Causes of Problems Encountered by 3rd Year Preparatory Libyan Pupils in Learning how to Write English

Abstract:

With limited classroom, time, in appropriate approaches used in dealing with writing, can cause many problems for teachers and learners. In addition, in the perception of many teachers and some learners writing in English, is not within the scope of their objectives in the first place. A language program and teachers using it may not view time used in writing in classes as well time spent, preferring the time to be spent on more active aspects of language learning, such as learning the language grammar and vocabulary. Unlike speaking and reading, writing is generally a silent reflective activity, “especially productive writing”. Also, many teachers regard emphasizing the development of the learners writing ability as something that takes care of itself, or as a side matter that can be taken care of in the form of an occasional homework. In fewer words writing is less fortunate as well as the other productive skill “speaking in relation to the perceptive skill" listening and speaking "in teaching language. This research attempts to find an answer to the following question: “why do English learners in preparatory schools in Libya fail to learn to write? Therefore, it aims at finding, and pointing out the causes of the problems that face 3rd year preparatory learners in acquiring the ability to write English properly, that is, from the linguistic and educational perspective.