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**EXPLORING THE ESSAY WRITING DIFFICULTIES
OF "EFL" STUDENTS
THE CASE OF THIRD YEAR EFL LEARNERS AT THE
UNIVERSITY OF BBA**

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List of abbreviations

EFL : English foreign language

NSW : New south wales

SMS : Short message services

LMD : License master doctora

EA: Error Analysis

SNS: Social Networking Sites

Abstract:

Writing is the foundation of learning a foreign language. It is critical for EFL students to improve their acquisition skills. At the same time, they face challenges while writing. This is thought to be the most common reason for third-year students' failure to learn English.

As a result, our research focuses on the most common writing challenges, the importance of writing, and some of the factors influencing writing. We also tackled the struggle of students with vocabulary, syntax, coherence, and academic style.

Introduction

Introduction

Introduction

Writing has caught the attention of researchers to a great extent as being an essential skill that contributes in acquiring a language, and without which further education may be impossible (Shangarfan, & Mamipour 2011). The process of writing is difficult to carry out, as it takes a long time and necessitates a great deal of concentration. Furthermore, the writing skill is essential, especially for EFL students. Since it is a crucial element of efficient academic achievement. Learning to write and having the ability to write fluently can be difficult to most students, they see it as a challenge as they face some difficulties when writing, and many learners find difficulties to achieve the target needed in writing.

For many years, writing has been a challenging task for EFL learners because it requires an attainment of sufficient linguistic proficiency (Hinkel, 2004).

Writing is one of the skills that needs more focus especially in foreign languages, because it is the most complicated teaching / learning skill.

Knowing the nature of writing, Sperling & Fredman (2001) seek to define it as a set of sub- processes that includes planning, translating and reviewing. When looking at this process, researchers appear to only consider writing as a number of stages to be completed, they believe that the major cause of these difficulties in this skill is that students still believe and think that good writing is focused on what they have learned about grammar; as a result, learners usually move to grammar practice and forget the specific steps and techniques that lead to better writing, and few elements to keep in mind such as the addressee and the quality of language used.

The aim of this study is to figure out what the reasons are behind students' low proficiency at writing since many researches conducted before showing that learners' writing products were poor in both content and form. Once their works were analyzed, it has been found that the ideas were not well-organized, and thesis statement were not well-started in terms of content. Long sentences, little parallelism and various grammatical and spelling mistakes characterized the writing style. The findings indicate that learners are not aware of the many stages of the writing process.

Furthermore, the media and social networking sites have a significant impact on writing. Students nowadays are exposed to a wide range of language sources, helping them to be engaged in a variety of language activities. For example, as Crystal (2001) points out,

Introduction

“*Netspeak*” can be used as a source for such findings in writing. Knowing that people talk and write in different ways, Mirza (2015) noted that “*Netspeak*” also shares characteristics with speech... There are also characteristics of face-to-face interactions in the style of what is typed – highly informal and conversational, making use of specific means to convey emotions and feelings” (para. 4). This indicates that *Netspeak* may have an impact on students’ writing.

The primary motivation for conducting this research is to address the above mentioned issues.

This study targets EFL learners’ writing difficulties and the errors they make during their writing process. It seeks to answer the following questions:

1- What are the most common writing difficulties encountered by the learners of the English language ?

2- What are the most frequent mistakes committed during the writing process?

According to the research questions, students' writing issues are thought to be caused by two important aspects. The first is a lack of writing practice among students, which leads to a loss of comprehension and implementation of writing conventions and rules. The second part is concerned with the amount of reading practice, which is linked to the writing skills.

The purpose of this study is to look into the writing challenges of third-year English students at the University of Bachir El Ibrahim and investigating the most prevalent faults and mistakes students make while writing essays. In addition, we seek to provide appropriate recommendations that can be useful to enhance learners’ writing skills.

The importance of the present will be felt by both English teachers and students at the University of Bachir El Ibrahim, tend to view writing as a crucial tool in academic success. Students are expected to have a high level of writing competence in order to complete numerous activities ranging from homework assignments to dissertations. This study will be valuable to teachers of writing at the University of Bachir El Ibrahim's Department of English in examining students' major writing issues. Furthermore, students of English, particularly third-year students, will benefit from the research findings by learning more about the various stages involved in writing composition and attempting to build on which a better grasp of the writing process may be achieved. More importantly, this study provides explicit understandings on the capability of writing for composition teachers while also future investigators who intend to pursue research in this field.

First Chapter

Review Of Literature

SECTION I
THE WRITING SKILL

SECTION I: THE WRITING SKILL

1. Introduction to writing

Writing has risen in popularity to the point where it has become a distinct discipline in its own. Many researchers have different perspectives on the concept of writing, as everyone seeks to define it from a different viewpoint based on their field of study. For Nunan, writing is “an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously”. (1989, p.36). This highlights the complexity of the writing task, as well as the evident link to the cognitive aspect that often causes learners difficulties while writing Nunan's concept about writing provides us with more information about the skill of writing than what is seen. Moreover, writing is also defined as “a process that requires extensive self-regulation and attentional control...writers must change ideas into text, repair organization and mechanics, and monitor their success--all while trying to formulate a coherent message” Ransdell and Levy (as cited in Singleton - Jackson, 2003). In addition, dealing with writing involves being able to manage all of the various stages and aspects involved in developing an effective piece of writing.

Furthermore, Widdowson (1978) defines writing as the act of producing accurate sentences and transmitting them into words on paper. This definition introduces us to the skill of writing as a means of capturing one's ideas and feelings in a concrete manner, employing correct grammar. Following Widdowson's definition, Troyka and Nudelman (1994) asserted that Writing is more than just holding a pen and expecting words to flow perfectly on paper.

This highlights how complicated writing is and the steps which must be followed in the process. In doing so, writers have to:

generate their ideas, which need to be monitored, selected, and prioritised; to translate the ordered ideas into text, using correct lexicon, grammar and genre rules; and to review the text in order to clarify meaning and eliminate errors Biggs, et al. (as cited in Singleton-Jackson, 2003, p. 60)

Flower and Hayes (1980) investigated writing by examining the involved mental operations as they interact recursively: planning and generation of knowledge, translation of the plan into speech, and editing or reviewing the plan or the newly created text.

As a result, perspectives about writing have evolved from simple considerations such as the misperception that writing is nothing more than an extension of thinking (Mandel, 1984),

or the way of communicating through which we communicate our ideas, feelings, emotions, etc. (Harmer, 2001, p. 79)

Consequently, writing is no longer neglected and is considered as important as any other language skill.

1.1. Reasons for writing

Unlike speaking, which is acquired early in the process of exposition, writing is often seen as a minor skill that can only be gained through a more conscious process of learning. (Harmer, 2004). Writing development in history as a result of the growing industrialization and the community needs, there was an indispensable need for these skills to be taught and spread among the individuals. “Thus, we no longer have to ask ourselves whether writing is a good thing or not. We take it as a fundamental right.” (Harmer, 2004, p. 3). In other words, Harmer implies that we learn to write to meet our social needs, and that education gives people impression of self-esteem over who are less fortunate. Furthermore Reid (as cited in Damayanti, 2009) identifies three main reasons for writing which are: to explain, to entertain and to persuade. Therefore, while focusing on the purpose of writing, the writer then can move onwards with his writing by aiming at other stages.

Overall, we can conclude that before beginning to write, a writer must first consider the aim of writing, which will justify later on the use of language, the information required, and how to develop and organize them in their writing.

1.2. Speaking and writing

We cannot speak about writing without including speaking. In terms of form and method, there are many similarities and differences between speaking and writing. (Harmer, 2004). According to Raimes (1983), learning to write is more than an extension of speaking a language. She distinguished between speaking, which is learnt at a young age without any systematic instruction, and writing, which must be taught at school. Raimes emphasized several distinctions between the two skills in this regard, such as the nature of speech, which relies on voices and body language, and the use of graphic symbols in writing. Additionally, the variations of spoken language found in dialects, the use of intonation pronunciation and the face-to-face interaction found in the conversation. Writing, on the other hand, is more dependent on standard forms such as grammar, vocabulary, and style, because writing is a planned process in which the writer needs to successfully transmit the message to the reader. (pp. 4-5).

2. Microskills and subskills of writing

When learning a language, students need to be fluent and master all four skills (i.e., speaking, reading, writing and listening). This mastery derives from continuous exposure and practice of a particular skill in order to achieve good performance. Each skill consists of a set of levels. that makes the user of the skill effective. For example, students are required to interact as much as possible in the conversation, but speaking a lot does not make your speech skills effective. Therefore, the mastery of the speaking skill requires for instance; careful use of words, the use of correct grammar and clear messages. Writing goes in the same direction, for this skill has certain microskills in order to be mastered.

Heaton (as cited in Damayanti, 2009) describe four essential skills for writing success. He points at the grammatical features i.e., the ability to write grammatically correct sentences, and the stylistic skills which indicate the ability to control and manipulate the sentences effectively. Heaton adds the mechanical skill that applies to the skill of mastering the use of punctuation and spelling. Finally, Heaton concludes with the judgement skill as the ability to write appropriately with proper selection of relevant information (p. 138).

In general, what makes a good piece of writing is the ability of the writer and effective control over the elements that make a good writing and it also requires that the writer be as clear as possible when presenting his ideas to the audience.

2.1. Expert writers vs. novice writers

Writing among students differs, since there are a number of features in each skill, in which we distinguish between expert and novice writers. This notion was studied by Flower and Hayes (1981). who have listed some characteristics and differences between the two types. In their studies, they found that writers of different levels of skills are using different approaches to writing. Expert writers tend to show good responses to factors such as rhetorical problem, and tend to start their writing by focusing on the problem and purpose of writing to help the readers later on. Following Flower and Hayes work,

novice writers on the other hand, in the work of Flower and Hayes have shown that they were mainly interested in basic writing conventions, for example, the number of pages. Moreover Singleton-Jackson (2003) indicates that “novice writers have a tendency to write like they talk, not recognizing the error in this approach” (p. 17), Which leaves the reader confused and unable to understand. Novice writers make less effort in the writing process and

consequently make a slower progress than expert writers. and engage in writing with less planning. (Singleton Jackson).

2.2. EFL writers

One of the key characteristics of EFL writers is the cognitive process of writing and composing. These processes have been studied by Flower and Hayes (1981) and were identified as “distinctive thinking processes which writers orchestrate or organize during the act of composing” (p. 366). Nevertheless, there are other things to consider when composing a piece of writing. “When it comes to formulating a message, linguistic skills and knowledge become prominent in the writing process” Chenoweth and Hayes (as cited in Schoonen, Snellings, Stevenson & van Gelderen, 2009) As a result, studies have come to conclude that “writing in an L2 or FL is much harder and time consuming in the native language” Chenoweth and Hayes, 2001 Roca de Larios et al., 2006 (as cited in Schoonen, Snellings, Stevenson & van Gelderen, 2009). Therefore, FL writers are influenced by their experience in writing in their mother language to FL writing situations, further they were identified to have limited linguistic knowledge that that would make it difficult for them to use metacognitive knowledge and writing experience. (Schoonen et al., 2009). in addition, these L1 writing experiences affect FL writing in different ways such as the writing process and therefore makes the writer struggle during composition due to his inadequate FL linguistic knowledge (Schoonen et al., 2009). To conclude most EFL writers struggle with FL composition due to the interference of L1 expertise and a lack of FL linguistic knowledge, which results in a low level of writing proficiency.

3 The process of writing:

Writing a skill is a complex process, consisting of different steps that lead to the final form. Although there are different types of writing, their content and objectives behind them, they still have the same process. Singleton-Jackson (2003) refers to writing as “...a mystery to researchers with regard to how the process of writing occurs and what makes it proficient” highlighting the complexity of this task illustrating the interference of various cognitive activities in the task. Several researchers, including Harmer (2004) describe the process of writing as consisting of four basic steps: planning, drafting, editing, and publishing.

3.1. Planning

Williams (2003), defines planning as “Reflecting on the material produced during prewriting to develop a plan to achieve the aim of the paper” (p. 106), he then claims that “Planning is one of the more effective features of the writing process, although it also can be

one of the more challenging” (p. 114). According to (Harmer, 2004) writers before starting the writing process, at stage of planning to be exact should consider three main issues, First, Harmer suggests that writers need to think about the purpose of their writing in order to identify the text type and language they will use, as well as the information included. Then, writers should account for the audience they address, allowing them to adjust their writing to leave some influence on readers. To conclude Harmer emphasized the content structure of the work organized in terms of facts, ideas, and arguments.

Planning is the stepping stone to writing development, through which the writers gather all kinds of information about the purpose of the writing, the audience it will be aimed at, and the information that will be used

3.2 Drafting

After the first stage of writing planning, writers need to follow another step that is drafting. It is working on the first version of the writing that will be amended. According to Donohue (2009), refers to drafting as the stage where “the students are able to craft their own writing” (p.12). Therefore, at the drafting stage, the authors must state everything they see.

It refers to what they write, regardless of spelling errors, grammatical errors, and others. Thus, the purpose of the draft is to gather as much information, ideas and arguments as possible, which will subsequently be used in writing. Along the writing process there can be a number of drafts until we reach the final version.

3.3. Editing

In this step, the writer checks the cohesion and coherence of their drafts and rewrites anything they think may be unclear or ambiguous. This phase is about revisiting what a writer has done so far, emphasizing the importance of style and grammar usage. According to (Williams, 2003). Editing concerns “focusing on the sentence-level concerns, such as punctuation, sentence length, spelling, agreement of subjects and predicates, and style”. Editing is an important phase by which writers shape their writing and prepare them to be published. Harmer (2004) suggests that revising of ones’ writing by another reader helps the writer improve the quality of his writing (p.5), While Donohue (2009) describes drafting as the stage at which students analyse the previous stages and plan the next.

3.4. Publishing (the final version)

After editing drafts and making changes that were necessary, the writer is now ready to make the final version of their writing to be sent to the intended audience. Donohue concludes

that “The final stage of writing process includes sharing, reflection, and assessment of the students’ writing” (p.14). The final version is supposed to be the best, most accurate version that is delivered to the teacher or other entity for evaluation.

4. The writing strategies

Kirby and Crovitz (2013) stated that “Teaching writing is challenging; it may be one of the toughest jobs a teacher faces” (p. 9), however “it can also be rewarding” (p.11). for Kirby and Crovitz teaching writing effectively, requires time divided between practice, sharing writing, completing the piece of writing, and time to respond and evaluate all of that writing. The teaching of writing also occurs with the help of certain strategies that aim at enhancing students’ writing productions. Teaching these strategies to students will likely improve their writing. For instance, teaching adolescents effective writing strategies such as planning, revising, and editing has had a significant impact on the quality of their writing. (Graham & Perin, 2007). The writing strategies vary as their application and implementation in syllabuses. hence, the teacher is the center point that directs the students towards a successful writing achievement. The writing strategies are identified by several researchers as the teaching of generic processes such as brainstorming (Fitzgerald & Markham, 1987).

In addition to the writing strategies employed during composition, there are a number of strategies used to engage students in writing. The NSW Department of Education and Training (2007) has proposed a series of strategies which will help students improve their writing skills. These strategies have been implemented in writing classes, and the results have been positive.

4.1. Modelled writing

Teachers use this strategy to allow students “to gain knowledge about language, vocabulary and text structures required to write for a range of purposes” (The NSW Department of Education and Training, 2007, p. 29). The models used in this strategy come from real world texts that students have read They may vary depending on the teacher's selection to introduce text type to students, we need to clarify the audience and purpose of writing texts. Then the teacher points out to the type and the features of language used by the author and its effect on the readers, and he ends up with providing students with chances to practice the writing skills they have acquired studying these models. (p. 28).

4.2. Think aloud writing

One way to get students motivated to write is by using a thinking aloud strategy. This method encourages students to orally articulate their thoughts as they write. Think aloud is defined by The NSW Department of Education and Training (2007) as a method in which students are saying aloud what they are thinking about during their composition which helps them organize and edit their writing. In addition, The NSW Department of Education and Training asserts “It is a strategy that can be used to demonstrate a comprehensive range of skills, knowledge and understandings about writing” (p. 33). Moreover, the implementation of this strategy comes as the teacher selects a particular skill to focus on, and then he chooses a few writing samples to illustrate the think aloud strategy in order to illustrate the reasoning and editing during writing.

4.3. Guided writing

Guided writing is a strategy in which a teacher guides students as they create a piece of writing. They work together cooperatively to produce a text that is cohesive and effective. This strategy “...can involve the whole class, small groups or individuals”, it can also be with help of the teacher “a key strategy for assisting students who need additional support in writing” (The NSW Department of Education and Training, 2007, p. 34). In short, the guided writing emphasizes the role of the teacher in promoting and facilitating the student’s writing, as the focus is on their needs, measuring and evaluating the results achieved by students. The teacher then, helps students build prior knowledge and skills in writing. (The NSW Department of Education and Training, 2007).

4.4. Independent writing

The goal of this strategy is for students to have opportunities to use their writing skills in a variety of text types. (The NSW Department of Education and Training, 2007). Apart from the teacher's guidance and collaborative writing with peers, in independent writing, students learn to identify the purpose of their writing, the audience, and the use of different skills to help them accomplish the writing tasks. This strategy also helps students become aware of their writings.

SECTION II
TEACHING WRITING

SECTION II: TEACHING WRITING

5. The teaching of writing:

The teaching of writing is an essential element of every teaching program at all levels, and the goal for teaching writing is for students to become independent writers (NSW Board of Studies, 2000). Teachers in charge of this assignment are completely aware of the complexity of the writing skill and technique, even though they may not realize it “teaching writing can be frustrating and challenging, but it can also be rewarding and a breath of fresh air in a rather stagnant educational context” (Kirby & Crovitz, 2013, p. 9). As a result, as proposed by NSW Board of Studies the teaching of writing needs to be explicit for students while distinguishing clearly between academic and community purposes (p.21). Furthermore, teaching writing is a difficult process that necessitates the fulfillment of various factors. In order to succeed at written texts, the NSW Board of Studies assumes that students must understand both the purposes and the context of their writing. This necessitates the teaching of writing for various audiences and purposes. Despite the fact that students may become self-sufficient writers, they nevertheless encounter various concerns and challenges for which they require assistance (p. 26). Additionally, students need to be personally involved in writing tasks in order to make the learning experience effective and valuable (Adas & Bakir, 2013). As a result, what's the most important aspects of writing instruction, and how are they taught?

5.1. Elements in the teaching of writing:

The following parts in the teaching of writing program are depicted by NSW Board of Studies (2000); it concentrates on text compositions, the writing process, and text presentation. It also implies that the aim of writing instruction is to instruct students how to write effectively for a variety of purposes (p.21).

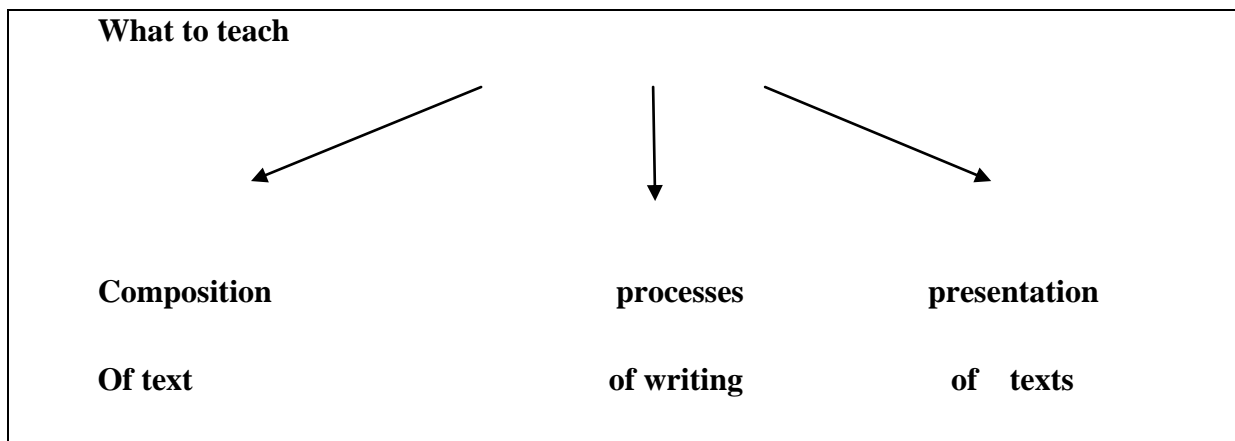


Figure 1. Elements in teaching writing (Focus on literacy: writing, 2000, p. 22)

5.1.1. Composition of texts:

The teacher concentrates on a fundamental aspect of the writing process in this section. During this phase, students are shown the basic process in order to grasp how writing works. Despite the fact that writing is a cognitive process (Flower & Hayes, 1982), including numerous mental activities, pupils must practice writing in this manner. Researchers disagree about how the phases of writing should be distributed, but they mostly agree on a few of them. Drafting, revising, and conferencing, as well as editing, proofreading, and publishing, are the seven main stages for the NSW Board of Studies.

In brief, teaching students the writing process and stages of composition allows them to write more frequently and analytically during the writing process, which will enhance their writing eventually on.

5.1.3. The presentation of written texts

The explicit teaching of handwriting, spelling, grammar, and punctuation is required for the presentation of written text. For effective writing productions, these features must be present at all times in the student's writing. As previously mentioned, the NSW Board of Studies (2000) presented the three elements of teaching writing. Hyland (2002) provided a more detailed explanation of the elements in teaching writing. In his description, he focuses on three key elements: the writer, the text, and the reader, as shown in table 3.

The writer

- Issues of proficiency, first language background, and prior experience
- Cognitive and motivational factors
- Knowledge of the topic
- The role of composing processes

the text

- Authenticity of purposes and writing tasks
- Number and variety of writing assignments
- Genre modelling and exploration
- Rhetorical and lexico-grammatical consciousness raising

The reader

- Orientation to specific target discourse communities
- Need for real and multiple audiences
- Awareness of appropriate levels of involvement and interactional strategies
- Importance of feedback and audience response

Table 1. Elements of a writing pedagogy (Hyland, 2002, p. 79)

5.1.4. The writer

This aspect of the writer is based on the idea that writing is divided into two sections; the first is that “writing as a cultural activity, and to engage students in the writing process” (Hyland, 2002, p. 80). The involvement of this aspect in molding the writer's cognition during writing is what understanding the meaning of the writer's cultural impact means. Furthermore, writers from various cultural backgrounds will undoubtedly write based on their prior experience, for Participants have their own ideas of what ‘good writing’ consist of based on their prior disciplinary, cultural or social experiences, and these expectations are internalized as different writing patterns” (p. 80). Furthermore, in order to encourage students to write, the teacher must employ particular tactics. These tactics are usually derived from the students' cognitive and motivational elements. The use of relevant themes, cooperative writing, and a variety of activities are just a few of these tactics. These tactics will not only get students involved in writing activities, but they will also help them overcome their writing shortcomings. Furthermore, the teacher must comprehend that "not all students compose in

the same 15 way” (p. 81), this is due to the previously mentioned cultural differences. As a result, student cognition differs during the writing process. The teacher can now conduct training sessions for pupils who want to achieve their goals. “Developing strategies for writing...helping them to brainstorm, draft in stages...” provided that it gives continual feedback to students to encourage them.

5.1.5. The text

The text is an important part of writing instruction. Students, on the other hand, as Hyland pointed out, “are given little advice on how to structure their writing experiences according to the demands and constraints of target contexts” (p. 81) This also demonstrates students' inability to recognize features of varied texts. This component is essential in the teaching of writing since it deals with various text types and how they are written. Teachers must therefore familiarize students with these sorts and demonstrate them through tactics like modeled writing. Teachers are advised to use this method to "plan their writing syllabuses to focus on the formal constraints of texts to acquaint learners with the potentially unfamiliar patterns and rhetorical conventions they will need” (p. 81-82) This will involve the validity of writing assignments as well as text analysis.

5.1.6. The reader

Teachers must incorporate the concept of the audience in writing instruction as a final component. The reader, or audience, is an important component of good writing instruction "involves guiding students to an awareness of their readers...background understandings...these readers are likely to expect” (Hyland, 2002, p. 83) Furthermore, encouraging students to think deeply about the expectations and needs of readers is used to teach writing while focusing on the audience.

5.2. Approaches to the teaching of writing

The adaption of three major approaches has had a considerable impact on writing instruction. There are three different approaches: product, process, and genre. Although these approaches were intended to make writing instruction as effective as possible, they differ in terms of concepts and tactics, as well as virtues and downsides.

5.2.1. The product approach

In the teaching of writing, the product approach is the oldest and by far one of the most often used approaches (Palpanadan, Bin Salam, & Bte Ismail, 2014). Pincas' approach focuses primarily on the end product of writing and considers linguistic understanding, syntax,

vocabulary, and coherent devices to be basic aspects of the written product (as cited in Badger & White, 2000). Students are expected to mimic modeled text provided mostly by the teacher in this approach, with the primary goal of acquiring linguistic information. In the product method, Pincas (1982b) divides learning to write into four stages. It begins with the familiarization stage, in which students become acquainted with various aspects of texts, and then progresses to the controlled writing stage, in which they practice skills in order to be prepared, before moving on to the guided writing and free writing stages (p. 22). As a result, the product approach to teaching writing is founded on various concepts; for example, teachers place a strong emphasis on teaching grammar and sentence features. Additionally, teachers believe that providing students with modeled texts is the most effective way for them to avoid making mistakes (Lázaro, 1996, p. 92). As a result, in order to construct grammatically and syntactically accurate pieces of writing, students frequently rely on previously created samples.

5.2.2. The process approach

The process approach to writing instruction is defined as follows, “a cyclical approach. In this approach, students are needed to move back and forth while going from one stage to another stage and taking part in the writing activities” (Palpanadan, Bin Salam & Bte Ismail, 2014, p. 790). The process method, like the "recursive" writing process (Harmer, 2004), tends to emphasis on explicit education of the writing stages to students. The product approach, in contrast to the product approach, which focuses on fostering linguistic expertise, "is primarily associated with language abilities, such as planning and drawing" (Badger & White, 2000, p. 154). In the process approach, scholars identify various stages that writers go through, but the four stages model proposed by Tribble (as referenced in Badger & White, 2000) is the most often accepted. Furthermore, the stages of writing in the process method are supplemented with a variety of tasks that the instructor provides as a facilitator and monitor. Furthermore, Badger and White conclude by stating that the goal of the process approach is to improve students' linguistic skills and writing development with the help of the 17 teachers as a facilitator (p. 155), as opposed to the product approach, which aims to develop only linguistic skills using modeled texts.

Overall, the process method to teaching writing, which involves students as active participants in learning to write, provides an excellent opportunity for them to improve their writing, and this technique is deemed efficient with the support of the teacher as a monitor and facilitator.

5.2.3. The genre approach

The genre approach is the most recent in writing instruction, yet it is understood to be a continuation of the preceding product approach (Badger & White, 2000). Swales clarified the term "genre" (as cited in Badger & White, 2000) "...a class of communication events, the members of which share some set of communicative purposes" (p. 58). This concept was presented in the genre approach to explain why writing changes in different social contexts (Badger & White). Furthermore, students in the genre method are exposed to numerous sorts of writing and write for varied objectives, as a result of the qualities obtained from the product approach that writing is only about linguistic expertise. In writing, genre primarily relates to the structure of writings, as well as the diverse ways in which writers utilize language in terms of syntax and vocabulary to convey their ideas (Luu, 2011). Furthermore, this method contends that excellent writing occurs when students consider both the context and the readers' expectations in terms of language, organization, and content (p. 123). Luu claims that the teacher's function is mostly that of a guide who offers students with meticulous help during writing tasks in order for them to master the genres (p. 124). As a result, before engaging in writing, students in the genre approach become familiar with the many elements of texts, as well as the purposes for writing while considering the context and the demands of the readers.

5.3. Reading and Writing

Numerous studies have long been interested in the significance of reading in the context of a foreign language (Krashen, 1982; Alderson, 1984; Carrell, 1988; Grabe, 1993). Trosky and Wood (1982), Tierney, Soter, O'Flahavour & Mc Ginley (1989), and Mc Gingley (1992) all identified reading as having a common link with writing. Reading, according to a simple definition, is the process of acquiring linguistic knowledge through print (Widdowson, 1979). Rumelhart (1977) claims that reading is a more difficult task. The reader, the text, and their interaction are all involved in the construction of meaning, which is a more complex cognitive process than we may believe. As a result, beginning in the 1970s, there was a transition in reading from a simple method of deciphering messages to a more sophisticated concept of comprehension.

5.4. Planning students' writing

We usually refer to writing assignments when we talk about planning students' writing. As Williams (2003) points out, this approach may not be as simple as it appears, as it may represent the quality of the students' writing in most cases. t "...problems in students" writing

can be traced back to poorly constructed assignments” (p. 279). As a result, effective assignment planning is a complex topic that necessitates careful consideration. Williams (2003) recommended a few steps for better assignment planning. In his opinion, the consequences and objectives of writing tasks are quite important. He claimed that successful assignments necessitate planning time and are measurable objectives tied to larger aims in writing instruction. In this regard, he distinguishes between objectives that are tied to writing mastery and ones that are more concerned with performance and skill. Williams mentions that students will be learning several types of writing while defining the aims for writing course (p. 280). In addition, Lázaro (1996) stated that when preparing assignments for students, teachers should consider the students' level as well as the difficulty of the work. This usually means that writing tasks are given out that are tailored to the students' current levels and rectify their writing deficiencies. As a result, while developing writing assignments for kids, teachers must consider all of these factors.

6. Difficulties in writing and learning to write

Students face challenges as they learn to write in and out of the classroom that impede their ability to write. The difficulties with writing are frequent among English native speakers as well as those learning English as a second or foreign language (Aragón, Baires, & Rodriguez, 2013). Al-Khasawneh (as cited in Huwari & Al-Khasawneh, 2013) states that “EFL learners showed that they have many problems when writing in English... That’s because they rarely write in English” (p. 2). According to McIntyre and Gardner (as cited in Huwari & Al-Khasawneh, 2013), writing is one of the hardest talents to learn. This problem may be traced back to the stages of writing, planning, drafting, editing, and publishing (Harmer, 2004), as well as the elements of excellent writing (Raimes, 1983) that students must consider when writing in English. In addition, “Students do not write very often and most of what they write is classroom-bound” (Adas & Bakir, 2013, p. 254). This assumption appears to be true in many situations when ESLs and EFLs struggle with composition; where “they have to put into practice all the strategies and techniques that have been taught to them in their composition courses” (Aragón, Baires & Rodriguez, 2013, p. 13)

6.1. Problems with grammar

Neuleib (as cited in Hartwell, 1985) defined grammar as: “the internalized system that native speakers of a language share” (p. 205). Harmer (2001) proposed a more thorough definition as follows: “the description of the ways in which words can change their forms and can be combined into sentences in that language” (p. 12). These methods are known as

'grammar rules,' which are fundamental parts of every language and are also inextricably linked to writing (Hartwell, 1985). Tenses, prepositions, word class, voice, and other grammar rules are among the most common. Many students struggle with these rules when writing. Hartwell (1985) cited several research in his investigation of the impact of grammar training, concluding that formal grammar instruction had no influence on students' writing abilities or their capacity to avoid errors (Neuleib, 1977; Elley, Barham, Lamb & Wyllie 1979). The most common writing problems students face in regard to grammar are a lack of comprehension of the subject, which leads to difficulty in organizing proper writing (Bahri & Sugeng, 2010).

6.1.1. Problems with vocabulary

According to Nation (as mentioned in Mehring, 2005), vocabulary is a crucial part of language skills. The Cambridge dictionary defines vocabulary as "all the words known and used by a person". Students' failure to recollect crucial words to use, failure to utilize the appropriate words, and low vocabulary are all examples of vocabulary-related issues. More crucially, learning words entails understanding their meanings, basic forms (Shejbalová, 2006), and distribution (Lado, 1955), all of which might be perplexing for pupils at times. According to Nakata (as described in Mehring, 2005), vocabulary acquisition is a continuous process that necessitates students' frequent repetition and usage of words in order for them to be efficiently stored in long-term memory and recalled when needed. Developing vocabulary just memorizing words from a list is insufficient; kids must learn words as part of the context in which they occur. This strategy has been shown to be effective for "it helps the student understand the word's correct usage" (Mehring, 2005, p. 4).

As a result of its importance and contribution to the value of writing abilities, vocabulary can have a significant effect on students' writing. As a result, students are required to have a positive attitude about acquiring new vocabulary and to recognize new words as part of their context of occurrence while trying to figure out what they imply.

6.2. Error analysis of students' writing

As students learn to write, they will make blunders and make errors in their writing. According to Hadler (as stated in Bahri & Sugeng, 2010), "Errors give the writer evidence of difficulty which students have problem in practicing writing, although they do not provide them with all the possible evidence, nor are they to be taken as the only proof" (p. 3). Error analysis (EA) was first founded in the 1970s by Corder, who saw errors as proof that students have difficulty while writing "as a type of linguistic study that focuses on the errors learners make" (Sawalmeh, 2013, p. 2).

Brown (as cited in Sawalmeh, 2013) categorized errors as having two sources, and the first is interlingual errors “... are those errors that are traceable to first language interference” (p. 4). Intralingual errors, on the other hand, were explained by Keshavarz, Fang, and Jiang (as cited in Sawalmeh, 2013) “they result from faulty or partial learning of the target language rather than language” (p. 4).

To summarize, Error Analysis is one method through which teachers can assess their students' writing challenges and develop a specific treatment to improve their writing education in the future. What's more important, “...errors are advantageous for both learners and teacher” (Sawalmeh, 2013), because it provides clear insights into the areas of difficulty not just for students but also for teachers.

SECTION III
ACADEMIC WRITING

SECTION III: ACADEMIC WRITING:**7. Academic writing:**

Academic literacies are developed communicative skills that are required for success at advanced levels of education such as college or university. It also involves adapting new ways of knowing; new ways of understanding, interpreting and organizing knowledge (LEA & STREET 1998; p158). One of these skills is academic writing which is a formal style of writing. Irvin 2010 considers academic writing as a style of assessment that requires students to demonstrate knowledge and proficiency in specific discipline thinking, interpreting and presenting skills.

Tarnopolsky and Kazhushko 2007 explained that academic writing is the most creative sort of writing that students of English as a foreign or second language may learn. And have described it also as a unique method enabling learners to consciously master the creative, productive, and expressive approach to communicative performance in the target language.

For university courses, academic writing is highly required essential. Whitaker has demonstrated that students during academic writing assignments are mostly required to search for good questions and assess their responses. It is also necessary to demonstrate their level of understanding about the main subject treated and develop critical thinking arguments as well in responses to it.

The first step to writing academically is to clearly define the purpose of the writing and the audience. The majority of formal academic writing at university is assigned to and prepared for an academic tutor or “assessor”, and there should be clear criteria by which they will grade the work. According to (Fov) Coffin, Curry, Goodman, Hewings, Lillis and Swann 2003 have been listed what students must do in academic writings. The following is the list:

- Adopt a position
- Adopt a specific viewpoint
- Make arguments for and against a particular position
- Investigate possible positions
- Connect the dots between theory and evidence
- Make a conclusion
- Analyse
- Think critically

- Develop a main idea
- Support arguments with evidence
- Share personal opinions and thoughts
- Utilize personal interpretations

Therefore, academic writing is a necessary element for students that should be perfectly mastered at higher educational levels. This will result in a strong sense of research and data analysis skills and other capabilities such as argumentation and expressing one's opinions.

7.1. Factors affecting students' academic writing

The world nowadays is celebrating the improvements in communication technology as most of the youth and students are using network. Which made students of academic writing affected by various factors that can interfere with improving or inhabiting proficiency in writing? In this study two main factors will be considered, chat via SMS and the second is social networking.

7.1.1. SMS and text chatting

The internet is a worldwide communication system that connects thousands of individuals networks. It allows to or more machines to share information. As a result, Internet has transformed the entire world into a global village allowing people to connect via email; chat, SMS and other means. Text messaging is a mobile phone service that is incredibly popular. In the 1990s, the short messaging service (SMS) was created as a low –cost alternative to phone calls. Thurlow (as cited in Mirza 2015) stated:

The limit of 160 characters per SMS has motivated users to invent space saving strategies in order to make SMSing quicker and more cost-effective, as exceeding this limit results in the user paying for sending extra SMS (para02).

Due to the limited space available in SMS messages, innovative approaches have been developed to present as much information as possible in a concise manner. These strategies may include “a significant amount of abbreviation, and creative use of punctuation and symbols” (Mirza,2015, par 3). The rising usage of SMS and SMS techniques among people, particularly students raise the question of whether such a feature can have an impact on students' academic writing in any manner. Mirza 2015 reported that students demonstrated minimal aspects of SMS speaking in their in their academic writing in his study to investigate the presence of SMS features in students' written works. Whereas questionnaire data

suggested that a minority of participants were frequent SMS users and believed that SMS had influenced their academic writing in terms of spelling, incorrect an abbreviation and acronyms. Dansieh 2011 surveyed a large number of students and teachers. The results shows that the majority of population agreed that SMS had a detrimental effect on their writing abilities. Contrary to these findings, Crustal claims (as reported in Dansieh ,2011) that SMS messages are not that harmful, but really beneficial. He said that SMS encourages people to use language and forces them to think about the spelling of words before writing them , a strong argument against the effect of SMS on writing .Furthermore, according to Dansieh (2011) , a third party believes SMS texting has no effect .They supposedly argued that texting language is different from English and had no harmful effect because because students are able to distinguish between “slang, texting lingo and accurate English”Russel (as cited in Dansieh ,2011) .

7.1.2. Internet networking

A vast number of people around the world uses social networking. The ability to share ideas, connecting people and quickly access almost any type of information are factors in its spread. People have started to spend more time surfing the internet and as a result, many of them are becoming increasingly addicted to it. This problem is not an exception for students, they find it impossible to study for one hour without access to at least one network sites (according to Egedegbe (2013, par2). This rise in internet networking sites (SNS) and their widespread use; particularly among students, raises the question of the nature of internet networking’s impact on students’ writing abilities (proficiency).

Nowadays, people use the internet and social networking sites for a variety of reasons .According to Ahn (as stated in Mingle & Adams,2015)” social network sites give a platform for the youth to join in communities that help them to learn , and practice skills within a specific knowledge area .This claim proves that social networking sites are means for people to learn .In terms of writing ,Fishman et Al (Mingle& Adams) stated that students produce a great deal of writing online through weblogs and social media sites , where they can improve their writing skills .Yunus et Al , also found that social networks like Facebook and Twitter helped students enhance their writing skills and expand their vocabulary .However , the internet and SNS are not always reliable ,Risto (2014) claimed that educators are afraid that students will use texting and social media as a source for sentence patterns , syntax, punctuation and word choice .As a result , while the internet can be used to improve writing skills , it also inhibit it.

Several studies, Harton, Alloway and Dawson (2012) Wood et Al (2014) (as cited in Mingle & Adams) have shown that the internet and texting have a negative impact on students' writing, especially in terms of spelling and grammar.

In conclusion, websites and social networks have occupied great importance in our daily life and have become "...one of the most important factors that can influence educational performance of students positively or adversely" Egedegbe , 2013, para16. Furthermore, these programs have had a favorable and negative impact on students' academic achievement, particularly in terms of writing abilities. As a result, students must be informed about these effects in order to make successful use of the internet and social networking sites.

Summary and Conclusion:

This chapter concentrated on the theoretical foundations of the writing skill, which was divided into three sections. The first section introduced writing as a skill initially, then as a process, as we saw the various steps of writing. As well as different writing methods. As we get to the second section, we discuss the numerous aspects and ways to teaching writing, as well as the challenges and problems students confront during the process. And in the third section, we focus on academic writing and the factors that influence students' academic writing.

As a productive skill, writing is important for students in learning the target language. It is one of the basic elements in the curriculum of foreign language teaching. The theoretical framework around the skill of writing, as well as the major microskills and processes in writing composition, were discussed in this chapter. It also highlights different approaches toward teaching writing and ends with the most common writing difficulties.

Second Chapter

Interpretation and Analysis of Data

Introduction:

The Purpose of the study is to look into students' writings challenges as well as the common writing mistakes that they make. In order to accomplish so, a student's questionnaire was sent with a goal of determining students' perspectives on writing. It was conducted in order to assess the students' potential areas of difficulty. The population from which the sample was drawn is described in this chapter. It also includes a questionnaire description, analysis of the questionnaire and the corpus analysis of students' writings. This chapter concludes with discussing the findings.

1- Population and sample:

A population of 230 third year LMD majoring in English at the University of Bordj Bou Arreridj 20 students were chosen randomly as the study's sample. This sample was chosen on the idea that students would be familiar with the different forms of writing and the components of a good piece of writing by this point. Furthermore, the majority of third-year students have had writing issues at some point.

2. Description of the Students' Questionnaire:

The Students' Questionnaire is the first method of data collection used in this study. The questionnaire was piloted before being distributed to students to ensure that the questions were valid. During this phase, twenty-two (22) questions were delivered. The results of the questionnaire's pilot research demonstrate that the majority of the questions were accurately comprehended by the students and were answered in a timely manner.

The questionnaire consists of twenty-two (22) questions, with closed questions requiring students to choose a 'yes' or 'no' response and multiple-choice questions demanding students to choose their own responses. There are also questions with free responses where students are allowed to answer according to their knowledge.

Furthermore, the questionnaire is divided into three parts. Questions 1 to 7 are located in the students' background information. The second set of questions, entitled Students' Writing Proficiency and Difficulties in Writing, addresses issues like as students' perceptions of their level and motivation in writing, it also covers topics such as the basic stages of writing, including use of dictionaries, respecting teacher instructions while writing in other modules, and how often students write outside of class. Other questions in this category deal with the writing strategies that students use. As a result, the third section of the questionnaire, titled academic writing, focuses on students' use of SMS texting, the internet, and social

networking sites, as well as the language they use in these activities and how it affects their English writing.

3. Analysis and discussion of the Questionnaire:

Part one: Background information

1. Students' gender:

Answer	Frequency	Percentage
Male	10	50%
Female	10	50%
Total	20	100%

Table 02: Students' gender

We can see from the table above that the number of the male respondents and female respondents is equal, (50%) each.

2. How long have you been studying English?

9 students answered 3 years, 6 others responded 10 years, and the remaining 5 said that they have studied English for 7 years.

3. How do you rate your English proficiency?

Proficiency	Frequency	Percentage
Outstanding	02	10%
Good	11	55%
Average	03	15%
Low	02	10%
Very low	02	10%
Total	20	100%

Table 03: English proficiency

As it is noticed, the highest rate of respondents (55%) claim to have a good level in English, others (15%) have declared to have an average level, few students (10%) indicated

to have an outstanding level, whereas (10%) identified themselves to be of a low level of English and another (10%) of students assumed that they have a very low level.

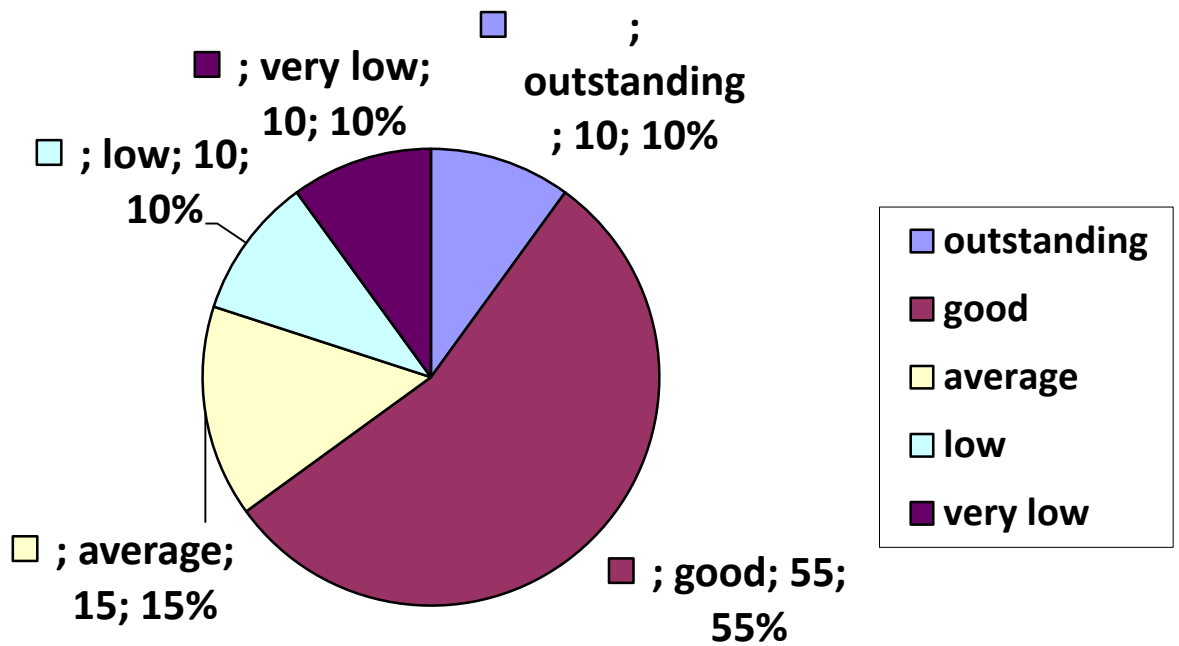


Figure 02. English proficiency

4. Do you have a module for reading comprehension?

Answer	Frequency	Percentage
Yes	13	65%
No	07	35%
Total	20	100%

Table 04: the existence of reading comprehension module

When asked if their program included a reading comprehension module, the majority of students said yes (65%) Whereas other students (35%) denied having a module for reading comprehension.

Having a reading comprehension module is important, the amount of time students spend reading will introduce them to various writing styles and familiarize them with their characteristics, which will shape their writing skills.

5. Does your writing sessions include/ integrate the ability of reading?

Answer	Frequency	Percentage
Yes	15	75%
No	05	25%
Total	20	100%

Table 05: the integration of the ability to read in writing session

This table demonstrates that (75%) of students indicated that the skill of reading was integrated in their writing session, however (25%) of them stated the opposite; that reading did not take part in the writing class.

Considering that writing and reading are intertwined reading should play a role in the writing session. Since improving one skill leads to the development of another.

6. Is reading important in improving your writing?

Answer	Frequency	Percentage
Yes	19	95%
No	01	5%
Total	20	100%

Table 06: importance of reading

According to the answers, the majority of students (95%) agreed that reading is important for enhancing writing skills. These findings clearly show that students are aware of the tight connection between reading and writing and regard it as an essential part in the development of writing skills.

7. How frequently do you read English-language books, magazines, or other texts?

Answer	Frequency	Percentage
Always	1	5%
Often	12	60%
Rarely	05	25%
Never	02	10%
Total	20	100%

Table 07: Frequency of reading

Most of students (60%) declared that they often read in English, other students (25%) stated that they rarely read, and (10%) of them said that they never read. A remaining student (5%) indicated that he always reads.

The strong connexion between reading and writing is important in improving the Latter. Reading more frequently can help students develop their writing skills.

Part two: writing abilities and problems students face

8. Do You seek to increase your writing skills?

Answer	Frequency	Percentage
Yes	18	90%
No	02	10%
Total	20	100%

Table 08: Increasing writing skills

The majority of respondents (18) believe they are driven to learn writing, according to the results of question (8). The last respondent (2) has claimed that they are unmotivated to learn to write.

Motivation is a key aspect in mastering this skill. These outcomes could be construed to mean that most students like writing practice and have a favorable attitude toward it. As a result, students are motivated to learn how to write and develop their skills.

9. How do you evaluate your writing abilities?

LEVEL	FREQUENCY	PERCENTAGE
Outstanding	01	05%
Good	05	25%
Average	12	60%
Low	02	10%
Very low	0	0%
Total	20	100%

Table 09: Level of writing abilities.

The majority of students (60%) answered that their writing abilities are average, while some (25%) declared that they are good writers. Furthermore, just (10) % of students classified themselves as low-proficiency writers, while only (5%) recognized themselves as outstanding writers.

The fact that the majority of students have an average level of writing ability, as evidenced by the results, the preceding findings could be related to students' lack of writing practice. Students who have declared to have a good level of writing practice writing (25%) more than those who have declared to have a low level of writing. often. As a result, the more students practice, the better their writing skills will get proficiency.

10. Which of the following do you find difficulties to deal with?

Difficulties	Frequency	Percentage
Grammar	04	20%
Vocabulary	06	30%
Punctuation	0	0%
Spelling	02	10%
Coherence	02	10%
Academic style	03	15%
Organization of writing	01	5%
All of above	02	10%
Total	20	100%

Table 10: Difficulties in writing

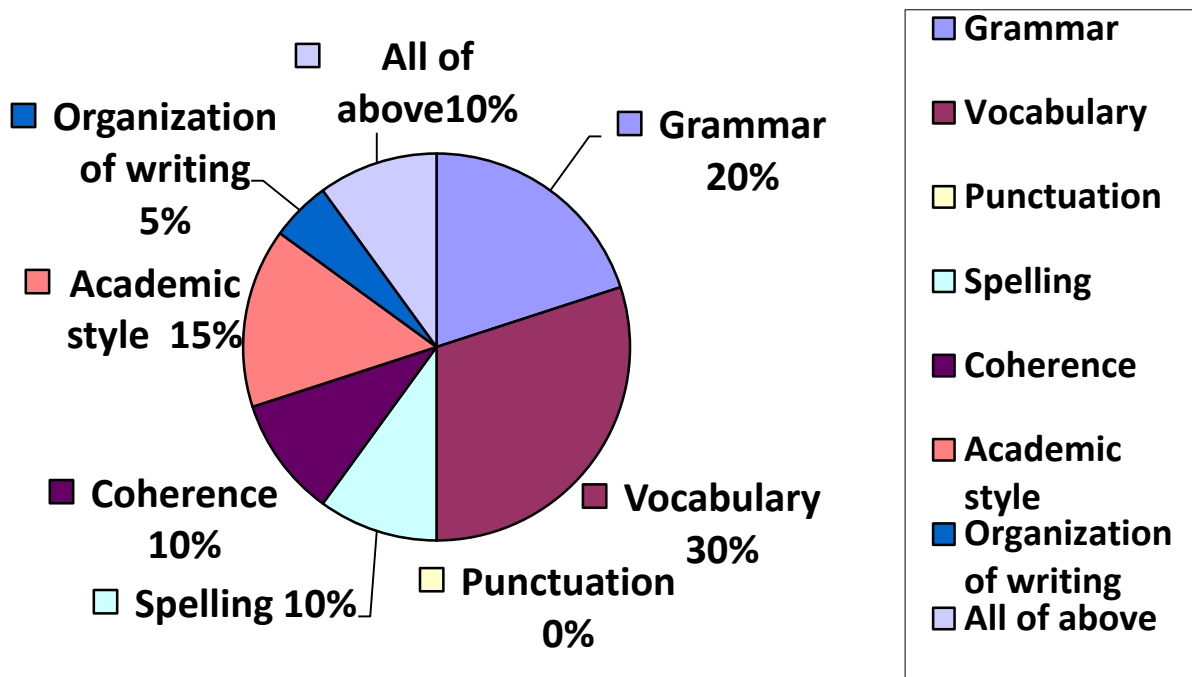


Figure 03: Difficulties in writing.

As a result of the findings, the following can be deduced. The most prevalent issues in writing that students appear to have vocabulary (30%), grammar (20%), and academic style (15%). Following that are approximate percentages for spelling (10%), coherence (10%), and punctuation (0%).

The findings revealed three major components of students' writing challenges. The first one has to do with vocabulary. Writing issues involving the factor of vocabulary stem from the difficult task of obtaining exact words each time they write. Because the students are EFL learners may have a restricted vocabulary, lack expertise, and skill with word choice, resulting in word repetition, misuse of vocabulary items, and ambiguity of meaning in their writing.

Second, grammar-related problems in students' writing could be the result of a lack of comprehension and practice of grammar rules, or the generalization of rules in the case of EFL students. It could possibly be due to L1 impact.

The final content has to do with the academic style. Students struggle with academic writing because of the demands of each text type and pattern, as well as the need to conform to numerous forms such as academic terms, transitions, sentence structure, and so on. These characteristics may provide a challenge for students if they are unable to discern between academic and non-academic writing and are not provided with enough instruction.

11. Is time allocated to the writing process enough?

Answer	Frequency	Percentage
Yes	05	25%
No	15	75%
Total	20	100%

Table 11: The amount of writing time allotted in class.

According to the data shown above, (25%) of students do not have enough time in the classroom to write or respond to writing projects. Others, on the other hand, believe that the time allotted to them is adequate (75%).

12. Does your teacher give you chance to evaluate with your classmates?

Answer	Frequency	Percentage
Yes	07	35%
No	13	65%
Total	20	100%

Table 12: Evaluation with classmates

13. In your written assignments do you generally follow the steps /stages of writing?

Answer	Frequency	Percentage
Yes	09	45%
No	11	55%
Total	20	100%

Table 13: Following steps/ stages in writing assignments.

The majority of students (55%) who responded to the question (13) said they do not properly follow the phases of writing in their assignments. The remaining students (45%) agreed with the statement.

The table (15) shows that the majority of students are unaware of the importance of following the stages of writing. This component is essential in the development and refinement of students' writings. (Harmer, 2004).

14. Does your teacher allows you to use dictionary?

Answer	Frequency	Percentage
Yes	07	35%
No	13	65%
Total	20	100%

Table 14: Allowing dictionaries to be used.

The majority of students (65%) stated that their teacher does not permit them to use dictionaries. In contrast to the rest of the students (35%), who said the teacher permits them to use dictionaries during the writing session,

The usage of dictionaries by students could help them enhance their writing skills and encourage them to produce. Teachers advise learners to use dictionaries regularly in order to increase their interest in writing and participation in the process.

15. How does the use of dictionary help you to enhance your writing?

The answers were conflicting between learning new words, making writing easier and faster, to develop our acquisition and how to write academically.

16. Do you follow the writing criteria you studied before to write in any domain?

Answer	Frequency	Percentage
Yes	12	80%
No	08	40%
Total	20	100%

Table 15: Following the writing criteria in other domains:

The majority of students who responded to the question (16) stated that the (80%) of the students strictly follow the writing requirements that they had previously studied in order to write in any domain. On the other hand, (40%) of them refuted the statement; means that they do not follow the knowledge acquired before.

Students learn how to write and the stages of writing, which they can use not only in the writing modules, but also in a variety of situations and domains. The findings indicate that students completely aware of the previously acquired knowledge and that they use the majority of it in other domains.

17. If yes does the knowledge acquired before in class facilitate the process?

Answer	Frequency	Percentage
YES	03	15%
No	13	65%
No answered	04	20%
Total	20	100%

Table16: The knowledge acquired before facilitate the process

The vast majority of students (65%) declared that the knowledge acquired before in class cannot facilitate the process. Subsequently, group of students (15%) argued that the steps studied in class are helpful, useful and facilitate the writing in other modules and help to write more conveniently. The rest of them (20%) gave no answer.

The results obtained show that students are not interested in using the writing criteria studied before in their writings. This activity is difficult and it may be the reason why students are unable to follow the instructions of writing.

18. How frequently do you write outside of class?

Answer	Frequency	Percentage
Always	6	30%
Often	6	30%
Rarely	3	15%
Never	5	25%
Total	20	100%

Table 17: writing outside the Classroom

It is noticeable that (30%) of students are always write outside the class. Whereas, other students (30%) are often do this activity. Comparing to the results above (15%) are rarely do it. On the contrary, (25%) of them are never write outside the classroom.

Writing is improved via continual practice; thus, writing outside the classroom is important in the development of this skill. In this regard, students should write frequently, particularly outside the classroom, to ensure that they implement what they have learnt throughout the sessions in order to progress.

19. In your writing which of the following strategies do you use the most?

Strategy used	Frequency	Percentage
Modeled writing	4	20%
Think aloud	3	15%
Guided writing	4	20%
Independent writing	7	35%
Missing answer	2	10%
Total	20	100%

Table 18: the strategy used in writing

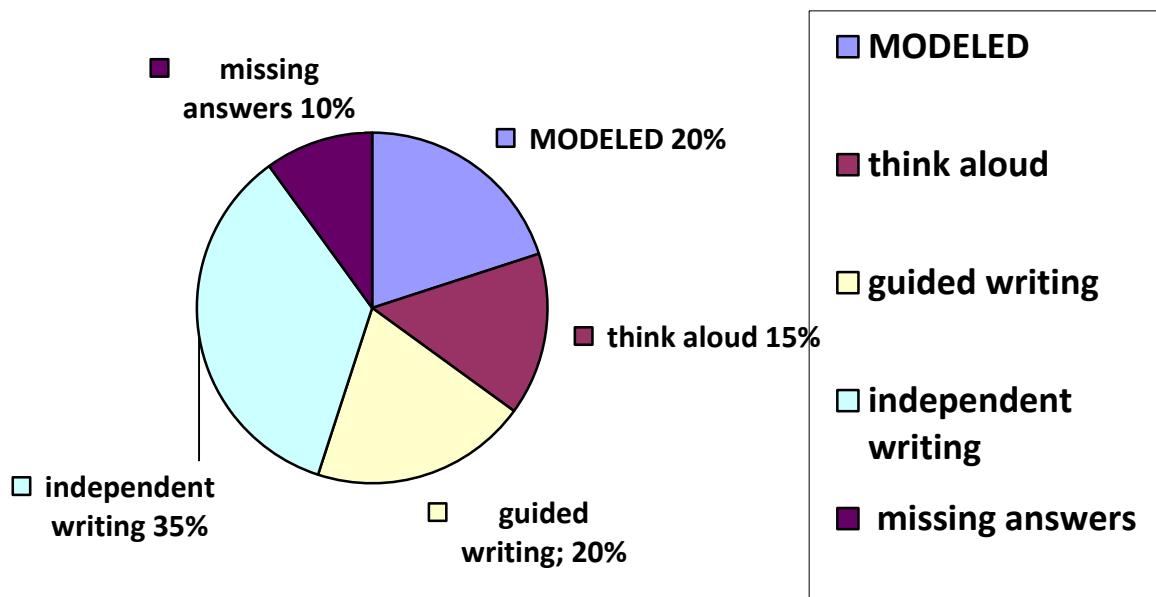


Figure 04 the strategies used in writing

The students' responses indicate that up to (35%) use independent writing strategies in their writings, (15%) of them find that thinking aloud is the best one, and (20%) prefer modeled writing. Furthermore, guided writing was chosen by (20%) of the students and the rest percentage (10%) was missing answers.

The findings suggest that students use different writing strategies depending on their preferences and that tactics they use may be influenced by past writing experiences well as the outcomes they achieve after implementing each strategy.

Part three: Academic writing

20. How often do you use Internet, social media or text messages to practice English writing?

Degree	Frequency	Percentage
Always	11	55%
Often	3	15%
Rarely	3	15%
Never	3	15%
Total	20	100%

Table 19: The degree of English use via Internet and SMS

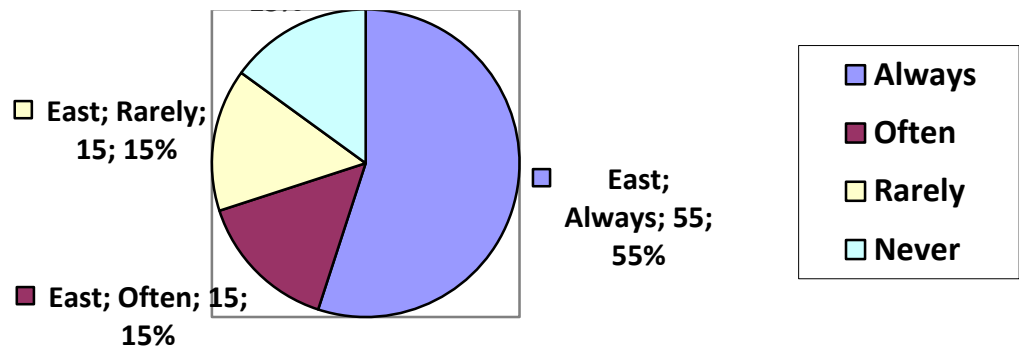


Figure05 The degree of English use via Internet and SMS

The results illustrate that (11) students that are (55%) declared to use English always via Internet and SMS. (15%) use it often the students who said they rarely use Networking were (3) that is (15%), whereas (3) student (15%) asserted that they never communicate in English via internet or text messages.

These findings suggest that students frequently practice English writing via the Internet and SMS as a result of their interest for the language or to improve their proficiency in writing.

21. What sort of language do you use when using internet or SMS?

Type of language	Frequency	Percentage
Formal English	3	15%
Colloquial English (informal)	15	75%
Both types	2	10%
Total	20	100%

Table 20: The type of English students use when using internet or SMS

According to the table above, (75%) of students claim to utilize colloquial English when using the Internet or SMS. However, (10%) of the respondents stated that they use both formal English and colloquial (informal) English, while (15%) stated that they use formal English when using the Internet and texting.

Students' responses on the sort of English they use on the internet and via SMS show that they can differentiate between the two and understand the differences.

22. Do you think social media and text messaging have an impact on your English writing?

Answer	Frequency	Percentage
Yes	12	60%
No	08	40%
Total	20	100%

Table 21: The impact of internet and SMS on students' English writing

The majority of students (60%) believe that the internet and text messaging have an impact on their English writing whereas (40%) of them do not think that their writing is affected by internet and social media.

These findings reveal that these devices are essential in learning to write and students' practice but they should to be aware of these tools and use it carefully to enhance their acquisition because internet and social media are double-edged sword.

3 Students' Essays: A Corpus Analysis:

A number of students' written works were collected and reviewed as a second method of gathering data for this study in order to determine the students' writing challenges. The major goal of putting this system in place was to take a closer look at students' current levels and try to identify typical faults in their written work. As a result, ten (10) copies of students' written essays were gathered and randomly selected for inspection in this study.

Aspect	Frequency of errors	Percentage
1.Capitalization	90	29.50%
2.Spelling	100	26.55%
3.Vocabullary	50	14.75%
4.Punctuation	75	22.12%
5. Preposition	10	2.95%
6.Linking	6	1.77%
7. Uncertain meaning	8	2.36 %
Total	339	100

Table 22: Results of the Students' Essays: A Corpus Analysis

The examination of errors in students' essays is shown in the table above. According to the table, there are four basic errors that students make frequently in their essays. With a percentage of (100%) and (90%) of the total number of errors, capitalization and spelling errors were the most common errors found during the analysis. Furthermore, 75% of students made punctuation errors, and 75% made vocabulary errors (50%). Moreover, there were fewer errors in students' essays, such as uncertain meaning (8%), linking (6%), and preposition (10 %).

4. Interpretation of the findings

4.1. The Students' Questionnaire:

According to the results of the student questionnaire, the majority of students were open to learning to write. The first part of the questionnaire shows that the respondents are 50% males and 50% females and that most of them have a good level in English. Furthermore, students confirmed the existence of a reading comprehension module in their program. The majority of them agreed on the inclusion of reading in the writing module moreover, a large percentage (60%) of students stated that they often practice reading, and they all agreed that reading is important for enhancing writing skills. In the second part of the students' questionnaire, a large number of students expressed a strong desire to learn to write, yet the majority of them claimed that their writing ability was average. When asked about the aspects of writing difficulties that students may experience, the findings revealed three main difficulties; The most common factor was vocabulary (30%), grammar (20%), and academic style was (15%). Additionally, students indicated during the writing session that the time given for the session was insufficient for them to practice writing. Also, the majority of students indicated that they were not given the chance to evaluate with their classmates. (55%) of students stated that they don't follow the stages they need in writing. A large number of students denied having the permission to use diction Nairy in class, while confirming that the use of dictionary is helpful in enhancing their writing skills. When asked about following the criteria learnt before to write in other domains most students confirmed (80%), agreeing that the knowledge they had acquired before facilitates the process of writing for them. the questionnaire shows that most of the students write outside of the classroom and that the majority use independent writing as a strategy in their writings. The questionnaire shows that (55%) of students are always on social media, using internet and text messaging. As for the type of language, 575%) of students use colloquial English while (15%) use formal English and the rest (10%) use both. Moreover, when asked if the use of the internet and SMS had an impact on their writing, (60%) confirmed whereas (40%) denied that their writing is affected by their regular use of social media and the internet in general.

4.2. Corpus analysis of Students' Essays

The corpus analysis of ten (10) students' writings, on the other hand, revealed that the majority of errors were related to spelling and punctuation (29.50 %t), and capitalization problems (23.50 %) (26.55 %). Punctuation errors (2.95%) and vocabulary errors (2.95 %) were the most frequent (14.75 %). These results correspond to what was said in the theoretical

section regarding the challenges in writing about these characteristics, which are also listed as elements of a good piece of writing by Raimes (1983).

Summary and Conclusion

This chapter concentrated on the research's practical implications. Start by providing a description of the population and sample. Moving on to the results of the questionnaire, which was divided into three sections, each with a number of questions. The first section included background information on gender and students' English proficiency, the existence of a reading module, and the incorporation of reading in writing sessions. The second section focused on the writing talents and challenges that students confront, while the third part focused on the usage of the internet and its effects on student writing. This was followed by a corpus analysis of students' writings. Following that, the findings were interpreted.

General conclusion

General conclusion

General conclusion

Improving students' writing skills is a challenge, especially for EFL learners. The complexity of writing as a cognitive process requires profound considerations to the rules, and careful use of the target language. When writing essays, students are usually reluctant to write because they are trying to find the right word and have difficulties with language grammar, or have difficulties with punctuation.

The present descriptive study focuses on identifying students' writing difficulties, and the common errors they commit, this is done through a questionnaire given to third-year English students at the University of Bordj Bou Arreridj students at the University reported a variety of writing challenges. Furthermore, a corpus analysis of student essays indicated that students make mistakes during writing compositions.

The outcome of this research show that third-year English students at the University of Bordj Bou Arreridj face a variety of writing challenges. According to the questionnaire results, students appear to have main difficulty with vocabulary, grammar, and academic style. In addition, a corpus study of students' written productions reveals that the majority of mistakes found were in spelling, capitalization, punctuation, and vocabulary (word choice). As a result, teachers are recommended to apply these results in the future for successful writing instruction, while students are encouraged to use the findings to improve their writing skills.

Recommendations:

The findings of this study can assist both teachers and students get significant insights into writing composition and teaching writing. Following the conclusion of this study, a number of suggestions are provided.

Teachers should invest more time to help students learn to write. Students need to be aware of several factors contained in the writing composition, such as language rules, writing structure, and so on. Typically, the limited time for the writing session is inadequate to provide all of these elements; however, teachers should add extra sessions in the students' schedule. Teachers may cover many parts of writing instruction this way, and it also gives them the opportunity to explain the lessons to students. More importantly, activities must be included in the writing session to allow students to put what they have learned into practice and to experiment with new writing styles. It also allows them to enhance their writing skills

General conclusion

inside the classroom while the teacher monitors their work and provides necessary guidance and feedback.

Teachers are encouraged to test students' writing proficiency when teaching writing. This approach is beneficial for obtaining accurate information about the difficulties that students face, and it will allow the teacher to change the way he teaches writing to match the requirements of his students. Following this procedure, instructors will be able to employ a range of activities to address various goals related to their students' issues. As a result, teachers will assist students in overcoming these challenges, and effective writing instruction will take place.

According to the findings of this study, a large number of students use English via the internet and SMS, and they report that these methods help them enhance their English writing. As a result, teachers must make effective use of these technologies both inside and outside the classroom, such as by conducting webinars, developing online platforms for students to upload their writing, and encouraging them to write on a regular basis. Furthermore, this technique will encourage writing learning without putting students under the burden of instructor criticism, and it will drive them to write more frequently outside of the classroom.

Suggestions for additional research

In reality, every study concludes with a finding as well as a question. Following the completion of the current study and the collection of data, numerous recommendations are made for future researchers. First, because the findings of this study cannot be applied to a large population, future research should be conducted in the Department of English at the University of BORDJ BOU ARRERIDJ. Furthermore, future writing studies should be explored in relation to numerous variables such as the quantity of reading students do, the types of activities they engage in, and the usage of technology such as the internet to improve students' writing skills.

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APPENDICES

Appendix 1: the student's questionnaire

Appendix II: samples of student's essays in
the corpus analysis

Appendix III: elements focused on the
corpus analysis of student's essays

Dear students, the following questionnaire were designed primarily to investigate the students' writing difficulties and the presence of colloquial writing elements in their writings. We would appreciate it if you could complete this questionnaire, and we inform you that your responses will be completely anonymous and used only for scientific research.

Part one: background information

1. **You are:** Male Female

2. **How long have you been studying English?**

.....

3. **How do you rate your English proficiency?**

Outstanding Good Average Low Very low

4. **Do you have a module for reading comprehension?**

Yes

No

5. **Does your writing sessions include/ integrate the ability of reading** Yes No

Is reading important in improving your writing?

Yes

No

If no why?

.....

6. **How frequently do you read English-language books, magazines, or other texts?**

Always Often Rarely Never

Part two: writing abilities and problems students face

8. **Do You seek to increase your writing skills?**

9. Yes

10. No

11. **How do you evaluate your writing abilities?**

Outstanding Good Average Low Very low

12. **Which of the following do you find difficulties to deal with:**

A. Grammar

B. Vocabulary

- C. Punctuation
- D. Spelling
- E. Coherence
- F. Academic style
- G. Organization of writing
- H. All of the above

13. Is time allocated to the writing process enough? Yes No

14. Does your teacher give you chance to evaluate with your classmates? Yes No

15. In your written assignments do you generally follow the steps / stages of writing? Yes No

16. Does your teacher allow you to use dictionary? Yes No

17. How does the use of dictionary help you to enhance your writing?

.....
.....

18. Do you follow the writing criteria you studied before to write in any domain?
 Yes No

19. If yes does the knowledge acquired before in class facilitate the process?
 Yes No

20. How frequently do you write outside of class?
 Always Often Rarely Never

21. In your writing which of the following strategies do you use the most:
 Modelled writing (imitating texts such as newspaper articles, novels, stories...)
 Think aloud writing (you say what you are thinking about during your writing)
 Guided writing (you work collaboratively with your peers and or the teacher to compose written texts)

Independent writing (you rely on your skills and information you have acquired from the teacher in order to accomplish the writing task)

Part Three: Academic writing

20. How often do you use Internet, social media or text messages to practice English writing?

Always

Often

Rarely

Never

21. What sort of language do you use when using Internet or SMS?

Academic English (Formal English)

Colloquial English (informal English)

22. Do you think social media and text messaging have an impact on your English writing?

Yes No

Appendices

Social media is a tool that became very popular nowadays inside and outside Algeria. Social media like Facebook in the first place, Instagram, Twitter and Snapchat give the opportunity to all people to stay connected with each other all time, everywhere and anywhere. Furthermore, people find anything ~~you~~^{they} are looking for and talk to any person ~~you~~^{they} want from any country in the world. However, social media has advantages that ~~are the user~~ and disadvantages that ~~can harm the person who is using this apps.~~

From one hand social media is very beneficial for many reasons. People can use it for communication, where they can with one fingertip call anyone and find any person in the person. Besides, students can educate themselves in various topics, and find all information he needs. For example, a student, in Algeria can attend a conference that happening in France by the use of online courses in social media.

In other hand social media can be very harmful for young people if it is wrongly used and not monitored by adults. Social media reduces family closeness due to huge time children and adults pass on the apps.

In conclusion, surely social media has both advantages and disadvantages. But it all depends on the way people use it. Because the overuse of anything in our lives is harmful and the same thing applies on social media.

Problems with coherence, capitalization. Repetition.

Grammar mistakes. The lack of ~~the~~ using linking words, Quantifiers, Lack of vocabulary. Punctuation.

Using informal English / lack of organization

Appendices

The colorful inventions have made life easier and happier for all the generations, social media is one of these inventions. It's a mean of communication that has gained fashionability but its advantages and disadvantages have always been a context of discussion to all of us.

First as a student I would like to mention education social media has a lot of benefits in education as information is available at fingertips it helps scholars grasping effects fluently and fully.

The other effect of social media is that you get streamlined about the happenings around the world, you get to know about the happenings around the world by doing some exploration you get to know the proper information. Furthermore social media can also be used for noble causes, people can help other people by collecting donations online.

Despite these unique advantages, social media is considered as one of the most harmful elements in society. It violates your privacy, its Excessive sharing of content can make children a target for predators and hackers. It also leads to cyberbullying which has an impact on everyone.

Next is the addiction of social media which is sort of common among young people. social media hampers with the performance of students as they waste their times in social media.

In short social media has each benefits and downsides but it all depends on the user himself:

- Capitalization - Punctuation - Grammatical mistakes

. Repetition:

Social Media is deemed as a modern technology and a necessary tool of communication that developers have created to ease and facilitate our ~~the~~ social life especially in our era where the internet itself is indispensable, however the advantages and disadvantages of social media have always been a debate amongst society.

First of all, we may have to agree that social media is really handy in terms of communication, education or just work, it allows its users to remain connected to the outside world and prevent him from becoming out-dated. It is considered to be the modern tool that exterminated newspapers and TV programs, in addition, it is a modern advertising platform that helps promote certain people in different areas and businesses, it has become the center of advertising, whether to promote a brand,

a private Company or to merely show case your talents and skills as an individual easily, all these award-winning features are at your fingertips.

Just like Social media has a good influence on Society, it also has a downside to it, for example Addiction, you may notice that plenty of individuals in the real world are quite occupied in their phones on a daily basis, as a consequence of misusing Social Media and not prioritizing their daily objectives, especially kids that have no clue on what they are doing on their phones, due to the negligence of their parents towards them for allowing them to possess a smartphone at a young age when their kids have no understanding nor a perception of what Social Media is, as well as not monitoring their kids' internet activities that may lead to -

- Grammar mistakes. Coherence - Penetration
- Informal english. - Organization of writing.

Appendices

Facebook, Twitter, Instagram... Social media have greatly influenced people and the entire world, they take an increasing place in access to information, it has had an enormous impact on our lives, these social networks have advantages and disadvantages.

For the advantages, in the past it allows to make the world small, people from anywhere can connect with anyone (connectivity), then is beneficial to education for the teachers and students.

Social media is also a good source of up-date information from the latest happening around the world, Moreover you can use it for Promotion, you promote your business to the larger audience, and share it.

Now, for the disadvantages, as i'm a computer security student I think that one of the worst aspects of social media is "Cyberbullying" they are untraceable and can do anything they want, they bully others by sending them derogatory photographs and videos, as well as mocking them,

Then, one of dangerous disadvantages is the hacking, personal DATA can easily be hacked and shared on the internet. Social networks have the ability to become addicted to it, and spending time.... etc

Be vigilant and careful when browsing networks, Consume the advantages and frush the disadvantages.

- Thesis statement - Grammar mistakes - Capitalization - Coherence.

Appendices

APPENDIX III : ELEMENTS FOCUSED ON IN THE ANALYSIS OF STUDENT'S ESSAYS

- 1. Capitalization**
- 2. Spelling**
- 3. Vocabulary**
- 4. Punctuation**
- 5. Preposition**
- 6. Linking**
- 7. Uncertain meaning**

Le résumé :

La base de l'apprentissage d'une langue étrangère est l'écriture. Il est important pour les étudiants EFL d'améliorer leurs compétences d'acquisition. En même temps, ils rencontrent des obstacles en écrivant. On pense que c'est la raison la plus courante pour laquelle les étudiants n'apprennent pas l'anglais au cours de leur troisième année.

Par conséquent, notre recherche se concentre sur les défis d'écriture les plus courants, la valeur de l'écriture et certains des facteurs qui influencent l'écriture. Nous avons également discuté des problèmes auxquels les étudiants sont confrontés avec le vocabulaire, la syntaxe, la cohérence et le style académique.

ملخص:

أساس تعلم اللغة الأجنبية هي الكتابة، وهي من أهم الطرق لتحقيق وتحسين ذلك وفي هذا الصدد يواجه الطلاب عقبات أثناء قيامهم بالكتابة، وهذا ما يعاني منه طلاب السنة الثالثة انجليزية من صعوبة تطوير اللغة.

بناء على ذلك يركز بحثنا هذا على أكثر التحديات شيوعاً وبعض العوامل المؤثرة على الكتابة وقيمتها في تطوير مهارات الطالب، ناقشنا أيضاً المشاكل التي يواجهها الطلاب من اتساق، بناء الجملة، المفردات، والاسلوب الأكاديمي.