

الجمهورية الجزائرية الديمقراطية الشعبية<sup>1</sup>

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

وزارة التعليم العالي و البحث العلمي

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY of DJILALI BOUNAAMA KHEMIS MILIANA

Faculty of Letters and Foreign Languages

Department of English



*Investigating Writing Essay Difficulties Among EFL Learners  
Case of Study: Third Year English Students of Djilali Bounaama University*

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER IN LANGUAGE AND  
COMMUNICATION

Presented by:

**CHAOUCHI ASMA      SUPERVISOR: DR Y. ELBECHIR**

**Board of Examiners:**

**Dr Yaqot ELBECHIR**

**SUPERVISOR**

**Mrs. Fatima BOUCHAREB**

**EXAMINER**

**Mrs. Meriem BELKHIR**

**PRESIDENT**

*Academic year 2022-2023*

## **Dedication**

*This thesis is dedicated to the sake of Allah, my Creator and my Master,  
My great teacher and messenger, Mohammed (May Allah bless and grant him),  
who taught us the purpose of life,  
My dear parents, and my brothers and all the members of family Chaouchi,*

*ASMA,*

## Acknowledge

In the name of Allah, the Most Beneficent, the Most Merciful.

I am very thankful to Allah Almighty for all the good people around me who helped me in my research and in my life, for giving me the skills, the ability, and the courage to complete this task.

First and foremost, I would like to express my sincere gratitude to the best supervisor Dr Yaqot Elbechir, for all her efforts and time, her understanding and patience all the time of her supervision, I thank her for having directed this work and for having supported my suggestions so that I could complete my thesis under the best conditions.

My gratitude goes also to the members of jury Mrs Meriem BELKHIR and Mrs Fatima BOUCHARBEB who accepted to examine and evaluate my work.

Finally, to all those who have given me a hand in completing this work, I say thank you.

## **Abstract**

Essay writing is one of the most required skills in language learning. EFL learners need to develop their writing level for their academic goals. The present conduct investigates writing essay difficulties among EFL learners. This study aims to clarify the difficulties that face EFL learners, and to reveal the reasons behind these difficulties. Mixed method, quantitative and qualitative method used to conduct this study, and in order to collect and gather data we use a questionnaire that is administered to 33 students and an interview which we conducted with four teachers. The participants of this study are third- year English students and four English teachers in Djilali bounaama. The study findings indicated that students perceive essay writing as a challenging task because of their inadequate writing skills, and insufficient time of teaching academic writing module. It revealed also that students encounter diverse difficulties when it comes to essay writing. These challenges encompass areas such as ensuring coherence and organization of content. The study aimed to help students in developing their essay writing abilities.

**Key words:** EFL learners, writing process, essay, third year English students, English teachers, university of Djilali bounaama, coherence, organization content, lack of references.

## Résumé

La rédaction d'un essai est l'une des compétences les plus requises dans l'apprentissage d'une langue. Les apprenants d'anglais langue étrangère doivent développer leur niveau d'écriture pour atteindre leurs objectifs académiques. La présente étude porte sur les difficultés à rédiger des essais chez les apprenants d'anglais langue étrangère. Cette étude vise à clarifier les difficultés auxquelles sont confrontés les apprenants d'anglais langue étrangère et à révéler les raisons de ces difficultés. Une méthode mixte, quantitative et qualitative, a été utilisée pour mener cette étude. Afin de collecter les données, nous avons utilisé un questionnaire administré à 33 étudiants et un entretien mené avec quatre enseignants. Les participants à cette étude sont des étudiants de troisième année d'anglais et quatre professeurs d'anglais à Djilali bounaama. Les résultats de l'étude indiquent que les étudiants perçoivent la rédaction d'un essai comme une tâche difficile en raison de leurs compétences insuffisantes en matière d'écriture et du manque de temps consacré à l'enseignement du module d'écriture académique. L'étude a également révélé que les étudiants rencontrent diverses difficultés lorsqu'il s'agit de rédiger une dissertation. Ces difficultés englobent des domaines tels que la cohérence, l'organisation du contenu et le manque de références. L'étude vise à aider les étudiants à développer leurs capacités de rédaction d'essais.

Mots clés: essai, apprenants EFL, processus d'écriture, étudiants en troisième année d'anglais, université de Djilali bounaama, cohérence, organisation du contenu, manque de références.

## ملخص

كتابة المقالات هي واحدة من أكثر المهارات المطلوبة في تعلم اللغة. يحتاج متعلمو اللغة الإنجليزية كلغة أجنبية إلى تطوير مستواهم في الكتابة لتحقيق أهدافهم الأكاديمية. يهدف هذا البحث إلى توضيح الصعوبات التي يواجهها متعلمو اللغة الإنجليزية كلغة أجنبية في كتابة المقالات وكشف الأسباب وراء هذه الصعوبات. تم استخدام أسلوب البحث المختلط، الكمي والكيفي لإجراء هذا الدراسة، ولجمع وتجميع البيانات تم استخدام استبيان أدرج لـ 33 طالبًا ومقابلة أجريتها مع أربعة أساتذة. المشاركون في هذه الدراسة هم طلاب السنة الثالثة في قسم اللغة الإنجليزية وأربعة أساتذة لغة إنجليزية في جامعة جيلالي بونعامة. أشارت نتائج الدراسة إلى أن الطلاب يعتبرون كتابة المقالات مهمة صعبة بسبب نقص مهاراتهم في الكتابة وعدم كفاية وقت تدريس وحدة الكتابة الأكاديمية. كما كشفت الدراسة أيضًا أن الطلاب يواجهون صعوبات متنوعة عندما يتعلق الأمر بكتابة المقالات. تشمل هذه التحديات مجالات مثل ضمان الترابط وتنظيم المحتوى وعدم وجود المراجع. هدفت الدراسة إلى مساعدة الطلاب في تنمية مهاراتهم في كتابة المقالات .

الكلمات الرئيسية: المقال، متعلمو اللغة الإنجليزية كلغة أجنبية، عملية الكتابة، طلاب السنة الثالثة في قسم اللغة الإنجليزية، جامعة جيلالي بونعامة، الترابط، تنظيم المحتوى ، عدم وجود المراجع .

## **List of Abbreviations**

EFL: English Foreign Language

Ells: English Language Learners.

IAIN: Institut Agama Islam Negeri

## List of Figures

|  |    |
|--|----|
| Figure 1: gender .....   | 32 |
| Figure 2: age.....   | 33 |
| Figure 3: years of studying English.....   | 34 |
| Figure 4: the most difficult skill for the learners .....  | 35 |
| Figure 5: time allotted to practice writing.....   | 36 |
| Figure 6: the role of writing in improving the other three skills (speaking, reading and writing)..... | 37 |
| Figure 7: students' level in writing .....   | 38 |
| Figure 8: writing in the classroom.....  | 39 |
| Figure 9: the duration of studying academic writing.....   | 41 |
| Figure 10: students' interest in writing essay .....   | 42 |
| Figure 11: teachers' instruction.....  | 43 |
| Figure 12: the most difficult elements in the essay for third year English students .....              | 44 |
| Figure 13: the importance of writing skills .....  | 45 |
| Figure 14: difficulties in writing essay faced third year English students .....                       | 46 |

# Table of content

|  |     |
|--|-----|
| Dedication.....                            | I   |
| Acknowledge.....                           | II  |
| Abstract.....                              | III |
| Résumé.....                                | IV  |
| ملخص.....                                  | V   |
| List of Abbreviations.....                 | VI  |
| List of Figures.....                       | VII |
| I. General Introduction.....               | 1   |
| I.1 Background of the study.....           | 1   |
| I.2 Significance of the study.....         | 1   |
| I.3 Research objectives.....               | 2   |
| I.4 Statement of the problem.....          | 2   |
| I.5 Research questions.....                | 3   |
| I.6 Research hypotheses.....               | 3   |
| I.7 Research methodology.....              | 3   |
| I.8 The structure of the study.....        | 4   |
| II. Chapter one: Literature Review.....    | 5   |
| II.1 Introduction.....                     | 5   |
| II.2 Definition of Writing.....            | 5   |
| II.3 Types of writing.....                 | 6   |
| II.4 The characteristics of writing.....   | 7   |
| II.5 Stages of development in writing..... | 8   |
| II.5.1 Copying.....                        | 8   |
| II.5.2 Reproduction.....                   | 9   |
| II.5.3 Recombination and adaptation.....   | 9   |
| II.5.4 Guided writing.....                 | 9   |
| II.5.5 Composition.....                    | 9   |
| II.6 Components of writing.....            | 9   |
| II.7 Difficulties in writing English.....  | 10  |
| II.8 Approaches to teaching writing.....   | 11  |
| II.8.1 The Controlled-to-Free Method.....  | 11  |
| II.8.2 The Free-Writing Approach.....      | 11  |
| II.8.3 The Product-Oriented Approach.....  | 12  |
| II.8.4 The Process Approach.....           | 13  |

|         |   |    |
|---------|---|----|
| II.8.5  | The Genre Approach .....  | 13 |
| II.9    | Writing an Essay .....  | 14 |
| II.10   | Definition of Essay .....   | 14 |
| II.11   | The structure of essay .....  | 15 |
| II.11.1 | The Introduction .....  | 15 |
| II.11.2 | The Main Body .....   | 16 |
| II.11.3 | The Conclusion .....  | 17 |
| II.12   | Types of essays .....   | 17 |
| II.12.1 | The expository essay .....  | 17 |
| II.12.2 | The argumentative essay .....   | 18 |
| II.12.3 | The narrative essays .....  | 19 |
| II.13   | Features of good essay .....  | 20 |
| II.14   | Difficulties of writing essay .....   | 20 |
| II.14.1 | Cohesion .....  | 20 |
| II.14.2 | Coherence .....   | 21 |
| II.14.3 | Vocabulary .....  | 22 |
| II.14.4 | Diction .....   | 23 |
| II.14.5 | Difficulties to choose vocabulary .....                                       | 23 |
| II.14.6 | Grammar .....   | 23 |
| II.15   | Factors contributing to student's difficulties in writing English essay ..... | 26 |
| II.15.1 | Lack of motivation .....  | 26 |
| II.15.2 | Lack of reading .....   | 26 |
| II.15.3 | Influence of the first language on target language writing .....              | 27 |
| II.16   | Conclusion .....  | 27 |
| III.    | Chapter two: Data collection and analysis .....                               | 29 |
| III.1   | Introduction .....  | 29 |
| III.2   | Research design .....   | 29 |
| III.3   | Setting, population and the sample .....                                      | 30 |
| III.4   | Research tools .....  | 30 |
| III.4.1 | Students' Questionnaire .....   | 30 |
| III.4.2 | Teachers' interview .....   | 30 |
| III.5   | Analysis of Students' Questionnaire .....                                     | 32 |
| III.6   | Analysis of the Teachers' Interview .....                                     | 47 |
| III.7   | Conclusion .....  | 49 |
| IV.     | Chapter three: Discussion and finding .....                                   | 50 |
| IV.1    | Introduction .....  | 50 |

|       |   |    |
|-------|---|----|
| IV.2  | Discussion of the Students' Questionnaire ..... | 50 |
| IV.3  | Discussion of Teachers' Interview .....         | 52 |
| IV.4  | Limitations of The Study: .....                 | 54 |
| IV.5  | Conclusion .....                                | 54 |
| V.    | General Conclusion .....                        | 55 |
| VI.   | Bibliography .....                              | 58 |
| VII.  | Appendices .....                                | 61 |
| VII.1 | Students' questionnaire.....                    | 61 |
| VII.2 | Teachers' interview .....                       | 63 |

# **I. General Introduction**

## **I.1 Background of the study**

Composing an essay in English is a valuable skill for expressing one's ideas and thoughts to others, but students often struggle with the complex process of learning to write. The use of cohesive devices is a fundamental element of foreign language writing and is essential to building well-structured essays. Essays are compositions that focus on a specific subject and involve the presentation of the writer's arguments. Writing a good essay involves incorporating important elements, including cohesion. However, while cohesion is crucial for effective essay writing, it is also acknowledged as a significant challenge that students may encounter. For many EFL students, using cohesive devices is intimidating because writing is a demanding process that requires a range of skills and strategies (Ait Aissa Mouloud, 2021).

Egyptian students and English teachers are encountering difficulties in utilizing cohesion when writing essays. A study was conducted to explore the issue of cohesion and coherence in EFL essay writing, and it identified three factors that contribute to the problem (Hamid, 2010).

One of these factors is the physical and intellectual distance between teachers and students in the classroom, while another is the negative attitudes that students hold towards essay writing. The third factor is the use of traditional teaching methods by English language teachers in Egypt, such as simply reading from books. The study also found that the use of cohesive ties in writing largely depends on the student's level of experience (Ait Aissa Mouloud, 2021).

## **I.2 Significance of the study**

Writing skill has now become an essential part of every student's life, starting with the simplest content to the most complex writing pieces. At this point, students are asked to craft different types of essays, research paper and other kinds of creative tasks. Also, writing is skill

students will need for the future which is why it is crucial to develop it to the proper level (Elrasoul, 2019).

Undoubtedly, writing essay is an important skill should be mastered by university students because it teaches them using a powerful argument to support their ideas, it ameliorates their written communication skills. Further, it is considered as an opportunity where the students acquire rich vocabulary. But not much research has been done concerning investigating writing essay difficulties among EFL learners. This research will show the challenges that face EFL learners in writing their essays, it will clarify also the reasons behind these challenges.

### **I.3 Research objectives**

The objectives of this research are:

1. To shed light on the difficulties that face EFL learners in writing essay.
2. To reveal the causes of difficulties which face EFL learners in writing essay.

### **I.4 Statement of the problem**

Numerous researchers have discussed the beneficial impact that writing has on human intellectual development. In their work, R. Reich and A. Knopf anticipated that most modern graduates would enter the field of symbolic analytic services, and they argued that in addition to disciplinary knowledge, future experts require critical thinking skills such as knowledge acquisition, reproduction, and demonstration. Writing, in this case, should not be the ultimate outcome of the educational process, but rather a method of effective learning, serving as an approach to writing to obtain learning skills. The Western education system is centered around writing, where it acts not only as a means of knowledge control, but also as the main teaching method, as well as an approach to learning in the case of writing. By creating written texts, students can simultaneously acquire new knowledge and develop critical thinking skills. Writing is perceived differently due to the fact that this skill acquires a new meaning, ceasing

to be purely formal, becoming a key skill that enables students to succeed in university and work effectively in the future, as well as to become academically competent specialists. The reason why essay writing plays such an important role in higher education is that it serves two primary purposes: it serves as a tool for assessment and as a means of learning (Odanova S.A, 2022).

University students often are assigned to write essay in different topics in which they can express their thoughts and views clearly. It is a way to recognize their academic goals. Unfortunately, it is noticed that EFL learners specially third year students in higher education face difficulties in writing their essays.

### **I.5 Research questions**

1. What are the difficulties that face EFL learners in writing essay?
2. Why do EFL learners find difficulties in writing essays?

### **I.6 Research hypotheses**

1. Plagiarism might be the most common difficulty that faces EFL learners in writing essay.
2. EFL learners probably face difficulties in writing their essay due to the lack of writing skill (writing process).

### **I.7 Research methodology**

This study is going to be conducted in mixed method which combines both quantitative and qualitative methods. The questionnaire and an interview will be used to collect data.

In this work, we will use a questionnaire that is directed to third year English students of Djilali Bounaama and an interview with four teachers of English in the faculty of foreign languages.

Concerning the population, we will deal with the third-year English students because at this level students are in need to write essays in different module. The participants in this study are 33 students who are selected randomly.

## **I.8 The structure of the study**

The study is divided into three chapters, the first chapter is concerned with the description of literature review about writing, definition of writing, act of writing, learning to write, its components, its types, its characteristics, difficulties in writing English, stages of development in writing. Furthermore, we end up by approaches to teaching writing. Also, deals with essay, its definition, its types, features of good essay, difficulties of writing essay. Finally, we conclude it with factors contributing to students' difficulties in writing English essay.

In addition, the second chapter that deals with the practical part of the study; it deals with data collection and analysis, it includes a questionnaire that targeted for students and an interview with teachers in Djilali Bounaama.

The third chapter is concerned with the discussion of the findings.

## **II. Chapter one: Literature Review**

### **II.1 Introduction**

This chapter is all about reviewing the literature about the topic. It represents the concept of writing, its definition, components of writing and types of writing. Moreover, it includes the characteristics of writing, difficulties in writing English, stages of development writing and approaches to teaching writing.

Also, it deals with essay, its definition, its types, features of good essay, finally, difficulties of Writing essay and factors contributing to student's difficulties in writing English essay.

### **II.2 Definition of Writing**

When we think of writing, we often think of essays, but writing can also be thought of in a much broader sense. Literacy researchers, who frequently study first language writers, have defined writing as daily tasks such as keeping lists and filling out forms, as well as blog writing and even tweeting. In this sense, writing is a modality that assists people in achieving real-life objectives. Writing, on the other hand, can help students achieve language learning objectives in language classes. Writing can be a tool for communicating information to a large audience, a tool for accomplishing real-life tasks, or a mode in which teachers construct pedagogical activities to help students learn language (Charlno, 2017).

According to Harmer (1988:255), writing is recognized as a fundamental skill for language learning; and he emphasizes the importance of writing skill; i.e., he considered the causes for instructing composition to students of English as a foreign language to include reinforcement; language development; learning style; and, most importantly, writing as skill. Writing is, in fact, a complex process that EFL students do not acquire naturally; rather, it is learned. Writing production has been regarded as a difficult activity because it necessitates period control. He contended that writing ability is a “mental” process because it is a mental operation.

Tyner (2008) defines writing as a process of discovery and creation in which a single word or sentence can spark a new idea. It has been identified as “one of the essential skills in a world driven by text and numerical data more than ever before” (Sihem, 2015).

The study of writing, along with the other modes of language has received attention from various scholars. It is approached by harmer (2007), as a process that should be undergone over different stages including, the drafting stage, the editing stage, the planning stage and the final draft Similarly, Damiani et al. (2011) regards the writing skills as the process that calls planning, reflection and the organization of ideas, in addition to the required effort and attention that EFL students are invited to respect. Bell and Burnaby (1997. p. 148). They regard the writing skill as a cognitive skill that writers are required to master with attention to sentence structure, appropriate selection of vocabulary items, a careful attention towards spelling and punctuation. they add that learners need to master the linguistic knowledge and also the ability to integrate information coherently and cohesively in a written discourse (Asma Belkhir, 2017).

### **II.3 Types of writing**

When it comes to improving the quality of their writing, learners must engage in various types of writing activities. These activities involve different stages and techniques, each building upon the previous one. The first type of writing is notation, which is the most basic form of writing. It entails visually representing sounds in a written form, and it is particularly useful for learners who need to distinguish between different sounds. After gaining some proficiency in notation, learners move on to the next stage, which involves spelling. In this stage, learners combine letters to form recognizable units of the foreign language, as Rivers notes.

The third type of writing activity is writing practice, which builds upon the skills developed in the previous two stages. Writing practice involves combining words into sentences to convey meaning. This stage focuses on controlling the structure of the language, which is essential for

creating coherent and meaningful written pieces. Rivers and Temperly note that writing practice is crucial for learners to develop their skills in actual sequential writing. This stage requires learners to use the different parts of the language machine they have learned in a coordinated and synchronized manner to create intricate patterns of meaning.

The final and most advanced type of writing is composition. In this stage, learners use their free selection of vocabulary and sentence structures to express their ideas in a conventional graphic form. Composition is the highest level of writing proficiency and requires learners to have a deep understanding of the language's structure and conventions.

It is important to note that learners' aptitudes vary widely in writing, and some may need more guidance and support than others in their writing practice. Teachers should provide guidance and support to learners to help them develop their conventional combinations and create effective written pieces. In summary, through these various types of writing activities, learners can improve their writing skills and produce high-quality written work (Bader, 2007).

#### **II.4 The characteristics of writing**

In Ur's (1996) view, there are eight defining characteristics of writing. Firstly, it is permanent, meaning that the written form of discourse remains unchanged and can be read under any circumstances. Secondly, writing must be explicit, with a clear context and reference to guide readers to the intended interpretation. Thirdly, writing is dense, conveying information effectively without relying on repetitive words or phrases. Fourthly, writing is detached, as writers must anticipate readers' reactions without direct interaction. Fifthly, writing is organized and purposeful, often allowing for editing before publication. Sixthly, writing is slower than speech in terms of production and reception. Seventhly, standard language is typically used in writing, allowing for linguistic variation. Finally, writing is a learned skill that must be taught to be acquired (Pratiwi, 2016).

Characteristics of Effective Writing Skills in English Writing is a complex process that involves various components that ELLs must follow to prove themselves as good writers. The first and most important is for students to focus primarily on their vocabulary and grammar. If they know the basic structures of grammar and have enough vocabulary, ELLs are definitely morally encouraged to start writing something in English. In this regard, teachers should introduce students to some sample writings and teach them how to write good sentences in English and how to organize those sentences into good paragraphs. Teachers should then encourage students to start writing about a simple topic that interests them. In developing the writing skills of ELLs, teachers must first of all demonstrate the characteristics of effective writing. If ELLs are not taught these qualities of effective writing early, it will be very impossible for teachers to incorporate these qualities into their own writing later. Therefore, the onus is on English language teachers to instill the characteristics of their ELLs when they begin writing at an early stage (Rao, 2017).

## **II.5 Stages of development in writing**

The process of learning to write involves several stages of development. One major challenge in writing is that it requires formal instruction to acquire the necessary skills. According to Rivers, there are five developmental stages that students must go through to learn how to express themselves clearly: copying, reproduction, recombination and adaptation, guided writing, and composition. These stages are not strictly linear and overlap with each other. (Bader, 2007).

### **II.5.1 Copying**

It involves reproducing what is seen in print. This stage is especially important for foreign language learners, as it helps them become comfortable with writing in a new language. At this stage, teachers should ensure that students copy parts that have already been learned orally and repeat what they have written. (Bader, 2007).

## **II.5.2 Reproduction**

It involves creating a copy without referencing the original. This stage requires students to write down what they have learned orally and read textbooks without relying on the original copy. (Bader, 2007).

## **II.5.3 Recombination and adaptation**

In this stage, learners must reproduce learned sections with minor adaptations. They may rearrange dialogue, replace nouns with pronouns, convert sentences from active to passive, and expand or contract sentences as necessary. (Bader, 2007).

## **II.5.4 Guided writing**

It provides students with lexical and grammatical choices within a framework to prevent writing beyond their level of knowledge. Examples of guided writing include summarizing and paraphrasing texts or answering direct and open-ended questions. (Bader, 2007).

## **II.5.5 Composition**

It allows for more freedom in choosing words and structures to convey the learner's ideas on a given subject. This stage requires mastery of language form and the ability to construct a coherent whole. Overall, the five stages of writing development are crucial for learners to express themselves comprehensively and clearly (Bader, 2007).

## **II.6 Components of writing**

Components of writing relate to the elements out of which writing is made. Raimes (techniques in writing) views that writing involves first of all content which has for example, to be relevant, clear and logic. this content needs also to be organized in such a way as to form a coherent whole. In addition to content and organization, some tools are used to convey the intended meaning, and they consist of grammar, syntax, mechanics and word choice. grammar

relates to the rules of the language; syntax has to do with the way words and phrases are put together to form sentences; mechanics involve such aspects as handwriting, spelling, and punctuation; and word choice alludes to the vocabulary used. Along the aforementioned constituents of writing, other three equally important components deal with the purpose or the reason for writing, the audience or the reader(s), and the writer's process of getting ideas, getting started, writing drafts, and revising. Raimes' components writing can be grouped under six main headings that are: content or the message to generate, organization, tools used to convey the message, purpose, audience, process (Bader, 2007).

## **II.7 Difficulties in writing English**

Writing difficulties like all learning problems can be devastating to a student's education. according to HEATON (1975) writing is a complex skill that can be difficult to teach at times. Not only grammatical and rhetorical devices but also conceptual and judgmental elements must be mastered. As student progress, they are increasingly expected to express their knowledge of a variety of subjects through writing.

The use of language aspects or abilities in writing such as punctuation, spelling, grammatical, vocabulary, and so on makes writing difficult. writing according to Jordan (1997) is frequently confused with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary, the major ideas arranged in some often on the correction of mechanical and grammatical errors.

Bryne (1998) classified the difficulties in writing into three categories. the first issue is one of linguistic difficulty. Linguistic aspects such as grammar, vocabulary, language use, and sentence structure in writing must be thoroughly monitored. the second type of difficulty is physiology difficulty, which focuses on the writer's difficulty because there is no direct interaction and feedback from the reader when they are writing. it focuses also on the difficulty

of developing written material or composition content. The third problem is cognitive difficulty, writing required formal instruction in areas such as spelling, punctuation capitalization and paragraphing (Pratiwi, 2016).

## **II.8 Approaches to teaching writing**

It exists different approaches to teaching writing that are:

### **II.8.1 The Controlled-to-Free Method**

The technique involves providing students with written pieces, such as sentences or paragraphs, and asking them to make changes to the grammar or vocabulary, such as converting phrases to clauses or changing from singular to plural. This type of exercise encourages frequent writing and enables learners to produce their own written work without errors, as it is carefully monitored. Only after mastering this initial controlled-writing approach should students' progress to more independent compositions where they can express their own ideas. In between these two extremes, there are exercises where the students are given some or all of the language they need. The transition from controlled to free writing occurs gradually as the teacher provides less guidance from one exercise to the next. (Nemouchi, 2014).

### **II.8.2 The Free-Writing Approach**

The Free-writing Approach is centered on the idea that frequent, unrestricted writing can enhance one's language skills. Under this approach, students are encouraged to prioritize content and fluency, and write without interference from the teacher. Once the students have expressed their ideas on paper, the teacher may intervene to provide guidance on improving grammatical accuracy. Free writing can be either focused, where students answer a prompt or question of their choosing, or unfocused, where they jot down any ideas that come to mind. In the focused approach, the teacher's involvement is limited and the emphasis is on writing freely without concern for grammar or spelling. The teacher's feedback is mainly focused on the ideas

expressed in the composition, rather than correcting mistakes. Reading aloud is sometimes encouraged to engage the student's audience. Content and audience are viewed as the most important elements in free-writing. As students are allowed to choose their own topics, they are motivated to write about what they believe in. In the unfocused approach, students write whatever comes to mind, which may result in non-coherent and non-unified passages. However, advocates argue that this method promotes writing with spontaneity. Quantity is valued over quality, and the freedom to choose topics can stimulate motivation. Free-writing is not recommended for beginners, as it requires some basic writing skills. Free-writing allows students to think about their writing without the pressure of an audience. During revision, they can decide which ideas are usable, which sentences need to be rewritten, and which ones should be discarded. (Nemouchi, 2014).

### **II.8.3 The Product-Oriented Approach**

The product-oriented approach focuses on the end result of writing and emphasizes classroom activities that involve students imitating and transforming model texts. This approach originated from the traditions of rhetoric and centers on studying model texts to help students become aware of text features. By analyzing students' writing, their strengths and weaknesses can be identified and quantified, leading to greater accuracy. This approach prioritizes writing over speaking and focuses on correctness and copying models. The model text is used as a starting point and is studied for its grammar structures, content, sentence organization, and rhetorical patterns. Students are then given a new topic to write about, and the model text guides them in their writing task. Pincas (1984) identified four stages in this approach: familiarization, controlled writing, guided writing, and freewriting. The teacher introduces a topic, and students write a composition based on it, which is then graded by the teacher with a focus on form rather than content. The product approach is teacher-centered and emphasizes linguistic knowledge, including vocabulary, syntax, and cohesive devices. This approach is beneficial in terms of

providing students with rules and structures, and a model text can help students understand how words and sentences are organized. Imitation is considered an efficient way to learn, particularly when trying to communicate specific structures. (Nemouchi, 2014).

#### **II.8.4 The Process Approach**

Many scholars believe that a process-oriented approach to teaching writing is more effective than a product-oriented approach. In the process-oriented approach, the writing process is divided into stages, including pre-writing, drafting, revising, editing, and publishing. During pre-writing, the writer gathers information and ideas. Drafting involves developing the topic on paper, while revising allows the writer to make necessary changes to the draft. Editing involves polishing the final draft, paying attention to mechanics such as spelling, punctuation, and grammar. Publishing refers to delivering the writing to its intended audience.

The process approach focuses on training students to generate ideas, plan, consider their audience, and draft and redraft until they produce a final written paper that effectively communicates their ideas. Teachers who use this approach give students more responsibility for their own learning by allowing them to choose topics and collaborate with peers as they write. The process approach emphasizes the importance of revision and encourages students to write as much as possible without worrying about mistakes, with a focus on fluency rather than accuracy. (Nemouchi, 2014).

#### **II.8.5 The Genre Approach**

The teaching of writing through the genre approach is focused on instructing students on specific types of writing that are necessary for success in particular situations. This approach emphasizes not only the content of the text but also the context in which the text is produced. The underlying principle of this approach is that language is practical and serves a purpose in achieving specific goals. Additionally, language is viewed as inseparable from its cultural and

social context, and specific genres are used to fulfill particular social functions within specific contexts. The main objective of using the genre approach is to enable students to use appropriate language and writing styles that are important for their intended audience.

The advantages of the genre approach include acknowledging that writing is a social activity that reflects a specific purpose, and recognizing that learning can occur through conscious imitation and analysis. It is important for writing teachers to connect these two elements to help students understand how and why linguistic conventions are used for specific rhetorical effects. Furthermore, studying genres can help students become aware of the assumptions and cultural ideologies associated with particular genres and their respective user groups (Nemouchi, 2014).

## **II.9 Writing an Essay**

Essay writing has become a crucial component of academic writing, serving as an effective means of enhancing students' functional literacy and writing skills. This practice enables the comprehensive development of various cognitive skills, such as the ability to propose assumptions, articulate personal ideas, and evaluate and analyze information, as well as language skills, such as formulating and structuring thoughts proficiently, utilizing diverse linguistic tools in written works (Odanova S.A, 2022).

## **II.10 Definition of Essay**

It is a form of creative writing that utilizes reasoned argumentation to reflect the author's subjective stance on socially significant issues in areas such as social, moral, ethical, scientific, cultural, and historical fields. Its primary objective is to stimulate readers' thinking and evoke an emotional response by presenting persuasive and vivid arguments. One of the key aims of essay writing is to develop students' ability to fully comprehend a chosen topic, articulate their viewpoint, demonstrate an understanding of the issue at hand, and argue their position. The essay's goals include effectively conveying the writer's personal opinion, presenting compelling

arguments, providing relevant examples related to the topic being discussed, demonstrating critical thinking skills, exhibiting proper spelling and punctuation, and showcasing stylistic and linguistic variety in the writing (Odanova S.A, 2022).

An essay is defined as a collection of paragraphs written about a single topic and a central main idea, but a five- paragraphs essay is a common length for academic writing. the three main parts of an essay are: the introduction, the main body, the conclusion. (Rumisek, 2005).

## **II.11 The structure of essay**

### **II.11.1 The Introduction**

It is the first paragraph of an essay; it provides a general overview of the subject. there is also a thesis statement. This is a sentence that expresses the main point. it is usually found near the end of a paragraph. (Rumisek, 2005).

The main objective of the introduction is to inform the reader about several key aspects: a) the subject matter, b) the specific aspect of the subject being addressed, and c) the writer's position or stance on the topic. Essentially, the introduction encapsulates the conclusion itself. For instance, consider the topic: "Many modern children spend too much time sitting in front of a television screen, which is extremely detrimental to their development. Therefore, parents should impose strict limits on children's screen time." In the introduction, it is important to clearly indicate whether you agree or disagree with the statement. This way, the reader is informed of your standpoint from the beginning. The subsequent sections of the essay will then provide supporting evidence for your argument. The introduction typically follows a standardized structure. In the introduction, it is common to use the present tense (e.g., people complain), the present continuous tense (people are gradually becoming aware), or the present perfect tense (people have pointed out). Following your opening statement, it is important to establish a connection in the second statement (i.e., the second or third sentence) by either

contrasting ideas or adding emphasis. Here are some connectors that can be used to indicate contrast:

But, however, nevertheless, by/in contrast, on the other hand, in spite of this, while, whereas, although.

these connectors help to highlight a divergence or counterpoint between the ideas presented in the introduction. (duigu, 2003).

## **II.11.2 The Main Body**

These are the paragraphs that come between the introduction and the conclusion, explain and support the thesis statement. The main body of an essay must contain one or more paragraphs. (Rumisek, 2005).

The main section of the essay usually comprises approximately three paragraphs, wherein you present arguments to substantiate your viewpoint. During the planning stage, while organizing your brainstormed ideas, you should have already developed your thoughts. Now, it is a matter of effectively presenting one central point in each paragraph. A paragraph functions similarly to a miniature essay, serving as a cohesive unit of writing. Consequently, similar to an essay, it is crucial to promptly inform the reader of your proposition or statement, followed by providing supporting evidence. This is commonly achieved through the use of a topic sentence. Connectors play a vital role within the main body of your essay. They are frequently employed for various purposes such as listing, adding information, indicating consequences, and emphasizing points. The primary connectors used for listing are: firstly, secondly, the third feature, etc., finally, and in conclusion. Although these connectors are commonly used, they can be perceived as less engaging. More effective connectors are those that demonstrate addition, such as both...and, as well as, not only...but also, furthermore, moreover, and in addition. (duigu, 2003).

### **II.11.3 The Conclusion**

It is the final paragraph of an essay, it summarizes or restates the essay's thesis and supporting ideas (Rumisek, 2005).

The conclusion does not have to be lengthy and can even consist of just one sentence. A well-crafted conclusion should avoid simply restating the main topic or proposition from the introduction, as this can be dull to read and does not showcase your English skills. However, it should provide a summary of the key argument or proposition presented in the essay. Additionally, including a comment on the implications of your conclusion is beneficial. For example, if you make a recommendation, you can offer insights into the potential outcomes if your recommendation is implemented. Ensure that you have a good grasp of how to accurately employ various terms that express implications. These terms include "otherwise," "in this case," and "under these circumstances," followed by the future tense. Additionally, there are connectors commonly used for drawing conclusions. The first connector listed is the most mundane, and it is advisable to seek out a more captivating alternative if possible. Some examples of conclusion connectors are: "in conclusion," "finally," "therefore," "consequently," "clearly," "it is clear," "on the whole," "in other words," and "generally speaking." Remember that you can also combine "therefore" with other connectors, for instance, "It is clear, therefore, that..." or "Generally speaking, therefore..." (duigu, 2003).

## **II.12 Types of essays**

### **II.12.1 The expository essay**

It is also known as the analytical or informative essay, aims to clarify and examine a particular topic. to write this type of essay, students must research a concept, assess the evidence, elaborate on the concept, and present an argument about it. This can be achieved by using methods such as comparison and contrast, definition, or the examination of cause and effect (Elrasoul, 2019).

An expository essay offers guidance, direction, or explanation. It provides information by presenting the reader with the author's knowledge of the subject. You may be asked to compare and/or contrast or explain definition, cause and effect. In fact, think of the verbs used in the subject as keywords that give you clues. Are asked to write an introductory essay. These keywords include:

Compare: examine features or characteristics and discuss similarities and differences.

Contrast: examine two or more ideas, people or things, emphasizing their differences.

Define: Give a clear, authoritative meaning that identifies specific characteristics.

List: Identify the points you need to make and present them as a list or outline.

Discuss: Research the topic(s) thoroughly and explain its strengths in detail.

Narrative: Critically examine a relevant topic, event, idea or topic, discuss main points and their strengths and/or Weaknesses (Lauren, 2004).

## **II.12.2      The argumentative essay**

It endeavors to sway the reader to adopt the writer's perspective. The writer endeavors to persuade the reader that their point of view is valid (Elrasoul, 2019).

In a persuasive or argumentative essay, you choose one idea and show why it is more legitimate or valuable than another. Your goal is not only to show your side, but to convince your readers why it is the best. For effective persuasion, you must base your arguments on reasoning and logic. The most important strategy for a persuasive essay is to choose the side with the best or most evidence. If you believe this, your argument will probably be even stronger (although you don't have to believe this to write a good essay). An important part of a persuasive essay is the inclusion of other points of view. They are presented for rebuttal or subversion, which strengthens your case. However, it is important to use reason and understanding to refute them. If you don't seem fair, or if you only give an emotional reason why your side is best,

you've weakened your argument. You have to show that your idea is partially the most legitimate because other ideas are weak or wrong. Keywords that will help you identify a persuasive writing essay include:

**Critique:** express your assessment of the strengths and weaknesses of your topic and draw conclusions. **Evaluate:** conclusions justify: evaluate a topic based on its strengths and weaknesses **defend or defend one's position** on a topic using convincing evidence.

**Prove:** to assert or verify that something is true or true using evidence, examples, and rational reasoning (Lauren, 2004).

### **II.12.3 The narrative essays**

It is a type of composition that recounts a tale. Usually, the narrative has a casual tone and narrates a personal incident. This essay could narrate an individual, life-altering occurrence, or a mundane daily event (Elrasoul, 2019).

Writing a narrative essay requires a unique set of skills that go beyond the usual academic essay writing skills. Unlike other types of essays, a narrative essay is constructed around a series of events that form a story, leading to a message or lesson. Therefore, learners need to understand how to structure their paragraphs based on the critical events in the narrative, essentially grasping the stages of plot in fiction. Additionally, they should possess the ability to create a specific mood within the narrative to evoke emotions and engage the reader.

Unfortunately, this crucial aspect of narrative essay writing is often overlooked in popular writing coursebooks such as *Great Writing 4 (Great Essays)* by Folse et al. And *Reason to Write* by Cohen and Miller. While the book *Great Essays* briefly touches upon the elements of a story, including setting, theme, mood, characters, and plot, it fails to establish a clear connection between these elements and the instructions for writing the body paragraphs of a narrative essay.

Similarly, Reason to Write neglects to mention the elements of a story altogether in Unit 1, The Pathway to Freedom, which focuses on writing a personal narrative. (an, 2021).

## **II.13 Features of good essay**

Good essay often has specific features which are:

First, correctly interprets and fully answers the essay question or topic.

Also, rather than simply reproducing information from source material, makes a well-thought-out argument and line of reasoning.

Next, covers the subject thoroughly, with evidence of extensive research.

Then, demonstrates knowledge of key principles, theories, concepts and incorporates them into the discussion.

In addition, retains focus by remaining relevant to the question.

Furthermore, is cohesive in the sense that is “hangs together” as a whole, and logically structured.

Moreover, clarifies ideas; lacks clumsy or awkward phrasing, as well as spelling, grammar, and vocabulary errors.

Too, provides source material references in the required referencing style.

IN other side, maintains the word limit without going significantly under or over.

Finally, shows interest in and enthusiasm for the topic (Hunter, 2009).

## **II.14 Difficulties of writing essay**

EFL learners find different difficulties when they write their essays, from the difficulties that face students are:

### **II.14.1 Cohesion**

Many researchers agree that cohesion in EFL essay writing is related to linking ideas on the macro level, whereas it is concerned with connecting sentences and phrases on the micro importance of text cohesion, claiming that cohesion is what makes a text stand out. However,

for cohesion sentences would be fragmented, resulting in a number of unrelated sentences. according to the research, cohesion is a serious issue for Arab students.

Many researchers from various Arab countries have focused on the various aspects of cohesion problems that students complain about (Hamid, 2010).

Numerous studies have addressed the topic of cohesion in English as a foreign language (EFL) essay writing. One such study conducted by Mawardi (2014) focused on cohesive devices in narrative essays, aiming to describe their cohesion and coherence. The study found that students used various cohesive ties, including reference, substitution, conjunction, and lexical cohesion. However, some students were not familiar with the use of substitution and tended to overuse repetition, while others used reference inappropriately due to their lack of awareness. In another study by Hammad (2014), Palestinian EFL university students' problems in essay writing were examined, revealing issues such as cohesion errors, limited grammatical knowledge, inadequate academic style, and insufficient vocabulary. Similarly, SANCZYK's (2010) research investigated the use of cohesive ties in argumentative essays by Polish undergraduates, where lexical cohesion was found to be the most commonly used device, followed by reference and conjunction. The study also highlighted Polish students' struggles with effectively employing cohesive ties in their written texts (Ait Aissa Mouloud, 2021).

## **II.14.2 Coherence**

An introduction, a thesis statement, rhetorical support, and a conclusion comprise a coherent essay. A number of research papers published in the Arab world have highlighted students' problems with coherence in English writing for example, repetition, parallelism, sentence length, lack of variation, and misuse of certain cohesive devices were found to be major sources in coherence and textual variation in Arab students' written texts. Furthermore, other studies

have claim that Yemini and Moraccan students have some weaknesses in terms of coherence and cohesion which can be seen in their written texts (Hamid, 2010).

In Koch's (2004) view, coherence pertains to a writer's capacity to integrate and organize sentences in a text in a way that the reader can comprehend and interpret it. This concept underscores the importance of considering coherence as a cognitive process in writing, wherein the writer must be mindful of their language choice, vocabulary selection, and sentence structure to create a cohesive whole that allows readers to appreciate the writing (Favero, 2010; Lee, 2002). Essentially, coherence refers to the writer's ability to generate accurate and meaningful sentences by appropriately employing vocabulary and adhering to specific rules for sentence construction (Asma Belkhir, 2017).

Other study revealed that students need to have a good grasp of four key writing components: Content, Organization, Vocabulary, and Grammar. Unfortunately, most students have only mastered one aspect, which is content. On the other hand, three of these aspects are still challenging for them to master, namely Vocabulary, Organization, and Grammar. Specifically, students in their 5th semester of English education at IAIN Sultan Amai Gorontalo encountered difficulties in:

### **II.14.3 Vocabulary**

As they felt that their vocabulary was inadequate to write essays. This is evident in their writing, where they tend to repeat words and fail to use academic vocabulary. In addition, they make common errors, such as using abbreviations like "what's" and "it's" which are not acceptable in academic writing. Students are expected to master academic vocabulary for essay writing, but this is a limiting factor for them, as they only memorize what they think is necessary vocabulary, without fully understanding what academic vocabulary entails. This confusion has made it difficult for them to acquire academic vocabulary. (Nursela Pakaya, 2022).

#### **II.14.4 Diction**

Diction refers to the careful selection of words used in writing. It is crucial for students to pay attention to their vocabulary choices as the wrong placement of a word can completely alter the intended meaning of a sentence. However, students often struggle with maintaining consistency in their choice of words. For instance, in their assignments, students may use "Handphone" in one sentence and "Cellphone" in the following sentence. This inconsistency in word usage highlights their difficulty in selecting appropriate words and arranging them accurately in a sentence. (Nursela Pakaya, 2022).

#### **II.14.5 Difficulties to choose vocabulary**

The last issue is that students find it challenging to choose the right vocabulary. This confusion arises due to their lack of familiarity with certain words. For example, students may struggle with distinguishing between cardinal and ordinal numbers when composing sentences such as "Three times in a day" versus "Third time for this year". This uncertainty results in a fear of using the wrong vocabulary and receiving corrections from their lecturers. Even with the help of a dictionary, students still struggle with selecting appropriate vocabulary. (Nursela Pakaya, 2022).

#### **II.14.6 Grammar**

Many students find grammatical difficulties in writing essay like difficulties in using linking words, ignoring the structure of writing and difficulties to use preposition.

##### **II.14.6.1 difficulties in using linking words**

Using linking words is highly significant when writing essays as they need to be considered carefully to enhance the quality and interest of the content. Writing tasks consist of a multitude of linking words, and some of the most frequently utilized ones include: addition (to indicate the addition of information), such as 'in addition, and, as well as, moreover, not only-but also,

furthermore, besides'; contrast (to express the opposite), such as 'even though, although, however, nevertheless, on the contrary, on the other hand, but, conversely, whereas, in spite of/despite'; cause and effect (to state cause and effect), such as 'therefore, for this reason, because, because of this, due to, owing to, as a consequence, for, since'; purpose (to state the purpose), such as 'therefore, for this reason, because, because of this, due to, owing to, as a consequence, for, since'; and summarize (to infer an idea), such as 'in brief, to conclude, in short, in conclusion'.

Linking words present a challenge for students, even those who are studying English. Despite their familiarity with the language, students struggle to comprehend the function and meaning of linking words. They remain uncertain about how to use them correctly, and feel overwhelmed by the complexity of their usage. (Nursela Pakaya, 2022).

#### **II.14.6.2 Ignoring the structure of writing**

Understanding the structure of writing is crucial for conveying meaning effectively. To produce high-quality writing, students must focus on ensuring the accuracy of the structure, aligning it with established procedures so that readers can grasp the purpose and objectives of the essay from the author's perspective. Additionally, during the writing process, it is essential for the writer to be curious and review their work, paying close attention to the outcome of their efforts. Despite this, interview findings suggest that students frequently overlook the importance of writing structure, prioritizing their own ideas over accuracy of language. (Nursela Pakaya, 2022).

#### **II.14.6.3 Difficulties to use preposition**

Each level of study presents its own set of challenges when it comes to prepositions. There are multiple categories of prepositions that include: a) Prepositions of Time, such as In, On, At, Before, After, For, and Since, b) Prepositions of Place and Direction, such as In, On, At, Under,

Between, Among, Besides, and Next to, and c) Prepositions of Agent or Instrument, such as By, With, and Without. Due to the intricacy of their usage, students may struggle to comprehend and apply prepositions appropriately, often relying on a limited range of prepositions such as "in," "on," and "at" without understanding their appropriate usage. Furthermore, not all prepositions are easily understood by students, as demonstrated by interview results that reveal confusion and a lack of comprehension of prepositions, which are composed of multiple parts. (Nursela Pakaya, 2022).

#### **II.14.6.4 Organization and mechanic**

These problems which are found by students are: determining the title of theme, difficulties in determining the contents.

##### **II.14.6.4.1 Determining the title of the theme**

Although it may seem straightforward to choose a title for a given topic, it is actually more challenging than many people think. Even English students who have had experience and practice in selecting titles still encounter difficulties in this area. This has been demonstrated through interviews, where students reported needing more time to come up with a suitable and acceptable title. Furthermore, they can become confused when the given topic is not fully explained. (Nursela Pakaya, 2022).

##### **II.14.6.4.2 Difficulties in determining the contents**

Creating content for a text is undeniably challenging, as it requires a structured approach that moves from specific to general or vice versa. This poses a difficulty for students, who must also ensure that the sentences and explanations they use are clear and comprehensible for readers. The students themselves have encountered problems in this area, needing ample time to craft suitable content and struggling to select appropriate sentences that effectively engage and

inform readers. Despite their best efforts, these students often receive numerous corrections from their lecturers, even when they believe their writing to be correct (Nursela Pakaya, 2022).

## **II.15 Factors contributing to student's difficulties in writing English essay**

### **II.15.1 Lack of motivation**

Motivation is crucial for success in any endeavor, including language learning. Two important questions arise in regards to writing in a foreign language: why do students lack motivation to write, and how can their motivation be increased?

To answer these questions, Harmer (2006) identifies several factors that hinder writing. One such factor is the fear of failure, especially when students are expected to demonstrate their knowledge and abilities in a different language. Another factor is the fear of making mistakes, which can cause discomfort and lead to failure. Additionally, some learners may be hesitant to showcase their work and may feel discouraged before even starting. To alleviate these issues, EFL teachers can introduce relaxed topics and encourage a "writing habit" among their students. Anxiety is also a common problem that can result in negative attitudes towards writing in the target language. Therefore, it is important for instructors to establish a supportive learning environment to help their students overcome these obstacles. (Asma Belkhir, 2017)

### **II.15.2 Lack of reading**

Studies have demonstrated that individuals who excel in reading tend to also excel in writing, and those who are better writers are typically more exposed to language than poor readers. Raimes (1994, p. 42) highlights the significance of reading in a foreign language, arguing that "the more our students read, the more familiar they become with the vocabulary, idioms, sentence structures, organization, and cultural norms of native speakers of the language". Similarly, Kroll (1997) suggests that "reading allows the writer to develop a sense of the appearance and texture of prose that will be appealing to readers" (p. 48). Alongside the efforts

of EFL teachers to enhance their students' writing abilities, reading is considered a valuable strategy that implicitly guides students on the right path and serves as a model for them to appreciate. Overall, the absence of reading is one of the reasons why EFL students may feel dissatisfied with their essay writing. (Asma Belkhir, 2017)

### **II.15.3 Influence of the first language on target language writing**

Despite the fact that EFL students lack reading skills, they face another challenge when it comes to writing. Specifically, during the construction phase of writing, many students report that they rely on their knowledge of Arabic instead of thinking in the target language. This issue has prompted researchers to investigate further. While EFL teachers stress the importance of thinking and writing in English, their students sometimes struggle to do so. Friedlander's (1997) research shows that writing abilities and strategies can be transferred from a writer's first language to their second or third language, regardless of whether these skills are strong or weak. However, other scholars, such as Carson, Carell, Silberstein, Kroll, and Kuehan (1990), argue that proficiency in the first language is not a necessary precondition for success in a second or foreign language. Nevertheless, as Blanchard and Root (2004) note, writing is a challenging skill to acquire, and each language has its own unique writing conventions that must be learned without interference from other languages. The following section provides details about the sample selected for the study and the research instruments that will be used to obtain results (Asma Belkhir, 2017).

### **II.16 Conclusion**

In this chapter, we have dealt with writing skill, we have reviewed its definition. Moreover, we have mentioned types of writing and components of writing. In addition, we have mentioned the characteristics of writing, difficulties in writing English, stages of development writing and approaches to teaching writing. As far we have discussed essay, its definition, its structure, its types and the features of good essay. Furthermore, we have talked about difficulties of writing

essay. Finally, we have clarified factors contributing to student's difficulties in writing English essay.

## **III. Chapter two: Data collection and analysis**

### **III.1 Introduction**

This chapter is devoted to methodology and results of our practical part of our research. It includes a description of the method, the population and the sample, the research instruments used, namely a questionnaire for students and an interview for teachers. It provides also the analysis of students' questionnaire and analysis of teacher's interview.

### **III.2 Research design**

Mixed method, quantitative and qualitative method used to collect the required data for higher validity and reliability. Using mixed methods will allow to not only identify the difficulties that EFL learners face when writing essays, but also the reasons behind these difficulties and their potential impact on learning outcomes. Moreover, combining the insights from both qualitative and quantitative data, it allows to draw more robust conclusions and provide more nuanced recommendations for improving writing instruction for EFL learners.

The study needs both sources of data that are the learners and the teachers, that why using both interview and questionnaire can provide a more comprehensive understanding of the issue.

Mixed methods research is a methodology that integrates both qualitative and quantitative methods of investigation. This approach encompasses philosophical beliefs, the utilization of both types of approaches, and the combination of them in a single study. It entails more than just gathering and examining data from both sources. The technique also involves using both methodologies in harmony to produce a more powerful study than either qualitative or quantitative research could accomplish on its own. (Creswell & Plano Clark, 2007). (creswell, 2017).

### **III.3 Setting, population and the sample**

This study took place at the English language department of Djilali Bounaama in 2023. The total number of the participants is 33 third year English students and four English teachers. The participants in this study are selected randomly.

### **III.4 Research tools**

#### **III.4.1 Students' Questionnaire**

The questionnaire is the first data gathering tool. It is made up of 15 questions, the first three questions present general information. Also, it includes five questions about writing skill Then, six questions that is related with essay.

The questionnaire was administrated to 33 random third year EFL students at the department of English language at Djilali Bounaama, to investigate writing essay difficulties among EFL learners. Questionnaire will enable to collect quantitative data from a larger sample of EFL learners, it helps in giving statistical and verbal data through which Students can clarify what they face as difficulties.

#### **III.4.2 Teachers' interview**

The structured interview is the second gathering data in this work, it is directed to four English teachers. Interviews will allow to gather in-depth qualitative data from teachers on their observations and experiences. Also, it is selected as tool in this work because it is directed to only four teachers (small group).

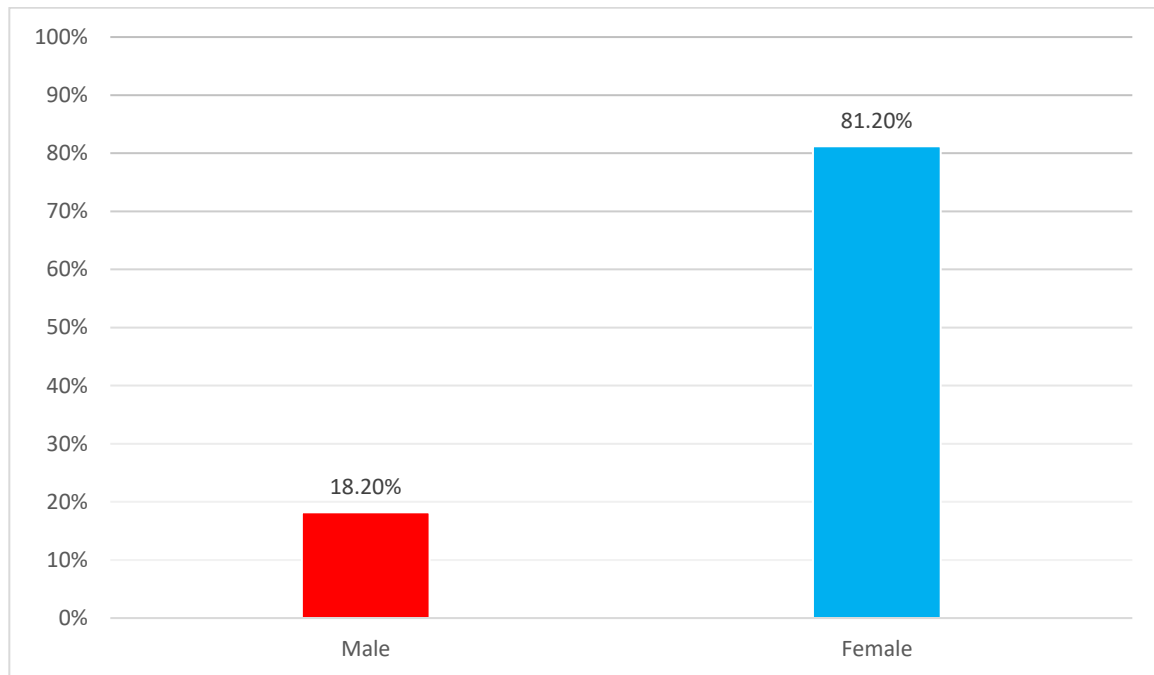
Interviewing is considered as one of the most commonly used qualitative research methods. Novice researchers often understand the significance of acquiring skills in content analysis or experimental design, but they tend to mistakenly believe that interviewing is just like having a conversation. They assume that if one is capable of conversing, then they can also conduct

interviews. However, in reality, interviewing demands extensive knowledge, expertise, proficiency, and tact. (johnston, 2009).

### III.5 Analysis of Students' Questionnaire

#### Question 1: gender

- Male
- Female



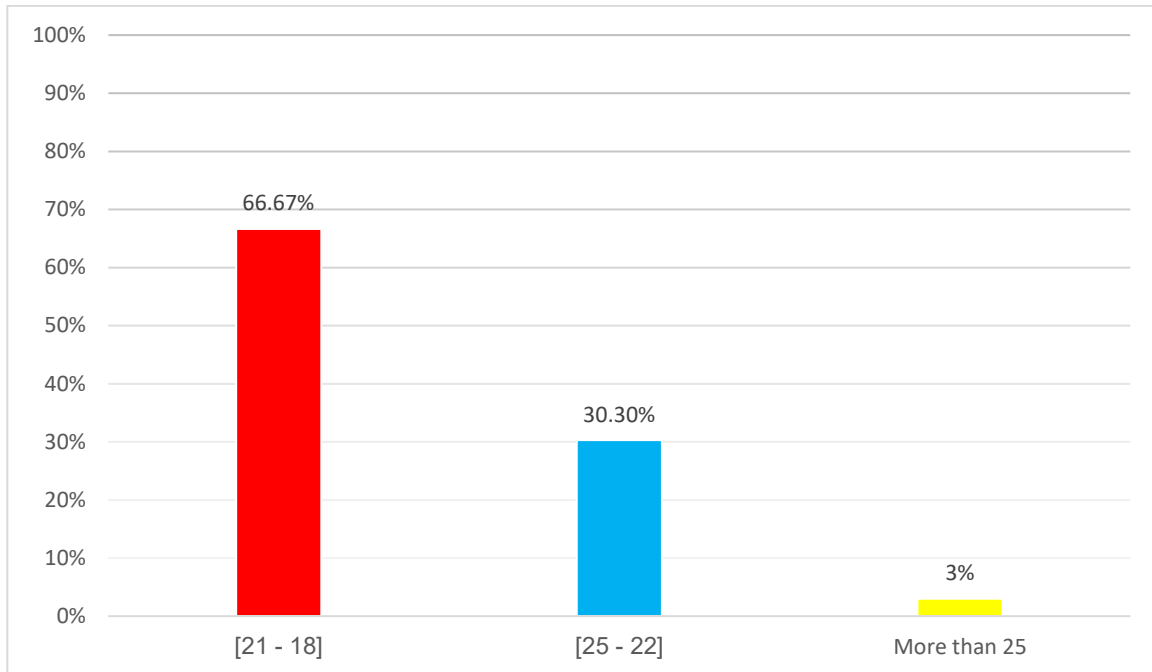
*Figure 1: gender*

The findings show that the majority of participants are females at the department of English language at Djilali Bounaama. (81.20%) of them are females while only (18.20%) are males.

This suggests that there is a greater level of female interest in studying English compared to males.

## Question 2: Age

- [18 - 21]
- [22 - 25]
- More than 25 years

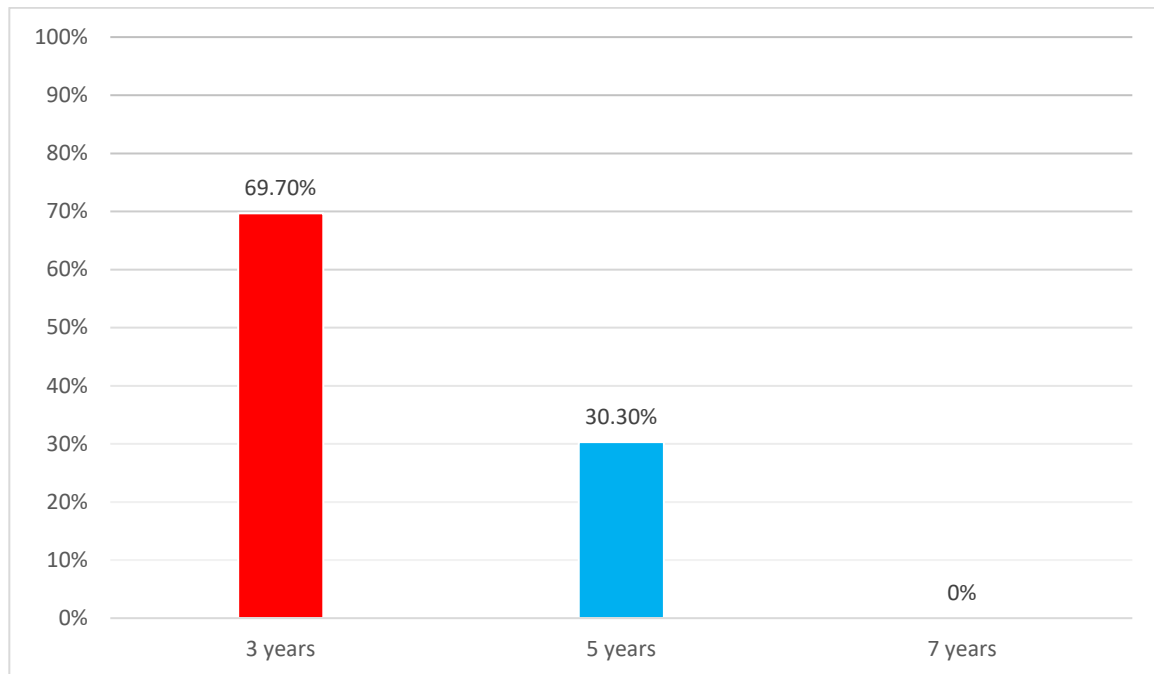


*Figure 2: age*

The results revealed that most of participants (66.67%) are between [18 - 21] years, however (30.30%) of participants are between [22 - 25] years. Only (3%) are above the age of 25.

**Question 3:** How long have you been studying English?

- 3 years
- 5 years
- 7 years

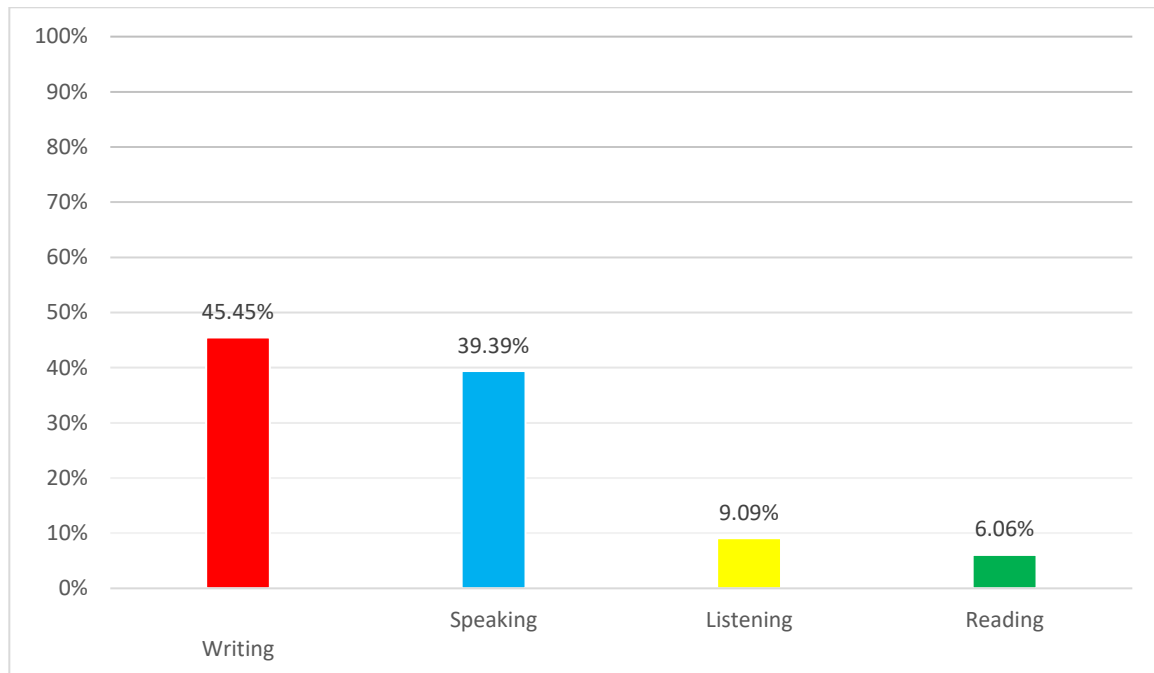


*Figure 3: years of studying English*

According to the results, most of the learners (69.70%) reported that they study English for three years, while (30.30%) stated that they study it seven years. None of the participants chose the third option.

**Question 4:** In English, which skill do you perceive as the most challenging to cultivate?

- Reading
- Writing
- Speaking
- Listening

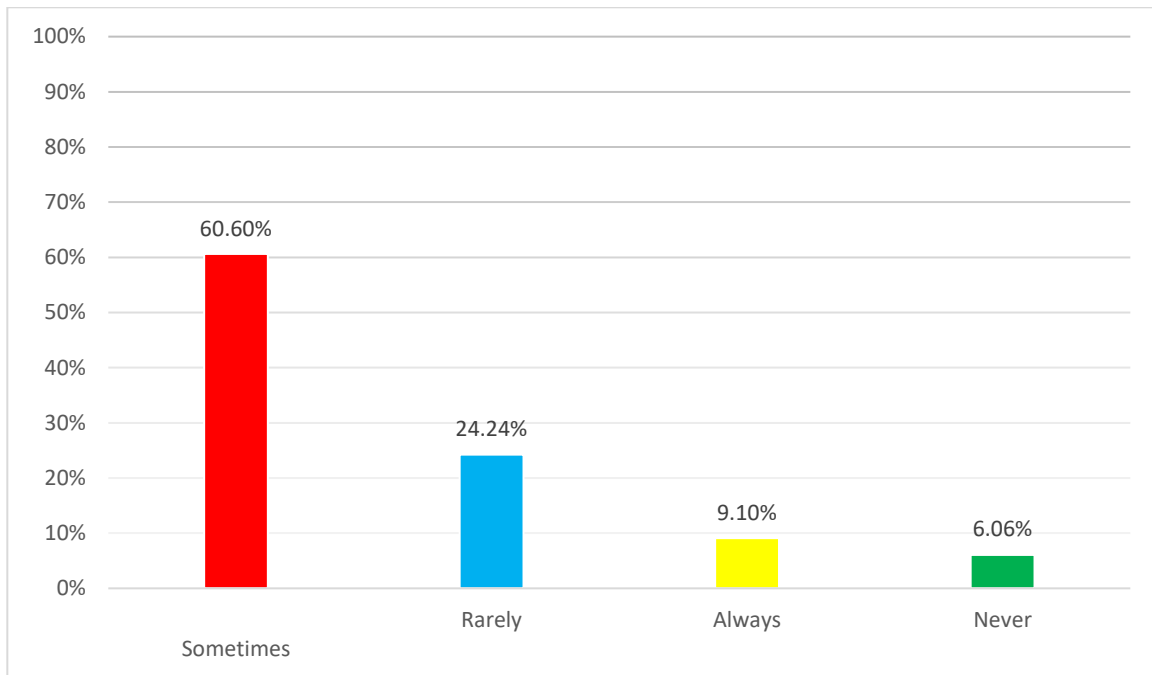


*Figure 4: the most difficult skill for the learners*

The aim of the question is to understand individuals' perspectives on the difficulty of developing specific language skills in English. It allows respondents to express their subjective opinions about which skill they find most challenging to improve. The results illustrate, (45.45%) responded that writing is the most difficult skill. (39.39%) found Speaking to be less difficult, while listening comes as third difficult skill with only (9.09%). Furthermore, (6.06%) it was for the reading skill.

**Question 5:** How frequently do you engage in writing practice?

- Always
- Sometimes
- Rarely
- Never

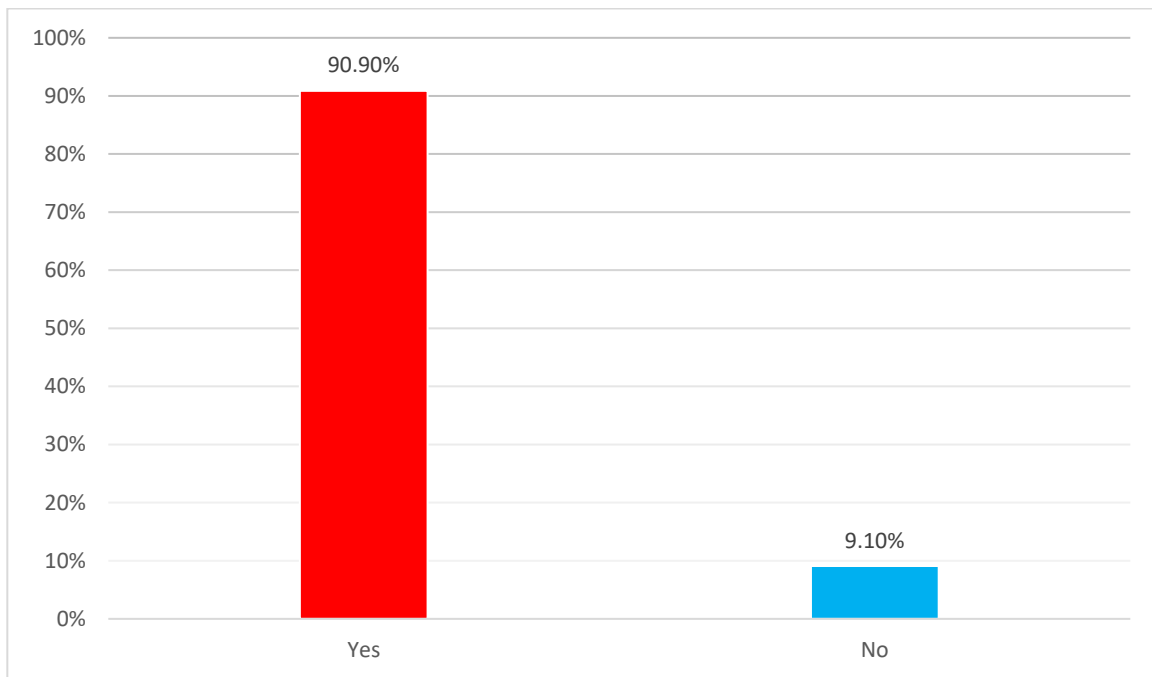


*Figure 5: time allotted to practice writing*

The aim of the question is to gather information about the frequency at which individuals practice writing. It allows respondents to indicate the regularity with which they engage in writing activities. By collecting this data, one can gain insights into the writing habits and practices of the surveyed individuals. As we can notice from the results above, (60.60%) of the respondents reported that they write sometimes. However (24,24%) claimed that they write rarely. While, (9.10%) declared that they write always and only (6.06%) claimed that they never write.

**Question 6:** Do you believe that writing enhances the other three language skills (listening, speaking, and reading)?

- Yes
- No

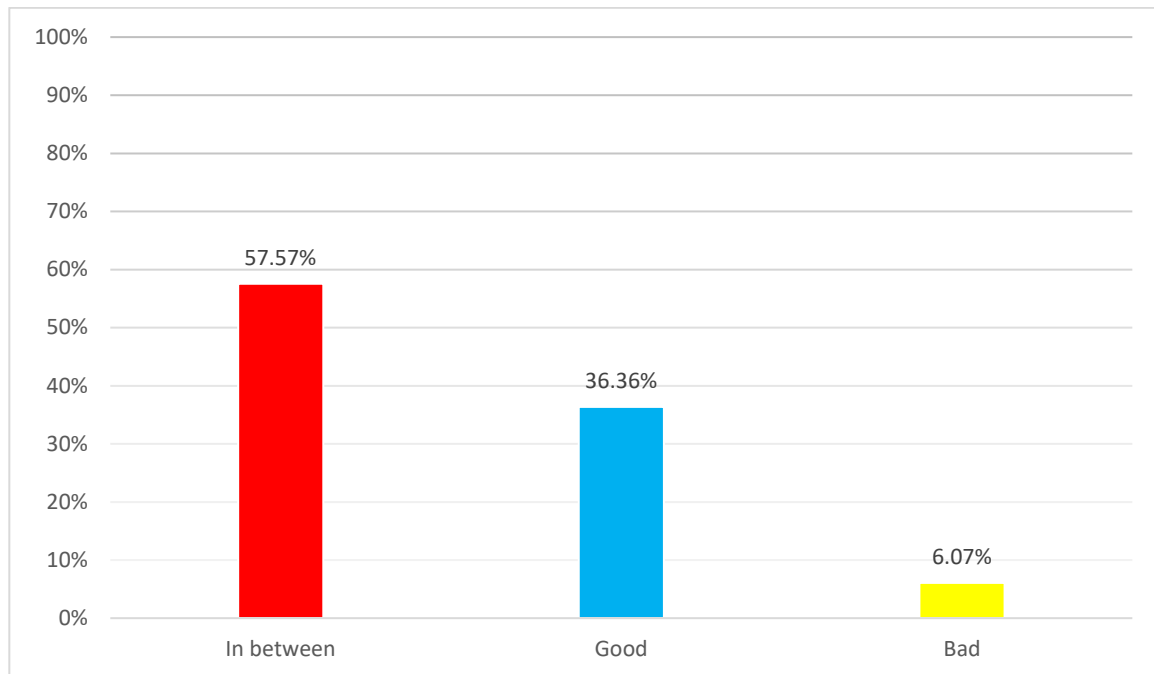


*Figure 6: the role of writing in improving the other three skills (speaking, reading and writing)*

The aim of the question is to gather opinions and perspectives regarding the potential impact of writing on the development and improvement of the other language skills: listening, speaking, and reading. Most of the students (90.90%) asserted that writing improve the other three skills (speaking, reading and writing), only (9.10%) stated that it does not have any role in improving the other three skills.

**Question 7:** What is your self-assessment of your writing level?

- Good
- Bad
- In between



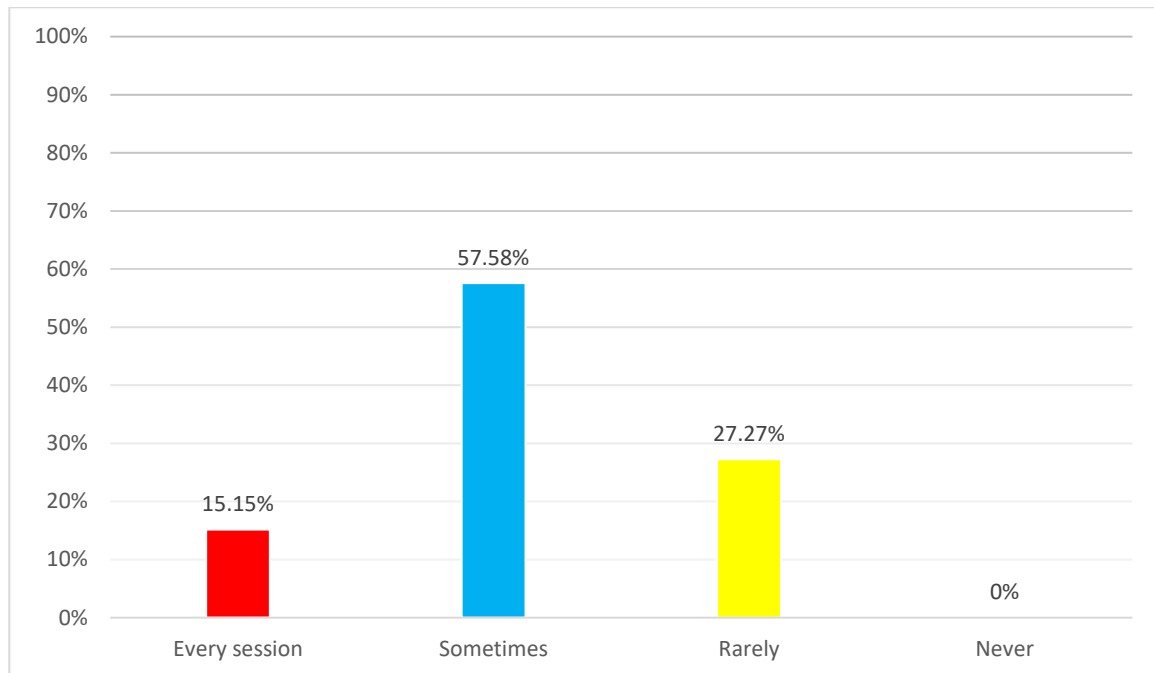
*Figure 7: students' level in writing*

The question aims to gather information about how individuals perceive their writing skills by providing the options of “Good,” “Bad,” or “In between.”

The most of the respondents (57.57%) reported that their writing level is in between. Meanwhile (36.36%) of participants indicated that their level is good. (6.07%) of the students reported that their level in writing is bad.

**Question 8:** How frequently are you asked to write in the class?

- Every session
- Sometimes
- Rarely
- Never



*Figure 8: writing in the classroom*

The aim of the question is to gather information about the frequency at which students are assigned writing tasks in their classes.

The results show that (57.58%) of the respondents' stated that they are asked to write in classroom sometimes. However (27.27%) claimed that they are asked to write rarely in classroom, while (15.15%) stated that every session is asked to write in the classroom. No one state that he never practises writing in the class (0%).

**Question 9:** what do you suggest in order to ameliorate writing skills?

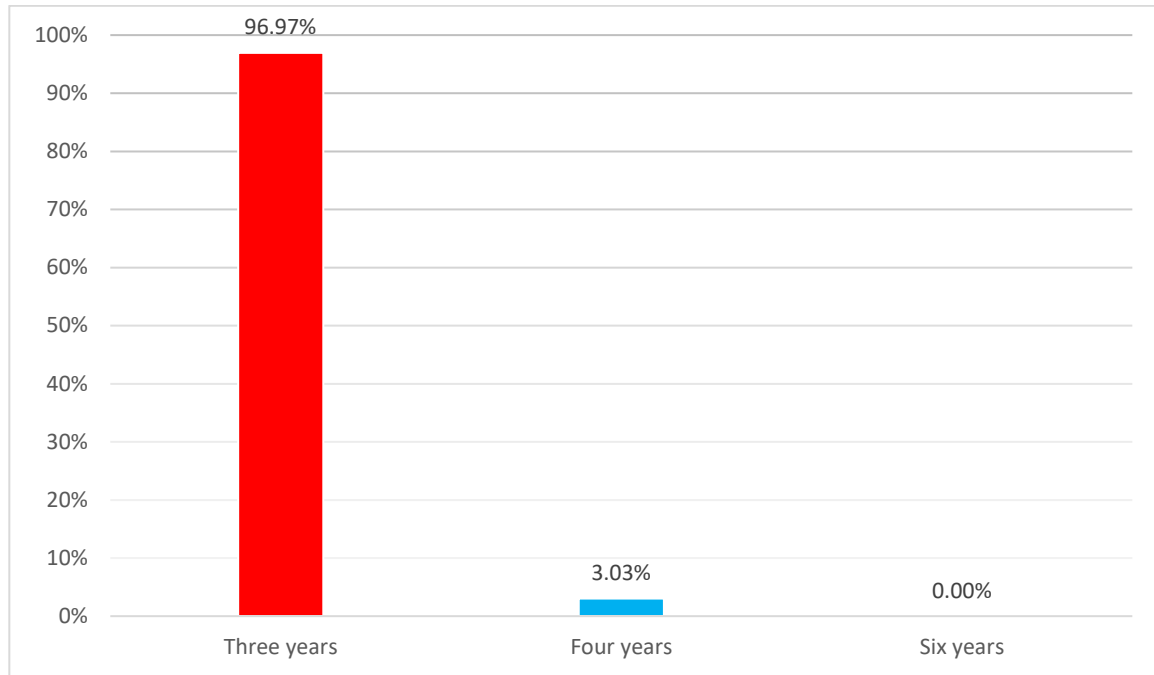
The aim of the question is to gather suggestions and recommendations from individuals on how to improve or enhance writing skills. The purpose is to gather diverse perspectives and insights

that can be potentially useful for addressing writing skill development and offering suggestions for improvement.

In this question, students were asked to give ways to improve writing skills, most of them declare that practice writing regularly even if it is just a little bit is considered an effective way to improve writing skills, then reading a lot (books, articles) and listening to gain rich vocabulary. They suggested to learn new words always, learning grammar, asking teachers to read what they write in order to correct their mistakes.

**Question 10:** for how long have you been engaged in the academic writing module?

- Three years
- Four years
- Six years



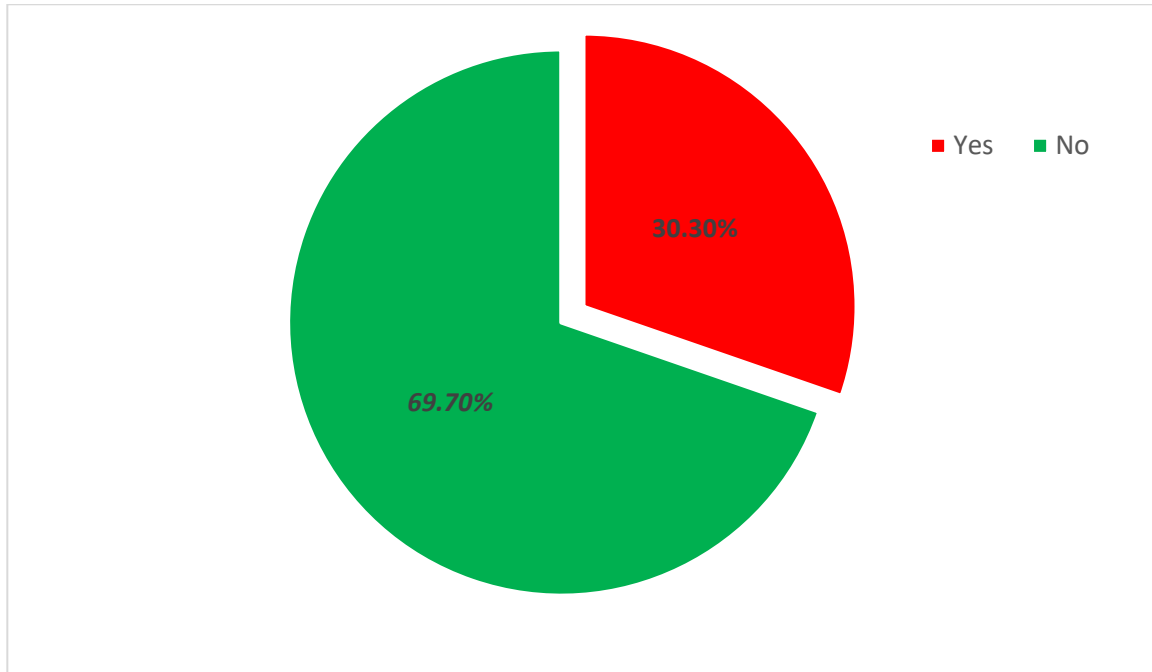
*Figure 9: the duration of studying academic writing*

The aim of the question is to gather information about the duration or length of time individuals have been involved in the academic writing module.

According to the results, the majority of learners (96.97%) study the module of academic writing three years. And (3.03) declared that they study it four years. While none of the respondents select the final option.

**Question 11:** Is writing essays something that captures your interest?

- Yes
- No

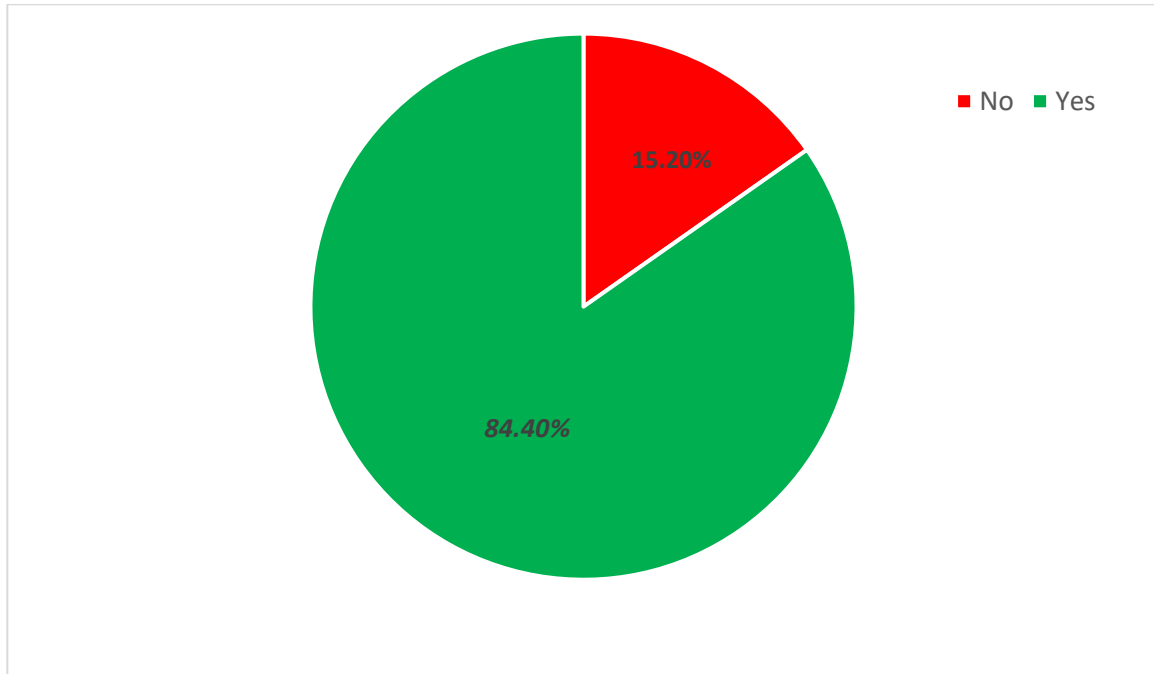


*Figure 10: students' interest in writing essay*

The aim of the question is to determine individuals' level of interest and engagement in writing essays. The question seeks to understand whether respondents find writing essays personally interesting or not. Based on the findings, it can be concluded that most of students (69.70%) do not have an interest in academic writing, on the other side, (30.30%) state that they do consider academic writing important for them.

**Question 12:** Does your teacher teach you the process of writing an essay?

- Yes
- No

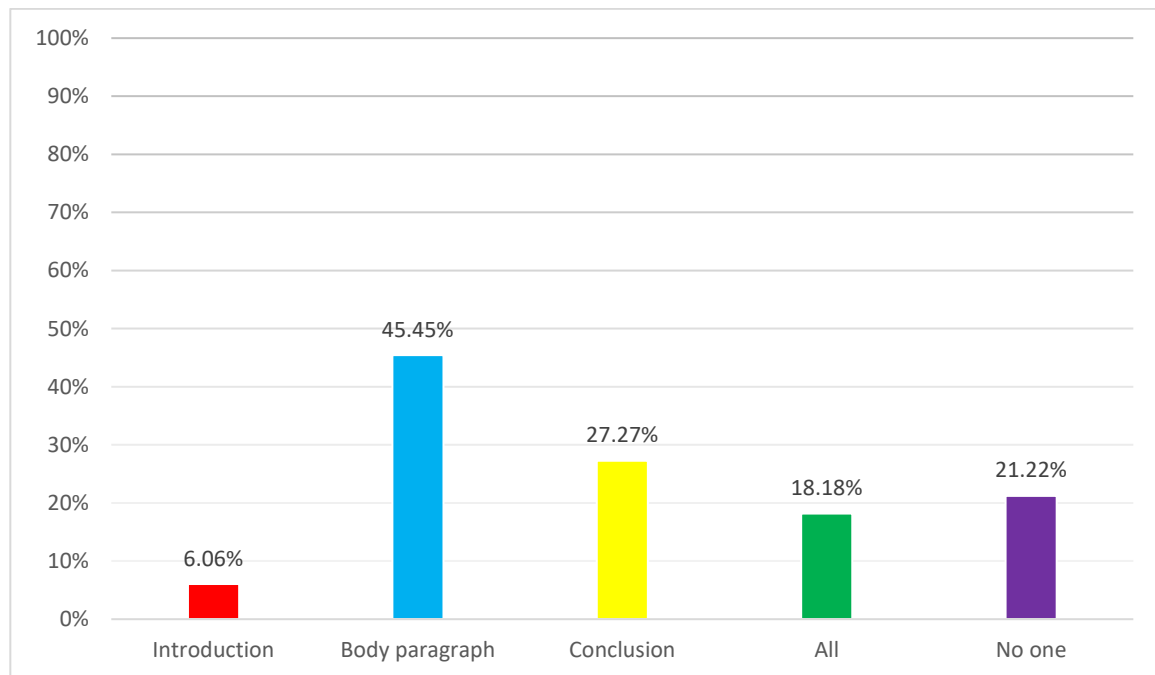


*Figure 11: teachers' instruction*

The aim of the question is to gather information about whether students receive instruction on the process of essay writing from their teachers. The question aims to determine the extent to which teachers provide guidance, instruction, and support in teaching the process of essay writing. Most of students (84.40%) claimed that they have learned the process of writing essay. However (15.20%) stated that their teachers do not teach them how to write it.

**Question 13:** Which of the following parts do you find in the most difficult?

- Introduction
- Body paragraph
- Conclusion
- All
- No one



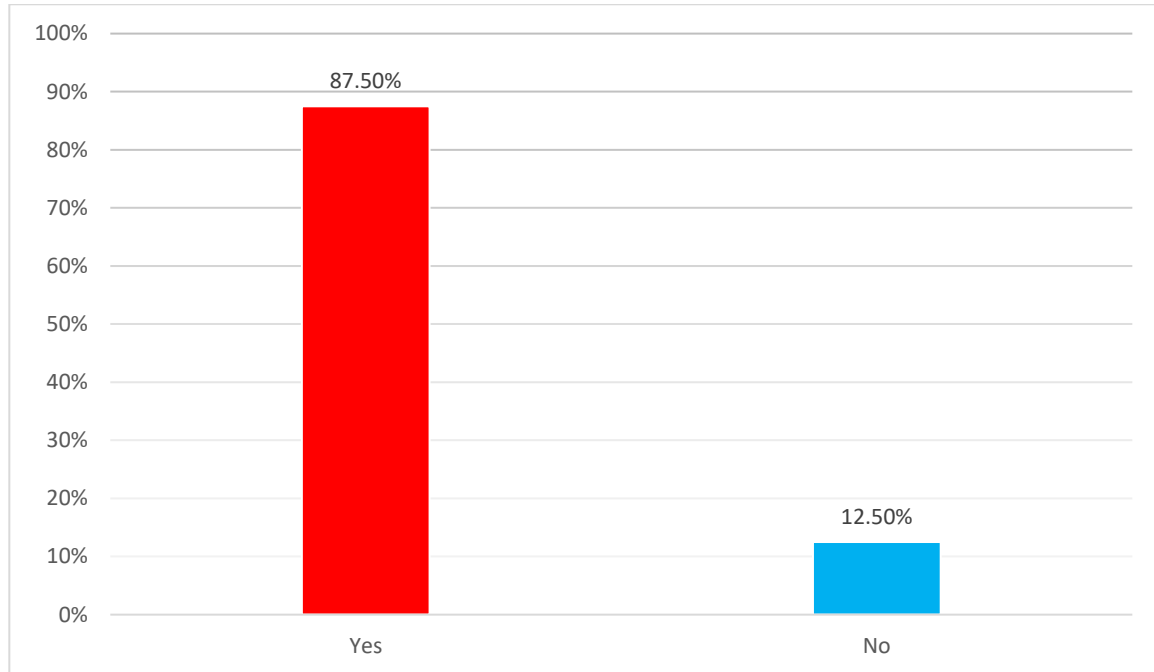
*Figure 12: the most difficult elements in the essay for third year English students*

The aim of the question is to identify the specific parts of an essay that individuals find challenging. The question aims to gather insights into the areas where respondents struggle the most when it comes to essay writing.

From the results above, we notice that the majority of the students (45.45%) regard body paragraph is the most difficult part for them. However, (27.27%) they stated that conclusion is considered the most difficult element for them, (21.22%) they find all the parts of essay easy. While (18.18%) declared that they find all the parts of essay difficult. Only (6.06) of the students find introduction as the most difficult part in essay.

**Question 14:** Does a lack of writing skill contribute to difficulties in writing your essay?

- Yes
- No

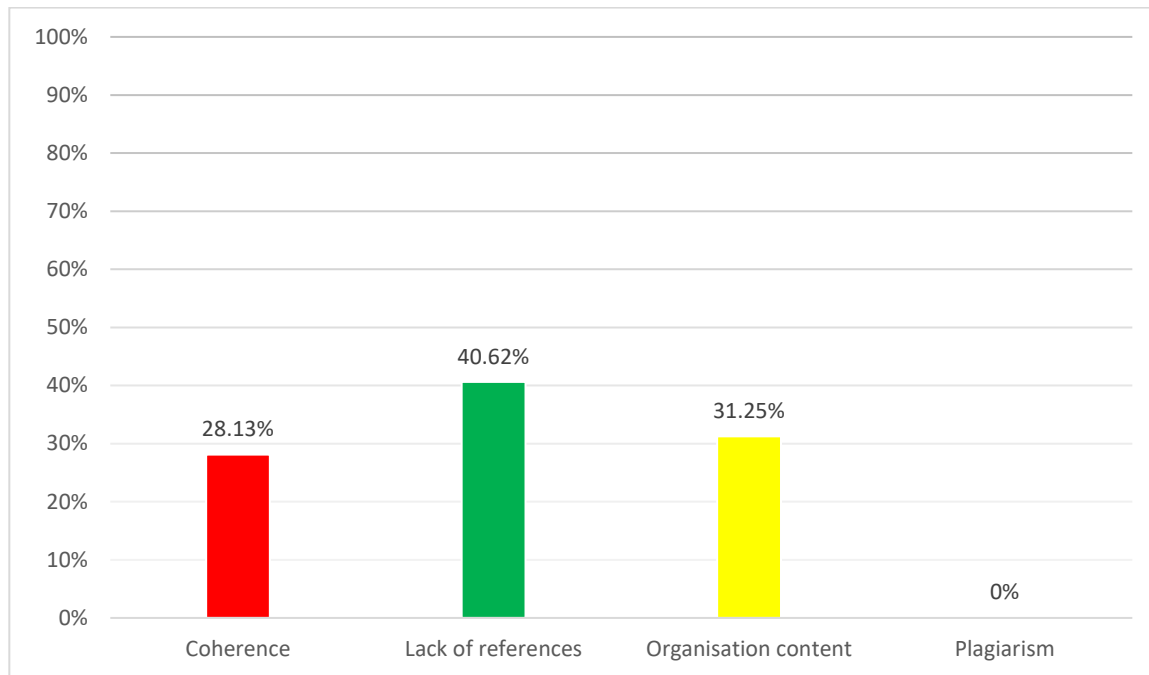


*Figure 13: the importance of writing skills*

The aim of the question is to investigate the perceived relationship between writing skill and challenges experienced in essay writing. The question seeks to understand whether respondents believe that a lack of writing skill directly contributes to the difficulties they face when writing essays. It can be noticed from the results, (87,5%) of the respondents' stated that lack of writing skills contributes to difficulties in writing their essay. However, (12.5%) stated that it is not a contributing factor.

**Question 15:** what is the most Difficulty you face when you write essay?

- Coherence
- Plagiarism
- Lack of references
- Organisation content



*Figure 14: difficulties in writing essay faced third year English students*

This question aims to identify the difficulties that face Efl learners in writing essay. The responses show that the majority of students (40,62%) faced the difficulty of lack of references. while (31,25%) was for organization content, the last chosen difficulty was for coherence (28,13%).

(0%) for the plagiarism, no one consider it as challenge when writing their essays.

### **III.6 Analysis of the Teachers' Interview**

The present interview is the second data gathering tool used by the researcher which aims to investigate writing essay difficulties among EFL learners. It was designed to four teachers who teach academic writing at the department of English language of Djilali Bounaama.

Q1\_ Does the duration assigned for teaching the academic writing module adequately cover the majority of the aspects required to enhance students' writing abilities?

All of the interviewees stated that their time of teaching academic writing is insufficient to help learners in developing their writing skills, Students need much time to be skilful in writing.

Q2\_ What is the most difficult stage for your students in writing process?

According to some teachers, editing is the most challenging stage for students, while others declared that it varies on the students' writing skills and the specific topic they are writing about. However, the prewriting and brain storming stages can be challenging, they stated that students can also struggle at the drafting stage.

Q3\_ Have you given your students clear and detailed guidance on how to write an essay in written expression or any other related module?

All of the participants stated that they primarily focus on teaching essay writing, particularly in the academic writing module.

Q4\_ Do your students have knowledge about the distinct components of an essay such as the introduction, body paragraphs, and conclusion?

Two teachers claimed that their students are knowledgeable about the various stages involved in writing an essay, others argued that their learners are not familiar with the different parts of essays.

Q5\_ In your opinion which types of essay writing do your students find the most difficult?

The question seeks to gather information about whether students possess knowledge about the distinct sections of an essay, including the introduction, body paragraphs, and conclusion.

one teacher declared that their students find all types of essays challenging to write. However, others teachers specifically identified the argumentative essays as the most difficult type for their learners because they need to form an opinion and present convincing arguments.

Q6\_ Does a lack of writing skills make it difficult for your students to write essay?

All of the participants asserted that the students' lack of writing skills makes it challenging for them to write essays.

Q7\_ what specific difficulties do your students encounter when writing essay?

Three interviewees sets that their learners find different sorts of problems that are: organising, lack of structure and formality problems when writing their essay. Grammar and vocabulary difficulties are found also by their students. However, one teacher declared that their students find these difficulties in writing their essay: Mechanics, sentences structure, contractions, organising ideas, time management, editing and proofreading.

Q8\_ Do your students encounter difficulties when writing their essay due to plagiarism?

Teachers declare that it is not really problem that makes writing essay difficult, they stated that plagiarism is another issue that is related with creativity of learners. But other teachers stated that plagiarism makes writing essays challenging for their students.

Q9\_ Do you teach your students strategies to avoid plagiarism when writing essay?

The question seeks to gather information about whether educators actively teach and provide guidance to their students on how to avoid plagiarism when writing essays.

When asked about plagiarism, teachers responded that they teach their learners strategies to avoid it, such as paraphrasing and proper citation. One teacher emphasized the importance of

teaching such strategies to instil honesty in the students' work. Another teacher declared that they had a whole semester learning how to summarize, synthesize and paraphrase.

### **III.7 Conclusion**

This chapter aims to inform readers about the methodology, setting, participants, and tools used in data collection. Additionally, it presents the analysis of the students' questionnaire and the analysis of the teachers' interviews.

## **IV. Chapter three: Discussion and finding**

### **IV.1 Introduction**

This chapter presents both discussion of students' questionnaire and teachers' interview to give a comprehensive understanding of the challenges that are found by students in writing their essays, with clarifying the reasons behind these difficulties. It provides also the limitations of the study.

### **IV.2 Discussion of the Students' Questionnaire**

It was unforeseen at the start of the research that the students find problems of coherence, organisation content, and lack of references when writing their essays.

#### **I. Gender Differences in English Language Learning**

##### **A. Majority of EFL students are female**

Based on the students' answers, it was demonstrated that a majority of the EFL students are female. The answers also suggest that females show more interest in studying English than males.

#### **II. Challenges in Writing as the Most Difficult Aspect of Language Learning**

findings indicate that the majority of the participants claimed that writing is the most challenging aspect of the language learning process compared to speaking, listening, and reading. It is known that writing is a complicated process.

##### **B. Inconsistent writing practice and its impact on writing skills development**

-The findings reveal that some third-year English students practice writing occasionally, this is a reason clarify why they are not competent enough in writing.

- Conversely, others claim to practice regularly but still struggle to develop their writing skills.

### C. Writing's positive impact on other language skills

\_ the students agreed that writing has a positive impact on the other three language skills: speaking, listening, and reading. They acknowledged that writing is an essential aspect of language learning and mastery.

### D. Need for more frequent writing practice

-The research findings have shown that although students are sometimes given writing tasks in the classroom, they believe that they need to practice writing more frequently in order to improve their writing skills.

-Students in fact need the regular practice to develop their writing skills. Furthermore, most students acknowledged that their lack of proficiency in writing makes essay writing a difficult task for them. In other words, the students understand the importance of regular practice to enhance their writing abilities and recognize the challenges that come with limited proficiency in writing.

## III. Specific Challenges in Essay Writing

Students are not interested in learning academic writing, so they face different challenges in writing their essays.

### A. Difficulty with body paragraphs and conclusion

-the students were asked to identify the most challenging parts of essay writing, and the majority of them indicated that the body paragraphs and writing the conclusion were difficult for them.

-Body paragraphs require organisation, and supporting ideas, it is the most important element in essay, students are supposed to work hard in this stage.

### B. Common challenges faced by students in essay writing

The responses provided by the students highlight the various challenges they face when writing their essays. These challenges include a lack of references, coherence, and organized content.

The responses provided by the students highlight the various challenges they face when writing their essays. These challenges include a lack of references, coherence, and organized content.

### **IV.3 Discussion of Teachers' Interview**

It was unknown before starting the study that time allocation for teaching the writing module is insufficient, students face different challenges in writing process, plagiarism in reality is not challenge for students because they have other challenges in writing their essays; they have difficulties with insufficient idea generation, lack of proper structure, and language deficiencies hinder their capacity to convey their thoughts effectively and coherently.

#### **A: Insufficient Time Allocation for Teaching the Writing Module**

- Teachers in agreement on insufficient time allocation: The results revealed that a majority of teachers were in agreement that the amount of time allocated for teaching the writing module was insufficient and needed to be reinforced in order to equip students with the necessary skills.

#### **B: Challenges in Different Stages of the Writing Process**

\_ the findings indicated that students encounter various challenges in different stages in writing process, including editing, prewriting, brainstorming and drafting.

Inadequate writing skills as a significant hindrance: most teachers agree that students' inadequate writing skills are a significant hindrance to their essay writing abilities. It can be concluded that students need to develop stronger writing skills in order to overcome these difficulties and succeed in academic writing.

#### **C: Mastery of Theoretical Aspects vs. Practical Skills in Essay Writing**

-Theoretical knowledge alone is insufficient: it can be inferred that mastering the theoretical aspects of essay writing alone is not sufficient to develop the necessary skills and expertise required to write high-quality essays.

- Additional training and practice needed: Additional training and practice are needed to improve the students' writing abilities. Students need opportunities to develop their writing skills.

#### D: Plagiarism and Other Difficulties in Essay Writing

- Plagiarism as a separate issue: not all teachers consider plagiarism to be a primary challenge in essay writing; rather, some of them view it as a separate issue. In their opinion, the students encounter other difficulties that impact their essay writing, such as generating ideas, lack of proper structure and problems with grammar and vocabulary. As a result of these issues, the students often fail to produce successful essays.

#### E: Teaching Techniques to Promote Academic Honesty and Improve Writing Abilities

- Techniques to avoid plagiarism and promote academic honesty: To help students avoid plagiarism and promote academic honesty, the teachers teach them various techniques, such as paraphrasing and proper citation. These strategies are important to ensure that the students are able to produce original work and give credit to the original sources they use in their essays.

According to the findings, students experience challenges with writing due to insufficient writing skills. This supports the hypothesis that was formulated. Despite students not perceiving plagiarism as an obstacle in essay writing, teachers confirm that their students struggle with writing essays due to plagiarism.

#### **IV.4 Limitations of The Study:**

There were various limitations that impacted this study. Firstly, there were insufficient time constraints that affected the research. Moreover, the absence of online participants and the hesitancy of students to respond presented additional challenges. Furthermore, the scarcity of academic writing instructors was a factor, and the study only involved four teachers, which might not represent all third-year levels. Additionally, some teachers' responses were insufficient and did not offer a thorough explanation.

#### **IV.5 Conclusion**

The answers from the student's questionnaire showed different difficulties that face them in writing essay. In addition, the teacher's interview represented that lack of writing skill, lack of time are sources of these difficulties because the learners have not enough time to be skilful in writing that why they cannot write essay effectively.

## V. General Conclusion

Essay writing poses a significant challenge for Efl learners. The focus of this study is to investigate writing essay difficulties among Efl learners. The objective of this study is to provide insight into the challenges encountered by EFL learners when writing essays, as well as to uncover the underlying reasons for these difficulties. It is essential to investigate the specific difficulties encountered by EFL learners, seeking to answer two key questions: Firstly, What are the difficulties that face EFL learners in writing essay? Secondly, why do EFL learners encounter challenges in writing essays? In addition, two key hypotheses arise when exploring the difficulties encountered by EFL learners in writing essay. Firstly, it is to suggest that plagiarism might be the most common hurdle they face in writing their essays. Secondly, the lack of writing skills, particularly in relation to the writing process, likely contributes to the challenges faced by EFL learners. The optioned findings revealed that when writing essays, students encounter challenges related to coherence and organizing content. Additionally, teachers have reported that their students struggle with various issues, including organizing their ideas, lacking proper structure and formality in their essays. Furthermore, they have expressed difficulties with grammar, vocabulary, mechanics, sentence structure, contractions, organizing ideas, time management, as well as editing and proofreading. This study on writing English essays highlights four key challenges: vocabulary, grammar, cohesion and coherence, and developing topic ideas. Students often encounter difficulties in essay composition due to their limited vocabulary skills. Viera (2017) emphasizes the significance of vocabulary proficiency in effectively expressing thoughts, particularly in writing, as it forms the foundation for acquiring second and foreign languages. Additionally, the use of formal language is crucial in creating a positive impression on readers. Another common obstacle faced by students is maintaining coherence and cohesion in their writing, with many neglecting the importance of spelling and punctuation. However, these elements play a vital role in influencing the overall meaning of the text (Febriani, 2022).

In comparing these findings with my own research, there is a notable similarity in identifying the importance of coherence, grammar, vocabulary, and generating topic ideas in English essay writing.

The results obtained from the questionnaire administered to students and the interview conducted with teachers indicate that the challenges faced by learners in writing essays can be attributed to their insufficient writing skills. This confirms the hypothesis that was formulated. According to the students' questionnaire, it was found that they do not consider plagiarism as the primary difficulty in writing essays. Instead, they encounter challenges related to coherence, organization, and content. Because Insufficient mastery of coherence, organization, and content poses difficulties that make essay writing a challenging task for students. Conversely, teachers hold a different perspective and assert that their students struggle with essay writing primarily due to plagiarism. Because the inadequate knowledge of students regarding paraphrasing and citation leads to their inability to produce well-written essays. The effectiveness of their essays is compromised, and in order to enhance the quality of their essay writing, it is necessary for them to acquire the skills of proper citation and paraphrasing to avoid plagiarism.

In light of the findings and challenges encountered in this study, the following recommendations are proposed for both teachers and students: To ensure that students acquire all aspects of writing, teachers should first teach them the writing process before moving on to teaching essay writing. This gradual approach to teaching writing will enable students to learn and master each stage of the writing process, leading to the production of high-quality essays. Moreover, it is recommended that teachers organize dedicated writing practice sessions to allow students to apply what they learn in class. Additionally, assigning regular writing assignments to students can also help improve their writing skills.

Additionally, to become proficient in writing, students should engage in regular writing practice both within and outside the university. Practicing is an effective approach to improve one's writing skills.

Improving writing skills can be facilitated by regular reading, which has been shown to have a positive influence on students' writing proficiency.

## VI. Bibliography

- Ait Aissa Mouloud, C. W. (2021). Exploring cohesion in students' essay writing production : the case of third year english foreign language students at Mohammed Setif 2 university , Algeria Lamine Debaghine. *Journal of arabic language sciences and literature*, vol 13(1).
- an, p. t. (2021). teaching the narrative essay : embedding the elements of fiction. *18 th international conference of the asia association of computer -assisted language learning*, 621.
- Asma Belkhir, R. B. (2017). Identifying EFL learners essay writing difficulties and sources : a move towards solution the case of second year EFL learners at Telemcen university. *International journal of learning , teaching and educational research*, vol 16(6), 80-88 vol.16,no.6.
- Bader, F. (2007). Writing under the competency - based approach the case of second year middle school pupils ( constantine ). *Magister degree in applied linguistics ( reading and writing convergences )*.
- Charlno, P. (2017). *Teaching second language writing*. new york , ny 10017: routledge.
- creswell, j. w. (2017). *research design qualitative, quantitative , and mixed methods approaches*. thousand oaks , california, united states: sage publications.
- duigu, g. (2003). *essay writing for english tests*. cammeracy , nsw 2062, australia: academic english press.
- Elrasoul, M. A. (2019, february). Essay types: investigation EFL students' problems in writing skill at secondary level. *basic education college magazine for educational and humanities sciences*, pp. 594-607.

- Febriani, T. N. (2022). Writing is challenging : factors contributing to undergraduate students' difficulties in writing english essays. *Journal of english language teaching*, vol.2, no.1.
- Hamid, A. A. (2010). Students's problems with cohesion and coherence in efl essay writing in egypt : Different perspectives. *Literacy information and computer education journal*, vol 1 , issue 4.
- Hunter, C. (2009). *Planning and writing university assignments( an otago study guide )*. dunedin , new zealand: the university of otago press.
- johnston, s. w. (2009). *research methods for everyday life blending qualitative and quantitative approaches*. san francisco, ca, united states: jossey-bass.
- Lauren, S. (2004). *How to write great essays*. united states: learning express, llc.
- Nemouchi, A. (2014, January - June). Approaches to teaching writing. *Periodical of the faculty of letters and languages.*, pp. 31- 48.
- Nursela Pakaya, A. R. (2022). Identifying students' difficulties in essay writing course. *jetli: journal of english teaching and linguistic issues*, vol 1( 2).
- Odanova S.A, E. T. (2022). The main issues of academic essay writing. *Bulietin of Albai Khan KazuirandWL Series "PHILOLOGICAL SCIENCES "*, vol 2(65).
- Pratiwi, K. D. (2016). Students' difficulties in writing english (a study at third semester students of english education program at university of BENGKULU. *Jetli: journal of english teaching and linguistic issues*.
- Rao, P. S. (2017). The characteristics of effective writing skills in english language teaching. *Research journal of english (RJOE) an international peer- reviewed english journal.*, vol-2, 75-86.
- Rumisek, D. e. (2005). *Academic writing from paragraph to essay*. macmillan education.

Sihem, B. (2015). Teaching and learning writing through providing teacher's feedback.

*International journal of applied linguistics and English literature*, 16-22 vol.4 no.6.

## **VII. Appendices**

### **VII.1 Students' questionnaire**

#### **Investigating writing essay difficulties among EFL learners**

Dear third Year English Students, you are kindly invited to complete the following questionnaire, this study aims to investigate writing essay difficulties among EFL learners. Your cooperation will help me to achieve the desired goals behind this study, knowing that the information that will be obtained will be treated confidentially.

1. Question 1: gender
  - Male
  - Female
2. Question 2: Age
  - [18 – 21]
  - [22 – 25]
  - More than 25 years
3. Question 3: How long have you been studying English?
  - 3 years
  - 5 years
  - 7 years
4. Question 4: In English, which skill do you perceive as the most challenging to cultivate?
  - Reading
  - Writing
  - Speaking
  - Listening
5. Question 5: How frequently do you engage in writing practice?
  - Always
  - Sometimes
  - Rarely
  - Never

6. Question 6: Do you believe that writing enhances the other three language skills (listening, speaking, and reading)?
  - Yes
  - No
7. Question 7: What is your self-assessment of your writing level?
  - Good
  - Bad
  - In between
8. Question 8: How frequently are you asked to write in the class?
  - Every session
  - Sometimes
  - Rarely
  - Never
9. Question 9: what do you suggest in order to ameliorate writing skills?
10. Question 10: for how long have you been engaged in the academic writing module?
  - Three years
  - Four years
  - Six years
11. Question 11: Is writing essays something that captures your interest?
  - Yes
  - No
12. Question 12: Does your teacher teach you the process of writing an essay?
  - Yes
  - No
13. Question 13: Which of the following parts do you find in the most difficult?
  - Introduction
  - Body paragraph
  - Conclusion
  - All
  - No one
14. Question 14: Does a lack of writing skill contribute to difficulties in writing your essay?
  - Yes
  - No

15. Question 15: what is the most Difficulty you face when you write essay?
- Coherence
  - Plagiarism
  - Lack of references
  - Organization content

## **VII.2 Teachers' interview**

1. Does the duration assigned for teaching the academic writing module adequately cover the majority of the aspects required to enhance students' writing abilities?
  2. What is the most difficult stage for your students in writing process?
  3. Have you given your students clear and detailed guidance on how to write an essay in written expression or any other related module?
  4. Do your students have knowledge about the distinct components of an essay such as the introduction, body paragraphs, and conclusion?
  5. In your opinion which types of essay writing do your students find the most difficult?
  6. Does a lack of writing skills make it difficult for your students to write essay?
  7. what specific difficulties do your students encounter when writing essay?
  8. Do your students encounter difficulties when writing their essay due to plagiarism?
  9. Do you teach your students strategies to avoid plagiarism when writing essay?
-