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**THEME**

**PROBLEMS RELATED TO WRITING  
IN EFL CLASSES. A CASE STUDY OF  
STUDENTS' EXPERIENCES IN A  
SECONDARY SCHOOL IN BENIN.**

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## **DEDICATION**

My research work is dedicated to the almighty God.

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## **TABLE OF CONTENTS**

Dedication.....	i
Acknowledgements.....	ii
List of tables.....	iii
List of abbreviations and acronyms.....	iv
<b>Introduction.....</b>	<b>1</b>
<b><u>Chapter one: Introduction to the study</u>.....</b>	<b>2</b>
1.1. The statement of the problem.....	2
1.2. The purpose of my study.....	2
1.3. The research questions.....	2
1.4. The significance of the study.....	2
<b><u>Chapter two: Literature review</u>.....</b>	<b>3</b>
2.1. Introduction.....	3
2.2. Clarification of the concept of writing.....	3
2.3. Types of writing.....	4
2.4. Stages in the writing process.....	5
2.5. Students' difficulties.....	5
2.6. Techniques congruent with writing in EFL classes.....	13

<b>Chapter three: Methodology of the study</b> .....	18
3.1. The design of the study.....	18
3.2. The setting.....	18
3.3. The participants.....	18
3.4. Period of survey.....	20
3.5. Data collection Instruments.....	20
3.6. Data collection procedure.....	21
3.7. Data Analysis procedure.....	21
<b>Chapter four: Presentation and data Analysis</b> .....	22
4.1. Students’ point of views about EFL writing.....	22
4.2. Students’ difficulties in EFL writing.....	23
4.3. Teachers’ opinions about the teaching of writing.....	26
<b>Chapter five: Discussion and suggestions</b> .....	30
5.1. Discussion.....	30
5.2. Students’ point of views about writing.....	30
5.3. Students’ difficulties with EFL writing.....	30
5.4. Teachers ways of teaching writing.....	31
5.5. Suggestions to the students.....	31
5.6. Suggestions to EFL teachers.....	32

5.7. Suggestions to the government.....	32
5.8. Suggestions to school authorities.....	34
<b>Conclusion.....</b>	<b>35</b>
References.....	36
Appendices.....	39

### **List of tables**

<u>Table1</u> : Information about the participants.....	19
<u>Table2</u> : Students’ responses about writing.....	22
<u>Table3</u> : Students’ opinions about writing lessons.....	23
<u>Table4</u> : Students’ lack of vocabulary.....	24
<u>Table5</u> : Students’ difficulties with grammar.....	25
<u>Table6</u> : Students’ problem with coherence.....	25
<u>Table7</u> : Different stages in the writing process.....	26
<u>Table8</u> : Things people do before a writing lesson.....	27
<u>Table9</u> : The way teachers proceed in teaching writing lesson.....	28
<u>Table10</u> : Class organization during a writing lesson.....	28

## **List of acronyms**

EFL: English as a foreign language

GFPs: General Foundation Programs

## **INTRODUCTION**

English as a foreign language has been introduced in Benin educational system. Then from that time, English is taught in all secondary schools in Benin. So students at school are obligated to learn how to speak and write English. Therefore in the process of learning the English language, students in those countries which have chosen English as a foreign language especially Benin are confronted with some difficulties related to the learning of the English language, precisely the writing skill. Why these difficulties? Some students don't like at all that section of the exam which focuses on writing. How can we justify the fact that they don't like writing? This is the question which has motivated the choice of the topic of this research work. The present thesis is organized into five chapters. Chapter one is about the introduction to the study. It includes the statement of the problem, the purpose of the study, the research questions, and the significance of the work. Chapter two deals with the literature review. Chapter three presents methodology used in the study. Chapter four deals with the findings. Chapter five includes the discussion of the results and the suggestions.

## **CHAPTER ONE: Introduction to the study**

### **1.1. Statement of the problem**

The students in the 4th form face a lot of difficulties related to writing. Some students don't do the writing task properly. Either they produce an incomplete piece of writing or they simply copy passages from the text. Others do not do it at all even in official exam papers. Few of them try their best to understand the topic and organize ideas in order to produce coherent writing.

### **1.2. Purpose of the study**

The purpose of my study is to explore students' opinions about writing in EFL, the problem they encounter and to examine the strategies that teachers use to teach writing.

### **1.3. Research questions**

- What are students' points of view about writing?
- What difficulties do they experience?
- How do teachers teach writing?

### **1.4. Significance of the study**

Through this research work, I would like to suggest solutions to the students' difficulties in EFL writing. Further, the study will provide teachers with some useful strategies and activities they can carry out for a successful writing lesson. This research work is very important to the extent that it takes into account the problems that the students are confronted with in EFL writing. It also makes suggestions which can help teachers use appropriate strategies and activities to teach writing.

## **CHAPTER TWO: Literature review**

### **2.1. Introduction**

This literature review is organized into five sections. In the first section, a clarification of the concept of writing is provided. The second section presents information related to the different types of writing identified by researchers in the area. In the third section, the stages involved in the writing process are presented. The fourth section provides information about the difficulties that students experience in EFL writing according to research. Finally the fifth and last section informs the reader about the different activities that can be carried out to promote writing in EFL classes.

### **2.2. What is writing?**

According to “*Heinemann International Students’ Dictionary*”, the first (1991) edition writing is defined as “*The act of a person writing*”; it is also the ability to organize ideas into a coherent and meaningful written material.

In this study, what matters is academic writing. It focuses on writing for educational purposes. In the field of education. Writing is perceived as one of the numerous skills that are included generally in school curricula and more precisely in literary and language studies. For instance, in the field of EFL teaching and learning, writing is one of the four skills developed in students. According to Hill and Dobbyn, (1981), writing includes activities such as alphabet letter forming, copying, delayed copying, dictation, sentence work, paragraph work and story reproduction. The same activities are discussed by Guinnin (2001) and Adjibode (2007).

### 2.3. Types of writings

When we talk of writing, there exists a variety of writing identified by researchers.

- a) **Expressive writing:** is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art.
  
- b) **Expository writing:** is a pedagogical term for any form of writing that conveys information and explains ideas. It is also called *exposition, informational writing, and informative writing*. As one of the four traditional modes of discourse, expository writing may include elements of narration, description, and argumentation,
  
- c) **Persuasive writing:** It puts emphasis on the purpose of the writing. Its objective is to persuade people to engage in some course of action, or to agree with some ideology or philosophy. Example: newspaper editorials, argumentative texts.
  
- d) **Analytical writing:** Just like persuasive writing, it also tries to persuade, to convince the audience through examples and practical cases on the idea defended by the writer. Examples: literary analyses, stylistic criticisms.
  
- e) **Creative writing:** It puts emphasis on the beauty of the writing itself. It is written for the sake of writing as a literary art. Examples of creative writing: poems, stories, plays.

## 2.4. Stages in the writing process

**a) Prewriting:** At this stage, the writer plans his work, and has a clear sight on what he is going to do, and then he takes the decision about how to approach the topic.

**b) Drafting:** After the stage of prewriting, the writer makes the first draft on which he jots down all the ideas that come in his mind about the topic. Then he reads and rewrites them. At this stage, the writer focuses on the content, the purpose, and the thesis of the writing. Drafting is the very first stage in the writing process.

**c) Revising:** According to Barr and Ajred (2004) the term “Revising” means “seeing again”. Then, revising is the stage where the writer will reread his first draft and examine the meaning and structure in his sentences and paragraph.

**d) Editing:** This is after the revising. It is the stage where the writer makes his writing pleasant to read. To make it pleasant, the writer focuses on the purpose and corrects errors related to the meaning of words, to the types and structures of sentences, to clarity in the meaning of the sentences and paragraph, and to punctuation.

## 2.5. Difficulties of students in EFL writing

Learning to write is uniquely challenging. Writing requires the mastery and concurrent use of a complex array of language skills, from vocabulary and

spelling to the ability to organize and convey ideas. Various studies have revealed the position of writing skill in EFL context.

### **Iran EFL learner's difficulties**

Iran students also face a lot of difficulties as far as writing skill is concerned. Some researchers did an analysis and show that the materials which are prescribed to Iran students in order to let them master writing skill is not adequate. This fact is also noticed in Benin students' context. On this, Dastjerdi and Samian (2011) stated that: Iran EFL learners have frequent cohesion anomalies which they attributed to the learners' poor linguistic awareness as well as inaccurate knowledge of English cohesion rules. Other researchers also showed that Iran students were facing various problems like: grammar, vocabulary, punctuation, organization. In the same way, students in Benin are also facing the same problem.

Moreover, Thomas (2011), an EFL teacher, has pointed to the following difficulties experienced by learners in EFL classes: Firstly he had pointed out the lack of understanding. Few students understand what the topic given is about. For instance, for the students, the language is new since it is their second language. Secondly, he has notified the students' poor vocabulary. For instance students are incapable to understand simple words like: "compulsory"; students have ideas in mind but no word to write them down on paper. They also have grammatical problems (problems with structure or form, misuse of articles). For instance, some students cannot produce a sentence in past perfect.

### **Difficulties related to second language acquisition**

For Myles (2007), academic writing requires conscious effort and much practice in compositing, developing, and analyzing ideas. For our students in Benin secondary school, since the language is new or second, they don't take care. writing seems difficult for both native and non-native learners, said (Jahin&Jeeps, 2012). In EFL context, English is a foreign language and there is no practical use of it, writing skill becomes most challenging task to the learners' idea. Further, they are also confronted with social challenges; in the environment they live, nobody speaks the language, and they always whether in their mother tongue or the first international language. In Benin, students speak whether Fon or French at home. So in this case, when they will be in front of writing activity, they cannot make conscious effort in order to provide good piece of writing. On the same way, Melese (2007), shared the same point of view and said that: "*Learners have a number of problems in their attempts to write in English as a foreign language*". Then students have problems with subject verb agreements, pronoun references, and connectors. Further, many researchers explain and show that students problems are due to second language acquisition. On this, Kharma (1986) stated that those students who have the problem of writing good sentences structures, are unable to produce longer sentences requiring subordination and coordination. For Reid (1983) in Melese (2007), since the language seems new for students, they don't care while writing and they don't put the appropriate words in the appropriate place. Further, White (1983) stated that usually students use "complex words" in their essays to impress readers, their teachers. Then the effort to impress the readers leads to a problem of diction.

### **Cognitive problem**

Students have also cognitive problems. The cognitive problems that students face include problems of punctuation, capitalization, spelling, content and organization. International Journal of English Language Teaching (2015) publish that, learners of English as a foreign language also face problems of exploring ideas and thought to communicate with others. So for Leki (1991) this could be because of the traditional methods teachers use to teach writing.

Then learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse. So Tsegay (2006) said that: *“The most common students’ problem in paragraphing is either the paragraph is not limited to a single topic or the single topic is not developed or exemplified adequately”*. Moreover, other problem of organization in students’ writing is the difficulty of differentiating a topic and supporting ideas or generalizations and specific details. Then Thomsan (2003) found out that the quality of writing was better when students were allowed to make decisions about their topics.

### **Problems related to time**

Writing, which is an important part of language learning, is essentially a reflective activity that requires enough time to think about the specific topics. Learners need appropriate time in order to produce good writing. So when teachers give writing activity to students, they must see the

appropriate time that students can use on the activity and give it to them. On this, Raimes (1983) thinks that: *“time is a crucial element in the writing process”*. As every writer should have a balance among several aspects in his/her writing like purpose, content, audience, organization, vocabulary, mechanics etc.,

To mitigate students’ transfer, improve their English language proficiency and help them better prepare for their upcoming specialization courses, the General Foundation Programs (GFPs) were designed according to Oman Academic Standards and introduced in Oman’s tertiary education institutions in 2010. These programs are viewed as pathways for Omani students into their future academic studies that are aimed at developing their literacy, numeracy, computing and learning skills.

Therefore, English teachers encourage students to maximize their benefit from the GFPs’ courses and help them adjust to academic requirements, cope with challenges relating to their notions of social interaction, individual responsibility, time management and limited global awareness. However, they feel that students’ skills should be better addressed, and enhancement of the writing skills is one of the articulated priorities and concerns. Omani students finish their secondary school education with solid English scores. Yet, they join higher education institutions with poor writing skills. This case also happens in Benin educational system, where students at secondary school get good grade in English but join higher education institution with poor writing skills.

Professors at universities and colleges regardless of discipline have certain expectations regarding the writing requirements of their courses. They expect students to be able to write at a higher level than they did in school: concise, coherent and well-reasoned writing assignments. However, these expectations are often not met. This observation has been reported in a number of studies not only in the context of English as a Foreign or Second Language but also in universities and colleges where English is used as a first language. For example, in California State University, about 60% of freshmen students lack entry level proficiency in college level English assessments in spite of their good scores in the required college preparatory curriculum. Moreover, about 44% of university faculty members feel their students are not ready for the rigors of college level writing.

Most empirical studies indicate that writing continues to pose a challenge for EFL learners, and encompasses a wide array of psycholinguistic, textual-linguistic, sociolinguistic and educational dimensions, themes and aspects that exert their influence on students' learning and academic achievements, said (Cumming, 2009; Ortega, 2009; Nanwani, 2009). We can also talk of students' problem related to their origin, cultural tradition, education background etc... Therefore, Nanwani (2009) supporting this idea and said that in EFL writing instruction, teachers cannot take lightly such topics without knowing who our students are, where they come from, and what are their cultural traditions, educational experiences.

Onami studies looked at the issue of student writing across two important educational levels: schools and universities. The belief of the great

importance of establishing a better understanding of the construction/dynamics of EFL writing at both levels, identify possible gaps between EFL writing in both contexts and suggest approaches to help bridge this gap.

Writing is the most difficult language skill for EFL students to master. Then Gomaa (2010), indicated that “students’ first language affects learning the target language”. This is why students make certain mistakes and repeat them. Here are some of the common mistakes she has experienced while teaching writing:

- a. Run on sentences, while writing, students run on sentences; it means they write without put any punctuation marks.
- b. When the students translate his first language into English they sometimes use words causing misunderstanding and confusion.
- c. Punctuation, several EFL learners with Arabic background struggle with punctuation since Arabic has few limitations in the use of commas and periods than English. The semi-colon, and the exclamation marks aren't very commonly used in students’ writings. So students to succeed in English writing, must stop translating directly their first language into English it will cause them a lot of problem.

### **Problem related to cohesion and coherence**

According to the Egyptian Abdel Hamid Ahmed students’ problems also has to do with cohesion and coherence.

## **Cohesion**

In relation to EFL essay writing cohesion, many researchers agree that cohesion, on the macro level is related to linking ideas whereas on the micro level, it is concerned with connecting sentences and phrases. Many researchers have highlighted the importance of text cohesion claiming that a text stands as a text by means of cohesion. When we examine students writing we can notice that there is no cohesion; they don't know how to join one idea to the other.

## **Coherence**

Coherence, or texture, is the combination of semantic configurations of two different kinds: register and cohesion. Coherence in written text is “*a complex concept, involving a multitude of reader- and text-based features*” (Johns, 1986). Text-based features mean cohesion (the linking of sentences) and unity (i.e., sticking to the point). Reader-based features mean that the reader interacts with the text depending on his/her prior knowledge. This denotes that a coherent essay consists of an introduction, a thesis statement, rhetorical support, and a conclusion.

## **Problem of lack of confidence**

Most of the students don't believe that they can produce something good in English. They doubt in themselves and forget the essential that they can do. That's why Burns (2013) said that teachers must build students' confidence about writing by encouraging them every day. When any

writer does not have confidence in what is going to write, it will be difficult for him to produce good writing.

## **2.6. Techniques congruent with writing in EFL classes**

Gillespie and Graham (2003) reveal a set of techniques that can be used when teaching students to write. Evidence-based practices for teaching writing include:

- Teaching strategies for planning, revising, and editing
- Having students write summaries of texts
- Permitting students to write collaboratively with peers
- Setting goals for student writing
- Allowing students to use a word processor
- Teaching sentence combining skills
- Using the process writing approach
- Having students participate in inquiry activities for writing
- Involving students in prewriting activities
- Providing models of good writing

### **2.6.1. Writing through stages**

Writing activity need the knowledge of some rules which allow the writer to produce good writing. In the same way, teachers in order to make their students successful in that activity must teach them those

techniques. That's why Kroll (2001) observes that: Almost every institution that offers EFL writing course sets up a number of different stages in writing process. An English foundation program curriculum places substantial effort on enhancing writing skills of the students, teaching them the skills of drafting, revising and editing their own writing, and offering various activities, tasks and resources to develop students' sense of curiosity and interest in language.

The English foundation courses also implement the pattern-model-based writing, which is used to teach student various skills and forms of writing; for example the topic sentence and the rhetorical modes such as comparison/contrast and cause /effect in short paragraph in order to help them master the skill.

### **Individual effort to improve writing skill**

Teachers must encourage students to make their personal research about writing; this will improve in one way or the other their skill in writing. Students must be connected to online writing task anytime they are free. Kroll(1997) shared the same point of view and said that one of the ways to ensure that students' skills in writing develop and continue to improve is to encourage them to effectively use their time outside the classroom and seek further opportunities to improve their language skills For example at Sultan Qaboos University, students use the facilities, and resources of the students resources Centre that features a library with a variety of supplementary language materials, and computer labs equipped with computer-assisted-language learning programs open for daily access ,to improve their skills in writing.

Additional support is also offered in the writing Centre at Sultan Qaboos University and tutorial Centre, where students can make individual appointments to get help with writing. A university student, at the end of the foundation program, should be able to achieve the following 'learning outcome standards' in writing: a) writing texts of a minimum of 150 words exhibiting the ability to organize, and use appropriate structure, vocabulary and mechanics; and b) writing evidence based research report of a minimum length of 500 words.

However, according to recent studies, English foundation program students face many problems achieving these standards. For example, Jabur, Maloyan & Smith (2013) report that "*the relationship between learning grammar and speaking or writing more accurately is one that teachers take for granted*". According to them, some students may simply enjoy learning about English grammar without taking the next step of using the new grammar to produce more accurate language. The study by Ginosyan & Al Abdali (2013) at Sultan Qaboos University indicates that foundation program students consider the level of writing skills learning outcomes challenging for them.

### **Improving writing skill by blended course**

Recently a lot of studies have been conducted to investigate the effect of implementing blended learning on students' performance but few studies have ventured into how students' writing skill improves. Many researchers found that designing a blended course improves students' scores and that the students showed positive attitude towards the

implementation of such a blend. Absalom (2003) contended, that uploading material online positively affects the achievement level of the students. They found that the students who read the online material in addition to the in-class lecture had better performance in a quiz than those who only depended on the in-class traditional lecture. Researchers as Singh (2003), found that the students' participating in a blended course performed 10% better than those enrolled in a section taught in the traditional approach. However, other researchers as Carroll (2003), in a contrastive study tested the differences in learning outcomes when two courses are taught. One course was taught using the traditional way and the other was supplemented with online instruction.

Then the results revealed that there were no significant differences in the outcomes, rather, there were equal learning outcomes for students in the two section. Students' motivation to learn increases when the material is varied as in using interactive learning tools such as simulations and static graphics in an online environment.

In addition, Reasons (2005), designed a writing course in three ways: face to face, blended, and fully online. The researchers found that the students enrolled in the online course performed better than the students enrolling in other sections even though the pedagogical teaching approach was the same. As far as writing problems are to be solved, research studies focus on the remedies and state that the continuous exposure to material is the only solution especially when a second language is taught. Researchers such as Cervero and Pichardo Castro (2000), found that "80% of the learnt material is lost in 24 hours". Therefore, blended learning could be an important learning model providing students with additional activities to reinforce the learnt material. Therefore, the online

activities supported with videos from actual situations in life allow for employing reading and writing in English.

The accessibility of online material nearly 24 hours in addition to the face to face interaction give students more practice, and this is the only solution to problems of writing since practice makes perfect. Another remedy to the problems of writing is that blended learning allows students to read their classmates' writing, and therefore, they can make use of their correct modes of writing.

## **CHAPTER THREE: Methodology of the study**

This chapter gives details about the research method I used to conduct the study. It informs about the design of the study, the setting, the participants, the period of survey, the data collection instruments, the data collection procedure and the data analysis procedure.

### **3.1. The design of the study**

To carry out this research work, I used qualitative method by designing on sheets, close-ended questions, it means questions to which people must answer by Yes or No. This method help me to get information from students about their opinions on writing lessons, and identify their difficulties in writing. Then I designed open-ended questions, it means questions that give opportunity to people to say freely their answers to the questions. This method also allows me to get information from teachers about their way of teaching writing.

### **3.2. The setting**

The present research work is carried out in the Atlantic region precisely in Abomey-Calavi. It took into consideration one secondary school (CEG1 Abomey-Calavi). In this school, data were collected in five classes.

### **3.3. Participants**

In the present research work, the most involved are students because they are the one facing the difficulties related to EFL writing. They are a hundred (100) selected from the beginning and they are all students in CEG1 Abomey-Calavi. I selected twenty students from each class. Moreover, I also selected ten teachers to whom I ask some questions. The table below will give more details about the participants.

**Table1:** Information about the participants (Students)

Classes	Participants	Gender	
		F	M
Fourth form M1	20	08	12
Fourth form M2	20	14	06
Fourth form M3	20	05	15
Fourth form M4	20	09	11
Fourth Form M5	20	13	07
Total	100	49	51
Percentage	100%	49%	51%

**Investigation on the field:**

From the table above, we can notice that twenty students took part from each of the five classes selected. For the gender, 49(49%) males and 51(51%) females answered to the questionnaire they were addressed.

**Table2:** Information about the participants (Teachers)

Participants	Gender	
	F	M
10	03	07
Total	03	07
Percentage	30%	70%

**Investigation on the field:**

The table above shows that ten teachers were addressed questionnaire. Three females and seven males.

**3.4. Period of survey**

My research work was carried out by the end of the first term in CEG1 Abomey-Calavi. Since it is averages' calculation day, most of the students were in class, paying attention to their average. Therefore, I found at that moment the twenty students selected per class. At that same moment I chose ten teachers.

**3.5. Data collection instrument**

**Questionnaire**

I addressed a questionnaire to the students and teachers. The questionnaire to the students includes close-ended questions. The questionnaire addressed to the teachers includes open-ended questions. Questions 1 to 2 dealt with students'

point of views about EFL writing, questions 3 to 7 has to do with students' difficulties in EFL writing and questions 8 to 10 is to know how teachers teach writing lesson in class.

### **3.6. Data collection procedure**

A hundred copies of the questionnaire were distributed to students. Some students filled it at that moment but others ask me to come back later. When I was back, certain have lost the copies; so I collect in total eighty five copies. Whereas all the teachers I selected filled the questionnaire at once. I provide **sample** of the questionnaire in the appendices. It took three weeks to distribute and collect the questionnaire sheets.

### **3.7. Data analysis procedure**

The analysis of my research work was proceeded following the order of my research questions. The first section talk about the point of views of students about writing activity. The second section has to do with students' difficulties in EFL writing. The third section is about how teachers teach writing lesson. In general, the data's analysis is carried out according to the statically rule because I will calculate the results into percentage.

## Chapter four: Presentation and data analysis

This chapter presents the data gathered from the questionnaire and their analysis. It is organized into three sections relating to there search questions. The first section starting from question1 to 2 has to do with students' point of views about writing; the second deals with students' difficulties and the last is about teachers way of teaching writing.

### 4.1. Students' point of views about EFL writing

The students' answers to the questions1 to 2 of the questionnaire addressed to them are the ones presented in this section.

**Table2 : Students' responses about writing**

Questions	Answers			
	Yes	%	No	%
1) Have you ever carried out a writing activity ?	75	88.23%	10	11.76%
2) Was it difficult ?	80	94.11%	5	5.88%

This first table presents the information collected from students' opinions about writing.

### Investigation on the field :

From the table above, for the question1, 75(88.23%) of the students say Yes they have already experienced writing. Whereas 10(11.76%) say No. Further, for the question2, 80(94.11%) sayYes and 5(5.88%) say No. So from these answers, I affirm that most of the students perceive writing activity as difficult.

#### 4.2. Students' difficulties in EFL writing

In this section, students' difficulties experienced in EFL writing is presented from question3 to 7. The following table is describing their answers.

**Table3: Students' opinions aboutthe understanding of writing topic**

Question	Answers					
	Yes	%	A bit	%	No	%
3) Do you really understand the writing topic?	2	2.35%	20	23.59%	63	74.11%

**Investigation on the field:**

From the table 2(2.35%) of the students only understand the topic, 20(23.59%) understand a bit the topic and the majority 63(74.11%) of the students don't get the point in the topic at all. So from these result, students show that they are confronted with problem of understanding.

**Table4: Students' lack of vocabulary words.**

Question	Answers					
	Yes	%	Sometimes	%	No	%
4) Do you lack vocabulary words while writing?	80	94.11%	5	5.88%		

**Investigation on the field:**

From this table 80(94.11%) of the students say Yes and 5(5.88%) say No. Therefore, this responses show that students are confronted with vocabulary problem.

**Table5: Students' difficulties with grammar**

Question	Answers					
	Yes	%	Sometimes	%	No	%
5) Have you any difficulty in grammar?	58	68.25%	25	29.41%	2	2.35%

**Investigation on the field:**

From the table above, I can say that 58(68.25%) say Yes, 25(29.41%) say sometimes and 2(2.35%) answer No. These result shows that students are confronted with problem in grammar.

**Table6: Students problem with coherence**

Question	Answers					
	Yes	%	Sometimes	%	No	%
6) Do you have any problem with coherence?	81	95.29%	4	4.70%		

**Investigation on the field:**

In the table, 81(95.29%) of the students say Yes and 4(4.70%) say sometimes.

Therefore it is noticed through this table that students have problem with coherence.

**Table7: Different stages in writing process**

Question	Answers			
	Yes	%	No	%
7) Do you know the different stages in writing process?	1	1.17%	84	98.82%

Through this table we can know if students know the different stages in writing process.

**Investigation on the field:**

The result above is very sad. Only 1(1.17%) of the students responds Yes, the remaining 84(84%) say No. This automatically shows that teachers don't teach them the different stages in writing process.

In a nutshell, according to the previous results, students don't know how to proceed in writing.

#### 4.3. Teachers' opinions about how they teach writing lesson

In this section, teachers' opinions are presented about how they teach writing lesson.

**Table8: Things teachers do before writing lesson**

	Teachers(10)	%
- Think about congruent activities.	06	60%
- Activities well designed.	02	20%
- Plan the lesson on paper.	10	100%

In this table, the techniques suggested come from me, in order to see how many teachers put them in practice in their class. The table above presents the answers I notice through information collected from teachers.

**Investigation on the field:**

Basing on the information in the table, we can notice that the percentage is very low where it supposed to be high. Then I assume that if things are done this way, what teachers will provide in class as writing lesson won't be helpful.

**Table9: The way teachers proceed in writing lesson**

	<b>Teachers(10)</b>	<b>%</b>
Good presentation of the lesson	04	40%
Brief revision about stages in writing process	01	10%
Respect the practice and the production part during the lesson	03	30%

**Investigation on the field:**

Basing on what is presented in the table, I notice that most of teachers do not carry out properly the writing lesson in their classes.

**Table10: Class organization during writing lesson**

	<b>Teachers(10)</b>	<b>%</b>
Individual work	10	100%
Group work	10	100%
Pair work	00	00%

**Investigation on the field:**

The results in the table above show that the teachers selected, organize well their class. They organize the class according the four possible position such as Individual work, Group work and Pair work.

## **Chapter five: Discussions, recommendations and suggestions**

### **Summary of the findings**

From the data collected, I can say that students are confronted with many problems in EFL writing. The way the writing lessons are taught students doesn't allow them to master writing, for it is noticed in the findings that only one student know the stages in the writing process.

#### **5.1. Discussions**

This section is about discussion of the data collected from the participants organized according to the research questions mentioned in the first chapter of my work.

##### **5.1.1. Students' points of view about writing**

On the basis of the data presented in the previous chapter, I can assume that most of the students questioned, find writing activity difficult. They find it difficult because they have a lot of difficulty in handling the writing activity. But this should not be a reason for them to boycott writing. They can try through exercises to become good in writing.

##### **5.1.2. Students' difficulties experience in EFL writing**

From the data collected, I can say that almost all the participant are confronted with serious problem with understanding, vocabulary, grammar and coherence as far as EFL writing is concerned. Whereas this should not be

excuses for the participants to hate writing activity, for they can work hard to overcome all these difficulties, then they will find writing activity easy.

### **5.1.3. Teachers way of teaching writing**

The three tables 8, 9 and 10 in chapter four show that the majority of the teachers don't follow exactly what must be done for a successful writing lesson, they don't design well the activities, they don't look for congruent activities and see how they can adapt them to the their students. Maybe they ignore what there are doing; for them what they are teaching is right. Whereas, the question they must ask themselves is, why my students don't excel in writing? It is on this point I can blame them for, if you are teaching something for so long, you must sit down and see if what you are doing is helping or destroying. If the EFL teachers I selected and all the EFL teachers in general do that, they can overcome their habitual way of teaching, get rid of that and look for the better writing lesson plan for their students.

### **5.1.4. Suggestions to the students**

I know that it will be difficult for them to do writing in English as a foreign language. But let me tell that, those who are doing it today started from somewhere, and you can also become like those person and finally perceive writing activity as easy. Moreover before coming to that stage you must work, do a little sacrifice. They must personally check vocabulary words in a lot of situation, you must work on grammar, try to build meaningful sentences, and then try to build a paragraph by keeping the main idea in the topic in a coherent

way. The last important things I want to tell you is that you must pay attention to the writing lesson in class, and participate.

#### **5.1.5. Suggestions to EFL teachers**

In this problem relating to writing, Teachers are also involved. What I have to tell teachers is that they are the architects of the writing lesson, they are the one who will make it pleasant to students. So look for good activities which can help them, use good strategies to conduct your class and oblige all of them to participate. Even if you don't find good activities from your own, ask your colleges who master writing lesson. Further, always remind students about the different stages in writing process.

#### **5.1.6. Suggestions to the government**

My suggestions to the government are summarized as follow:

a)“Provides to every teacher a good training before starting teaching in classes”. This suggestion raises the importance of professional training for teachers, because if they are well trained, teachers can perform their jobs very well and at the best of their abilities. Then they can reach the objective of the program they are teaching in; improving their teaching methodology and selected appropriate activities for teaching writing.

b)“Gives a lot of books to schools”. We all know that books are so important in any intellectual activity, especially in teaching or learning for, all the knowledge we need reside in books. Particularly for education in the learner-center

approach, books are so important. Books help learners to construct their personal knowledge.

c)“Introduce English in the program of primary school”. This suggestion is made by students themselves. For them, start learning English from primary school will help them master the language well and when they reach secondary educational level, they won't have much difficulties again as far as language barrier is concerned.

d)“Provide teachers with teaching books, references books, dictionaries” to enable them to carry out correctly their duties in classes. Then it can help teacher any way to teach well, and students will be well trained.

e)“Increase the credit of English as a subject in classes”. If this suggestion is taken into consideration, the higher credit of English will prompt students to start trying their best to be good in the subject.

f)“Review the program” I also suggest that the whole competency-based approach curriculum be reviewed. By doing this, it will help correct some of the weakness noticed in classes and which are summarized as follows:

- Lack of proper and numerous teaching /learning documentation based on the new approach.

- Large size of classes often composed of 50; 60; 70 and 80 students in some places. This often prevent teachers from focusing on each student.

- Lack of classrooms, tables and bench, etc...

- Lack of machines such as computers, printers and internet connexion for students' group works.

- Lack of sufficient teaching advisors and inspectors, who will always assist teachers, train and advise new teachers.

#### **5.1.7. Suggestions to school Authorities**

My suggestions to school authorities is that, they must take care of their school by giving the appropriate time for lesson teaching to teachers, put emphasis on the pedagogical meeting, and advise teachers to discuss interesting topics so that they can learn from one another. All this can help.

## CONCLUSION

The target of this present study is to examine students' point of views about their difficulties in EFL writing and strategies EFL teachers use to carry out writing lesson in their classes. All these points have been investigated and analyzed by means questionnaires.

The results show that the students perceive writing lesson as difficult because they are facing a lot of difficulties as far as vocabulary, grammar, coherence are concerned; they also have difficulty to understand the topic they are given. Besides, the results show that the activities and the strategies used by teachers to teach writing in their classes are not congruent. Therefore suggestions have been made to students, teachers, the government and finally to the authorities in order to work together to solve these problems for the development of our country.

Moreover, problems related to writing concern a lot of countries which introduce English as a foreign language to their educational system. Those countries can also observe the suggestions in the study so that they reduce their problems, and move forward.

The remarkable limitations of my study is that I only consider one secondary school in the Atlantic region. The reason is that I do not have much time to do my investigation in other secondary schools.

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## Appendices

### Questionnaire to students

The questionnaire below is to help me get from your experiences some information about problems related to EFL writing. Your answers will help me have reliable information.

1) Have you ever carried out a writing activity?

Yes  No

2) How was it?

Difficult  Easy

3) Do you really understand the writing topic?

Yes  A bit  No

4) Do you lack vocabulary words while writing?

Yes  Sometimes  No

5) Do you have any difficulty in grammar?

Yes  Sometimes  No

6) Do you have any problem with coherence? It means the way to gather ideas in order to provide meaning.

Yes  Sometimes  No

7) Do you know the different stages in the writing process?

Yes  Sometimes  No

**Questionnaire to EFL teachers**

This questionnaire is addressed to you in order to help me get information from you about how you teach writing.

8) What do you do before starting teaching writing?

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.....  
.....

9) How do you proceed?

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.....  
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10) How do you organize your class?

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