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**Writing Course in English as a Foreign Language: Hindrances
and Remedies. The Case of First Year Students at Belhadj
Bouchaib University Centre (Ain Temouchent)**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Advanced Studies in Contemporary Linguistics*

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Abstract

Teaching a foreign language requires dealing with the four skills. Writing as a productive skill that facilitates the task of communication nowadays, is considered as a complex cognitive activity, however, many difficulties may face both learners in doing tasks and teachers while teaching. The present study aims at displaying learning and teaching situation of writing skill in an EFL classroom focusing on the main obstacles that hamper the writing process of EFL students, and look for the solutions and strategies that both teachers and students have to follow to overcome those difficulties. To reach such aim, we have presented in the first chapter the main theoretical aspects of writing skills as well as its position in an EFL classroom. The second chapter is devoted to the investigation based on a questionnaire as a research instrument; this latter has been addressed to both first year EFL students, and teachers in the Department of foreign languages (section of English) at the University Center Belhadj Bouchaib. The obtained results have been analyzed, therefore it is confirmed that writing is the most difficult skill compared to the other skills, taking into consideration that the first year EFL learners found difficulties in writing task from different aspects although they were studying English since the middle school. The third chapter includes suggestions and some recommendations that may help EFL learners to enhance their writing skill, where both teachers and students are concerned, depending on the role that each one of them should play and the strategies that they should follow.