

## Writing in learning/teaching in French (study case- freshmen "Alexander Xhuvani" University students)

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### Abstract

Writing plays an important role in teaching and learning foreign languages. Students that can write in a foreign language have to verify their grammar, lexical and semantic performance and it is the role of the teacher to assess if students have learned rules correctly. This is both important for their reading and speaking skills and in general students are tested through a writing test. Writing is now an object of research and it is generally accepted that teaching/learning cannot be performed out of the communicative acts. Students are required to produce and interpret different documents such as letters, leaflets, journal articles etc. in a foreign language, in this case in French. The idea is that if you want to own the writing competency, you have to know very well both the lingual and contextual structure. This paper is based on a research conducted with the first year students, studying French at the "Alexander Xhuvani" University, Elbasan, Albania, taking in consideration the lingual, psychological and social factors that affect writing. From the conclusions was clear that students had difficulties in writing due to their limited lingual competencies that leads them to orthographical mistakes etc. We also noted that students are eager to acquire this competency because learning a language through writing does not merely mean to learn syntax but it also requires a de – contextualization and creating a chance for students to get in touch with everyday language texts.

**Keywords:** writing, learning, teaching, French.

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