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Exploratory Research into Teachers and Students'

Attitudes on Secondary-School Pupils' Difficulties in Writing

The Case of Pupils at LAGOUIL MANFOUKH Secondary

School Djamourah Biskra

Dissertation Submitted to the Department of Foreign Languages as a Partial Fulfilment

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Dedication

I present this work to the best people I have known in my life as angels that Allah has placed for my benefit to realize my interest to:

My dear flower "my mother" may Allah grant her with health and peace of mind and may Allah make me righteous and obedient

My dear teacher and supervisor "Pr. Saliha CHELLI", who was my second mother while I was far from my family. Glory be to Allah that Allah creates the resemblance of compassionate hearts for me, may Allah perpetuate her self-esteem and rest in her kind heart.

And to my beautiful sisters and my little brother Ammar. May the Merciful God prolong his life.

I also extend my full respect to my father; despite his seriousness and care, I would not have reached success.

Acknowledgments

Abstract

Writing skills play a crucial role in learners' academic achievements and future professional endeavors. Nevertheless, numerous high school students encounter various challenges in writing, impeding their ability to effectively articulate their ideas. This exploratory study aimed to examine the attitudes of both teachers and students toward the difficulties faced by secondary school pupils in writing and the underlying factors contributing to the challenges in that context, as well as the strategies employed by teachers and pupils to address them. This research relied on two semi-structured questionnaires to gather data from the whole teachers in addition to a sample of thirty pupils n=30) within a secondary school environment, namely Manfoukh Secondary School. The results revealed a number of difficulties encountered by pupils in that level. The outcomes of this research may contribute to the existing body of knowledge regarding writing challenges among secondary school pupils in Algeria. Besides, its implications can guide educational institutions and educators in formulating effective pedagogical strategies aimed at enhancing learners' writing skills.

List of Abbreviations

EFL: English as a foreign language.
L1: mother tongue, or first language (Arabic in this study) .

L2: Second language, or foreign language (English in this study).
RQ : Research Question

C.A constructive analysis

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The Arabic Version

1. Statement of the Problem

Writing is a complex skill which requires a number of competencies because its components are numerous including: grammatical ability which means producing sentences acceptable in terms of accuracy in addition to diction and the choice of correct and appropriate words and also mechanical ability which includes punctuation and capitalization. Moreover, the writer is required to gain stylistic and organizational abilities, enabling him to use sentences and paragraphs appropriately and to organize them according to English writing conventions. Chelli (2012) said that, 'Writing is considered a challenge for Algerian secondary school learners, who face difficulties numerous difficulties in writing an adequate piece such as a paragraph. Kaib and Chelli (2022) asserted that EFL learners have difficulties in developing their language skills at all levels, especially writing in terms of spelling, punctuation, and flow, as well as, generating and organizing ideas into a comprehensible piece of writing. This urged us to explore teachers and pupils attitudes at Lagouil Manfoukh Secondary School on the learners' difficulties. This may be helpful to find remedies to that situation.

2. Aim of the Study : The current study aimed to identify Algerian EFL problems and obstacles as well as the factors that hinder pupils writing and the possible solutions to these difficulties .

3. Research Questions

1.What are EFL' writings difficulties at Lagouil Manfoukh Secondary School

2. What are the causes of Lagouil Manfoukh Secondary –School pupils difficulties in writing ?

3.What are teachers' attitudes towards their pupils writing difficulties?

4. What are the students' attitudes towards their own writing difficulties?

5. What are the possible solutions?

4. Research Methodology

Choosing the appropriate research design including the research method, the population, the kind of sampling and the types of research instruments to gather data require too much precision on the part of the researcher.

4.1 Choice of the Research Method

The decision to choose a particular research method is generally determined by its being fit for the purpose of the research problem, research aim and the formulated questions. This

research is descriptive in nature as it will describe teachers and students attitudes towards the difficulties faced by the latter in writing in English and the suggestion of possible solution.

4.2. Population and Sample

The population used in this research was third year pupils from Lagouil Manfoukh Secondary School, Djamoura, composed of 30 pupils chosen from a total number 30, with the aim of knowing the problems they face in writing. In addition to that, all the teachers of English (5 teachers) in the above mentioned school were used in this research.

4.3. Data Gathering Tools

To gather data, a semi-structured questionnaire was administered to 5 teachers in addition to another semi-structured questionnaire to the pupils' selected sample to know about the difficulties faced by those learners in writing, their cause and the possible solution to that issue.

4.3. Data Analysis

The data obtained from the two semi-questionnaires were coded in the phase of their preparations to be analyzed. Then, the variables and the corresponding coded were entered in SPSS to be analyzed. After that, frequency tables and charts were run to be interpreted later.

5. Structure of the Dissertation:

This dissertation is presented in two main chapters. The first one is devoted to the literature review which provides the theoretical framework for this research work, including the two main variables: EFL learners problems in writing and the main factors hindering the development of this skill. It starts with introducing writing as one of the important skills in EFL learning, its forms, types and the process of composing in addition to the writing approaches as they evolve during time. Then, a review of the types of errors generally used by EFL learners as well their sources are described referring to studies in error analysis.

The second sections deals with the types of problems faced by EFL learning in writing in English which can be considered as linguistic, psychological and pedagogical. The linguistic problems can be errors in grammar, vocabulary and language use; the psychological can be internal factors such as motivation and the learners' interest in writing while the pedagogical problem may refer to the complexity of composing and may also reveal a relationship between instruction and writing. In other words, the teacher's competence is one of the important factors

in teaching writing in addition to feedback necessary to assist learners. Moreover, we can also add that the time allotted to teaching writing has to be sufficient to enable them to practice more to develop writing.

The first chapter ends with most of the factors hindering learners' writing. There are many contributing factors that interrelate in the dynamic process of learning to write. Among them, we can cite, the teacher's competence. It is crucial to consider sociocultural issues while analyzing the problems in writing because language and culture cannot be separated. Besides, lack of experience in writing cannot allow learners to improve their writing, which is a creative activity involving a whole process to be completed. Another important factor worth mentioning is learners' attitudes toward what they learn.

The second chapter, entitled analysis and interpretation of the results is devoted to the analysis and interpretation of the data gathered from both teachers' and pupils' questionnaire about their attitudes and perception on problems and factors hindering leaners' writing development. This chapters ends with a general conclusion and recommendations on how to help learners' at both middle and secondary schools improve their written productions.

Chapter one

Literature Review

Learners' Problems

in Writing and the Factors Inhibiting it

Outline

Introduction

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It is through writing that the individual comes to be fully effective in an intellectual organization, not only in the management of everyday affairs but also in the expression of ideas and arguments (Tribble, 1996,p.13).

Introduction

The ability to write effectively is becoming more and more important, and writing instruction is assuming an increasing role in both second and foreign language instruction. Writing is one of the essential skills for students to communicate in the globalized world and to attain academic success. However, EFL learners including the Algerian ones face many difficulties in producing an adequate piece of writing, starting from middle and secondary schools levels. This chapter intends to investigate difficulties facing those kinds of learners and the main factors hindering writing in English as a foreign language.

1.1.Writing Concepts and Meaning

Writing is a science-based skill that aims to help students learn English according to precise standards that motivate them to develop a desire to learn (Reed, 1993). It is in
 in the sense that the students try to read some texts or translate them from English into the mother tongue in order to facilitate the foreign language and make it serve the interest of the student. Writing is essential for both communicating information and altering it to produce new knowledge in a printed world (Weigle, 2002).

Chelli (2013) also stated that the writing skill is an important element that students must focus on, as it is the only means of linking other skills through the actual practice of learning and teaching foreign languages and the necessity of evaluating the performance of the student without neglecting his creativity. Writing is a difficult process that involves several procedural and cognitive tasks, such as brainstorming, planning, organizing, drafting, and revising. As researchers work to comprehend the thinking processes that were exposed to students' focus, the cognitive components of writing have garnered significant attention (Zahra and Hayes, 1981). According to Hadley (1993), Writing needs composition, which denotes the capacity to either transmit or retell informational fragments in the form of tales or descriptions or to change information into new texts, as in expository or argumentative writing.

Writing is a crucial skill for language learning since it is a method of communication, that enables students to arrange their thoughts and opinions on a certain subject. Unlike speech, writing requires greater practice from learners; it is why learners must develop their writing skills in order to become good writers. Byrne (1991) claims that symbols used in writing must be put together or organized to create words, words to create sentences, and sentences to create

essays and paragraphs. Fischer (2001, p. 12) believes that there is no concept of writing. Inventing ideas, considering how to convey them, and structuring them into sentences and paragraphs that are understandable to a reader are all mental tasks that go into writing (Nunan (2003, p. 88). In light of this, learners must grasp the craft of writing because it allows them to communicate their ideas, emotions and interpersonal communication in an organized and adequate way.

1.2. Forms of Writing

There are different types of writing which are identified by Pitamber (2019, pp.82-83) and (hedge,2005, pp.86-87). Pitamber believes that writing is the reflective mirror of the student so that his need or purpose is proven in a place, time, people, means, subject and style, which was also proved by Tico (2007) and Smalzer (2014. Among the most prominent of these patterns: are descriptive writing, writing a novel, explanatory writing, argumentative writing, reflective writing and persuasive writing

Descriptive writing is a type of writing in which the writer describes a person, a place, a thing, an event, a fact or a process by paying close attention to the details . The purpose of the description is the conversion of symbols and abstract words into images and sensations and the application of the reading aspect to the psychological, physical and mental aspects (Pitamber 2019). Narrating is another form of writing, which is represented in stories, novels, science fiction, biographies, important events and important issue. In this style, the writer is interested in preserving the sequence in terms of space and time (Pitamber, 2019 and Smallers, 2014).

Unlike narrating, explanatory writing aims to express or tell the public about information or interpret it and explain it to them in an objective manner. In this kind of writing, students do not simply report something, but analyze and evaluate it. It is directed to the public in an impressive manner to maintain their belief and interest in that information. In argumentative writing, the writer takes a position on a topic or an issue, explains and supports it with credible arguments referring to reliable sources.

Reflective writing and persuasive writing are other types of writing. On the one hand, in reflective writing, the author is involved in analyzing an experience critically. It allows him to identify and appreciate positive experiences and goes deeper into how to reach improvement. On the other hand, persuasive writing aims to persuade the reader to adopt a certain point of view or to do an action by presenting convincing arguments.

All these types have a special and specific goal. Because one type of writing cannot be applied to all topics. For this reason, the teacher plays the role of guidance and guides the student in writing it.

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1. 3. Types of Writing

There are various types of writing based on the intended purpose and the audience to which they are addressed. These include personal writing, study writing, public writing, creative writing, social writing and institutional writing.

Personal writing is a kind of private writing directed to oneself. It may be a memo, diaries, and other literature. Writing is often used in the mother tongue as a result of what it causes in stimulating students according to the English language class. While study writing is a type that is more academic according to the instruction and methodology that the students carry out, by rephrasing the notes and basic points of the lessons that concern them, or writing references or articles. Another kind of writing, public writing, consists in writing letters, whether inquiries, requests, or letters addressed to the public (Hedge, 2005, p. 86).

Creative writing is a kind of writing in which the writer is creative in his ideas and words. This may be in writing stories, or novels in which the writer uses an expressive form of literature with his own creativity and imagination to portray a particular message. Social writing aims to protect or develop the relationship between members of society, beginning with family members, then friends, then neighbors. On the contrary, institutional writing is writing with a professional goal. It consists for example in setting an agenda or working hours related to a certain profession or work based on its own rules or laws, such as students of foreign languages who use English as a purpose to explain their needs.

1.4. Writing Process

There has been a radical change in the meaning of the word writing in the English language as a second language and a foreign language. Originally, it is concerned with developing the productive competence of the language, enabling students to use it, and guiding them by following basic stages of writing according to an effective methodology that helps them in the performance process to develop this skill. The writing process includes four basic stages: planning, drafting, editing, and revising (re-drafting). For this purpose, teachers carry out a set of activities or assignments to support their skills and creativity in the art of writing (jack & Willy, 2002, p. 315). These stages would help the students to express and appreciate their desired needs in an organized way.

The first stage, planning, depends on thinking and employment. This stage is considered the cradle of ideas and information. The writers develop their methods in the art of expression according to a chosen topic, and the aim of this stage is to collect the largest possible number

of Information on a topic In a coherent manner that achieves compatibility. Students are also subjected during writing or carrying out activities to the planning process in order to help them in the future to form Ideas and arrange them In order to give quality and value to what they write and serve as a draft or a list of Ideas and information (Asriati, 2013.pp. 4-5). Hedge (2005,p. 33) also said that it is advisable to do this stage to discuss the issue of being the result of ideas.

Drafting, the second stage, consists of writing and expressing ideas which are generally reviewed later with aim to arranging and improving that first draft. The third stage is that in which the learner organize it and checks grammar, punctuation, spelling, cohesion and coherence for the sake of being evaluated by the teachers. The final stage, revision, consists of adding deleting or modifying certain parts. A deeper and more comprehensive review appears to be a crucial step in this phase of careful editing. Nowadays, technological tools like computers can help editing to a higher level with the help of scientifically developed software applications (Pitamber, 2019).

4. 5. **Writing Approaches**

Teaching writing has seen numerous approaches and methods in parallel with the change in language teaching and learning theories. They shifted from the controlled approach and free approach to the paragraph-style approach, then to the product approach and ultimately to the process and genre approaches. All these approaches have strengths and weaknesses; therefore, the eclectic form is generally preferred such as the process-genre approach.

The controlled approach is based on the need for students to learn the simplest thing; it is why the teacher guides them through the construction of basic sentences with the aim of using them later to build a complete paragraph by presenting difficult assignments. The more the student learns the process of employing sentences, the less he falls into errors (Rajkumar, 2013)). On the contrary, the free writing approach is highl concerned with the possibility of creating free writing. It calls on learners to focus on free expression without restrictions or mechanics.

Unlike the previous approaches, the paragraph style approach is more concerned with the need for organization than grammatical accuracy and content fluency. This motivates students to decipher sentences and crossword puzzles, rearrange sentences or formulate them in a sequential manner to build a paragraph in the correct form (the same thing with the sequence of paragraphs that are presented randomly to build an essay or text (Rajkumar, 2013).

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The product approach is an approach that focuses on students' final product. According to Steel (1992), there are four stages in teaching writing in the product approach: familiarization, controlled writing, guided writing and free writing. Students are given a model text as an example, they do controlled activities, then they imitate the model in preparing theirs. Some authors, such as Murray (1980), believe that the productive approach ignores the fact that learning the writing skill is difficult to learn and that it only focuses on the process of building models, and this hinders the process of creativity and innovation.

The process and genre approaches to writing replaced the product approach respectively. The former is a cognitive approach which considers writing as a creative act which requires time and positive feedback, moving from planning, drafting, editing and revising. The latter is based on the purpose of writing and the addressed audience. (Tickoo, 2007) believes that learners should broaden their view of writing and its purpose. The gender approach is defined as referring specifically to the domain, type and source of information, and context. According to (Pitamber G, 2019)

It is necessary for the teacher to specify the language used, as it is important to determine the type of text, for example, the teacher's writing style differs in terms of rhetoric, language.

1.6. Basics and Components of Writing

The components and basics of writing in the English language differ according to each specialist in the field of linguistics, they include grammar, mechanics, capitalization, punctuation, spelling, content,, organization, vocabulary and language use.

Grammar is concerned with the ability to write correct and appropriate sentences. . Brown (1989, p. 34) says that grammar is a system of rules governing conventions and the relationship between words in sentences. The writer should pay attention to prepositions, tenses such as using verbs, nouns, and adjectives, as well as conjunctions and articles. Mechanics is the ability to use phrases correctly in writing through entertainment, spelling, and capital letters. When providing the appropriate atmosphere for writing, the readers themselves carry out the process of conveying ideas and various messages.

In addition to that, the writer should not neglect punctuation, considered an important factor in writing as it helps the readers understand what they are reading to reach objective unity; otherwise, this will lead to misunderstanding or ambiguity. Capitalization and spelling also need to be taken into account in that it makes writing clear and effective.

Moreover, choosing the appropriate content is of great importance. This refers to avoiding irrelevant ideas without forgetting coherence to reach writing consistency with the topic and also unity. This leads us to the importance of organization which makes the chosen ideas related

to the topic to form a unified structure. Another thing worth mentioning is vocabulary choice. The need to choose vocabulary carefully to express what is intended to be written is also necessary to achieve unity to make the readers interact more spontaneously to realize the meaning, so if the individual lacks vocabulary, it is natural that there is a problem with writing or facing dysgraphia (Maharida, 2013). Furthermore, the writer should be careful to the language in use as its type of writing has its own convention. Summing up, to reach text unity and comprehensibility all the factors mentioned in this part should not be neglected in writing in general.

1.7. Error versus Mistake

EFL Leaners writing in general is not free of errors and mistakes. They may make errors or mistakes; therefore, it is necessary to distinguish between the two words; according to Gas and Selinker (1994), errors are "red flags" that provide evidence of the learners' proficiency with the target language. In other words, errors are valuable because they are packed with data very important for the teacher. Ellis (1994) defined a "error" as "a divergence from the norms of the target language" when it comes to language use by language learners (p. 51). According to Selinker (1969), errors are crucial in three ways: (1) they are crucial for language teachers because they show their students' growth as language learners; and (2) they are crucial for language researchers because they shed light on the process of language acquisition; and (3) thirdly, serious mistakes made by the language learner when formulating the hypothesis. Contrary to an error, a mistake is a slip that can be self-corrected while an error cannot be corrected by the learner.

1.7.1. Types of Errors

Applied linguistics researchers typically distinguish between two categories of errors: performance errors and competence errors. Performance errors are those that students make when they are rushed or weary. This kind of errors is typically not serious and is easily remedied by the student. Contrarily, competence faults are more serious than performance errors since they are a reflection of insufficient learning.

Several studies make a distinction between local and global errors (Burt and Kiparsky 1974). Local errors do not obstruct communication or interpretation of an utterance. On the other hand, global errors are more significant than local faults since they obstruct communication and change the intended meaning of statements. The use of articles, prepositions, auxiliaries, and noun and verb inflections are all examples of local errors. For instance, a statement with the improper word order is an example of a global error.

Moreover, faults in language acquisition affect all aspects of language: phonology, morphology, lexicon, and syntax. Arab ESL learners making no distinction between the phonemes /p/ and /b/ is an example of a phonological error; we hear them saying, for instance, pird and brison instead of bird and prison. Mistakes like womens, sheeps, and furnitures is an illustration of a morphological error. A lexical error is when the wrong words are used in the second language or when the learner's original language is improperly directly translated. Lexical mistakes include statements like "This is the house my father built" and "The clock is now ten."

Furthermore, instances of grammatical errors made by Arab ESL students in English relative sentences include faults in word order, subject-verb agreement, and the usage of the resumptive pronoun, as shown in: The boy that I saw him is called Ali.ref
-Perez Sanchez (2013) justified the types of errors in the form of a diagram, As classified by Ester Sarai Castro Trejo and Eva María Mestre I Mestre (2013, pp. 13-22) as follows:
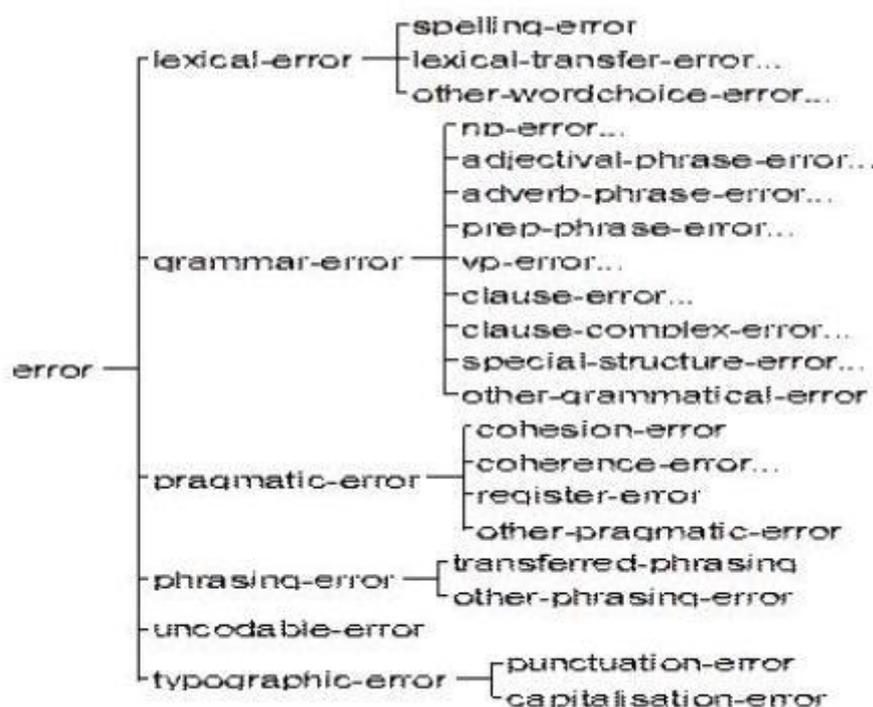
Diagram 1.1: Types of Errors (Perez Sanchez (2013)

According to diagram 1.1, six types of errors were identified: Lexical errors refer to the word wrong choice, not appropriate in a certain sentence. This may include a word that is not well spelt, or similar to the writer's mother tongue. Lexical transfer errors are those which can be false friends, words existing in the two languages but with different meanings, or direct borrowed words. The second type consists of grammar errors which are varied; they can be in

the use of prepositions or the different types of phrases errors and in so many grammatical structures.

On the one hand, pragmatic errors concern sentences that sound grammatically sound but that are deemed improper in a certain situation or that go against the target culture. Errors. On the other hand, a list of errors can be mentioned such as cohesion errors, coherence errors and register errors. In addition to that other types of errors have been mentioned by that author including phrasing errors, uncodable errors and typographic errors.

1.7.3. Sources of Errors

Errors have been studied in terms of their source, depending on the reasons that justify their existence. According to Sharma (1981), the errors committed by learners are due to a group of sources that have been agreed upon before, leading to other sources. Lessker (1972), said that the errors that were transferred due to social friction resulted from negative interference of the tongue, and in an illustrative form that the learner practices the second language by applying the same methods of applying the rules to the mother tongue. It is one of the common error that produces a negative effect caused by the learner's first language, which prevents him from mastering the rules, patterns and basics of the target language. Corder (1971) mentioned that errors are directions for the learner while using the methods and rules of the mother tongue. Noor indicated (1996) that the influence of the mother tongue is the source of error because it is widely spread, and for example what is practiced in reality while learners learn from Arabic to English by searching for points of similarity for the two languages. Harjit (1991) also mentioned that the process of transferring words or vocabulary from the mother tongue is one of the most prominent sources of errors in the target language errors.

Brown (1980) noted four different types of errors sources: Interlingual transfer is the first factor, followed by intralingual transfer, the learning context, and communication strategies. Interlingual errors, according to Touchie (1986), are primarily brought on by mother tongue interference. This is agreed by Chelli (2010), who said that interlingual errors are the outcome of language transfer, which is brought on by the learner's first language. Whereas Al- Khresheh (2010) made the argument that literal translation can result in interlingual problems.

Richard (1974, p. 6), finds that intralingual interference refers to learner-produced items that do not represent the structure of the learner's home tongue but rather generalizations based on limited exposure to the target language.

Intralingual errors are categorized by Richard (1974: 120) into four groups:

overgeneralization, disregard for rule limitations, insufficient application of the rules, and false concept hypothesized or semantic errors.

Overgeneralization: This occurs when a student constructs an erroneous structure based on his prior knowledge of other target language structures. Littlewood (1984) uses the example of adding "s" to even irregular plurals to illustrate how to pluralize words while simultaneously generalizing the "-ed" past tense.

Ignorance of Rule Restrictions*:* According to James (1998: 63), ignorance is specific in the sense that someone is typically said to be ignorant of structure when they do not adhere to the target language's structure. With this kind of mistake, the student disregards the limitations of preexisting systems. Certain rule restriction errors could be explained in terms of analogy and could be the result of rules being learned through role-playing.

 Incomplete Application of the Rules*:* An error might happen when a learner doesn't fully apply the rules because of the stimulus sentence.

False Concept Hypothesized:

   Misunderstanding of target language item distinctions by learners results in false conceptualization. False concepts are assumed as a result of learners' incorrect interpretation of target language item distinctions.

     Faerch et al. (1984) broadly identified two basic reasons that are the result of both internal and environmental variables. The motivation of the students, their aptitude for learning, and their perception of the target language and culture are all internal influences. Error-causing external variables typically involve ineffective instructional strategies or resources. Besides, Taylor (1986) distinguished the psycholinguistic, sociolinguistic, epistemological, and discourse-structure-related origins of errors. The nature of the L2 knowledge system and the challenges learners face when employing it in production are the focus of psycholinguistic sources. Sociolinguistic sources cover topics like the learners' capacity to change their language to fit the social situation. The epistemic sources relate to the learners' ignorance of the world, while issues with information arrangement are present in discourse sources into an organized text.

1.8. Error analysis

   Stephen Pit Corder initially used the term "error analysis" in the 1960s. When contrastive analysis was unable to fully account for all flaws, it became apparent. For teachers looking to improve their teaching methods, error analysis is regarded as a valuable resource .

    Additionally, mistakes made by students can be a teaching tool. However, systematic errors must be of the frequent variety in order to be noteworthy, as systematic errors are what set them apart from other errors. Errors, on the other hand, are a reflection of a learner's inherent

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proficiency in the target language, but mistakes can be a lapse of performance that typically happens under specific conditions. According to Corder (1967), error analysis is a technique used by teachers and researchers that entails a number of steps, including the gathering of samples of language learners, the identification of errors, the description of them in terms of their types and causes, and the assessment of their significance.

Given that the students made mistakes while learning the language, some references (Safrida, 2016; Helmanda et al., 2018) suggest that the errors produced can be studied using a method called error analysis. According to Richards (1977), error analysis is the study of mistakes made by speakers of second and foreign languages. As a tool for teaching or creating teaching materials, error analysis can be used to (a) determine how well a person knows the language, (b) understand how someone learns language, and (c) learn about common challenges in language acquisition. The error analysis function is highlighted in this definition.

An additional error analysis concept is provided by Brown (1994). Error analysis is described as a procedure for identifying, classifying, and evaluating departures from second language rules with the goal of illuminating the learner's operating system. It appears that this idea and that idea are related. Error analysis is a method for locating, categorizing, and methodically fixing mistakes that was first proposed by Crystal in 1987. Identifying the prohibited forms that a foreign language learner produces using Principles and techniques that language provides. The three definitions listed above clarify that mistake. Identification, classification, and interpretation of or description of errors made by someone in Speaking or writing. This is done to learn more about the typical challenges that Someone who uses English in both writing and speaking.

According to (Coder, 1981), the error analysis process consisted of the following four steps: identification, description, explanation, and classification. In order to recognize an error, one must first understand what is meant by the word "error." Errors are defined by Corder as statements that are either superficial or grammatically incorrect. He makes a distinction between errors, deviations, and errors. Second, according to Corder, the goal of error analysis is to provide linguistic and psychological justifications for errors in order to aid in student learning. We need to identify systematic errors in order to comprehend the rules. Due to the likelihood that pupils' mistakes may vary greatly, this is a challenging undertaking. Third, since little is known about the psychological and neurological mechanisms behind language learning, the answer is still mostly conjectural. Fourth, based on discrepancies between student speech and the reconstructed version, Corder categorizes mistakes. The faults can be divided into four groups as a result: leaving out certain essential components, adding unneeded or inappropriate

components, picking the wrong components, and setting the wrong components. The degree of linguistic mistake is covered in the subsections of Syntax, lexicon, and morphology.

In order to categorize the errors in the production data of second language learners, Brown (2007, p. 262-263) created four categories. The initial step in Browns' analysis is to spot errors in addition, omission, replacement, and ordering. The second area, according to Brown, is the student's language proficiency (phonology, Lexicon, grammar, and discourse), which should be taken into account when identifying faults. Third, Brown (2007, p. 263) highlighted that errors can also be studied using global errors or local errors, using Burt and Kiparsky's 1972 paper., Lennon, who was quoted by Brown (2007, p. 263) in 1991, advises identifying errors by taking into account the two related dimensions of error, such as domain and extent. Domain is the rank of linguistic unit (from phoneme to discourse) that must be taken as context in order for error to become apparent, and extent is the rank of linguistic unit that would have to be deleted, replaced, supplied, or rearranged in order to repair the sentence. Lennon's review of two linked dimensions of mistake will be used to examine the linguistics elements influencing undergraduate students in writing their theses in the context of the investigation of the reasons causing students' difficulties in thesis writing.

1.9. Literature Review in Error Analysis

The findings of earlier studies on error analysis revealed a variety of error kinds and causes among pupils. For instance, (Helmanda et al., 2018) research at Muhammadiyah University in Aceh's Tarbiyah Faculty discovered four categories of grammatical errors: omission, misformation, misorder, and overgeneralization. The majority of the students' mistakes of omission involved the use of verbs, subjects, objects, prepositions, plural nouns, articles, conjunctions, superlatives form, passive verbs, and the verb to be. The pupils misformed words in the form of misformed verbs, nouns, articles, object pronouns, and chosen words. It was wrong to put verbs, adjectives, nouns, and modals in the wrong position for the wrong kind. Finally, the students overgeneralized by overusing the adverb, objects, articles, prepositions, and to be. Further, It was wrong to put verbs, adjectives, nouns, and modals in the wrong position for the wrong kind. Finally, the students overgeneralized by overusing the adverb, objects, articles, prepositions, and to be. Additionally, the results showed that interlanguage and intralinguistic transfer were the two main causes of students' speaking grammatical mistakes.

Based on the findings of their study on Iranian EFL learners, Rostami Abusaeedi and Shariati (2003) categorized the origins of errors as follows: Anxiety, a lack of an English environment, a lack of desire, interference from L1, developmental and intralingual errors, transfer of training, interference from L1, bilingual dictionaries, and lack of correction of students' weak

understanding, transmission of stylistic and cultural components. Three categories of error sources were identified by Tajadini Rabori (2006): mono-source, bi-source, and multi-source. The choice of words and the students' grasp of syntax were pointed out as the issues with their speaking performances. Next, according to a study by Chania and Amri (2019), omission errors—which accounted for 77 errors, or 50.66% of all errors—were the most common sort of mistakes committed by SEA Debate students. The students were impacted by overgeneralization, simplicity, and insufficient learning as error causes.

Chelli (2010) finding on whether errors in the use of prepositions are interlingual or intralingual.

1.10. Algerian Foreign Language Learners' Problems in Writing

Although the teaching of writing has undergone major changes and in spite of the change undergone in middle and secondary education, writing is one of the biggest challenges faced by a big number of Algerian students throughout their academic life in higher education because it is one of the main criteria used to measure progress (Chelli, 20I2). This is reflected in examinations, writing essays, doctorate contests and in dissertations/ theses. Writing is a complex, multifaceted task and a challenging skill to acquire. Therefore, it must be given more importance. The questions which emerge from the aforementioned problems are: What are Learners' problems in writing? 2. What are the factors inhibiting writing?

Students' major problems can be classified as linguistic, psychological, and pedagogical problems.

1.10.1. Linguistic Problem

The linguistic problem refers to the correct use of grammatical rules. By using good and grammatically correct English students bargain their educational needs effectively (Adams & Keene, 2000). Mastering the grammatical rules is a requirement for leaners of English to be able to write in a good way. Students' grammatical and syntactical mistakes can be observed easily through their writing content at various levels in the class. This includes:

> - Limited vocabulary: the majority of learners are unable to use proper words in their writing.
>
> -The role of punctuation marks is perceived as very crucial to comprehend the meanings of the written text.
>
> -Spelling is considered a very important component in reading and writing.
>
> - Content of any kind of writing is a requirement in addition to its organization.

These kinds of problems include grammatical problems. According to Kharma (1987) in Melese (2007, p. 12), kids struggle with subject-verb agreements, pronoun references, and

connectors. Another problem concerns word usage .Students struggle to write in a second language or a foreign language with the proper words in the right places. A diction issue results from the desire to impress the reader. Besides, cognitive problems is another issue including for example the use of punctuation is problematic because it has never been as standardized as spelling.

Moreover, the English spelling system, which has grown uneven due to the influence of other languages, different pronunciations, and other historical factors, is difficult for students to understand (Gowere et al., 1995). EFLlearners also struggle with choosing the content while communicating their thoughts and ideas. Another organizational problem lies in the development of a paragraph's topic, the organization of the entire discourse, identifying a discourse's theme, and discerning between a topic's supporting concepts, generalizations, and specific specifics.

All the above mentioned linguistic problem are to be considsered in teaching in both middle and secondary school in order to equip learners at that level with the basic foundations of writing.

1.10.2. Psychological Problem

The writers' relevant factors fsychological factors are another name for internal factors. According to Brown (2007:153), students' emotional elements can be used to determine their psychological variables. According to Brown (2007:154-174), the psychological factors that will have an impact on undergraduate students' ability to write a strong thesis include the following: (1) Self-Esteem; (2) Attribution Theory and Self-Efficacy; (3) Willingness to Communicate; (4) Inhibition; (5) Risk Taking; (6) Anxiety; (7) Empathy; (8) Extraversion; and (9) Motivation.

Psychological factors are of great importance in teaching in general and in writing specifically**.** According to Zamel (1997), the writing class should take into account the learners' purposes for writing. Writing tasks can be developed rapidly when students' concerns and interests are acknowledged, when they are given numerous opportunities to write and when they are encouraged to become participants. This will engage them in writing when they are interested in the task allotted to them; as a result, this increases their motivation and self-esteem.

1.10.4. Pedagogical Problem

Among the other problems faced by EFL learners in writing classes is inadequate time allotted to teaching writing, consisdered as a difficult skill. Hedge (1988, p.11) states that the idea of time needs to be given attention because writing activities by nature have different stages which need ample time. Learners need time for gathering ideas, organizing their ideas and

editing their writing. Lack of practice, which can be the result of lack of time may be one of the most factors of learners' difficulties in writing. According to Davies (1998, p. 25), "writing is essentially a creative process and good writers must learn to communicate their ideas clearly to an unseen audience. This takes a lot of practice. Grabe and Kaplan (1996, p.6) believe that writing does not come naturally but rather gained through continuous effort and much practice.

   Teachers' feedback is another necessity in teaching in general and writing in particular. Ancker (2000, p.20) asserts that when teachers decide to correct their students, " [they] have to be sure that [they] are using correction positively to support learning." Ferris (1995, p.49) adds that teachers should not abandon constructive criticisms but should place it side by side with comments of encouragements.

1.11. Factors inhibiting English as a Foreign Language Writing

   In addition to the problems faced by EFL learners in writing, process research provides insight into the complexity of composing and may also reveal a relationship between instruction and writing. However, recent surveys of writing instruction indicate that what we have learned from process research is not informing pedagogy (Zamel, 1987).

if we refer to the Algerian educational context, we can say that research in the field may not be sufficient or not taken into consideration and the findings and recommendations are not put in practice in the different levels of the educational system, putting emphasis in the preliminary ones, namely the middle and secondary schools. We can cite some of the most important factors inhibiting learners' writing skill.

1.11.1. Teacher's competence

   There are many contributing factors that interrelate in the dynamic process of learning to write. Among them, we can cite, the teacher's competence. According to Watson (2015), teachers' level of writing fluency, attitudes, and beliefs toward writing in English can directly influence classroom instruction (Watson, 2015). Reid (2009), suggests that they prepare to teach writing, new teachers should respond to writing assignments that we deliberately designed to be difficult, exploratory, or critically reflective, so that they may better develop flexibility and engagement as learners, teachers, and theorists in the field of writing instruction (Reid, 2009). It is why pre-service training is a necessity.

   In addition to that, teachers should become researchers themselves and investigate the relationship between teaching and writing development in their own classrooms. But in order to be able to do that, they should receive adequate training in order to be able to teach writing adequately. This leads me to say that novice teachers pre-training, which is not given due importance in the Algerian educational context, is something primordial as it is an opportunity

to enable teachers to develop both theoretical and practical knowledge about classroom teaching. Moreover, in-service training is also essential as it helps teachers to update their skills and knowledge for improving teaching and learning which leads to better job performance. It should be noted that this cannot be efficient if the trainers (inspectors) do not receive adequate training to make theirs efficient.

If we refer to the handbooks used in both middle and secondary schools, we find a number of units containing each a section called writing, but this section is not given due importance. Direct instruction and scaffolded learning are essential for children to develop awareness of metalinguistic features of language and to compose for different genres of text (Myhill, Jones, & Wilson, 2016). A session in teaching writing in needed   to the teaching of English in both middle and secondary schools. A question emerges from the pedagogic factor hindering learners writing : How can leaners writing writing be developed ?

- ✓ Starting with a real reform in both middle and secondary schools.
- ✓ Reviewing the syllabuses of the different levels.
- ✓ Pre-service and in-service trainings are primordial.
- ✓ Training teachers in both theory and practice/ Organization of workshop.
- ✓ Coordination between the university and secondary schools.
- ✓ Reducing the number of pupils per group.
- ✓ Equipping the classroom.

1.11.2. Sociocultural Factor

It is crucial to consider sociocultural issues while analyzing the problems in writing because language and culture cannot be separated. Culture plays a significant role in the acquisition of a second language). The three areas where sociocultural factors will be highlighted in this study of the challenges associated with writing theses are as follows: (1) Social distance between undergraduate students; (2) culture in the language classroom of the undergraduate students; and (3) communicative competence between undergraduate students;

1.11.3. Lack of Learners' Motivation :

Learners have to be involved in learning in general and in writing in particular.Leki (1991, p. 9) asserts that the writer's desire to communicate something is essential because it is more difficult for pupils to write about issues they are not interested in. Allowing students to choose their own themes is "reasonable and motivating. According to (Silva, 1997 and Thomsan, 2003), ' when they have this freedom, they create superior work'. Similarly Thomsan (2003, p.25) and Hudelson (1989) found that allowing pupils to pick their own topics resulted in higher-quality writing. Additionally, Pincas (1982, p. 4) contends that giving writers of all ages

and abilities a realistic setting boosts motivation. This ensures that students will be inspired to write if they are motivated to do so. On the contrary, Byrne (1988, p.2) asserts that most writers do worse when forced to write on topics they do not like to write about. In sum, if writing assignments inspire and maintain students' interest, then writing will be developed.

11.1.4. Lack of Experience:

Lack of experience in writing cannot allow learners to improve their. According to Davie (1998, p. 25), writing is ultimately a creative activity, and successful writers must learn to express their thoughts intelligibly to an invisible audience. This requires a lot of practice. According to Grabe & Kaplan (1996, p. 6), writing is a skill that must be developed via repetition, in addition to working hard and practicing a lot. He says, that "Practice is the key to learning any talent. Driving itself is the best way to become a better driver. Similarity, frequent writing is the best way to develop as a writer'. It implies that writing is not a skill that comes easily but is instead developed via constant work and extensive practice. Therefore, this requires learners to be trained in order to help them develop knowledge about the writing process.

1.12.   Importance of the concept of Attitude:

Learners' attitude toward what they learn cannot be neglected. Many definitions of attitude are taken into consideration by researchers in the disciplines of psychology and education, particularly language learning (Alhmali, 2007). These definitions describe various meanings from various settings and perspectives. According to Montano and Kasprzyk (2008, p. 71), "Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes." This statement is based on the theory of planned behavior. Therefore, on the on the one hand, someone who strongly believes that carrying out the action will have the desired effect. On the other hand, a person who is steadfast in ideas that the conduct would lead to unfavorable outcomes will be a detrimental Attitude".

Additionally, according to Gardner (1985), the attitude is an evaluation of a referent or attitude object that is inferred from the person's ideas or opinions on the referent. The decisions made in all spheres of activity, whether academic or informal, are encouraged or discouraged by an individual's attitude, which is tied to their values and beliefs. Wenden (1991) presented a thorough description of the attitude idea in response to Gardner's justification. He divided the concept of "attitude" into the three interconnected categories of cognition, affect, and conduct. The beliefs, thoughts, or points of view about the subject of the attitude make up the cognitive component. The affective component describes how an individual feels and behaves toward an object, including whether they like or detest it.

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The Inclination to adopt specific learning habits is included in the behavioral component .Our worldview is significantly shaped by our attitudes. According to Jabeen and Kazim Shah (2011), they affect how we see the world around us and how we react to various worldly things. Culture is the manifestation of the long-held shared beliefs of a group of people. Likert described attitude as "an Inference which is made on the basis of a complex of beliefs about the attitude object" as early as 1932 (quoted in Gardner, 1980, p. 267). According to Ajzan (1988, p. 4), attitudes are "a disposition to respond favorably or unfavorably to an object, person, institution, or event." Gardner (1980, p. 267) characterized it as "individuals' entire instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specific topic."

Similarly, attitude is viewed as people's psychological states that they have developed over time as a result of their experiences.

Learners' attitude toward what they are studying is of great importance. It is supported by Reid (2003, p. 33) that "attitudes are important to us because they cannot be neatly separated from the study." According to Visser (2008), attitude is regarded as a crucial component impacting language proficiency. Success in a target language depends on the learner's attitudes toward language acquisition as well as their intellectual aptitude. This indicates that rather than being merely an academic endeavor, language learning should be viewed as a social and psychological process. According to research by Kiptui and Mbugua (2009, quoted in Tella et al., 2010), pupils' poor performance in English among secondary schools in Kenya is primarily caused by their negative attitudes toward the language.

The nature of language acquisition comprises psychological and social components in addition to an academic one, and it largely depends on the learners' motivation and attitude toward learning the target language (Padwick, 2010). According to Gardner and Lambert (1972), a student's capacity to learn a second language depends not only on their mental aptitude or linguistic abilities but also on their attitudes and views about the target language.

Conclusion:

Writing plays a vital role not only in conveying information but also in transforming information to create new knowledge in such a demanding life. It is thus of central importance for learners in academic and foreign language learning to be good writers. Therefore, selecting the most appropriate approach to teach this skill is something primordial and creating a motivating atmosphere to teach it in addition to providing learners with efficient feedback will reduce the number of their difficulties and enable them to produce better writing.

Chapter Two

Data Analysis and Interpretation of the Results

Chapter two

Outline

2.Introduction

2.1.Research Design

2.2.The Pupils Questionnaires

2.2.1. Analysis of the Questionnaire

2.3. Teachers' Questionnaire

2.4.Summary of the Findings

2.5.Implications for Teachers.

6.Conclusion

General conclusion.

References

Chapter two

Introduction

The focal point in this section is the practical aspect of the research, encompassing the elucidation of the research design, research instruments employed, the composition of the sample population, the questionnaires administered to both students and teachers, as well as the subsequent analysis of the gathered data. To ensure transparency and comprehensibility of the study, this chapter further expounds on the results through the utilization of tables and figures, presenting the findings in conjunction with discussions regarding the implications derived from the study's outcomes .

2.1 The Research Design

Design, analysis, and printing techniques are employed to optimize comprehension and understanding. According to Doolock (1993, p. 154), descriptive research is utilized to systematically and accurately depict the facts and characteristics of specific populations or areas of interest. Furthermore, descriptive research involves collaborative data collection, hypothesis testing, addressing inquiries, and conducting surveys pertaining to the subject matter. In this particular endeavor, a questionnaire serves as a data collection instrument. It comprises two types of inquiries, with a focus on the writing challenges encountered by EFL learners in Lagouil Manfoukh 's secondary schools, situated in the Biskra Province. These learners are enrolled in both literary and scientific streams. In this investigation, the questionnaire is distributed to a cohort of 30 second-year students attending the secondary school, encompassing both male and female participants. It is noteworthy that the majority of the respondents are comprised of both genders, and the study also incorporates a separate questionnaire designed exclusively for teachers. Five educators have participated in the study by offering insights into the learning obstacles faced by their students, as explicated below.

2.2. The Pupils Questionnaires

The pupils questionnaire was administered to thirty selected pupils from Laguouil is a semi-structured questionnaire composed of some sections related to the research questions formulated in this research. Its purpose was to address the problems pupils face in English writing skills and to identify the reasons behind these issues through questions presented to both teachers and students. The questionnaire was validated by the supervisor and piloted with four pupils from the same population.

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2.2.1. Analysis of the Questionnaire

In order to achieve a more organized analysis and discussion of the results, the SPSS program was used to facilitate the analysis process. It is used in analyzing the data obtained through arithmetic or the percentage of problems in the writing skill .   The results are represented in the tables and graphic examples.

Section one: General information

Question 1. How do you_find_learning English?

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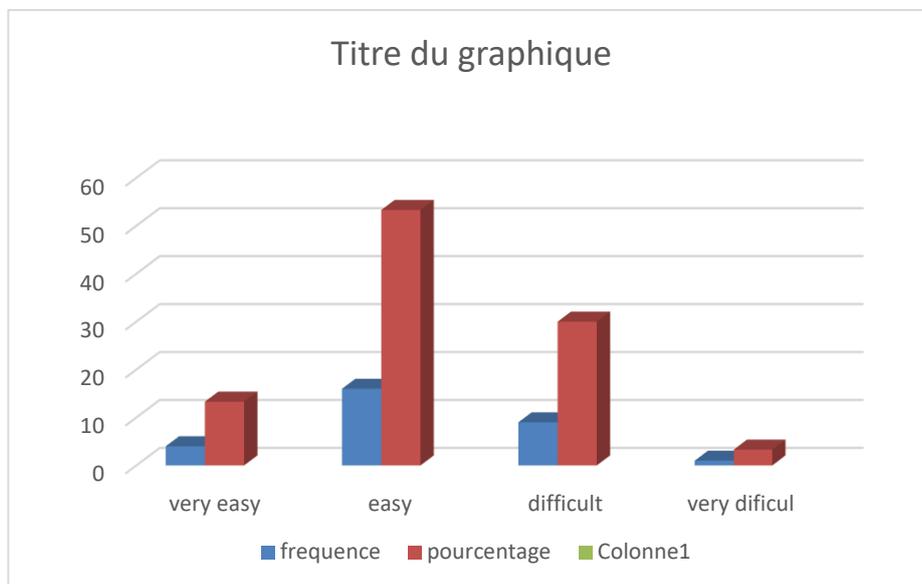
Figure 1: **Pupils' Views on Learning English**

16 pupils answered, representing the largest percentage of 53.3% of the respondents, that the English language is easy for their ability to understand it. In addition to that, there are about 9 students, whose percentage is estimated at 30%, who respond that the English language is difficult due to certain circumstances. Also, the percentage of 4 students comes in the third place, about 13.3%, because the second language is very easy, as it is a language that facilitates communication and achieving high marks in it. Finally, the percentage of one student is 1, estimated at 3.3%, because the English language is very difficult.

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Question 2: Which_skill_do_you_find_easy?

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Listening	11	36,7	36,7	36,7
	Reading	12	40,0	40,0	76,7
	Speaking	3	10,0	10,0	86,7
	Writing	4	13,3	13,3	100,0
	Total	30	100,0	100,0	

Table1: The Easiest Skill

The largest percentage represents 40%, about 12 students chose that reading is the best skill, and in the second place, 36.7% represent about 11 students who answered that their preferences for the listening. 13.3%, 4 students prefer the writing skill. In the last place, 10%, 3 students, chose the speaking skill.

Section two: Pupils Writing Difficulties

Question 3: How_do_you_find_Writing_in_Englich?

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Very easy	4	13,3	13,3	13,3
	easy	13	43,3	43,3	56,7
	Difficult	12	40,0	40,0	96,7
	very difficult	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

Table 2:Pupils Opinions about the Difficulty of Writing
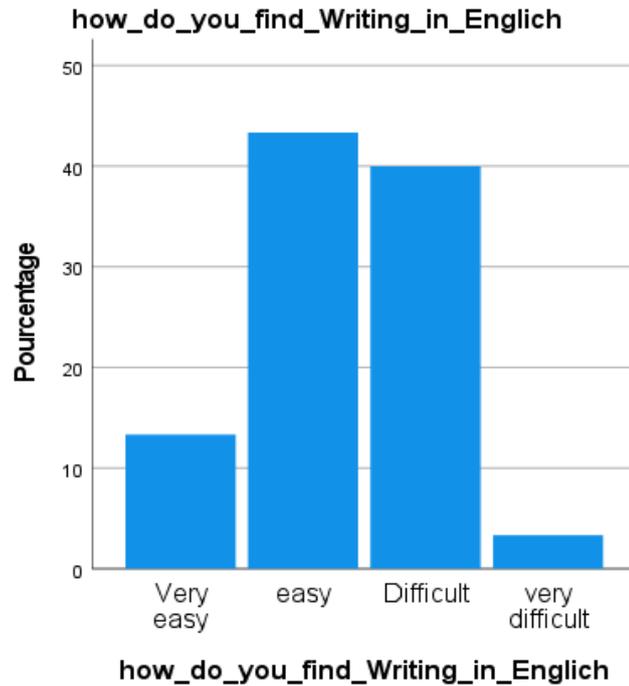
Figure 2: *Pupils Opinions about the Difficulty of Writing*

This question was formulated to understand the pupils' point of view on how they find English writing. Both table 3 and Figure 3 show that 13 pupils responded with a rate of 43.3 that the English language is easy, 12 students, at a rate of 40%, answered find writing difficult. There are 4 students, at a rate of 13.3%, who chose the first answer, which is that the language is very easy. And the last percentage, about 3.3%, represented by one person, that the language is very difficult.

Question 4: Are_you_able to write_adequately?

		Frequence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	yes	19	63,3	63,3	63,3
	no	11	36,7	36,7	100,0
	Total	30	100,0	100,0	

Table3: Pupils' Ability to Write Adequately

Are_you_able_towrite_adequately
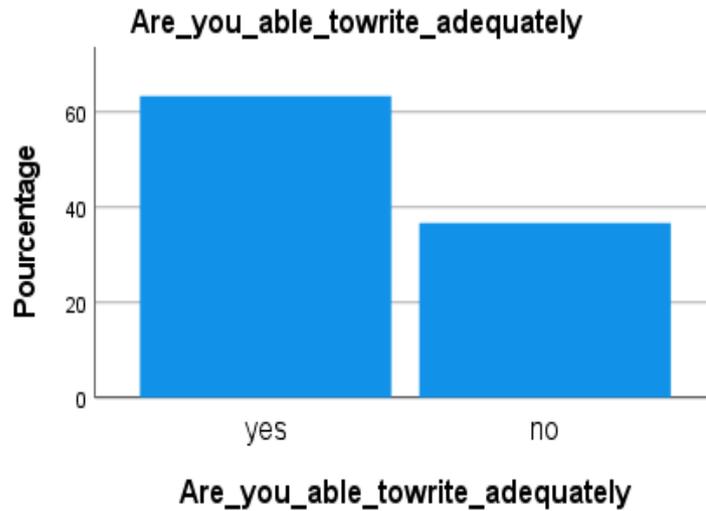
Figure 3: Pupils' Ability to Write Adequately

19 students, which represents a rate of 63.3% answered with yes and a percentage of 36.7% answered "no," meaning that they were unable to write appropriately.

Question 5: If_you_answered_with_no, would you please say why?(please choose one option)?

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Lack of vocabulary	15	50,0	50,0	50,0
	the correct use of grammatical rules	6	20,0	20,0	70,0
	Punctuation problems	6	20,0	20,0	90,0
	Spelling problems	1	3,3	3,3	93,3
	Sentences structure	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

Table4:The Obstacles to learning English.

if_you_ansewered_with_no

```
                                    Lack of
                                    vocabulary
                                    the correct use
                                    of grammatical
                                    rules
                                    Punctuation
                                    problems
                                    Spelling
                                    problems
                                    Sentences
                                    structure
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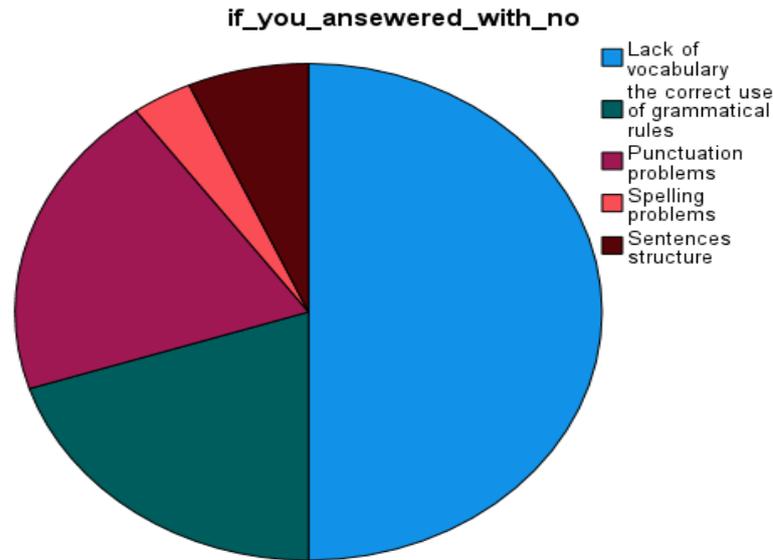
Figure 4:The Obstacles to learning English.

The largest percentage is in the lack of vocabulary, which is estimated at 50% for about 15 students. On the other hand, 20% is due to the problem of using grammar incorrectly, and it is matched on the other side by the same percentage of 20% for 6 other students who find that the problem is due to the punctuation problems. The penultimate percentage, which is 6.7% refers to the difficulty of constructing sentences. The last one is represents in spelling problems, which amounted to 3.3% for one person.No one else has expressed the existence of other reasons or problems that differ from the reasons and problems previously presented.

Section Three: Factors inhibiting writing

Question 6 : You_have_problems_in_Writing_because_of...

(Please choose one option)

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	lack of motivation	7	23,3	23,3	23,3
	Lack of interest	4	13,3	13,3	36,7
	Lack of time	8	26,7	26,7	63,3
	Lack of practice	8	26,7	26,7	90,0
	Lack of reading	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

Table5 :Causes of making problems in learning English

Most of the students have several problems while writing in English because of several reasons,. On the one hand, the largest percentage is estimated at 26.7% for about 8 students, that the biggest reason is the lack of time to master the writing skill. With the same percentage of B 26.7% for about 8 pupils that the main reason is due to the lack of experience and practice of the English language. On the other hand, 23.3%, representing about 7 pupils, find that the reason that may hinder writing in the English language is lack of motivation, or the writing skill does not serve the pupil's need. There is also an estimated percentage of 13.3% chosen by 4 students, which shows that the reason lies in the lack of interest in the language and there is no reason for them to care about it. There is also an estimated percentage of 10% chosen by 3 puipl by dropping the reason on lack of reading to acquire ideas, information and vocabulary.

Question7:Do_overcrowded_classes_hinder_you_to_learn_to_write ?

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	yes	27	90,0	90,0	90,0
	No	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

Table6:The effect of overcrowded classrooms on learning to write
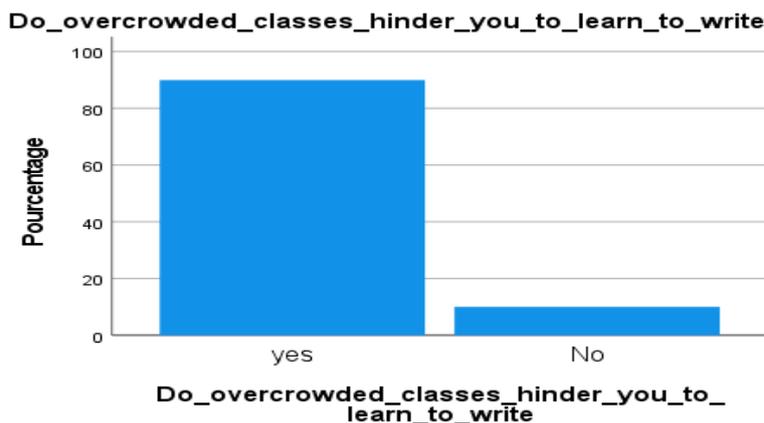
Figure 5:The effect of overcrowded classrooms on learning to write

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Overcrowded classes hinder learning to write as it represents the highest percentage of their inability to write if the classes are overcrowded (90%) whereas 10% that they could write even if there was overcrowding in the classrooms.

Question 8 : If_you_answer_is_yes_is_it_because

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	there is too much noise	21	70,0	70,0	70,0
	the teacher cannot provide feedback to all the pupils	9	30,0	30,0	100,0
	Total	30	100,0	100,0	

Table7:The impact of overcrowded classes on learning to write

To understand more and make the picture clear that overcrowded classrooms impede the process of learning the skill of writing. Table 8 reveals that 70% of pupils state that the reason is due to high chaos in the classroom and it distracts the process of concentration in learning or writing. On the other hand, an estimated percentage of 30% find that it is because the teacher does not provide all the pupils with feedback.

Question 9: Does_lack_of_writing_background_acquired from middle school prevent you from developing your writing?

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Yes	20	66,7	66,7	66,7
	No	10	33,3	33,3	100,0
	Total	30	100,0	100,0	

Table 8:Lack of Writing Backgroung from Middle School

Based on table 9, rate was about 66.7% for the pupils who answered with yes, stating that if there is no credit from middle school, it may constitute an obstacle to the educational process and a higher level. Only 10 students answered no (33.3%) that the lack of a previous background from middle school is not a difference or a hindrance.

How ?

No answer .

Question 10 : how_often_does_your_social_environment_(home) prevent you from writing?

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	always	15	50,0	50,0	50,0
	often	7	23,3	23,3	73,3
	sometimes	8	26,7	26,7	100,0
	Total	30	100,0	100,0	

Table 9:Influence of the social (home) environment on writing
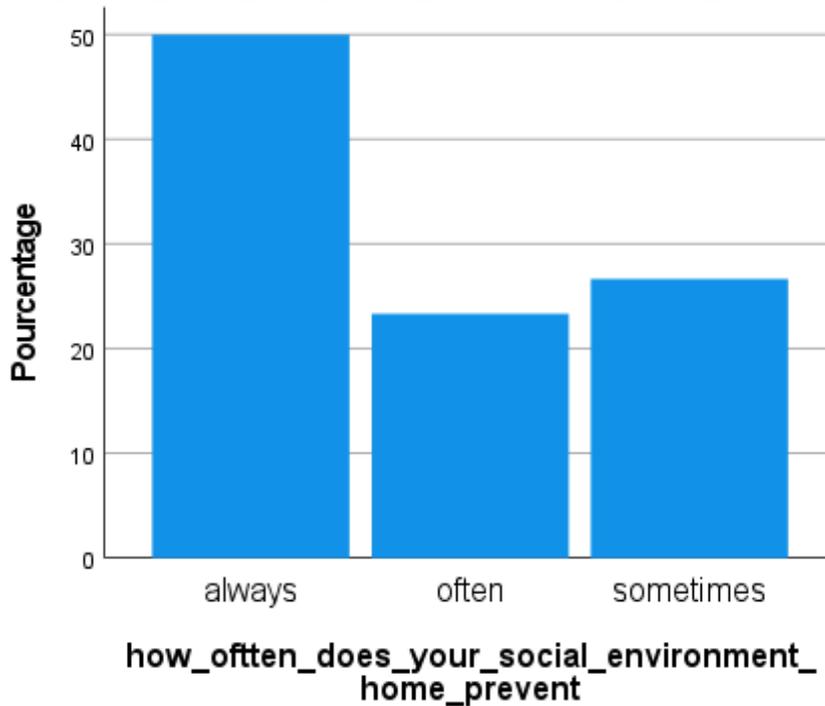
Figure 6: Influence of the social (home) environment on writing

    The influence of the social (home) environment on writing is one of the previously mentioned psychological factors. 15 students at a rate of 50% expressed that the social aspect permanently affects writing while 8 students at a rate of 26.7% expressed that it sometimes affects writing and not permanently. There are about 7 students who chose the answer that the community always affects the expression of the individual while writing by 23.3%.

Question11 : In_your_opinion_how_can_your_writing_be_improved?

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	reading books	15	50,0%	50,0%	50,0%
	practices	15	50,0%	50,0%	100,0
	Total	30	100,0%	100,0%	

Table 10: Pupils' opinions on how to improve the writing skill

The opinions of students differ according to certain criteria. On the one hand, 15 students with a rate of 50% find that improving their writing skill in the English language is based on the importance of reading as a basic skill among the types of skills as a result of the information it provides and the development of talent intellectual creativity. On the other hand, half of the sample, which is represented by 15 pupils (50%), find that effective writing is based on the process of effective practice in a positive way. Practice contributes to avoiding mistakes in the future.

2.3. Teachers' Questionnaire

The teachers questionnaire was administered to seven teachers from Laguouil is a semi-structured questionnaire composed of some sections related to the research questions formulated in this research. Its purpose was to address the problems pupils face in English writing skill. The questionnaire was validated by the supervisor and piloted beforhand

Section one: General Information
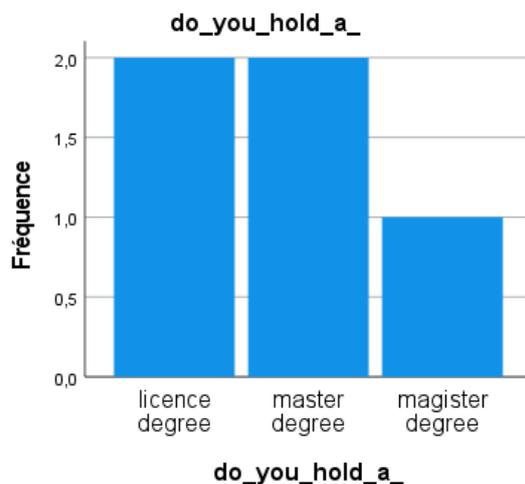
Figure 7: Teachers' Educational level

It is sometimes important to know the educational level of the teacher in order to evaluate his scientific experience and if he has achieve intellectual competence. According to the answer provided by Five teachers, there are two have the master degree (40%) and 40% hold the bachelor's degree and the remaining one (20%) holds the magister degree.

Question 2. How_long_have_you_been_teaching_English?
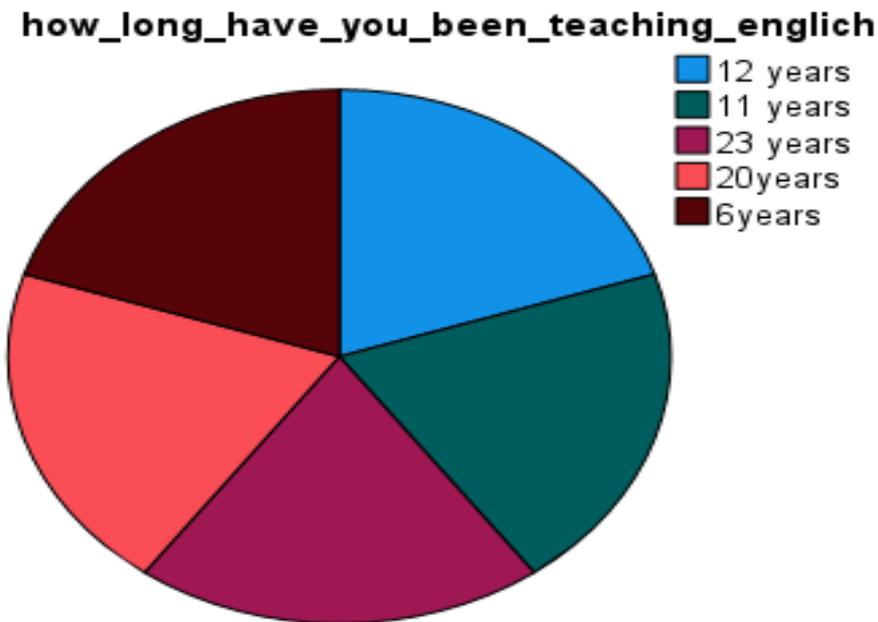
Figure8: Experience in Teaching English

The longer the period of education, the development of the teacher's style in presenting and teaching his students and the development of experience in education. Figure 13. Shows that the number of professors who were asked the question about the period of their education was about 5 teachers, and the result was represented by equal proportions of about 20% for each teacher, as the first percentage expresses For the longest period, which is 23, then 11, 12, 20 and 6 years.

Question 3. Which_skill_do_you_find_difficult_to_teach?
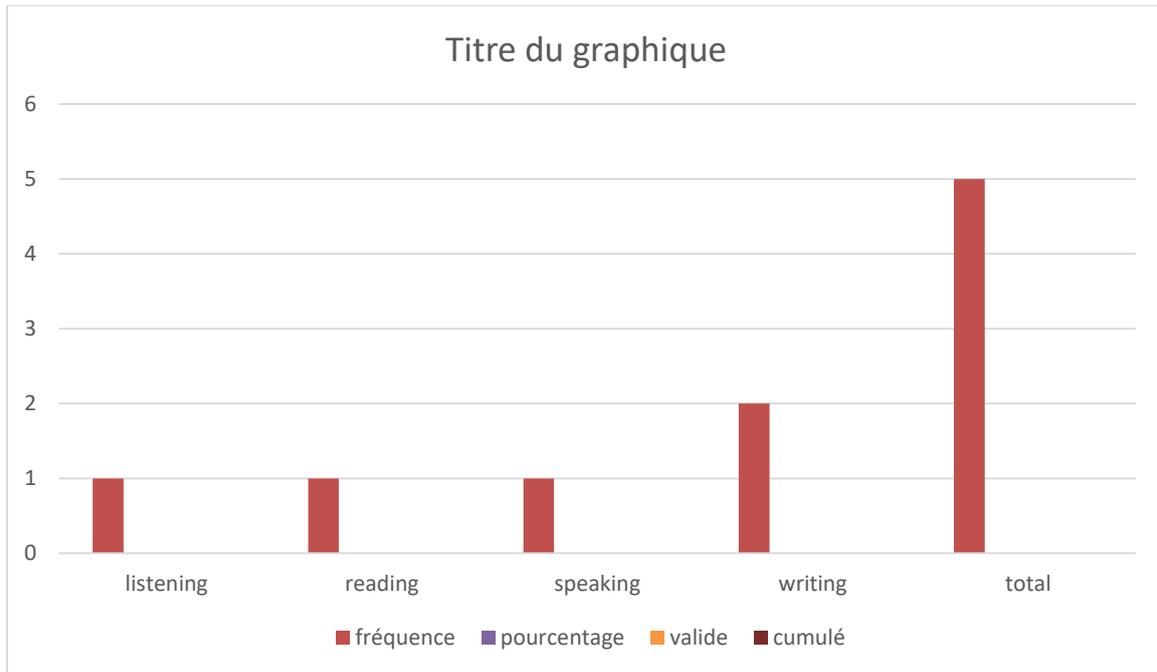
Figure9: The most difficult skill in teaching

This question was asked in order to know the most difficult skill that is being taught or taught to the pupils. 2 of the teachers (40%) answered that the difficult skill is writing because the pupils are not able to improve This skill and their inability to write while expressing is due to the difficulty of constructing sentences and using punctuation.1 of the teachers (20%), answered that the difficult skill is readin the other one finds that speaking skill by 20% is the most difficult and he remaining one (20%) considers the listening skill as the difficult one.

Question 4 . Do_you_teach_writing_in_secondary_school?

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	yes	4	80,0	80,0	80,0
	no	1	20,0	20,0	100,0
	Total	5	100,0	100,0	

Table11: Teaching in secondary school.

Teaching writing is essential to develop learners competence. It is why, it is important whether it is taught or not. Four teachers at 90% answered positively while only one answered negatively.

Chapter two

Question 5 . Were_you_trained_in_teaching_writing ?

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	seminars	1	20,0	20,0	20,0
	workshops	2	40,0	40,0	60,0
	study days	2	40,0	40,0	100,0
	Total	5	100,0	100,0	

Table12:Teachers' Training in Writing

Figure10: Teachers' Training in Writing

In- service training is one of the most requirements in teachers' development in the field. The teachers'. The answers differed as follows: On the one hand, one person 1 with a percentage of 20% declared having being trained in seminars to enhance the teachers competence . On the other hand, two teachers with a rate of 40%, believe that training in workshops is the most appropriate. The remaining percentage of is estimated at 40%, for their training during school days in a normal way.

Chapter two

Question 6 . How_do_you_teach_it?

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	as a separate session	3	60,0	60,0	60,0
	just as a task in the unit	2	40,0	40,0	100,0
	Total	5	100,0	100,0	

Table13: the way of teaching

As shown in table 13, 3 teachers, whose percentage is 60%, chose the first answer by teaching them to the students in the form of separate sessions from each other, however; the other teachers (40%) choose the second answer, which is teaching their students, such as providing exercises in the unit.

Question7. How_much_time_do_you_think is needed to improve pupils writing ?

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	two hours	2	40,0	40,0	40,0
	4 hours	1	20,0	20,0	60,0
	3 hours	1	20,0	20,0	80,0
	8hours	1	20,0	20,0	100,0
	Total	5	100,0	100,0	

Table 14: Time Required to develop Pupils Writing

Teachers' teaching times for their students vary, ranging from 1 hour to 8 hours. Two of the teachers, estimated at about 40%, responded that the duration of teaching pupils ranges from 2 hours. One of the teachers (20%) that the duration of teaching students is about 3 hours. On the other hand, 1 of the teachers, with a ratio of 20%, also answered that the duration of teaching students is about 4 hours. The remaining one of the teachers thinks that the duration of teaching ranges from 8 hours. The greater the learning time, the greater the percentage of mastery of the second language will be.

Chapter two

Question 8 . Do_you_give_them_writing_homework?

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	yes	4	80,0	80,0	80,0
	no	1	20,0	20,0	100,0
	Total	5	100,0	100,0	

Table 15:Writing Homework

Teachers usually give their students homework to enhance the second language. Four teachers were represented by 80% on the need to provide homework to develop and improve their writing while just one (20%) State that there is no need to design writing homework .

Question 9 . How_often_do_you_give_them_writing_homework?

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	always	2	40,0	40,0	40,0
	often	2	40,0	40,0	80,0
	somtimes	1	20,0	20,0	100,0
	Total	5	100,0	100,0	

Table16: Writing Homework
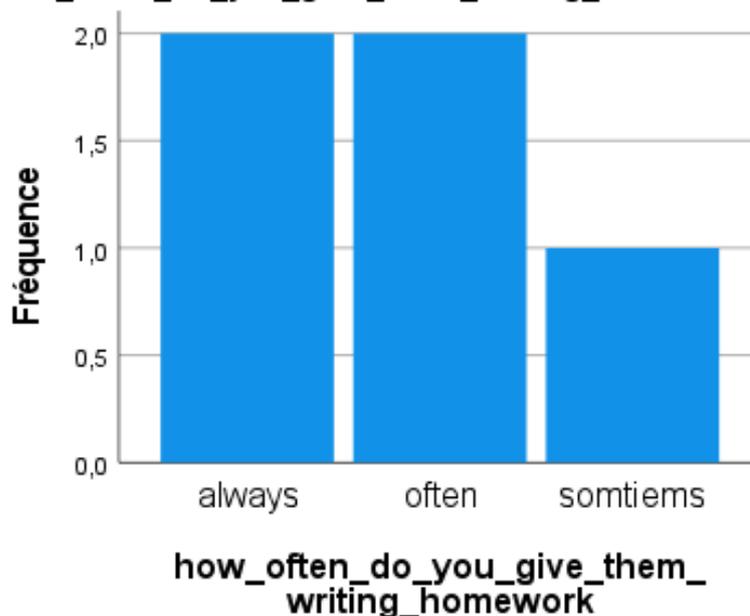
Figure 11:Homework writing times

How homework is given differently from one teacher as shown in figure 20. Two teachers, whose percentage is estimated at (40%)ed, respond that providing homework is always to develop the student's abilities while the two other teachers (40%) answered with often and the remained chose sometimes because of lack of time.

Question 10:

.Is_it_easy_for_you_to_provide_all_the_students_with_feedback?

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	yes	2	40,0	40,0	40,0
	no	3	60,0	60,0	100,0
	Total	5	100,0	100,0	

Table17:   Providing all the *students with feedback*

It is important for the teacher to provide feedback to his students in order to avoid making mistakes in the future. Three of the teachers (60%), said no, meaning that most of the teachers do not return feedback or comments that they formed by correcting assignments for their pupils. The other two of the teachers (40%), chose to answer with yes, that it is necessary to return at least a comment to the pupil so that he does not make the same mistake.

Section Two: pupils Writing Difficulties

Question 11 . Do_pupils_find_writing_in_English

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	very easy	1	20,0	20,0	20,0
	easy	1	20,0	20,0	40,0
	difficult	2	40,0	40,0	80,0
	very difficult	1	20,0	20,0	100,0
	Total	5	100,0	100,0	

Table 18:Students' writing ability in English

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There is no person who understands the learner more than his teacher. They evaluate their students level differently. Two of them (40%) think that it is difficult. Then, about one of the (20%) chose that writing is very easy. Besides, one of them (20%) finds that writing is easy because of the students' ability to answer and participate in it. The remaining one (20   very difficult due to lack of practice and reading.

Question 12 . Are_they_able_to_write_adequateiy?

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	yes	1	20,0	20,0	20,0
	no	4	80,0	80,0	100,0
	Total	5	100,0	100,0	

Table 19:Pupils' ability to master the English language in writing the skill
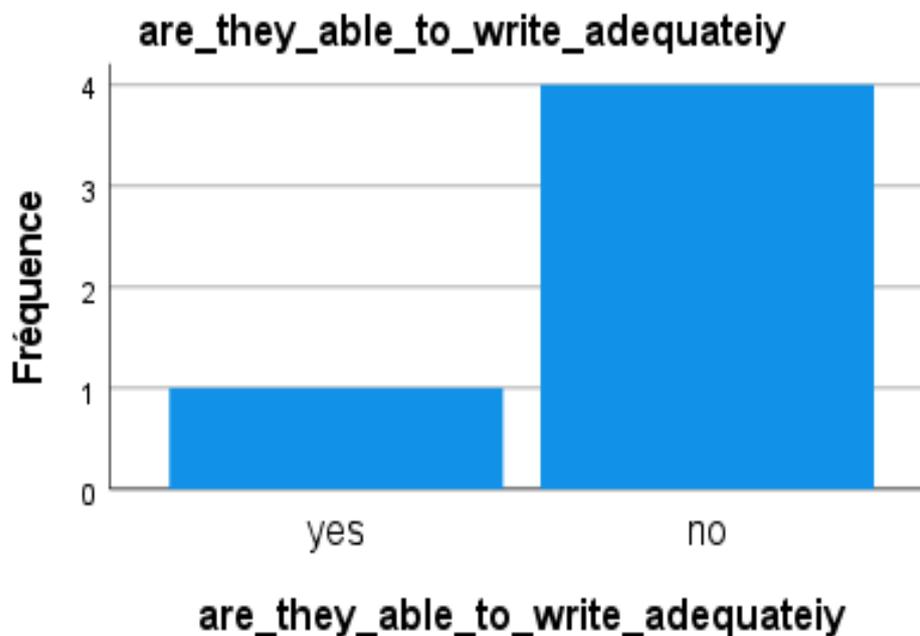
Figure 12: Pupils Writing Abilities

Based on table 23 and figure 23, 4 teachers with the word "no", represented by 80%, on the grounds that the students are completely incapable of writing appropriately. For several reasons, the most prominent of which is the lack of reading. Only one teacher (20%) answered with no.

Question 13 . If_you_answered_no_would_you_please_say_why? (Please choose just one option)

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	lack of vocabulary	1	20,0	20,0	20,0
	the correct use of grammatical rules	1	20,0	20,0	40,0
	punctuation problems	1	20,0	20,0	60,0
	spellinge problems	1	20,0	20,0	80,0
	sentence structure	1	20,0	20,0	100,0
	Total	5	100,0	100,0	

Table 20: Reasons of Pupils Writing Deficiencies
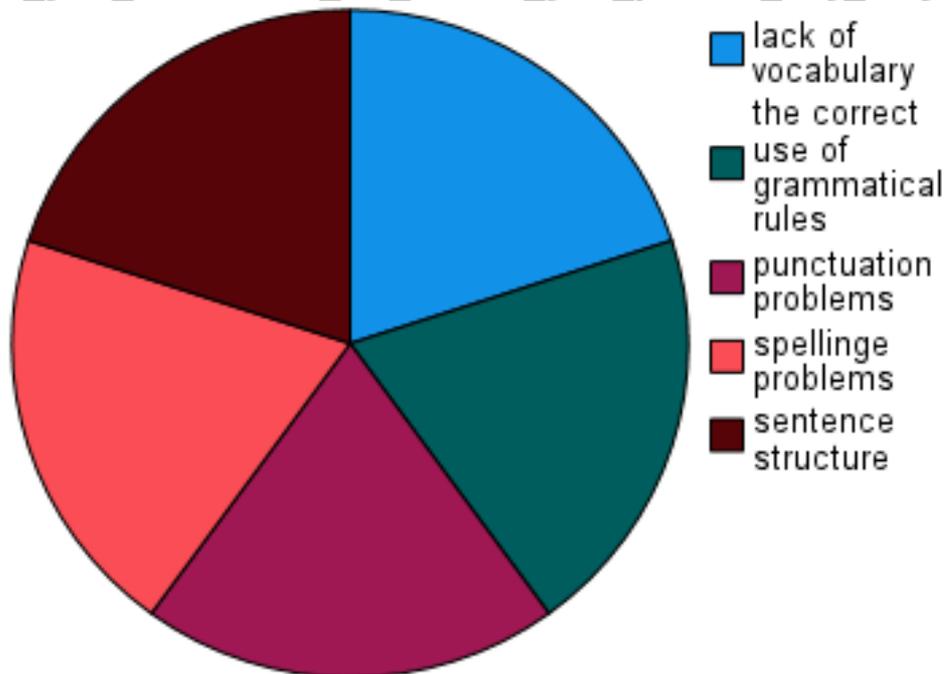
Figure 13: : Reasons of Pupils Writing Deficiencies

As for the teachers who chose the answer B, they justified the reasons through the provided reasons. The respondents answers included all the reasons provided at a percentage of 20%. This means that all the above mentioned aspect need to be developed.

Chapter two

Section Three: Factors inhibiting writing

Question 14 : Pupils_have_problems_in_writing_because_of...

(Please choose one option)

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	lack of motivation	1	20,0	20,0	20,0
	lack of interest	1	20,0	20,0	40,0
	lack of time	1	20,0	20,0	60,0
	lack of practice	1	20,0	20,0	80,0
	lack of reading	1	20,0	20,0	100,0
	Total	5	100,0	100,0	

Table 21:Reasons of Pupils' inability to Write adequately writing

Most teachers believe that most writing problems have causes. All the answers provided table 25, have been chosen by the different respondents at 20%. This shows that the problems face by pupils in the writing skill is due to many factors among which the ones provided. Therefore, this requires adequate measures to be taken.

Question 15 . Do_overcrowded_classe_hinder_pupils_to_write

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	yes	5	100,0	100,0	100,0

Table 22:Effect of Crowded Classrooms on Writing

In this question, which expresses whether overcrowding within the department hinders the writing process, which was represented by tables and graphs. The answer was that all teachers chose the word yes by 100%, as it disperses the ability to focus within the department.

Question 16:

Does_lack_of_writing_background_aquired_from_middle_school prevent them from developing from writing?

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	yes	3	60,0	60,0	60,0
	no	2	40,0	40,0	100,0
	Total	5	100,0	100,0	

Table 23:The effect of a writing background acquired from middle school preventing pupils from developing in writing

The writing background acquired from middle school often affects students' reluctance to develop in writing. On the one hand, Three teachers chose the answer with yes that overcrowding within the departments negatively affects the writing process, which was formed Their percentage is 60% because it causes distraction. On the other hand, two teachers, at a rate of 40%, expressed that overcrowding inside the department does not **affect the writing process by choosing the answer no.**

How?

All the teachers agreed that the reason is due to the lack of interest in the matter of the language and there is no motive for them to master writing.

Question17.How_often_does_their_social_environment _prevent them from writing?

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	always	1	20,0	20,0	20,0
	often	1	20,0	20,0	40,0
	sometimes	1	20,0	20,0	60,0
	rarely	2	40,0	40,0	100,0
	Total	5	100,0	100,0	

Table 24:The influence of the social environment in writing
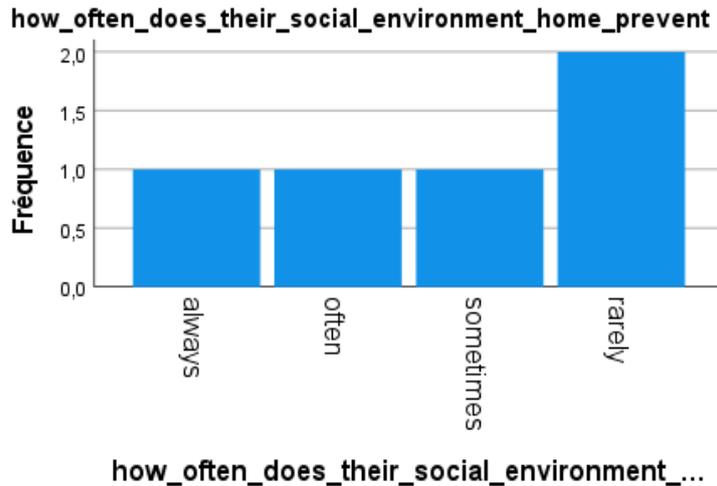
Figure 14: The influence the social environment in writing

There are several social factors that affect the pupils writing process, especially the environment to which he belongs. The Teachers' responses frequencies vary depending o their own views.

Q 18: Based on your experience, how can pupils writing be improved?

The last question is not represented graphically because there is no need for forms due to their ease. It is a liberal idea presented by the teachers. Where all the teachers, represented by 5 teachers, justified the importance and necessity of reading in developing the ability to master the skill of writing in Englisn as a foreign language, since reading helps them to acquire vocabulary and creative ideas in addition to other aspects of the language.

Summary of the Findings

The analysis of both pupils questionnaire and teachers questionnaires revealed that foreign language pupils in the Algerian secondary face many problems while writing in English due to many reasons, among which lack of vocabulary, the mastery of grammatical rules and lack of practice due to the fact that writing is just a section in a teaching unit in that level. This means that it is not really taught, but it is considered merely as a task not a skill to be developed. Moreover, a number of factors hinder the development of this skill among which lack of teachers in-service training in addition to some psychological factors and environmental ones.

Therefore, appropriate measures need to be taken to find solutions to this issue.

Chapter two

Implications for Teacher:.

The identification and analysis of errors and difficulties encountered by students during the learning process serve as invaluable tools for educators to evaluate the effectiveness of their teaching methods and the impact on students' writing skills. Furthermore, this assessment aids in determining the efficacy of learning materials in meeting the individual needs of learners. By scrutinizing these problems, teachers gain a deeper understanding of the specific areas within the teaching and learning process that require further attention and reinforcement.

Conclusion

Based on the findings obtained in this research, we came to the conclusion that the problem of writing in the Algerian secondary-school exists as both the teachers and pupils confirmed that they face many problems in teaching writing and learning to write in English. This is due to many reasons such as lack of time in teaching this important skill, the overcrowded classrooms which prevent providing learners with appropriate feedback and some psychological and environmental factors hindering learners' writing development

conclusion General

Based on an exploratory research conducted on the attitudes of teachers and students towards the difficulties and challenges faced by secondary-school pupils in writing, the study findings can be summarized as follows:

The study findings indicate that both teachers and students acknowledge the various challenges encountered by secondary-school pupils in their writing abilities. These challenges encompass issues relating to grammar, vocabulary, organization, and coherence. Teachers express concerns regarding the insufficient foundational writing skills of the pupils, while students identify factors such as limited vocabulary and inadequate practice as impediments to their writing proficiency.

Moreover, the research emphasizes the importance of targeted interventions and support to address these writing difficulties. Both teachers and students highlight the necessity of explicit instruction, continuous feedback, and engaging writing activities to enhance the writing skills of pupils. Additionally, the incorporation of technology and interactive resources is viewed as a valuable strategy to foster motivation and stimulate interest in writing.

The findings underscore the significance of collaborative efforts among teachers, pupils, and educational stakeholders to effectively tackle the writing challenges. Implementing a comprehensive writing curriculum, providing professional development opportunities for teachers, and creating a supportive writing environment emerge as crucial measures to facilitate improvement in pupils' writing abilities.

In conclusion, this study emphasizes the importance of addressing the writing difficulties of secondary-school pupils through targeted interventions, collaborative approaches, and a focus on developing foundational skills. By adopting these strategies, pupils can cultivate confidence and competence in their writing, ultimately enhancing their overall writing proficiency.

Limitations of Study and Suggestions for Further Research

This research can be considered as limited because

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هذا الرابط تم البحث عنه من خلال تطبيق لقيتك:

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Appendices

Appendix 1 **Pupils' Questionnaire: Causes and Solutions to their writing difficulties**

Dear pupils,

You are kindly requested to respond to this questionnaire devoted to collect data for our Master research work entitled: "**put your title**. Your answers will be beneficial to reach this research objectives. We appreciate your collaboration and be sure that your answers will be anonymous as they will be used for the sake of research only.

Please mark your response with a tick (✓) and give full statements where it is necessary.

2022/ 2023

Section One: General Information

Q1. How do you find learning English?

Very easy ☐   easy ☐   difficult ☐   very difficult ☐

Q2. Which skill do you find easy?

Listening ☐ Reading ☐ Speaking ☐ Writing ☐

Section Two: Pupils Writing Difficulties

Q3. How do you find writing in English?

Very easy ☐   easy ☐   difficult ☐   very difficult ☐

Q4. Are you able to write adequately?

Yes ☐   No ☐

If you answered with no, would you please say why ?(you may choose more than one option)?

a) Lack of vocabulary ☐
b) The correct use of grammatical rules ☐
c) Punctuation problems ☐
d) Spelling problems ☐
e) Sentence structure ☐

Others, please specify

………………………………………………………………………………

Section three: Factors inhibiting writing

Q4. You have problems in writing because of…

(You may choose more than one option)

a) Lack of motivation ☐
b) Lack of interest ☐
c) Lack of time ☐
d) Lack of practice ☐
e) Lack of reading ☐
f) Others, please specify

………………………………………………………………………………

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Q5. Do overcrowded classes hinder you to learn to write

Yes ☐   No ☐

If your answer is yes, is it because

a) There is too much noise   ☐

b) The teacher cannot provide feedback to all the pupils   ☐

Others, please specify……………………………………………………………….

Q 6. Does lack of writing background acquired from middle school prevent you from developing your writing?

Yes ☐   No ☐

How?

…………………………………………………………………………………………

Q7. How often does your social environment (home) prevent you from writing?

a) Always   ☐

b) Often   ☐

c) Sometimes   ☐

d) Rarely   ☐

8. In your opinion, how can your writing be improved?

……
…………………

Thank you for your time and cooperation

Appendix 2 Teachers' Questionnaire: Causes and Solutions to Pupils Writing Difficulties

Dear teachers,

You are kindly requested to respond to this questionnaire devoted to collect data for our Master research work entitled: "**put your title**. Your answers will be beneficial to reach this research objectives. We appreciate your collaboration and be sure that your answers will be anonymous as they will be used for the sake of research only.

Please mark your response with a tick (✓) and give full statements where necessary.

2022/ 2023

Section One: General Information

Q1. Do you hold a……..

Licence degree ☐ Master degree ☐ Magister degree ☐

How long have you been teaching English?

…………………………………………..

Q2. Which skill do you find difficult to teach?

Listening ☐ Reading ☐ Speaking ☐ Writ ☐ ☐

Section two: Teaching Writing in Secondary School?

Q3. Do you teach writing in secondary school?

Yes ☐ **No** ☐

Q4. Were you trained in teaching writing though

Seminars ☐ **workshops** ☐ **study days** ☐

Others…………………………………………………………………….

Q5. How do you teach it?

As a separate session ☐ just as a task in the unit ☐

Q6: How much time do you devote to teaching writing?

………………………………………………………………..………

Q7. Do you give them writing homework?

Yes ☐ No ☐

Q8. How often do you give them writing homework?

Always ☐ **often** ☐ **sometimes** ☐ **never** ☐

Q9. Is it easy for you to provide all the students with feed back?

Yes ☐ No ☐

Why?...

Section Three: Pupils Writing Difficulties

Q3. Do pupils find writing in English?

Very easy ☐   easy ☐ difficult ☐ very difficult ☐

Q4. Are they able to write adequately?

Yes ☐   No ☐

If you answered no, would you please say why ?(you may choose more than one option)?

   f)   Lack of vocabulary ☐

   g)   The correct use of grammatical rules ☐

   h)   Punctuation problems ☐

   i)   Spelling problems ☐

   j)   Sentence structure ☐

Others, please specify

………………………………………………………………………….

Section Four: Factors inhibiting writing

Q4. Pupils have problems in writing because of…

(You may choose more than one option)

   g)   Lack of motivation ☐

   h)   Lack of interest ☐

   i)   Lack of time ☐

   j)   Lack of practice ☐

   k)   Lack of reading ☐

   l)   Others, please specify

   ……………………………………………………………………

Q5. Do overcrowded classes hinder pupils to write

Yes ☐   No ☐

If your answer is yes, is it because

a) There is too much noise ☐

b) You cannot provide feedback to all the pupils ☐

Others, please specify……………………………………………………………….

Q 6. Does lack of writing background acquired from middle school prevent them from developing from writing?

Yes ☐   No ☐

How?

……………………………………………………………………………………………

Q7. How often does their social environment (home) prevent them from writing?

a) Always ☐

b) Often ☐

c) Sometimes ☐

d) Rarely ☐

8. Based on your experience, how can pupils writing be improved?

………
…………………

………
………………..

Thank you for your time and cooperation