Exploring Factors Causing Students' Low Achievements in Writing
The case of Second year students of English at Mohamed Kheider University of Biskra

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Abstract

Although EFL learners have been learning English for many years, they do not achieve an adequate level when they graduate, specifically when they write. This research work aims to investigate the factors that cause students' low achievements in writing. It also seeks to show the kind of strategies that may help students to develop their writing proficiency. In this study we opted for a qualitative research where a semi-structured questionnaire was administered to eleven (n=11) second year teachers of written expression at the Department of English at Biskra University. The findings revealed that many factors causing students' low achievements in writing include mainly linguistic, personal, psychological factors besides others related to teachers. The portfolio is among the suggested strategies that proved to be successful. It enables students to continually improve previously written paragraphs, or papers guided by the teachers' feedback; subsequently, developing their reflection and autonomy.

Keywords: EFL learners; Low achievements; Portfolio; Writing; Writing factors

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Introduction

      Despite the fact that writing is a cornerstone skill in language learning specifically in academic settings at the university level, many teachers claim that their students find it difficult to write a good assignment either in class while their training, or even at home beyond classroom. Writing is considered as a challenging task that requires a high level of language proficiency and specific rhetorical features. To express one's self effectively and appropriately does not seem easy as most students' achievements in writing are low because of many factors.

      Because writing is a rhetorical skill that requires a high level of linguistic and communicative competences, it is pivotal to reveal what kind of problems EFL students encounter while they write in English in order to find effective remedies. Furthermore, it is urgent to shift towards more effective methods and strategies of instruction and assessment for both teachers and students to achieve better results and develop students' achievements.

      Therefore, this article aims to explore the main factors that hinder students' progress and achievement in writing and it is important to focus on how to improve learners' writing ability in EFL classes. For that aim, in this survey, a semi-structured questionnaire has been conducted with eleven (n=11) second year teachers of written expression at the Department of English at Biskra University to answer the following research questions:

1. Do EFL learners face difficulties when they write in English?
2. What are the factors causing students' low achievement in writing in English?
3. What are the strategies that can help them develop their writing proficiency?

I.   Scope of Writing

      Teaching writing in EFL classes has become a controversial issue as many researchers have conducted their studies aiming to understand the nature of the writing ability, how it is taught, and how it is assessed. However, the shift towards learner-centeredness and autonomy has changed assessment practices in EFL classrooms. In this respect, researchers, linguists, and educationists have become motivated to search and provide teachers in the field with effective approaches, methods, and strategies of writing assessment that could achieve improvement and better results in teaching and learning processes.

1. Nature of Writing

      Writing has become very crucial to record information, knowledge, express one's self and maintain communication. Coulmas (2003, p. 1) has highlighted at least six meanings of writing to be distinguished:

1. A system of recording language by means of visible or tactile marks.
2. The activity of putting such a system to use.
3. The result of such an activity, a text.
4. The particular form of such a result, a script style such as block letter writing.

5. Artistic composition.
6. A professional occupation.

In short, Coulmas (2003) assumed that writing is a means of communication and an important one for maintaining it not only to record the past events but also to figure how the future will be. Because writing is characterized by rhetorical features, language users shape their   discourse into a written form, a text, being either prose or poetry which they write considering many purposes such as academic or a real life context. Furthermore, good writing is constrained to what extent writers do consider the purpose and audience of their writing.

The writer has to choose appropriate words, method, and correct grammar that really express his intended meaning and suit his purpose in order to be understood by the reader because writing is a rhetorical skill that requires a high level of linguistic and communicative competences, so the writer will be able to persuade or influence the audience (Akbarov, 2012, p. 104).

2. Writing Strategies

Writing is a cognitive activity that requires student writers' much effort of thinking and organization. Students, who know that writing is a dynamic process, use different writing strategies to accomplish their task successfully. A writing strategy is referred to as the way that a person tends to organize cognitive activities like planning, composing and revising (Kieft, Rijlaarsdam, and Van den Bergh, 2006, p. 19). Moreover, Hedge (2000, p. 303) emphasized that writing is a set of complicated cognitive operations. Harmer (2004) suggested the following 'process wheel':

Figure 1.Harmer's Process Writing Model (Harmer, 2004, p. 6)

The model in figure 1 above shows that writers can either move forwards or backwards when they are writing. In addition, they have to reflect and revise what they have written to identify any text problem, so that they can improve it. To make appropriate and accurate revisions, writers are helped by their audience's feedback (Harmer, 2004). Besides, before beginning to write, writers have to pay attention to purpose, audience, and the content structure as other main components during the planning stage. Thus, writing is social and interactive in nature, and good writers are sensitive to readers of their writing (Harmer, 2004). This suggests that effective writing strategies refer to the ability to control and direct the use of writing strategies (Arifin, 2017) in order to achieve successful communication through a good writing piece.

Moreover, many studies in the field of language teaching demonstrated that there are several strategies that contribute to the development of the writing skill.

For instance, peer and self-assessment are regarded advantageous because learners are the main participants who will be aware about the processes of assessment and of learning, so they will be able to overcome their difficulties and improve their work (Knight, 2012). In addition, McDonald (2007, p. 34) believes that self assessment assists the whole student to "learn how to learn" and it encourages reflection to become the second nature. So, students along their learning progress will be more self monitoring and independent assessing their performance. She also added that self assessment is the source trigger of intrinsic motivation and autonomous learning. Besides, in writing, Hamp-Lyons (2006, p. 140) defines "Portfolio is a collection of the writer's work over a period of time". In the new teaching framework, portfolio assessment is designed to focus more on student's cognitive and meta-cognitive abilities, and communicative and functional language use as it is an authentic activity used during classroom instruction (Weigle, 2002). As a result, due to the shift to student-centeredness, researchers and teachers attempt to adopt effective assessment strategies that will help students overcome their difficulties and develop their writing skill.

3. Factors Causing Students' Low Achievements in Writing

Although writing is considered an effective means to express oneself and communicate, it is a challengeable practice that requires a good mastery of the target language and specific cognitive abilities. In this respect, previous-related studies have been conducted by many researchers. Sajid and Siddiqui (2015) reported that the majority of students, mainly in academic writing, are constrained with the requisite English language capability e.g. deficiencies in use of tenses, sentence construction, flaws in surface and deep structure sentences, poor diction (vocabulary) and expression (style of language), in addition to lack of transforming or rephrasing texts for synthesizing information as a member of discourse community to reproduce a research work. In the same vein, Benidir (2017) in her research claimed that EFL students at Biskra University encounter some problems because of both interlingual and intralingual angles. Furthermore, another related experimental study by Nasser (2018) who declared that Iraqi EFL students face difficulties in writing composition, especially academic writing, and their errors can be classified into grammar, punctuation, spelling, and handwriting errors which affect negatively their exam results.

Therefore, based on the previous studies results, we can deduce that EFL students are always struggling to accomplish the writing task, so their achievements in writing are noted low. This is because of many factors including linguistic, personal, psychological factors besides teacher related factors.

3.1. Linguistic Factors

To write a flawless assignment, students have to acquire a well developed linguistic competence. However, EFL students encounter many linguistic difficulties such as poor grammar, lack of reading, lack of vocabulary, L1 interference, lack of knowledge about the target topic, and students' ignorance of the audience and purpose of their writing.

Poor grammar is a serious problem that EFL students face while writing. They commit errors in tenses, word order, subject-verb agreement, spelling, and sentence structure. Thus, they have to improve their "poor grammar" because it plays a substantial role to enhance accuracy. Moreover, as far as meaning is concerned, language without grammar would be chaotic (Batstone, 1994, p. 4). This means without the grammatical knowledge learners' spoken or written discourse might lack meaning which is essential for interlocutors to understand each other when communicating.

Similarly, lack of reading has a great influence on students' ability of writing. Seyler (2014), in her book, "read, reason, write" shows students how reading, analytic, argumentative, and research skills are interrelated and how these skills combine to develop their critical thinking ability. Reading is considered a focal part that provides readers with the necessary, grammar, vocabulary, and rhetoric knowledge and structure which are crucial when writing (Chelli, 2012). Hence, reading is the food for writing as it enables readers to expand their culture, imagination, enrich their vocabulary repertoire, and develop language skills.

Moreover, lack of vocabulary is one of the major difficulties which EFL learners encounter when they communicate, speak or write. Both their low achievement in writing and breakdown of communication are due to errors in word choice, spelling or pronunciation. Vocabulary teaching is primordial as EFL students will gain new words and enrich their repertoire which they will use when communicating. Subsequently, good vocabulary mastery supports mastery of each of the language skills, both receptive and productive (Cahyono and Widiati, 2006).

Likewise, the majority of student writers struggle with L1 interference. Learners generalize L1 rules upon L2, they think in their L1, and then they translate to L2. Therefore, the dissimilar language system and writing style are great challenges for EFL students because the target language requires the formation of rhetorical patterns as referred to by Hedge (2000, p. 322) and new rules of writing in L2 to maintain coherence, unity, completeness, and relevance of their piece. Farooq, Hassan, and Wahid (2012, p. 186) added that well-knit and well-organized presentation is another problem which learners of English face.

In the same vein, lack of knowledge about the target topic affects negatively students' writings. Because of lack of reading, when students face a topic for the first time, they feel confused, anxious, and demotivated. Thus, they improvise trying to generate ideas, and select appropriate vocabulary to accomplish the writing task anyway.

Furthermore, students' ignorance of the audience and purpose of their writing is a serious problem among EFL students while writing. To communicate, to express one's self effectively, the writer has to choose appropriate words, method, and correct grammar that really express his intended meaning and suit his purpose; therefore, he could be understood by the audience, reader (Langan, 2008, p. 15). For instance, writing to a teacher is totally different from writing to a friend, a company manager, or to children. Because writers write for their readers, Magnifico (2010) considered audience as a motivational element while writing.

3.2. Personal Factors

Besides linguistic difficulties, EFL students' personal factors have a great impact on their writing assignment. So, learners' lack of writing practice, background knowledge in English about the topic, and their strategies and styles of learning are among the main causes behind students' low achievements in writing.

Practice plays a pivotal role in teaching and developing the writing skill. Thus, teachers are encouraging their students to be more involved with writing and training. Moreover, it helps students to apply what they know in order to discover their weaknesses and try to remedy them. As far as cognition and thinking are concerned, writing practice could help students during the writing process stages; planning, generating, and reviewing, thus freeing limited capacity for controlling and monitoring these operations (Kellogg and Raulerson, 2007).

Learners' background knowledge in English about the topic is also a major cause of students' low achievements in writing. This is because English culture and language system are different from EFL students' L1. In fact this cause is interrelated to lack of reading which is an opportunity to develop and expand their knowledge in English.

Furthermore, learners' strategies and styles of learning affect foreign language learning, particularly the writing skill. Because of learners' individual differences, social background, background knowledge and attitudes towards the target language, they use different strategies and styles to learn or use a language. A learning strategy is the plan that students adopt consciously and intentionally during their learning process to develop their skills as a goal (Oxford, 1994). Whereas learning styles refer to the individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills (Lightbown and Spada, 2006, p. 59, Reid, 1995). For instance, visual learners are different from kinaesthetic ones.

3.3. Psychological factors

Psychological factors also affect students' writing performance. Undeveloped cognitive and critical thinking skills have a strong impact on students' writing development besides lack of motivation to write and anxiety.

On the one hand, because writing is a cognitive activity, critical thinking and developed cognitive skills are crucial for effective writing. To cope with the new educational shift in the 21st century that supports self-regulation and autonomy, critical thinking by its heuristics (strategies, procedures, etc.) guide learners to deal with a wide range of thinking tasks which may involve problem-solving, decision-making, reflective learning, deliberation, etc (Marin and de la Pava, 2017). On the other hand, if students are not motivated to write, they will not be able to do so because motivation is the desire to do something or it is "learners' communicative needs and attitudes towards the target language" (Lightbown and Spada, 2006, p. 63). That is if students need to communicate, and understand why and to whom they are writing, they will be highly motivated to write effectively. Moreover, they will be motivated if their attitudes towards the language speakers are positive (Lightbown and Spada, 2006). Furthermore, anxiety has an affective

role; it obstructs students' writing performance. Students always feel anxious when writing. This feeling is the reaction of their fear to write because they think that good writing is a gift, and they are not self-confident. Balta (2018, p. 238) found that students with low writing anxiety were more successful in argumentative writing than their counterparts with middle or high writing anxiety.

3.4. Teacher's Related Factors

As a stakeholder, the teacher also has a great impact on students' learning, specifically writing. Lack of teacher's assessment and feedback and inappropriate approach for teaching writing affect students' writing negatively. They are major causes of students' difficulties in writing. Reynolds (2010, p. 3) believed that assessing writing should mean assessing learning. Thus, assessment reveals students' weaknesses and strengths in writing, so it helps teachers to design activities that enhance the under-developed writing skills. For instance, assessment provides data that help to evaluate course effectiveness, measure student's progress, and can help students identify their points of weaknesses and strengths in writing to take the appropriate remedial action (Hyland, 2004, p. 213). In addition, corrective feedback is very beneficial because it assists students to revise their texts by providing them with a helpful input about their performance which would help them to make progress in their future written productions (Benidir, 2017, p. 2).

Likewise, inappropriate approach for teaching writing is another main cause that hampers students' development in writing. As assessment reveals data about course effectiveness, the teacher has to select the appropriate and effective approach that helps his students to overcome their difficulties and provides them with an opportunity where they can be creative, motivated, and at the same time conscious of the cultural and social conventions that govern a language.

To sum up, EFL students face serious problems to accomplish a writing task. Their low achievement in writing is because of many factors; mainly linguistic and personal factors besides psychological and teacher related ones. Moreover, as far as these factors are interrelated, they will have a major affective impact on students. Therefore, teachers should find effective methods and strategies to help their students improve their writing performance to develop their writing proficiency.

4. Writing assessment

Assessing students' writing is very crucial specifically in EFL learning and teaching. Teachers always assess their students' task assignment aiming to find out whether their writing ability has been improved; subsequently, their learning progress would be developed (Reynolds, 2010). In accordance to the previous claim, assessment provides data that help to evaluate course effectiveness, measure students' progress, and whatever the type of assessment is can help students identify their points of weaknesses and strengths in writing to take the appropriate remedial action (Hyland, 2004, Ahmed & Troudi, 2018). Accordingly, Hamp-Lyons advocated that specialists in EFLT must amend and update their assumptions and procedures of traditional psychometrics (1996, p. 151 as cited in Milanovic & Saville,1996).

II.   Methodology
1.   Method

Methods are crucial in educational research because they help the researcher to collect data in order to answer research questions. The choice of one method rather than another is determined by the nature of research and its objectives and questions. To investigate the area of writing and the main factors that cause low achievements in writing, the qualitative approach was used in this research study. As "Questionnaires are research instruments for measurement purposes to collect reliable and valid data" Dörnyei (2003, p. 6), the current study uses a questionnaire that was administered online via Google Drive Device because of the pandemic and quarantine. Eleven (n=11) questionnaires were sent.

2.   Participants

The participants of this study were eleven (n=11) teachers of second year written expression in the English department at Mohamed Kheider University of Biskra during the academic year 2019/ 2020.

3.   Instruments and Tools
3.1. Description of the questionnaire

In order to achieve the questionnaire aims', this teachers' semi-structured questionnaire consists of three items of sixteen questions (16). Some of the questions were open-ended to obtain more data and to discover the respondents' opinions and attitudes towards the target subject. The three items of this research instrument that have been used are: 'Teachers' attitudes towards writing in EFL classrooms', 'Exploring main factors causing students' poor achievement in writing in English at the university level', and The strategies used to improve students' writing in English at the university level.

Piloting and administering the questionnaire

Before administering this questionnaire, it was piloted with 3 teachers of the sample to refine its language items if there were any ambiguities or difficulties because pretesting is crucial to its success (Cohen, Manion & Morrison 2007, p. 341). After that, the questionnaire was ready to be administered to teachers via Google drive device.

III.   Discussion of the Results

Because the questionnaire aimed to answer the research questions, the respondents' answers were significant. As for the first research question, 100% of teachers claimed that their students face serious difficulties while writing in English. Although most of teachers considered that writing is a means for learning the language itself, approximately half of the respondents claimed that writing is a productive skill important to communicate and to express ones' self either in an academic or in a non academic settings. Moreover, 54.5% of teachers considered that the process-genre approach is the most appropriate to teach writing referring to its advantages in writing instruction as it encompasses both process and genre of writing.

To explore the causes of EFL students' difficulties, most of the respondents declared that linguistic factors are the main factors that most affect their students' performance in writing besides personal, psychological, and teacher related factors. Consequently, 99.9% of teachers thought that good writing requires correct grammar, spelling, punctuation, appropriate vocabulary, good ideas, cohesion, and coherence that achieve a specific purpose. Because "practice makes perfect", 100% responded that writing is a skill that can be developed through practice and declared that they gave their students assignment activities such as summarizing, paragraph and essay writing to train them to write**.** As far as reading is concerned, 90.9% of teachers asserted that they provide their students with reading activities while teaching the writing skill believing that "a good reader is a good writer".

 Furthermore, to reveal which strategies were used to help EFL students develop their writing proficiency in English at the university level, all of the teachers stated that they provide their students with corrective feedback; however, 81.8% of them responded that they diversify the kinds of assessment; they use formative, summative, and self-assessment. They pointed that the type of assessment used affects their students' writing proficiency. Therefore, to help students overcome their difficulties while writing in English, 72.7% of teachers preferred to use all the suggested strategies; practice, corrective feedback, peer and self-assessment whereas 36.4% of them thought that self-assessment through portfolio is a very effective strategy that would help students to improve their writing in English. Furthermore, most of the respondents insisted to provide students with more practice and reflective reading in order to promote students' self-esteem; subsequently, their writing skill would be developed.

The questionnaire results have confirmed that there are factors that cause students' low achievements in writing at MKUB as the following figures will exhibit below:

Figure 2. Teachers' opinion about the causes of students' difficulties in writing

45.5% of teachers assume that lack of reading has a great influence on students' ability of writing. Moreover, as Figure 2 shows, 18.7% of the respondents claimed that lack of vocabulary is also another factor which hinders students' writing quality and purpose. However, 9.1% declared that L1 interference, poor grammar, lack of knowledge about the topic, and students' ignorance about the audience and the purpose of their writings are also problems which students are encountering seriously. On the bias, 9.1% think that all of the aforementioned factors are main students' difficulties. Thus, lack of reading and lack of vocabulary are among the main linguistic factors that are tightly interrelated and can affect the

writing skill either positively or negatively. That is if students practice enough reading, they will gain much of vocabulary and knowledge of the language and for the language which will greatly contribute to develop their writing skill and not only in academic settings but also in a real life situation beyond the classroom.

Figure 3. Teachers' opinion about which factors affect students' performance in writing

As can be seen in Figure 3, more than half of teachers declared that linguistic factors highly affect their students' performance in writing whereas 27.3% of them considered that personal factors also affect their students' writing. To support their responses they explained saying that good writing could not be achieved unless students have a good linguistic competence and a good knowledge about the topic.

Figure 4. Teachers' Opinion about Strategies to Help Students Overcome difficulties when Writing in English

Figure 4 shows that 72.7% of teachers prefer to help their students to overcome difficulties facing them when writing in English using all the aforementioned suggested strategies .i.e. through this diversity, they aim to collect necessary information to diagnose their students' mastery. While 27.9% of them have focused solely on using practice to help students overcome their difficulties when writing in English as "practice makes perfect".

IV.   Summary of the qualitative results

The findings obtained from the questionnaire analysis showed that students encounter serious difficulties in writing in English. Teachers admitted that there are many factors which not only cause students' low achievements in writing in EFL classrooms, but also have an impact on their potential and willingness to write as well. For instance, teachers determined that linguistic and personal related factors are the main causes of students' low achievements in writing in English, in addition to teacher and psychological ones as well. Lack of training, practice and reading, students' undeveloped linguistic competence and critical thinking, lack of teacher's

assessment and feedback have a strong effect on learners' performance while writing in English.

The qualitative results also revealed that to achieve autonomy, the use of portfolio is suggested as a successful alternative mode of assessment, formative assessment, which is considered as a powerful pedagogical strategy that takes place during learners' learning stages which allows them to progress and to self-regulate (Mastracci, 2017, p. 1). Teachers advocate to apply the portfolio strategy and to teach students how to assess their own writing. As much as learners are independent and aware about their learning progress and weaknesses, in particular their writing, their meta-cognition will be developed and they will be able to achieve effective communication in English. However, this strategy's success is limited to some constraints such as university educational system, students' motivation and self-esteem level which teachers are always advocating to be raised and promoted for better teaching/ learning results and skill development. Furthermore, corrective feedback has been considered very crucial in any formative assessment while teaching. Cizek (2010) considered providing feedback, helping students to self-monitor and self-assess their learning progress, in addition to promote their meta-cognitive skills essential goals which teachers should attain throughout their formative assessment procedures.

Conclusion
This research was carried out to highlight the factors causing EFL students' low achievements in writing and to focus on how to improve their writing proficiency. The results show that their low achievement is caused mainly by the linguistic and personal related factors besides others related to psychological and teacher ones.
Thus, teachers recommend to provide their students with constructive feedback and the opportunity to more training and writing practice in order to develop their linguistic competence; grammar, vocabulary, and reading. Students will have not only the opportunity for self-development, but also their teachers have to raise their awareness about the audience and the purpose of their writing. Furthermore, they advocate adopting portfolio as an effective strategy for formative assessment. This strategy, an alternative mode of assessment, is considered advantageous as students can take an active part in their own learning process developing their meta-cognition, reflection, and autonomy. Thus, for quality teaching, teachers should be vigilant enough and select more effective strategies for both teaching and assessment.

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Appendices

Appendix 1: Teachers' Questionnaire about the Main Factors Causing Difficulties to Students in writing in English

Section One: Teachers' attitudes towards writing in EFL classrooms.

1.   In your opinion, why is writing important when learning a foreign language?

  2.   Do you think writing is :
            a) A gift   ☐
            b) A skill that can be developed through practice. ☐

3.   Which approach do you think is appropriate to teach writing?
            a) The product approach   ☐
            b) The process approach   ☐

c) The genre approach ☐
d) The process-genre approach ☐
e)   If others, specify

 - Would you explain why?

4.   In your opinion, good writing is: (You can choose more than one answer).
            a) Purpose, Cohesion, and   coherence ☐
            b) Correct grammar   ☐
            c) Good spelling and punctuation   ☐
            d) Appropriate vocabulary   ☐
            e) Good ideas   ☐
            f) All of them   ☐
5.   If others, specify
6.   Do you give your students assignment activities to train them to write?
         a)Yes ☐   b) No ☐
  -How often?

7.   What kind of assignment do you give your students?
      a) Paragraph writing ☐
      b) Essay writing   ☐
      c) Summarizing   ☐
8.   8.Do you provide your students with reading activities while teaching the writing skill?
         a)Yes   ☐   b) No ☐
-If No, explain why?

Section Two: Exploring main factors causing students' poor achievement in writing in English at the university level
  1. Do you think the level of your students in writing is :
a)Excellent ☐   b)Good ☐   c)Average ☐   d) Weak ☐

  2.   Do your learners face difficulties while writing?
  3.   a)Yes ☐   b) No ☐

  4.   Are these difficulties because of: (You can choose more than one answer **).**
          A. Linguistic factors   ☐
          a. Poor grammar   ☐
          b. Lack of vocabulary   ☐
          c. L1 interference ☐
          d. Lack of reading ☐
          e. Lack of knowledge about the target topic ☐
f.The students are not aware of the audience and purpose of their writing ☐
  -If others, specify
          B. Personal Factors

a) Learners' strategies and styles of learning ☐
b) Learners' differences ☐
c) Learners' conceptions towards the writing skill ☐
d) Learners' lack of writing practice ☐
e) Learners' background knowledge in English about the topic ☐
f) others,

   C. Psychological Factors
a) Lack of motivation to write ☐
b) Low self-esteem ☐
c) Anxiety ☐
d) Undeveloped cognitive skills and critical thinking ☐
d) If others, specify

   D. Teacher's Related Factors
a. Unappropriate approach for teaching writing ☐
b. Lack of teacher's assessment and feedback ☐

5. Which of the following factors affect your students' performance in writing most? ☐
a) Linguistic factors ☐
b) Personal Factors ☐
c) Psychological Factors ☐
d) Teacher's Related Factors ☐

   -Explain;

Section Three: Strategies Used to Improve Students' writing in English at the University level

1. Do you provide your learners with corrective feedback?
   a)Yes ☐   b) No ☐
2. Which kind of assessment do you use?

a)Formative ☐   b) Summative ☐   c)Self-assessment ☐   d)All of them ☐
-If others, specify
3. Do you think the type of assessment you use can affect students' performance in writing
 a)Yes ☐   b) No ☐
-Explain;
4. How do you help your students to overcome difficulties facing them when writing in English ?

a) Through practice ☐
b) By giving positive feedback ☐
c) Through self-assessment ☐
d) Through Peer assesment ☐

e) All of them ☐
f) None of them ☐
-If others, specify.

5. To what extent do you think that self-assessment through Portfolio is an effective strategy to help students improve   their writing in English.

a) Very effective ☐
b) Effective ☐
c) Not effective at all ☐
Explain ;

6.   How Can we help students get rid of these difficulties that face them in writing? Please feel free to suggest any suggestions?