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Investigating The Challenges of Teaching and Learning Writing Skills in The Algerian Primary Schools.

The Case of Fifth Grade (About Mohammed Akli- Semmache) In Bouira.

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Dedication

I dedicate this work to myself first for never giving up, even when the road was filled with obstacles. Despite recurring illnesses and the difficult moments throughout my university journey, I held on and kept moving forward. This achievement stands as a testament to my strength and perseverance.

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Abstract

In response to English's growing global dominance in media, business, and international communication, Algeria has introduced English as a second foreign language in primary schools, starting from the third grade. While this reform reflects the country's recognition of English's importance, it poses significant challenges in Algeria's multilingual context, where Arabic and Tamazight are official languages and French remains the dominant foreign language. This study investigates the difficulties faced by fifth-grade learners and teachers in developing and teaching English writing skills, focusing on About Mohamed Akli, Semmache Primary School in Bouira. Using a mixed-methods approach teacher interviews and student questionnaires the research explores educational, linguistic, and cultural barriers that hinder writing proficiency. The study addresses four key questions: What challenges do teachers face in teaching writing? What difficulties do learners encounter in acquiring writing skills? What strategies can teachers use to address these challenges? And how can learners improve their writing abilities? The research hypothesizes that limited resources, inadequate teacher training, and minimal exposure to English outside the classroom hinder writing instruction. It also suggests that curriculum constraints, the simultaneous learning of French and English, and time limitations negatively affect learners' writing development. Findings reveal that students struggle with vocabulary, grammar, organization, and confidence, while teachers report insufficient training, time, and support. The study emphasizes the need for student-centered, interactive teaching, better teacher preparation, and curriculum reform. It concludes with practical recommendations aimed at enhancing writing instruction and supporting the success of Algeria's recent educational reforms.

Key Words: Writing Skills, Primary Education, Teacher Challenges, Student Difficulties

المخلص

في ظل التوسع العالمي لاستخدام اللغة الإنجليزية في مجالات الإعلام، الأعمال، والتواصل الدولي، قررت الجزائر اعتماد اللغة الإنجليزية كلغة أجنبية ثانية تدرس في المدارس الابتدائية ابتداء من السنة الثالثة، ويعد هذا القرار اعترافاً بأهمية اللغة الإنجليزية على الساحة العالمية، لكنه يواجه تحديات كبيرة في ظل تعدد اللغات في الجزائر، حيث تعتبر اللغة العربية والامازيغية لغتين رسميتين، وتظل الفرنسية اللغة الأجنبية الأكثر حضوراً في الحياة اليومية والتعليم. تهدف هذه الدراسة إلى تسليط الضوء على الصعوبات التي يواجهها تلاميذ السنة الخامسة وإمكانية تعلم وتعليم مهارات الكتابة باللغة الإنجليزية، من خلال دراسة ميدانية أجريت بمدرسة عبوط محمد أكلي، سماش في ولاية البويرة. وقد تم اعتماد منهج بحثي يجمع بين الكمي والنوعي، من خلال مقابلات مع المعلمين واستبيانات موجهة للتلاميذ، لفهم التحديات التعليمية واللغوية والثقافية التي تحول دون تطوير مهارات الكتابة لديهم. تركز الدراسة على أربع محاور أساسية وهي: ما الصعوبات التي يواجهها المعلمون في تدريس الكتابة باللغة الإنجليزية؟، ما التحديات التي تعترض التلاميذ في اكتساب هذه المهارة؟ ما هي الاستراتيجيات التي يمكن للمعلمين اتباعها للتغلب على هذه الصعوبات؟ وكيف يمكن للتلاميذ تحسين قدراتهم في الكتابة؟ تفترض الدراسة أن من بين أبرز العوائق: نقص الموارد التعليمية، غياب التكوين المناسب للمعلمين، وقلة التعرض للغة الإنجليزية خارج القسم. كما ترى أن محدودية المناهج الدراسية، وتزامن تعلم الفرنسية والإنجليزية، وضيق الوقت المخصص للحصص كلها تؤثر سلباً على تعلم الكتابة. وقد أظهرت النتائج أن التلاميذ يعانون من نقص المفردات، القواعد، تنظيم النصوص، والثقة بالنفس، في حين عبر المعلمون عن نقص في التدريب والدعم والوقت الكافي. وتوصي الدراسة باعتماد طرق تعليم أكثر تفاعلية تتمحور حول المتعلم، والاهتمام بتكوين الأساتذة، ومراجعة البرامج الدراسية. وتخلص إلى مجموعة من التوصيات العملية الرامية إلى تحسين تعليم الكتابة ودعم نجاح الإصلاحات التربوية الأخيرة في الجزائر.

الكلمات المفتاحية: تعليم اللغة الإنجليزية، مهارات الكتابة، التعليم الابتدائي، التحديات التعليمية، تكوين المعلمين، الإصلاح التربوي

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General Introduction

General Introduction

English is now the most widely spoken and learned language in the world and is frequently referred to as the global lingua franca (Crystal, 2012, p .59). Due to its increasing importance in international communication, business, and education, many countries including Algeria have introduced English at earlier stages of education. In Algeria, English was formally introduced in the third grade and has become a part of the elementary school curriculum. This change aims to equip young learners with the language skills necessary to thrive in a globalized world where English proficiency is increasingly vital for future opportunities (Boudraa, 2015, p .23).

However, incorporating English into the competencies of Algerian elementary schools also brings significant challenges, particularly in the development of writing skills. Fifth graders, who are still in the early stages of language acquisition, face numerous difficulties when writing in a foreign language, including limited vocabulary, grammatical errors, and problems organizing ideas coherently. These challenges are especially pronounced among fifth graders, who often struggle with sentence construction, spelling, and punctuation, which can hinder their ability to express themselves effectively in writing (Kormos, 2014, p .98). Moreover, the influence of other languages, especially French, exacerbates these linguistic challenges. Algerian students are often learning multiple languages simultaneously Arabic, Tamazight, French, and now English which complicates their acquisition of English writing skills (Boudraa, 2015, p .25).

The purpose of this dissertation is to investigate the unique writing difficulties faced by fifth-grade pupils in Algerian primary schools, as well as the impact of English language integration on their writing abilities. By examining the obstacles learners encounter and the strategies educators employ to overcome them, this study aims to offer recommendations for improving the teaching of writing in Algerian primary schools.

1.1. Background of the Study

English has become the most widely spoken language worldwide, with over 1.5 billion speakers. It functions as a primary medium of communication across diverse fields such as commerce, science, technology, and entertainment. Although English is not the first language for many, it is often the preferred language in multinational and international contexts. The

global spread of English is largely attributed to the historical influence of the British Empire and the dominant role of the United States in the past century. Moreover, English prevails as the dominant language on the internet and in academic research, with a significant majority of scientific publications written in English (Graddol, 1997, p .14). However, the rise of English has also raised concerns about the marginalization of less widely spoken languages and the potential erosion of linguistic and cultural diversity. Despite these concerns, English continues to gain prominence, and its global significance is unlikely to diminish.

In Algeria, the increasing demand for global communication has heightened the importance of English within the education system. While Arabic and French remain the primary languages of instruction, English is now introduced at an earlier stage, typically starting in the fifth grade of primary school. This shift reflects national efforts to equip students for a globalized future, where proficiency in English is a critical skill for engagement in science, technology, and international business. The Algerian government recognizes that early exposure to English enhances access to global knowledge and improves future career opportunities. Consequently, students are increasingly encouraged to learn English to access academic literature, international media, and entertainment, much of which is produced in English (Soudani et al., 2023, p .15).

Despite this growing emphasis, learning English particularly writing poses significant challenges for Algerian fifth-grade learners. Writing in an EFL (English as a Foreign Language) context goes beyond mechanical transcription; it demands mastery of sentence construction, coherent organization of ideas, and accurate use of syntax and grammar. These tasks are especially challenging for learners whose first languages have different grammatical and syntactic structures. Writing is essential for academic success and global communication, making the development of both fluency (the ability to write effortlessly) and accuracy (correct grammar, punctuation, and spelling) crucial (Saadi, 2019, p .60).

One major obstacle is students' limited exposure to English outside the classroom. Many learners struggle with fundamental language components, which hampers their ability to construct coherent sentences and paragraphs. Since English is introduced later than French or Arabic, students have less time to develop writing proficiency. Algeria's multilingual environment where Arabic, Berber, and French are spoken adds further complexity to English acquisition. Structural differences between English and students' native languages often cause confusion, particularly in areas such as word order, verb tenses, and prepositions.

Additionally, a lack of motivation and limited opportunities for practice exacerbate these challenges, making writing a daunting task for many young learners. Nevertheless, teachers are increasingly integrating writing-focused activities to improve student performance (Harivche et al., 2024, p .1).

This study aims to investigate the writing challenges faced by fifth-grade students in Algerian primary schools. It seeks to identify specific difficulties related to vocabulary, grammar, sentence structure, and coherence. Furthermore, the study evaluates the effectiveness of current teaching practices and available instructional resources in supporting writing development. It also explores the challenges teachers encounter when teaching writing in multilingual and resource-constrained environments. Ultimately, the research aims to provide actionable recommendations to enhance the teaching of writing skills in Algerian primary schools. By analyzing underlying causes such as limited practice, inadequate resources, and ineffective instructional strategies and assessing classroom practices, this study hopes to assist teachers in adapting their methods to better meet students' needs. The findings may also inform policymakers on the importance of improving support for English instruction at the primary level. Recognizing the impact of multilingualism on English writing acquisition will enable educators to tailor their approaches to diverse linguistic backgrounds, thereby making instruction more inclusive and effective. Additionally, this research contributes to the broader field of EFL education, particularly in Arab-speaking contexts where studies on young learners' writing development remain limited.

1.2. Statement of the Problem

Despite the global spread of English, Algeria presents a unique linguistic landscape as a multilingual society where Arabic and Tamazight are the official languages French remains the dominant foreign language , taught from an early age in schools However, in response to the increasing importance of English worldwide, the Algerian government has recently introduced English as a second foreign language in primary schools starting from the third grade This policy shift brings several challenges , particularly in the development of writing skills among young learners Teaching and learning English writing skills at the primary level pose difficulties for both teachers and students due to factors such as limited resources , insufficient teacher training , and students' lack of exposure to the language outside the classroom This empirical study aims to investigate the specific challenges Algerian EFL teachers and learners face in developing writing skills in primary education Focusing on fifth

grade learners at About Mohammed AkliSemmach school in Bouira , the research seeks to identify key factors influencing the effectiveness of writing instruction and propose practical solutions to enhance learning outcomes

1.3. Objectives of the Study

The purpose of this study is to explore the various difficulties encountered by fifth-grade primary school teachers and learners in acquiring writing skills More specifically, this research aligns with the ongoing educational reforms by perusing two key objectives:

1/ To examine the challenges faced in teaching and learning writing skills in Algerian primary schools

2/ To investigate potential solutions to overcome these obstacles and improve writing proficiency at the primary level

1.4. Research Questions

The present research seeks to answer the following main questions:

1/ What challenges do Algerian primary school teachers face in teaching writing skills to fifth-grade learners?

2/ What difficulties do Algerian fifth-grade primary school learners encounter in acquiring writing skills?

3/ What strategies can Algerian EFL primary school teachers employ to address these challenges?

4/ What strategies can help Algerian EFL primary school learners improve their writing skills acquisition?

1.5. Research Hypothesis

Based on the above research questions, the following hypotheses are suggested:

RH1- The integration of English into Algerian primary schools presents significant challenges of both teachers and learners due to limited resources, insufficient training, and lack of exposure to the language

RH2 - The Algerian educational system does not effectively achieve its objectives of developing writing skills among primary school learners due to ineffective teaching methods and curriculum constraints

RH3- Simultaneously acquiring two foreign languages (French and English) in primary school may place cognitive strain on young learners, affecting their ability to develop writing skills in English

RH4- Time constraints and pressure to cover all four language skills (listening, speaking, reading, and writing) limit teachers' ability to provide effective instruction in writing

1.6. Significance of the Study

This study is important because it aims to explore, in depth, the challenges that hinder writing development in Algerian primary classrooms. By bringing these issues to light, the research not only raises awareness among educators and policymakers but also encourages dialogue on how to better support young learners in acquiring one of the most vital tools for academic success and personal expression. The findings are expected to benefit a wide range of stakeholders within the educational system.

First and foremost, primary school teachers will gain practical insights into the real challenges their students face in writing, enabling them to adapt their instructional strategies, classroom activities, and assessment methods to better meet learners' needs. In addition to teachers, curriculum designers and educational policymakers can benefit from the study's evidence-based findings, which may inform future curriculum reforms particularly in the areas of language instruction and literacy development. Teacher training institutions will also find the research valuable in equipping future educators with a more nuanced understanding of the writing process at the primary level, especially within Algeria's unique linguistic and cultural context. Furthermore, parents may benefit indirectly, as the outcomes of the study can help guide language development at home. Finally, this research will serve as a resource for academics and researchers in the fields of primary education, applied linguistics, and language acquisition, offering new perspectives and contributing data to the limited literature on writing challenges among young learners in Algeria.

The academic value of this research lies in its contribution to a relatively underexplored area in Algerian educational studies namely, the investigation of writing challenges at the

primary school level. Most existing research focuses on writing difficulties at the secondary or tertiary levels, often overlooking the foundational stage where writing habits and skills begin to form. By concentrating on fifth-grade students, this study provides a much-needed examination of how early writing challenges emerge and develop within Algeria's specific sociolinguistic and educational context. In addition, it offers empirical data that can enrich current discussions on language policy, bilingual or multilingual education, and literacy development in the Arab and North African region. It also opens the door to comparative studies with other countries facing similar educational challenges, thereby broadening the scope of international scholarship in the field. Ultimately, this research adds depth to global conversations about how to effectively support young learners in developing strong writing skills across diverse educational settings.

1.7. Research Methodology

1.7.1. Research Design

This study adopts a mixed-methods approach, as defined by Creswell (2009, p . 4) “a mixed methods approach is an approach to inquiry that combines or associates both qualitative and quantitative forms.” The qualitative component involves semi-structured interviews with primary school teachers to explore their perspectives on students' writing difficulties and the instructional strategies they employ. The quantitative component utilizes student questionnaires to assess writing performance and identify common challenges from the learners' perspective.

The rationale for employing a mixed-methods design lies in its ability to integrate numerical data with contextual insights, thereby offering a more comprehensive understanding of the research problem. Both qualitative and quantitative analyses will be applied to the collected data to ensure a robust interpretation of the findings. The study also employs a case study framework, focusing on a specific school context to delve deeply into the personal experiences, situational factors, and coping strategies adopted by teachers in addressing writing challenges.

By triangulating data sources and analytical approaches, this research aims to produce well-rounded findings that not only contribute to the existing body of knowledge but also inform teaching practices and educational policy. Ultimately, the study seeks to enhance

understanding of both the obstacles and opportunities in the Algerian EFL primary school writing classroom.

1.7.2. The Sample Population

According to Black (1998), "Sample population refers to the group of individuals selected from the larger population who are actually observed or analyzed in a research study." In this study, the sample population consists of 60 fifth-grade primary school students studying English as a Foreign Language (EFL) at About Mohammed Primary School in Semmache, Bouira. These students, typically aged between 10 and 11, have reached a stage in their education where they are expected to apply basic English writing skills.

To ensure objectivity and minimize selection bias, a random sampling technique was employed. This method provides a representative cross-section of the student body, offering a solid foundation for identifying common writing difficulties among EFL learners. The randomly selected sample enhances the reliability of the findings and allows for more generalizable insights into the writing challenges faced by Algerian fifth-grade EFL students.

1.7.3. Data Collection Methods

To investigate the writing difficulties encountered by Algerian primary school students, both questionnaires and semi-structured interviews were employed as data collection instruments. A total of sixty fifth-grade EFL students completed the questionnaire, which included multiple-choice items alongside a few open-ended questions. This tool aimed to gather quantitative data on students' perceptions of their writing challenges and habits. In parallel, semi-structured interviews were conducted with EFL teachers to gain deeper insights into their perceptions of students' writing difficulties, instructional strategies, and classroom experiences. This qualitative approach enabled the collection of rich, contextualized information.

The combination of these two methods allowed for both statistical analysis and in-depth exploration of participant experiences, providing a comprehensive understanding of the factors influencing writing performance in the Algerian EFL primary school context.

1.8. Limitation of the Study

While this study offers valuable insights into the writing difficulties faced by primary school students in the Algerian EFL context, it is important to acknowledge several limitations that may have influenced both the research process and the results. One significant limitation is the relatively small sample size, which included only 60 fifth-grade students and a limited number of EFL primary school teachers. This restricted scope may reduce the generalizability of the findings to the broader population of Algerian students and educators.

Time constraints also posed a considerable challenge during the data collection phase, primarily due to the academic calendar and the limited availability of both students and teachers. Furthermore, the study relied heavily on self-reported data obtained through questionnaires and interviews. Such data are subject to various forms of bias, including misinterpretation of questions and the tendency of participants to provide socially desirable responses, which could affect the reliability and validity of the findings. Another notable obstacle was the unexpected absence of the researcher's colleague, who was originally scheduled to assist with fieldwork. As a result, the researcher had to manage all aspects of the data collection independently, including coordinating with school administrators, distributing and collecting questionnaires, and conducting interviews. This additional responsibility not only increased the workload but may also have influenced the overall quality of participant engagement.

Despite these challenges, every effort was made to conduct the study ethically, thoroughly, and with academic integrity. These limitations are presented to provide transparency and context for interpreting the study's outcomes.

1.9. Structure of the Study

This dissertation is structured into two primary chapters. It begins with a general introduction, which presents the rationale behind the study, defines the research problem, and outlines the study's objectives. Additionally, it highlights the significance of investigating writing difficulties in Algerian primary schools, formulates the research questions, and provides justification for the study. The introduction concludes with an overview of the dissertation's structure, the methodology employed, and a brief mention of the research limitations.

The first chapter focuses on the theoretical framework and presents a comprehensive literature review. It begins with an overview of the status and role of English in Algerian primary schools, followed by definitions of writing and discussions on the importance of writing skills in EFL instruction. This chapter also reviews various strategies and methods for teaching writing, while highlighting the specific challenges faced in Algerian primary classrooms. Furthermore, it emphasizes the crucial role of EFL teachers in developing learners' writing proficiency and explores practical approaches to improving writing instruction at the primary level.

The second chapter constitutes the practical component of the study, encompassing data collection, analysis, and presentation of the findings. It begins with the students' questionnaire, offering a detailed explanation of its design, a description of its items, and a thorough analysis of the results. This is followed by the teachers' interviews, which explore their instructional practices, classroom experiences, and the challenges they encounter in teaching writing. The chapter concludes with pedagogical implications and recommendations aimed at enhancing the writing proficiency of EFL learners in Algerian primary schools.

Chapter One: Literature Review

2.1. Introduction

This chapter provides a comprehensive review of the literature surrounding the teaching and learning of English writing skills, with a particular focus on the Algerian educational context. It begins by examining the global status of English, highlighting its dominance in various fields such as academia, business, entertainment, travel, and the online world. This chapter also discusses the growing importance of English within the Algerian educational system, where it plays an increasingly significant role in higher education and professional sectors. Following this, the chapter delves into the nature of writing as a fundamental language skill, emphasizing its importance in English as a Foreign Language (EFL) learning. It outlines the definition of writing, its role as a core language competency, and its various functions, including academic, professional, and self-expressive purposes. The chapter further explores various pedagogical approaches to teaching writing, including the product, process, genre, communicative, and collaborative approaches. It also identifies key challenges faced by both teachers and students in Algerian primary schools, such as psychological barriers, classroom constraints, and limited practice opportunities. Finally, this chapter offers strategies for enhancing writing instruction and underscores the pivotal role of EFL teachers in supporting students' writing development. Through this overview, the chapter provides valuable insights into the complexities of writing instruction in EFL contexts, particularly in Algeria, where the role of English is rapidly evolving.

2.2. Theoretical Background on Teaching and Learning Writing Skills

2.2.1. The Status of English in Today's World

Language is the primary means of human communication, allowing people to express their ideas, emotions, and thoughts. Among the approximately 7,000 languages spoken across the globe, English has emerged as the most widely spoken and influential. Although it is only one language among many, English functions as a global lingua franca, particularly in international contexts such as diplomacy, business, science, and popular culture. Its widespread use can be attributed not only to the legacy of British colonialism but also to the global dominance of English-speaking countries in economic, political, and cultural spheres. English is the language of Hollywood, international finance, and global commerce (Diel, 2024, p.1).

Over time, English has developed numerous regional and national varieties, including British English, American English, Canadian English, and Australian English. Within the United States alone, it encompasses a range of dialects such as New Jersey English, East and West Coast varieties, Southern English, and African American Vernacular English (AAVE), also known as Ebonics. Today, English is spoken as a first or second language in many countries around the world, making it a key tool for cross-cultural communication. Proficiency in English offers significant advantages in today's globalized world. It facilitates communication across national and cultural boundaries, thereby enhancing career prospects, international collaboration, and personal connections. Moreover, English provides access to a vast body of knowledge, as a large proportion of academic publications, scientific research, and online content is produced in English. For many professionals, English proficiency is essential for career advancement, as it is often a requirement in multinational companies and international organizations (Doe, 2024, p .2).

Proficiency in English enables individuals to participate in international discourse across various domains. Below are some of the most significant reasons why learning English can enhance one's personal and professional life.

2.2.1.1. English is The Dominant Language in Academia

English has become the primary language of academia, a fact reflected in the global distribution of leading educational institutions. As of 2020, seventeen of the world's top universities are located in English-speaking countries. Proficiency in English provides access to these prestigious institutions, particularly in countries such as the United States and the United Kingdom. Admission to many of these universities typically requires a minimum B2 level of English, as defined by the Common European Framework of Reference for Languages (CEFR). While reaching this level may seem challenging, it serves as a necessary benchmark to ensure that students are fully equipped to comprehend academic materials, participate in classroom discussions, and complete coursework effectively in an English-speaking environment (Crystal, 2012, p .67).

2.2.1.2. English is The Most Common Business Language

Proficiency in English significantly enhances an individual's employability, both in English-speaking countries such as the United States and in international job markets.

Research conducted by Cambridge English shows that over 95% of employers in non-English-speaking countries also value English skills, highlighting the global importance of the language in today's interconnected economy. Learning English can open doors to employment opportunities across a wide range of sectors and regions, enabling individuals to build more promising and versatile careers. Furthermore, employees who are proficient in English are often viewed as valuable assets and may receive additional compensation for their language skills. One study revealed that fluency in English can lead to an average increase of 28 percent in hourly wages, underscoring the concrete economic advantages of English language proficiency (Grin,2001, p .70).

2.2.1.3. The Most Popular Entertainment in the World is in English

The global reach of English-language media particularly through platforms such as Hollywood films and Netflix has played a major role in shaping contemporary entertainment and culture. For individuals who learn English, the need to rely on subtitles, which are often inaccurate or awkwardly translated, is eliminated, resulting in a more immersive and authentic viewing experience. Moreover, entertainment provides one of the most accessible and enjoyable ways to acquire a new language. For example, learners can improve their listening and speaking skills by watching shows with a notepad in hand pausing to write down new words or phrases and repeating lines to practice pronunciation. In addition, YouTube has become a powerful educational tool, with approximately 66 percent of its content available in English. The platform hosts a variety of language-learning channels and creators, such as Bob the Canadian, Lingua Marina, and Mr. Duncan, who offer engaging and practical resources for English learners worldwide (Gatcho,2024, p .1).

2.2.1.4. English is The Most Useful Language for Travel

English also plays a crucial role in facilitating travel and cross-cultural communication. As the most widely spoken second language in the world, English often serves as a common linguistic bridge between people of different nationalities. Even a basic knowledge of English can greatly enhance a traveler's experience, enabling them to navigate unfamiliar environments, interact with locals, and develop a deeper appreciation for diverse cultures. Practical situations such as asking for directions, negotiating prices in local markets, or seeking assistance in emergencies can be handled more effectively with English proficiency. In critical circumstances, the ability to communicate in English may even be life-saving,

underscoring its importance beyond mere convenience (European Journal of Emerging Technology and Discoveries, 2024).

2.2.1.5. English is The Language of the Online World

English is the most widely used language on the internet, with more than half of the most popular websites presented in English. As a result, proficiency in English is essential for effectively interacting with and navigating the digital world. With over one billion internet users communicating in English, those who are proficient in the language gain access to a vast array of resources, educational platforms, and entertainment content. English enables deeper engagement with global content and communities.

Beyond entertainment, English fluency allows individuals to showcase their talents online whether by building personal websites, enrolling in online courses, or increasing their visibility in professional spaces. International companies are increasingly using digital tools such as email, LinkedIn, and Zoom to connect with and recruit English-speaking candidates. Therefore, understanding English not only enhances the online experience but also opens up valuable educational and professional opportunities on a global scale (Kecskés, 2019, p. 45).

2.2.2. The Status of English in The Algerian Educational System

In contemporary society, the importance of acquiring foreign language skills is increasingly recognized, particularly as globalization fosters closer international integration. In this context, the English language has become essential to the evolving global community. English functions as the dominant medium in modern communication, including satellite television and the internet. With approximately 1.5 billion speakers worldwide, it serves as the principal language of international discourse across diverse fields such as business, diplomacy, technology, sports, travel, and entertainment (Crystal, 2003, p. 6).

In recent years, the significance of English within Algeria's educational system has grown considerably. While French has historically played a dominant role in Algerian education due to the country's colonial past, there is now a clear shift toward establishing English as a primary language of instruction. This shift reflects not only global linguistic trends but also a deliberate national effort to position Algeria as a competitive player in the fields of science, technology, and the global economy. Through various educational reforms,

the Algerian government has acknowledged the rising importance of English and is taking active steps to integrate it more deeply into the educational framework (Al-Fanar Media, 2022). One of the most notable developments in this direction was the government's decision under the leadership of President Abdelmadjid Tebboune to introduce English language instruction at the primary school level in 2022. This marked a significant policy departure from the longstanding dominance of French, aiming instead to foster English proficiency from an early age. The initiative is intended to equip students with the linguistic tools necessary to face global challenges, including access to international research, business, and technology. According to the Ministry of Education, English is not merely a means to improve academic performance but is increasingly regarded as a crucial skill for global competitiveness (Algerian Press Service, 2022).

Given English's status as the primary language of international communication, these reforms aim to meet the growing demand for multilingual professionals. This is especially important for Algeria, which seeks to expand its global presence. Proficiency in English is increasingly viewed as essential for Algerian graduates hoping to succeed in the international job market. As Professor Hayat Messekher of the École Normale Supérieure of Bouzaréah notes, English plays a vital role in enhancing the international visibility of Algerian universities and research institutions. Furthermore, it enables students to participate in global academic research, which is key to Algeria's advancement in science and technology (Al-Fanar Media, 2025). Public reactions to this policy have been mixed. On one hand, many parents view English education as essential for improving their children's future prospects. A study conducted by Raouia Manseur and Mohammed Nassim Negadi found that parents from various regions of Algeria expressed positive attitudes toward early exposure to English, recognizing its role in expanding educational and career opportunities. On the other hand, some segments of society express concern over the potential marginalization of the French language, which continues to serve as a post-colonial cultural marker. The need to balance French and English alongside the dominant role of Arabic presents a complex linguistic challenge for Algeria's educational system (Manseur & Negadi, 2019, p. 151).

The growing importance of English in Algeria's educational landscape reflects a major step toward modernization and international integration. The government's initiative to introduce English at the primary level demonstrates a strong commitment to preparing future generations for life in a globalized world. However, the success of these reforms will depend

on addressing several key challenges, including the availability of qualified teachers, access to appropriate teaching materials, and the careful management of Algeria's multilingual identity. By overcoming these obstacles, Algeria can ensure that its educational system remains both competitive and relevant in an increasingly interconnected global context (Associated Press, 2022).

As Algeria continues to expand English instruction across all levels of education, it becomes essential to focus not only on general language proficiency but also on the development of specific language skills. Among these, writing plays a fundamental role in academic success and effective communication. Before exploring its importance in education, it is useful to first define what writing skill entails.

2.3. Writing Skill

2.3.1. Definition of Writing

Writing is a complex, multidimensional process that primarily uses written text to generate, organize, and communicate ideas through the symbolic representation of language. It is a deliberate and structured form of expression that goes beyond mere transcription, encompassing a range of cognitive, linguistic, and rhetorical activities. At its core, writing serves as a tool for thought and communication, enabling individuals to construct meaning, convey information, persuade audiences, and reflect on knowledge. Far from being a passive act, writing demands the active engagement of the writer's critical thinking, creativity, and linguistic competence, integrating syntax, semantics, and pragmatics to produce coherent and purposeful discourse (Flower & Hayes, 1981).

In academic contexts, writing serves both epistemic and communicative purposes: it not only facilitates the exchange of pre-existing knowledge but also contributes to the creation of new understanding through the analysis and articulation of concepts. Writing allows authors to position themselves within larger intellectual traditions, engage in current scholarly debates, and construct persuasive arguments. It is thus a critical mechanism for learning and knowledge construction, where individuals internalize, analyze, and transform information. In educational and scholarly settings, writing is governed by disciplinary conventions, genres, and purposes, requiring adherence to organizational norms, citation practices, style guidelines, and evidence-based reasoning (Bazerman, 1988). Additionally, writing is both a personal and

social act. While it stems from the writer's internal cognitive processes, it is shaped by external factors such as audience expectations, cultural contexts, and institutional discourses. Through writing, individuals engage in a dialogue with others past and present thereby situating their voices within collective bodies of knowledge. The act of writing involves revision, reflection, and refinement, distinguishing it from spontaneous speech and highlighting its role as a craft that must be learned, practiced, and critically developed over time (Emig, 1977).

2.3.2. The Importance of Writing Skills in EFL Learning

2.3.2.1. Writing as a Core Language Competency

Writing is one of the four fundamental language skills in the context of learning English as a foreign language (EFL), alongside speaking, listening, and reading. It plays a vital role in the development of language proficiency, as it allows students to process, assimilate, and express vocabulary and grammatical structures. In addition to its function as a tool for communication, writing stimulates higher-order thinking skills and encourages deeper cognitive engagement with the language system, as it requires students to create language rather than merely understand it. Furthermore, because writing integrates vocabulary usage, coherence, organization, and grammatical accuracy, it is often considered the most complex of the language skills. As such, it is essential for achieving advanced levels of language proficiency (Harmer, 2004, p. 5; Hayes and Flower, 1981, p. 370).

2.3.2.2. Writing as a Tool for Language Development

One of the most effective ways to reinforce language learning in English as a foreign language (EFL) is through writing. Writing assignments require students to recall and apply their lexical and grammatical knowledge, helping them consolidate information from other language domains. Writing also provides an opportunity for reflection and revision, allowing students to reprocess language and facilitating more lasting learning (Sadoune, 2024, p. 12). This recursive nature of writing supports long-term language acquisition by enabling learners to focus on both language form and meaning simultaneously. Additionally, the process of composing texts in English encourages students to analyze and clarify their thoughts, which contributes to overall language development and metacognitive growth (Sun & Zhang, 2022, p. 45).

2.3.2.3. Writing for Academic and Professional Purposes

The ability to write effectively in English is increasingly crucial in academic and professional contexts, especially in a globalized world where English functions as a lingua franca. Strong writing skills in English as a foreign language (EFL) contexts can open doors to international work, scholarly communication, and further education (Tang, 2012). Academic writing, in particular, demands not only linguistic accuracy but also critical thinking, argumentation, and familiarity with academic conventions. Therefore, fostering writing skills in EFL learners equips them with the tools necessary for success in academic and professional domains where English is the primary medium of communication (Chaves, 2020, p .1).

2.3.2.4. Writing as a Means of Assessment and Self-Expression

In English as a foreign language (EFL) classes, writing is also a vital assessment tool. It provides teachers with tangible evidence of learners' language development and offers insights into their grammatical control, vocabulary range, and discourse competence. Moreover, writing allows learners to express their thoughts, opinions, and cultural identities, making it a valuable tool for personal expression and intercultural communication. In this sense, writing supports learners' autonomy and voice, empowering students to construct meaning and communicate across linguistic and cultural boundaries. Encouraging expressive and creative writing in the EFL classroom also contributes to motivation and learner engagement (Alshammari, 2020, p .1).

2.3.2.5. Pedagogical Implications and Skill Integration

From a pedagogical standpoint, teaching reading, speaking, and listening should be integrated with the development of writing skills. A process-oriented approach that includes preparation, drafting, feedback, and editing is considered the most effective method for learning to write (Flower & Hayes, 1981, p . 367). Writing can also enhance language exposure and practice in English as a foreign language (EFL) environments, especially when exposure to English is limited. By incorporating collaborative writing, peer review, and genre-based instruction, teachers can create meaningful and communicative writing activities that reflect authentic language use and support learners' overall linguistic competence (Hyland, 2003, p .17).

2.3.3. Approaches and Methods in Teaching Writing Skills

2.3.3.1. The Product Approach

The product approach emphasizes accuracy, structure, and form in the final written output. It typically involves model texts that students are expected to analyze and imitate. Writing tasks in this approach often prioritize grammatical accuracy, appropriate vocabulary, and adherence to standard conventions of written genres. The teacher's role is to present clear methods and correct student errors, aiming to help learners produce well-structured and error-free texts. While this approach is effective in reinforcing linguistic form, it has been critiqued for not sufficiently promoting creativity or authentic communication. (Raimes, 1983, p .6).

2.3.3.2. The Process Approach

In contrast, the process approach treats writing as a recursive and developmental process, emphasizing stages such as planning, drafting, revising, editing, and publishing. It encourages students to focus on content and meaning first, with form addressed later during the revision stages. Teachers act as facilitators, offering feedback throughout the process rather than solely on the final product. This method promotes learner autonomy, critical thinking, and self-reflection, making it widely adopted in modern writing instruction (Tribble,1996, p . 39).

2.3.3.3. The Genre Approach

The genre-based method combines language instruction with an awareness of social context and purpose. It emphasizes how language is used differently across genres such as reports, narratives, or argumentative essays. Students learn to recognize and produce the features of specific text types through explicit instruction and modeling. This approach helps learners understand the relationship between text, structure, and communicative purpose, making it particularly useful in academic and professional contexts (Pham & Bui, 2021, p.96).

2.3.3.4. The Communicative Approach

The communicative approach to writing prioritizes the use of writing as a means of real communication. Writing tasks are designed to be meaningful, authentic, and often interactive, such as writing letters, emails, or blog posts. This method encourages learners to consider their audience and purpose, making the writing experience more engaging and relevant. It

aligns closely with the principles of communicative language teaching (CLT) and supports the integration of writing with speaking, reading, and listening activities (Savignon,2002, p .54).

2.3.3.5. The Collaborative Approach

The collaborative approach involves learners working together in pairs or groups to plan, draft, and revise texts. This approach supports the notion that writing is a social activity and that peer interaction and group problem-solving enhance learning. Collaboration fosters negotiation of meaning, peer feedback, and a deeper understanding of writing conventions. Teachers play the role of guides, encouraging cooperative learning and creating opportunities for peer review (Pica,1994, p .508).

2.3.4. Challenges in Teaching and Learning Writing Skills in Algerian Primary Schools

2.3.4.1. Challenges Faced by Teachers

2.3.4.1.1. Lack of Training in Modern Teaching Approaches

Many primary school teachers in Algeria face difficulties in applying modern teaching methodologies, such as the Competency-Based Approach (CBA). A lack of in-service training programs and an inadequate theoretical foundation are major causes of this. As a result, many teachers rely on traditional, teacher-centered methods that do not effectively foster the development of writing skills in young learners. The absence of proper training in contemporary teaching methodologies is a significant challenge for educators when it comes to teaching writing. Many teachers, particularly those working in under-resourced environments, lack access to professional development opportunities that emphasize research-based, contemporary writing instruction strategies. Consequently, they often revert to outdated techniques that fail to engage students or develop critical writing skills. Without such training, teachers struggle to adopt effective student-centered practices that support diverse learners in the writing classroom (Richards & Farrell, 2005, p . 3).

2.3.4.1.2. Limited Use of Collaborative Writing Strategies

Collaborative writing is recognized as a beneficial strategy for enhancing learners' writing abilities. However, in Algerian primary schools, teachers face several obstacles, such as students' unwillingness to work in groups, lack of group interaction skills, and challenges in

evaluating individual contributions. These barriers reduce the effectiveness and application of collaborative writing in the classroom. One significant issue in writing instruction is the underutilization of collaborative writing techniques. Many teachers prioritize individual writing assignments while overlooking the advantages of group and peer collaboration in developing writing skills. Although research has shown that collaborative writing not only increases students' engagement but also improves the quality of their writing through shared knowledge and feedback, students may miss out on important opportunities for deeper learning and skill development if these strategies are not used. This limited use may result from a lack of training, time constraints, or uncertainty about how to effectively manage group dynamics (Storch, 2013, p . 4).

2.3.4.1.3. Influence of Digital Communication on Writing Skills

Students' formal writing skills have been impacted by the increased use of digital communication platforms, such as social media and messaging applications. Teachers note that learners often make frequent spelling and grammatical mistakes, influenced by informal digital writing habits, which hinder their development in academic writing. The widespread impact of digital communication on students' language use is one of the biggest challenges teachers face when teaching writing skills today. As texting, social media, and instant messaging become more popular, students are exposed to informal language, abbreviations, emojis, and nonstandard grammar. This shift in communication styles often makes it more difficult to adhere to academic writing rules, such as using proper sentence structure, formality, and coherence. In addition to teaching traditional writing conventions, educators must also help students navigate and distinguish between academic and digital writing contexts, as students often carry over informal styles into their academic or professional writing (Mills & Exley, 2014, p . 146).

2.3.4.1.4. Large Class Sizes and Resource Constraints

Teachers in Algerian elementary schools face significant challenges in managing classrooms and providing individualized feedback on writing assignments due to large class sizes. Furthermore, their ability to implement varied and interactive writing exercises is limited by a lack of educational resources, such as textbooks and technological tools. In overcrowded classrooms, teachers may be forced to rely on general comments or peer assessments, which may not fully address each student's unique needs. This makes it difficult

and time-consuming to provide personalized feedback, a critical component of writing instruction. Resource limitations, such as restricted access to instructional materials, technology, or support personnel, further hinder effective writing instruction. These challenges often result in reduced writing practice, lower student engagement, and fewer opportunities for review and growth. Consequently, educators in under resourced settings must find innovative ways to manage their workloads while striving to deliver high-quality writing education (Komba & Nkumbi, 2008, p . 72).

2.3.4.1.5. Disconnection Between Theory and Practice

A significant challenge in teaching writing is the persistent gap between theoretical knowledge and its practical application in the classroom. Although many teacher education programs emphasize theoretical frameworks such as critical literacy, process writing, and genre-based pedagogy, teachers often struggle to implement these models effectively in real-world settings. This difficulty arises due to factors such as time constraints, rigid curriculum requirements, and a lack of institutional support. As a result, educators often feel unprepared or unsupported when it comes to adapting theoretical approaches to meet the diverse needs of their students. In the context of Algerian classrooms, the disconnect between the theoretical concepts taught in teacher preparation programs and the realities of classroom practice is especially pronounced. Many teachers report challenges in translating abstract theories into practical writing instruction techniques, leading to inconsistent or ineffective teaching outcomes (Graham & Perin, 2007, p . 14).

2.3.4.1.6. Socio-Cultural Factors Affecting Motivation

Socio-cultural factors play a crucial role in shaping teachers' motivation to enhance their writing skills in many educational contexts. For instance, in English as a Foreign Language (EFL) settings where writing is undervalued or seen as less useful, teachers may feel that investing effort in improving their writing abilities is not worthwhile. In some cultures, speaking skills are prioritized over writing, which may lead teachers to focus more on oral communication during their own education. As a result, they may feel ill-equipped or hesitant to engage in writing activities. Without support from supervisors or colleagues to foster writing development, teachers may lack the necessary encouragement, feedback, and constructive criticism needed to improve. These socio-cultural dynamics can create the

impression that writing is not a central goal, further diminishing motivation to develop writing skills (Lee, 2014, p . 189).

2.3.4.1.7. Inadequate Assessment Methods

Inadequate assessment methods can negatively affect teachers' motivation to improve their writing skills, especially when writing is evaluated solely on criteria such as grammar, spelling, or final products. If teachers perceive that creativity, critical thinking, and the writing process are not valued in assessments, they may become less motivated to engage in their own writing or explore new teaching methods. Additionally, when assessments are overly strict or unclear, teachers may struggle to support their students effectively, leading to frustration and a lack of confidence in their own abilities. Furthermore, when writing assessments fail to consider the writing process or lack constructive feedback, students may feel discouraged rather than encouraged, especially if they receive little or overly harsh feedback on their work (Lee, 2017, p . 13).

2.3.4.2. Challenges Faced by Learners

2.3.4.2.1. Limited Vocabulary and Grammar Proficiency

One of the most significant challenges in developing writing skills among primary school students is their limited vocabulary and weak grammar proficiency. Many young learners lack the vocabulary needed to express their ideas clearly, which limits their ability to write meaningful and detailed sentences. As a result, they may rely on simple language or repetition, which diminishes the quality of their writing. Additionally, students with weak grammar skills often struggle to construct proper sentence structures, use appropriate tenses, and connect ideas cohesively. This can lead to writing that is unclear and disorganized, causing frustration and a lack of confidence. When students face difficulties with grammar and vocabulary, both their writing abilities and their attitudes toward writing are negatively affected, which can ultimately demotivate them from improving (Myhill, 2009, p . 417).

2.3.4.2.2. Low Motivation and Engagement

Many young students struggle to maintain motivation when writing assignments appear too difficult, boring, or disconnected from their real-life interests. Without a clear purpose or personal connection to writing tasks, students may invest minimal effort or avoid writing altogether. Low motivation can also stem from past failures or negative experiences, such as

receiving low grades or unconstructive feedback, which can quickly undermine their confidence in their writing abilities. The way writing is taught plays a crucial role in student engagement; if the focus is too heavily on rules and accuracy, students may become anxious or disengaged. To foster motivation, it is essential to keep writing activities relevant, enjoyable, and supportive, as motivated and engaged students are more likely to practice and improve their writing skills (Guthrie & Wigfield, 2000, p . 405).

2.3.4.2.3. Inadequate Writing Practice Outside the Classroom

Many primary school students face challenges due to insufficient writing practice outside the classroom. Writing is a skill that improves with regular practice, yet many students lack opportunities to write at home or in informal settings. This may be due to limited access to resources such as books, notebooks, or digital tools, or because writing is not valued or encouraged in their home environments. Without additional writing practice, students may struggle to build confidence and fluency, and they may forget what they have learned in school. Strong writing skills require consistent practice both inside and outside the classroom. When students write only during class and are not encouraged to write in their everyday lives, their progress is slower, and they are less likely to develop a genuine enjoyment of writing (Graham & Perin, 2007, p . 21).

2.3.4.2.4. Handwriting Difficulties

Children who have difficulty forming letters clearly and writing at a consistent pace often become frustrated, which can divert their attention away from the content of their writing. This makes it harder for them to organize their thoughts or express their ideas effectively. Handwriting difficulties are common among primary school students and can significantly hinder their writing development. Additionally, negative feedback from teachers about students' handwriting can damage their self-esteem and motivation. The physical effort required for writing may cause some children to avoid writing assignments altogether. Students who struggle with handwriting often write less and produce lower-quality work not because they lack ideas, but because the act of writing itself is too challenging. Encouraging the development of handwriting skills at an early age is essential to help students become more confident and capable writers (Medwell & Wray, 2007, p . 28).

2.3.4.2.5. Lack of Confidence and Self-Esteem

Low self-esteem and a lack of confidence are closely intertwined issues that can significantly hinder primary school students' progress in writing. Over time, these challenges can erode their self-esteem and lead them to avoid writing tasks or put in minimal effort. Some students may compare themselves to classmates who write better, which can result in feelings of discouragement or embarrassment. Many young learners feel uncertain about their ability to write correctly or express their ideas clearly. When they make mistakes or receive negative feedback, their confidence can decline, causing them to believe they are not skilled writers. Providing constructive feedback, along with patience and opportunities for success, can help boost students' confidence and improve their writing outcomes. (Pajares, 2003, p. 141). In addition, several studies have identified three major areas of challenge in teaching and learning writing in Algerian elementary schools. The first category focuses on in-classroom difficulties, such as overcrowded classrooms, lack of teaching resources, and limited instructional time (Benaouda, 2014, p. 45). The second category addresses out-of-classroom issues, including low parental involvement, socioeconomic constraints, and limited exposure to written language outside of school (Bouabdelah, 2015, p. 32). The third category highlights psychological challenges, such as writing anxiety, low self-esteem, and diminished motivation. These interconnected factors collectively complicate the process of developing effective writing skills among young students in Algeria (Zohra, 2016, p. 28).

2.3.4.3. Inside Classroom Challenges

2.3.4.3.1. Overcrowded Classrooms

Overcrowded classrooms present a significant barrier to developing writing skills, as teachers often struggle to provide each student with the individualized attention necessary for growth. The lack of personalized support means that many students' writing mistakes go unaddressed, hindering their progress. Additionally, teachers' heavy workloads, which include extensive marking and administrative tasks, leave them with limited time to focus on effective writing instruction. This not only diminishes the quality of education but also contributes to increased stress levels for both teachers and students. These challenges underscore the importance of smaller class sizes to improve writing instruction and enhance learning outcomes (Brophy, 2006, p. 25).

2.3.4.3.2. Limited Instructional Time

A major challenge that primary school teachers face in helping students improve their writing skills is the limited amount of instructional time. Teachers often express difficulty in allocating sufficient time for writing instruction due to the demands of the school schedule, which includes multiple subjects and activities. For instance, Namibian teachers reported struggles with implementing a creative writing curriculum, focusing more on basic skills rather than process-oriented writing instruction. The lack of dedicated time for writing prevents students from fully engaging in the writing process planning, drafting, revising, and editing all essential components for developing strong writing skills. As a result, students may struggle to improve their writing, and teachers are unable to provide the necessary support and feedback to foster writing growth (Graham & Perin, 2007, p.4).

2.3.4.3.3. Insufficient Teaching Materials

In primary schools in Algeria, the lack of teaching materials is a significant challenge for students trying to improve their writing skills. Many classrooms are without essential resources such as textbooks, writing guides, or workbooks that help students practice writing in a structured and effective way. When materials are available, they are often outdated or unsuitable for the students' level, forcing teachers to rely on the blackboard or create their own resources. This not only consumes a lot of time but may also lack effectiveness. As a result, students are deprived of quality writing examples and adequate opportunities to practice. The shortage of appropriate and current teaching materials is a major issue in Algerian schools, particularly in writing instruction. Without the right resources, students struggle to develop their writing skills and may become disheartened or lose interest in writing altogether (Rivard, 1994, p.12).

2.3.4.3.4. Traditional Teaching Methods

The widespread use of traditional teaching methods in Algerian primary schools poses a significant barrier to the development of students' writing skills. These methods often emphasize repetitive drills and rote memorization, rather than encouraging creativity and critical thinking. As a result, students may struggle to articulate their ideas clearly and enhance their writing abilities. For instance, traditional approaches that prioritize language proficiency over writing skills are not effective in helping students develop the necessary competencies to write well. This over-reliance on outdated techniques makes it harder for

students to organize their thoughts, use appropriate language, and produce texts with a coherent structure. Therefore, it is essential to move away from these traditional methods and adopt more contemporary, student-centered strategies that foster critical thinking and active engagement in writing education (Beuning, et al,1999, p .210).

2.3.4.3.5. Lack of Feedback Mechanisms

In elementary schools in Algeria, the lack of appropriate feedback from teachers is a significant challenge that affects students' writing development. Feedback is essential for helping students recognize their mistakes and improve their writing; however, many teachers lack the time or training to provide detailed feedback on students' work. Often, teachers only focus on correcting spelling and grammar errors without offering guidance on how to organize ideas or improve clarity, leaving students feeling confused and demotivated because they don't know how to enhance their writing. Many Algerian teachers tend to prioritize error correction over providing constructive criticism that fosters learning. Without consistent and meaningful feedback, students are unable to improve their writing and may continue making the same mistakes. To help students build confidence and steadily improve their writing skills, a strong feedback system is necessary (Bouabdellah, 2015, p . 112).

2.3.4.4. Outside Classroom Challenges

2.3.4.4.1. Socio-Economic Constraints

Socioeconomic challenges pose significant barriers to the writing development of many Algerian primary school students. Some students come from low-income families that cannot afford basic school supplies such as notebooks, pens, or additional books for reading and writing practice. In rural areas, schools often lack sufficient resources, and overcrowded classrooms further reduce the quality of instruction. Additionally, students in these circumstances may not have a quiet study space at home or the necessary parental support for writing, limiting their opportunities to practice or receive encouragement. Due to these socioeconomic constraints, children from disadvantaged backgrounds often struggle academically, as their environment does not provide the resources or support needed for educational growth, particularly in writing. This creates an unequal learning environment, where some students are left behind due to a lack of opportunities compared to their peers (Mekki, 2012, p . 89).

2.3.4.4.2. Limited Parental Involvement

A significant barrier to the development of writing skills in Algerian primary schools is the limited parental involvement in students' education. Many parents, especially those from low-income or rural areas, lack the education or time to support their children with writing at home. Some parents view teaching as solely the responsibility of the school and may not recognize the importance of their involvement in their child's writing development. Without support or encouragement from home, students often fail to practice writing outside of school, which slows their progress. Additionally, when parents are not engaged, students may feel less motivated and confident in their writing abilities. Encouraging greater parental involvement is essential for enhancing writing development, as it plays a key role in academic success. The lack of this support can negatively impact students' language learning, including writing (Kherbache, 2016, p. 134).

2.3.4.4.3. Insufficient Exposure to Written Language

A significant factor hindering the development of writing skills in Algerian primary school students is their limited exposure to written language. Without regular exposure to a variety of texts, students miss the opportunity to expand their vocabulary, learn new sentence structures, and explore different writing styles. This lack of exposure makes it harder for them to write effectively, as they haven't seen enough examples of quality writing. Many children do not read enough books, stories, or other written materials outside the classroom. Some schools lack libraries, and many households cannot afford reading materials or lack the interest in fostering reading habits. To improve as writers, students need more opportunities to engage with written texts both at home and in school. The limited access to reading materials in Algeria often results in poor academic performance and underdeveloped language skills (Hamada, 2018, p . 58).

2.3.4.4.4. Lack of Motivation

For EFL learners, lack of motivation is a significant contributor to writing anxiety. Students who find writing assignments difficult or unnecessary often experience heightened anxiety, which leads them to procrastinate or avoid writing tasks altogether. Demotivation can stem from various factors, such as negative past experiences, a lack of interest in the topic, or the belief that writing assignments are too challenging. As a result, students may produce lower-quality work or disengage from writing activities entirely, hindering their development.

This issue can be mitigated by assigning engaging and relevant writing tasks. To alleviate anxiety and enhance students' writing skills, it is crucial to create a supportive learning environment and offer positive reinforcement. A lack of motivation also limits students' willingness to engage in writing outside of the classroom, leading to stagnation in their skills. Without intrinsic motivation or external encouragement, students may not prioritize writing, which can impede their progress (Soleimani et al., 2020, pp . 156-165).

2.3.4.5. Psychological Challenges

2.3.4.5.1. Writing Anxiety

For many EFL learners, writing anxiety is a significant barrier that hinders their ability to communicate ideas clearly in English. This anxiety often arises from various factors, such as linguistic challenges, lack of writing experience, low self-esteem, and the fear of receiving poor grades. Struggling with grammar and vocabulary can make students hesitant, leading to avoidance behaviors. Additionally, the pressure to write flawlessly and the fear of negative feedback can exacerbate anxiety. These challenges not only affect writing performance but also impact motivation and overall academic achievement. Writing anxiety reduces students' confidence and willingness to engage in writing tasks, and it may stem from a fear of making mistakes, a lack of confidence in writing skills, or negative past writing experiences (Sabti, et al , 2019, p .3).

2.3.4.5.2. Low Self-Esteem

Low self-esteem can significantly hinder the writing abilities of elementary school students. Children with low self-esteem often lack confidence in their skills, making them hesitant to engage in writing activities. This lack of confidence may lead to minimal effort, avoidance of challenging assignments, and a tendency to give up when faced with difficulties. To help these students build confidence and improve their writing skills, it is crucial to address low self-esteem through supportive teaching methods and positive reinforcement. These students may also experience anxiety and fear of failure, further limiting their participation in writing tasks. As a result, their writing abilities may remain underdeveloped, affecting both their academic performance and self-esteem (Jdeitawi, et al., 2017, p .1).

2.3.4.5.3. Negative Attitudes Towards Writing

Negative attitudes toward writing can be a major obstacle for elementary school students. Children who view writing as difficult or boring are less likely to engage in writing activities and may not invest the effort needed to improve. Students with negative attitudes toward writing often exhibit lower motivation and writing achievement. Ongoing challenges can contribute to these mindsets. Over time, the absence of positive feedback or a fear of making mistakes may lead to avoidance behaviors, further hindering their development as confident and capable writers. (Graham et al., 2007, p . 520).

2.3.4.5.4. Fear of Mistakes

The fear of making mistakes is a significant cause of writing anxiety among EFL learners. Students often perceive mistakes as failures, which increases their anxiety during writing tasks. This anxiety can lead to avoidance behaviors, such as procrastination or reluctance to engage in writing activities, further hindering their growth. By addressing this fear through supportive teaching methods and fostering a positive writing environment, writing anxiety can be reduced, and students' writing skills can improve. Hesitancy and avoidance, driven by the fear of making mistakes, impede both practice and progress. This anxiety can stifle students' creativity and hinder their development as writers, preventing them from experimenting with language and ideas (Kucuk, 2023, p .1).

2.3.4.5.5. Lack of Confidence

Writing anxiety is heavily influenced by low self-esteem. EFL learners who doubt their writing abilities often experience heightened anxiety during writing assignments. This lack of confidence can stem from past failures, fear of making mistakes, or concerns about receiving poor grades. As a result, students may further hinder their writing development through avoidance behaviors, such as procrastination or reluctance to engage in writing tasks. To reduce writing anxiety and enhance students' writing abilities, it is crucial to address low self-confidence through encouraging teaching methods and creating a positive writing environment. A general lack of confidence in one's writing skills leads to hesitation in engaging with writing tasks. Students who lack confidence may avoid taking risks in their writing, limiting their creativity and growth as writers (Omar & Chaqmaqchee, 2019, p . 1).

2.3.5. Strategies for improving writing instruction in primary schools

2.3.5.1. Emphasizing the Writing Process Over the Product

A proven approach to enhancing the writing skills of elementary school students is to focus more on the writing process than the final product. This strategy encourages students to view writing as an evolving process, highlighting stages such as brainstorming, drafting, revising, and editing. By working through multiple drafts and receiving constructive feedback, students can gradually improve their writing and refine their ideas. Research shows that when students see writing as a process, they are more likely to take risks, experiment with language, and develop a deeper understanding of writing standards (Wahdan & Buragohain, 2018, p .132).

2.3.5.2. Integrating Writing Across the Curriculum

An effective strategy for improving the writing skills of elementary school students is to integrate writing across the curriculum. This approach involves incorporating writing tasks into subjects beyond the traditional language arts curriculum, such as science, history, and math. By engaging students with writing assignments related to various subjects, they not only deepen their understanding of the material but also enhance their ability to express ideas clearly and coherently. Research indicates that writing across the curriculum fosters critical thinking, enhances comprehension, and supports interdisciplinary learning (Struk, 2023, p .119).

2.3.5.3. Using Mentor Texts to Model Quality Writing

An effective strategy for improving elementary school students' writing skills is the use of mentor texts. Instead of merely teaching students the mechanics of writing, teachers can utilize mentor texts works written by published authors to demonstrate what effective writing looks like. These texts provide examples of strong introductions, clear ideas, well-chosen vocabulary, and proper organization. By reading and analyzing these examples, students gain insight into how real writers think and make decisions, making writing feel more accessible and achievable. This approach helps students view writing as a craft that can be learned by studying and emulating good examples. As students carefully examine how writing is constructed, they begin to write with greater intention and skill, boosting their confidence,

deepening their understanding of writing, and improving the quality of their work across different assignments (Gallagher, 2014, p . 23).

2.3.5.4. Encouraging Peer Collaboration and Feedback

Encouraging peer collaboration and feedback is an effective strategy for improving primary school students' writing skills. By engaging in peer feedback sessions, students can share their work with classmates, receive constructive criticism, and revise their writing accordingly. This collaborative process not only enhances the quality of individual writing but also fosters a supportive learning environment where students can learn from each other. Research shows that when students are taught to provide specific, constructive, and encouraging feedback, they are more likely to actively engage in the revision process and produce higher-quality writing outcomes (Peterson & Portier, 2014, p .237).

2.3.5.5. Differentiating Instruction to Meet Diverse Needs

Differentiating instruction is a teaching strategy that tailors lessons to meet the diverse learning needs of students in primary school writing instruction. This approach involves offering multiple avenues for students to engage with writing tasks, ensuring that each child can access the curriculum at their own level. For example, teachers may provide writing prompts at varying levels of difficulty, adjust tasks to accommodate different abilities, or offer additional support to students who need it. Research shows that students' writing skills significantly improve when teachers apply differentiated instruction. Primary school teachers who implement such strategies report higher levels of student engagement and better writing outcomes. The study highlights the importance of adapting teaching methods to accommodate students' unique needs, emphasizing that personalized instruction leads to more effective learning experiences (Merawi, 2023, p . 91).

2.3.5.6. Leveraging Technology to Support Writing Development

Leveraging technology can significantly enhance the writing abilities of elementary school students. Digital tools, such as word processors, grammar checkers, and speech-to-text applications, provide students with immediate feedback and revision opportunities, which are crucial for improving their writing skills. For instance, word processing software makes it easier for students to edit and refine their writing, accelerating the revision process. Furthermore, research demonstrates that incorporating technology into writing instruction can

improve both the quality and quantity of students' writing. Tools like text-to-speech and speech recognition software are particularly helpful for students with disabilities, enabling them to express their ideas more effectively (Little, et al, 2018, p . 183).

2.3.5.7. Building a Positive Writing Culture

Building a positive writing culture is essential for improving children's writing skills and fostering a love for writing. In primary schools, creating an environment that values and celebrates writing encourages students to engage enthusiastically in writing assignments. This can be achieved by showcasing students' work, providing opportunities for them to share their writing with peers, and incorporating writing into various subject areas. Research shows that when students perceive writing as a rewarding and enjoyable activity, their confidence and motivation increase, leading to better writing outcomes (Gerde, et al, 2012, p . 351).

2.3.6. The Role of EFL Teachers at Primary Schools

2.3.6.1. The Teacher as a Controller

In the traditional role of a controller, the teacher holds authority over classroom activities, directing what students do, say, and how they express themselves. This role is particularly effective when introducing new language structures or when controlled practice and repetition are necessary. By maintaining control, the teacher ensures order in the classroom and guarantees accuracy, especially during the practice and presentation phases of the lesson. The controller also manages the pace of assignments, corrects mistakes, and ensures students stay on track, providing a structured and secure learning environment for elementary school students. While the teacher's role as a controller was once primarily focused on discipline and order, this role has evolved to adopt a more holistic approach. Modern teachers, while maintaining clear expectations and classroom procedures, now aim to create a respectful and supportive environment where students can focus and feel valued. Moreover, the contemporary controller recognizes the importance of student agency, allowing students greater autonomy in their learning process, decision-making, and responsibility for their progress (Harmer, 2001, p . 63; Vietnam Teaching Jobs, 2025).

2.3.6.2. The Teacher as a Facilitator

A facilitator is someone who helps a group understand and achieve their shared goals without doing the work for them. In the context of the classroom, this means that the teacher should not be responsible for managing all of the students' activities. Instead, the teacher should create space for students to express their creativity and innovation. In other words, for learning to be effective, students must actively engage in cooperative learning activities and meaningful discussions. As facilitators of learning, teachers play a crucial role in helping students think critically and develop deeper understanding. This is achieved by providing a safe, comfortable, and stimulating environment while planning learning activities that cater to students' needs, interests, and readiness levels.

As facilitators, teachers guide students in independently exploring linguistic concepts. This role involves fostering a nurturing atmosphere that encourages reflection and collaborative learning. Rather than providing direct answers, the teacher sets up communicative tasks that enable students to discover solutions on their own. Examples of this facilitative approach in primary EFL classrooms include group projects, games, and problem-solving exercises that promote collaboration and allow students to use English creatively (Teaching English, org; Hedge, 2000, p . 181).

2.3.6.3. The teacher as a Source

Teachers play a crucial role as sources of knowledge in education. They do more than just deliver facts they offer guidance, information, and resources that help students understand the world. By sharing their knowledge and enthusiasm for the subject, teachers promote critical thinking and foster a love for learning. They create environments where students feel comfortable asking questions, exploring ideas, and developing the skills necessary to navigate a constantly changing world. Teachers are not only educators but also mentors, helping students grow both intellectually and personally (Dewey, 2010, pp . 34-35).

When functioning as a source, the teacher acts as a reference point for accurate linguistic input. Teachers provide reliable, real-time feedback, which is especially important for younger students who often struggle with pronunciation or meaning (Scrivener, 2005, p. 242). However, Scrivener cautions against over-relying on this role, as it could limit students'

independence. Nonetheless, the teacher remains an essential resource for primary school students to develop foundational knowledge.

2.3.6.4. The Teacher as an Observer

In educational settings, teachers serve as observers of their students' interactions, behaviors, and learning processes. By closely monitoring how students collaborate on assignments, engage with classmates, and respond to different teaching strategies, teachers gain valuable insights into both individual and group learning dynamics. Reflective observation allows teachers to assess the effectiveness of their teaching methods, make informed adjustments, and cultivate an environment that promotes ongoing learning and growth. This observational role helps teachers identify students' strengths, challenges, and areas needing support, enabling them to adapt their instructional strategies accordingly (Siddiqua, 2019, p . 49).

By observing without direct intervention, teachers can assess student engagement, comprehension, and teamwork. This is essential for managing classroom dynamics, pinpointing learning needs, and planning future lessons. In primary classrooms, observing group or pair activities offers teachers a deeper understanding of language development and social-emotional growth (Harmer, 2001, p . 235).

2.3.6.5. The Teacher as an Assessor

Teachers play a vital role as assessors in the educational process. They do more than simply grade assignments; they are also actively involved in formative assessments that inform instructional strategies and support student growth. This dynamic process involves evaluating students' understanding, providing constructive feedback, and adjusting teaching methods to meet diverse learning needs, all while fostering a culture of reflective assessment. By empowering students to take responsibility for their learning, teachers promote continuous development and academic success (Cremin,2010, p .44).

Both formal and informal assessments serve formative and summative purposes. For young learners, assessments should be regular, diverse, and mindful of developmental stages. In primary EFL settings, effective assessment methods go beyond written tests and include verbal feedback, self-assessment, games, and project work (Spratt & Williams, 2012, p. 30).

2.3.7. Conclusion

In conclusion, this chapter has provided an in-depth review of the literature related to the teaching and learning of English writing skills, with a particular emphasis on the Algerian educational context. It began by exploring the global status of English, illustrating its widespread use across various domains such as academia, business, entertainment, travel, and digital communication. The chapter then examined the increasing prominence of English within Algeria, especially in higher education and professional environments. It also addressed the nature and significance of writing as a fundamental skill in EFL learning, outlining its definitions, purposes, and roles. Various pedagogical approaches to writing instruction were reviewed, including the product, process, genre-based, communicative, and collaborative models. In addition, the chapter identified the main challenges faced in teaching writing in Algerian primary schools, such as psychological obstacles, limited classroom resources, and insufficient practice. Finally, it proposed strategies to improve writing instruction and emphasized the essential role of EFL teachers in fostering learners' writing competence. Overall, this chapter has highlighted the complexity and importance of writing instruction in EFL settings, particularly within the evolving linguistic landscape of Algeria.

Chapter Two: Field Work

3.1. Introduction

This chapter presents the practical aspect of the research by outlining the procedures followed during the fieldwork. The study investigates the various challenges that fifth-grade EFL primary school teachers and students face in developing writing skills. To address the research questions and identify potential areas for improvement, two main data collection tools were employed: a student questionnaire and teacher interviews. The questionnaire was chosen for its ability to efficiently gather both quantitative and qualitative data from a large sample of students within the time constraints of the study. On the other hand, the semi-structured teacher interview allowed for the collection of detailed insights into teachers' perspectives, practices, and challenges in teaching writing. This qualitative tool offered the flexibility to explore individual experiences and clarify complex issues that may not emerge through questionnaires alone.

The students' questionnaire was divided into four main sections and included both closed and open-ended questions. The closed questions were designed to provide measurable data on learners' attitudes, difficulties, and classroom writing practices, while the open-ended questions encouraged students to express their opinions, describe their experiences, and suggest improvements. Simultaneously, the teacher interviews covered five thematic areas focused on instructional strategies, classroom constraints, students' engagement, and evaluation practices. The combination of both instruments ensured a comprehensive and balanced view of the writing instruction process at the primary school level. This chapter concludes with an analysis and discussion of the data collected, laying the foundation for drawing meaningful conclusions and proposing pedagogical recommendations to enhance writing instruction for young EFL learners.

3.2. Research Design

According to Bryman (2012), "a research design is a framework for the collection and analysis of data. A choice of research design reflects decisions about the priority being given to a range of dimensions of the research process" (p. 46). In this study, a mixed methods research design was adopted, integrating both qualitative and quantitative approaches. This design was selected to provide a comprehensive understanding of the writing challenges faced by fifth-grade students in Algerian primary schools. The quantitative component involved administering a structured questionnaire to students, aimed at gathering measurable data on

their writing experiences, difficulties, and attitudes. The qualitative component consisted of semi-structured interviews with teachers, offering in-depth insights into their instructional practices, perceived challenges, and contextual factors influencing writing instruction. Given the complex nature of writing difficulties in primary education encompassing both learners' experiences and teachers' perspectives the use of a mixed methods approach was essential. By combining statistical data with detailed qualitative insights, the research captures both the breadth and depth of the issue, leading to more robust conclusions and well-informed recommendations.

3.3. Context and Sampling

According to Cohen et al. (2018), “sampling refers to the process of selecting a subset of the population in order to make inferences about the whole population” (p. 213). In this study, simple random sampling was employed to select a group of fifth-grade students from the target school. This technique ensured that every student had an equal chance of being chosen, thereby minimizing selection bias and enhancing the internal validity of the data. Moreover, it allowed the researcher to operate within practical constraints while still ensuring that the selected sample was representative of the broader population of students experiencing difficulties with writing.

3.3.1. Participants

To ensure fairness and minimize selection bias, 60 fifth-grade students from one Algerian primary school participated in the quantitative component of this study. These students were selected through simple random sampling from the overall fifth-grade cohort. Each participant completed a structured questionnaire designed to explore their experiences, perceptions, and challenges related to writing in English. The responses collected from this diverse sample were sufficient to identify common trends and difficulties, providing valuable insights into the writing obstacles encountered at this educational level.

In addition to the student questionnaire, the qualitative component of the study involved semi-structured interviews with four EFL teachers from the same school. These interviews aimed to gather in-depth information about teaching practices, perceived student difficulties, and contextual factors influencing writing instruction. The flexible format of the interviews allowed teachers to share their perspectives and elaborate on challenges that may not be easily captured through quantitative means. Together, the combination of student questionnaires and

teacher interviews offered a comprehensive understanding of the multifaceted nature of writing challenges in the fifth-grade EFL context.

3.3.2. Setting

The research was conducted at About Mohamed Akli Primary School, located in Semmach, Bouira, Algeria. This school was purposefully selected as it offers a representative context for examining the writing difficulties faced by fifth-grade students. As a typical public primary school in the region, it adheres to the national curriculum and reflects the instructional practices and educational standards commonly found in Algerian primary education. Its selection was also influenced by several practical and academic considerations, including the diversity of its student population, its accessibility to the researcher, and the administration's openness to facilitating academic research. These factors made the school a suitable and valuable site for exploring the challenges of writing instruction at the primary level.

3.4. Data Collection Instruments

Two main instruments were used to collect data for this investigation: a student questionnaire and semi-structured teacher interviews. The questionnaire was administered to fifth-grade students and was designed to gather measurable data on their experiences, perceptions, and challenges related to writing in English. It included both closed-ended and multiple-choice questions to ensure a balance between structure and insight. In parallel, semi-structured interviews were conducted with teachers at the same educational level. This format provided the researcher with the flexibility to use guiding questions while also allowing space to explore emerging themes, including teaching strategies, teacher perceptions, and observed student difficulties. The combination of these two tools enabled a comprehensive analysis of the research problem from both the students' and teachers' perspectives.

3.4.1. Students' Questionnaire

A questionnaire is defined as “a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the researcher's presence, and often being comparatively straightforward to analyze” (Cohen et al., 2018, p. 471). For the purposes of this dissertation, a questionnaire was administered to 60 fifth-grade primary school students. It included both multiple-choice and open-ended

questions, designed to collect both factual information and more detailed personal responses. The multiple-choice items helped quantify general trends and patterns in students' knowledge, attitudes, and experiences related to writing in English, while the open-ended questions allowed for a deeper exploration of students' thoughts, perceptions, and reasoning. This combination ensured a richer and more balanced understanding of the writing challenges faced by learners at this educational level.

3.4.1.1. Description of Students' Questionnaire

The questionnaire was divided into four main sections, each designed to explore different aspects of fifth-grade students' writing experiences. The first section included three questions aimed at collecting basic demographic information such as age, gender, and linguistic background. The second section contained eight questions focused on students' writing habits and classroom experiences. These questions addressed the frequency of writing activities, types of writing tasks assigned, and the overall classroom environment during writing instruction. The third section, comprising three questions, explored students' confidence and motivation related to writing, including their attitudes toward writing assignments and their willingness to improve. The final section included five questions centered on classroom writing practices and teacher support, assessing the nature of feedback, encouragement, and instructional methods students receive. This structured approach enabled a comprehensive investigation into the key factors influencing students' writing development.

3.4.2. Teachers' Interview

Interviews are described as "a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives." (Cohen et al., 2018, p. 506). To better understand their perspectives and classroom practices, interviews with fifth-grade primary school teachers were conducted in addition to the questionnaire with students. These interviews were semi-structured, allowing for both guided questions and open discussion, which allowed teachers to share their experiences. In depth, the teachers gave important background information on the curriculum, student participation, and teaching methods that enhanced the information acquired from students. Additionally, by pointing out any discrepancies or similarities between instructional strategies and student replies, their participation helped the dissertation's study become more comparative.

3.4.2.1. Description of Teachers' Interview

Interviews are defined as “a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives” (Cohen et al., 2018, p. 506). To complement the data gathered through the student questionnaire, semi-structured interviews were conducted with fifth-grade primary school teachers. These interviews aimed to gain deeper insight into teachers’ perspectives, classroom practices, and the challenges they face in teaching writing. The semi-structured format allowed for a balance between predetermined questions and open-ended discussion, enabling teachers to freely share their experiences, challenges, and professional insights. Their responses provided valuable contextual information about the curriculum, student engagement, and instructional methods, enriching the understanding of the learning environment. Moreover, the teachers’ input allowed for a comparative analysis, highlighting consistencies and discrepancies between teaching approaches and student experiences, thereby strengthening the study’s overall findings.

4.1. Data Analysis

4.1.1. Analysis of Students' Questionnaire

4.1.1.1. Section one: Background Information

Question 01: Students' Age

Options	Subjects	Percentage
10	42	70 %
11	15	25%
12	13	5%
Total	60	100%

Table 01: Students' Age

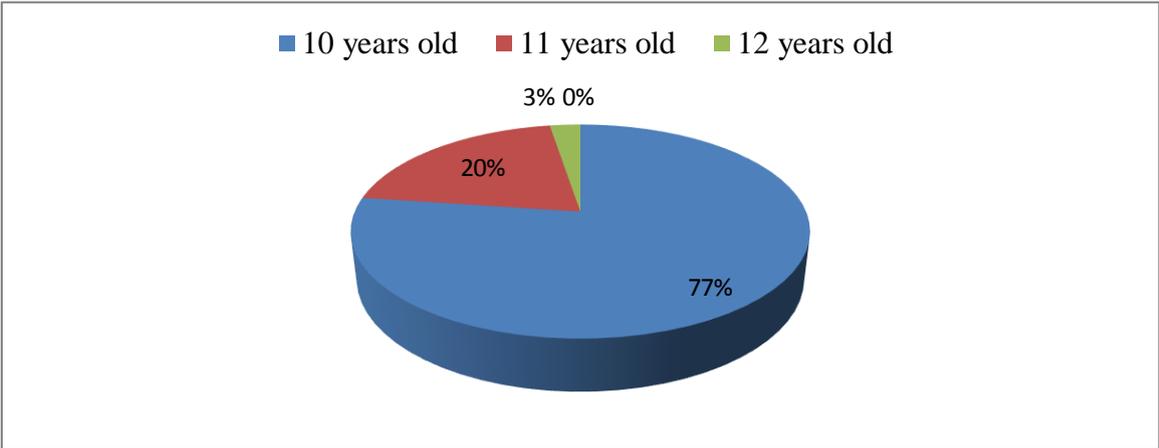


Figure 01: Students' Age

Among the group of 60 fifth-grade primary school students who participated in the study, the majority 70% were 10 years old, which aligns with the typical age for this grade level. Approximately 25% of the students were 11 years old, likely due to late school entry or grade repetition. A smaller portion, 5%, were 12 years old, possibly as a result of academic delays or other personal circumstances. This distribution reflects a common age variation found in primary school classrooms and provides relevant context for interpreting the students' responses within the study.

Question 02: Students' Gender

Options	Subjects	Percentage
Male	32	53,33%
Female	28	46,67%
Total	60	100%

Table 02: Students' Gender

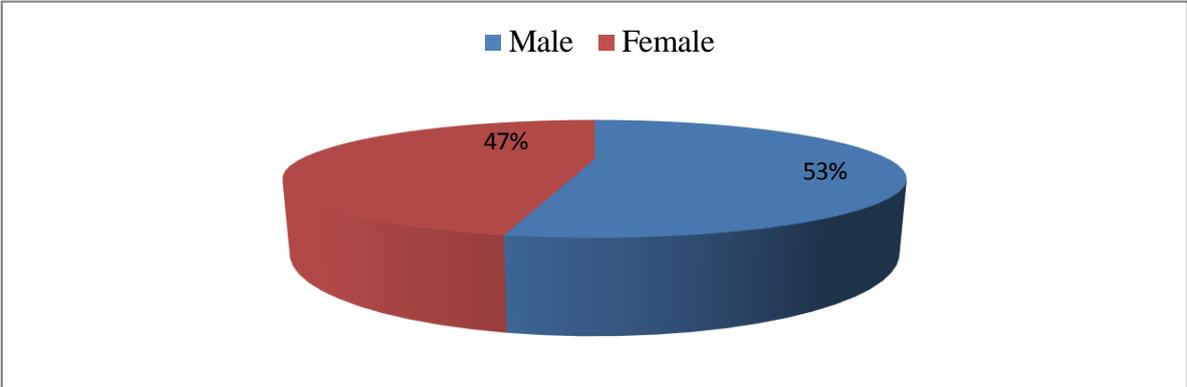


Figure 02: Students' Gender

The table below presents the gender distribution of the 60 fifth-grade primary school students. Of the total, 32 students are male, making up 53.33% of the class, while the remaining 28 students are female, representing 46.67%. This indicates a slightly higher proportion of boys than girls in the class, though the overall gender distribution is relatively balanced. The percentages effectively illustrate the gender division within the class.

Question 03: Do you like learning English?

Options	Subjects	Percentage
Yes	38	63,33%
No	12	20%
Sometimes	10	16,67%
Total	60	100%

Table 03: Students' Attitudes Towards English Learning

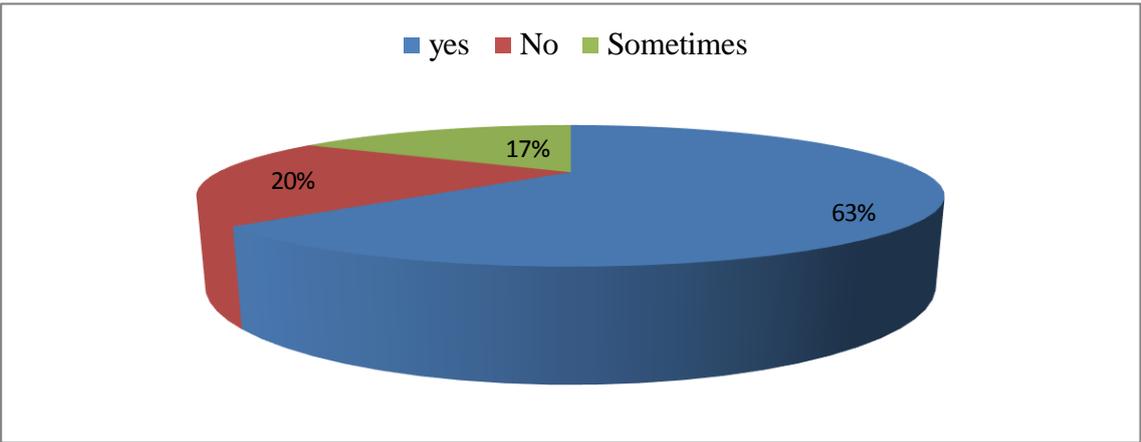


Figure 03: Students' Attitudes Towards English Learning

The table above presents the fifth-grade primary school students' attitudes toward learning English. Of the 60 students, 38 (63.33%) answered "Yes," indicating a strong overall interest in the subject. Meanwhile, 12 students (20%) responded with "No," suggesting that a smaller portion of the class does not enjoy English lessons. Additionally, 10 students (16.67%) answered "Sometimes," implying that their interest in English may vary depending on factors such as the topic, teacher, or type of learning activity. This question is significant because it provides educators with valuable insights into students' attitudes toward English at an early age. Understanding how many students enjoy the subject can inform teaching strategies, identify those who may require additional support or motivation, and help shape future lesson planning to make English more engaging and accessible for all. Furthermore, it

encourages students to reflect on their learning preferences, a crucial step in fostering active, self-aware learners.

4.1.1.2. Section Two: Writing Habits and Classroom Experiences

Question 04: Do you like writing in English? Tell us why or why not?

Options	Subjects	Percentage
Yes	35	58,33%
No	15	25%
Sometimes	10	16,67%
Total	60	100%

Table 04: Student's Preferences and Reasons for Writing in English

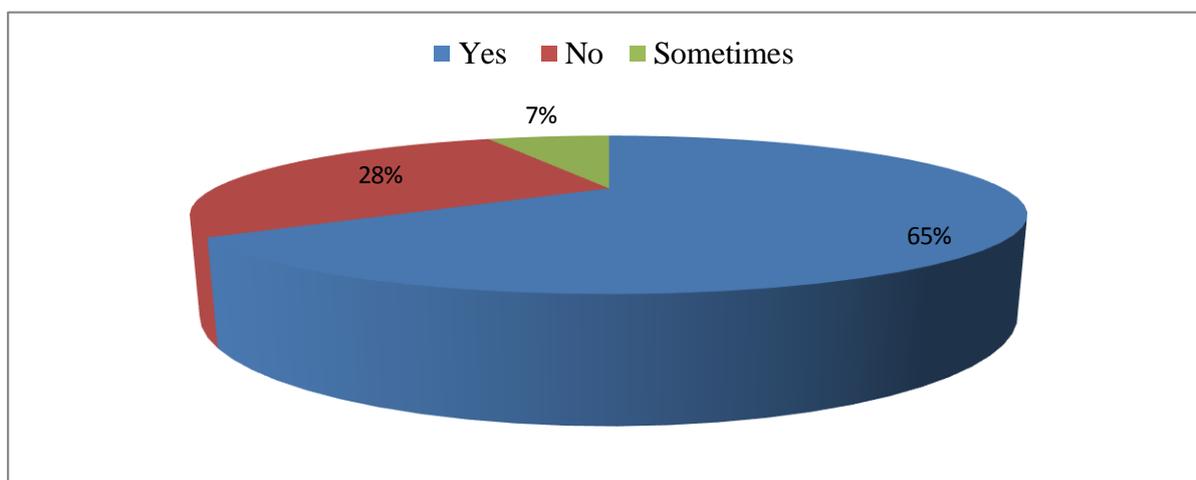


Figure 04: Students' Preferences and Reasons for Writing in English

The majority of students, 58.33%, reported that they enjoy writing in English. Many explained that it allows them to be creative, learn new vocabulary, and express their thoughts. Meanwhile, 25% of students indicated that they do not enjoy writing in English, citing challenges such as difficulties with spelling and grammar. Additionally, 16.67% answered "Sometimes," suggesting that their enjoyment of writing depends on factors such as the topic or their comfort level with the language. This question is significant because writing is a crucial aspect of language learning. It not only enhances grammar and vocabulary but also aids in organizing and expressing thoughts effectively. Understanding students' attitudes toward writing can help teachers design more engaging and supportive activities that build confidence and foster greater interest in English writing. When the students were asked about

their feelings toward writing in English, many responded positively, saying they enjoy it because they find it difficult, struggle with limited vocabulary, or get confused with grammar rules. Some students mentioned that their enjoyment of writing depends on the topic or how confident they feel at the time.

Question 05: How often do you write in English outside of school (for fun, texting, internet, etc.)?

Options	Subjects	Percentage
Every day	10	16,67%
Sometimes	25	41,67%
Rarely	15	25%
Never	10	16,67%
Total	60	100%

Table 05: Frequency of English Writing Outside of School

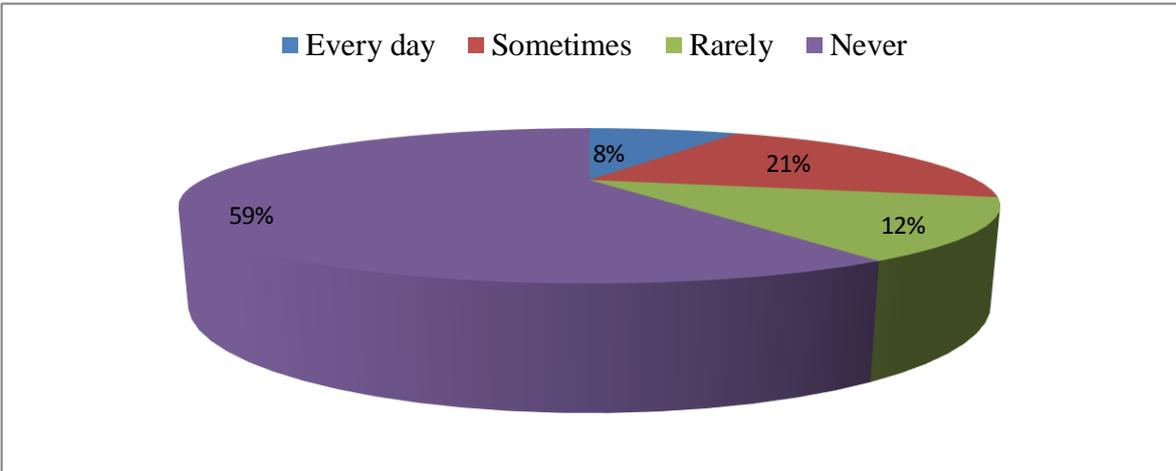


Figure 05: Frequency of English Writing Outside of School

The results indicate that 41.67% of students write in English "Sometimes" outside of school, suggesting that they occasionally engage in writing practice during their free time. A smaller group, 16.67%, reported writing "Every day," reflecting a committed subset of students who actively practice the language outside of class. Conversely, 25% of students write "Rarely," and another 16.67% indicated that they "Never" write in English outside of school. This question is significant because it sheds light on the extent to which students practice English beyond the classroom. Regular practice is crucial for improving language skills, and understanding how often students engage in writing outside of school can help

teachers offer targeted resources, assignments, or motivation to encourage more frequent practice. Additionally, writing outside of school provides students with opportunities to connect with the language in real-world contexts, further enriching their learning experience.

Question 06: What kind of writing do you do in class? (you can choose more than one)

Options	Subjects	Percentage
Sentences	10	16,7%
Letters	8	13,3%
Descriptions	14	23,3%
Dialogues	12	20%
Paragraphs	16	26,7%
Total	60	100%

Table 06: Writing Genres Practiced in Class

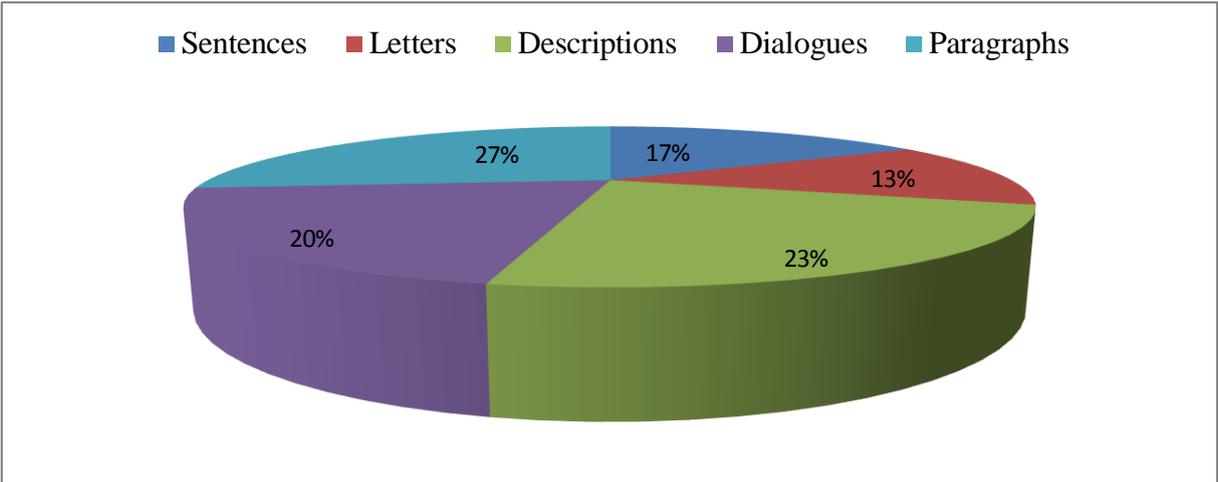


Figure 06: Writing Genres Practiced in Class

The table presents the preferences of 60 fifth-grade students regarding different types of written texts, including sentences, letters, descriptions, dialogues, and paragraphs. The distribution shows variation, with the highest preference for paragraphs (26.7%) and the lowest for letters (13.3%). This variation reflects the diverse interests and comfort levels students have with different forms of written expression. Understanding these preferences is crucial for teachers, as it allows them to tailor their instruction to better engage students and enhance their literacy skills. Moreover, it helps identify which types of texts may require additional instructional support. By recognizing the text forms that students enjoy or find

challenging, educators can design more effective, student-centered learning experiences that foster development in both reading and writing across a range of genres.

Question 07: What do you find difficult when writing in English?

Options	Subjects	Percentage
Finding ideas	10	16,7%
Using correct grammar	18	30%
Spelling words	12	20%
Writing long sentences	8	13,3%
Using the right words	12	20%
Total	60	100%

Table 07: Common Difficulties in English Writing

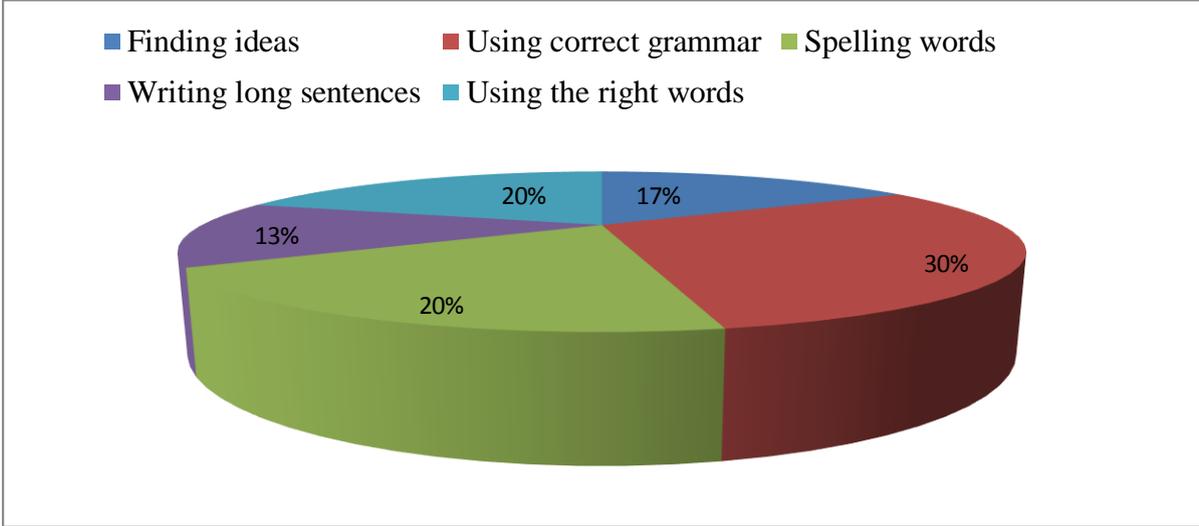


Figure 07: Common Difficulties in English Writing

The results indicate that the most common challenge faced by students is using correct grammar, reported by 30% of the participants. This is followed by difficulties with spelling and selecting appropriate vocabulary, each cited by 20% of students. Additionally, 16.7% of students mentioned struggling to find ideas to write about, while writing long or complex sentences was the least common challenge, reported by 13.3% of students. These findings highlight specific areas where students face difficulties and suggest that grammar instruction and vocabulary development may require greater emphasis in English writing lessons. This question is particularly important because it helps educators identify students' specific writing challenges, enabling them to adjust their teaching methods to better address learners' needs.

Understanding these difficulties also aids in curriculum planning, resource allocation, and the creation of targeted strategies to improve writing skills and overall language proficiency.

Question 08: Do you ask for help when you find writing is difficult?

Options	Subjects	Percentage
Yes	45	75%
No	15	25%
Total	60	100%

Table 08: Students' Willingness to Seek Help When Facing Difficulties in Writing

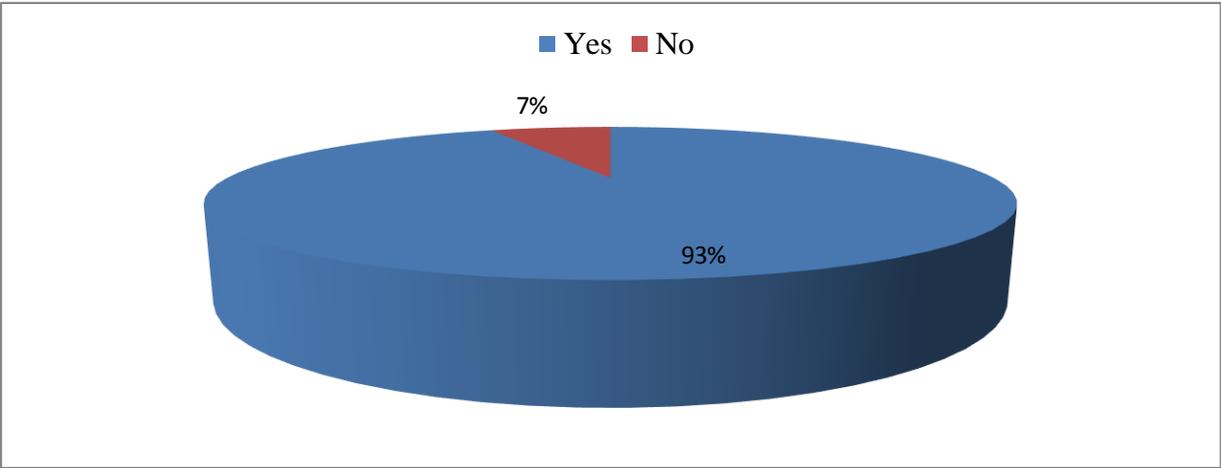


Figure 08: Students' Willingness to Seek Help When Facing Difficulties in Writing

The results indicate that 75% of students seek help when they find writing difficult, suggesting that most students are comfortable asking for assistance to improve their writing skills. In contrast, 25% of students do not ask for help, which may imply that they prefer to work independently, feel uncomfortable asking for assistance, or believe they can resolve the issue on their own. This question is significant because it provides insight into how students approach challenges in writing. The fact that the majority of students seek help is encouraging, as it demonstrates their willingness to learn and improve. For those who do not ask for help, teachers might consider offering additional encouragement and fostering a more supportive classroom environment where students feel comfortable seeking assistance when necessary.

Question 09: Who helps you the most in your writing?

Options	Subjects	Percentage
Teacher	35	58,33%
Friends	10	16,67%
Partner	8	13,33%
No one	7	11,67%
Total	60	100%

Table 09: Main Sources of Writing Support for Students

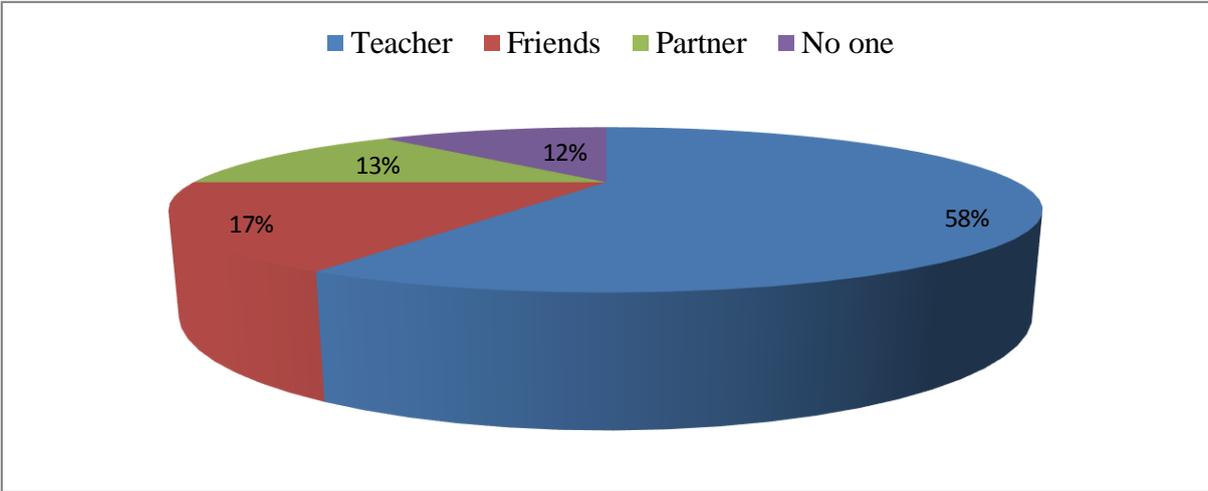


Figure 09: Main Sources of Writing Support for Students

The results indicate that 58.33% of students identify their teacher as the primary source of help with writing, suggesting that teachers are viewed as the main source of support and guidance in this area. A smaller proportion, 16.67%, mentioned relying on friends, indicating that some students seek assistance and feedback from their peers. Additionally, 13.33% of students find their partner the most helpful, possibly reflecting collaboration during classroom activities. Finally, 11.67% of students reported that they have no one who helps them the most, which may suggest that these students prefer to work independently or do not seek external assistance when writing. This question is significant because it provides insight into the support systems students turn to when faced with writing challenges. Understanding these sources of help can guide teachers in offering the appropriate assistance and encouraging collaborative learning or peer support when necessary. For students who do not seek help, teachers might consider fostering a more encouraging environment that promotes reaching out for assistance when needed.

Question 10: How often do you make spelling mistakes when you write in English?

Options	Subjects	Percentage
Every day	10	16,67%
Sometimes	30	50%
Rarely	15	25%
Never	5	8,33%
Total	60	100%

Table 10: Frequency of Spelling Mistakes in English Writing Among Students

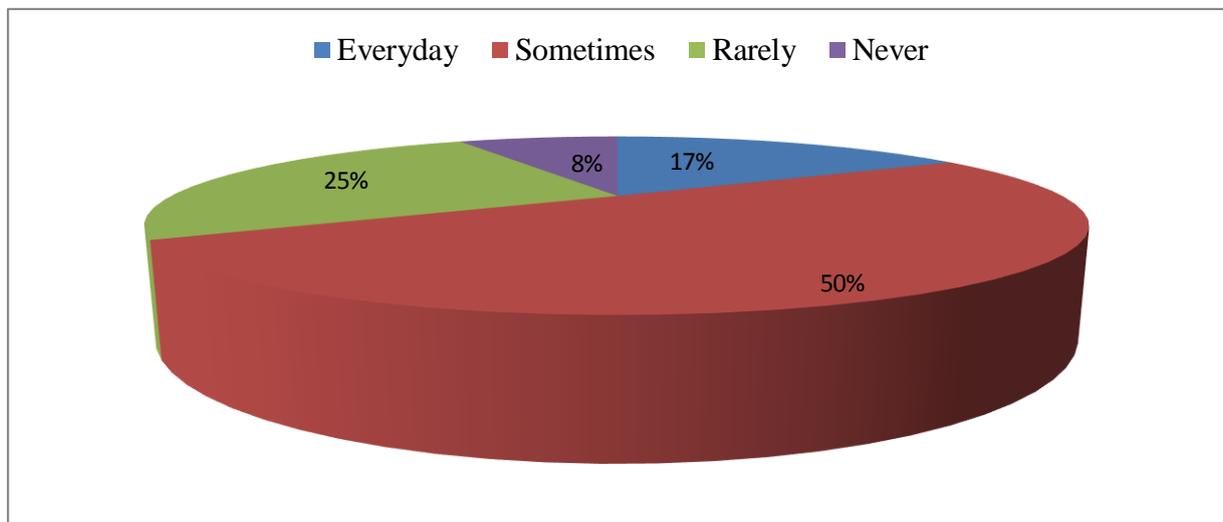


Figure 10: Frequency of Spelling Mistakes in English Writing Among Students

The results show that 50% of students make spelling mistakes "sometimes," suggesting that spelling errors occur occasionally during writing. A smaller proportion, 16.67%, report making spelling mistakes "every day," indicating that these students may struggle with spelling more frequently. Meanwhile, 25% of students make spelling mistakes "rarely," and 8.33% claim to make no spelling mistakes at all, which suggests they have a strong command of spelling. This question is significant because it highlights the challenges students face with spelling in English, a language known for its irregularities. By understanding the frequency of spelling mistakes, teachers can offer targeted support and activities to help students improve their spelling skills. For those who make mistakes more often, teachers might consider providing focused exercises or additional spelling practice to help build confidence and accuracy in writing.

Question 11: Do you have enough time to practice writing in class?

Options	Subjects	Percentage
Yes	40	66,67%
No	20	33,33%
Total	60	100%

Table 11: Time Allocation for Writing Activities in Class

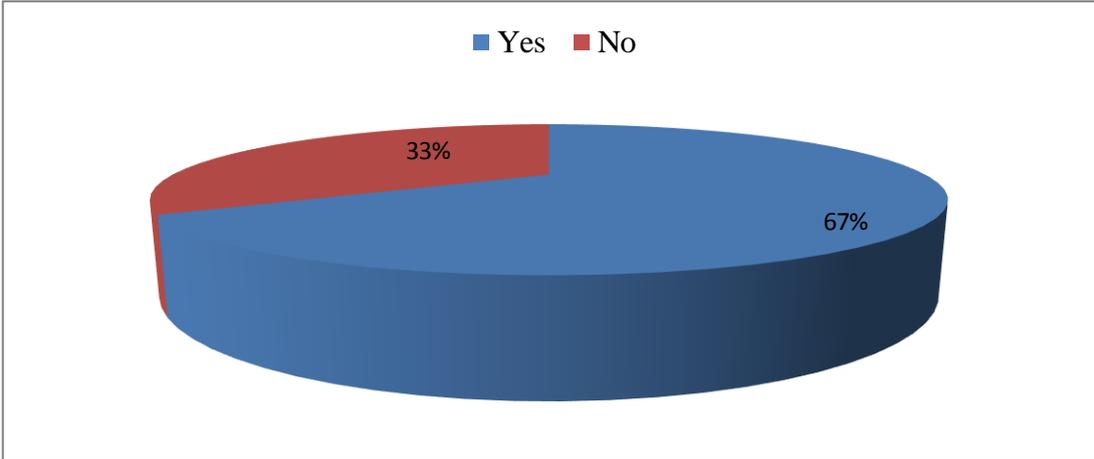


Figure 11: Time Allocation for Writing Activities in Class

The table shows that 66.67% of students feel they have enough time to practice writing in class, suggesting that the majority of students believe their writing practice during lessons is sufficient. However, 33.33% of students feel they do not have enough time, which may indicate a need for more time dedicated to writing exercises or a sense of being rushed during lessons. This question is important because it provides teachers with insights into whether students feel they have sufficient opportunities to practice writing in class. For the students who responded "No," teachers might consider adjusting class time or incorporating additional writing activities to ensure all students have ample opportunity to develop their writing skills. Additionally, teachers could gather further feedback from these students to better understand the specific areas where they need more time or support.

4.1.1.3. Section Three: Confidence and Motivation

Question 12: Do you feel confident when you write in English? Why or why not?

Options	Subjects	Percentage
Yes	40	66,67%
No	20	33,33%
Total	60	100%

Table 12: Confidence in Writing in English and the Reasons Behind it

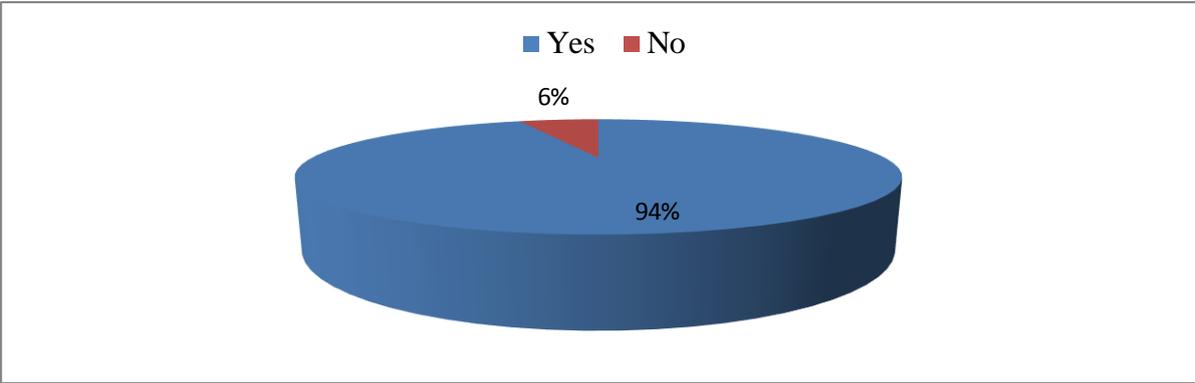


Figure 12: Confidence in Writing in English and the Reasons Behind it

The table shows that 66.67% of students feel confident when writing in English. This confidence is likely due to a solid grasp of the language, regular practice, and enjoyment of writing. Common reasons include a good understanding of grammar rules, a strong vocabulary, and motivation from engaging tasks like creative writing. In contrast, 33.33% of students report feeling less confident. Their lack of confidence often stems from difficulties with grammar, limited vocabulary, or challenges in structuring sentences issues commonly faced by English language learners. This finding is significant because it helps teachers understand the factors that influence students' confidence in writing. For those who struggle, teachers can provide targeted support, such as grammar instruction, vocabulary-building activities, and additional writing practice. Recognizing these challenges allows educators to adjust their teaching strategies to better support learners who feel unsure of their writing abilities. Students who lack confidence often say they don't know enough words to express themselves clearly, struggle with grammar, or are unsure how to organize their sentences. On the other hand, confident students attribute their success to regular writing practice, improved

vocabulary, and a solid understanding of grammar, which makes writing easier and more enjoyable for them.

Question 13: What would help you become better in writing in English?

Regarding students' suggestions for improving their writing skills, several common themes emerged. Some students mentioned that reading more books helps them become better writers by exposing them to correct sentence structures and writing styles. Others emphasized the importance of daily writing practice, which allows for gradual improvement through consistent use of the language. Many students noted that receiving feedback from teachers is essential, as it helps them recognize and correct their mistakes. Another frequent suggestion was expanding vocabulary, which equips learners with more words to express their ideas clearly and effectively. Some students shared that watching English videos or shows enhances their understanding of how English is used in real-life situations. Others found that playing word games or using writing apps makes the learning process more enjoyable and interactive. Finally, a few students pointed out that speaking with friends in English helps them use the language more naturally and builds confidence. Asking this question is important because it encourages students to reflect on their own learning needs and preferences. It also provides teachers with valuable feedback to adapt their methods, materials, and classroom activities. By incorporating students' perspectives, educators can design a more engaging and effective curriculum that supports the development of English writing skills.

Question 14: Do you want to improve your English writing? What makes you excited to learn more?

Options	Subjects	Percentage
Yes	50	83,33%
No	10	16,67%
Total	60	100%

Table 13: Students' Motivation to Improve English Writing Skills

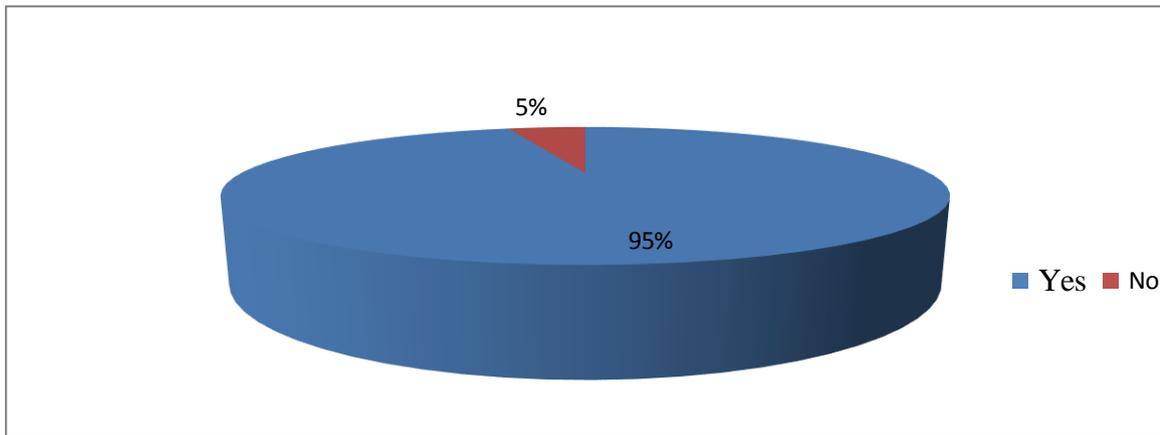


Figure 13: Students' Motivation to Improve English Writing Skills

The table indicates that 83.33% of students express a desire to improve their English writing skills, reflecting a strong motivation to enhance their abilities. In contrast, 16.67% of students reported that they do not wish to improve, highlighting a divide in attitudes toward writing. Students who are eager to improve often cited several motivating factors. Some expressed excitement about learning to write better stories and expanding their vocabulary. Others mentioned being inspired by their favorite authors, aspiring to write like them in the future. Several students also stated that they want to achieve high marks in writing and make their families proud. However, not all students share this enthusiasm. Those who are less motivated explained that they find writing difficult, do not enjoy it, or lack confidence in their abilities. For them, writing can feel like a frustrating and unrewarding task. Understanding these diverse perspectives is crucial for teachers. It allows them to explore ways to make writing more engaging such as incorporating creative, interactive, or personalized writing activities that align with students' interests. This question is important because it provides educators with valuable insights into students' motivations, preferences, and obstacles. With this knowledge, teachers can design more meaningful and enjoyable writing lessons that foster both skill development and a positive attitude toward writing.

4.1.1.4. Section Four: Teacher Support and Classroom Activities

Question 15: Does your teacher give you examples before you start writing?

Options	Subjects	Percentage
Always	30	50%
Sometimes	20	33,33%
Rarely	7	11,67%
Never	3	5%
Total	60	100%

Table 14: Teachers' Use of Writing Examples in the Classroom

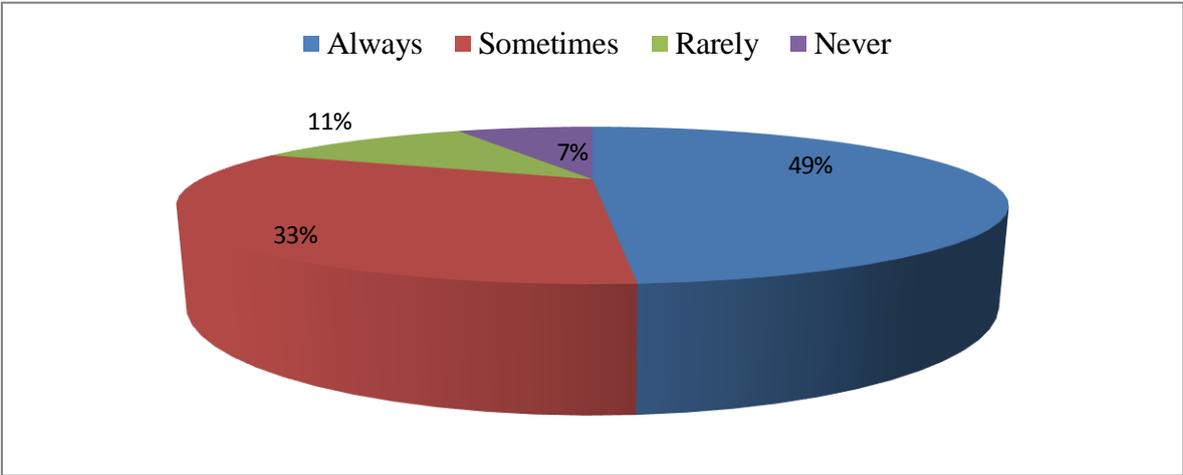


Figure 14: Teachers' Use of Writing Examples in the Classroom

The table shows that 50% of students’ report that their teacher always provides examples before they begin writing, which is a positive sign, as examples help students understand expectations and organize their ideas. 33.33% of students said that examples are given sometimes, suggesting that examples are provided in some lessons but not consistently. 11.67% of students reported that examples are given rarely, and 5% said never, indicating that some students may feel unsure about how to start or what is expected of them when writing tasks are assigned. This question is important because providing examples before writing helps students understand structure, vocabulary use, and writing purpose. Teachers can use this feedback to reflect on their practices and ensure that all students feel supported and prepared before beginning a writing activity. Examples can be particularly helpful for less confident students who benefit from clear guidance and modeling.

Question 16: What helps you the most when you write in class? (You can choose more than one).

Options	Subjects	Percentage
Listening to teacher's explanation	28	46,67%
Looking at examples on the board	22	36,67%
Writing with a partner or group	10	16,67%
Total	60	100%

Table 15: Students' Perceived Support Strategies During Classroom Writing

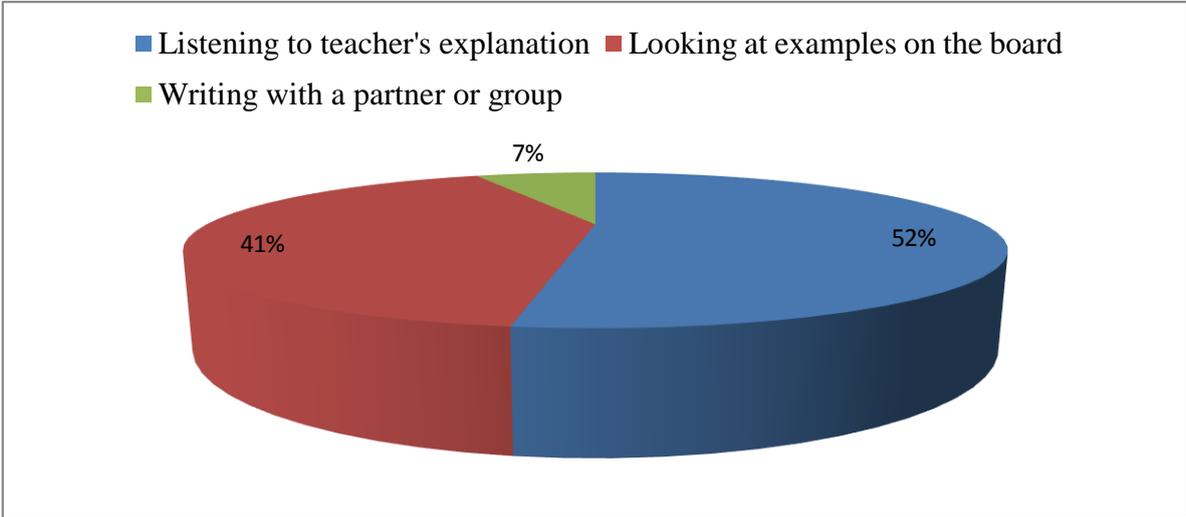


Figure 15: Students' Perceived Support Strategies During Classroom Writing

The results show that the majority of students (46.67%) find listening to the teacher’s explanation the most helpful when writing in class. This suggests that clear instructions and guidance from the teacher play a key role in helping students feel confident and prepared to write. 36.67% of students indicated that looking at examples on the board helps them the most, highlighting the value of visual models in understanding how to organize and structure their writing. A smaller group (16.67%) reported benefiting most from working with a partner or group, suggesting that some students find peer collaboration useful for generating ideas or solving problems. This question is important because it helps teachers understand which instructional methods are most effective for supporting students’ writing in the classroom. It can guide how teachers plan and deliver writing lessons, ensuring they include explanations,

examples, and opportunities for collaboration to address the diverse learning needs and performance levels of students.

Question 17: Do you enjoy writing activities like games, contests, or creative writing?

Options	Subjects	Percentage
Yes, very much	45	75%
A little	10	16,67%
Not really	5	8,33%
Total	60	100%

Table 16: Student Interest in Writing Activities

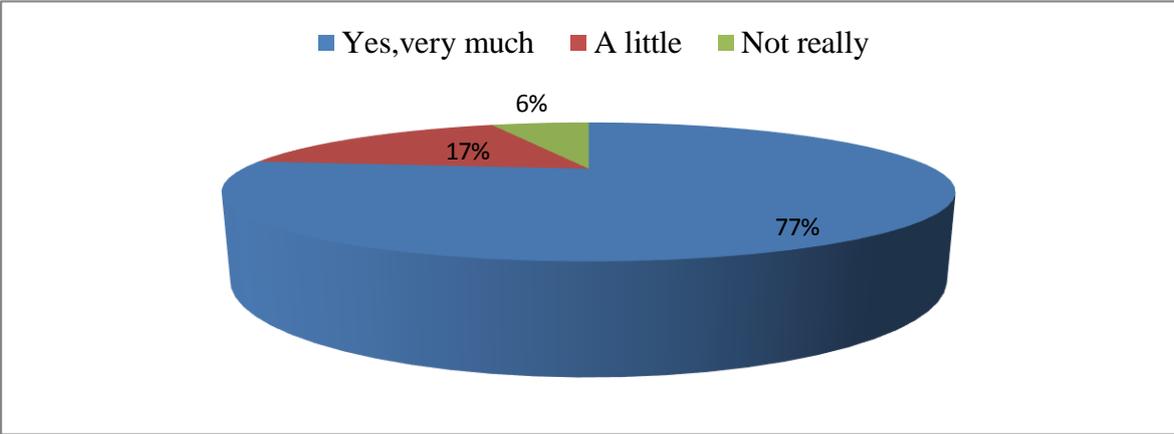


Table 16: Student Interest in Writing Activities

The results show that a large majority of students (75%) enjoy writing activities such as games, contests, and creative writing, indicating that these methods are highly engaging and enjoyable for them. 16.67% enjoy them to a lesser extent, while only 8.33% report not enjoying such activities. This is important because it underscores the positive impact that creative and interactive writing tasks can have on student motivation. Teachers can use this information to incorporate more enjoyable and imaginative writing exercises into their lessons, making learning more fun and helping students build confidence in their writing skills.

Question 18: What kind of writing activities would you like to do more in class?

Options	Subjects	Percentage
Writing stories	18	30%
Writing about my favorite day	10	16,7%
Writing descriptions of animals, people, or places	12	20%
Writing about dreams or adventures	14	23,3%
Group writing (working together with classmates)	6	10%
Total	60	100%

Table 17: Students' Preferred Writing Activities in the Classroom

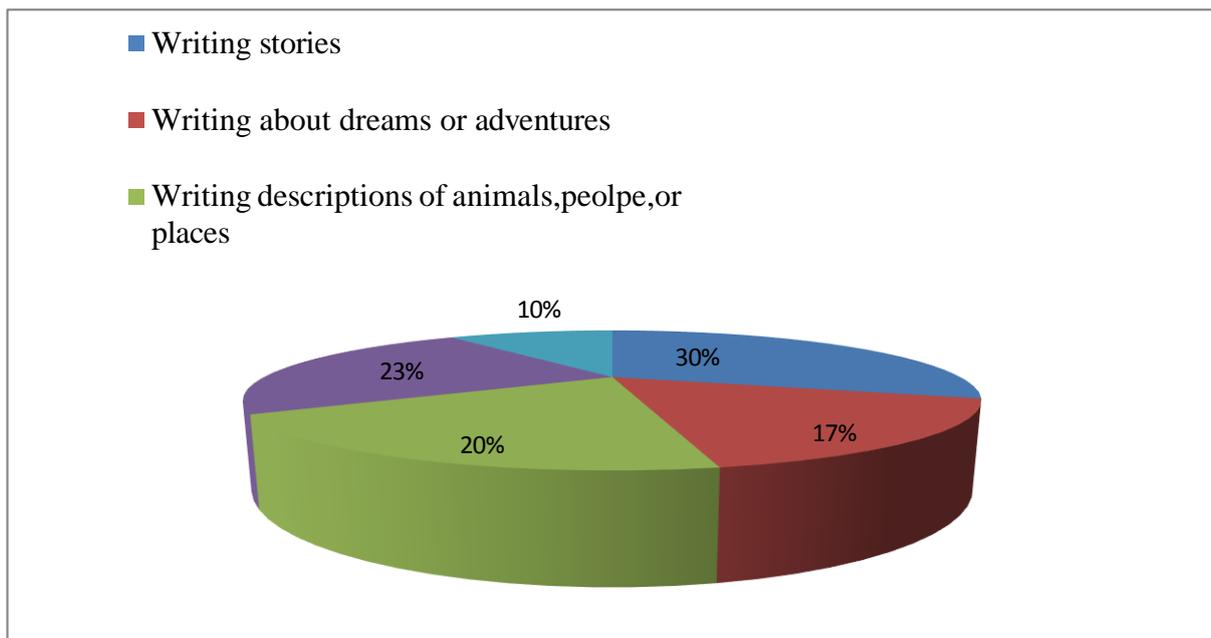


Figure 17: Students' Preferred Writing Activities in the Classroom

The results reveal valuable insights into the writing preferences of fifth-grade students. The majority of students (30%) expressed a preference for writing stories, highlighting their interest in creative and imaginative expression. Writing about dreams or adventures (23.3%) and describing animals, people, or places (20%) were also popular choices, indicating that students enjoy tasks that allow them to engage with vivid, narrative-focused topics. Fewer students preferred writing about their favorite day (16.7%) or participating in group writing

activities (10%), suggesting a tendency toward individual and narrative-driven tasks. Asking this question is important because it helps teachers tailor writing lessons to better engage students, nurture their creativity, and develop their writing skills in ways that are meaningful and enjoyable. Understanding students' interests can also foster a more positive attitude toward writing.

Question 19: Would you like the teacher to give you more time or help when writing?

Options	Subjects	Percentage
Yes	35	58,33%
No	10	16,67%
Maybe	15	25%
Total	60	100%

Table 18: Students’ Needs for Additional Time or Support During Writing Tasks

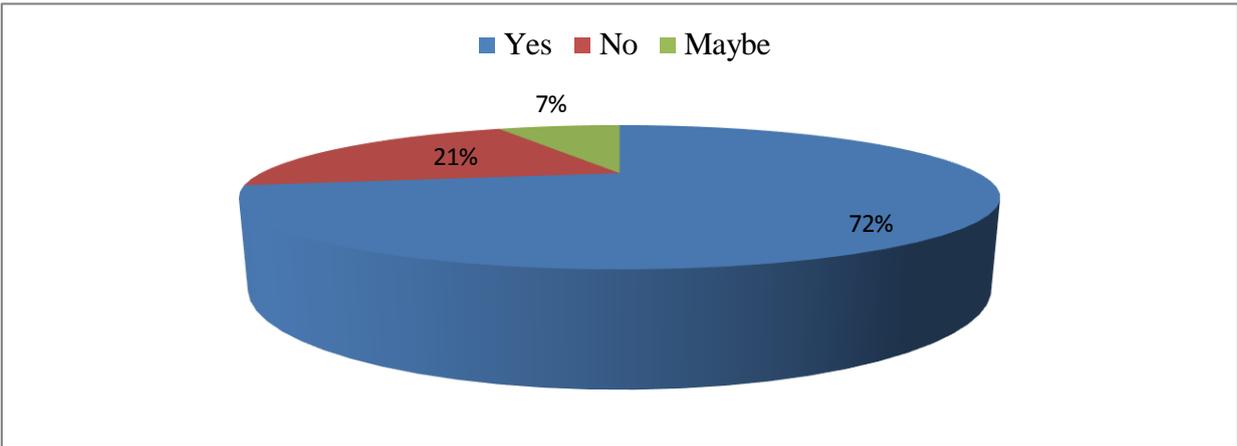


Figure 18: Students’ Needs for Additional Time or Support During Writing Tasks

The table shows that 58.33% of students would like their teacher to give them more time or help when writing, indicating a clear need for additional support or more flexible writing periods in class. Another 25% responded with "maybe," suggesting they are unsure or feel they only need help occasionally. 16.67% of students said "no," indicating they feel confident managing writing tasks independently. This question is important because it helps teachers assess how supported students feel during writing activities. If many students are requesting more time or help, it may be beneficial to slow the pace, offer clearer instructions, provide more writing examples, or give individualized assistance. Such adjustments could lead to improved writing outcomes.

4.1.2. Analysis of Teachers' Interview

4.1.2.1. Section One: Background Information

Question 01: Could you please describe your experience teaching English at primary school? (years of teaching, qualifications, training, etc.)

Teachers provided varied responses to this question. The first teacher reported having six years of experience teaching English at the primary level and holding a bachelor's degree in education with a specialization in English. His training includes participation in several linguistics-focused professional development workshops and certified teacher education programs. The second teacher recently earned her degree, with a focus on teaching English. She completed practical placements during her training and is currently pursuing a master's degree. The third instructor has three years of teaching experience and emphasized the importance of continuous professional development. She has participated in online courses and ongoing training programs related to inclusive and differentiated instruction. The fourth teacher highlighted five years of classroom experience, an English teaching certification, and a proven ability to enhance students' communication and reading skills. Additionally, she teaches at private institutions on weekends.

This question is crucial to the study as it provides foundational information about the professional background of primary school English teachers. It helps identify patterns in training, qualifications, and teaching experience key factors that influence student outcomes and instructional quality. By analyzing these responses, the research can assess how teacher preparation and years of service impact teaching practices, confidence, and classroom effectiveness. Moreover, comparing novice and experienced educators reveals how formal education and ongoing professional development contribute to effective English instruction.

Question 02: What are your views on the integration of English into Algerian primary school curriculum? In your opinion, is it a positive decision? Is teaching English at this level easy or challenging?

The first educator expressed strong support for the inclusion of English in Algeria's primary school curriculum, viewing it as a necessary step in an increasingly globalized world. He believes that exposing children to a widely spoken language at an early age is beneficial. However, he also acknowledged certain challenges, such as students' limited prior experience

and the scarcity of resources. The second teacher also agreed with the decision in principle but emphasized that its success largely depends on the quality of teacher training and institutional support. He pointed out that teaching English at this level can be difficult, especially when students are simultaneously learning Arabic and Tamazight.

The third instructor, while welcoming the initiative, raised concerns about overcrowded classrooms and questioned whether young learners could effectively manage multiple languages. She noted that although the integration of English is promising in theory, it may be difficult to implement successfully without appropriate adjustments. The fourth teacher believed that with the right teaching strategies, early English instruction could be both manageable and advantageous. She argued that early exposure to English can enhance cognitive and linguistic development, and that young learners are indeed capable of acquiring multiple languages.

This inquiry is significant as it explores educators' views on a recent shift in Algeria's language education policy. It provides valuable insights into how the policy is perceived and highlights the level of support or resistance among teachers regarding the early introduction of English. Their perspectives offer critical information on both the opportunities and the challenges this change entails. Furthermore, understanding whether teachers find early English instruction easy or difficult is essential for guiding curriculum development, teacher training, and the allocation of resources in Algeria's multilingual educational context.

Question 03: How many hours per week do you teach English to fifth-grade primary students?

According to the first teacher, fifth-grade students currently receive two hours of English instruction per week, divided into two one-hour sessions. While this amount of time allows for the introduction of basic language concepts, he noted that it is insufficient for the development of more advanced skills. The second teacher reported a slightly more favorable arrangement, with three weekly sessions of forty-five minutes each, which she believes are more effective in maintaining learning continuity. In contrast, the third teacher, who teaches a single 90-minute class per week, finds it difficult to cover the required material or provide sufficient practice within such a limited timeframe. The fourth teacher also conducts two one-hour sessions per week and acknowledged the limitations of the current schedule.

Nevertheless, she emphasized her efforts to maximize instructional time by using focused lessons and interactive activities.

This question is significant as it sheds light on the actual time allocated to English instruction within the primary school curriculum a factor that directly influences language acquisition and learning outcomes. It also highlights inconsistencies and limitations in time management across different educational settings. Understanding how much instructional time is dedicated to English helps assess whether the current schedule is sufficient for effective language teaching. Moreover, this information supports the development of informed recommendations for improved time allocation and scheduling strategies that could enhance the quality of English instruction at the primary level.

Question 04: Approximately, how many hours per week do your students spend practicing writing skills in English?

According to the first teacher, his students engage in English writing practice for approximately 30 to 45 minutes per week, primarily through short writing exercises, sentence construction, and copying activities. The second teacher reported that writing practice occupies about one hour per week and is often integrated into grammar and vocabulary lessons to reinforce new concepts. The third teacher indicated that students spend roughly 20 to 30 minutes per week on writing, as more classroom time is typically dedicated to speaking and listening activities due to the learners' beginner level. The fourth teacher acknowledged that although writing is an essential component of her lessons, it receives only 15 to 20 minutes of focus per week because of limited class time and students' ongoing struggles with basic spelling and sentence structure.

This question is important as it explores the emphasis placed on writing skills during the early stages of English language learning. It also reveals how teachers prioritize different language skills within limited instructional time and how writing is integrated into broader lesson plans. Understanding the frequency and depth of writing practice helps determine whether students are receiving adequate support to develop foundational writing abilities. These insights are valuable for informing lesson planning, curriculum development, and resource allocation aimed at enhancing early English literacy.

4.1.2.2. Section Two: Students' Writing Challenges

Question 05: In your opinion, what are the most common writing difficulties encountered by your students? (e.g. grammar, spelling, vocabulary, organizations, lack of ideas)

According to the first teacher, many students struggle with basic sentence construction and often confuse verb tenses due to the differences between English and their native language. He identified grammar and spelling as the most common issues students face when writing in English. The second teacher noted that students with limited vocabulary frequently have difficulty expressing their thoughts clearly. They tend to rely on repetitive phrases and struggle to find appropriate words to describe situations or emotions. The third educator explained that organizing ideas and forming cohesive sentences are major challenges. She observed that students often write disconnected thoughts without clear introductions or conclusions. The fourth teacher highlighted a lack of ideas as a common issue, especially when students are asked to write creatively or about unfamiliar topics. She attributed this problem to students' limited exposure to English reading materials and their lack of confidence in expressing themselves in a foreign language.

Question 06: Do you observe differences in writing abilities among students? If so, what factors do you believe contribute to these differences?

The first teacher noted significant differences in the writing skills of his students, attributing these variations primarily to individual learning styles and exposure to English at home. He observed that students who watch English-language videos or receive parental support tend to perform better. The second teacher echoed this view, emphasizing that socioeconomic background plays a major role; students with access to books, the internet, or after-school tutoring generally demonstrate stronger writing abilities. The third instructor pointed out that some students face greater challenges due to weak foundational skills in Arabic, which limits their ability to transfer writing strategies to English. The fourth teacher highlighted the impact of classroom behavior and learning styles, stating that students who are focused and self-disciplined usually write more effectively, while those who struggle with concentration or lack self-confidence tend to fall behind.

This question is valuable for understanding the diverse skill levels within a single classroom and the complex interplay of factors that influence writing development. It

highlights how internal elements such as motivation, focus, and learning styles and external factors like family support, financial resources, and educational opportunities collectively shape students' progress. Recognizing these differences is essential to your research, as it reinforces the need for equitable language instruction, differentiated teaching strategies, and targeted support for struggling learners within Algerian primary schools.

Question 07: How do students generally respond when asked to write in English? (e.g. motivation, anxiety, interest, resistance)

A small group of students demonstrated genuine interest and motivation, particularly when writing tasks were creative or incorporated game-based elements, while others remained passive unless actively encouraged. The first teacher observed that many students experience hesitation and anxiety when asked to write in English, often due to fear of making mistakes or being judged. This anxiety leads some learners to stay silent or produce minimal written output. The third teacher noted that although many students initially resist writing tasks, breaking activities into manageable steps significantly increases engagement. She attributed this improvement to reduced fear of complexity. The fourth instructor pointed out that some students enjoy writing assignments, especially those who are more confident with grammar and vocabulary. However, she emphasized that unless students perceive the task as meaningful or receive prompt feedback and recognition, most show limited motivation.

This question is crucial for understanding students' emotional and behavioral responses to writing in English, as it reveals underlying attitudes such as anxiety, interest, or reluctance factors that significantly influence language acquisition. These responses help identify psychological and motivational barriers that hinder skill development. The findings can inform the creation of more supportive and engaging writing environments, enabling teachers to design tasks that enhance self-confidence and foster a positive attitude toward writing in English.

4.1.2.3. Section Three: Teaching Strategies

Question 08: What strategies, techniques or activities do you employ to develop your students' writing skills?

According to the first teacher, students are given basic sentence-building activities to practice grammar and spelling, along with copying and sentence-completion exercises to help them learn how to write accurately. The second teacher explained that he uses visual prompts and provides word banks to support vocabulary development. He often asks students to write short sentences or stories based on images. The third teacher mentioned incorporating group activities, where students collaborate to produce short texts that are later read aloud. The fourth teacher reported frequently using fill-in-the-blank exercises with short paragraphs containing missing words, as well as guided writing tasks. In these tasks, students follow simple instructions to write about familiar topics such as their family or school.

This question is significant because it highlights the practical strategies teachers use to develop writing skills among young learners. It reveals how age-appropriate and scaffolded activities support students at an early stage of language acquisition. Moreover, understanding which methods are most engaging and effective for fifth-grade students allows the research to propose classroom practices that align with learners' developmental and linguistic needs, ultimately enhancing writing instruction in the primary English curriculum.

Question 09: Do you follow a specific writing method, framework, or textbook when teaching writing?

The first teacher stated that he primarily uses the official textbook provided by the Ministry of Education and incorporates its writing exercises into his lessons. He explained that the textbook offers clear examples and step-by-step guidance, which are helpful for younger learners. The second teacher reported that although he uses the textbook as a foundation, he often adapts the material to suit his students' proficiency levels. He frequently supplements lessons with additional worksheets or creative writing activities to increase student engagement. The third instructor described her use of a blended method that begins with copying, then progresses to sentence writing, and ultimately to short paragraph composition. She believes this gradual progression helps students build confidence over time. The fourth teacher noted that while she follows the textbook, she also employs simple writing

frameworks such as the “Who? What? Where?” method to help students organize their thoughts when writing short texts or descriptions.

This question is valuable to the research because it provides insight into the effectiveness of current writing instruction tools and whether teachers need further training or resources to improve writing instruction at the primary level. It also reveals the degree of flexibility teachers have in adapting materials and whether they employ age-appropriate strategies to support young learners’ writing development.

Question 10: How do you support students who struggle more than others in writing? (e.g. providing additional assistance, implementing differentiated instruction)

According to the first teacher, struggling students are supported through additional assistance in the classroom, such as simplifying instructions, offering more time to complete writing tasks, and working with them in small groups. The second teacher explained that he uses differentiated instruction by assigning simplified writing tasks or providing sentence starters to students who need extra help, while more advanced learners are given more complex assignments. The third educator highlighted the role of peer support, pairing stronger writers with those who need guidance to promote confidence and collaboration. The fourth teacher shared that she incorporates visuals and vocabulary lists into lessons and assigns extra writing practice at home for students facing difficulties.

This question is essential for understanding how teachers address learning differences in the classroom. It sheds light on practical strategies used to support less proficient students and demonstrates the presence of inclusive, supportive teaching practices. At the primary level where early intervention can significantly influence language development these findings are particularly important. They can be used to evaluate the effectiveness of current practices and determine whether additional resources or professional training are needed to better support struggling learners.

4.1.2.4. Section Four: Assessment and Feedback

Question 11: How do you assess your students writing performance? (e.g. rubrics, peer evaluation, self-assessment, formative feedback)

According to the first teacher, he evaluates students' writing using a simple checklist or rubric that focuses on fundamental elements such as sentence structure, spelling, and punctuation. He provides brief feedback aimed at helping students improve. The second teacher explained that he primarily uses formative feedback by pointing out errors during tasks and offering suggestions for future improvement, along with supportive comments on students' work. The fourth teacher reported that she occasionally involves students in self-assessment, using a simple form with smiley faces or checkboxes to help them reflect on their writing. The third teacher described employing peer assessment, where students review each other's writing and provide basic feedback, such as confirming correct spelling and sentence clarity, thereby encouraging reflection on strengths and areas for growth.

Understanding these assessment practices allows the research to determine whether students receive sufficient guidance to develop their writing skills and whether current evaluation tools effectively support their progress. This question is significant as it reveals how writing development is measured and how feedback is delivered to young learners. It also helps evaluate whether teachers employ effective, age-appropriate assessment methods and highlights the degree to which students are engaged in monitoring their own learning an essential factor in fostering writing confidence at the elementary level.

Question 12: Do you provide feedback on students' writing? If yes, what form does the feedback take (written, oral or both)? and how do students typically respond to the feedback you provide?

According to the first teacher, feedback on students' writing is primarily given verbally, either during or after the exercise. He uses simple language to highlight strengths and areas needing improvement, noting that students pay close attention and actively try to correct their errors. The second teacher stated that he provides both written and oral feedback, writing brief comments such as "good job" or "check spelling" in students' notebooks. He observed that children respond better to feedback that is encouraging and straightforward. The third teacher explained that, given the students' early literacy stage, she mainly offers oral feedback. She added that praise often motivates children and encourages them to try again after making

mistakes. The fourth teacher reported providing written feedback with symbols like happy faces and simple notes, followed by spoken explanations. She found that while most children appreciate positive reinforcement, many require additional support to fully understand and apply the suggested corrections.

This question is essential for understanding how feedback supports young learners in developing their writing skills. It reveals the types of feedback that are most commonly used and effective at the primary level, as well as how students respond both academically and emotionally. Knowing whether feedback is delivered orally, in writing, or through a combination of both provides valuable insights into classroom communication and instructional support. Additionally, this information helps evaluate whether feedback practices foster student growth, motivation, and confidence in writing.

4.1.2.5. Section Five: Challenges and Recommendations

Question 13: What are the major challenges you face when teaching writing to fifth-grade students?

According to the first teacher, a primary challenge is students' limited vocabulary, which makes it difficult for them to write accurately, as they often rely on a few basic phrases and struggle to construct complete sentences. The second teacher identified low motivation and reluctance to write as significant issues, attributing these to students' lack of confidence and fear of making mistakes. The third teacher emphasized time constraints, noting that the limited number of English instruction hours per week restricts opportunities for adequate writing practice and support. The fourth teacher pointed out difficulties with spelling and grammar, as well as interference from students' native language rules, which often results in lower quality writing.

This question is crucial because it highlights the real challenges teachers face when supporting primary school students' writing development. It draws attention not only to linguistic difficulties such as grammar and vocabulary but also to classroom-level concerns including limited instructional time, student motivation, and confidence. Understanding these challenges enables the research to propose practical solutions, identify professional development needs, and recommend instructional strategies that better support both teachers and learners in the English writing process.

Question 14: In your opinion, what types of support or professional development do primary school teachers need to better teach writing skills?

While the second teacher explained that many educators require support in designing writing activities that are both engaging and feasible within limited classroom time, the first teacher emphasized the need for more training focused on teaching writing to young learners using fun and simple methods appropriate for their level. He suggested that workshops on writing games, sentence building, and story writing would be particularly beneficial. The third teacher highlighted the necessity for explicit instructional materials and tools, such as writing worksheets, visual aids, and basic writing models, noting that a lack of resources negatively impacts many teachers. The fourth teacher added that professional development on differentiated instruction would help teachers better support students with varying ability levels within the same classroom.

This question is essential for identifying gaps in teacher preparation and the specific types of support teachers feel they need to enhance writing instruction. By pinpointing these needs, the research can inform education authorities and training institutions on how to better equip teachers with the knowledge, techniques, and resources required for effective writing instruction at the primary level. It also evaluates whether existing professional development opportunities adequately address the practical needs teachers face in the classroom.

Question 15: What recommendations would you suggest to help students improve their writing abilities in English?

The first instructor proposed that students would benefit from additional writing practice outside the classroom, such as basic homework assignments or daily journaling. He also recommended incorporating more interactive activities, like group writing projects and writing games, to increase engagement. The second instructor suggested allocating extra time within the curriculum specifically for writing practice, emphasizing that more frequent sessions would provide students with greater opportunities to develop their skills. The third teacher advocated for a stronger focus on vocabulary expansion by introducing new words and phrases in each lesson, believing this would help students express their ideas more effectively. To foster creativity and improve organizational skills, the fourth teacher recommended using more visual aids and writing prompts, such as image-based stories or sentence starters.

This topic is important because it provides valuable insights from educators who work directly with students. Their suggestions highlight key areas needing improvement, including increased practice time, curriculum adjustments, and enhanced writing resources. Understanding these recommendations helps identify the necessary strategies and materials to support students' English writing development and guides future enhancements in instructional approaches, curriculum design, and teacher training.

4.2. Discussion of the Findings

This study investigated the challenges that fifth-grade teachers and students in Algeria encounter in acquiring and developing English writing skills. In alignment with previous international research (Richards and Farrell, 2005; Storch, 2013; Mills and Exley, 2014; Myhill, 2009; Graham and Perin, 2007), the findings from the Algerian EFL context revealed a range of similar difficulties. Among the most prominent were the limited application of collaborative writing strategies in classrooms, a general lack of professional training in contemporary and communicative methodologies, and inadequate mastery of fundamental linguistic components such as vocabulary and grammar. Additionally, writing practice outside of formal classroom instruction remains minimal, further hindering students' progress and proficiency.

Students who participated in the study expressed a greater interest in writing tasks that were interactive, creative, and personally meaningful. Activities that allowed them to write about familiar topics or their own experiences seemed to foster a more positive attitude towards writing. Despite this enthusiasm, learners faced numerous obstacles in their writing development. Common problems included weak grammatical accuracy, frequent spelling errors, underdeveloped ideas, and difficulty organizing thoughts into coherent, well-structured sentences and paragraphs. These challenges often diminished students' self-confidence and contributed to a fear of failure or embarrassment, which in turn discouraged them from participating actively in writing activities. Several students reported feeling rushed when completing writing tasks and indicated a strong desire for more time, clearer guidance, and increased teacher support.

Teachers, from their perspective, identified additional challenges that further complicate the teaching of writing skills at the primary level. One major issue is the limited exposure learners have to English outside the classroom environment. For many students, school

remains their only source of contact with the language, and this restricted input affects their ability to internalize vocabulary and language structures. Time constraints within the school timetable also prevent teachers from dedicating sufficient attention to writing activities, as they must cover multiple language skills in a relatively short period. Moreover, the wide range of ability levels within a single classroom makes it difficult to meet every student's individual needs.

To overcome these barriers, teachers suggested the implementation of more flexible and differentiated instructional strategies tailored to learners' varying levels of ability. They recommended the integration of vocabulary-building techniques such as the use of flashcards, visual aids, and thematic word walls. Collaborative writing tasks such as pair or group composition activities were also proposed as a means to foster peer support and reduce anxiety. Additionally, teachers advocated for the use of scaffolding tools like sentence starters, writing prompts, and word banks to guide students in structuring their thoughts. Providing clear and consistent writing frameworks was viewed as essential for helping students understand the expectations of different text types and genres. Teachers also emphasized the importance of offering additional support to struggling learners, whether through remedial sessions, individual feedback, or simplified tasks.

Ultimately, addressing these challenges through improved teaching practices and a more supportive classroom environment could lead to significant gains in writing instruction. Creating engaging, student-centered learning experiences, offering regular and meaningful writing opportunities, and implementing targeted instructional strategies would not only enhance learners' writing competence but also boost their motivation and confidence. This study underscores the urgent need for educational reforms that prioritize writing skill development within the broader EFL curriculum, ensuring that both teachers and learners are better equipped to meet the demands of English language learning at the primary level.

4.3. Recommendation for Future Research

The primary goal of this study is to examine the difficulties involved in teaching and learning English writing skills at the fifth-grade level in elementary schools. Based on the findings, the following strategies are recommended to enhance both teacher proficiency and student competence in writing:

- Schools should invest in appropriate teaching resources, such as textbooks, visual aids, and digital tools, to support students' writing development.
- EFL teachers should have access to ongoing professional development opportunities focused on age-appropriate methods and effective writing instruction.
- More classroom time should be allocated for writing-related tasks to ensure sufficient practice and reinforcement.
- Structured writing frameworks and models should be incorporated into instruction to help students organize their ideas clearly and effectively.
- Teachers should implement differentiated instruction to accommodate varying levels of language proficiency within the classroom.
- Creative writing assignments should be assigned as homework to encourage writing practice beyond the classroom.
- Engaging techniques such as writing games, image-based prompts, and collaborative writing activities should be used to foster motivation and participation.
- Schools should foster a supportive and positive writing environment that reduces anxiety and enhances students' self-confidence.
- Integrating technology into writing instruction can provide innovative ways to engage learners and promote language acquisition.

By applying these strategies, educators can create a more effective and inclusive learning environment that supports the development of strong writing skills among young learners.

4.4. Ethical Considerations

This study was conducted in accordance with ethical standards and guidelines for research involving human participants. Prior to their participation, respondents were informed of the study's objectives and purpose. Informed consent was obtained, and participants were assured of the confidentiality of their responses. Additionally, all data were securely handled and protected by the researchers to ensure participants' privacy throughout the study.

4.5. Limitations of the study

Although this study contributes valuable insights into the challenges faced by Algerian primary school learners in acquiring English writing skills, it is important to acknowledge several limitations that may have influenced the overall research process and the

interpretation of the results. One of the most significant limitations is the relatively small sample size, which included only 60 fifth-grade students and a limited number of EFL primary school teachers. This narrow participant pool restricts the extent to which the findings can be generalized to the broader population of Algerian learners and educators, as it may not fully reflect the diverse experiences and contexts present in other regions or schools.

Another key limitation involves time constraints during the data collection phase. The academic calendar, combined with limited availability and scheduling conflicts with both students and teachers, reduced the amount of time available for in-depth engagement with participants. As a result, opportunities for follow-up or clarification were limited, which may have affected the richness and depth of the collected data. In addition, the study relied entirely on self-reported data gathered through questionnaires and interviews. While these tools are useful for gathering personal perspectives, they are also subject to various forms of response bias. Participants may have misunderstood certain questions, provided incomplete responses, or offered answers they believed were expected or socially acceptable, all of which can influence the reliability and validity of the findings.

An unforeseen complication further impacted the study: the sudden unavailability of the researcher's assistant, who was originally scheduled to support the fieldwork process. Consequently, the researcher had to independently manage all aspects of data collection, including coordinating with school administrators, distributing and collecting questionnaires, and conducting interviews. This unexpected burden increased the workload and may have affected participant engagement and the overall quality of interaction during the research process. Despite these challenges, the study was carried out with a strong commitment to ethical standards, academic rigor, and methodological care. These limitations are presented to offer transparency and to provide a realistic context for interpreting the results. Recognizing these constraints also highlights areas for improvement in future research and emphasizes the need for broader studies with more extensive support and resources.

4.6. Conclusion

This chapter presents the fieldwork conducted as part of this research study, which aimed to investigate the challenges that both EFL fifth-grade primary school teachers and students face in the teaching and learning of writing skills. The chapter begins by outlining the methodological approach adopted to carry out the research, including the research design,

data collection tools, participant selection, and procedures followed during the investigation. Furthermore, it details the data obtained through various instruments, such as questionnaires and interviews, and provides a comprehensive analysis and interpretation of the findings. The discussion not only highlights key patterns and recurring issues encountered by teachers and learners but also connects these findings to the initial research questions and objectives outlined at the beginning of the study. In addition, this chapter reflects on how the collected data address the core concerns raised in the literature review and how the observed results contribute to a better understanding of the contextual factors influencing writing instruction at the primary school level in an Algerian EFL setting. It also attempts to bridge the gap between theoretical perspectives and practical classroom realities.

Finally, the chapter concludes with a summary of the main findings and the conclusions drawn from the research. These conclusions pave the way for the final chapter, which offers pedagogical recommendations and suggests avenues for future research aimed at improving the development of writing skills among young EFL learners.

General Conclusion

General Conclusion

This study has explored the introduction and development of English writing skills in Algerian primary schools, with a particular focus on fifth-grade students. The inclusion of English in the Algerian primary education system, especially from the third grade, reflects a broader national initiative to align with international linguistic and educational standards. This policy shift is significant, as it represents a move toward equipping younger generations with global communicative competencies. However, the effective implementation of English particularly writing instruction within a multilingual context such as Algeria, where Arabic and French are already dominant languages, presents a range of pedagogical and systemic challenges.

Through a case study conducted at Mohammed Akli Primary School in Semach, Bouira, this research has shed light on the real-world difficulties encountered in teaching and learning English writing skills at the primary level. Fifth-grade learners often struggle with limited vocabulary, persistent grammatical errors, and difficulties in constructing coherent and structured sentences. These linguistic challenges are compounded by psychological barriers such as low self-confidence and a lack of motivation, both of which negatively affect their willingness to engage in writing tasks. The challenges faced by students are mirrored by those experienced by teachers, who frequently report insufficient training in teaching English writing, limited instructional time, inadequate classroom materials, and large class sizes that make individualized instruction difficult.

The research was structured into two main chapters, each contributing to a comprehensive understanding of the issue. The first chapter provided a theoretical foundation, offering a thorough review of the relevant literature. It examined the historical and current status of English in the Algerian educational system, the nature of writing as a language skill, and the multifaceted challenges teachers face when attempting to develop students' writing abilities. Institutional constraints, curriculum design issues, and pedagogical limitations were also explored to contextualize the problem. The second chapter focused on empirical research, combining qualitative and quantitative methods to gain deeper insight into the lived experiences of both students and teachers. Data were collected through student questionnaires and teacher interviews, allowing for a nuanced understanding of the difficulties and limitations surrounding the teaching of writing in English at the primary level.

The findings from this study highlight the complex interplay of linguistic, pedagogical, and institutional factors that hinder the successful acquisition of English writing skills in Algerian primary schools. From the students' perspective, limited exposure to English outside the classroom, the interference of first and second languages, and a lack of engagement with authentic writing tasks all contribute to weak writing performance. From the teachers' perspective, there is an urgent need for targeted professional development programs, better instructional resources, and curricula that are more adaptable to the multilingual reality of Algerian classrooms.

The study also brings attention to the broader implications for curriculum development and educational policy. In order to foster meaningful progress, there must be a stronger emphasis on student-centered teaching strategies that actively engage learners in the writing process. These strategies should include the use of collaborative writing tasks, interactive activities, and formative assessment practices that encourage continuous improvement. Moreover, writing instruction should be more fully integrated into the overall language curriculum rather than treated as a secondary skill. To be effective, the curriculum must be responsive to the linguistic, cognitive, and emotional needs of primary school learners within a multilingual framework. Additionally, time allocation for English writing instruction must be increased to allow students sufficient opportunity to practice and refine their skills. Resources such as age-appropriate writing prompts, visual aids, story-building activities, and digital tools can be highly beneficial when used strategically. Policymakers must also prioritize teacher training, ensuring that educators are equipped not only with language proficiency but also with pedagogical techniques that are appropriate for young learners at the primary level.

Ultimately, this study contributes to the ongoing discourse on English as a Foreign Language (EFL) education in multilingual and Arabic-speaking settings. It provides a foundation for future research aimed at improving the teaching and learning of English writing in similar contexts. The insights gained from this research highlight the importance of context-aware educational planning and reinforce the notion that effective language instruction must be rooted in both the realities of the classroom and the broader sociolinguistic environment in which it occurs.

In conclusion, the findings of this thesis underscore the need for systemic and sustained reform in the teaching of English writing in Algerian primary schools. By addressing the

specific challenges identified in this study, stakeholders including policymakers, curriculum designers, and educators can work collaboratively to enhance the quality of English instruction. Such efforts will not only improve students' writing proficiency but also strengthen their overall communicative competence, preparing them to participate more fully in an increasingly interconnected and multilingual world. The conclusions drawn from this research emphasize the value of localized pedagogical approaches, sustained institutional support, and a commitment to inclusive and effective language education for all learners.

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Appendices

Appendix 01: Students' Questionnaire

Hello dear students,

This questionnaire is part of a study about learning to write in English at your school. We want to know what you think about writing, what you enjoy, and what is sometimes difficult for you. Your answers are very important and will help teachers understand how to make writing activities more fun and easier for everyone. There are no right or wrong answers — just be honest and do your best!

Thank you for your time and help!

Part one: Personal Information:

1-Age:

2-Gender:

Boy ()

Girl ()

3-Do you like learning English?

Yes ()

No ()

Sometimes ()

Part Two: Writing Habits and Classroom Experience

4-Do you like writing in English? Tell us why or why not?

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5- How often do you write in English outside of school (for fun, texting, internet, etc.)?

Every day ()

Sometimes ()

Rarely ()

Never()

6- What kind of writing do you do in class?(You can choose more than one.)

Sentences ()

Letters ()

Descriptions ()

Dialogues ()

Paragraphs ()

7- What do you find difficult when writing in English?

Finding ideas ()

Using correct grammar ()

Spelling words ()

Writing long sentences ()

Using the right words (vocabulary) ()

8-Do you ask for help when you find writing difficult?

Yes ()

No ()

9- Who helps you the most with your writing?

Teacher ()

Friends ()

Partner ()

No one ()

10- How often do you make spelling mistakes when you write in English?

Every day ()

Sometimes ()

Rarely ()

Never ()

11- Do you have enough time to practice writing in class?

Yes ()

No ()

***Tell us more if you want**

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Part Three: Confidence and Motivation

12- Do you feel confident when you write in English? Why or why not?

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13- What would help you become better at writing in English?

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14- Do you want to improve your English writing? What makes you excited to learn more?

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Part Four: Teacher Support and Classroom Activities

15- Does your teacher give you examples before you start writing?

Always ()

Sometimes ()

Rarely ()

Never ()

16- What helps you the most when you write in class?(You can choose more than one.)

Listening to the teacher's explanation ()

Looking at examples on the board ()

Working with a partner or group ()

17- Do you enjoy writing activities like games, contests, or creative writing?
yes, very much ()

A little ()

Not really ()

18- What kind of writing activities would you like to do more in class?
Writing short stories ()

Writing about my favorite day ()

Writing letters to friends ()

Writing descriptions of animals, people, or places ()

Writing about dreams or adventures ()

Group writing (working together with classmates) ()

19- Would you like the teacher to give you more time or help when writing?)

Yes ()

No ()

Maybe ()

Thank you for your answers! You are doing a great job!

Appendix 02: Teachers' Interview

Dear Teacher,

This interview is part of a research study entitled "Investigating the Challenges of Teaching and Learning Writing Skills in Algerian Primary Schools". The purpose of this interview is to gather your valuable insights and experiences regarding the teaching of writing skills to fifth-grade learners. Your responses will help to better understand the main difficulties students face in writing, the strategies and methods used in the classroom, and the types of support teachers need to enhance the teaching and learning process. Please answer the questions openly and honestly. All information will remain confidential and will be used for research purposes only.

Thank you very much for your time and contribution.

Part One: Background Information

1-Could you please describe your experience teaching English at the primary level? (Years of teaching, qualifications, training, etc.)?

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2-What are your views on the integration of English into the Algerian primary school curriculum? In your opinion, is it a positive decision? Is teaching English at this level easy or challenging?

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3-How many hours per week do you teach English to fifth-grade primary students?

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4- Approximately how many hours per week do your students spend practicing writing skills in English?

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Part Two: Students' Writing Challenges

5- In your opinion, what are the most common writing difficulties encountered by your students? (e.g., grammar, spelling, vocabulary, organization, lack of ideas)?

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6- Do you observe differences in writing abilities among your students? If so, what factors do you believe contribute to these differences?

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7- How do students generally respond when asked to write in English? (e.g., motivation, anxiety, interest, resistance)?

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Part Three: Teaching Strategies

8- What strategies, techniques, or activities do you employ to develop your students' writing skills?

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9-Do you follow a specific writing method, framework, or textbook when teaching writing?

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10- How do you support students who struggle more than others in writing? (e.g., providing additional assistance, implementing differentiated instruction)?

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Part Four: Assessment and Feedback

11-How do you assess your students’ writing performance? (e.g., rubrics, peer evaluation, self-assessment, formative feedback)

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12- Do you provide feedback on students' writing? If yes, what form does the feedback take (written, oral, both)? How do students typically respond to the feedback you provide?

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Part Five: Challenges and Recommendations

13- What are the major challenges you face when teaching writing to fifth-grade students?

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14- In your opinion, what types of support or professional development do primary school teachers need to better teach writing skills?

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15- What recommendations would you suggest to help students improve their writing abilities in English?

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Thank you for your time and valuable contributions!