Investigating EFL Learners’ Needs in Writing Academic Essays: the case of First Year Master Applied Linguistics and ESP Students at Ouargla University
Dedication

We dedicate this modest work

To our beloved parents hoping that they are proud of us

To our lovely sisters and brothers who were always supporting us with their tenderness

This work is also dedicated to all members of our families and all our best friends for their assistance and love

To our teachers especially our supervisor Mrs. Farida Sadoune who was our model and ideal teacher

Also a special dedication to our beloved colleagues of second year master Applied Linguistics and ESP class.
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**EFL:** English as foreign language

**ESP:** English for specific purposes
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Background of the study

English for Specific Purposes (ESP) emerged in 1960 out of various factors. The most important ones are the following: the demand of English for specific need of profession, the development in field of linguistics in other words shifted from formal language to communication in real life. English is a global language and people used it as means of communication to do their work. ESP meets learner’s specific needs and interests in order to offer for them motivation and effective communication in specific field of learning. ESP fosters learners to master more knowledge about special fields as: business, economics, medicine, etc.

Teaching English as foreign language is based on the integration of four skills which are reading, writing, speaking and listening. On one hand listening and reading are receptive skills; on other hand writing and speaking are productive skills. Consequently, learners focus more on communication in other words speaking skill. Moreover, they find it easy to speak the language rather than to write it. Therefore writing in a foreign language is a complex task for learners because it requires a lot of efforts from them. In fact, writing plays a major role in which the students are given an opportunity to express their ideas and thoughts. Hence, academic writing is the most important component of teaching language. Students should master writing skill in order to help them build a good form of an essay. Thus academic writing is considered as media used for transmitting information and thoughts about topics, it takes a part of syllabus, research or social topics. As a result it is crucial issue in higher education but it is required from teachers to raise their learner’s awareness about this side of the study.
Academic writing has various types as letters, report, essays and notes, etc. The most common type is essay; it is a piece of academic writing that discusses certain idea or element in a specific subject. Essays differ according to their subject or their style for example: we find argumentative essays and narrative essays. An essay must be constructed of three major parts: an introduction, a body and a conclusion, the body also could be subdivided into many parts when the subject discussed requires so.

After discussion, most of foreign students fail to write academically. Because written expression module is mainly taught in general regardless academic purposes; for instance helping students with features of academic writing that can assist them in their professional career, administration, companies, and universities. Furthermore students are to great extent to face problems in their writing as structure, grammatical mistake, writing style, etc.

1. **Research Problem**

   When learners asked to write an essay, they need to know all the steps that make their work well-formed. In this study we will investigate the issue of raising learners’ needs toward writing academically when performing any tasks.

2. **Aims of the Study**

   The present study aims at investigating the learners need in academic writing essays in order to improve their performance in using academic writing features to build well-organized essay. It is carried out by First year Master Applied linguistics and ESP students at Kasdi Merbah Ouargla.
3. **Research Questions**

The study intends to answer the following questions:

1. What are the most difficult aspects of EFL learners in their academic essay writing?
2. Does investigating the learners needs enhance them to write academically?

4. **Hypotheses of the Study**

For the reasons mentioned earlier, we put forward the following hypotheses:

1. Identifying the most difficult aspects of writing can enhance EFL learner’s level performance in academic essays writing.
2. Investigating the learners’ needs may improve their academic essay writing.

5. **Research Methodology**

The methods adopted to conduct our research are descriptive and experimental. As far as the study investigates learner’s needs in writing academic essay which is carried out in first year master Applied Linguistics and ESP classroom. In an attempt to collect and analyze data, the study uses two questionnaires. The first one is targeted to teachers, the aim of this questionnaire is to get from teachers ideas and information about their learners level and methods used for them to design their writing courses. The second one is assigned for students, the questionnaire aims at knowing about student’s needs toward writing skill and the use of academic features. Therefore, the students are going to be provided by T-test which divided into pre – test and post test. The pre-test was done through training session in order to have an idea about students’ level in writing academic essay. As well as we have prepared a session to explain the main features of writing the academic essay finally, a post – test
will be designed for students in which we will ask them to write an academic essay according to what they have dealt with.

6. **Structure of the study**

The study is divided into three chapters. The first and the second chapters are theoretical in nature and the third chapter is practical. Chapter one is concerned with the description of literature review about issues in academic essays writing, definition of writing skill, and its importance, approaches to teach writing, definition of academic writing, its features, and types, definition of academic essay writing, its features, its types and organization. Furthermore, we end up by issues that face EFL learners in academic essays writing. Chapter two deals with the students’ needs in academic essays writing, we conduct approaches of course design, context for learner centered approach, definition of needs analysis, its process, definition of objectives, its components, its kinds, types of essays and organization of essays. We conclude with the importance of academic essay writing within EFL classroom. In addition to the third chapter which involves the practical part of the research; it deals with data collection, data analysis, and the discussion of the findings. Data collection consists of questionnaire targeted for teachers and students, the pre-test, description of training session, the post-test, discussions and conclusion.
Chapter One

Issues in Academic Essay Writing

Introduction

This chapter represents the concept of writing, its importance and difficulties, its approaches to teaching it. Also, it deals with academic writing, the differences between academic writing and other types of writing, finally, the types of academic writing and its features, the definition of academic essay, its types, its organization and issues facing EFL learners in academic essay writing.

1.1. Definition of Writing Skills

English language contains many aspects of communication; one of them is writing. that is considered as an important skill which any language learner needs to perform. Writing skills help the learner become independent, fluent, and creative. The ability to implement such skill includes the ability to submit thoughts, and feelings in an organized form to get meaningful messages in order to communicate. Writing skills facilitate learners to contact and connect easily with the others, while poor writing affects negatively on the image of writer in which, he will make a misunderstanding of the intended message that cause a poor first impression. Aysik (2012). However, it is important to make a plan for writing process by focusing on spelling or grammatical mistakes and punctuation.

1.1.1. The Importance of Writing Skills

Writing skills are important in student’s professional and personal lives, whether in college or work place, if students lack the ability of writing appropriately, they will not communicate effectively with their professor or their peers. Moreover, writing helps to expect the reader’s needs and to show them opinions and ideas without confusing them. Also, it gives the ability to raise worthwhile questions, and helps to understand the truth and how it is found in various disciplines. For Aysik (2012), writing is the most
important skill as speaking because its main purpose is to communicate with the audience and readers.

1.1.2. Difficulties in Writing

Writing is a complicated process which involves cognitive and meta cognitive activities. It is a very hard task for learners who learn English as foreign language because of specific problems linked with writing skill. So its difficulties studied by many writers and researchers. As an example according to Walter (1983) writing is “the last and perhaps the most difficult skill students learn“. (p.17)

Byrne (1979) also supported Walter (1983) in his claim arguing that writing is neither easy nor spontaneous as it requires conscious mental efforts .In other words, writing is very difficult skill that needs much efforts from the learners to master all the aspects of this skill. As a result, Byrne divided problems of writing into three categories: psychological, linguistic and cognitive difficulties.

As far as the psychological difficulties are concerned, “Writing is a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult.”(Byrne, 1991). In other words psychological problem happens due to lack of interaction and feedback between the writer and the reader of the text. One of the teachers’ roles is feedback giver for learners; it serves as psychological help for them to write with easy and good way. In addition, the writer must be aware of his reader and he must think about interest and capacities of reader to analyze and understand his writing. For instance, linguistic difficulties appeared with grammatical mistakes and errors done by learners in their writing like fragments, repetition, ungrammatical utterances. As far as fragments, repetition and ungrammatical utterances are used in spoken discourse so
Chapter One

Issues in Academic Essay Writing

the writer has to be careful in the choice and order of sentences to make the text very clear.

Cognitive difficulties related with mental activities as thinking, comprehending, understanding and analyzing information because it is written not as spoken. Speaking is natural process. Consequently learners must aware about the structures and organization of written discourse even they are not dealt with them in spoken discourse. The organization of the text must be clear and explicit in order to understand the meaning: therefore the writer has to explain herself or himself for the reader. So the writer must master: topic, selecting of words, purpose, audience, sequence, coherence, cohesion…and so on. (Byrne, 1991:4)

1.2. Approaches to Teaching Writing

There are four basic approaches to teaching writing, they are as follows:

1.2.1. The Product Approach

The product approach related with grammar and syntactic structure that enable the learners to form a good piece of writing as Jordan (1997) states that: “n the product approach, a model is provided and various exercises undertaken to draw attention to its important features. Students are then required to produce a similar or parallel text.” (p165). However, this approach is concerned with grammar, syntactic structure, and based on imitation and correctness. It enables students to compose pieces of writing with the avoidance of making errors, the activities that are applied in this approach deal with sentences –level writing and paragraph –level organization. But students are often provided by some exercises that include framework which states type of rhetorical organization, in which students are expected to fit their ideas in that framework. This approach consists of four stages. The first one is familiarization; if students wanted to
learn how to write an application letter, they firstly read the sample of this letter; then, they will be able to recognize the type of linguistic features that are used. Controlled and Guided writing: in this stage students will be provided by some exercises, in which they need to fill the gap which is the same of the model of an application letter, these two stages will help students by guiding them as well as giving them some freedom in their practice. The last stage is free writing; where learners are provided by total freedom to write their own application letter, through copying the previous model letter. (Maltesers, 1976, pp 3, 4)

In short, the product approach asserts that writing itself is a procedure that helps student makes self discovery and meaning. Therefore, it should not be overlap with the composing process because this latter seeks much of revision and rewriting, as well as teachers guide students during this process without focusing on correctness and the final product, in fact they are recognized only of writing process.

1.2.2. **The Process Approach**

The process approach emphasizes the composing processes which writers utilize, and thus puts meaning to the fore rather than form. The approach accords with the principles of learner-centeredness, encouraging individuals to take more responsibility for their own learning.” (Jordan, 1997, p167). This kind of approach focuses on the steps that are engaged in producing a piece of work. It is considered as reaction to the product approach, the process oriented approach concentrates on discourse level activities in which students are allowed to write without paying attention to correction and formality. Hence they will be more creative; its activities cover co-operative writing, story writing, and peer correction of subsequent drafts. Also the main focus of this approach is on the writer rather than the product; it includes what should good
writers do during the period of writing tasks, as well as the sub skills that the language
writer use when they write. This approach pass by some stages such pre-writing; in
which the writer selects a plan what to write, as second stage while-writing; is to make
changes to improve writing, as the last stage that is past- writing; in order to assess the
written work. (Steele, product and process writing: a comparison)

Briefly, both process and product oriented approaches were the main reason behind
the creation of genre based approach, in which concentrates on the understanding of
students in their specific framework.

1.2.3. The Genre Approach

The genre approach is considered as writing process, it recognizes the social and the
linguistic conventions of various types of text, as well as it links reading and writing
together. It supplies students with patterns, provides them with opportunities in order to
become efficient participants in their professional and academic settings, and produce
some types of genre such: “essays, reports, case studies, projects, literature reviews,
exam answers, research papers/articles, dissertations and theses.” (Jordan, 1997, p166)
in this approach, the teacher provides his students with a model text then he discusses
and analyzes it with them. However, students start by identifying the linguistic features
and patterns of the text, in which the teacher will collaborate with them in order to
construct the genre. Finally, learners in group use writing frames but they individually
write their genre. This approach asserts the significance of discussing the social and
cultural context of language use within a piece of writing. Moreover, the genre-based
approach argues that the student can be successful in the composing process only when
he makes a link between the contexts of text with his writing paper. Indeed, the belief of
approach is that if students want to achieve their goals and to be able to communicate a
particular English-language discourse activity, they should have the capacity to produce texts which fit the expectations of their readers in accordance to grammar, organization and context. (Vygotsky, 1978)

1.2.4. The Hybrid Approach

“The hybrid approach to teaching writing in the university, including a range of strategies from US and UK theory and practice, it is anything but sterile.” (Macmillan, 2006, p65) However, this approach is primarily used in undergraduate and postgraduate degrees, in which it tries to develop students’ level in learning through combining both the face-to-face classes and online ones. But there is a conflict between the effectiveness of this approach, in fact it has been said that the hybrid approach did not really improve some students’ performance for instance in business courses, while others said that it was an effective approach for undergraduate courses. Moreover, students have chosen the traditional courses rather than the online ones.

1.3. Definition of Academic Writing

Bowker (2007) defines academic writing as “a special genre of writing that prescribes its own set of rules and practices”(p.3).Alternatively, Fitzmaurice and Farrell(2013) argue that “academic writing is challenging and good academic writing in all disciplines requires accuracy, logical structure, attention to referencing conventions and eloquence: it is rarely achieved in one draft.”(p1). Hinkle (2004) states that L2 writer requires to know rhetorical and discourse features. The following features apply for many kinds of academic writing. Firstly, it is usually written for a narrow range of purposes, to develop or assess learning. Academic writing was characterized by limiting the scope of the study; it studied all the aspects of the topic. Secondly, it depends on its purpose; academic writing has particular requirements in terms of structure,
organization, and presentation. It based more on learning purpose and it has a specific: structure, organization and presentation. Thirdly, it usually presents a structured argument overall, supported by secondary arguments. For instance academic writing focuses more on presenting arguments which supported by other. Arguments are formed from evidence and logical reasoning. Finally Academic writing adopts an appropriate writing style, usually in formal written English. That is to say that academic writing is type of writing that has a specific style of writing as it avoids using colloquial language.

1.3.1. Differences between Academic Writing and other Types of Writing

Academic writing is different from other types of writing in several ways:

First purpose aims at demonstrating the knowledge of the topic. Certain writing tasks, however, have more specific purposes such as: to explain the subject, to report research finding, to analyze and evaluate a subject, to express an opinion about issue and persuade the reader to accept it.

Second audience refers to the reader of your writing. In academic writing your audience is usually the instructor of the course, who reads your essay and evaluates it. Whenever you write, it is often useful to imagine that you are writing for large audience might not know about the topic as thoroughly as your teacher does. Or they have a background different from yours (e.g. from another country) and thus not have the same values and experiences as you. Keeping this audience in mind will help you to write so that your message is communicated clearly and powerfully.

Third evidence is an important feature of academic writing. Any claim or opinion from writer must be supported with evidence, such as examples, statistics and experts opinions. Without evidence the writer’s ideas might be considered unreliable or biased. If your evidence is information from outside sources, you must acknowledge the
original source in your essay, in other words, use citation. Not citing outside information in your essay is called plagiarism. Plagiarism is considered stealing and strictly forbidden.

Then style includes: presenting ideas clearly and logically, having organized paragraphs, writing from a third person’s point of view and using formal language. Finally the processes of writing are steps which the writer should be followed before and after writing to ensure that idea presented effectively. A complete writing process might be the following : prewriting (think about the topic and generate ideas, research the topic, make outline), writing (writing the first draft), editing (review the first draft, make changes. If possible ask someone to proofread the draft), and rewriting (write the second draft). Becoming a competent in each step of the writing process will lead to better writing. In fact, many writers repeat the last two steps (editing and rewriting) and write a third or fourth draft before completing final version. (Peter, Chin :2007)

We can summarize that academic writing differs from other kinds of writing as personal writing diaries because it focuses more on: purpose, audience, evidence, style and the process of writing. So the writer must aware about these aspects to write in an effective and good way. The writer does not write for the sake of writing but he must thinks about her or his audience. Because audience give him their impression about piece of writing.

1.3.2. Types of Academic Writing

1. Notes: A written record of the main points of the text or lectures, for student’s personal use. In other words notes based more on the important items of the information that learners need to use in their work. It relates with text and lectures.
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2. Report: A description of something a student has done (e.g. conducting survey).

That is to say report describes a topic that has done by learners as conducting surveys or applying experiment

3. Project: A piece of research, either individual or group work, with the topic chosen by students. Project is part of the research, it can be individual or on group work. The learner selects the topic that h/she wants to work in.

4. Essay: The most common type of written form, with the title given by teacher, normally 1,000 -5,000 words. Essay is well-known kind of written structures which its title is introduced by teacher for learner’s. It consists normally 1,000-5,000 words.

5. Dissertation / Thesis: The longest piece of writing normally done by a student (20,000 words) often for higher degree on a topic chosen by the students. It is long part of writing, it is generally done by learners (20,000 words). Dissertation is for higher degree learners who have chosen the topic.


Paper is a board term; it includes essay, report, presentation or article. (Bailey, Stephen: 2015)

1.3.3. Features of Academic Writing

According to McCulloch and Reid (2013), there are four key features of academic writing. Writers should always include them in their work, these features are:

Firstly, logical structure means that material is presented in logical manner according to standard structure. For example; an essay usually has an introduction, a main body and a conclusion. Ideas are presented in paragraphs that link together and flow logically, and each contains one idea. (p66)
Secondly, analytical writing is the job of the writer to present his ideas backed up by evidence and examples. This mean that ideas are discussed in an evidence-based way that shows how the writer has applied higher order thinking to the topic, research the main ideas, brought together their research and arrived at conclusions. (Pp67-68)

Thirdly, in any piece of academic writing writer needs to show the reader his ideas, arguments and conclusions are based on careful examination of evidence and are not just your personal opinion( or someone else’s personal opinion). The example below illustrates the difference between ‘just giving a personal opinion ‘ and ‘being objective’:

I think people stay off work because they are bullied. (Opinion)

Research shows clearly that bullying is major factor in staff absenteeism (Smith 2009). (Evidence).

The second sentence is different, because it locates the claim for a link between absenteeism and bullying to the findings of the research. (p73)

Next tone that shows objectivity. The writer must avoid the use of personal pronouns (‘I’, ‘my’ and so on). This is another good strategy for reinforcing the objectivity of your writing, so try to avoid using phrases like ‘I think’ , ‘I believe ‘or ‘my view is’, because this can make your writing look as though it is your personal opinion.(pp73-74)

Another aspect of good academic writing is that is always serious, scholarly and thoughtful, never conversational and chatty. This element of scholarly writing is what we mean by tone, which is about the ‘academic attitude’ that your writing reflects. Academic should be cautious, impersonal rather than personal. (Pp73-74)

Finally, evidence that is properly acknowledged and referenced where the writer refers to someone else’s ideas, information or data. Writer must acknowledge this by
referencing the source using an accepted referencing style e.g. APA, Harvard. These ideas need to be appropriately integrated so that the evidence is seamlessly linked with your evidence. (p66)

To sum up, academic writing style based on these essential features which are: logical structure, analytical writing, a tone and objectivity and evidence.

Another features of academic language is clarity when writing university essays, avoid using slang for example ‘kids’ instead of ‘children’ and emotionally – charged words-for example ‘outrageous’, ‘hideous’, while you may know what you mean by these words, your readers not. Imprecise language is unlikely to add to your reader’s understanding of the topic while should be your primary goal. (Tertiary essay writing web: p18)

In other words clarity plays major role in academic writing; it helps the reader to understand the topic. Writer must use clear and precise words.

Additionally, the use of passive voice in academic writing is very essential, so the use of pronoun is minimized. For example: ‘Research was conducted into the breeding habits of marsupials in the north-west region of Victoria’. The passive construction, of this sentence (‘was conducted’) works to focus the reader’s attention on the topic rather than the research. If this sentence re-written in an active voice, note how the ‘I’ rather than research topic, becomes the subject of the sentence:’I conducted research into the breeding habits marsupials in the north –west region of Victoria.’

Research was conducted into the breeding habits of marsupials in the north-west region of Victoria’. There is, however, no hard and fast rule that says you can never use the active voice in academic writing. (Tertiary essay writing web: p20)
Academic writing focuses on the use of passive voice more than active voice. The important thing is the object.

Another common feature of academic writing is nominalization, whereby actions/processes (verbs) become things (nouns). This practice enables more information to be compacted into a single sentence. For example, the following sentences: “Germany invaded Poland in 1939. This was the immediate cause of the outbreak of the Second World War.” These sentences can be condensed into a single sentence by nominative the action (‘invaded’) described in the first sentence: “Germany’s 1939 invasion of Poland was the immediate cause of the outbreak of the Second World War.” (Tertiary essay writing web: p20)

In short, nominalization is a well-known feature of academic writing, it uses nouns in place of verbs.

The last feature of academic writing is discipline-specific vocabulary. Academic language uses the abstract and technical terms. It is important that you become aware of the common terms and specific language practices of your discipline. (Tertiary essay writing web: p21)

Academic writing uses specific terms, so the writer must be aware of these terms and technical language of his field of study.

1.4. Definition of an Academic Essay

According to Bailey (2015) “essay” is the most common type of written form, with the title given by teacher, normally 1,000 -5,000 words. In other words essay is a well-known piece of writing; its title is introduced by teacher for learners. It consists normally of 1,000-5,000 words. In addition, Schwerin (2007) states a definition for
academic essay: “An essay is an instrument of communication. It is structured treatment of particular topic presented in a standard form and in readable”. As a result essay is as a means for communication between the words of the writer and readers, it is written in specific format. Despite the fact it may tackle point of view of the writer about a topic in order to convince the readers. Further Zemah and Rumisk (2005) define the word essay as: “a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs, but a five-paragraph essay is common length for academic writing”. (P56). It means that essay discusses one topic, it must have at least three paragraphs, while five paragraphs are for academic writing.

1.4.1. Types of Academic Essays Writing

Savage and Patricia (2005) state five types of an essays, they are descriptive essays, narrative essays, opinion essays, comparison and contrast essays, causes and effects essays. All of these types have specific organization.

1.4.1. Descriptive Essay

Descriptive essays are piece of writing which constructs an image for the reader’s. These images come from various sights, sounds, or even from feelings. An effective descriptive essay attracts the reader attention and makes him as if he or she is present in the scene. In descriptive essay, a writer uses details to tell how a subject looks, sounds, smells, tastes nor feels. The essay should make the reader feel like responding to what he or she is reading. The organization is presented in the following:

1. Introduction

The hook introduces the object or event of description.

The middle sentences provide the background
Chapter One

The thesis statement tells why the subject or event of description is important to the writer.

2. Body Paragraphs

Most of the description is in the body paragraphs.

Adjectives and adverbs make the experience more vivid

The sense is often described with prepositions and prepositions phrases that specially location or position in space.

Comparisons, such as similes can make the writing more descriptive, familiar, and express

3. Conclusion

The conclusion gives the writers final opinion about the description.

Source: Savage & Patricia (2005: p33)

1.4.2. Narrative Essay

A narrative is a story. It has an introduction that engages the readers’ interest, a body that gives details about the main events or action in the story and a conclusion that describes the outcome. The organization of this type is illustrated in the following:

1. Introduction

The hook gets the reader’s attention.

The middle sentences introduce an event (the action of the story) by providing background information about the people, the place, and the time.
The thesis statement prepares the readers for the action that follows.

2. Body Paragraphs

The body paragraphs describe what happened in the story.

They include details that bring the story to life. They often use time order to explain the events.

3. Conclusion

A conclusion describes the outcome of the events.

It often ends with a comment by the writer about the event showed or taught.

Source: Savage & Patricia (2005: p5)

1.4.3. Opinion Essay

Opinion is type of writing that the writer tries to convince the readers about contradictory issue in order to be for or against it. The organization is as follow:
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1. Introduction

The hook introduces a controversial issue.

The hook may be short story or an anecdote question, or surprising statement or fact that makes the readers want to know more.

The middle sentences explain why the issue is important by giving background information with details about the history, or the people involved, what they want, or how it affects them.

The thesis statement at the end presents the writer’s point of view.

2. Body Paragraphs

The topic sentence has controlling idea that supports the writer’s main argumentation in the thesis.

The following sentences support the topic sentence with reasons, facts and explanation to help the reader understand the writer point of view.

The body paragraph often includes a statement that describes the opposing opinion. This called counter-argument. The writer then argues against the counter-argument. This called refutation in the refutation; the writer points out in weaknesses in the counter-argument, and show how his own argument is stronger.

3. Conclusion

This restates the writer’s opinion, but often using different, more persuasive language. It may also offer a warning, a prediction, or other type of comment that reinforces the writer’s viewpoint. (Source: Savage & Patricia (2005: pp111-112)
1.4.4. Comparison and Contrast Essay

Comparison essay and contrast essays are types of writing that used to illustrate similarities and differences between one idea or image and another. The organization of the type is:

A comparison and contrast essays describe the qualities of a subject or idea by discussing the similarities and differences it shares with a different subject or idea.

A comparison and contrast essays can be organized in two different ways:

1. By comparing and contrasting a number of issue point-by-point

2. By focusing first on the similarities and then the differences.

The organization of this type is seen in the following

1. Introduction

Presents the subject that is to be compared or contrast.

E nds with a thesis that statement that focuses on the comparison or contrast.

2.1. Body Paragraphs for Point-by-Point Essays

Each body paragraph presents one main point to be compared or contrasts between the two subjects

Within each body paragraph ,the topic sentence states the point of comparison or contrast between the subjects .The supporting sentences that follow provide two three example .

The body paragraphs use sequence transitions, such as first, second, furthermore, to connect the point-by-point analysis within the paragraphs.
2.2. Body Paragraphs for Similarities and Differences Essays

There are two body paragraphs, each with a clear topic sentence.

One body paragraph is devoted to similarities between the two and one body paragraph is devoted to differences.

3. Conclusion

This allows the writer to summarize the differences and similarities and state his or her feeling about the topic.

Source: Savage & Patricia (2005: pp111-112)

1.4.5. Cause and Effect Essay

Cause and effect essays are types of writing the writer’s analyses say why this something happened. In addition he analyses the effects of this phenomenon. A cause and effect essays explain why something happen both cause and effect are examined in longer essay. Your short essay will focus only on causes that lead to the events or situation. The elements that organize this type of essay are as in the following:

1. Introduction

The hook engages the readers interest by personalizing the topic or showing why it is important for the reader to know about it.

The middle sentences describe the event or situation that is the result of causes. This background information helps the readers understand and make relationship between the causes and effects.
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The thesis statement at the end of the introduction states two causes that lead up to the event or situation. It may also include a comment by the writer that explains why it is important to understand the causes of the event.

2. Body Paragraph

There are two body paragraphs in the essay which support the thesis statement by explaining the causes in detail.

Each body paragraph begins with a topic sentence that states one cause for the event or situation.

The sentences that follow support the idea in the topic sentence. These supporting sentences include details such as examples, description, reasons, and facts to help the reader to understand the relationship between cause and effect.

3. Conclusion

The conclusion restates the thesis statement, often using different language.

It summarizes the main ideas and their relationship to the event.

It may include a comment by writer that explains why it is important to understand the causes of the event.

Source: Savage & Patricia (2005:p135)

1.4.6. Definition of Expository Essay

According to Tham (2013) an expository essay is intended to give students critical ideas about expository topics and to feature some of my star writers who learnt to overcome their fears of writing expository essay topic, emerging like butterflies out of
their cocoons, to become confident writer. We can say that expository essay is type of writing focus on the critical ideas and expository topic. Carton (2005) states that most expository essays have a set of format and use the elements below to guide your work. They are as follow:

1. Think of the lead paragraph in an expository essay as a compass that shows the reader the way to go. Begin your lead with an eye-catching statistic, quote, or example. Then write a clear, direct thesis statement that says what the essay will be about. This thesis statement will help keep you and your audience from wandering away from essays focus. (p65) In other words introductory paragraph of expository essay starts by statistics, quote, or example in order to attract the reader’s attention and the topic very interested for them.

2. The body paragraphs present the main point and evidence that support the thesis statement. Each paragraph contains one main point with supporting evidence. In a longer essay, body paragraphs may grouped under subheadings that help readers keep track of where they are in the text. (p65) We can conclude that each paragraph has one essential idea in the body paragraphs of expository essay.

3. The conclusion ties together the essay’s main ideas and re-emphasizes the importance of the topic to the audience. (p65) We sum up that expository essay conclusion summarizes the main ideas that mentioned in body paragraphs.

1.4.7. Argumentative Essay

Browne (2011) states that “an argumentative essay is when the writer is only one who can ‘speak’. He or she holds the floor, the gravel, and the microphone all at once.
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He or she is on podium. What counts in an argumentative essay, then, is the writer’s ability to create a sense of interior debate, of the following other voices to ‘speak and maintaining equilibrium among those voices.” (203). We can conclude an argumentative essay is an academic piece of writing that aims at convincing reader about an issue.

According to Gbireh (2012), the word argument “refers to the process of reasoning by advancing proof. Argument demands that you examine a belief by testing the strength of the reasons for holding such a belief”. (p70). In other words argument is way used by writer in order to present a proof about issues.

Stephen and Laurie (2014) state that “argumentative essay takes a stand on an issue and uses logic and evidence to change the way of readers think or to move them to action. When you write an argumentative essay, you follow the same process you use when you write any essay. However, argumentative essays use special strategies to win audience approach and to overcome potential opposition.” (p35)

In short, an argumentative essay is type of an academic writing that takes place on presetting issues in logical way and by using evidence in order to attract the reader’s attention of the subject. Moreover, it follows the same process of writing as the other kinds of essays. In contrast, argumentative essay divided into two arguments one is for, other is against the issues.

Writer can build an argumentative essay by using the following elements

1. **Introduction**

The introduction of argumentative essay acquaints readers with your subject. You show how your subject concerns audience and establish common ground with your readers. (p35) In other words introduction plays a major role in an argumentative essay
, it leads the readers to the topic with background information that they are known before.

2. Thesis statement

The thesis statement of an argumentative essay should be debatable—that is, it should take on an issue. Most often, you present your thesis statement in your introduction. However, if you are representing a highly controversial position you may postpone stating your thesis in your thesis until later in your essay. (p35). We can say that thesis statement is for to state his arguments about the topic that he will discuss. It helps the readers to understand what will be in the rest of an essay.

3. Background

In this section, you can summarize others opinions on the issue, give definition of key terms, or review basic fact. (p35). To demonstrate what we have said before, background gives the reader the previous point views of other people about the topic.

4. Arguments in Support of your Thesis

You present your points along with the evidence: facts, examples, and experts opinion to support them. Most often, you begin with your weakest argument and work up to your strongest arguments. (p35). To sum up that the first argument states by the writer named by supporting his thesis statement. He must start from weak argument to strong one on his writing by illustrating his argument with examples, facts, and expert opinion.
5. Refutation of Opposing Arguments

In an argumentative essay, you should summarize and refute-disprove or call into question the major arguments against your thesis. To conclude that, there is an argument against the writer thesis of the topic. He must approve how the writer makes his argument strong.

6. Conclusion

The conclusion of your argumentative essay, often restates the major points in support of your thesis. Your conclusion can also summarize key points, restate your thesis, or remind the readers of the weaknesses of opposing arguments. Many writer like to end with statements that sums up their arguments. We can deduce that the conclusion of an argumentative essay summarizes the main elements of the supporting argument of the writer thesis statement.

1.4.8. Features of Academic Essays Writing

An essay is group of paragraphs written about a one topic. It has at least three paragraphs but five paragraphs are for academic writing. In fact, writing effective essays should be organized into three parts which are an introduction, a body and conclusion. As a result Zemah and Rumisk (2003) states the three main features of academic essays, they are as follow:

1. Unity in Writing

Unity is the connection of all the ideas to a single topic. In an essay, all ideas should be related to the thesis statement, and the supporting ideas in a main body paragraph should relate to the topic sentence. (p78). We can say that the word unity refers to the relationship between the information and the structures of one topic of
an essay, as far as there is relevance between the ideas of the topic and thesis statement.

2. **Coherence**

Coherence is related to unity. Ideas that are arranged in a clear and logical way are coherent when text unified and coherent the reader can easily understand the main points. Creating an outline helps the writer to make well-organized essay. When organizing your ideas, think about what type of organization is the best for your topic or essay type. The following example demonstrates of types of writing and good ways to organize them:

<table>
<thead>
<tr>
<th>Types of Writing</th>
<th>Types of Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chronology (historical events, personal Narratives, processes)</td>
<td>1. Order by time order of events steps</td>
</tr>
<tr>
<td>2. Descriptive</td>
<td>2. Order by position, size, shape of things</td>
</tr>
<tr>
<td>3. Classification</td>
<td>3. Group ideas and explain them in logical way.</td>
</tr>
<tr>
<td>4. Comparison/contrast</td>
<td>4. Organize in point-by-point or block style.</td>
</tr>
<tr>
<td>5. Argumentation persuasion</td>
<td>5. Order from least important to most important.</td>
</tr>
</tbody>
</table>

*Source: Zemah and Rumisk (2003:p82)*
In short, coherence refers to the way of presenting information clearly and logically which is constructed from the relation between the sentences of the piece of writing. It depends on the types and the organizations of essays.

3. Cohesive Devices

Cohesive devices are words and phrases that connected sentences and paragraphs together, creating a smooth flow of ideas as the use of transitions, pronouns reference, and repetition of key ideas. (p82). In other words cohesive devices based on the words and expressions used to link sentences and paragraphs to each other on an essay in order to help the readers to follow easily when they read the essay.

The writers use the following cohesive devices

1. Transitions

Transitions are words and phrases in English that are used to connect sentences together or relates ideas to one another. The following example shows some several types of writing and some of transitions:

1. Chronology → before, after, next, since, first, second, while, when.

2. Comparison → likewise, compared to, similarly, and.

3. Contrast → however, on other hand, but, yet, in spite of, in contrast, although, instead

4. Additional Information and, also, in addition, in fact, furthermore, moreover, another.

5. Example → for example, generally, for instance, specifically, in particular
6. **Cause and Effect** → therefore, so, thus, as a result, since, because.

7. **Concluding Ideas** → in conclusion, in summary, finally, therefore, to conclude, to summarize

> **Source:** Zemah and Rumisk (2003:p83)

To sum up, transitions are words used to connect the ideas, sentences, and paragraphs of an essay. They differ in their use according to the purpose of the topic.

### 2. Pronouns Reference

Two sentences can be connected by the use of the pronoun (he, she, it, they, etc) that takes the place of a noun (a person, place, thing, or ideas) or a noun phrase (several words that refer to a person, place, thing, or ideas). Look at the following example taken from the essay on sign language:

**American Sign Language** developed from the mixture of signs used by deaf Americans and French Sign Language. Today it is used by more than 500,000 deaf people in the United State and Canada.

The pronoun it refer to American sign language, and connects the two sentences together. (p83)

As a result, pronoun reference plays a major role to build cohesion in an essay between the sentences.

### 3. Repetition of Key Nouns or Ideas

Another way to connect ideas in an essay is by repeating important words and phrases. This will help the reader to remember the main idea in the text for example:
Modern medicine focuses on illness. If a patient visits a modern doctor, then the doctor will give the patient a medicine to stop the caught. If the patient also has a fever, the doctor may give a different medicine to stop the fever. For fever person with caught, the doctor will probably recommend the same caught medicine. The philosophy of modern is to stop problems like coughing and fever as quickly as possible. (p35)

In short, repetition of important words emphasized the use of these words and how they help the topic conducted being stronger.

As conclusion about what we have mentioned earlier that coherence and cohesion play crucial role on building well-organized essays. The main purpose for writer is to attract the reader attention and let him understand the topic easily.

1.4.9. The Organization of an Essay

The essay is divided into three main parts, they are the following: introductory paragraph, body paragraphs and concluding paragraph. As Oshima, and Hogue (2007) stated in their book:

1. Introductory Paragraph

“An essay introduction stimulates the reader’s interest and tells what the essay is about. The last sentence of an introduction is the thesis statement. Like the topic sentence of a paragraph, a thesis statement names the specific topic of the essay.”(p148)

2. Body Paragraph:

“The body of an essay is made up of one or more paragraphs. Each body paragraph has a topic sentence and several supporting sentences. It may or may
not have a concluding sentence. Each body paragraph supports the thesis statement.” (p152)

3. **Concluding Paragraph:**

“The concluding paragraph is the last paragraph of an essay. It has three purposes:

1. It signals the end of the essay.
2. It reminds the reader of your main points.
3. It leaves the reader with your final thoughts on the topic.” (p153)

The essay organization is very important step; it helps in organizing the students’ ideas which enable them to write an appropriate piece of work. As well as, it has a great role in the outline of the essay.

**Example: An Academic Essay Structure**

1. **Introduction**
   - General statement
   - Thesis statement
   - Outline of the main ideas you will discuss

2. **Body of Essay**
   - **Paragraph A**
     - Topic sentence
     - Supporting evidence
     - Supporting evidence
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Supporting evidence

Concluding sentence

**Paragraph B**

Topic sentence

Supporting evidence

Supporting evidence

Supporting evidence

Concluding sentence

**Paragraph C**

Topic sentence

Supporting evidence

Supporting evidence

3. **Conclusion**

   Summary of the main points; final statement (paraphrase what is in your introduction

   **Source:** Rolls & Wignell (2013: p55)

1.5. **Issues face EFL Learners in Writing Academic Essays**

   EFL learners face a lot of problems during their writing an academic essay, and among these issues are the following in which are stated by Newfields (2003):
1. Inappropriate Genre

In which students cannot differentiate between the way of writing when they talk and the one when they write, in this case teachers must help them to make the difference between academic writing and other types of writing.

2. Errors of Logic

Usually students concentrate on using sentence-level grammar rather than discourse-level features, in which this will cause lacks of coherence and cohesion in their writing style. Teachers can provide them with some concepts in order to take a clear image about these ideas.

3. Lack of Balance

Students are not able to write with critical mind, they only use one idea, while an academic essay should contain more than one in order to have balanced information. Teachers may ask them to start their outline by putting all their ideas at least two.

4. Redundancy/ Superfluosity

Sometimes students write not for the sake of giving ideas, but in fact for just filling the links of their papers; which lead to repeating thoughts which are not important. Teachers in this situation can give them some examples about such kind of essays, by telling them to omit the non important elements.

5. Time Management Issues

Many students let their works for the last minute, in which writing under pressure will cause a non-organized work. However, teachers advise them by spending a specific period of time working on their research before time expires.
6. **Plagiarism:**

Some students are lazy when they write, especially if they found information that fit their ideas, they will just belong it to their works without citing it. Teachers made lessons particularly to those students, in which they provide them with techniques to avoid such mistake.

7. **Lack of clear Citation**

Students face the most common problem which is the inappropriate citation. Moreover, teachers try to make them practice techniques of citation especially with detailed information.

**Conclusion**

In this chapter, we have dealt with writing skill in general. We have reviewed its definition, its importance, its difficulties and its approaches in learning and teaching foreign language. As far as we have discussed academic writing, its differences with other form of writing, and its features. Moreover, we have conducted definition of academic essay writing, its features and its types. Finally we have talked about essay and its organization, and then the issues that face EFL learners in writing academic essay writing.
Chapter Two  

Introduction  

The second chapter is devoted to discuss the students’ needs toward academic writing. It deals with approaches to course design. Alternatively, the key stage in ESP is needs analysis that challenges teacher and students to be aware about their needs. As a result, ESP courses are on the rise nowadays to meet the ever increasing specific needs of the students according to different fields. Through the important element which is objectives. Last point is about the importance of academic essays writing on foreign learners.

2.1. Approaches to Course Design

There are three main approaches to ESP course design which are language-centered approach, skills-centered approach and learning-centered approach

2.1.1. Language-Centered Approach to Course Design

The language-centered approach reveals the fact that its concern is with the linguistic features of a particular target situation. It looks at learners as only a means for indentifying the concerned target situation and to which linguistic features are to fit the situation. After recognizing the needed linguistic features, the language-centered approach sets the syllabus and select the material that illustrate that syllabus, and finally, it establishes the assessment procedures to be that all the syllabus has been grasped. In such a way, language-centered approach has been criticized that the systematic methodology follows in designing courses implies that learning is also systematic. However, it has been argued that each learner will make the system meaningful to himself /herself in learning .It has criticized, also, for its static and its inflexibility. In fact, the course designer within this approach takes the initial needs analysis as the fundamental background without taking into account that needs analysis
is a continuing process that may change in or add to what it has been resulted in before. So, like this approach lacks the flexibility that scientific approaches should have so that they can argue themselves in the challenging word of ESP. Moreover, language-centered approach does not care of the fact of that materials should be interesting ones. What is important to it is that materials are in accordance with syllabus, even if they are boring. So, learning needs are not accounted for in this approach. In addition, it is more interested with performance than competence. (Hutchinson and Waters: 1987, pp65-66-67-68)

2.1.2. Skills-Centered Approach to Course Design

Skills-centered approach to course design, the learner is much more involved than the language-centered approach. According to the skills-centered approach or sometimes called process-oriented, indicates that ESP courses should not focus so much on mere transfer of linguistic knowledge to a group of learners taking into account the learners’ lacks. ESP courses, according to this approach, should enable learners to develop skills and strategies in processing the information within the target situation. In fact, the skills-centered approach does not care that learners after the end of the ESP course, should become proficient in their area of interact, but it is very interested in that learners learnt how to deal and process language so that they can later on tackle materials within their area of interest, even after the end of the course. Thus, learners can develop their linguistic knowledge by themselves. Needs analysis is so important to this approach as the analysis reveals the underlying competence, which enables learners to perform in a given target situation, and reflects the background knowledge of leaner’s which this approach tries to build on the relevant factors of it to the ESP course. (Hutchinson and Waters: 1987, pp69-70-71)
2.1.3. Learning Centered-Approach

The learning-centered approach has reacted against language-centered and the skills-centered approaches as they focus only on the competence, that target situation underlies, in designing ESP course should contain what leads the learners to acquire a specific competence so that s/he can perform in an effective way. In fact learning-centered approach sees course design as a process that relies on the factors that constitute the learning situation. It considers course design as not to rely on so much on the apparent needs of the target situation but should take into account the learning situation as well as to achieve the target situation apparent need. To illustrate what is meant by this, Hutchinson and Water gave examples of learners who wanted to learn how to read subject matters, in written in English, in their field. According to this approach, they believe, it is impossible to those learners to achieve their goals, unless they learn the other skills as well. In other words, the learners will learn to read only if the course exposes them to listening, speaking and writing because the learning situation involves this. So, the analysis of the learning needs will be of great help to this kind of approach. (Hutchinson and Water :1987, p72)

2.2. Context for Learner Centered Approach

Weimer (2002) outlines the key premises of learner centered teaching. Firstly, learner centered assumes that students are capable learners who will blossom as power shifts to more egalitarian classroom. It means learners play major role in classroom. Secondly, learner’s uses content not as collection of isolated facts, but as a way for students to think critically about the big questions in the field. Next learner centered approach to teaching changes the role of the teacher in the classroom. Later, it returns the learners responsibility and it leads strengths and weaknesses of how learners take
knowledge. Finally, it utilizes the assessment in order to make learning more effective. Learner centered teaching is not for the sake of just giving marks and grades in contrast it looks more on the effective learning.

2.3. Needs Analysis

ESP course design usually includes a stage in which the course developers identify what specific language and skills the group of language learners will need.

2.3.1. Definition of Needs Analysis

The identification of language skills is used in determining and refining the content for the ESP course. It can also be used to assess learners and learning at the end of the course. This process is termed ‘needs analysis. (Basturkmen: 2010) The process of analyzing needs is considered as flexible; changes from student to another. However, this procedure helps in facilitating, organizing, and identifying the teaching and learning process.

At the beginning, needs analysis’s first interest was about “necessities or objectives needs” in which help learners to determine the four skills (reading, writing, listening, and speaking) also define the case or the task such as taking notes in a conference. After that the idea of needs analysis included “deficiency analysis” that is to say the gap and the lack that are found between the present situation and the target situation. Then the approach and method of teaching and learning that teachers adopted in needs analysis which is “the strategy analysis”. Finally, means analysis is the collection of data and information on the learners factors, classroom culture, and the teacher profile […] etc.
2.3.2. The Process of Needs Analysis

Basturkmen (2010) states that needs analysis follow some steps which teacher takes them into consideration. First target situation analysis is the identification tasks, activities and skills learners are/ will be using English for; what the learners ideally know and be able to do. Second discourse analysis which means the description of the language used in the above. After that present situation analysis is the identification of what learners do and do not know and can do and cannot do in relation to the demands of the target situation. In addition to that learner factor analysis such as their motivation, how they learn and their perceptions of their needs. Last teaching context analysis is the identification of factors related to the environment which the course will run. Consideration of what realistically the ESP course and teacher can offer. (p19)

In order to illustrate this process, the following example is provided:

A graduated student wants to get a job in a foreign company in which they use English as an administrative language; the issue is that student lacks the administrative terms which should be in company, and he decided to take some classes in English.

In order to design a course for this student, and in relation to this situation, the teacher should start his/her lesson with the process of needs analysis as a first step. At the beginning, he/she asks about the activities that the learner needs to do, and the goals, or the aims that the learner wants to achieve (target situation analysis). Next, the specification of the language that the learner will use in the target situation which is English in this case (discourse analysis). Then, determines the students’ abilities and inabilities according to what the target situation required (present situation analysis). After that, the teacher tries to figure out what does make the learner being motivated, how he/she wants to learn, and to see their ideas about their needs (learner factor
analysis). Finally, identify the place and the circumstances that the course will be run (teaching context analysis).

2.4. Objectives

Objectives play a major role for teaching and learning processes.

2.4.1. Definition of Objectives

Learning objectives should clearly state what students should know or can be able to do as a result of taking the course, solid learning objectives shouldn’t be too abstract (“the students will understand what good literature is”) or too narrow (“the students will know what a biome is”). Moreover, setting objectives is very important step in which it helps know the aims that your course will achieve. Besides students will be directed to a specific acknowledgement, these objectives must be purely defined, when teachers decide to set their course objectives, they should have an idea about student’s level and if they have met such objectives before.

In designing learning objectives, it is important to include: specific and observable behavior (use a measurable verb – for example,” the student will be able to diagnose x…”); the important condition under which the performance is to occur (e.g.: in a clinical setting…), and what tools or assistance will be provided (using a stethoscope…). In addition to that, the use of what will constitute acceptable performance (e.g.: 98% of the time…).

2.4.2. Components of an Objective

Objectives contain four main components which are audience, behavior, condition and degree. Firstly, audience is the learner which teachers should choose and decide who will act the performance. Secondly, behavior is the ability of learners in doing the
Students’ Needs

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act, teachers should provide them with performances that can be seen and heard. Thirdly, condition in which learners should prove their skills of objectives, while teachers have to explain to them what is allowed and what is forbidden to use. Finally, Condition in which learners should prove their skills of the objective, while teachers have to explain to them what is allowed and what is forbidden to use. (San Diego State University)

2.4.3. Kinds of Objectives

1. Cognitive (thought or knowledge) objectives describe: “what the student is able to do”

2. Affective (feelings or choices) objective describe: “how the student chooses to act”

3. Psychomotor (physical skills) objectives describe: “what the student can perform”

(Adapted from understanding objectives, San Diego State University)

To sum up, in relation to these types of objectives, students will be able to do any task required by the teacher; they will have the ability to make a choice of how they will do this action, and what kind of performance they will be doing.
Chapter Two

2.5. The importance of Academic Essay Writing for EFL Learners

Hunter (2009) states the importance of an essay: “essays play a pivotal role in helping students to build knowledge. After writing an essay, you will almost certainly understand a topic at a deeper level than previously. Also, the process of filtering and shifting, interpreting and analyzing information, develops research skills and promotes critical thinking important qualities for university and beyond. And essays undoubtedly help student to write well another extremely valuable attribute”. (p6)

In other words, academic essay writing plays a major role through the interaction between teacher and students during the process of teaching and learning writing skill at university classes. So, it helps students to improve and construct new knowledge. After the students completed writing an essay, they understand the theme that they have written with the deepest details. Moreover, it is important because it extends students background about the topic and develops their critical thinking.

Conclusion

In this chapter, we have dealt with the learners’ needs in academic essays writing. We have reviewed three main approaches of course design and the importance of learning-centered approach. In addition we have discussed needs analysis and its process. Moreover, we have tackled the definition of objectives, its components and its kinds. Finally we ended by the importance of academic essay writing for EFL learners.
Chapter Three

Methodology and Results

Introduction

This chapter is devoted for methodology and results of our practical part of our research. It will discuss methodology and procedures, methods, students’ questionnaire, its analysis and its interpretation. In addition, it will tackle teachers’ questionnaire, its analysis and interpretation. Furthermore, the chapter ends up by T-test which is divided into training session and post-test.

3.1. Methodology and Procedures

This chapter is devoted to collect data, and analyze findings, in order to achieve our aim, as well as to discuss the results obtained from the analysis of the questionnaire, which are given to students of first year master applied linguistics and ESP and to teachers of Kasdi Merbah University. A T-test is programmed in our research; in which training session was provided to students with post test.

3.2. Methods

In order to achieve our aim, we have collected our data by means of two questionnaires in which the first one is given to student; contains 22 questions, while the second is for teachers contains 21 questions. In addition to that T-test is planned for students’, it divided into pre-test and post-test.

3.2.1. Students’ Questionnaire

The questionnaire was administrated to Thirty seven (37) students of Master Applied linguistics and ESP at University Kasdi Merbah Ouargla. The aim of this questionnaire was to investigate about learners’ needs, in order to gain insights from their views on features of academic writing. The data collected were analyzed by calculating the percentages of the sample.
3.2.2. Analysis of the Questionnaire

I. **Section one:** Background Information

**Q.1:** Gender

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3</td>
<td>8.10</td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
<td>91.89</td>
</tr>
</tbody>
</table>

The results obtained in this table is about 91.89% are “female”; on the other hand, 8.10% were “male”. As a result the majority of participants are females; maybe they are more motivated and interested in learning foreign language more than males.

**Q.2:** Age

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>37</td>
<td>100</td>
</tr>
<tr>
<td>31-40</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>More than 40</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

About 100% of learners are aged by “21-30” however, the rest of sample 0% were “31-40” and “more than 40 years”.

**Q.3:** How long have you been studying English?
Chapter Three
Methodology and Results

Table 3. Years of Studying English

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years</td>
<td>13</td>
<td>35.14</td>
</tr>
<tr>
<td>5 years</td>
<td>6</td>
<td>16.21</td>
</tr>
<tr>
<td>10 years</td>
<td>7</td>
<td>18.91</td>
</tr>
<tr>
<td>11 years</td>
<td>14</td>
<td>37.83</td>
</tr>
</tbody>
</table>

From the results reordered above, it is clear that 37.83% of learners have been studying English for “11 years”, while 35.14% were “4 years”. On the other hand, 18.91% have studied English for “10 years” and the rest of the proportion 16.21% were “5 years”. Therefore, the period of time that learners took on studying the English affects their performance on building well-structured essay.

Q.4: How many years have you been studying the module of written expression?

Table 4. Years of Studying the Module of Written Expression

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two semesters</td>
<td>1</td>
<td>2.70</td>
</tr>
<tr>
<td>Four semesters</td>
<td>27</td>
<td>72.97</td>
</tr>
<tr>
<td>Six semesters</td>
<td>6</td>
<td>16.21</td>
</tr>
</tbody>
</table>

The results on table 3.4 shows that 72.97% of first year master applied linguistics and ESP learners have studied the module of written expression for “four semesters”. About 16.21% have studied it for “six semesters”, and the rest part was 2.70% for “two
Chapter Three

Methodology and Results

semesters”. The results indicated that participants differ on year’s number of studying the module of writing expression. It may affect on them for the requirements of the module and aspects.

II. Section two: Writing Skill

Q.5: Is writing an easy task to study?

Table 5. Writing Difficulties

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>35.14</td>
</tr>
<tr>
<td>No</td>
<td>24</td>
<td>64.86</td>
</tr>
</tbody>
</table>

From the results reordered above, it is clear that 64.86% of Master Applied linguistics and ESP learners think that writing was not an easy task to study. While 35.14% of learners consider it as an easy task to study. We can conclude that most of participants have the ability to write. Moreover they considered it as an easy task, they may study such simple elements related to it. Otherwise writing is hard task for other learners.

Q.6: Do you think the module of written expression improves your writing essay?
About 83.78% of Master Applied Linguistics and ESP learners hold that the module of written expression improves their writing essay. In contrast 16.22% learners think that module of written expression did not develop their writing essay. As a result, it is illustrated that the majority of participants said that the module of writing expression helps them write well-organized essay. In fact it is so essential for learners, it plays major role in their study.

**Q.7:** Do you think that writing improves the other three skills (speaking, reading, and listening)?

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>83.78</td>
</tr>
<tr>
<td>No</td>
<td>06</td>
<td>16.22</td>
</tr>
</tbody>
</table>

This question is about the role of writing skill within reading, speaking and listening skills. In which 67.64% of learners think that writing improves the other three skills, whereas 32.35% of learners do not think that there is an overlap between the four skills.
III. **Section three: Learners’ Needs**

**Q.8: Why do you study English?**

**Table 8. Reasons behind Studying English**

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>For higher education</td>
<td>10</td>
<td>27.02</td>
</tr>
<tr>
<td>For professional career</td>
<td>13</td>
<td>35.13</td>
</tr>
<tr>
<td>For communication</td>
<td>11</td>
<td>29.72</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
<td>8.10</td>
</tr>
</tbody>
</table>

This table indicates that 35.13% of learners said that the reason behind their studying English was “for professional career”. About 29.72% of participants were studying English “for communication”, and 27.02% were “for higher education”. But the minority 8.10% were studying English “for other reasons “such as: for benefiting the society and let them recognize the importance of learning a foreign language. Other learners said they were studying English because it is their favorite language. The results obtained, it is demonstrated that the majority of participants aware about the reason of studying English. In addition, they used English in professional career.

**Q.9: Which of the following types of academic writing are the most difficult?**
Table 9. Types of Academic Writing.

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A letter</td>
<td>4</td>
<td>10.31</td>
</tr>
<tr>
<td>A report</td>
<td>3</td>
<td>8.10</td>
</tr>
<tr>
<td>An article</td>
<td>3</td>
<td>8.10</td>
</tr>
<tr>
<td>A dissertation</td>
<td>11</td>
<td>29.72</td>
</tr>
<tr>
<td>An essay</td>
<td>2</td>
<td>5.40</td>
</tr>
<tr>
<td>An abstract</td>
<td>1</td>
<td>2.70</td>
</tr>
<tr>
<td>All above them</td>
<td>11</td>
<td>29.72</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>5.40</td>
</tr>
</tbody>
</table>

Table 9. indicates that 29.72% of participants answered by “All above them” and dissertation” and the rest of proportion 10.31% answered by “letter”, therefore 8.10% answered by “report” and “article”. Whereas 5.40% answered by “composition” and “Other options”, while 2.70% responded by “abstract”. The result obtained from the question that learners knew some types of academic writing but the most difficult for them is “all above them” specifically “dissertation”. So, the majority of participants answered by “All above them” because they studied writing in general and their teachers may give them only some simple hints on writing without mentioning for them this kind of writing. Alternatively, learners did not have enough background knowledge which let them consider academic writing types the most difficult.
Q.10: Reorder the following terminologies in terms of importance:

Table 10. The importance of Terminologies according to Learners.

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>11</td>
<td>30.55</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>4</td>
<td>11.11</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>5</td>
<td>13.88</td>
</tr>
<tr>
<td>All of them</td>
<td>16</td>
<td>44.44</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

For 44.44% learners think that “grammar, pronunciation and vocabulary” are importance terminologies because they need them in their study. In contrast the remaining part 30.55% responded by “grammar”, and 13.88% were “vocabulary”.

While 11.11% answered by “pronunciation”, and the last option “others” has been left for 0%. This means that the participants know about these terminologies and their importance in learning writing because there is an overlap between grammar, pronunciation and vocabulary.

Q.11: Which of the following features of an essay do you know?
The majority of learners 27.02% replied by “degree of formality”, while 16.21% answered by “aspect”, whereas 13.51% responded by “mood”. Both “coherence” and “voice” were 10.81%. For “cohesion” was 8.10% but 5.40% answered by “word order” and “agreement”. The rest part 2.70% was for “tense”. In fact most of learners knew only about “degree of formality” and they did not aware about other features. Based on the results obtained for participants the well-known features of an essay is degree of formality. For other features as coherence and cohesion connected with discourse, learners may lack these terms and their essential role on writing in other textual features.

Q.12: Which of the following parts do you find in the most difficult?
Table .12. Parts of an Essay

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>18</td>
<td>45.94</td>
</tr>
<tr>
<td>Body</td>
<td>12</td>
<td>32.43</td>
</tr>
<tr>
<td>Conclusion</td>
<td>2</td>
<td>5.40</td>
</tr>
<tr>
<td>All</td>
<td>3</td>
<td>8.10</td>
</tr>
<tr>
<td>No one</td>
<td>2</td>
<td>5.40</td>
</tr>
</tbody>
</table>

Table .12. states that 45.94% of learners think that “introduction” was the most difficult part of an essay, while 32.43% of learners answered by “body”, whereas 8.10% responded by “All”. The remaining part is divided into two equal parts answered by 5.40% “conclusion” and by 5.40% “no one”. From the results obtained, we can conclude that the participants knew about parts of an essay but the most difficult one is introduction. Learners need more practice on introduction part because the beginning of things is always a very complex issue for them.

Q.13: Do you know the different techniques of referencing information?

Table .13. Techniques of Referencing Information

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizing</td>
<td>4</td>
<td>10.81</td>
</tr>
<tr>
<td>Paraphrasing</td>
<td>3</td>
<td>8.10</td>
</tr>
<tr>
<td>Quoting</td>
<td>5</td>
<td>13.51</td>
</tr>
<tr>
<td>All of them</td>
<td>25</td>
<td>67.56</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
About 67.56% of learners did not know the different techniques of referencing information while 13.51% of learners knew about “quoting” and 10.81% of learners answered by “summarizing”. For 8.10% of master applied linguistics and ESP learners the technique of referencing information was “paraphrasing”. The last option has been left 0%. The majority of the learners did not know about techniques of referencing information because they studied English in general and those techniques used mainly in academic writing.

Q.14: Which of the following Types of an Essay are the most Difficult? You may tick more than one?

Table 14. The most Difficult Types of an Essay according to Learner

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expository Essay</td>
<td>10</td>
<td>27.02</td>
</tr>
<tr>
<td>Descriptive Essay</td>
<td>1</td>
<td>2.70</td>
</tr>
<tr>
<td>Narrative Essay</td>
<td>3</td>
<td>8.10</td>
</tr>
<tr>
<td>Argumentative Essay</td>
<td>11</td>
<td>29.72</td>
</tr>
<tr>
<td>Expository and Narrative Essays</td>
<td>8</td>
<td>21.62</td>
</tr>
<tr>
<td>Narrative and Argumentative Essays</td>
<td>1</td>
<td>2.70</td>
</tr>
<tr>
<td>Expository and Narrative Essays</td>
<td>1</td>
<td>2.70</td>
</tr>
<tr>
<td>Descriptive and Narrative Essays</td>
<td>1</td>
<td>2.70</td>
</tr>
</tbody>
</table>
This question is about the most difficult types of an essay. 29.72% of learners answered by an expository essay, and 27.02% by argumentative essay, while 21.62% were “expository and narrative essays”, whereas 8.10% responded by “narrative essay”. The rest of the part is divided into five equal parts answered by 2.70% “descriptive essay”, 2.70% by “narrative and argumentative essays”, 2.70% by “expository and narrative essays”, 2.70% by “descriptive and argumentative essays”, and 2.70% by “no answer”. As a result, great part of participants face problems and difficulties in Argumentative essay, they may be studied this type and they did not focus on how can they write it.

Q.15. Does your teacher teach you the process of writing an essay?

Table 15. Process of Writing an Essay

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>86.11</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>13.88</td>
</tr>
</tbody>
</table>

From results stated above show that 86.11% of learners answered by “yes” which means their teachers taught them the process of writing an essay. 13.88% of learners did not follow the process of writing because their teachers did not teach them this process. This demonstrates that the majority of participants know the process of an essay.
because their teachers teach them these processes. In addition to that they instructed them how to use such processes.

Q.16: What do you suggest in order to develop your writing skill?

1. Practicing more reading help them to improve their writing skills.

2. The module of academic writing must be included in master degree program.

3. Studying the module of written expression for more than six semesters.

4. Reading books and summarizes them.

3.2.3. Interpretation

After the analysis of students’ questionnaire of learning needs the results obtained show that the majority of learners have faced some difficulties and they do not know about the different types of an essay and its parts. Because most of them studied the module of written expression for only the first and the second semesters, they focused more on part of speech for example: nouns, verbs, adverbs, conjunctions and prepositions. For third and fourth semesters their study based on: simple, complex and compound sentences. Students lack such aspects of writing because time was very limited for learners to study the module of written expression. It was not enough to know all these aspects. Moreover, teachers did not find time to apply what they have taught them. The module of written expression was more theoretical than practical; we discovered from students suggestions that six semesters for them are not sufficient to master the main features of writing.
3.3. Teacher’s Questionnaire

A total of 8 teachers took part in this study; we have chosen them purposively from Kasdi Merbah Ouargla University. The aim of this questionnaire is to get our teachers’ point of view concerning student’s level in writing skill, also their experiences as teachers, especially their suggestions, and methods which they use during designing their courses.

3.3.1. Analysis of Questionnaire

I. Section one: Background Information

Q.1: What is your gender?

<table>
<thead>
<tr>
<th>Options</th>
<th>numbers</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>Male</td>
<td>4</td>
<td>50%</td>
</tr>
</tbody>
</table>

This table shows that we have equality between the two genders; male and female, in which the result is 50% male and 50% female.

Q.2: How long have you been working as a teacher?
Table 17. Teachers’ Experience

<table>
<thead>
<tr>
<th>options</th>
<th>Numbers</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is my first year</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1-2 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3-5 years</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>16-20 years</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>2</td>
<td>25%</td>
</tr>
</tbody>
</table>

The result obtained in this table displays that 25% of teachers have been working in this job between 3-5 years, 6-10 years, and more than 20 years. While 12.5% were between 11-15 years, and 16-20 years.

Q.3: How long have you been teaching the module of written expression?

Table 18. Teaching Experience in Written Expression

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Teachers’ item</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>15years</td>
</tr>
<tr>
<td>T2</td>
<td>05years</td>
</tr>
<tr>
<td>T3</td>
<td>03years</td>
</tr>
<tr>
<td>T4</td>
<td>10years</td>
</tr>
<tr>
<td>T5</td>
<td>6years</td>
</tr>
<tr>
<td>T6</td>
<td>2years</td>
</tr>
<tr>
<td>T7</td>
<td>9years</td>
</tr>
</tbody>
</table>
Table 19. shows how many years of each teacher have taught the module of written expression, in which it was varied between 2 years until 15 years. However, we have found that only one teacher was not experienced in this field.

Section two: Academic Writing

Q.4: do you think that speaking and reading skill contribute for improving writing?

Table 19. The Importance of Speaking and Reading in Developing Writing Level.

<table>
<thead>
<tr>
<th>Options</th>
<th>numbers</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

According to this table, all teachers 100% strongly agree that speaking and reading have a great role in developing and improving learners’ writing skill. However, 0% was left that is to say speaking and reading skills are very important for learners to study.

Q.5: Where do your students write?

Table 20. Writing Practice
Table .21. explains that half of the proportion 50% declares that their students write at home as well as in classroom because they ask them to do so, also they provide them with assignments in order to motivate them practice writing, besides getting grades. At the other hand, 37.5% their students write at home when teachers give them some books in order to summarize and prepare projects. Moreover, 12.5% of teachers call their students to write in classroom when they are doing tests, and exams. Yet some teachers said that their students practice writing between twice to three times a week others said each session and as many as they can. From teachers point of view students need to practice writing more than that, although the percentage were 50% of teachers their student write frequently, but it is not enough.

**Q.6:** is it necessary to teach your students the basic characteristics of academic writing?

**Table .21. The Importance of Teaching the Characteristics of Academic Writing.**

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

All teachers 100% answered the question by “Yes” to the importance of teaching the characteristics of academic writing. In which the other option was left for 0%. It means
that students are obliged to know the characteristics of academic writing in order to avoid some troubles in the future.

Q.7: Which features of academic writing have you put into consideration?

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Audience</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b. Purpose</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c. Evidence</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>d. Style</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>e. structure</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>f. Flow</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>g. Presentation</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>h. All</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>i. No one</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b-d-e</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>b-d-e-g</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>b-d-e-f-g</td>
<td>1</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

This table reveals that 50% of teachers have took all features of academic writing into consideration. And 25% have put only purpose, style, structure, and presentation. However, we found equality of proportion in which 12.5% have chosen purpose, style, and structure. But the other one 12.5% have selected purpose, style, structure, flow, and presentation. Furthermore, teachers are putting almost all the features of academic writing so we cannot dispense one of them.
Q.8: Which aspects are the most difficult for students?

Table 23. The Most Difficult Aspects for Students.

<table>
<thead>
<tr>
<th>options</th>
<th>numbers</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. organization</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b. clarity</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c. coherence</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>d. Word choice</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>e. mechanic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>f. All above</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>g. others</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>a-c</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>c-e</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>a-c-d</td>
<td>1</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

The results show that 50% of proportion said that all these aspects were difficult for students. While, the other proportion were equal in number but different in choice that is to say; 12.5% suggested grammar as another aspect that is found difficult for students. Others have said that only organization, mechanic, and clarity were difficult, others only organization, coherence, and word choice. Moreover, this result means that students are facing big problem with these aspects, in which they need to be trained in the future.
Q.9: Which stage of writing is very complicated for students?

Table 2.4. Stages of Writing

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Prewriting</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b. Drafting</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c. Revising</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>d. Editing</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>e. All</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>a-b</td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>b-d</td>
<td>1</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

Table 3.30 displays that 37.5% of teachers declare that students face problems in prewriting and drafting, whereas, 25% was about revising, and the other 25% was editing. However, the last proportion 12.5% is for drafting and revising. According to these results, teachers should reinforce their students with lessons about stages of writing and provide them with some activities in order to practice writing.

Q.10: Are your students aware of summarizing, paraphrasing, and quoting?

Table 2.5. Types of Referencing

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>62.5%</td>
</tr>
</tbody>
</table>
According to the results above, 62.5% of teachers answered by “No” to those students whom do not know the types of referencing. While, the rest of proportion 37.5% answered by “Yes” to those whom know summarizing, paraphrasing, and quoting. Teachers have to ask their learners to practice types of referencing, to be able to differentiate between them in future.

**Q.11:** Which type of academic writing do you find the most difficult to evaluate your students?

**Table 26. Types of Academic Writing.**

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An essay</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A dissertation</td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>A report</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>An abstract</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A letter</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>All</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>Dissertation and letter</td>
<td>1</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

This table reveals that 37.5% of teachers have found difficulties in a dissertation when they evaluate students. In which 25% are report and the other 25% are for all the types of academic writing. But only 12.5% consider dissertation and letter as the most difficult type when they evaluate their students. It means that teachers have to assist in developing learners’ level in writing dissertations, in order to avoid this difficulty when they evaluate them.
I. **Section three: Course Design**

**Q.12:** Before you design a course, do you assess your student’s needs?

**Table .27.** Analyzing Learners’ Needs before Designing a Course.

<table>
<thead>
<tr>
<th>Options</th>
<th>numbers</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>62.5%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>37.5%</td>
</tr>
</tbody>
</table>

Table .27. shows 62.5% of teachers assess their students’ needs before they design the course. In contrast 37.5% do not assess the students’ needs; maybe this will lead to some troubles and invalidity of the lesson. However, teachers must know what their learners need in order to achieve their objectives.

**Q.13:** Do you find difficulty to design an academic writing course?

**Table .28.** Designing an Academic Writing Course.

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>62.5%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>37.5%</td>
</tr>
</tbody>
</table>

The results obtained above show that 62.5% of proportion find some difficulties in designing an academic writing course. While 37.5% did not found any difficulty. Moreover, teachers may need to develop their capacity in course design in order to facilitate this process later on.
Q.14: Which approach do you use to teach academic writing?

Table 29. Approaches of Teaching Academic Writing.

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Product approach</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The Process approach</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>The Genre approach</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>All of them</td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>The Process and the Genre</td>
<td>1</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

This table shows that 50% of teachers use the Genre approach when they teach academic writing. And 37.5% use all of them. 12.5% use only the process approach, and 12.5% use the process and genre approach. It means that teachers are focusing only on the genre approach.

II. Section four: Essay Writing

Q.15: Do your students know how to write an essay?

Table 30. The Ability of Students to Write an Essay.

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>87.5%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>12.5%</td>
</tr>
</tbody>
</table>
The results on this table displays that 87.5% agree that their students know how to write an essay. But 12.5% see that their students may face troubles in writing an essay. Teachers should take into consideration this issue and produce to their students lessons concerning steps of writing an essay.

**Q.16:** Have you explicitly instructed your students on how to write essay in written expression or on other modules?

**Table .31.** Providing Students with Instructions to Write an Essay

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table .32. shows that all teachers 100% have explicitly instructed their students on how to write essay, however, 0% was left for no teacher has implicitly guided their students to write an essay. Teacher should help their students to concentrate more during the lesson.

**Q.17:** Are your students aware of the different parts of essay (introduction, body paragraph, and conclusion)?
Table .32. Parts of Essay.

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The result in table .33. Shows that 100% of teachers their students know the different parts of essay. While 0% was left.

Q.18: Which of the following your students find the most difficult?

Table .33. Features of Essays

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tense</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mood</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>Voice</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Word order</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cohesion</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Coherence</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agreement</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Degree of formality</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>All of them</td>
<td>5</td>
<td>62.5%</td>
</tr>
</tbody>
</table>

This table shows that 62.5% of proportion said that all the features of essay are difficult for their students. In contrast 12.5% have said that only mood is the difficult feature, While 25% have chosen degree of formality as the most difficult feature of an
essay. However, teachers have to provide their students with perspectives about these features.

**Q.20:** Which types of essays writing do your students find the most difficult?

**Table 3.4.** Types of Essay.

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The argumentative essay</td>
<td>5</td>
<td>62.5%</td>
</tr>
<tr>
<td>The expository essay</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>The descriptive essay</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The narrative essay</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>All of them</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No one</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The argumentative and The descriptive essay</td>
<td>1</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

The results show that 62.5% of teachers declare that the argumentative essay is most difficult type of writing for their students. Yet, 25% is the expository essay. 12.5% of proportion has said that their students face difficulties with the argumentative besides to the descriptive essay, while the other options were left for 0%. Consequently, teachers should focus on the argumentative essay since it was the most difficult one for students.

**Q.36:** What do you suggest in order to help students in their writing level?

1. Using various teaching aids, authentic assessments, and collaborative teaching.
2. The adaptation of academic course.

3. The use of model texts, peer correction, and group work

3.3.2. Interpretation

After the analysis of teachers’ questionnaire, the results obtained show that the majority of teachers agree that speaking and reading skills are very important for learners to improve their writing level. However, they also have agreed on teaching the characteristics of academic writing without dispensing any characteristic. In fact, half of the proportion has taken into consideration all the features of academic writing because they have found that their students are getting difficulty with all the aspect of writing, in order to assist them from facing troubles in their exams or when they write essays and dissertations, especially their level is first year master, which they will go through this stage. Also we have found that teachers ask their students to write at home as well as in classroom, by giving different reasons in which some teachers for giving grades, summarizing books, and practicing writing skill, other reasons such preparing projects, doing home works, and some assignments. Furthermore, according to the results above, the majority of teachers find that their students are still weak in differentiating between the types of an essay, so the more they call their students to write various types of essays, the better they get the appropriate knowledge about them. The same proportion is facing some difficulties in designing an academic writing course; although, in our research we have found only one teacher who has not the experience in teaching the module of written expression. Moreover, teachers said that the more practice they do in writing, the better their writing level will be improved.
3.4. T-Test

We have conducted in our research a T-test, in order to help us compare between the findings of our samples that we have collected from first year master Applied Linguistics and ESP at Kasdi Merbah Ouargla University.

3.4.1. Training Session

The training session is designed for first year master ESP and Applied Linguistics, we have considered this session as pre-test, in which students were provided by an argumentative essay about immigration. However, this handout was followed by questions, in which each question had a specific purpose. For instance a question was about telling the receiver of this essay, the question was formulated as the following: to whom is represented this essay? From this question, students will extrait the first feature of academic essay. Then the teacher again provided her students with a second copy of essay, which contains the same topic but includes a paragraph that is out of subject, after that she asks them to read the second copy for 10 minutes, and supply them with second question which is: compare between these two pieces of writing. The purpose behind this question is to know if the essay is coherent or not. Moreover, students were limited by time in which they have to handout their papers by the end of the session which is about 60 minutes.
Table 35. The Analysis of Pre-Test

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To whom is represented this essay?</td>
<td>Audience</td>
<td>100%</td>
</tr>
<tr>
<td>Compare between these two pieces of writing?</td>
<td>Coherence</td>
<td>22.22%</td>
</tr>
<tr>
<td>Figure out from this essay linking words.</td>
<td>Cohesion</td>
<td>37.03%</td>
</tr>
<tr>
<td>What do you think about the ideas of this essay?</td>
<td>Unity</td>
<td>44.44%</td>
</tr>
<tr>
<td>How many are the key components of an essay?</td>
<td>Structure</td>
<td>51.85%</td>
</tr>
<tr>
<td>How does the writer organize his information?</td>
<td>Organization</td>
<td>33.33%</td>
</tr>
<tr>
<td>Does the writer use slang expressions?</td>
<td>Clarity</td>
<td>25.92%</td>
</tr>
<tr>
<td>Does the writer state his opinion?</td>
<td>Objectivity</td>
<td>62.96%</td>
</tr>
</tbody>
</table>

3.4.1.1. Training Session Analysis

Concerning the training session, about 100% of students were able to find the first feature of an academic essay. However, 22.22%, 37.03%, 25.92% and 33.33% were unable to answer questions about coherence, cohesion, organization, and clarity. While
Chapter Three

Methodology and Results

the other percentages 44.44%, 51.85%, and 62.96% have found the questions about structure, objectivity, and unity somehow easy to be answered.

3.4.1.2. Interpretation

The minority of first year master students did not know the answers of the questions, as well as the features which they should respect most in order to write an academic essay, as result, they were not able to make a difference between coherence, and cohesion this will cause the inability to write a well-organized academic essay. In contrast, the majority of students who have knew the answers of each question; also they have respected at least 3 to 5 features of writing an essay.

3.4.2. Reading Session Description

In this session, the teacher starts her lesson by distributing handouts, in which consists of argumentative essay. In meanwhile, the teacher asks students to read what is in the handout for ten minutes, then he starts asking them some questions, each question introduces the features of academic essay.

At the beginning, the teacher wanted to confirm that students were aware of what was written in the handout, through asking them: what is the type of this piece of writing? From this question, students will know that they are dealing with a type of an academic writing.

However, when students were answering the questions one by one, the teacher was writing on the board their answers, and then she asked them to give a definition and explanation of each answer. The teacher was only facilitating the process of giving the definitions
In brief, students start interacting with the teacher, although the majority were not at that level of understanding, but they were trying to participate, while the rest of students were answering the questions easily, they seem to have an idea about what the teacher wanted to introduce to them.

3.5. Post-test

In order to confirm that the reading session was helpful enough for students, and helped them to understand the different and most important features of an academic essay, we have administrated another test, which is post-test to evaluate their writing skill. The procedure of this post-test was asking students to write an academic essay in which they were asked to choose between different topics. We focused on the argumentative type because we have taken their level into consideration, in which first year master need to be qualified in writing this kind of essay.

**Table .36. The Analysis of Post-test**

<table>
<thead>
<tr>
<th>Features of academic essay</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience</td>
<td>100%</td>
</tr>
<tr>
<td>Coherence</td>
<td>33.33%</td>
</tr>
<tr>
<td>Cohesion</td>
<td>37.03%</td>
</tr>
<tr>
<td>Unity</td>
<td>51.85%</td>
</tr>
<tr>
<td>Structure</td>
<td>51.85%</td>
</tr>
<tr>
<td>Organization</td>
<td>33.33%</td>
</tr>
<tr>
<td>Clarity</td>
<td>29.62%</td>
</tr>
<tr>
<td>Objectivity</td>
<td>74.07%</td>
</tr>
</tbody>
</table>
3.5.1. Post-test Analysis

After the correction, we have noticed that 100% of students were able to write using the feature of academic essay which is audience. Also we found equality in proportions 33.33% between the use of coherence and organization, as well as the same proportion in using unity and structure valued by 51.85%. While, 37.03% used cohesion, and 29.62% used clarity. However, the percentage of objectivity considered the higher one which assessed by 74.07%.

3.5.2. Interpretation

The test which students have taken, revealed that a great proportion of students become able to write an academic essay, in which they used almost 3 to 5 features when they wrote the essay. The results showed that students did not take into consideration all features of academic essay during their writing tasks. Moreover, the reading session was a successful step to make things clear for theses students. In contrast, the minority of the class did not use the features of writing an academic essay, and their writing skill was still not improved. However, maybe they were not interested with the lesson, or they did not understand the real difference between each one of the features.

3.6. Comparison between training session and post-test’ results

The figure below states the results of the training session and the post-test, and the difference is shown clearly.
First year Master Applied Linguistics and ESP need to be provided with the academic writing as a principal module in the program of Kasdi Merbah Ouargla University, in order to be able to write academically, and to develop their levels in writing skill through teaching them the main features of academic writing. The case is first year master, so the main focus would be on writing an academic essay, since they are going to write dissertations in their second year, in which this dissertation is constructed from several essays.

The students need to start learning by doing and avoid learning only by theories, in this perspective teachers can provide them with writing games, in order to be more...
motivated in writing. Such activities will help them to recognize the difference between writing formally and writing informally.

Teachers can provide their students with both features of academic writing and an academic essay because they are somehow alike, but also they are different so students have to know the similarities and differences between both of them. Teachers may introduce the main purpose of each feature and how it helps in building a well-organized essay, then they start practicing the application of each feature while they write their own essay, for instance each session they can learn about coherence, after that they write an essay by concentrating only on this feature until they succeed in achieving their aim. Furthermore, they may continue on this way in order to understand all the features.

Students need to know how to use these features, and what are the most important ones which they cannot dispense. Moreover, teachers can improve their students’ level in grammar and vocabulary through reinforce them to read grammar books, then apply each rule in their writing for instance turning statements into questions.

Another important feature is vocabulary, in which students need to have extensive reading sessions, as well as teacher can bring authentic texts full of academic vocabulary in order to assist those students which do have a sufficient knowledge of vocabulary, besides, teachers can suggest some games like words game in which students will feel challenge and try their best to discover and expand their vocabulary.
Conclusion

In this chapter, we have dealt with the investigation of learners needs on academic essay writing through questionnaire administrated for both teachers and students, then training session. The results obtained from students questionnaire that most of them are not able to differentiate between the features of academic essay as coherence and cohesion. Consequently, teachers confirmed that students have difficulties to write about essays and dissertation. Alternatively, we conclude from the training session that learners need more practice about this kind of writing specifically argumentative essay.
General conclusion

Writing skill plays an important role in teaching English as foreign language. In fact, learners can transmit message in order to communicate with other people by using words. It is a very complex task for learners because they face many difficulties while they asked to write any tasks as spelling mistakes, grammatical mistakes, and structure of essay…etc.

The study attempted to investigate the learner’s needs toward academic essay writing. We start with the main important topic which is the issues in academic essay writing and mainly with difficulties that EFL face in their writing. Later we discussed the learner’s needs. When students asked to write, they write in general regardless to academic purposes. The research intended to improve the student’s level, and raise their awareness on performing any task.

The results of the present study obtained from questionnaire targeted for first year master Applied linguistic and ESP students and teachers who teach the module of written expression in order to investigate the learners’ needs on academic essay writing specifically argumentative essay. Moreover, during training session, we presented for them a lesson which aims at giving the main features of academic essay. We provided them with argumentative essay and we asked them various questions through them students can deduce the features of this piece of writing.

In short, foreign learners’ did not aware a lot about academic writing even it is an essential part in their higher education. For that reason they need more time to practice it.
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Journals


Websites


https://sites.google.com/a/njit.edu/vwf2portfolio/argumentative-essay

Appendix A

Student’s questionnaire

Dear students, you are kindly invited to answer the following questions. Our aim is to investigate the learner’s needs in academic essay writing in order to improve their level. So your responses will help us proceed further to our master research. Please put tick (✓) in the appropriate box. Thank you in advance.

I. Section one: Background information

1) Gender:
   a. Male □
   b. Female □

2) Age:
   c. Between 21 to 30 year’s □
   d. Between 31 to 40 years □
   e. More than 40 year’s □

3) How long have you been studying English?
   ............years

4) How many years have you been studying the module written Expression?
   a. Two semesters □
   b. Four semesters □
   c. Six semesters □

II. Section two: Writing skill

5) Is writing an easy task to study?
   a. Yes □
   b. No □
6) If “Yes” please explain why:
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

7) Do you think the module of written expression improves your writing essay?
   a. Yes □
   b. No □

8) If “Yes” please explain why:
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

9) Do you think that writing improves the other three skills (speaking, reading, listening)?
   a. Yes □
   b. No □

10) Please explain how:
……………………………………………………………………………………
……………………………………………………………………………………

III. Section three: Learners’ Needs

11) Why do you study English?
   a. For higher education □
   b. For professional career □
   c. For communication □
   d. Others, please specify:
12) Which of the following types of academic writing are the most difficult?

a. A letter □
b. A report □
c. An article □
d. A dissertation □
e. A composition □
f. An abstract □
g. All of above them □
h. If there are others please explain

13) Reorder the following in terms of importance:

a. Grammar □
b. Pronunciation □
c. Vocabulary □
d. All of them □
e. Others, please specify:

14) Which of the following features of an essay do you know?

a. Tense □
b. Mood □
c. Aspect □
d. Word order □

e. Agreement □

f. Coherence □

g. Cohesion □

h. Voice (active/passive) □

i. Degree of formality □

15) Which of the following parts do you find most difficult in essay writing?

a. Introduction □

b. Body □

c. Conclusion □

d. All □

e. No one □

16) Do you know the different techniques of referencing information?

a. Summarizing □

b. Paraphrasing □

c. Quoting □

d. All of them □

e. If there are others please explain:

........................................................................................................................................
........................................................................................................................................

f. If “No” please explain why:

........................................................................................................................................
........................................................................................................................................

17) Which of the following types of an essay are the most difficult in an essay?

You may tick more than one.
a. The Expository Essay □
b. The Descriptive Essay □
c. The Narrative Essay □
d. The Argumentative Essay □

18) Please, explain why:

........................................................................................................................................
........................................................................................................................................

19) Does your teacher teach you the process of writing an essay?

a. Yes □
b. No □

20) What do you suggest in order to develop your writing skill?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
Appendix

Thank you for your help

Appendix B

Teacher’s Questionnaire

I. Section one: Background Information

1) What is your gender?

Female □          Male □

2) How long have you been working as a teacher?

This is my  1-2 years □  3-5 years □  6-10 years □ 11-15 years □ 16-20 years □ more
first year □           than 20□

3) How long have you been teaching the module of written expression?

........................ years

II. Section two: Academic Writing

4) Do you think that speaking and reading skill contribute for improving

writing?

a. Yes □

b. No □

5) Where do your students write?

a. At home □

b. In classroom □
c. How often they write..............................................................
d. Why do they write..............................................................
6) Is it necessary to teach your students the basic characteristics of academic writing?
   a. Yes ☐
   b. No ☐
   c. If “No”, please explain, why: ………………………………………………………………………

7) Which features of academic writing have you put into consideration?
   a. Audience ☐
   b. Purpose ☐
   c. Evidence ☐
   d. Style ☐
   e. Structure ☐
   f. Flow ☐
   g. Presentation ☐
   h. All ☐
   i. No one ☐

8) What are the aspects the most difficult for students?
   a. Organization ☐
   b. Clarity ☐
   c. Coherence ☐
   d. Word choice ☐
   e. Mechanics ☐
   f. All above features ☐
   g. Other, please, specify: ………………………………………………………………………
      ………………………………………………………………………

9) Which stage of writing is very complicated for students?
Appendix

a. Prewriting (generating ideas, planning)

b. Drafting (writing)

c. Revising

d. Editing

e. All

10) Do your students aware of summarizing, paraphrasing and quoting?

a. Yes

b. No

11) Which type of academic writing do you find the most difficult to evaluate your students?

a. An essay

b. A dissertation

c. A report

d. An abstract

e. A letter

f. An abstract

g. all

III. Section three: Course Design

12) Before you design a course, do you assess your student’s needs?

a. Yes

b. No

13) Do you find difficulty to design an academic writing course?

a. Yes

b. No

c. If “Yes”, please explain, why: …………………………………………………….
14) Which approach do you use to teach academic writing?
   a. The Product approach □
   b. The Process approach □
   c. The Genre approach
   d. Others, please specify .................................................................
   ............................................................................................................

Section four: Essay Writing

15) Do your students know how to write an essay?
   a. Yes □
   b. No □

16) Have you explicitly instructed your students on how to write essay in
    written expression or on other modules?
   a. Yes □
   b. No □

17) Are your students are aware of the different parts of essay (Introduction,
    Body and conclusion)?
   a. Yes □
   b. No □

18) Which of the following your students find the most difficult
   a. Tense
   b. Mood
   c. Voice
   d. Word order
   e. Cohesion
Appendix

f. Coherence

g. Agreement

h. Degree of formality

19) If “No”, please explain why ......................................................

20) Which types of essays writing do your students find the most difficult?

a. The Argumentative Essay □

b. The Expository Essay □

c. The Descriptive Essay □

d. The Narrative Essay □

e. All of them □

f. No one □

21) What do you suggest in order to help students in their writing level?

........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
Thank you for your help

Appendix C

Training Session

Immigration

Immigration has been a major issue in the United States, especially illegal immigration. Immigration can be defined as the act of immigrating, which means to move to another country where you were not born in, or which you are not a native of, and use this new country as a permanent residence.

There are many reasons why someone would want to immigrate to another country. One reason would be religious freedom. Another one, and a main one, would be opportunity. In the United States, millions of jobs are offered to anyone. Those from other countries believe that moving to America, will in return, provide them with a job. Next on the list of reasons would be survival. Back in the 17th century, many foreigners would immigrate to the United States in order to find food and resources to survive. Last would be political freedom. That is self-explanatory.

There are different ways to look at immigration. There are a lot of people against immigration for various reasons. One main one would be coming here illegally and taking the jobs of the citizens already here. Also, immigration can lead to people bringing their own religion and forcing those around them to abide to it. Last, the country is overpopulated, not like China, but it growing every day and having more illegal immigrants come into our country, will just make the matter worse. This is why people are against immigration.

Some people are actually for immigration. The main reason for this would probably be family. If you and your family are separated, and immigrating them to your country will turn both of your lives around, then it’s a plus. Also, immigrants that come here can be legal. People believe that if you can come to America, and pass our tests and gain citizenship, they are welcomed here more than illegal ones. This is why some people are for immigration.
Appendix

Last, there are people who don’t care at all. People that have jobs, and never really watch the news, wouldn’t even have this problem pass through their heads. As long as nobody is changing their religion, taking their jobs, or basically doing anything to mess up an average American's daily life, then they are not going to care.

I personally believe immigration is only bad if it is illegal. I think that if you can pass our citizens test, you deserve to be here. If you come here illegally then you need to get out. Those here illegally don’t deserve our jobs, food, or anything else in our country. This is what I believe is the best.

In conclusion, immigration is in a lot of people’s minds. The thought of it being bad or being good can cause discussion. The United States has tried hard to decrease immigration and create border control, but it still happens. No matter what you think in the end, it won’t help stop what is actually going on.

Essay N° 2

Immigration

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One of the indicators of a “good” teacher it is his desire to teach in a new, original form, adding something new and personal to make the learning process as exciting as it can possibly be. A bad teacher is a person that focuses only on the information he provides not taking into account the children or anything. It is a person that is doing its job. Such a person can be very good in the theoretical part of his subject but he will never have students being emotionally attached to him. It is a teacher that lets his personal mood influence on the way he treats his students, ect. That cannot reduce awkward situations with humor either it is him in the situation or his student. Being a good teacher is about loving children and wanting to give them only the best the teacher has inside of him.

Last, there are people who don’t care at all. People that have jobs, and never really watch the news, wouldn’t even have this problem pass through their heads. As long as nobody is changing their religion, taking their jobs, or basically doing anything to mess up an average Americans daily life, then they are not going to care.

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https://sites.google.com/a/njit.edu/vwf2portfolio/argumentative-essay
Answer the following questions:

1. To whom is represented this essay?
2. Compare between these two pieces of writing?
3. Figure out from this essay linking words.
4. What do you think about the ideas of this essay?
5. How many are the key components of an essay?
6. How does the writer organize his information?
7. Does the writer use slang expressions?
8. Does the writer state his opinion?
## Lesson planning 1

**Time:** 10:00-11:00

**module:** Written Expression

**Topic:** Features of academic essay writing and the organization of an argumentative essay.

**Class:** 1st year master Applied Linguistics and ESP

**Objective:** By the end of the lecture, students will be able to write an argumentative essay using the features of academic writing.

<table>
<thead>
<tr>
<th>steps</th>
<th>time</th>
<th>Teacher roles</th>
<th>Ss’s tasks</th>
<th>purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5min</td>
<td>Teacher distributes handouts. Teacher introduces the topic and explains it. Teacher gives sufficient time to her students to read what is in the handout. Teacher asks questions about what is written in the handouts. -What is the type of this piece of writing?</td>
<td>Ss listen</td>
<td>Ss read</td>
</tr>
<tr>
<td>4</td>
<td>25 min</td>
<td>When students answer this question, they would probably know that the piece of writing is an academic essay. Teacher explains the term ‘academic essay for students’. Academic essay is piece of writing that consists group of paragraphs written about single topic. Then teacher asks them about the topic of this essay: -What is the topic of this piece of writing? The topic of this essay is immigration, it is an argumentative essay.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
<td></td>
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<tr>
<td></td>
<td>it’s an essay. It is type of academic writing.</td>
<td>Ss reply the topic of this essay is immigration. To make them acquainted with topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher distributes other handouts for students and gives them enough time to read it. And she asks them the following questions: -To whom is represented?</td>
<td>Ss may reply, it is for people and reader.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher follows and interact with the teacher To check students work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **After students gave her teacher their answer as reader and people, she explains for them that these two both words refer to the word “audience” which represents one feature of academic writing.** | **It is represented for ‘audience’**
-Compare between these two pieces of writing?
From students answer, teacher explains for them that coherence is an essential feature for academic essay.
Teacher asks learners the following questions:
-What do you think about the ideas of this essay?
Teacher tells her students that I can summarize your ideas on one word which is “Unity”. It is another feature | **Ss may answer**
the second essay not coherent.**
Ss may reply the ideas of this essay are related to each other, conducted the same topic.....
SS may answer as conclusion and understanding of the topic |
of academic writing.

*Figure out from this essay linking words.*

This question aims at presenting another feature of academic writing which is ‘cohesion’.

By this question teacher will explain one of the features of academic writing.

Teacher continues asking questions and from each question, she will introduce feature of academic writing step by step.

Teachers will go in details and provide students with some definitions of each feature.

Teacher asks learners about the piece of writing that presented for them:

1-How many are the key components of an essay?

2-What are they?

| Students do and teacher check their work | Ss may answer, they are three parts |
3-What are the main components of introductory paragraph of essay.

- The main components of introductory paragraph are:
  * Opening sentence: aims at attracting the reader attention about the topic (general ideas)
  * Thesis statement: writer states his opinion about the topic
  * Outline of the main ideas that the writer will discuss.

4-How does the writer organize his information?

Writer organized his ideas from general to specific.

Through these previous questions students understand the main features of academic essay.
| writing that have relation with argumentative essay type. |  |

Dear students,

You are welcomed to do our test in order to help us fulfill our dissertation which is about investigating the learners’ needs about academic essay writing. So please choose one of the following topics, and then write an academic essay:

1. Advantages and disadvantages of using face book on adult behavior.
2. Online courses will kill traditional universities.
3. Grades do not indicate either intelligence or efforts.

Essay:

..........................................................................................................................................................................................
Abstract

The present research aims at investigating learners’ needs in writing an academic essay at Kasdi Merbah Ouragla University. It takes the case of thirty seven students of first year Master Applied Linguistics and ESP and eight teachers, taking into consideration the issues those learners face during this stage of writing, and to develop their writing skill. In fact, Learners are facing academic essays writing gaps because they are not aware of its steps, and features, in relation to this problem we suggest to investigate the learners’ difficulties and needs in writing an academic essay. Therefore, teachers should help them to avoid making common mistakes in their writing style, through teaching them all the important features they need in order to be aware of this kind of academic writing, as well as they have to provide them with activities that assist learners to improve their level. The study is intended to reach our aims which are: improving students level in academic essay writing, and adapt the academic writing as principal module to assist the learners in their professional carrier.

Key terms: ESP (English for Specific purposes), Needs analysis, Academic writing, Academic essay,

Résumé

l’étude actuelle vise à chercher les besoins des étudiants afin d’écrire une dissertation académique à partie des 37 étudiants de 1 ère année master spécialité de linguistique pratique et anglaise selon les finalité précises et 8 professeurs qui enseignent le module de l’expression écrite à l’université de Kasdi Merbah Ouargla. Alors l’écriture est considérée comme les compétences que les étudiants utilisent pour écrire dans les différents domaines. Mais on remarque qu’il y a plusieurs qui trouvent des difficultés dans les diverses étapes d’écriture surtout l’académique parce qu’ils ignorent les caractéristiques de ce type de rédaction donc il faut que les professeurs aident les étudiants pour éviter les erreurs les plus répandues par exemple de les enseigner les valeurs et les caractéristiques importantes de cette écriture à partie des exercices qui améliorent leur niveau ce dernier est parmi les finalités les plus essentielles dans notre étude pour la considérer comme module enseigner à l’université.

Les mots clés : Anglaise selon les finalités précises, L’analyse des besoins, les écritures académiques, Article académique