Yahia Fares University of Medea

Faculty of Letters and Languages

Department of Foreign Languages

English Section

Investigating English Students' Needs and Deficiencies in Essay Writing: A Case Study of Master One Students at Medea University

Thesis Submitted in Partial Fulfillment of the Requirements for Master Degree in Applied Linguistics

Submitted by:

Sara ZIOUCHE

Feriel BELLAZI

Supervised by:

Amro MAKHLOUF

Board of Examiners

Chairman: Dr. Abdelkader KERMEZLI

Supervisor: Mr. Amro MAKHLOUF

Examiner: Dr. Mohamed BABCHIKH

Dedication

This work is dedicated to...

To the beloved people who have meant and continue to mean so much to me...

To my father, in loving memory

To my precious mother, my sample of hard work, honesty and love

To my husband, for his continuous support and help

To my beloved sisters and brothers

To my daughters, Rihem, Rimes, Nada and Wafaa for being patienttolerant and understandable to finish this work.

To my colleague Feriel with whom I am sharing this work

To my TEACHERS for their words of advice and encouragement to fulfill this study, my thanks for you cannot be written in words

To you readers...

Sarah

Dedication

This work is dedicated…

To my precious mom, the source of inspiration and success, who has raised me to be the person I am today.

To my husband who is always giving me support, guidance and encouragements.

To my daughters, Oumnia and Amna for being patient tolerant and understandable to finish this work.

To my partner and sister "Sarah", with whom I am sharing this work ,my thanks for you cannot be written in lines.

To all those who prayed for me and besought God to help me

Feriel

Acknowledgment

First and foremost, praise and thanks to God the almighty for the showers of blessings throughout the journey of our studies and research work.

We are deeply grateful to our supervisor Mr. Amro MAKHLOUF for his unwavering support, guidance and continuous feedback throughout our master's research step by step. His pieces of advice, expertise and patience have played a crucial role in the fulfillment of this thesis.

This research work is made achievable through the help of our teachers, family and friends without whom nothing would have been accomplished.

We would like to show gratitude to the board of examiners Dr. Abdelkader KERMEZLI and Dr. Mohamed BABCHIKH for their efforts and the time they devoted to read, analyze and correct our mistakes.

Thank you to all the participants in the survey of this study; teachers and students, for their time and interest to make this work possible.

We have a great pleasure in acknowledging all our teachers of the English department of Yahia Fares University for their unconditioned hard work and support.

Abstract

Writing is a crucial skill to master in learning a foreign language. It is a difficult skill to learn for it requires a lot of effort and constant practice. EFL learners often attempt to enhance their writing skills in general and writing essays in particular for better academic achievements. However, they always face some obstacles which make the writing process challenging. These difficulties affect their motivation and interest to be good writers. Therefore, the current research aims at uncovering EFL learners' major needs and deficiencies in essay writing. For this purpose, a case study was conducted with first year master degree's students and teachers at the English department (Medea University). The data was gathered from a sample of thirty-eight EFL students and eight teachers by means of two questionnaires. The findings revealed that EFL learners are motivated to learn to write and they are fully aware of the importance of this basic skill as a key to academic success. Yet, they face some difficulties when writing, such as getting started, time management, and organizing thoughts. Moreover, the results on the part of the teachers showed that most of the students are not motivated to learning to write due to some factors such as mother tongue interference, insufficient time, punctuation problems, and ineffective teaching approaches adopted by academic writing teachers at the tertiary level. The research concluded that EFL students at the Department of English of the University of Medea need explicit instruction and more practice opportunities to help them acquire the necessary writing skills. The results also demonstrated that students should be motivated to write through selecting interesting and motivating topics. Besides, the findings showed that EFL students should improve their grammar and vocabulary skills and practice incorporating them into their writing. Above all, the time allocated for writing should be extended for more effective learning results.

Keywords: Writing skill, essays, EFL learners, deficiencies, needs.

Table of Contents

Dedication……..….I

Dedication……..…II

Acknowledgements……..III

Abstract……IV

Table of Contents…….…….V

List of Abbreviations…….…...X

List of Tables…….……...XI

List of Graphs……. XII

General Introduction…….

1- Background of the Study……1

2- Statement of the Problem……1

3- Purpose of the Study……...1

4- Research Questions and Hypotheses……...2

5- Significance of the Study…….2

6- Research Methodology……3

7- Limitations of the Study……...3

8- Structure of the Study……...3

Chapter One: Literature Review

1.1. Introduction …….5

1.2. Historical Background……..5

1.3. Writing as a Skill…….9

1.3.1. Definition of Writing……9

1.3.2. Types of Writing…….10

1.3.2.1. Expository Writing……...…11
1.3.2.2. Descriptive Writing……...…11
1.3.2.3. Persuasive Writing……...11
1.3.2.4. Narrative Writing…….12
1.3.2.5. Entertainment Writing…….…12
1.3.3. Approaches and Strategies to Teach Writing…….12
1.3.3.1. Major Approaches to Teach Writing……...12
1.3.3.1.1. The Process Writing Approach ……13
1.3.3.1.2. The Product Writing Approach ……13
1.3.3.1.3. The Controlled-to-free Approach ……14
1.3.3.1.4. The Free-writing Approach ……..14
1.3.3.1.5. The Grammar-Syntax-Organization Approach……...15
1.3.3.1.6. The Paragraph-pattern Approach…….15
1.3.3.1.7. The Communicative Approach (The Functional Approach) …….16
1.3.3.1.8. The Contextual Approach……16
1.3.3.1.9. The Power-S Approach……17
1.3.4. Writing Strategies……...18
1.3.4.1 Flow Writing……18
1.3.4.2. Text-to-Idea Writing……....19
1.3.4.3. Multiple Version Writing……..…...19
1.3.4.4. Writing by Editing…….....19
1.3.4.5. Planned Writing……..….19
1.3.4.6. Writing in the mind……...…20
1.3.4.7. Step- by- Step- Writing……20
1.3.4.8. Syncretistic writing …….20
1.3.4.9. Writing in Segments…….…21
1.3.4.10. Puzzle Writing……21
1.3.5. Assessing Writing……21
1.3.5.1. Self-assessment ……..…22
1.3.5.2. Formative Assessment……22
1.3.5.3. Peer Assessment ……23

1.4. Essay…….23
1.4.1. Definition of Essay……23
1.4.2. Components of Essay……23
1.4.2.1. The Introduction ……23
1.4.2.2. The Thesis Statement……..24
1.4.2.3. The Main Body ……..25
1.4.2.4. The Conclusion ……..25
1.4.3. Steps of Writing Essay……...26
1.4.3.1. Prewriting……..…..26
1.4.3.2. Outlining ……27
1.4.3.3. Drafting ……..28
1.4.3.4. Revising and Editing ……..28
1.4.4. Types of Essays……..28
1.4.4.1. Definition Essay……..28
1.4.4.2. Classification Essay…….29
1.4.4.3. Compare and Contrast Essay……...29
1.4.4.4. Evaluation Essay……..29
1.4.4.5. Cause/ Effect Essay……..30
1.4.4.6. Process Essay……...30
1.5. Teaching and Learning Essays in EFL contexts …….....30
1.6. EFL Learners Deficiencies and Needs in Essay Writing …….31
1.6.1. EFL Learners' Needs in Essay Writing …….31
1.6.2. EFL Learners' Deficiencies in Essay Writing……....32
1.6.2.1. Vocabulary ……..34
1.6.2.2. Spelling ……...34
1.6.2.3. Grammar ……...…..34
1.6.2.4. Punctuation ……..35
1.7. Conclusion…….35

Chapter Two: Writing in the Algerian Educational Context: A Situation Analysis

2.1. Introduction ……..36

2.2. The Linguistic Situation in Algeria ……36

2.3. English Learning and Teaching in Algeria…….36

2.4. The LMD System in Algeria……...37

2.5. The LMD System and English Learning and Teaching …….38

2.6. Teaching and Learning Academic Writing in Algerian EFL Classroom: University Level ……..39

2.6.1. Academic Writing Course……39

2.6.2. Academic Writing Activities……39

2.6.2.1. Sentence Linking and Sequencing Tasks……39

2.6.2.2. Writing Notes and Letters Tasks…….40

2.6.2.3. Report Writing Tasks……...40

2.6.2.4. Role Play Writing Tasks……..40

2.7. Algerian EFL Learners Needs and Deficiencies in Essay Writing: University Level……40

2.8. Conclusion……..42

Chapter Three: Research Methodology

3.1. Introduction……..…....44

3.2. Research Design……..…….44

3.2.1. Case Study……44

3.2.2. Methodology……..44

3.3. Population and Sampling ……....45

3.3.1. Student Profile…….…….45

3.3.2. Teacher Profile…….……...…….46

3.4. Data Gathering Tools……..46

3.4.1. Questionnaires…….……46

3.4.1.1. Student Questionnaire…….....……..46

3.4.1.2. Teacher Questionnaire……...47

3.5. Conclusion……...47

Chapter Four: Presentation, Analysis, and Interpretation of the Main Results

4.1. Introduction…….48

4.2. Data Analysis …….……48

4.2.1. Student Questionnaire Analysis…….....48

4.2.2. Teacher Questionnaire Analysis…….....58

4.3. Conclusion……..68

Chapter Five: Discussion of Findings, Pedagogical Implications and Recommendations

5.1. Introduction……69

5.2. Discussion of the Main Findings……69

5.3. Pedagogical Implications and Recommendations……..70

5.4. Conclusion……..71

GENERAL CONCLUSION…….....73

List of References…….……75

Appendices…….....84

Appendix One: Student Questionnaire…….84

Appendix Two: Teacher Questionnaire……...…….88

ملخص…….……..92

List of Abbreviations

EFL: English as a Foreign Language

L1: First Language

L2: Second Language

LMD: License, Master, Doctorate

CLT: Contextual Learning Teaching

POWER-S: Pre-Writing, Organizing, Writing, Evaluating, Revising, Sharing

List of Tables

Table 4.1: Students' Gender……...48

Table 4.2: Students' Age……48

Table 4.3: Students' Attitudes towards Academic Writing……49

Table 4.4: Students' Motivation When Learning to Write…….50

Table 4.5: Academic Writing Preparation for the other Modules……..50

Table 4.6: Frequency of Practicing Writing inside the Classroom…….52

Table 4.7: Writing Essays outside the Classroom ……..52

Table 4.8: Students' Enjoyment of Writing…….53

Table 4.9: Frequency of Correcting Students' Essay Mistakes……...55

Table 4.10: Students' Satisfaction towards their Teacher's Method……..55

Table 4.11: Teachers' Gender……..58

Table 4.12: Teaching Experience…….58

Table 4.13: Teachers' Attitudes towards Students Motivation to write……..59

Table 4.14: Teachers' Attitudes towards the Allocated Time for Teaching Academic Writing……..60

Table 4.15: Evaluation of Students' Essay Writing……..63

Table 4.16: Frequency of Writing Essay inside the Classroom……64

Table of Graphs

Graph 4.1: Types of Writing……...49

Graph 4.2: Writing inside the Classroom……51

Graph 4.3: The Level of Difficulty of Writing an Essay……53

Graph 4.4: Students' Difficulties in Essay Writing……54

Graph 4.5: Time Sufficiency when Practicing Writing inside the Classroom……56

Graph 4.6: Allocated Time for Writing …….....57

Graph 4.7: Students' Level of Academic Writing……..59

Graph 4.8: Teachers' Attitudes towards the Effectiveness of the Academic Writing Approaches used at University……61

Graph 4.9: The most Common Approach Used by Academic Writing Teachers in the Classroom……...62

Graph 4.10: Main Difficulties Faced by Students in Essay Writing…….....66

GENERAL INTRODUCTION

1- Background of the Study

Learning a language requires a good mastery of the four skills: listening, speaking, reading, and writing. Writing is a productive skill by which EFL learners succeed in communication and academic studies. Being a successful EFL learner is much reflected through being able to produce different good compositions such as essays, articles, papers, theses, etc. In this context, Nunan (1989) assumes that writing is a complex cognitive skill that requires a mastery of syntax, careful choice of vocabulary, mastery of punctuation, awareness of the different steps of writing. Besides, Shiach (2007) states that the craft of writing, teaching and learning it, has always been difficult to realize. However, it is a necessary instrument for all learners and at all levels.

2- Statement of the Problem

Writing is a bridge towards success and a visa to graduation. Thus, it is mandatory for EFL learners to develop their writing skills to reach an appropriate academic level at the tertiary stage. However, many EFL learners still suffer when it comes to writing. Part of this suffering is in their inability to write good essays. This handicap may be the result of many factors. Algerian EFL learners' competence in writing essays is not fixed and equal among all learners; it varies from one to another. Some may perceive it as a real nightmare, others consider it as their weakness, another portion struggle to fulfill a writing task, whereas, others feel the most comfortable when coming across a writing task (eg., Hamzaoui, 2021 ; Ghodbane, 2010).

3- Purpose of the Study

This study aims at investigating Algerian EFL learners' needs and deficiencies in writing essays. It also seeks for identifying the reasons that prevent them from being good writers. Most importantly, it attempts to provide applicable suggestions and recommendations for boosting Algerian EFL learners' essay writing skills.

4- Research Questions and Hypotheses

1- What are Algerian EFL learners' major needs and deficiencies in writing essays?

2- What common errors do Algerian EFL learners commit when developing essays?

3- What strategies should Algerian EFL teachers use to overcome learners' writing essay deficiencies?

For the research questions, the following hypotheses have been formulated

1- Algerian EFL learners' might find a difficulty choosing appropriate topics, getting started and not understanding the instruction.

2- Algerian EFL learners might commit various errors when writing an essay such as spelling, punctuation, grammar and vocabulary.

3- Algerian EFL teachers might facilitate the writing process through using a clear instruction, frequent feedback, and using an effective approach that suits the learners' needs.

5- Significance of the Study

This study aims to scrutinize Algerian EFL learners' needs and deficiencies in writing academic essays at tertiary level. It was motivated by Algerian EFL teachers' complaints about their students' poor writings and by their repeated errors when writing essays. Indeed, this investigation is cardinal and vital in a way it helps to uncover the real reasons behind Algerian EFL learners' weaknesses in essay writing. Besides, it enables Algerian EFL teachers to become aware of some of their ineffective strategies and practices when teaching writing. Most importantly, it yields fundamental insights that contribute to more effective learning and instruction of writing at college or any academic milieu (eg., Hamzaoui, 2021 ; Ghodbane, 2010).

6- **Research Methodology**

The current research used both quantitative and qualitative research techniques. Moreover, the research used questionnaires as a tool to collect data, test the evidence of the hypotheses, and supply the researchers with the necessary information about the participants' perceptions on the topic. The targeted population was first year master's English students and teachers at Yahia Fares University of Medea. The sample consisted of thirty-eight EFL students and eight EFL teachers. It was randomly selected for bias avoidance measures.

7- Limitations of the Study

This research is limited to studying Algerian EFL learners' needs and deficiencies in writing essays. It questioned Algerian EFL students and teachers of Yahia Fares University. This study could have explored numerous factors that affect Algerian EFL learners' success in writing, but we have limited our research to what we thought are the major factors that concern both teachers and learners. One important limitation is that our study concerns a limited population; first year master students in Medea university. It can therefore be generalized only if other works carried out under the same circumstances and tools obtain the same results. Another limitation is that the questionnaires of both students and teachers were sent through emails. Thus, the answers were not very anonymous. Consequently, the answers might be inaccurate, incomplete or indirect for shyness reasons or non-understanding constraints. It is also important to mention that we intended to deal with a corpus analysis of some essays written by first year master EFL learners at the English department of Medea University, but time constraint played a negative role.

8- Structure of the Study

The thesis is a whole of five chapters. The first chapter deals with the review of literature related to the topic. It also accounts for writing definitions, types, major approaches and strategies. Furthermore, it sheds light on essays, types of essays, steps

of writing essays and some approaches to teaching and learning essays. Eventually, it talks about some major EFL learners' deficiencies and needs when writing essays.

The second chapter provides a deep discussion about the linguistic situation as well as English learning and teaching in Algeria. It also discusses the LMD system and deals with interesting points such as academic writing course, its teaching and learning in EFL university contexts and its related activities.

The third chapter exposes the research methodology. It provides the research design, where light is shed on case study and methodology. In addition, it addresses population and sampling; this is done through describing both teachers' and students' profiles. Finally, it tackles data gathering tools, which are questionnaires for both sample groups.

The fourth chapter deals with data analyses and interpretation of the main results that concern both students' and teachers' questionnaires. This chapter provides a detailed analysis of each answer provided by both of students and teachers.

The fifth chapter is dedicated to the discussion of the main findings revealed by the answers of the informants: teachers and students. Moreover, it supplies some pedagogical implications and recommendations that might be beneficial for students as well as teachers. These implications and recommendations could bring some positive development of the writing skill among EFL learners at university.

CHAPTER ONE

Chapter One: Literature Review

1.1. Introduction

1.2. Historical Background

1.3. Writing as a Skill

1.3.1. Definition of Writing

1.3.2. Types of Writing

1.3.2.1. Expository Writing

1.3.2.2. Descriptive Writing

1.3.2.3. Persuasive Writing

1.3.2.4. Narrative Writing

1.3.2.5. Entertainment Writing

1.3.3. Approaches and Strategies to Teach Writing

1.3.3.1. Major Approaches to Teach Writing

1.3.3.1.1. The Process Writing Approach

1.3.3.1.2. The Product Writing Approach

1.3.3.1.3. The Controlled-to-free Approach

1.3.3.1.4. The Free-writing Approach

1.3.3.1.5. The Grammar-Syntax-Organization Approach

1.3.3.1.6. The Paragraph-pattern Approach

1.3.3.1.7. The Communicative Approach (The Functional Approach)

1.3.3.1.8. The Contextual Approach

1.3.3.1.9. The Power-S Approach

1.3.4. Writing Strategies

1.3.4.1 Flow Writing

1.3.4.2. Text-to-Idea Writing

1.3.4.3. Multiple Version Writing

1.3.4.4. Writing by Editing

1.3.4.5. Planned Writing

1.3.4.6. Writing in the mind

1.3.4.7. Step- by- Step- Writing

1.3.4.8. Syncretistic writing
1.3.4.9. Writing in Segments
1.3.4.10. Puzzle Writing
1.3.5. Assessing Writing
1.3.5.1. Self-assessment
1.3.5.2. Formative Assessment
1.3.5.3. Peer Assessment
1.4. Essay
1.4.1. Definition of Essay
1.4.2. Components of Essay
1.4.2.1. The Introduction
1.4.2.2. The Thesis Statement
1.4.2.3. The Main Body
1.4.2.4. The Conclusion
1.4.3. Steps of Writing Essay
1.4.3.1. Outlining
1.4.3.2. Drafting
1.4.3.3. Revising and Editing
1.4.4. Types of Essays
1.4.4.1. Definition Essay
1.4.4.2. Classification Essay
1.4.4.3. Compare and Contrast Essay
1.4.4.4. Evaluation Essay
1.4.4.5. Cause/ Effect Essay
1.4.4.6. Process Essay
1.5. Teaching and Learning Essays in EFL contexts
1.6. EFL Learners Deficiencies and Needs in Essay Writing
1.6.1. EFL Learners' Needs in Essay Writing
1.6.2. EFL Learners' Deficiencies in Essay Writing
1.6.2.1. Vocabulary
1.6.2.2. Spelling

1.6.2.3. Grammar
1.6.2.4. Punctuation
1.7. Conclusion

1.1. Introduction

Learning a foreign language requires a good mastery of the four skills: reading, writing, listening and speaking. Writing is the most important channel through which people communicate their thoughts, feelings and emotions. It is the basis upon which others judge people's learning. This chapter provides a general overview on writing as a skill. It accounts for writing definition, its types and its assessment activities. Besides, it sheds light on essay's definition, its types and its components. Moreover, it presents the different steps of writing a good essay. Eventually, it discusses EFL learners' deficiencies and needs in essay writing.

1.2. Historical Background

In today's world, writing is no longer the business of the upper class or the intellectuals only. It goes beyond to be the concern of almost every human being (Weigle, 2002). In other words, writing is a vital skill for all social portions; especially that of EFL learners. Moreover, writing is believed to be linked to other language skills such as reading comprehension (eg., Vallecorsa and Debettencourt, 1997). In this context, Christenson et al. (1989) claimed that students' progress is highly dependent on their writing skill through which they show their good reading comprehension of information expressed in written forms such as paragraphs, essays and compositions. That is to say, writing is one of the most important pillars of EFL learning and teaching. However, EFL learners might suffer when learning to write as writing as a skill is a demanding matter (Ho, 2016). Many researchers have endeavored to explore the real reasons behind EFL learners' deficiencies and needs in developing writing skills. These studies main objectives were to overcome the existing obstacles and enhance EFL writing learning and teaching (eg ., Lamberg, 1977; Ghodbane, 2010 ; Arar, 2019).

Lamberg (1977) attempted to investigate the major problems that face high school and college learners in doing academic writing. He conducted his study in the Reading and Learning Skill Center, the University of Michigan. His analysis involved reading several of the students' papers, reading comments by their teachers on the papers, reading course syllabi and other handouts provided to the students, and discussing with the students their perception of their difficulties. The researcher identified nine major problems such as the lack of self-management skills, the lack of strategy for composing, failure to follow instructions, poor organization, weaknesses in content, etc. He postulated that these problems are rarely tackled in writing classes. Besides, he stressed that teachers have to understand their learners' needs by trying to remember their own path as students; they have to frame all the possible weaknesses and needs in accomplishing with writing assignments.

Along the same lines, Ibnian (2017) explored the difficulties that Jordanian EFL students face when writing. His survey aimed at proposing solutions to help EFL learners overcome these difficulties. The sample of the study comprised 82 English majors from the World Islamic Sciences and Education University in Jordan. Instruments of the study included a questionnaire on difficulties that may face English majors while they write in English. The questionnaire also included an open-ended question on suggestions and solutions that can help the students overcome writing difficulties. The results revealed that "lack of ideas" topped difficulties faced by Jordanian EFL students in writing class, followed by "the incorrect use of mechanics of writing". The findings also showed that "lack of clear assessment instruments and marking schemes", "time restriction", "the unsuitable methods of teaching writing", "vocabulary restriction", "topic inappropriateness" and "lack of materials for consulting", "grammar difficulties" and "lack of teacher's help" are other minor challenges that impede Jordanian EFL students from developing their writing skills.

In the same context, Derakhshan and Karimian Shirejini (2020) attempted to investigate Iranian EFL learners' perceptions towards the most common writing

difficulties. To this end, 120 Iranian EFL learners from Golestan University, Iran, filled out a reliable and validated questionnaire. The results revealed that grammar, spelling, punctuation, choice of words, organization, and familiarity with genres and rhetorical structures, negative transfer from Persian to English, and idiomatic expressions and collocations are the main factors that make the writing task difficult. The researchers suggested that grammar and punctuation should be integrated with teaching writing. They also stressed the importance of explicit instruction of punctuation. Besides, they emphasized the use of mnemonics to improve students' spelling.

Likewise, Khasawneh (2021) conducted a study to investigate the types of writing tasks produced by Saudi EFL learners. His study aimed at exploring the writing challenges encountered by those students. The sample of his study consists of 261 students. The students were randomly chosen from three different colleges: college of business, college of medicine, and college of engineering. The researcher used a questionnaire with (13) items asking about the challenges faced by the students during writing tasks. The results revealed that the most frequently writing tasks produced by the students were essays for exams, synthesis, and reflection papers. The results also revealed that 'organizing paragraphs', 'using proper connections and transitions', and 'inability to keep writing flow' were the most frequent challenges of writing tasks reported by the students.

In the same context, Mustafa et al. (2022) scrutinized the difficulties faced by the undergraduate students in Higher Education institutions in Oman. The findings demonstrated that Omani EFL students' main challenges are the limited vocabulary and range of grammatical structures, inability to comprehend reading texts, and difficulties in summarizing and paraphrasing. Findings also showed that the most helpful strategies, from students' point of view, are feedback from the teacher, both specific and general, extensive reading about the topic, using a dictionary, examining writing models, and writing multiple drafts.

Similarly, Ghodbane (2010) explored the factors behind Algerian EFL students' poor writing production at Batna University. The results demonstrated

that despite the fact that writing is a crucial means of communication, many Algerian EFL students fail to manage it at all levels (sentence, paragraph and essays). They also indicated that learners' weaknesses in writing are due to L1 effect and shortage in reading, motivation and practice. Besides, the findings stressed the fact that approaches and techniques should be adequate with teaching writing. Finally, the researcher suggested that Algerian EFL teachers have to be motivation dispatchers by being motivated themselves.

In the same vein, Arar (2019) attempted to find out ways to enhance EFL writing instruction at tertiary level through delving into the relation that connects writing, metacognition and blended learning. The findings brought by this research, proved that students should try different strategies such as developing self-reliance and peer work to improve their writing skills rather than relying on their teachers. Hence, they can learn and foster their writing and language skills in and outside class, with and without the teacher.

To conclude, many studies have investigated the field of writing in general and EFL writing in particular. They have tried to examine EFL writing deficiencies and needs in order to overcome EFL learners' obstacles and boost their writing skills. Although these investigations have brought different fruitful contributions to the field of EFL learning and teaching, EFL learners still struggle with writing (Ahmed, 2010). In other words, many challenges remain persistent despite the huge furnished efforts and the big amount of potential solutions suggested by previous researches. This situation, urged the researchers to explore Algerian EFL learners anomalies and needs in essay writing. The next section sheds light on writing as a skill.

1.3. Writing as a Skill

1.3.1. Definition of Writing

Oxford Advanced Learner's Dictionary (n.d.) suggests six definitions to the word writing. One of which is "the particular way in which somebody forms letters when they write." In other words, it is when a person takes advantage of the alphabet letters to express him/ herself. Moreover, Cambridge Dictionary (n.d.) defines writing as "the skill or activity of producing words on a surface", i.e. it is to possess the ability to create something on the top layer of something else. So, writing is a handcraft made out of letters. It is the savoir-faire that concerns shaping ones ideas, thoughts, feelings, beliefs, etc.

Additionally, Murray (1973) says "writing is a skill which is important in school and after school. It is the skill which can unlock the language arts. It satisfies a man's primitive hunger to communicate. It is an art, and art is profound play…" (PP. 1235- 1237). Murray's definition reflects how writing is deep and vital as a skill not only in the academic journey but in human's life as well. It allows individuals to explore their imagination and creativity, making it a pleasurable activity. Murray's use of the term "profound play" emphasizes the creative aspect of writing, where the writers have the freedom to express themselves through words and language.

Besides, Göçer (2010) defines writing as telling or explaining ones practices, experiences, opinions, ideas and feelings about a given topic that should respect the language norms. On his part, Ungan (2007) describes writing as a task that requires some skills such as reading, thinking and thoughts transmission. In other words, writing is the product of different elements that contribute in the communication of thoughts. Also, Nunan (2000) states that "writing is an enormous challenge to produce a coherent, fluent, extend piece of writing in L2." (p.217). Thus, writing is a laborious task that requires great efforts in order to be achieved successfully in L2. Furthermore, Kane (2000) points out:

Writing is a rational activity, and that it is a valuable activity. To say that writing is rational means nothing more than that it is an exercise of mind requiring the mastery of techniques anyone can learn. Obviously, there are limits: one cannot learn to write like Shakespeare or Charles Dickens. You can't become a genius by reading a book. (p.3)

From this point of view, writing is a mental exercise which needs the mastery of some techniques to be realized. This implies that with practice and dedication, anyone can become a skilled writer. Yet, perfection in writing is not a matter of mere practice; one would likely need to possess innate abilities that cannot be acquired through instruction alone.

In brief, writing is a mental activity that requires the coordination of many skills. It is a formation of letters to convey ideas, thoughts, feelings, beliefs, and principles. Thus, preserve them and transmit them to the coming generations. The following section sheds light on the main types of writing.

1.3.2. Types of Writing

Research into the field of writing has revealed that there are different types of writing (eg., Kane, 2000; Specht, 2020; Crowther et al., 2016). Kane (2000) suggests that the choice of the type of writing depends on the writer's intention or the influence he/she wants to exercise on the readers. On the other hand, Specht (2020), states that the instruction given is the helping tool for the writer to decide which type of writing he/she is going to undergo. The current research focuses on five types of writing.

1.3.2.1. Expository Writing

In this type, a writer explains how things happen or work (Kane, 2000). The text is generally about facts or every day topics such as global warming, industry, divorce, etc. In other words, expository writings discuss thoughts, beliefs and knowledge of someone's mind. They are built in a logical way and are organized on the principle of cause/ effect, pros/cons, etc. This type is also called explanatory writing. Writers explain how or why something happens or has happened. They need to explain different causes and effects and should organize their composition by explaining each individual cause or effect (Specht, 2020).

1.3.2.2. Descriptive Writing

The purpose of a descriptive writing, as the name implies, is to describe a person, a place, a thing, or a concept. A writer should structure his/her composition to thoroughly describe each feature (Specht, 2020). Kane (2000) adds that descriptive compositions have a perceptive notion, especially a visual one. They focus on describing what a writer sees into words. In such a kind of writing spatial vocabulary is mostly used such as before, above, right, left, etc. In this respect, Crowther et al., (2016) state that in a descriptive essay the use of sensory details gives a writer the best chance of relating to his/ her audience and engaging them in ones writing.

1.3.2.3. Persuasive Writing

Persuasive writing aims at changing the beliefs and thoughts of readers. Such a type uses arguments, evidence and proofs (Kane, 2000). The act of trying to persuade automatically implies that more than one opinion on the subject can be argued. The idea of an argument often conjures up images of two people screaming and shouting in anger, but in writing, an argument is a reasoned opinion supported and explained by evidence. The purpose of persuasion is to convince, motivate, or move readers towards a certain point of view, or opinion (Crowther et al., 2016).

1.3.2.4. Narrative Writing

Narrative writing is also called story telling. It is an engagement in a form of a narration that can be either factual or fictional, biographies and memoirs are examples of factual stories, whereas novels and short stories are fictional writings. One important feature of narrating is the more clearly a writer tells the story, the more emotionally engaged the audience are likely to be. So, whether the story is fact or fiction, a narrative composition attempts at relating a series of events in an emotionally engaging way (Growth et al, 2016).

1.3.2.5. Entertainment Writing

Kane (2000) states that the entertainment writing is any type of writing that is designed to amuse or engage readers, either through humor, suspense, action, or other types of emotional responses. It can include a wide variety of forms, such as fiction, poetry, plays, essays, and even social media posts. Entertaining writing usually aims to capture the readers' attention and keep them engaged throughout the piece, often by using techniques such as vivid descriptions, compelling characters, and unexpected plot twists. It can be light-hearted and comedic or more serious and thought-provoking, depending on the writer's intent.

1.3.3. Approaches and Strategies to Teach Writing

1.3.3.1. Major Approaches to Teaching Writing

Oxford Advanced Learner's Dictionary (n.d.) defines approach as "a way of dealing with somebody or someone, a way of doing or thinking about something such as a problem or a task. According to Bin Tahir (2012), approach means the beginning of things, an abstract belief, a set of assumptions upon which teaching and learning occur. It is the wisdom used in teaching any subject matter. Therefore, an approach paves the way towards teaching. It is the provider of wisdom and directions. It helps teachers make their own expectations about their teaching process. Moreover, it makes learning possible through providing rules and principles.

Teaching writing has witnessed the emergence of various approaches since the early 1980s. There has been a shift from teaching students how to write a grammatical sentence to teaching them how to write and organize a text. This change has urged the use of effective approaches to make the writing skill manageable for learners as it is a fundamental skill in different subject matters (Namoushi, 2014). Trimble (2000) clarified that it is mandatory to writers to regard numerous standpoints such as content, vocabulary, grammar, spelling and punctuation. Thus, develop a considerable familiarity with academic writing. Research has disclosed various writing approaches such as the process writing approach, the product writing approach, the contextual approach, and POWER-S approach, and others.

1.3.3.1.1. The Process Writing Approach

The process approach is an approach to teaching writing that emphasizes the individual writer's creativity and stresses the development of good writing practices rather than the imitation of models. It views writing as a problem-solving process that involves goal setting, planning, generating ideas, monitoring and evaluating what is going to be written and what has been written, as well as searching for language with which to express exact meaning. Despite the fact that the process writing approach requires a lot of time and effort, using it properly has a huge potential benefit. It helps learners become proficient writers (El Ouidani and El Baghdadi ,2022).

1.3.3.1.2. The Product Writing Approach

The product approach is an approach to teaching writing that is based on the reproduction of writing models. The focus is on the written product rather than how students should approach or see the process of writing. Therefore, adopting the product approach entails that students be told to write a composition imitating a given pattern. In light of this approach, the discourse and rhetorical aspects of the written text, such as purpose and audience, are almost neglected in such contexts. Based on this, this

approach is regarded as teacher-centered, where teachers take control of the models that are applied (El Ouidani and El Baghdadi, 2022).

1.3.3.1.3. The Controlled-to-Free Approach

The controlled-to-free approach is based on the audio-lingual method, which was developed in the 1950s and early 1960s, a time when speech was heavily stressed as the primary concern in language teaching. At that time, writing was viewed as a secondary sub-skill for strengthening speech through the mastery of language forms. In this approach, students first complete grammar exercises that focus on single sentences, and only after mastering this level, they copy, manipulate, or change paragraphs. Hence, in this approach, writing instruction places an emphasis on developing reproduction skills in fixed patterns and the capacity to recognize and fix issues using their knowledge of linguistics. This procedure is sequential and aims to achieve accuracy. This approach was criticized for not being able to successfully strike a balance between fluency and accuracy (El Ouidani and El Baghdadi, 2022).

1.3.3.1.4. The Free-Writing Approach

Unlike the controlled approach, the free-writing approach introduced by Raimes (1983) emphasizes fluency and content as it focuses on audience, ideas, and originality rather than form and accuracy. Students write on assigned topics or topics of their interest, which engage them in the writing process and help them stay motivated and on task. Within the parameters of this strategy, students can write freely without worrying about proper grammar because their teachers only comment on the content of their works and do not correct the productions' structural elements. In addition, the strategy encourages students to read aloud in class what they have written, which could serve as a communicatively-authentic audience. When using the free-writing method, teachers should encourage students to express themselves and put an emphasis on their individual creativity and self-discovery. That is to say, teachers ought to be more supportive than directive; they should make an effort to create a

supportive and cooperative atmosphere so that students can freely create compositions to express their meanings. According to experts in the field, this approach is unlikely to take the unique needs of learners at the beginner level into account. Besides, it should not be used in academic settings where students are required to write about specific topics that require research rather than expressing themselves freely. Furthermore, since students' compositions are graded on their organization, accuracy, and content, mistakes in their final products have an impact on their grades (El Ouidani and El Baghdadi, 2022).

1.3.3.1.5. The Grammar-Syntax-Organization Approach

El Ouidani and El Baghdadi (2022) state that teachers who use this approach emphasize the necessity of simultaneously working on multiple aspects of composition skills, such as grammar, mechanics, organization, syntax, content, audience, purpose, and word choice. For them, writing is not made up of distinct abilities that are learned one at a time. Students are required to use simple verb tenses, a chronology-based organizational scheme, linking words like "first, then, finally," and sentence constructions like “when... then...”. Students will also understand the connection between what they are trying to write, what they need to write, and why they are writing in the first place thanks to the approach’s emphasis on writing with a purpose. As a result, this method implicitly links the purpose of writing to that form rather than the communicative one, which is still just a pretext for students to show that they are proficient in and capable of using the target structure or form.

1.3.3.1.6. The Paragraph-Pattern Approach

This approach began with the assertion that the organization of writing differs from culture to culture, making it the most significant factor in the writing process. Students work with paragraphs in activities based on this methodology; they copy, evaluate, or mimic model paragraphs. Exercises typically involve finding general and specific information, rearranging scrambled sentences in the correct order, creating an

effective topic sentence for a paragraph, and similar tasks. The goal is to assist students in learning English writing patterns so they can write clearly in the language (El Ouidani and El Baghdadi, 2022).

1.3.3.1.7. The Communicative Approach (The Functional Approach)

The communicative approach is based on the idea that "writers do their best when writing is truly a communicative act, with a writer writing for a real reader," emphasizes the importance of purpose and audience (Raimes, 1983). Students are invited to act as writers in real life by considering the purpose behind their writing and the audience they are writing to. Since other students or interlocutors in or outside the classroom interact with them in addition to reading them, rewriting them in another form, summarizing them, or making comments. Otherwise, teachers can specify the audience outside of the classroom, giving student writers a context that necessitates them to pick appropriate language, content, and formality levels. It is crucial that teachers carefully define and specify the context, purpose, and audience for all the writing tasks in a functionally oriented writing class because data may be supplied in the form of facts, notes, tables and/or figures, quotations, documents, and so forth (El Ouidani and El Baghdadi ,2022).

1.3.3.1.8. The Contextual Approach

Contextual learning teaching approach (CLT) was coined by the American philosopher and educator John Dewey (1916). It is a learning philosophy that focuses on learners' interests and experiences. Later on, the CLT gained a major attention and mindfulness by many education scholars and research centers in the United States of America (Hermana, 2010, p. 56). Many definitions have been given to CLT. Some scholars define the CLT as a helping concept for both teachers and learners where the subject matter is linked with the meaning and real life contexts (Johnson, 2002; Sears, 2002). In other words, the CLT is a kind of learning that enables students to make use of their knowledge and apply it to the various real life situations. Consequently, learning takes place through

experiencing rather than memorizing (Satriani, 2012). In brief, one can say that the CLT is an educational approach that stresses the importance of learning within a meaningful context. It encourages teachers to create learning experiences that are relevant and applicable to real-world situations, rather than focusing solely on theoretical or abstract concepts.

1.3.3.1.9. The Power-S Approach

The POWER-S approach is an amalgam of the product approach, genre approach, and process approach. It is a very effective approach used in teaching writing especially in EFL classes. It helps EFL students to develop their writing skills following an organized process (Englert et al., 1988). It involves pre-writing, organizing, writing, evaluating, revising, and sharing. In pre-writing "P" stage, the writer relates his/her thinking to the topic and makes a collection of necessary related data. This stage is also known as "brainstorming" or "mind- mapping". In organization "O" stage, the writer matches the text with its genre. That is to say, he/she uses appropriate rhetorical patterns (e.g., narration, exposition, description, etc.). Besides, he/she uses appropriate logical organization (e.g., organizing ideas based on various bases such as chronological order, importance, etc.). In writing, evaluating, and revising "WER" stage, the writer reinvests the ideas generated in the stage of brainstorming in order to draft the first writing. Then, the writer evaluates the draft in terms of content, coherence, grammar, and vocabulary, etc. Finally, the writer revises the draft. This revision can be efficient with the feedback of the peers and the instructors after they read the produced draft. In sharing "S" stage, the writer publishes the written text. This publication is preceded by a meticulous evaluation based on the instructors' and the experts' feedback (Bidari, 2021).

In conclusion, different approaches have been coined to enhance the teaching and learning of the writing skill. Each one views this skill from a different perspective. Those various approaches have been different in the course of time because the instruction of writing has been influenced by many elements such as the various

teaching beliefs and teaching contexts, learners' differences and preferences as well as teaching resources and the climate of overall teaching in schools (Hyland, 2009).

1.3.4. Writing Strategies

Merriam Webster Dictionary (n.d.) defines strategy as "a careful plan or method". In the same context, O'Malley and Chamot (1990) proposed that learning strategies are "special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information." (p.1). Put differently, they are specific actions taken by the learner to make learning easier, more effective, and more self-directed for developing foreign language communicative ability. In the same token, Brown (2001) defines strategy as a specific method to accomplish a specific task, a planned design used to control and the manipulate information. All in all, strategy is the careful planning of potential activities to attain an objective; make learning takes place (Hasanova, et al., 2021).

Researchers have suggested different types of writing strategies depending on the purpose and context. Sennewald (2021) and Ortner (2000), for instance, proposed ten writing strategies: flow writing, text-to-idea writing, multiple-version writing, writing by editing, planned writing, writing in the mind, step-by-step writing, syncretistic writing, writing in segment, and puzzle writing.

1.3.4.1. Flow Writing

According to Ortner (2000), flow writing is when writing happens naturally in a sudden way. It is when someone jots down what stems in mind, without any plan, no specific subject and no instruction. In this type of writing, there is a kind of interpretation of thoughts as presented in the mind. This type, serves in generating ideas and the production of abundant texts. It refers to as "brainstorming technique" in academic writing. It helps to unblock writers, giving them a start and helps to externalize their inner thoughts and ideas in a smart way.

1.3.4.2. Text-to-Idea Writing

Text-to-idea strategy is when writers adopt the flow writing technique with one difference; they are guided and directed by an instruction, question, or a topic. It is also known as focused free writing. In this type, the writer writes in additive manner. That is to say, the previous sentences serve like a generating force of a subsequent text's content. The text-to-idea writing results in a more refined texts expanded on the same topic or theme. This technique is useful at primary and secondary education as learners are asked to write about specific topics (Ortner, 2000).

1.3.4.3. Multiple Version Writing

Ortner (2000) claims that in multiple version writing, writers are stuck to a given topic. They start writing first, and then instead of revising their piece of writing, they start writing completely a new text related to the same topic. This step is done repeatedly and results in various independent texts. Each new text is more elaborated than the previous one. The first drafts are considered as fuzzy and vague. Thus, writers adapt trial and error as a way to structure their writings. Thus, they seldom encounter delay or perfection problems.

1.3.4.4. Writing by Editing

In this type, writers manage to draft their first writing the same way as flow writing. Writers keep on revising their first draft; they begin with some weaknesses such as inaccurate passage, gaps, ambiguity, etc. (Ortner, 2000, p.435). In other words, writers continuously keep on rewriting, removing, reorganizing passages till a final different version from the first one is attained (Sennewald, 2021).

1.3.4.5. Planned Writing

The writing process of this type is a kind of pre-writing. First, it starts with developing an idea using notes, mind maps or outline. Next, the writer starts composing the text. Therefore, it is a macro-structure based text. This macro-

structure or plan serves as a scaffolding upon which the text is built (Sennewald, 2021; Ortner, 2000).

1.3.4.6. Writing in the Mind

In this type, writers develop their sentences, paragraphs, even whole texts only in their minds before the act of writing takes place. This latter is generally done while walking or strolling. Here, the writing process goes through two phases: thinking then writing. The challenge lies in producing long, complete and whole texts only in the mind. As a consequence, writers might be facing a cognitive block, as they cannot generate more information as it would otherwise happen if the amount was instead limited. Thus, writers may witness postponement and loss of motivation to carry on and reach a final production (Sennewald, 2021; Ortner, 2000).

1.3.4.7. Step- by- Step- Writing

Ortner (2000) assumes that the step-by-step strategy is mostly used in self-help books, i.e. the kind of books that are written with the intention to instruct their readers on solving personal problems. In step-by-step strategy, writing has to go through sequential steps: research, outline, the raw version of the text, finally the text is edited. Ortner (2000) gives another name for this type of writing. He calls it « didactics' darling » for it suits didactic goals, especially in teaching academic writing for novices (p.485). In fact, it is a good idea to make novice learners aware of the different steps academic writing.

1.3.4.8. Syncretistic Writing

All the previous strategies are fused in syncretistic writing. This strategy is also called "working by chaos" (Ortner 2000, p.491). This means, each part of the text is written differently from the other. Some might be written following a plan, others could be reproduced many times, and others are written in a free flow. The main objective is to reach an abundant amount of ideas, no matter their relevance to the topic is. This is what Sennewald (2021) called "a city under permanent

construction", where the results appear progressively. This type of writing is convenient in case of connecting information from different fields of knowledge so that to create a new knowledge.

1.3.4.9. Writing in Segments

Using this strategy means that writers start with the introduction and the conclusion and then move to develop the body of the text. Those segments or parts are put together to fit one text. In other words, writers produce isolated paragraphs or sections then put them together to form a final text. The difficulty or the challenge that might face the writer of this text is how to make those isolated segments fit together. This strategy might result in creating unexperienced writers who often produce incoherent texts (Sennewald, 2021; Ortner, 2000).

1.3.4.10. Puzzle Writing

Puzzle writing is generally used when writers are less concerned in producing coherent texts. Writers work again and again on the topic. As a result, they reach puzzle texts pieces that are put together; this justifies the lack or absence of coherence between the texts' parts or segments. Hence, a final polished version is difficult to appear (Sennewald, 2021; Ortner, 2000).

1.3.5. Assessing Writing

Yancey (1999) stated whatever name has been given to assessment, it remains the core point in the process of writing. "Testing" was the first name given to assessment. During the past half century, assessment has gone through three main sequenced changes. During the first wave (1950-1970), assessment was a kind of objective tests, where multiple-choice questions about vocabulary and grammar were dominant. In that period, testing was done indirectly, i.e. questions were related to the correct use of comma, questions, pronouns, etc. During the second wave (1970-1986), it took the form of scored essays. During the third wave (1986-present), it has taken the form of portfolio assessment. All began with writing one

essay. After that, the shift was collecting a set of essays to be a portfolio assessment (Yancey, 1999). There are different types of writing assessments.

1.3.5.1. Self-assessment

Self- assessment is "the ability to identify strengths and weaknesses and points of improvements in one's performance."(Fahimi and Rahimi, 2014, p.731). In other words, self-assessment is the writers' ability to reflect, evaluate and revise their own writing. It often referred to as "reflection for further improvement" (Fahimi and Rahimi, 2014; Falchikov and Boud, 1989). It is believed that self-assessment fosters learners' writing skills (Alfallay, 2004; Chen, 2002). In this context, Fahimi and Rahimi (2014) assumed that the implementation of self-assessment in writing is more likely to develop the ability of students in becoming proficient writers. Furthermore, it helps students promote positive attitudes towards the writing class. Finally, it contributes in improving learners' consciousness about their problems when writing. Thus, they become active learners and assume authority for their own learning.

1.3.5.2. Formative Assessment

Formative assessment is a set of activities made by the teachers to help students while their students' production in writing is still in formation (National Council of Teachers of English, 2012). Reising (1997) assumes that writing is a learned behavior and it can be enhanced through formative writing. He adds that assessing students formatively requires that various drafts to be realized by the student, each draft better than the previous one in terms of content and form. Thus, many opportunities are supplied in order to represent a better version of organization, correct sentences, and appropriate spelling. Most importantly, the teacher is not the only person who can evaluate writing. A variety of audiences can assess the students' written productions to obtain more desirable outcomes.

1.3.5.3. Peer Assessment

Topping (2009) defines peer-assessment as a reciprocal relation between an assessor and an assessed. This relation is based on an agreement to give feedback about the quality of a given performance of a learner of an equal condition. He adds, peer assessment can provide partial as well as total feedback and it can be realized between pairs or in groups. He reckons that peer assessment is so effective that it serves a variety of students of different ages and abilities and sometimes its reliability and validity can be higher than teachers' assessment but it needs training and practice.

1.4. Essay

1.4.1. Definition of Essay

Oxford Advanced Learners' Dictionary (n.d.) defines essay as "a short piece of writing by a student as part of a course of study." In other words, an essay is a performance done by students while studying. Zemach and Rumisek (2003) define essay as "a group of paragraphs written about a single topic and a central main idea." (p.56). That is to say, an essay has a form and content that deal with a given topic. Geyte (2013) suggests that essay is the tool by which teachers evaluate their students' understanding of the course content through assignments or exam questions.

1.4.2. Components of Essay

Geyte (2013) states that an essay is composed of three basic parts: introduction, body and conclusion.

1.4.2.1. The Introduction

In the introduction, the writer states the importance of the central topic and say what his/her position of the situation is. At this stage, the writer starts from general by giving a description or an explanation of the idea or the topic. However, there should be a kind of a controlled generalization to introduce the topic without

being too vague. This generalization presented in the introduction is often used in plural forms. For instance, people, citizens, responsibles, teachers, etc. It may look weird to use singular nouns only if the case represents a large segment of the same noun. For example, a teacher must be aware of the students' strengths and weaknesses. In this example, the singular noun "teacher" refers to any teacher but not to a specific teacher. In this case, precision is an important element in the introduction. That is to say, a writer needs to show apparently the topic expanded in the essay. This can be done through the use of key concepts, defining them especially if the concept or the term discussed in the essay is used in an unusual way from its normal meaning (Geyte, 2013).

In the same vein, Zemach and Rumisek (2003) view that a good introduction moves from general to specific to reach what is called a thesis statement. They highlight some features of a good introduction such as: providing a variation of information about the topic, attracting the reader and providing background knowledge about the idea discussed; the statement of the main idea (thesis statement), should be catchy.

1.4.2.2. The Thesis Statement

According to Zemach and Rumisek (2003), a thesis statement is the last sentence in the introduction. It reveals the central idea of the whole essay. A good thesis statement has to express an arguable idea, i.e. it should not give a fact about the topic; a fact cannot be discussed. In addition, it should not express two sides of an argument as this is the function of the topic sentence. A successful thesis statement could be written via developing an opinion about the target topic preceded by the expression "I think that..." After that, the writer expresses his/her point of view. Finally, the writer removes the expression "I think that" and a possible thesis statement is obtained.

1.4.2.3. The Main Body

The main body is the part that separates the introduction and the conclusion (Zemach and Rumisek, 2003). In this part, the writer has to expand the idea mentioned in the introduction by ordering this expansion into paragraphs. Those paragraphs are of a major importance as they are the tool by which the writer organizes his/her ideas and moves from one point to another. Without those paragraphs, the essay may appear disordered and lacks coherence. In other words, the principle of the main body is a singular idea per paragraph. This implies that the writer has to avoid packing all the points in one paragraph; or he/she risks appearing superficial and disordered. Instead, the writer should make the readers comprehend and grasp what is written by providing them a path to follow. By doing so, he/she is reassuring the readers that the work is not done randomly but following a well-structured plan and a logical order. In the main body, the writer starts his/her paragraph with a topic sentence. The latter states the main idea or theme of the paragraph. It serves as a guide for the readers, giving them an idea of what to expect in the upcoming paragraph. Then, he/she develops the topic sentence with illustrations, further explanations, statistics, and arguments, etc. Finally, he/she signals the end of the idea expanded in the paragraph with a concluding sentence (Shiach, 2007).

1.4.2.4. The Conclusion

A conclusion is the last part in an essay. It is written in a separate paragraph. It is generally a recapitulation of the major points. Moreover, it provides comments and suggestions for readers to take future actions. A good conclusion never introduces new ideas or new points of view. It restates briefly previous ideas mentioned in the essay (Zemach and Rumisek, 2003).

In brief, an essay is built on three bases: a beginning, a body and a conclusion. First, the beginning introduces the topic without going deep into details. Second, the body contains a number of connected paragraphs; each one deals with a key idea related to the principle topic. Finally, the conclusion summarizes what is expanded in

the essay. It gives the reader the impression that the topic is closed successfully and clearly (Shiach, 2007).

1.4.3. Steps of Writing Essay

Many writers, students, and employees find that starting to write can be intimidating. When faced with a blank page, however, experienced writers remind themselves that writing, like other daily activities, is a process. Every process, from writing to cooking, biking, and learning to use a new cell phone, will get significantly easier with practice. Writing is a process that requires following steps and using strategies to achieve the target goals, just as you need a plan, resources, and enough time to create a delectable meal, so you need a plan, resources, and the right tools to create a well-written essay (Crowther et al., 2016).

In this regard, Kane (2000) suggests that there are three steps to writing in the broad sense—as opposed to just putting words on paper, writing requires thinking about it, doing it, and doing it again and again and again, as often as time permits and patience will allow. These three steps are thinking, doing, and revising. The first step, "thinking," involves selecting a topic, considering ways to develop it, and developing strategies of organization and style. When you first start thinking about a topic, you are already starting to choose words and build sentences, or to draft. As you draft, the thinking continues. As you work on a composition, you will be concentrating on one phase of writing at any given point, but always you are engaged with the process in its entirety. Similarly, Crowther et al. (2016) and others state that effective writing is the production of good ideas that are articulated clearly and presented in an appropriate sequence. They claim that the writing process goes through four main steps: prewriting, outlining, drafting, revising and editing.

1.4.3.1. Prewriting

Prewriting is all the writing tools a writer may use before writing the first draft. There exist many prewriting strategies such as brainstorming, using experience and observations, reading, free writing, asking questions, listing, and clustering/idea

mapping. Using those techniques can help get over the fear of the blank page and confidently start the writing process. First, brainstorming is used to generate topic ideas, translate the abstract thoughts on a topic into more concrete ideas on paper. Second, writers often take notes on paper to better develop their thoughts after reflecting on their experiences and observations, which helps them discover what they have to say about their topic. Another beneficial and helping tip that paves the way to writing is free writing. It is all about jotting down any related idea or thought that comes to your mind and has a relation with the elaborated topic. Free writing is an exercise in which you write freely about any topic for a set amount of time (usually five to seven minutes). In addition, asking these questions such as Who? What? Where? When? Why? How? Can help a writer revisits the ideas he/she already has and generates new ways to think about the topic. Listing is another possible strategy that can be used in the prewriting phase. Here a writer can make a list of the items that are convenient with the main topic. Then, elaborate each one in an individual paragraph in the essay. Finally, idea mapping which is also called clustering or webbing. It is the most used strategy by writers as the ideas are visualized through circles lines or arrows. This connection may demonstrate new links and relations between the ideas that the writers themselves are not aware of (Crowther et al., 2016).

1.4.3.2. Outlining

The following step after the prewriting stage is to draw an outline or a plan of the essay. The outline assists writers to organize their ideas if and how those ideas link to each other. Therefore, an outline is a premature image of the whole work. It also helps anticipate the general framework of the essay; thesis and the main idea of each body paragraph. In short, an outline makes writing easier and less scary (Crowther et al., 2016).

1.4.4.3. Drafting

At this stage and as the term implies, the writer develops a first draft of the writing. « An empty page is a scary matter », admit professional writers (p.54). The aim here is to draft the essay that should consist of at least three body paragraphs plus an introduction and a conclusion. To sum up a draft is an opportunity to have a complete version of the work, but not a final one (Crowther et al., 2016).

1.4.4.4. Revising and Editing

Revising and editing are two important steps even for professional writers. Both steps are vital. Revising is to take a second look at the ideas developed in the draft. Here, the writer adds, cuts, moves or completely changes his/her ideas to make them more clear, exact and persuading. Editing, is to check syntax, grammar, punctuation writing style, etc., i.e. to polish the work into a mature outcome (Crowther et al., 2016).

After getting a final work, writers need a feedback from objective readers; people whom the writer estimate and respect and who can provide with a fair response that evaluates the strengths and the weaknesses of the work. This process is called peer review (Crowther et al., 2016).

1.4.4. Types of Essays

1.4.4.1. Definition Essay

The goal of a definition essay is to provide a detailed explanation of a word or phrase. However, defining terms in writing is frequently more difficult than simply consulting a dictionary, and how we define words can have significant effects on both individuals and collective groups (Crowther et al., 2016). A writer chooses one concept or term and describes it in details. Providing a clear and thoughtful definition is important before going further in the body of the essay (Specht, 2020).

1.4.4.2. Classification Essay

Classification essays involve grouping concepts into various categories so that you can discuss each one in turn, define each, and then provide examples (Specht, 2020). Crowther et al. (2016) add that the notion of classifying things happen in our daily lives all the time, frequently without even noticing it (for example, cars can be classified by type (convertible, sedan, station-wagon, or SUV) or by the fuel they use (diesel, petrol, electric, or hybrid)). Smaller categories, and the way in which these categories are created, help us make sense of the world.

1.4.4.3. Compare and Contrast Essay

In a compare and contrast essay, the writer discusses the similarities and differences between two or more individuals, locations, or objects. The writer can structure the essay by discussing one subject first, then comparing it with the second subject (Specht, 2020). The key to a good compare-and-contrast essay is to choose two or more subjects that connect in a meaningful way. Comparison in writing accounts for elements that are similar, while contrast in writing accounts for elements that are different. A compare-and-contrast essay, then, analyzes two subjects by examining them closely and comparing them, contrasting them, or both (Crowther et al., 2016).

1.4.4.4. Evaluation Essay

An evaluation essay is a type of essay in which the writer presents their opinion or judgment on a particular topic, object, or event. The purpose of this essay is to assess the value or worth of something and provide evidence to support that evaluation (Specht, 2020).

1.4.4.5. Cause/ Effect Essay

A cause/effect essay is a type of essay in which the writer analyzes the reasons for an event or phenomenon (the causes) and the consequences or outcomes that result from it (the effects). The purpose of this essay is to explore the relationship between the causes and effects and to provide insight into how they are interconnected. For example, the following effects of a cold may be easily identifiable: a sore throat, runny nose, and cough (Crowther et al., 2016).

1.4.4.6. Process Essay

A process essay is a type of an essay that develops the different steps of a process. As with other rhetorical writing modes, it is better to choose a process that the writer is familiar with so that he/she can more easily describe the finer details about each step in the process. The thesis statement should come at the end of the introduction, and it should state the final outcome of the described process. Body paragraphs are composed of the steps in the process (Crowther et al., 2016).

1.5. Teaching and Learning Essays in EFL Contexts

Due to the fact that the majority of exams used globally assess students' writing proficiency, language teachers should place a high priority on teaching writing and devote time to helping students improve their writing abilities (Harmer, 2007).

In this respect, Bhowmik (2021) asserts that the development of written communication skills is crucial for foreign language learners to participate as effective communicators whether in academic or professional contexts. In EFL contexts, the desire to develop this skill is quite high as many EFL learners aspire to go abroad, primarily in English- speaking countries, to pursue higher education while others set the goal of working for multinational organizations as part of their professional careers. Having advanced written communicative skills is of a paramount importance in both scenarios. This demonstrates the value of how EFL learners should be prepared for the demands of written communication skills necessary for success in both their academic and professional career.

For all the mentioned above Bhowmik (2021) emphasizes that teaching and learning writing in EFL contexts may be challenging for both teachers and learners. For instance, Petric (2002) assumes that to develop the writing skill in learners, a development of attitude is necessary. Attitudes are the outcome of experiencing writing. Hence, it is important to consider the learners' first impression of writing and take it into account in the writing pedagogy which should meet the learners' needs to become proficient writers.

1.6. EFL Learners Deficiencies and Needs in Essay Writing

Writing is a complex skill to acquire for EFL learners (Ariyanti and Fitriana, 2017). They struggle greatly with grammar, cohesion, and coherence, as well as minor aspects of writing, such as paragraph organization, diction, and vocabulary misspelling. Because English is not used in real-world situations, EFL learners have a lot of writing issues. Writing a good English essay requires the ability to master good grammar, creativity, and thought. It also necessitates exploring major and supporting ideas, putting them together, revising, and finally editing (Kane, 2000). In addition, organization, language use, mechanics, style, and word choice are all expected to be known by students. Due to the formal nature of essays, students also need to have a broad knowledge of academic vocabulary. Other crucial components of essay writing include creating a strong thesis statement, paragraph transitions, coherence, and cohesion. Time management is another key component of essay writing (Sogulto and Veliaj-Ostrosi, 2022).

1.6.1. EFL Learners' Needs in Essay Writing

A growing body of literature has been written about the characteristics of effective writing instruction, leading to the establishment of some guidelines that could direct teachers towards developing their own unique eclectic approach. In fact, the primary indicator of a successful writing course is the inclusion of real-world writing techniques because this will help writing emerge from its dry academic theoretical envelop and present itself in a more meaningful and practical manner. Furthermore, designing professional writers who work as full-time writers to advise the teachers of

this skill and make them aware of some tips that may help their learners become more proficient (Bouchefra, 2015). In this respect, Khatter (2019) suggests that most people find that writing is a difficult task that requires motivation, instruction, and specialized knowledge. Students are reluctant to write in their L1, and they typically lack confidence in their ability to write in L2, so it is necessary to use teaching strategies that can ensure competence in EFL writing. She believes students are unable to freely and fluently express themselves in writing as a result of the disconnect between their needs and the teachers' traditional teaching methods. Besides, she proposes a number of solutions to meet EFL learners' needs in developing essays. First, teachers should provide students with a variety of helpful writing strategies and techniques that can develop their proficiency in foreign writing. Second, they should assign extensive reading on a variety of topics, so that students can expand their vocabulary. Third, they should provide the students' writing assignments with immediate oral and written feedback. Forth, the number of hours devoted to writing instruction should be increased. Fifth, teachers should reevaluate the learner-centered curricula to meet the needs of the individual students. Sixth, the writing exams should contain questions that emphasize the development of writing sub-skills and foster critical and creative thinking. Finally, mistakes made by learners are crucial because they can show how well they are learning and mastering the target language and how much more they still need to learn.

1.6.2. EFL Learners' Deficiencies in Essay Writing

Writing difficulties are areas where students struggle with one or more writing-related skills, such as the use of tenses, the use of nouns, and spelling errors. Since English is not their native language, EFL students may struggle with writing. Hence, they are required exert more effort to produce an appropriate piece of writing (Ben Aissa, 2018).

According to research, EFL students have a variety of issues when it comes to writing essays. Essay-related difficulties range from the development of concepts and arguments, to coherence, to a lack of materials, academic style, and organization

(e.g., Qashoa, 2014; Nyang'au, 2014; Annab, 2016; Pablo & Lasaten, 2018). The difficulties students encounter when writing essays and the variables that affect the quality of their essays have been examined in studies carried out throughout the world. Many factors make EFL learners find essay writing difficult. To begin with, there are psychological factors such as the lack of interest and the lack of motivation. Besides, there are institutional factors such as teachers' ineffectiveness and poor writing practices. Furthermore, there are sociocultural factors that prevent students from writing because of some taboo topics. Moreover, there are cognitive factors such as not understanding the essay topic and unfamiliarity with or unawareness of the writing process (Sogulto and Veliaj-Ostrosi, 2022).

Bouchefra (2015) adds that the unfamiliarity with prewriting strategies makes students unable to figure out how and what to start with, which leads to their inability to present their ideas and information in a systematic and organized manner. In addition, the lack of planning makes the ideas seem disjointed and disorganized, which makes it difficult to transition from one sentence to another and from one paragraph to another. Furthermore, students frequently come up with premature ideas and underdeveloped paragraphs because they skip over the various writing stages and try to produce a polished final product from the start. Additionally, the absence of revision has a negative impact on students' compositions because flagrant errors can harm the work's clarity. One more important thing to mention is that EFL leaners and because they were not taught the characteristics and conventions of academic writing, fail to conduct a revision as they do not know what to look for. Last but not least, no matter how much emphasis written expression teachers placed on decontextualized and fragmented grammar instruction, students did not seem to be able to apply what they had learned, and the copies they produced were severely flawed by all manner of errors at all levels. However, other researchers such as Khatter (2019) assumes that EFL students' most frequent writing errors are vocabulary, spelling, grammar, and punctuation errors.

1.6.2.1. Vocabulary

Vocabulary is one of the most crucial language skills that EFL learners must possess because it is the primary means of communication in any language, whether through speaking or writing. A limited vocabulary prevents EFL learners from expressing their ideas because it negatively affects their English language, that is why the majority of EFL learners struggle to communicate in the English language verbally or in written form (Ben Aissa, 2018). Indeed, vocabulary is an area where EFL learners struggle when writing essays, and in some ways, writing well depends on having a sufficient amount of vocabulary. As a result, the EFL learners need to be able to recall words on the spot and use them correctly (Ayana, 2020). Some common EFL learners' lexical errors are the use of non-academic words and incorrect vocabulary in academic essays (Ariyanti and Fitriana, 2017, Khatter, 2019).

1.6.2.2. Spelling

Spelling is that act of building words out of letters. When students are unable to write correct words, they are committing spelling mistakes. Since English spelling requires more work in terms of memorizing rules, pronunciation irregularities are the primary cause of spelling errors. Algerian EFL learners frequently commit spelling errors such as *lisen* [listen], *diffrent* [different], *enviorment* [environment] (Ben Aissa, 2018, Khatter, 2019).

1.6.2.3. Grammar

According to Harmer (2001), grammar is the set of rules that structure language. Understanding grammar rules is necessary to write a meaningful sentence or paragraph (Ben Aissa, 2018). Although grammar plays a crucial role, it was discovered that EFL learners struggle with grammar (Ayana, 2020). In their research Ariyanti and Fitriana (2017), assumed that the most frequent grammatical errors committed by EFL learners are related to tenses, subject-verb agreement, personal pronouns, word order, articles, auxiliary verbs, and sentence fragments. These errors can be attributed to differences

in the grammar rules and structures of their native languages, as well as the complexity of English grammar.

1.6.2.4. Punctuation

Punctuation is another area of difficulty for EFL learners. For instance, Khatter (2019) found that the most incorrect part of the Saudi EFL learners' writing was punctuation. Saudi EFL students struggle to use commas correctly; they consistently confuse the comma with the full stop and a colon with a semi-colon. Besides, comma splices, or joining sentences with a comma rather than a full stop or conjunction, was a common issue, too. Finally, Saudi EFL learners often omit the possessive marker ('s) in sentences such as "my sister's favorite food is noodles."

1.7. Conclusion

The current chapter tackled the literature review related to the skill of writing among EFL learners. The first part presented some previous literature related to the field of EFL learners' needs and deficiencies in academic writing. Furthermore, it accounted for writing's definitions and its major types. Moreover, it shed light on some common approaches and strategies used to teach and assess writing in EFL classroom. Besides, it defined essays, their components and types. Additionally, it described the different steps of writing essays. Eventually, it ended by highlighting teaching and learning essays in EFL contexts. Particularly, it discussed EFL learners' needs and difficulties in essay writing.

CHAPTER TWO

Chapter Two: Writing in the Algerian Educational Context: A Situation Analysis

2.1. Introduction

2.2. The Linguistic Situation in Algeria

2.3. English Learning and Teaching in Algeria

2.4. The LMD System in Algeria

2.5. The LMD System and English Learning and Teaching

2.6. Teaching and Learning Academic Writing in Algerian EFL Classroom: University Level

- 2.6.1. Academic Writing Course
- 2.6.2. Academic Writing Activities
  - 2.6.2.1. Sentence Linking and Sequencing Tasks
  - 2.6.2.2. Writing Notes and Letters Tasks
  - 2.6.2.3. Report Writing Tasks
  - 2.6.2.4. Role Play Writing Tasks

2.7. Algerian EFL Learners Needs and Deficiencies in Essay Writing: University Level

2.8. Conclusion

2.1. Introduction

This chapter highlights the linguistic situation in Algeria. Particularly, it sheds light on English learning and teaching in Algeria. In addition, it discusses the LMD system. Furthermore, it tackles teaching and learning academic writing in Algerian EFL classrooms at university level, more precisely the academic writing course and its main activities .Ultimately, it accounts for Algerian EFL learners' needs and deficiencies in essay writing.

2.2. The Linguistic Situation in Algeria

In Algeria, the linguistic situation today is characterized by an overlapping of Arabic and locally spoken dialects where it can be tricky to choose between beginning and ending. A mixture of language varieties, which resemble and are similar to each other, define the linguistic spectrum. The dialects are usually characterized by a dose of Arabic, but where French is clearly pronounced at the lexical level. The range also includes the source language of Arabic, Berber or one of its regional dialects such as Tamazight, Chaoui, Chleuh, Tergui, Mzabi, etc-which have a significant role to play in terms of languages and culture because they are clearly present on Algeria's linguistic map. Finally, there is French, which is considered a major language, but it is tolerated politically, and just recently, it has been competing with English. As a result, some cases of individual multilingualism, or less frequently of collective multilingualism exist in the Algerian society (Bouhadiba, 2010).

2.3. English Learning and Teaching in Algeria

Nowadays, English is considered as the Lingua Franca of the world. That is to say, a common language used for communication between people whose native languages are different. In this vein, Crystal (2003) states that a key feature of English that makes it distinct from other languages around the world is its global status. He adds that English is the medium of great deal of world's knowledge, especially in such areas as science and technology. This reveals the importance of the learning and the teaching of English.

In Algeria, English is compulsory in all middle and high schools and universities, even in some military, security, economic and cultural institutions. Though English does not have a very important role in Algeria's national and social life, it is considered as the second foreign language after French. In fact, English is not a part of the history of Algeria's cultural identity, people do not seem to rely on it for their everyday living in society, intellect and economics. In addition, the English language is not an atmosphere conducive to communication for students in Algeria. Moreover, there is no similarity between this foreign language and the native tongue of students, Arabic. It is for this reason that English has to some extent been absent from their daily lives, except in so far as it can be heard, spoken, read or written in the classroom. Moreover, the entire cultural context in Algeria is different from lifestyle in Great Britain, or any other English-speaking country (Slimani, 2016).

Algeria has witnessed a set of changes in all the fields. Education sector is among them, where teaching and learning English at university is given more importance than before. Integrating English as another foreign language alongside French at university is a positive sign of success for English. In this respect, Nesba & Ghaideir Brahim (2022) explored the benefits of English learning among the Algerian youth. They claimed that Algerian EFL students have different motives to learn English. They found that a good mastery of English gives Algerian EFL students the opportunity to have a scholarship to study abroad, which is the dream of so many youths in Algeria. Furthermore, it increases chances for job application or professional training since many national and international companies are eager to recruit Algerian youths with a good level of English.

2.4. The LMD System in Algeria

Algeria witnessed a huge progression in higher education field mainly in teaching and learning quality at a tertiary level. This new change for higher education was to satisfy the Algerian labor market and needs for the international mobility. It is necessary to mention that the three-cycle degree system was introduced within the academic year 2004/2005 that was rooted from the French system based on three levels; Bachelor, Master and Doctorate (Rezig, 2011; Mami, 2013). In this context, Zitouni & Djaileb

(2014) stated that Algeria joined the so called the Bologna process through its executive decree of 2004. They added that this new reformation has been as a trial project as a first step, as a consequence, ten Algerian Universities were selected to implement the LMD system at the same time being attributed and supported from the European Universities. Scholars mention that the integration of this system comes after many studies and evaluations. In this respect, Sarnou et al. (2012) claim that "the implementation of the License/ Bachelor, Master, Doctorate (LMD) system in the Algerian university has been examined by many Algerian researchers in terms of its evaluation and assessment." (p.180).

Similarly, Mami (2013) confirms that a number of measures have been adopted at the level of curriculum design and integration to make the LMD system more effective. Therefore, it can be said that the LMD system aims at developing a common framework for the higher education especially in training courses, promoting mobility, modernizing the provision of training at the Algerian universities, tackling the problem of employability and having an extensive network around the worldwide universities. Besides, it paves the way for the Algerian university students not only to improve their learning proficiency, pedagogical knowledge and skills, but also to have a vision on the labor market and to maximize chances for both national and international mobility. Keeping with the same thread of thoughts, the next part sheds light on the LMD system and English learning and teaching.

2.5. The LMD System and English Learning and Teaching

Sarnou et al. (2012) argued that introducing the LMD system in English departments will enhance the teaching of English as a Foreign Language (EFL) in Algerian universities. They added that the LMD system is designed to introduce innovative pedagogical practices that can enhance the overall performance of the university system and increase employability among graduates. By implementing the LMD system, it can expected to witness advancements in EFL instruction and an expanded reach in terms of the number of students benefiting from this program.

2.6. Teaching and Learning Academic Writing in Algerian EFL Classroom: University Level

Teaching and learning a foreign language lies at the crossroads of the four language skills: listening, speaking, reading, and writing. Many scholars view writing as an important skill to acquire by foreign language learners. In this context, Wingersky et al. (2008) support that writing is a method of communicating with others in which the writer expresses his or his ideas and thoughts in a written form.

In Algerian Universities, English students have academic writing course. This course's syllabus is designed in order to enable Algerian EFL students to improve their communicative skills.

Hence, the coming section elucidates academic writing course, academic writing activities, and Algerian EFL learners' needs and deficiencies in essay writing at a university level.

2.6.1. Academic Writing Course

Academic writing course focuses on boosting students' writing competence. In this respect, Sajjad et al. (2021) describe academic writing as an effective means of communication because it helps EFL students examine and communicate their thoughts as well as understand other people thoughts.

2.6.2. Academic Writing Activities

Academic writing activities are set to improve EFL students writing skill. This section sheds light on some tasks that can be used in the EFL classrooms such as sentence linking and sequencing activities, writing notes and letters tasks, report writing tasks, and role-play writing tasks (Byrne, 1991).

2.6.2.1. Sentence Linking and Sequencing Tasks

This type of activities aims at teaching students how to complete a short text by utilizing appropriate linking words or phrases. This type of exercise serves various purposes. Initially, it aims to acquaint the students with a broader range of linking devices

from an expanded set. Subsequently, they may be required to choose from a list of linking devices that exceeds the number of missing items in the text. Finally, they may be encouraged to generate their own linking devices (Byrne, 1991).

2.6.2.2. Writing Notes and Letters Tasks

They are tasks that involve introducing innovative approaches to teaching the beginnings and endings of letters. Additionally, it is important to ensure that students have regular opportunities to practice writing letters that serve a specific purpose, such as apologizing, complaining, giving excuses, sending congratulations, or giving directions. It is crucial to highlight that these tasks require distinct language usage depending on the context and the relationship between the writer and the recipient of the letter (Byrne, 1991).

2.6.2.3. Report Writing Tasks

They are tasks that help professionals write reports, which are brief documents about a topic such as public interviews, private interviews, book reports, noticeboard, and references (Byrne, 1991).

2.6.2.4. Role Play Writing Tasks

They are tasks that give students the opportunity to assume the role of a person or act out a given situation (Byrne, 1991).

2.7. Algerian EFL Learners' Needs and Deficiencies in Essay Writing: University Level

Many new university students face frustrations and deficiencies in their English language skills despite having studied English for seven years or more prior to entering university. Both oral and written skills pose challenges for these students. Writing, in particular, has been neglected in foreign language teaching and learning, as the communicative approach focused more on spoken language. However, there has been a renewed emphasis on writing due to examination requirements and the need for English proficiency in reading and writing (Guemide, Benachaiba, & Bedri, 2015).

The research on Algerian EFL learners' needs and deficiencies in essay writing at tertiary level is very scanty. There have been few surveys conducted on this topic. For

instance, Hamzaoui (2021) claimed that Algerian EFL learners encounter many writing difficulties such as selecting an appropriate topic, paraphrasing, and distinguishing between formal and informal English. They also lack adequate preparation, resulting in weak academic writing skills. In addition to these difficulties, other obstacles contribute to Algerian EFL students' struggles with essay writing. One such obstacle is the role of teachers as a potential source of demotivation. Teachers can negatively impact students' motivation by not enhancing learning, failing to encourage confident writing, neglecting to promote writing in and outside the classroom, and using ineffective methodologies in teaching writing. Therefore, teachers play a crucial role in motivating students and supporting them in overcoming difficulties during the writing process (Guemide, Benachaiba, & Bedri, 2015). Another obstacle is the lack of corrective feedback and reinforcement from teachers. When teachers provide feedback, correct mistakes, and suggest improvements, they reinforce students' writing skills. Feedback can involve correcting syntax, grammar, content, and mechanics in students' compositions. Teachers should go beyond simply marking right or wrong and instead ask questions, make suggestions, and indicate areas for improvement in content and expression. This type of feedback helps enhance students' writing abilities. Challenges also arise for teachers with large class sizes, as they may struggle to provide individualized feedback. Nevertheless, teachers should be aware of their students' writing challenges and encourage students to revise and improve their writing as the primary aim of corrective feedback (Guemide, Benachaiba, & Bedri, 2015). Algerian EFL students also experience anxiety, which is closely tied to their fear of failure. This anxiety leads to negative attitudes and hinders their ability to perform their best in writing tasks. It creates self-doubt and hesitation, causing students to feel less confident about their writing skills. Besides, students may be afraid to write due to factors such as lack of practice, having nothing to express in English, and a general disinterest in writing activities. Without the support and feedback from teachers, students cannot develop self-confidence or establish a consistent "writing habit." Apart from anxiety and the lack of interest in writing, Algerian EFL students encounter another challenge that influences their writing skills.

A significant number of them admit that when they write in English, they tend to think in Arabic. This issue has been the subject of several studies, and EFL teachers emphasize the importance of developing linguistic competence in English, which involves thinking and writing as much as possible in the target language (Ghodbane, 2010). In the same vein, Arar (2017) mentioned that students' language related weaknesses hinder their progress in writing and in EFL learning, and on the other side; teachers' unawareness of learners' different difficulties and even learning styles and perceptions prevents them from making necessary interventions.

2.8. Conclusion

This chapter displayed the linguistic situation in Algeria. Moreover, it accounted for English learning and teaching in Algeria. Besides, it shed light on the LMD system in connection to English teaching and learning. Additionally, it talked about academic writing course and explained some academic writing activities such as sentence linking and sequencing tasks, writing notes and letters tasks, report writing tasks, and role-play writing tasks. Furthermore, it discussed Algerian EFL learners' needs and deficiencies in essay writing. In the light of the above mentioned, it can be said that English is globally spread because of its international position; thus, in Algeria, English is gaining prominence. In recent years, the use and importance of the English language have been increasing in various aspects of Algerian society. This trend can be observed in different domains such as education, business, technology, and media.

Writing is considered a complex and difficult skill for EFL students, requiring extensive practice and training to master. Difficulties in writing can be attributed to factors such as students' demotivation, lack of self-confidence, lack of corrective feedback and mother tongue interference. Generating and organizing ideas, as well as translating them into coherent and readable text, are notable challenges in writing. Algerian EFL teachers often report students' inability to construct appropriate and well-written compositions, with a lack of awareness of writing conventions, grammar,

and vocabulary. Therefore, Algerian EFL students' written compositions often lack cohesion and coherence.

In brief, there is a need for addressing the deficiencies and obstacles faced by Algerian EFL students in their writing skills. This includes enhancing teaching methodologies, providing constructive feedback, and fostering motivation and appreciation for writing. Lastly, the coming chapter deals with the empirical side of this study.

CHAPTER THREE

Chapter Three: Research Methodology

3.1. Introduction

3.2. Research Design

3.2.1. Case Study

3.2.2. Methodology

3.3. Population and Sampling

3.3.1. Student Profile

3.3.2. Teacher Profile

3.4. Data Gathering Tools

3.4.1. Questionnaires

3.4.1.1. Student Questionnaire

3.4.1.2. Teacher Questionnaire

3.5. Conclusion

3.1. Introduction

The third chapter presents the research methods used in this thesis. It describes the research design. Furthermore, it discusses the population and the sampling of the current research. Most importantly, it accounts for data gathering tools used in this study.

3.2. Research Design

A research design is the fundamental method used by the writer to integrate the various components of the study in a logical and cohesive manner (Sajjad, et al. 2021).In the same context, Creswell (2014) mentions that the aim behind the research design is to examine the relationship among variables through the use of specific instruments and to analyze and interpret the collected data.

The study was carried out at the Department of English at Yahia Fares University of Medea. It targeted first year master's degree students and EFL teachers in the same department. This research was conducted in the form of a case study and used both qualitative and quantitative research methods. Two main research instruments were used: A teacher questionnaire and a student questionnaire.

3.2.1. Case Study

According to Heale and Twycross (2018), a case study is a research methodology that is commonly used in the social and life sciences. They add a case study can be defined as an intensive investigation of a person, group or unit which is aimed at generalization across several units. In addition, a case study that the researcher carries out in depth analyses of data on several variables is referred to as an intensive, methodical examination of one person, group, community or other unit. Thus, this research takes first year master's students majoring in applied linguistics as a case study.

3.2.2. Methodology

Leedy and Ormrod (2015) state that a research methodology is a general approach in which the researcher is deciding which is the appropriate instrument for the thesis. Similarly, Kothari (2009) claims that research methodology is a systematic approach to

solving the problem of research. It is the study of how research is carried out scientifically. The researchers should take various steps to understand their research issue in a way that is coherent with logic behind them. Research methods, techniques and methodologies should be known by the researchers even if they have not been used before. In addition, researchers must understand the assumptions underlying different techniques and be able to identify criteria on which they can make decisions concerning how certain techniques or procedures will apply to some problems but not others. This implies that the researcher must draw up a methodology to his problem which is different from one another, in such a way that it can vary between problems. The current research adheres to mixed methods research which combines both qualitative and quantitative techniques. In this vein, Creswell (2014) clarifies that qualitative research is a method of investigating and comprehending the mean in individuals or groups which explain a social or human situation, whereas, quantitative research is a measuring and testing tool for a numerical data.

3.3. Population and Sampling

Population has to be targeted for a specific category within a society. In this respect, Acharya et al. (2013) confirm that a sample is a subset of the population chosen to be representatives of the wider population because sampling techniques are roughly categorized into either probability or non- probability sample. Since it is impossible to study the entire population. Therefore, the population of the current study is addressed to EFL students of Yahia Fares University of Medea and the sampling is first year master's students majoring in applied linguistics.

3.3.1. Student Profile

The students involved in this study were first year master's students in English at Yahia Fares University. The informants were aged between twenty and more than twenty-five years old. The Sample was made up of thirty-eight students, five males and thirty-three females.

3.3.2. Teacher Profile

The informants were teachers of English at Yahia Fares University of Medea. They were eight teachers, four males and four females. They teach different modules. However, they have an experience in teaching academic writing that serves the core of our study.

3.4. Data Gathering Tools

A questionnaire is a very convenient means to collect data from a large number of individuals in a short amount of time. As a result, the design of the questionnaire is critical for ensuring reliable data collection so that the results are interpretable (Jenn, 2006).In this respect, the researchers used two questionnaires directed to both English teachers and first year master students at Yahia Fares University of Medea. It should be clarified that the survey was conducted online using google forms. The number of participants who responded to the questionnaire were thirty-eight students and eight teachers.

3.4.1. Questionnaires

According to Kothari (2009), a questionnaire consists of a series of questions that informants read carefully and attempt to respond by writing or typing their responses. Therefore, the researchers used two questionnaires in order to collect the necessary data for their survey.

3.4.1.1. Student Questionnaire

The first questionnaire was administered to first year master's English students at Medea University enrolled during the academic year (2022-2023).It sought to collect data about their needs and deficiencies in essay writing.

The questionnaire is a combination of closed- ended and open- ended questions. It contains three sections. The first section includes two questions about personal information. These questions aim at knowing the gender and the age of the participants. The second section contains four questions which explore the students' perceptions towards academic writing. The third section includes ten questions which seek to know the students' needs and

deficiencies in essay writing. Students are required to choose the best answers which describe them.

3.4.1.2. Teacher Questionnaire

The second questionnaire was directed to English teachers at Medea University. It aimed at gathering information about teachers' perceptions towards learning academic writing in order to reinforce the collected data from the student questionnaire.

The teachers' questionnaire consists of fourteen questions. It contains three parts. The first part seeks to know personal information about the teachers' gender and teaching experience. The second part explores the teachers' perceptions towards learning academic writing. The third part scrutinizes teachers' perceptions towards EFL learners' needs and deficiencies in essay writing.

3.5. Conclusion

This chapter explained the research design of the current study. It accounted for the methodology used in the research. It clarified that the researchers used a mixed methods research which combines elements of quantitative and qualitative research in order to answer the research questions. It demonstrated that the current survey is a case study that was carried out at the English Department at Yahia Fares University of Medea. Furthermore, it discussed in detail the participants' profile. Moreover, it showed that the tools utilized to gather data were two questionnaires directed to both Algerian EFL students and teachers at Medea University. The following chapter presents, analyzes, and interprets the main results of this research.

CHAPTER FOUR

Chapter Four: Presentation, Analysis, and Interpretation of the Main Results

4.1. Introduction

4.2. Data Analysis

4.2.1. Student Questionnaire Analysis

4.2.2. Teacher Questionnaire Analysis

4.3. Conclusion

4.1. Introduction

The current chapter presents and analyzes the collected data by means of the two questionnaires directed to both Algerian EFL students and teachers at Yahia Fares University. It provides both descriptive and statistical analysis for the collected data. Most importantly, it reveals informants' insights on the studied topic.

4.2. Data Analysis

4.2.1. Student Questionnaire Analysis

1- Section One: Personal Information

- **Students' Gender:**

Option	Number	Percentage%
Male	5	13.2%
Female	33	86.8%
Total	38	100%

Table 4.1. Students' Gender

According to the obtained results, (13.2 %) of participants are males, whereas (86.8%) are females. This means that females forms the majority of first year master's students at Yahia Fares University, Medea.

- **Students' Age:**

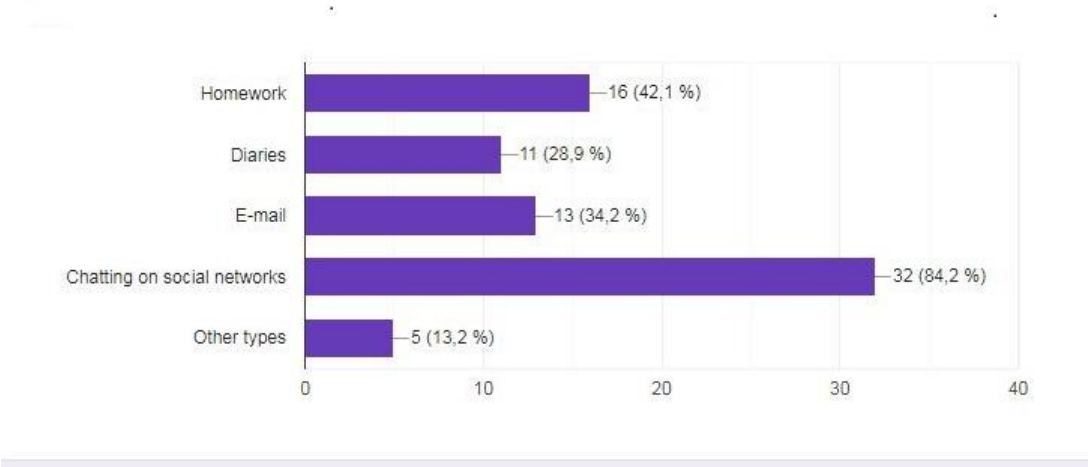
Option	Number	Percentage %
From 20-25	27	71.1%
More than 25	11	28.9%
Total	38	100%

Table 4.2. Students' Age

When asking students about their age, it is clearly shown that (71.1%) of the informants are between 20 and 25, only 11 informants who make up (28.9%) are more than 25 years old.

Section Two: Students' Perceptions towards Academic Writing

Q1 – What type of writing do you do in your free time?



Graph 4.1. Types of Writing

As shown above, (42.1%) of informants write just when they are obliged to do their home-works. (28.9%) of informants write diaries in their free time. (34.2%) of informants practice writing when typing E-mails. (84.2%) write while chatting on social networks. The rest of informants (13.2%) the write using other types.

Q2: How do you find the module of Academic Writing?

Option	**Number**	**Percentage %**
Very interesting	14	36.8%
Interesting	17	44.7%
Not really special	07	18.5%
Do not know	00	00%
Total	38	100%

Table 4.3. Students' Attitudes towards Academic Writing

Table 3.3 above describes how students find the module of academic writing. The results indicate that 14 participants (36.8%) find it "very interesting". This suggests that these students are interested in the module of academic writing and willing to improve their writing skill. 17 respondents (44.7%) choose "interesting". However, just 7 participants

(18.5%) find the module of academic writing as “not really special”. This means that those students are not interested in writing.

Q3: Do you feel motivated when learning to write?

Option	Number	Percentage%
Yes	29	76.3%
No	09	23.7%
Total	38	100%

Table 4.4. Students’ Motivation when Learning to Write

The results show that 29 informants (76.3%) are motivated when learning to write. However, 9 participants (23.7%) are not motivated. This suggests that the majority of the participants feel motivated to learn to write. The reasons behind such motivation could be related to personal and academic goals, or positive feedback and encouragement from their academic writing teachers.

Q4: How well do academic writing module prepare you for the other courses?

Option	Number	Percentage%
Very well	15	39.5%
Well	11	28.9%
Adequately	08	21%
Not very well	02	5.3%
Not well at all	02	5.3%
Total	38	100%

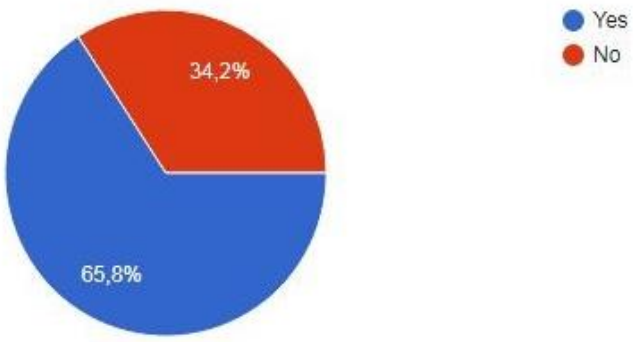
Table 4.5.Academic Writing Preparation for the other Modules

Table 3.5 shows that 15 participants (39.5%) said that academic writing module prepare them “very well” for the other courses. 11 informants (28.9%) stated that the academic writing module prepare them “well” for the other courses since most courses are based on the written form. Whereas, 8 participants (21%) chose “adequately”. This means that these participants are not sure whether academic writing has a positive impact on other subjects learning or not. Only two participants (5.3%) opted for “not very well”.

Similarly, two participants (5.3%) responded that academic writing do not help them at all when learning other subjects. This implies that these students may underestimate academic writing due to many factors. They may struggle with the language itself, including vocabulary, grammar, and syntax, which can make academic writing seem particularly daunting. Moreover, they may have limited exposure to academic writing. Consequently, they may not have a clear understanding of the purpose and requirements of academic writing, leading them to underestimate its importance. Most importantly, these participants may lack confidence in their writing abilities, particularly if they have received little or negative feedback on their writing in the past.

Section Three: Students' Needs and Deficiencies in Essay Writing.

Q1: Do you usually practice writing essays inside the classroom?



Graph 4.2. Writing Essays inside the Classroom

The graph above displays that (65.8 %) of students usually practice writing essays in the classroom. The rest of students (34.2 %) answer with "no". This means that the majority of students give much of their time to practice writing in the classroom, which is an evidence that they care about this important learning skill.

Q2: If yes, how often do you practice writing essays inside the classroom?

Option	Number	Percentage %
Frequently	17	44.7%
Sometimes	19	50%
Seldom	02	5.3%
Total	38	100%

Table 4.6. Frequency of Practicing Writing inside the Classroom

The results denote that (44.7%) of participants practice writing inside the classroom "frequently". However, (50%) of respondents claimed that they "sometimes" write inside the classroom. The rest of participants (5.3%) declared that they "seldom" write inside the classroom. This suggests that the majority of participants have some opportunity to practice their writing skills in a classroom setting, although the frequency of this practice varies.

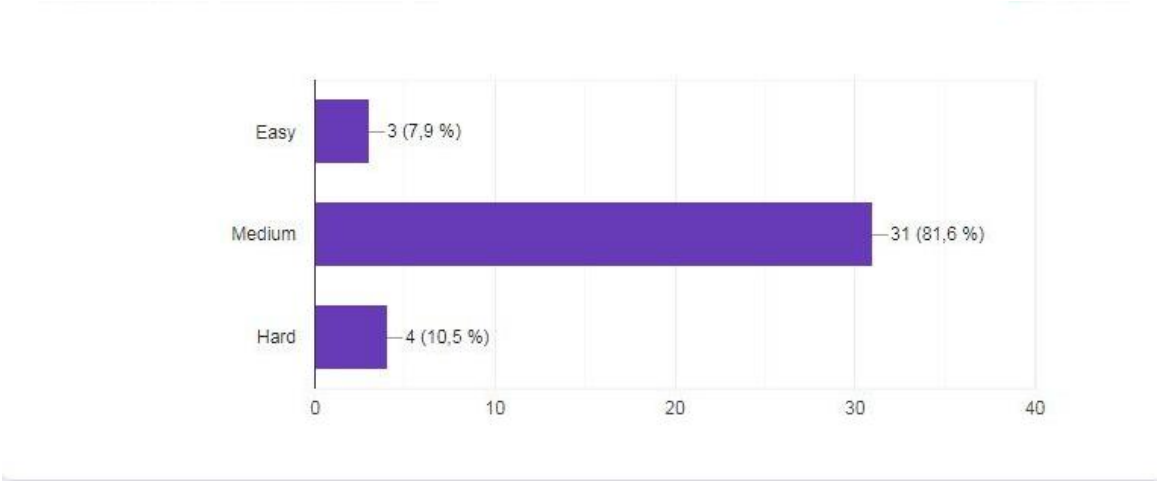
Q3: Do you usually practice writing essays outside the classroom?

Option	Number	Percentage%
Yes	19	50%
No	19	50%
Total	38	100%

Table 4.7. Writing Essays outside the Classroom

The table shows some insights into the study habits of the participants regarding writing essays. Out of the 38 respondents, 19 answered "yes," which represents (50%) of the total, while the other 19 answered "no." Based on this table, it can concluded that half of the participants practice writing essays outside the classroom. While, the other half does not practice writing essays outside the classroom. Possible reasons could be a lack of interest or time constraints.

Q4: How do you find writing an essay?



Graph 4.3.The Level of Difficulty of Writing an Essay

The graph above shows that (7.9%) of participants claimed that they find it "easy" to write. It is possible that these students may have had more exposure to writing activities or have developed good writing skills through practice, which could increase their confidence and motivation. Whereas, (81.6%) of the participants opted for "medium". These students may face some hardships when writing essays due to insufficient competence. However, (10.5%) of the respondents said that it is "hard" to write an essay. These students may struggle with writing due to a lack of practice, lack of interest, lack of confidence, or negative past experiences.

Q5: Do you enjoy writing? If no, why?

Option	**Number**	**Percentage %**
Yes	23	60.5%
No	15	39.5%
Total	38	100%

Table 4.8. Students' Enjoyment of Writing

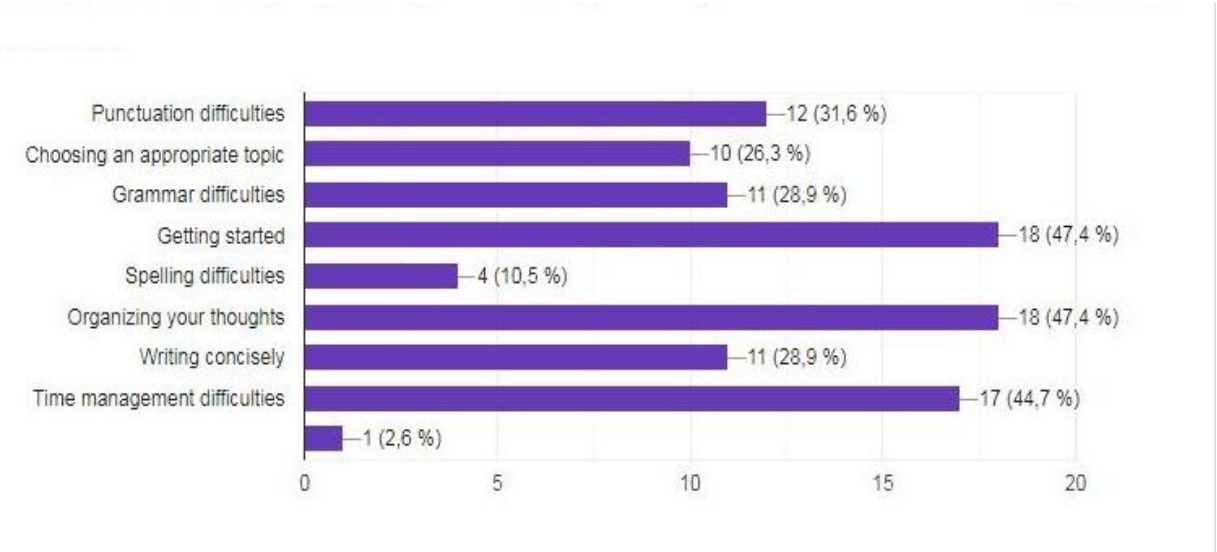
According to the table above, the results indicate that the majority of participants with a percentage of (60.5%) enjoy writing. These students may think of writing as a valuable practice that help them develop their language skills, including grammar, vocabulary, and sentence structure. Moreover, they may assume that writing can help them express their creativity and share their ideas with others. Most importantly, they may believe that writing

can give them a sense of academic achievement. However, (39.5%) of the respondents reported they do not enjoy writing.

If no, why?

Students how said “no” mentioned a number of reasons that influence their motivation and engagement with writing. They said that they feel restricted by rules and struggle with grammatical issues and this makes the whole writing process challenging and frustrating. Besides, they feel that they lack the creative freedom that they have when speaking, and this affects their motivation to write.

Q6: What difficulties do you generally face in writing an essay?



Graph.4.4. Students’ Difficulties in Essay Writing

The figure 3.4 reveals that the most common difficulties are getting started and organizing thoughts, both of which were reported by nearly half of the participants with a percentage of (47.4%). Another difficulty reported by a significant proportion of students is time sufficiency with a percentage of (44.7%). Besides, (28.9%) of the participants claimed to have problems with grammar, and the same proportion (28.9%) of the respondents said that they find writing concisely hard. Furthermore, punctuation was a difficulty for (31.6%) of students, and (26.3%) reported struggling with choosing an appropriate topic. Finally, a smaller percentage of participants (10.5%) reported difficulty with spelling mistakes.

Q7: Does your teacher of academic writing frequently correct your essay's mistakes?

Option	Number	Percentage %
Yes	26	68.4%
No	12	31.6%
Total	38	100%

Table.4.9. Frequency of Correcting Students' Essay Mistakes

The obtained results indicate that (68.4%) of participants replied that their teachers of academic writing frequently correct their essay mistakes. This suggests that these students receive feedback and corrections from their academic writing teachers, which can be a valuable tool for enhancing their writing skills. Nevertheless, (31.6%) of the students answered with "no", which means that their academic writing teachers do not correct their essay mistakes. This implies that not all students may benefit equally from the teachers' feedback. Besides, some academic writing teachers may not provide their students with the necessary support and guidance to reach their full potential in academic writing.

Q8: Are you satisfied with your teacher's method of teaching you how to write an essay? And why?

Option	Number	Percentage %
Yes	26	68.4%
No	12	31.6%
Total	38	100%

Table 4.10. Students' Satisfaction towards their Teacher's Method.

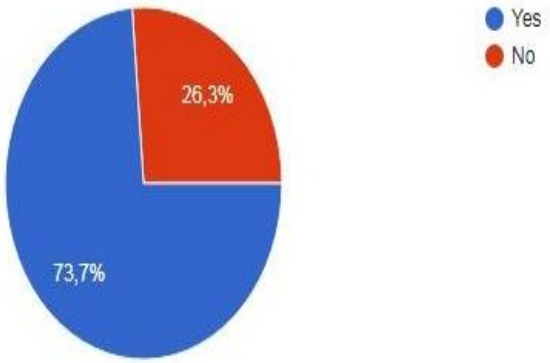
The table above shows that (68.4%) of participants are satisfied with their teacher's method in teaching them how to write an essay. However, (31.6%) of students are not satisfied.

Why?

Students who expressed satisfaction with their teacher's method of teaching writing explained that their teacher provides detailed guidance on how to improve their writing skills. On the other hand, students who were dissatisfied with their teacher's teaching

method felt that the teacher did not allocate enough time for writing and that the process of writing a well-structured essay requires more time. These students also believed that the teacher should simplify the steps involved in writing an essay.

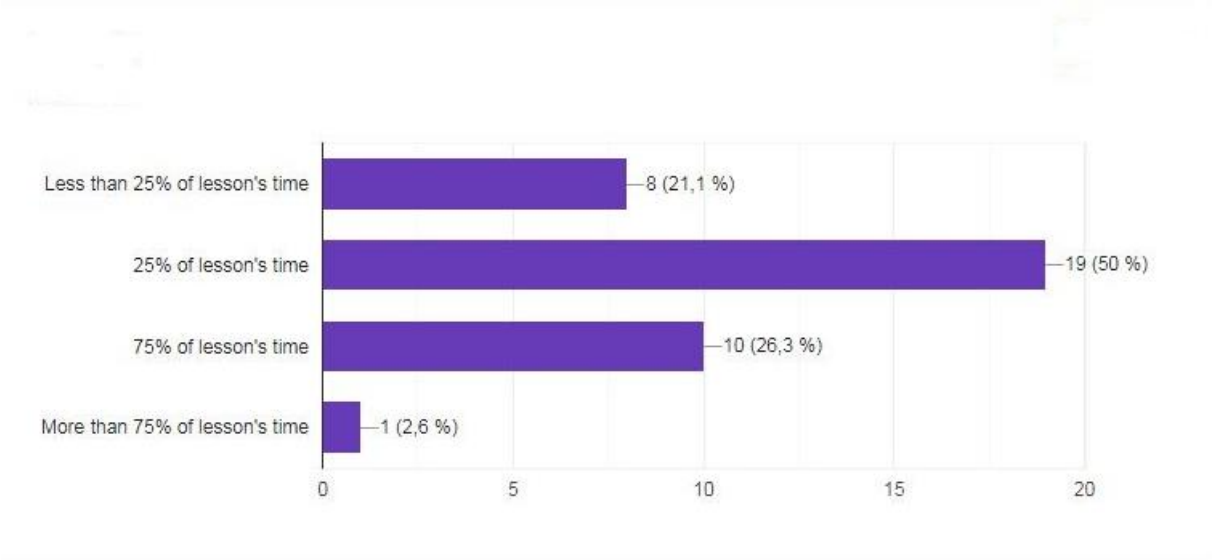
Q9: Does your teacher give you enough time to practice writing inside the classroom?



Graph 4.5. Time Sufficiency when Practicing Writing inside the Classroom

The graph 3.5 displays time sufficiency when writing in the classroom. It indicates that (73.7%) of participants agreed, that their academic writing teachers give them enough time to write in the classroom. This suggests that the teachers are making a conscious effort to provide sufficient time for their students to complete their tasks as well as they are aware of the time constraints that students face when writing. However, (26.3%) of the participants mentioned that the allocated time for writing is insufficient. This could be due to a variety of reasons such as the complexity of the writing tasks, lack of prior preparation, or difficulties with the writing process itself.

Q10: If yes, how much time does your teacher devote to practice writing?



Graph 4.6. Allocated Time for Writing

The data presented in the above figure shows that half of the participants, that is, (50%), reported that their academic writing teacher devotes only (25%) of the total lesson time for practicing writing. On the other hand, around (26.3%) of students reported that (75%) of the total lesson time is provided for writing practice. However, a relatively small proportion of respondents, that is, (21.1%), stated that less than (25%) of the total lesson time is devoted to writing practice in classrooms. Only a few respondents, that is, (2.6%), reported that more than (75%) of the total lesson time is provided for writing practice. The results indicate that the majority of students perceive the time devoted during writing sessions to be insufficient, which could be a possible reason for the challenges they face while writing.

4.2.2. Teacher Questionnaire Analysis

Section One: Personal Information

- **Teachers' Gender:**

Option	Number	Percentage%
Male	04	50%
Female	04	50%
Total	08	100%

Table 4.11. Teachers' Gender

The results of the table above show that the (50%) of teachers who filled the questionnaire were males, and (50%) of them were females.

- **Teaching Experience**

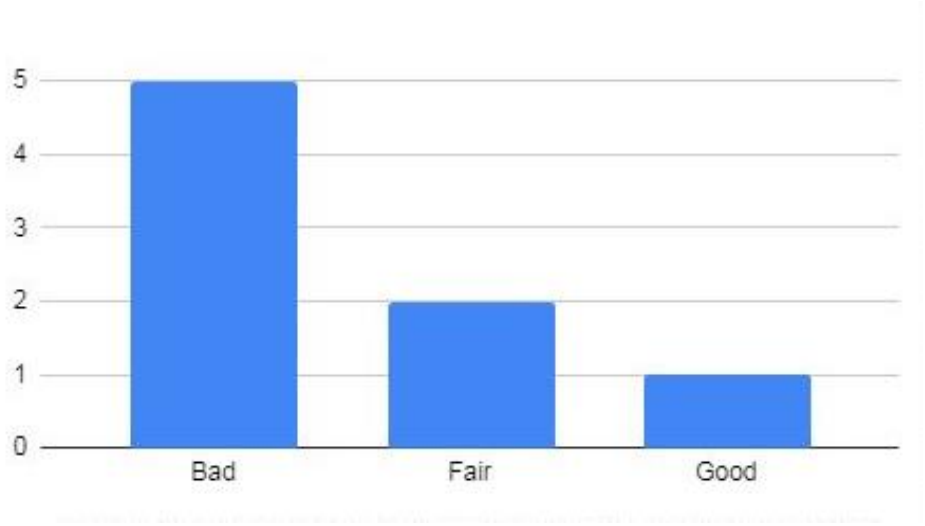
Option	Number	Percentage%
Less than 7 years	01	12.5%
7 to 10 years	04	50%
11 to 20 years	01	12.5%
Over 20 years	02	25%
Total	08	100%

Table4.12. Teaching Experience

The results demonstrate that the participants have varying levels of teaching experience. A larger proportion (50%) of the respondents have taught between 7 to 10 years, while a quarter (25%) of the participants have over 20 years of teaching experience. Only a small portion (12.5%) have taught for less than 7 years. Similarly, the very same percentage (12.5%) have taught for 11 to 20 years. This diverse range of experience implies that teachers are likely to have a good understanding of their students' writing capabilities, enabling them to adjust their lessons accordingly.

Section Two: Teachers' Perceptions towards Learning Academic Writing.

Q1: How do you evaluate your students' academic writing level?



Graph 4.7. Students' Level of Academic Writing

The above figure depicts the level of academic writing among students. The collected data reveals that the majority of the participants perceive the students' writing level to be poor, as five teachers rated it as bad. Two other participants rated it as fair, while only one teacher rated it as good. These findings suggest that the students may not be putting in sufficient effort to improve their writing skills.

Q2: Do you think that your students are motivated to learn to write? If no, please explain.

Option	**Number**	**Percentage%**
Yes	01	12.5%
No	07	87.5%
Total	08	100%

Table 4.13. Teachers' Attitudes towards Students' Motivation to Write

The table indicates that the vast majority of teachers, specifically (87.5%), claimed that students lack the motivation to learn how to write. Only a small percentage of teachers, (12.5%), disagreed with this statement. The root cause of this lack of motivation is believed to be due to students' lack of confidence, interest, and fear of failure. To overcome this challenge, students need to be encouraged to write on any suggested topic provided by their teachers, as making mistakes is an essential part of the learning process.

If no, please explain.

According to teachers, EFL students lack motivation to learn how to write for various reasons. One of the reasons is a lack of interest in the subject matter they are writing about, which can make it challenging for them to feel motivated. In addition, fear of failure can cause anxiety and a lack of motivation to write. EFL students may also lack confidence in their writing abilities, which can make it difficult for them to feel motivated. Furthermore, participants suggested that the writing syllabus is restrictive and designed only for license degree students. The limited time allocated to teaching the module and the teaching approach that does not enhance the creative aspect of writing contribute to the lack of motivation. As a result, students feel bound to writing instructions provided by the teacher, and autonomy in writing is lacking in EFL classrooms.

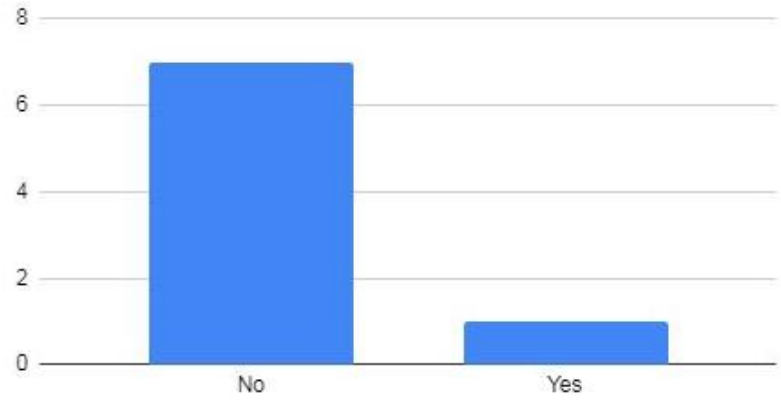
Q3: Do you think that allocated time for teaching academic writing is sufficient?

Option	**Number**	**Percentage%**
Yes	00	00%
No	08	100%
Total	08	100%

Table.4.14. Teachers' Attitudes towards the Allocated Time for Teaching Academic Writing

The results show that all teachers (100%) said that allocated time for teaching academic writing is not sufficient. This indicates that the amount of time provided for the writing session is perceived to be insufficient by all teachers. The teachers believe that this limited time frame is not enough to effectively improve their students' writing abilities to achieve academic success. In other words, teachers feel that the amount of time provided for teaching academic writing is not commensurate with the expectations placed on students to achieve academic proficiency in writing.

Q4: Do you think that the current academic writing approaches used at university level are effective? Why?



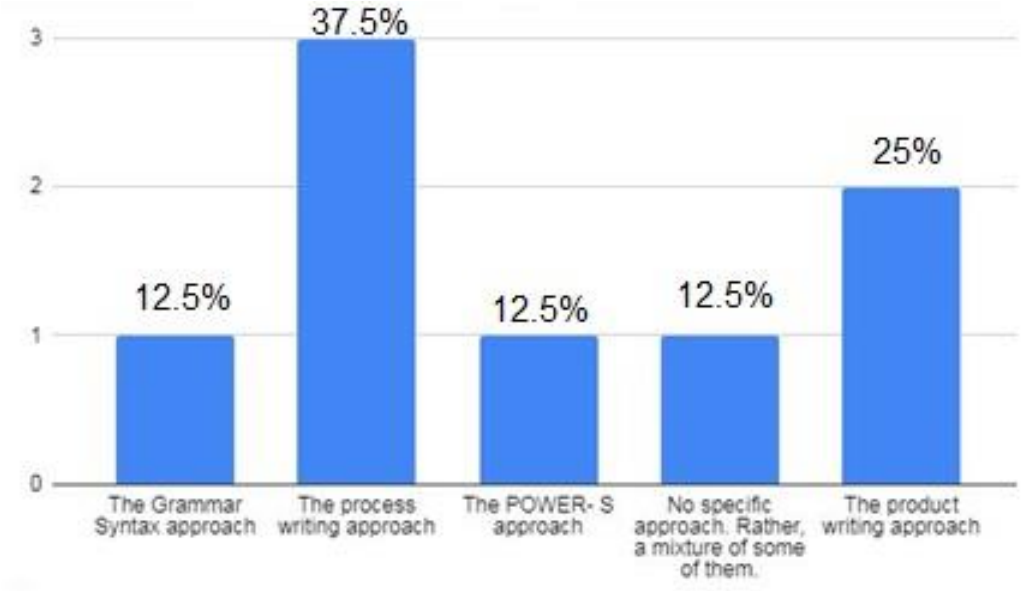
Graph 4.8.Teachers' Attitudes towards the Effectiveness of the Academic Writing Approaches Used at University.

The graph above indicates that the majority of teachers assured that the current academic writing approaches used at university level are not effective.

Why?

The participants reported that the current approaches to teaching academic writing at the university level seem to be ineffective for several reasons. Firstly, EFL teachers may not have access to the necessary resources, such as textbooks, materials, or technology, required to teach writing effectively. This lack of resources can hinder the students' learning experience. Secondly, adapting to the diverse needs of students with varying learning styles, proficiency levels, and cultural backgrounds can be challenging for EFL teachers. Finding effective strategies that work for all students can be difficult. Finally, there is a lack of emphasis on enhancing students' autonomy in writing. Cognitive-based strategies that aim to teach students how to think appropriately about a given topic before writing are not instructed. Instead, the focus remains on teaching students how to write correctly about a given topic. These approaches do not foster students' creativity or encourage them to develop their own writing style.

Q5: Which approach do you normally use to teach academic writing? Please, explain the reason behind choosing this approach.



Graph 4.9. The most Common Approach Used by Academic Writing Teachers in the Classroom

Based on the collected data, it can be observed that (37.5%) of the teachers utilize the process writing approach, while (25%) of the respondents employ the product writing approach. A small proportion of teachers, that is, (12.5%), utilize the grammar syntax approach, and an equal percentage of teachers employ the POWER-S approach. In addition, (12.5%) of the teachers use a combination of some of these approaches. These results suggest that there is no dominant approach used by teachers, and they employ a variety of techniques to teach academic writing.

Please, explain the reason behind choosing this approach.

Teachers explained their reasoning for selecting a particular approach for teaching academic writing. Some teachers opted for the grammar syntax approach, which emphasizes the importance of understanding the rules of grammar and the structure of sentences. This includes the use of parts of speech, subject-verb agreement, and other grammatical rules. On the other hand, some teachers chose the process and POWER- S approaches that involve a series of organized steps to guide

learners through the writing process. These steps help students achieve their writing objectives more easily. However, some participants noted that the choice of the approach is often not a personal preference but rather influenced by various teaching conditions such as time limitations, syllabus content constraints, and administrative instructions.

Section Three: Teachers' Perceptions towards EFL Learners' Needs and Deficiencies in Essay Writing.

Q1: How do you evaluate your students' essay writing level?

Option	Number	Percentage%
Excellent	0	0%
Good	0	0%
Fair	04	50%
Poor	04	50%
Total	08	100%

Table 4.15. Evaluation of Students' Essay Writing

The data on the table shows that (50%) of the participants rated their students' essay writing level as "fair". Similarly, (50%) of them rated their students' level as "poor." However, none of them rated their students' essay writing level as "good" or "excellent". This indicates that the quality of EFL students' essay writing is not satisfactory. This could be due to weaknesses in students' essays such as organization, argument development, use of evidence, or language proficiency. These weaknesses could have contributed to the absence of higher ratings.

Q2: How often do your students write essays inside the classroom?

Option	Number	Percentage%
Frequently	01	12.5%
Rarely	07	87.5%
Never	0	0%
Total	08	100%

Table 4.16. Frequency of Writing Essays inside the Classroom

The results show that (12.5%) of the participants claimed that their students frequently write essays inside the classroom, however (87.5%) of the participants mentioned that their students rarely write essays inside the classroom. These participants might have constraints on time due to curriculum demands or they mainly focus on developing other skills, such as reading comprehension, grammar, or vocabulary, rather than essay writing.

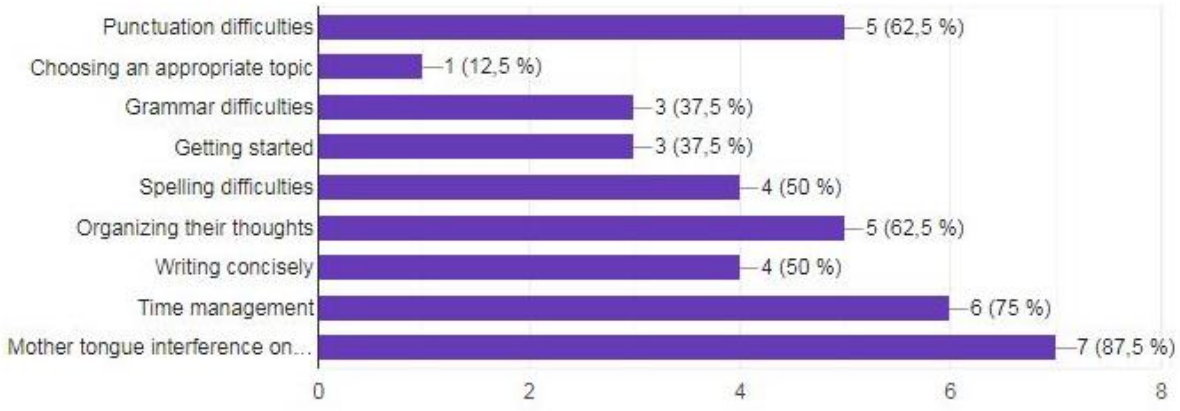
Q3: Which activities do you normally use to assess your students' essay writing skill?

The participants claimed to employ various activities to assess students' essay writing skills. One such activity is "writing tasks," which require students to demonstrate their grasp of specific grammar or vocabulary concepts. Additionally, they may be assigned research papers or essays on specific topics to gauge their proficiency. Another valuable activity is "peer editing," where students collaborate in pairs or small groups to review and provide feedback on each other's writing. This practice fosters improvement and mutual learning. Rubrics are also employed as an assessment tool, enabling teachers to provide clear grading criteria for students' writing. These rubrics can be tailored to individual assignments and include criteria such as organization, coherence, grammar, and vocabulary usage. Furthermore, writing conferences offer a valuable opportunity for one-on-one discussions between teachers and students. Through these conferences, students receive personalized attention and feedback to enhance their writing skills effectively.

Q4: In your opinion, what are some learners' basic needs in essay writing?

According to the participants, EFL learners need clear instructions and guidance from the teacher to understand what is expected of them in the assignment, which includes understanding the task type, the length, the format, the style, the research requirements, and the grading criteria. Moreover, EFL learners need support in learning and using academic vocabulary and grammar structures. Teachers can provide explicit instruction and practice opportunities to help students acquire the necessary language skills. Actually, EFL learners need a lot of practice because practice makes perfect. Additionally, they need support during the writing process, such as brainstorming, outlining, drafting, revising, and editing. Teachers can provide guidance on these steps and help students develop their own writing process. Besides, EFL learners need feedback and evaluation from the teachers and peers to improve their writing. That is to say, academic writing teachers have to provide learners with a detailed feedback inside the classroom so that they can recognize their weaknesses and strengths. Another suggestion is that giving a room for applying strategic assessment steps (diagnostic, formative and summative) by doing so, there would be a possibility to sort out the students' needs according to their own profiles. In other words, the assessment should go beyond the limits of learning how to write about predesigned topics by the teacher, but rather to meet their needs in real life situations. Furthermore, teachers can provide interesting and relevant writing prompts and use technology to enhance students' writing experience. Most importantly, teachers need to suggest topics that are motivating and interesting. EFL learners need to be motivated and engaged in the writing process to achieve good writing proficiency.

Q5: What are the main difficulties faced by your students' in essay writing?



Graph 4.10. Main Difficulties Faced by Students in Essay Writing

Graph 3.10 indicates that (87.5%) of participants stated that mother tongue interference is the most significant difficulty faced by students. This suggests that students' native language influences their English writing, leading to issues in grammar, sentence structure, and vocabulary usage. Another important difficulty identified is time management, selected by (75%) of the participants. This indicates that insufficient time allocation can result in rushed or incomplete essays, influencing the overall quality of students' writing. In addition, (62.5%) of the participants believed that punctuation difficulties are a significant concern for EFL students when writing essays. In fact, the improper use of punctuation marks can hinder the clarity and coherence of students' essays. The same proportion of participants (62.5%)declared that students have a problem in organizing their thoughts. This implies that students struggle with structuring their ideas coherently and presenting them in a logical sequence. The lack of effective organization can lead to clumsy essays. Writing concisely is identified as a difficulty by (50%) of the participants. This means that students may struggle with expressing their ideas concisely, resulting in wordy writing that lacks clarity and cohesion. Also, (50%) of the participants posited that spelling difficulties pose a challenge for students when writing essays. Apparently, a significant number of students face challenges in spelling accuracy, which can affect their writing. Additionally, a portion of (37.5%) of participants said that students

encounter difficulties in both grammar and getting started. This indicates that students may struggle with grammar rules, resulting in errors throughout their essays. Furthermore, initiating the writing process itself can be a hurdle for these students. Finally, a smaller percentage of participants, specifically (12.5%) mentioned that their students experience challenges in choosing an appropriate topic for their essays. This implies that some students may have difficulty identifying a suitable and engaging topic that aligns with their interests and the assignment requirements.

Q6: How can these difficulties be treated?

Teachers claimed that writing difficulties can be treated by providing explicit instruction on grammar, vocabulary, and writing skills. In addition, teachers can provide targeted instruction and practice opportunities to help students develop the necessary skills. Besides, teachers can provide examples of good academic writing and language use through modelling. This can help students understand the expectations for academic writing and how to achieve them. Teacher and peer feedback can also be valuable for improving students' writing skills. Additionally, EFL learners may benefit from additional writing support, such as tutoring or writing workshops. These can provide individualized attention and support for specific writing difficulties. Moreover, writing difficulties can be treated through promoting self-reflection. Teachers can encourage self-reflection by asking students to assess their own writing and set goals for improvement. Furthermore, technology can be an effective tool for EFL learners. Writing software can help with grammar and spelling, while online writing communities can provide feedback and support. Another important way to boost students' writing skills is extensive reading. Teachers can encourage students to read academic texts and analyze the writing style and structure.

4.3. Conclusion

This chapter discussed and interpreted the obtained results. It revealed teachers and students' perceptions on the topic. It accounted for the approaches used to teach academic writing. Besides, it discussed the most common tasks used by Algerian EFL teachers to assess this skill. Additionally, it shed light on Algerian EFL students' deficiencies in academic writing in general and essay writing in particular. It demonstrated that many EFL students struggle when writing because of the lack of motivation, disinterest in the subject, or fear of failure. Moreover, it mentioned Algerian EFL students' main difficulties when writing essays. Finally, it provided some solutions for these difficulties.

CHAPTER FIVE

Chapter Five: Discussion of Findings, Pedagogical Implications and Recommendations

5.1. Introduction

5.2. Discussion of the Main Findings

5.3. Pedagogical Implications and Recommendations

5.4. Conclusion

5.1. Introduction

The last chapter is devoted for the discussion of the main findings, pedagogical implications and recommendations in order to confirm that the collected data assure the mentioned questions and hypotheses or not. Moreover, this chapter suggests some solutions for essay writing deficiencies at the tertiary level.

5.2. Discussion of the Main Findings

The results of the students' questionnaire revealed a clear support for the hypotheses of the research's question. The findings demonstrated that the majority of EFL students declared that they are always motivated and enjoyed to learn writing since it prepares them for the other modules. However, they mentioned that they face many problems when writing an essay and this affects their motivation negatively. The results also showed that the most common difficulties faced by EFL students when writing an essay are getting started, time management, grammar, and writing concisely.

With respect to teachers' answers, the participants observed that the current methods of teaching academic writing used at tertiary level are ineffective. The lack of access to the necessary materials, such as textbooks, resources, and technology impede students' learning progress. Moreover, the participants asserted that the writing teaching approaches neglect the creative aspects of writing and this downgrades students' writing level. Another weakness in these instructional methods is their limited emphasis on nurturing students' independent writing skills. Furthermore, the participants noted that the writing curriculum is restrictive, primarily catering to students pursuing a degree. The respondents also stated that EFL students exhibit a lack of motivation when it comes to learning how to write. Additionally, the teachers posited that their students feel disinterested in the subject matter they are required to write about, which poses a challenge when writing essays. Another obstacle is the students' lack of confidence in their writing abilities. Many EFL students suffer to find the drive to engage in writing tasks. Other challenges are related to factors such as time insufficiency, mother tongue

interference, punctuation, and organizing thoughts. Consequently, EFL students feel constrained by the teacher's provided writing instructions, and the promotion of autonomy in writing is deficient within EFL classrooms.

Teachers asserted that addressing writing difficulties can be accomplished by offering explicit instruction on writing skills. Additionally, targeted guidance and practice opportunities can assist students in developing the necessary competencies in writing. Furthermore, exemplary academic writing can be used as a model for students, enabling them to comprehend the expectations and methods for achieving successful academic writing. Feedback can also be crucial in students' writing abilities. Moreover, EFL learners can benefit from supplementary writing support, such as individual tutoring or participation in writing workshops, which offer personalized attention and assistance tailored to specific writing challenges. Above all, technology and extensive reading can play a crucial role in enhancing students' writing skills.

5.3. Pedagogical Implications and Recommendations

As found in the present study, most of the participants showed a great awareness of academic writing's importance. Nevertheless, they claimed to have many deficiencies. In EFL learning process, the major concern of many EFL teachers is overcoming their students' writing difficulties and developing their overall writing proficiency. Henceforth, teachers need to improve their students' writing skills through:

- Teachers should motivate and encourage their students so as to make more effort in practicing writing inside and outside the classroom.
- Teachers should devote more time for writing session since students are facing problem with time sufficiency.
- Teachers should focus more on product approach than the process approach.
- Teachers should use technology in order to enhance students' writing experience.

As far as for students are concerned, the following is recommended:

- Students should practice writing regularly focusing on different types of essays and incorporating feedback for improvement.
- Students should be engaged in extensive reading of various genres to improve their vocabulary, sentence structures, and overall writing skills.
- Students should dedicate more time to improving grammar, sentence structure, and language usage and practice incorporating them into their writing.
- Students should continuously work on expanding their vocabulary by learning new words, phrases, and idiomatic expressions. This will help them convey their ideas more effectively.
- Students should consider seeking additional resources such as writing workshops specifically designed to enhance essay writing's skills.
- Students should reflect on the mistakes they make in their writing and actively work on correcting them.

5.4. Conclusion

The present study discussed the main findings of the current research. It indicated that EFL students are generally motivated to learn writing because it prepares them for other modules. However, they face difficulties when writing essays, affecting their motivation. The common challenges include getting started, time management, grammar, and concise writing. Teachers believed current academic writing methods are ineffective due to lack of necessary materials, neglect of creativity, limited emphasis on independent writing skills, and a restrictive curriculum. EFL students lack motivation, interest, and confidence in writing, facing obstacles like time constraints and language interference. Teachers suggested explicit instruction, targeted guidance, exemplary writing models, feedback, supplementary support, technology, and extensive reading to address these challenges. Recommendations for students included regular practice, extensive

reading, improving grammar and vocabulary, seeking additional resources, and actively correcting mistakes in writing.

GENERAL CONCLUSION

General Conclusion

In conclusion, writing is one of the most important means of communication. It is a tool through which information, thoughts, theories, paradigms, beliefs, feelings, opinions and even memories are kept recorded and safe. Writing, this magical instrument, is a big gate that allows us to communicate with ancient as well as upcoming generations.

Writing is a vital skill in learning a foreign language. Thus, learning English successfully implies having a good writing mastery. However, EFL learners do not always succeed in appreciating this skill, because of the difficulties they face while learning it. As a result, they fail to develop correct paragraphs and essays because they meet many obstacles in facing a blank paper, expressing themselves either in their first language, second language or a foreign language. Writing is a complex productive skill that most EFL learners fail to cope with. That is why, the present research was meant to explore the major deficiencies that EFL learners face and shed light on the most important needs that should be provided to help them become good writers or at least deal with this skill as part of their learning process and not as a nightmare.

This work was made up of five chapters. The first chapter was concerned with the literature review which supplied the theses with previous work and research with their findings in relation to the skill of writing as part of learning a foreign language. Besides, it defined some key concepts related to the research's field. The second chapter dealt with the English learning and teaching in Algeria, the LMD system and the teaching and learning of academic writing in Algerian EFL classrooms at university. It also discussed the Algerian EFL learners' needs and deficiencies in essay writing at university. The third chapter exposed the research design, methodology, population and sampling, both students' and teachers' profiles, and data gathering tools. The fourth chapter covered data analyses. The fifth chapter discussed the main findings and provided some pedagogical implications and recommendations.

The findings revealed that EFL learners are motivated towards learning writing and that they are absolutely aware of the importance of this skill as a key to academic

success. However, they face some difficulties when trying to write such as getting started, time management and organizing their thoughts. Moreover, the results from the teachers' side demonstrated that most students show a minimum motivation towards learning writing owing to some constraints like the teaching approaches adapted by teachers at university. These latter obstructs the grasping and the enhancement of the writing skill among learners. In addition, and according to teachers' answers, one of the major reasons that affect students' performance in writing essays is that they lack confidence and interest in writing. Thus, they feel scared of failure. In fact, EFL students need to be encouraged, motivated and pushed forward to be melted within the skill and eventually be considered as part of the academic journey. To achieve this point, EFL teachers need to improve their students writing skill by helping them overcoming the common deficiencies. All this can be attained if the needs are well identified and well covered.

On that account, the research questions were answered and the hypotheses were confirmed. Also, some pedagogical implications and recommendations have been set on the basis of the research topic.

To sum up, EFL learners' negative performance in writing essays is affected by many factors. Thus, overcoming it implies a real consideration and coverage of the needs that enable them to be good writers and help them get rid of the fear that is related to this skill.

List of References

Acharya, A. S., Prakash, A., Saxena, P., & Nigam, A. (2013). Sampling: Why and how of it. *Indian Journal of Medical Specialties*, *4*(2), 330-333.

Ahmed , A. (2010). Students Problems with Cohesion and Coherence in EFL Essay Writing in Egypt : Different perspectives. *Literacy Information and Computer Education Journal (LICEJ), 1*(4), 211-221.

AlFallay, I. (2004). The Role of Some Selected Psychological and Personality Traits of the Rater in the Accuracy Of Self- and Peer-assessment. *System*(32), 407-425.

Annab, A. (2016). Investigating EFL Students' Writing Difficulties and Common Errors in Writing: a case study of 3rd year LMD of English at the University of Bejaia.

Ariyanti, A., & Fitriana, R. (2017). (2017). EFL Students' Difficulties and Needs in Essay Writing. *Advances in Social Science, Education and Humanities Research (ASSEHR), 158*, 32-42. Atlantis Press.

Arar, S. (2017). "Teachers' and learners' beliefs about EFL writing instruction in higher education: a mismatch? Afkar waAffak Revue, 10, 118 – 134.

Arar, S. (2019). A Blended Approach For Teaching EFL Writing At University Level: Classroom Applications. *Al Adab Wa Llughat, 14*(2), 1-18.

Ayana, T. (2020). An Investigation of EFL Students' Essay Writing: Problems and Suggestions: Ambo University First Year Students in Focus. *Research on Humanities and Social Sciences, 10*(1), 37-42.

Ben Aissa, S., (2018). Difficulties of EFL Learners: First Year Pupils of El Shikh Mohammed Abdou Secondary School In Ghar -Tamanrasset as a Case Study-University of Adrar. Unpublished Master dissertation. Available at https://dspace.univ-adrar.edu.dz/jspui/handle/123456789/202.

Bhowmik, S. (2021, 2021). Writing Instruction in an EFL Context: Learning to Write or Writing to Learn Language. *BELTA Journal, 5*(1), 30-42. https://doi.org/10.36832/beltaj.2021.0501.03.

Bidari, S. (2021, July 27). *Teaching Writing Using the POWER-S Approach: A Brief Introduction.* Retrieved from Nelta Elt Forum: https://neltaeltforum.wordpress.com/2021/07/27/teaching-writing-using-the-power-s-approach-a-brief-introduction/

Bin Tahir, S. (2012). Redefining Terms of Teaching and Learning Strategy Methods, Approach, Technique, and Models. *English Department of the University of Iqra Buru*.

Bouhadiba, F. (2010), An Overview of the Linguistic Situation in Algeria, Cahiers de Linguistique et Didactique, 3, 39-52.

Bouchefra, M. (2015). Writing deficiency among EFL university students: Causes and solutions the case of English LMD students at Djilali Liabes University. *Advances in Language and Literary Studies*, *6*(4), 92-102.

Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. New-York: Longman.

Byrne, D. (1991). Teaching writing skills-longman handbooks of language teachers. *Long man: London*. Cambridge University Press.

Cambridge University Press. (n.d.). Writing. In Cambridge Dictionary. Retrieved January 4, 2023, from https://dictionary.cambridge.org/dictionary/learner-english/writing.

Chen, C. (2002). Self-regulated Learning Strategies and Regulated Learning Strategies and Achievement in an Introduction to Information Systems Course. *Information Technology, Learning, and Performance Journal, 20*(1), 11-25.

Christenson, S. L., Thurlow, M. L., Ysseldyke, J. E., & McVicar, R. (1989). Written language instruction for students with mild handicaps: Is there enough quantity to ensure quality? *Learning Disability Quarterly*, *12*(3), 219-229.

Creswell, J.W. (2014). Research *design: Qualitative, quantitative, and mixed method approaches (4thed).*London: Sage Publications, Inc.

Crowther, K., Curtright, L., Gilbert, N., & Hall, B. (2016). *Successful College Composition* (3 ed.). Citrus College. Retrieved from https://oer.galileo.usg.edu/english-textbooks/8/

Crystal, D. (2003). English as a global language. Cambridge: Cambridge University Press.

Derakhshan, A., & Karimian Shirejini, R. (2020). An Investigation of the Iranian EFL Learners' Perceptions towards the Most Common Writing Problems. *Sage Open*, *10*(2), 1-10.

El Ouidani, Y., & El Baghdadi, S. Y. (2022). Main Approaches to Teaching Writing in EFL/ESL Contexts: A Literature Review. International Journal of Innovative Science and Research Technology, 7 (10), 524-533.

Englert, C., Raphael, T., Anderson, L., Anthony, H., Fear, K., & Greeg, S. (1988). A Case for Writing Intervention: Strategies for Writing Informational Text. *Learning Disabilities Focus, 3*(2), 98-113.

Fahimi, Z., & Rahimi, A. (2015). On the Impact of Self-assessment Practice on Writing Skill. *Procedia - Social and Behavioral Sciences*(192), 730-736.

Falchikov, N., & Boud, D. (1989). . (). Student Self-assessment in Higher Education: A Meta-analysis. *Review of Educational Research, 59*(4), 395-430.

Geyte, E. (2013). *Writing: Learn To Write Better Academic Essays.* Harper Collins Publishers.

Ghodbane, N. (2010). "Identification and Analysis of some Factors behind Students' Poor Writing Productions: The Case Study of 3rdYear Students at the English Department-Batna University". Unpublished Magistère Dissertation. Available at: http://www.univsetif.dz/Tdoctorat/images/stories/pdf_theses/facultes1/arabe/naciraghothbene.pdf.

Göçer, A. (2010). The Assessment with the Component of the Process Approach to Writing and the Criterions Relevant to Text of Written Expression Skills of the Education Faculty Students (The sample of Niğde University). *Kastamonu Education Journal, 18*(1), 271-290.

Guemide, B., Benachaiba, C., & Bedri, I. (2015). Improving essay writing through ICT and task-based approach: a strategy that works-the case of 2nd year EFL students at Jijel University in Algeria.

Hamzaoui, C. (2021). Scrutinizing Algerian EFL students' challenges in research teaching and writing. *Hungarian Educational Research Journal, 11*(4), 478-488.

Harmer, J. (2001). *The practice of English Language Teaching.* England: Pearson Educational.

Harmer, J. (2007). *How to Teach Writing.* Pearson Education.

Hasanova, A., Abduazizov, B., & Khujakulov, R. (2021). The Main Differences Between Teaching Approaches, Methods, Procedures, Techniques, Styles And Strategies. 7(02), 371-375. *JournalNX*, *7*(2), 371-375.

Heale, R., & Twycross, A. (2018). What is a case study? *Evidence-based nursing*, *21*(1), 7-8.

Hermana, D., Supardan, D., & Undang, G. (2010). *Contextual Teaching and Learning (sebuah panduan awal dalam pengembangan PBM).* Yogyakarta: PT. Diandra Primamitra Media.

Ho, M. (2016). Exploring Writing Anxiety and Self-efficacy among EFL Graduate Students in Taiwan. *Higher education studies*, *6*(1), 24-39. doi:http://dx.doi.org/10.5539/hes.v6n1p24.

Hyland, K. (2009). *Teaching and Researching Writing* (2 ed.). England: Longman.

Ibnian, S. (2017). Writing difficulties encountered by Jordanian EFL learners. *Asian Journal of Humanities and Social Studies*, *5*(3), 197-206.

Jenn, N. C. (2006). Designing a questionnaire. *Malaysian family physician: the official journal of the Academy of Family Physicians of Malaysia*, *1*(1), 32.

Johnson, B. E. (2002). Contextual teaching and learning: why it is and why it is here to stay. California: Sage Publications Ltd.

Kane, T. (2000). *The Oxford Essential Guide to Writing.* Berkley.

Khasawneh, M. (2021). Investigating Writing Challenges Encountered by Saudi EFL1 Learners: Implications for Improvement. *Edukacja Ustawiczna Dorosłych, 115*(4), 31-41.

Khatter, S. (2019). An Analysis of the Most Common Essay Writing Errors among EFL Saudi female learners (Majmaah University). *Arab World English Journal (AWEJ), 10*(3), 364-381. doi:https://dx.doi.org/10.24093/awej/vol10no3.26.

Kothari, C. R. (2009). *Research methodology: Methods and techniques*. New Delhi: New Age Publications.

Lamberg, W. J. (1977). Major problems in doing academic writing. *College Composition and Communication*, *28*(1), 26-29.

Leedy, P.D., & Ormrod, J.E.(2015). Practical Research Planning and Design (11th ed.).Boston, MA: Pearson.

Mami, N. A. (2013). Teaching English under the LMD reform: the Algerian experience. *International Journal of Educational and Pedagogical Sciences*, *7*(4), 910-913.

Murray, D. M. (1973). Why Teach Writing and How?. *English Journal*, *62*(9), 1234-37.

Mustafa, A., Arbab, A., & El Sayed, A. (2022). Difficulties in Academic Writing in English as a Second/Foreign Language from the Perspective of Undergraduate Students in Higher Education Institutions in Oman. *Arab World English Journal (AWEJ)*, 41-53.

Namoushi, A., 2014. Approaches To Teaching Writing, Constantine University.

National Council of Teachers of English. (2012). Writing Assessment. *College Composition and Communication, 63*(3), 528. Retrieved from http://www.jstor.org/stable/23131606

Nesba, A.& Ghaideir Brahim, M. (2022). Importance of English Proficiency among Algerian Youth: Promising Prospects and New Horizons. Internet journal for cultural studies.

Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge.

Nunan, D.(2000). *Language Teaching Methodology: Textbook for Teachers.* Malaysia: Longman.

Nyang'au, B. (2014). Challanges Students Face in Learning Essay Writing Skills in English Language in Secondary Schools in Manga District,Nyamira County, Kenya. *Master Thesis*. Kenyatta University.

O'Malley, J., & Chamot, A. (1990). *Learning Strategies in Second Language Acquisition.* Cambridge University Press.

Ortner, H. (2000). *Schreiben und Denken.* Tübingen: Niemeyer.

Oxford University Press. (n.d.). Writing. In Oxford Advanced Learner's Dictionary. Retrieved January 4, 2023, from https://www.oxfordlearnersdictionaries.com/definition/english/writing?q=writing.

Pablo, J., & Lasaten, R. (2018, November). Writing Difficulties and Quality of Academic Essays of Senior High School Students. *Asia Pacific Journal of Multidisciplinary Research, 6*(4), 46-57. Retrieved from http://apjmr.com.

Petric, B. (2002). Students' attitudes towards writing and the development of academic writing skills. *The Writing Center Journal*, *22*(2), 9-27.

Qashoa, S. (2014). English Writing Anxiety: Alleviating Strategies. *Procedia-Social and Behavioral Sciences, 136*, 59-65.

Raimes, A. (1983). Techniques in teaching writing. New York: Oxford University Press.

Reising, B. (1997). The Formative Assessment of Writing. *The Clearing House, 71*(2), 71-72. doi:https// : www.jstor.org/stable/30192086.

Rezig, N. (2011). Teaching English in Algeria and educational reforms: An overview on the factors entailing students failure in learning foreign languages at university. *Procedia - Social and Behavioral Sciences, 29*, 1327 – 1333.

Sajjad, I., Sarwat, S., Imran, M., & Shahzad, S. K. (2021). Examining the academic writing challenges Faced by university students in KFUEIT. *PalArch's Journal of Archaeology of Egypt/Egyptology*, *18*(10), 1759-1777.

Sarnou, H., et al. (2012). LMD new system in the Algerian university. *Arab World English Journal*, 3 (4), 179-194.

Satriani, I., Emilia, E., & Gunawan, M. H. (2012). Contextual teaching and learning approach to teaching writing. *Indonesian Journal of Applied Linguistics*, *2*(1), 10-22.

Sears, J. S. (2002). Contextual teaching and learning: a primer of effective instruction. USA: Phi Delta Kappa Educational Foundation.

Sennewald, N. (2021). Writer Types, Writing Strategies: Introducing a Non-English Text, Schreiben und Denken, to a New Audience. *Writing Center Journal*, *38*(3), 166-177.

Shiach, D. (2007). *How to Write Essays. A Step-by-step Guide for All Levels, With Sample Essays.* UK: How To Books Ltd.

Slimani, S. (2016). Teaching English as a foreign language in Algeria. *Revue des Sciences*, *44*, 33-44.

Sogulto, E., & Veliaj-ostrosi, M. (2022). Efl Learners' Challenges In Essay Writing: The Case Of A Non-Public High School In Albania. *Journal of Positive School Psychology*, *6*(4), 3958 - 3981. Retrieved from http://journalppw.com

Specht, D. (2020). *The Media and Communications Study Skills Student Guide.* University of Westminster Press.

Topping, K. (2009). Peer Assessment. *Theory into Practice*, *48*(1), 20-27. Retrieved from https://www.jstor.org/stable/40071572.

Trimble, J. R. (2000). *Writing with style: Conversations on the art of writing*. Prentice-Hall Order Processing Center, PO Box 11071, Des Moines, IA 50336-1071.

Ungan, S. (2007). Development of and Importance Of Writing Skills. *Erciyes University Journal of the Institute of Social Sciences, 23*(2), 461-472.

Vallecorsa, A. L., & deBettencourt, L. U. (1997). Using a mapping procedure to teach reading and writing skills to middle grade students with learning disabilities. *Education and Treatment of Children*, 173-188.

Weigle, S. (2002). *Assessing Writing.* Cambridge University Press.

Wingersky, J., Boerner, J. K., & Holguin-Balogh, D. (2008). *Writing paragraphs and essays: Integrating reading, writing, and grammar skills*. Cengage Learning.

Yancey, K. B. (1999). *Looking Back as We Look Forward: Historicizing Writing Assessment. College Composition and Communication, 50(3), 483.* doi:10.2307/358862.

Zemach, D., & Rumisek, L. (2003). *(2003). Academic Writing.* Mcmillan.

Zitouni, M. & Djaileb, F. (2014). International mobility and Recognition of Diploma: The case of the LMD system in Algeria, Proceedings of INTCESS14- International Conference on Education and Social Sciences, 1922-1927.

Appendices

Appendix I

Student Questionnaire

You are kindly requested to fill in this questionnaire to express your attitudes towards the writing skill. This questionnaire is an attempt to collect the needed data for the sake of accomplishing a master dissertation in which we are going to shed light on **"Investigating English Students' Needs and Deficiencies in Essay Writing".** Your willingness to help is greatly appreciated, then we hope that you will give us sincere and precise answers.

Section One: Personal Information

Put [√] in the suitable answer:

- Gender : Male ☐ Female ☐
- Age : From 20-25 ☐ More than 25 ☐

Section Two : Student's perceptions towards academic writing

1. What type of writing do you do in your free time?

   Homework ☐
   Diaries ☐
   E- mail ☐
   Chatting on social networks ☐
   Other types ☐

2. How do you find the module of Academic Writing?
   Very interesting ☐
   Interesting ☐
   Not really special ☐
   Do not know ☐

3. Do you feel motivated when learning to write ?
   Yes ☐
   No ☐

4. How well did Academic Writing module prepare you for the other courses?

Very well ☐
Well ☐
Adequately ☐
Not very well ☐
Not well at all ☐

Section Three: Students' Needs and Deficiencies in Essay Writing

1-Do you usually practice writing essays in the classroom?

Yes ☐
No ☐

2-If yes, how often do you practice writing essays in the classroom?

Frequently
Rarely
Never

3-Do you usually practice writing essays outside the classroom?

Yes ☐
No ☐

4-How do you find writing an essay?

Easy ☐
Medium ☐
Hard ☐

4-Do you enjoy writing essays?

Yes ☐
No ☐

If no , Why?

……
……
……

5- What difficulties do you generally face in writing an essay?

Punctuation difficulties ☐
Choosing an appropriate topic ☐
Grammar difficulties ☐
Getting started ☐
Spelling mistakes ☐
Organizing your thoughts ☐
Writing Concisely ☐

If others, please specify.

……
……
……
……

6-Does your teacher of Academic Writing frequently correct your essay's mistakes?

Yes
No

7-Are you satisfied with your teacher's method of teaching you how to write an essay?

Yes ☐
No ☐

Why?

……
……
……

8-Does your teacher give you time to practice writing in the classroom?

Yes ☐
No ☐

9- If yes, how much time does your teacher devote to practice ?

-Less than 25% of lesson's time. ☐
- 25% of lesson's time. ☐
- 25% of lesson's time. ☐
- 75% of lesson's time. ☐
- More that 75% of lesson's time ☐

The fact that you are reading this message indicates that you have completed our questionnaire, and that we owe you a debt of thanks. We are extremely grateful for your contributing, your valuable time, your honest information, and your thoughtful suggestions.

Thank You!

Appendix II

Teacher Questionnaire

YAHIA FARES UNIVERSITY OF MEDEA

FACULTY OF FOREIGN LANGUAGES

QUESTIONNAIRE INTENDED FOR TEACHERS OF ENGLISH

AT THE ENGLISH SECTION

Dear teachers,

This questionnaire aims to gather the necessary information to complete a master's dissertation in which we examine **"Investigating English Students' Needs and Deficiencies in Essay Writing".** We appreciate your honesty and willingness to assist with this important research. Thus, we kindly ask you to answer the following sections.

Section One: Personal Information

Put [√] in the suitable choice:

- **Gender** Male ☐ Female ☐

1. How long have you been teaching English?

   - Less than 7 years ☐
   - 7 to 10 years ☐
   - 11 to 20 years ☐
   - Over 20 years ☐

Section Two: Teachers Perception towards Learning Academic Writing

1. How do you evaluate your students' academic writing level?
   Excellent ☐ Good ☐ Bad ☐ Far ☐

2. Do you think that your learners are motivated to learn to write?
   Yes/ No

If no, please explain.

……
……
……
……

3. Do you think that allocated time for teaching "academic writing" is sufficient?

   Yes/ No

4. Do you think that the current academic writing approaches used at university level are effective? Yes /No
   Explain, why?
   ……
   ……
   ……

5. Which methods you normally use to teach academic writing?
   - The process writing approach ☐
   - The product writing approach ☐
   - The communicative approach ☐
   - The grammar syntax approach ☐
   - The free writing approach ☐
   - The contextual approach ☐
   - The Power- S approach ☐
   - Other ☐

Please, explain the reason behind choosing this approach.

……
……

Section Three: Teachers' Perceptions towards EFL Learners' Needs and Deficiencies in Essay Writing

1-How do you evaluate your students' essay writing

- Excellent ☐
- Good ☐
- Fair ☐
- Poor ☐

2- How often do your students write essays inside the classroom?

- Frequently ☐
- Rarely ☐
- Never ☐

3- Which activities do you normally use to assess your students essay writing skill?

……
……
……
……
……
……

5- In your opinion, what are some learners' basic needs in essay writing?

……
……
……
……
……

6- What are the main difficulties faced by your students in essay writing?

- Punctuation difficulties ☐
- Choosing an appropriate topic ☐
- Grammar difficulties ☐
- Getting started ☐
- Spelling Difficulties ☐
- Organizing their thoughts ☐
- Writing concisely ☐
- Time management ☐

Mother tongue interference on English language ☐

If other, please specify.

……
……
……
……

7- How can these difficulties be treated?

……
……
……
……
……
……
……
……

Thank you very much for your cooperation!

ملخص

الكتابة هي مهارة أساسية لإتقان تعلم لغة أجنبية. إنها مهارة صعبة التعلم لأنها تتطلب الكثير من الجهد والممارسة المستمرة. غالبًا ما يحاول متعلمي اللغة الإنجليزية كلغة أجنبية تعزيز مهاراتهم الكتابية بشكل عام وكتابة المقالات بشكل خاص لتحقيق نتائج أكاديمية أفضل. ومع ذلك، فهم يواجهون دائمًا بعض العقبات التي تجعل عملية الكتابة صعبة. تؤثر هذه الصعوبات على دوافعهم واهتمامهم بأن يكونوا كتابًا جيدين. لذلك، يهدف البحث الحالي إلى الكشف عن الاحتياجات الرئيسية لمتعلمي اللغة الإنجليزية كلغة أجنبية وأوجه القصور في كتابة المقالات. لهذا الغرض، تم إجراء دراسة حالة مع طلاب السنة الأولى في طور الماستر وكذا معلمي اللغة الإنجليزية بجامعة المدية. تم جمع البيانات من عينة من ثمانية وثلاثين طالبًا من طلاب اللغة الإنجليزية كلغة أجنبية وثمانية أساتذة عن طريق استبيانين. كشفت النتائج أن متعلمو اللغة الإنجليزية كلغة أجنبية لديهم الدافع لتعلم الكتابة وهم يدركون تمامًا أهمية هذه المهارة الأساسية كمفتاح للنجاح الأكاديمي. ومع ذلك، فإنهم يواجهون بعض الصعوبات عند الكتابة، مثل البدءفي الكتابة وإدارة الوقت وتنظيم الأفكار. علاوة على ذلك، أظهرت النتائج من جانب الاساتذة أن معظم الطلاب ليس لديهم الدافع لتعلم الكتابة بسبب بعض العوامل مثل تأثير اللغة الأم، وعدم كفاية الوقت، ومشاكل علامات الترقيم، وأساليب التدريس غير الفعالة التي اعتمدها مدرسو الكتابة الأكاديمية في الجامعة. وخلص البحث إلى أن طلاب اللغة الإنجليزية كلغة أجنبية يحتاجون إلى تعليمات واضحة والمزيد من فرص الممارسة لمساعدتهم على اكتساب مهارات الكتابة اللازمة. كما خلصت الدراسة أيضا أنه يجب تحفيز الطلاب على الكتابة من خلال اختيار موضوعات شيقة ومحفزة. إلى جانب ذلك، أظهرت النتائج أنه يجب على طلاب اللغة الإنجليزية كلغة أجنبية تحسين مهاراتهم في القواعد والمفردات ومحاولة جعلهم أكثر اندماجا مع كتاباتهم. وأيضا، يجب تمديد الوقت المخصص للكتابة لتحقيق نتائج تعليمية أكثر فعالية.

الكلمات المفتاحية: مهارة الكتابة، المقالات، متعلمي اللغة الإنجليزية كلغة أجنبية، صعوبات، الاحتياجات.