task regardless of the offered time, unlike the demotivated pupils.

8_ What types of difficulties your pupils face when writing paragraphs in English ?

Two teachers revealed that learners experience many difficulties; the most common problems are finding words to express their thoughts as well as using appropriate grammatical rules. The third teacher confirmed that learners suffer from a shortage of vocabulary and ideas. The fourth teacher denoted that, besides lack of ideas as well as poor grammar and vocabulary, lack of motivation to write is among the most common sources of writing difficulties. It is evident that a lack of lexical reservoir and grammatical knowledge is a common problem experienced by EFL learners.

9_ How do you help your pupils increase their motivation and positive attitudes towards writing ?

In order to motivate EFL learners and cultivate positive writing attitudes, two teachers believed that praising learners and rewarding them was the best way to increase learners' motivation. They added extra marks for the best writer and for their learners who completed the written tasks. The third teacher thought that providing students with interesting topics to write about and encouraging them throughout the writing process was very helpful. The fourth teacher stated that she creates competition among the learners by inducing them to produce written works, then choosing the best composition and writing it on the board.

3. Interpretation of the Study Findings

The present study aims primarily to investigate EFL learners' types of attitudes towards writing , mainly their cognitive, affective, and behavioral attitudes, as well as their writing difficulties. After data analysis, answers regarding the previously posed questions were obtained.

First, with regard to learners' types of writing attitudes, the results obtained from the second section of the questionnaire are as follows: Concerning the cognitive type of attitude, the majority of learners are cognizant of the importance of writing skill, and they believe that good writing is pertinent to their academic success. This finding corresponds to the results of Paker and Erarslan (2015), who showed that EFL students hold positive writing attitudes, as they are aware of the importance of writing skills in their academic careers.

With regard to the effective type, the findings showed that a high percentage of the subjects possessed favorable feelings about writing in English ; learners like to compose written works in English, particularly descriptive compositions, and they feel comfortable as they express their thoughts and ideas through writing. This finding indicates that learners' attitudes toward writing were noticeably positive.

With respect to learners' motivation to write, the results indicated that they are motivated to write in English because of the favorable feelings they hold about writing ; this reveals that learners' motivation to write emanates from their positive writing attitudes. This finding corresponds with the results obtained by Gupta and Woldemariam (2011), who showed that learners who exhibit positive attitudes towards writing are intrinsically motivated to write and develop their writing skills .Also , learners' motivation to write is provoked as a result of writing on interesting topics , this result is in line with Saed and Al_Omari (2014) '

study which unveiled that writing about interesting topics stimulated learners intrinsic motivation .

Notwithstanding, these results do not agree with the interviewed teachers' viewpoints, as they declared that learners hold negative attitudes towards writing. An interpretation of this paradox could be that EFL teachers perceive learners' attitudes merely in terms of the behavioral type since they justified their answers about learners' attitudes by these arguments "they are unwilling to perform the assigned written activities," "they hate to accomplish the written tasks," and they confirmed that learners do not exert sufficient effort to practice writing. This was proven by the obtained results concerning the conative type of attitude.

Apparently, the level of the conative type was low compared to the affective and cognitive types of attitude. Despite learners' positive feelings and beliefs, they do not behave in accordance with their beliefs and feelings. In other words, learners do not perform favorable learning behaviors that would enhance their writing performance, as the results showed that the frequency of writing practice in and outside the classroom was inadequate. They sometimes practise writing at home, while they practise writing once a week in class. This reveals, also, that the subjects have a cognitive dissonance or inconsistency between their beliefs and behaviours.

Moreover, based on the findings from the third section of the questionnaire, learners' deficient writing ability was attributed to the lack of practicing writing, although the assigned written tasks agreed to be medium. In addition, learners are provided with sufficient time, assistance, and clear instructions to produce written works.

Writing difficulties emanate from a lack of adequate vocabulary stock and poor grammar. This finding agrees with Fadel and Abdelatif Mami's (2021) study, which revealed that the difficulties faced by EFL learners emerged from a lack of rich vocabulary and

insufficient grammatical knowledge .The above findings are confirmed by teachers ‘ viewpoints, as they all agreed that the causes behind learners’ weak writing performance are the linguistic deficiencies that they have encompassing unrich lexical reservoir,lack of grammatical knowledge, and demotivation.

Finally, it is aident that EFL learners exhibit favorable attitudes towards writing with the cognitive and affective types being dominant, while the behavioral type is low because of the linguistic difficulties that the subjects experience.

Conclusion

This section was allotted to data analysis and interpretation . It was initiated with analysis of learners’ questionnaire and discussion of the findings from each item seperately . This was followed by the analysis of the interview . The analysis and interpretation of the main findings offer a clear answers to the posed research questions and weiden the knowledge about fourth year pupils’ writing attitudes and writing difficulties . Besides , it disclosed the most common hindrances faced by EFL learners in the process of writing . The forthcoming section is dedicated to offer some relevant pedagogical recommendations and implications in addition to stating the limitations of the current study .

Section Three : Pedagogical Recommendations and Implications

1. Introduction

Based on the achievable results of the present study and the learners’ suggestions, many issues regarding the current teaching of writing need improvement. Hence, a number of recommendations are suggested to EFL teachers and EFL learners which would contribute to improve the teaching and learning of the writing skill and to overcome the encountered writing problem

2.Recommendations for EFL Teachers

2.1 Cultivate more positive attitudes

EFL teachers need to foster more positive writing attitudes by raising learners' awareness of the importance of improving their writing ability. This can be realized by presenting the value of writing as a means of communication, and the various purposes that can be attained by acquiring this essential skill . Learners' feelings are of cardinal importance , thus , positive feelings about their writing ability and the written tasks should be promoted through praising their works and motivating them.

2.2 Select appropriate written tasks

Learners' attitudes to writing are more likely to be influenced by the classroom written tasks, ergo, teachers should set up enjoyable witten tasks with an interesting, familiar topics as Harmer (2007, p.62) confirms that “when students are ‘switched on’ by engaging tasks, there is a good chance that some of their doubts about writing will disappear”. Besides, the teacher should pay tremendous attention to assigning activities that match learners' writing abilities, since difficult written tasks would demotivate learners and even provoke negative attitudes towards writing.

2.3 Introduce new vocabulary

The poor writing ability of learners is partly a result of an insufficient lexical reservoir. Thereby, it is necessary to allocate particular sessions to learning new vocabulary and practicing its usage. In addition, learners should be equipped with English dictionaries as a reference to which they can return to when faced with difficulty in retrieving words and their accurate meanings.

2.4 Offer opportunities for collaborative writing

The teacher should build in many opportunities for collaborative writing by organizing written tasks that involve learners working in groups or pairs in order to benefit from each other's strengths. By working collectively and exchanging feedback on each other's written work, good writers can guide and assist learners with weak abilities to surmount their writing difficulties, and rapport between them will be supported. In addition, through collaborative writing, the habit of writing is promoted in a distinctive way, as confirmed by Harmer (2004, p.73).

2.5 Create a supportive learning environment

Based on learners' suggestions, teachers should create a supportive and favorable learning environment in which learners can feel more comfortable when they engage in written tasks. This can be achieved by removing all the frustrating barriers including noise that many learners complained about , and its negative effect on their concentration. Accordingly, the teacher needs to exert effort to render the classroom a suitable place where learners feel comfortable and motivated to voice their thoughts through writing .

A suitable learning environment has a direct bearing on the teaching of writing skills as well as on the quality of learners'written production, as confirmed by a finding from Saed and Ali-Omari (2014), who concluded that a comfortable environment plays a crucial role in making an effective teaching of writing skill and effective written performance by the learners.

2.6 Motivate and praise learners

As it was stated previously , the teacher is an important agent in the acquisition and improvement of learners ' writing skills .The teacher is a source of motivation who enthuses learners and engages them in written activities. This can be realized through praising learners' works, which has a profound effect on the amelioration of their compositions.

Motivating learners is the most crucial task for EFL learners as motivation can yield positive learning outcomes and induce them to perform favorable learning behaviors“the motivated individual expends effort , is persistent, and attentive to the task at hand , has goals, desires and aspirations , enjoys the activity, experiences reinforcement from success and disappointment from failure” (Masgoret and Gardner , 2003, p.38).

3. Recommendations For EFL Learners

3.1 Practice writing regularly

In order to improve their writing abilities , learners should exert sufficient personal effort through sparing more time for the practice of writing both in and outside the classroom. Thus , they can develop themselves in the linguistic areas that need improvement . Practicing writing on a regular basis enables learners to acquire the basic elements of this skill ,and to surmount their experienced difficulties .

3.2 Build the reading habit

Writing and reading are two interrelated skills. Writing cannot be acquired without reading. Correspondingly, learners should develop the habit of reading, since deft writers are those who read avidly. Reading supplies learners with a great deal of the English language, encompassing appropriate spelling of words, correct punctuation, and the various contexts in which words are employed. Thus, reading can be regarded as a way to remedy some of the writing difficulties experienced.

4. Limitations and Recommendations for Further Studies

As with any other research work , this study has a number of limitations that should be highlighted . The biggest obstacle the researcher faced was the time limit, as the researcher endeavored to accomplish the work before the decided deadline. Furthermore, the researcher faced difficulty in gathering information from EFL teachers, as some of them were occupied and only a sample of four teachers was accessible.

Moreover , attitude is a complex psychological construct involving feelings, beliefs, and behaviors. In this study, the use of a survey method did not sufficiently capture EFL learners' attitudes towards writing. New methods, such as Likert scale questionnaires, could have yielded more convincing information and insights into their writing attitudes and the level of their attitudes. Thus , further research is suggested to employ a writing attitude questionnaire to explore learners' writing attitudes in detail.

It is worth mentioning that fourth-year pupils found a difficulty in responding to the question that was based on a Likert scale because these learners were not accustomed to participating in research and responding to questionnaires. Concerning learners' writing difficulties, future research needs to be conducted to examine learners' writing problems through analyzing a sample of learners' written production and identifying their areas of linguistic difficulties.



General Conclusion

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General Conclusion

The need to conduct the present study emerged from an informed discussion with middle school EFL teachers. Fourth-year MS pupils were unable to convey their ideas in the appropriate and correct language, which was partly caused by their attitudes and their linguistic deficiencies. The study in hand aimed to investigate the types of attitudes that fourth-year pupils possess towards writing and to find out learners' writing difficulties as a means to reach a deep understanding of their attitudes. Thus, two main research questions were posed, which determined the nature of the study and the methodological procedures selected.

The first research question concerned the types of attitudes that EFL learners hold towards writing, which was answered by devoting a section in the questionnaire that contained various items to examine the affective and cognitive attitudes of the subjects. While the second question scrutinized the common difficulties encountered by EFL learners when writing English compositions. To answer this question, the third section of the questionnaire was allotted to disclose the common difficulties faced by the participants. The present study was based on a descriptive methodology in which both qualitative and quantitative data were gathered via two research instruments: a questionnaire for EFL learners and an interview directed to EFL teachers.

A questionnaire was distributed to eighty-five (85) pupils selected randomly from fourth-year pupils at Srayech Ali Middle School. After analyzing the data obtained from the questionnaire, the findings indicated that learners exhibited positive attitudes towards writing, with the affective and cognitive types of attitudes being dominant. While the behavioral type was low and negative due to the linguistic difficulties that learners face when writing, including a lack of lexical reservoir and poor grammatical knowledge, which impede learners

General Conclusion

from sufficiently practicing writing, The results also revealed that the participants had cognitive dissonance or inconsistency between their beliefs and behaviors.

The second research instrument was an interview directed at experienced EFL teachers in order to gain more in-depth information about their learners' types of writing attitudes and their writing difficulties. Data gathered from the interview confirmed the results obtained from the questionnaire in that, according to the interviewed teachers, learners hold negative writing attitudes as they do not perform behaviors that would enhance their writing performance. In addition, the interviewed teachers assured that learners writing difficulties are ascribed to their lack of lexical reservoir and grammatical knowledge.

Based on the aforementioned results, EFL teachers are recommended to cultivate more positive writing attitudes by presenting the value of this essential skill and the benefits of acquiring it for their academic careers. In addition, teachers need to pay excessive attention to the level of challenge presented by classroom written tasks, which should correspond to the learners' level and interests, as difficult tasks would demotivate learners and engender negative writing attitudes. Moreover, learners are advised to enhance their writing abilities by sparing more effort to practice writing both inside and outside the classroom .

The researcher suggested some recommendations for further research, as the current study did not investigate learners' writing attitudes in detail. Other studies could employ a writing attitude questionnaire to explore the level of learners' writing attitudes and investigate each type of attitude in detail. Finally, other studies can examine learners' written production and identify areas of their linguistic weaknesses .



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Appendices

Appendices

Appendix 01 : Questionnaire for Pupils

Introduction

Dear participant (pupil)

You are kindly invited to answer the following questions by putting a tick (✓) in the boxes that indicate your attitude , or give full answers for the open ended questions. Your answers will be relevant to the research work i'am carrying . This questionnaire is anonymous and your answers will be used only for research purposes.

أنت مدعوا للإجابة على الأسئلة التالية بوضع علامة (✓) داخل المربعات التي تشير إلى اتجاهك أو الإجابة باختصار عند الحاجة إلى الإجابات اللفظية ستكون إجابتك مساهمة لبحث الماستر الذي أجريه . هذا الإستبيان مجهول وستستخدم إجاباتك فقط لأغراض البحث.

Section one : General information

معلومات عامة

1_ Specify your gender حدد جنسك

Male ذكر female أنثى

Section Two : Pupils' attitudes towards writing

اتجاهات التلاميذ نحو الكتابة

2_ Do you think that writing in English is an important skill for you to learn ? هل تعتقد أن تعلم مهارة الكتابة باللغة الإنجليزية هو أمر مهم ؟

Yes نعم No لا

If your answer is yes , say why is it important?

إذا كانت إجابتك على السؤال السابق

بنعم , أجب لماذا مهارة الكتابة هي مهمة.

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

3_ Do you feel comfortable when expressing your thoughts in writing ? هل تشعر بالإرتياح عند التعبير عن أفكارك بالكتابة ؟

Yes نعم No لا

Appendices

4_ What does writing mean to you ? put a tick(√) in the suitable column.

ماذا تعني لك الكتابة ؟ ضع العلامة (√) في الخانة المناسبة.

/	Strongly agree أتفق و بشدة	Agree أتفق	Disagree أختلف	Strongly disagree أختلف و بشدة	Neutral محايد
1_A way to express myself طريقة للتعبير عن نفسي					
2_A way to communicate with people طريقة للتواصل مع الآخرين					
3_A way to record my personal experiences طريقة لتدوين تجاربي الشخصية					
4_A way to improve my writing ' ability لتطوير قدرتي على الكتابة					

5_Are you motivated to write in English ? هل أنت متحفز للكتابة باللغة الإنجليزية ؟

Yes. نعم No لا

6_Do you like writing at : Put a tick (√) in the suitable column .

هل تحب الكتابة في : ضع العلامة (√) في الخانة المناسبة.

At home في المنزل	
In class داخل القسم	

7_ How often do you write at home ? كم مرة تقوم فيها بالكتابة في المنزل

Always دائما Sometimes أحياناً Rarely نادراً

8_ Do you like writing a paragraph in English ? هل تحب كتابة فقرة باللغة الإنجليزية ؟

Yes نعم No لا

Appendices

9_ Which type of writing do you prefer ?

أي نوع من الكتابة تفضل ؟

Narrative السردى

Descriptive الوصفى

Comparison and contrast المقارنة و التناقض

10_ How do you find the writing tasks ?

كيف تجد النشاطات الكتابية ؟

Difficult صعبة

Medium متوسطة

Easy سهلة

11_ What do you think of the instructions that your teacher provides you when writing

? ما رأيك في التوجيهات التي يقدمها لك الأستاذ أثناء الكتابة ؟

Very clear واضحة جدا

Clear واضحة

Not clear غير واضحة

واضحة

12_ What do you think of the topics you write about in the classroom?

ما رأيك في المواضيع التي تقوم بالكتابة عنها في القسم ؟

Very interesting مثيرة جدا للإهتمام

Interesting مثيرة للإهتمام

Not interesting غير مثيرة للإهتمام

Section two : Writing 'Difficulties

صعوبات الكتابة

13_ Which of the following skills is the most difficult for you ? (Select only one skill)

ما هي المهارة الأكثر صعوبة بالنسبة لك ؟ (اختر مهارة واحدة فقط)

Appendices

- a. Listening. الإستماع
- b. Speaking. التحدث
- c. Reading. القراءة
- d. Writing الكتابة

Why this skill is difficult for you ? لماذا هذه المهارة هي الأكثر صعوبة بالنسبة لك؟

.....

.....

14_ Is it easy for you to write paragraphs in English هل من السهل عليك كتابة فقرة باللغة

الإنجليزية؟

Yes نعم No لا

15_ Do you have some difficulties while writing a paragraph in English? هل تواجه صعوبات

أثناء كتابة فقرة باللغة الإنجليزية؟

Yes نعم No لا

If your answer is yes , do you think that writing difficulties are due to : إذا كانت إجابتك على السؤال :

السابق بنعم ، هل تعتقد أن صعوبات التي تواجهها أثناء كتابة فقرة هي بسبب :

- Poor grammar ضعف في قواعد النحو
- Poor vocabulary ضعف في مفردات اللغة
- Insufficient time الوقت غير الكافي
- Lack of motivation to write عدم وجود الحافز للكتابة
- Fear of negative comments from mates الخوف من التعليقات السلبية من طرف التلاميذ
- Teacher's negative feedback التقييم السلبي من طرف الأستاذ

Please add any other difficulties you face when writing. من فضلك ، قم بإضافة أي صعوبات أخرى ..تواجهها أثناء الكتابة.

Appendices

16_ How often do you write paragraph in class ? كم عدد المرات التي تقوم فيها بكتابة فقرة داخل القسم ؟

Every session كل حصة

Once a month مرة واحدة في الشهر

Once a week مرة واحدة في الأسبوع

17_ Does your teacher give you sufficient time to write in the classroom? هل يمنحك الأستاذ وقتاً كافياً للكتابة في القسم ؟

وقتاً كافياً للكتابة في القسم ؟

Yes نعم

No لا

18_ Does your teacher help you when writing? هل يقوم الأستاذ بمساعدتك أثناء الكتابة ؟

Yes نعم

No لا

If your answer is yes , how does your teacher help you when writing ? إذا كانت إجابتك على السؤال السابق بنعم ، أجب كيف يقوم الأستاذ بمساعدتك أثناء الكتابة ؟

السؤال السابق بنعم ، أجب كيف يقوم الأستاذ بمساعدتك أثناء الكتابة ؟

19_ What can you suggest to make the writing course more beneficial ? ماذا تقترح لجعل حصص الكتابة مفيدة أكثر؟

حصص الكتابة مفيدة أكثر؟

Thank you for your coll

Appendix 02: Teachers' Interview

Teachers ' Interview

Dear teachers

You are kindly requested to contribute to my research work for master's degree by filling in this interview which seeks to shed light on teacher's views about the attitudes of their pupils towards writing and the difficulties they face when writing.

- ❖ **I would be thankful if you spare time to answer these questions.**
- ❖ **Please answer these questions as honestly as possible .**

1_ How do you evaluate your pupils ' level in writing ?

.....
.....

2_ Do you think that writing is the most difficult skill for your pupils ?

.....
.....

3_What do you think of their attitudes towards writing in English?

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

4_ Are they motivated to write in English ?

If yes , what makes them motivated?

If no , what makes them unmotivated?

.....
.....

Appendices

5_ What are the tasks you assign to help them develop their writing skill ?

.....

.....

6_ What are the aspects of writing you focus on when giving feedback ?

.....

.....

7_ Is the time allocated for paragraph writing enough for pupils to do the written task ?

.....

.....

9_ What type of difficulties your pupils face when writing paragraph in English?

.....

.....

.....

8_ How do you help your pupils increase motivation and positive attitudes towards writing?

.....

.....

Thank you for your collaboration!

Appendice 03

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مدير التربية
إلى
السيد : مدير متوسطة سرايش علي
بلدية - المسيلة-
(للتنفيذ)

مديرية التربية لولاية المسيلة
مصلحة التكوين والتفتيش
مكتب التكوين
الرقم : 2023/.../...
demsila.sfi@gmail.com
الهاتف / الفاكس : 035/35/72/29

ترخيص بإجراء دراسة ميدانية

بناء على مراسلة جامعة محمد بوضياف بالمسيلة كلية الآداب واللغات قسم الآداب واللغة الإنجليزية تحت
رقم/.../2023 بتاريخ 2023/02/06

يرخص للطالب(ة) :

الموضوع	رقم التسجيل	تاريخ الإزدياد	اللقب والاسم	الرقم
اتجاهات متعلمي اللغة الإنجليزية اتجاه الكتابة	181835079583	2000/10//31 بوسعادة	سعودي زينب	01

بالدخول :

الى المؤسسة المذكورة أعلاه من الفترة 2023/02/07 الى غاية 2023/03/15 لإجراء دراسة ميدانية باستثناء
فترة الفروض والاختبارات وأيام العطل .

مع احترام الشروط التالية :

- ✓ العمل وفق ما يسمح به القانون وعدم التطرق إلى ما يمس السر المهني .
- ✓ استغلال المعلومات المتحصل عليها خلال التربص في خدمة الجانب العلمي لا غير .
- ✓ وضع رزنامة عمل لفائدة المتربصين من طرف المشول الاول للمؤسسة المستقبلية خلال الفترة المحددة.
- ✓ مراعاة السير العادي لأنشطة المؤسسة .
- ✓ المطلوب من مشول مؤسسة الاستقبال اتخاذ كل الترتيبات اللازمة لانجاز العملية في ظروف عادية طبقا للتوجيهات الأنفة الذكر 2023

مديرية التربية
مدير التربية
مصلحة التكوين والتفتيش
المسيلة

Résumé

La présente étude examine les types d'attitudes que les apprenants d'anglais ont envers l'écriture. Cette étude a tenté également d'identifier les difficultés qui limitent la capacité des apprenants à rédiger des paragraphes corrects et lisibles. Cette étude s'adressait aux élèves de quatrième année du collège Srayech Ali. Pour obtenir des résultats valides, cette étude était fondée sur une méthodologie descriptive où les données quantitatives étaient recueillies au moyen d'un questionnaire et les données qualitatives étaient recueillies au moyen d'une entrevue. Le questionnaire a été administré à un échantillon aléatoire de quatre-vingt-cinq (85) élèves, tandis que l'interview a été adressée à quatre (4) enseignants d'anglais. Après l'analyse des données, les résultats ont révélé que les attitudes affectives et cognitives étaient positives et dominantes par rapport au type de comportement qui était faible en raison des difficultés d'écriture qui empêchent les apprenants de pratiquer suffisamment l'écriture. Les résultats indiquent également que les apprenants semblent avoir une dissonance cognitive, c'est-à-dire une incohérence entre leurs croyances et leurs comportements. En outre, cette étude a signalé qu'une pénurie de vocabulaire et de mauvaises connaissances grammaticales sont des difficultés courantes rencontrées par les élèves de quatrième année. Les résultats de la présente étude suggèrent donc que les enseignants d'anglais devraient cultiver des attitudes plus positives et inciter les apprenants à s'exercer à écrire en intégrant des activités écrites appropriées qui correspondent aux capacités et aux intérêts des apprenants.

ملخص

بحثت هذه الدراسة في أنواع المواقف الكتابية التي يتبناها متعلمو اللغة الانجليزية كلغة أجنبية. حاولت هذه الدراسة ايضا تحديد الصعوبات التي تقيد قدرة هؤلاء المتعلمين على تكوين فقرات صحيحة وقابلة للقراءة. استهدفت هذه الدراسة تلاميذ السنة الرابعة من متوسطة سرايش علي. وبغية الوصول إلى نتائج صحيحة، استندت هذه الدراسة إلى منهجية وصفية حيث تم جمع بيانات كمية عن طريق استبيان وبيانات نوعية عن طريق مقابلة. تم توزيع الاستبيان على عينة عشوائية من خمسة وثمانين (85) تلميذاً، بينما تم توجيه المقابلة إلى أربعة (4) معلمي اللغة الإنجليزية. بعد تحليل البيانات، كشفت النتائج أن الأنواع العاطفية والمعرفية من المواقف كانت إيجابية مقارنة مع النوع السلوكي الذي كان منخفضاً بسبب الصعوبات الكتابية التي تعيق المتعلمين من ممارسة الكتابة بشكل كافٍ. أشارت النتائج أيضاً إلى أن المتعلمين يعانون من تنافر معرفي، أي عدم الاتساق بين معتقداتهم وسلوكياتهم. علاوة على ذلك، أفادت هذه الدراسة أن النقص في مخزون المفردات وضعف المعرفة النحوية من الصعوبات الشائعة التي يواجهها تلاميذ السنة الرابعة متوسط لذلك، تشير نتائج الدراسة الحالية إلى أنه يجب على معلمي اللغة الإنجليزية تنمية مواقف ايجابية أكثر و دفع المتعلمين الى ممارسة الكتابة من خلال دمج أنشطة كتابية التي تتوافق مع مستوى واهتمامات المتعلمين.