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# **Raising the EFL Learners Motivation to Enhance their Competence of Writing Essays: the Case of 2<sup>nd</sup> Year Licence Students at Ghardaia University**

*Dissertation Submitted to the University of Ghardaia as a Partial Fulfillment of the Requirements for the Master's Degree in Didactics*

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# Dedication

*First of all, with genuine gratitude and warm regard to the Almighty Allah for giving me the strength and the ability to finish this dissertation, I dedicate this work*

*To my father and mother, who with love and efforts have accompanied me in this process,*

*To my beloved sisters, and my dearest brothers. May Allah have mercy on all of them,*

*To my friends, my roommate, and every single one in my whole family.*

*Djaouhar*

# Dedication

*In the name of Allah, the most Gracious and most merciful, who helped me*

*to present this dissertation.*

*I dedicate this work to my late father,*

*To my beloved mother who supported me from the first day of this dissertation. No words  
can describe my gratitude for your constant support and sacrifices. You have been the  
light of my life.*

*Amel*

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## **Abstract**

The present study investigates the influence of motivation on enhancing EFL learners' competence of writing essays. EFL learners may be incompetent in tasks related to essay writing due to a variety of reasons including the lack of motivation and guidance. So, this research raises the problem of which motivation strategies the teachers can follow to develop their students writing competence of essays. It aims at reducing the phenomenon of the learners inability to write correct essays via emphasizing the effective role of motivation. The study depends on a descriptive type of research through describing sessions of writing with 2<sup>nd</sup> year license students at the University of Ghardaia. The quantitative approach is followed via administering a questionnaire to 100 students of the same level. The results reveal that motivation has a positive impact on learners writing competence where the students who were exposed to positive reinforcements produced well-written essays.

**Keywords:** motivation, EFL learning, academic writing, writing competence, essays.

## **List of Abbreviations**

**EFL:** English as a foreign language

**ESL:** English as a second Language

**FL:** foreign language

**L1:** first language

**L2:** second language

**TL:** target language

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# *General Introduction*

## **General Introduction**

### **1. Background of the Study**

To be competent in EFL writing, non-native learners need motivation because the process of writing requires them to have enough background of EFL vocabulary, imagination, and the necessary rules of writing, especially essays. Teaching the students to write is one of the main objectives of the instructors because writing is the skill that enables the learners to acquire other skills as reading.

The high level of the students' motivation enhances their competence of learning and performance in the EFL classroom. More importantly, it can inspire them to achieve a proficient level in writing. In this regard, teaching writing in the EFL classes successfully can be realized via implementing the proper strategies and techniques to motivate the students to write. However, it is not an easy task to attract the learners' attention to be eager to express their ideas through writing, especially that the majority of them are always afraid of writing essays.

Hence, many researchers have been interested in looking into the suitable ways to elevate the students' motivation for writing essays and achieving writing proficiency. In the light of this, this research deals with raising the EFL learners motivation to enhance their competence of writing essays, choosing the case of 2<sup>nd</sup> year license students at Ghardaia University. Generally, to master the criteria of academic writing, EFL learners have to be well-trained by their teachers, following the different methods of motivation. So, this dissertation highlights these main strategies of ensuring motivated and competent students in writing.

### **2. Rationale**

Our rationale behind this topic is to investigate the effects of motivation on developing the students' writing skill of essays. In addition, we seek to highlight the causes behind the

phenomenon of the EFL learners' fear of writing essays. Moreover, we try to clarify the differences between L1 and EFL writing.

### **3. Statement of the Problem**

A professional teacher is the one who has the ability to positively impact his/her students to learn. Relationships between teachers and students are considered essential in the educational context. Writing in English as a FL is a complex skill that represents a challenge for learners: among the challenges they may face are inadequate development and organization of ideas, limited knowledge of writing processes, and ineffective use of writing strategies and conventions. That is why motivation plays a significant role in the teaching and learning of writing. However, some teachers may neglect or fail to achieve this aspect in the teaching process. Hence, the main problem that this dissertation deals with is as follows:

What are the strategies of raising the EFL learners' motivation to enhance their competence of writing essays?

### **4. Research questions**

1. How does motivation affect the EFL learners writing competence?
2. What are the differences between L1 and EFL writing contexts?
3. What are the difficulties and the students' common errors of writing essays?

### **5. Hypotheses**

Concerning the main problem in this study, we hypothesize that the teachers can follow different strategies of motivation depending on the nature of the sample of their students as their level and L1 background.

For the sub-questions above, we also hypothesize that

1. Motivation can develop the learners' competence of writing.



2. EFL writing requires the learners' background of English vocabulary.
3. The students may not master the different stages of essays writing process.

## **6. Research Objectives**

This research aims at highlighting the most efficient methods of raising the learners' motivation for writing essays. Also, it investigates the possible reasons that hinder the learners from writing correctly in the EFL classrooms. In addition, it seeks to reduce the students phobia of writing essays via recognizing the main strategies of encouraging them to develop correct essays.

## **7. Methodology**

The descriptive type of research represents the trend of this study where we attended sessions of writing, with 2<sup>nd</sup> year license students at the University of Ghardaia, and observed the lesson stages of writing essays. We focused on the details that promote the learners' ability to write, as well as, their reaction to positive and encouraging atmosphere in the classroom. Also, how it affects their desire to improve their writing skill. We chose this level because the learners are still not highly proficient in the field of learning and writing in English. The data were collected via the quantitative approach: a questionnaire was administered to 100 students of the same level (the section includes 238 students). The questionnaire covers questions that deal with the issue of writing essays in the EFL classroom and the motivation techniques that can be used by the teachers in the writing classroom.

## **8. Limitation of the Study**

Throughout all the stages of conducting this research, we have faced some challenges as deciding the appropriate questions to be included in the questionnaire sample because the process needs first to have a general overview about the students' level of writing (and which

differs from one student to another). Also, the factor of time was always present since the syllabus of 2<sup>nd</sup> year license level introduces the lesson of writing essays only in the second semester. So, we got a limited time to collect and to analyze the data.

## 9. Structure of the Dissertation

This dissertation is comprised of three chapters. The first chapter provides a brief definition of academic writing. It also presents a theoretical part of the writing process in both L1 and EFL contexts; stages of writing; and the effective approaches that promote enhancing the students' writing abilities. This chapter also tackles the difficulties of writing may be faced by the EFL students when writing. Moreover, it explores types of essays, their outline and difficulties of writing essays.

Chapter two focuses on the concept of motivation. It covers various aspects related to motivation, such as its definition, some essential theories of motivation, and also its significance in the EFL classroom. Furthermore, it deals with its types and emphasizes the important role of teachers in inspiring their students to write, using the proper techniques.

Chapter three is devoted to the interpretation and analysis of the data collected and findings through different research tools which consist of students' questionnaire replies and the observation via the attendance of sessions that concern writing essays.

## 10. Definition of Terms

- **Motivation:** it is a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language (Gardner, 1985:10)
- **Academic Writing:** it is the logical organization and arrangement of the written sentences within a paragraph and paragraphs within the units of discourse and the expression of the ideas (Abu-Ghararh, 1998: 87).

- ***EFL Learning:*** EFL learning refers to the process of studying English undertaken by individuals residing in regions where English is not the primary language for communication purposes (Gebhard, 1996 : 02)
- ***Competence:*** Competence can be defined as the comprehensive integration of knowledge, skills, values, and attitudes that enable an individual to effectively and proficiently perform specific tasks or handle various situations. (McConnell, 2001: 04)

# *Chapter One*

## **Chapter One**

### **Writing Essays in the EFL Classroom: L1 vs. EFL**

#### **1.1 Introduction**

Writing is considered as one of the essential skills when learning a FL. It is recognized as a challenging skill to develop as well. This chapter explores deeply the writing skill in both cases, L1 and EFL learning. It also addresses the common difficulties encountered by students while acquiring writing skills in EFL. Furthermore, it sheds lights on the common errors made by them during the writing process, which may hinder their progress in learning. Finally, it discusses the definition of essay writing and its different types in addition to its main structures –introduction, body, and the conclusion).

#### **1.2 Academic Writing**

The ability to write academically is one of the important issues in a learning environment. According to Harmer (2001), writing is a form of communication to deliver thought or to express feelings through written form; it is a productive skill that expresses feelings, attitudes and reactions through written communication, (Harmer, 2001: 79). Widdowson (1978) states that writing is the act of making up correct sentences and transmitting them through the visual medium as a mark on a paper (Widdowson, 1978: 62). Similarly, Crystal (1999) points out, “*Writing is not a merely mechanical task, a simple matter of putting speech down on paper. It is an exploration in the use of the graphic potential of a language -a creative process- an act of discovery.*” (Crystal, 1999: 214). Moreover, Pincas (1992) claims that writing is a system of

graphic symbols, i.e., letters or combinations of letters which relate to the sounds we produce while speaking (Pincas, 1992: 125). Brown (2001) claims that writing is a thinking process. That is to say, thinking is considered as a highly significant step which is previous to the process of writing which means that students are given the opportunity to recognize their familiarity and knowledge surrounding a certain topic.

Furthermore, academic writing requires adherence to a standardized structure or format. It is expected to be well organized and to follow the academic conventions and style. Every text respects the traditional (introduction, body, conclusion structure). The introduction includes the text's background knowledge and information, and has a thesis statement. The body is regarded as a crucial part in writing because it includes several paragraphs and it supplies more detailed data about a topic, in addition, it supports the thesis statement and every paragraph includes a main point or topic sentence in order to support the thesis (Brown, 2001: 336).

The conclusion provides a brief summary of thesis statement and it summarizes main points. Closely, Sari *et al.* (2019) state that academic writing “*as any writing done to fulfil a requirement of a college or university.*” (Sari *et al.*, 2019: 02). It is also used for publications that are read by teachers and researchers or presented at conferences .So, academic writing is clear, concise, focused and structured (ibid).

Hence, academic writing aims at enhancing and facilitating the reader's comprehension of the chosen topic, and therefore, maintaining a formal tone and style. However, it is not to be excessively challenging or obscure, as the language used is selected to promote clarity and ease of understanding (Brown, 2001: 336).

### **1.3 The Differences Between L1 and L2 Writing**

Writing in L2 can be a challenging task, particularly, for the EFL learners. One of the primary obstacles that EFL students face is the influence of their L1 on their writing in English. This can result in confusion with writing conventions, such as sentence structure, grammar, punctuation, and vocabulary. The conventions of writing in one's native language may be substantially different from those of English, leading to errors and misunderstandings. EFL students may also experience a lack of self-confidence in their writing abilities. In other words, this lack of confidence can stem from a variety of factors, such as a limited English vocabulary, poor grammar skills, and a lack of familiarity with English writing conventions. In contrast, L1 writers typically have a high level of self-assurance when writing in their native language, as they have had extensive exposure to it throughout their lives (Hyland, 2006: 06).

According to Weigle (2002), the limited knowledge of a second language among second language learners can hinder their writing ability as they tend to focus more on the language aspects than on the content itself. This means that their limited understanding of the second language's vocabulary, grammar, and syntax can distract them from expressing their ideas and thoughts effectively. As a result, second language learners may struggle to convey their message coherently, leading to a lack of clarity and organization in their writing (Weigle, 2002: 36).

He suggested that writing in L2 is more constrained, difficult, and less effective compared to writing in one's first language. Second language writers tend to plan less, revise less for content, and write less fluently and accurately than first language writers. He also emphasized that second language writers may not be as fluent and quick as native speakers due to their limited language proficiency and lack of automaticity in using the language (ibid: 37).

L2 writers face several challenges that can affect their fluency and speed in writing. Limited language proficiency is one of the main factors that hinder second language writers' ability to write quickly and fluently. Writing in a second language requires a more conscious effort to select the right words and grammar structures, which can slow down the writing process and make it less efficient.

Another challenge for second language writers is the lack of automaticity in using the language. Native speakers of a language have acquired the language skills naturally and can produce language almost effortlessly. In contrast, L2 writers need to actively think about the language rules and structures, which can interrupt their flow of ideas and make it harder to produce text quickly and accurately. In addition, second language writers may face cultural and rhetorical challenges that can affect their writing performance. They may be unfamiliar with the writing conventions and expectations of the target language, which can lead to errors and misunderstandings. For example, they may not be aware of the typical organization of paragraphs, the use of transition words, or the appropriate tone and register for different types of writing (Leki *et al.*, 2008: 56).

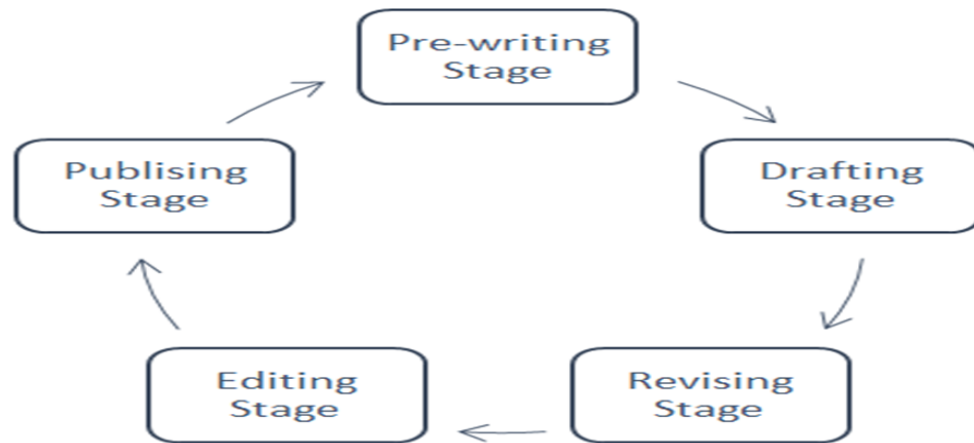
Writers who have a lower level of proficiency in their second language (L2) tend to face greater challenges in L2 writing and exhibit less transfer of skills from their first language (L1) to the L2, even if they possess a higher level of writing ability in their L1. In simpler terms, the proficiency level in the second language plays a significant role in determining one's ability write effectively in English. Overall, these challenges can make it more difficult for second language writers to express their ideas and thoughts effectively in writing (ibid).



## 1.4 The Process of Writing

Writing in EFL is not an easy process because it needs many stages to follow. The diagram below provides a simplified representation of the writing process by illustrating how different operations occur simultaneously in a recursive manner.

Figure 1.1: The cycle of writing process (Tompkins, 2004: 37)



### 1.4.1 Planning/Pre-writing

The planning stage, which comes before the actual composition, is considered as an essential step in writing. It plays a fundamental role in preparing the writer/learner to generate ideas and thoughts, thereby getting them ready to begin the writing process. According to Williams (2003: 106), planning is a crucial aspect of the writing process, and while it can be challenging, it is also highly effective. Williams goes on to define planning as the act of reflecting on the material produced during the pre-writing stage to create a plan that will enable the writer to achieve the paper's intended aim.

At this stage, Harmer (2004: 5) emphasizes that throughout the writing process, three essential factors need to be considered: the purpose of the writing, the intended audience, and the structural organization of the content. It is essential for writers to reflect on why they are writing, the message they aim to convey, and the target readership they want to engage with. This stage underscores the importance of gathering relevant information and meticulously planning the writing process before starting the first draft, commonly referred to as pre-writing. To sum up, Harmer stresses the importance of organizing the content of a piece of writing.

### **1.4.2 Drafting**

The second stage of the writing process is known as drafting, which involves the author or student putting their ideas, thoughts, and words onto paper to create the first draft. During this stage, the focus is on the content essentially, students write down what they know and think about the subject, without worrying too much about grammar, spelling, or other technical details. Garber (2003) explained “*When writing their first draft, students should not expect perfection or even work towards it: the first draft should be considered as a further means of discovering ideas and what one wants to do.*” (Garber, 2003: 147). Another definition by Donohue (2009), he refers to drafting as the stage where “*the students are able to craft their own writing.*” (Donohue, 2009: 12).

### **1.4.3 Reviewing/ Revising**

During the revision stage, the student or author critically examines and enhances their written work. They have the opportunity to incorporate illustrative examples, eliminate unnecessary words, sentences, or paragraphs, and make adjustments to the placement of words or sentences. Revision is a vital step in the writing process as it aids in the development and

improvement of both the structure and content of the writing. Revision is often regarded as the core of the writing process, where ideas evolve, meanings are clarified, and the overall quality of the work is refined ( Alodwan and Ibnian, 2014: 147).

#### **1.4.4 Editing**

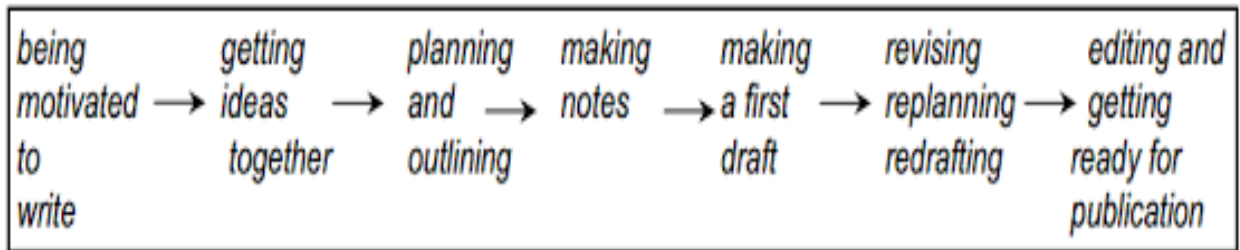
In this phase, students review their drafts to ensure cohesion and coherence. They focus on identifying any unclear or ambiguous sections and rephrase them to create coherent and understandable passages. This step involves revising and refining the writer's work, paying close attention to elements of style, grammar, vocabulary, and other linguistic aspects. The writer strives to enhance the overall clarity and effectiveness of the writing by making necessary adjustments to the language and expression used. Editing involves addressing sentence-level concerns, such as punctuation, sentence length, spelling, subject-predicate agreement, and style. It is a process of carefully reviewing and refining the written work at a granular level to ensure accuracy, clarity, and adherence to grammatical and stylistic conventions. So, editing entails paying attention to these specific aspects to enhance the overall quality and precision of the writing (Williams, 2003: 102).

#### **1.4.5 Publishing (the Final Version)**

After editing the drafts and making the necessary changes, writers are now ready to make the final version of their piece of writing to be sent to the intended audience. Donohue (2009) concludes, "*The final stage of writing process includes sharing, reflection, and assessment of the students' writing.*" (Donohue, 2009: 14). The final version of the written work is expected to be a polished and error-free copy that is submitted to the teacher or another evaluator for assessment.

By submitting the final version, the writer aims to present their best work and meet the evaluation criteria by their tutors. The diagram below summarizes this stage in details.

Figure 1.2: the stages involved in the process of writing (Hedge, 2005: 51)



## 1.5 The Strategies for Improving Students' Writing Performance

The term “strategy” has been defined by various researchers: Rubin (1981) defines strategies as “operations or steps used by a learner to facilitate the acquisition, storage, retrieval and use of information.” (Rubin, 1981: 05). According to Stern (1983), the term “strategy” is most appropriately used to describe the general tendencies or overall characteristics of the approach adopted by language learners. On the other hand, “learning techniques” refer to specific forms of observable learning behavior that are consciously or unconsciously employed by the learners. Writing strategies vary in their application and implementation in different syllabuses. Therefore, the teacher can play an effective role in guiding students towards successful writing.

### 1.5.1 Modeled writing

Modeled writing, also known as “shared writing” or “guided writing,” is an instructional approach where the teacher demonstrates the writing process by thinking aloud and actively involving students in the writing task. In modeled writing, the teacher serves as a model writer,

explicitly demonstrating and explaining the thinking and decision-making processes involved in writing. During a modeled writing lesson, the teacher typically selects a topic or text and engages the students in a collaborative writing experience. The teacher takes on the role of a scribe, writing down ideas and sentences based on student input (The NSW Department of Education and Training, 2007: 29).

The purpose of modeled writing is to provide students with a clear example of how to approach a writing task. It helps students develop an understanding of the organization, structure, language features, and grammar conventions used in writing. By observing the teacher's modeling, students gain insights into the thinking processes involved in generating ideas, organizing thoughts, and crafting effective sentences and paragraphs.

Through modeled writing, students learn valuable writing strategies and techniques, such as brainstorming, planning, revising, and editing. They also develop an awareness of audience, purpose, and the specific requirements of different writing genres. Modeled writing helps bridge the gap between teacher-led instruction and independent writing, providing students with a scaffolded experience to enhance their writing skills. Overall, modeled writing serves as a valuable tool in the writing classroom, allowing students to observe and internalize the thought processes and skills required for successful writing. It provides a supportive environment for students to practice and apply writing strategies, leading to improved writing proficiency over time (ibid).

### **1.5.2 Guided writing**

Guided writing involves providing support and guidance to students as they engage in the writing process. Also, helping them develop their writing skills and build confidence. In guided writing, the teacher provides a framework or structure for the writing task, sets specific goals and

objectives, and offers targeted support based on the students' individual needs. The teacher works closely with small groups or individuals, offering direct instruction, feedback, and assistance throughout the writing process. In summary, guided writing places a strong emphasis on the teacher's role in supporting and guiding students' writing endeavors. It involves tailoring instruction to meet students' individual needs, assessing their progress, and providing targeted feedback. The teacher plays a crucial role in helping students build their prior knowledge and skills related to writing, via providing targeted instruction, personalized guidance, and effective assessment (The NSW Department of Education and Training, 2007: 30).

### **1.5.3 Free-writing**

The EFL students may struggle to find the right words and phrases to express their ideas. Therefore, it can hinder the writing process and lead to writer's block. To overcome this challenge, Elbow (1981) proposed the strategy of freewriting, which involves writing continuously without worrying about grammar, spelling, or punctuation. By focusing on the flow of ideas, students can gradually improve their writing fluency and overcome this obstacle. Moreover, freewriting can also enhance thinking skills by enabling students to devote more mental effort, concentration, and creativity towards the act of writing. This, in turn, can help students generate and explore new ideas. By removing the pressure to produce a polished and perfect product, students may find the writing process more enjoyable, liberating, and effective, as proposed by Elbow (2000). He also sheds light on several benefits of free-writing as:

- Free-writing can help writers overcome the challenge of writing when they lack inspiration or motivation.

- As a form of self-expression, free writing can serve as a valuable outlet for personal thoughts and feelings.
- Free-writing cultivates the ability to write without excessive self-consciousness or overthinking.
- Free-writing provides a practical approach, not just a theoretical one, to separate the process of generating ideas from the process of revising them (Elbow, 2000: 14).

### 1.5.4 Reading

Kroll (1990) emphasizes the connection between reading and writing, suggesting a reciprocal relationship between the two skills. This view is supported by Stosky (1983) who states that writing and reading are closely intertwined. In other words, proficient writers often exhibit strong reading skills, and vice versa, indicating a symbiotic relationship between the two. Consequently, reading plays a crucial role in enhancing students' writing proficiency. That is to say, it is essential for students to engage in extensive reading to foster their writing abilities (Kroll, 1990: 88).

### 1.5.5 Feedback

Providing constructive feedback, whether from a teacher or fellow student, can significantly improve the writing skills of students. Ford (1992) argues, “*Without feedback, motivational headquarters is effectively shut off from action.*” (Ford, 1992: 210). In this regard, Dörnyei (2001b) demonstrated that when there is no feedback, it is easy for goals, including the important learning goals, to lose salience and priority, and eventually end up on the shelf (Dörnyei, 2001b: 123). According to Ellis (1994), there is a strong connection between students' motivation and language acquisition. For instance, in the context of writing instruction, teachers

can enhance student motivation by incorporating positive and encouraging comments in their feedback (Ellis, 1994: 90). These written comments serve the purpose of helping students clarify the intended meaning in their writing.

### **1.5.1 Oral Feedback**

Oral feedback is an interactive process in which feedback is given directly through spoken communication. According to Hyland (2003), oral feedback involves students engaging in discussions with their teacher to discuss their written work. This type of interaction allows teachers to understand the specific writing needs of their students and enables them to clarify any ambiguity or negotiate meaning in the draft. Furthermore, oral feedback provides students with the opportunity to discuss and explain their written ideas directly (Hyland, 2003: 43). Here, Ferris (2003) asserts that the interaction between the teacher and students during the conference contributes to the improvement of students' writing abilities. This is because students can easily understand the corrections and feedback provided by the teacher, which encourages them to clarify and explain their written work. Therefore, oral feedback has a positive impact on students as it actively engages them as participants in the learning process (Ferris, 2003: 12).

### **1.5.2 Written Feedback**

According to Hyland (2003), written feedback or the teacher's written comments are essential in L2 writing as they assist students in recognizing their mistakes and avoiding them in future assignments. The teacher considers these written comments as an effective means of highlighting common errors in students' writing, thus providing what they perceive as ideal corrections. He distinguishes between two approaches to responding to students' writing: responding and correcting. When responding to students' writing, the teacher focuses on both the



content and the form of their writing, as well as its accuracy. This involves discussing the organization of information and engaging in meaningful discussions with students about their choices. In this approach, the teacher negotiates and explores the students' ideas rather than passing judgments on them. On the other hand, when correcting students' writing, the teacher identifies and points out all the mistakes in their drafts, providing the correct version. This includes correcting grammatical errors and word order (ibid).

### **1.5.3 Peer Feedback**

Various terms have been used by researchers to refer to peer feedback, such as peer evaluation, peer review, and peer responses. Harmer (2004) emphasizes the importance of peer review as a valuable component of the writing process. It promotes collaborative work among students and encourages passive students to actively participate in the learning process. Furthermore, when students engage in revising and editing their peers' papers, it can improve their own skills in revising and editing their own drafts. According to Ferris (2003), peer feedback in L2 writing has been recognized by several researchers for its various benefits:

- Providing feedback to peers enables students develop self-confidence and enhance their critical thinking skills.
- Peer feedback allows students to receive multiple responses to their writing, providing them with different perspectives on their drafts.
- Peer feedback contributes to fostering a sense of classroom community, promoting collaboration and cooperation among students (Harmer, 2004: 115).

## **1.6 Difficulties of Writing in EFL**

### **1.6.1 Cultural and Grammatical Barriers**

The limited knowledge of L2 among FL learners can hinder their writing ability as they tend to focus more on the language aspects than on the content itself. This means that their limited understanding of the second language's vocabulary, grammar, and syntax can distract them from expressing their ideas and thoughts effectively.

Learning a FL can be particularly difficult when there is a significant cultural gap between the speaker's native language and the target language. This is because every language is deeply connected to the cultural background of its speakers, which makes it challenging for learners to fully grasp the nuances and subtleties of the new language. For instance, Algerian learners may face difficulties when learning English due to the significant cultural differences between Arab speaking countries and English speaking countries. Arabic belongs to the Semitic language family, which means that its morphology and syntax are markedly distinct from those of Indo-European languages such as English. As a result, students learning English as a foreign language often encounter numerous errors in their writing that are directly attributed to these differences (Weigle, 2002: 36).

### **1.6.2 Morphology**

The students frequently used incorrect forms in their writing, substituting one form for another and creating confusion between nouns, verbs (past participle), adjectives, and adverbs. For instance, they might write "Benisaf is a coastal" instead of "Benisaf is a coastal town," or "It is very sunning" instead of "It is very sunny." This tendency can largely be attributed to the fact that Arabic is based on a three-consonant root system, with all words (regardless of their part of

speech) being formed by combining the root consonants with fixed vowel patterns and, sometimes, an affix. The absence of such predictable patterns in English poses a significant challenge for Algerian EFL learners, making it difficult for them to distinguish between different parts of speech such as nouns, verbs, and adjectives (Hamzaoui, 2015: 131).

### 1.6.3 Syntax

Arabic and English have distinct grammar rules as they are from different language families, which create numerous challenges for Arab learners. Arab learners struggle with various aspects of English syntax such as word order, auxiliary verbs, pronouns, genitive constructions, etc.

#### 1.6.3.1 Pronouns

When forming relative clauses in Arabic, it is necessary to include a pronoun, which is not the case in English. This difference in grammar structure can lead to errors:

**e.g1.** You send the letter to the friend who you know him very well".

تبعث الرسالة الى الصديق الذي تعرفه جيدا

**e.g2.** I showed her the car that I wanted to buy it.

عرضت عليها السيارة التي اردت شرائها

#### 1.6.3.2 Spelling

Spelling is another problem encountered in writing by Arab learners of English. While Arabic words are almost always written as pronounced, the spelling of English words does not always conform to their pronunciation. This mismatch between spelling and pronunciation often causes erroneous spelling. Add to this silent letters, and so many different ways to spell one sound (and ways to sound one spelling). **e.g3.** The problem *delt* with (dealt).

### 1.6.3.3 Genitive constructions

Algerian EFL students frequently encounter difficulties with genitive constructions when writing in English. These learners often rely on the grammar structures of Arabic and tend to transfer these structures to their English writing. This tendency is reflected in the verbal protocols of these learners, indicating a persistent challenge in effectively using genitive constructions in English.

E.g. *the house of people* (بيوت الناس).

### 1.6.3.4 Auxiliary

Auxiliary verbs can be a source of confusion for Arabic learners of English, especially in interrogative statements. Since Arabic does not have an auxiliary verb "do", some students do not produce it in their sentences, which can lead to errors, e.g. *How you imagine your future house?*

## 1.7 EFL Learners' Common Writing Mistakes

Writing, considered the most challenging skill to acquire, poses a significant challenge for students who encounter numerous obstacles in their quest to master it. Despite the difficulties, many students remain determined to achieve proficiency in writing. However, there are also instances where students display reluctance towards writing. In EFL classrooms, various types of problems can arise in relation to writing.

### 1.7.1 Prepositions

Prepositional differences between Arabic and English have been a well-documented challenge for Arab EFL learners. The prepositional system in English is notably complex, with numerous prepositions having similar functions but different usages. This creates confusion

among learners, who may resort to translating English prepositions into their Arabic equivalents. As a result, learners may misuse prepositions in their English writing, such as using "in" instead of "at" or "for" instead of "to". According to Scott and Tucker (1974) "*An Arabic preposition may be translated by several English prepositions while an English usage may have several Arabic translations*" (Scott and Tucker, 1974: 85). This cross-linguistic difference in prepositions requires explicit instruction and practice to overcome for Arab EFL learners.

### **1.7.2 Articles**

It is important to note that English and Arabic differ in their use of articles. English has two types of articles, the definite article "the" and the indefinite articles "a" and "an", whereas Arabic only has the definite article "Al". Diab (1996: 74) highlights that in the English language, abstract concepts such as ideas, attributes, or qualities that are applicable to everyone or everything are typically used without the definite article "the." Conversely, in Arabic, such abstract concepts are commonly used with the definite article "Al," which is equivalent to "the" in English. This difference in article usage leads to errors in English writing by Arabic learners, such as including the definite article "the" in front of abstract nouns, where it is not necessary. For instance, students may write "the friendship" instead of simply "friendship" as an example of this type of error. According to Kinneavy and Warriner (1983: 607), abstract words in English become specific when preceded by the definite article "the." This indicates possession of a certain person, group, or object, and is expressed through a phrase beginning with "of," "to," or "for." For instance, "you should study the culture of English." In contrast, in Arabic, there is no use of an article before abstract terms when referring to possession of a specific person or object (ibid).

### **1.7.3 Adjectives**

Grammar in arabic requires adjectives to agree in number with the nouns they modify, whereas English does not follow this rule except for certain adjectives like "this-these" and "that-those." Consequently, Arab EFL learners tend to make mistakes in the usage of adjectives in their writing as cited in (Diab, 1996: 74).

### **1.7.4 Word Order**

According to Kinneavy and Warriner (1993), word order varies across different languages. For instance, in Arabic, adjectives and adverbs typically come after the nouns or verbs they modify. However, in English, they come before the nouns or verbs. This distinction in word order rules often leads Arab EFL learners to make errors, such as using phrases like "there are four tasks easy" instead of the correct phrase "there are four easy tasks" (Kinneavy and Warriner, 1993: 606).

### **1.7.5 Singular vs. Plural Forms**

EFL learners may encounter difficulty in determining whether a word in English is singular or plural based solely on its form. This is due to the fact that some English words have the same form in both singular and plural, while others appear to be plural in form despite being singular in meaning (e.g., "statistics"). As a result, learners may rely on Arabic translation to differentiate between singular and plural forms in English, leading to errors in usage. (Diab, 1996: 77).

### **1.7.6 Capitalization and Punctuation**

As Arabic alphabet does not include capitalization, it is common for EFL students to neglect using capital letters in their English writing. Furthermore, punctuation conventions vary between Arabic and English, which leads to errors in punctuation by students.

### **1.7.7 Coordination**

According to Diab (1996: 81), commas are used in English to separate items in a series, with the conjunction "and" appearing just before the final item. In Arabic, however, the conjunction "wa" appears before each item in a series. Consequently, EFL students tend to use "and" before each item in a series, resulting in errors in the use of connectors. For instance, they may write "I like football and basketball and swimming" instead of "I like football, basketball, and swimming."

## **1.8 Writing Essays**

An academic essay is a prevalent form of writing among students in higher education institutions. Its purpose is to involve students in a comprehensive process that includes researching topics, finding and reviewing resources, summarizing and taking notes, engaging in debates and analyzing ideas, organizing thoughts and arguments in a standardized written format, refining the structure and language, ensuring proper mechanics of the text, and ultimately editing a piece of writing that meets academic standards (John, 2020; Bryne, 1988; Horowitz, 1986). Hence, EFL learners are expected to be acknowledged with various types of essays as part of their language learning journey. Zemach and Rumisek (2005) define an essay as “A group of

*paragraphs written about a single topic and a central main idea.*” (Zemach and Rumisek, 2005: 56).

### **1.8.1 Types of Essays**

Academic writing involves a numerous types of essays types with four prominent categories being expository, descriptive, argumentative, and narrative essays. These four types of essays are widely recognized and commonly used in academic settings.

#### **1.8.1.1 Narrative Essay**

According to Mc-Whorther (2012), a narrative essay follows a structured sequence of events, whether they are based on reality or imagination presented in a chronological order. Its purpose is to convey a message or engage the reader through the sharing of family stories , humorous tales, biographies, novels, or even engaging with television sitcoms or dramas. Furthermore, a narrative essay serves to entertain, captivate the reader's interest, evoke curiosity, and establish a connection between the audience and the storyteller. Moreover, they contribute to creating a sense of shared stories and offering guidance on proper conduct and moral values. Narrative essays exhibit distinct features including conveying a specific message, unfolding events and details that lead to climax, and finally using dialogue for presenting conversations in the story (Mc-Whorther, 2012: .228-32).

#### **1.8.1.2 Argumentative Essay**

Another category of essays, as defined by Wyldeck (2013: 17), is an essay where the writer must examine and contemplate the arguments or perspectives in favor of and against a specific topic. The writer is then required to determine their stance, and employ logical and persuasive



arguments to convince the reader to support their viewpoint. This type of essay centers on presenting the writer's chosen side as correct, while critiquing opposing opinions. According to Stephen and Laurie (2014: 35) think:

Argumentative essay takes a stand on an issue and uses logic and evidence to change the way of readers think or to move them to action. When you write an argumentative essay, you follow the same process you use when you write an essay. However, argumentative essays use special strategies to win audience approach and to overcome potential position (Stephen and Laurie, 2014: 35).

For Oshima and Hogue (2006: 142), an argumentative essay involves expressing the writer's agreement or disagreement with a particular issue by presenting reasons and evidence to support their viewpoint. The main goal of this type of essay is to persuade the readers that the writer's opinion is valid and well-founded. It is a widely used form of essay as it encourages students to think critically and independently. In an argumentative essay, students are required to take a clear stance on an issue, provide strong reasons to support their position, and back up those reasons with solid evidence (Oshima and Hogue, 2006: 142).

The organization of an argumentative essay can follow either a block pattern or a point-by-point pattern, as exemplified in the table below:

Table 1.1: Organization of Argumentative Essay (Oshima and Hogue 2006: 143)

<b>Block Pattern</b>	<b>Point-by-Point Pattern</b>
<p><b>I. Introduction</b> Explanation of the issue Thesis statement</p> <p><b>II. Body</b></p> <p style="text-align: center;"><b>Block 1</b></p> <p><b>A.</b> Summary of other side's arguments <b>B.</b> Rebuttal to the first argument <b>C.</b> Rebuttal to the second argument <b>D.</b> Rebuttal to the third argument</p> <p style="text-align: center;"><b>Block 2</b></p> <p><b>E.</b> Your first argument <b>F.</b> Your second argument <b>G.</b> Your third argument</p> <p><b>III. Conclusion</b>—may include a summary of your point of view</p>	<p><b>I. Introduction</b> Explanation of the issue, including a summary of the other side's arguments Thesis statement</p> <p><b>II. Body</b></p> <p><b>A.</b> Statement of the other side's first argument and rebuttal with your own counterargument <b>B.</b> Statement of the other side's second argument and rebuttal with your own counterargument <b>C.</b> Statement of the other side's third argument and rebuttal with your own counterargument</p> <p><b>III. Conclusion</b>—may include a summary of your point of view</p>

### 1.8.1.3 Descriptive Essay

According to Mc-Whorther (2012), a descriptive essay presents information in a manner that engages one or multiple senses, namely sight, sound, smell, touch, and taste, capturing the reader's sensory experience. Descriptive essays typically aim to evoke a specific impression or emotion that can be useful in a variety of workplace situations. Writers of descriptive essays rely on providing detailed information or vivid descriptions of individuals, locations, and objects to captivate the reader's interest. Wyrick (2011) highlights four techniques that should be taken into account when establishing a descriptive essay. Firstly, it is crucial to recognize the intended purpose of the description, as well as whether it should be subjective or objective in nature. Secondly, careful selection of relevant details is essential to effectively convey the intended

message, as not every single point contributes to the overall impression. Furthermore, maintaining clarity and precision in writing style enhances the vividness of the description (Wyrick, 2011: 26).

#### **1.8.1.4 Expository Essay**

This type of essay involves presenting factual information and providing interpretations of those facts. It encompasses various subcategories of essays that are worth highlighting for this:

Comparison/contrast essay is a widely used pattern in academic disciplines, where the writer examines the similarities and differences between two items. Similar to an argumentative essay, a comparison/contrast essay can be organized in two ways: the point-by-point pattern or the block organization (Oshima and Hogue, 2006: 111).

Cause and effect essays aim is to provide a thorough explanation of the factors contributing to a particular phenomenon and their resulting consequences. It is emphasized that in this type of writing, it is crucial to establish a logical connection between the causes and effects. Just like any other essay, an attention-grabbing introduction is essential. The essay typically includes two body paragraphs dedicated to elaborating on the causes, and the use of transition words helps establish a smooth flow of ideas, clarifying the relationship between cause and effect.

The classification essay, also known as a "division essay," involves the process of categorizing items, people, or ideas into distinct groups to enhance comprehension. This type of essay explains topics by describing different types or parts. For example, it may explore various forms of advertising such as TV, newspapers, and the internet, or describe components of an art museum like the museum store and visitor services desk. Similar to any other essay, a

classification essay possesses certain characteristics. It involves sorting items or ideas into groups based on a single principle, determining the principle of classification based on the writer's purpose and intended audience. Moreover, a classification essay employs categories and provides detailed explanations of each category or part to ensure reader comprehension. Ultimately, it develops a thesis by identifying the topic and revealing the principle utilized to classify or divide the topic (McWhorther, 2012: 410-415).

### **1.8.2 Preparing an Essay Outline**

An essay outline is a structured framework or plan that organizes the main points and supporting details of an essay. It serves as a roadmap for the writer, providing a clear structure and logical flow for the content. An outline typically includes the introduction, body paragraphs, and conclusion, and outlines the key ideas and arguments to be addressed in each section.

Outlining is a process that takes time and patience to perfect. It involves already having a working thesis statement and a general idea of an essay theme. Outlining allows the writer not only to survey the information he or she is presenting, but also to plan how he or she will communicate with the audience. Outlining allows the writer to experiment with style and tone to determine which presentation strategies are best (Linford, 2014: 01).

An essay outline typically consists of three primary sections: (the introduction, body, and conclusion).

Table 1.2: essay structure (ibid)

Step	Description
<b>Introduction</b>	<p>The introduction of an essay should include the following components:</p> <ol style="list-style-type: none"> <li>1. Background information: Sufficient details that are essential for the reader to comprehend the topic being discussed.</li> <li>2. Thesis statement: .Thesis statement is defined by Zemach &amp; Ruimsk (2005: 58) is, “The sentence that tells the main idea of the whole essay”. It can be compared to a topic sentence. This gives the main idea of paragraph. It usually comes at or near the end of the introductory paragraph. <ul style="list-style-type: none"> <li>• Clearly indicates the topic of the essay, presents the purpose of the paper, and provides an overview of the three main supporting points that will be elaborated upon throughout the essay.</li> <li>• The thesis statement is usually positioned as the final sentence of the introduction.</li> </ul> </li> </ol> <p>If the essay is a response to a specific text, the introduction should additionally include:</p> <ul style="list-style-type: none"> <li>• Title, author, and genre of the referenced piece to provide necessary context.</li> <li>• The introduction of an essay should conclude with a concise and focused thesis statement, typically consisting of one to two sentences. The thesis statement serves the following purposes: <ul style="list-style-type: none"> <li>• Identifying the main focus of the paper.</li> <li>• Providing an overview of the key points or arguments that will be discussed in the essay.</li> </ul> </li> </ul>

<b>Body</b>	<ul style="list-style-type: none"> <li>➤ Clearly present the main points of the paper as listed in the thesis</li> <li>➤ Give strong examples, details, and explanations to support each main points</li> <li>➤ If an argumentative paper, address any counterarguments and refute those arguments</li> <li>➤ If a research paper, use strong evidence from sources, paraphrases, summaries, and quotations that support the main points.</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>▪ Restate your thesis from the introduction in different words.</li> <li>▪ Briefly summarize each main point found in the body of the paper (avoid going over 2 sentences for each point).</li> <li>▪ Give a statement of the consequences of not embracing the position (argumentative paper only).</li> <li>▪ End with a strong clincher statement: an appropriate, meaningful final sentence that ties the whole point of the paper together (may refer back to the attention grabber).</li> </ul>

## 1.10 Conclusion

The primary focus of this chapter revolves around exploring the challenges that learners often face when engaging in writing activities. These challenges can encompass a wide range of obstacles, including generating ideas, organizing thoughts, maintaining coherence, selecting appropriate vocabulary, and effectively conveying intended meanings. Therefore, gaining a comprehensive understanding of the process of acquiring writing skills becomes crucial for

learners. Moreover, learners should employ a variety of strategies and develop related abilities in order to elevate and refine their writing proficiency.

# *Chapter Two*



## **Chapter two**

### **Motivation in the EFL Classroom: Writing as a Skill**

#### **2.1 Introduction**

For both teachers and researchers, motivation is a key factor that influences L2 and FL learning. Learning an L2 and maintaining this process cannot be realized without motivation. Similarly, without this drive, learners with exceptional ability cannot achieve long-term goals, even if they are provided with an adequate curriculum and excellent instruction. Hence, for many years, investigating motivation has been a notable topic of research in psychology and education; this may reflect classroom teachers' perceptions of student motivation as the most significant aspect of educational performance (Dornyei, 1998:117).

As L2 motivation is necessary in the classroom, it has been the subject of many researches over the last few decades. However, motivating learners to learn L2 or FL has been shown to be a complex process because students are demotivated to learn (Al Kaboody,2013: 49). According to Winne and Marx (1989), motivation is both a condition for and a result of effective instruction (Winne and Marx, 1989: 223-257).

Most researchers and teachers agree on the belief that motivation is very important to students' learning. However, as seen in this chapter, the idea of motivation is complex in the sense that it requires a wide range of disciplines to comprehend. To comprehend language learning motivation, we must reference a wide range of disciplines, including general, educational, social, and cognitive psychology, as well as general educational and social categories and sociolinguistic theories. Furthermore, neurological and physiological reasons are included in the idea of motivation.

The subject of studies on students' motivation to learn a language has evolved throughout time. However, as Dornyei (1996) shows, the issue is not a lack of theories to explain and characterise motivation, but rather a large number of theories and models. The term motivation is significant for language programme designers and administrators because they must encourage learners with exciting courses that are relevant to their requirements and interests.

In the light of this, this chapter will provide an overview of the various meanings of the term "motivation," as well as its sorts and techniques. Also, in both psychology and the field of L2 or FLs, the major theories of motivation will be highlighted. Moreover, we will discuss how teachers might apply motivation in the FL classroom, supported by some motivational techniques based on Dornyei's (1994) L2 motivation framework.

## 2.2 Definitions of Motivation

There are many different definitions of motivation. Motivation refers to the psychological processes that drive an individual's behavior towards a particular goal or outcome. It can be defined as the internal or external factors that stimulate an individual to act in a particular way or to achieve a specific objective. Motivation can arise from a variety of sources, such as personal interests, values, and beliefs, as well as external factors like rewards and incentives. It plays a significant role in determining the level of effort and persistence an individual exhibits towards achieving their goals. It also can be defined as the driving force that leads people to behave in certain ways. It can be thought of as the combination of internal and external factors that determine why people engage in specific behaviors and how much effort they put into those behaviors (Schmidt, Boraie & Kassabgy, 1996: 9-70).

It is simpler to think of the "motivated learner," who is "*one who is willing or even eager to invest effort in learning activities and to progress.*" (Ur, 1996: 274), as motivation is

a bit tricky to describe. According to Graham and Weiner (1996), someone is highly motivated if he/she is doing something that is “*interesting, engrossing, and involving*” (Graham and Weiner, 1996: 63). The following table presents some important definitions of motivation from prominent researchers in the field of didactics:

Table 2.1: definitions of motivation

<b>Researcher</b>	<b>Definition of motivation</b>
Bandura (1963)	Motivation is a state of readiness to take action to achieve a specific goal (p. 54).
Sidman (1994)	Motivation is the degree to which an individual wants and chooses to engage in certain behaviour (p.97).
Covington (date unknown)	Motivation is a complex process that involves the interplay of cognitive, emotional, and behavioural factors (p.113).
Snow (date unknown)	Motivation refers to the internal processes that initiate, sustain, and direct behavior towards the attainment of a goal (p.69).
Roberts (2020)	Motivation is a driving force that moves individuals to act and accomplish their goals (p. 85).

These definitions highlight the multidimensional nature of motivation, which encompasses cognitive, emotional, and behavioral factors, as well as the importance of goal-directed behavior and the desire to achieve specific outcomes. Researchers in the field of motivation have offered various theories and models to explain the processes underlying

motivation, such as self-determination theory, goal-setting theory, and expectancy theory, among others.

For Williams and Burden (1997), the concept of motivation is related to different overlapping factors as interest, curiosity, or a desire to achieve. These in turn will differ in different situations and circumstances, and also be subject to various external influences such as parents, teachers, and exams. Thus any discussion of motivation is inevitably complicated. (Williams and Burden, 1997: 111). In this regard, they suggest a cognitive social constructivist definition to motivation where they see that motivation may be construed as follows:

- A state of cognitive and emotional arousal,
- Which leads to a conscious decision to act, and
- Gives rise to a period of sustained intellectual and/or physical effort
- In order to attain a previously set goal (or goals) (Williams & Burden, 1997: 120).

They believe that humans are motivated in some manner, and that this may be “triggered” by many sources, both internal and external; internal forces such as curiosity or interest, and external forces such as another person or event. Whatever the source, the individual's excitement is engaged, leading him to make a deliberate decision to behave in a certain way to attain a specific objective related to the activity completed. Lastly, the authors suggest a three-stage model of motivation that comprises a cause for doing something, a choice to do it, and lastly maintaining or persevering in the endeavour (ibid).

## **2.3 Historical Evolution**

The evolution of the term motivation, in the field of didactics, has a long and rich history, dating back to the early philosophers of ancient Greece. Over time, the study of

motivation has evolved, with different perspectives and theories emerging to explain the psychological processes that drive human behavior. Here are some key historical milestones in the evolution of motivation. Ancient Greek philosophers, such as Aristotle and Plato, explored the concept of motivation in their discussions of the human psyche, focusing on the role of desires and goals in driving behavior (Pakdel 2013: 240-247).

In the 19th century, pioneering psychologists, such as William James and Wilhelm Wundt, began to investigate the nature of motivation and its role in human psychology. In the early 20th century, behaviorism emerged as a dominant perspective, emphasizing the role of environmental factors, such as rewards and punishments, in shaping behavior and motivation (ibid).

In the mid-20th century, humanistic psychology, led by Abraham Maslow and Carl Rogers, offered a more holistic view of motivation, emphasizing the role of self-actualization, personal growth, and intrinsic motivation. In the late 20th century, cognitive psychology and social cognitive theory, led by Albert Bandura, emerged as dominant perspectives, emphasizing the role of cognitive processes, such as beliefs and expectations, in shaping behavior and motivation (BONIWELL, 2012: 10) .

In recent years, self-determination theory, led by Edward Deci and Richard Ryan, has gained prominence as a leading perspective on motivation, emphasizing the importance of autonomy, competence, and relatedness in driving intrinsic motivation. Overall, the historical evolution of motivation reflects the ongoing quest to understand the complex psychological processes that drive human behavior and the development of different perspectives and theories to explain these processes.

The study of motivation in FL teaching and learning is a relatively recent area of research, dating back to the 1970s. Prior to this time, the focus in language teaching was

primarily on the cognitive and linguistic aspects of language learning, with little attention given to the affective factors that influence motivation and learning outcomes. Here are some key milestones in the history of motivation in FL teaching and learning.

In the 1970s, research on second language acquisition began to recognize the importance of affective factors, such as motivation, in shaping learning outcomes. This led to the development of models, such as Gardner's socio-educational model, which emphasized the role of attitudes and beliefs in driving motivation (Robert Gardner 1975: 67).

In the 1980s, research on motivation in language learning began to differentiate between different types of motivation, such as integrative and instrumental motivation, and explored the role of contextual and cultural factors in shaping motivation.

In the 1990s and 2000s, research on motivation in language learning began to explore the role of individual differences, such as personality, learning style, and self-efficacy, in shaping motivation and learning outcomes.

In recent years, research on motivation in language learning has explored the role of technology, such as computer-assisted language learning and mobile-assisted language learning, in shaping motivation and learning outcomes.

Overall, the study of motivation in foreign language teaching and learning has evolved from a narrow focus on cognitive and linguistic factors to a more holistic perspective that recognizes the importance of affective and social factors in shaping motivation and learning outcomes (Dörnyei, Z. 2001: 42).

## **2.4 Theories of Motivation**

To comprehend human behaviour, the study of motivation scrutinizes both innate and learned needs, as well as the mechanisms associated with those needs. This quest to unravel

the nature of motivation and its impact on individuals has resulted in the development of various motivational theories. These theories endeavor to clarify the reasons behind people's cognitive processes, attitudes, and conduct, whether as individuals or in collective settings (Deci & Ryan, 1985: 178).

### **2.4.1. Behaviorism Theory**

The concept of behaviourism emerged from the theories of early 20th century studying scholars who sought to provide an explanation for all kinds of mastering via some kind of conditioning. Consistent with (Demirezen 1988: 135-140), behaviorism, that's in the main a psychological theory, become set up by means of J.B. Watson as a theory of native language mastering in response to traditional grammar. Distinguished supporters of this idea consist of Leonard Bloomfield, O.N. Mowrer, B.F. Skinner, and A.W. Staats. In the early twentieth century, behaviourism become delivered in the USA as a new technique for analyzing psychology, with a particular emphasis on verbal behaviour, and won enormous popularity in the educational network in the Fifties. The primary recognition of behaviorist processes is the manner in which easy connections among stimuli and responses are shaped. Earlier behaviourist views provide an explanation for motivation as being motivated through reinforcement (Alqahtani, 2015: 56). Furthermore, Skinner (1953) argues that an individual's moves are conditioned through rewards or punishments, and unnoticed internal factors, believing that motivation stems from external impacts (Skinner, 1953: 95).

The belief of conditioning has been extended by using Skinner's suggestions in the operant conditioning. His idea is based on presenting greater incentives to enhance voluntarily behaviours. Consequently, this theory has implications in schooling wherein teachers must control. The environment for you to engage students in tasks, inspire them to make an effort so That they are able to interact and reply to stimuli (ibid).

### **2.4.2. Cognitive Theory**

The cognitive theory stands in contrast to behaviourism in that it asserts that motivation cannot be directly observed through external behaviour. Rather, it can be inferred from internal cognitive processes that are reflected in behaviour (Pintrich & Schunk, 2002: 188). The theory is primarily concerned with the interplay between mental components and the information that is processed through these components. These mental components include attributions, perceptions, goals, values, and emotions (Clint, 1993: 18).

In the context of education, students are motivated to work hard due to their prior experiences and the belief that hard work will be rewarded. Educators must be mindful of the appropriate contexts that can stimulate students' mental processes in the classroom. They should also consider how to manipulate instructional and social factors that influence students' behaviour and thoughts (Alqahtani, 2015: 58).

### **2.4.3. Drive Theory**

The Drive-Reduction Theory, developed by Clark L. Hull, is based on the view that motivation arises from biological needs or drives. This theory suggests that human behaviour is the result of a person's desire to satisfy their physical deficiencies. Hull, inspired by scientists like John Watson, Ivan Pavlov, Edward Thorndike, and Charles Darwin, believed that behaviour is stable when physiological needs are met. When an individual's survival is threatened, they experience a state of urge, which creates tension. To reduce this tension, people seek out ways to satisfy their biological needs. For example, they may look for water if they are thirsty or food if they are hungry. However, the Drive-Reduction Theory has been criticized for not explaining why individuals engage in behaviors that do not aim to reduce certain drives, such as eating even when not hungry. Additionally, the theory is not applicable



to secondary reinforcements like money, which cannot directly reduce a person's drives (ibid).

#### **2.4.4. Humanistic Theory**

The humanistic approach in psychology emerged as a reaction to what some psychologists perceived as the limitations and inadequacies of the behaviourist theory. According to McLeod (2015), humanism challenged the basic tenets of behaviourism, which emphasized the reinforcement of stimulus-response behaviour and relied heavily on animal research. In addition, humanistic psychology rejected the psychodynamic approach, which posits that human behaviour and emotions are determined by unconscious, irrational, and instinctive forces stemming from past experiences (Alqahtani, 2015: 15).

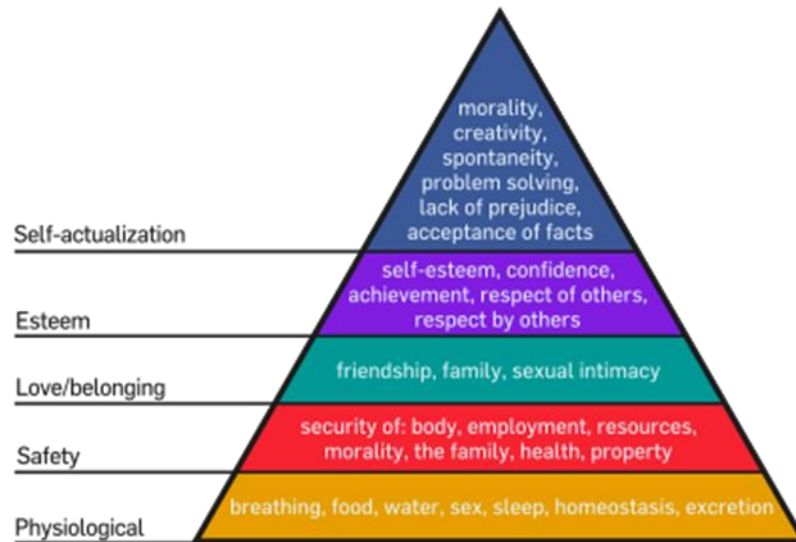
One of the most influential humanistic theorists was Carl Rogers, who believed that the human organism, as a whole, is the central source of energy and the driving force behind human behavior. He argued that this energy is best conceptualized as a tendency toward self-fulfillment, actualization, and the maintenance and enhancement of the self (ibid).

Abraham Maslow, another prominent humanistic psychologist, proposed that people are motivated by a hierarchy of needs, ranging from basic physiological needs to higher-level needs such as esteem and self-actualization. Maslow identified five key components of this hierarchy: physiological, safety, belongingness, esteem, and self-actualization. These needs operate in a hierarchical fashion, with individuals seeking to fulfil their most basic needs first before progressing to higher-level needs (Maslow, 1970: 231).

In short, the humanistic approach in psychology represents a departure from traditional behaviourism and psychodynamic approaches, emphasizing instead the importance of the

whole human organism and the fulfilment of basic human needs as the driving forces behind behaviour and motivation.

Figure 2.1: Maslow's hierarchy of needs, represented as a pyramid with the more Basic Needs at the Bottom (ibid)



Maslow's theory of motivation highlights the fact that motivation is not a single-dimensional construct, but rather it is achieved through a series of progressive stages. The first stage is associated with physiological needs such as hunger, thirst, and other bodily comforts. The second stage deals with the need for safety and security and the desire to avoid danger and uncertainty in life. Along with this, the need to affiliate with others and feel accepted and loved is an integral part of belonging, which is often considered as an incentive for motivation (Maslow, 1970: 233).

Hence, if our goals and objectives are not highly desired, our motivation levels will decrease and sometimes even vanish. When all the above components are integrated, they create a sense of self-esteem and self-satisfaction, which promote internal peace and encourage learners to strive towards self-actualization and creativity. In essence, Maslow's theory emphasizes the importance of meeting basic physiological and safety needs before

moving on to more complex psychological needs such as self-esteem and self-actualization. This theory highlights the idea that motivation is not a fixed trait, but rather a dynamic process that changes over time as individuals' progress through different stages of development (ibid).

## **2.5. Metatheoretical Models**

Damon and Lerner (2006) define metatheories as theories that establish the framework for constructing theoretical concepts. They explain that metatheory is crucial for developing theories and methods, as it provides a rich source of concepts and guidelines for avoiding conceptual confusion. Metatheoretical models use metaphors to comprehend the concepts, assumptions, and principles of theories (Pintrich & Schunk, 2002: 31). This section deals with three metatheoretical models: mechanistic, organismic, and contextual, to illustrate how these models address the assumptions of various theoretical approaches to motivation.

### **2.5.1. Mechanistic Model**

The mechanistic model of theories in psychology emphasizes the external environment as the driving force behind developmental change. This model draws comparisons to building a computer or other physical structures, where the foundation for human development lies in biological and physical factors. However, the development of psychological functioning is actively influenced by nurturing environments. The mechanistic model seeks to analyse complex behaviours by breaking them down into simpler segments, beginning with early stages of development (Peterson, 2014: 267). The basic metaphor of the mechanistic model is the machine, where fundamental assumptions and categories operate as chain-like sequences. This approach reduces individuals to simple elements that are determined by prior causes (Norwich, 2000).

### 2.5.2 Organismic Model

The organismic model of development, in contrast to the mechanistic model, considers the organism and environment as actively and constantly changing. Reese (1976) thinks that this model is based on the assumption of an “active organism” and that the behavior of the organism cannot be fully predicted. Organismic models assume that the behavior of the organism and the environment are interdependent, making it impossible to analyze their interaction as a sequence of cause and effect. According to Haafte, *et al.*, (1997), the organismic model emphasizes the subject of development, where the activity of the organism is goal-directed and attributed to the organism by removing obstacles. The development of moral thought is seen as the result of active adaptation to the environment in accordance with the goals and needs of the organism, rather than just the outcome of genetic predisposition and environmental factors. This model is useful in studying the development of individuals, groups, and societies, where human beings are actively involved in regulating their thoughts and actions based on their interests and needs Haafte, *et al.*, 1997: 47).

### 2.5.3. Contextual Model

For Shaffer (2009), the contextual model posits that development is a result of the interaction between the individual and the environment, with both being active agents. This model recognizes that development can have universal aspects as well as cultural, temporal, or individual-specific aspects. It also acknowledges the potential for both continuous and discontinuous change and that there are multiple paths of development, depending on the interplay between nature and nurture. In essence, the contextual model views children as active participants in their own development, with their path of development being a continuous and dynamic interaction between internal and external factors (Shaffer, 2009: 22).

## 2.6. Types of Motivation

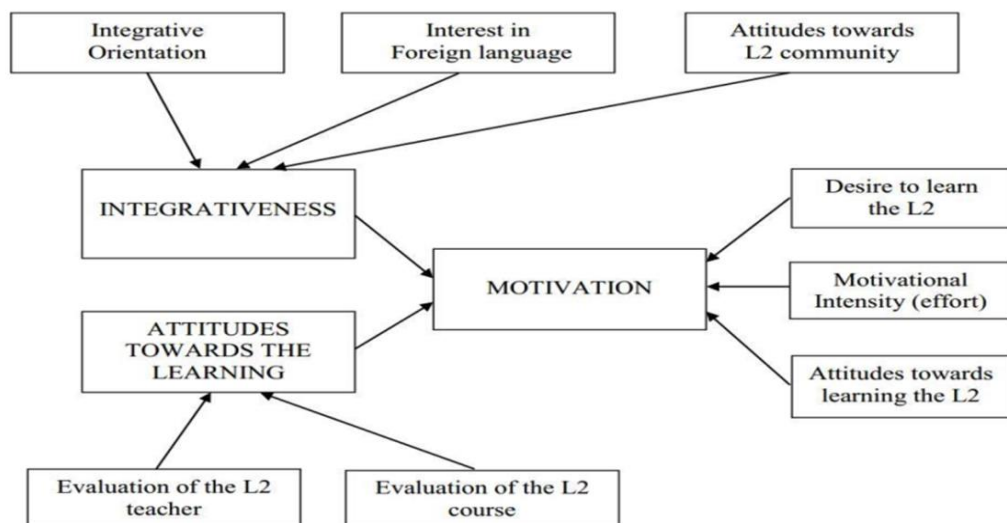
### 2.6.1. Integrative Motivation

Gardner's theory of motivation includes an essential component called integrative motivation. It is an essential part of the socio-educational approach of second language acquisition. He defines the phrase as follows:

The concept of integrative motive includes not only the orientation but also the motivation (i.e. attitudes towards learning the language plus desire plus motivational intensity) and a number of other attitude variables involving the other language community, out-groups in general and the language learning context (Gardner, 1985: 54).

Gardner suggested that integrative motivation is a composite construct of made up of three main components: integrative orientation, interest in foreign language including attitudes towards the L2 community and attitude towards learning situation. Based on this definition, in the socio-educational model, integrative motivation plays an important role in language learning (Nakata, 2006: 56).

Figure 2.2: Gardner's Socio-educational Model (Chiesa *et al.*, 2012: 58)



This model shows that the concept of integrativeness reflects a genuine interest in acquiring a second language to become closer to the community of speakers of that language. Another variable is attitudes towards the learning situation, which encompasses attitudes towards any aspect of the language learning environment, such as the teacher, materials, or activities. Lastly, motivation is seen as the driving force that compels individuals to expend effort to learn the language, seek more opportunities to learn, strive to achieve a goal, and enjoy the learning tasks (Dornyei & Schmidt, 2001: 49).

### **2.6.2. Instrumental Motivation**

According to Gardner, as cited in Sergan (2015), instrumental orientation pertains to a practical goal that does not involve any emotional connection with the other language group. It focuses on the utilitarian purpose of learning the language for the individual. In addition, as cited in Samad, Etemadzadeh, & Far (2012), Gardner also suggested that instrumental motivation involves more practical reasons such as getting a better job or passing an exam. Learners who are instrumentally motivated need to learn the language and acquire knowledge about the country where the language is spoken. In contrast, integrally motivated learners learn the language for its own sake, for enjoyment, to meet their own needs, without the need for external rewards (Guler, 2018: 103).

### **2.6.3. Intrinsic Motivation**

Deci and Ryan (2000) provided a definition of intrinsic motivation as engaging in an activity for its inherent satisfaction, rather than external rewards or consequences. Similarly, Shadish & Fuller (1994) stated that intrinsically motivated individuals are motivated by the task's inherent interest, personal enjoyment, or challenge. Deci (1975) argued that people engage in activities because they are intrinsically rewarding, not because they lead to an extrinsic reward. The three-part taxonomy of intrinsic motivation proposed by Noel, Pelletier,

Clément, and Vallerand (1990) consists of IM-Knowledge, which refers to the motivation to learn and explore new ideas, IM-Accomplishment, which relates to the desire to master a task or achieve a goal, and IM-Stimulation, which is driven by the pleasure or excitement derived from performing the task. These three subtypes share the common element of experiencing pleasure during a self-initiated and challenging activity (Deci and Ryan, 2000: 177).

They proposed four key components of self-determination theory that are crucial in understanding how behaviour is initiated and regulated: (a) Competence: This component is associated with the need to have an impact and be effective in one's interactions with the environment. (b) Autonomy: This refers to the sense of feeling free from pressures and having the ability to make choices among several courses of action. (c) Relatedness: This component pertains to interpersonal attachments and bonds that individuals develop and is based on a fundamental desire for contact with others. (d) Self-esteem: Learners who have positive self-esteem are more likely to have a positive attitude toward subjects and related activities (ibid: 177-78).

#### **2.6.4. Extrinsic Motivation**

According to Deci and Ryan (2000), extrinsic motivation involves engaging in an activity for the purpose of achieving a goal, rather than for its inherent enjoyment. In other words, individuals who are extrinsically motivated do not participate in an activity for the pleasure it brings, but rather, for the positive outcome they expect to receive or the negative outcome they want to avoid. Rutledge (2008) added that behaviours, changes, and influences that are controlled by external factors can serve as extrinsic motivators. These motivators may differ in meaning and value for each individual (Deci and Ryan, 2000: 189).

Baumeister and Vohs (2007) explained that extrinsic motivation involves the desire to perform an activity because of the rewards and reinforcement it provides. However, if no

rewards are expected, individuals may not engage in the behaviour. Noels, Clément, and Pelletier (2001) identified three sub-types of extrinsic motivation in the context of L2 learning. The first is external regulation, which occurs when a student learns an L2 due to external pressures or rewards, such as career advancement or academic credit. Once the pressure or reward is removed, the learner may stop putting effort into L2 learning. Introjected regulation is a more internalized form of extrinsic motivation, where a student learns an L2 because of feelings such as shame or guilt. As with external regulation, once the internal pressure is lifted, the engagement in the activity is likely to decrease. The most self-determined type of extrinsic motivation identified in L2 learning is identified regulation. In this case, the student learns an L2 because they have personally decided to do so and because the activity has value for their chosen goals. As long as the goal remains important to the learner, they are likely to persist in L2 learning (Baumeister and Vohs, 2007: 05).

## 2.7 Motivation and EFL Learning

Motivation plays a critical role in language learning, as it can influence a learner's engagement, effort, and persistence in the learning process. The points below explain some factors that can influence language learning motivation, including:

- *Goals:* learners who have clear and meaningful goals for learning a language are more likely to be motivated to achieve those goals. For example, a learner who wants to improve their language skills for career advancement may be more motivated than someone who is learning for a hobby.
- *Interest:* learners who are interested in the language and culture they are studying are more likely to be motivated to learn. This can include factors such as personal interest, curiosity, and passion for the language or culture.



- *Self-efficacy*: Learners who believe that they can be successful in learning a new language are more likely to be motivated to continue. This can include factors such as confidence, self-belief, and a sense of competence in the language.
- *Support*: Learners who feel supported by their teachers, peers, and community are more likely to be motivated to continue. Support can come in many forms, such as encouragement, feedback, and opportunities to practice and use the language in meaningful contexts (Ferlazzo and Sypniewski, 2022: 335).

Teachers need also to motivate their learners to write and think in the light of the culture related to the target language: people living in different countries speak different languages, and knowing the vocabulary and grammar of the language is only a starting point of successful communication because members of different cultures not only speak different languages but also have different ways of using the languages they speak (Yahia, 2022: 919). Motivation is also important for teachers who want to use this kind of language development:

Pedagogical techniques that reinforce and develop student motivation, as well as for learners who must sometimes struggle to maintain their internal motivation in order to persist in the inherently difficult task of learning a foreign language (Schmidt, *et al.*, 1996, p. 10).

So, motivation is an important aspect in language acquisition, and both instructors and students may benefit from understanding and developing motivation in the learning process. Teachers can also use audio-visual materials to motivate their learners: films and tape recordings are effective for the mechanics of expression and retention of active vocabulary (Yahia, 2017: 426).

### 2.7.1 Characteristics of Motivated Learners

Naiman *et al.* (1978) suggest the following characteristics of motivated learners: (1) Positive task orientation: The learner is sure of his own success when doing a language task. (2) Ego-involvement: The learner wants to succeed in learning in order to support and raise his own positive self-image. (3) Need for achievement: The learner needs to achieve, to overcome difficulties, and succeed in what he plans. (4) High aspiration: The learner is ambitious and demands challenges and top grades. (5) Goal orientation: The learner is very aware of the objectives of learning, and leads his efforts towards achieving them. (6) Perseverance: The learner uses a great effort in learning; besides, he is not discouraged by lack of progress. (7) Tolerance of ambiguity: The learner is not disturbed by a lack of understanding or confusion because he is confident that understanding comes with time (Ur, 1996: 275).

### 2.7.2 Motivational Strategies

Previous research studies have placed significant emphasis on developing motivational frameworks theoretically and assessing the effectiveness of motivation in EFL/ESL teaching and learning contexts, rather than exploring how to motivate learners in the classroom. Dörnyei (2001a) pointed out that the most critical challenge concerning motivation is not what motivation to provide but how it can be increased. There has been a disproportionate focus on identifying and analyzing various motives and validating motivational theories, with insufficient effort devoted to developing strategies and techniques for increasing motivation in classroom practices (*ibid.*).

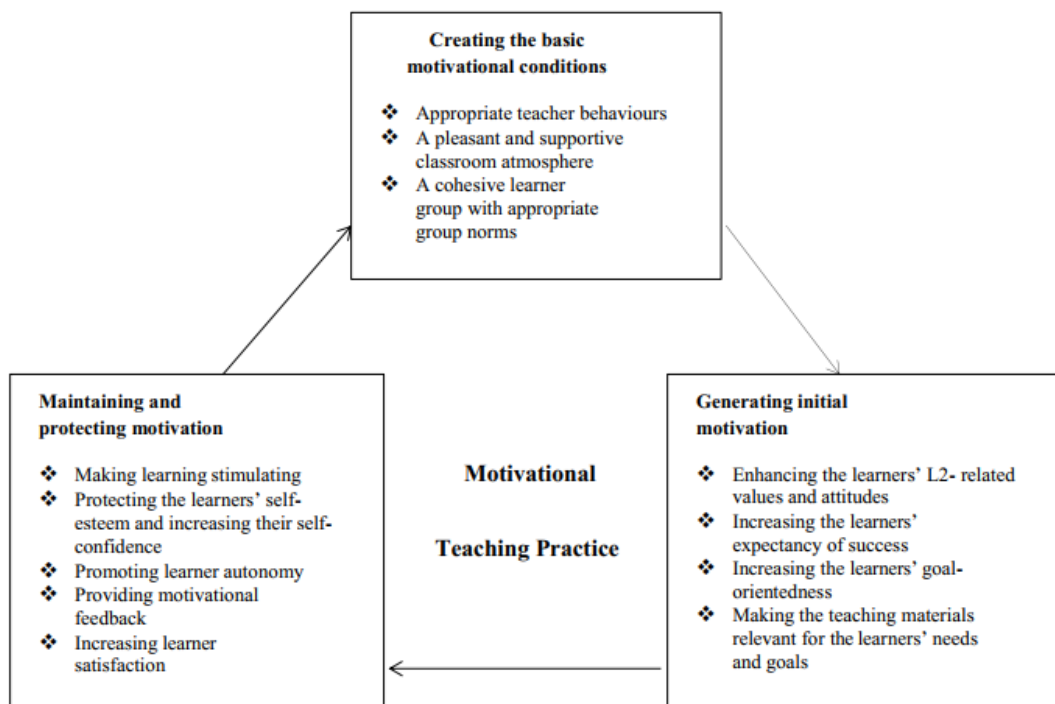
Motivational strategies did not receive much attention until the 1990s, and there is a scarcity of empirical studies on them. Dörnyei (2001b) defined motivational strategies as “*The motivational influences that are consciously exerted to achieve some systematic and*

*enduring positive effect.*" (Dörnyei, 2001b: 28). Guilloteaux and Dörnyei (2008) described motivational strategies as instructional interventions employed by the teacher to elicit and stimulate student motivation and self-regulating strategies utilized by individual students to manage their own level of motivation (Guilloteaux and Dörnyei, 2008: 55-77). Alrabai (2010) conceptualized motivational strategies as *"The techniques used to enhance individuals' goal-related behavior."* (Alrabai, 2010: 59).

### **2.7.2.1 Dörnyei's Motivational Strategies Framework**

Dörnyei (2001b) has introduced a structured framework of L2 motivational strategies in his book on motivational strategies in the language classroom called "Motivational Teaching Practice." This framework consists of various strategies that can be employed to positively influence learners' behavior and maintain motivation levels. It is designed to initiate, generate, and sustain learners' motivation in the classroom. The Motivational Teaching Practice model is organized into four areas: Creating Basic Motivational Conditions, Generating Initial Motivation, Maintaining and Protecting Motivation, and Encouraging Positive Self-evaluation, which will be elaborated upon below.

Figure 2.3: the components of motivational teaching Practice (Alqahtani, 2015: 51)



### 2.7.2.2 Creating Basic Motivational Conditions

In order to generate motivation inside the classroom, certain conditions should be included. These conditions include appropriate teacher behaviour, a pleasant and supportive atmosphere, and a cohesive learner group with appropriate group norms.

### 2.7.2.3 Appropriate Teacher Behaviour

According to Dörnyei and Csizér's (1998) research, teachers' conduct is a powerful tool in the language classroom. Teachers' appropriate behavior can be observed in various aspects of their teaching, such as their passion for teaching, dedication to learners' progress, and positive relationship with students. They argue that when teachers' content and explanation style are enthusiastic, significant, and distinctive, learners are likely to become motivated and interested in the same way. Dörnyei (2001b) also suggests that appropriate

teacher behavior includes taking learners' progress seriously by monitoring their development closely and frequently, particularly with low-achieving learners, and providing the necessary support to keep them on track. He emphasizes that this approach is crucial because teachers must ensure that learners understand the importance of their success and motivate them to work hard to achieve their goals. Conversely, learners' motivation can quickly decline if they feel that their teacher is indifferent to their progress (ibid).

#### **2.7.2.4 A pleasant and Supportive Atmosphere in The Classroom**

Dörnyei (2001a) emphasized the importance for teachers to be aware of the anxiety that can arise from the classroom environment, as it can significantly impact learning and motivation. A good teacher should strive to create a supportive and positive classroom atmosphere by being encouraging and patient, and providing ample learning opportunities. One effective way to achieve this is by using humor (Dörnyei, 2001b). Dörnyei suggested that humor is not just about telling jokes, but also about displaying a relaxed attitude and not taking everything too seriously. When learners perceive their teacher as permissive and capable of self-mockery, they are more likely to engage and interact in the learning process (Alqahtani, 2015: 52).

### **2.8 Promoting the Learners' Motivation in the EFL Classroom**

According to Dörnyei (1994) and Tanaka (2005), teachers are a significant factor in determining the motivation of L2 learners. They have various roles in supporting students' language learning, such as initiating, facilitating, motivating, serving as a model for the target language, mentoring, consulting, and providing mental support, all of which can affect learners' motivation. To promote learners' motivation, Dörnyei (2001) developed a set of techniques called "motivational strategies," which are conscious efforts to stimulate goal-oriented behavior. He suggests that teachers should organize these strategies based on the

different units of language classes, and provide solutions to common classroom problems. Additionally, teachers should focus on key motivational concepts, such as learners' self-confidence.

Dornyei (2001) designed the following motivational strategies:

- Creating the basic motivational conditions, which include: appropriate teacher behaviour, and a good relationship with the students, a pleasant and supportive classroom atmosphere, and a cohesive learner group with appropriate group norms.
- Generating initial motivation by enhancing the learners' language-related values, increasing their expectancy of success, making the teaching materials relevant for the learners, and making realistic learner beliefs.
- Maintaining and protecting motivation by making learning stimulating and enjoyable, presenting tasks in a motivating way, setting specific learner goals, protecting the learners' self-esteem and increasing their self-confidence, allowing learners to maintain a positive social image, creating learner autonomy, and promoting self-motivating learner strategies.
- Rounding off the learning experience and encouraging self-evaluation by promoting motivational attributions, providing motivational feedback, increasing learner satisfaction, and offering rewards and grades in a motivating manner (ibid: 53--54).

Teachers can also develop the students motivation of writing through literature classroom: *"Using literature for teaching the four language skills –writing, reading, speaking and listening- and grammar, vocabulary, and pronunciation has become very popular in teaching and learning FL."* (Yahia, 2021: 45). She adds that literary texts develop the learners' competence of using figurative language (Yahia, 2020: 1650).

Also, Dornyei and Csizer in press (in Dornyei, 1998: 131) suggested ten commendations for motivating language learners. They include:

- Set a personal example with the teacher's own behaviour.
- Create a pleasant, relaxed atmosphere in the classroom.
- Present the tasks properly.
- Develop a good relationship with the learners.
- Increase the learners' linguistic self-confidence.
- Make the language classes interesting.
- Promote learner autonomy.
- Personalize the learning process
- Increase the learners' goal-orientedness.
- Familiarize the learner with the target language culture (ibid).

Mastoor al Kaboody (2013) gives some suggestions to promote motivation in the FL classroom: (1) Creating the basic motivational conditions (e.g. teacher's enthusiasm, safe classroom atmosphere, and cohesive learner group with convenient group norms). (2) Generating students' motivation (generating learners' interest and enjoyment, the target culture, promoting the learners' expectations of success in the L2, explaining the goals of the course, making the teaching materials relevant to the learner, and helping students create realistic beliefs about language learning). (3) Maintaining and protecting motivation (make the learning experience enjoyable and stimulating through varying teaching styles, presentations, materials (Mastoor al Kaboody, 2013: 49).

## **2.9 Developing the Learners' Motivation for Writing Essays**

### **2.9.1 EFL Learners' Difficulties in Essay Writing**

#### **2.9.1.1 Topics of Writing**

Several studies have investigated the impact of writing topics on the writing performance of EFL learners. Huang (2008) emphasizes the significance of the difficulty level of essay topics during examinations, as it can potentially hinder students' writing abilities. According to Huang's findings, students tend to perform better when they are familiar with the given topic. They will have a greater chance to generate ideas and support them with evidence, facilitating the writing process. On the other hand, when faced with an unfamiliar topic, there is a potential disruption in the flow of ideas, leading to poor writing or even a lack of writing altogether. Similarly, Lee (2008) argues that writing proficiency is significantly influenced by task-related factors, including the level of familiarity with the topic, which varies among individual writers. Huang and Lee (2008) further assert that the writing topic directly impacts students' writing performance (Huang and Lee, 2008: 61).

#### **2.9.1.2 Lack of Vocabulary**

Giving considerable attention to employing impactful vocabulary and selecting the right words in a written activity holds significant importance for EFL learners. A strong vocabulary is a fundamental requirement for effective writing. Nevertheless, several research studies have identified challenges faced by second language writers in terms of their lexical abilities. This difficulty is commonly experienced by the majority of EFL learners.

White (1980) reported that *“Most students usually use big words which may not go with the actual context, in writing their paragraphs or essays to impress their teacher.”* (Okubay, 2020: 165). That is to say, students often strive for perfection. However, an excessive focus on achieving perfection can create challenges and hinder their progress. This emphasis on



perfection may cause students to lose sight of the main point they are trying to convey within a specific context. Here, teachers can use visual materials to enhance the students writing even in specialized classrooms: *“Technical words of each speciality could be easily acquired by the learners if they were able to activate their aural and visual senses via pictures, videos, and the computer.”* (Yahia, 2022: 109).

### **2.9.1.3 Lack of Motivation to Write**

Motivation and achievement are closely intertwined, and the motivation of learners plays a crucial role in creating a pleasant and enjoyable atmosphere for both teachers and students. Nevertheless, many EFL learners lack sufficient motivation to write in the target language, leading teachers to ponder over the reasons behind this lack of motivation. They often ask wonder why students frequently exhibit low motivation to write and how this motivation can be enhanced. In an attempt to address these inquiries, Harmer asserts that there are various underlying factors that demotivate learners from engaging in writing activities.

Harmer (2006a, p.3) claims:

People involved in language teaching often say that students who really want to learn will succeed whatever circumstances in which they study. They succeed despite using methods which experts consider unsatisfactory. In the phase of such a phenomenon, it seems reasonable to suggest that the motivation that students bring to class is the biggest simple factor affecting their success (Harmer, 2006a: 03).

There are several factors that contribute to the lack of motivation in EFL learners concerning writing:

- Fear of failure: Some learners are afraid of not being able to meet their goals, particularly in contexts where they perceive a lack of competence

or efficacy. This fear can hinder their motivation to engage in writing activities.

- Fear of making mistakes: The fear of making errors can make learners feel vulnerable and unable to bounce back from mistakes. This fear lingers, causing them to be haunted by the possibility of failure.
- Hesitation to showcase their work: Certain learners feel uncertain about sharing their written productions. They intentionally conceal their weaknesses and avoid completing tasks as they anticipate a sense of failure beforehand (Harmer, 2006a: 04).

#### **2.9.1.4 Influence of L1 on the EFL Learners' Writing Skill**

Many of students express that when they write, they tend to think in Arabic. This observation has prompted researchers to investigate this issue and examine it more closely. In general, foreign language teachers stress the importance of EFL writers thinking and writing in English. Nevertheless, Frieddlander's (1997) study indicates: "*Writers will transfer writing abilities and strategies, whether good or deficient, from their first language to their second or third language*" (Frieddlander's, 1997:109). According to Jones and Tetroe (1987):

Writers tend to transfer both strong and weak writing skills from their first language to English. They further noted that weaker writers' inability to utilize writing strategies in English was rooted in their failure to employ these strategies in their first language (Jones and Tetroe, 1987: 189).

Similarly Blanchard and Root (2004, p.204) argue that it is like driving a car, if you have ever driven in another country, you know that some of the rules of the road may be

different. Just as the rules of driving differ from country to another, the conventions of writing may change from one language to another.

## **2.10 Common essay writing mistakes**

### **2.10.1 Content and Paragraph Organization**

During the process of creating any written work, it is crucial to pay close attention to both the content and paragraph organization. These two elements are of utmost importance and require precise focus in order to produce a well-crafted piece of writing. Thus, *“the teachers are expected to encourage their students to give attention to the message, ideas, or thoughts they wish to convey along with other features discussed above.”* (Clifford, 1987, as cited in Okubay, 2020). It is evident that the primary emphasis should be on the content of a written work, given its significance. However, students often overlook this aspect and instead focus on the surface-level aspects or the form of their writing, rather than the underlying meaning. As a result, students may lose control over the content and prioritize other elements, leading to inadequate writing that lacks clarity and coherence in terms of both its meaning and the organization of ideas.

### **2.10.2 Punctuation**

Students frequently encounter challenges with punctuation in their writing, as it is a complex aspect that poses difficulties. Harreley and Bruckman (2002) state: *“punctuation marks are like traffic signals they guide readers, they tell readers when to go and when to stop and when to turn and in what direction.”* (Harreley and Bruckman, 2002: 209). Therefore, it is crucial for students to have a comprehensive understanding of punctuation marks and their respective functions. These include essential punctuation marks such as the full stop (.), comma (,), apostrophe ('), hyphen (-), colon (:), semi-colon (;), question mark (?),

exclamation mark (!), brackets (), dash (-), and inverted commas («...»). By familiarizing themselves with these punctuation marks and their purposes, students can enhance the clarity and effectiveness of their writing. Carrol and Wilson (1995, as cited in Alfaki, 2015) confirmed that “students” writing encounter punctuation problems as there are no universal rules of punctuation”. In other words, students do not give much importance to punctuation due to the fact of having non- universal rules that encounter its use; they apply and misapply it randomly.

### **2.10.3 Spelling**

EFL students often face challenges in spelling when it comes to writing. Spelling mistakes are particularly problematic because many words sound the same but have distinct spellings and meanings. The difficulty with spelling for learners may arise from the inadequate connection between the sounds of words and their corresponding spellings. For instance, words like "to," "too," "two," "then," and "than" or "effect" and "affect" can cause confusion. Incorrect spelling is perceived as a lack of knowledge and can negatively impact how readers perceive the written message. Additionally, variations in English accents, such as American and British accents, can contribute to spelling errors.

### **2.10.4 Grammar**

A strong understanding of grammar is crucial in writing, as it ensures that the intended message is effectively conveyed. Abdulla (1995) discovered that grammar is often taught in a disconnected manner, separate from other language skills. He emphasizes the importance of integrating grammar and vocabulary within a meaningful context, such as a piece of discourse, as the central unit of learning. This approach is seen as crucial for helping learners overcome their grammar challenges. Both teachers and learners need to be familiar with the rules and norms of grammar in order to produce meaningful and well-structured sentences.

However, many EFL learners often encounter difficulties in various aspects of grammar, including:

- Forming coherent and meaningful sentences.
- Distinguishing between phrases, sentences, and clauses.
- Properly using comparative and superlative adjectives.
- Understanding verb tenses.
- Employing appropriate punctuation to structure sentences.
- Constructing reported speech and passive/active forms correctly.
- Using conjunctions and connectors appropriately (Abdulla, 1995: 65).

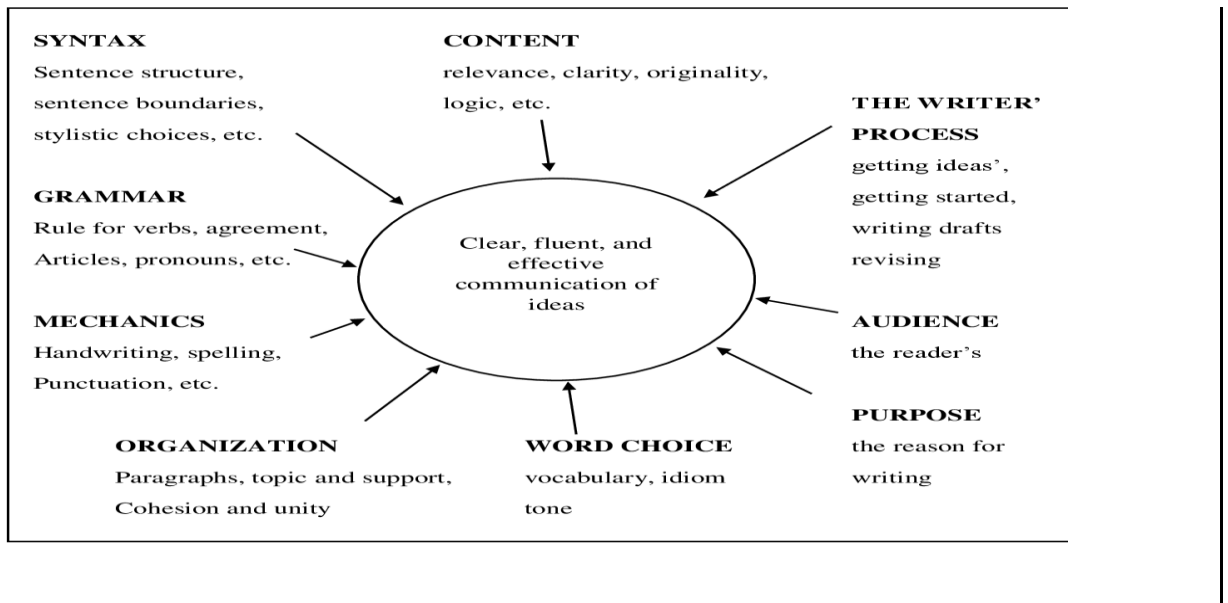
### **2.10.5 Coherence and Cohesion**

Harmer (2004) explains that a text is considered coherent when there is a clear and logical connection between sentences. In such texts, the meaning is easily comprehensible to the readers, even without relying heavily on explicit cohesive devices. Moreover, Harmer emphasizes that coherent texts enable readers to grasp the writer's intentions and follow the writer's thought process effectively. Similarly, a text can be regarded as a cohesive one, when we can use various grammatical devices to help the reader understand what being referred to at all time (Harmer, 2004: 22).

EFL learners often encounter challenges when it comes to writing introductions, thesis statements, topic sentences, and conclusions, which are crucial for establishing coherence and meaning in their writing. Instead of focusing on the overall meaning and organization of their writing, many students tend to prioritize language-related issues. Furthermore, the interference between their native language and English, which is text-based, specific, and change-oriented, poses additional difficulties. Students often rely on direct translation from their mother tongue to the target language, leading to disruptions in coherence and cohesion.

Raimes (1983) explained the basic elements in producing a good piece of writing, in this sense she provides the following diagram summarizing the different factors teachers have to focus on in the teaching of writing.

Figure 2.4: Producing a piece of writing (Raimes, 1983: 06)



So, Raimes (1983) explained the basic elements in producing a good piece of writing, in this sense she provides the following diagram summarizing the different factors teachers have to focus on in the teaching of writing.

Motivating learners to write essays can be a challenging task, but with the right approach and strategies, you can foster their motivation and engagement. Here are some effective ways to develop learners' motivation for writing essays:

- Provide a clear purpose: Clearly communicate the purpose and relevance of essay writing to the learners. Explain how it can help them develop critical thinking, improve communication skills, and express their ideas effectively. When learners understand the value of the task, they are more likely to be motivated.
- Offer choice and autonomy: Give learners some autonomy in selecting essay topics or allow them to choose from a list of options. When students have a choice, they feel a

sense of ownership and are more likely to be motivated to write about something they are interested in.

- **Set achievable goals:** Break down the essay writing process into smaller, manageable goals. Set clear, realistic expectations for each stage, such as brainstorming, outlining, drafting, and revising. Celebrate small victories along the way to maintain motivation and momentum.
- **Provide constructive feedback:** Offer timely and constructive feedback on students' writing. Highlight their strengths and areas for improvement. When learners receive specific feedback that helps them grow, they feel motivated to put in more effort and enhance their writing skills.
- **Use varied writing prompts:** Offer a variety of interesting and relevant writing prompts to spark learners' creativity and curiosity. Incorporate real-world scenarios, current events, or thought-provoking questions that encourage students to think critically and engage with the topic.
- **Create a supportive environment:** Foster a supportive and collaborative classroom environment where learners feel comfortable sharing their ideas and receiving feedback. Encourage peer review sessions or group discussions, where students can exchange ideas and learn from one another. Positive interactions and constructive criticism can motivate learners to improve their writing.
- **Connect to personal experiences:** Encourage learners to connect their personal experiences or interests to the essay topics. When students can relate the content to their own lives, they are more likely to feel motivated and engaged in the writing process.
- **Showcase exemplary writing:** Share examples of well-written essays to inspire and motivate learners. Highlight the strengths of those essays and discuss what makes

them effective. Seeing quality writing samples can provide learners with a benchmark to strive for and motivate them to improve their own writing skills.

- Offer incentives: Consider providing incentives or rewards for reaching writing milestones or achieving specific goals. These incentives could be small rewards like stickers, certificates, or extra credit points. While intrinsic motivation is ideal, extrinsic rewards can sometimes help students initially engage with the task.

Celebrate success: Celebrate and acknowledge learners' achievements in essay writing.

Display exemplary essays in the classroom or share them with the school

- community. Recognize students' efforts and progress to boost their confidence and motivation.

Remember, motivation can vary among learners, so it's important to personalize your approach and cater to individual needs. By implementing these strategies, you can create a more engaging and motivating environment for learners to develop their essay writing skills (Hyland, 2019:195)

## **2.11 Conclusion**

The chapter reviewed various definitions of "motivation" provided by researchers, including Ur, Graham and Weiner, Williams and Burden, Ryan, Deci, Brown, and Dornyei. It also explored two approaches to understanding motivation, behaviorism, and cognitivism. In addition, the chapter discussed different motivational theories in psychology, such as expectancy-value theories, goal theories, and self-determination theories. It further examined motivational theories in foreign and second-language learning, including Gardner's social psychological approach, Clements concept of linguistic self-confidence, and self-determination theory in L2 research. The chapter concluded by offering suggestions to



enhance learners' motivation. Overall, the chapter emphasized the complexity of motivation and the importance of applying it effectively in language classrooms.

# *Chapter Three*

## **Data Analysis and Recommendations**

### **3.1 Introduction**

The main objective of the present study is to improve the motivation of EFL learners in writing essays. To accomplish this objective, a questionnaire was distributed among students to explore their perspectives and attitudes towards writing as a skill. This chapter consists of a sample lesson, some class tasks, and a detailed description of the questionnaire and its administration process. Moreover, it provides an analysis of the questionnaire and a discussion of the findings. Furthermore, the chapter offers recommendations based on the results obtained from the study.

### **3.2 A Sample Lesson about Writing Essays**

The session began with a concise overview of the principles and techniques for proficient essay writing. Furthermore, the teacher addressed common errors made by the students, providing corrections and guidance on issues such as final “s” and “e”, capitalization, and punctuation. Also, the teacher offered a comprehensive explanation of composing narrative essays.

The session then shifted its focus to the concept of the classification essay, where the instructor imparted knowledge and instruction on its structure, purpose, and effective methods of organizing and categorizing information. Moreover, the teacher gave students the opportunity to provide examples for the aim of encouraging active participation during the session.

The teacher then, allowed students to provide examples related to the chosen topic of "sports" and tasked them with attempting to divide and classify it. The students actively participated in determining the categorization and organization of the subject. Furthermore, the teacher provided visual support and guidance by writing down instructions, explanations, and illustrations on the board.

During the session, the students were also asked to provide explanations and meanings for unfamiliar idioms, challenging them to demonstrate their understanding of these linguistic

expressions. The teacher also elucidated the structure of the classification essay, providing a comprehensive explanation of its key components and organization.

The examples provided were specifically related to the academic domain, such as "teachers" and "schools." Additionally, the lesson started by dealing with simpler instructions and progressively introduced more complex concepts to facilitate comprehension and ease the learning process for the students.

Moreover, the teacher engaged in individual dialogues with each student, offering personalized attention. Each student's essay was individually reviewed, corrected, and provided with suitable expressions and suggestions to enhance their writing. Besides, individual attention was given to address and rectify their mistakes.

Lastly, at the end of the session, the students were instructed to prepare assignments for the upcoming session, emphasizing the importance of proactive involvement and independent work.

### **3.2.1 The Pre-Class Tasks**

During the class, the teacher provided instructions for the students to select a topic and to classify it using simple sentences, emphasizing its key defining characteristics. This activity was intended to lay the foundation for a discussion in the upcoming session.

### **3.2.2 The Class Tasks**

The first phase of the class tasks was the warming-up. Its aim is to involve the students in the lesson by generating their responses. That is to say, the teacher made a connection between the given knowledge of learners and the new lesson.

In class, the students were requested to offer examples pertaining to the selected topic of "sports" and were given the responsibility of attempting to divide and categorize it. As part of the exercise, the students were also prompted to provide explanations and interpretations for unfamiliar idioms, presenting them with an opportunity to showcase their comprehension of these linguistic expressions.

### **3.3 The Students' Questionnaire**

A questionnaire is a collection of questions centered on a specific subject matter, commonly used and sometimes misused as a means of gathering data due to its simplicity in preparation and administration. Kirakowski (1998) defines a questionnaire as a structural approach for obtaining, recording, and accumulating information. The students' questionnaire is composed of 24 questions in total that is divided to three sections. Each section aims to collect a certain type of data on student's preferences and difficulties concerning the writing process.

### **3.4 Description and Administration of the Students' Questionnaire**

The objective of the students' questionnaire is to motivate students to effectively impact their essay writing skills. The questionnaire is divided into three sections. In the first section, although the questionnaire is anonymous, the respondents were asked to provide some information about their sex and age. The second section contains eight questions. It is designed to learn about the students' perception of writing as well as the difficulties they may encounter in EFL writing classes. Moreover it investigated some of the aspects that the participants might lack or find challenging as an EFL learner. The third part includes seventeen questions, mainly dealt with the learners' preferences regarding the types of questions concerning tasks and exams. The first and second question explore whether the learners engage in essay writing in modules other than written expression. However, the third question investigates whether the learners enjoy participating in essay writing exercises in the classroom. Questions from (4\_8) focus on gathering insights into the students' preferences when it comes to the evaluation and feedback process for their written assignments.

The purpose of these questions is to investigate whether students value having their work graded and receiving feedback as part of the learning process. Questions from (9\_15) explore the types of exam questions students prefer to answer, and whether they typically prepare an outline before attempting to answer these questions. Lastly, the final two questions of the questionnaire (16\_17) aim to gather information about the students' writing habits and preferences. The first question explores whether the students have a personal interest or hobby in writing, while the second question investigates whether students actively seek input and guidance from their teacher by voluntarily sharing their written work for evaluation.

The questionnaire was administered to 2<sup>nd</sup> year license students of Ghardaia University. The participants consist of 100 students. The aim was to gather valuable data and insights for our research.

### 3.5 Data Analysis

**Section one:** (01 → 02)

Table 3.1: The students gender.

Gender	Number	percentage
Male	30	30%
Female	70	70%
Total	100	100%

The whole population contains 70 (70%) female and 30 (30%) male.

Pie chart 3.1: the students' gender

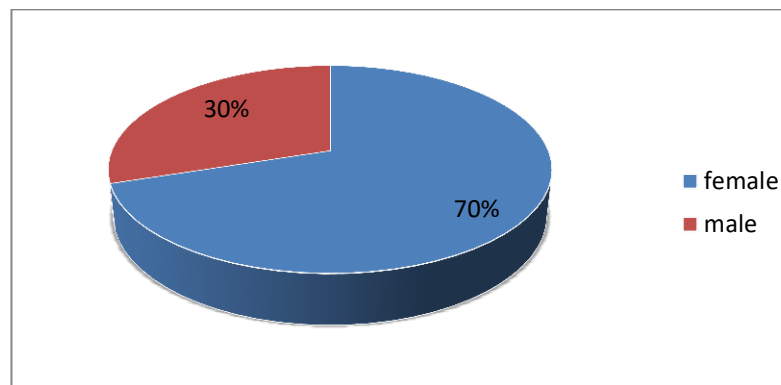
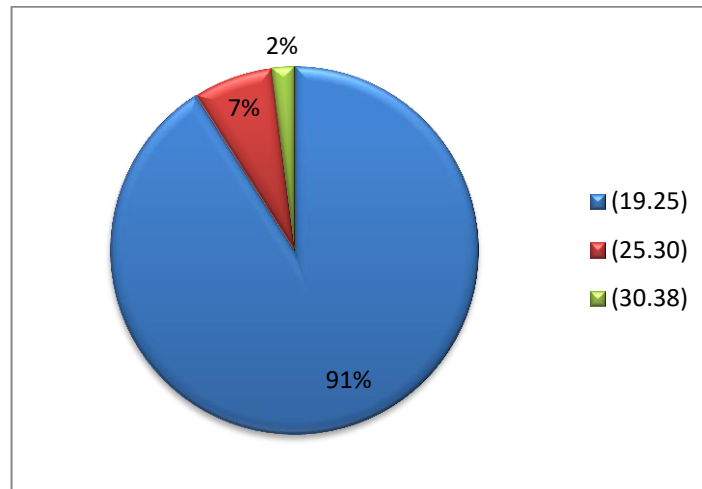


Table 3.2: the students' age

Age	Number	Percentage
(19.25)	91	91%
(25.30)	7	7%
(30.38)	2	2%

According to table n° 2, it is observed that the age of the students surveyed ranges from 19 to 25 years. The relatively narrow age range suggests that the population of students is relatively homogeneous. Hence, it can be inferred that the students' responses to the questions are likely to show a certain degree of consistency, and significant contradictions between their responses are less likely to occur.

Pie chart 3.2: the students' age



## Section two (1 → 8)

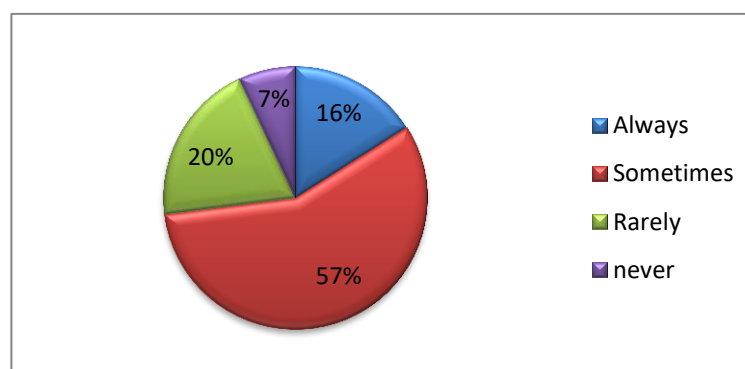
**Item01:** I like writing in English

Table.3.3:students preference regarding writing

Possibilities	Number	Percentage
Always	16	16%
Sometimes	57	57%
Rarely	20	20%
Never	07	7%
<b>Total</b>	100	100%

The data presented in the table illustrates the preferences of students regarding writing in English. According to the responses, 57 (57%) students indicated that they have a tendency to write sometimes. While, 20 (20%) students mentioned that they rarely engage in writing in L2. On the other hand, 16 (16%) students expressed a consistent liking for writing, stating that they always enjoy it. However, a minority of 7 (7%) students reported never liking to write in English.

Pie chart 3.3: student's preference regarding writing



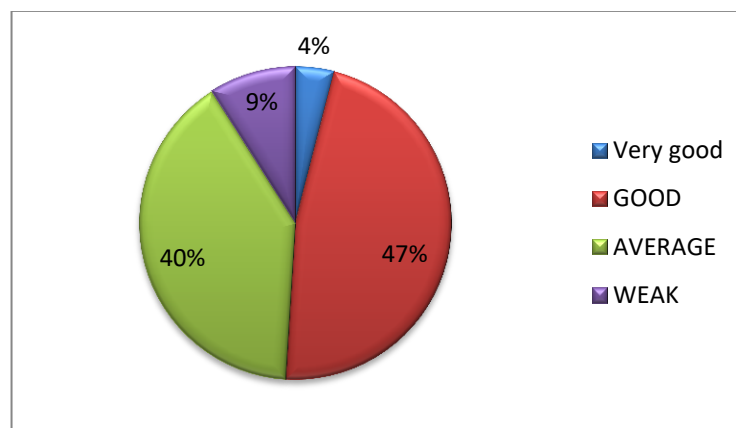
**item 3.4:**How do you evaluate your writing level?

Table.3.4:the evaluation of students writing level

Possibilities	Number	Percentage
Very good	04	4%
Good	47	47%
Average	40	40%
Weak	09	9%
<b>Total</b>	100	100%

According to the results, 47(47%) students perceive their writing level as good. Similarly, 40(40%) students, consider their writing level to be average. These results suggest that the majority of students possess a respectful level of writing ability. Only a small percentage of students, around 9%, believe their writing level is weak. Furthermore, a mere 4% of students believe they have exceptional writing skills.

Pie.Chart04: the evaluation of students writing level



**item2.5:**Did you attend courses of writing in English before joining the university?

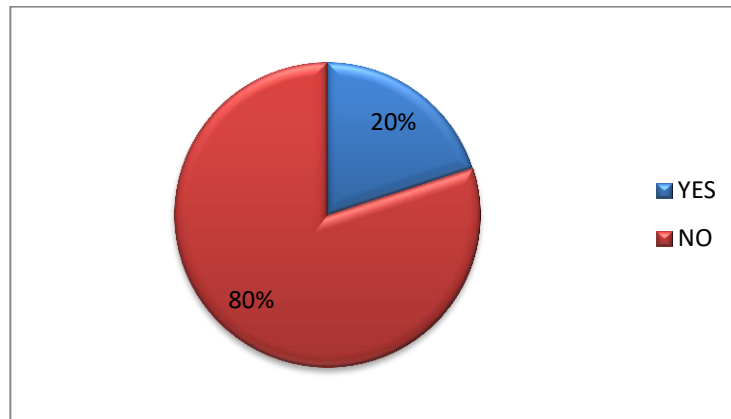
Table2.5: students attending course of writing in English before joining the university

Possibilities	Number	Percentage
Yes	20	20%
No	80	80%
<b>Total</b>	100	100%

The aim of this question was to investigate whether students received prior English classes before joining the university. Based on the provided table, approximately 20 students (20%) reported having received such classes, whereas the majority which consists of 80% declared they had not.



Pie chart05: students attending course of writing in English before joining the university



**Section two:** (01 → 08)

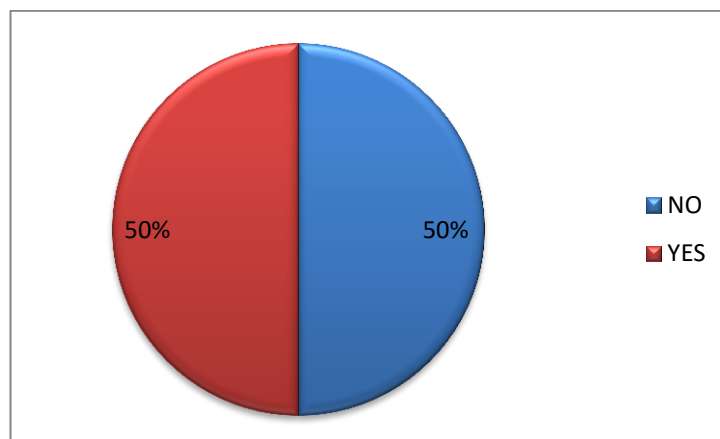
**Item 3.6:** is it easy for you to write essays

Table 3.6: Students' Perception of Essay Writing

Possibilities	Number	Percentage
Yes	50	50%
No	50	50%
<b>Total</b>	100	100%

When the students were asked about whether they find essay writing as an easy task, 50(50%) of them said “yes” whereas the other 50(50%) have answered “no”, this indicates that a significant proportion of students, approximately half, face difficulties when it comes to writing essays.

Pie chart 3.6: Students' Perception of Essay Writing



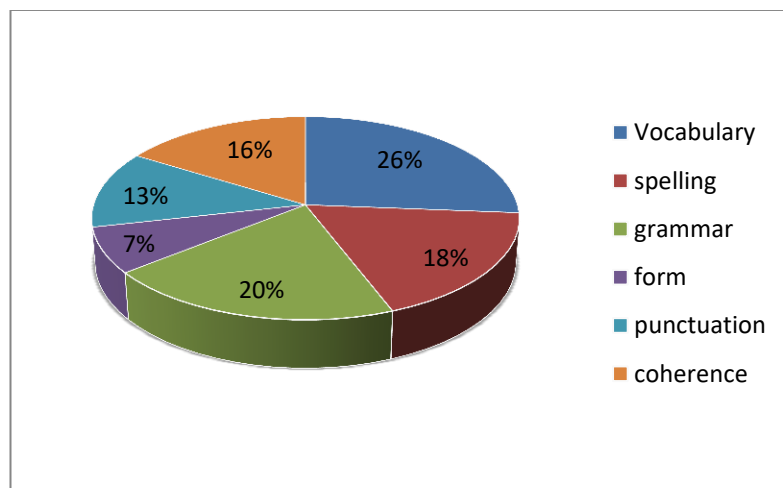
**Item7:** What are the aspects you are likely to find difficulties in? (You can choose more than one answer)

Table 3.7: Difficulties related to the writing skill

Possibilities	Number	Percentage
Vocabulary	47	26%
Spelling	32	18%
Grammar	36	20%
Form	13	7%
Punctuation	22	13%
Coherence	29	16%
<b>Total</b>	<b>179</b>	<b>100%</b>

According to the results in the table above, Vocabulary emerged as the primary difficulty, with 47(26%) students reporting struggles in this area. Grammar was the second most reported challenge with 36(20%) students acknowledging struggles with grammar rules and usage. Among the participants, 32(18%) students faced challenges related to accurate spelling, whereas 29(16%) students experienced difficulties with coherence in their writing. Punctuation was identified as an obstacle for 22(13%) students, while 13(7%) students struggled with effectively structuring their written pieces.

Pie chart 3.7: Difficulties related to the writing skill



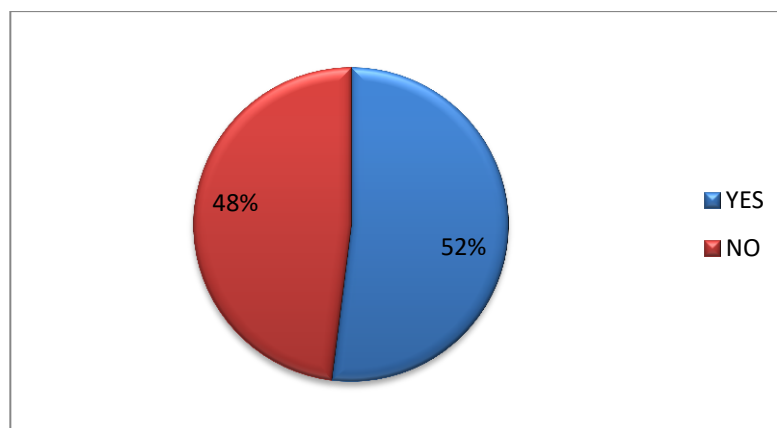
**Item 06 :** Do you read literary texts to develop your writing ability

Table3.8: reading the literary texts to develop there writing ability's

Possibilities	Number	Percentage
Yes	52	52%
No	48	48%
<b>Total</b>	100	100%

The purpose of this question was to determine whether students have any supporting resources, such as reading literary texts. The results show that 52 students (52%) responded with "Yes" indicating that they do have such resources. On the other hand, 48 students (48%) answered with "No".

Pie chart3.8:..reading the literary texts to develop there writing ability's



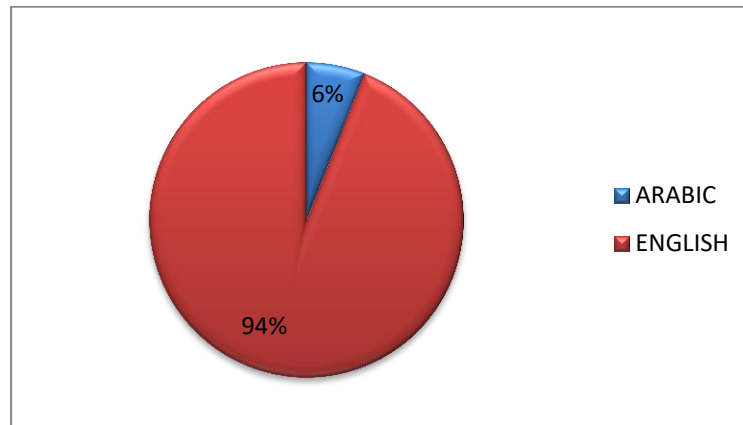
**Item07:**When mailing your teachers, which language do you use?

Table3.9:the language they use to mailing teachers

Possibilities	Number	Percentage
Arabic	06	06%
English	94	94%
<b>Total</b>	100	100%

Students were asked about the language they use when mailing their teachers. The results revealed that a significant majority of the sample, specifically 94%, indicated that they exclusively use English for their communication. In contrast, a mere 6% of the participants reported using Arabic for their emails.

Pie chart 9: :the language they use to mailing teachers



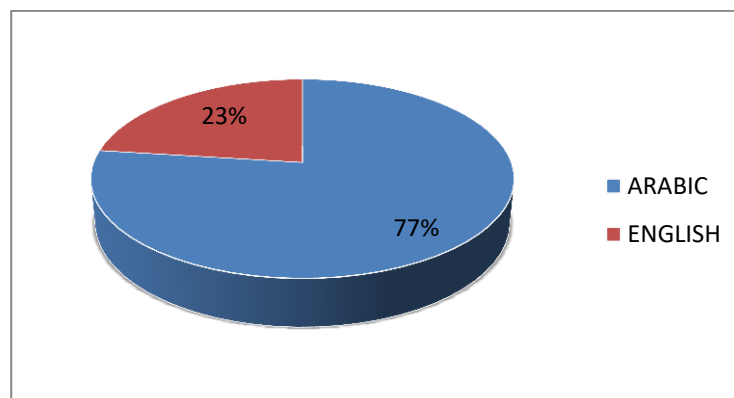
**Item10:** When mailing your colleagues, which language do you use?

Table 3.10: :the language they use to mailing their colleagues

Possibilities	Number	Percentage
Arabic	77	77%
English	23	23%
<b>Total</b>	100	100%

The purpose of this question was to explore the preferred language among students when communicating with their peers. Based on the results, it was found that 77 students (77%) mentioned using Arabic for conversations with their colleagues. In contrast, 23% of students reported using English. This suggests that a significant number of students may not feel confident in speaking English exclusively. This could be due to many reasons such as a fear of making mistakes or a lack of vocabulary to sustain conversations in English.

Pie chart10: the language they use to mailing their colleagues



**Section three (1 → 17)**

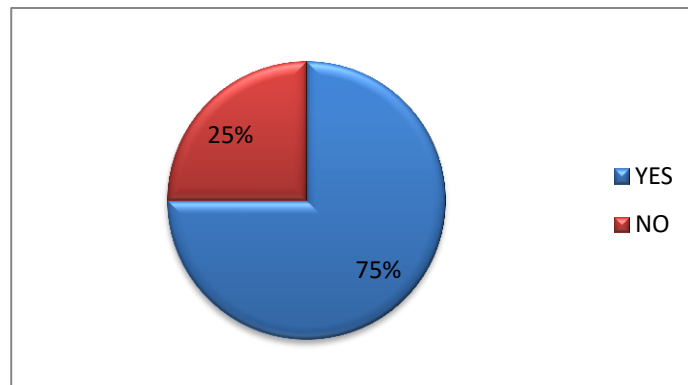
**item 1:** Do you write essays in other modules in addition to written expression?

Table 3.11: writing essays in other modules in addition to written expression

Possibilities	Number	Percentage
YES	75	75%
NO	25	25%
<b>Total</b>	100	100%

By posing this question to the sample, our objective was to determine if the learners had written essays in modules other than written expression. According to the provided table, it was found that 75% of the students responded with “Yes”, On the other hand, 25% of the sample answered negatively.

Pie chart.11: writing essays in other modules in addition to written expression



**Item2:** If yes, mention the modules

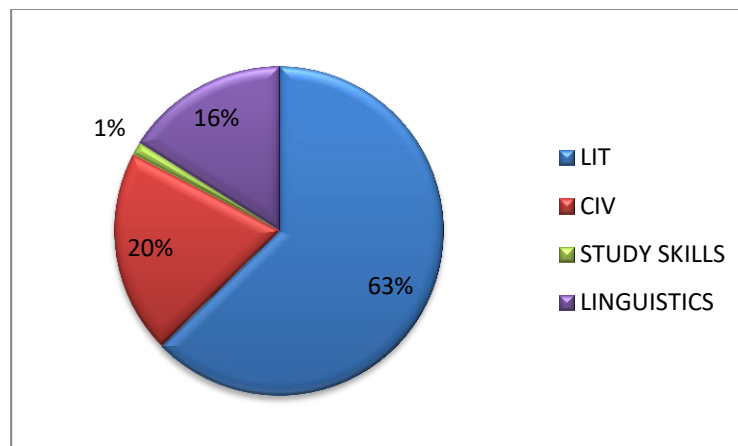
Table3.12:the modules they writing essay in

THE MODULES	NUMBER	Percentage
Literature	47	63%
Civilisation	15	20%
Study skills	1	1%
Linguistics	12	16%
<b>TOTAL</b>	75	100%

Based on the provided table, it can be observed that out of the assigned sample of 100 students, only 75 students responded to this question. Among the respondents, the majority,

comprising of 47 students (63%), reported writing essays on Literature. Additionally, 15 students (20%) mentioned writing essays on Civilisation, while 12 students (16%) reported writing essays on Linguistics. Interestingly, only 1 student (1%) mentioned writing essays on Study skills.

Pie chart12: the modules they writing essay in



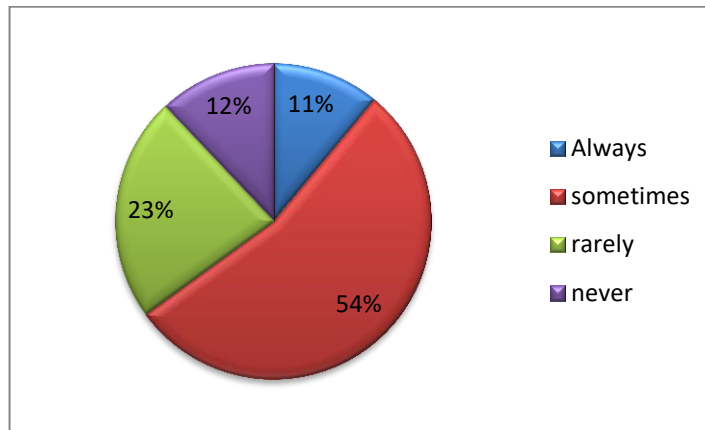
**item3:**I like the classes that require writing essays exercises.

Table 3.13: difficulties related to the writing skill

Possibilities	Number	Percentage
Always	11	11%
Sometimes	54	54%
Rarely	23	23%
Never	12	12%
<b>Total</b>	100	100%

Based on the results 11(11%) students said they always like the classes that require writing essays exercise. 54 (54%) students said they sometimes like the classes that require writing exercise while 23 (23%) students said they rarely like the classes that require writing exercise. And 12 (12%) students said they never like the classes that require writing exercise.

Pie chart12: difficulties related to the writing skill



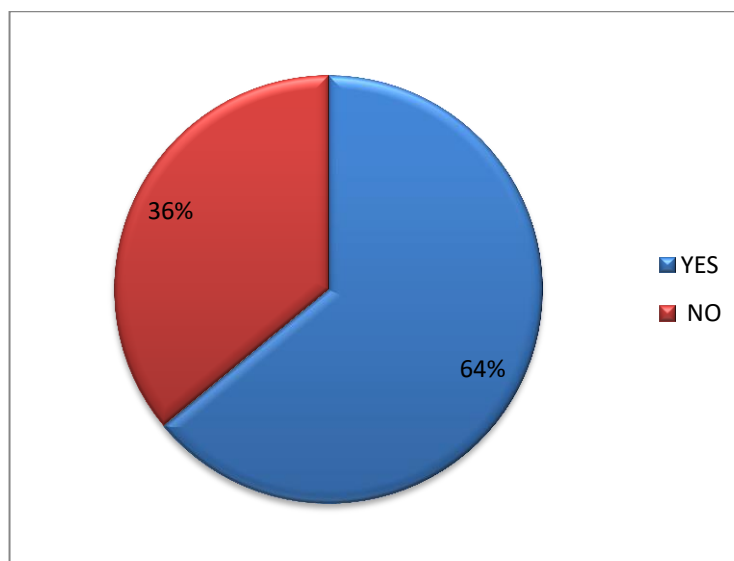
**Item4:**I like others to read what I have written

Table3.14: students tendencies of their written work being read by others

Possibilities	Number	Percentage
Yes	64	64%
No	36	36%
<b>Total</b>	100	100%

.The table above shows the following results 64(64%) students said that they like others to read what they have written,while 36 (36%) students said that they don't like others to read what they have written.

Pie chart14: students tendencies of their written work being read by others



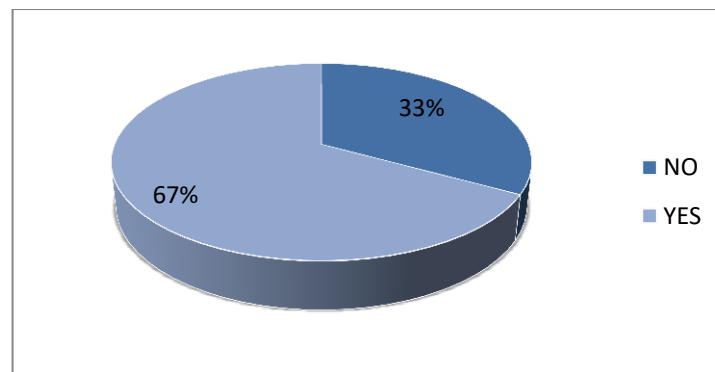
**Item5:** I like my written samples to be graded

Table.3.15: Students preferences for their samples to be graded

Possibilities	Number	Percentage
Yes	67	67%
No	33	33%
<b>Total</b>	100	100%

The results shows that 67(67%) said that they like their written samples to be graded. While 33(33%) said that they don't like their written samples to be graded.

Pie chart15: Students preferences for their samples to be graded



**Item6:** I want my teachers to recognize me as a good essays writer

Table3.16: Students desire of being recognized as a skillful essay writer

Possibilities	Number	Percentage
YES	75	75%
NO	25	25%
<b>Total</b>	100	100%

The table above shows that 75(75%) students said that they want their teachers to recognize them as a good essays writer. while 25(25%) students said that they don't want their teachers to recognize them as a good essays writer.



Pie chart 16: Students desire of being recognized as a skillful essay writer

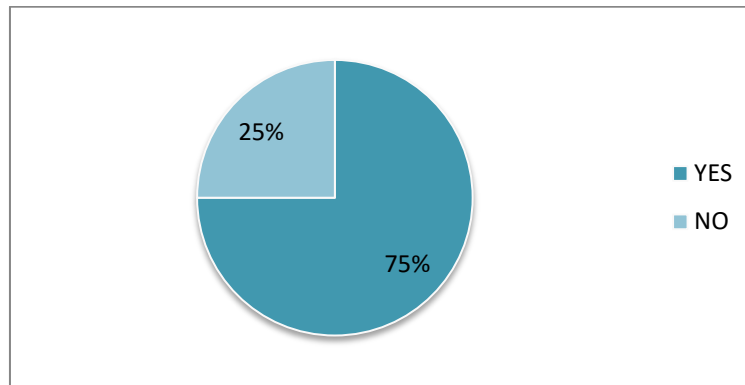
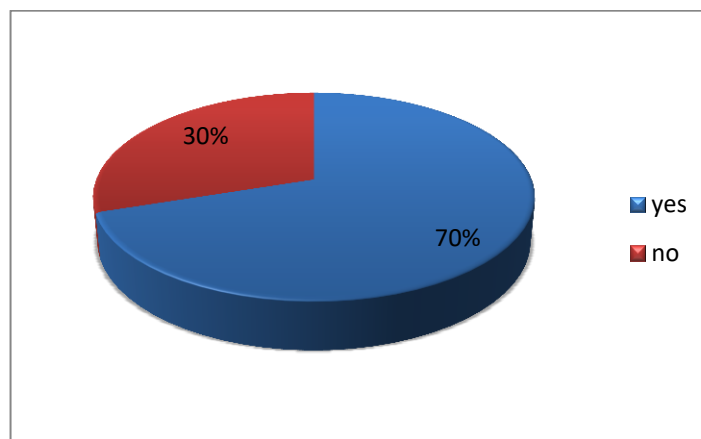
**Item07: I like to receive feedback on my writing from my teachers.**

Table3.17: Feedback projected by teachers

Possibilities	Numbers	Percentage
Yes	70	70%
No	30	30%
<b>Total</b>	<b>100</b>	<b>100%</b>

The objective of the question was to explore whether students have a preference for receiving feedback on their writing and is it perceived as beneficial in terms of enhancing their writing effectiveness. The results show that (70%) students answered by “Yes”. That is to say that the majority of EFL learners prefer receiving a feedback and guidance for their writing assignments and exams. While (30%) students said “No” which may indicate that those students might not appreciate this kind of assistance.

Pie chart 3.17: Feedback projected by teachers



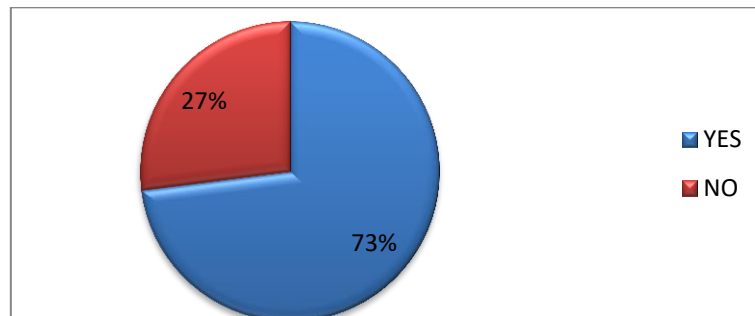
**Item 8:** I seek to make my teachers recognize me as a good writer

Table 3.18: Student's aspiration of being recognized as a good writer

Possibilities	Number	Percentage
YES	73	73%
NO	27	27%

The results shows that 73(73%) students said that they seek to make their teachers recognize them as a good writer. While 27 (27%) students said that they don't seek to make their teachers recognize them as a good writer.

Pie chart 18: Student's aspiration of being recognized as a good writer



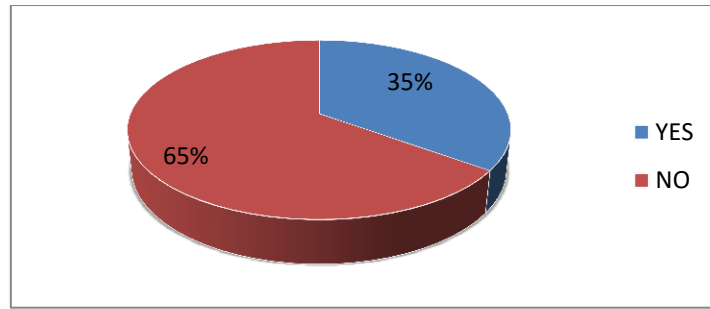
**Item 9:** Have you the habit of answering your exam questions in the form of essays?

Table 3.19: Students tendencies of answering questions in Essay form

Possibilities	Number	Percentage
YES	35	35%
NO	65	65%
Total	100	100%

The results shows that 35 (35%) students said that they have the habit of answering their exam questions in the form of essays. 65 (65%) said that they don't have the habit of answering their exam questions in the form of essays.

Pie chart19: Students tendencies of answering questions in Essay form



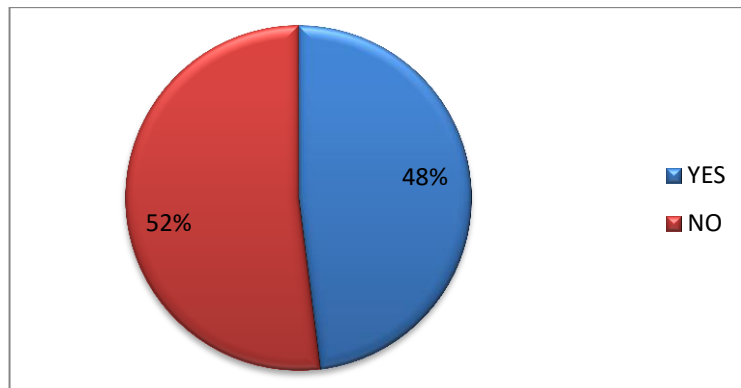
**item10:** Do you prefer this kind of exam questions?

Table3.20: Students preferences concerning essays questions

Possibilities	Number	Percentage
Yes	48	48%
No	52	52%
<b>Total</b>	100	100%

The table above shows that 48 (48%)students said that they prefer this kind of exam questions. while 52 (52%) students said that they don't prefer this kind of exam questions.

Pie chart20: Students preferences concerning essays questions



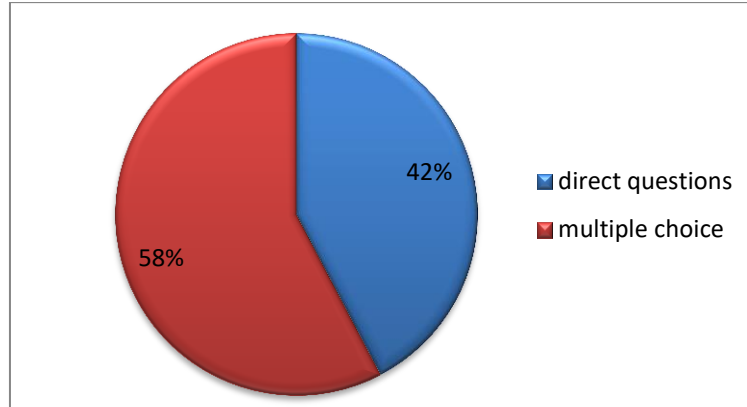
**item11:** If no, which kind of questions do you prefer?

Table3.21: the questions they prefer

Possibilities	Number	Percentage
Direct questions	22	42%
Multiple choice	30	58%
<b>Total</b>	52	100%

The table above shows that 22(42%) students said that they prefer direct questions while 30(58%) prefer multiple choice.

Pie chart 21: the questions they prefer



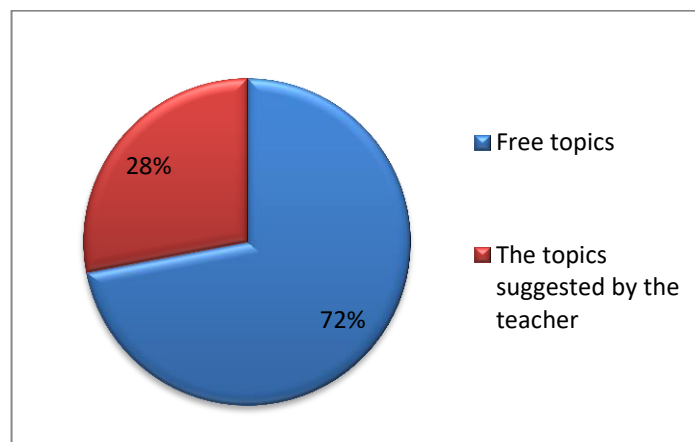
**item12.** Which type of topics do you prefer to write about?

Table3.22:the topic they prefer to write about

Possibilities	Number	Percentage
Free topics	72	72%
The topics suggested by the teacher	28	28%
<b>Total</b>	100	100%

The table above shows that 72(72%)students said that they prefer the type of free topic writing. While 28 (28%) students said that they prefer the type of topic suggested by the teacher.

Pie chart22:the topics they prefer to write about



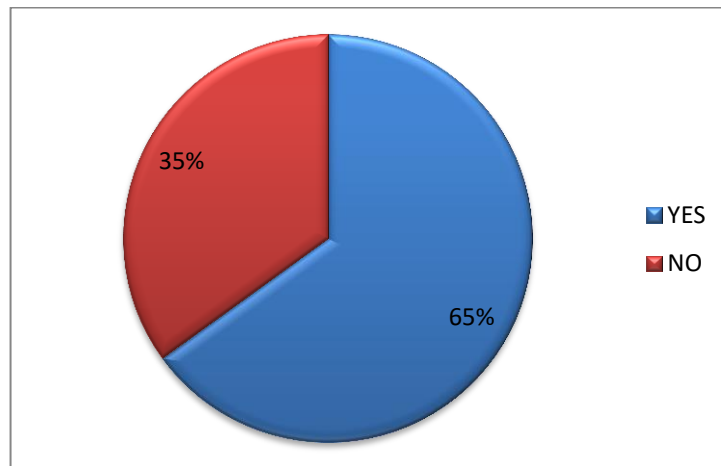
**item13.** Before writing an essay, do you look at a model written by a native speaker or proficient writer?

Table3.23: Assistant material

Possibilities	Number	Percentage
Yes	65	65%
No	35	35%
<b>Total</b>	100	100%

The table shows that 65(65%) students said that before writing an essay they look at a model written by a native speaker or proficient writer. 35 (35%) students said that they don't look at a model written by a native speaker or proficient writer.

Pie chart23: Assistant material



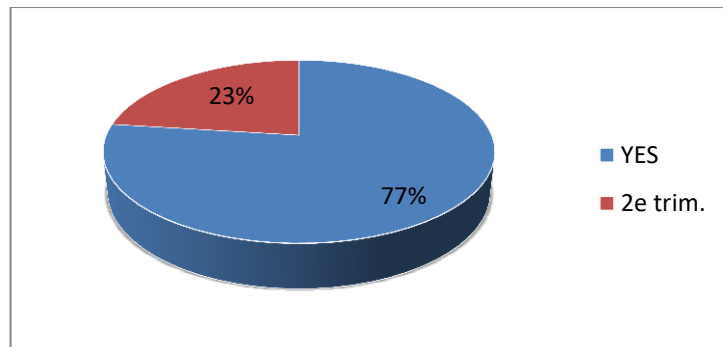
**item14.** Before you start writing an essay, do you prepare an outline?

Table3.24: Outline preparation

Possibilities	Number	Percentage
Yes	77	77%
No	23	23%
<b>Total</b>	100	100%

The table above shows that 77 (77%) students said that before they start an essay they prepare an outline. While 23 (23%) students said that they don't prepare an outline before start an essay.

Pie chart24: Outline preparation



**Item.15:** When the teacher asks you to write an essay about any topic, do you

Write it directly in English?

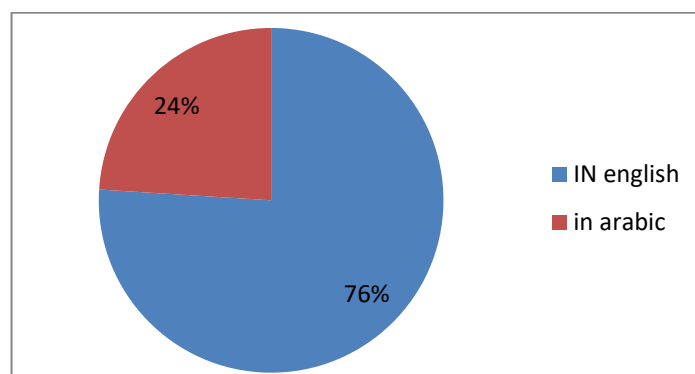
Write it in Arabic and translate it later into English?

Table 3.25:students influence by L1 in writing

Possibilities	Numbers	Percentage
Writ it directly in English	76	76%
Write it in Arabic and translate it later into English	24	24%
<b>Total</b>	100	100%

Based on the provided table, it can be observed that 76 (76%) students reported that they directly write their essays in English. In contrast, 24 (24%) of the students stated that they first write their essays in Arabic and then translate them. It is important to note that this strategy of translation from their native language (L1) to English (L2) can result in several mistakes or errors during the translation process.

Pie chart 3.25 students influence by L1 in writing



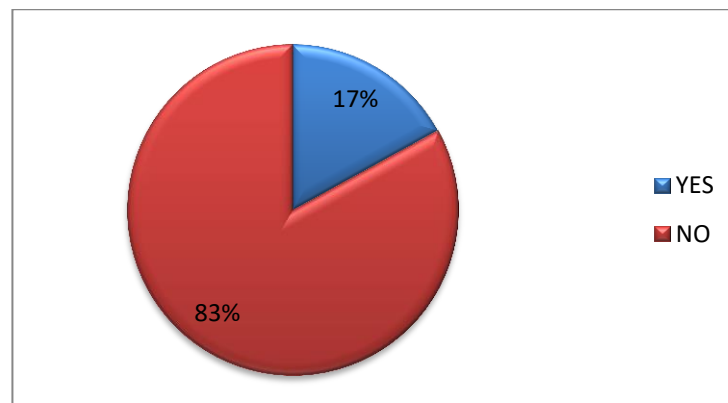
**Item16:**Have you the talent or the hobby of writing poems or prose in English?

Table3.26: Students hobbies related to writing

Possibilities	Number	Percentage
Yes	17	17%
No	83	83%
<b>Total</b>	100	100

The table above shows that 17(17%) students said that they have talent or hobby of writing poems or prose in English. And 83 (83%) students said that they don't have any talent or hobby of writing poems or prose in English.

Pie chart26: Students hobbies related to writing



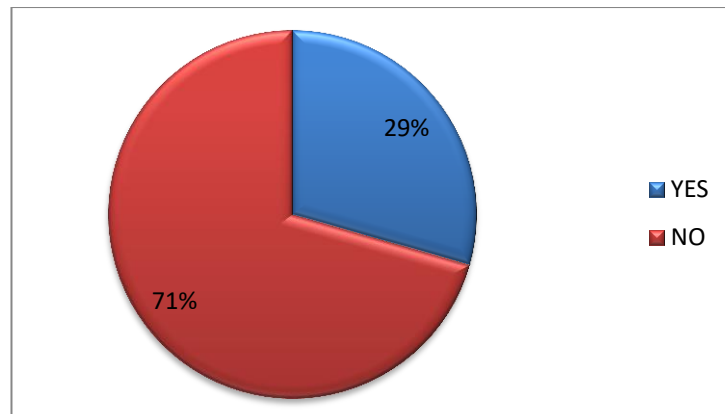
**item17:**If yes, do you show them to your teachers to receive feedback about them?

Table3.27: Students tendencies for showing their work for receiving a feedback

Possibilities	Number	Percentage
Yes	5	29%
No	12	71%
<b>Total</b>	17	100%

The table above shows that 5 (29%) students said that they show their writing to their teachers to receive feedback about them . And 12 (71%) students said that they don't show their writing to their teachers to receive feedback about them.

Pie chart27: Students tendencies for showing their work for receiving a feedback



### 3.6 Discussion

The findings clearly demonstrate that students encounter numerous challenges in various aspects of their writing skills, leading to their written work falling short of the desired quality standards. A significant insight emerged from the responses to question number four, revealing that 50% of students find writing essays to be a daunting task. This indicates a considerable portion of students face obstacles when attempting to effectively express their thoughts and ideas in written form. Furthermore, a significant number of students reported struggling with a limited vocabulary, appropriate use of idioms, and adherence to grammar rules, as revealed through the responses to the fifth question in section one. Our research also revealed that 24% of students resort to initially writing their essays in Arabic and then translating them into English. While this approach may present challenges, as students often make numerous mistakes during the translation process. However, it is worth noting that a majority of students, specifically 70%, exhibited a positive response towards the feedback provided by their tutors. This demonstrates that such guidance is viewed as beneficial and well-received by the majority of students, emphasizing the importance of constructive feedback in improving writing skills.

Additionally, it was found that a significant majority of students engage in writing essays during Literature sessions, which can have substantial benefits. This practice not only enhances their understanding of new vocabulary and expressions but also provides ample opportunities for extensive essay writing practice. Such regular practice proves to be particularly effective for EFL learners, allowing them to improve their writing skills and proficiency in the English language



### **3.7 Recommendations**

According to our research findings, it can be concluded that second year license students face numerous challenges in developing their writing skills. Moreover, there appears to be a noticeable lack of motivation among these students when it comes to enhancing their writing abilities. In light of these findings, we recommend that teachers adopt various strategies to cultivate a writing habit among their students.

- Teachers should consider enhancing students' motivation by implementing various strategies, including the provision of rewards such as extra marks. Also, offering positive feedback, whether in written or oral form, can also play a crucial role in boosting student motivation.
- It is recommended that teachers promote students' self-evaluation as it can greatly contribute to the development of their writing proficiency.
- Assigning grades to students' written work and acknowledging their progress can serve as supplementary incentives to encourage students and cultivate their motivation to improve their writing skills.

### **3.8 Conclusion**

This chapter primarily centered on the analysis of the students' questionnaire, along with a comprehensive discussion of the findings and corresponding recommendations. The results strongly indicate that motivation plays a crucial role in determining the success or failure of the teaching and learning process. It is a vital factor that significantly impacts the outcomes and accomplishments of students. Based on the findings and analysis of the students' questionnaire, it can be concluded that motivating EFL learners is of utmost importance to positively influence their essay writing skills and enhance their overall writing proficiency.

# *General Conclusion*

## **General Conclusion**

Since the 1970s, researchers in the field of EFL have recognized the significance of writing as a vital skill. Writing is considered a productive activity that demands various strategies, mechanics, and stimulation. As a result, exploring the correlation between writing and motivation has become a prominent focus among researchers in this field. Hence, numerous studies have indicated that motivation plays a crucial role in the successful acquisition of language skills, especially in the context of writing.

Our research focuses on positively influencing students to enhance their writing skills. Specifically, we aimed to identify the specific challenges encountered by second year students at Ghardaia University, with the intention of implementing effective strategies to motivate and encourage them. To achieve this, we utilized a survey method, employing a student's questionnaire as a fundamental tool to gather data on students' perceptions of writing skills and their preferences in the learning process. Thus it is hypothesized that motivation develops students writing competence.

The findings indicate that EFL learners face obstacles in terms of vocabulary proficiency, as it has been observed through the responses, students obtain a limited range of words at their disposal. It has a detrimental effect on their writing skills. These limitations in vocabulary usage pose significant challenge to their ability to effectively express themselves in written form. One of the primary reasons of this issue is the absence of communication between students and instructors, as well as among peers. This lack of interaction leads to a lack of engagement in learning activities and the sharing of information. Consequently, these factors contribute to a sense of detachment, resulting in decreased self- esteem and motivation to learn the course material. Ultimately, this negatively impacts their academic performance.

Furthermore, our findings indicate that second-year students struggle to master the various stages involved in the essay writing process. These students encounter difficulties in effectively navigating through the essential steps of planning, organizing, and revising their essays. This lack of proficiency in managing the different stages hinders their ability to produce well-structured and coherent written work. Therefore, it is crucial to address these challenges and provide targeted support to help these students develop their skills in essay writing.

Considering data from the questionnaire, a significant number of students demonstrate a positive inclination towards utilizing feedback and guidance as a motivational tool. Our study has revealed that the implementation of such positive reinforcement during writing sessions can effectively boost students' motivation.

Finally, it is evident that the development of EFL learners' competence in writing essays can be significantly influenced by their level of motivation. When students are motivated, they exhibit a greater willingness to engage in the writing process and put their best efforts. Motivation acts as a driving force that encourages learners to persist, overcome challenges, and seek improvement in their writing skills. It fosters a positive mindset, instills a sense of purpose, and promotes a desire to express ideas effectively through writing. With increased motivation, EFL learners are more likely to invest time and effort in mastering their essay writing abilities, leading to enhanced competence and greater success in producing well-crafted and impactful essays. Hence, nurturing and sustaining motivation among EFL learners is vital in developing their proficiency in writing essays.

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# *Appendices*

## Appendix A

### The Students Questionnaire

*Dear students,*

This questionnaire deals with a study about raising the EFL learners' motivation to enhance their competence of writing essays. I would appreciate it if you could find time to answer all the questions of the present questionnaire. So, please, have the kindness to provide us with the necessary answers either by ticking the appropriate boxes or by writing full statements whenever necessary.

Thank you for your collaboration.

#### **Section One**

Before you hand in the questionnaire, could you please give us some information about yourself.

1. Gender: Male  Female
2. Age: .....

#### **Section two**

1. I like writing in English

- Always
- Sometimes
- Rarely
- Never

2. Why?

.....

.....

.....

3. How do you evaluate your writing level?

- Very good
- Good
- Average
- Weak

---

3. Did you attend courses of writing in English before joining the university?

Yes

No

4. Is it easy for you to write essays?

Yes

No

5. What are the aspects you are likely to find difficulties in? (You can choose more than one answer)

Vocabulary

Spelling

Grammar

Form

Punctuation

Coherence

6. Do you read literary texts to develop your writing ability?

Yes

No

7. When mailing your teachers, which language do you use?

Arabic

English

8. When mailing your colleagues, which language do you use?

Arabic

English

### **Section three**

1. Do you write essays in other modules in addition to written expression?

Yes

No

---

---

2. If *yes*, mention the modules.

.....  
.....  
.....

3. I like the classes that require writing essays exercises.

Always	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>
Rarely	<input type="checkbox"/>
Never	<input type="checkbox"/>

4. I like others to read what I have written.

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

5. I like my written samples to be graded.

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

6. I want my teachers to recognize me as a good essays writer.

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

7. I like to receive feedback on my writing from my teachers.

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

8. I seek to make my teachers recognize me as a good writer.

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

9. Have you the habit of answering your exam questions in the form of essays?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

10. Do you prefer this kind of exam questions?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

11. If no, which kind of questions do you prefer?

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12. Which type of topics do you prefer to write about?

Free topics  the topics suggested by the teacher

13. Before writing an essay, do you look at a model written by a native speaker or proficient writer?

Yes  No

14. Before you start writing an essay, do you prepare an outline?

Yes  No

15. When the teacher asks you to write an essay about any topic, do you

Write it directly in English?

Write it in Arabic and translate it later into English?

16. Have you the talent or the hobby of writing poems or prose in English?

Yes  No

17. If yes, do you show them to your teachers to receive feedback about them?

Yes  No

*Thank you for your time*

## الملخص

تهدف الدراسة الحالية الى البحث في تأثير التحفيز على تعزيز كفاءة متعلمي اللغة الانجليزية كلغة أجنبية في كتابة المقالات بحيث يكون أحيانا متعلموا اللغة الانجليزية غير أكفاء فيما يتعلق بكتابة المقالات و ذلك يعود إلى مجموعة من الأسباب بما في ذلك الافتقار إلى الحافز و التوجيه. لذلك يهدف هذا البحث الى النظر في استراتيجيات التحفيز التي يمكن للمدرسين اعتمادها لتطوير كفاءة الطلاب في كتابة المقالات الصحيحة وذلك من خلال الدور الفعال للتحفيز. بحيث تعتمد الدراسة على بحث وصفي من خلال حصص الكتابة لطلاب السنة الثانية ليسانس بقسم الانجليزية لجامعة غرداية, حيث اعتمد الباحثان على طريقة النهج الكمي و ذلك من خلال الاستبيان بعدد 100 طالب من نفس المستوى. وعليه كشفت النتائج أن التحفيز له بالتأكيد تأثير إيجابي على كفاءة كتابة المتعلمين حيث أظهر الطلاب الذين تحصلوا على تحفيزات ايجابية مقالات كتابية جيدة.

**الكلمات المفتاحية:** التحفيز, تعلم اللغة الانجليزية , الكتابة الاكاديمية, الكفاءة الكتابية, المقالات.