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Analysing Third Year EFL Students' Essay Writing Needs

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Analysing Third Year EFL Students' Essay Writing Needs

Dedication

Alhamdulillah, with gratitude and appreciation for both the beginning and the end.

﴿وَآخِرُ دَعْوَاهُمْ أَنِ الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ﴾

The journey was not short, nor was the paths paved with comfort, but I did it. All thanks and praise for Allah, who made my beginning possible, and strength me to the end through his kindness and mercy.

I dedicate this success first to myself, and then to all those who accompanied me and stood by my side to support me through this journey. May you forever be my greatest source of support. With all my love, I dedicate this achievement to those who wished to witness this day and celebrate these moments with me. Here I am, taking my final steps of my academic journey, and today I stand here proudly to fulfilled the promise I once gave you. To the treasured souls, who are no longer with me, my uncle and my beloved grand-father.

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To my mother, and my beautiful sisters who were the invisible hands that made my path free of thorns and barriers.

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To my friends, Bouchra and Rihem may our friendship grow and never break.

And finally, I would like to end this dedication with Alhamdulillah for completion and ending.

Hadir

Dedication

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I would like also to express my sincere thanks to the members of jury for evaluating this work, and to everyone who contributed directy or indirectly to making this achievement possible.

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To my siblings :Zinou, Hichem, Hosna, and Doudou. Words cannot express how grateful Iam for your presence in my life. Thank you for being my constant support system, my ultimate protectors, and my biggest cheerleaders. Your endless encouragement and belief in my abilities have been the driving force behind this achievement. I dedicate this work to you, with all my love and appreciation.

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Abstract

Academic writing proficiency is a fundamental requirement for success in higher education. English as a Foreign Language (EFL) learners often struggle to meet these rigorous standards. This research identifies and analyzes the academic writing needs of third-year EFL students at Mila University. The study adopted a mixed-methods approach. It utilized student questionnaires and structured interviews with teachers to collect data. The findings indicate that students face significant linguistic barriers in lexical precision and grammatical accuracy. The results also reveal an alarming over-reliance on Artificial Intelligence (AI) tools. This trend contributes to a decline in independent critical thinking and a lack of academic motivation. To address these deficiencies, the study proposes a targeted needs-based syllabus. This framework aims to enhance writing competence and foster academic integrity. These findings suggest that specialized instructional frameworks are essential to bridge the gap between student performance and academic expectations.

Keywords: academic writing, EFL students, essay writing, needs analysis, structured interviews, AI over-reliance, syllabus design.

List of Acronyms

EFL: English as a Foreign Language

ESP: English for Specific Purposes

MA: Means Analysis

CA: Constraints Analysis

NA: Needs Analysis

Ai : artificial intelligence

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General Introduction

Background of the study

Proficiency in writing is widely recognized as a foundational skill essential for academic success, and professional advancement across diverse disciplines. In higher education, the ability to articulate complex ideas clearly, coherently, and appropriately according to specific disciplinary conventions dictates a student ability to engage critically with coursework, successfully complete assignments, and effectively communicate research findings. However, a persistent gap often exists between the writing demands placed upon students, or employees in a professional setting, and their actual writing proficiency. This discrepancy, often framed within the context of second language learning environments, or ESP contexts highlights a crucial area where pedagogical interventions are necessary. The process of identifying these specific gaps is formally addressed through the systematic application of a needs analysis.

Statement of the Problem

Academic writing for research purposes has become an expanding field of research around the world. Despite its importance in English education, third year EFL students continue to face significant challenges in mastering effective academic writing skills. This issue is particularly complex as it requires an advanced grasps of formal grammar, academic vocabulary, and the ability to organize ideas coherently. As Hyland (2003,pp.22-27) argued:" writing is not just a product of individual skills, but a social act that reflects the writers' understanding of the discourse community and its conventions. " However, many third year students struggle to produce essays that meet these academic standards, as they often lack the specialized knowledge, and linguistic depth required to write effectively across all their various modules. Consequently, students often struggle to produce competent academic and professional texts because of a fundamental mismatch between traditional course designs and

their actual needs. This failure refers to students inability to apply the theoretical knowledge into real-world writing practice across different academic subjects .

Significance of the Study

This study is significant because it addresses a critical gap in EFL curriculum design: the frequent absence of a systematic needs analysis. Nunan (1988) stressed that language courses should be shaped according to the needs and areas of interest of learners, underscoring the value of a learner-centered approach to curriculum design. This research will contribute to the field by: developing a practical framework for integrating needs analysis into writing course design. offering empirical evidence on how prefer based instruction can directly improve a student's writing performance. The study provides insights into perceived essay-writing needs among third-year EFL students and offers recommendations for syllabus improvement.

Aims of the Study

This research aims to identify and analyze the specific writing needs of EFL students, and explore how these needs can be effectively integrated into the process of course development. It also seeks to propose a needs-based framework for designing writing courses to improve learner’s writing competence and align instructional practice with their academic and professional goal.

Research Questions

1. What are the specific needs, difficulties, and perceptions of third-year EFL students regarding English academic writing?
2. How do EFL university instructors perceive the academic deficiencies of third-year students regarding English academic writing?
3. What pedagogical recommendations can be offered for designing a needs-based academic writing course for third-year students?

Research Methodology

The present study would employ a mixed-method approach that combines both quantitative and qualitative data collection to investigate, and analyze the writing needs of EFL learners. Two primary tools will be used to gather the needed information: a questionnaire and a structured interview. The survey would be given to third-year EFL students to collect quantitative data on their writing obstacles, needs, and views on academic writing. It will also help in identifying the shared patterns in students' writing difficulties, learning needs, and perception of academic writing. Moreover, selected teachers will participate in a structured interview to gain detailed qualitative insights into learners' specific difficulties and expectations, as well as teachers' views on writing instruction. This research focuses on third-year EFL learners at the University of Mila. In addition the data will be include third-year EFL students and a number of EFL instructors. This group has been selected since students at this stage have already acquired fundamental writing skills, and are better able to express their needs and difficulties.

Data Analysis

The quantitative data gathered from the questionnaire will be analyzed by using descriptive statistical techniques to determine the common trends, and patterns in students answers while the qualitative data collected from interview using thematic analysis to uncover repeated themes associated to learners writing needs, difficulties, and their views of academic instruction.

Structure of the Study

The thesis will be divided into two chapters:

Chapter 1: Theoretical part

Section one: Introduction

Background of the study, statement of the problem, significance of the study, research questions, and definition of key terms.

Section 2: Literature Review

A review of relevant theories and previous studies of needs analysis, academic writing challenges for EFL learners, and course design methodologies.

Chapter2: Practical part

Section one: Methodology

Detailed description of the research design, population and sampling, data collection, instruments, and methods of data analysis.

Section two: results and Discussion

The following chapter provides an analysis of the collected findings from questionnaire and structured interview. It seeks to identify learner's writing needs, difficulties, and their perception toward academic writing. The results will be discussed, and interpreted with reference to the research questions. The chapter also addresses the implication of findings for the improvement of EFL writing, and course development.

Section three: Conclusion and Recommendations

Summary of the study, conclusion, limitations, and recommendations for future teaching practices and research.

Chapter One: Theoretical Part

Introduction

Academic writing can be intimidating, but it is in order to acquire skills to communicate ones ideas effectively. This chapter will introduce students to the world of academic writing. It will explore what makes academic essays distinct, and examine the various types of essays that they may come across. However, academic writing is more than just definitions. It will discuss the components of a successful essay, from the opening sentence to the closing summary, and impart tips on how to enhance the writing styles. Finally, it will examine why these skills are so crucial, not only to ensure that students receive high grades, but also to ensure that they communicate effectively in their chosen profession.

Section One: Academic Writing Within the EFL Context

1.1.1 Definition of Academic Writing

Academic writing is a complex textual, social, and cognitive practice that extends far beyond mere linguistic proficiency to sit at the very heart of knowledge construction. From a disciplinary and social perspective, it is structured within a "discourse community" (Swales, 1990) united by shared public objectives, where writers must adopt codified rhetorical patterns and specific genres to meet disciplinary expectations, while simultaneously projecting their own voice and engagement to collaboratively advance knowledge (Hyland, 2009, 2012). From an instructional and normative standpoint, it demands a strict formal rigor native to university and scholarly press standards, characterized by clarity, objectivity, structured argumentation, and the precise integration of documentary evidence (Bailey, 2018). However, the academic literacies approach highlights that this writing modality is not a collection of neutral, technical skills rather, it is a socially situated practice deeply shaped by

institutional frameworks, higher education regulations, and power dynamics that dictate how a text gains authority and legitimacy (Lea & Street, 1998; Lillis, 2001). Ultimately, transcending these relational and institutional dimensions, academic writing functions as a cognitively demanding activity that imposes a heavy mental load requiring conceptual organization, hypothesis construction, and the synthesis of diverse knowledge domains which significantly heightens its difficulty, particularly for learners composing in a second or foreign language

1.1.2 Teaching Academic Writing

The objectives of the language teachers in teaching writing are to enable students to produce fluent, understandable, accurate, and appropriate written English. There are three stages of writing that are normally offered by English teachers in a writing class : controlled writing, guided writing, and free writing (Broughton et al, Hossain, 2015). Controlled writing is a writing activity where in the exercises, the final product, and the final product is determined by the teacher. Next, Simpson (1998, p. 1) stated that « Guided writing lesson is a lesson where the teacher shows the process of writing sentence or paragraphs using appropriate English rules to the student, and then they are given opportunities to use these strategies in their own work ». However, free writing is provided when teacher only gives the title, and everything is done by the student. Moreover, writing involves three main processes of prewriting activity, writing activity, and re-writing activity (Titisari, 2015).

1.1.3Characteristics of Academic Writing

Academic writing has its own unique characteristics that distinguish it from other types of writing, the most notable difference between academic writing and non-academic writing is that the purpose of academic writing is to communicate objective or factual information, whereas non-academic writing often seeks to entertain the reader (Altakhaineh, 2010). Academic writing is also distinguished from other writing in that it is characterized by

many of the same attributes, including (but not limited to) organization, theme, accuracy of language, a range of style, and the use of cohesive devices(as transitions and citations).

1.1.3.1 Organization.All of the aforementioned attributes require a logical and systematic approach to organizing information, as Davis 2005) indicates, organization and conceptual development are fundamentally interdependent, meaning that it is often unclear how one will achieve understanding based on the way other people develop an understanding of the previous items in their logical organization. Therefore, it is important for students to organize their information in a purposeful manner so that there will be no cause for misunderstanding as a result of positioning their information inadvertently. The three primary components of the organizational pattern are the introduction, the body, and the conclusion.

1.1.3.1The Introduction.In the introduction, Langan(2011) contends that « a good thesis statement does two things. First, it informs the reader about the topic of the essay, and second it informs the reader about the attitude, opinion, and view of the writer toward the topic ». (p. 54). As such, the academic writer should begin with an obvious declaration of the problem, and provide the reader with some basic background prior to introducing their respective topic. The introduction is the first section of any writing project where the writer will clarify what they mean by the title, and create a structure to write the body.

1.1.3.2 The Body.The body should be an attempt by the writer to provide a solution to the problem presented in the introduction (Anderson &Pool 2001, p. 17). It is essential that the body follows the order, which the writer has previously laid out in the introduction. Additionally, each developing paragraph must begin with a topic sentence to offer the reader with a summary of what is to come in the paragraph (Davies, 2008Malki,

2017-18, p. 32).

1.1.3.3 The Conclusion. In the conclusion, it is essential to give the reader a summary of everything that has come before in relation to this topic, as well as an explanation of how potential courses of action can address any identified issues. Gretham(2001) teaches :"Your position in any given conclusion must reflect both the strength, and balance of all the evidence presented in the main body of the report" (p. 197).

1.1.3.4 **Theme Relevance**. Theme relevance is one of the central characteristics of academic writing as pointed out by Davis (2005) : « It is very necessary that you choose your sources according to their theme relevance before commencing your writing process, and discard sources that are not or have little relevance ». (p. 42). Academic writing is always exact, so the way that academic writing develops ideas and thoughts should always be relevant, reasonable, and appropriate to allow the writing to be more valuable. To make sure that the ideas are relevant through the entire academic writing, the transition of thought from one sentence to the next has to be smooth and logical.

1.1.3.5 Precision. Precision is a term used to describe the ability of an academic writer to complete a task accurately. It means that they use their grammar, word choice, spelling, and punctuation correctly as well as their cohesive ties according to a study by Malki(as cited in Boukhari &Chitti,2023). Therefore. it is expected by the academic writing community that the academic writer has a high degree of accuracy with respect to: mechanics (grammar, sentence structure, vocabulary, spelling, and punctuation), and the use of cohesive ties connected to their subjects (students need to develop all of these skills before they can complete the writing process successfully).

1.1.3.6 Cohesion and Coherence. The relationship between coherence and coherence is the way that language makes meaning within context. Cohesion and coherence are two

essential aspects when doing, so when conveying a message through discourse. Cohesion is important when constructing a paragraph, it is one of the principles that underline how well-written and understood it will be. Tanskanen (2006) states: « Cohesion is the grammatical, and lexical devices in the surface of text which connect the items or parts of the text together » (p. 7). Thus, cohesion refers to the connected relations of the grammatical and lexical devices of the text. On the other hand, a paragraph must also be coherent. Davis and Loss (2006) states: « A coherent paragraph is well-organized, cohesive, and coherent in its flow of ideas. In a coherent paragraph, the logical relationship between ideas is clear, and one idea follows logically from the previous one. This can be achieved through the use of transitional words, logical ordering, pronouns, and parallel structure. » (p. 14)

Yule (2008)suggests : « Coherence is that all things are related together, it is not something inherent in writing or structure, it is a relational or mental construct that exists between the writer and the audience »(p. 126). Thus, coherence is derived from how a reader interprets the meaning of the text, and what logical connection they build in reference to another.

1.1.3.7 Appropriateness and Referencing. In discourse analysis and communication theory, referencing and appropriateness function as two distinct yet interdependent pillars that govern text organization, credibility, and situational success. Referencing is defined as the systematic practice of identifying, tracing, and attributing ideas, data, or words to their original sources to maintain academic and text integrity (Neville, 2010). Far beyond a mechanical task, referencing operates as a vital socio-rhetorical mechanism that establishes a transparent trail of evidence, enabling readers to independently locate and validate source material while actively combating plagiarism (Pears & Shields, 2022). Crucially, this system allows writers to systematically give credit to preceding authors and acknowledge their intellectual contributions within a broader conversation. Parallel to this, appropriateness is a

relational rule of communication that dictates whether a specific linguistic and structural choice is suitable, effective, and valid for a given context (Hymes, 1972). Rather than assessing language solely on rigid grammatical correctness, appropriateness evaluates text based on its situational suitability—requiring a writer to dynamically adjust tone, vocabulary, and formatting to align with the socio-cultural expectations of a specific audience or setting (Canale & Swain, 1980). When integrated within a discourse, appropriateness enforces the use of a formal register to maximize clarity, elevate the inherent value of the presented material, and refine overall organization. Together, these two concepts ensure that a text is not only structurally grounded through explicit intellectual debts but also socially calibrated to resonate persuasively within its target environment

1.1.4 Different Methods of Writing Instruction

The three most widely used approaches to writing instruction are as follows: product-based approach, process based approach, and genre based approach.

1.1.4.1 Product Based Approach. The product model is the first historical sequential writing instruction model to exist. Gabrielatos (2002) defines the product based writing as: « The traditional writing method used to copy and paste for learners to create their final written products ». The method encourages students to imitate an example model text using four phases. First, the use of model text. Then an analysis of the structural features of each model text. Ending up with some practice on these structures within the framework of doing a particular exercise. (Steele 2004, p. 791).

.Phase One

Students use model texts to examine each text structure to identify each of the respective genres(Biography, Essays etc…).

.Phase Two

Students practice using those elements in a variety of controlled activities based on genres.

.Phase Three

Organizing material into a sequence based on the events that would occur in chronological order, and using features as heading to create a visual representation of how the order of events occur is more important than any idea. The use of these components, and the structural language are equally important when writing the final product.

.Phase Four

Students have the ability to use all the structural language they received, and perform writing tasks similar to the examples they see in the model texts, by writing with fluency, they demonstrate a level of proficiency in using the English language.

1.1.4.2 Process Based Approach.The process structure is a significant instructional paradigm in writing. As stated by Kroll(2001) : « The process methodology is a broad umbrella under which a variety of writing activities could fit, to date ». More importantly, the term reflects the fact that students will engage with tasks at hand using a cyclical, and not linear method of completion in their writing. In other words, a student writer is expected to complete their writing assignment in one with a high quality submission. Instead, student will develop a written work through various stages starting with multiple drafts, and ending up with multiple copies of a revised written work with feedback being received from either peers, or teachers on each draft. (Simpson, 1998, pp. 220-221). As a result, process methodology leads to an emphasis on activities in the classroom that will develop the use of the language being written.

1.1.4.3 Genre Based Approach. The genre methodology emerged in response to the limitations of both processes and products. Hyland (2003) describes genre methodology as being : « An abstract, socially constructed way of communication through language. » (p. 21).

Stated another way, genre methodologies view writing as a sociocultural process. Furthermore, according to Swales (1990) : « A genre is a class of communicative events for which there is a shared set of communicative goals. »(p. 58). Similar to writing using the process of writing, writing using genre methodologies has prescriptive rules that should be followed.

1.1.5 Main Principles of Academic Essays

The characteristics of different disciplines may vary in terms of terminology, writing style, methodology, or theories. However, the academic writing of different disciplines offers itself as a rigid set of criteria which must be followed in order to make it possible to produce a good academic product. Due to its challenging nature, researchers in the field of academic writing are engaged in finding techniques that make their task easier. In an academic context, one can successfully write an academic essay if he respects the following principles :

1.1.5.1 Formality. According to Oshima and Hogue(2007), academic writing is different from other forms as creative writing (in which informality is permitted). According to Ellis (n. d) from the other hand, academic writing is : « a very explicit, and gives the reader all the information they need to understand the meaning ». Based on this basis, they further clarify that informal expressions like contractions or colloquial language should not be used to achieve explicitness, and therefore formality.

1.1.5.2 Objectivity. Objectivity is one of the crucial aspects of scientific research, which enables the researcher to remain neutral and objective. Scientific research is closely associated with academic writing. Therefore, researchers are expected to demonstrate objectivity in their writing. In this regard, Ellis (n. d) asserts that :"Academic writing presents and evaluates issues, and arrives at an objective position ". Subjectivity of any forms. Therefore not tolerated in academic writing. Moreover, personal pronouns especially « I », « you », and « we » are usually avoided, as there are often associated with subjective views that

are influenced by personal preferences or biases (Ellis, n. d). Although the use of personal pronouns is not encouraged, some researchers believe that there are some situations where the use of personal pronouns is appropriate. Hyland(2002, Macintyre, 2017) argues that : « self-mention plays a crucial role in mediating the relationship between writers arguments, and expectations of their readers ». Therefore, the use of personal pronouns is permitted in situations where the researcher intends to communicate with his readers, and express his ideas more effectively.

1.1.5.3 Accuracy.One of the most important aims of academic writers is to be as clear, and simple as possible. Therefore, accuracy is very important feature of academic writing in fact, researchers should employ the correct terminology as well as not use terms that they do not fully understand in this respect. Carini (2002)argues that : « It is better to use simple language in order to avoid radical change in the meaning, and/or flow of ideas ». Taking into account that accuracy gives ones writing an academic print because of the clarity it shows.

1.1.5.4 Statement of Evidence. One of the most important features of academic writing is the presentation of evidence that supports the arguments. The thing about this is that academic writers have the right to state their own ideas. Nevertheless, these should be reinforced in accordance with credible sources as articles and books (Bartram, 2023). According to Oxbridge Editing (2019), writers should look for « clear sources, quotations, and passages that appropriately back-up their claims »(para. 22). Moreover, academic writing requires the researchers to state their stand on the notions that they read(whether they are for, against, or for neither) (University of Technology Sydney, 2021).

1.1.5.5 Reference System. With each quote, paraphrase, or summary of a source in academic work, one is supposed to refer to the references in the reference list. (University of Arizona, n. d). It is important that one applies the correct style of referencing (APA, MLA, Harvard …etc). (Oxbridge Editing, 2019). Each style has its own features and methods of

referencing. In scientific subjects The American Psychological Association style of referencing is applied (Theodorou, 2022). Scientific academic writers are therefore supposed to apply APA. A significant point raised by Oxbridge Editing is that academic work should have a uniform referencing. For instance, if one is supposed to apply APA style, all this references should be in APA Oxbridge Editing highlights that this should be done to show ones academic expertise, and eliminate any possibility of plagiarism.

1.1.5.6 **Proofreading.** As Theodorou(2002) states that proofreading is one of the most important techniques that one should concentrate on. She states that the essence of this is that proofreading results in error detection regarding sentence structure, spelling, inconsistencies…etc. Theodorou further states that one can make use websites as Grammarly to correct some errors that remain unnoticed by the writer. Henke (2012) states other elements that should not be included in academic writing, such as meta-communicative statements, plagiarism, random quotations, and unnecessary information.

In conclusion, although various disciplines have certain elements regarding terminology, writing style, methodology, or theories, the essence of academic writing complies with a strict set of criteria that serve as a safety for the production of good academic work. It is, therefore, essential that scholars pay attention to improving their academic writing skills.

Section Two: Academic Essays

Academic essays are considered as one of the most important instructional foundations within higher education institutions. They represent a key factor in fostering higher-level cognitive development among students, as they enable learners to enhance their research skills, comprehension, analysis, and other related abilities. For this reason, gaining familiarity with academic essays and their defining characteristics plays a crucial role in the learning process. Accordingly, this section aims to introduce and define the academic essay,

outline its purpose and types, identify the essential criteria required for building an effective essay, and finally address the stage of its implementation.

1.2.1 What is an Academic Essay

An academic essay can be represented as a formal textual composition employed in the academic settings in order to examine specific topics through critical reasoning and evidence. It seeks to foster student's critical inquiry by engaging them within the prior scholarly work. These existing research offers theoretical and empirical insights that guide the discussion, and identify areas that require further investigation. One of the earliest studies in this area includes the work of Diaz (2004). According to Diaz (2004), the essay can be approached from two forms; they are literary genre or a scientific one. The literary essay prioritizes aesthetic expressions and audience engagement, whereas the academic essay functions for analytical and scientific purposes. In academic writing, essays are employed to describe issues, discuss theories, and make critical reflections, based on bibliographic research and formal language, rather than a person's experience.

In summary, in the academic context, essays play a vital role in building different knowledge and communicating. They are considered as a primary means that allows the writers to express or communicate their ideas in a coherent way, based on what they have read from different documents or research findings. Understanding the aim behind writing a formal essay provides a foundation for analyzing learners needs based on the way of understanding or approaching specific topics. In a similar vein, writing a well-structured essay brings the following positive outcomes. As Diaz (2004, p. 109) states, developing an academic essay fosters independent thinking and the ability to express one's perspectives, as well as critical, reflective, and creative thinking. In addition, it promotes meaningful learning by encouraging writers to link concepts and reflect on the subject, which later helps to organize information in logical order. Another piece of information in the same area comes

from Rojas (1997, cited in Diaz, 2004, p. 109), emphasizes that creating an essay is a complex activity demanding subject knowledge, reasoning ability, and effective communication. An essay is a combination of several forms of text, such as description, exposition, narration, argumentative, all of which require clear, coherent, and well-structured writing. These perspectives should be taken together to indicate that essay writing functions not only as an academic expression, but also as an organized process that develops intellectual and critical abilities. On this basis, essay writing emerges as a multifaceted and intellectually engaging form rather than a simple writing task.

1.2.2 Types of Academic Essays

The current study adopts a classification of academic essays drawn from the Academic Writing Handbook for Learners in the Further Education and Training (FET) sector (Further Education Support Service [FESS], 2019), developed in collaboration with education and training boards Ireland (ETBI). The handbook presents a functional and pedagogically oriented categorization of essay types commonly used in academic contexts. According to this source, academic essays can be grouped into several broad categories, each designed to achieve a specific communicative purpose. The handbook identifies the following types of academic essays:

1.2.2.1 **Descriptive Essay.** A descriptive essay aims to deliver a clear and detailed portrayal of a person, object, place, event, or process. The central goal is to help the reader to visualize the subject through careful observation and detailed description. Descriptive essays prioritize the accurate representation rather than analysis or argument. Within the academic contexts, they are commonly employed in assignments focused on observation, reporting, and describing processes.

1.2.2.2 Expository Essays.Expository essays are designed to present information, explain it and clarify concepts about a specific topic. These, essays are factual in nature,

depending on evidence, logical sequencing, and objectivity in structured form. Academically, expository essays serve to synthesize literature, clarify theoretical frameworks, or present findings.

1.2.2.3 Narrative Essays. Narrative essays aim to recount events or experiences in a structured manner, often following a time order. These essays can be either factual or fictional to achieve instructional or reflective purposes. Although narrative essays are commonly used in formal research writing, they frequently utilized to convey experiences or events in meaningful way.

1.2.2.4 Persuasive (Argumentative) Essays. Persuasive essays aim to influence the readers by supporting a specific view point with logical reasoning and evidence. While the handbook labels this type as persuasive writing, the academic context commonly treats it as argumentative writing. This type of essay requires writers to formulate a coherent argument and with evidence, positioning it as a core element of academic writing.

1.2.3 Importance of Academic Writing

In higher education, academic writing occupies a central position, functioning both as a form of assessment and as a means of promoting students' intellectual maturity. It enables learners to communicate their claims clearly and systematically, while supporting them to their arguments with evidence. Through engagement in research, extensive reading, and critical reflection, students enhance their capacity to organize information logically and interact effectively with academic contexts (Maulana Azad National Urdu University [MANUU], 2024). Beyond its structural features, academic writing is essential because it socializes students into academic discourse communities. According to Hyland (2009), academic writing is central to learning, as it allows students to construct knowledge, engage with disciplinary conventions, and position themselves within specific fields of study. In this sense, writing is not merely a technical skill but a means of participating in scholarly dialogue.

Moreover, academic writing serves as an essential tool in enhancing language proficiency, analytical skills, and academic self-reliance. It motivates learners to combine various perspectives and present clear reasoned claims. These capacities are fundamental for success for both educational achievement and long-term professional growth. For this reason, academic writing must be regarded as a core element of higher education.

1.2.5.1 Implementing Process-Based Academic Essay Writing in an EFL University Class

Adopting a process-oriented approach to teaching academic essay writing for EFL university students. This instructional approach incorporates multiple phases of writing. Including pre-writing, drafting, peer response, revision, editing, evaluation, and post-writing activities. Beyond the seven core stages, a reflective stage to encourage learners to examine their learning experiences and develop greater awareness of their writing performance.

1.2.3.1 Pre-Writing. The pre-writing phase is an essential element of the process-based approach, especially for EFL learners. This method emphasizes prompting learners to draw on their existing knowledge and brainstorm potential essay topics before initiating the drafting process. As noted by Widodo (2006), well-designed EFL writing instruction includes systematic steps to support learners in developing and organizing their ideas. By engaging in this initial stage, learners are equipped with the cognitive and linguistic skills necessary for academic essay composition. Through pre-writing, students explore ideas safely and gradually transform them into coherent, focused arguments. According to Oshima and Hogue (2006), learners are expected to complete three critical steps: selecting an appropriate topic, refining it to meet assignment criteria, and generating evidence or details to support it.

Narrowing the topic is a crucial step in creating well-structured and cohesive essays, as overly broad topics often result in unfocused compositions. To aid the development of ideas, learners can apply techniques, such as free writing, journal writing, Wh-questions, listing, clustering, and outlining. These strategies support students in arranging their thoughts before starting the writing process. Overall, the pre-writing stage aims to prepare students to plan thoroughly, facilitating the production of structured, clear, and academically acceptable essays.

1.2.3.2 Drafting.After completing the pre-writing phase, learners begin drafting, in which the focus transitions from linguistic correctness to the development of ideas and flow. In this stage, students are encouraged to build upon their initial ideas and generate rough drafts without focusing on grammar. Within process-oriented writing pedagogy, attention to grammar and mechanics is revised for later stages, especially during revision. Therefore, rough drafts are intended as a means to support the generation of concepts and logical flow of arguments, rather than flawless execution. This method prioritizes writing fluency, enabling learners to refine their arguments and complete compositions more effectively, while recognizing writing as an ongoing, iterative process.

1.2.3.3 Responding. Receiving feedback from both instructors and peers make the responding stage a key element of process-based writing instruction, supporting learners in improving their drafts, Ferris (2003) highlights that this phase allows students to obtain meaningful guidance on initial drafts, promoting idea refinement and improved clarity. Similarly, Widodo (2006b) recommends incorporating technology like projectors or text views to make peer review more effective by helping learners observe and comment on one another's drafts. In addition to delivering corrective feedback, responding activities go beyond error correction to actively involve students in learning, placing them in real-world communicative situations while enhancing analytical and critical reading skills. Structured

peer review criteria enhance the quality of their feedback by helping students focus on specific and meaningful aspects of writing. In general, participation in feedback activities cultivates analytical thinking, encourages active involvement, and supports the goal of improving writing performance within a process-oriented framework.

1.2.3.4 Revising and Editing.During revising, learners evaluate their drafts in relation to the feedback obtained during the responding. This involves a careful review of their work to ensure that concepts and intended meanings are conveyed accurately to the audience. Effective revision is more than just correcting linguistic mistakes; it includes evaluating the content, logical structure, and organization to ensure coherent and clear ideas. This, stage involves careful adjustment of the draft to prepare it for the final submission. Additionally, students attend to language mechanics, including verb tenses, subject-verb agreement, spelling, punctuation, word choice, and contractions. The aim of these stages is to develop a coherent, well-organized, and academically suitable essay for final evaluation.

1.2.3.5 Assessing. During the assessment phase, instructors evaluate student compositions to determine the degree to which students have met the objectives of the assigned task. Teachers may implement either an analytic evaluation, focusing on specific features of the work, or holistic system, which evaluates the essay as a whole (Ferris and hedgcock,2005). Within a process-based approach, the analytic method is useful in process-focused pedagogy, as it offers specific feedback that help the students pinpoint areas for enhancement, teachers can enhance transparency and fairness by creating scoring rubric or marking scheme to structure the evaluation process (Ferris and hedgcock,2005,appendix b).

1.2.3.6 Post-Writing. After completing their final version, learners participate in post-writing classroom tasks. At this stage, teachers and students may take part in various forms of sharing, such as posting essays online, displaying them in classroom, exchanging papers for peer review, or giving oral presentations. According to (Widodo,2006b). This stage allows

teachers to acknowledge strengthens students' achievements. By offering learners the opportunity to present their work, post-writing activities serve as a form of positive reinforcement. This acknowledge strengthens students' self- confidence and encourages them to produce higher-quality writing in subsequent assignments.

1.2.3.7 Reflection. One the writing process is completed, students are encouraged to participate in reflective activities. This stage involves reexamining the learning experience and evaluating how effectively they have performed. By engaging in reflection, learners are able to recognize this strengthens and limitations while planning ways to enhance their future writing. In addition, teachers can support reflective thinking by offering structured reflection forms that guide learners in evaluating their progress. These documents provide instructors with a clearer picture of students' performance and developmental needs. Therefore, reflective practice promotes learner independence while allowing teachers to offer more specific guidance in subsequent writing activities (Widodo, 2006).

1.2.4 Difficulties that Face EFL Learners When Writing Academic Pieces

Academic writing represents a structured and formal means of expressing ideas and developing logically organized arguments. In contrast to everyday writing, it adheres to academic norms, employs precise language, and requires a coherent arrangement of ideas. Moreover, it values transparency, accuracy, and objectivity to ensure that the meaning is conveyed effectively to its audience. The complexity of writing stems from its demanding nature, as it necessitates the coordination of various skills such as grammatical accuracy, logical organization, lexical knowledge, and analytical thinking. For EFL students, writing difficulties are often intensified due to their limited linguistic proficiency. As a result, many EFL learners struggle with different aspects of academic writing for this reason, numerous scholars have examined these challenges and identified factors that hinder EFL learners academic writing development. Composing a written work in a foreign language is broadly

considered a complex and effortful skill. According to the perspective of Nunan(1999), creating an extended and coherent text is one of the hardest skills to master in second language acquisition. In the same way, for Jeremy Harmer(2007) asserts that successful writing requires linguistic accuracy , coherent structure , adopting an appropriate style , and achieving communicative clarity. According to Alsamadani(2010) , notes that l2 student are required to ensure structural correctness , clarity of meaning , and aligned with cultural norms. These varied demands increase the level of difficulty associated with l2 writing. One significant challenge stems from linguistic and organizational aspect writing effectively demands control over grammatical rules, sentence formation, lexical choice, and conventions of punctuation and spelling. Ann Raimes (1983), points out that student struggle with both language form and the clear expression of meaning in second language. In the same vein , Abu Rass (2015) stresses that writers are required to manage content , structure , communicative purpose , audience consideration , and mechanical correctness at the same time. The accumulation of these demands cause errors and hinder learner's writing performance in addition to accuracy in language, writing goes beyond grammatical correctness and engages mental processes. Students' need to develop ideas arrange them in a logical sequence , and keep their writing coherent as Davies argues , writing involves creativity and the ability to convey meaning clearly to an audience. Balancing communication with the organization of longer texts increases the cognitive burden for l2 students (David nunan,1999). Mental and emotional factors make the writing process more challenging for learners. According to Can (2009), learners who lack confidence in their writing abilities often make weaker revision decisions and respond less effectively to feedback, particularly when teacher feedback is inconsistent. These emotional obstacles may decrease motivation and hinder progress in writing. The transfer of skills and patterns from L1 strongly influences learners' performance in L2 writing. Similarly, Kereni (2004) notes

that second language writing is often believed to depend on mastery of the first language; however, writing skills do not transfer automatically and require sufficient competence in the mother tongue. Consequently, limited L1 writing ability can lead to difficulties in second language composition. To summarize, learners' problems in second language writing arise from a combination of language-related, cognitive, psychological, and cross-linguistic factors. Recognizing these interconnected difficulties is crucial for creating instructional approaches that foster writing improvement.

Conclusion:

In conclusion, the skill of the academic essay is more than simply adhering to a set of guidelines, it is the skill of structuring thoughts, and expressing them in a logical and evidence-based manner. No matter whether students are writing a simple description or a complex argument, the clarity and formality of academic writing will shine through. As they continue on their educational journey, they will continue practicing these basics, as they are the key to unlocking success.

Section Three: Translating Learner's Needs into a Functional Syllabus

Introduction

Designing an effective course begins with analysing what students need to learn.This section explains how to transform those real-world learner needs into precise pedagogical goals and a practical-functional syllabus.

1.3 Needs Analysis

Needs analysis is a fundamental aspect in the design and development of efficient learning programs, especially in the field of language instruction and curriculum design. NA is viewed as a systematic approach to the identification of learners needs, intentions, and expectations with the aim of establishing appropriate learning objectives and materials. NA helps educators to understand the nature of learners, learning environment, and learning skills to be developed. This chapter will focus on the overall nature of needs analysis through the presentation of the definition, types, essential characteristics, and the major components that contribute to the success of the needs analysis process. The chapter will also focus on the tools used in the collection of information about learners needs, the significance of needs analysis in the learning settings, and the presentation of the concept of syllabus through the definition, and the major types which is essential in structuring the learning content based on the needs analysis results.

1.3.1 The Components of an Effective Needs Analysis

To be an effective, NA is not simply an assessment of what learners need. It is rather a many-sided exploration of learners needs, and the educational a scenario as a whole. Furthermore, an examination of its components reveals the complex nature of NA, its significance, and its role in developing effective programs.

1.3.1.1 Target Situation Analysis. TSA is an investigation of the ultimate situations or, scenarios where learners are expected to utilize English. It is an analytical process that

attempts to envision the specific linguistic needs learners may face in their chosen fields of endeavor or academic programs that ensure that learners are grounded in reality. It narrows down the wide range of English language education into specifics, thus providing learners with skills they will need in their ultimate fields. It may involve, for example, studying the job descriptions, interviewing individuals in the target field, and studying samples of communication in the target situations.

1.3.1.2 Present Situation Analysis. PSA is an overview of the learners linguistic competence, where it is identified at what point the learners are in comparison to where they should be. By recognizing the strengths and weaknesses of the learners, the PSA is helpful in that it allows the educator to develop a curriculum that meets the particular needs of the learners, making it more efficient. PSA uses diagnostic tests, questionnaire, and interviews to gather information about the learners' present level of proficiency.

1.3.1.3 Means Analysis. In addition to determining the « what » MA seeks answers for the « how », striving to identify not only what is needed, but also how it can be delivered most effectively. The comprehensive nature of this model recognizes that an effective curriculum requires more than just content provision, it requires that the methods, and strategies used to deliver that content are taken into account as well. MA is a vital component in this regard, ensuring that methods are aligned with what is most desired by the target audience. In addition, it ensures that resources are being utilized to their fullest potential. The many components of curriculum development often requires a thorough assessment of existing learning materials, and pedagogical strategies to ensure that they are effective in meeting learner's needs. Furthermore, MA requires that feedback be sought from both teachers and learners, which is instrumental in providing valuable information regarding the effectiveness of pedagogical strategies. Through this rigorous assessment, MA makes a

significant contribution to developing a curriculum that is not only content-rich, but also effective pedagogically and learners needs-responsive.

1.3.1.4 Constraints Analysis. Every educational environment has its own set of challenges, whether they are logistical, financial, or cultural in nature. CA seeks to identify what obstacles may be present that will hamper the dissemination or reception of the curriculum. By being able to pre-empt these problems, educators are then able to strategize ways to overcome these, ensuring that the curriculum remains effective despite less than ideal circumstances. This may include looking into the following: budgets, gauging classroom sizes, cultural sensitivities, and time limitations. In bringing all of this information together is a synthesis of ideas, the educator is able to develop a curriculum that is not only informed, but also flexible in its approach, allowing for an efficient and effective journey towards meeting the learners' needs and outcomes.

1.3.2 Methods and Tools for Conducting Needs Analysis

The success of an effective NA is greatly dependent on the selection of the appropriate methods and tools. The focus is on obtaining the most clear, and comprehensive picture of the needs of the learners, both manifest and latent. A thorough analysis of the methods and tools used is conducted in the following manner:

1.3.2.1 Questionnaires

They are used as a tool in an effective needs analysis. These are used in an organized-manner, and are considered pivotal in gathering information from a wide array of sources in an efficient manner. As Bryman (2012) states, the surveys are usually created in such a way that a combination of open-ended and closed-ended questions are included. The focus is on obtaining a comprehensive understanding of the needs of the learners in a broad sense. The benefits of using questionnaires and surveys in an educational setting are quite evident. The most notable advantage of this approach is its potential for providing educators with a means

of collecting a substantial amount of data in a relatively short period of time. Moreover, the nature of the information gathered through these means a quantifiable. This means that it can be easily analyzed and conclusions drawn. There are, however, certain limitations of this approach. The major limitation of this approach is the fact that questionnaires do not have the potential for providing in-depth analysis of the intricacies of each participant. There is also the problem of response bais. The learners could respond in a manner that they think is expected of them rather than their true feelings. This can lead to data that does not accurately reflect the authentic views and needs of the respondents.

1.3.2.2 Interviews

Interviews as a qualitative research approach involve face-to-face interactions. These interactions can be physical as well as virtual. According to Lewis (2014, as cited in Boukhari&Chitti,2023), the interactions are vital in gaining a full understanding of the individual needs of the learners. This research approach is considered personalized and intimate in nature. The benefits of interviews as a research approach are substantial. First, this approach gives an in-depth insight into the individual views of the learners. Interviews give a glimpse of the complexities of the learners. They are flexible in nature in which the interviewer can ask additional questions as a follow-up in response to the answers given. This gives a dynamic touch to the research. The limitations of this approach are that it requires a lot of time for the interviewer to analyze the answers given. Each interview needs to be scheduled, conducted, and then closely examined in order to obtain useful data. Second, the interview is a subjective tool. The quality and extent of the information obtained may vary depending on the skills of the interviewer, his/her behavior, the questions asked, or the interaction between the interviewer and the interviewee. The interview is subjective in the sense that different interviews may obtain different information from the same set of responses.

1.3.2.3 Observation

The method referred to entails direct observation, where by the educators get to observe, and analyze the learners in the actual world, particularly in context where the target language is being used. Turner et. al, (2015) points out that this method provides an unfiltered view of the actual linguistic needs of the learners. This form of observation is crucial since it provides an accurate insight into the use of language by the learners without any interference from tests or interviews. There are certain benefits associated with the application of this method. As a first point, there is authenticity since the method provides the educators with access to raw, and unedited information concerning the use of language by the learners. There is also clarity since observing the use of the target language in context provides the educator with an accurate understanding of the application of linguistic skills by the learners. However, this approach has its own limitations. The observer paradox is a major concern for this approach. It suggests that the participants in the study may be affected in their natural use of language because they are being observed. As a second point, the other concern of this approach is that the data collected through this approach is highly interpretative. The observer has to analyze, and interpret the data. The interpretation of the data could be influenced by the observers own point of view. This requires a level of critical analysis.

1.3.2.4 Text Analysis

This technique requires a careful analysis of authentic texts that are of relevance to the learners in their respective professional and academic domains. The texts could be of varied forms and content, depending upon the professional domains in which the learners specialize. For example, in order to prepare learners for a professional career in law, the analysis could be of texts such as contracts, judgments, statutes, and legal briefs. A careful analysis of the texts could prove invaluable for the educator in identifying, and using the linguistic features that are recurrent and indispensable in a given field. This could prove

invaluable in gaining a better insight into the linguistic features, and communicative styles of a given field that help educators to develop ESP curricula that are not only linguistically appropriate, but also highly relevant, and practical for the learners future career. There are many advantages that can be derived from using this method, as ensuring direct relevance by making sure that the curriculum is aligned with what is actually being used in the field. Moreover, it helps to identify industry-specific jargon as well as linguistic structures that are essential for communication within that field. However, there are some limitations that can be identified including that it does not take into account the nuances of verbal communication that are typically used within that field. The language used in written texts is quite different from that used in everyday communication. In addition, this approach is time-consuming. It requires a through, and meticulous analysis of the texts in order to ensure the most relevant, and frequently used language elements are well integrated into the learning material. In the application of these tools, the educator must ensure that balance is achieved. It is impossible for a single tool to provide a comprehensive overview of the subject matter. Therefore, a combination of the tools is required in order to ensure a well-rounded, and effective curriculum is developed.

1.3.3 Types of Needs

To make the concept of « needs » more clear, it is necessary to refer to its different types.

1.3.3.1 Target Needs Versus Learning Needs

According to Hutchinson and Waters (1987: 54), target needs refer to « what the learner needs to do in the target situation ». They also classify the target needs into three types : necessities, lacks, and wants. Hutchinson and Waters (1987 :55) define necessities as : “what learner has to know in order to function effectively in the target situation “. It is related to the learners required knowledge in order to function effectively in the target situation. For

example, student of foreign language who wants to develop communication proficiency has to learn grammar, and syntax in order to produce correct sentences. To explain more about the target situation, reference has to be made to the « lacks ». If the necessities refer to what the learner has to know, then the « lacks » refer to what the learner lacks of the necessities. The target proficiency relates to the current proficiency then the gap between the two refers to « the learners lacks ». The « wants » refer to the learners views, thoughts, and perceptions of his needs. Hutchinson and Waters (1987 :56) explain that : « learners may well have a clear idea of the necessities of the target situation, they will certainly have a view as to their « lacks ».

Similarly, in order to elicit information regarding the needs of the target, Hutchinson and Waters(1987 :56-60)propose a set of questions to analyze the needs of the target, for instance, « why language is needed ?how it used to be ?etc ». It is not enough to identify needs only in relation to the target situation, in addition to this, course designer should also be aware of « what knowledge and abilities will the learner require in order to be able to perform to the required degree of competence in the target situation ». To be more precise, it is not what to learn, for example, language items, skills, strategies, etc. As in the needs of the target, but how to learn these components of language learning, and what are the ways, or means to learn language that a learner uses to acquire language learning.

The target needs , therefore learning needs are defined as : « what learners need to do in order to know ». In addition, it can be noted that learning needs are connected with the learners preferred learning styles, strategies, and preferences because the learner becomes engaged, and motivated as a result of a learning process that meets his/her needs, interests, and wishes. Just as with the target needs, Hutchinson and Waters propose a series of questions in order to analyze the learning needs. These questions are: Why are they taking a course ?, How do they learn? ,What resources are available? Etc.

1.3.3.2 Objective Versus Subjective Needs

Brindley (1989 :70) divides the needs into objective and subjective needs. He explains the objective needs as : « needs which are derivable from different kinds of factual information about the learners, their use of language in real-life communication situations as well as their current communication proficiency and language difficulties ». The objective needs are also called the narrow or product-oriented needs, wherein the needs of the learners are considered as the needs that one can get from detailed information about the learner. Therefore their needs considered in relation to the language needed in a particular communication situation, the needed is the target language behavior, as well as, his actual abilities in using that language.

In the objective needs, the learners educational background, language problems, and difficulties are concerned. According to Richterich(1983 cited in Brindley 1989 :64), the objective needs, in general, function as a starting point for the program development. As the learning process begins, another type of needs could emerged. This latter type of needs is supposedly the subjective needs. Brindley(1989) defines subjective needs as: « The type of needs that emanate from the cognitive, and affective aspects of the learners that somehow influence the process of learners learning ». These needs are related to learners personalities, attitudes, confidence, wants, expectations, cognitive style of learning, preferred learning strategies, and wants in a learning situation. They represent the process-oriented interpretation of the needs.

1.3.3.3 Perceived Versus Felt Needs

Berwick (1989) states that the perceived needs of the learners that are expressed by expert individuals, such as, teachers, language specialists, analysts, educators, and other experienced people are determined by Berwick. The awareness, thoughts, and perceptions of

the learners regarding their personal needs are considered to be « felt needs ». These are called expressed needs.

1.3.4 The Importance of Needs Analysis

NA is regarded as the foundation of ESP courses. It is one of the bases of ESP courses that makes them more efficient and effective. In any process of designing language courses, the language the learners should learn, and use in a particular situation will be taken into consideration based on the learners current knowledge, their perception of their needs, and the context of the teaching situation (Dudley Evans&ST John, 1998).

Bowers(1980, p. 67), quoted from Clark(1978), pointed out the importance of needs analysis as a guide in syllabus design, materials, and examinations. He said that: « The first step in any language teaching project must surely be to design a syllabus that will reflect the language needs, and wishes of the learner concerned »(p. 67). This information that the teacher will get from the needs analysis process may help him/her focus on some points, and reach appropriate solution to overcome those point.

Various aims and purposes that Richards (1990-2002) cited in Rehouma (2013), NA in language teaching may be used to :As certain if the existing course effectively meets the needs of the students, i twill help the teacher identify what are the main points that the course should focus on, and what content should be included in terms of language and skills. In addition to the methods, and techniques that should be used in order to convey these needs. Moreover, i twill help to identify what cultural, political, and personal characteristics the student have, and examine what cognitive and academic skills they have acquired in the EL. In fact, NA has a great importance in any kind of language learning, and teaching situation, as it makes the learning program more relevant to the student real-life needs.

Conclusion

In conclusion, directly linking learner needs to the syllabus structure ensures that the course content remains relevant.This smooth transition from analysis to design is the key to successful targeted learning.

Section Four : Syllabus Architecture

Introduction

This section provides a clear definition of syllabus, and examines its primary types. Understanding these structural frameworks can help educators choose the best layout to organize their course content effectively.

1.4.1 What is a Syllabus

Throughout time, the development of language teaching syllabuses has been shaped by shifts in teaching approaches and linguistic research. This evolution has resulted in the emergence of diverse syllabus types, including structural, national-functional, lexical, topic-based, and communicative modals. Each of which emphasizes particular aspects of language and organizes lessons according to the theoretical basis of the approach (Sabbah,2018). The notion of syllabus has been defined differently by scholars in the field of language education. Researchers frequently make the distinction between a curriculum and a syllabus. curriculum encompasses the wider process of educational design and decision-making, while the syllabus is the tangible product of these decisions, presented in terms of what is taught in courses (Johnson,1989). Likewise, a syllabus can be defined as an organized framework that outlines the course contents and specifies the material students are required to study and be tested on during the teaching process (Richards,2001). Other researchers have presented alternative but related perspectives. it has been suggested that syllabus can be understood as a plan that cover a specific section of the curriculum without including the evaluation, and should be

seen as part of the continuous curriculum development process (Robertson, as cited in Yalden,1987, as cited in Sabbah,2018). In a similar way it can be described as a framework that directs the choice and arrangement of teaching materials, determining whether the course takes a structural, situational, or notional approach (Richards and Platt,1992, as cited in Arab World English Journa,2018). It is also noted by researchers as (Pienemann,1985;Breen,1984, as cited in Arab world journal, 2018). that a syllabus involves both the selection and sequencing of teaching objectives, while others describe it as a plan detailing the intended learning outcomes of teaching and learning activities. from a different view point , syllabuses may also interpreted as a formal documents that outline and arrange the learning material, offering guidance to both teachers and students during instruction(Candlin,1984,as cited in Arab world English journal,2018).

1.4.2 Types of Syllabi

This six categories of language teaching syllabuses are typically presented as existing in isolation from each other. However, in authentic teaching situations, these syllabus types are seldom used separately. The majority of language syllabuses integrate two or more of these approaches. despite, this combination, a single syllabus type usually becomes the primary organizing principle of a course or a textbook while other types may be included to complement it. In this situations , most of teaching materials follows the orientation of the dominant syllabus type. Additionally, the boundaries between the six types of syllabuses are not always sharply defined. In some cases, the distinction between skill-based and task-based syllabuses is slight, the difference is often related to how the instructional material is implemented rather than on the material itself. To facilitate analysis, the six types of syllabuses are presented individually, emphasizing their features and limitations. This categorization does not indicate that language instruction should adopt one syllabus types in its pure form. Instead, the adoption and integration of different syllabus types depend on the

needs of the teaching environment. Thus, the following section introduces brief descriptions of the six syllabus types to be analyzed (Krahnke, 1987).

1.4.2.1 A Structural (or Formal) Syllabus

Within a structural syllabus, language instruction is structured around a set of grammatical patterns and structural features of the target language. Typical examples of linguistic structures encompass elements like nouns, verbs, adjectives, sentence types, and grammatical constructions such as subordinate clauses and past tense forms. A formal syllabus may also incorporate other aspects of language form, including pronunciation and morphological patterns.

1.4.2.2 A National / Functional Syllabus

A national-functional syllabus organizes language instruction around the communicative functions and conceptual meanings conveyed through language. These communicative functions encompass actions such as informing, agreeing, apologizing, requesting assistance, and making promises. The notions, on the other hand, represent general concepts expressed through language like, age, time, comparison, and temporal relations.

1.4.2.3 Situational Syllabus

In a situational approach, teaching content is based on a set of real or hypothetical situations in which language is used. in most cases, a situation consists of different individuals carrying out an activity within a particular context, in these contexts, the language used in a situation typically reflects various functions within a coherent piece of discourse. The central aim of a situational syllabus is to enable students to use the language naturally in various situations. At times, the situations may also be chosen to reflect the current or anticipated needs of language learners. this approach develop the ability to apply the target language in relevant communicative contexts, common examples of these situations may

involve activities such as visiting a dentist, buying books, meeting new learners, and seeking directions in a new town.

1.4.2.4 A Skill-Based Syllabus

Within a skill-based syllabus, the instructional content focuses on specific abilities involved in language use. These skills represent the abilities individuals must develop to use language effectively, regardless of the specific context of use. In contrast to situational syllabi, which link functions to specific context, skill-based syllabi focus on broader linguistic competencies such as identifying main ideas in spoken language, composing coherent paragraphs, and analyzing written texts for key information. The main objective of skill-based teaching is to strengthen individual language skills. In addition, students may incidentally acquire broader language knowledge while practicing these skills.

1.4.2.5 A Task-Based Syllabus

A task-based syllabus and a content-based syllabus differ from traditional approaches in that instruction is not organized around linguistic features but rather around another organizing principle. In this approach, language learning occurs through the completion of meaningful tasks that require communication in the target language. Tasks are defined as activities whose primary purpose is not language learning itself. However, similar to a content-based syllabus, task performance is structured in a manner that promotes second language proficiency. Language instruction is integrated into the task only when communicative difficulties or needs arise. Tasks require learners to combine multiple language skills within authentic contexts of language use. In contrast to situational approaches, task-based teaching aims to develop learners' ability to use available resources to accomplish a task. While performing tasks, learners employ diverse linguistic forms, communicative functions, and language skills, often in flexible and sometimes unpredictable

ways. In general, effective tasks reflect authentic activities that learners are required to complete in practical contexts.

1.4.2.6 A Content-Based Syllabus

A content-based approach is not traditionally classified as a language teaching syllabus, in this approach, learners acquire language skills incidentally while learning specific subject matter. In such settings learners assume dual roles as developing both language competence and subject knowledge. The academic content is primary focus, and language learning occurs as a secondary outcome. Consequently, the organization of instruction is guided by the subject content rather than linguistic considerations. Information dissemination is the central aim of content-based syllabus, whereas task-based approaches concentrate on communicative and cognitive skills. Generally, the six syllabus types are arranged in a progression, starting with those that emphasize language structure and ending with those that prioritize language use. conceptualizing language as a balance of form and meaning, with instruction highlighting one over the other, the six syllabi can be visualized along a continuum from form-focused to meaning-focused the relationship along the continuum can be illustrated diagrammatically form, as shown in figure 2. 1(Krahnke, 1987, pp. 10–12).

Conclusion

In conclusion, it is worth stating that the needs analysis is an important aspect in the development of an effective curriculum program. This is because it helps the educator to create a course that is not only applicable to the learners, but also meets their needs. Understanding the types, nature, and components of a good needs analysis, as well as the tools used in the process is instrumental in the development of an effective needs analysis. This is because it ensures that the process is systematic. In addition, the findings of the needs analysis are used to inform the development of the syllabus which is used as a guideline in

the organization of the course content. This is to say that the needs analysis is an important aspect in the development of an effective syllabus.

Chapter Two: Methodology

Section One: Research Approach

Introduction

This chapter presents the discussion and final results of the findings gathered from the survey and the structured interview. The primary objective of this study was to conduct a comprehensive needs analysis regarding the academic writing skills of 3rd year students, with a specific focus on the challenges they encounter when producing argumentative essays.

The preceding data analysis revealed a significant discrepancy between institutional expectations, and the actual writing proficiencies of the students. While 3rd year students are asked to write essays across all the modules, they face structural, rhetorical, and mechanical difficulties.

This section contextualizes these findings by referencing the data with the theoretical frameworks established in the literature review. By triangulating quantitative trends with qualitative insights, the discussion offers a deeper understanding of the pedagogical gaps, learner deficiencies, and subsequent implications for curriculum and syllabus redesign within the departement.

2.1.1 Methods

This study used a mixed method because it focused on gathering, and understanding detailed information to meet our goals. The two main tools used in this study are a questionnaire and an interview. The questionnaire was designed for students, and the interview was done with teachers. The study used a questionnaire because it is an easy way to get a lot of information from huge number of students in a short amount of time. It also made it easier to count, and compare the results. We used the interview to make sure get reliable information from the teachers' professional experience.

2.1.2 Research Tools

2.1.2.1 Student' s Questionnaire. A questionnaire was chosen for this study because it provides an efficient, scalable, and systematic method for gathering qualitative data from a large sample size. It stands as well-established methodological approach for investigating students' subjective and perceptions. To protect the study's overall validity, the instruments was administrated under controlled environmental conditions to ensure consistency and minimize situational bias.

2.1.2.1.1 Description of the Student's Questionnaire. The questionnaire employed in this study is structured into four distinct sections, using Likert scale format to measure student responses. The initial section gather data regarding the academic background and writing habits with a specific focus on writing frequency, self-perceived proficiency, and previous feedback received. The second section investigated the specific linguistic challenges learners encounter, ranging from conceptual development and structural organization to coherence, spelling, and grammatical accuracy as perceived by students. The third section examined the various strategies students use, and identified their preffered modes of educational support. The final section provides a platform for students to offer their own additions and pedagogical suggestions to improve their writing. The data collection process was randomly conducted, and completed of two days. Ultimately, the questionnaire aims to analyze students' difficulties, and identifies the necessary interventions required to facilitate their academic writing progress.

2.1.2.1.2 Administration of the Student's Questionnaire. The current questionnaire was carried out with 60 students during their free time in order not to disturb them of wasting their time during the different sessions to ensure the reliability of the collected data.

2.1.2.1.3 Data Analysis Procedure. The data collected from this questionnaire are passed through the appropriate visual tools to summarize and communicate data clearly . All the findings are conducted by using Google form.

2.1.2.2 The Teacher's Interview.

an interview was used because it allows to gain in depth-insights, teachers also provided rich qualitative data that help interpret the result. The interview was conducted with the teachers to obtain reliable answers.

2.1.2.2.1 The Description of the Teacher' s Interview

In addition to the student questionnaire, a structured interviews were conducted with the teachers to gather qualitative insights. While the majority of these sessions were face-to-face, some teachers responded via email. The interview consisted of 12 specific questions that explored their perspectives on students' academic writing difficulties. The data collection process spanned a period of one week. For the face-to-face sessions, each interview lasted approximately 15 to 20 minutes. Due to privacy and administrative preferences, several teachers requested not to be audio-recorded. To secure their anonymity and respect their identity Codes like teacher 1 till teacher 6 were utilized instead of their real names. ; therefore, detailed written notes were taken to accurately document their responses. Ultimately, these interviews provided valuable depth to the study, and complemented the quantitative data obtained from the students.

2.1.2.2.2 The Administration of the Teacher' s Interview

A structured interview was given to six teachers who were responsible for different modules. The interview were conducting durig teachers' free time in order to facilitate their participation. This approach aimed to gain a rich and deep results as well as professional viewpoints on learners writing needs, difficulties, and areas of development.

2.1.2.2.3 Data Analysis and Procedures

The interview with instructors was administrated in a structured manner in other to collect reliable qualitative data linked to the aims of the research. Before collecting the data the teachers were informed about the objectives of the research and the importance of their role. The ethical considerations like anonymity, privacy, and voluntary participation were also explained, once receiving the agreement dates and time were planned according to their schedule. The interview took place at the department of English language and literature at Mila University. It was face to face to ensure comfortable setting that encouraged to open discussion, the interviews were made with six teachers during data collection and accepted to be interviewed, they were carried out from May 2nd to May 9th,2026, with and each session took approximately 15 to 20minutes.

2.1.3 Population and Sampling Techniques

2.1.3.1 For Students

The target population for this study comprises all third-year undergraduate students majoring in English at Mila University, during the academic year 2025/2026. The total number of students in this promotion is 151 students. Out of the total population, a sample of 60 students was selected to participate in this study. A simple random sampling technique was used to ensure that every student in the cohort had an equal and independent chance of being chosen. Initially, a mixed-gender sample was selected. However, due to an initial refusal by the female participants, they were temporarily replaced by a male-only group. Subsequently, the female participants agreed to participate and were reintegrated into the final sample .The data were collected using a questionnaire distributed to the participants during their free time to ensure comfort and unforced participation.

2.1.3.2 For Teachers

The second population involved faculty members teaching different modules to 3rd year students at the same institution. For this sample, a purposive sampling technique was

employed to select six university teachers who hold a PHD degree. These teachers were specifically chosen because they teach various modules to the target cohort, and provide specialized academic insights.

2.1.3 Ethical Considerations

We followed strict rules in this study to protect everyone who took part. Before starting, we explained the purpose of the research to both students and teachers. For the students, the questionnaire included an explanation at the beginning. For the teachers, we got their permission before conducting the interviews. Joining the study was completely voluntary. All participants knew they could stop and withdraw at any time without any hesitation. To protect their privacy, no names, IDs, or email addresses were collected from 3rd year students or their teachers. We used codes instead of names to keep everything secret. Finally, all files and emails were saved safely on a password-protected computer. The data can only accessed by the research team. All the data will be deleted after graduation.

Section Two: Results and Discussion

This section presents the results of the study. Two main tools were used: a quetionnnaire for students, and a structured-interview for teachers.The questionnaire data was ognized and displayed in tables and charts.The interview data was analysed through a descripive approach.This section combines the results from both tools.The main goal is to answer the research questions, and discuss the findings.

2.2.1 Results

2.2.1.1 Data Analysis and Interpretation of Student's Questionnaire

Biography:

The data was collected from 3rd year EFL students.All the participants study at Abdelhafid Boussouf University of Mila.The total number of participants is 60 students.The sample includes 40 girls and 20 boys.This gender distribution is normal for foreign language

departements in Algeria.They are between 19 and 21 years old.They are currently in their final year of Bachelor degree.Therefore, they have enough academic experience to reflect on their EFL journey.

Q01: How often do you write in English (Paragraphs or essays) ?

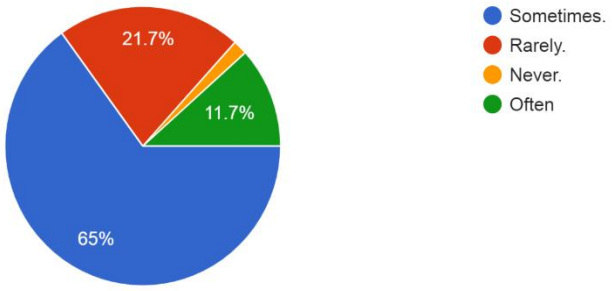

Figure 1

Writing Frequency in English Paragraphs and Essays

As illustrated in Figure 1 above, targest group of students, that is 65% wrote in English “sometimes”. In addition, about 21. 7% of the participants said they “rarely” wrote in this language. On the other hand, only a small portion of the group “often” wrote in English. Furthermore, it is important to mention that no one went for the “never” choice. Therefore, the results show that each student in this group has some experience with English writing, even if most do not do it frequently.

Q02: How would you describe your writing skill ?

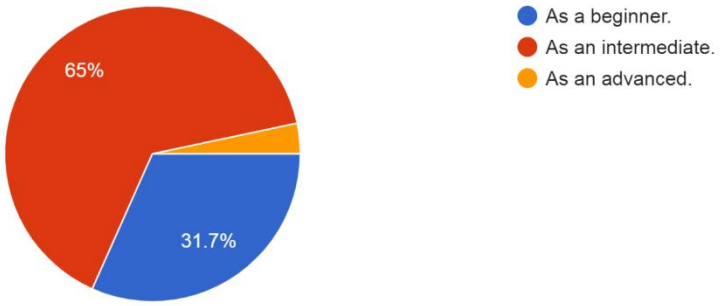

Figure 2

Students' Self-assessment of Writing Skill

The figure showed how 60 students felt about their writing ability. First, the largest group said that they were at an "intermediate" level. In addition, 31. 7% of the students considered themeselves as a "beginners". However, only a very small number of students believed that they were "advanced". Therefore, these results show that most of students have basic knowledge, they do not feel like experts yet. As a result, this group may need more practice to reach a higher level of proficiency.

Q03: How many times do you practice writing outside the class ?

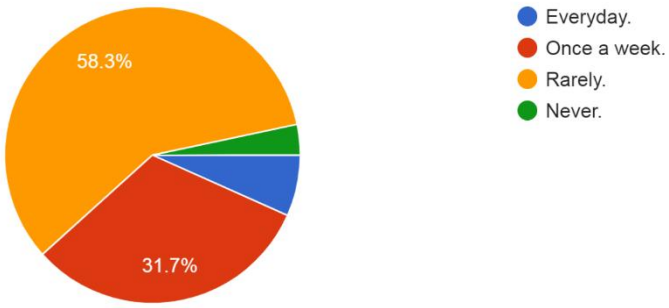

Figure 3

Frequency of Practicing Writing Outside Classroom

This figure showed how often 60 students practiced writing outside of their regular classes. To start, the largest group said that they "rarely" practiced on their own. Moreover,

31. 7% of the students wrote “once a week”. In contrast, only a very small number of students practiced it “everyday”. Additionally, a few students “never” wrote outside classroom settings.

As a consequence, these results show that most students do not do extra work to improve their writing.

Q04: Have you been provided with feedback by your instructor on your writing ?

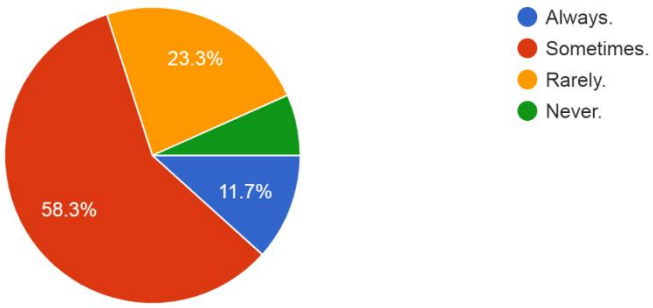

Figure 4

Teachers’ Feedback on Writing Skill

This figure explained whether 60 students got feedback from their teachers about their writing. First of all, the data showed that the majority of the group “sometimes” received feedback from their teachers. Furthermore, a 23. 3% of participants said that they “rarely” received one. On the other hand, only a small group of 11. 7% stated that they “always” got feedback. Lastly, a tiny portion of students claimed that they “never” received feedback before. Hence, it appears that most students do not get enough regular guidance to help them improve their writing.

Q05: What forms of writing is most common in your English classes ?

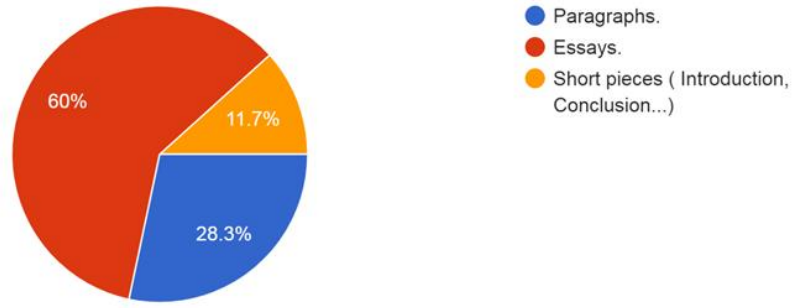

Figure 5

Writing Forms used in English Classes

This figure shows the most common types of writing for 60 students in their English classes. To begin with, the data revealed that the “essays” weree the most common form of writing for 60% of the participants. In addition, “paragraphs” were the main focus for 28. 3% of them. However, only a small number of students about 11. 7% went for shorter pieces.

Therefore, the results show that most instructors focus more on long academic tasks rather than the simple ones.

Q06: I have experienced difficulty in developing ideas when writing in English.

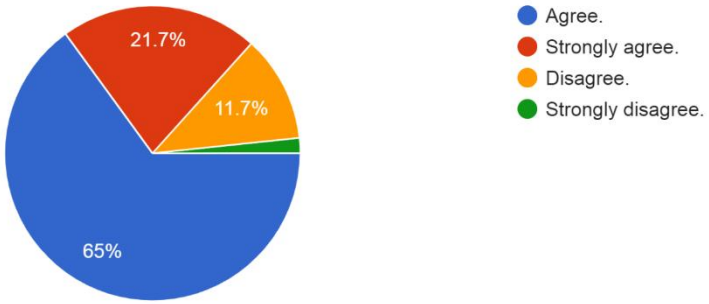

Figure 6

Students’ Difficulty in Generating Ideas

This figure showed if 60 students struggled to develop ideas for their English writing. To start, the data collected showed that 65% of students faced this problem when writing. In addition, 21. 7(of the students strongly agreed with the provided statement. In contrast, a

small portion of 11. 7% strongly disagreed that they face it. Consequently, these results revealed that almost 87% of the students found it hard to develop ideas. Thus, it is evident that most students face a major challenge at the beginning of the writing process.

Q07: I fin dit challenging for me to organize my ideas in a coherent way.

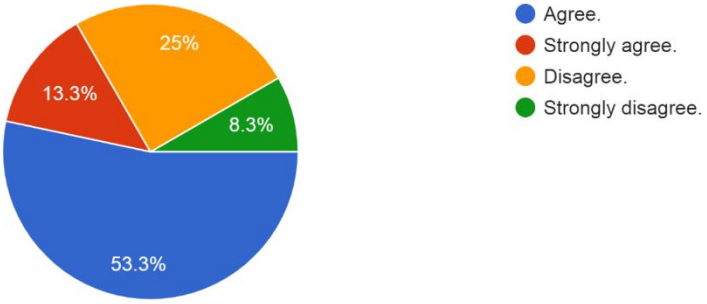

Figure 7

Issues in Organizing ideas Coherently

This figure displayed if 60 students found it difficult to organize their ideas in a coherent way. Despite the fact that some students felt confident, a significant 53. 3% of the group admitted their agreement on this statement. Furthermore, 13. 3% of the participants strongly agreed that they faced this issue. In contrast, one quarter of the respondents disagreed with the statement. Neverthless, 8. 3% of this sample strongly disagreed with it. Consequently, these results prove that a clear majority of the students cannot organize their thoughts effectively. Therefore, it is evident that students need extra help to connect their ideas logically.

Q08: Which areas of English Grammar do you find the most challenging ?(Select the ones that apply)

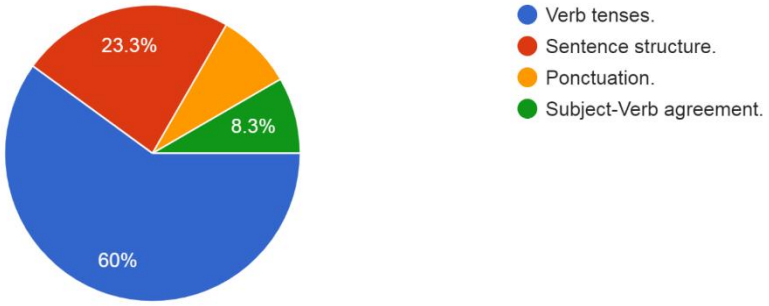

Figure 8

Challenging Aspects in English Grammar

The figure above showed that verb tenses represented the most significant challenge, as 60% of the students selected this response. Sentence structure ranked as the second most difficult area. On the other hand, subject-verb agreement, and ponctuation posed much smaller problems. Overall, the data proves that most learners struggle primarily with verb tenses usage rather than the other basic mechanics.

Q09: What is your primary challenge with English spelling ?

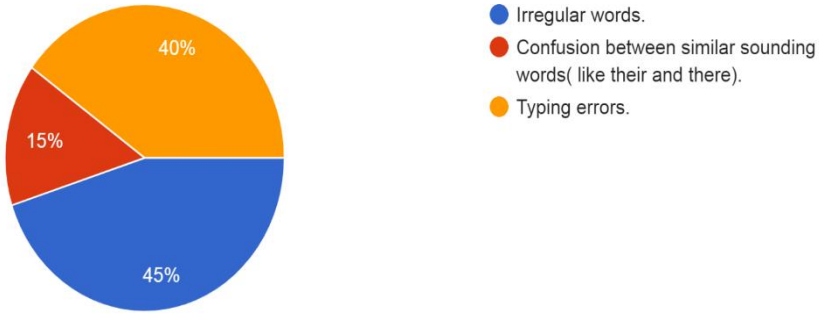

Figure 9

Spelling Problems

This figure showes that “irregular words” represented the biggest problem for students, as 45% of respondents choose this option. ”Typing errors” ranked second, and

accounted for 40% of the responses. Finally"confusion between similar sounding words" affected only 15% of the sample. Consequently, the collected data demonstrates that the irregular spelling creates a huge problem for learners rather than the phonetic similarities.

Q10: Using transitional words, and phrases to connect my ideas in writing is problematic for me.

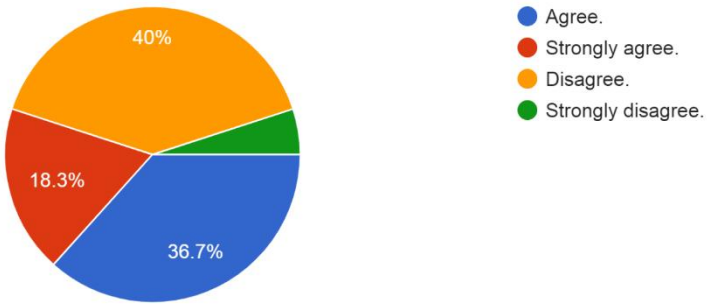

Figure 10

Challenges of Transitional Words and Phrases

According to this figure, a majority of the 60 respondents found "using transitional words and phrases" in their writing to be challenging. Specifically, 55% of them indicated that this area is problematic for them. Conversely, 45% of respondents did not view this as a significant obstacle, though only 5% strongly disagreed with the statement. Overall, these results show that most students need more help learning how to connect their ideas better.

Q11: Indicate your preffered setting for practicing writing activities.

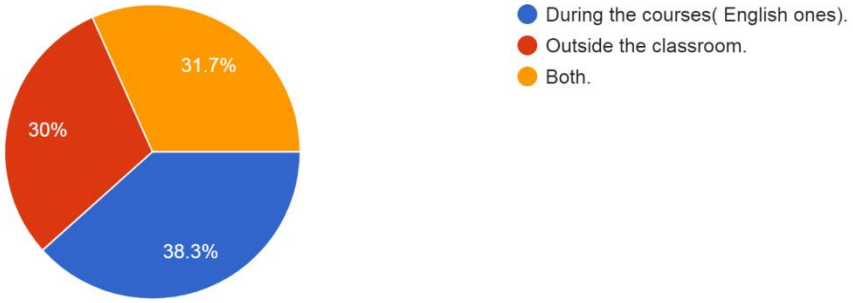

Figure 11

Writing Environment Preferences

The figure below showed the preferences of the 60 respondents regarding their learning setting were fairly split. The most chosen option were practicing “during courses” selected by 38. 3% of the students. Additionally, 31. 7% prefered a mix of both settings, while 30% prefered to practice outside the classroom. Overall, these figures show that while opinions are divided, most students still value having dedicated practice time during their classes.

Q12: What are the reasons behind your preference for practicing writing outside the classroom ?

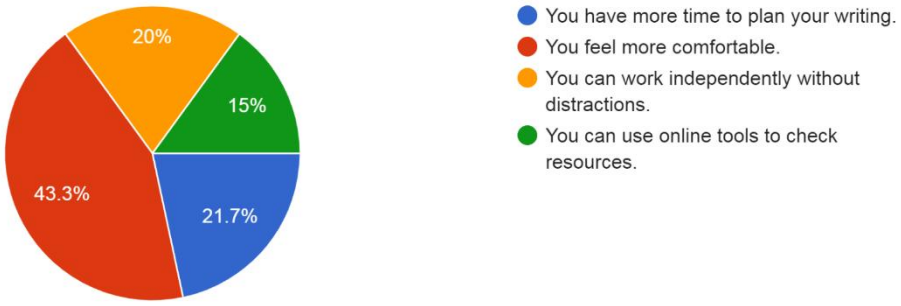

Figure 12

Causes for Outside-Classroom Writing Practice

When asking about the reasons behind preferring practicing outside the classroom, the most common one given by respondents was that they felt more comfortable with 43. 3% of the total. Other significant factors included having more time to plan, and being able to work independently without distractions. Only 15% chose the ability to use online tools as their main reason. Overall, these results indicate that emotional comfort and personal pacing are the biggest drivers for students who prefer to write in their own space.

Q13: What type of instructional support you find it effective when learning ?

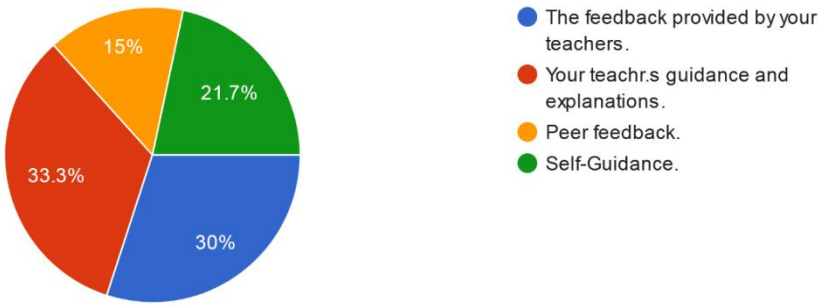

Figure 13

Perceived Effectiveness of Educational Support

According to the figure below, the largest group of respondents prefered teacher guidance and explanations. This was followed closely by teacher feedback at 30% which showed that direct instructor involvement was highly valued. Additionally, 21. 7% of students found “self-guidance” effective, while 15. % prefered “peer feedback”. Overall, these results indicate that while students appreciate independent and peer learning, they rely most heavily on the expertise and direction of their teachers to succeed.

Q14: What kind of assistance do you need the most for your writing ?

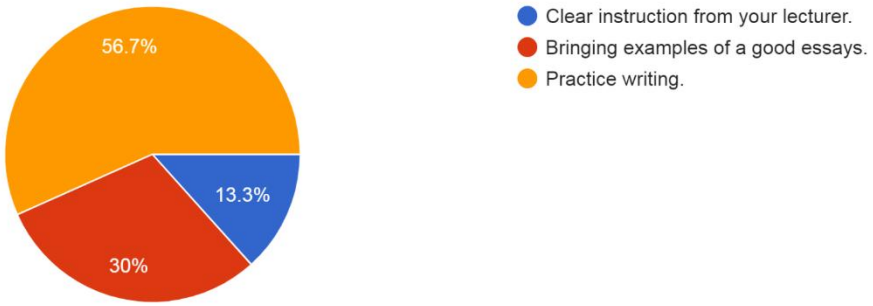

Figure 14

Learners’ Writing Assistance Needs

When asking the students what kind of help they need most for their writing, a clear majority of the 60 respondents identified"practice writing" as their top priority. This was followed by 30%of students who would like to see examples of good essays, and 13. 3% who felt they need more clear instructions from their lecturer. Overall, these findings suggest that most students believe that they will improve best through hands-on experience, and by studying successful writing samples.

Table 01

Participant's Further Comments and Suggestions

Students	**Responses**	**Codes**
Student 01	Grammar.	Grammatical Errors.
Student 02	Transfer.	Negative transfer from Arabic to English.
Student 03	Using advanced vocabulary	Inability to use advanced vocabulary.
Student 04	Sentence structure, and using linking words.	Deficiences in sentence structure, and linking words.
Student 05	Bringing new ideas.	Bringing new ideas difficulty.
Student 06	Lack of vocabulary.	Severe lack of vocabulary.
Student 07	Organizing the ideas.	Poor organization of ideas.
Student 08	Avoid repetition, and write in a coherent way.	Repitition, and lack of writing coherence.

The themes of this question can be presented as follows:

Theme 01: Grammatical Errors

This theme shows that students face major challenge with English Grammar rules. They struggle to use correct verb tenses, subject-verb agreement, and proper word forms in their essays.

Theme02 : Negative Transfer

This theme captures the interference of the first language when writing in English. Students tend to literally translate phrases, structures, and idioms from Arabic, which leads to incorrect English sentences.

Theme03: Inability to Use Advanced Vocabulary

This theme represents how they struggle to incorporate academic lexical items into their essays.

Theme 04:Dificiencies in Sentence Structure and Linking Words

This difficulty relates to poor syntax construction, and the incorrect usage of cohesive devices to connect sentences.

Theme 05: Difficulty in Bringing New Ideas

This theme highlights the cognitive block where students struggle to generate creative ideas.

Theme 06: Severe Lack of Vocabulary

This lack underscores the limited lexical repertoire that restricts students from expressing their ideas freely.

Theme 07: Poor Organization of Ideas

This code indicates structural issues where students fail to logically arrange their paragraphs and arguments.

Theme 08: Repitition and Lack of Writing Coherence

The final difficulty centers on the use of the same words, which makes their essays less academic.

2.1.1.2 Discussion

The results of the questionnaire provide important information about the academic backgrounds, core writing difficulties, and learning preferences of EFL learners. These outcomes reveal the major factors that influence student writing proficiency. To begin with, the results of the first section reveal insightful perspectives on students' writing habits and self-perceptions. Writing in English is an irregular practice rather than a consistent habit for most of the respondents. A striking majority (65%) report that they only write in English "sometimes. " When it comes to students' perceptions about their writing ability, very few students think that they are advanced learners. Instead, the majority classified themselves under the "intermediate" category (60%) or as "beginners" (31. 7%). This outcome indicates that their writing competence is still developing and they lack the confidence which is necessary to produce expert texts.

This perceived lack of expertise is further compounded by a deficiency in autonomous learning habits outside the classroom. The largest group of participants reported that they "rarely" practice writing on their own. This high reliance on formal classroom settings, however, faces a pedagogical challenge. The data reveals that most students do not get enough regular guidance, because they only "sometimes" or "rarely" receive constructive feedback from their teachers. Interestingly, while students struggle with limited practice and a lack of guidance, instructors seem to prioritize long, complex academic tasks over foundational ones. In fact, 60% of the respondents stated that academic "essays" are the most common form of writing assigned in their classes. Secondly, the second section results show the specific cognitive, structural, and mechanical challenges that students encounter during the writing process. An overwhelming majority of the participants (nearly 87%) reported that

they face a major cognitive challenge at the very beginning of the writing process, and they struggle significantly when they develop ideas for their essays. Moving from idea generation to text organization presents another severe obstacle. A clear majority of the students (66. 6%) admitted that they cannot organize their thoughts effectively and they fail to connect them in a coherent way. On the mechanics level, the data proves that learners struggle primarily with verb tenses usage rather than basic mechanics, as 60% selected this option as their most significant grammatical challenge. Furthermore, lexical choices pose another barrier. Irregular spelling words represent the biggest vocabulary problem for 45% of the respondents. In addition, more than half of the sample (55%) find that the use of transitional words and phrases is highly challenging, which directly hinders their ability to connect sentences logically. Thirdly, the findings yielded from the third section investigate the students' preferences regarding their learning settings and the type of teacher support they value most. The choices of the respondents are somewhat divided. While 38. 3% prefer to practice writing "during courses," the rest prefer either outside settings or a mix of both. For those who favor writing outside the classroom, emotional comfort and personal pacing are the biggest drivers. This preference is clear because 43. 3% stated that they feel more comfortable and less distracted in their own space. Nevertheless, despite this inclination toward autonomy, students rely most heavily on the expertise and direction of their teachers to succeed. This reliance is strongly evident because the largest group of respondents highly prioritized direct teacher guidance, theoretical explanations, and evaluative feedback (30%) over peer feedback or self-guidance. When they identified their ultimate academic needs, a clear majority of the students stated that they believe they will improve best through hands-on practice which is combined with successful essay models and clear instructions from their lecturers. Finally, the summary of the open-ended suggestions shows the deep language and mind blocks that students face. These problems are divided into eight clear themes.

Structurally, students talk a lot about their constant problems with grammar mistakes (Theme 1). They also struggle with weak sentence structures and connectives (Theme 4). Another major problem is Negative Transfer (Theme 2). Students admit that they translate words literally from Arabic. This habit creates incorrect English sentences. This issue connects directly to a severe lack of vocabulary (Theme 6). It also links to an inability to use advanced academic words (Theme 3). This limit stops their expression and leads to repetition and a lack of text coherence (Theme 8). In the end, these vocabulary limits combine with a mental difficulty to create new ideas (Theme 5). They also combine with a poor organization of arguments (Theme 7). These factors explain why students fail to meet academic standards. The general consensus from these themes shows a clear fact. Students do not just need more essay tasks. Instead, they need a systematic plan from teachers. This plan must provide simple text strategies, vocabulary supports, and clear training in text organization. With this help, they can close the gap between their average self-confidence and the hard demands of academic texts.

2.1.2 Data Analysis and Interpretation of Teachers Interview

Biography:

Six teachers from different modules in the Department of English participated in the Interview. These modules included written expression, Literature, Psycho pedagogy, Didactics, Linguistics, and Research Methodology. Five participants were holding a doctoral degree while the literature teacher was a professor. They were chosen because of their capabilities. Their experience exceeded more than 10 years in teaching 3rd year EFL Learners. Their different specialities and competence offered a variety of perspectives about learners' needs, obstacles and difficulties that need development.

Question 1: In your specific area of teaching, what are the most important writing genres that 3rd year students need to be proficient in?

The aim of this question was to seek the academic expectations of the 6 teachers that participated in the research in order to examine the most important writing genres that learners need to be proficient in. the findings indicate that all the interviewees have the appropriate knowledge to offer helpful insights. Most participants considered as an important skill for 3rd year learners. Many teachers mentioned the argumentative , expository and descriptive essays as a key skill for writing while the others indicated that learners should be proficient in academic writing and research papers. Teacher 2 stressed that learners should be proficient in all genres. In nutshell, this sample includes a highly competent and qualified EFL university teachers. The diversity of participants' background indicat broad awareness to the academic expectations. These findings suggest that 3rd year EFL students must demonstrate proficiency in different types of writing genres rather than a single type of writing. Moreover, the variation among teachers' viewpoint provides an understanding of the writing demands within the academic context.

Question 2: What are the main writing targets that students need to have achieved by the end of the academic year?

This question aims to investigate teachers opinions about the core objectives that students need to master at the end of the academic year. Identifying these objectives leads to deep insights concerning the standards of writing that students are asked to develop. The responses reported a general consensus among the teachers regarding the argumentative essay. The majority of instructors highlighted that learners should be able to write the argumentative essay in an effective way by the end of the academic year. Moreover, most of the teachers asserted the significance of producing well- organized essays, while the others pointed out that learners should be able to know research skills and methods, Although the interviewees mentioned a wide range of expected writing proficiency. Their responses provide a comprehensive point that writing competence is not just the ability of students to produce a

piece of writing but to incorporate grammar accuracy, critical thinking, clear organization, and familiarity with academic conventions. Overall the findings denote that 3rd year EFL students are expected to improve and achieve different writing competencies by the end of their academic journey. Besides achieving competence, students should enhance their abilities, employ academic writing appropriately and create coherent and well -structured written texts.

Question3: What writing skills do you think your students need most in their coming professional careers?

This question is aimed to investigate the writing skills that learners need to acquire for their coming future professional careers the interviewees answers' indicate different skills accompanied by a wide agreement on the importance of mastering these skills effectively for their future professional settings on the whole, the findings reveal variety of writing areas were shared among the participants concerning the writing skills for future professional careers. The first writing group related to the appropriate language that suits the field and workplace communication by teachers 1. 3. 6. Their answers indicated that occupational achievement demanded not only general English proficiency but the capacity to convey ideas suitably in professional settings. While, paraphrasing and summarizing, analysis, and synthesis were indicated by teachers 2 and 5. These abilities are seen as vital for producing clear and effective written work. While another teacher pointed out that students need to master writing tasks such as job application letters and letters of motivation. Although these diversity of perspectives reflect the value of developing different writing skills that enable 3rd year students to reach the standards of the coming professional careers**.**

Question 4: What are the most common ,or frustrating errors you encounter in students submission (poor structure, lack of critical analysis, or sentence level mechanics)?

This question sought to examine the most common and frustrating errors encountered in students' work submission teachers' responses indicating that 3rd year EFL students face a

wide range of errors. Spanning linguistic, organization and content elements in writing. From the linguistic perspective teachers reported grammatical issues including errors of subject-verb agreement, sentence structure, spelling and pronoun usage. At the discourse level coherence, cohesion , and essay organization emerged as recurring concerns. Among the errors mentioned by the participants repeating the thoughts, limited vocabulary and mis-organization of the arguments. teachers 3. 5. 6 all indicated a significant agreement concerning learners difficulties in generating ideas , which cause a weak augmentation. In addition teacher 6 highlighted another point that students many times submit their work without revising their papers again this may extend beyond linguistic proficiency to weak proofreading. While some interviewees reported limited answers such as all the mistakes. Broadly references by teachers 3 and 4 the findings noted that students suffer from organizational weaknesses and insufficient idea development are the most problems that affect learners' writing quality.

Question 5: How would you rate the students' ability to shift from informal communication to formal objective academic voice?

This question is designed to evaluate how well students shift from informal to formal academic voice, which is a key skill in learners' academic written performance. The findings reflect students' level of competence and many issues. The majority of participants evaluated students' performance as very poor, which affected and hindered their ability to use appropriate formal academic language. Teachers stated that learners have insufficient level. Teacher 2 indicated that the students' level is very low, only fewer students are able to produce correct English. The same view for teacher 5 who described that learners' performance is very low, adding that they rely too much on medias' language in their writing. In different wording, teacher 6 reported that many learners still use informal and social media language. Therefore, they need support in order to maintain objectivity in writing style. While

teacher1 and 4 stated that learners lack awareness. Furthermore, the teacher - underscored that guidance plays a vital role in enabling learners to achieve this aim.

Question 6: How effectively do students handle external evidence? Are they struggling with paraphrasing and synthesizing information?

This question aimed to examine participants' perspectives about the academic and professional skills to handle external evidence throughout paraphrasing and synthesizing. The majority of participants showed an agreement that their students experience considerable difficulties in applying these writing techniques. Teacher 1,2,3 shared the same perspectives, reporting that EFL learners are really struggling with both. their replies suggested that their learners face issues not only in reformulating source materials but also in including thoughts from different sources into coherent written work. The rest participants expressed slightly different views. Teacher 5 pointed out that learners face problems beyond language proficiency to include limited language knowledge. The findings imply that successful use of sources depends on both linguistic proficiency and enough knowledge for subject matter. As weaknesses in either lead to poorly connected ideas in fragmented contexts. Teacher provided a comprehensive response, stating that paraphrasing as one of the most frequently reported issues adding to this that students copy in close way to the original work without grasping the content. Besides, teacher 4 raised an additional point to the previous issues. Noting that the majority of learners rely on AI tools by copying and past. This remark may hinder the students' confidence in their ability to work independently. Overall, the findings reveal that many EFL students face considerable problems to solve the external evidence, accompanied with difficulties extend beyond language use to involve knowledge, critical commitment with source in their writing.

Question 7: Do you find that students have the right ideas but struggle to express them, or is the challenge rooted in the logical organization of thought itself?

This question was designed to investigate the learners' difficulties related to ideas production, written expressions or organizing them. The responses expressed different viewpoints among the teachers. Both teacher 1and 2 stressed that learners struggle with both producing the thoughts and structuring them in a coherent way. teacher 3 explained that some learners struggle due to limited knowledge, that affects both ideas generation and written production. Teacher 4 highlighted that some students can produce ideas but not express them effectively, whereas the majority struggle with organization. According to the fifth, participants pointed out that students were simultaneously repeating the same ideas. Taken together, the findings show that writing difficulties impact all stages of production, especially the logical organization of ideas.

Question 8: How has the use of AI writing tools (like ChatGPT) impacted your understanding of students' actual writing capacity and learning needs?

The findings revealed that participants are progressively worried about students' writing with help of different AI tools. Teachers indicated that regular use of AI may hinder learners' involvement with writing process and make it more complex to evaluate their actual level of writing. moreover, some participants stressed that texts generated by AI can make it hard to highlight students' areas of strengths and weaknesses which make it problematic to measuring their academic performance.

Question 9: What forms of feedback have you found to be the most effective in enhancing the quality of students writing?

The data suggested that participants utilized a range of feedback to support learners' writing quality based on their instructional context. a number of teachers reported that they give one-to-one feedback after assessing students' writing, whereas others focus on error identification toward self-correction. Furthermore, short written feedback with illustrative and additional practice tasks were considered helpful for improving revision and writing

development. in general, the results indicated that personalized feedback combined with ongoing writing task is regarded as crucial for enhancing students' writing skills.

Question 10: In your experience, are 3rd year students generally self-aware of their writing limitations, or is there a self-confidence gap in relation to their actual capacity?

This question sought to determine whether 3rd year learners are aware of their limitations or whether there is a gap between their self- confidence and the real writing performance. The responses reflected varied perspectives among teachers about students' awareness of their abilities. Some participants stated that learners are conscious of their weaknesses, as teacher 3 affirmed general awareness and teacher6 indicated limited self-awareness. On the other hand, the fourth teacher reported that students are unaware, while the second interviewee highlighted that some of them appear confident despite having a low level. In addition to these viewpoints teacher 1 noted that some learners rely too much on ChatGPT because of their low effort and teacher 5 emphasized insufficient practice in applying knowledge. Taken together, the findings suggested variability in learners' self-awareness, with many demonstrating only a partial understanding of their true writing abilities.

Question 11: Are there any specific resources (writing centers, or workshops) that you feel are missing, but necessary for student success?

The data suggest different viewpoints among teachers regarding the availability of writing-related support resources including, writing centers, academic clubs and workshops. Some teachers reported that no further resources were unnecessary, whereas others pointed out the value of organized writing workshops, writing clubs, and small conferences for learners’ development. Moreover, access to training programs, effective digital resources, internet access, and wider academic support was strongly emphasized. On the whole, the responses suggested a general perception that strengthening writing support resources could improve learners' academic writing outcomes, although opinions among teachers differ.

Question 12: What is the biggest challenge you face as a teacher when trying to improve your students writing skills?

The findings indicated variety of opinions among instructors about the principal obstacles in improving students' writing proficiency. a number of interviewees noted a low motivation and interest among students, whereas others focused on the importance of regular writing activities in class to foster development. Moreover, teachers also identified linguistic issues like inadequate word, limited lexical range, and weak sentence formation along with the impact of negative transfer from Arabic. Furthermore, heavy reliance on AI was reported as a common issue, along with challenges in keeping learners engagement in the writing tasks like planning, drafting and revising. In general, the results suggested that teachers encountered a mix of motivational, language-based, and writing-process difficulties in enhancing their writing abilities.

2.1.3 Discussion of the Results

The results point that third year EFL learners show generally low levels in writing proficiency in different areas. Teachers agreed that students struggle in structuring ideas, coherence, and developing logical progression of the content. Additionally, learners have issues in core academic writing requirements, especially formal register, paraphrasing, synthesizing ideas and adding sources effectively. The results also highlighted persistent linguistic weaknesses among learners, like limited vocabulary, grammatical mistakes, and weak sentence structure, which impact the quality of their writing output. Moreover, some teachers raised concerns about the growing dependence on AI tools, noting that is the main reason that affect the development independent writing skills. in spite of these issues participants underlined the importance of sustained feedback, and frequent writing tasks and adequate support services like writing centers and workshops. While the others stressed the needs of preparing learners not only for academic writing tasks but also for their future

careers. In general, the results pointing out that learners' writing difficulties are different and interconnected, covering linguistic issues, organizational weaknesses, and academic writing skills and new issues associated with the use of digital tools in writing.

2.2 Discussion

2.2.1 Answers to Research Questions

Answer to Q1: The results show that third-year EFL students face major linguistic, cognitive, and structural problems, which include low self-confidence (60% intermediate, 31.7% beginner), severe blocks in idea generation (87%), poor thought organization (66.6%), weak cohesion (over 50%), and a lack of skills in formal register, paraphrase, and synthesis. [1]

Answer to Q2: Based on the structured interviews, EFL instructors perceive third-year students' academic writing competence as severely deficient across multiple dimensions, showing a high degree of agreement with the learners' own low self-confidence. Faculty members note that students' weaknesses extend beyond basic grammar and vocabulary limitations to critical failures in advanced academic conventions, such as maintaining a formal objective style, paraphrasing, and structuring logical, coherent arguments. Furthermore, a crucial emerging perspective among instructors is that students' heavy reliance on generative AI tools actively weakens their engagement and hinders the development of independent writing skills. While teachers imply that the current course design lacks sufficient time and practical focus, they strongly advocate for structural solutions to bridge these gaps, specifically recommending the integration of continuous formative feedback, specialized workshops, writing centers, and sustained, regular writing practices to meet students' real learning demands.

Answer to Q3: Educational recommendations for a needs-based course include explicit teacher support through model essays and structural guides, continuous feedback on

multiple drafts, the creation of writing centers and workshops, and the use of supervised in-class writing tasks to control AI dependency.

2.2.2 Discussion of the Main Findings

The findings from the both instruments revealed valuable insights into the academic writing needs and difficulties of third-year EFL students. Collectively the questionnaire and interview show a high degree of agreement related to students' writing performance, academic writing demands, and the necessary support for enhancement. Findings from both sources suggest that students' have weaknesses in various aspects of writing. data questionnaire showed that most of students rated their writing as either intermediate 60%) or beginner (31. 7%), which suggest a low self-confidence in their writing competence. Likewise, interview findings noted that learners face difficulties with writing in different domains. The agreement between learners' viewpoints and teachers' perspectives reinforces the argument that writing remains to be problematic for the majority of EFL students. The results are in line with Cheng's (2004) perspective regarding the low confidence that negatively affects students' writing performance. The same for Nunan's (1999) noting that writing is one of the common problematic language skills. Second, both sources of data demonstrate persistent issues in organization, ideas development and coherence. Based on the questionnaire data, approximately 87% of learners face difficulties with idea generation in the early stage of writing and 66. 6% noted that the difficulty is rooted in structuring their thoughts effectively. While in the interview teachers pointed out that students struggle with organizing ideas, developing logical sequence of content and ensuring coherence. Together the results highlighted that learners experience issues at both the initial planning stage and composing processes. The results align with Nunans' (1999) viewpoint, which claimed that writing extended and cohesive texts is a common difficulty for L2 learners. The same perspective for Davis (2005) who pointed out that organization and developing a piece of a

written piece are mutually interconnected implying that poor idea development affect clarity and coherence. Hence, these difficulties may indicate the complexity of L2 writing where mental and linguistic processes work together. Thirdly, both findings mentioned comparable issues regarding academic writing conventions. According to the questionnaire responses showed that students seek for explicit guidance, example essays, and practical support in producing academic texts. The data provided by interview also suggested that learners can not use formal style, synthesizing and paraphrasing effectively. Although the questionnaire identified a need for writing support, the interview clarified the exact academic writing conventions that pose difficulties. This could be expressed by Altakhaineh's (2010) claim that academic writing is marked by its formal and objective style, which differ from non-academic writing. Consequently, these difficulties can be linked with students' limited knowledge and expectations. Another point of agreement related to linguistic competence The questionnaire findings revealed that learners encountered major difficulties with verb tenses, vocabulary limitations, weak sentence construction, spelling errors, and cohesive devices. The results were strongly confirmed by the interview data, in which participants reported ongoing issues in limited vocabulary, grammar mistakes, and poor sentence structure. Furthermore, qualitative responses emphasized concerns about sentence structure, grammar, coherence, and vocabulary range. This convergence indicated that linguistic weaknesses still impact learners' ability to express ideas clearly. This supported Harmers' view (2007) that writing quality depends on linguistic accuracy, proper style, clarity and coherence and when learners lack these skills their ability to convey ideas is diminished . The same perspective produced in different words by Carini (2002) where emphasized that simple and clear language preserving the logical flow, which helps explain the reduced clarity in students' writing.

Moreover, the data sources draw attention to the significance of coherence and cohesion in academic writing. According to the questionnaire, the results indicated that more than 50 of learners experience problems in using linking words and transitions, and the qualitative results reported coherence as a repeated challenge, and the teachers also highlighted difficulties in maintaining coherence and the logical flow of thoughts. Collectively, the responses suggested that students struggle with both content creation and connecting ideas logically. This aligns with research showing that writing competence extends beyond grammar and depends on the effective use of discourse structure. The data also reveal additional perspectives into the specific needs of learners. Through the questionnaire, learners indicated a strong preference for practical activities, sample essays, and explicit teacher support. Students further suggested a strong preference for practical activities, sample essays, and explicit teacher support. Similarly, the participants in the interview reinforced these needs by highlighting the value of continuous feedback, workshops, writing centers and regular writing activities. While the questionnaire identified learners' needs, the interview offered practical recommendations from teachers for meeting these needs and these supported Ferris (2003) claimed that feedback on drafts helps students to refine content and improve clarity, while Simpson (1998) understands and stated that guided writing contribute the development of writing competence over time. Another important point related to the efficiency of current approaches to writing instruction. The data from the questionnaire indicated that writing courses focus on essay writing and do not adequately respond to students' real learning needs. Learners also showed that they experience a lack of regular practice and insufficient feedback from teachers. Even though teachers do not explicitly discuss the course design, but they reported that learners' weaknesses in key writing areas imply that current teaching tasks may not sufficiently prepare students for academic writing demands. The survey responses also revealed a number

of challenges that were not extensively addressed by the interviewees. Learners reported that first language, insufficient academic vocabulary, repetition and ideas development as major obstacles in writing. These findings shed light into the root caused learners' writing problems and provide explanations for the weaknesses identified by teachers. As a result, the questionnaire enriched the understanding of students' personal view regarding their writing. Unlike, the interview brought attention to the emerging difficulty of AI tools. Most participants indicated that students rely heavily on the AI tools , suggesting that these tools are considered as the main reason that weaken students' engagement and decrease the growth of independent writing abilities. In general, the questionnaire and the interview demonstrated a strong level of agreement of difficulties in various aspects experienced by 3rd year EFL students. The results also emphasized the necessity of feedback, ongoing support and sustained writing practices. While the questionnaire reflected learners' needs, the interview offered instructors viewpoints and professional interpretations, resulting in more understanding of students and their writing needs.

2.2.3 Limitations of the Study

Several limitations must be acknowledged when interpreting these outcomes. First, the study relied on a localized sample of 3rd year students, which may limit the generalizability of the findings to other universities or language departments. Second, self-reporting bias is a challenge because the questionnaire data reflects students' self-perceptions of their essay-writing difficulties. These perceptions may vary from their actual marked academic performance and their unmonitored use of AI tools. Third, contextual constraints affected the results because the qualitative interview focused heavily on the immediate classroom environment. It did not fully account for broader administrative or structural constraints that dictate institutional timetables and module hours gaps. Finally, the teacher interviews introduced specific limitations. The research relied on a very small sample of just

six teachers, and the sessions were highly structured and short, lasting only 15 to 20 minutes. Furthermore, most of these teachers did not allow any audio recording. This restriction made it difficult to capture their exact words and detailed feedback accurately.

2.2.4 Further Suggestions and Recommendations

2.2.4.1 Suggestions for Further Research

Researchers who are looking to build upon the findings of this study should consider the following suggestions:

1. A future study can conduct a comparative analysis between different university departments. Researchers can compare the academic text needs of general EFL students with the needs of students who study English for Specific Purposes (ESP) to see how text requirements change across fields.
2. Future studies should perform a direct textual analysis of student essays. While this study investigates the opinions of both students and teachers, future research can check actual student exam papers to classify the exact grammar and vocabulary errors that happen because of literal translation from Arabic.
3. Future research can evaluate the effectiveness of online tools and digital platforms in independent text production. Since data shows that students value autonomous settings for emotional comfort, a future study can investigate if mobile applications or online software help learners improve their text coherence outside classroom boundaries.

2.2.4.2Recommendations

Based on the study outcomes, and considering that traditional methods are already in place, the researcher proposes the following innovative and highly practical pedagogical recommendations to directly address students' low confidence, organizational difficulties, and over-reliance on AI:

- Introduce "AI-Proof" Task Design: To prevent students from using AI to generate entire texts at home, instructors should design writing tasks that AI cannot complete independently. For instance, assignments should require students to base their arguments on specific, real-time classroom discussions, or write their first drafts using pen and paper during class, using AI only later as a tool to compare and contrast different language options.

- -Implement "Reverse Engineering" Writing Tasks: To resolve the massive difficulty students face with idea generation and organization, instructors should provide learners with poorly structured academic paragraphs or repetitive AI-generated texts. Students must analyze, "de-construct," and rebuild these bad examples by correcting the logical flow and adding missing transitions, which is highly effective for building structural confidence.

- -Adopt "Micro-Writing" Continuous Challenges: Long essay assignments often cause high text anxiety and push students to rely on AI tools. The curriculum should shift toward "Mi-cro-Writing" tasks, where students are asked to produce only one highly polished paragraph, a strong thesis statement, or a precise paraphrase every single week, allowing them to master smaller structural units step-by-step.

- - Require "Writing Portfolio Vlogs" for Metacognition: To ensure that students are actively engaging in the cognitive writing process rather than just copy-pasting text, they should sub-mit a short, 1-minute video alongside their final essay. In this video, students must verbally explain how they generated their ideas, why they chose their discourse structure, and how they identified and fixed their linguistic errors.

- Establish Peer-Mentoring "Writing Circles": To reduce emotional discomfort and writing anxiety, the department should form peer partnerships connecting third-year students with Master’s or PhD volunteers. Working and discussing writing obstacles with a more advanced peer creates a low-stakes, comfortable environment where students can openly share their drafts and receive realistic, friendly guidance.

2.2.4.3 Suggested Syllabus

Course Syllabus: Advanced Academic Discourse and Writing Innovation Course Description

This course focuses on the cognitive and structural mechanics of academic discourse. By utilizing micro-writing challenges, reverse-engineering tasks, and critical artificial intelligence (AI) literacy, it aims to rebuild students' writing confidence, eliminate over-reliance on automated tools, and master text cohesion.

Weekly Course Schedule

Phase 1: Micro-Writing and Structural Mechanics (Weeks 1–4)

- Week 1: The Anatomy of an Academic Sentence (Thesis statements drafting)

- Week 2: Topic Sentences and Logical Flow (Introductory paragraph construction)

- Week 3: Mastering Cohesion and Transition Tools (Reorganizing disorganized text) - Week **4: Phase 1** Portfolio Review (Launch of Peer-Mentoring Writing Circles)

- Phase 2: Reverse-Engineering and AI Literacy (Weeks 5–9)

- Week 5: Critical AI Literacy (Using AI strictly for brainstorming and outlines)

-Week 6: The AI-Proof Text (In-class drafting based on raw notes)

- Week 7: Reverse-Engineering AI Output (Rewriting AI texts to inject human voice)

- Week 8: Paraphrasing and Synthesis Mechanics (Avoiding plagiarism across sources)

- Week 9: Mid-Term Submission (Portfolio upload and Metacognitive Vlog 1)

Phase 3: Text Polish and Advanced Academic Conventions (Weeks 10–14)

-Week 10: Academic Register and Formal Style (Translating casual expressions)

-Week 11: The Mechanics of Academic Integrity (Source citation and referencing)

-Week 12: Drafting the Macro-Text (Assembling the short research essay)

- Week 13: Writing Circle Intensive Revision (Peer-editing with mentors)

-Week 14: Final Evaluation (Final Writing Portfolio and Metacognitive Vlog 2)

Grading and Evaluation Breakdown

- Micro-Writing Portfolio (30%): Evaluation of weekly short text units and transition tasks.
-Reverse-Engineering and AI-Proof Tasks (30%): Assessment of text deconstruction and human-voice editing.

- Metacognitive Vlogs (20%): Grading of verbal reflections and self-correction awareness.

- Writing Circle Participation (20%): Assessment of active peer review and draft sharing.

Conclusion:

In conclusion, this section analyzed and discussed the collected data.It combined the results of both the questionnaire and the interview.This section also presented the limitations of the study.Finally, it suggested pedagogical recommendations and a syllabus to improve EFL learning**.**

General Conclusion:

Academic writing has became an important skill for higher instruction owing to the crucial role of English in higher education and professional life. It assists learners to convey their ideas clearly, structuring their arguments logically and engage actively in academic settings. At university level students must prepare different academic writing forms, including essays and research projects. However, many EFL students have obstacles in mastering academic writing due to lack of critical thinking, difficulties in developing ideas, grammatical accuracy, and lack of vocabulary. Therefore, having strong academic writing is necessary for achieving positive academic writing results and improve their level. This study explores the academic writing needs of third-year EFL students. The study also aims to identify and analyze the writing needs of EFL learners, and explain how these needs can contribute greatly to learners' success in higher education and improving overall learning outcomes. The opening chapter presents the theoritical part of the research and contains two main sections. The first part tackles writing skills, while the second section focuses on academic essays.

The second chapter is devoted to the fieldwork of the study focusing on the interpretations and discussions of the findings. For data collection an interview and questionnaire were used as primary tools for this research. The questionnaire was for students and interview used to collect teachers' perceptions. The results were analyzed using mixed method and the findings were interpreted, ultimately to answer the research questions. The study findings show that third-year EFL learners face serious problems in academic essay writing, especially in structure of paragraphs, generate ideas, and grammatical accuracy. The results also highlight a gap between learners' writing preparation and the academic writing demands associated with higher education.

To address these difficulties, the administration should add extra hours to the academic writing module and give instructors the needed time to shift from traditional lecturing to interactive classroom workshops.

This conclusion highlights the necessity of the academic writing for students to assist them to convey their thoughts clearly, strengthen critical reasoning, and excelling academically. It also helps students engage to contribute effectively to scholarly research and professional progress.

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Appendices

Dear **Appendix A**

Student's Questionnaire

The Perspectives of Students on Writing Needs and Difficulties in the EFL Classroom

Dear Students,

This questionnaire aims to investigate the difficulties of learners in writing, and their perspective of writing activities inside/outside the classroom. Be sure that your answers will remain confidential, and will be used only for academic purposes.

Section One : Academic Background

Tick your choice

1. How often do you write in English (Paragraphs or essays) ?

Often Sometimes Rarely Never

2. How would you describe your writing skill ?

As a beginner As an intermediate As an advanced

3. How many times do you practice writing outside the class ?

Everyday Once a week Rarely Never

4. Have you been provided with feedback by your instructor on your writing ?

Always Sometimes Rarely Never

5. What forms of writing is most common in your English classes ?

Paragraphs Essays Short pieces (Introduction, conclusion…)

Section Two : Writing Difficulties

Instruction : Please, state your extent level of agreement for the needed statements

1. I have experienced difficulty in developing ideas when writing in English

Agree Strongly Agree Disagree Strongly Disagree

2. I fin dit challenging for me to organize my ideas in a coherent way

Agree Strongly Agree Disagree Strongly Disagree

3. Which areas of English Grammar do you find the most challenging ?(Select the ones that apply)

Verb tenses

Sentence structure

Ponctuation

Subject-verb agreement

Others……

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4. What is your primary challenge with English writing ?

Irregular words

Confusion between similar sounding words(Like their and there)

Typing errors

Others……

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6. Using transitional words, and phrases to connect my ideas in writing is problematic for me

Agree Strongly Agree Disagree Strongly Disagree

Section Three : Learning Settings and The Support of Teachers

1. Indicate your preffered setting for practicing writing activities

During the courses (English ones)

Outside the classroom

Both

2. What are the reasons behind your preference for practicing writing outside the classroom ?

You have more time to plan your writing

You feel more comfortable

You can work independently without distractions

You can use online tools to check resources

Others……

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3. What type of instructional support you find it effective when learning ?

The feedback provided by your teachers

Your teacher. s guidance explanations

Peer feedback

Self-guidance

Others……

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4. What kind of assistance do you need the most for your writing ?

Clear instruction from your lecturer

Bringing examples of a good essays

Practice writing

Other……

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Section Four : Further Comments and Suggestions

1. Are there any other specific areas of English writing that you fin dit challenging, and it was not mentioned previously ?

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Thank you for your help

Appendix 2

Teacher's Interview

Introduction

Here is a structured interview which is specifically designed to analyze the needs, and writing skills of 3rd year university student from a pedagogical perspective.

Teacher Interview Guide

Writing needs analysis and skills.

Interview Goal

To obtain expert opinions from teachers about the writing requirements, and skill levels that 3rd year students are expected to have.

Part One : Needs Analysis (Curriculum and requirements)

Academic Expectations. In your specific area of teaching, what are the most important writing genres that 3rd year students need to be proficient in ?

***Core Objectives*.** What are the main writing targets that students need to have achieved by the end of this academic year ?

Professional Relevance. What writing skills do you think your students need most in their coming professional careers ?

Part Two : Writing Skill

Recurring Weaknesses. What are the most common, or frustrating errors you encounter in student submission (poor structure, lack of critical analysis, or sentence level mechanics) ?

Academic Tone. How would you rate the students ability to shift from informal communication to formal objective academic voice ?

Source Integration. How effectively do students handle external evidence ? Are they struggling with paraphrasing, or synthesizing information ?

Critical Thinking Versus Writing. Do you find that students have the right ideas but strugggle to express them, or is the challenge rooted in the logical organization of thought itself ?

Part Three : Feedback and Technology

Impact of AI. How has the use of AI writing tools (like ChatGPT) impacted your understanding of the students actual writing capacity and learning needs ?

Feedback Efficacy. What forms of feedback have you found to be the most effective in enhancing the quality of the students writing ?

Self-Awareness Gap. In your experience, are 2nd year students generally self-aware of their writing limitations, or is there a self-confidence gap in relation to their actual capacity ?

Part Four : Open Comments and Additional Insights

Support Systems. Are there ant specific resources (writing centers, or workshops) that you feel are missing, but necessary for student success ?

Teaching Challenges. What is the biggest challenge you face as a teacher when trying to improve your students writing skill ?

Final Thougths. Is there anything else you would like to add regarding the evolution of writing proficiency at the university level ?

Conclusion

Thank you for your time, and professional expertise. Your isights will be essential in aligning the teaching strategies with the students real-world academic needs.

Résumé

La maîtrise de l'écriture académique est une condition fondamentale pour réussir dans l'enseignement supérieur. Les apprenants d'anglais langue étrangère (EFL) ont souvent du mal à respecter ces normes rigoureuses. Cette recherche identifie et analyse les besoins en écriture académique des étudiants de troisième année EFL à l'université de Mila. L'étude a adopté une approche méthodologique mixte. Elle a utilisé des questionnaires pour les étudiants et des entretiens structurés avec les enseignants pour collecter les données. Les résultats indiquent que les étudiants sont confrontés à des barrières linguistiques importantes en matière de précision lexicale et de grammaire. Les résultats révèlent également une dépendance excessive et alarmante aux outils d'Intelligence Artificielle (IA). Cette tendance contribue au déclin de la pensée critique indépendante et à un manque de motivation académique. Pour remédier à ces lacunes, l'étude propose un programme d'enseignement ciblé et basé sur les besoins. Ce cadre vise à renforcer la compétence rédactionnelle et à favoriser l'intégrité académique. Ces conclusions suggèrent que des cadres pédagogiques spécialisés sont essentiels pour combler le fossé entre la performance des étudiants et les attentes académiques.

Mots-clés : écriture académique, étudiants EFL, rédaction d'essais, analyse des besoins, entretiens structurés, dépendance à l'IA, conception de programme

ملخص الدراسة

تعد كفاءة الكتابة الأكاديمية متطلباً أساسياً للنجاح في التعليم العالي. يواجه متعلمو اللغة الإنجليزية ان مهارات كلفظة أجنبية صعوبات مستمرة في تلبية هذه المعايير الصارمة. يحدد هذا البحث ويحلل احتياجات الكتابة الأكاديمية لطلبة السنة الثالثة لغة إنجليزية بجامعة ميلة. اعتمدت الدراسة منهجاً بحثياً مختلطاً. استخدمت الدراسة استبيانات للطلاب ومقابلات مهيكلة مع الأساتذة لجمع البيانات. تشير النتائج إلى أن الطلبة يواجهون عوائق لغوية كبيرة في الدقة المفرداتية والقواعد النحوية. كما تكشف النتائج عن اعتماد مفرط ومقلق على أدوات الذكاء الاصطناعي. يساهم هذا التوجه في تراجع التفكير النقدي المستقل ونقص الحافز الأكاديمي. لمعالجة هذه النقائص، تقترح الدراسة برنامجاً تعليمياً مستهدفاً وقائماً على الاحتياجات. يهدف هذا الإطار إلى تعزيز كفاءة الكتابة وترسيخ النزاهة الأكاديمية. تشير هذه النتائج إلى أن الأطر التعليمية المتخصصة ضرورية لسد الفجوة بين أداء الطلبة والتوقعات الأكاديمية .

الكلمات المفتاحية: الكتابة الأكاديمية، طلبة اللغة الإنجليزية، كتابة المقال، تحليل الاحتياجات، المقابلات المهيكلة، الاعتماد على الذكاء الاصطناعي، تصميم المناهج.

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