كلية الدراسات العليا **Sudan University of Science and Technology**

College of Graduate Studies

College of Languages

An Investigation of the Effectiveness of Teaching Writing Strategies in Enhancing EFL Sudanese University Students ' Writing Skills

(A Case Study of Second Year Students at Sudan University of Science and Technology)

تقصي فعالية تدريس استراتيجيات الكتابة في تعزيز مهارات الكتابة لدى طلاب الجامعات السودانية في تعلم اللغة الإنجليزية لغة اجنبية

(دراسة حالة طلاب السنة الثانية بجامعة السودان للعلوم والتكنولوجيا)

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Ph.D in Linguistics

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Dedication

I dedicate this research to

My family

My friends and colleagues

Teachers and students at Future Stars International School and Khartoum International School

And to everyone who advised me and gave me confidence

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First, I thank Allah the Almighty, the source of mercy, grace, and inspiration, who granted me with knowledge, patience, strength and cooperative people to accomplish this thesis.

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Abstract

This study aims to investigate the effectiveness of teaching writing strategies in enhancing EFL Sudanese university students' writing skills; the study took place at Sudan University of Science and Technology during the university academic year (2022-2023) .The study has adopted the descriptive analytical method: the researcher collected data by using two tools, a pre- post test for (30) EFL Sudanese second year university students and a questionnaire for (30)EFL Sudanese university teachers. To analyze the data of the study the researcher has used the Statistical Package for Social Sciences (SPSS).The findings of the study revealed that EFL Sudanese university students encounter some serious difficulties in writing skills ; they can not express intended ideas clearly, students are unaware of formal writing aspects such as, neat hand writing, correct spelling, proper use of punctuation, acceptable grammar, varied vocabulary, precise construction and correctness of expressions. In addition, when they write about a particular topic, they do not organize their thoughts and ideas and present them in a significant way as they lack balance between content and form . Furthermore, teaching writing strategies played a significant role in enhancing EFL students' writing skills. In the light of the findings of the study, the researcher recommends that: Teaching writing strategies helps the students to practice opportunities of paraphrasing, sequencing and synthesizing and enhances language acquisition , expands the students' language awareness, develops personal participation and contributes to the enrichment of culture and language. In addition, students should be aware of writing formal aspects such as, neat hand writing, correct spelling, precise construction ,proper use of punctuation and vocabulary and acceptable grammar. Furthermore, teachers should teach writing strategies effectively and encourage students to use them during their writing tasks.

Key words:

Writing strategies, teaching writing strategies, foreign language learning.

Abstract

(Arabic Version)

المستخلص

تهدف هذه الدراسة لتقصي   فعالية تدريس استراتيجيات الكتابة في تعزيز مهارات الكتابة لدى طلاب الجامعات السودانية في تعلم اللغة الإنجليزية لغة اجنبية.اجريت هذه الدراسة بجامعة السودان للعلوم والتكنولوجيا كلية اللغات قسم اللغة الإنجليزية في العام الجامعي (2022-2023) , إستخدم الباحث طريقة الوصف التحليلي و جمع البيانات بواسطة آداتين هماالإختبار القبلي والفعلي   الذي اجري لعدد (30) طالبا و طالبة بالفرقة الثانية بجامعة السودان للعلوم والتكنولوجيا و الاستبانة التي اجريت لعدد (30) معلما ومعلمة للغة الإنجليزية بالجامعات السودانية استخدم الباحث برنامج الحزم الإحصائية للعلوم الاجتماعية لتحليل البيانات.أظهرت نتائج الدراسة أن هنالك بعض الصعوبات التي تواجه طلاب الجامعات السودانية في مهارات الكتابة فهم لايمكنهم التعبير عن الأفكار المقصودة بوضوح وليسوا على دراية بجوانب الكتابة الرسمية مثل الكتابة اليدوية المرتبة والتهجئة الصحيحة والاستخدام الصحيح لعلامات الترقيم, القواعد المقبولة, والمفردات المتنوعة والبناء الدقيق و صحة التعبير. بالإضافة الى ذلك عندما يقوم الطلاب بكتابة موضوع معين فهم لا ينظمون أفكارهم ويقدمونها بطريقة مميزة اذ انها تفتقد التوازن بين المحتوى والشكل , علاوة على ذلك لعب تدريس استراتيجيات الكتابة دوراً مهماً في تعزيز مهارات الكتابة لدى طلاب الجامعات السودانية في تعلم اللغة الإنجليزية لغة اجنبية.بناء على تلك النتائج فإن الباحث يوصي بأن تدريس استراتيجيات الكتابة يساعد الطلاب على فرص ممارسة إعادة الصياغة والتسلسل والتوليف وتعزز اكتساب اللغة, وتوسع ادراك الطلاب باللغة, وتطور المشاركة الشخصية وتساهم في إثراء الثقافة واللغة بالإضافة الى ذلك , ينبغي على الطلاب ادراك جوانب الكتابة الرسمية مثل الكتابة اليدوية المرتبة والتهجئة الصحيحة و البناء الدقيق الاستخدام الصحيح لعلامات الترقيم و المفردات والقواعد المقبولة. علاوة على ذلك ينبغي على المعلمين تدريس استراتيجيات الكتابة بفعالية وتشجيع الطلاب على استخدامها خلال مهام الكتابة الخاصة بهم.

الكلمات المفتاحية: استراتيجيات الكتابة ,تدريس استراتيجيات الكتابة, تعلم اللغة الأجنبية

Table of contents

Chapter One

Introduction

Chapter Two

Literature Review

Chapter Three

Methodology of the Study

Chapter Four

Data Analysis , Results and Discussion

Chapter Five

Summary, Findings, Recommendations and Suggestions for Further Studies

Table of Appendixes

List of Tables

List of figures

Chapter One

Introduction

Chapter One

Introduction

1.1 Background

It has always been noticed that among the four skills of EFL learning writing is the most significant productive skill to acquire though there are so many challenges in achieving this skill. Hence EFL teachers face numerous challenges relating to teach writing for EFL students, there is a dire need of using various writing strategies for improving EFL writing skills; students should be motivated to understand this need and play an important role in developing their writing skills.

Writing plays a crucial role in language teaching and learning a foreign language as Buck (1995) argued that language learning should start with writing skills and providing large amounts of writing is the best way to teach a second or a foreign language.

According to Hadley (1993) writing involves composing in order to tell or retell pieces of information in the form of narrative or description, or to transform information into new texts as in expository or argumentative writing. Flower & Hayes(1981) claimed that writing is a complicated process which involves a number of cognitive and meta-cognitive strategies such as brainstorming, planning, outlining, organizing, drafting and revising.

Harmer (2004) argued that writing is frequently useful as preparation for some other activities especially when students write sentences as a preamble to discussion activities; writing enables students to think up ideas rather than having to come up with instant fluent opinions.

Apsari(2017) remarked that writing is used to help students perform different kind of activities . Thus, writing skill becomes crucial in teaching and learning English as it is important for career and personal life because others will judge our thinking ability according to what we write and how we write it.

According to Hassan (2000) writing skill provides the right condition for language acquisition and development of other language skills as it helps learners to develop their grammar, pronunciation and vocabulary. The same claim was supported by Hamouda (2013) who confirmed that learning writing skills provides the appropriate situation for the acquisition and expansion of the other skills. Rost (2001:P.123) suggested that a major difference between more successful learners and less successful ones is related to their ability to use writing as an instrument of learning.

In spite of being an important skill, writing is supposed to be rather difficult and boring subject among EFL learners , hence it was not given its importance in language teaching for the following three reasons: first of all, writing was not accepted as a separate skill to be taught explicitly for a long time. Secondly, teachers felt insecure about teaching writing and finally, the traditional materials for language teaching were not efficient enough to teach writing skills(Mendelson ,1994:P.98).

When teaching writing, teachers do not use suitable learning materials that suit the levels and the needs of the students, Porter& Roberts (1981) pointed out that   " We cannot expect learners to handle different types of language they have never or hardly ever been exposed to, when we choose authentic materials, we can set different tasks to suit the levels and the needs of the students". As a result EFL learners tend to have some serious difficulties in writing skills and consider it "the most demanding language skill" (Field, 2008).

According to Kashinath(2019)using techniques and strategies helps the students to practice opportunities of paraphrasing, sequencing and synthesizing and hence empowering them to develop their writing skills as these strategies give students more holistic package of academic writing skills that make them more confident and convinced , in addition writing strategies are also useful for both EFL   teachers hence they need to become better writers.

 Among the writing strategies that have been widely used in EFL teaching writing skills is the collaborative learning strategies. Hadley (1993) argued

that the collaborative learning strategy helps EFL learners to develop their interpersonal skills and represents a lifelong learning which is essential in facing challenges of traditional face to face learning methods.

G'ulom qizi (2001) stated that there are some valuable strategies for teachers that can be directly applied while teaching writing, providing them with efficient results. With the help of EFL learners, teachers can turn writing process into fun, rewarding, enlightening, thought provoking and reflective process. Moreover, by achieving a strong connection between teachers and students, students also welcome the opportunity to express their thoughts, feelings and reasoning in writing.

In this paper the researcher investigates writing difficulties among EFL Sudanese university students, identifies their causes and propose some suitable solutions to overcome them and highlights the importance teaching writing strategies in enhancing EFL learners' writing skills.

1.2 The Statement of the Problem

From his observation and experience of teaching EFL for several years ,the researcher has noticed that most EFL Sudanese university students face numerous serious deficiencies in writing skills; they cannot express ideas and convey the intended message clearly, students are unaware of some formal aspects such as, neat hand writing, correct spelling, proper use of punctuation, vocabulary and acceptable grammar as they have poor awareness of important aspects of writing such as varied vocabulary, precise construction and correctness of expressions.

In addition, when students submit a piece of original writing as when they are given assignments or reports on a particular topic or

theme, the ideas and events are not presented in an interesting and a significant way as their writing need to be more matured as long as they practice writing on narrowed topics and work on outlined and organized materials; they do not organize their thoughts and ideas and present them in a way so that the readers can read that easily and feel pleased to read that as they lack balance between content and forms .

Such problems in writing lead to other language learning problems in other language skills as students express their ideas through writing ,therefore, as a result they lose their self- confidence as EFL language learners.

The same problem was also observed in different EFL contexts in Sudan and other countries (Hamid 2003 , Ahmed 2011&Chowdhury 2015) . The findings of these studies have emphasized that EFL learners face serious writing difficulties that are usually associated with foreign language learning. For example, Ja'fr (2013) reported that writing problems are attributed to inadequate grammar knowledge, insufficient writing time, limited knowledge of vocabulary, lack of practice, lack of ideas related to the writing task, punctuation and English sentence structure. According to Yen (1987) EFL writing difficulties are affected by words discrimination, cohesive devices, vocabulary, English phrases and syntax and lack of knowledge about writing strategies.

So, the researcher finds it important to explore these writing hurdles with the intention of suggesting teaching writing strategies to enhance EFL Sudanese university students' writing skills .

1.3 Objectives of the Study

1. To shed light on writing difficulties that face EFL Sudanese university students.

2. To find out how can teaching writing strategies improve EFL Sudanese university students' writing skills.

3. To identify the causes of the problem and suggest some suitable solutions to overcome these writing skills difficulties.

1.4 Questions of the Study

The following questions form the basis of this study:

1. To what extent do EFL Sudanese university students have difficulties with writing skills?
2. How can teaching writing strategies enhance EFL Sudanese university students' writing skills?
3. What are the causes of writing difficulties that face EFL Sudanese university students?
4. How can these writing problems be solved?

1.5 Hypotheses of the Study

The following hypotheses are postulated:

1. Most EFL Sudanese university students face some difficulties with writing skills.
2. Teaching writing strategies enhances EFL Sudanese university students' writing skills.
3. Writing difficulties are attributed to many factors.

4. Teachers can help students to overcome writing difficulties by raising their awareness about the importance of writing skills for learning in general and teaching their students writing strategies.

1.6 Significance of the Study

This study investigates writing difficulties encountered by EFL Sudanese university students. Awareness of the factors that can contribute to the problems of EFL writing skills would benefit the following groups:

1. EFL Learners can identify their writing problems and be aware of the factors that can contribute to their writing difficulties; when learners know something about their own difficulties, they will be able to apply the right strategies and techniques of writing and become better writers.
2. EFL teachers of writing skills could have better understanding of their students' writing difficulties and examine their own teaching methods, techniques and materials accordingly; when teachers are aware of their students' writing difficulties, this will help them to guide students to overcome some of their writing problems and design materials that suit the level, interest and the needs of the students.
3. The study also forms a point of departure for syllabus designers and material writers to make further improvement in the writing teaching materials.
4. In addition, the study benefits educators in the field of using strategies to enhance EFL writing skills.
5. Researchers who are interested in writing research to use the findings of the study as a basis for further study in the area as the current study paves the way for other researchers to

conduct further studies on developing students' writing skills using writing strategies.

6. The study could also contribute to the existing literature in the field of   teaching and learning writing skills.

1.7 Limits of the study

This study has the following limits:

1. Human Limits:

This study is limited to EFL second year students majoring in English at Sudan University of Science and Technology, College of Languages; they are at approximately the same level of English abilities.

2. Locative Limits:

Sudan University of Science and Technology , College of Languages ,the English Department is the place where the study is conducted.

3. Temporal Limits:

This study is conducted during the university academic year (2022-2023).

4. Topical limits:

This study investigates writing difficulties encountered by EFL Sudanese university students and suggesting teaching strategies in enhancing EFL writing skills.

1.8 Methodology and Data Collection

1.8.1 The choice of the Method

There are many methods that can be used by researchers according to the objectives of the study, the required data and the investigated population, since the main objective of the present study is to investigate writing difficulties among EFL Sudanese university students and highlights the importance of teaching writing strategies in order to enhance writing skills, the researcher adopted the descriptive analytical method since it seemed the most appropriate.

1.8.2 Population

In this study the researcher uses two main groups:

1. The first group of population represents EFL Sudanese second year students, majoring in English in the College of Languages at Sudan University of Science and Technology during the academic year (2022-2023).
2. The second group of population is some expert university teachers who teach English as a foreign language at Sudanese universities who have much experience in doing English research.

1.8.3 The Students' Sample

This work deals mainly with a sample of (30) second year students in the English Department at Sudan University of Science and Technology, College of Languages during the university academic year (2022-2023), They have been chosen randomly as participants of this study because writing problems are clearly apparent at this level.

1.8.4 The Teachers' Sample

The second sample of the study consists of (30) English language teachers at different Sudanese universities; they have been chosen to respond to the questionnaire to suggest some of the causes and solutions to EFL writing difficulties encountered by Sudanese university students.

1.8.5 Data Gathering Tools

To enhance the work and to achieve the stated objectives above, two data collection tools have been used ; a pre-post writing test for EFL Sudanese university students to investigate   writing difficulties they encounter when they write in English and to evaluate the effectiveness of teaching writing strategies in enhancing EFL students' writing skills and   a questionnaire to identify the causes , solutions and highlights the effectiveness of teaching writing strategies in order to enhance EFL Sudanese university students' writing skills.

Chapter Two

Literature Review

Chapter Two

Literature Review

2.1 Theoretical Background

2.1.1 Background

The idea that the main goal of EFL teaching is to enable students to acquire vocabulary, grammar and read effectively using the target language led many language teachers to believe that they should only teach their students these skills. However, focusing in providing students with these skills only hinder their writing abilities, according to Walsh (2010) "Writing is important for if students don't know how to express themselves in writing, they will perform poorly in writing tasks, moreover, in the future they won't be able to communicate well with their teachers, professors, employers and peers as much of professional communication is done through writing such as writing proposals, memos, assignments, reports, applications, preliminary interviews, e-mails, in addition, writing represents a part of the daily life of college students and graduates because it's used extensively in higher education and later in the workplace" (P.76).

Tirumalesh (1991) stated   " EFL learners find writing skills difficult due to their limited knowledge about English writing, besides, lack of proficiency in the language, large classes, unqualified teachers, unmotivated novices as lack of resources became the part of the etiology"(Tirumalesh, 1991, pp. 2670-2671). This suggests that teaching writing strategies is considered the most appropriate choice to enhance EFL students' writing skills.
 Recent views of EFL teaching have shown that it is important to include writing strategies as a part of EFL teaching as it provides learners with valuable authentic materials which extend their linguistic knowledge, exposes them with a wide range of grammatical and vocabulary items, raises their language awareness, promotes understanding of the culture of the target language and develops their writing skills as well(Walsh ,2010).
Angelova (1999) stated that language proficiency, L1 writing competence, uses of cohesive devices, meta-cognitive knowledge about the writing task,

writing strategies and writers' personal characteristics are important factors that affect the process and product of English as foreign language writing(P.76).

Beare(2000) argued that "it is the writing strategies that primarily separate successful from less successful EFL writers".

EFL university students encounter several writing difficulties that are frequently associated with EFL learning; they cannot express ideas and convey the intended message clearly, students are unaware of some formal aspects such as, neat hand writing, correct spelling, proper use of punctuation and vocabulary and acceptable grammar as they experience poor awareness of important aspects of writing such as varied vocabulary, precise construction and correctness of expressions.

In addition, when students submit a piece of original writing as when they are given assignments, the ideas and events are not presented in an interesting and a significant way; they do not organize their thoughts and ideas and present them in a way so that the readers can read that easily and feel pleased to read that as they lack balance between content and forms .

This chapter intends to establish theoretical background for the present study by giving further details concerning the effectiveness of the teaching of writing strategies in enhancing EFL Sudanese university students' writing skills and by providing a review of some of the previous studies and theories related to the present study.

2.1.2 The Concept of EFL Writing

Lado (1964) described writing as a partial representation of units of language expression. According to Linse (2005) writing is a productive skill because the focus is on producing information; when students are writing they clearly have more time to think about what they want to say than they are speaking. This is why their sentences need to be correct.
Hadley (1993) stated that writing requires composing , which implies the ability either to tell or retell pieces of information in the form of narrative or

description, or to transform information into new texts as in expository or argumentative writing.

Writing is a complicated process which involves a number of cognitive and meta cognitive activities, for instance, brainstorming, planning, outlining, organizing, drafting and revising. Cognitive aspects of writing have received a particular attention, as investigators have attempted to understand the thought process underlying the compositions of students (Flower & Hayes, 1981). Byrne(1995) stated there are three factors which influence EFL teaching writing process, these are:

(1)Psychological problems: EFL teachers are expected to be able to write their own ideas without the possibility of interaction or feedback.

(2) Linguistic problems: EFL teachers must keep the communication through their own efforts and to ensure, both through their choice of sentences structure and by the way sentences are linked together and sequenced, that the text they write or produce can be interpreted on its own.

(3) Cognitive problems: EFL teachers have to master the written form of the language and to learn certain structures which are important for effective communication in writing.

Oshima and Hogue (1997) asserted that writing is a progressive activity. This means that when the students first write something down, they have already been thinking about what they are going to write and how they are going to write it.

Finocchiaro (1974) argued that writing is one way to express ideas, experiences and feelings into written form as students should be encouraged to express their ideas, experiences, thoughts, and feeling. Dumais (1988) pointed out that writing in English is meant to fill the gap that exists between the ability to express ideas, feelings and opinions, this suggests that by written forms, the learner can express ideas and sense more correctly as there is no choice to choose the good and right words and phrases, and must follow the proper structure.

The need to express our thoughts and feelings is innate and both speaking and writing are methods to express ourselves. According to Kroll(1981) when oral and written resources are systematically integrated, a person can make choices within a flexible, organized system of voices, registers, styles and choices which are appropriate for the purpose, audience, and context of communication as the written language plays an equally important role in human communication and social activities such as speaking, especially when achieving a high level of mastery of language and communication is considered(p.53).

Graham & Perin (2007:2) stated if students are to learn, they must write, in addition, writing is a visual medium and can be conserved. Documents and laws should be recorded in writing, not orally. Writing is not simply speech written down on a sheet of paper (Takagaki 1997:1).

EFL writing is affected by several factors such as language proficiency, L1 writing competence, use of cohesive devices, meta-cognitive knowledge about the writing task, writing strategies and writers' personal characteristics, according to Raimes (1985) it is the writing strategies that primarily separate successful from less successful writers. In addition, Oxford(2002) stated that strategies can pave the way toward greater proficiency, learner autonomy, and self regulation (p.372) .

Writing is difficult to promote and test and is emphasized less than other language abilities. There are several reasons for writing to be the last acquired domain of learning English, one being that a more detailed and analyzed knowledge of a language is needed to write it than to understand it Raimes (1985).

Furthermore, Harmer (2004) remarked that writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities. In preparation writing, this gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward.

As a process writing is also used in questionnaire-type activities as groups of students may be asked to design a questionnaire. Writing is used to help students perform a different kind of activities . Thus, writing skill becomes crucial in teaching and learning English and is important for career and personal life because others will judge our thinking ability according to what we write and how we write it.

In addition, EFL learners do not come to school with the same background knowledge as native English speakers; therefore, it is more difficult for them to write with meaning. Their vocabulary is often limited, and while they can communicate orally and be understood through gestures and so forth, writing proves to be frustrating for them as they attempt to express their ideas without using their hands. Kasper & Petrello(1998) remarked that additional work time is a necessity for students who are processing two or more languages and, all too often, they are not given such opportunities. Furthermore, because of how difficult it is for EFL students to write as well as their native English speaking peers, teachers' responses tend to be negative which can result in them being too familiar with the expectation to fail .

Fu-Lan (2006) noted that expectation of failure, causes anxiety in writing which can happen due to two scenarios: first, when students are asked to write about a specific topic and second, when students think of writing as a translating activity. Similarly, Ismail (2007) stated that anxiety and frustration in writing may be caused by unnecessary focus on errors in spelling and grammar, instead of content.

2.1.3 The Importance of Writing in EFL Learning

Writing is an important skill in English language acquisition. Ismail (2007) stated that this importance is due to the fact that it reinforces grammatical structures and vocabulary that educators strive to teach their students; it is the area in which learners need to be offered adequate time to develop their writing skill, therefore more time should be devoted to it in EFL classrooms.

Madrahimova (2021) stated that being one of the most crucial inventions in human history, writing provides a relatively stable record of information,

assumptions, beliefs, explanations, arguments, theories and etc. It also allows people to share communication not only with their contemporaries, but also upcoming future generations, this suggests that writing is the vehicle for communication that is necessary in all aspects of life. Furthermore, it is a vital skill that opens up a world of possibilities for any student, since writing communication in whatever language, even with the advent of the internet, is still a necessity. Therefore it is taught at all educational grades as one of the four basic skills to be acquired in learning any foreign languages.

Madrahimova (2021) further argued that writing is an important skill and possessing a number of benefits for students, however, writing skill is still believed to be rather difficult and boring skill especially, it is extremely challenging for students who are learning other languages as a foreign language to write some texts or essays in their target language. Therefore, it mostly causes for students giving up learning writing easily after some failing attempts.

It is worrying that there is a wide spread but rather wrong assumption among students that writing is not as necessary as the other language skills. Thus, it is extremely essential for teachers to deliver students the importance of writing skills and make them feel satisfied with their written works after getting swept away their confusion and despair. The most essential thing here is organizing writing lessons appropriately based on good writing techniques and strategies (Madrahimova ,2021) .

 Additionally, writing skills can be developed when the learners' interests are acknowledged and when they are given frequent opportunities to actually practice writing (Ismail, 2007). Because one of the main goals of EFL students is to learn to produce a well-thought-out piece of writing, a specific writing program must be in place in order to meet the needs of these learners.

Writing is a medium of human communication that represents language and emotion with signs and symbols. In most languages, writing is a

complement to speech or spoken language. Writing is not a language, but a tool developed by human society**(**Sheikheldin,2018).

According to Tompkins(1982) writing is important because of the following main objectives of using writing :

a. To entertain.
b. To foster artistic expressions.
c. To explore the function and values of writing.
d. To stimulate imagination.
e. To clarify thinking.
f. To search for identity.
g. To learn to read and write.

2.1.4 Writing Stages

Madrahimova (2021) identified the following stages of writing: pre-writing, writing, revising and editing in a manner that allows writing to be taught as a process.

According to him in pre-writing stage the topic for writing is chosen as it is essential for teachers to choose a specific topic to ensure that students will participate with enthusiasm. This suggests that EFL teachers should inspire students to write, during this stage students should use different writing strategies such as brainstorming, word clustering and free writing to collect and gather ideas effectively.

Then comes the stage of writing it requires an undividable attention and a great deal of focus on writing. During writing students should write their essays from the beginning to the end without stopping. In revising stage students should look through their written product and carry out various activities such as removing unnecessary sentences, changing the words and adding more appropriate vocabulary. And in the last stage which is editing learners should focus on linguistic accuracy criterion including grammar, spelling and punctuation.

Moreover, while writing students need to develop personal representation of the given topics, establishing goals for writing and choosing the ways of achieving the goals. Therefore, teachers should monitor the starting and ending of each stage, and if necessary they should give directions that are helpful in writing process. While checking a piece of writing, instead of marking the students' mistakes in red pen, it is advised to respond to the content and style with questions and make the students think about their mistakes. And if necessary, they should give them a chance to write again responding to their questions.

According to Fu-Lan (2006) writing stages are difficult to pin down hence writers are all so different, the following are the most practical stages that EFL students can find helpful:

1. Beginning, middle and end

Every piece of writing begins and ends, the beginning has just one job to do and that is to pull the reader's attention, it's the creative writer's task to attract the readers' attention once they are attracted the middle stage begins, the middle has underlying shape that pulls the reader through, as long as the creative writer creates that sense of narrative traction , the reader will keep reading. Endings are the feeling that the reader goes away with as they have great impact on the reader.

2. Writing a strong start

It is true that the beginning should attract the readers' attention but it doesn't have to a big, flashy event, it just needs to intrigue the reader into reading on as too much information at once may overwhelm the reader hence the narrow focus helps the reader to get to know what the writer intends to convey.

3. Mighty middle

To create a good middle it can be useful to think of having beginning , middle and end. In a well-shaped story for example, the story often has a major turning point where the character undergoes a significant transformation.

4. Writing endings

The ending is the impression the readers are left with, it leaves a disproportionate effect on how they feel about the essay so it needs careful thought.

5. Using objects

Objects big and small are a great way to bring a story to life, whether big objects such as houses, cars or chairs or small objects such as rings , eggs or books , they can have great power.

2.1.5 Types of Writing

According to Ismail(2007)writing can be classified into two types: functional writing and creative writing.

Functional writing refers to the type of writing intended to convey a specific, direct, and clear message to a particular audience hence it includes areas such as writing instructions, letters, heads, notes, invitations, reports and advertisements.

Creative writing on the other hand is a form of writing by which learners express their feelings, emotions, reactions, and ideas in a great literary style (Parveen, 2020).

Gokhale (1995) stated the following examples of the different types of writing:

1. **Essays**

Writing an essay requires creative thinking. This is especially true for personal or descriptive essays.

2. **Journals**

A journal takes on more of a memoir role, the writer can choose the types of memories that they can write down by keeping everything within a specific topic.

3. **Poetry**

Poetry is a form of creative writing that can be written in any format, it can also be written in specific forms as the writer stretches his creative energies in order to try to come up with a specific rhyme.

4. Vignettes

These are short stories that can take virtually any format that is offered, this type of writing is extremely short, it can even just be a couple of sentences as long as the descriptions used are evocative.

5. Short stories

A short story has a natural progression which allows the writer to tell a full tale that is meaningful to the reader, these stories don't have to be lengthy, a short story can be written in 1000-2000 words and still include character development and plot details.

6. Letters

Writing letters whether they are formal or informal is a gear writing skills, the writer can even develop characters, write letters to each other within the context of a short story he is writing.

7. Songs

There is certain rhythm to song lyrics that is unique to the writing world that the writer must be aware of.

8. Blogging

Blogging is a published form of journaling, but without limitation of purpose, a blog can be a personal diary, a reflection of a spiritual journey or even educational in nature.

9. Free Writing

Free writing is the most common type of writing that a writer may open his note-book, computer and start to write whatever comes to his mind.

10. Reporting

This type of writing is mostly used by journalists when writing a column or opinion piece of writing as some journalistic writing only are report facts, events and actions, but even then there is a certain elements to the writing that makes it compelling.

11.Speeches

Speeches are a lot like essays but the goal of a speech tends to be more persuasive or inspirational, in this type of writing the writer have limits on length of about 100 words as he should be precise with his key points as this type of writing may be some of the most popular ways to write such as writing memoirs, autobiographies and T.V scripts.

2.1.6 Elements of Writing

Based on functions and structures of writing, linguists collected and investigated the writing elements in the following varied ways:

a. Vocabulary

According to Raimes (1985)vocabulary is the foundation of writing. This does not mean that the more vocabulary the writers acquire, the better their writings will be. But adequate vocabulary is the critical premise and guarantee of effective writing. Vocabulary is one of the most important features that determine writing quality (p.248).

Madrahimova (2021) stated that learning and knowing all vocabulary items cannot give the chance for students to utter the ideas or opinions they want to express in target languages, as the number of items a person can remember and retrieve is limited. Without doubt, for students to be competent in composing in grammar structures with different purposes they have to possess not only a particular vocabulary items, but also they should be aware of syntactical structure of words in sentences. Moreover, when composing an essay or some kind of text, students must know how to make use of effective strategies such as planning, composing, reviewing, and revising drafts.

b. Word choice

Ediger(1999) stated that word choice is what the learners should work with; to the best idiomatic words or synonyms, which are the well mastered words, is important to avoid unnecessary difficulties for the readers as variety in selecting words to convey accurate meanings is necessary in speaking and writing, the outgoes of the language art.

c.Punctuation and Spelling rules

Punctuation and spelling rules focus on the details of the writing which do not exist in other language abilities. Except to make writing better understood by the readers, complying with the rules in punctuation and spelling aims to get writing standard and effectiveness.

d. Grammar

Effective writing needs to convey information to readers clearly and correctly which basically means that good grammar helps the writers convey their ideas to the readers; on the contrary, grammatical errors make writings difficult to read and understand. As sentences are basic units of writing, the sentence variety will be the standard of the effective writing in getting rid of grammatical errors. On the one hand, the usage of verbs in different tenses and persons and the collocation of phrases should be correct. On the other hand, whole sentences should be written idiomatically in various tenses and expressions of clauses(Ediger,1999).

e. Organization

Strunk (1981) remarked that organization includes two aspects. The first one is the sentence variety which is in high position of writing and can be demonstrated as follows: writers who use the same length and type of sentence to express each thought miss two vital points: variety helps convey meaning and increases reader interest. In the writing, choosing long sentences or short sentences should be considered carefully. The excess of long sentences or short sentences may make writing hard to understand as readers tend to lose interest.

The second aspect of writing organization concerns structure or layout which suggests that writing should be organized deliberately and the whole writing needs to be broken up into several sections due to their different meaning or aims(p.87).

f. Reader adaptation

Ivanovic (2002) stated that reader adaptation concentrates on the content of writing. When the other elements of writing are included, writing should be measured according to its stating of all needed information clearly and convincingly as good writers should learn to look at their work critically from the reader's point of view.

2.1.7Features of Writing

Ur (1996) stated the following features of writing skills :

1. Permanents: it means that the form of discourse should be fixed and stable, so that the reader can read it in any condition he/she want to.

2.Explicit: it means that there must be clarity in the context and reference. The writer must be careful for arranging the form of words, so readers are directed to the same interpretation about the written work.

3. Densities: the information that will be given to the reader should be translated effectively, this suggests that writer should avoid the repetition of words as written forms are different from the spoken language.

4. Detachment: the writer must have an ability to predict their readers reaction about their writing, because the writer doesn't interact directly to the reader.

5. Organization: the writer usually has an opportunity to edit the written work before it is available to be read. So the written work tends to be organized and well purposed.

6. Slowing of production: speed and reception are slower than spoken.
7. Standard Language: for the written form to be acceptable, it should match the standard language.

8. A learnt skill: writing must be learnt and thought to acquire the skill.

According to Starko (2005) the following are some features of writing:
1. Fluency:

Fluency refers to the ability to generate a large number of ideas .The more ideas learners have, the more likely it is that at least one of them will be a good one.

2.Flexibility:

Flexibility means the ability to change the opinion of someone hence it involves an openness to check ideas or thoughts in unexpected way.
3. Originality:

Originality refers to thinking of unusual ideas and solutions to a problem and the way the ideas are joined together.

4.Elaboration:

Elaboration is the ability to add more details and to develop ideas. Elaboration includes generating rich and more interesting ideas.

2.1.8Principles of Teaching EFL Writing

Spiro (2009) stated the following principles of teaching EFL writing:

1. Writing should focus on ideas and meaning which can be expressed directly or indirectly through the use of imagery.

2. Students should learn the language through experience with the language itself as they should apply the rules of grammar, usage, and punctuation hence they should use language inventively .

3. Discussion about the structure of writing genres and use of language should be on how meaning is constructed rather than depending on applying the rules.

4. Activities should be planned around students' interests as the selected topics should motivate students to write.

5. Writers evaluate and rewrite what is written.

6. Writing involves ideas, themes, queries and arguments.

7. Reading is essential to students' development, as expert writers must first become expert readers.

2.1.9 Teaching Writing and Using Writing Strategies

Many EFL learners believe that they simply cannot write English. Thomas (1993) argued that this feeling of incompetency leads to self-doubt and anxiety in writing and can hinder the process of achieving writing proficiency.

EFL teachers should assist the students who learn English as a foreign language by activating their prior knowledge before they start the process of writing. By giving an opportunity to the students to think about the things which they already know, they can help them to incorporate the new information into the existing structure of information. Researchers believe that it is not the task of writing that is deemed so intimidating, but more so the feedback and assessment of that writing by instructors and/or peers (Kasper & Petrello, 1998).

Cheong Lai (2012) stated before the 1970s, writing instruction used to focus mainly on rules of grammar . Today research show that it is more important to create an environment that encourages students to take risks in their writing which means less concentration on conventional rules of writing and more on expression of ideas. To do so, students should be allowed to express their thoughts more freely hence overlooking the grammatical errors and focusing on the ideas is a skill to be acquired for certain, but a skill that is essential if educators desire a decrease in students' frustration and an increased level of actual writing. Furthermore, when creative ideas are not hindered by concerns of using correct form, EFL students are more likely to progress (MacGowan-Gilhooly ,1991)

MacGowan-Gilhooly (1991) further stated only after students have learned to express themselves they can then move toward correction of grammatical errors, she calls this approach Fluency First Approach.

Kasper and Petrello (1998) believed that the type of feedback teachers provide plays a very significant role in decreasing writing anxiety of EFL students.

 Beaven (1977) argued that teachers who used shared experiences, discussed students' thoughts, and requested additional information as feedback are most successful in decreasing students' frustration thus making them feel more confident. Examples of such feedback would be task oriented questions like: Could you give more information? Could you start your writing in a way that relates to your main purpose of the paper? This type of feedback is meant to encourage and provoke more thought regarding ideas rather than correcting conventional errors. This type of student/teacher conferencing should also include opportunities for students to ask questions regarding the writing process or the product itself (Hyland, 2000).

2.1.9 .1Preparing Students to Write

Watt-Taffe &Truscott (2000) argued that making sure students have the opportunity to think about what they already know before the task begins helps EFL students to incorporate new information into existing structures of knowledge which activates long-term memory .They further stated that different kind of strategies can be used to accomplish this including graphic organizers, cooperative learning, read-aloud, and group discussions.

2.1.9 .2Graphic organizers

Graphic organizers can be used as visual tools for students to write or draw what they already know about a subject, for example in the genre of informational or persuasive writing. From this activity, teachers can then evaluate whether further instructions are needed. This is where read-aloud, cooperative learning, and group discussions come in to play. If needed, a hand-selected text can be utilized in order to provide additional background information, which can lead to group discussions. In the genre of persuasive

writing the graphic organizers act as visual tools for the students to draw the ideas what they know already about the given subject. The information expressed by the students can be assessed by the teachers and the teachers can suggest whether they need further information to write.

The other strategies like read aloud, cooperative learning and group discussion can be integrated within graphic organizer strategy in order to provide additional information.

2.1.9 .3Cooperative learning

Cooperative learning is also a great strategy to help students gain more background knowledge especially for EFL. This strategy requires students to collect information from books, the internet, or each other as they work together with another student or group of students, preferably students who are native to the English language. Through this strategy, EFL students not only gain additional information needed to complete the writing assignment, but it is also a great opportunity for them to develop language skills through peer led conversations.

As cooperative learning is an effective strategy which helps EFL students to gather new information from the peer learners of native speaking countries, it allows students to interact with native speakers so that they can get new ideas before they start writing .

2.1.9 .4Pre-viewing vocabulary

Cheong Lai, (2012) stated that pre-viewing vocabulary is an effective writing strategy when asking an EFL student to attempt any genre of writing. Foreign language writers have a vastly different linguistic base than native English speakers who can instinctively manipulate the language . Therefore, vocabulary is an enormous obstacle for English learners creating the need for teachers to provide both definitional and contextual information about keywords.

2.1.9 .5Collaborative Learning

Gokhale(1995) stated when a variety of tasks are presented to the learner in which some can be accomplished but some others cannot be, the learning strategy is known as collaborative learning. In collaborative learning the tasks are given to the learners so that they can accomplish them only by peer view exchange and group participation. The level of success can be increased by using this technique as it encourages learning through communications and interactions with others. This strategy is based on the assumption that individual are able to achieve higher levels of learning and retain more information when they work in a group rather than individually at this type of learning helps to sharpen the critical thinking ability of the learners(Gokhale, 1995).

2.1.9 .6Scaffolding Instruction

Vygotsky (1987) defined scaffolding as a mean to which teachers can build upon students' strengths. They should be contextual, social, and temporary frameworks used to support successful learning with a specific academic domain such as writing .

Teachers can design the steps, modeling it and then can give the students the opportunity to use the steps by their own. This strategy should be designed with the attitude of discharging it eventually after a student has accomplished his prearranged point in his writing that is controlled by the teacher.
Vygotsky (1987) found out that students who had the opportunity to receive scaffolding principles outperformed the ones who did not experience scaffolding thus having a significant impact on the EFL students' academic writing.
Scaffolding facilitates EFL students' background knowledge and the students can draft the writing according to their the expectation of the topic. The drafting can be done by the instructor to facilitate the task for the students and then the teacher and the students can contribute their shared writing in which students can have their inputs like title for the writing and usage of hints etc. Then they are given opportunity to collaborate all the points to get the complete output of writing.

The ultimate objective of scaffolding process is to make the students ready for their independent writing having completed all these steps. The scaffolding technique can be utilized among the students with less involvement of teachers as it assists in making the students more active in the process.

Students can complete the writing task by collaborating the peer team and by facilitating the opportunity for pair or group assignments. According to Storch (2007)it is said that, "Pair work allows learners to combine their linguistic resources in order to create new knowledge about language, which leads them to more successful writing experiences"(Storch, 2007)

Read (2010) suggested the IMSCI (Inquiry, Modeling, Shared, Collaborative, Independent) model for scaffolding and finds it extremely effective for EFL learners. According to him the first stage is inquiry, which facilitates background knowledge. After activating prior knowledge, the teacher then models drafting the type of writing expected. Students and teacher then participate in shared writing where the students have significant input in the topic, sentence usage, etc. They are then given the opportunity to write collaboratively with one or more other students to produce one piece of writing. Having completed the above steps the students are then ready for independent writing, which is the ultimate goal of the scaffolding process.

Gagné, & Parks(2013) stated that this technique can also be used in a different manner involving students scaffolding amongst themselves leaving the teacher as a less active participant as students are consequently completing writing tasks that are collaborative in nature and facilitate the opportunity for pair or group work.

Research has shown that in small groups, learners have more opportunities to use the foreign language for a range of functions than in teacher-led classroom activities (Storch, 2007).

Moreover, Storch (2007) suggested that pair work allows learners to combine their linguistic resources in order to collaboratively create new

knowledge about language, which leads them to more successful writing experiences.

Gagne and Parks (2013) declared that this method is a successful strategy to produce the language needed to complete a writing task hence English language learners as individuals often do not possess the vocabulary base needed to create writing pieces in the mainstream classroom so by scaffolding amongst themselves, students learned how to use one another's strengths, rely less on the instructor, and feel more confident about writing tasks.

2.1.9 .7 Technology Integration

According to Lee (2012) not only does technology motivate and encourage EFL students to engage in reading and writing, but the various ways it is used proves beneficial in cultivating writing skills among EFL students; using e-journals, much like a composition notebook, gives students a safe venue for expressing their ideas without having to worry about handwriting or spelling mistakes.

The methods of teaching reading and writing in a foreign language have been changed significantly with the integration of technology in the classrooms as the arrival of computers and other technological devices led to the rapid development of teaching methods. Consequently, the pressure on teachers to keep up with such development and to raise standards in their classrooms is ever present.

The use of technology helps EFL students to express their ideas with more confidence and without any worries of handwriting and spelling errors. This technique allows learners to receive the instant feedback from their instructors and it also hones the learners' vocabulary skills. The online discussion forums support communication among the learners and also with their teachers which can improve their speaking skills apart from the writing skills.

Ghandoura (2012) found that students thought computers made the acquisition of writing skills easier and faster. The possible downfall of these

tools is that writing on computers gives an immediate alert to grammatical and spelling errors, which could become a lesson learned or a crutch. However, in a rich-technology, EFL learners can become better readers and writers of English .

Young (2005) suggested that another method, among many, is using online discussion boards. With this approach, students can communicate with one another as well as the teacher, receive peer feedback and practice conversational skills, all together while putting complete thoughts together in the form of typed sentences.

2.1.9 .8Peer feedback

Peer feedback is one of the most influential methods of becoming a proficient EFL writer . Several studies showed that at school age children are more conscious of their peers' reaction and perception than their instructor's, therefore, more apt to learn from their constructivism .

2.1.9 .9Journal Writing

 Storey(2006) maintained that this approach allows students and the teacher to communicate via a designated notebook mainly designed for written dialogue between the student and instructor. Lee (2012) stated that research along with classroom practices has shown how the implementation of an interactive journal greatly benefits English language learners as it motivates them to write more in length and richer in content. Not only does it provides them with consistent practice, as the journal is meant to be used daily, but it allows the teacher to have an easier and more holistic access to students' writing, which in turn gives them way to more individualized instruction opportunities.

There are various ways of using journal writing in the classroom such as reading response journals, correspondence journals, and e-journals. Reading response journals are means for which students can create meaning from their experience with a text. This type of journal also allows the teacher to observe how a student is developing as both a reader and a writer. For example, Fagan (2008) used journal writing as a self-reflection activity on

previously taught reading strategies to monitor their understanding of using sticky notes to track comprehension. She found it gave them a chance to think about how they learn, and what they do to help themselves while giving her valuable information about their understanding of the strategy as well as inspiration for future writing instruction segments.

Using this strategy helps students to respond to a text through teacher led inquiries such as predicting plot, personal reactions to characters, synthesizing text..etc. This strategy can be used as a scaffolding step as well before launching into a more formal writing task (Evans, 2008).

Furthermore , Fagan (2008) argued that using a correspondence journal as a mean to facilitate written talk proves to be both an effective and valuable tool as correspondence provides a vehicle for questions otherwise unanswered due to anxiety or lack of confidence, expression of feelings of frustration or folly or celebration of accomplishments.

Fagan (2008) further stated that this strategy represents a place for powerful reflection free of peer criticism with freedom of expression as in order to improve EFL writing skills educators must consider new and innovative methods for their instruction.

Ernst-Slavit, (1999) argued that diverse literacy's along with technology, work together to capture their EFL learners' interest while motivating them to succeed in the writing classroom. When students are given opportunities to write for authentic meaning-making, message-sharing purposes, they can enjoy the benefits of writing even when they are beginning readers and writers who are doing so in a language they have not yet mastered .

2.1.9 .10Autonomous Learning

According to Hurd(1981) "Independence, autonomy and the ability to control learning experience have an important role to play in the language education" . The ability of taking charge of one's own learning can be termed as autonomous learning. The concept of this type of learning is considered as short term goal as learning the language in a short span or as

long term goal in making the learners autonomous. Both of the objectives can be the part of teachers and learners views towards English language teaching or English language learning respectively.

2.1.9 .11 Brainstorming

Brainstorming is a teaching strategy that can be used to produce effective writing skills. During brainstorming the teacher should give chance to students to think about the topic assigned to them. Students share their ideas with other students and with the teacher. This strategy helps students outline of the writing topic which in later stages of writing helps them to produce an effective piece of writing.

2.1.9 .12 Extensive reading

Ahmed & Rajab(2015) pointed out that extensive reading is a useful strategy that is used for the development of students' writing skills. Reading extensively to enhance writing proficiency is considered important . The reason for the poor proficiency of students is a limited type of reading habit (Iqbal & Parveen, 2020). They don't read extensively because they think that it is not important according to the examination point of view.

Docherty (2017) showed that students who have the habit of cramming the lessons or didn't find the opportunity to read extensively have poor writing skills as compared to those who are engaged to read extensively in the form of books, stories, and magazines. The extensive reading covers all aspects of English writing including vocabulary, sentence structure, spelling and punctuation.

2.1.9 .13 Questioning techniques

Writing skills can be improved by relevant and appropriate questioning techniques. The importance of questioning can't be denied in any learning environment (Abbas, Pervaiz & Arshad, 2018). English language teachers make their students learn effective writing skills by using questioning techniques. Through this strategy, students brainstorm and discuss their

points with teachers. It develops self-confidence as they came to know each other's points which broader their exposure.

2.1.9 .14Peer review

Peer review is another teaching strategy used by teachers in EFL classrooms in order to develop writing skills. Feedback given by peers is as important as given by teachers. Some students learn fast from their peers and better able to understand their work. Peer feedback is equally important as peer assessment as both help students to focus on the weaknesses and strengths of their writing as Ali (2011) elaborated that peer assessment develops constructive criticism as well as social skills among students. By doing so, shy students get a chance to learn from their peers as they feel more comfortable with their peers to help them.

Chad (2020) proposed the following writing strategies for writing simply but authoritatively:

1. Using simpler words and phrases

It's obvious that using simpler words while keeping the same sentence structure results in simpler writing. What's not obvious is that the more complicated words and phrases can sometimes mean something different than what they seem to mean.

2.Minimizing the number of negatives in a sentence

Sometimes, we need to write about what is not possible. However, whenever a negative form (not, un-, im-) is used, the reader must mentally "flip" the meaning of the statement as they read along. Although this is quite easy when only one or perhaps two negatives are used, any more than this increases the cognitive load on the reader and makes the sentence more difficult to understand. For example:

A statistical test did **not** reject the null hypothesis, and so the hypothesis that students cannot perform as well when they do **not** have less expensive sporting equipment was **not** supported.

The phrase "did not reject the null hypothesis" is a standard statistical phrase, but it is only the first of several negative statements. In many cases, pairs of negative statements can cancel each other out to form a positive statement: "was not impossible" can become "was possible", "stopped being impermeable" can become "became permeable", and so on. Therefore eliminating negative phrases in this way improves clarity.

For example:

A statistical test did **not** reject the null hypothesis, and so it is **un**clear whether student performance is improved by using more expensive sporting equipment.

The second part of the sentence now has only one negative phrase, making it easier to read without sacrificing meaning.

3.Writing shorter sentences, but avoiding choppiness

Shorter sentences are usually easier to read. However, when taken to extremes, writing shorter sentences leads to very choppy writing. Ideally, the sentences used should be a mix of long and short. The best balance differs between fields, but an interesting and novel idea written in short, simple sentences is more readable than the same idea written in long sentences.

4.Using important key terms consistently

Generally, fluent speakers of a language have more words available to them, and they often know many different ways to express the same idea. Especially in literary writing, such as in fiction, writers are encouraged to vary their prose by using many close synonyms, instead of repeating the same word many times.

However, scientific writing should be written with the primary aim of conveying the content, rather than showing off writing ability. Because the standard assumption in scientific writing is that technical terms will be used consistently, it can create confusion when the same idea is referred to with inconsistent terminology.

For example, "solar cells" and "photovoltaic cells" have the same meaning, but if the writer switches between them, he/she may unintentionally imply that they are different things. Especially when making a contrast—for example, "Increasing the efficiency of solar cells is an ongoing challenge.

However, photovoltaic cells are a rapidly growing technology"— probably the reader will assume that a distinction is made between the two terms.

5. Balancing the use of simple and sophisticated language

A simple way to use some sophisticated language in writing while also keeping concepts and arguments easy to understand is to use more complex connectors and transition words appropriate to the field. For example, "Because X occurred…" can become "Given that X occurred..."

Here, more "sophisticated" synonyms of connectors and transitions but not of key technical terms can be used in writing. The key to their effective use is balancing clarity with authority so that the specialist readers, with different levels of English proficiency, can still understand the intended message clearly.

Browse (2014) stated some key strategies to be implemented into regular routine:

1. Reading (a lot)!

The first step toward developing writing skills is not to write, but to read! Reading the works of respected authors will open the writer eyes and mind to examples of good writing. As the writer already knows the type of writing that appeals to him/her.

The writer needs to find out who the leading writers are in that genre and read through their works. Whether it's fantasy, academic, humor, poetry, science fiction, satire, or general prose, reading a lot will help the writer to recognize what sounds good on paper and, in turn, helps to follow a similar model in the writer's own writing. And it goes without saying that reading to good writers exposes learners to correct grammar and spelling, as well as a larger vocabulary.

2. Getting familiar with various writing styles

The writer needs to know the answers to question such as how does academic writing differ from fiction? What makes a good creative writing sample? What are the different types of poetry and how do they differ from

prose? Becoming familiar with the different styles will lead to become a more nuanced and sophisticated writer .

3. Writing and/or journal everyday

When someone wants to get better at something, there's just no substitute for doing it, and doing it consistently. The same goes for writing! A good writer must write every day. Keep a folder on desktop with daily writing or keep a physical journal . Someone may not feel like he/she is developing writing skills from day to day, since progress can be very gradual, but writing skills will get better with each day, week, and month of practice. One of the most rewarding experiences for EFL students is to look back on writing samples from months or years before and recognize just how much progress one has made over time.

4. Reading your writing out loud to yourself

This tip is another one that might not seem intuitive, but it is important. Writing that is good on paper should also sound good to the reader's ear, as though they were a listening audience. When reading writing out loud, it becomes easier to notice if it's choppy, incomplete, or repetitive as there are some things that may not always be noticed when someone is busy typing or writing away.

The effective writer must do this regularly, not just at the end of assignment or document. Getting in the habit of pausing to read every few sentences or paragraphs helps to keep momentum flowing and writing fresh.

5. Work with a writing tutor

Finally, it can be extremely helpful to share writing work with others, especially those who can give useful feedback and individual attention. A writing coach or tutor is key to developing writing skills, as he or she will have professional experience and can offer constructive criticism.

Teaching Literature

Among the strategies that are often used in order to enhance EFL writing skills is through the use of literature as a true literature syllabus does not simply use literary texts to develop students' literary competence but also uses advanced language which is related to classroom practice. Bolaji (2014) stated that although the texts being used are literary, the primary intention is to teach language not literature. This suggests that using literature in EFL classrooms assists the development of language skills, and the text may be used as context for exemplification and discussion of linguistic items which have no bearing on the value of the work as students read, enjoy and are willing to perceive a literary text as important in relation to their own understanding of themselves and the world. To achieve this goals syllabus designers should focus on the best selected books which motivate the learner and promote good conditions for learning that make reading literature purposeful because a literary response can't be given by a teacher it can only arise by the reading of the text.

Therefore, literature syllabus provides examples of language employed at its effective, subtle and suggestive ways hence it serves as encouragement, guide, target to the presently, limited linguistic achievement of EFL students.

Teaching literature encourages students to be better creative writers because it requires a close examination of the elements of the story such as characterization, setting, point of view, style, tone, …etc. hence reading literary materials can be used as a medium for practicing creative writing skills.

The teaching of literature is mainly based on the use of literary texts in the classrooms. Literature provides students with the experience of creative

writing as they discover not only isolated texts but a whole body of knowledge, discussed in relation to experience gained from literature.

Another value of teaching literature is that it motivates the learner for it gives him pleasure by being transmitted to the fictional world whether it is natural, social or individual interests.

Furthermore, literary texts include a great deal of other information sources of stimulation including historical and journalistic materials, samples of other artistic forms, accounts of scientific, technical and sociological aspects. For examples to read English newspaper or a novel requires mastery of several words that the limited vocabulary which learnt during the first few years of English study will not serve for wider reading. Therefore, through literature EFL students acquire vocabulary of necessary proportion rapidly and effectively. Gokhale (1995) remarked that reading literature such as novels and poems is the reason behind the wish of many individuals become good writers. Young (2005) pointed out that literature increases all language skills for it enhances linguistic knowledge by giving evidence of widespread and rich vocabulary usage and complex and exact syntax.

Likewise, Gokhale (1995) pointed out that literature should be seen as a valuable source of motivating materials that would provide access to cultural background as it enhances language acquisition , expands the students' language awareness and abilities to interpretation hence it stimulates the imagination of learners, develops their critical abilities and increases their emotional awareness.

In addition, Chad (2020) argued that literature can be a rich and inspiring source for writing: for both as a model and a subject matter , as a model can be found in students' writing which closely resemble the original works or great literary writers or imitate the content theme organization or style. As a subject matter literature can be displayed by the students in their demonstration of original thinking, interpretation or analysis all of which

may have evolved from or have been inspired by literary works they have read.

Oxford (2002) argued that literature helps students to develop their language knowledge and improves what they know about English syntax, morphology , semantics and implicitly phonetics . This indicates that through literature students can distinguish acceptable sentences from unacceptable ones , they can learn to write infinite set of sentences they have never heard before and they can improve their knowledge about word formation and idioms.

Lado (1964) remarked that teaching literature helps students to write creatively about their lives and their surrounding world, opening "horizons of possibility , allowing them to question, interpret, connect, and explore".

According to Linse(2005) literature provides learners with various advantages:

1. Literature improves learners' linguistic knowledge as it extends their vocabulary and grammatical structures. This suggests that using literature in EFL classrooms enriches students' writing language skills.
2. Literature provides meaningful input which enables EFL learners to develop their linguistic competence. Pugh(1989) argued that literature is " a potentially rich source of meaningful input outside the classroom".
3. Literature increases students' language awareness as literary texts widens students' knowledge about how words are used in different contexts, thus students can use words appropriately when they start to write.
4. Literature provides authentic materials which expose learners with real life-like situations.
5. Literature enhances students' communicative competence as it exposes EFL learners to the culture of the target language and develops EFL learners interpretive skills as it helps learners to draw inferences from the context.

6. Literature helps social development as it includes universal themes that are related to the world's issues.

Oxford (2002)stated that teaching literature is an important factor in creating an intimate relationship between the learner and the literary work, and between the learner and the language on the other side.

Heaton, (1975) remarked that literature occupies a significant part of language teaching programs because it provides learners with the ability to master the basic activities. In addition, it can draw an imaginative world and create an interesting life that makes the learner interact with the writer.

Docherty (2017) stated the importance of the following criteria in support of the use of literature in language classrooms:

1. Universality: This includes global topics such as love, death, pride , jealousy..etc.
2. Non-triviality: Literature does not trivialize , but provides readers with genuine and authentic input.
3. Personal relevance: Literary texts commonly deal with events, ideas, feelings and emotions that may conform to a real or imaginative part of the reader's experience.
4. Interest: EFL learners find literary texts interesting as they are part of the human global experience.
5. Imaginative power: Literature is an ideal tool for generating topics for class debates.
6. Ambiguity: Literature is opened to subjectivity and association of ideas and guarantees class debates.

To sum up while teaching writing of any target language teachers should use variety of techniques and strategies that are helpful for both teachers and students to achieve higher effectiveness of written production. And the most significant thing while working with students to encourage or help them write better, teachers should pay attention to the meaning first, because in writing process students' ideas are important, not just their lexical and grammatical choices as most stimulating tasks require students express themselves, teachers should not discourage them with too many expectations

on grammar points. When EFL learners can achieve writing accuracy with the help of interactive tasks they can further improve the other points of writing gradually.

2.1.10 Strategy Instructions

According to Graham and Perin(2007)strategy instruction involves explicitly and systematically teaching steps necessary for planning, revising, and/or editing texts , they suggested that more attention needs to be put at the impact of individualized instruction as well as small-group instruction, especially with low-achieving writers.

However, such kinds of strategies are helpful only if they can be instructed or taught explicitly. In addition, even if some practical strategies are given to the students, they are still confused about how to apply the strategies into practice.

EFL writing starts with learning very simple sentence structures. These structures are used to express ideas in straightforward ways, but do not allow for much complexity. Because of this, they are often regarded as "low-level" English.

Later , during their learning process EFL learners are encouraged to use more sophisticated written English to reflect their growing proficiency in the language. Sophisticated language is especially important to use when trying to pass standardized tests of English as using only simple sentence structures results in a low score. This situation encourages the idea that more complicated grammar is evidence of more elevated thought.
Using more complex, sophisticated English is not a bad thing in
itself, but it can make complex ideas more difficult for less proficient readers to understand. It is easy to write simple things simply. It is a bit harder to write simple things in complicated ways, but there are many courses that teach students how to do this. And, of course, most complex subjects will be written about in complicated and complex ways.

2.1.11 Methods of Teaching EFL Writing skills

a. Grammar Translation Method

Freeman (2000) claimed that Grammar Translation Method focuses only teaching and learning the rules. From GTM perspective learning a language means learning all grammatical rules. In GTM accuracy is more important than fluency as students need to learn all grammatical items correctly they do not need to be fluent in the use of grammar while writing.

In GTM method deductive learning is a must, students need to learn rules and definitions first and later they learn examples. Through this method students can learn grammatical rules correctly and they do well in writing. Freeman (2000) also claimed that this method is good for beginners and for large classes also, it required fewer resources. On the other hand, in this method the teacher is the authoritative figure to make decisions and the participation of learners is very less. Although the Grammar-Translation Method often creates frustration for students, it makes few demands on teachers. It is still used in situations where understanding literary texts is the primary focus of foreign language study and there is little need for a speaking knowledge of the language (Freeman, 2000 pp. 11-16).

b.The Audio-Lingual Method

Freeman (2000) argued that there is dependence on imitation, memorization language and over learning. This teaching method drills students in the use of grammatical sentence pattern as it is based on habit formation. The more students will repeat the more they will learn. EFL learner taught through this way make errors due to the formation of bad habit hence errors should be corrected immediately by the teacher. He further stated that positive reinforcement helps students to build right habits. Grammatical rules are taught by inductive learning rather than deductive learning (Freeman, 2000, pp. 11-16)

2.1.12 Causes of Difficulties in EFL Writing Skills

Like all learning problems, EFL learners encounter some writing difficulties Heaton (1975) stated that writing skill is complex and sometimes it is difficult to teach as the mastery are not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.

EFL learners are increasingly expected to express what they know about many different subjects through writing otherwise, they will be unable to write with the speed and fluency required to excel as these demands increase.

EFL learners have some difficulties in learning writing skills, these difficulties occur as learners usually have some problems when they try to construct a sentence, a paragraph or a text. Some problems could be found in writing text, the students who rarely write in English always face some difficulties when their teacher asked them to write down their ideas, thoughts or experience, in addition, students feel that it is difficult to express their ideas when they try to write, because every genre has a specific purpose, specific language feature and generic structure. Therefore, the problems in writing texts usually faced by EFL learners hence before they want to share their thought, ideas or experiences they have to understand the main purpose of the text.

Writing problems lead to other learning problems as the writing process itself interferes with learning. The basic point that makes writing difficult is the use of language aspect or ability in written aspects such as punctuation, spelling, grammatical, vocabulary and so on. According to Jordan (1997) writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas arranged in some often on the correction of mechanical and grammatical errors.

According to Flower (1979) there are some common problems in academic and professional writing which are consequences of the absence of referent, immature and imprecise ideas, some senseless discussions and being unsuccessful to convert private thoughts into a public (p. 19).

Marzano (1982) identified two categories that causes writing mistakes; one is error characteristics and the other is non-error characteristics. The teachers can simply find out error characteristics from students' writing.

There are eight major problems that causes some difficulties to EFL students' writing skills, they are, spelling problems, pronoun usage, agreement between subject and predicate, the avoidance of run-on sentence, capitalization, punctuation, usage of slang or nonstandard terms and modification problems. But if there is no mistake in writing still that particular writing cannot be considered as a good piece of writing. There are some non-error characteristics which make difference between skilled writing and non-skilled writing and they are density of ideas, variety of referents and variety of expression in repeated concepts (Marzano, 1982, pp. 408-9).

According to Evans (1959) in schools it is very common that the quality of students' writings depend on teachers' expectation since if the students were given more writing task like assignments and reports on a particular topic or themes then the students would get more opportunity to write and practice. He also stated that students' writing will be more matured as long as they will practice writing on narrowed topics and work on outlines and organize materials (Evans, 1959, p. 14).

For EFL learners, it has been observed that English writing skills of students are less developed than other language skills. Several causes have been explored including the use of less effective teaching strategies as teaching methodologies have a direct effect on students' learning writing skills.

Research shows that writing skills can be best learned when teachers involve students in the process of writing (Hyland, 2004). Abbas & Iqbal, (2018) stated that English writing skills are assessed on three domains, they are generating , organizing ideas and language conventions .

Ahmad (2010) stated that some students are less careful about their performance and some students have learning disabilities and these issues hinder students' writing performance. It is very common to almost every class that students' have different spelling style; handwriting is not clear and

sometimes their writings do not make any sense. There fore, reason can be, some of the students are just not concerned and show less care towards their writings and some of the students might have any kind of learning disabilities

Traditional Methods of Teaching

Ahmad (2010) discussed that lecture without interaction causes difficulties to EFL learners' writing skills as it is a traditional method of teaching. It may give good results if used with discussion and questioning. The lecture is considered the traditional method of teaching at any level of education. Bolaji (2014) expressed that if there is an interaction between students and teacher during lecture then this is better than the traditional lecture method as it has little effect on the writing skills of students but it also saves time for the teacher.

Grammar -translation method

Similarly, teaching grammar in an English writing classroom is part of traditional classroom settings as most EFL teachers use the grammar-translation method instead of a direct method of teaching. Although grammar includes all the rules, principles, and structures but being used for those who have poor skills of writing. In this method, the teacher usually uses the native language to teaching English. According to Korhonon (2010) the grammar - translation method is followed when the proficiency level of students is low and they find it difficult to understand English writing when teachers use methods other than this. Through using the grammar translation method, teachers explain all rules of grammar in their native language .

 Bryne (1988) divided the causes of EFL learners' difficulties into the following categories :

 Linguistic Difficulty

Linguistics aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitoring as they affect the way students' write.

Physiology Difficulty

Physiology difficulty focuses on the writer's difficulty because there aren't direct interaction and feedback from the reader when they are writing. This difficulty focuses on difficulty in developing the written materials or contents of composition.

Cognitive Difficulty

Writing has to be thought through formal instruction like spelling, punctuation, capitalization and paragraphing.

Absence of Writing Strategies

There are different strategies that can be used to teach EFL writing skills effectively as the absence of these strategies causes writing difficulties to EFL learners, these effective strategies include editing, presentation, written feedback, self-review, peer review, extensive reading, pair work, group work, and model text.

2.1.13Developing EFL Students' Writing Skills

According to Madrahimova (2021) writing is a technology, a set of skills which must be practiced and learned through experience, and the role of teachers is enormous in this process. However, the effectiveness of written work mostly depends on students' intelligence and proficiency, too. Students should be able to create a logical relationship between the words that develop the idea of written work that someone else may receive and find sensible. For achieving better results, they should be aware of the most essential writing techniques and stages hence there are some valuable strategies for teachers that can be directly applied while teaching writing, providing them with efficient results(Madrahimova ,2021).

He further stated that EFL teachers can turn writing process into fun, rewarding, enlightening, thought provoking and reflective process with the

help of students. Moreover, by achieving a strong connection between teachers and students, students also welcome the opportunity to express their thoughts, feelings, and reasoning in writing.

 According to Coe and Gutierrez (1981) there are some principles for EFL learners to develop their writing skills:

1) Changing the process is the best way to improve the quality of written product.
2) In case of developing writing skills, active learning is more useful than passive learning and goals which are set by the students are more prone to be achieved than the goals required by the teachers.

3) Students can learn significantly from fellow students.

4) Identifying the exact problems can lead to solve the problems successfully.
5) Stating goal accurately, applying the best strategy, maintaining a perfect time frame and the ability of verifying the procedure ensure to achieve the goal (Coe and Gutierrez, 1981, pp. 262-263).

According to Ur (1996) the purpose and principle of writing skills is to express ideas and convey the intended message to the reader. Moreover, EFL learners should be aware of some formal aspects of writing such as, neat hand writing, correct spelling, proper use of punctuation and vocabulary and acceptable grammar. These aspects are needed because in higher standards of language, they are usually demanded in writing than in speech. He also mentioned that more careful construction, more precise and varied vocabulary, more correctness of expression are also the important aspects of writing.

Parveen (2020)stated that a genre based approach to teaching EFL writing focuses on the gatherings of an individual text type and try to help students to understand what is the purpose of writing the text, who is their audience or for whom they are writing and how to organize a text .

 Docherty (2017) believed that writing is used widely in language practice for learning foreign language. For this reason scholars made a difference

between writing to learn content and writing to learn language. Moreover, it is clear that all types of writing in foreign language education contribute to the progress of language skills. Both learning-to-write and writing-to learn tasks help to develop the learners' foreign language skills .

When a student submits a piece of original writing then the most important thing is to see whether the ideas and events presented there is interesting and significant or not. In addition, the writer should organize his thoughts and ideas and present them through his writing in a way so that the readers can read that easily and feel pleased to read that. However, one of the problems in teaching writing is maintaining a fair balance between content and forms (Ur, 1996, pp. 163, 170)

Different studies have shown that there are certain strategies that are proved to be useful to enhance EFL students' writing skills for as Hyland (2007) argued that brainstorming and feedback are being widely used for the development of writing skills, he defined brainstorming as   a teaching strategy that is used   to produce effective writing skills. During brainstorming the teacher gives a chance to students to think about the topic assigned to them, students then share their ideas with other students and with the teacher. This strategy helps students outline of the writing topic which in later stages of writing helps them to produce an effective piece of writing.

Ahmed & Rajab(2015) argued that extensive reading and discussion   are useful for the development of students' writing skills as reading intensively enhances writing proficiency and is considered important at every stage of writing. The reason for the poor proficiency of students is a limited type of reading habit.

Parveen(2020) argued that students poor proficiency of writing skills are due to a limited type of reading habit as they don't read extensively because they think that it is not important according to the examination point of view.

In addition, EFL students should read extensively hence the extensive reading covers all aspects of English writing including vocabulary, sentence structure, spelling and punctuation. Ahmed & Rajab(2015) argued that writing skills can be improved by relevant and appropriate questioning techniques as the importance of questioning can't be denied in any learning environment as the use of this strategy enables students to brainstorm and discuss their points with teachers as it develops self-confidence hence they came to know each other's points which broader their exposure.

Ali (2011) argued that among the techniques that can be used to develop students' writing skill is peer review which can help students learn faster from their peers and better able to understand their work, then the teacher provides feedback as peer feedback is equally important hence it helps students to focus on the weaknesses and strengths of their writing as elaborated that peer assessment develops constructive criticism as well as social skills among students. By doing this shy students get a chance to learn from their peers as they feel more comfortable with their peers to help them.

Furthermore, the techniques of lectures are frequently used by EFL teachers as a result it causes lack of knowledge and skills in writing and low performance of students in achievement tests. Ahmad (2010) pointed out that lecture without interaction is a traditional method of teaching as it may give good results if used with discussion and questioning and if the teacher considers the learning needs of students. Bolaji (2014) expressed that if there is an interaction between students and teacher during lecture then this is better than the traditional lecture method having little effect on the writing skills of the students.

Similarly, grammar-translation method is used to teach writing instead of direct method of teaching. Although grammar includes all the rules, principles, and structures but being used for those who have poor skills of writing. According to Korhonon (2010) grammar - translation method is followed where the proficiency level of students is low and they found it difficult to understand English writing.

2.1.14 Factors that teachers should consider when teaching EFL writing skills

Carter and Lang(1991) stated that when teaching writing to EFL students   teachers should consider the following :

1. Topic selection:

   Teachers should use topics that have relevance and interest to students, texts also need to be appropriate to the level of students' comprehension and writing abilities.

2. Length:

Shorter texts are easier to use within the class time available, students may be asked to write some simple sentences then paragraphs then short essays..etc.

3. Cultural difficulty:

When choosing topics for writing, teachers should avoid topics that are so culturally densed that EFL students can find difficult to understand; it is advised that teachers should use teaching materials that belong to the same or similar culture of the students' culture.

When teaching writing skills, the teacher must ask him/herself the following questions:

1. Is the subject matter likely to be interested to the students?
2. Is the language level appropriate?
3. Is the length for the time available?
4. Does it require much cultural background knowledge?
5. Is it useful for developing students' writing skills?
6. Can it be easily exploited for language learning purposes?

Duff and Maley(2007)also emphasized the importance of varying writing tasks difficulty as well as text difficulty.

Level 1 simple text + lower-level task.

Level 2 simple text+ more demanding task.

Level 3 difficult task+ lower- level task.

Level 4 difficult text+ more demanding task.

2.1.15 Assessing Writing Tasks

Ur (1996) remarked that grammatical errors and spelling errors usually draw the attention of the reader as most of these mistakes cannot be ignored so that they need to be corrected immediately. In addition, it takes less time and hard work to find language mistakes than correcting the content and data organization.

Moreover, rewriting is very important because it reinforces learning as it is an integral part of the whole writing process as well. As teachers want students to rewrite, likewise EFL learners want their teachers to reread and evaluate their work doing so motivates the students to rewrite (Ur,1996, pp. 170-171).

According to Nelson and Schunn (2009)some of feedback can be motivational ; praising can work as a motivator in terms of writing and revision activities and this kind of feedback is called motivational meaning (p. 376).

On the other hand, positive and negative reinforcement can also help students to do their writing task .Nelson and Schunn(2009) argued that another type of feedback on writing task can be reinforcement where reward and punishment are available for some particular writing tasks such as spelling errors or particular approach   to conclude a paragraph. A third type of feedback is suggested by Nelson and Schunn (2009)who declared that feedback can be a combination of information given by the

teachers to the students just to show the right direction for any kind of writing activities.

2.2 Related Previous Studies

EFL writing difficulties are affected by many factors among the factors that have been investigated by researchers are   limited knowledge about English writing, lack of EFL proficiency, large classes, unqualified teachers, unmotivated novices and lack of resources (Tirumalesh ,1991), in addition, Kashinath(2019)argued that techniques and strategies helps EFL students to practice opportunities of paraphrasing, sequencing and synthesizing and hence empowering them to develop their writing skills as these strategies give students more holistic package of academic writing skills that make them more confident and convinced , in addition writing strategies are also useful for both EFL   teachers hence they need to become better writers.

Literature shows that there are certain effective strategies that help to promote EFL writing skills . Hyland (2007) pointed out that brainstorming and feedback strategies were being widely used for the development of writing skills. Brainstorming is a teaching strategy that is used by teachers to produce effective writing skills; during brainstorming the teacher gives chance to students to think about the topic assigned to them, students then share their ideas with other students and with the teacher. This strategy helps students to outline the writing topic which in later stages of writing helps them to produce an effective piece of writing.

The following are some important studies that   are related to the present study:

Qudsia,et. al.(2020) conducted "Effects of Teaching Strategies on Students' English Writing Skills at Secondary School Certificate" with the aim to examine which teaching strategies are used by teachers for teaching English writing and which of these strategies have their effects on students' performance regarding students' low achievement in English writing . The study opted for a cross-sectional study design. Data were collected from students to determine the teaching strategies used by their teachers. Instruments of the study consisted of an achievement test and a questionnaire. The test was given to students to know the existing skill in English writing. Similarly, a questionnaire was administered to students to

evaluate the teaching strategies used by their teachers. The effect of teaching strategies was measured on three domains of English writing : development and organization of ideas and language conventions. Although various strategies affect students' achievements, the results of the study showed that there are certain strategies that significantly affect students' English writing skills such as self-review, pair work, oral feedback, teaching of grammar, and translation. The researchers recommended that EFL teachers should actively engage in the process of writing by using students'-centered strategies that may result in EFL effective writing skills.

Chowdhury (2015) investigated ''Observing Writing Classes to Explore Students' Writing Problems: A Secondary Level Scenario of EFL Class'' with the aim to find out students' writing problems at secondary level. For data collection and data analysis the researcher observed three different classes of one school, took 30 students' interview and assessed 30 scripts. After the data collection and data analysis the researcher found out that EFL students face writing problems not only due to inabilities but also for the drawback in the education system.

Madrahimova(2021) investigated" Effective   Strategies For Teaching Writing" with the aim to find out whether students who are informed about all the stages of writing techniques can produce better written texts in terms of organization, development, accuracy, coherence, structure and adequate vocabulary, the subjects of the study were some students who were observed to have noticeable problems in writing skills, attitudes and perceptions towards it .The study concluded that while teaching writing of any target language teachers should use variety of techniques and strategies that are helpful for both teachers and students to achieve higher effectiveness of the written production. And the most significant thing while working with students is to encourage and help them write better, in addition, teachers should pay attention to the meaning first, because in writing process students' ideas are important, not just their lexical and grammatical choices as most stimulating tasks require students express themselves, moreover, teachers should not discourage EFL learners with too many expectations on grammar points. When they can achieve writing accuracy with the help of

interactive tasks they can further improve the other points of writing gradually.

Alisha, et. Al.(2019) studied" Students' Difficulties in Writing EFL" .The main objective of this research is focused on finding out students' difficulties in writing English. This study was a case study with qualitative design. The results of the study indicated that students had significant problems in writing English. The findings also revealed that the most significant problems are due to lack of vocabulary mastery and language use as the students had limited knowledge in constructing sentence grammatically and also lack of vocabulary mastery made them felt confused in choosing the appropriate words . Besides, they also had some problems in spelling as they often felt hesitant in writing English words and assumed that their spelling is not good enough.

Kristy(2015) studied" Students' Difficulties in Writing English (A Study at The Third Semester Students of English Education Program At University of Bengkulu Academic Year 2011-2012)" with the aim to find out the students' difficulties in writing English at third semester . The population of this study was 79 students. The data of this research were obtained by using a test of writing a composition. The findings of the study revealed that the writing difficulties that the students face are related to the linguistics difficulty (language use and vocabulary aspects) , cognitive difficulty (organization and mechanics aspects) and physiology difficulty (content aspect) .

Peng(2011) made a study entitled" On the Effectiveness of Writing Strategies in Promoting 13-15 years old Chinese ESL Learners' Writing Ability" with the aim to evaluate the effectiveness of writing strategies in promoting 13-15 years old Chinese ESL learners' writing ability. The study included two questionnaires and two writing tests designed for fifteen students who were chosen randomly in grade 3 of a middle school. Through the analysis of these questionnaires, the students' attitude to writing and the functions of writing strategies were collected in order to keep the two tests reliable and authentic. And then, the pre-test was used to

evaluate these students' primary level of English writing; in the post-test, these students were divided into three groups: the first two groups received two writing strategies while the third group did not receive any strategy . The findings of the study revealed that both writing strategies groups in the post-test showed the effectiveness of the given writing strategies . Two writing strategies were chosen for this study according to the research objectives: the English level and cognitive capability. The analysis of the results in both tests focused on the contents of writings and writing elements such as, vocabulary, grammar and organization. In the qualitative research of the study, the 8-step writing strategy was shown to be the most effective writing strategy for 13-15 years old Chinese ESL learners.

From the above studies, we find that EFL writing difficulties are caused by many factors such as improper development of analytical and cognitive skills, unfamiliar topics, lack of background knowledge of the students, students' level of proficiency, new vocabulary and grammatical structures and not concentrating on the task….etc. Marzano(1982) stated that there are eight major problems that causes some difficulties to EFL students writing skills, they are : spelling problems, pronouns usage, agreement between subject and predicate, the avoidance of run-on sentence, capitalization, punctuation, usage of slang or nonstandard terms and modification problems. But if there is no mistake in writing still that particular writing cannot be considered as a good piece of writing hence there are some non-error characteristics which make difference between skilled writing and non-skilled writing as there are density of ideas, variety of referents and variety of expression in repeated concepts .

In addition, Watt-Taffe &Truscott (2000) argued that making sure students have the opportunity to think about what they already know before the task begins helps EFL students to incorporate new information into existing structures of knowledge which activates long-term memory .They further stated that different kinds of strategies can be used to accomplish this including graphic organizers, cooperative learning, read-aloud, and group discussions.

It is evident from the above literature review, that efforts have been made by a great number of researchers to identify the causes of EFL writing difficulties among EFL learners and to evaluate the effectiveness of teaching strategies in enhancing EFL students' writing skills .However, more empirical studies are needed to explore the source of these difficulties and propose some suitable solutions to overcome them, this is what the present study is trying to demonstrate.

2.2.1 Chapter Summary

This chapter provided theoretical background and reviewed the related literature to the impact of writing strategies in enhancing EFL learners' writing skills.

The relationship between the current study and the previous studies is that all the studies tried to investigate the causes of EFL writing difficulties among university students and evaluating the effectiveness of teaching writing strategies in enhancing EFL Sudanese university students' writing skills.

To sum up, the previous studies came up with the following findings:

-   Writing is an important skill in the process of EFL learning as it affects the development of the other language skills(reading, speaking and listening).

-EFL teachers do not pay enough attention to teaching writing as the syllabus does not include enough writing materials, in addition, teachers need more training specifically to teach EFL writing strategies.

-EFL learners consider writing skills the most demanding skill due to some problems and difficulties during teaching and learning activities which consequently have negative effects on the students' achievements.

- There are other factors that hinder writing skills such as lack of background information about the topic, lack of concentration, anxiety, distortions, lack of lexis, semantic and syntactic awareness, complexity of the topic, poor

quality of teaching materials and poor awareness of the features of written English

-EFL learners also encountered writing difficulties that are related to the learner and the teacher at a high level.

- Lack of practice, limited vocabulary mastery, punctuation and uninteresting learning materials pose some EFL writing difficulties.

- EFL university students encounter many writing difficulties that are frequently associated with learning foreign languages; they can not express ideas and convey the message clearly, students are unaware of some formal aspects such as, neat hand writing, correct spelling, proper use of punctuation and vocabulary and acceptable grammar as they have poor awareness of important aspects of writing such as varied vocabulary, precise construction and correctness of expressions.

-Using techniques and strategies help the students to practice opportunities of paraphrasing, sequencing and synthesizing and hence empowering them to develop their writing skills. These strategies give students more holistic package of academic writing skills that make them confident and convinced.

-Collaborative learning helps the learners to develop their interpersonal skills whereas autonomous learning represents lifelong learning which is essential in facing challenges of traditional face to face learning methods.

-Using techniques and strategies of teaching writing skills is useful for both EFL teachers and learners hence they need to become better writers.

-There are some valuable strategies for teachers that can be directly applied while teaching writing, providing them with efficient results. With the help of EFL learners, teachers can turn writing process into fun, rewarding, enlightening, thought provoking and reflective process. Moreover, by achieving a strong connection between teachers and students, students also welcome the opportunity to express their thoughts, feelings, and reasoning in writing.

-Teaching writing strategies is considered the most appropriate choice to enhance EFL students' writing skills. Recent views of EFL teaching have shown that it is important to include writing strategies as a part of EFL teaching as it provides learners with valuable authentic materials which extend their linguistic knowledge, expose them with a wide range of grammatical and vocabulary items, raise their language awareness, promote understanding of the culture of the target language and develop their writing skills.

EFL language proficiency, L1 writing competence, uses of cohesive devices, meta-cognitive knowledge about the writing task, writing strategies and writers' personal characteristics are important factors that affect the process and product of English as foreign language (EFL) writing; it is the writing strategies that primarily separate successful from less successful writers.

The next chapter is going to discuss the methodology of the study through which data of the study has been collected.

Chapter Three
Research Methodology

Chapter Three

Methodology of the Study

3.1 Introduction

This chapter discusses the population of the study, the sample used in this study, the methodology, the instrumentation, the reliability and validity of the study and the techniques used for data collection and analysis.

The method adopted in this study is the descriptive analytical approach. Data has been collected by using two tools: a pre-posttest design was used to investigate the effectiveness of teaching writing strategies in enhancing EFL students' writing skills, the test was given to 30 Sudanese university second year students, the researcher also uses a questionnaire in order to collect data about the views and perceptions of teachers regarding the problem of the study. The questionnaire was administered to (30) EFL Sudanese university teachers, all the data has been then analyzed through SPSS (Statistical Package for Social Sciences).

3.2 Population of the Study

As the study uses two tools; a pre-post test and a questionnaire, the population of the study composes of Sudanese university students in Sudan University of Science and Technology to whom the test is administered, and some expert EFL Sudanese university teachers who participated in the questionnaire.

3.3 Sample of the Study

The test has been conducted in Sudan University of Science and Technology the sample of the study was taken from second year students who possess the same level of English abilities and are approximately the same age, (30) students have participated voluntarily, the test took place during their third semester during the academic year (2022/2023).

The sample of the questionnaire is (30) expert EFL Sudanese university teachers who have more than fifteen years' experience in teaching English at Sudanese universities, the sample was taken to detect some of the causes and to suggest some suitable solutions to writing problems that face the subjects of the study and discuss the effectiveness of teaching writing strategies in order to enhance EFL writing skills.

3.4 Methodology of the Study

The purpose of this study is to investigate the effectiveness of teaching writing strategies in order to enhance EFL writing skills. To achieve this goal and in an attempt to answer the research questions, data has been collected through using two tools, a pre-post test for (30) students who have participated voluntarily and have been selected randomly from second year students at Sudan University of Science and Technology and a questionnaire for (30) expert English teachers at Sudanese universities. The data collected has been analyzed statistically by SPSS.

3.5 Instrumentation

The instruments used in this study are a pre-post test and a questionnaire. They are described in details below:

3.5.1 Pre-post test

The first instrument which is employed in this study is pre-post writing skills test(Appendix 1); the main purpose of this test is to investigate the difficulties that EFL Sudanese university students encounter in EFL writing and to evaluate the effectiveness of teaching writing strategies in order to enhance EFL writing skills.

The EFL writing skills test was developed by the researcher. The test has four parts; each part was developed to measure one of the intended writing strategies (brainstorming, extensive reading and discussion, paraphrasing and sequencing). The first part focused on assessing the strategy of brainstorming where the students were asked to brainstorm as many related ideas as possible about a particular topic. The second part focused on assessing extensive reading and discussion as writing techniques

in which students were required to read extensively using different sources and to discuss ideas with their peers and write about a topic.

The third part assessed the strategy of paraphrasing in which students were asked to paraphrase a paragraph. Then the final part of the test focused on the strategy of sequencing where students were asked to describe a process and use sequencing words and appropriate cohesive devices.

The test was designed with clear instructions; the language was suitable to the language level of the participants, the test was comprehensive and the time allotted for the test was (80) minutes**.**

3.5. 2Validity of the pre-post   writing test

Validity refers to the extent to which a test or a set of tests measure what they are supposed to measure. It also refers to the extent to which the results of the procedure serve the uses for which they were intended.

To estimate the test validity, the EFL writing skills test was submitted to 12 Sudanese members in TEFL. They were asked to express their opinions regarding the clarity, the difficulty level and length of the test, and how far each item measures the strategies intended to be measured. They reported the appropriateness of the test items to the strategies to be measured.
Suitability of the test to students' academic level was reported. Clarity of the test instructions and questions and representation of the targeted strategies were also reported.

3.5.3 Reliability of the pre-post writing test

Reliability is defined as the extent to which a test produces consistent results when administered under similar conditions. Reliability also means when a certain test is applied on a number of individuals and the marks of every one are counted; then the same test applied another time on the same group and the same marks are obtained; then we can describe this test as reliable.

For estimating the reliability of the EFL writing skills test, the researcher used the test-retest method. The test was administered to the piloting group of second year university students, (n=30). Pearson

correlation

coefficient between the two administrations was .95 which is statistically significant at 0.01 so, the test was reliable.

3.5.4 Questionnaire

The researcher designed the questionnaire in (Appendix 2) for expert teachers at Sudanese university to collect information about their views and perceptions regarding causes, solutions of writing difficulties encountered by EFL Sudanese university students and to evaluate the effectiveness of teaching writing strategies in enhancing EFL writing skills.

The questionnaire consists of two parts, part one consists of twelve statements, it is mainly designed to investigate the causes of the difficulties that face EFL Sudanese university students in writing skills from teachers' point of view.

Part two consists of twelve statements with the aim to elicit some suitable solutions to writing problems that face EFL Sudanese university students and discusses the effectiveness of teaching writing strategies in enhancing EFL writing skills from teachers' point of view.

The questionnaire was designed by the researcher based on his observations of the writing problems that face the subjects of the study and according to the review of literature which was included in the second chapter of this study.

3.5.5 Validity of the Questionnaire

The researcher consulted expert university teachers in the field of language teaching who have background in doing research in English language teaching to examine the content , the structure , the logical flow of the statements , the length and the order of the questionnaire , they accepted the items of the questionnaire in general but suggested some modifications , they suggested that the researcher should limit the number of the statements to 24 in order to achieve accurate results , the researcher then made some modifications according to their comments.

On the other hand, validity is also a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity of the questionnaire is calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed the questionnaire to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table :

Reliability Statistics

Cronbach's Alpha	No. of items
80	24

3.5.6 The Reliability of the Questionnaire

Reliability means obtaining the same results if the same measurement is used more than one time under the same conditions.

 Reliability is also defined as the degree of the accuracy of the data that the tool measures. Here are some of the most used methods for calculating the reliability:

- Alpha-Cronbach coefficient.

3.6 Techniques of Data Collection and Analysis

As has been mentioned, the data of the study has been collected by using a pre-post writing test and a questionnaire.

The pre- test was conducted first as the researcher has administered the pre-test to (30) Sudanese university students in Sudan University for Science and Technology, the test took place during their day in the university , the researcher gave them oral instructions by himself then he distributed the test. While the post- test was conducted after the implementation of writing strategies.

3.6.1 The suggested writing strategies - based program

The writing strategies -based program was developed to enhance EFL writing skills for second year university students and provide them with some theoretical knowledge about EFL writing strategies (brainstorming, extensive reading and discussion, paraphrasing and sequencing).

3.6.2 Aims and Objectives of the program

The writing strategies -based program was developed to enhance the required EFL writing skills for second year university students.

The researcher used various activities and tasks through the sessions to enable the participants accomplish the program objectives.

So, by the end of the program, students were expected to:
1. Be aware of the importance of writing strategies in general and in developing their writing skills.

2-Develop the main writing skills strategies (i.e brainstorming, extensive reading and discussion, paraphrasing and sequencing).

3.6.3 Contents of the Program

The program included some EFL writing skills strategies and writing activities and tasks that are suitable to the level of the students.

3.6.4 Description and framework of the program

The program consisted of 10 sessions. The first two were orientation sessions about writing strategies used in the program, EFL writing skills and the importance of these skills to the participants of the study. The rest of the sessions focused on the main EFL writing skills strategies , students were required to practice some writing strategies (brainstorming, extensive reading and discussion, paraphrasing and sequencing). Moreover, there were two sessions for revision. Each one of the revision sessions were practiced and presented after the total practice of its skill, as a kind of formative assessment for the program.

3.6.5 Implementation of the Program

 The study was conducted on 30 Sudanese university students, in Sudan University for Science and Technology, during the academic year 2022-2023.

The EFL writing skills test was developed by the researcher. The test has four parts; each part was developed to measure one of the intended writing strategies (brainstorming, extensive reading and discussion, paraphrasing and sequencing). The first part focused on assessing the brainstorming where students were asked to brainstorm as many ideas as they can about particular topic.

The second part focused on assessing extensive reading and discussion in which students were required to read extensively using different sources and to discuss ideas with their peers and write about a certain topic.

The third part assessed the strategy of paraphrasing in which students were asked to paraphrase a certain paragraph.

The final part of the test focused on assessing the strategy of sequencing, where students were required to describe a process and use sequencing words and appropriate cohesive devices.

The data obtained from the pre-post test was marked by the researcher and was analyzed by SPSS (Statistical Package of Social Sciences).

The second tool that has been used to collect data for this study is a structured questionnaire which the researcher administered to (30) expert EFL Sudanese university teachers, it took more than a week to get all the copies of the questionnaire answered, then the data collected by the questionnaire was analyzed statistically by using SPSS.

3.7The Statistical Method

The SPSS(Statistical Package for Social Sciences) was used to statistically process the data .The method used in the analysis of the data is the frequencies and percentages of the respondents answers , in addition to the arithmetic mean and standard deviation of the weight of the respondents answers , Chi-square was used to test the hypotheses of the study.

Chapter three shows how the researcher collected data about the effectiveness of teaching writing strategies in enhancing EFL writing skills.

The population, the sample, the methodology, instrumentation, validity and reliability of the tools used to collect data for the study and the techniques used for data collection and analysis were explained in great details in this chapter.

Chapter Four

Data Analysis , Results and Discussion

Chapter Four

Data Analysis, Results and Discussion

4.1 Introduction

This chapter presents the analysis, evaluation, and interpretation of the data collected through the pre-post test and the questionnaire, the first part of it is devoted to the pre-post test while the second part is devoted to the questionnaire. The statistical part of the analysis of the data of the study is done by (SPSS) program where frequencies and percentages are presented.

4.2 Pre-post test Responses and Analysis

The pre-post writing test consists of four parts .The responses to the pre-post writing test of the (30) Sudanese university students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

The test is analyzed statistically, discussed and followed by a table to support the discussion.

4.3.Test of the Study Hypotheses (1) and(2)

1.Most EFL Sudanese university students face some difficulties with writing skills.

2.Teaching writing strategies enhances EFL Sudanese university students writing skills.

The pre-test

Table (4.1) shows the Frequency and Percentage of Distribution to the answers of the respondents of the study to the pre-test.

Variables	Frequency	Percentage
Pass	7	23%
Fail	23	77%
Total	30	100%
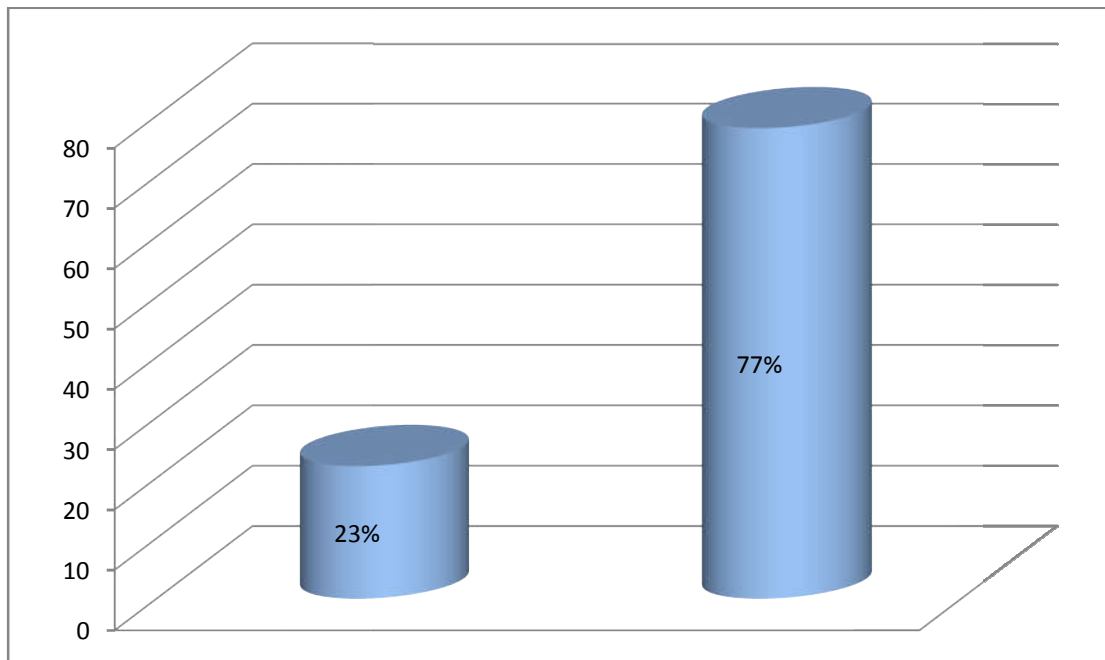
Figure (4.1)

The above table and figure show the percentage and frequency of the answers of the sample of the study related to the pre- test. It is clear that most of the students failed in the pre-test as it is represented by (77%).

Table (4.2) shows the Frequency and Percentage of Distribution of the students' answers to the post-test.

Variables	Frequency	Percentage
Pass	24	83%
Fail	6	17%
Total	30	100%
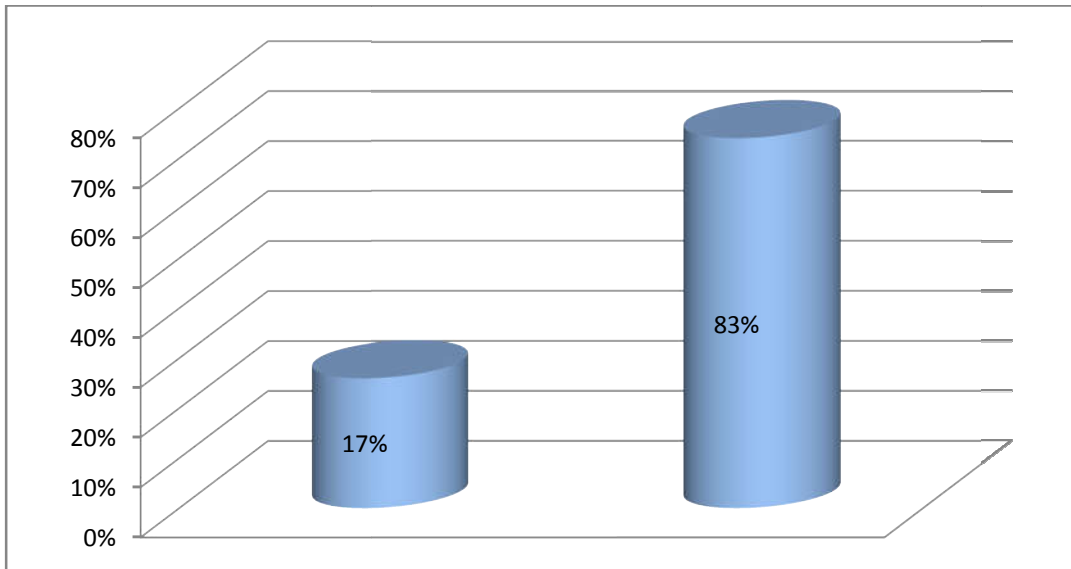
Figure (4.2)

The above table and figure illustrate the percentage and frequency of the answers of the sample of the study with regard to the post-test and show that most of the sample of the study passed the post-test as it is represented by (83%).

The overall pre-post writing test

Table No (4.3) shows the Frequency Distribution of the respondents' answers to the pre-post writing test:

Answers	Frequencies	Percentage

Pass (pre-test)	7	23%
Pass(posttest)	24	83%
Total	30	100%
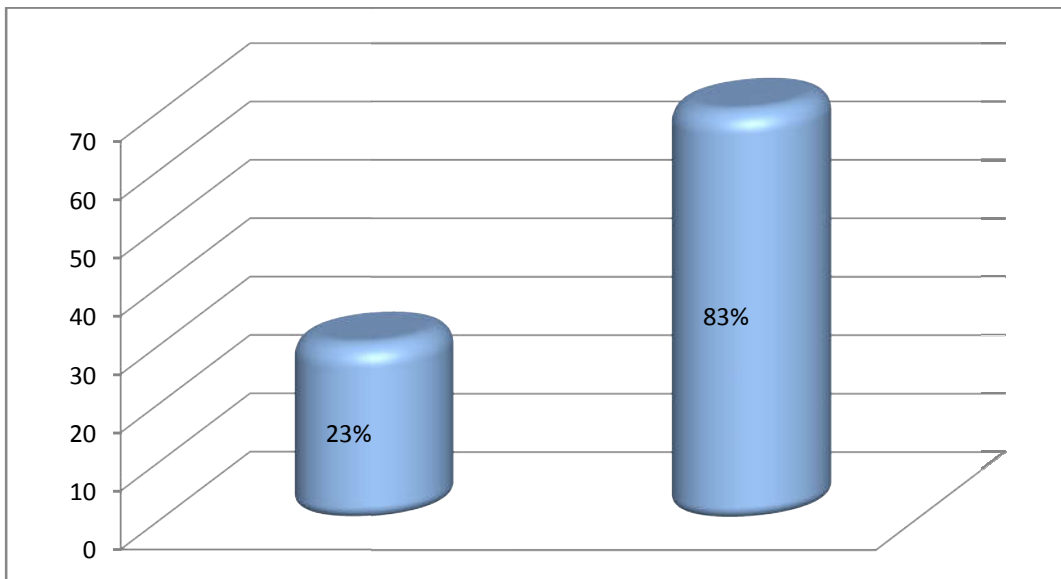
Figure (4.3)

As can be seen from the above table and figure only (7) (23%) of the students in the sample of the study were able to pass the pre-test; while there are (24) (83%) of students passed the post- test.

Table No. (4.4) the Frequency Distribution and Decisions for the respondents' answers of the pre-post writing test:

Tests	Pass		Fail		Decision
	Frequency	Percentage	Frequency	Percentage	

Pre-test	7	23%	23	77%	**acceptable**
Post-test	24	83%	6	17%	**acceptable**

According to the results above, it can be said that the majority of the students were unable to pass the pre- test, so we can say that the first and the second hypotheses of the study are confirmed.

Table (4.5) one sample T-TEST for the pre-post writing test:

Tests	No.	SD	T-value	DF	P-value
Post test	30	7.2	11	29	0.00
Pretest	30	9.81	17	29	0.00

The calculated value of T -TEST for the significance of the differences for the respondents' answers in the post test was (11) which is greater than the tabulated value of T-TEST at the degree of freedom (29) and the significant value level (0.05%) which was (6.54). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents.

The calculated value of T -TEST for the significance of the differences for the respondents' answers in the pre-test was (17) which is greater than the tabulated value of T-TEST at the degree of freedom (29) and the significant value level (0.05%) which was (6.54).   This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. This asserts that the first and the second hypotheses of this study are verified.

From the findings of the pre-post writing test we find out:

1. EFL learners encounter some   serious writing difficulties.
2. Teaching writing strategies enhances EFL Sudanese university students'
    writing skills.

The findings of the pre-post writing test coincide with the following studies for as Marzano(1982) argued that there are eight major problems that causes some difficulties to EFL students writing skills, they include: spelling problems, pronouns usage, agreement between subject and predicate, the avoidance of run-on sentence, capitalization, punctuation, usage of slang or nonstandard terms and modification problems. But if there is no mistake in writing still that particular writing cannot be considered as a good piece of writing. There are some non-error characteristics which make difference between skilled writing and non-skilled writing and they are density of ideas, effective use of writing strategies, variety of referents and variety of expression in repeated concepts.

Bryne (1988) attributed EFL learners' difficulties to the following categories :

 Linguistic Difficulty

 Linguistics aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitoring.

 Physiology Difficulty

Physiology difficulty   focuses on the writer's difficulty because there aren't direct interaction and feedback from the reader when they are writing. This difficulty focuses on difficulty in developing written materials or contents of composition.

 Cognitive Difficulty

Writing has to be thought through formal instructions such like spelling, punctuation, capitalization and paragraphing.

Absence of Writing Strategies

There are different strategies that can be used to teach writing skills effectively as the absence of these strategies causes writing difficulties to EFL learners, they include editing, paraphrasing, presentation, brainstorming, written feedback, self-review, peer review, extensive reading and discussion, pair work, group work, and model text.

Ahmad (2010) argued that some students are less careful about their performance and some students have learning disabilities and these issues hinder students' writing performance. It is very common to almost every class that students' have different spelling style; handwriting is not clear and sometimes their writings do not make any sense. The reason can be, some of the students are just not concerned and show less care towards their writings and some of the students might have some kinds of learning disabilities.

They also conform to Flower (1979) who stated that there are some common problems in academic and professional writing which are consequences of the absence of referent, immature and imprecise ideas, some senseless discussions and being unsuccessful to convert private thoughts into a public

The results also support the findings of Raimes (1985) who maintained that EFL writing is affected by several factors such as language proficiency, L1 writing competence, use of cohesive devices, meta-cognitive knowledge about the writing task, writing strategies and writers' personal characteristics hence they are writing strategies that primarily separate successful from less successful writers.

 In addition, Oxford(2002) stated that strategies can pave the way toward greater proficiency, learner autonomy, and self regulation.

 Flower & Hayes (1981)pointed out that writing is a complicated process which involves a number of cognitive and meta cognitive activities, for instance, brainstorming, planning, outlining, organizing, drafting and revising. Cognitive aspects of writing have received a particular attention, as investigators have attempted to understand the thought process underlying the compositions of students .

The results also coincide with Tirumalesh (1991)who suggested that EFL learners find writing difficult due to their limited knowledge about English writing, besides, lack of proficiency in the target language, large classes, unqualified teachers, unmotivated novices, lack of resources became the part of the etiology.

Moreover, they agreed with Hadley (1993) who argued that the collaborative learning strategy helps the learners to develop their interpersonal skills whereas autonomous learning strategy represents lifelong learning which is essential in facing challenges of traditional face to face learning methods.

Moreover, Kashinath(2019) suggested using techniques and strategies help the students to practice opportunities of paraphrasing, sequencing synthesizing and hence empowering them to develop their writing skills. These strategies give students more holistic package of academic writing skills that make them more confident and convinced since they are useful for both EFL learners and teachers hence they need to become better writers.

They also agree with Flower & Hayes(1981) who claimed that writing is a complicated process which involves a number of cognitive and meta-cognitive strategies such as brainstorming, planning, outlining, organizing, drafting and revising.

 G'ulom qizi (2001) stated that there are some valuable strategies for teachers that can be directly applied while teaching writing, providing them with efficient results. With the help of them they can turn writing process into fun, rewarding, enlightening, thought provoking and reflective process. Moreover, by achieving a strong connection between teachers and students, students also welcome the opportunity to express their thoughts, feelings, and reasoning in writing.

According to Walsh (2010) teaching writing strategies is considered the most appropriate choice to enhance EFL students' writing skills. Recent views of EFL teaching have shown that it is important to include writing strategies as a part of EFL teaching as they provide learners with valuable authentic materials which extend their linguistic knowledge, expose them

with a wide range of grammatical and vocabulary items, raise their language awareness, promote understanding of the culture of the target language and develop their writing skills.

Beare(2000) argued that "it is the writing strategies that primarily separate successful from less successful writers".

Harmer (2004) remarked that writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities. In preparation writing, this gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward.

The findings of the study also conform with Fu-Lan (2006) who noted that expectation of failure, causes anxiety in writing which can happen due to two scenarios: first, when students are asked to write about a specific topic and second, when students think of writing as a translating activity and lack awareness of writing strategies.

4.4 Questionnaire

The questionnaire consists of two parts, part one contains twelve statements to investigate the causes of the difficulties that Sudanese university EFL learners face in writing skills whereas the second part consists of twelve statements which elicit some of the solutions to writing difficulties that the subjects of the study face and evaluates the effectiveness of teaching writing strategies in enhancing EFL Sudanese university students EFL writing skills. The questionnaire was given to (30) respondents who represent the teachers' community at Sudanese universities.

4.5 Responses to the Questionnaire
The responses to the questionnaire of the (30) teachers were tabulated and computed. The following is an analytical interpretation and discussion of the

findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.6 Analysis of the Questionnaire

The researcher distributed the questionnaire on the determined study sample (30) EFL Sudanese university teachers, and constructed the required tables for the collected data. This step consists of transformation of the qualitative (nominal) variables (strongly agree, agree, neutral, disagree, and strongly disagree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

4.7 Test of the Study Hypotheses (3) and (4)

Writing difficulties are attributed to many factors.

Statement No. (1)

Writing is a complicated process which involves a number of cognitive and meta-cognitive strategies such as brainstorming, planning, outlining, organizing, drafting and revising.

Table No. (4.6)

The frequency distribution for the respondents' answers of statement No. (1)

Variables	Frequency	Percentage
strongly agree	3	13.3
Agree	14	46.7

neutral	3	10
disagree	7	20
strongly disagree	3	10
Total	30	100.0
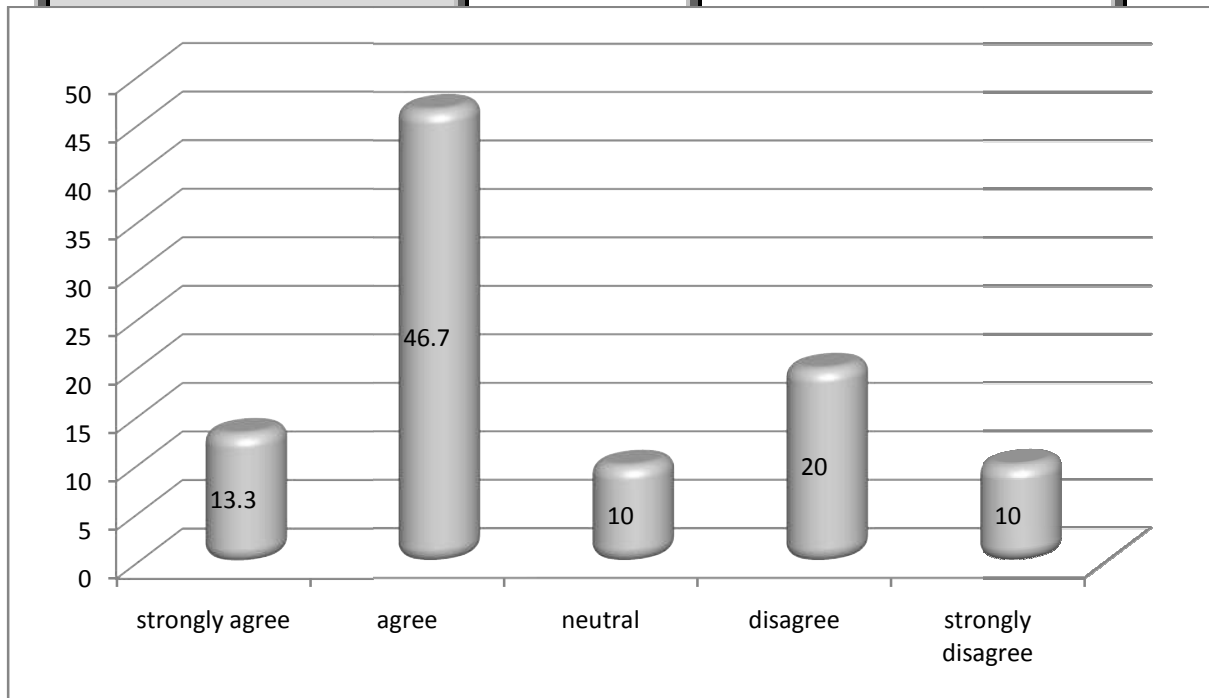
Figure (4.4)

It is clear from the above table and figure that there are only (3) teachers in the sample of the study (13.3%) strongly agreed with " Writing is a complicated process which involves a number of cognitive and meta-cognitive strategies such as brainstorming, planning, outlining, organizing, drafting and revising ".

There are (14) persons (46.7%) agreed with that, (3) persons (10.0%) were not sure, (7) persons (20.0%) disagreed and (3) persons (10%) strongly disagreed.

Statement No (2)EFL writing difficulties can occur due to limited knowledge about writing strategies, lack of proficiency , large classes, unqualified teachers, unmotivated novices and lack of resources.

Table No (4.7)

The frequency distribution for the respondents' answers of statement No. (2)

Variables	Frequency	Percentage
strongly agree	13	34.4
Agree	10	33.3
Neutral	3	10
Disagree	3	10
strongly disagree	1	3.3
Total	30	100.0
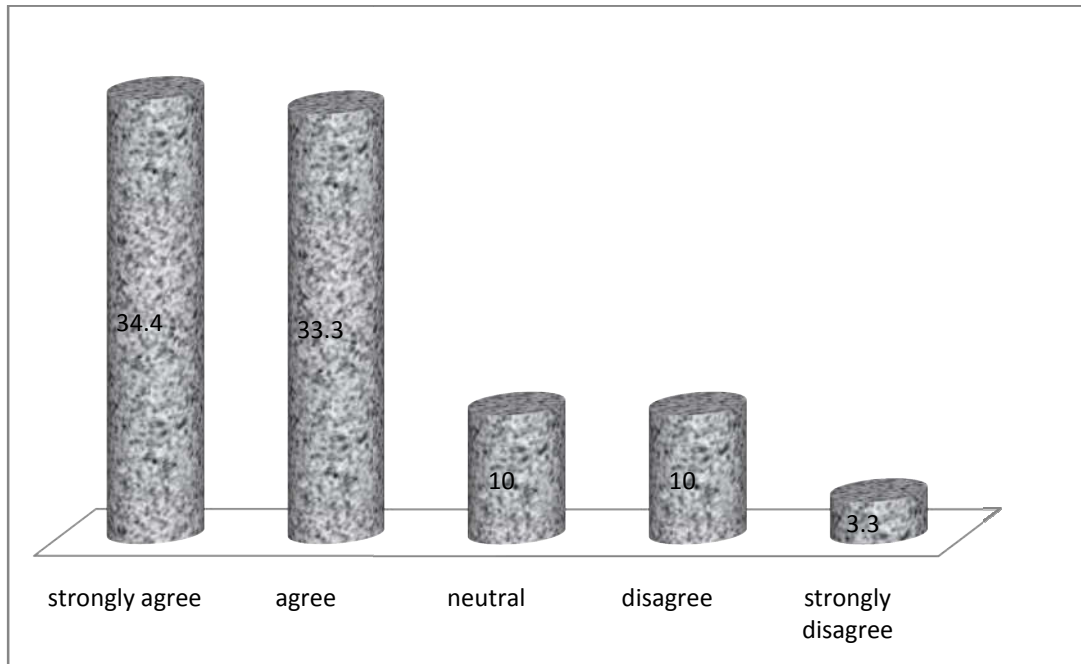
Figure (4.5)

It is clear from the above table and figure that there are (13) persons in the sample of the study (34.4%) strongly agreed with 'EFL writing difficulties can occur due to limited knowledge about writing strategies, lack of proficiency , large classes, unqualified teachers, unmotivated novices and lack of resources'' There are (10) persons (33.3%) agreed, (3) persons (10.0%) were not sure, (3) persons (10.0%) disagreed and (1) person (3.3%) strongly disagreed.

Statement No. (3)

L1 writing competence, use of cohesive devices, meta-cognitive knowledge about the writing task, writing strategies and writers' personal characteristics are important factors that affect the process and product of EFL writing.

Table No (4.8) the frequency distribution for the respondents' answers to statement No.(3)

Variables	Frequency	Percentage
strongly agree	18	60
agree	10	33.4
neutral	1	3.3
disagree	1	3.3
strongly disagree	0	0
Total	30	100.0
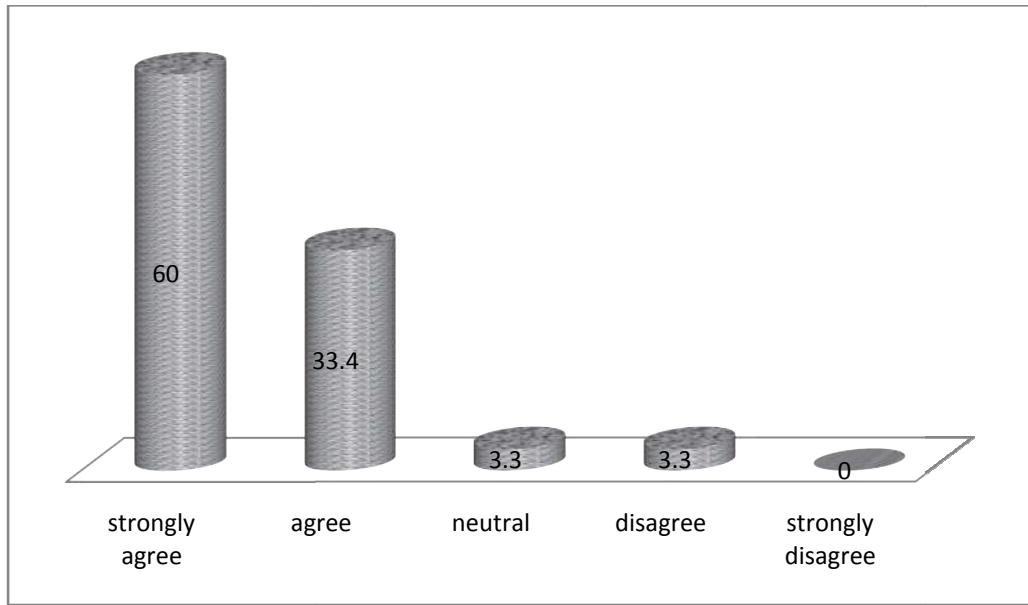
Figure (4.6)

It is clear from the above table and figure that there are (18) persons in the sample of the study (60.0%) strongly agreed with "L1 writing competence, use of cohesive devices, meta-cognitive knowledge about the writing task, writing strategies and writers' personal characteristics are important factors that affect the process and product of EFL writing"

There are (10) persons (33.4%) agreed, (1) person (3.3%) was not sure, (1) person (3.3%) disagreed and (0) person (0%) strongly disagreed.

Statement No.(4)

Writing is complex and it is difficult to teach as the mastery are not only of grammatical and rhetorical devices but also of conceptual and judgmental elements .

Table No (4.9) the frequency distribution for the respondents' answers to statement(4)

Variables	Frequency	Percentage
strongly agree	17	53.3

agree	11	36.7
neutral	2	6.7
disagree	1	3.3
strongly disagree	0	0
Total	30	100.0
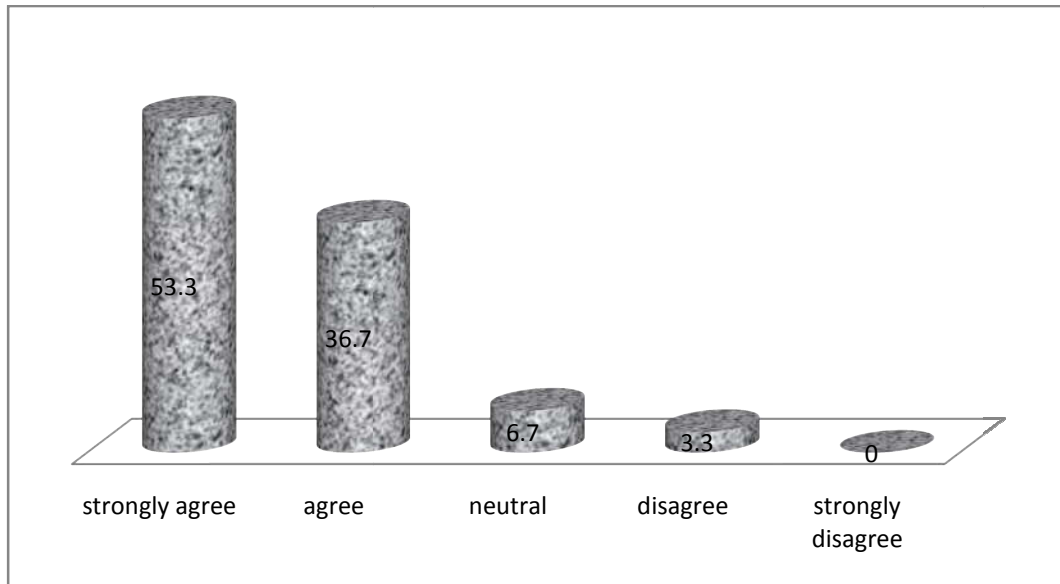
Figure (4.7)

It is clear from the above table and figure that there are (17) persons in the sample of the study (53.3%) strongly agreed with 'Writing is complex and it is difficult to teach as the mastery are not only of grammatical and rhetorical devices but also of conceptual and judgmental elements " .There are (11) persons (36.7%) agreed, (2) persons (6.7%) were not sure, (1) person (3.3%) disagreed and (0) person (0%) strongly disagreed.

Statement No. (5)

Writing skills can not be developed unless learners' acknowledge their interests and given frequent opportunities to actually practice writing .

Table No (4.10) the frequency distribution for the respondents' answers of statement No. (5)

Variables	Frequency	Percentage
strongly agree	15	50
agree	13	43.4
neutral	1	3.3
disagree	1	3.3
strongly disagree	0	0
Total	30	100.0
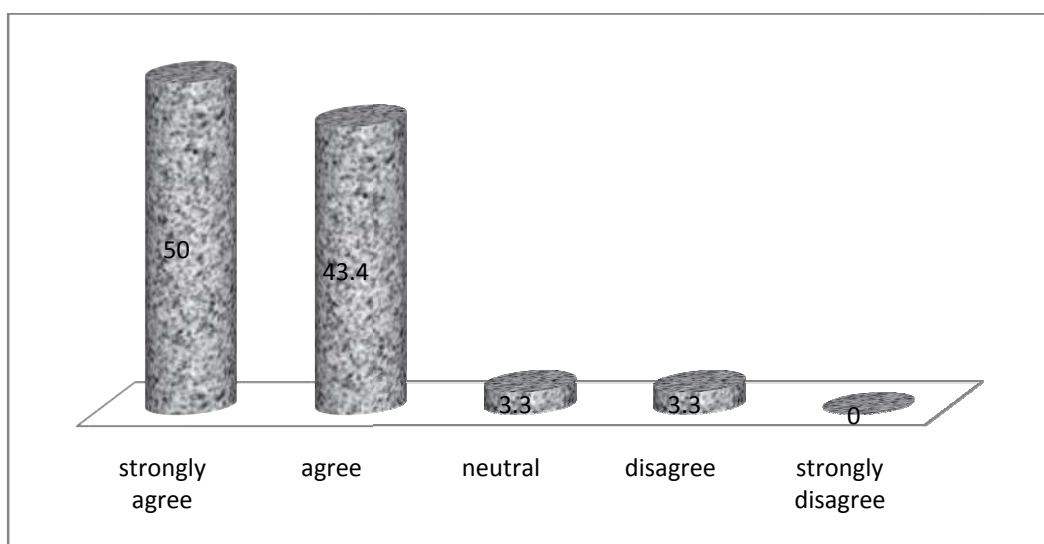
Figure (4.8)

It is clear from the above table and figure that there are (15) persons in the sample of the study (50.0%) strongly agreed with " Writing skills can not be developed unless learners' acknowledge their interests and   given frequent opportunities to actually practice writing ". There are (13) persons (43.4%) agreed, (1) person(3.3%) was not sure   (1) person (3.3%) disagreed and (0) person (0%) strongly disagreed.

Statement   No (6):

EFL learners are less careful about their performance and have learning disabilities and have different spelling style.

Table No (4.11) the frequency distribution for the respondents' answers of statement No. (6)

Variables	Frequency	Percentage
strongly agree	10	33.3
agree	12	40.0
neutral	4	10
disagree	3	13.3
strongly disagree	1	3.3
Total	30	100.0
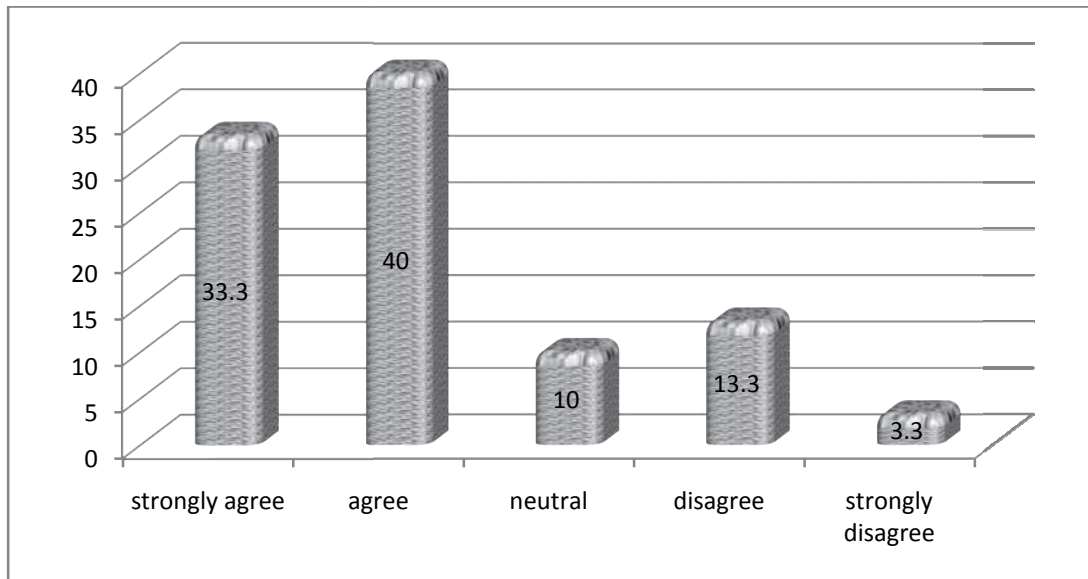
Figure (4.9)

From the above table and figure we can see that there are (10) persons in the sample of the study(33.3%) strongly agreed with " EFL learners are less careful about their performance and have learning disabilities and have different spelling style ". There are (12) persons(40.0%) agreed,(4)persons (10.0%) were not sure,(3) persons(13.3%) disagreed and (1) person(3.3%) strongly disagreed.

Statement   No (7)

The reason for the poor proficiency of students is their limited type of reading habit as they don't read extensively because they think that it is not important according to the examination point of view.

Table No (4.12)

The frequency distribution for the respondents' answers of statement No.(7)

| Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	12	40.0	40.0	73.3
neutral	3	10.0	10.0	83.3
disagree	4	13.3	13.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	
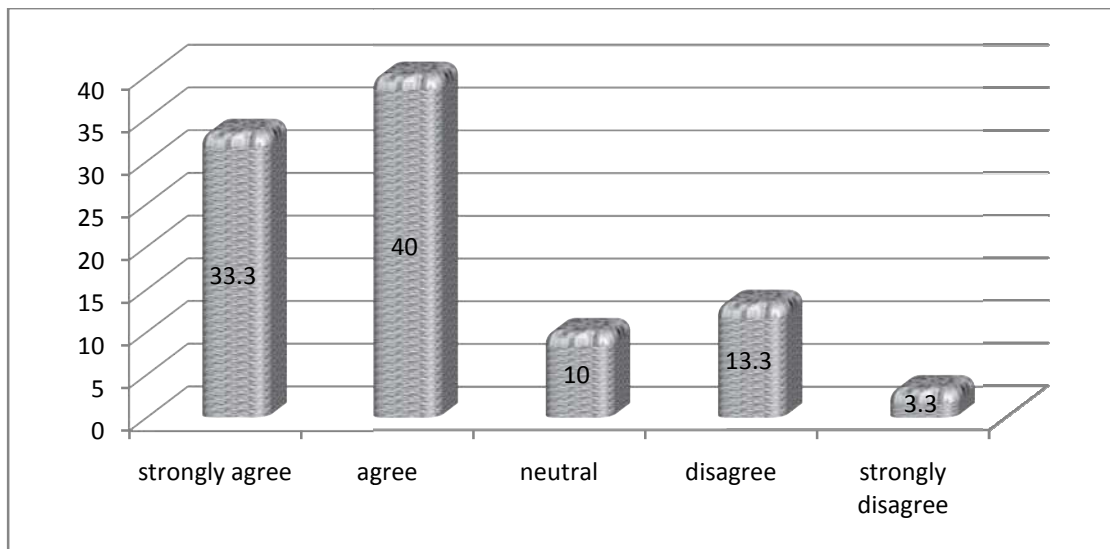
Figure (4.10)

From the above table and figure, we can see that there are (10) persons in the sample of the study(33.3%) strongly agreed with "The reason for the poor proficiency of students is their limited type of reading habit as they don't read extensively because they think that it is not important according to the examination point of view." There are (12) persons(40.0%) agreed, (3) persons(10.0%) were not sure,(4) persons(13.3%) disagreed and (1)person(3.3%)strongly disagreed.

Statement   No (8)

EFL teachers do not pay attention to teaching writing strategies which enable learners to produce the language needed to perform a writing task hence learners as often do not possess the vocabulary base needed to create writing pieces in the mainstream classroom.

Table No (4.13) The frequency distribution for the respondents' answers of statement No.(8)

| Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	12	40.0	40.0	60.0
neutral	3	10.0	10.0	70.0
disagree	8	26.7	26.7	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Figure (4.11)

From the above table and figure, we can see that there are (6) persons in the sample of the study(20.0%) strongly agreed with " EFL teachers do not pay attention to teaching writing strategies which enable learners to produce the language needed to perform a writing task hence learners as often do not possess the vocabulary base needed to create writing pieces in the mainstream classroom." There are (12)persons (40.0%) agreed,(3) persons (10.0%) were not sure,(8) persons (26.7%) disagreed. and (1)person (3.3%)strongly disagreed.

Statement   No (9)

EFL learners rely more on the instructor, and feel less confident about writing tasks as they are not aware of the most essential writing techniques and stages .

Table No (4.14) the frequency distribution for the respondents' answers of statement No.(9)

| Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	8	26.7	26.7	60.0
neutral	3	10.0	10.0	70.0
disagree	8	26.7	26.7	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	
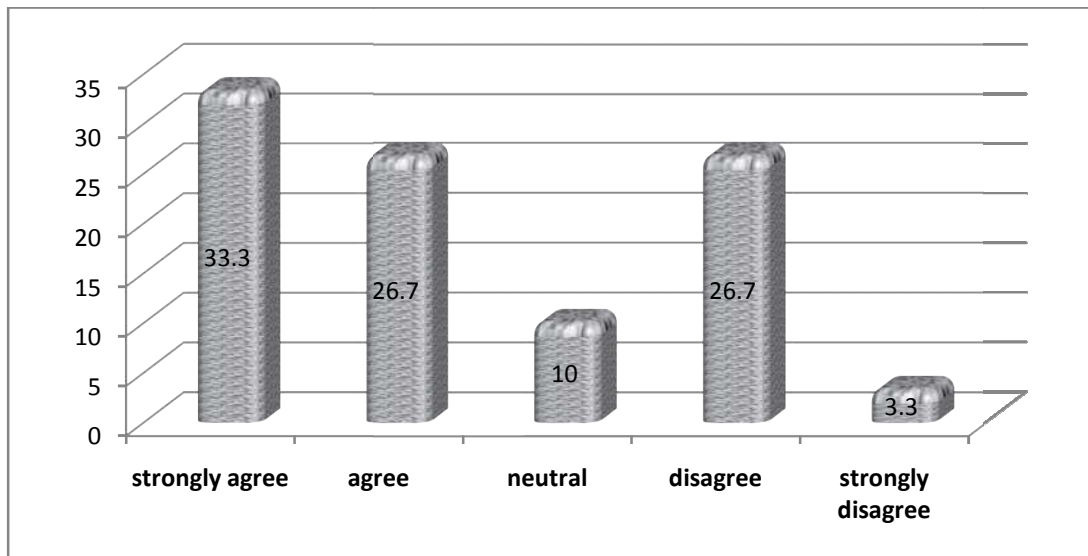
Figure (4.12)

From the above table and figure we can see that there are (10) persons in the sample of the study(33.3%) strongly agreed with " EFL learners rely more on the instructor, and feel less confident about writing tasks as they are not aware of the most essential writing techniques and stages''. There are (8)persons(26.7%) agreed, (3) persons(10.0%)were not sure, (8) persons (26.7%)disagreed and (1) person (3.3%)strongly disagreed.

Statement   No (10)

EFL students are not given the opportunity to think about what they already know before the writing task begins which hinder them to incorporate new information into existing structures of knowledge in order to activates long-term memory.

Table No (4.15) the frequency distribution for the respondents' answers of statement No.(10)

| Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	16	53.3	53.3	86.7
Neutral	3	10.0	10.0	96.7
disagree	0	0	0	0
strongly disagree	1	3.4	3.3	100.0
Total	30	100.0	100.0	
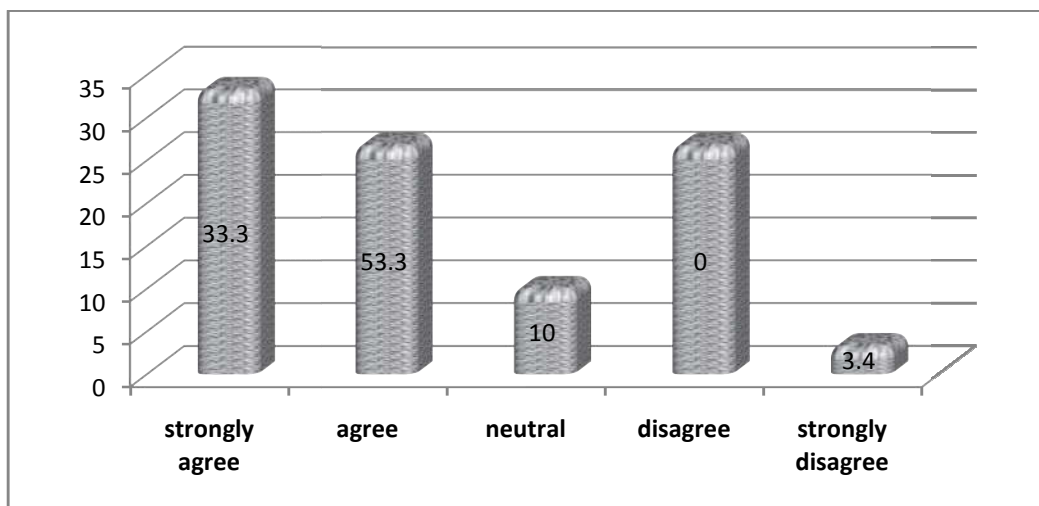
Figure (4.13)

From the above table and figure we can see that there are (10) persons in the sample of the study (33.3%) strongly agreed with "EFL students are not given the opportunity to think about what they already know before the writing task begins which hinder them to incorporate new information into existing structures of knowledge in order to activates long-term memory''. There are (16)persons (53.3%) agreed,(3) persons (10.0%) were not sure, (0) person(0.0%) disagreed and (1) person(3.4%)strongly disagreed.

Statement No (11)

EFL learners' handwriting is not clear and sometimes their writings do not make any sense as some of them are just not concerned and show less care towards their writings have learning disabilities .

Table No (4.16) The frequency distribution for the respondents' answers of statement No.(11)

| Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	15	50.0	50.0	70.0
neutral	3	10.0	10.0	80.0
disagree	4	13.3	13.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	
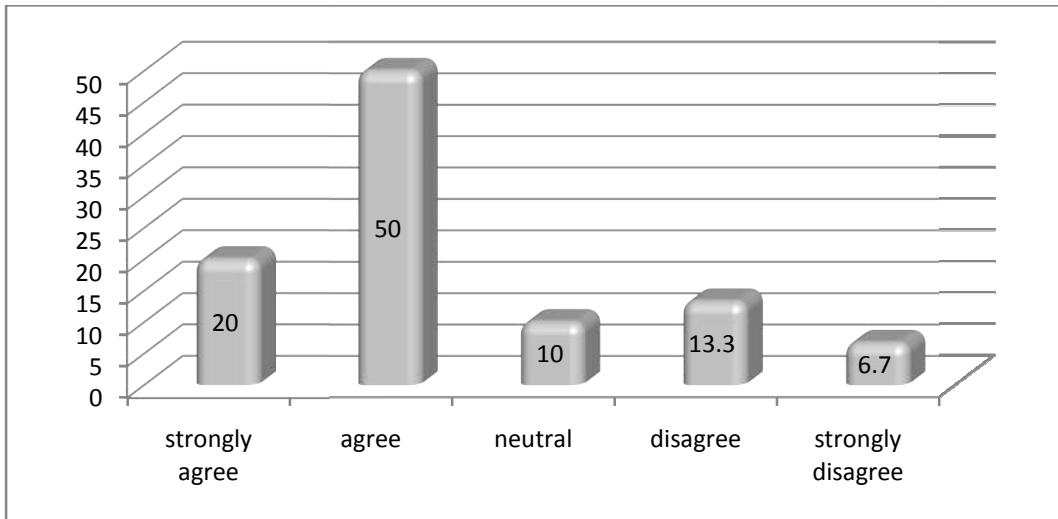
Figure (4.14)

From the above table and figure we can see that there are (6) persons in the sample of the study (20.0%) strongly agreed with " EFL learners' handwriting is not clear and sometimes their writings do not make any sense as some of them are just not concerned and show less care towards their writings have learning disabilities'' There are (15) persons(50.0%) agreed,(3)persons (10.0%) were not sure,(4) persons (13.3%) disagreed and (2) persons (6.7%) strongly disagreed.

Statement No (12)

The type of feedback teachers provide decreases the writing anxiety of EFL students.

Table No (4.17) The frequency distribution for the respondents' answers of statement No.(12)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	8	26.7	26.7	26.7
agree	8	26.7	26.7	53.3
neutral	3	10.0	10.0	63.3

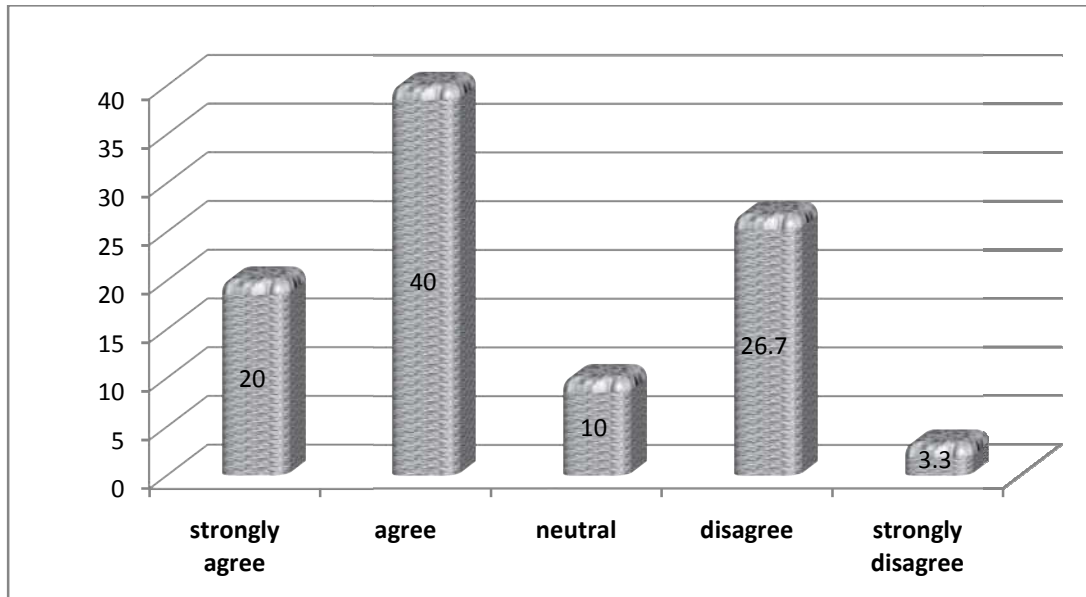|					
disagree	8	26.7	26.7	90.0	
strongly disagree	3	10.0	10.0	100.0	
Total	30	100.0	100.0		
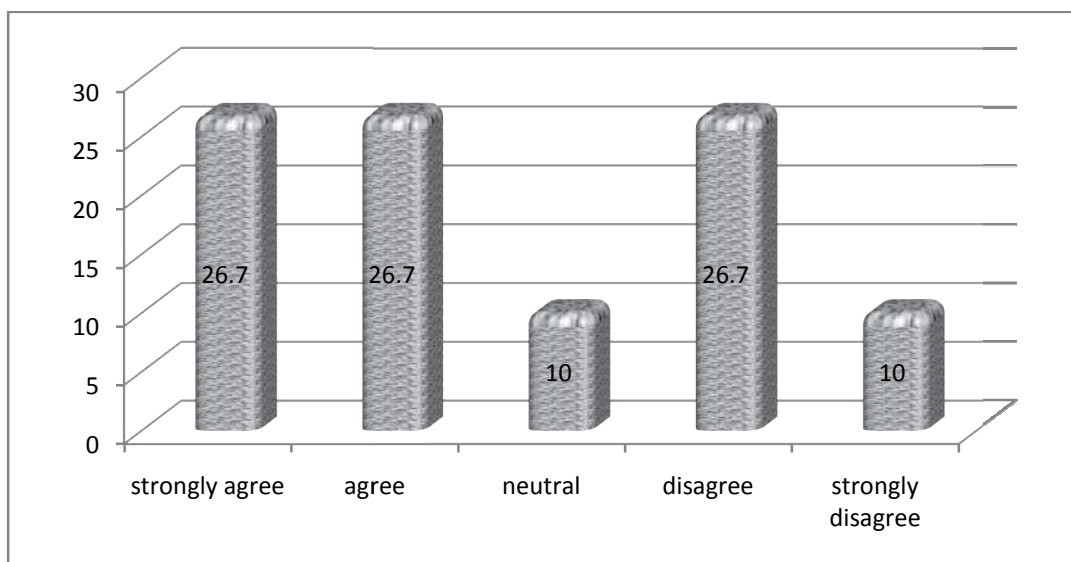
Figure (4.15)

From the above table and figure we can see that there are (8) persons in the sample of the study(26.7%) strongly agreed with " The type of feedback teachers provide decreases the writing anxiety of EFL students." There are (8)persons (26.7%) agreed, (3) persons (10.0%) were not sure, (8) persons (26.7%) disagreed and (3) persons (10.0%) strongly disagreed.

Table (4.18)

The mean and standard deviation and chi-square values   for Hypothesis (3) : Writing difficulties are attributed to many factors.

No.	Statements	mean	SD	Chi square	p-value
1	Writing is a complicated process which involves a number of cognitive and meta-cognitive	3.6	0.8	29	0.023

	strategies such as brainstorming, planning, outlining, organizing, drafting and revising				
2	EFL writing difficulties can occur due to limited knowledge about writing strategies, lack of proficiency , large classes, unqualified teachers, unmotivated novices and lack of resources	2.4	0.5	28	0.010
3	L1 writing competence, use of cohesive devices, meta-cognitive knowledge about the writing task, writing strategies and writers' personal characteristics are important factors that affect the process and product of EFL writing	3.3	0.7	23	0.006
4	Writing is complex and it is difficult to teach as the mastery are not only of grammatical and rhetorical devices but also of conceptual and judgmental elements	2.5	3.8	15	0.046
5	Writing skills can not be developed unless learners' acknowledge their interests and given frequent opportunities to actually practice writing	3.4	2.5	22	0.000
6	EFL learners are less careful about their performance and have learning disabilities and have different spelling style	2.8	1.7	12	0.000
7	The reason for the poor proficiency of students is their limited type of reading habit as they don't read extensively because they think that it is not important according to the examination point of view	2.9	4.8	34	0.000

8	EFL teachers do not pay attention to teaching writing strategies which enable learners to produce the language needed to perform a writing task hence learners as often do not possess the vocabulary base needed to create writing pieces in the mainstream classroom.	2.7	0.5	22	0.000
9	EFL learners rely more on the instructor, and feel less confident about writing tasks as they are not aware of the most essential writing techniques and stages.	2.9	0.7	32	0.023
10	EFL students are not given the opportunity to think about what they already know before the writing task begins which hinder them to incorporate new information into existing structures of knowledge in order to activates long-term memory.	2.6	0.5	22	0.036
11	EFL learners' handwriting is not clear and sometimes their writings do not make any sense as some of them are just not concerned and show less care towards their writings have learning disabilities.	3.6	0.8	22	0.023
12	The type of feedback teachers provide decreases the writing anxiety of EFL students.	3.4	-50	28	0.010

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No.(1) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of

the respondents, which supports the respondents who agreed with the statement '' Writing is a complicated process which involves a number of cognitive and meta-cognitive strategies such as brainstorming, planning, outlining, organizing, drafting and revising".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (2) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "EFL writing difficulties can occur due to limited knowledge about writing strategies, lack of proficiency , large classes, unqualified teachers, unmotivated novices and lack of resources''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (3) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "L1 writing competence, use of cohesive devices, meta-cognitive knowledge about the writing task, writing strategies and writers' personal characteristics are important factors that affect the process and product of EFL writing''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (4) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " Writing is complex and it is difficult to teach as the mastery are not only of grammatical and rhetorical devices but also of conceptual and judgmental elements ".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (5)   was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Writing skills can not be developed unless learners' acknowledge their interests and   given frequent opportunities to actually practice writing''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (6)   was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "EFL learners are less careful about their performance and have learning disabilities and have different spelling style ''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (7)   was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12)this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "The reason for the poor proficiency of students is their limited type of reading habit as they don't read extensively because they think that it is not important according to the examination point of view ''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (8)   was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "EFL teachers do not pay attention to teaching writing strategies

which enable learners to produce the language needed to perform a writing task hence learners as often do not possess the vocabulary base needed to create writing pieces in the mainstream classroom''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (9) was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " EFL learners rely more on the instructor, and feel less confident about writing tasks as they are not aware of the most essential writing techniques and stages''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (10) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " EFL students are not given the opportunity to think about what they already know before the writing task begins which hinder them to incorporate new information into existing structures of knowledge in order to activates long-term memory''.

The calculated value of chi-square for the significance of the differences for the respondents' answers statement No. (11) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " EFL learners' handwriting is not clear and sometimes their writings do not make any sense as some of them are just not concerned and show less care towards their writings have learning disabilities''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (12)   was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement" The type of feedback teachers provide decreases the writing anxiety of EFL students''.

According to the findings of the first part of the questionnaire we can conclude that EFL Sudanese university students' difficulties in writing skills are attributed to different factors, therefore , the third hypothesis of the study is verified.

The above findings of the first part of the questionnaire revealed some of the causes of writing difficulties among EFL Sudanese university students that coincide with the following findings of different studies:

For as Flower & Hayes(1981) claimed that writing is a complicated process which involves a number of cognitive and meta-cognitive strategies such as brainstorming, planning, outlining, organizing, drafting and revising.

They also agreed with Tirumalesh (1991) who suggested that EFL learners find writing difficult due to their limited knowledge about English writing, besides, lack of proficiency in the foreign language, large classes, unqualified teachers, unmotivated novices and lack of resources .

 Furthermore, Angelova (1999) argued that language proficiency, L1 writing competence, uses of cohesive devices, meta-cognitive knowledge about the writing task, writing strategies and writers' personal characteristics are important factors that affect the process and product of English as foreign language (EFL) writing.

Moreover, Heaton (1975) maintained that writing skill is complex and sometimes is difficult to teach as the mastery of writing is not only of

grammatical and rhetorical devices but also of conceptual and judgmental elements.

The results also coincide with Ismail(2007) who stated that writing skills can be developed when the learners' interests are acknowledged and when they are given frequent opportunities to actually practice writing .

According to Ahmad (2010) some students are less careful about their performance and some students have learning disabilities and these issues hinder students' writing performance. It is very common to almost every class that students' have different spelling style; unclear handwriting and sometimes their writings do not make any sense. The reason can be, some of the students are just not concerned and show less care towards their writings and some of the students might have any kind of learning disabilities.

 Gagne and Parks (2013) declared successful strategies to produce the language are needed to complete a writing task hence English language learners as individuals often do not possess the vocabulary base needed to create writing pieces in the mainstream classroom so by using scaffolding strategy, students learn how to use one another's strengths, rely less on the instructor, and feel more confident about writing tasks.

Furthermore, Watt-Taffe &Truscott (2000) argued that making sure students have the opportunity to think about what they already know before the task begins helps EFL students incorporate new information into existing structures of knowledge which activates long-term memory .They further stated that different kind of strategies can be used to accomplish this including graphic organizers, cooperative learning, read-aloud, and group discussions.

Moreover , According to Lee (2012) using the strategy of technology involvement not only motivate and encourage EFL students to engage in reading and writing, but the various ways it is used proves beneficial in cultivating writing skills among this population of students using e-journals, much like a composition notebook, gives students a safe venue for expressing their ideas without having to worry about handwriting or spelling mistakes.

Hypothesis Four

Teachers can help students to overcome writing difficulties by raising their awareness about the importance of writing skills for learning in general and teaching their students writing strategies.

Statement No.(13)

Using techniques and strategies help the students to practice opportunities of paraphrasing, sequencing synthesizing and hence empowering them to enhance their writing skills.

Table No (4.19) The frequency distribution for the respondents' answers of statement No.(13)

Variables	Frequency	Percentage
strongly agree	3	13.3
agree	14	46.7
neutral	3	10
disagree	7	20
strongly disagree	3	10
Total	30	100.0
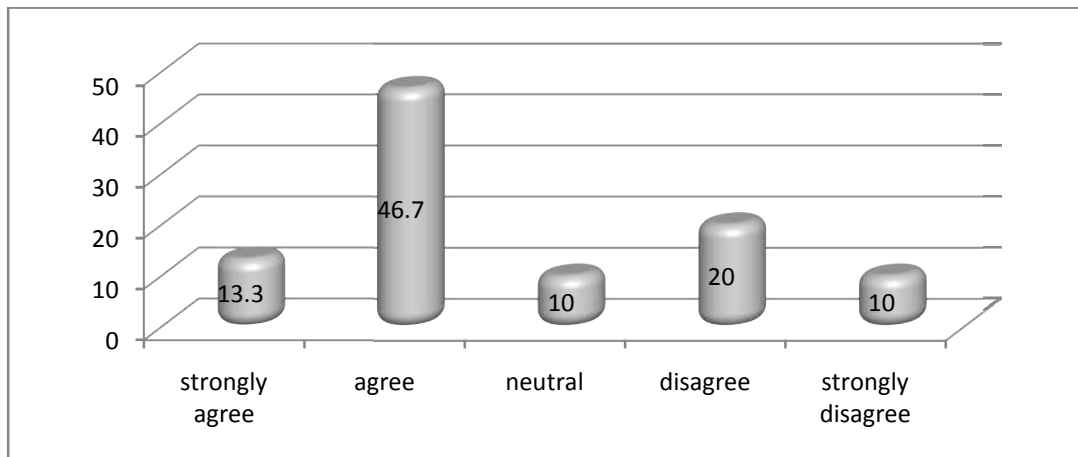
Figure (4.16)

It is clear from the above table and figure that there are (3) persons in the sample of the study (13.3%) strongly agreed with " Using techniques and strategies help the students to practice opportunities of paraphrasing, sequencing synthesizing and hence empowering them to enhance their writing skills "There are (14) persons (46.7%) agreed with that, (3) persons (10.0%) were not sure, (7) persons (20.0%) disagreed and (3) persons (10%) strongly disagreed.

Statement No.(14)

Teaching strategies give students more holistic package of academic writing skills that make them confident and convinced

Table No (4.20) The frequency distribution for the respondents' answers of statement No.(14)

Variables	Frequency	Percentage
strongly agree	13	34.4
agree	10	33.3
neutral	3	10
disagree	3	10
strongly disagree	1	3.3
Total	30	100.0
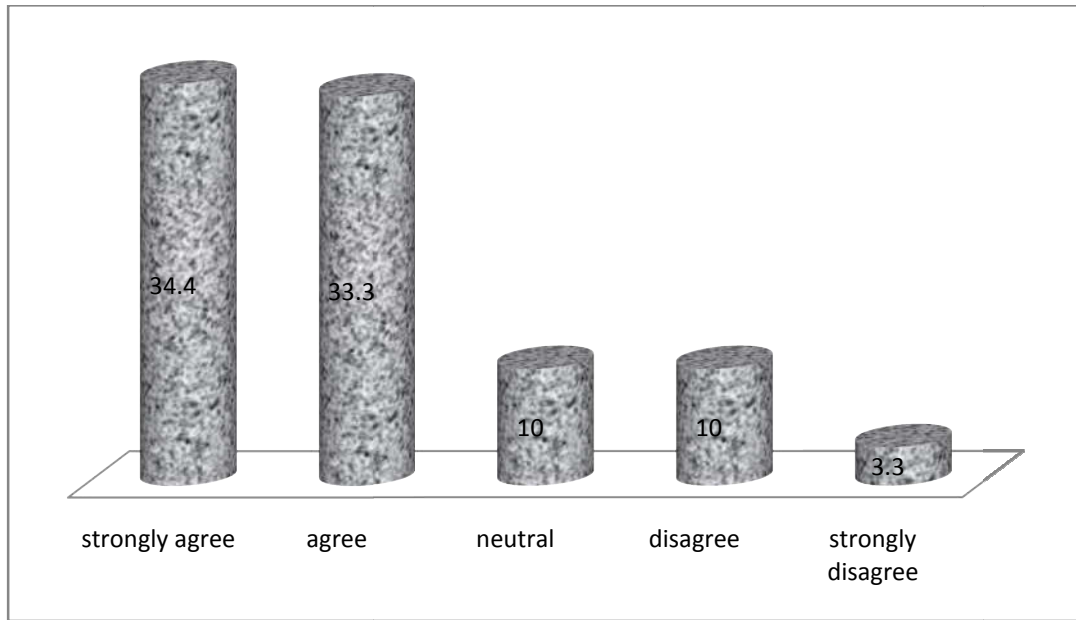
Figure (4.17)

It is clear from the above table and figure that there are (13) persons in the sample of the study (34.4%) strongly agreed with " Teaching strategies give students more holistic package of academic writing skills that make them confident and convinced" .

There are (10) persons (33.3%) agreed,(3) persons (10.0%) were not sure, (3) persons (10.0%) disagreed and (1) person (3.3%) strongly disagreed.

Statement No.(15)

Collaborative learning strategy helps the learners to develop their interpersonal skills.

Table No.(4.21)The Frequency Distribution for the Respondents' Answers of statement No.(15)

Variables	Frequency	Percentage
Strongly agree	12	40.0
agree	12	40.0

neutral	2	6.7
disagree	2	6.7
Strongly disagree	2	6.7
Total	30	100.0
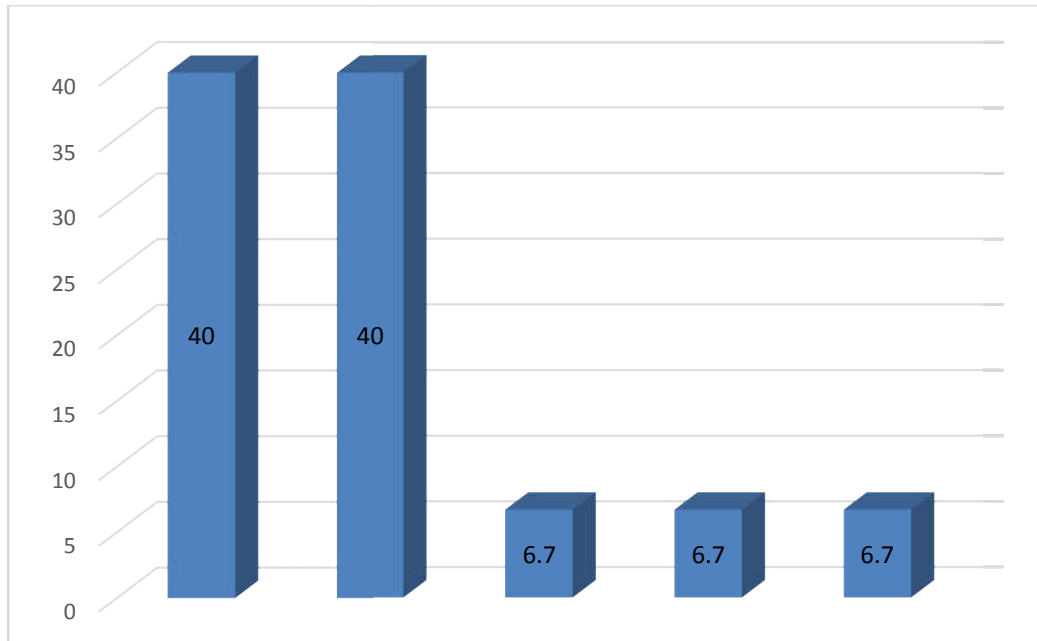
Figure (4.18)

From the above table and figure. It is clear that there are (12) persons in the sample of the study (40.0%) answered strongly agree with" Collaborative learning strategy helps the learners to develop their interpersonal skills.". There are (12)persons (40.0%) answered agree, (2) persons (6.7%) answered neutral, (2) persons (6.7%) answered disagree and (2) persons(6.7%) answered strongly disagree.

Statement No.(16)

Teaching writing strategies is important as it reinforces grammatical structures and vocabulary that teachers strive to teach ; it is the area in which learners need to be offered adequate time to develop their writing skill, therefore more time should be devoted to it in classrooms .

Table No. (4.22)The Frequency Distribution for the Respondents' Answers of statement No.(16)

Variables	Frequency	Percentage
Strongly agree	6	20.0
agree	18	60.0
neutral	1	3.3
disagree	3	19
Strongly disagree	2	6.7
Total	30	100.0
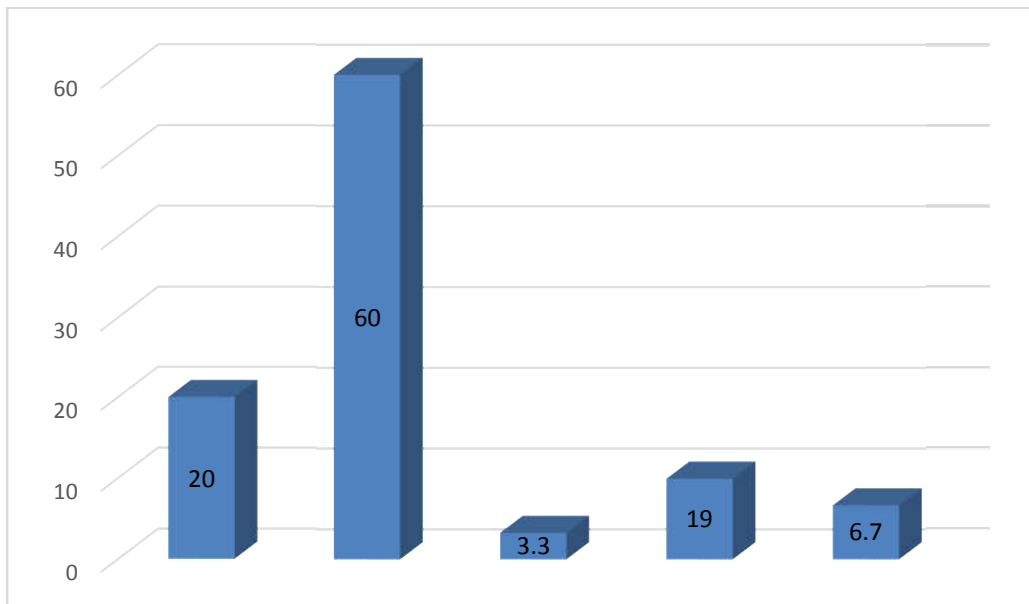
Figure (4.19)

From the above table and figure. It is clear that there are **(6)** persons in the sample of the sample of the study (20.0%) answered strongly agree with " Teaching writing strategies is important as it reinforces grammatical structures and vocabulary that teachers strive to teach ; it is the area in which learners need to be offered adequate time to develop their writing skill, therefore more time should be devoted to it in classrooms ." There are **(18)**persons(60.0%) answered agree, **(1)** person (3.3%) answered neutral, **(3)**

persons (19.0%) answered disagree and (2) persons (6.7%)answered strongly disagree.

Statement No.(17)

Writing strategies are useful for both EFL learners and teachers hence they need to become better writers .

Table No. (4.23) The Frequency Distribution for the Respondents' Answers of statement No.(17)

Variables	Frequency	Percentage
Strongly agree	7	32.3
agree	18	60.0
neutral	1	3.3
disagree	2	6.7
Strongly disagree	2	6.7
Total	30	100.0
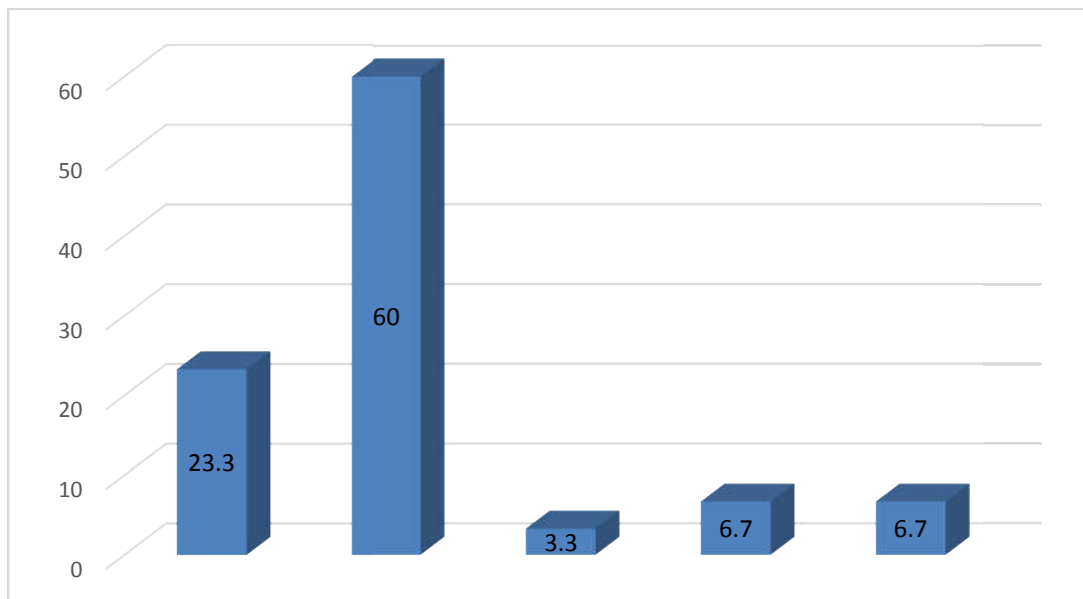
Figure (4.20)

From the above table and figure. It is clear that there are **(7)** persons in the sample of the study (23.3%) answered strongly disagree with **"** Writing strategies are useful for both EFL learners and teachers hence they need to become better writers''. There are (18) (60.0%) answered agree, (1) person (3.3%) answered neutral,(2) persons (6.7%) answered disagree and (2) persons (6.7%) answered strongly disagree.

Statement No. (18)

Teaching writing strategies can be directly applied while teaching writing in order to provide learners with efficient results.

Table No. (4.24)The Frequency Distribution for the Respondents' Answers of statement No.(18)

Variables	Frequency	Percentage
Strongly agree	6	20.0
agree	11	36.7
neutral	3	10
disagree	8	26.7
Strongly disagree	2	6.7
Total	30	100.0
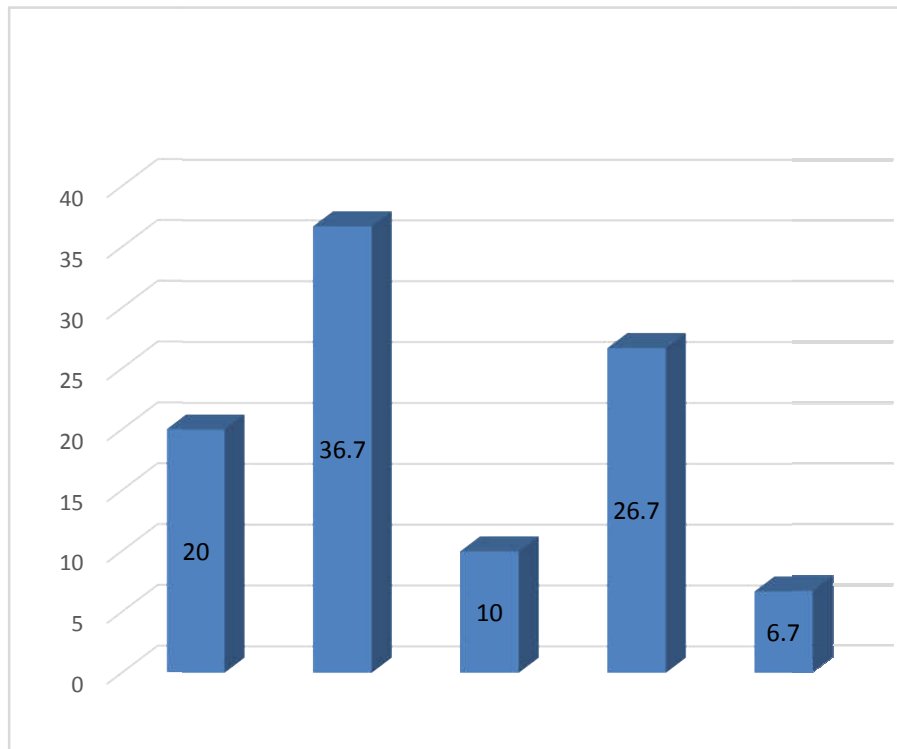
Figure (4.21)

From the above table and figure. It is clear that there are **(6)** persons in the sample of the study (20.0%) answered strongly agree with **"** Teaching writing strategies can be directly applied while teaching writing in order to provide learners with efficient results.''.

There are (11) persons (36.7%) answered agree, (3)persons (10.0%) answered neutral, (8) persons (26.7%) answered disagree and (2) persons (6.7%) answered strongly disagree.

Statement No.(19)

To develop writing skills students should find the opportunity to read extensively in the form of books, stories, and magazines as extensive reading covers all aspects of English writing including vocabulary, structure, spelling and punctuation.

Table No. (4.25)The Frequency Distribution for the Respondents' Answers of statement No.(19)

Variables	Frequency	Percentage
Strongly agree	4	13.3
Agree	6	20.0
Neutral	1	3.3
Disagree	13	43.3
Strongly disagree	6	20.0
Total	30	100.0
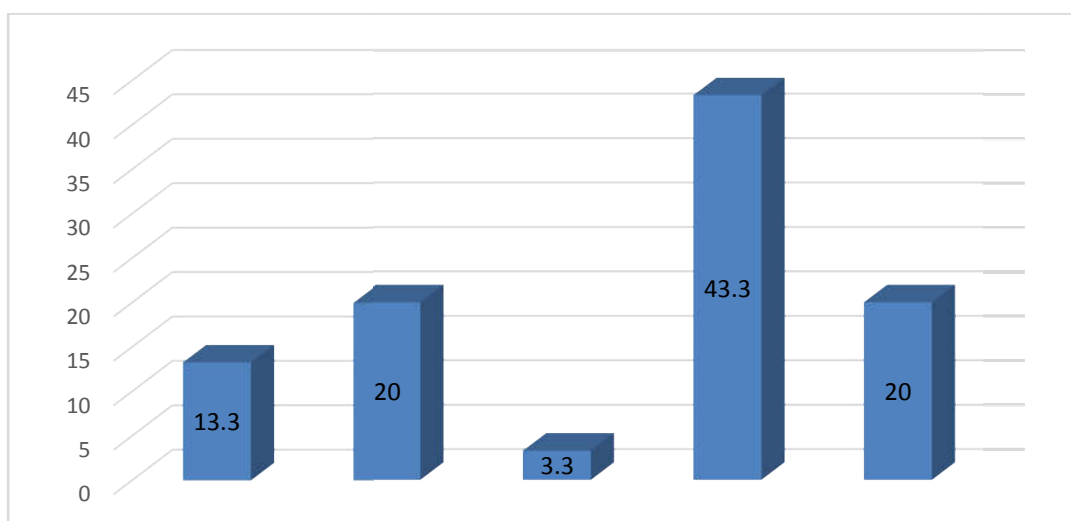
Figure No (4.22)

From the above table and figure . It is clear that there are **(4)** persons in the sample of the study (13.3%) answered strongly agree with " To develop writing skills students should find the opportunity to read extensively in the form of books, stories, and magazines as extensive reading covers all aspects of English writing including vocabulary, structure, spelling and punctuation.." There are (6) persons (20.0%) answered agree, (1) person (3.3%) answered neutral, (13) persons (43.3%) answered disagree and (6)persons (20.0%) answered strongly disagree.

Statement No.(20)

Teaches should make sure students have the opportunity to think about what they already know before the task begins as it helps to incorporate new information into existing structures of knowledge which activates long-term memory .

Table No. (4.26)

The Frequency Distribution for the Respondents' Answers of Statement No. (20)

Variables	Frequency	Percentage
strongly agree	3	13.3
agree	14	46.7
neutral	3	10
disagree	7	20
strongly disagree	3	10
Total	30	100.0
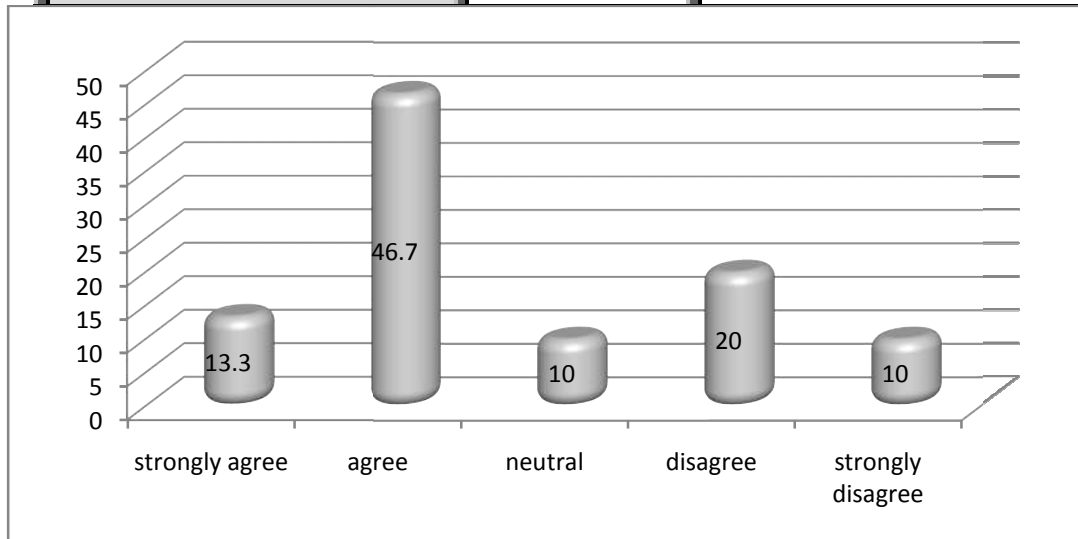
Figure (4.23)

It is clear from the above table and figure that there are (3) persons in the sample of the study (13.3%) strongly agreed with " Teaches should make sure students have the opportunity to think about what they already know before the task begins as it helps to incorporate new information into existing structures of knowledge which activates long-term memory ".

There are (14) persons (46.7%) agreed with that, (3) persons (10.0%) were not sure, (7) persons (20.0%) disagreed and (3) persons (10%) strongly disagreed.

Statement No. (21)

Different kind of strategies can be used to accomplish effective writing tasks including graphic organizers, cooperative learning, read-aloud, and group discussions.

Table No. (4.27)

The Frequency Distribution for the Respondents' Answers of Statement No. (21)

Variables	Frequency	Percentage
strongly agree	13	34.4
agree	10	33.3
neutral	3	10
disagree	3	10
strongly disagree	1	3.3
Total	30	100.0
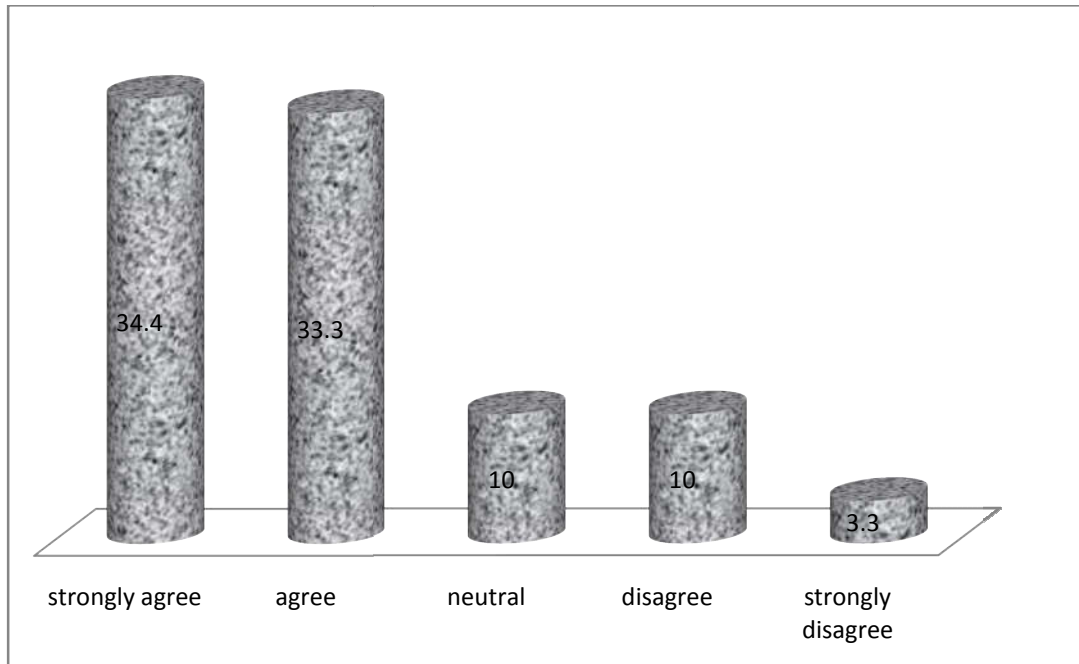
Figure (4.24)

It is clear from the above table and figure that there are (13) persons in the sample of the study (34.4%) strongly agreed with   'Different kind of strategies can be used to accomplish effective writing tasks including graphic organizers, cooperative learning, read-aloud, and group discussions.'' There are (10) persons (33.3%) agreed, (3) (10.0%) were not sure, (3) (10.0%) disagreed and (1) person (3.3%) disagreed.

Statement No. (22)

EFL learners need to be aware of the purpose and principle of writing skills in order to   express ideas and convey the message to the reader .

Table No. (4.28) The Frequency Distribution for the Respondents' Answers to statement No.(22)

Variables	Frequency	Percentage
strongly agree	18	60
agree	10	33.4
neutral	1	3.3

disagree	1	3.3
strongly disagree	0	0
Total	30	100.0
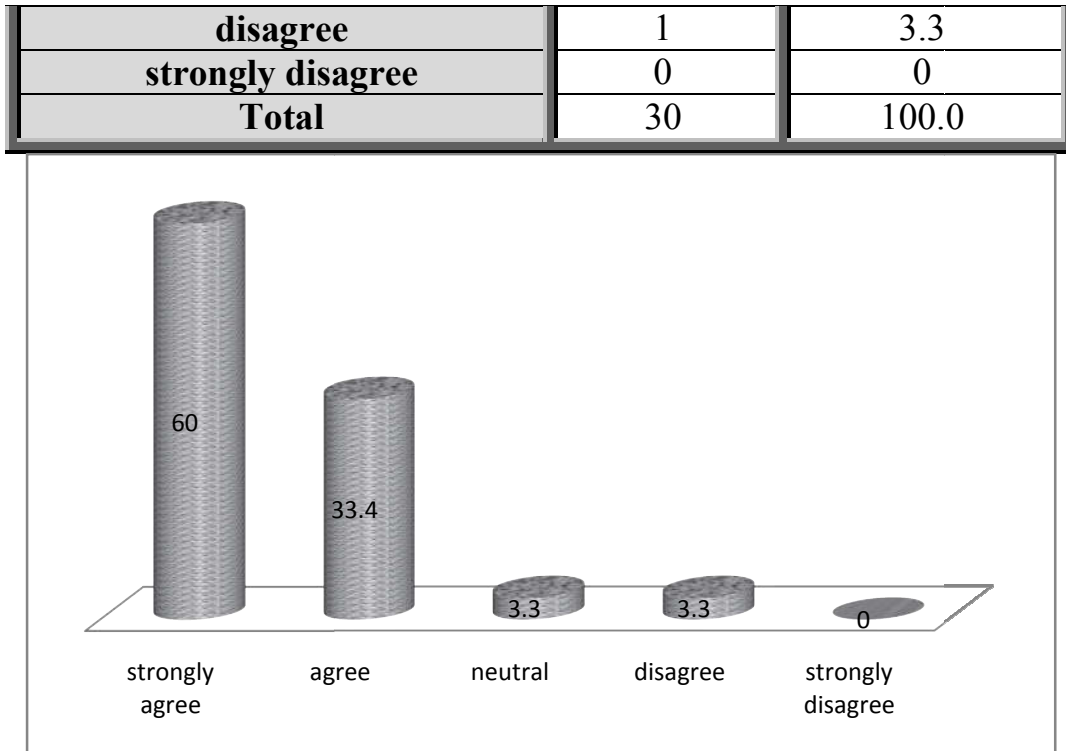
Figure (4.25)

It is clear from the above table and figure that there are (18) persons in the sample of the study (60.0%) strongly agreed with" EFL learners need to be aware of the purpose and principle of writing skill in order to express ideas and convey the message to the reader''.

There are (10) persons (33.4%) agreed, (1) person (3.3%) was not sure , (1) person (3.3%) disagreed and (0) person (0%) strongly disagreed.

Statement No.(23)

EFL students should read extensively hence the extensive reading covers all aspects of English writing including vocabulary, sentence structure, spelling and punctuation, they need to be aware of some formal aspects such as, neat hand writing, correct spelling, proper use of punctuation and vocabulary and acceptable grammar as well as construction, more precise and varied vocabulary and more correctness of expression.

Table No (4.29) The Frequency Distribution for the Respondents' Answers
to statement No.(23)

Variables	Frequency	Percentage
strongly agree	17	53.3
agree	11	36.7
neutral	2	6.7
disagree	1	3.3
strongly disagree	0	0
Total	30	100.0
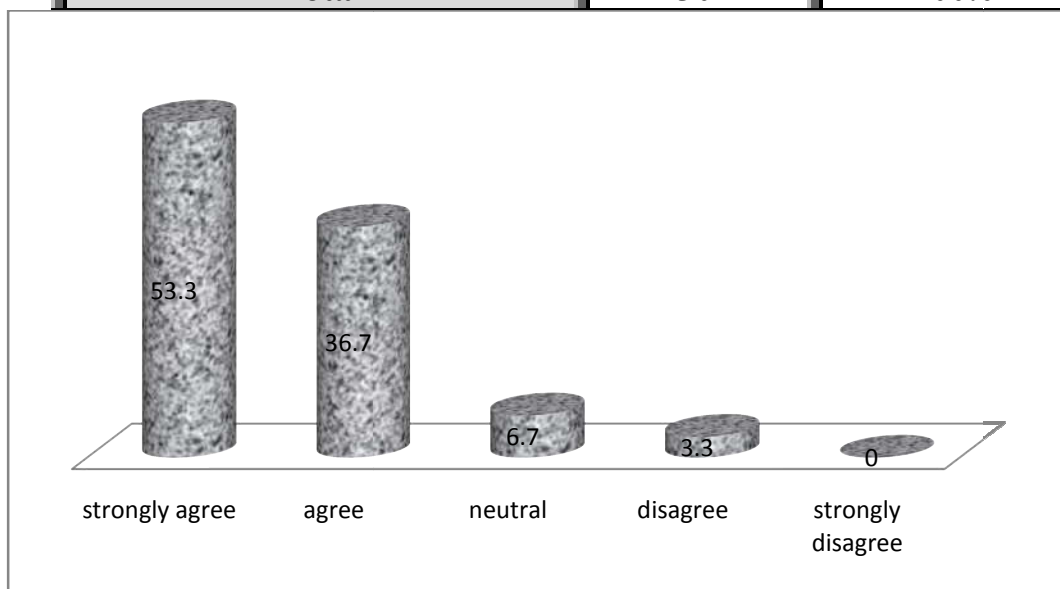
Figure (4.26)

It is clear from the above table and figure that there are (17) persons in the sample of the study (53.3%) strongly agreed with" EFL students should read extensively hence the extensive reading covers all aspects of English writing including vocabulary, sentence structure, spelling and punctuation, they need to be aware of some formal aspects such as, neat hand writing, correct spelling, proper use of punctuation and vocabulary and acceptable grammar as well as construction, more precise and varied vocabulary and more correctness of expression''.

There are (11) persons (36.7%) agreed, (2) persons (6.7%) were not sure, (1) (3.3%) disagreed and (0) person (0%) strongly disagreed.

Statement No. (24)

While checking a piece of writing, instead of marking the students' mistakes in red pen, it is advised to respond to the content and style with questions and make the students think about their mistakes. And if necessary, they should give them a chance to write again responding to their questions.

Table No. (4.30)The Frequency Distribution for the Respondents' Answers of Statement No. (24)

| Variables	Frequency	Percentage
strongly agree	15	50
agree	13	43.4
neutral	1	3.3
disagree	1	3.3
strongly disagree	0	0
Total	30	100.0
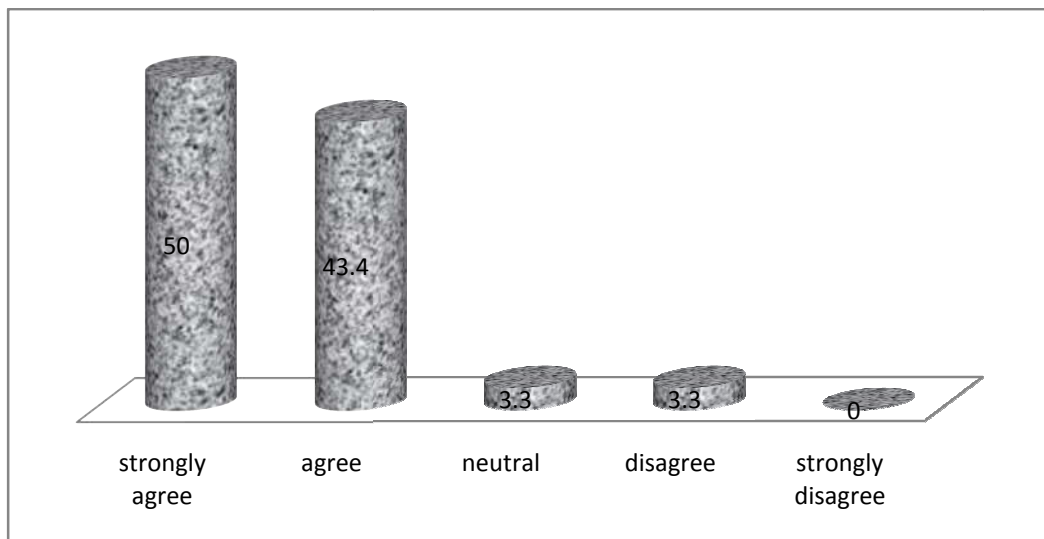
Figure (4.27)

It is clear from the above table and figure that there are (15) persons in the sample of the study (50.0%) strongly agreed with "While checking a piece of writing, instead of marking the students' mistakes in red pen, it is advised to respond to the content and style with questions and make the students

think about their mistakes. And if necessary, they should give them a chance to write again responding to their questions''.

There are (13) persons (43.4%) agreed, (1) person (3.3%) was not sure   (1) person (3.3%) disagreed and (0) person (0%) strongly disagreed.

Table No.(4.31) Chi-Square Test Results for Respondents' Answers of the study Hypothesis No (4) :

No.	Statements	mean	SD	Chi-square	P-value
13	Using techniques and strategies help the students to practice opportunities of paraphrasing, sequencing synthesizing and hence empowering them to enhance their writing skills	2.4	.50	28	0.010
14	Teaching strategies give students more holistic package of academic writing skills that make them confident and convinced	3.3	.70	23	0.006
15	Collaborative learning strategy helps the learners to develop their interpersonal skills	2.4	1.9	12	0.00
16	Teaching writing strategies is important as it reinforces grammatical structures and vocabulary that teachers strive to teach ; it is the area in which learners need to be offered adequate time to develop their writing skill, therefore more time should be devoted to it in classrooms .	2.5	2.6	17	0.00
17	Writing strategies are useful for both EFL learners and teachers hence they need to become better writers	2.4	2.4	13	0.00

18	Teaching writing strategies can be directly applied while teaching writing in order to provide learners with efficient results.	3	0.8	25	0.03
19	To develop writing skills students should find the opportunity to read extensively in the form of books, stories, and magazines as extensive reading covers all aspects of English writing including vocabulary, structure, spelling and punctuation.	2.9	1.6	20	0.00
20	Teaches should make sure students have the opportunity to think about what they already know before the task begins as it helps to incorporate new information into existing structures of knowledge which activates long-term memory .	3.6	.80	29	0.023
21	Different kind of strategies can be used to accomplish effective writing tasks including graphic organizers, cooperative learning, read-aloud, and group discussions	2.4	.50	28	0.010
22	EFL learners need to be aware of the purpose and principle of writing skill in order to express ideas and convey the message to the reader	3.3	.70	23	0.006
23	EFL students should read extensively hence the extensive reading covers all aspects of English writing including vocabulary, sentence structure, spelling and punctuation, they need to be aware of some formal aspects such as, neat hand writing, correct spelling, proper use of punctuation and vocabulary and	2.5	3.8	15	0.046

	acceptable grammar as well as construction, more precise and varied vocabulary and more correctness of expression				
24	While checking a piece of writing, instead of marking the students' mistakes in red pen, it is advised to respond to the content and style with questions and make the students think about their mistakes. And if necessary, they should give them a chance to write again responding to their questions	3.4	2.5	22	0.000

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (13)   was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement 'Using techniques and strategies help the students to practice opportunities of paraphrasing, sequencing synthesizing and hence empowering them to enhance their writing skills.".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (14)   was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement" Teaching strategies give students   more holistic package of academic writing skills that make them confident and convinced" .

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (15) was (12) which is greater

than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement 'Collaborative learning strategy helps the learners to develop their interpersonal skills.''

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (16) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement'' Teaching writing strategies is important as it reinforces grammatical structures and vocabulary that teachers strive to teach ; it is the area in which learners need to be offered adequate time to develop their writing skill, therefore more time should be devoted to it in classrooms ''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (17) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57)this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement'' Writing strategies are useful for both EFL learners and teachers hence they need to become better writers''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (18) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement'' Teaching writing strategies   can be directly applied while teaching writing in order to provide learners with efficient results.''

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (19) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57)this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement" To develop writing skills students should find the opportunity to read extensively in the form of books, stories, and magazines as extensive reading covers all aspects of English writing including vocabulary, structure, spelling and punctuation.".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No.(20) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " Teaches should make sure students have the opportunity to think about what they already know before the task begins as it helps to incorporate new information into existing structures of knowledge which activates long-term memory .''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (21) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement'' Different kind of strategies can be used to accomplish effective writing tasks including graphic organizers, cooperative learning, read-aloud, and group discussions".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (22) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are

statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement" EFL learners need to be aware of the purpose and principle of writing skill in order to   express ideas and convey the message to the reader".

The calculated value of chi-square for the significance of the differences for the respondents' answers instatement No. (23)   was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement '' EFL students should read extensively hence the extensive reading covers all aspects of English writing including vocabulary, sentence structure, spelling and punctuation, they need to be aware of some formal aspects such as, neat hand writing, correct spelling, proper use of punctuation and vocabulary and acceptable grammar as well as construction, more precise and varied vocabulary and more correctness of expression''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (24)   was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "While checking a piece of writing, instead of marking the students' mistakes in red pen, it is advised to respond to the content and style with questions and make the students think about their mistakes. And if necessary, they should give them a chance to write again responding to their questions''.

According to the results of the second part of the questionnaire we can say that the fourth hypothesis of the study has been confirmed.

The above findings obtained from the second part of the questionnaire elicited some of the solutions to writing difficulties among EFL Sudanese

university students, and evaluated the effectiveness of teaching writing strategies in enhancing EFL writing skills that coincide with the following findings of different studies for as Kashinath(2019) stated using techniques and strategies help the students to practice opportunities of paraphrasing, sequencing and synthesizing and hence empowering them to develop their writing skills. These strategies give students more holistic package of academic writing skills that make them more confident and convinced since they are useful for both EFL learners and teachers hence they need to become better writers.

Hadley (1993) argued that the collaborative learning strategy helps the learners to develop their interpersonal skills whereas autonomous learning strategy represents a lifelong learning which is essential facing challenges of traditional face to face learning methods.

They also agree with Ismail (2007) who stated that the importance of teaching writing strategies is due to the fact that they reinforce grammatical structures and vocabulary that educators strive to teach their students; they are the area in which learners need to be offered adequate time to develop their writing skill, therefore more time should be devoted to it in classrooms.

Furthermore, Kashinath(2019) declared that using techniques and strategies help the students to practice opportunities of paraphrasing, sequencing synthesizing and hence empowering them to develop their writing skills. These strategies give students more holistic package of academic writing skills that make them more confident and convinced since they are useful for both EFL learners and teachers hence they need to become better writers.

They also coincide with G'ulom qizi (2001) who claimed that there are some valuable strategies for teachers that can be directly applied while teaching writing, providing them with efficient results. With the help of learners teachers can turn writing process into fun, rewarding, enlightening, thought provoking and reflective process. Moreover, by achieving a strong connection between teachers and students, students also welcome the opportunity to express their thoughts, feelings, and reasoning in writing.

The findings also conform with Docherty (2017) who showed that students who have the habit of cramming the lessons or didn't find the opportunity to read extensively have poor writing skills as compared to those who are engaged to read extensively in the form of books, stories, and magazines. The extensive reading covers all aspects of English writing including vocabulary, sentence structure, spelling and punctuation.

In addition, the findings agree with Watt-Taffe &Truscott (2000) who argued that making sure students have the opportunity to think about what they already know before the task begins helps EFL students incorporate new information into existing structures of knowledge which activates long-term memory .They further stated that different kinds of strategies can be used to accomplish this including graphic organizers, cooperative learning, read-aloud, and group discussions.

Furthermore, Ur (1996) suggested that the purpose and principle of writing skill is to express ideas and convey the message to the reader. Moreover, the writers should be aware of some formal aspects such as, neat hand writing, correct spelling, proper use of punctuation and vocabulary and acceptable grammar. These aspects are needed because in higher standards of language they are usually demanded in writing more than in speech. He also mentioned that more careful construction, more precise and varied vocabulary, more correctness of expression are also the important aspects of writing.

4.8Chapter Summary

This chapter examined the effectiveness of teaching writing strategies in enhancing EFL students' writing skills. It included two main parts .The first one viewed the results the researcher got from the pre-posttest writing test and the second part presented the results obtained from the questionnaire.

All the hypotheses of this study have been verified in this chapter.

Chapter Five is going to be devoted to the summary of the study, findings, recommendations and suggestions for further studies.

Chapter Five

Summary ,Findings,
Recommendations and Suggestions
for Further Studies

Chapter Five

Summary, Findings, Recommendations and Suggestions for Further Studies

5.1Introduction

This chapter presents summary of the study, discussion of the findings of the study, conclusion and recommendations for further studies.

5.2Summary of the Study

This study investigates the effectiveness of teaching writing strategies in enhancing EFL students' writing skills. It consists of five chapters.

Chapter One represents the general framework of the study which includes introduction to the problem of the study, objectives, questions of the study, hypotheses, significance, limits and methodology of the study.

Chapter Two provides theoretical background and reviews the related literature to the effectiveness of teaching writing strategies in enhancing EFL students' writing skills.

Chapter Three describes the methodology of the study. The researcher adopted the descriptive analytical method. The tools of the study were a pre-post writing test for (30) Sudanese university students and a questionnaire which was administered to (30) Sudanese university teachers.

Chapter Four deals with the statistical analysis and discussion of the data collected by the pre-post writing test and the questionnaire.

Chapter Five reviews a summary to the whole thesis .It gives conclusion which the study came up with, the recommendations and the suggestions for further studies.

5.3 Findings of the Study

In this part the researcher discusses the findings of the study with regard to the research questions of the present study.

Research Question 1

To what extent do EFL Sudanese university students have difficulties with writing skills?

As far as writing skills difficulties are concerned, EFL Sudanese university students face serious deficiencies in writing skills to a great extent, this is clear from their poor performance in the pre-post writing test that the researcher has used to gather the data of the study.

According to the literature reviewed in the present study ,the data analyzed in the previous chapter and the researcher's observation , the highest percentage of the Sudanese university students face the following serious problems in their writing skills which was obvious from the findings of the pre-test.

- EFL Sudanese university students can not express their ideas and convey the message clearly, they are unaware of some formal aspects such as, neat hand writing, correct spelling, proper use of punctuation and vocabulary and acceptable grammar; they have poor awareness of important aspects of writing such as   varied vocabulary, precise construction and correctness of expressions.
- They find it difficult to understand writing instructions' tasks , moreover, they find the topics unfamiliar due to their weak grammar, vocabulary and syntax skills ..etc as they possess limited knowledge of vocabulary and grammatical structures rules.
- When they are asked to perform a task in writing, it is observed that the ideas and events are not presented in an interesting and   a significant way ; their writing need to be more matured as long as they practice writing on narrowed topics and work on outlines and organized materials; they do not organize their thoughts and ideas and present them in a way so that the readers can read that easily and feel pleased to read that as they lack balance between content and forms .

- Understanding and applying the English grammatical rules was not easy for the students because verbs are usually formed differently to have subject-verb agreement according to the tenses. Besides, it was hard for them to learn how to use articles, prepositions, pronouns, and connecting devices appropriately.
- They find it difficult to write the necessary information.
- They are unable to infer meanings of unfamiliar words and make predictions using their personal knowledge and experience.

- They lack knowledge of contextual and cultural aspects of English.

- They have poor awareness of the features of written English.

Research Question 2

How can teaching writing strategies enhance EFL Sudanese university students writing skills?

In an attempt to answer the above research question, the researcher designed the posttest to measure the students' writing skills after the intervention of the writing strategies program, the results of the post test revealed that students' writing abilities were improved .

Displaying the results of the study, the researcher presented an account of the development of the study group students' writing skills due to the use of teaching writing strategies. The difference between the students' mean scores in the pre and post administrations of the test was statistically significant which might be due to the following :

- The teaching of writing strategies provided an opportunity for cooperative learning, it upgraded and refined students' use of language and involved them in collaborative reconstruction of written texts as they became more engaged in the writing task.
- Teaching writing strategies turned the writing process into fun, rewarding, enlightening, thought provoking and reflective process. Moreover, it achieved a strong connection between teachers and

students, students also welcomed the opportunity to express their thoughts, feelings, and reasoning in writing.

- Teaching of writing strategies allowed the students to practice different writing tasks that involved a number of cognitive and meta-cognitive strategies such as brainstorming, planning, outlining, organizing, drafting and revising.

- Moreover ,as students were learning teaching strategies this enabled them to practice writing tasks that involve composing in order to tell or retell pieces of information in the form of narrative or description, or to transform information into new texts as in expository or argumentative writing.

- In addition, collaborative learning strategy helped the learners to develop their interpersonal skills and autonomous learning strategy represented a   lifelong learning experience which was essential for the students facing challenges in writing skills.

- While the group discussion strategy was processing, students felt more relaxed to talk with their partners hence they felt free from a figure of authority. This enabled them to learn better and reduced anxiety.

- Furthermore, techniques and strategies helped the students to practice opportunities of brainstorming, paraphrasing, sequencing synthesizing and hence empowering them to develop their writing skills. These strategies gave students more holistic package of academic writing skills that make them more confident and convinced since they are useful for both EFL learners and teachers hence they need to become better writers.

- Teaching the strategy of cooperative learning also helped students gain more background knowledge as they were required to collect information from books, the internet, or each other as they work together with another student or group of students. Through this strategy, the students not only gained additional information needed to complete the writing task, but it was also a great opportunity for them to develop language skills through peer led conversations.

- Teaching strategy of brainstorming produced effective writing skills as students were given a chance to think about the topic assigned to them. Students share their ideas with other students and with the teacher. This strategy helped students outline the writing topic which in later stages of writing helped them to produce an effective piece of writing.
- Furthermore, Extensive reading was a useful strategy for the development of students' writing skills hence reading extensively to enhance writing proficiency is considered important , students were engaged to read extensively in the form of books, stories, and magazines. The extensive reading strategy covered all aspects of English writing including vocabulary, sentence structure, spelling and punctuation.

Research Question 3

What are the causes of writing difficulties that face EFL Sudanese university students ?

According to the findings of the first part of the questionnaire which conveys the teachers' views and perceptions regarding causes of writing difficulties that face EFL Sudanese university students , EFL Sudanese university students face some writing difficulties due to many causes:

- Limited knowledge about writing strategies, lack of proficiency , large classes, unqualified teachers, unmotivated novices and lack of resources.
- Insufficient writing competence, inappropriate use of cohesive devices, lack of meta-cognitive knowledge about the writing task and writing strategies and students' personal characteristics .
- EFL Sudanese university students need to master not only grammatical and rhetorical devices but also conceptual and judgmental elements.

- EFL learners find writing skills difficult due to effects of L1 transfer , lack of reading , practice , motivation and self- confidence.

- Lack and inconsistent feedback from teachers leads to some difficulties in writing skills.
- EFL learners find it very challenging to obtain sufficient and relevant source information, paraphrase and summarize information, and they can not use an appropriate writing style.
- EFL learners are less careful about their performance and have learning disabilities and have different spelling style
- Outdated textbooks that neither promote the importance of writing skills ,or give the opportunity to the students to practice writing affect students' writing skills.
- Weakness of students in lexis, semantics and syntax lead to some writing difficulties.
- The reason for the poor proficiency of students is their limited type of reading habit as they don't read extensively because they think that it is not important according to the examination point of view.
- EFL teachers do not pay attention to teaching writing strategies which enable learners to produce the language needed to perform a writing task hence learners as often do not possess the vocabulary base needed to create writing pieces in the mainstream classroom.
- The main problems of writing skills come from the students' proficiency level besides task's clarity and students' concentration.
- Lack of background knowledge causes great difficulties in writing skills since language is used to convey beliefs ,facts ,opinions , cultures and rules .
- Students' lack of awareness of different aspects such as content, sentence structure, vocabulary, punctuation, and spelling lead to writing skills.
- EFL learners rely more on the instructor, and feel less confident about writing tasks as they are not aware of the most essential writing techniques and stages.
- EFL learners face writing difficulties due to improper development of analytical and cognitive skills of the learners.
- Psychological and physical features also affect effective writing skills ; students may feel tired and lose concentrations when they are asked to do very long tasks.

- EFL students are not given the opportunity to think about what they already know before the writing task begins which hinder them to incorporate new information into existing structures of knowledge in order to activates long-term memory.
- EFL learners' handwriting is not clear and sometimes their writings do not make any sense as some of them are just not concerned and show less care towards their writings have learning disabilities.

Research Question 4

How can these writing problems be solved?

To answer this question, the researcher designed the second part of the questionnaire which was administered to expert Sudanese university teachers to suggest some solutions to the problems of writing skills and to evaluate the effectiveness of teaching writing strategies in enhancing EFL writing skills.

According to the responses of the teachers to the questionnaire, the following are some suggestions to overcome writing difficulties and suggesting teaching writing strategies to enhance EFL writing :-

- Using techniques and strategies help the students to practice opportunities of paraphrasing, sequencing synthesizing and hence empowering them to enhance their writing skills.
- Teaching strategies give students more holistic package of academic writing skills that make them confident and convinced.
- Teaching writing strategies is important as it reinforces grammatical structures and vocabulary that teachers strive to teach ; it is the area in which learners need to be offered adequate time to develop their writing skills, therefore more time should be devoted to it in classrooms .
- When teaching writing, the teacher's aim should be to teach rather than to test the students' ability of writing skills.

- In order to improve their writing skills, students need to practice as without sufficient practice students can never develop their writing skills.
- Writing strategies are useful for both EFL learners and teachers hence they need to become better writers.
- Teaching writing strategies can be directly applied while teaching writing in order to provide learners with efficient results.
- Teaching writing strategies can be directly applied while teaching writing in order to provide learners with efficient results.
- Teaches should make sure students have the opportunity to think about what they already know before the task begins as it helps them to incorporate new information into existing structures of knowledge which activates long-term memory .
- Different kind of strategies can be used to accomplish effective writing tasks including graphic organizers, cooperative learning, read-aloud, and group discussions.
- EFL learners need to be aware of the purpose and principle of writing skills in order to express ideas and convey the message to the reader.
- EFL students should read extensively hence the extensive reading covers all aspects of English writing including vocabulary, sentence structure, spelling and punctuation, they need to be aware of some formal aspects such as, neat hand writing, correct spelling, proper use of punctuation and vocabulary and acceptable grammar as well as construction, more precise, varied vocabulary and correctness of expression.
- Teaching writing strategies gives evidence of the widest variety of syntax, the richest variations of vocabulary discrimination and skills.
- Teachers should encourage students to learn the language through experience with the language itself as they apply the rules of grammar usage, and punctuation hence they should use language inventively.
- Writing activities should be planned around students' interests.

- The teacher needs to present different types of tasks and gives students some techniques and strategies about how to deal with them before they start writing.
- While checking a piece of writing, instead of marking the students' mistakes in red pen, it is advised to respond to the content and style with questions and make the students think about their mistakes. And if necessary, they should give them a chance to write again responding to their questions.
- To teach writing strategies effectively teachers should follow the diagnostic approach which suggests that both teachers and students have different roles in the learning process.

The above mentioned results agree with Ismail (2007) who found out that this importance of teaching writing strategies is due to the fact that they reinforce grammatical structures and vocabulary that educators strive to teach their students; they represent the area in which learners need to be offered adequate time to develop their writing skill, therefore more time should be devoted to them in classrooms .

 Moreover, the results of the current study supported the findings of Hadley (1993) who argued that the collaborative learning strategy helps the learners to develop their interpersonal skills whereas autonomous learning strategy represents lifelong learning which is essential in facing challenges of traditional face to face learning methods.

Kashinath(2019) investigated the effectiveness of teaching writing strategies in enhancing EFL writing skills and   stated that using techniques and strategies help the students to practice opportunities of paraphrasing, sequencing synthesizing and hence empowering them to develop their writing skills. These strategies give students more holistic package of academic writing skills that make them more confident and convinced since they are useful for both EFL learners and teachers hence they need to become better writers.

Furthermore, the study results are consistent with the results of Flower (1979) who stated that there are some common problems in academic and professional writing which are consequences of   the absence of referent, immature and imprecise ideas, some senseless discussions and being unsuccessful to convert private thoughts into a public

Moreover, the results of the current study supported the findings of Madrahimova(2021), Chowdhury (2015) , Hyland (2007), Qudsia,et al.(2020), Kristy(2015) and Peng(2011) which have been reviewed in the second chapter.

5.4 Recommendations

Based on the findings of this study, the researcher recommends the following points :

- EFL students should learn and practice different learning strategies, curriculum designers must take into their account the importance of learning writing strategies in the syllables of different stages.
- Hence EFL teachers face numerous challenges relating to teach writing for EFL students, there is a dire need of using various strategies for improving the writing skills of the learners in addition, students should be motivated to understand this need and play an important role in developing their writing skills.
- Using techniques and strategies help the students to practice opportunities of paraphrasing, sequencing synthesizing and hence empowering them to develop their writing skills. These strategies give students more holistic package of academic writing skills that make them more confident and convinced since they are useful for both EFL learners and teachers hence they need to become better writers.
- Teaching writing strategies provides valuable authentic materials to develop the students' writing skills, personal participation and contributes to the enrichment of culture and language.
- Teaching writing strategies enhances language acquisition , expands the students' language awareness and abilities to interpretation hence

it stimulates the imagination of learners develop their critical abilities and increase their emotional awareness.

- EFL teachers should be well-trained on teaching and using different types of writing strategies in teaching EFL writing skills.
- Students should be aware of the importance of writing skills in the process of foreign language learning as such problems in writing lead to other language learning problems in other language skills as students express their ideas through writing.
- When students submit a piece of original writing as when they are given assignments or reports on a particular topic or themes, they should be instructed that high marks are given to those who present their ideas and events in an interesting and a significant way as their writing need to be more matured as long as they practice writing on narrowed topics and work on outlined and organized materials; they should organize their thoughts and ideas and present them in a way so that the readers can read that easily and feel pleased to read that as they should create a kind of balance between content and forms .
- EFL students should be encouraged to express ideas and convey the message clearly, students should be aware of some formal aspects such as, neat hand writing, correct spelling, proper use of punctuation, acceptable grammar, varied vocabulary, precise construction and correctness of expressions.
- Teachers should provide students with immediate feedback to correct errors and promote self-confidence.
- EFL teachers should teach writing strategies and try as possible as they can to encourage students to apply them before and while they are writing.

5.5 Suggestions for Further Studies

On the basis of the results obtained in this study, the following recommendations are made for further research:

1. The same study can be replicated using pre-test and post-test questionnaires besides a diagnostic writing test .

2. Future researchers should conduct the same study by using an interview for expert teachers instead of the questionnaire, by doing so more causes of writing problems will be pointed out.
3. The same study can be used to measure the other skills of language i.e. reading, listening and speaking.
4. Future researchers should conduct studies about the impact of teaching writing strategies in developing students' linguistic competence.

5.6 Conclusion

The study conducted focused on the effectiveness of teaching writing strategies in enhancing EFL writing skills of Sudanese university students , to enable teachers teach writing strategies during their teaching of writing skills, to enable EFL learners understand, be aware and put writing strategies into practice while and before they are writing, to keep pace with worldwide development in the field of EFL writing skills teaching and learning, to expand EFL students thinking and their command of language and to evaluate the effectiveness of teaching writing strategies in enhancing EFL writing skills.

Above all, it must be clearly borne in mind by teachers and students that writing skills cannot be mastered at once; there must be regular practice with increasingly difficult materials as writing tasks increase with the growing familiarity with vocabulary and structures of the target language.

The review of literature stated the factors that caused some writing difficulties for EFL learners, investigated effectiveness of teaching writing strategies in enhancing EFL writing skills and also provided some useful suggestions for teachers and students to overcome them.

It is hoped that the findings of this study contribute a solution to the problems of writing skills encountered by EFL Sudanese university students, aid teachers and students of English in the pursue of appreciating English writing strategies as Kashinath(2019) put it forward using techniques and strategies help the students to practice opportunities of

brainstorming, discussion, paraphrasing, sequencing and synthesizing and hence empowering them to develop their writing skills hence EFL students need more holistic package of academic writing skills that make them more confident and convinced EFL writers.

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Appendix (1)

The Pre-post writing Test

Instructions to the Test:

The main purpose of this writing test is to investigate the difficulties that may encounter you in writing skills and to evaluate the effectiveness of teaching writing strategies in enhancing EFL writing skills .

The test consists of four parts

Part one:
Think of an event you had attended recently e.g. a party, a celebration, a festival..etc brainstorm as many related words, phrases ,ideas as possible
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Part two:
Technology has recently evoked to be a part of our everyday life, write about advantages and disadvantages of using technology.

Part three:

Paraphrase the following text:

The people who live in London come from many different regions and cultures . There are many communities from Asia , Africa and the west Indies. This make it very lively and cosmopolitan city. The traffic is too heavy, so the air is not pure and there is too much noise. Therefore, London has many of the problems of all large cities.

Part four:

Describe a process using appropriate sequence words and cohesive devices.

Thank you

Appendix (2)

The Questionnaire

Dear Teachers,

This questionnaire is one of the tools used by the researcher to collect data for a PhD study entitled " An Investigation of the Effectiveness of Using Writing Strategies in Enhancing EFL Students' Writing Skills". So your answers to these statements according to your experience in this field are highly appreciated.

Thanks for your co- operation

Name (optional)………………………………..

Years of experience…………………………..

Academic degree……………………………..

Part One:

Please Tick the statements that you feel suitable*:*

S/N	Statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1	Writing is a complicated process which involves a number of cognitive and meta-cognitive strategies such as brainstorming, planning, outlining, organizing, drafting and revising					

2	EFL writing difficulties can occur due to limited knowledge about writing strategies, lack of proficiency , large classes, unqualified teachers, unmotivated novices and lack of resources					
3	L1 writing competence, use of cohesive devices, meta-cognitive knowledge about the writing task, writing strategies and writers' personal characteristics are important factors that affect the process and product of EFL writing					
4	Writing is complex and it is difficult to teach as the mastery are not only of grammatical and rhetorical devices but also of conceptual and judgmental					

	elements				
5	Writing skills can not be developed unless learners' acknowledge their interests and given frequent opportunities to actually practice writing				
6	EFL learners are less careful about their performance and have learning disabilities and have different spelling style				
7	The reason for the poor proficiency of students is their limited type of reading habit as they don't read extensively because they think that it is not important according to the examination point of view				
8	EFL teachers do not pay attention to teaching writing strategies which enable learners to produce the language needed to perform a writing task hence				

	learners as often do not possess the vocabulary base needed to create writing pieces in the mainstream classroom				
9	EFL learners rely more on the instructor, and feel less confident about writing tasks as they are not aware of the most essential writing techniques and stages				
10	EFL students are not given the opportunity to think about what they already know before the writing task begins which hinder them to incorporate new information into existing structures of knowledge in order to activates long-term memory				
11	EFL learners' handwriting is not clear and sometimes their writings do not make any sense as some of them are just not concerned and show less care				

S/N	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
	towards their writings have learning disabilities					
12	The type of feedback teachers provide decreases the writing anxiety of EFL students					

Part Two:

Please Tick the statement that you feel suitable:

S/N	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
13	Using techniques and strategies help the students to practice opportunities of paraphrasing, sequencing synthesizing and hence empowering them to enhance their writing skills					
14	Teaching strategies give students more holistic package of academic					

	writing skills that make them confident and convinced				
15	Collaborative learning strategy helps the learners to develop their interpersonal skills				
16	Teaching writing strategies is important as it reinforces grammatical structures and vocabulary that teachers strive to teach ; it is the area in which learners need to be offered adequate time to develop their writing skill, therefore more time should be devoted to it in classrooms				
17	Writing strategies are useful for both EFL learners and teachers				

	hence they need to become better writers				
18	Teaching writing strategies can be directly applied while teaching writing in order to provide learners with efficient results				
19	To develop writing skills students should find the opportunity to read extensively in the form of books, stories, and magazines as extensive reading covers all aspects of English writing including vocabulary, structure, spelling and punctuation				
20	Teaches should make sure students				

	have the opportunity to think about what they already know before the task begins as it helps to incorporate new information into existing structures of knowledge which activates long-term memory				
21	Different kind of strategies can be used to accomplish effective writing tasks including graphic organizers, cooperative learning, read-aloud, and group discussions				
22	EFL learners need to be aware of the purpose and principle of writing skill in order to express ideas and convey				

	the message to the reader				
23	EFL students should read extensively hence the extensive reading covers all aspects of English writing including vocabulary, sentence structure, spelling and punctuation, they need to be aware of some formal aspects such as, neat hand writing, correct spelling, proper use of punctuation and vocabulary and acceptable grammar as well as construction, more precise and varied vocabulary and more correctness of expression				

| 24 | While checking a piece of writing, instead of marking the students' mistakes in red pen, it is advised to respond to the content and style with questions and make the students think about their mistakes. And if necessary, they should give them a chance to write again responding to their questions | | | | | |