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The Role of Metacognition and Motivation in Developing the Writing Skill

The Case of Second Year Students of English at the University "Frères Mentouri", Constantine 1

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Submitted by:

Mrs. SAHLI Fatiha

Supervised by:

Pr. ABDERRAHIM Farida

Board of Examiners:

Chairman: Pr. Belouahem Riad, University "Frères Mentouri", Constantine1

Supervisor: Pr. Abderrahim Farida, University "Frères Mentouri", Constantine1

Examiner: Pr. Hocine Nacira, University Badji Mokhtar, Annaba

Examiner: Pr. Hamlaoui Naima, University Badji Mokhtar, Annaba

Examiner: Dr. Merrouche Sarah, University Larbi Benmhidi, Oum El Bouaghi

Examiner: Dr. Chelli Madjda, University "Frères Mentouri", Constantine1

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Dedication

I dedicate this work:

to the memory of my Father, *El hadj Abdelhamid Sahli*

to my beloved **mother** for her never-ending love and affection,

to my husband, **Ahmed**, for his constant assistance. His encouragement and care have been most valuable in my life,

to my children: **Rayene, Lina Anfel** and **Anis**, who have been the source of inspiration and the true joy for every day of this work,

to **my brothers** and **sisters**,

to **all my family**,

to **my in-laws**,

to **all my friends** and **colleagues**.

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List of Abbreviations

EAP: English for Academic Purposes

EFL: English as a Foreign Language

ESL: English as a Second Language

ESP: English for Specific Purpose

FL: Foreign Language

LA: Language Acquisition

L1: First Language

L2: Second Language

LMD: License Master Doctorate

MT: Mother Tongue

N: Number

NL: Native Language

Q: Question

SDT: Self-Determination Theory

SLA: Second Language Acquisition

TL: Target Language

WE: Written Expression

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Abstract

Most university students consider the writing skill as a hard task, a challenging skill to master all its components and produce acceptable essays. This study seeks to explore the efficiency of implementing metacognitive strategies via the use of the Process Approach in English Foreign Language writing classes to develop the students' written production and to make the learners aware of the importance of the use of metacognitive strategies through the writing process. This study is a fulfillment of the urgent need to make Second Year students at the department of English, university "Frères Mentouri", Constantine 1 aware of some metacognitive strategies that facilitate the writing task. We hypothesize that if the students use the process approach as metacognitive strategies while writing, they will develop their writing skill. If the students receive explicit metacognitive instruction as strategies to write essays, they will improve their writing performance. And if teachers manage to motivate their students and use metacognitive instruction while teaching, they will help them to improve their writing level. In order to confirm or reject the hypotheses, two main tools are used which are the teachers and the students questionnaires, and a quasi- experimental research (pre-test and post-test). The experimental study lasted eight weeks. During this time, the researchers used metacognitive strategies and taught the participants in the experimental group how to use them in their writing skill. Through this study, the present researcher has attempted to create a motivating environment and aid the learners to write essays following the different recursive stages of the process approach as a metacognitive strategy. However, the participants in the control group did not receive any treatment during their writing practice. The results show that the written compositions of the experimental group are highly improved compared to the control group. The findings gathered in this study confirmed the set hypothesis in that the difficulties students face in writing essays can be avoided, and effective production can be achieved if they are

made aware of the importance of metacognition and of using strategies during the whole process of writing.

Key words: Metacognition, Motivation, Strategies, the Writing Skill, the Process Approach.

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1. Statement of the Problem

Writing is the way by which students express their ideas via a text. It is considered as the core of the language process and constitutes a fundamental part of the curriculum in Higher Education. It is a lifelong skill: students are constantly asked to write in their studies, not only in the Written Expression course but also in other courses. It is a basic skill that promotes language acquisition. However, very few students develop their writing competence easily; the great majority deems this skill as the most difficult one, the most challenging to be acquired and mastered. Writing is then a complex process that, not only requires the mastery of grammar structures and rhetorical devices, but also evokes the way students think, evaluate and judge different issues. Our Students find difficulties when following the writing process: failing in making a correct start, in deciding which ideas are the main ones, which are supporting details and which are irrelevant, and finally in making a successful culmination of the entire text. So, to facilitate and make it easier, Written Expression teachers should guide their learners through all steps of their writing process until they produce a coherent and well-structured final production. Educators and psychologists (namely Grabe and Kaplan (1996), Wenden (1998), and Zimmerman (2006) proposed the need of valuable metacognitive instruction and constant guidance from the teacher as well as more practice and interest from the part of the learners. Practice and interest can be more effective only if students are motivated and use metacognitive strategies.

Both metacognition and motivation are important factors for factual and deeper knowledge acquisition. The learner's awareness and desire to participate in the learning process can help in the improvement of learning a foreign language. But, even at the level of the university, as teachers of Written Expression, we constantly criticize the passive

accumulation of knowledge and lack of awareness on the part of our students. We often observe that the majority of the students are unmotivated, their passion for learning frequently seems to minimize, and they go through a slow and sterile process of learning. At this level, the students are adult and supposed to be free to direct themselves. The teachers must actively involve them in the learning process and serve as facilitator for them. Feeling autonomous and self-directed will increase the students' motivation to write. There is a direct connection between metacognition (a high consciousness about one's knowledge) and motivation (the desire to participate and involve in the learning process). Indeed, when the learners are aware about their own knowledge, their cognitive ability and have an intrinsic motivation to enlarge this knowledge, they can persevere in learning more and more to achieve a high level of competence. Metacognition enables and helps them to become successful learners.

2. Aims of the Study

In this research, we seek to motivate Second Year students of English at the Department of Letters and English, University "Frères Mentouri" Constantine 1, in order to help them improve their writing compositions. The sample involves sixty students (two groups of thirty students per group) chosen randomly from the population of Second-years students. A decision was taken to choose university students because at this level, learners are supposed to be active contributors in the learning process. They are expected to take responsibility for their own learning (Learner Centered Approach) and the teacher's role is to give information, to guide, to control and give feedback to their production. Another motivation for the choice of this subject stems from the fact that the LMD system still needs more research in order to make it more successful.

Our tenet and underlying aim is to show the effectiveness of using instructions as metacognitive strategies to motivate students and promote the mastery of the writing skill and lessen the mistakes committed and thus producing competent and successful writers.

3. Research Questions and Hypotheses

In this research, we propose to answer the following questions:

- How can metacognitive instruction help students to improve their writing skill?
- Is there a connection between metacognition and motivation?
- How can teachers motivate their students to write?
- What are the factors that create a motivational classroom atmosphere?
- To what extent are teachers aware of the contributions of both metacognition and motivation to achieve students' successful writing?

In the light of the aforementioned research questions, the following hypotheses are formulated:

1. If students receive explicit metacognitive instruction as cognitive strategies to write essays, they will develop their thinking and improve their writing performance.
2. If students use the Process Approach involving metacognitive strategies while writing, they will develop a better performance.
3. If teachers manage to motivate their students and provide them with metacognitive instruction while teaching, they will achieve a successful writing.

4. Means of Research

The research tools that are used to collect information in this work incorporate three complementary means. First, a questionnaire is administered to the teachers of Written Expression at the Department of Letters and English, University "Frères Mentouri" Constantine 1, in order to gather information about their attitudes towards some

problematic issues related to the current research and to know more about metacognition and motivation in Higher Education, mainly the Department of Letters and English. We ask them about their experience with their students, how to motivate them, how to develop their metacognition and how to avoid a lifeless class. Second, a questionnaire is administered to Second Year students of the same department in order to gather information about the problems that they usually encounter while writing, and to find out their perceptions about the use of metacognitive strategies as a motivating method to improve their written production. Third, in order to accomplish the experimental part of the study, a pre-post-test for a writing task is organised. It is used to gather data about the students' written production. The experimental group went through a treatment that lasted several weeks, two sessions per week of one hour and a half where the students received explicit instructions and metacognitive strategies about how to write a good essay.

Hence, the current study is a mixed-method research that crosses the quantitative-qualitative technique. Quantitative data for the present study includes the students' scores in pre- and post-tests, and qualitative data includes both the teachers' and the students' written responses to open-ended questions of the questionnaires on metacognitive strategies and writing achievement.

5. Structure of the Study

The thesis is presented in six chapters divided into two parts. The first part is related to the theoretical account. It includes three chapters: Chapter One, "The Writing Skill", focuses on reviewing the literature related to the writing skill in general. It explores the different definitions of writing, its importance, its difficulties, its relation to speaking and reading, and the essential components writing learners need to take into account while producing a given piece. This chapter also introduces the five basic approaches to develop

this skill, and the researcher focuses on the Process Approach for being the most important approach as it includes the most practical set of metacognitive strategies the learners need. In addition, this chapter casts some light on various roles a writing teacher plays to assure instruction, support and guidance in the writing class. At last, it gives examples of assessment and feedback the students are in need in order to assure a good and successful writing performance.

The second chapter, “Metacognition”, sheds some light on metacognition, starting with its different definitions and perspectives. It introduces the difference between metacognition and cognition. Further, it discusses different learning strategies, learning styles, as it sheds light on the important role metacognition plays in developing the writing skill. The third chapter, “Motivation” goes through different definitions. It also explains the most important theories of motivation in relation to different schools of thoughts: Behavioral, The Self Determination, The Self Efficacy the Humanistic, The Goal Oriented, The Attribution, and The Achievement Motivation. In addition, some factors that stimulate motivation in the classroom are clarified. The end of this chapter explains the important role that the language teacher plays in order to motivate his class.

The second part, which represents the practical study, consists of three chapters. Chapter four, The Teachers’ and the Students’ Attitudes towards Metacognition and Motivation in Developing the Writing Skill, covers the situation analysis. This chapter discusses both the Written Expression teachers and the second year students’ opinions and attitudes concerning the use of metacognitive strategies to develop the writing skill. Both the teachers and the students’ awareness of the importance of motivation and factors that stimulate it are also elucidated in this chapter. Chapter five, Raising the Students’ Awareness towards the Process Approach to Develop Metacognition and Motivation, is the

implementation of the experiment and the evaluation of the results and findings. Based on the obtained results and findings, the last chapter provides some pedagogical recommendations and limitations for further research and finally, a general conclusion summarizes and closes this study.

Introduction

Writing has an effective role in learning any language. It is a basic skill that endorses language acquisition, fosters critical thinking and permits students to communicate. Moreover, it has become an essential competence for the learner to communicate in the globalized world and to achieve academic success. Unlike speaking, which is a naturally acquired gift, writing needs to be properly and formally learned. If students want to develop their writing skill, they must learn hard and practise a lot to show a great deal of confidence in their writing ability.

However, learning to write is not an easy task. It is usually thought to be the most difficult and complex language skill. For this reason, it receives a great deal of researches. Researchers in second language (L2) writing have investigated a lot of issues and have taken an array of attitudes and convince a variety of theoretical perspectives to grasp the nature of this particular skill and the way it is learned.

1.1. Definition of Writing

Writing has taken on different definitions. It was defined as representation of speech by using graphic symbols to be recorded for later reference. For Bloomfield (1940, cited in Crystal 1995, p. 178), “Writing is not language, but merely a way of recording language by means of visible marks”. Lyons (1968, p.38) explained that “writing is essentially a means of representing speech in another medium”. Supporting the same idea, Brown (2001) said that “a simplistic view of writing would assume that written language is simply the graphic representation of spoken language” Brown (2001, p.335). Crystal (2006, p. 257) specified that “writing is a way of communicating which uses a system of

visual marks made on some kind of surface”. So, all these researchers agree on the idea that writing is a graphic expression.

The meaning of writing does not stop at the idea of graphic symbols or visual marks; these symbols must to be arranged according to certain conventions and rules in order to form words, and then sentences to produce a full and complete text that communicates a message and expresses our thoughts and feelings. This idea is shared by Widdowson (1978, p.62) who defined writing as “the act of making up correct sentences and transmitting them through the visual medium as marks on paper”. Following the same view, Hyland (2003, p.12) explained that writing is “marks on page or screen, a coherent arrangement of words, clauses, and sentences, structured according to a system of rules”. On the contrary, White and Arndt (1991; cited in Ouskourt, 2008, p.14) opposed the traditional idea that writing is a device to record speech. They stated that:

Writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of time.

Coulmas (2003, p.1) distinguished at least six meanings related to writing: a system of recording language by means of visible or tactile marks, the activity of putting such a system to use, the result of such an activity, a text, the particular form of such a result, a script style such as block letter writing, an artistic composition, and a professional occupation.

In their book: “Theory and Practice of Writing “, Grabe and Kaplan (1996) looked at the meaning of writing in terms of “The Rhetorical Triangle”. This triangle consists of three aspects of the communication process: the writer, the producer or the originator of the

text; the reader, the recipient of the final product; and the subject matter and the text itself. Ramage et al, (2010) applied this triangle in the argumentative essay as it is shown in the following figure.

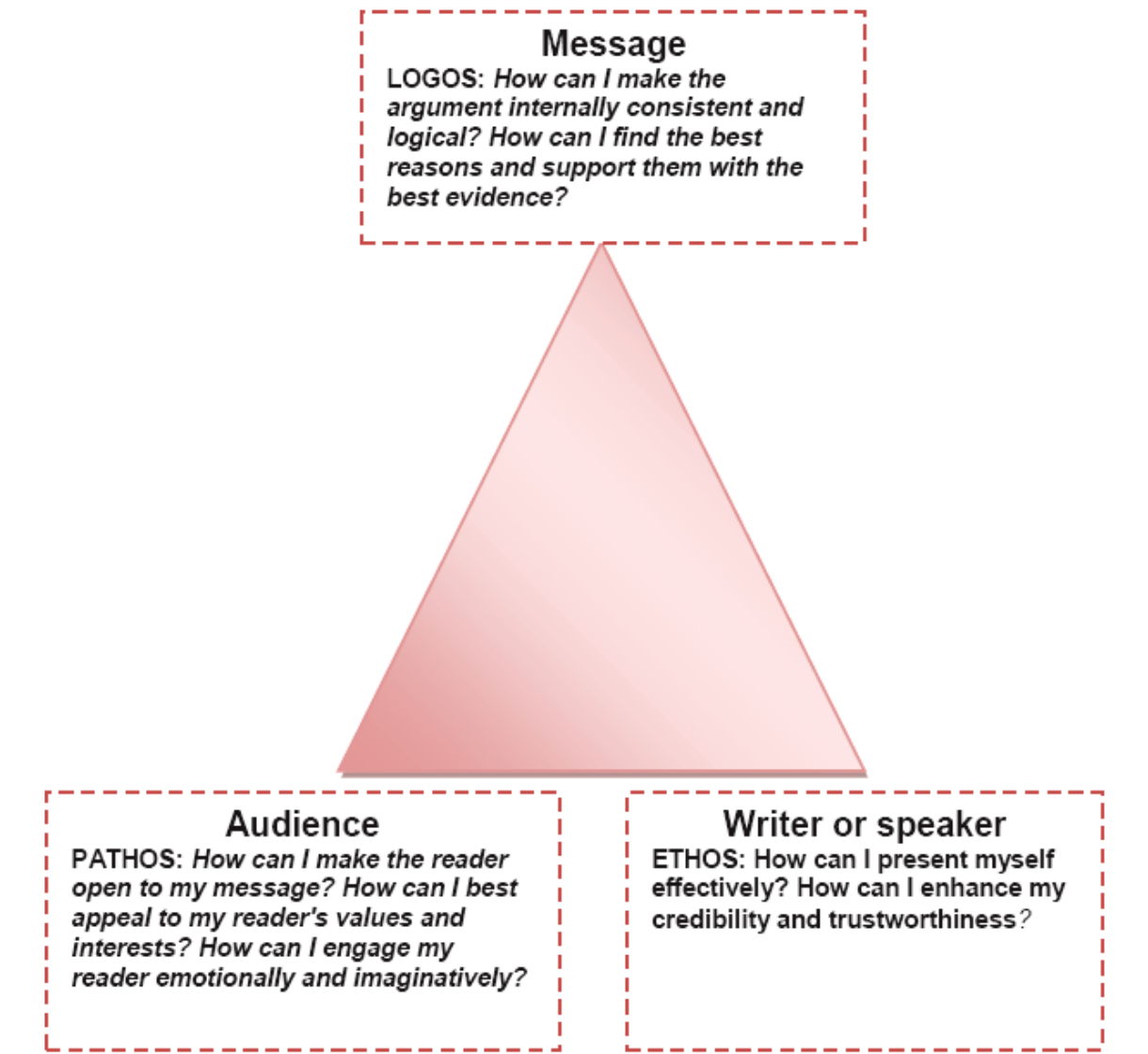


Figure 1.1: The Rhetorical Triangle (adapted from Writing Arguments: Ramage et al, 2010).

According to this rhetorical triangle, these three factors determine the persuasiveness, the credibility and the appealing of one's writing (or speaking). The way in which the writer

(or speaker) affects the audience in order to build trust by establishing credibility and authority is called **ethos**. Appealing the emotions of the audience (the readers) through their values and interests is known as **pathos**. The appealing to intelligence well-constructed and convincing ideas is called **logos**.

1.2. Components of Writing

Successful writers always work to clarify their purpose in terms of who makes up their intended audience and how they want to influence the thinking, understanding, or behaviour of that audience. Hence, writing is not an easy task and in order to be performed effectively and successfully, it requires some basic components.

Harris (1969) emphasized only on five main components which are crucial for successful writing: content, form, grammar, style, and mechanics. In the same vein, Canale and Swain's (1980) put forward a framework where they insisted that writers need at least four competencies: Grammatical Competence (knowledge of grammar, vocabulary, and the language system), Discourse Competence (knowledge of genre and the rhetorical patterns that create them), Sociolinguistic Competence (the ability to use language appropriately in different contexts, understanding readers and adopting appropriate authorial attitudes), and Strategic Competence (the ability to use a variety of communicative strategies). Whereas Raimes (1983, p. 6) categorized the components of writing as content, the writer's process, audience, purpose, word choice, organization, mechanics, grammar and syntax (See Figure 1.2.). Raimes insists that in order to have "a clear, fluent, and effective communication of ideas" (p.6) in any piece of writing, learners must take in consideration all these components.

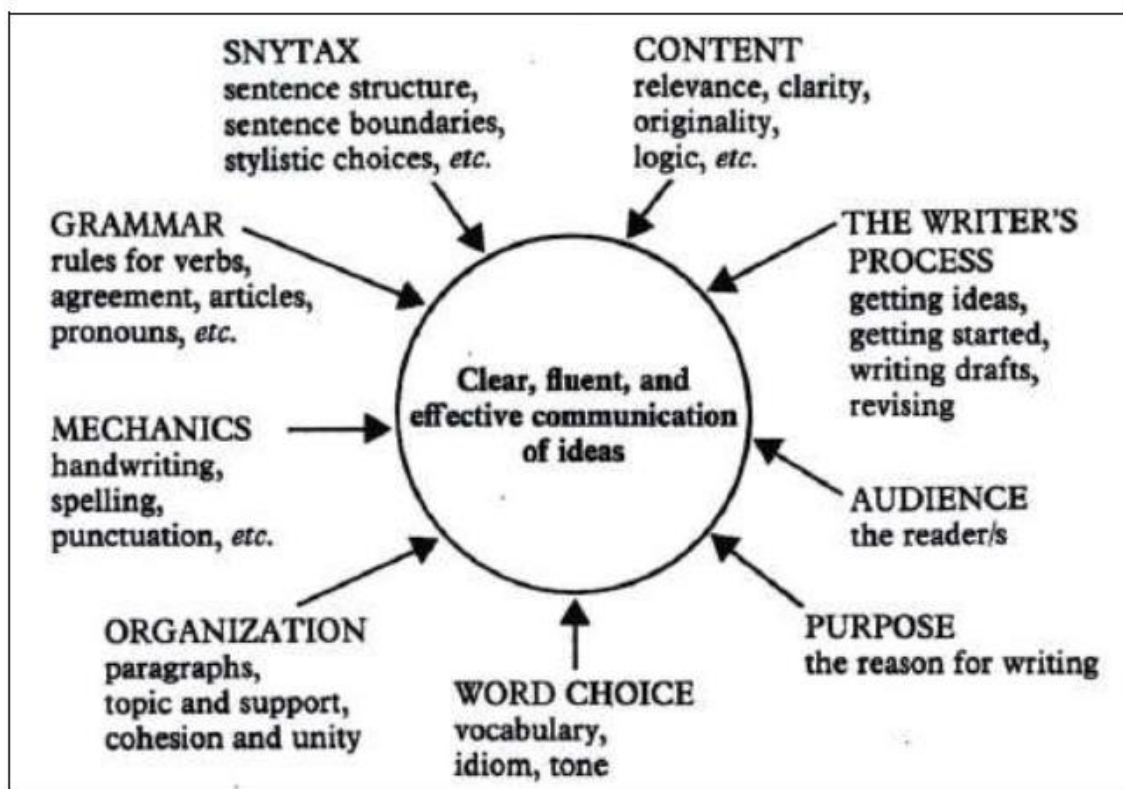


Figure 1.2: Producing a Piece of Writing (adapted from Raimes, 1983, p. 6).

Many researchers, for example Raimes (1983) and Heaton (1989) insisted on the mastery of these components. Because of their great importance, we find that it is worthy to define some of them.

The content is indeed very important. It refers to the subject matter. It should be clear and represent all the needed information and details that help the audience to understand the writing composition. According to Scarry and Scarry (2014), when writing, a learner has to include content or supporting details with regard to the method of development he uses (for instance if students are asked to narrate a story of course they will use a chronological order of events with the use of the past tense).

The organization is also important. Any piece of writing such as an essay should be well-presented, well-structured, and well-organized. The organization or the form of writing is very essential; it helps the reader to follow the process of ideas easily and

clearly. Starkey (2004, p. 2) highlighted the importance of organization while writing. He stated that:

By following [an organized method of writing], you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your [piece of writing] work together and how they support your thesis.

It is clear enough that good organization is very necessary and relevant to any writing regardless of its size: “even short pieces of writing have regular, predictable pattern of organization” (Swales and Feak, 2004 p.12). Organization makes any production clear, understandable, and easy to follow. Mc Cormack and Slaght (2009; in White, 2010) shared the same idea and brought out insight that a well-organized essay, in which the major ideas and the general structure are clear to the reader, is easy to follow.

Grammar is considered as an essential component since any piece of writing should be governed by rules of grammar. When writing a text, we must have the answer to the following questions: “what norms or rules people adhere to when creating texts? Are texts structured according to recurring principles? Is there a hierarchy of units comparable to acts, moves and exchanges? and are there conventional ways of opening and closing texts?” Mc Carthey (1991, p. 25). Having the answer to these questions will assure the well-structured of the written text which can be raised in the grammatical regularities and conventions. Frodesen and Holten (2003, p.141) highlighted the importance of grammar on the written text; they stated that “for writing to be deemed successful to its overall purpose, it must conform to the conventions of English syntax and usage, generally referred to as grammar. Grammar is indisputably an essential element of second language writing instruction”.

Style is also an important component. It is “the manner of writing. It constitutes the collective characteristics of writing, impression or way of presenting things” (Madhuka, 2005, p.84). Stylistic writing is very imperative. While writing, the learner should select words that give more power, more quality to the text. The choice of words helps to attract the reader’s attention. However, style, is not only concerned with choosing words, but also concerned with tone and structural relationships between words. One should highlight that style is very challenging, this is due to the fact that various academic discourse communities have special styles of writing, which involve word choice, terminology, etc (Zeidler, 2005).

Mechanics are very fundamental for effective writing. The use of mechanics means the use of capitalization, punctuation, good spelling, and accurate grammar. The use of mechanics helps the reader to comprehend the text, to follow the ideas smoothly and easily. In addition, mechanics add to the piece of writing more significance and value. According to some teachers and researchers (for example Angelillo, 2002), the most important element of mechanics is punctuation. Angelillo defines punctuation as “the system of little symbols [that] is full of meaning, nuance, and intricacy” (2002, p. 8). But according to Murray and Hugles (2008), both capitalization and punctuation are important:

“they indicate pauses and sentence boundaries and also eliminate ambiguity. A well punctuated and capitalized piece of writing should make your work easier to read and understand and will therefore help it make a more favourable impression on your readers” (Murray and Hughes 2008, p. 185).

Coherence is a key requirement for any system that produces text. It refers to the clear connections between ideas, between sentences, and between paragraphs. Raimes

(1983, p. 115) stated that languages differ and it is not obvious that learners who write well in their first language (L1) are good writers in other languages:

Students who write well in their language cannot simply rely on an accurate construction of their sentences into English. There is a decidedly English way of handling a topic, of putting sentences together, and of connecting the sentences.

Coherence is a result of considering different factors, “which combine to make every paragraph, every sentence, and every phrase contribute to the meaning of the whole piece” (Kies, 1995). A lucid writing is only possible when writers clarify their own thinking on the topic and build up their ideas and arguments in a very connected and related style. Moreover, it refers to the relations and meanings at a deeper level. It requires a close and proper fitting of the parts that are mutually dependent, regarding their ability to form the whole. Celce –Murcia and Olshtain (2000, p. 125) in their turn defined coherence as “the quality that makes a text conform to a consistent world view based on one’s experience and culture or convention”. So, coherence is an interactive procedure involving: the writer, the text and the reader. Raimes (2008, p. 35) explained that a piece of writing is said to be coherent when ‘readers expect to move with ease from one sentence to the next, and from one paragraph to the next, following a clear flow of argument and logic.’ The same idea is shared by Murray and Hughes (2008, p. 45) who notice that a good writer is the one “who sticks his ideas together as links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structure breaks down.”

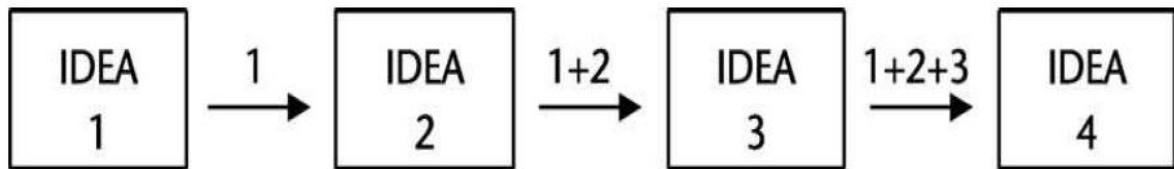


Figure.1.3: A Sequence of Ideas. (Murray and Hughes, 2008, p. 46).

So, coherence is a condition of a clear connected writing. It takes into consideration how a text is arranged, how the information is put and how the content is linked together (Wendling and Robert, 2009). It also refers to the organization of discourse in a text that fit together logically (Hinkel, 2010). To achieve coherence, writers use some important techniques, such as ‘repetition of key words, use of synonyms and pronouns to refer to key words, and careful choice of transitional expressions’ (Scarry and Scarry 2011, p. 27). Not only beginners but even professional writers seek to gain coherence. They write several drafts and use these techniques to improve and connect ideas, sentences, and paragraphs. If something is unclear or lacks logical sequence, they revise it.

Many learners still confuse coherence and cohesion. Winterowd (1975, p. 225) argued that both "cohesion" and "coherence" are derived from the Latin word “cohaerere” meaning to stick, but they possess distinctive features. Cohesion differs from coherence and each of them deals with specific elements that finally lead to well-developed and written paragraphs. Cohesion is the use of linguistic devices such as words and phrases to link and stick the ideas of an essay or a paragraph together. It refers to something more specific in the text. It represents explicitly the importance of the inter- and intra-sentential links between the textual units.

In their book: *Cohesion in English*, 1976, Halliday and Hassan say that: “cohesion refers to the range of possibilities that exist for linking something with what has gone before. Since this linking is achieved through relations in meaning”. They also defined

cohesion as a semantic concept referring to “relations of meaning that exist within the text and that define it as a text” (ibid: 4). They added that cohesion is “the continuity that exists between one part of the text; and another” (ibid: 229). So, cohesion is a semantic property of a text sticking together in some way; i.e., a cohesive text tends to link its sentences together semantically. And it “occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other in the sense that it cannot be effectively decoded except by resources to it” (ibid: 10). Mc carthy (1991) distinguished two categories of cohesion: grammatical and lexical. The first category refers to “the surface making of semantic links” that exists between clauses and sentences in spoken and written discourse. Grammatical cohesion is achieved through devices such as reference, substitution, conjunction and ellipses. The second category refers to the relations between vocabulary items within the text. Lexical coherence is achieved through such devices as synonyms and collocations.

So, cohesion provides connections between ideas in sentences, and the various sections of a paragraph are linked together by cohesive ties, whereas coherence is the result of using these cohesive devices to form a result in a quality that is known as “texture”. A text has to function as a unified whole in its environment to be well-formed and well - comprehended and gain the successful interaction with the reader. It is inequitable to talk about coherence and cohesion without talking about unity. Unity is also considered as one of the crucial elements of writing. A piece of writing is said to be unified when all the ideas and sentences used in a text are related to one and unique topic. It is “the quality of centrality and relevance, or belongingness” Lepion Ka (2008, p. 118).

Most teachers agree on the necessity of the writing components, although they realize that there are some aspects of writing students may find difficult.

1.3. Difficulty of Writing and Approaches to Alleviate Writing Anxiety

It is a common truth that writing is a difficult task. Moreover it is considered by many learners (at all levels) as a burden and a very complex skill. Most writers, especially novice ones, are stuck in front of a blank page and are not able to get started. They find difficulties in making the possible linguistic transfer of their thoughts or the logical order of what to express.

Collins and Genter (1980, p. 52) revealed that:

Much of the difficulty of writing stems from the large number of constraints that must be satisfied at the same time. In expressing an idea the writer must consider at least four structural levels : Overall text structure paragraph structure sentence structure (syntax), and word structure ... clearly the attempt to coordinate all these requirements is a staggering job .

Writing is not an easy task; indeed it is a very complex one that requires both physical and mental activity on the part of the writer in addition to linguistic, cognitive and social knowledge. According to Walters (1983, p. 17), "writing is the last and perhaps the most difficult skill students learn if they ever do". Sharing the same view, Gallagher (2006) considered that writing is so difficult that it is considered the most intricate of all human activities. Qian (2007, p. 31) also shared the same opinion that "writing is a complex process involving cognitive (having linguistic competence for composing), metacognitive (awareness of audience, purpose, and style), social (being communicative and interactive with the reader), and affective (being expressive of feelings and ideas) factors". Writing requires the presence of many factors; for this reason, students encounter a lot of challenges when writing. They consider writing as a mental effort or a hard task which

requires not only the previous mentioned factors but also a lot of concentration, continual training and serious instructions; it is a long journey of false starts and hard revisions.

Most teachers of writing observe in their classes that most students become very anxious and afraid when they are asked to write. They have not confidence on their capacities which make them indifferent, unenthusiastic and even unmotivated. They are frightened of making mistakes, of failing to grab the readers' attention. Hamer (2004, p. 61) identified the causes of students' reluctance to writing: they have anxieties about their handwriting, their spelling or their ability to construct sentences and paragraphs, they rarely write even in their own language and so the activity feels alien, they fear that they have nothing to say, and finally, it is because writing just does not interest some students. When students are asked to write something, Written Expression teachers (including myself) have observed that some of their students feel very anxious: uncomfortable, mentally foggy, totally stressed and unable to write anything. Teachers should not, of course, neglect students' attitudes towards writing and should work accordingly to help them overcome any difficulty and facilitate this hard task by creating a good motivational atmosphere. In relation to this point, psychologists suggest many approaches and techniques to reduce writing anxiety. "There are three approaches to the alleviation of anxiety: cognitive, affective, and behavioral approaches" (Hembree, 1988 as cited in Kondo & Ying-ling, 2004). As far as the cognitive process is concerned, students can imitate writing models; rehearse writing paragraphs and essays and practice writing through establishing friendship through some social networks as major steps for diminishing anxiety. This is clearly clarified by Kondo and Ying-Ling, (2004, p. 259) who said that "if students think that their cognition creates anxiety, they may attempt to suppress or alter the thought processes related to language learning". As far as the affective strategies are concerned, self-confidence plays a crucial role. Researchers (Clement,

Dornyei, and Noels, 1994; Harris, 2007; Enderson , 2008) revealed that self-confidence in learning in general and in writing classes in particular is essential and is considered as an essential strategy for reducing anxiety and fear. Similarly, a positive view towards committing mistakes and errors and accepting peer corrections or teachers feedback will minimize learners' anxiety. Considering errors as a part of learning will inevitably help anxious learners to promote self-confidence and hence reduce students' level of anxiety.

1.3. Importance of Writing

Kress (1989; cited in Tribble, 1996) claimed that the role of writing is not only a set of mechanical orthographic skills but also developing a set of cognitive and social relations. Many linguists associate writing to power, prestige and value. Moore (1994; cited in Daisey, 2009) said that “writing’ greatest gift is the ability to help us learn” (p.157). Tribble (1996, p. 12) for instance, encouraged students to learn writing because being deprived from this opportunity is “to be excluded from a wide range of social roles, including those which the majority of people in industrialized societies associate with power and prestige”. Moreover, Tribble (1996, p. 13) stressed the importance of this skill and adds that “It is through writing that the individual comes to be fully effective in an intellectual organization, not only in the management of every day affairs but also in the expression of ideas and arguments”. Indeed, writing is a central skill and serves as a bridge to other disciplines. It is “a tool for language development, critical thinking and, extension, for learning in all disciplines” (Bjork and Raisanen, 1997; cited in Tahaineh, 2010 p.78). In the same vein Suleiman (2000, p.155) stated that “writing is a central element of language, any reading and language arts program must consider the multidimensional nature of writing in instructional practices, assessment procedures, and language development”. In his turn Chandrasoma (2010, p. xi) affirms the importance of the writing skill over the

other learning skills; he argues that “students’ writing takes precedence over the other macro skills as it is the most important instrument in exposing one’s performance and competences in a course of study”.

In her book: *Teaching Second Language Writing: Interacting with text* (1998, p.37), Campbell argued that “one of life’s greatest releases is to express oneself in writing”. Expressing thoughts, opinions and feelings are great challenge but writing is not only a system of expressing ourselves, it can be the key that lead to better academic success and achievement. Eventually, writing can offer manifold opportunities for this reason “command of good writing skills is increasingly seen as vital to equip learners for success in the 21st century” (Hyland, 2003, p. xiii). The same opinion is shared by Graham & Perin (2007, p. 53) who said that:

Helping these young people to write clearly, logically, and coherently about ideas, knowledge, and views will expand their access to higher education, give them an edge for advancement in the workforce, and increase the likelihood they will actively participate as citizens of a literate society (28).

In this globalized world, writing has a direct impact on students’ career and future. Roy and Gordon (2012, p.10) affirmed that “your success in getting that dream job-and keeping it-often depends on your ability to express yourself on paper”.

Due to the importance of writing, many researchers agree that it is a skill that must be taught as intimately interwoven with other language skills, particularly to speaking and reading.

1.5. Relationship between Writing and the Other Skills

Writing is the most fundamental skill because it is not learnt in isolation but rather it is “a developmental task which can be conceived as a performance made up of series of lesser skills, one built upon another” (Li Waishing, 2000 p.49). There is a close connection between writing and the other skills particularly speaking and reading.

To study a language, students concentrate on both the speaking and the writing skills. They believe that these two skills are the main keys for mastering any language. These two skills are productive and categorized as language output. Both speaking and writing entail an encoding activity. Speaking and writing are complementary skills. In this respect, Researches suggest that combining spoken and written form in specific ways can be beneficial in improving speaking writing ability. Logan and Logan (1967, p. 378) stated that “Competence in the spoken language appears to be a necessary base for competence in writing”. Vygotsky (1978) found out that writing emerges from inner speech that children acquire through interaction. He even advices teachers to use collaborative writing learning as a good technique to connect between speaking and writing. Brookes and Grundy (1990, p.17) insist on the connection between writing and speaking: “both in logic and in practice the spoken and written mode share more common purposes than we sometimes realize.” Hence, most researchers in second language acquisition (SLA) (namely, Swain & Lapkin, 1998) have come to see the written and oral forms of a language as closely linked, and to view social interaction as a powerful impetus to language development.

In his book “Connecting Speaking and Writing in Second Language Instruction” (2006, p.p. 23-30), Weissberg encouraged teachers to use speaking-writing connections in their classrooms. According to him, classroom interaction is very important. It creates an

instructional atmosphere and specific tasks that successfully exploit the potential of talk to enhance the development of written language. For incorporating spoken interaction in writing classes, Weissberg proposed specific techniques. Among these techniques, he prompted the use of group activities, conferences, dialogues, journals and teacher written feedback. He said that: “social interaction provides an ideal context for making complex cognitive skills like writing”. Weissberg added that the teacher remains an important factor in the social interaction of the classroom and has an important role to play at all times, not just during whole-group instruction. Teacher’s talk can offer verbal assistance to students in addition to peer dialogue.

However, there are many differences between writing and speaking skills. These differences are summarized in the following points:

- Speech is time-bound and dynamic. It is an interaction in which both participants are present (the speaker with a specific addressee or group of addressees). Writing is space-bound, static. The writer is distant from the reader and, often, may not even know who he is (as with most literature).
- Communicating through speaking creates an immediate interaction between the speaker and the listener. In this case, the speaker can use various paralinguistic features such as gestures, facial expressions, intonation, stress, or changing his voice using softer, louder... This may facilitate the task to the speaker. Whereas in writing, the absence of the audience (which most of the time is general or unknown) requires a great explanations and clarity from the writer.
- Another point of contrast is that speech is often characterized by repetition and redundancy. Moreover and as reviled by Byrne (1991:3) that most of the time,

speakers use incomplete sentences. But in writing, sentences must be complete, accurate, coherent and unified.

- Another difference is that while writing, a learner can manage his time and pass through many steps (plan, draft, write, revise and rewrite) before giving back his production. Contrary, speaking is quick and immediate task and the speaker cannot revise or modify what he has already said. This is well explained by Brown 1994; cited in Weigle, 2002, pp. 15-16).

Writers generally have more time to plan, review, and revise their words before they are finalized, while speakers must plan, formulate, and deliver their utterances within a few moments if they are to maintain a conversation.

Although there are a lot of differences between these two productive skills, one should not forget the fact that they remain the essential and most important skills in the building of a language. Writing and speaking are complementing and interactional and hence influence each other. Kress (1989; cited in Tribble, 1996 p.12) pointed out that: “The person who commands both the forms of writing and speech is therefore constructed in a fundamentally different way from the person who commands the form of speech alone”. So, writing and speaking are complementing each other for assuring to the learner of the language a perfect mastery.

A close relationship between reading and writing do certainly exist. Many researchers (Krashen 1984, Ferris and Hedgcock 1998, Celce-Murcia 2001, Grabe 2003, Vandrick 2003, Hyland 2004, Johnson 2008) have conducted several studies and proved that reading skill has positive and direct impact on students’ writing performance. When

students read intensively, they develop their writing skill. Moreover, “research has shown that extensive reading leads to better vocabulary knowledge, better semantic memory, better metalinguistic awareness, and broader knowledge of the world.” (Grabe, 2003, p. 249).

Reading undeniably strengthens the writing performance of students. Through reading, students acquire various knowledge such as grammar, vocabulary, organizational patterns, interactional devices and rhetoric features of texts. Thomas 1976 argued that “a relationship existed between writing achievement and the amount and variety of reading experiences” (cited in Flippo and Caverly, 2000. p.15). Moreover, integrating reading with writing is based on the assumption that language is viewed as a unified phenomenon, and that reading and writing complement each other. This means that these two skills should be taught simultaneously. Thus, students are expected to apply what they read to what they write and vice versa. Of same interest, celce-Murcia (2001pp.224-225) maintained that:

At the very least, readings provide models of what English language texts look like, and even if not used for the purpose of imitation, they provide input that helps students develop awareness of English language prose style.

Reading can then serve as a model to learners while writing. This technique of being able to integrate the important points and structures in your own writing is very successful. It is a permissive imitation in academic learning.

There is a close link between reading and writing. They are both meaning-making processes, i.e. they make a specific cognitive link between knowledge and the use of text structure. For this reason, most teachers adopt strategic methods in their classes: reading to write and writing to read. These two methods are facilitative strategies for instruction. Both

reading and writing necessitate from the learner to plan his actions, monitors and revise his strategies to meet his goals. This is well explained by Tierney and Pearson (1983; cited in Flippo and Caverly 200, p. 151).

Reading and writing involve similar, shared, linguistic, and cognitive elements. As readers read and writers compose, both plan, draft, align, revise, and monitor as they read and write.

Tierney and Pearson demonstrated that each step in the process of writing can have its equivalent in the reading process:

- 1. Plan:** both readers and writers establish procedural and content specific purposes.
 - 2. Draft:** readers, like writers, put introductory mental drafts when they read.
 - 3. Align:** like writers who adapt their stances vis-à-vis the audience and topic, readers reset their roles with respect to the writer and content.
 - 4. Revise:** both readers and writers check their product as the process progresses; they reshape, edit, and correct
 - 5. Monitor:** both readers and writers monitor and distance themselves to objectively evaluate the text, compare them to other texts, and revise them further.
- (Tierney & Pearson, 1983; cited in Ferris & Hedgcock, 2014, p.95)

Reading and writing are two different skills: one is passive and the other is productive. But they are both essential for successful learning. They are interdependent processes and mutually beneficial. They are “interactive and fundamentally complementary communication skills” (Greenberg and Rath, 1985p.11).

1. 6. Writing Approaches

SL writing has a brief history as a distinguished discipline (Matsuda, 2003; Fujieda, 2006) dating back to the 1960's. Before, writing was totally neglected. Researchers gave importance to the spoken form rather than the written one; this is mainly because of the dominance of the Audio-lingual Approach. It was until the late 1960's and early 1970's that writing began to gain interest in the language learning context as an independent skill. Teachers and researchers in the field began to doubt about the effectiveness of controlled composition. They focused on the rhetorical function where they gave importance to the discourse level rather than sentence level. They interested on the types of discourse such as expository, narration, argumentation ...etc. The teaching of writing was based on different approaches namely: the Controlled or Guided Composition, the Product Approach, the Process Approach, the Genre Approach and the Process Genre Approach.

1.6.1. The Controlled or Guided Composition

The Controlled or Guided Composition was a manifestation of the popular structural-behaviorist percept in the 1960's. This approach stresses the importance of grammar, syntax and mechanics. It is designed to facilitate the learning of sentence-level grammar and "no freedom to make mistakes" (Pincas, 1982, p.91). Most of writing is strictly controlled by having learners change words or clauses, combine sentences, fill in gaps or substitution. Then, when these learners master the controlled exercises, they are engaged in guided composition. Guided composition "includes any writing for which students are given assistance such as a model to follow, a plan ,or outline to expand from, a partly written version with indications of how to complete it ,or pictures that show new subject to write about in the same way as something that has been read

(Pincas,1982,p.102). Finally, students are allowed to engage in free autonomous writing. Pincas (1982) argued that free composition is “random, hit or miss activity” which increases the risk of performing transfer errors. This approach focuses on accuracy rather than fluency. Silva (1990, p. 13) explained the controlled composition model as follows:

(In the controlled composition model) learning to write in a second language is seen as an exercise in habit formation. The writer is simply a manipulator of previously learned language structure; the reader is the ESL teacher in the role of editor or proof reader, not especially in quality of ideas or expression but primarily concerned with formal linguistic features. The text becomes a collection of sentence patterns and vocabulary items –a linguistic artefact, a vehicle for language practice.

Indeed, “grammatical and lexical errors are considered as signs of ‘bad’ writing and lack of writing skills on the part of the learner” (Lach, 2011, p. 42). But, students should also take into consideration other features such as context.

1.6. The Product Approach

The Product Approach was known as the Traditional Paradigm (Hairston, 1982), current-traditional Rhetoric (Silva, 1990), the Text-Based Approach, or simply the Product Approach (Tribble, 1996). The Product Approach focuses on the final product. It encourages analyzing students’ product at the end of their writing so that the teachers can recognize their learners’ weaknesses. This approach focuses on accuracy, which can be achieved by imitating model texts. It involves the analyses and imitation of samples of reliable texts of various rhetorical patterns such as exposition, description, narration, classification, argumentation, etc. Students examine and study the model from all features: grammar, structure, content, organization, and rhetorical patterns then, they are given a writing task (new topic) which requires the reproduction of the textual acquired features.

Finally the produced texts are assessed by the teacher before going again through the same sequence using new literary text. White (1988, p.5) explained clearly this approach:

...the model text is taken as the starting point; the text is analyzed and studied for features of form, content and organization; linguistic items and rhetorical patterns are manipulated; then new input is provided as a basis for a parallel writing task. Ultimately, students may be may be required to produce a parallel text using their own information.

So, the procedure followed by the learners during the product approach is:

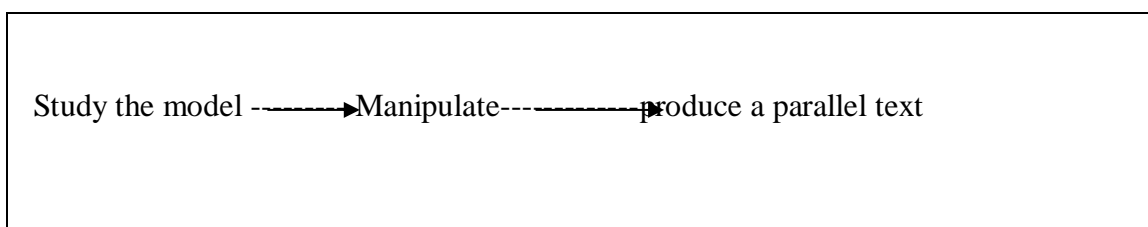


Figure 1. 4. : Parallel Writing Model (White 1988, p. 5)

Richards (2003, pp. 3, 4) summarizes the stages of the Product Approach as follows:

1. Familiarization: Learners are taught certain grammar and vocabulary, usually through a text.
2. Controlled writing: Learners manipulate fixed patterns, often from substitution tables.
3. Guided writing: Learners imitate model texts.
4. Free writing: Learners use the patterns they have developed to write a paragraph, an essay, a letter, and so forth.

This approach has been criticized because it gives little attention to the audience, the writer's purpose and his personal experience. Moreover, it moderates the learners' potential and affects their motivation and self-esteem. Kroll, (1991, p. 246) stated that the Product Approach since "the primary concern with writing was really with the completed written product, not with the strategies and processes involved in its production". Harwood (2005), in his turn, blamed this approach for being mindless, repetitive and anti-intellectual. In the same vein, Dovey (2010) pointed out that failure of the Product Approach is mainly because it emphasizes the form and neglects the content. The focus then was on the students' final composition rather than on how it was produced.

1.6.3 The Process Approach

The Process Approach comes as an alternative to the Product Approach in the mid 1970's. It seems to have been motivated by dissatisfaction with the Product Approach and the Controlled or Guided Approach. In their book: *Process Approach to Teaching Writing Applied in Different Teaching Models*, Sun and Feng (2009) gave various definitions by different writers to the Process Approach. Nunan (1991), for instance, explained that this approach stresses on the steps involved in creating a piece of work and helps the learner to get closer to the perfection by producing, reflecting on, discussing and rewriting successive drafts of a text (p.1). Graham (1993) considered the Process Approach as a method that treats all kinds of writing and as a creative act which requires both time and positive feedback. For Steele (2004), the Process Approach focuses mainly on the varied classroom activities which promote the development of language use as brainstorming, group discussion and re-writing. Hedge (2005) argued that with the Process Approach, students are taught planning, drafting, revising, editing and publishing strategies at each stage of the writing process to help them write freely and reach a final good product. Bachani (2010, p, 4) defined the Process Approach as a developmental approach which starts from generating

ideas to expressing them, drafting, redrafting, and organizing. All the aforementioned definitions show up that there are different stages of the Process Approach which are: Pre-writing, drafting, revising, editing and publishing.

The pre-writing is the crucial stage in the composing process. When they, write for most students, getting started is the most challenging part of the writing process. Richards and Renandya (2002, p. 316) considered the prewriting as motivating task, and “an activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page towards generating tentative ideas and gathering information for writing”. This stage is defined as thinking about the topic. It is a universal task that includes different strategies students use to gather, generate and explore ideas, information and details about the topic they decided on. There are many strategies used to generate ideas in this stage such as brain storming, free-writing, planning or outlining, asking questions, listing and clustering. But the most common used strategy by our learners is planning or outlining.

Planning or outlining is a map of the main ideas of the text, the major key points along the way (Johns, 2004). It involves both cognitive and metacognitive strategies used to put ideas in shape in order to guarantee the completion of the written task, and facilitate writers’ progress. Writers set tasks related goals in terms of the text’s purpose and audience, and generate topic related ideas to achieve those goals. These goals and ideas should be written down in a form of a plan or an outline which includes the main important ideas that the writer wants to communicate to the reader. Making a well arranged and organized plan or a detailed outline facilitates the writer’s task and increases his self-confidence as well as ‘a wonderful sense of security’ (Broad 2003, p. 4). However not all writers recognize the importance of planning or outlining. Some writers, mostly

inexperienced ones, think that outlining is a waste of time; whereas expert writers always start by structuring a detailed organized outline before they write their first draft.

The second stage in the writing process is drafting. After organizing the ideas in an outline, the writer moves to the next stage, drafting. It is ‘the physical act of writing’ (Lindeman (1987:26) which is also called ‘composing’ (Hedge 1988), or ‘creating and developing’ (Harris 1993). Drafting is the second stage of the writing process, where the writer gets down his ideas and thoughts based upon the prewriting strategy that he has used. At this stage, the writer begins to “translate plans and ideas into provisional text” (Harris 1993: 55). He decided what to include and what to exclude from the information gathered as he arranged and organized them. The writer’s emphasis during this stage is on: content, meaning and organization. Hedge (2005:54) explained that “the drafting process focuses primarily on what the writer wants to say, while redrafting progressively focus on how to say it most effectively”

Revising is the third stage of the writing process and the most important one, where the writer evaluates, criticizes and makes improvement of his piece of writing. During this stage, the writer can add, omit, correct, order, change, reconstruct meaning, arrange and organize in order to clarify his message and prove his text with more effective vocabulary. Brown and Hood (1989) stated that the revising stage is very helpful and beneficial to writers. It is considered as a regular and the most important stage of the whole writing process. White and Arndt (1991) considered that “writing is re-writing; that revision—seeing with new eyes – has a central role to play in the act of creating text” (Cited in Harmer, 2001, p. 258). Gough, (2005, p. 16) said that “the more eyes that see and evaluate a piece of writing, the better it will appear”. Sharing the same idea, Tompkins et. al., 2014

said that revising means “seeing again” and they advise writers to give more time and attention required to this very important stage.

Editing is reconsidering and checking the whole text to make sure that there are no errors which may impede communication. During this stage, experienced writers make use of checklists to keep focusing on perfecting their piece of writing. For instance, Hedge (1998, p. 23) proposed editing checklists in which writers ask themselves the following questions:

- Am I sharing my impressions clearly enough with my reader?
- Have I missed out any important points of information?
- Are there any points in the writing where my reader has to make a “jump” because I’ve omitted a line of argument or I’ve forgotten to explain something?
- Does the vocabulary need to be made stronger at any point?
- Are there any sentences which don't say much or which are too repetitive and could be missed out?
- Can I rearrange any sets of sentences to make the writing clearer or more interesting?
- Do I need to rearrange any paragraphs?
- Are the links between sections clear? Do they guide my reader through the writing?

In this stage, the writer makes a final check to polish his draft. Hyland (2009, p. 81) recapitulated the tasks of the editing stage as follows: “cutting deadwood, strengthening sentences ... [and] improving style”. When editing, the students proofread and correct errors in spelling, punctuation, capitalization and usage. According to Glenn and Gray (2011, p. 21) editing “focuses on surface features: punctuation, spelling, word choice and

standardized English, grammar, and sentence structure”. Glenn and Gray advice writers to read aloud their piece of writing while revising in order to have a clear and new vision of their production. They say “As you prepare your work for final submission, consider reading it allowed to discover which sentence structures and word choice would be improved” (ibid: 21). In the classroom, most teachers assign this stage as a pair work activity in which students can edit their partners’ draft to enhance and promote self-correction.

Publishing is the last stage in the writing process in which students hand in their final products to their teachers for evaluation. Writers put their writing out to the public, the audience, to find out what others think and how they feel about their writing. Williams (2003, p. 107) defines publishing as:

Sharing your finished text with its intended audience, Publishing is not limited to getting the text printed in a journal. It includes turning a paper in to a teacher, a boss, or an agency.

It is worth to mention here, that these stages are not consistent among all student writers. Certain stages may overlap in the practices of some writers and some may be dropped at all.

Many educators were very positive towards the Process Approach since it is a learner-centred-approach that encourages students thinking and provides useful support and guidance to them while they write. For instance, Zamel (1983, p. 147) held that: “writing is a process through which students can explore their thoughts”. He also believes that writing means thinking and students will benefit a lot from this cognitive process. According to Nemouchi (2008), the major aim of this approach is to train students how to generate ideas for writing, plan these ideas, take into account the type of audience, draft

and redraft in order to produce a final written paper that is likely to communicate their ideas. In fact, there is no agreed consent on the definite number of the stages that characterize the composing process. But the most recursive ones are at least five main stages: prewriting, drafting, revising, editing and publishing. These different stages are not necessarily occurring one after the other in a linear progression, but are recursive where the writer can move through these stages. This is clearly explained by Hedge, (2005 p. 52):

The process of composition is not a linear one, moving from planning to composing to revising and editing. It would be more accurate to characterize writing as recursive activity in which the writer moves backwards and forwards between drafting and revising, with stages of replanning in between.

The following figures explain the cyclic manner of the Process Approach.

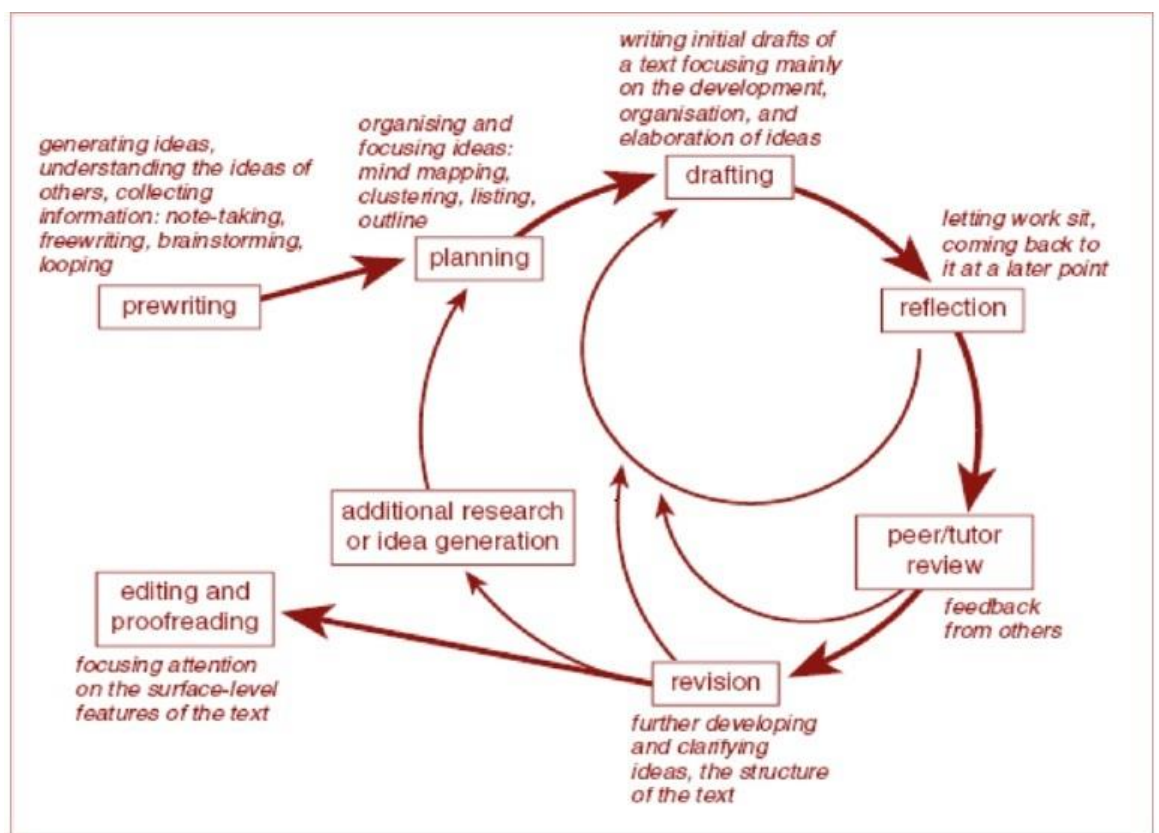


Figure 1.5 : The Writing Process Approach. Adapted from Teaching Academic Writing : A Toolkit for Higher Education.Coffin et al, 2003

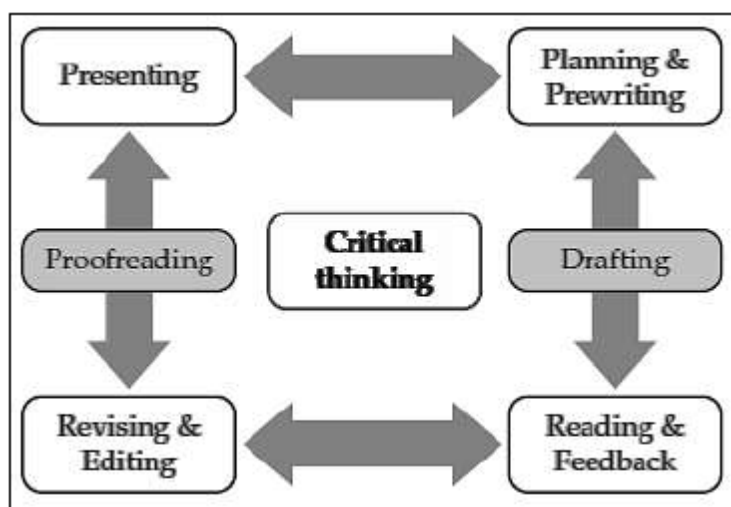


Figure 1.6: The Writing Stages (adapted from Raimes & Jerskey, 2011, p. 4)

Writing is then performed in a cyclic manner and guided by recurrent feedback from teachers and peers throughout the different steps. The presence of the teacher in this approach is imperative; Silva (1990, p. 15) explained that:

The teacher’s role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing and planning structure and procedure), for drafting (encouraging multiple drafts), for revising, (adding, deleting, modifying, and rearranging ideas), and editing (attending to vocabulary, sentence structure, grammar and mechanics).

The role of the teacher during this process is then that of a facilitator who helps student develop strategies for generating ideas, drafting, revising, editing and moving backward and forward between these stages until publishing the final piece of writing. In addition to the teacher feedback, Peer revision is also very effective. Hughes (1991, p. 6) revealed that “peer revision not only benefits the author; rather, both students will gain from collaboration on the process of revision as they work to discover what makes writing better”. With the process approach, students learn to write by composing in a supportive,

collaborative environment, and teachers work with students toward mutually determined goals.

The Process Approach is indeed very effective and teaching writing as a process is extremely helpful. It serves as a guide for students to help them develop an awareness of their own writing and provides them with opportunities to practice effective metacognitive strategies at each stage because good product depends on good process. This process “represent[s] the dominant approach in L2 writing teaching today” (Hyland, 2003, p. 14). Some educators extended the use of this approach to other skills such as reading.

1.6.4. The Genre Approach

The Process Approach has also seen some shortcomings. Teachers found out that the application of this approach turns to be not so feasible with large classes. Responding to all students at each stage is rather a challenging task. Silva (1990) revealed that this approach fails to prepare students for the requirements of authentic academic work. Johns (1995, p. 45) strongly criticized the approach:

This movement's emphasis on developing students as authors when they are not yet ready to be second language writers, in developing student voice while ignoring issues of register and careful argumentation, and in promoting the author's purposes while minimizing the understanding of role, audience and community have put our diverse students at a distinct disadvantage .

Tribble (1996) argued that with the Process Approach writers are able to generate texts at the expense of context consideration. Sharing the same disapproval, Hyland (2004) said that this approach overlooks how meanings are socially coped with the context. As a solution to all these shortcomings, the Genre Approach appeared.

Swales (1990, p. 22) defined a genre as “a class of communication events, the members of which share some set of communicative purposes”. Hyland (2003, p. 18) identifies the genre approach as:

We don't just write, we write something to achieve some purpose: it is a way of getting something done. To get things done, to tell a story, request an overdraft, craft a love letter, describe a technical process and so on, we follow certain social conventions for organizing messages because we want our readers to recognize our purpose. These abstract, socially recognized ways of using language for particular purposes are called genres.

The aforementioned definition explains that, language is always occurring in particular social and cultural contexts, and thus, cannot be understood outside its context. The writer in this approach must produce texts that cope with the social context and designated to a specific audience. For this reason, this approach is also known as ‘English for Academic Purposes Approach (EAP)’Silva, 1990 or ‘English for Specific Purposes (ESP)’ Dupley-Evans, 1997 or as coined by Martin (1992, p. 19) ‘a goal oriented, staged social process’.

With the Genre Approach, the emphasis has moved from the composing process to the association between discourse and the context in which language is used. The main concern of this approach is then to teach students particular genres that they need to learn in order to employ them in particular contexts. This might include a focus on the language and discourse features of the texts as well as the context in which the text is produced (Nemouchi, 2008, p p. 92-3). With the genre approach, writing is seen as a social and cultural activity which attempts to communicate with an audience in particular settings. The role of the teacher in this approach is to provide needed support in the form of scaffolding for students. He helps students to enlarge their cultural background as well as explicit grammar of linguistic choices in order to make them able to produce well formed

texts and appropriate to the reader. The teacher should familiarize students with the structural and communicative properties of different genre through a cycle that includes: modelling, joint construction of text and finally independent construction of a text (see the following figure).

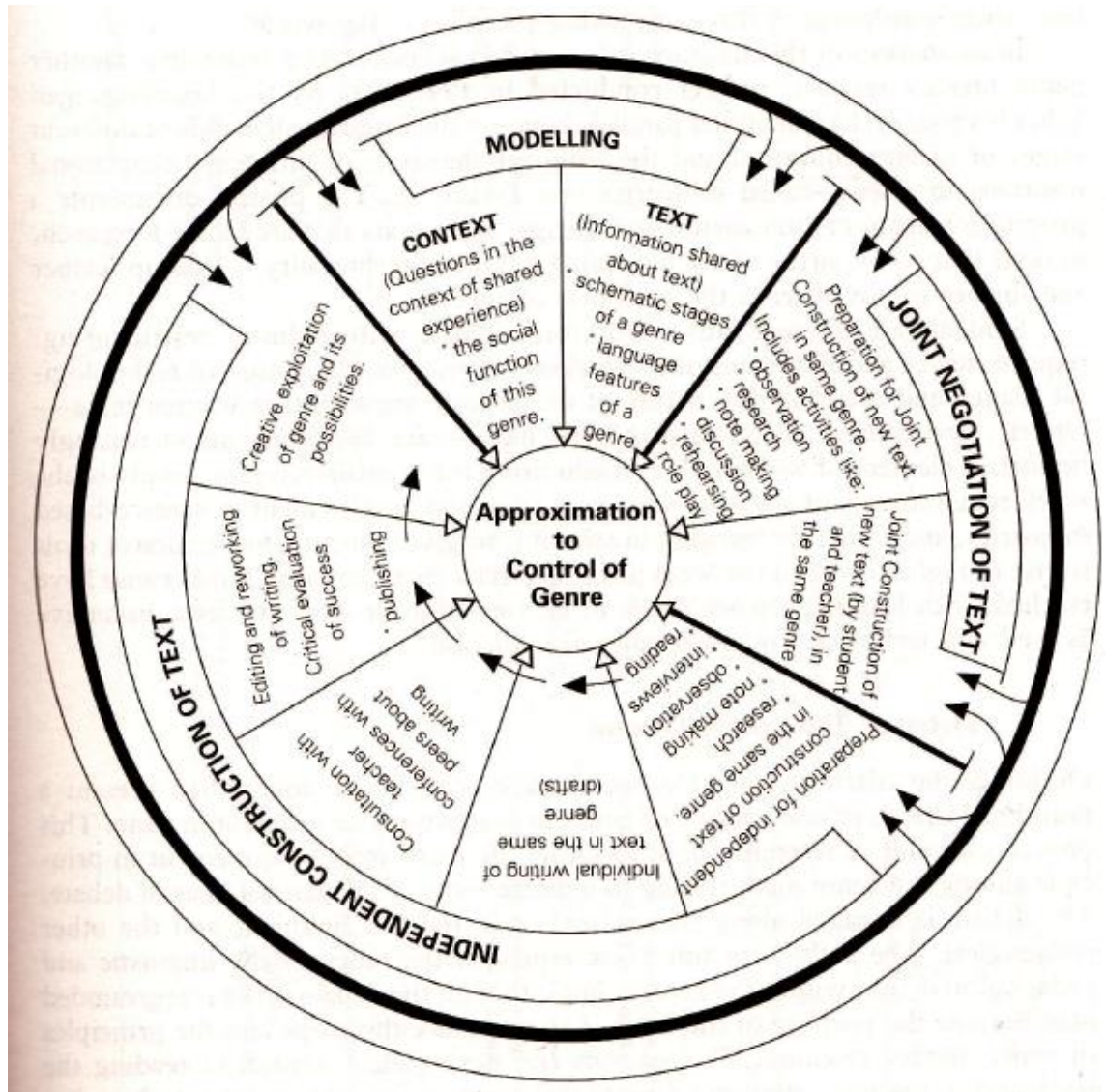


Figure 1.7: The Wheel model of teaching and learning cycle. (from M.Callagan and J. Rothery, 1988).

Modelling is the first stage in which the teacher provides students with examples and models of specific writing of the target genre. With the help of their teachers, students analyze the texts: the social context, the purpose, the intended audience, the structure...

Joint construction of text is the second stage which consists of performing a variety of

tasks that permit students to exercise language forms. The last stage, independent construction of a text, aims as an autonomous production of texts of the same genre. Teacher encourages students to follow the models when constructing their own text.

1.6.5. The Process-Genre Approach

The Genre Approach has also seen many critics. In fact, none of these approaches can exclusively work with the students in developing their writing abilities. These approaches tend to emphasise specific aspects of writing and neglecting others. The solution is the combination of these approaches to form one which is more adequate and more effective for successful writing. Hence the Process-Genre Approach appeared.

This approach emerged to combine between the two complementary previous approaches: the process and the genre. The aim of this formed approach is to help students write following some steps and taking into consideration the purpose and the context. Badger and White (2000) explained that this dual model allows learners to study the relationship between purpose and form for a specific genre while using the recursive process of the prewriting, drafting, revision, and editing. This will evidently contribute to the development of students' creativity and the assimilation of the aspects of the target genres (Badger and White, 2000). Badger and White put forward the following teaching procedure for the Process-Genre Approach that is divided into the six following steps:

The first step is called Preparation. The teacher prepares his learners to write by identifying a topic and relating it to a specific genre, such as a cause/ effect essay: finding the causes or consequences of an issue. This helps students to recognize the structural features of the genre. The second step is Modeling. At this stage, the teacher presents a

model of the genre and asks learners consider the aim of the text. For instance, the purpose of a cause/effect essay is to show to the audience the causes that lead to a specific problem or showing its consequences. Then, the teacher demonstrates how the text is organized and how its structure contributes to achieve its purpose.

The third step is planning. This stage involves both cognitive and metacognitive strategies. In this step, learners are engaged in various meaningful activities that help them generate information about the topic, including: brainstorming, discussing, and reading related material. Learners set task –related goals in terms of the text’s purpose and audience. The main aim of this stage is to allow students develop an interest in the topic by associating it with their own experience and that of real world. The fourth step is called Joint constructing. The teacher and the students work jointly in order to construct a text. They go through the writing processes of brainstorming, drafting, and revising. The learners give ideas and information and the teacher on the other hand selects and writes the generated text on the board. The final draft serves as a model for learners to refer to when they write autonomously. The fifth step is called Independent constructing. The learners independently accomplish the task of writing about a similar topic. This task is usually performed in the class with the help, support and guidance of the teacher. But, sometimes when there is not enough time, the teacher explains the task and clarifies to students what they should do and assign it as homework. The last step is revising and editing. Students revise and edit the final draft. Revision can be personal in the sense that the learner review and correct his draft as it can be a peer correction. Students may examine, discuss, and assess their work with their friends while the teacher all over again guides, facilitates and motivates them. According to Tribble (1996), the role of the teacher in this approach is that of a reader, an assistant and an evaluator.

1.7. The Role of the Teacher in the Writing Classroom

Teaching in general is indeed a hard task. It requires great effort: moral, psychological and physical. Harmer (2001, p. 235) classified the roles that the teacher would have to play as follows:

- The teacher as planner and facilitator of situations and suitable learning contexts.
- Developer, creator and adapter of materials and resources.
- Assessor, guide and facilitator of knowledge.
- Evaluator.

Spelleri (2002, p. 20), in her turn, suggested some roles that the teacher should perform:

- A filter: He presents language in a controlled manner and sufficient quantities to meet students' needs and interests.
- A culture guide: He introduces and clarifies any kind of cultural information that may occur in any topic.
- An objective chairman: Sometimes authentic argumentative topics may lead to conflict and hard discussions between learners, the teacher must be objective, fair and sympathetic coach.

The role of the teacher is indeed very hard. The teacher's role is multiplied and shifts from being simply a transmitter of knowledge to become facilitator and guide of the learning process and more than that he becomes integrator of new materials and designer of new teaching learning activities, collaborator, and evaluator. When it comes to the writing skill, teaching this skill is a complex process that requires from the teacher very important roles: First, teachers should be a Facilitator to their learners. They act as a facilitator in the writing process where the classrooms are learner-centred. The teachers observe their students passing through the writing process from

selecting the topic until publishing their piece of writing. The teachers intervene and help their learners only when it is needed. With the help of their teachers, students gain positive insights into the writing skill. The role of the teachers is not to provide all the needed information to their students but to show them the strategies, techniques and ways that let them getting this knowledge using their own efforts and their own metacognitive capacities. This is well explained by Richards, (1990, p. 11): “teachers act as facilitators, organizing writing experiences that enable learners to develop effective composing strategies”. Second, teachers perform also the role of a coach or trainer in that they train their learners all the strategies and techniques that make them able to face any writing task. They also support and encourage their students to get involved in a writing process. In addition, they stimulate their students desire to write and develop their competence as effective writers. This idea is also shared by Richards and Haws (2004, p. 69), “writing teachers act as coaches when they establish common goals and activities, build social bonds, and support students as they grow in their abilities”. Third, Teachers serve as consultant. Throughout the writing process, the teachers walk around the classroom and consult their students’ work, individually, in pairs or in small groups, to offer them corrective feedback, guidance and suggestions, reinforce their writing skill, and revise the strategies they have learnt. By providing feedback to students, the teacher helps them to set up their goals. Hattie and Timperly (2007, p. 86) affirmed that feedback has to answer three principal questions asked by the student:

Where am I going? (What are the goals?), How am I going? (What progress is being made toward the goal?), and Where to next? (What activities need to be undertaken to make better progress?).

Fourth, teachers play also the role of an assessor or an evaluator. They examine each student's writing and identify its strength and weaknesses for better guidance. They grade their students' productions, correct and offer them feedback. The response of teachers to their students' errors in the form of corrective feedback is vital at different stages of the writing process. Richards and Cheek (1999; cited in Richards and Hawes, 2004, p. p 69-70), suggested instructions for evaluating writing:

- *Require the teacher to think through and identify the salient target skills and strategies to assess.*
- *Make the teacher's expectation and criteria for assessment tangible to students.*
- *Promote collaboration among teachers who work together to develop rubrics.*
- *Improve students understanding of the components of good writing when they help develop the rubric's scoring criteria.*
- *Can be easily be used as a tool for self-assessment.*

Evaluating or assessing students' productions is then a task to help students recognize their errors and indicates to them that they are making progress in their learning. Harmer (2004, p. 42) stated that "when we respond to a student's work at various draft stages, we will not be grading the work or judging it as a finished product. We will instead be telling the student how well is it going so far". There are various ways of assessment that will be discussed in the following section.

1.8. Assessment

Many learners still confuse between assessment and evaluation. Assessment is a current process designed for understanding and improving students learning in general and writing in particular. It is limited with a focus on what the learner has achieved at particular points...etc. Whereas evaluation refers to the interpretations of the data to find out how well the student has performed the task and to what extend he has achieved his objectives.

This can be in the form of a score, grade or evaluative comment such as: excellent, very good, good...etc.

1.8.1. Definition of Assessment

It is a beneficial on-going process that helps to determine the level of competence the learners have acquired. Brownson (2009, p .15) argued that: “assessment is primarily concerned with guidance and feedback to learners”. There are many types of assessment, Kordurck, 2009 summarized it in the following table.

Types of Assessment	Purpose
Formative	Assessment, that promotes learning by using evidence about where students have reached in relation to the goals of their learning, to plan the next steps in their learning and know how to take them. It includes diagnostic assessment to assess the progress and development to knowledge and skills during the process of learning.
Diagnostic/Remedial	To locate particular difficulties in the acquisition or application of knowledge and skills. The range of methods stretches from informal analysis to standardized methods using specific tools designed to pinpoint the source of difficulty.
Summative	Summative assessment (assessment of learning) provides a summary of achievements at a particular point-provides information to those with an interest in students’ achievement: mainly parents, other teachers, employers, further and higher education institutions and the students themselves. Assessment serves as an evaluative purpose as predictors of future performance.

Table 1.2: Assessment Key Terms and Purposes (Kordurck, 2009, p. 89).

Greenstein (2010, p. 15) reveals that “assessment is student focused, it is instructionally informative and outcome based” but it remains a very difficult task for the teacher to assess his students’ written products. It is almost impossible to get a reliable and valid score and it is difficult to reach similar scores or marks among rates. To alleviate this difficulty, teachers established a set of written guidelines, called ‘rubrics’, which explicitly represent the performance expectations for any writing production.

Weigle (2002) categorizes three different scales for scoring or rating students’ piece of writing: Holistic, Analytic, and Trait-based. Each scale focuses on a different facet of L2 writing.

	Specific to a particular writing task	Generalizable to a class of writing tasks
Single score	Primary Trait	Holistic
Multiple scores	Multiple Trait	Analytic

Table 1.3. Types of Rating Scales (adapted from Weigle, 2002, p. 109).

1.8.2.1. The Holistic scale

In Holistic Scale, the mark is given to the whole written production. It is the evaluation of the whole production based on its overall quality. So, the teacher gives the mark according to his total impression of the essay as a whole. This scoring is commonly used in large-scale assessment of writing; because it is very practical and does not take much time. Moreover it is: “Appropriate for ranking candidates, suitable for arriving at a rapid overall rating, suitable for large-scale assessments- multiple markings (likely to enhance reliability), useful for discriminating across a narrow range of assessment bands” (Shaw & weir, 2007, p. 153). An example of Holistic scale is the Writing Scoring Rubric of TOEFL iBt.

Score	Task Description
5	<p>An ESSAY at this level largely accomplishes all the following:</p> <ul style="list-style-type: none"> ▪ Effectively addresses the topic and task ▪ Is well organized and well developed, using clearly appropriate explanations, exemplifications, and or details ▪ Displays unity, progression, and coherence ▪ Displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice, and idiomaticity, through it may have minor lexical or grammatical errors.
4	<p>An ESSAY at this level largely accomplishes all the following:</p> <ul style="list-style-type: none"> ▪ Addresses the topic and task well, though some points may not be fully elaborated. ▪ Is generally organized and well developed, using appropriate and sufficient explanations, exemplifications, and/or details ▪ Displays unity, progression, and coherence, though it may contain occasional redundancy, digression, or unclear connections ▪ Displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, through it will probably have occasional noticeable minor errors in structure, word form, or use of idiomatic language that do not interfere with meaning
3	<p>An ESSAY at this level is market by one or more of the following:</p> <ul style="list-style-type: none"> ▪ Addresses the topic and task using somewhat developed explanations, exemplifications, and/or details ▪ Displays unity, progression, and coherence, though connection of ideas may be occasionally obscured ▪ May demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning ▪ May display accurate but limited range of syntactic structures and vocabulary
2	<p>An ESSAY in this level may reveal one or more of the following weaknesses:</p> <ul style="list-style-type: none"> ▪ Limited development in response to the topic and task ▪ Inadequate organization or connection of ideas ▪ Inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to the task ▪ A noticeably inappropriate choice of words or word forms
1	<p>An ESSAY in this level is seriously flawed by one or more of the following weaknesses:</p> <ul style="list-style-type: none"> ▪ Serious disorganization or underdevelopment ▪ Little or no details, or irrelevant specifics, or questionable responsiveness to the task ▪ Serious and frequent errors in sentence structure or usage

0	An ESSAY in this level merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.
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Table 1.4 TOEFL IBT Independent Writing Scoring Rubric (Adapted from Boudjadar 2016, p. 21)

However, the holistic scale has been criticized by many writers because “this is not a useful method particularly for development of students with low medium level performance” (Martin-Kniep 2000, p. 35).

1.8.2. The Analytic Scale

The Analytic method of scoring assesses writing in relations to its various components such as: grammar, vocabulary, spelling, mechanics, organization ...etc. These components are assessed independently. Each feature of the writing composition is analyzed and scored separately than the final mark is the sum of all components. Heaton (1975, p. 136) stated that: “This method depends on a marking scheme which has been carefully drawn up by the examiner or body of examiners. It consists of an attempt to separate the various features of a composition for scoring purposes”. Many teachers, including myself, choose the Analytical scoring because of many positive points: “It helps instructors keep the full range of writing features in mind as they score. It allows students to see areas in their own essays that need work when accompanied by written comments and a breakdown of the final score. Its diagnostic nature provides students with a road map for improvement” (Moskal, 2000, p. 121). However, this method has also seen a lot of critics. Babin & Harrison, (1999, p. 116) summarized these shortcomings as follows:

It is difficult to create and possible for teachers to disagree upon. It is time consuming activity. Writing cannot be regarded as a sum of separate features. It failed to take into account the writer’s content

which leads to ignore the fact that essays may be directed to different audiences with different purposes”.

In the following table, Weigle, 2002 explained the differences that exist between these two scales: Holistic and Analytic.

QUALITY	HOLISTIC SCALE	ANALYTIC SCALE
RELIABILITY	Lower than analytical but still acceptable	Higher than holistic
CONSTRUCT VALIDITY	Holistic scale assumes that all relevant aspects of writing ability develop at the same rate and can thus be captured in a single score; holistic scores correlate with superficial aspects	Analytic Scales more appropriate for L2 writers as different aspects of writing ability develop at different rates
PRACTICALITY	Relatively fast and easy	Time-consuming; expensive
IMPACT	Single score may mask an uneven writing profile and may be misleading for placement	More scales provide useful diagnostic information; more useful for ratter training
AUTHENTICITY	It is argued that reading holistically is more natural process than reading analytically	Ratters may read holistically and adjust analytic scores to match holistic impression

Table1. 5. Differences between Holistic Scale and Analytic Scale (Adapted from Weigle, 2002:121).

1.8.2.3. The Primary Trait Scale

In the Primary Trait Scale “a particular aspect of the writing task prominent, and a detailed scoring rubric or a set of descriptors for that trait is designed against which writing performance is assessed” LIach (2011, p. 58). This scale consists of focusing and scoring only one particular feature of writing such as: vocabulary, or the use of the present tense, or mechanic. Primary trait scoring allows the instructor and the students to

focus their feedback, revisions and attention very specifically; for this reason it is avoided by many instructors.

Conclusion

Writing is a very important skill but very complex. To be mastered, it needs a lot of practice from the part of the learners and effective teaching methods and approaches applied by the teachers. To improve, develop and refine the learners' writing skills, researchers and course designers concentrate on some important psychological factors that help learners among them metacognition and motivation. Writing requires from the students to use some metacognitive strategies such as following the different stages of the Process Approach: making a plan (pre-writing), translating the plan into sentences and paragraphs (drafting), and revising the information following a review (revising and editing). Being motivated, learners will engage totally in the writing process and definitely succeed to improve their writing performance.

Introduction

Learners differ in assimilating knowledge. There are those who are not aware of their thinking processes, who are not able to take charge of their own learning and who do not know what to do and how when facing learning tasks. There are others who possess a wide variety of thinking skills, who are aware of their knowledge, who know perfectly what to do and how when facing any learning situation. These second type of learners are said to have a conscious ability to recognize, understand, direct and control their knowledge. These learners are said to have a metacognitive awareness.

2.1. Definition of Metacognition

The term metacognition is first introduced by Flavell in the late 1970's. It is an important concept in cognitive theory. It is indeed a fuzzy term and it has been defined in many different ways. Flavell (1976 in Goh, 2008 p.193) defines it as

One's knowledge concerning one's own cognitive processes and products or anything related to them, for example the learning – relevant properties of information or data. For example, I am engaging in metacognition (metamemory, metalearning, metacognitive-attention, metalanguage or whatever) if I notice that I am having more trouble learning A than B; if it strikes me that I should double check C before accepting it as a fact; if it occurs to me that I had better scrutinize each and every alternative-attention in any multiple-choice type task situation before deciding which is the best one; if I sense that I had better make a note of D because I may forget it ... Metacognition refers, among other things, to active monitoring and consequent regulation and orchestration of these processes in relation to cognitive objects or data on which they bear, usually in the service of some concrete goal or objective.

So, according to this definition metacognition is a conscious purposeful and goal-directed process and a person is behaving metacognitively in that they are thinking about what he is doing ,and is regulating his cognitive behaviour to cope with a given situation on the basis of a preliminary reflection. It is “An active, reflective process that is explicitly and exclusively directed at one’s own cognitive activity. It involves the –monitoring, self-evaluating, and self-regulating of ongoing tasks” (Kluwe; 1982, cited in Berardi-Coletta et al.,1995). So, Metacognition refers to the reflective awareness of an individual’s own cognitive processes and self-regulation. Wong, (1986) thought that self-awareness promotes self-regulation. Students can control their goals, disposition and attention if they are aware of their knowledge.

Psychologists suggest that if a learner is able to gain insight into his own thought process and understands the ways in which he learns then he is expected to make good progress and achieve a successful learning. It is “Knowledge and control one has over one’s thinking and learning” (Swanson, 1990). Metacognitive skills include taking conscious control of learning, planning and selecting strategies, monitoring the process of learning, correcting errors, analysing the effectiveness of learning strategies, and changing learning behaviours and strategies when necessary.” (Ridley, Schutz, Glanz and Weinstein, 1992). That is to say, it is the knowledge of self-awareness a learner has of his own learning process. Learners that are metacognitively aware know what to do when they do not know what to do; i.e., they have strategies for finding out or figuring out what they need to do. Metacognitive strategies are then a procedure that one follows to control cognitive activities, as well as to ensure that a cognitive goal (set before) has been met. The same idea is shared by Taylor (1999), he defined metacognitive knowledge as “an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the ability to make

correct inferences about how to apply one's strategic knowledge to a particular situation, and to do so efficiently and reliably". And finally, Metacognitive strategies are said to oversee learning and regulate learners' performance. They involve strategies for self-regulation, planning and monitoring cognitive activities, as well as checking the outcomes of those activities (Schunk, 2009).

According to this sample of definitions, it is noticed that metacognition is associated with other concepts such as cognition, consciousness, awareness, self – regulation, self-direction, self-reflection, self-responsibility and other concepts. It is clear that a lot of variables and determining factors impose themselves on this cognitive process and make it hard to be explained such as the previous experience the learner may have. However, we can recognise that metacognition has become a defining characteristic of a proactive learner who exercises control over the learning process and it becomes a critical ingredient to successful learning, as it is clear enough that there is a close link between metacognition and cognition.

1.2. Metacognition and Cognition

The term 'cognition' refers to the highest levels of various mental processes: perception, memory, abstract thinking and reasoning, and problem solving as well as the more integrative and control processes related to executive functions as: planning, selecting strategies and the use of these strategies. It is a word then which covers all the mental activities that serve the acquisition of knowledge such as: storage, retrieval and use of knowledge. Cognition is the ability of the brain to think, to process, store information, and solve problems. Matlin (2003, p.12) explained that "cognition refers to the acquisition, storage, transformation, and use of knowledge" and that Cognitive science as "a

contemporary field that tries to answer questions about the mind” (Matlin 2003, p.14). Webster’s New World College dictionary defines “cognition” as “the process of knowing in the broadest sense, including perception, memory, and judgement”. In Encyclopedia Britannica (2009), this word is defined as “cognition includes all processes of consciousness by which knowledge is accumulated such as perceiving, recognizing and reasoning .But differently, metacognition is an experience of knowing that can be distinguished from an experience of feeling or willing”. In metacognition, the prefix “meta” suggests the idea of going beyond something, a sort of higher level dominating, monitoring and controlling a lower one. Metacognition often occurs when learners become aware that their cognition has failed. For example, they feel that they are not able to understand some mathematical formula, and that they have worked to do and to use strategies to meet their objectives. This suggests that in psychology the term ‘metacognition’ seems to have been taken over by ‘cognition’.

The difference between cognition and metacognition is well stated by Garner (1987) who argued that while cognitive skills are essential in executing a given task, metacognition is a key element in understanding how to carry the task. We take for example a student whose goal is to write with clarity, He reviews each paragraph and asks himself if it is meaningful. If it is not, he recognizes the areas that lack clarity and rewrites them again. The difference between cognitive and metacognitive questioning strategies depends on the purpose: if it is regarded as a means to obtain knowledge in a specific way, it is cognitive in nature. But, when used as a way of monitoring what one has learned, it is considered as metacognitive. Kentridge and Heywood, 2000 explained explicitly that Metacognition is different from cognition in the sense that cognition is the strategies that a learner uses when he is engaged in academic task and the ability to comprehend the task.

Whereas metacognition refers to the learner's awareness of these cognitions and the ability to exercise control over these strategies. So, cognitive and metacognitive strategies are closely entangled and dependent upon each other, any attempt to examine one without acknowledging the other would not provide a correct and adequate image.

2.3. Types of Metacognitive Knowledge

Various researchers define metacognitive knowledge in terms of declarative, procedural, and conditional divisions. (Jacobs and Paris, 1987; Moshman, 1995; Schraw, 1998; Dantonio and Beisenherz, 2001). They emphasized the importance of these three types of knowledge because they facilitate the task for students to cope and to adapt to the changing situational demands. In order to increase their metacognitive abilities and to apply metacognitive strategies successfully, learners need to be aware of these three types of knowledge.

Declarative knowledge is the factual information that one possesses. It requires individuals to be aware of their learning and the variety of factors that influence one's achievement. Examples of declarative knowledge are as follows: knowing the formula to calculate momentum (mass time velocity) in a physics class, calculating an equation in a math class or adding "ed" to regular verbs to form the past tense in grammar class. So, facts and rules are necessary to execute a task.

Procedural knowledge "... is the mental steps, Processes, or phases that represent how we arrive at information or details of how a cognitive operation is carried out" (Dantonio & Beisenherz, 2001, p.44). It is knowledge of how to do and to carry a task and

what are the different steps in process that one follows to perform that task. Procedural knowledge allows individuals to perform tasks more automatically, as they typically have more strategies and are able to apply such strategies more effectively. Example of such types of knowledge in reading skills, knowing how to skim, how to scan and how to summarize. An additional example is, in writing skills, knowing and practicing the different steps of the writing process.

Conditional knowledge is the knowledge of strategies and skills and knowing how to use them, why certain strategies work, under what conditions and why one strategy is better than another. "It relays the conditions under which something is to be done or applied" (Dantonio and Beisenherz, 2001, p. 44).

However, Flavell (1979, 1985) talked about three realms of metacognitive knowledge:

- Person variables; i.e., the learner's awareness of his/her own abilities. Wenden (1998) suggested that person knowledge may contain cognitive and affective variables such as age, language aptitude, motivation, experience, self efficacy...
- Task variables; i.e., knowledge of the requirements of different cognitive tasks.
- Strategy variables i.e., knowledge of the ways and the procedures that the task goals may be achieved.

2.4. Metacognition and Learning Strategies

Metacognition has an important role to achieve learning. It is "having knowledge (cognition) and having understanding, control over and appropriate use of that knowledge" (Tei and Steward, 1985). Brown (1987) also pointed out that metacognition refers to

understanding of knowledge. Metacognition has then an important role in that it enables the learner to understand knowledge and to use it accurately. It is simply a way through which learners develop an emerging strategy to achieve learning and to be successful learners. Metacognition has even been associated with intelligence (Sternberg, 1985; Borkowski, Carr & Pressley 1987). A thinking learner is in charge of his behaviour: he must be aware and conscious. He determines when it is necessary to use metacognitive strategies for developing metacognitive behaviour. Using metacognitive strategies, the learner develops a repertoire of thinking processes that can be applied in solving problems. It also enables students to enhance their learning through the use of regulation, strategy and reflection (Slavin, 1997).

Most successful language learners are those who may have more strategies and tend to use them appropriately to the material they use, the task they complete and goals they want to attain. Generally speaking, Strategies are ‘plans for attack’ including tactics that make learning easier, and enjoyable. Oxford (1990, p. 8) stated that strategies are “the specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”. She also defined learning strategies as: *" those processes which are selected by learners and which may result in action taken to enhance the learning or use of a second or a foreign language , though the storage , retention , recall and application of information about that language"* (Oxford 1990, p. 4).

Strategies can be said to equate plans, tactics to approach problems and situations of learning. It is the best way or rather the most efficient that one can apply to find solutions for problems. Williams and Burden (1997, p. 145) stated that:

A learning strategy is like a tactic used by a player (say a football player). It is a series of skills used with a particular learning purpose in

mind. Thus, learning strategies involve an ability to monitor the learning situation and respond accordingly. This means being able to assess the situation, to plan, to select appropriate skills, to coordinate them, to monitor or assess their effectiveness and to revise them when necessary.

Sharing the same idea, Brown (2007) identified strategies as “those specific attacks that we make on a given problem and that vary considerably within each individual” (p.132). According to Brown and many other educationists, learning strategies are then the special plan that is consciously developed by students in order to learn a language in the most effective way. They believe that the way how knowledge is processed and organized is an essential factor.

Borkowski and Muthukrishna (1992, p. 51), proposed that in order for learners to be aware of the relationship between the role of metacognition and the use of strategies, teachers must “understand the complex interactive nature of metacognitive development, they must understand what a strategy is, observe a variety of strategies in operation”. There are two main categories of learning strategies: Direct and Indirect which can be used by language learners. Chamot, (2004, p. 17) argued that “Direct strategies refer to those which directly affect learning tasks such as memory and vocabulary”. These strategies help learners store new information, overcome breakdowns in both speech and writing and use language in new context. All direct strategies require mental processing of language, but only three of them (memory, cognitive, and compensation) do this processing differently and for achieving different aims. The following figure presents the direct strategies as set by Oxford, 1990.

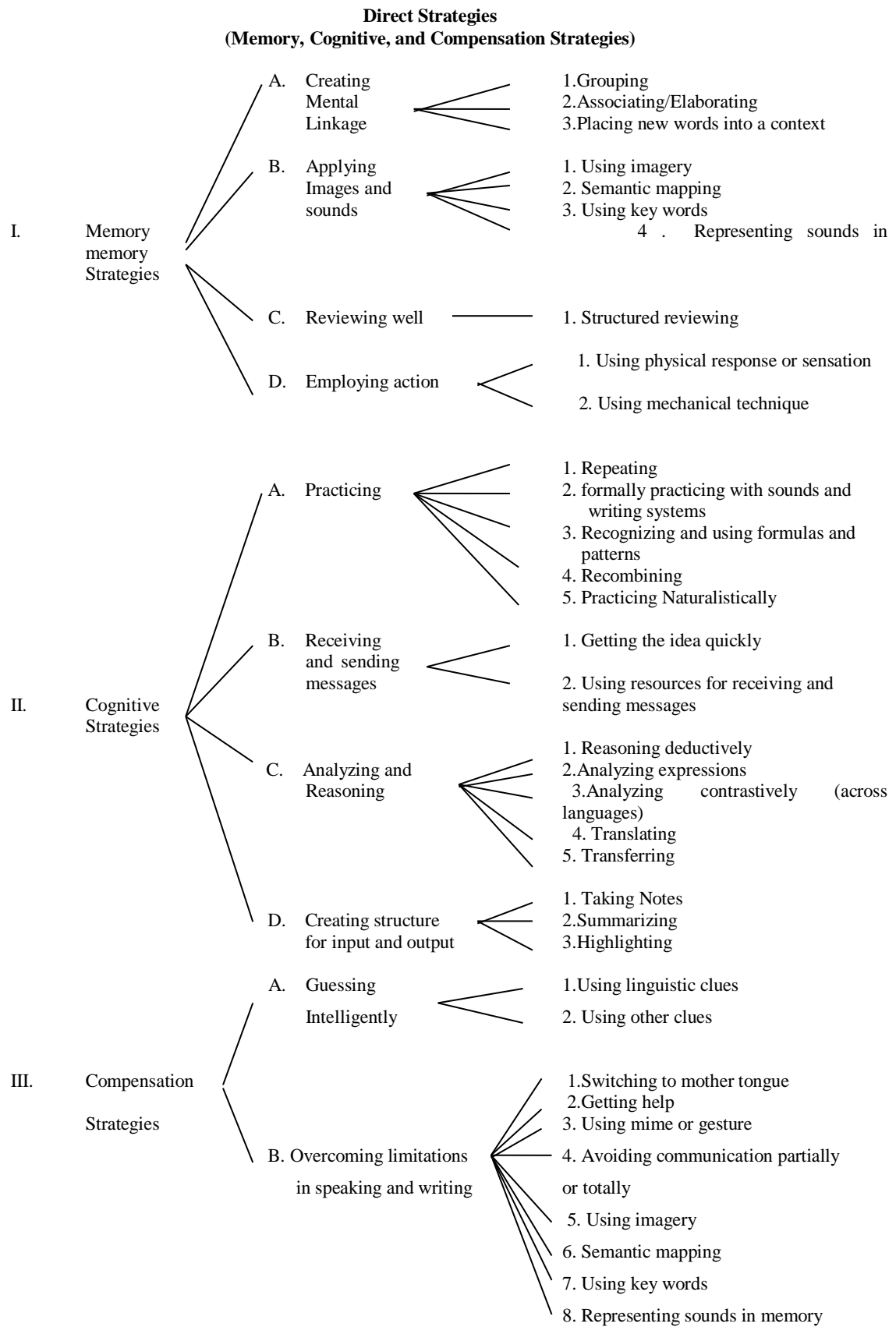


Figure 2.1. Diagram of the Strategy System (Oxford: 1990, 18-19)

Memory strategies help learners to store and retrieve new information. They are regarded as mental tools which “enable learners to store verbal material and then retrieve it when needed” (Oxford 1990:39). “Mnemonic (memory) strategies help learners link a new item with something known. These devices are useful for memorizing information in an orderly string in various ways” (Carter and Nunan, 2001:167). These strategies fall into four sets: creating mental linkages, applying images and sounds, reviewing well, and employing actions. These strategies are more effective when they are used with metacognitive strategies. Cognitive strategies are mental operations learners use in order to enhance the acquisition of new knowledge. Weinstein and Mayer (1986) in O’Malley and Chamot (1990, p. 44) subsumed these strategies under three grouping: rehearsal, organization and elaboration process. They say that these cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning. Cognitive strategies are very important in second language acquisition. Oxford (1990, p. 43) affirmed that: “Cognitive strategies are essential in learning a new language”. Carter and Nunan (2000, p. 167) added that “cognitive strategies help learners make and strengthen associations between new and already known information and facilitate the mental restructuring of information”.

Oxford (1990, pp. 47-48) explained that “Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge... they are intended to make up for inadequate repertoire of grammar and, especially, of vocabulary”. Compensation strategies are then helpful to use the language for comprehension or production in spite of limitations in knowledge. These strategies are divided into two sets: guessing intelligently in listening and reading, and overcoming limitations in speaking and writing. These two sets include ten parts.

Indirect strategies, on the other hand, include three major groups: Metacognitive, Affective, and Social Strategies (see the Figure 2.2). They are said to be indirect because they support language learning without directly involving the target language. Chamot (2004, p. 17) explained that “indirect strategies are those strategies which make a more indirect contribution to learning, such as planning and self-managements”. Indirect strategies help learners in regulating, supporting, and facilitating their language learning. Metacognitive Strategies are regarded as cognitive activities that have as an aim to regulate any aspect of cognitive task. These strategies are divided into three actions: Centering your learning, arranging and planning your learning, and evaluating your learning. Metacognitive strategies are then used for organizing and evaluating one’s own learning. They are also used to oversee, regulate and self-direct language learning. According to Malley and Chamot (1990), there is overemphasis of metacognitive strategies and cognitive ones over the others. Affective Strategies are for handling emotions, motivation, or attitudes. Carter and Nunan (2001:168) asserted that affective strategies are using techniques which “include identifying one’s feelings and becoming aware of the learning circumstances and tasks that evoke them” They are divided into three parts: Lowering your anxiety, encouraging yourself, and taking your emotional temperature.

Social Strategies are defined by Oxford (1990, p. 46) who stated that language is a form of social behavior and communication. When communicating, appropriate social strategies are indeed very important. Social strategies are divided into three groups: Asking questions, Cooperating with others and empathizing with others. So, Social strategies are for cooperating with others in the learning process.

Indirect Strategies
(Metacognitive, Affective, and Social Strategies)

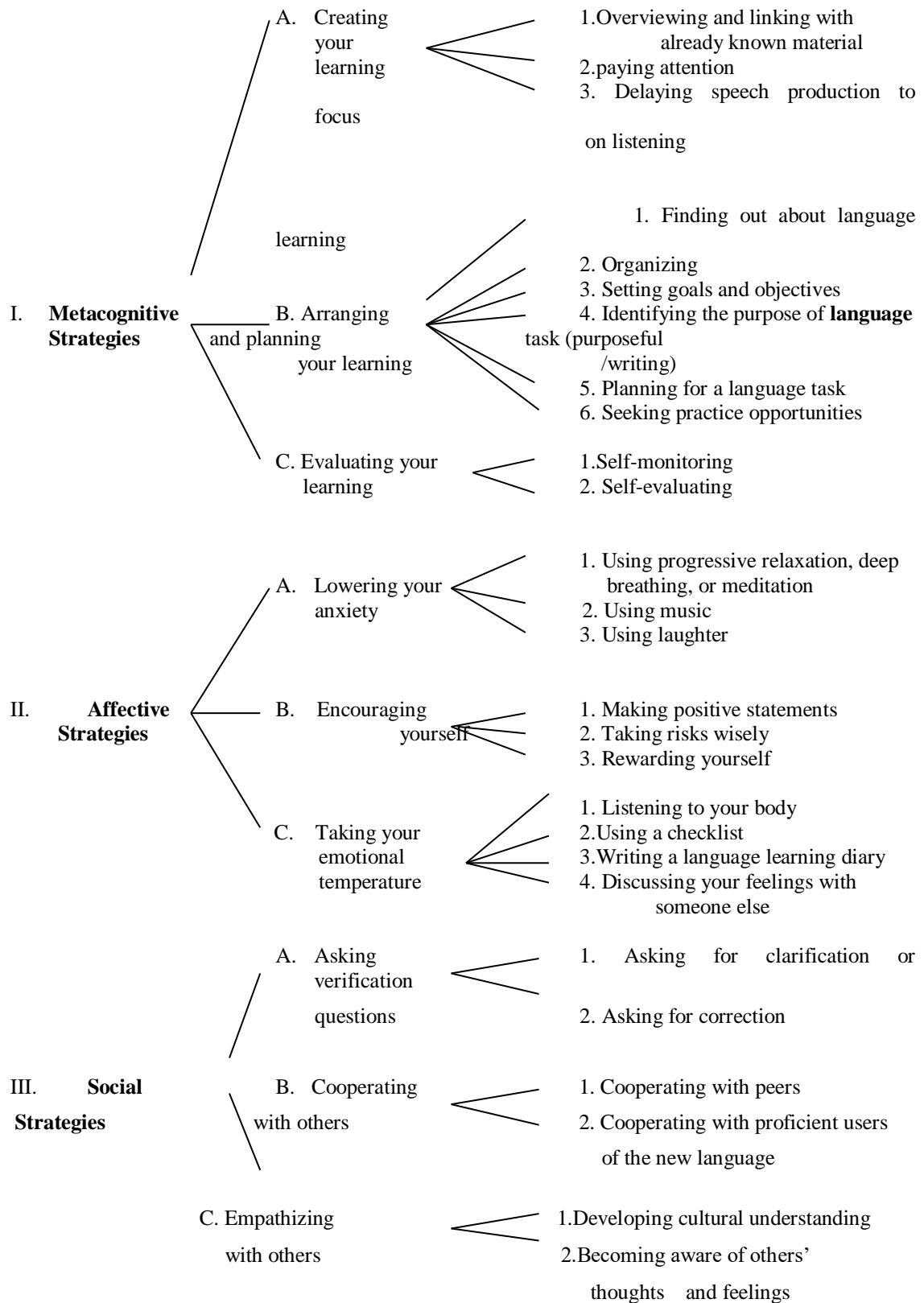


Figure 2.2. Diagram of the indirect Strategies System (Oxford: 1990, 20-21)

Strategies are various and differ in every context and in every domain. They play an important role, they “make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new, situations”(Oxford, 1990, p. 8). Research shows that teaching / learning strategies in content courses may improve learning (McKeachie, Ramp & Guffey, 1999; Commander & Valeri-Gold, 2001). These strategies are used when there is a problem to solve, a goal to attain, and a need to fulfill (Schunk, 2012). Learners at all level use strategies, but the use of strategies differs according to the age of the learner and his stage, the task itself, the context of learning, the individual learning styles, and the cultural differences.

Weinstein and Mayer (1986, cited in Schunk 2009, p. 218) stated that strategies include activities such as selecting and organizing information, rehearsing knowledge to be learned, relating new knowledge to previously memorized one, and enhancing meaningfulness of that knowledge. Cohen and Scott (1996) pointed out that selecting a strategy is an internal process; sometimes even learners cannot reveal what strategies they are employing. It is said that successful language students do not necessarily use more strategies, but instead use different combinations of strategies (Kaylain, 1996). Learners, then, must be able to coordinate multiple strategies and switch strategies when they realize that their learning approaches are not effective. Kaylain also emphasized that "the difference between successful language learners is either a factor of the quantity, quality or combination of strategies that learners of each group use" (Kaylain, 1996, p.77). Anderson, (1997: 1) said that learning strategies should be seen as the ‘intellectual resources’ that enable learners “to plan, organize, monitor, guide, and reflect on learning” (p.1).

2.4. Metacognition and the Environment

Developing one's own metacognition depends on many factors: the learner's experience and the environment they are situated in, and the complexity of the task they are charged to accomplish. The learning environment means the domain where learning takes place. It has a great impact upon learning, i.e., it may facilitate or impede the learning process depending on the individual learning styles.

Some researchers on metacognition state that metacognition is reflection on thinking and this can come from the learner himself or from others (Paris, Jacobs and Cross 1987, cited in Paris and Winograd, 1990). By others, Paris, Jacobs & Cross refer to the learner's parents, his teacher or his classmates. Parental involvement was found to be a strong predictor of the learner's metacognitive development, especially on a child (Bruno et al, 1992; Waing, 1993). In the classroom the most important factor that influences the learner is his instructor, the teacher. How a teacher interacts with his students is very important to learners' ability to perform the task. So, the teacher must encourage the learners by using good teaching strategies and approaches. The learner's classmates have also a role to perform in order to influence each other. Some studies highlight cooperative learning because students use more metacognitive strategies when evaluating their ideas (Mittlefehldt and Grotzer, 2012). Learners work together to accomplish a task. Group work will increase students' motivation and decrease anxiety.

2.5. Metacognition and the Language Skills

Metacognition is very important for successful learning. It is needed in every field of education. There is a close relationship between metacognition and the other skills especially reading and writing.

2.5.1. Metacognition and Reading

A very ancient definition viewed “reading as a process of communication by which a message is transmitted graphically between individuals” (Kingston, 1967, in Grigorenko and Sternberg, 1991, p. 72).

Kingston emphasized the importance of this process for better comprehension. Rosenblatt, (1978) distinguished many types of reading: “aesthetic reading” (for enjoyment), “efferent reading” (for information seeking). But other researchers such as Guthrie & Mosenthal, (1987) have distinguished between two types of reading: descriptive reading (searching for meaning) and pragmatic reading (the study of how people read in different settings and for different purposes). However, there are other researchers who focus more on reading strategies rather than simply studying reading skills. This attention is due to the fact that reading comprehension is influenced by the readers’ interaction with the text whereas reading skills indicate a more passive role.

Research on reading and learning to think were as early as 1909 with the work of Badwin on his reading questionnaire investigating his learners’ reading behaviours. Dewey 1910 was also known for his work on the thinking process of their readers. Baker and Brown, 1980, pp. 4-5) emphasized strategies and they list the following active reading strategies that result in comprehension:

- a) Clarifying the purpose of reading, that is understanding both explicit and implicit task demands.
- b) identifying the important aspects of a message;
- c) focusing attention on the major content rather than trivia;
- d) monitoring ongoing activities to determine whether comprehension is occurring;
- e) engaging in self-questioning to determine whether goals are being achieved; and
- f) taking corrective action when failures in comprehension are detected

Brown and Baker (1984; cited in Griffith and Ruan 2005, p. 6) propose a model of metacognitive skill in reading. In this model, they said that metacognition consists of two components: “knowledge of cognition” and “regulation of cognition”. The first refers to the knowledge that the reader possesses about his own cognitive resources and about task needs. The reader should know what strategies to use in order to overcome the reading difficulty. This knowledge is age- dependant and may develop with practice, training and experience. The second knowledge refers to a set of mechanisms (such as predicting outcomes, scheduling strategies, adjusting some decisions to the reading situation, planning, testing and evaluating) the reader uses in order to overcome a comprehension problem. Regulation cognition is not stable and differs from one reader to another. There are some criteria that can interfere such as the reader’s age and his academic level. However, Bialystock and Ryan (1985, p. 207) recommended that “children who do well in metalinguistic tasks also learn to read quickly and easily, although it is not clear how to interpret such correlations”. So, we can deduce from Bialystock and Ryan words that metacognition in reading can be unconscious. But in her book: *Teaching and Researching Language Strategies* (2011), Oxford still insists on the importance of self-regulated learning strategies and on their necessity for language proficiency.

Brown and Baker, (1984; cited in Brown 1987, p. 66) propose a set of activities that can be of great importance for successful reading:

“establishing the purpose for reading, modifications in reading due to variations in purpose, identifying important ideas, activating prior knowledge, evaluation of the text for clarity, completeness and consistency, compensation for failure to understand and assessing one’s level of comprehension”.

After that, Block 1986 conducted a study with first year University students registered in a remedial reading program for no skillful readers. He based his study on the following: the integration of information, recognition of aspects of text structure, use of general knowledge, personal experiences, associations, relation to the text in an affective and personal manner (reflexive mode) and deducing what the author is trying to say (extensive mode). Block observed that the most successful readers were those who integrated information, were able to recognize aspects of text structure, responded to the text in an extensive mode, and were consistently and effectively monitoring their understanding of the text.

Other researchers, such as Long and Long (1987), found that college students who took a more active role in their reading were more successful readers than those who were passive. When he faces a reading difficulty such as a difficult and complex passage, an active reader would read and re-read it until the main concept is understood otherwise he asks for clarification from his teacher or his classmates. Feitler and Hellekson, LE (1993) conducted a study with first year students. The chief objective of this study was to check whether coaching and training these students improve their reading performance or not. The results discovered that the groups who received the metacognitive training were more effective, more likely to self-correct in reading exercises, perform better on close tasks and more independent in text comprehension than the control group

who received just the basic skill guidance. Metacognitive training is very important for successful learning. Block (2005, p. 85) advised the enhancing of metacognition earlier in the learner's education in order to bring its desired effects. He says "if these students' metacognition are not developed early, most will even develop more elaborate camouflages of their reading failures" (Block, 2005, p. 85).

Metacognitive strategies in reading require from the readers to be aware of what needs to be attained in order to perform the task effectively. This self-evaluation will allow the readers to know what procedure to be taken based on the complexity of the task. They should know when to skim and when to reread the text, when they can rely on deduction and where not, what to clear out and what to save in their memories. These decisions are known as monitoring skills and they are considered as the essence of metacognition. During the act of reading, the reader can choose skills and strategies that are appropriate for the demands of the reading task. According to Brown, Metz & Campione, 1996 such skills and strategies are both general and specific. The reader must consider the point of the learning activity, the purpose of personal endeavors, and become aware that different outcomes will require different learning activities.

To be effective readers, learners are obliged to make constant use of their background knowledge concerning the current content and their past experience. They should also remain attentive to make decisions whenever a reading difficulty occurs. In other words, readers must be active. Being active necessitates the use of self-questioning strategy. This metacognitive strategy helps the readers to detect what is not known as it helps them to ameliorate their comprehension and understanding of the text.

2.6.2. Metacognition and Writing

It has long been recognized that learning has emotional and cognitive bases: Plato, for instance, connected learning to its emotional footing as he said “every learning has an emotional base” (Plato 400 BC; cited in Kahn, (1996), whereas Aristotle (371 BC; in encyclopedia Britannica 2011) recognized that he cannot teach anybody anything, but rather he can make him think. Later, Cognitive psychologists (Emig, 1977; Flower and Hays, 1981) believe that any behaviour (specially learning) is always based on metacognition, the act of knowing or thinking how to think.

In writing, students use metacognition. Emig 1977 said that writing constitutes a unique learning strategy linked to the development of thinking (i.e., a reasoning process). While writing a composition, students might go through a writing process. This process can be viewed as a cognitive activity that promotes thinking. According to Flower and Hays (1981), the cognitive process of writing consists of three major components: planning, translating and reviewing which are under the control of a Monitor. But other researchers extended the process to five steps. First, the pre-writing phase where learners gather information about their topic by using different strategies such as brain storming, clustering ,visualizing, mapping, asking” wh” questions about the topic etc . Then, comes the second phase where students write their plan about the topic. Once the plan is drawn, students start to write freely their first draft. Then, they pass to the next step: the reviewing. In this step, students revise and correct their errors .When they finish revising, students pass to the final step: editing, where they ask how well the goals have been met. During this process, students must know their objectives and how they plan on meeting them. The major objective of the writer is of course to meet the requirement of his audience which is indeed a very difficult task. Jacob and Paris (1987; in Griffith and Ryan 2005 insisted on

the importance of teacher's role in guiding students to write. When the learner writes, the teacher must show him what strategies to use for problem solving, to understand the nature of the task, its requirement and the suitable conditions for its realization.

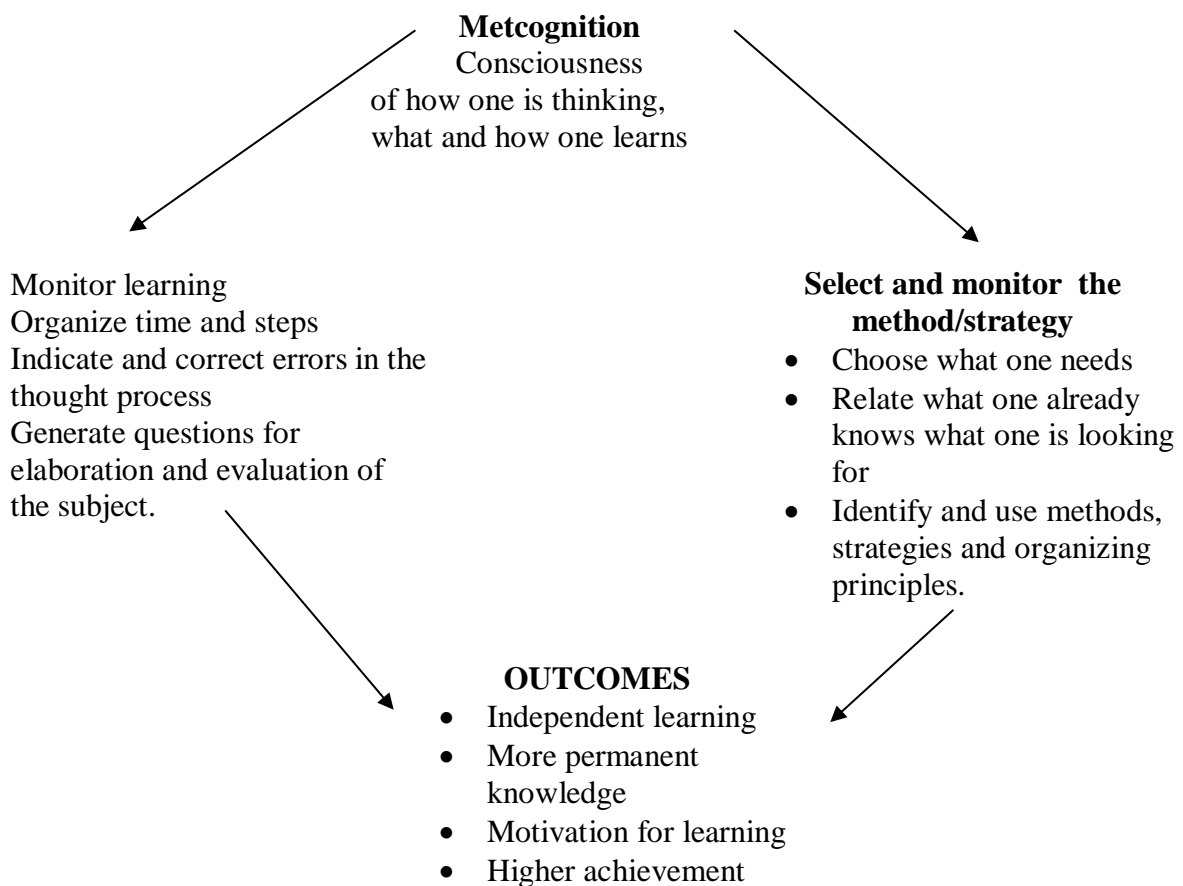
Brown, Campione and Day (1981) stated that the learner should consider personal characteristics such as: limited short term memory, capacity and store of appropriate background knowledge on the topic. While writing the learner should try to integrate text content with prior knowledge .i.e., to understand the new from what is already known. To have learners reflect on their writing practices, Harris and Graham (1985) concluded a study to teach a group of twelve year old learners who had difficulty with writing composition some key aspects of composing a quality piece of writing. The group was engaged in thinking exercises, practicing frequently, and obtaining regular feedback enhanced both the productivity and quality of the learners writing.

Some other researchers (such as White 1987) have chosen to investigate learners' metacognitive awareness by having them engaged in journal writing activities (learning log). It is a learner's written reflection on present language learning. It is a kind of diary of process in which learners reflect upon their thinking, make note of their awareness of ambiguities, and inconsistencies, contradictions and comment on how they have dealt with difficulties. Journal writing can also make others gain insight into one's thought and it also insures thinking with continual practice. Writing is then a mental learnt skill and a conscious practice with these processes that can lead students to become unconsciously metacognitive i.e; they are always thinking, reflecting and even criticizing their own work. Results of many studies, for example Kasper (1997) have confirmed that there is a close link between metacognition and writing performance.

2.6. Metacognition and Motivation

There is a close link between motivation and strategies mainly cognitive and metacognitive ones. Motivation is a very important factor for success and it is an outcome of metacognition. They are considered as central components in the self-control of learning. Students must be intent in terms of metacognition and motivation. Mc Combs (1988, p.142) even emphasized “the will to maintain motivation” and to use appropriate strategies. In the same vein, Koutselini (1995) proposed components of the concept of metacognition and shows that the development of metacognition leads to motivation.

Figure 2. 3. Components of the Concept of Metacognition (adapted from Koutselini ,1995, p. 51).



It is impossible to talk about metacognition and neglect motivation. Both are essential for the learning process. Motivation is determined by a student's perceptions of the ability to control the learning situation (Bandura, 1982). It results from feelings of self-efficacy and self-control and it is "an important functional role to contribute to the maintenance of positive self-views and perception of self-efficacy and personal control that underlie the ability to change negative attitudes and orientations towards learning" (Mc combs, 1988, p. 142). Self-efficacy or students appraisal of their own ability is another aspect of metacognition. The learners 'belief in their ability affect their motivation to establish metacognitive strategies. If learners for example believe that they are not good in writing (the case of some students), when confronted with a situation; they are hesitant to proceed and even fail to accomplish the task. "Thus self-assessments concerning affective state often serve as the gate way to further assessments concerning the task; it demands, the knowledge necessary for its completion, and strategies for its completion" (Hacker,1998, p.10).

Schraw, Crippen, and Hartley, (2006, p. 112) said that motivation is "beliefs and attitudes that affect the use and the development of cognitive and metacognitive skills". Metacognition involves the management of affective and motivational state, and metacognitive strategies can improve persistence at challenging tasks (Martinez, 2006). The ability to monitor and regulate the impact of emotions and motivational states on learner's performance is one aspect of the executive functioning inherent in metacognition.

2.7. Measuring Metacognition

It is so important but somehow complicated to measure metacognition. Many available tests that measure metacognitive skills have been developed. Examples of these tests are as follows.

- The Ross test of higher cognition processes (Ross J.D and Ross C.M, 1976) is designed to children of four to six years old. It is 105 multiple choice questions and about two hours to complete. It consists of eight sections: deductive reasoning, questioning strategies, missing promises, sequential synthesis, analysis of relevant and irrelevant information.
- The test of enquiring skills (Fraser, 1979) is designed to children in grade 7 to 10. It consists of 87 questions. But it was criticized by Norris and Ennis (1989) who said that this test overlooked many areas such as credibility.
- The New Jersey test of reasoning skills (Shipman, 1983) which was first designed to children and then it has been even used to students at the university level. The aim of this test is to evaluate reasoning in language through a multiple choice test. It consists of general skills such as: reasoning, translating and detecting.
- The Ennis -Weir critical thinking test (Ennis and Weir 1985) designed to high school and university students. It consists of 8 paragraphs which learners must read and evaluate.
- The Cornell critical thinking test (Ennis, Millman and Tomko, 1985) designed to adults learners (undergraduate, graduate students). It consists of multiple choice items (71 items in level X and 52 items in level Z). The test is divided into 7 sections:

- 1- Deductive reasoning.
- 2- Semantics / meaning.
- 3- Credibility.
- 4- Induction emphasizing concluding.
- 5- Induction emphasizing planning an experiment.
- 6- Definition and assumption.
- 7- Identification and assumption.

- Jacobs and Paris (1987), for instance, developed multiple choices Index of Reading Awareness (IRA) to measure children's metacognition about reading skill. This instrument was designed to this population to measure three aspects of metacognition: evaluation, planning and regulation. In 1989, Norris and Ennis confirm the validity of this test and they assure that gifted learners achieved higher scores than learners who are not.

There are many other tests to measure metacognition where many researchers used self-report methods of evaluating metacognition in relation to reading awareness. But we must underline the fact that age and skill ranges are critical in the development and the correct measurement of metacognition (Baker and Brown 1984). It is also worth to highlight the fact that metacognitive ability is not stable but rather it changes over time (Negretti, 2012).

Conclusion

Metacognition is an indispensable pillar and a key to success. It is knowledge of one's own cognition and regulation or control of mental activity. It helps the learners to learn how to learn, to be aware of their process of learning, how they know what they

have learnt, to be able to improve their writing achievement, and how to direct their own future writing. A large body of evidence has confirmed that learners who do not use metacognitive strategies are considered as learners without direction or opportunity to evaluate their own progress and achievement.

Introduction

Every human behaviour is conducted by a kind of motivation to achieve a particular goal. In education, motivation is considered as a crucial element, a major key variable that influences success in learning in general and learning a foreign language in particular. Without ample motivation, learning cannot take place, and even learners with high abilities cannot fulfil long term goals. Learning and motivation are indeed interrelated processes. A new task does not mean that you will succeed unless you are motivated to do so. Motivation is then an internal power which drives learners to perform successfully a given action such as, in our case, the writing skill.

3.1. Definition of Motivation

Researches in the field have given various definitions to motivation. Before dealing with some of these definitions, it is worth to highlight the origin of this item. Motivation is derived from the Latin word “movere” which means “to move”. “To move” by definition implies a dynamic process because a movement is active and involves the stages of movement initiation and movement maintenance. In order to achieve their goal, individuals move using their capacities and efforts. Gardner, (1985; cited in McKay and Hornberger, 1996, p. 05) defined motivation as “the combination of desire and efforts made to achieve a goal; it links the individual’s rationale for any activity such as language learning with the range of behaviours and degree of effort employed in achieving goals”. Motivation is then a goal oriented, this goal can be just an inner satisfaction or it can be a reward such as praise, money, and gift. William and Burden, (1997, p. 112) identified “...human motivation to learn any particular thing was accounted for in terms of what biological needs were being met during the early learning years and what kind of reward or reinforcement was provided for early attempts to learn”.

Motivation is then the inner drive that helps one meet and achieve his/her desired goals or rewards. Ryan and Deci (2000, p. 54) state that “a person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated”. Slavin (2003, p. 329) defines motivation as “what gets you going, keeps you going, and determines where you’re going to go.” So, being motivated implies being moved, energetic, dynamic and active. It also involves a sense of self- determination. As far as learning is concerned, Brophy (2004, p. 206) defined motivation as “a tendency to find academic activities meaningful and worthwhile and try to derive the intended benefits from them”. Hence, motivation is fundamental in learning in the sense that it stimulates, controls, and retains the students’ behaviour; it serves as an indication for teachers to deduce how much students are willing to learn and what is the purpose behind that. Besides that, highly motivated learners are viewed to have more potential to participate in the classroom, and have an influence on low motivated learners, who lack authentic motivation to pursue learning tasks or engage into classroom activities. Slavin (2006, p. 117) says that “Motivation is an internal process that activates, guides, and maintains behavior over time”. Motivation is a whole procedure that stimulates and sustains behaviours to reach long-term goals. It explains the conduct of a person (a learner) why he/she behaves in particular manner. Schuk (2012, p. 346) reveals that “motivation is not observed directly, but rather inferred from behavioral index such as verbalizations, task choices, and goal directed activities. Motivation is an explanatory concept that helps us understand why people behave as they do”.

3.2 Types of Motivation

Being motivated is having a deep desire to achieve a well-defined goal. It is a force that pushes the person to accomplish a given task. This force can be internal and comes from the individual, intrinsic motivation, or imposed by others, extrinsic motivation.

3.2.1. Intrinsic Motivation

The word intrinsic motivation is first coined by the scientist and researcher Hallow and his colleagues in 1950's. They carried out an experiment on the monkey to solve the puzzle in return for reward. The result revealed that it was an internal pleasure to the monkey and its own reward to solve the puzzle. Hallow and his colleagues (1950) discovered that animals can do what they are ordered to do without being reinforced by any reward or "drive motives". This "non-drive based motives" concept is later called by Deci and Ryan (1985) "Intrinsic motivation". Intrinsic motivation is an action of appealing activity which is pleasant and agreeable to perform. Deci and Ryan, (1985, p.39) define intrinsic motivation as "motivation to engage in an activity because that activity is enjoyable to do". Intrinsic motivation is seen as voluntary and spontaneous and independent of reinforcement or Biological drives, and it needs no external reward. For instance, students go to a library and buy many books because they like reading. These learners are said to be intrinsically motivated to read books. Intrinsic motivation is defined as task participation for its own reward. It is well stated by Ryan and Deci, (2000, p. 56) "...the doing of an activity for its own inherent satisfactions rather than for some separable consequences. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external prods, pressure or rewards". A person is said to be intrinsically motivated, when he is interested in doing or learning

tasks to please himself and no one else. It is closely related to the individual's satisfaction within himself. Moreover, a person will feel a sense of challenge, if he is given freedom to choose what activities to perform and his performance will be undoubtedly effective. The importance of having individuals performing activities for their own sake is due to the fact that "it is through acting on one's inherent interests that one grows in knowledge and skills" (Ryan & Deci, 2000, p. 56). The intrinsically motivated persons are self-motivated, they do not need any reward from anyone, but rather are self-determined to do a given task, because they find it pleasurable and joyful. Aronson (2002) stated intrinsic motivation as: "a type of self-motivation in which people do activities that interest them, provide spontaneous pleasure or enjoyment, and do not require any 'reward' beyond this inherent satisfaction". (p. 64). Researchers reveal that intrinsic learners are more likely to become effective learners. There are many advantages of intrinsic motivation; Jordan et al (2008, p.158) summarized them as follows:

- Engage in tasks and pursuit on their own initiative, resulting in self-directed and self-regulated learning strategies over long periods of time;
- Involve themselves in deep rather than surface learning;
- Experience increased levels of self-satisfaction, self-efficacy and competence.

There are many sources that enhance intrinsic motivation but four stand out: challenge, control, curiosity, and fantasy as it is shown in the following table.

Source	Implications
Challenge	Present learners with tasks of intermediate difficulty that they feel efficacious about accomplishing
Curiosity	Present learners with surprising or incongruous information that will motivate them to close a gap in their knowledge
Control	Provide learners with choices and a sense of control over their learning outcomes
Fantasy	Involve learners in fantasy and make-believe through stimulations and games

Table 3.1: Sources of Intrinsic Motivation (Pintrich and Schunk, 2002, p. 268)

Intrinsic motivation is significantly enhanced when students triumph over challenging activities that are adapted to their competencies. Presenting learners with activities that have an optimal challenge will amplify their performance. Challenging activities indeed stretch learners' desire and self-efficacy to perform and accomplish the activities in question. Curiosity is also considered as the most determinant of intrinsically motivated actions. To engage and stimulate students' curiosity a teacher can ask questions to his students. Asking questions enhance students' curiosity and interest and drive them to search for the answers. Brophy, (2004, p.228) explained this in his own words: "you can stimulate curiosity or suspense by posing questions or doing "set up" that make students feel the need to resolve some ambiguity or obtain more information about a topic". Control is also an important source to maintain intrinsic motivation. Involving learners in free and voluntary tasks will create a sense of self - control over their own learning outcomes. High perception of self-control would promote students' self-determination and self-efficacy to perform the task successfully. The last source of intrinsic motivation

according to Pintrich & Schunk is fantasy. Involving learners in pleasant, enjoyable, playful and imagined situations will stimulate and boost their intrinsic motivation.

Many educational psychologists recognize the critical importance of intrinsic motivation as the most prominent efficient factor in promoting learning and acknowledge that this kind of motivation is the most powerful type that lasts for a long time. “Intrinsic motivation is more effective and lasting than extrinsic motivation” (Gagné and Medsker 1996; cited in Jordan et al., 2008, p.154).

3.2.2. Extrinsic Motivation

Extrinsic motivation is set by the Self-Determination Theory. Deci and Ryan (1985, p. 39) define extrinsic motivation as an “action carried out to achieve some instrumental end such as earning a reward or avoiding a punishment”. According to this definition, people who are extrinsically motivated usually perform activities to reach some instrumental goals. The instrumental goal can be positive and morally conscience as it may be lacking in morals and values. Later, in 2000, Ryan and Deci define extrinsic motivation as “a construct that pertains whenever an activity is done in order to attain some separable outcome” (p.60). It is task participation for a reward that is external to the task. This reward can be a good mark to please the learner’s parents or a monetary gift or gain praise. Learners differ not only in the level of motivation but also in the orientation of that motivation. “Orientation of motivation concerns the underlying attitudes and goals that give rise to action ...it concerns the why of actions” (Ryan and Deci, 2000, p. 54). For example a pupil who studies hard because he fears his father’s punishment or because his mother promises to offer him a gift. Another illustration is that of a student who attends regularly his courses because he is afraid to be excluded.

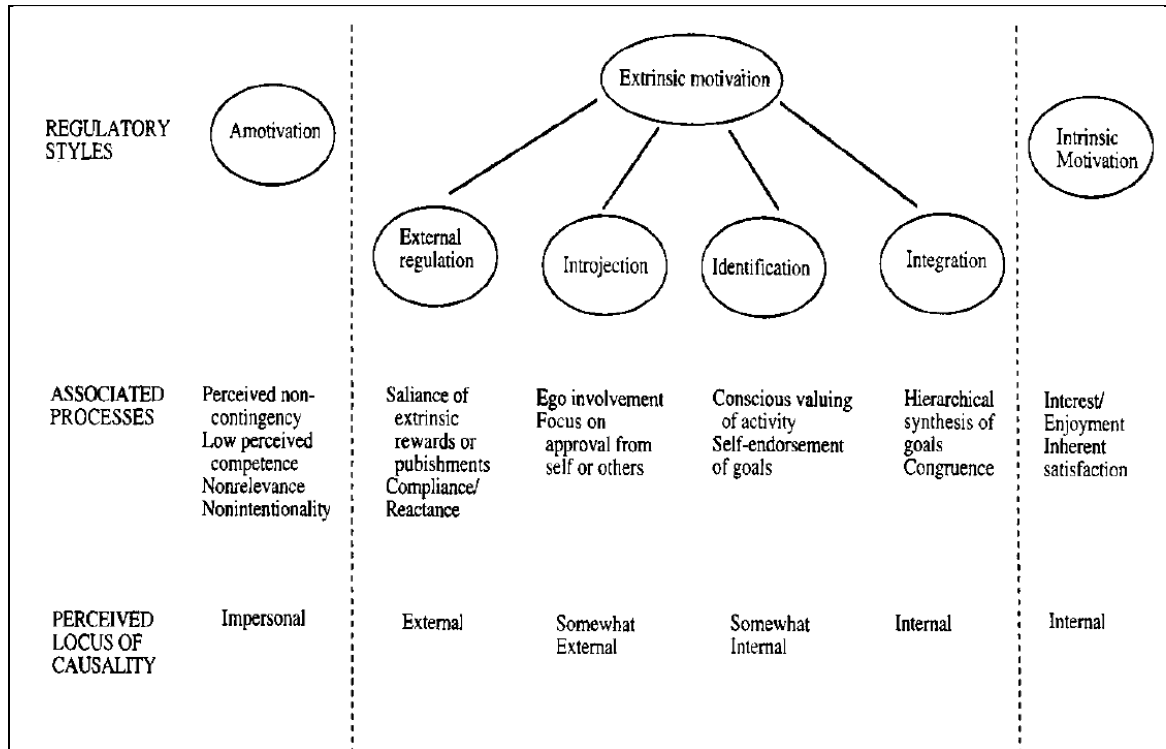


Figure 3.1: A Taxonomy of Human Motivation (Ryan & Deci, 2000, p.61)

This figure represents forms of regulation: amotivation, extrinsic motivation with its four types, and intrinsic motivation. As it demonstrates the different processes underlying each form that individuals undergo when initiating behaviour. Amotivation describes a lack of self-determination. It is defined as “the situation in which people see no relation between their actions and consequences of those actions” (Ryan & Deci 2000, p.61). It appears when the learners do not have a feeling of challenge and competence; because for him, the task has no value or purpose.

Extrinsic motivation, which means to engage in an activity for instrumental reasons, has four types: external regulation, introjected regulation, identified regulation and integrated regulation. External regulation is described as those activities that are chosen by external resources to the learners (rewards). Introjected regulation demonstrates that the regulation is not yet integrated; it is the cause that pushes a learner to carry out an activity by reason of the demands by other persons without making it

equal to oneself in order to avoid feeling guilty. Identified regulation is the most self-determined type of extrinsic motivation. In this category, students devote a lot of effort to be proficient learner. According to Deci and Ryan (2002, p.17), “regulation through identification involves a conscious valuing of a behavioural goal or regulation, an acceptance of the behaviour as personally important.” Integrated regulation is the most self-determined and the most autonomous form of extrinsic motivation. The learner undertakes the task because of its personal importance that is directed to potential improvement and mastery. Up in the right of the figure 3.2., Extrinsic motivation is then “fuelled by the anticipation of reward from outside and beyond the self” (Brown, 2007, p. 172). It can be applied to activities that hold no interest or fun. Teacher for instance encourages his learners to perform these tasks in return to some rewards and praises. However, intrinsic motivated learners are self-determined to perform the task because it is enjoyable, satisfying and inherently rewarding. They perform the task out of mere and sheer joy. Finally, this figure consists of the reasons why individuals act or behave in this particular way. This is referred to as external locus of causality.

3.3. Models of Motivation

There are many models of motivation, in relation to different schools of thoughts. The main ones are Gardner’s (1985) and Dorneyei’s (1994).

3.3.1 Gardner’s Model (1985)

Gardner (1985) was the first pioneer in Second Language Acquisition who focused on motivation. He was one of the first to develop an attitude motivational model of second language learning using structural equation modeling. His research was accompanied by an extensive scale construction and revision leading to the Attitude

Motivation Battery. In his model, Gardner emphasized on classifying reasons for Second Language Study, which he identified as orientations. The main orientations in his research are integrative and instrumental. By integrative, it is meant that learners wish to integrate and adapt to a new target culture through the use of the language. I.e. they want to learn the language in order to integrate themselves into the second language culture and to be accepted in that society. It is a constructive attitude toward the target language community. Instrumental orientation is referred to a more functional reason for learning the target language, i.e., accomplishing some academic or career goals such as succeeding in an exam, obtaining a job promotion, having a high social status or even training abroad in a highly regarded university.

In his framework, Gardner emphasizes on integrative orientation .He points out that motivation: “refers to a complex of three characteristics which may or may not be related to any particular orientation. These characteristics are attitudes toward learning the language, desire to learn the language, and motivational intensity” (Gardner, 1985, p. 54). In his model, the motivation aggregate is then influenced by other language attitudes toward the language group and attitude toward the language teacher, and orientations that measure reasons for second language. The model claims that language attitudes and motivation have direct influence on second language achievement. The learner’s attitudes affect the development of motivation. Moreover, learning a foreign language eventually means learning to be another social person.

Integrativeness

(Can include an integrative orientation)

Motivation

- Desire to learn
- Intensity
- attitudes

Attitudes

(Can include an evaluation of a language teacher or course)

Figure: 3.2 Gardner's Socio-educational Model of Motivation

(Adapted from Dornyei 1994 Modern Language Journal, 78, p. 517)

Gardner's socio-educational model of motivation focused on the integrative motive. In his model, motivation is the central concept that consists of three components: desire, intensity and attitudes. Attitude is considered as the most important component that leads to motivation. Motivation and attitude are two interrelated entities. However there are other factors that may affect motivation and influence individual differences such as integrativeness, which is an orientation. In integrative orientation language learning is related to social reasons, in the sense that learners learn a foreign language "in order to take part in the social life of a community ... and to become an accepted member of that community" (Brown, 2007, p. 168). Integrativeness means then that various needs may be accomplished in language learning depending on the learner's social or cultural orientations.

This frame work received a lot of criticism because as it is said earlier integrative motive has an extremely high significance in results of Gardener's studies focused. Motivation must however be looked at in totality and in relation to other Characteristics. Clement and Kruidenier (1983) conducted a

research study to find out further factors that influence motivation. They revealed that instrumental orientation was an important factor. They pointed out: “relative status of learner and target groups as well as the availability of the latter in the immediate environment are important determinants of the emergence of orientations” (1983, p. 288). They added that the challenge is to emphasize on both instrumental and integrative orientations, but it is better to emphasize more on “who learns what in what milieu” (Clement and Kruidenier 1983, p. 288).

Crookes and Schmidt (1991) identified the following internal and attitudinal factors: The interest in the language based on exiting attitudes, experience and background knowledge; relevance (some needs being met by language learning); expectancy of success or failure and the outcomes (extrinsic/intrinsic reward). As they specified three internal characteristics:

1. the language learner decides to engage in language learning
2. the language learner persists over time and interruption
3. the language learner maintains a high activity level

(Crookes and Schmidt 1991, p.509)

Despite all these criticisms, Gardner’s socio-educational model has had a fertile past and still continuous to generate a great deal of research in second learning studies.

3.3.2. Dornyei’s (Model 1994)

Contrary to Gardner, Dornyei emphasized on instrumental orientation and asserted that this latter would have a great influence on language learners.

Dornyei (1994) created a model of FL learning motivation that includes different

levels of factors: language level, learner level and learning situation level.

These levels are not only concerned with orientations but also with the different situations that involve both the learner and the Specific context. Dornyei, (1994, 275) stated that “the exact nature of the social and pragmatic dimensions of second language motivation is always dependent on who learns what languages and where”.

LANGUAGE LEVEL	Integrative Motivation Sub-system Instrumental Motivational sub-system
LEARNER LEVEL	Need for achievement Self-confidence <ul style="list-style-type: none"> • Language Use Anxiety • Perceived L2 competence • Causal attributions • Self-efficacy
LEARNING SITUATION LEVEL	
Course- specific Motivational Components	Interest Relevance Expectancy Self-efficacy
Teacher-Specific Motivational components	Affilitive drive Authority type Direct Socialization of Motivation <ul style="list-style-type: none"> • Modeling • Task presentation • Feedback
Group-Specific Motivational Component	Goal-Orientedness Norm & reward system Group cohesion Classroom goal structure

Figure 3.3 Dornyei’s Components of Foreign Language Learning Motivation

According to the Figure 3.3., the first level (the language level) includes both integrative and instrumental motivational subsystems focusing on reactions and attitudes toward the target language. The usefulness of the language will influence the learners' goals and choices. The second level (the learner level) focuses on the learner's reaction toward the language and the learning situation. It involves the learners' characteristics such as the need to achieve and end the task. At this level, different cognitive situation are incorporated such as Self-confidence, anxiety, self-efficacy...The third level (learning situation) takes into consideration specific motivational factors for the learning situation to take place: the teacher, the course and the group with whom the learner interacts. This level consists of both intrinsic and extrinsic motives in different areas.

Dornyei asserted that these three levels have an independent effect on each other. He pointed out that "each of the three levels of motivation exert their influence independently of the others and have enough power to nullify the effects of the motives associated with the other two levels"(Dornyei, 1996, p. 78).

3.4. Theories of Motivation

To illuminate the concept of motivation, many studies have been conducted. They carried out numerous experiments that showed various explanations about the multifaceted concept of motivation. Many theories appeared; we focus on the Behaviorist theory, the Self- Determination theory, the Self -Efficacy theory, the Humanistic theory, the Goal theory, The Attribution theory, and the Achievement theory.

3.4.1. The Behaviorist Theory

Behaviorism is attributed to the famous psychologist John Watson, who was regarded as the father of this movement. Then the earliest interpretation of learning was established by the Behaviorist school of psychology led by Ivan Pavlov (Classical Conditioning), Edward Thorndike (The Law of Effect), and by Skinner (Operant Conditioning). This theory suggests that all behaviours are the results of stimulus-response relationship. Behavioural learning theorists were mainly concerned with studying observed behaviour. They carried out some experiments on animals. They claim that animals perform tasks to satisfy the need of hunger. Their initial interest was to understand and demonstrate how animals as well as human beings are motivated to learn. In the behaviourists' view, a person's motivation to learn is linked to meeting biological needs and the reinforcement received by early attempt to learn. According to these Behavioural scientists, motivation is "the anticipation of reward" (Slavin 2003, Woolfolk 2004, and Brown, 2007). Reward is defined as an attractive object or event supplied as a consequence of a particular behaviour" Woolfolk (2004, p. 352). Reward acts as a reinforcer in individuals. A reinforcer is "anything that increases or maintains the frequency of a behaviour when access to it is made contingent on performance" (Brophy, 2010, p. 5). Reinforcement is "a stimulus or event that increases the future probability of a behaviour when it occurs contingent on the occurrence of the behaviour" (Miltenberger 2011, p. 513). There are two types of reinforcement: positive and negative. "For people, positive reinforcers include basic items such as food, drink, approval or even something as apparently simple as attention. In the context of classrooms, praise, house points or the freedom to choose an activity are all used in different contexts as rewards for desirable behaviour" (Pritchard, 2009, p. 8).

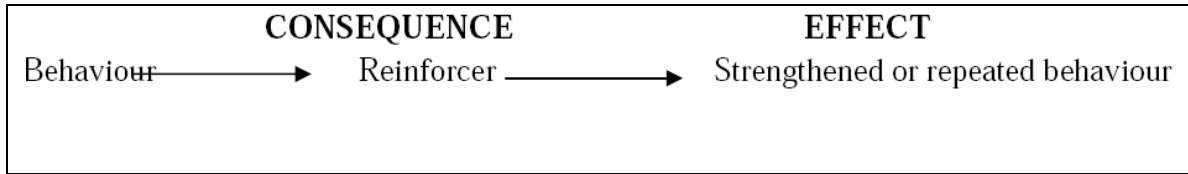


Figure: 3.4. The Reinforcement Process (Woolfolk; 2005, p. 204)

So, this theory is primarily concerned with reinforcers that conduct to the development of habits and tendencies that trigger individuals to behave in certain manner or they will be punished (see figure 2.5.).

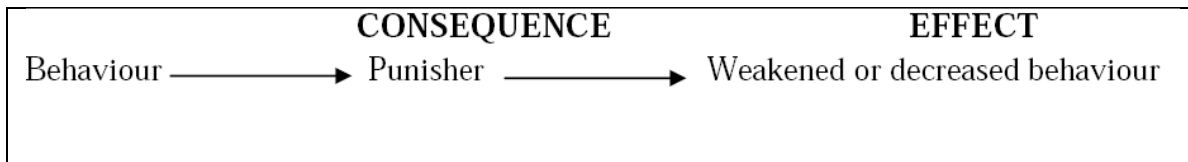


Figure: 3.5. The Punishment Process (Woolfolk; 2005, p. 205)

Punishment can be an effective method for decreasing and weaken a particular behaviour, but it has also some disadvantages. “Anger, frustration or aggression may follow punishment, or there may be other negative emotional responses”. (Pritchard, 2009, p. 8).

3.4.2. The Self-Determination Theory

This theory was proposed by Deci and Ryan (1985). They recognized needs as the crucial sources of motivation. According to Woolfolk (2004, p. 370), Self-Determination is “the need to experience choice and control in what we do and how we do it. It is the desire to have our own wishes, rather than external rewards or pressures that determine

our action”. It refers to “the experience of choice and endorsement of the actions in which one is engaged.” Salkind, (2008: 889).

In the same vein, Ryan and Deci (2000:183) stated that “a set of universal psychological needs must be satisfied for effective functioning and psychological health”. Psychological needs are then essential for successful and healthy functions. They also affirmed that the contribution of self-determination to the study of human motivation cannot be accomplished unless it takes into account “innate psychological needs for competence, autonomy, and relatedness” (Ryan and Deci 2008, p.227). So, Self-determination theory is founded on these three important factors: competence, autonomy and relatedness.

Competence means one’s belief for how well he can perform or master a particular skill. It is developing and exercising skills for controlling the environment. It has a vital role: it “can energize human activity and must be satisfied for long-term psychological health” (Ryan and Deci, 2000, p.231). Wigfield and Wagner (2005, p. 222) stated that individuals’ competence is associated with their “performance on different activities, effort exerted in them, and choices of which activities to pursue, and which to avoid”. Being effectively competent to perform actions means to be not only physically able to perform them but also cognitively aware of which actions to perform and which to avoid (the choice of actions). Competence has also been assimilated to self-efficacy. Pintrich (2003) and Brophy (2004) used the term “*perceived competence*” to refer to self-efficacy. Ryan and Deci (2008) revealed that supporting competence is a good way to increase motivation, but “will enhance intrinsic motivation and integrated internalization only if it is administered in a way that is autonomy supportive” (p.333).

Autonomy is also crucial component for a high motivated person. Dickinson (1995, p. 167) characterizes autonomous learners as “those who have the capacity for

being active and independent in the learning process; they can identify goals, formulate their own goals, and can change goals to suit their own learning needs and interests; they are able to use learning strategies, and to monitor their own learning”. These kinds of learners are very motivated, very determined and they use metacognitive strategies to achieve success. According to many psychologists namely Glanz and Weintin (1992), Dickinson (1995), Benson (2001), the metacognitive learning strategies that autonomous learners apply are taking control over their learning, planning and monitoring their learning strategies and progress, correcting their own errors and making changes of their learning behaviours and strategies. So, it is clear that an autonomous learner is not only able to take a decision of what to do and how to do it but he is also able to control his behaviours and goals in interaction with the environment. Ryan and Deci, (2000, p. 231) stated that autonomy is “the experience of integration and freedom, and it is an essential aspect of healthy human functioning”. Benson, (2001:7) revealed that “autonomy can be fostered but not taught”. Autonomy is not a lesson that a teacher presents to his students, but rather he can support and promote it. Ryan and Deci, (2008 p.15) pointed out that “actions that are autonomous and volitional... (are) actions for which people feel a full sense of choice and endorsement of an activity”. Autonomy is then the degree of the individual’s willingness, volition and freedom to perform a particular task.

Relatedness was referred to as the need for belongingness in the hierarchy of human needs developed by Maslow (1943, 1962). Ryan and Deci (2000, p.231) defined relatedness as “the desire to feel connected to others”. It refers to the affiliation with others through social relationships. It is the need of belongingness and attachment to a particular group, and the need to maintain strong relationships within the members of this

group. Brophy (2004) defined it as the individual's desire to be connected to other members of the community through social relationships.

These three innate psychological needs (competence, autonomy and relatedness) are essential in our classrooms in order to increase students' intrinsic motivation otherwise students will feel controlled. Ryan and Deci (2000, p. 68) highlighted the importance of these needs, they said that "the arena of investigation in self-determination theory is that of people's inherent growth tendencies and innate psychological needs that are the basis for self-motivation and personality integration, as well as the conditions that foster those positive processes".

3.4. 3. The Self Efficacy Theory

This theory was suggested and developed by Bandura (1977) as part of a socio-cognitive theory of motivation. Bandura (1977, p. 193) defined self-efficacy as "the conviction that one can successfully execute the behaviour required to produce the outcomes". Self-efficacy is very important and crucial component that helps individuals not only to behave effectively but also "influence how people feel, think, motivate themselves, and behave" (Bandura, 1993, p. 118). More than that, it is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations" (Bandura, 1995, p. 2). Bandura (1997, p. 61) emphasized the contribution of self-efficacy for enhancing motivation and achieving a good performance.

He stated that:

The evidence is relatively consistent in showing that efficacy beliefs contribute significantly to level of motivation and performance. They predict not only the behavioural changes accompanying different environmental influences but also differences in behavior between individuals receiving the same environmental

influence, and even variation within the same individual in the tasks performed and those shunned or attempted but failed.

Bandura (1997, p. 61) reinforced also the importance of self-efficacy in promoting motivation. He even affirmed that low self-efficacious persons “tend to dwell on their coping deficiencies and view many aspects of their environment as fraught with danger”. Bandura introduced the notion of “free will” as an intrinsic motivation that fuels the persons to do better and increase their self-efficacy and assure success. However, there is a close link and reciprocate relation between the persons and the environment they live in and also between the persons and other factors that either strengthen or reduce the environmental bias. Bandura (2008, p. 93) summarized this in the following dynamic triadic:

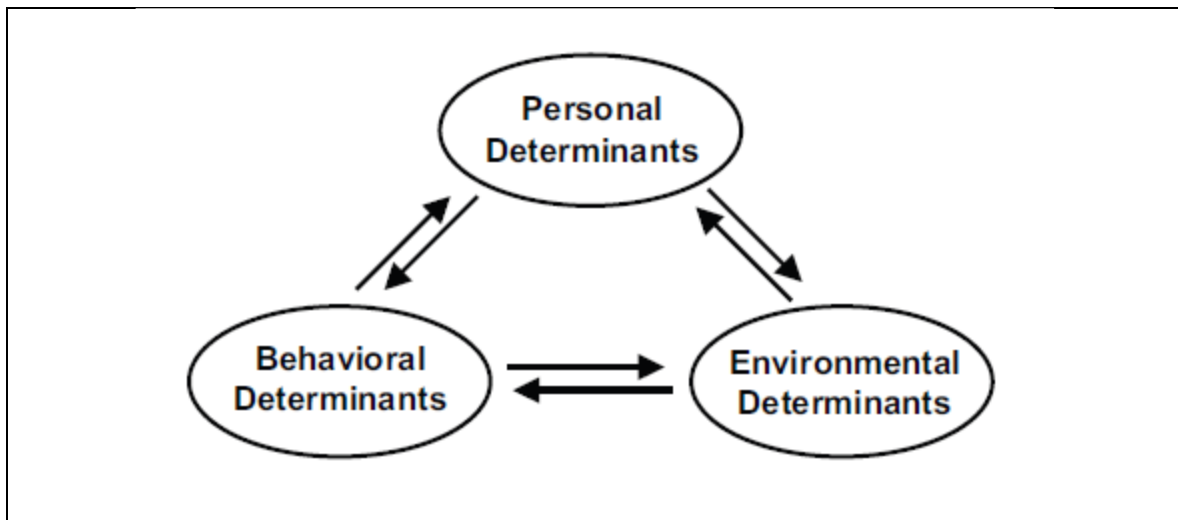


Figure 3.6. Bandura’s Triadic Reciprocal Determination.

Bandura (2008, p. 101) also emphasised on other factors that assess learners’ self-efficacy:

- Previous performance accomplished (experiences) or vicarious (success or failure).

- Observing other people being succeed or fail.
- Verbal persuasion.
- Physical states such as exhaustion, fatigue...

Collins (1982) said that self-efficacy is not synonymous with apparent ability. He arguments this view by a study which shows that different levels of self-efficacy were found for individuals of similar ability levels. In supporting this view, Wood and Locke (1987, p. 101) explained that:

The same degree of actual success in performing a task can lead to different degrees of experienced self-efficacy, because different individuals may reach different conclusions from the same previous attainment. For example, one person may succeed but not really feel in control of the task, because it was very hard or because he or she felt very nervous, whereas another may find achieving the same degree of success to be effortless.

According to Wood and Locke (1987) self-efficacy differs from an individual to another since individuals differ not only in processing information but also in how they assess their success and failure.

Self-efficacy is an important motivational construct; it influences initiation and persistence of coping behaviour, choice of tasks, effort, and determination in facing obstacles. Learners set up their goals and persist in the face of obstacle. In order to achieve success, persistence is highly required. One can give the example of many learners who experienced success in writing after high amount of persistence. Shunk (1991, p. 207) stated that: “individuals who feel efficacious are hypothesized to work

harder and persist longer when they encounter difficulties than those who doubt their capabilities”. Self-efficacy increases students’ motivation and desire to work hard with persistence and perseverance. Moreover, “students with higher self-efficacy use more cognitive and metacognitive strategies and persist longer than those who do not” (Pajares1997, in Slavin, 2003, p. 337). Self-efficacious learners are high achievers because they use more cognitive and metacognitive strategies. They display also responsibility in managing and arranging their learning process than those who have lower self-efficacy. Self-efficacy is then concerned with “the judgments of personal capacities” Woolfolk, (2013, p. 392) to perform a needed task effectively.

3.4.4. The Humanistic Theory

One of the most popular and influential theories in the concept of motivation is the Maslow hierarchy of needs which was introduced in the 1940’s and 1950’s. Maslow was the first scholar who provided both the conceptual analysis (i.e., the examination of the semantic aspects of the terminology) and normative analysis (i.e., the examination of values). Maslow believed that people have several needs to satisfy during the course of their life and he demonstrated that needs differ and are prioritized. He divided these needs into two fundamental groups: deficiency needs (or physiological needs such as: food, water, shelter) and growth needs (needs to know and understand, aesthetic needs, and self-actualization need). These two fundamental groups include many patterns. Maslow classified these needs hierarchically arranged in a pyramid from the lowest to the highest (see figure 3.6.).

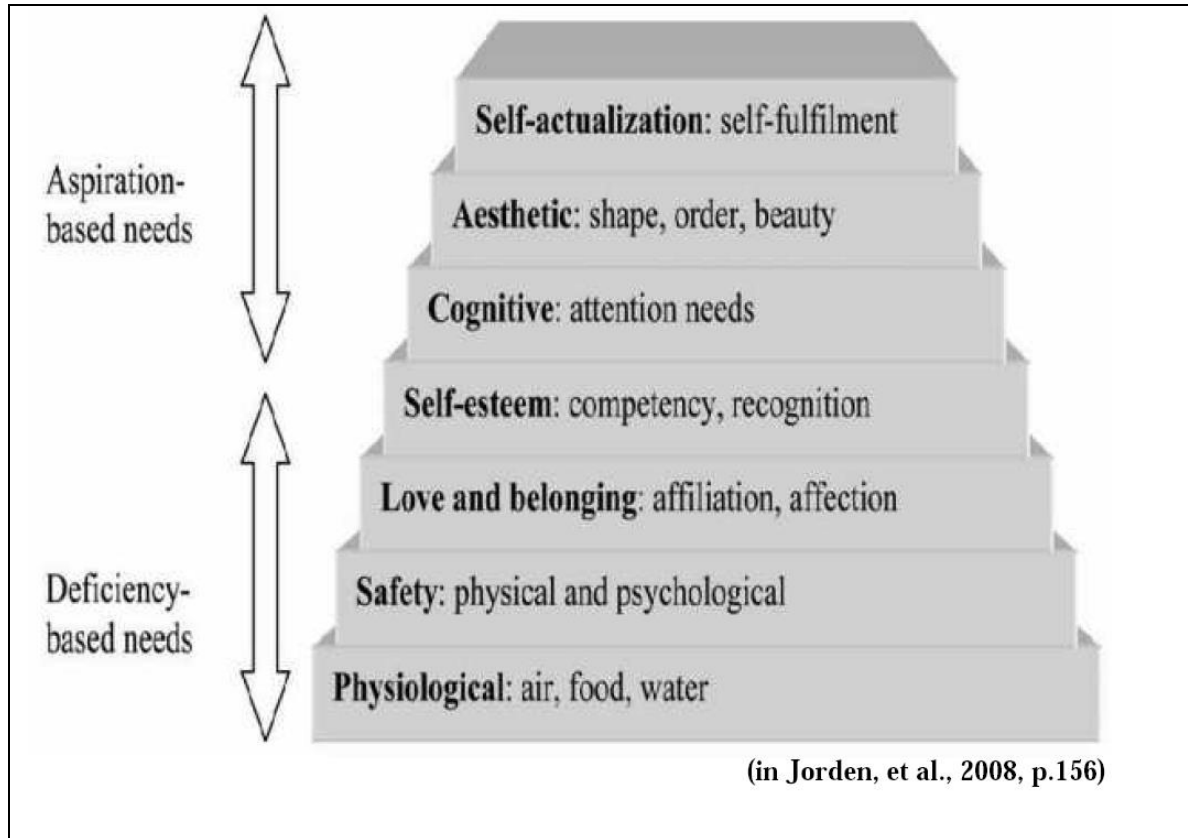


Figure: 3.7. Maslow’s Hierarchy of Needs

The Hierarchy model implies that needs must be satisfied in the order presented in the pyramid; unless lower needs are satisfied, then higher needs may be activated. This pyramid confirms that the deficiency needs are the most important and even take priority over other needs (higher or growth needs). Physical needs (also called biological drives) are the most basic needs. They include the requirement for human to survive such as: air, food and water. In this concern, Maslow (1943, p. 374) pointed out that: “For the man who is extremely and dangerously hungry, no other interests exist but food”. Safety needs occupy the second position. For Human, feeling secure and safe from any threats and fear is also very necessary. If physical and safety needs are satisfied, people can appreciate warm, love, interpersonal relationships and a sense of belonging and affiliation among the social groups. The fourth need that human search to develop is the esteem needs. This

later includes the need for self-respect, self-esteem, and gaining approval for others. Slavin (2006, p. 8) stated that once these basic needs are satisfied, “a person’s motivation to satisfy them diminishes.” However the growth needs continue growing and are by no means fully satisfied. Maslow distinguished the second type, the three highest layers, as “growth needs”. The first layer includes: cognitive needs (needs to know and understand ...). The second is aesthetic needs (needs to appreciate, and look for beauty and tidiness in the environment), and the third is self-actualization (acceptance of self and others, spontaneity, extroversion, creativity...). Self-actualization is the summit of Maslow’s pyramid. It includes the creative self-expression, satisfaction of curiosity and “the desire to become everything that one is capable of becoming” (Slavin, 2006, p.15).

In the learning environment, Maslow’s hierarchy indicates that a student who comes to his class hungry, or tired, or anxious, or rejected cannot assimilate learning and understand his course. However this is not always true, there are some exceptions. Some students may deprive themselves from food and sleep and concentrate on revising for the exam or a test. When they come to the exam, they ignore their hunger, their fatigue and even their personal problems.

3.4.5. The Goal Theory

Most motivational theories have shifted from talking about people’s needs to talking about people’s goals; because most human activities are purposeful or goal oriented. Bandura (1986, in Martin and Tesser, 1996, p. 100) stated that “goal may serve to enhance cognitive processing of performance related information". When they set up specific and stimulating goals, Students will work hardly and firmly to improve their learning and persist and persevere on doing this until they achieve their purpose.

Goals are then “objectives or intended outcomes of planned sequences of behaviour” (Brophy, 2004, p.7). Goals can be innate or rather they can be for gaining reward or avoiding a punishment.

Many Researches have been conducted to show to what extend self-set goals influence learning. Schunk (1985, cited in Schunk, 2009), for instance, conducted a study of three groups of children learning subtraction. The first group sets daily performance goals; the second group had similar goals assigned, and the third group worked without goals. Result revealed that students who self-set goals had the uppermost self-efficacy as well as the highest confidence for achieving goals. Both goal groups verified higher levels of self-regulation than the third control group without any goals. Shunk, (2009, p. 102) concluded that "allowing students to set their goals enhance self- efficacy and learning, perhaps because self-set goals produce high goal Commitment".

Goals differ, Ford (1992; cited in Brophy, 2004, p.8) set up a list of 24 learning goals prearranged within six categories:

1. **Affective goals:** entertainment, tranquillity, happiness, pleasurable bodily sensations, and physical well-being.
2. **Cognitive goals:** exploration to satisfy one’s curiosity, attaining understanding, engaging in intellectual creativity, and maintaining positive self-evaluations.
3. **Subjective organization goals:** unity (experiencing a spiritual sense of harmony or oneness with people, nature, or a greater power) and transcendence (experiencing optional or extraordinary states of functioning that go beyond ordinary experience).

4. **Self-assertive social relationship goals:** experiencing a sense of individuality, self-determination, superiority (in comparison with others), and resource acquisition (obtaining material and social support from others).

5. **Integrative social relationship goals:** belongingness, social responsibility (meeting one's ethical and social obligations), equity (prompting fairness and justice), and resource provision (giving material and social support to others).

Task goals: mastery, task creativity, management (handling every task with organization and efficiency), material gain, and safety.

Drawing attention to the crucial importance of setting a goal, Oxford and Shearin (1994, p. 19) stated that: "*Goal setting can have exceptional importance in stimulating second language learning motivation, and it is therefore shocking that so little time and energy are spent in the second classroom on goal setting*". In the same vein, Dornyei (1998 p. 120) underlined the essential value of setting a goal, it is like: "the engine to fire the action and provide the direction in which to act". A goal guides the individual to carry the process of a given task and to reach a successful end. It is very valuable for learners to identify their personal goal and try hard toward achieving it. They would find a kind of interest, eagerness and satisfaction to work on their goals, since they have made a personal choice and decision to self-set it. Without a goal, tasks cannot be efficiently performed or achieved. Slavin (2006, p. 327) pointed out that: "some students are motivationally oriented toward learning goals; others are oriented toward performance goals". Schunk (2009, p. 487) also distinguished between these two goal categories: learning goal and performance (also known as task or mastery) goal. He explains that "a learning goal refers to what knowledge, behaviour, skill, or strategy students are to acquire; a performance goal denotes what task students are to complete".

Goals influence individuals' attitudes (namely students), enhance motivation to learn and to perform tasks successfully. When learners arrive to identify their goals, this will increase their willingness to involve in the activities, using the necessary efforts and performing tasks effectively in order to achieve success. O'Neil Jr (1994, p. 15) revealed that "the harder the goal, the better the performance. This is because people adjust their effort to the difficulty of the task undertaken".

3.4. 6. The Attribution Theory

This theory was proposed by Weiner (1974). It aims to find reasons and justifications for why things happen. It also gives explanations to individuals' success or failure in achieving a given task, especially in educational settings. It remains the most robust theory of motivation and emotion in educational psychology. McDonough (1986, p.153) explained that attribution Theory "attempts to describe motivated behaviour in terms of the cause to which the individuals attribute, or ascribe, their own and other people's performance: their own ability, effort, intention, or others' ability, effort, or intention, luck and so on". In the same wave, Skehan (1989, p. 51) insisted on four major reasons that individuals may attribute events: "ability; task difficulty; effort, and luck".

These attributions are either internal or external (locus), stable or unstable (stability) and controlled or uncontrolled (controllability), global or specific (Williams & Burden, 1997; Pintrich, 2003). The most important conjecture of attribution theory is that individuals usually try to maintain a positive self-image (Thompson, Davidson, & Barber, 1995; Slavin, 2003). When they perform well in a given activity, they would relate their success to their own efforts or ability. But when they fail, they relate their failure and poor performance to uncontrollable external factors such as the difficulty of the task, or their bad mood or the bad luck. Locus of control varies from one situation to another. The

same learner can have an internal locus of control in writing, but an external locus of control in mathematics. The table below summarizes the classification of the four attributions under the term “locus of control”.

	Internal		External	
	Stable	Unstable	Stable	Unstable
Controllable	Typical effort	Immediate effort	Teacher bias	Help from others
Uncontrollable	Ability	Mood	Task difficulty	Luck

Table 3.3. Weiner’s Attributions for Success and Failure, adapted from Shunk (2009, p. 478).

Ability and task difficulty are considered as stable factors, whereas effort and luck are seen as unstable ones.

Many researchers and especially psychologists (for example Weiner, 1980) devoted many studies to find out why some learners are highly motivated than others and what are the internal and external factors that facilitate learning and lead to success. The results revealed that high achievers will:

- Approach rather than avoid tasks.
- Persist when the work gets hard rather than giving up.
- Select challenging of moderate difficulty.
- Work with a lot of energy.

Bandura (1989) suggested that ability attributions are associated with high level of self-efficacy. According to this theory, higher satisfaction occurs when success is self-attributed (e.g. ability, effort) than when success is attributed to external factors (hardness of the task and luck). Students’ attributions for success and failure influence both

performance in future tasks and their emotional reactions to those outcomes (Vialle et al., 2005). Students feel satisfied when success is achieved, but disappointed when they fail.

For Schunk (2009), locus of control plays a considerable role in achievement-related contexts. Learners who think they have control over their outcomes (success or failure) should engage in academic tasks, make better effort, and persist more than those who have no impact over their outcomes. Locus of control differs from one situation to another. The same student may have an internal locus of control in writing, yet an external locus of control in maths. The considerable implication of attribution theory in education is that teachers should provide learners with incessant effort feedback about their performance in order to help learners to obtain better academic achievements. Effort feedback has then a positive impact on students. It is credible as long as students must work continuously and seriously to succeed (Slavin, 2006; Schunk, 2012).

3.4.7. The Achievement Motivation Theory

Achievement theory was originally rooted by many theorists mainly McClelland et al (1953) and Atkinson (1964). The concept of this theory is that the degree of motivation among learners is largely determined by their need for achievement. Achievement motivation refers to “the desire to excel at effortful activities” (Schunk, 2004, p.35). Researchers revealed that the differences between the students’ needs to achieve had considerable inference for their learning experiences (Shunk, 2009). Individuals are motivated to achieve a need because they are influenced by their past learning experiences. They claimed that achievement result from two tendencies: motivation towards success (i.e.; the desire or the drive that push learners to succeed) and motivation towards avoidance of failure (i.e.; the desire to avoid approaching a task fearing to fail). These two tendencies are

composed of three major factors dominating achievement motivation:

- The person expectations of success or failure.
- The values of the tasks as an incentive.
- The orientation towards success or toward avoidance of failure.

Mc Donough (1986, p.152) explains that individuals may behave differently, even if they have the same need for achievement depending on the different needs they would combine to achieve success or to keep away from failure.

The appearance of achievement motivation theory has shifted the field of motivation to a more cognitive field. Motivation leads to cognitive and metacognitive engagement manifesting itself in the use of various learning strategies. Cohen (1998) provided a causal model of academic achievement; he reveals that metacognitive strategies (such as planning, monitoring and the use of feedback) as well as learners' attitude (such as self-efficacy, locus of control) predict achievement. Cohen confirmed that strategy, attitude and drive make an interrelated contribution to motivation for successful achievement.

Salkind (2008, p. 690) commented that theorists explained the need for achievement in terms of implicit and explicit motives: “Implicit motives operate outside of conscious awareness, whereas explicit motives are accessible to conscious awareness”. Achievement outcomes have been regarded as a function of two characteristics: ‘skill’ and ‘will’. These two characteristics are complementary: if the skill is lacking, the will alone may not ensure success.

3.5. Motivation and the Teacher’s Role

Mc Donough (1981, p. 148) stated that: “Most language teachers will agree that the motivation of the students is one of the most important factors influencing their success or failure in learning the language”. Indeed motivation is a crucial element that fosters the learning process. It is a factor that enhances learning rather than hinders it. Slavin (2003, p. 292) revealed that “the best lesson in the world won’t work if students are not motivated.” This means that learning cannot be effective if students are unmotivated. But this does not mean that motivation is the concern of the learner solely. Both the learner and the teacher are responsible for enhancing motivation. The teacher should know first how to behave in his classroom because his behaviour is a powerful ‘motivational tool’ (Dornyei, 2001, p. 120). His behaviour prevails upon and attracts students to engage in different tasks. Slavin (2006, p. 336) proved this when he says that “Classroom instruction should enhance intrinsic motivation as much as possible”. Second, teacher should know how to present the lecture in order to gain attraction and interest of his students. Slavin (2006) believed that “Arousing interest” in the students is imperative. Gaining students’ attraction or arousing their interest is indeed a difficult task since learners differ not only in their level of motivation but also in their attitudes towards learning, their styles and even their goals. Good teachers should help their

students to set their own goals and should encourage them to work harder to realize what they set.

Learners who are not intrinsically motivated, it is for the teacher who provides them with extrinsic incentives such as getting good marks or praises. The teacher's encouragement and support are very important because they help learners develop a sense of initiative and therefore; lead to the improvement and development of their performance. Creating a good and healthy classroom atmosphere is fundamental for the learning process. Teacher should also establish relationship with his learners based on mutual trust and respect which lead to enthusiasm. For that, it is very necessary to maintain this good relationship between learners in order to form 'group cohesion'. According to Mc Donough (1981, p.149), a cohesive learner group means "those forces that bind the group together, give it a dynamic force, despite the differences that exist between the individuals making this group". In such group, learners can learn from each other and be less dependent on the teacher. This later can interfere to provide information and feedback.

Among the teachers' duties, they are supposed to provide learners with "clear, immediate and frequent feedback". Feedback, as defined by Likewise, Ur (1996, p. 42) is the "information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance". It increases learners' feeling of competence. Slavin (2006, p. 340), explained that feedback is "provision of information on the results of one's actions". Maarof, Yamat and Lili, (2011) defined teacher feedback as feedback from a source to a recipient in the form of information about the correctness, accuracy or appropriateness of the recipient's past performance. Psychologists and researchers emphasize a lot on the importance of feedback. They even recognize it as reward: "feedback can serve as an incentive" (Slavin, 2003, p. 353).

Feedback is very important, but in order to be effective; it should be immediately after the errors. In this context, Slavin (2003, p.353-354) asserts that: “ no matter how powerful a reward is, it might have little impact on behaviour if it is given infrequently; small, frequent rewards are more effective incentives than large, infrequent ones”.

Anxiety is also considered as another psychological factor that teachers must take into consideration because it may affect learning in general and learning a foreign language in particular. It is found out that most of the time, the source of language anxiety is the learning environment. Teachers’ role is to reduce and encourage greater psychological security by noticing signs of anxiety, developing non menacing classroom climate, helping students to relax. Rivers (1983; in Oxford, 1999, p. 60.) emphasised the importance of learning environment and focused on the relaxing tensions in the classroom. He argued that “people learn best when they are relaxed, comfortable, unstressed, interested and involved in what is going on, motivated to continue”. Rivers emphasizes even on the teacher’s method of teaching, he suggested that the teacher needs to create a structure and develop a process (like the writing process) where learners feel safe undertaking their own contributions in interaction. This is clearly stated by Turula, (2002, p. 28):

(Teachers) can see that the successful strategies minimize language learning anxiety. To overcome this anxiety, which can be debilitating, it is essential to create a low anxiety classroom atmosphere.

In order to have a good classroom and for effective and successful learning to take place, Dornyei, 2001 proposes some motivational teaching practices (presented in Figure 3.7.).

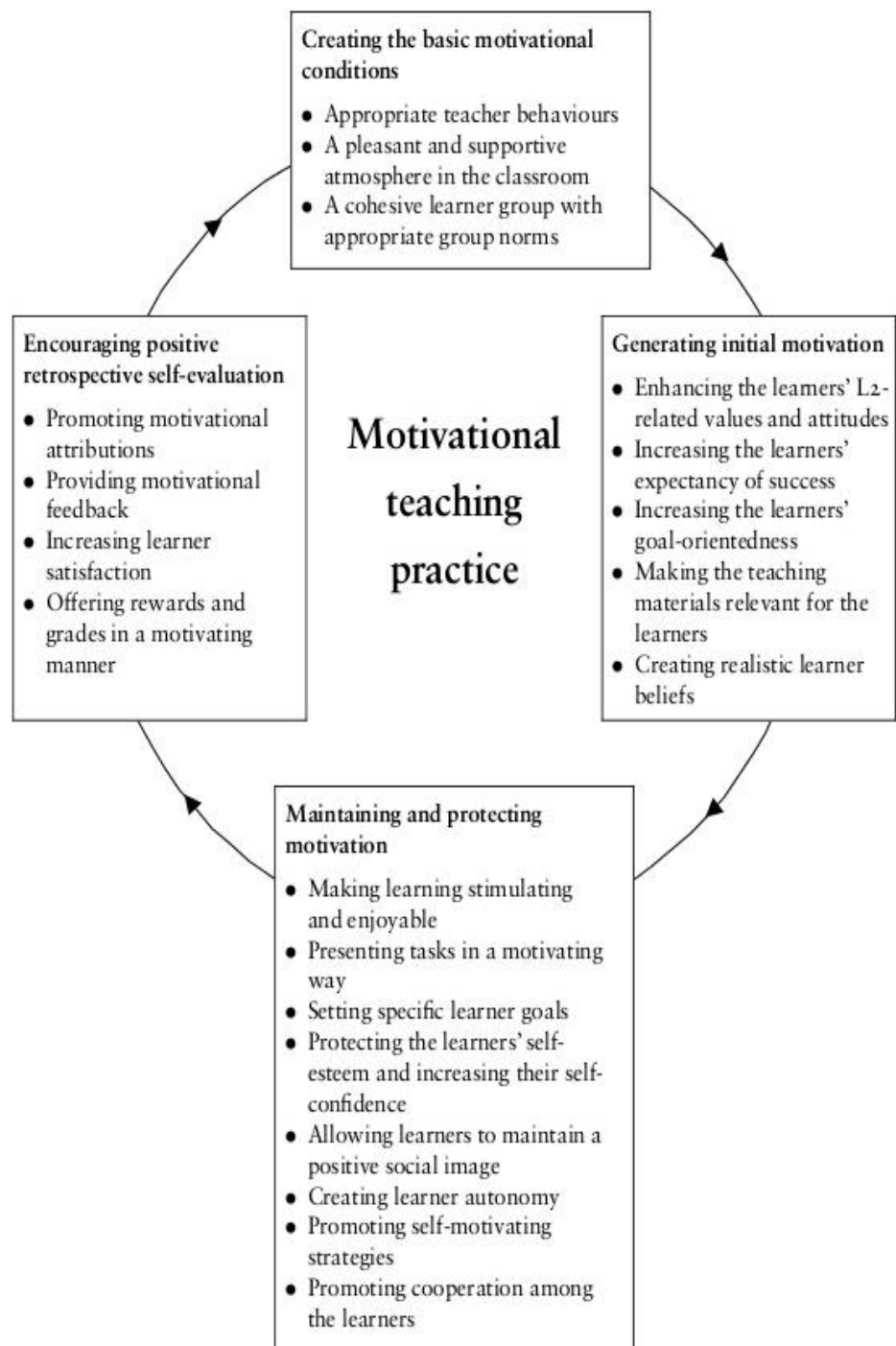


Figure 3.8. The Components of Motivational Teaching Practice in the L2 Classroom (Dornyei, 2001, p.29)

This framework is indeed very important, it summarizes most of motivational strategies in four major dimensions which are vital for effective learning:

- **Creating the basic motivational conditions** by emphasizing on teacher's behaviour and creating an enjoyable, supportive and safe classroom climate, and forming a cohesive learner group.
- **Generating initial motivation** by adopting relevant strategies that increase the learners' expectancy of success, and enhance their goal-orientedness and supporting realistic learner's belief.
- **Maintaining and protecting motivation** through using stimulating and pleasant tasks that create the learners' autonomy, protecting the learners' self-esteem, maintaining their self-positive social image. Finally, promoting self-motivating strategies.
- **Encouraging positive retrospective self-evaluation** by supporting motivational attributions, providing motivational feedback, increasing learners' satisfaction, and offering rewards and grades in motivational way.

To ensure better results in the learning process, the teacher should avoid comparing learners' performance with that of their classmate. The teacher must encourage the spirit of cooperation rather than competition. To facilitate the role of the teacher, it is better to know the learners' style.

Vail (1989, p. 6) stated that "learning styles are the individual's intellectual fingerprints, unique and permanent". Gardner and Hatch (1990; in Pritchard 2009) used the term human strengths to refer to the learning styles and state that it is very important for teachers to 'detect the distinctive human strengths and use them as a basis for engagement and learning'. Learning styles are "orientations for approaching learning

tasks and processing information in certain ways” Slavin (2006, p.126). Learning styles, also known as cognitive or intellectual styles, are “stable individual variation in perceiving, organizing, processing, or remembering information” Shunk, (2012, p. 478). Learners then differ in their ways and manners of handling the learning tasks as they differ in their fingerprints. Moreover, Learning styles add to the uniqueness of the persons. It is hard for a learner to change his learning habit, as it is a very challenging task for the teacher to create a good cohesive motivated group in a healthy atmosphere class. But, being aware of his learners’ styles gives the teacher the opportunity to create suitable methods that satisfy the whole group. Indeed it is a hard task because each style of learning may help in some situations and be an obstacle in some others. One can give the example of “an individual who needs more cooperative learning to interact with others, may respond better to an assignment that necessitates group communication ... while a more field independent individual might prefer an individual assignment with time to be introspective” (Savard 1995, in Ariza and Hancock, 2003, p. 68) . To put it clearly, in dealing with writing essays or any other writing assignment, concrete learners want to perform the task with in a group while the other learners who are conformists or convergers prefer to accomplish the task individually. In other example (always in writing class), students are given a model text to analyse it. Global learners give the overall understanding to the text, whereas analytic learners pay more attention to smaller details and try to bond different parts of the text.

Sharing responsibility for learning is the best way for achieving good outcomes. Learners must set goals and study hard to achieve them. Teachers, in their part, should provide their learners with positive and effective feedback and they should also be aware of their learners’ differences: styles, attitudes and even their different social backgrounds in order to create a cohesive learning group and adopting “a pervasive way of

approaching the learners that might be consistent with several methods of teaching’’ (Fisher & Fisher 1979; in Saklofske and Zeidner 1995; p.219). And therefore satisfy all his learners’ needs and obtain a good result.

3.6. Motivation and the Writing Skill

Academic writing achievement is directly linked to motivation as most teachers of writing perceive that most students get bored whenever they are asked to write. Writing is not an enjoyable task for them. It is not absolutely a welcomed behaviour. While writing, inexperienced writers usually lose the ability to put words on paper or even struggle to generate materials for the text. This block that prevents affective writing to take place could be caused by many factors. Kharma (1985, p. 101) revealed that the major factors are the nature of the teaching process, the idealization of the teaching materials, the lack of motivation, the limited exposure to authentic English, the inadequate command of the foreign language, the tolerance of students of discourse mistakes, the differences between the native and foreign language rhetoric. The lack (or low) of motivation is considered as the chief obstacle. Motivational deficit is then the main hinder in learning. When learners are not motivated to write, this will affect negatively their performance and hinders their writing development. Although teachers cannot make writing a pleasure for all their learners, they can motivate them to write and help them feel self-confident and self-efficacious. Increasing students’ motivation for writing does not mean raising directly students’ writing competence, but it helps students gradually generate knowledge, attention and more efforts to write. With high motivation and intensive training and practice, learners can improve their writing skill and become creative.

Mac Groarty (1993) argued that learners with positive attitude, concrete goals and high motivation will certainly have these attitudes strengthened and achieve success in their writing experience. When involved in the process of writing, the first thing students do is to activate their goal setting for writing (Poon, 2007). So, being motivated and having strong reasons for learning will help students to improve their skills and performance in writing.

Researchers have shown immense interest in writing and motivation. Bandura (1984) emphasized students' motivation in order to increase their self-efficacy and hence improve their writing skill. Researches hypothesized the considerable connection between motivation, anxiety and writing ability. Horwitz et al say that "...students with higher levels of writing anxiety write shorter compositions and qualify their writing less than their calmer counterparts do"(Horwitz et al., 1986 p. 12). Other students postpone working on their assignment and get a late start and eventually lose control over the situation (time management). Stress can be a co morbid factor that influence the writing anxiety, and in the same time a symptom of the condition: students might become so stressed and they feel unable to write. Carrasquillo and Rodriguez (2002) claimed that in order to diminish students' anxiety and motivate them to write successfully, it is better to give them opportunity to choose their own topics so that they become personally and totally engaged in their writing.

Killen (2006, p. 297) suggested the following points to motivate students to write:

- Encourage students to write about things they find interesting.
- Give students opportunities to write about things they think they understand well.
- Have students write about challenging things, not just basic things.

- Accept different forms of writing. Model good writing practices for students, but look beyond technical aspects of their writing when providing feedback.
- Be satisfied with students writing short pieces until they develop confidence to write longer pieces.
- Help students to understand that the quality of their writing is determined by how well it helps them to understand, not by its length.
- Give students encouraging feedback on their writing.
- Encouraging students to revisit things they have written so that they can see how their understanding and their writing ability have developed.

In the same vein, Brookhart (2008) claimed that teachers can know the effectiveness of their feedback if they obtain the following outcomes:

- Student do learn i.e., their work does improve.
- Students become more motivated and they believe they can learn; they want to learn, and they take more control over their own learning.
- The classroom becomes a place where feedback, including constructive criticism, is valued and viewed as productive.

Conclusion

Motivation is a crucial concept and an essential ingredient in learning. Without motivation, learning cannot take place and cannot be effective. Motivation can be of two types: extrinsic and intrinsic. These two motives are not mutually antagonistic. For creating a good and healthy classroom where learners achieve the writing skill easily and successfully, both teacher and learners should contribute. Learners should come to the

course with a goal set and with high inner (intrinsic) motivation. Whereas, the teachers' task is primary to establish suitable learning conditions in the classroom, and then to behave in a manner that attracts and motivates their cohesive group and favours learning.

Introduction

Among the instruments used by educational researchers in general and EFL in particular are questionnaires and interviews. We opted for the use of questionnaire as a gathering data tool since “It affords a great deal of precision and clarity because the knowledge needed is controlled by the questions” Mc Donough (1997, p.105). Beside that “Questionnaires allow us to quantify people’s observations, interpretations and attitudes” Cohen et al (2005:24). Questionnaires are then indispensable research tool that in many respects yield data and they are easy to collect and capable of gathering a great amount of data in a very short time. The elaboration of the questionnaire mainly depends on the nature of the issue under investigation and the objectives to be achieved. Hence, after having reviewed our hypothesis and the aims of our study, we set out planning and elaborating two questionnaires one is addressed to the Written Expression teachers whilst the second one is addressed to second year students. We administered a questionnaire to 30 teachers (males and females in different grades) who were in charge of the written expression module at university “Frères Mentouri”, Constantine 1, Department of Letters and English. Involving the Written Expression teachers fully in the issue under investigation is based on the desire to benefit from their opinions and experiences and to avoid any type of superficial engagement with the subject. We wanted to have a clear idea about the teachers’ belief and opinion concerning the students’ writing, problems that they usually encounter and how making them aware of metacognitive strategies and how motivating these students to write. The Written Expression Teacher Questionnaire was administrated in January 2017; it was administrated by email and handed out to give the teachers the choice to select the way they prefer and to make them at ease to express their opinions as they wish. Out of the total number of the questionnaires distributed (30), only twenty two of them were returned within more than three weeks. This is

probably due to work pressure. The questionnaire is targeted to a randomly selected groups of (60) second year students at the department of Letters and English, University “Frères Mentouri” Constantine. The choice of second year students is based on the fact that these students studied in their first year how to write different types of paragraphs (expository, narrative and descriptive), and in their second year how to write different kinds of essays (example, comparison/contrast and cause /effect). The questionnaire was administered in January 2017 in written expression section. It was self-administrated by the researcher herself. To guarantee the reliability of this experimental tool and to avoid similar answers, students were not allowed to talk to each other. Throughout the administration, the researcher provided explanations whenever necessary to make sure that all students have understood the questions in addition to that enough time was given to answer all the questions. All these precautions were to assure that the questionnaire was to a large extent administered in good conditions.

4.1. The Written Expression Teachers Questionnaire

4.1.1. Description of the Written Expression Teachers Questionnaire

The questionnaire is composed of thirty two questions (Appendix I). Various types of questions were used: closed-ended, open-ended, multiple choice, and Scale statements'. The questionnaire is divided into five sections. In Section one: General Information, we collect data about the informants by asking them three general questions: (Q1) the degree they hold, (Q2) years of experience in teaching Written Expression and (Q3) the different levels they teach (either first, second or third). In Section Two: The Writing Skill (Q4-Q17) , we seek to get some insight into the teachers' view about the students' level in writing to investigate teachers' opinions towards teaching writing courses in terms of students' performance and level, the programme designed, the students' preferences ,writing assignments, types of errors committed and measures teachers take into consideration to help them overcome their writing

deviations , the inquiries into the teachers’ willingness to encourage their students to write and what techniques and remedies teachers adopt to improve students writing . In Section Three entitled the teachers awareness of metacognitive writing strategies (Q18-Q24), in this section, the investigator seeks to highlight the importance of metacognitive strategies and to probe teachers’ awareness of these strategies. Section four entitled the teachers’ opinion about the students’ motivation to write (Q25-Q31).This section is devoted to show to what extend teachers are aware to the importance of motivation and how they motivate their learners to write and to improve their writing competence. Section five entitled further comments and suggestions (Q32) is an extra space for teachers to complement the questionnaire with suggestions.

4.1.3. Analysis of the Written Expression Teachers Questionnaire

Section One: General Information

1. Degree held:

- a. Master
- b. Magister
- c. Ph. D

Table 4.1.: The Teachers’ Degree

Options	N	%
a	03	13.63
b	11	50
c	08	36.37
Total	22	100

Out of twenty two teachers to whom we delivered the questionnaire, 11 hold a Magister degree. 08 hold Doctorate degree and 03 have master. This implies that the majority of the teachers are qualified to teach the written expression module.

2. How long have you been teaching Written Expression?

.....Years

Table 4.2.: Teaching Experience of the Written Expression

Options	N	%
2 years	01	04.54
5 years	02	09.09
8 years	06	27.27
10 years	04	18.18
12 years	03	13.64
14 years	04	18.18
25 years	01	04.54
28 years	01	04.54
Total	22	100

Table 4.2. indicates that, of the total number of the participants (N=22), 6 teachers (27.27%) have been teaching this module for 8 years. (18, 18%) taught this module for 14 years and an equal percentage that of the teachers who have an experience of 10 years. The same portion (04.54%) was that of the most experienced teachers 25 and 28 years. Novice teachers are represented by 04.54% for two years and 09.09% for five years. This indicates

that this module is covered by very experienced teachers. Hence, it can be seen that teachers' contribution to the study can be relied on.

3. What level(s) have you been teaching Written Expression?

a. 1st year

b. 2nd year

c. 3rd year

Table 4.3: The Teachers' Teaching Levels

Options	N	%
1 st	01	04.54
2 nd	05	22.73
3 rd	03	13.64
1 st + 2 nd	07	31.82
2 nd + 3 rd	02	09.09
1 st + 2 nd + 3 rd	04	18.18
Total	22	100

Concerning the teachers' teaching levels, we remark that nine teachers have taught only one level: one of them taught 1st year, five taught 2nd year and three of them taught 3rd year. The other teachers have taught this module for more than one level: seven of them taught 1st and 2nd levels, two taught 2nd and 3rd, four teachers taught the three levels(1st + 2nd + 3rd).

Section Two: The Writing Skill

3. Your Students' level in writing is:

- a. **Very satisfactory**
- b. **Satisfactory**
- c. **Dissatisfactory**
- d. **Very Dissatisfactory**

Table 4.4.: The Students' Level

Options	N	%
a	00	00
b	04	18.18
c	18	81.82
d	00	00
Total	22	100

Regarding the teachers' opinion about their students' level in writing, the results demonstrate that the large majority of the research participants (81.82%) are dissatisfied with their students' level and showed a negative attitude towards their learners' writing. Only a few minorities of (18.82%) expressed their satisfaction. This result indicates that written expression teachers are aware of their learners' weaknesses and needs in order to improve their performance.

5. When you ask your students to write an assignment, they are:

- a. **Very interested**
- b. **Interested**
- c. **Bored**
- d. **Frustrated**

Table 4.5.: The Students' Reaction towards Writing an Assignment.

Options	N	%
a	00	00
b	10	45.45
c	08	36.37
d	04	18.18
Total	22	100

The results revealed that nearly the half of the respondents (45.45 %) say that their students are interested when they are asked to write. However, 08 teachers which represent (36.37 %) revealed that their students feel bored when they are asked to write. Moreover, 04 teachers which represent (18.18 %) confessed that their students feel even frustrated. We can deduce from this that the writing is not an enjoyable task for our learners.

6. Students' main writing difficulties are:

- a. **Vocabulary**
- b. **Grammar**
- c. **Content**
- d. **Organization of ideas**
- e. **Punctuation**
- f. **Spelling**
- g. **Other: Please Specify**

Table 4.6.: The Students' Main Difficulties

Options	N	%
a b d e	02	09.09
c d e	02	09.09
dg	05	22.73
a b d e f	03	13.64
a b c d e f	06	27.27
a b c d e f g	04	18.18
Total	22	100

The purpose behind this question is to determine to what extent the teachers are aware of their learners' weaknesses in writing. It has also been observed that the percentage of the teachers who answered that their learners face difficulties in all the options given is the higher one (27.27%). Then, a percentage of 18.18% of those teachers who selected all the options and added other difficulties such as: effective and authentic style.

7. How can you improve your students writing skill?

- a. Through practice**
- b. Through reading**
- c. Both**
- d. Other: Please, specify**

Table 4.7.: Ways to improve the Writing Skill

Options	N	%
a	04	18.18

b	00	00
c	13	59.09
d	05	22.73
Total	22	100

The results obtained demonstrate that 13 teachers (59.09%) asserted that both practice and reading help students to improve their writing skill. while some teachers (18.18%) concentrate solely on practice and only 05 teachers (22.73%) opted for the option “d” and added some details that can improve students’ writing skill:

1. Self-assessment checklists, peer review checklists and effective teacher feedback have all proved to help students improve their writing quality.
2. It is really important to explain to learners how a paragraph and/or an essay is structured, and then to illustrate with examples before asking students to write their own paragraphs and/or essays.
3. Instruction on different conventions and mechanics of writing would be useful. By providing students with feedback i.e. not only correcting their mistakes but understand them as well. This can also be achieved by revising written productions on the board with the whole classroom.
4. Through engaging in reading and writing clubs where students are put in more relaxing situations far from classroom and scoring pressures. In addition to Vocabulary enriching.
5. Analysis of writing models. Practice on faulty sentences. Revising and editing students’ written work. Providing students with constant feedback; collaborating with them in doing writing activities undergoing the common writing stages to facilitate their tasks.

6. 8. Do you encourage your students to write?

Yes

No

All the teachers carry a huge burden of responsibility to motivate their students to write. This is because they know perfectly that without motivation learning could never take place.

9. If “Yes”, please, explain how.

The teachers gave the following explanations.

1. By having regular classroom writing tasks as well as homework.
2. Through home works, group works,...
3. Engaging students in different writing tasks that motivate them to write.
4. Raising students' awareness towards the importance of writing.
5. Selecting interest and up to date topics, giving the students the opportunity to choose topics of their own, and the use of the free writing technique.
6. In addition to intensive class work, giving them every week home work.
7. Through assignments, positive feedback, and extra marks.
8. Keeping a journal/diary.
9. I ask them to write constantly about diverse subjects as a habit formation procedure to get them accustomed to writing.
10. By giving students lot of practice.
11. I choose or let them choose interesting topics, guide the process of writing, answer questions, and may help them with ideas (through brainstorming).
12. Through asking them to summarize what they read or to write about topics that interest them and exchange their peers to correct it.

13. I encourage students to write by suggesting topics that may interest them and by giving them group work that may motivate them.

14. I try to find some topics that make them feel more engaged (or less bored) in the writing activity.

15. I try to be involved in their writing tasks and help them whenever they need me.

16. By the end of each lesson, the students and the teacher select a topic and the learners are encouraged to write an essay about that topic following the structure explained in the lesson (either inside the classroom or as a homework). Correction and feedback will be presented in the following session.

17. Learners are encouraged to write their own diaries (only one paragraph every day (of course they should mark date and time) on a special copybook on which the teacher has a look before every holiday.

18. Encouraging them to write as much as possible, I correct every essay many times, my email is always open to my students to send me their essays whenever they want even during the holidays.

19. I encourage my students through assigning free writing, asking them to share what they write, giving interesting topics, trying to create a kind of competition, and sometimes rewarding them.

20. By Providing individual and class feedback, by giving clear guidelines and praising good work.

21. By practicing writing in the classroom, especially group work which is highly appreciated by learners. I also ask them to keep a journal i.e. writing personal experiences and bring them to me for correction if they want.

22. By presenting topics of interest to them, discussing them, and engaging them in response sessions to the previous readings.

10. Do you ask your students to write individually?

Yes

No

All of the participants answered yes that they give their students individual work in order to evaluate their improvement and to recognize their errors. The students rely on their own ability and competence: when they write individually, it is believed that they are aware of their own weaknesses.

11. Which of the following activities do your students like more?

- a. Writing individually in the classroom
- b. Writing collaboratively with classmate(s) in the classroom
- c. Be assigned homework

Table 4.8.: The students Preferred Activities.

Options	N	%
a	04	18.18
b	13	59.10
c	04	18.18
b c	01	04.54
Total	22	100

The results show that among all the teachers who graciously accepted to fill in the questionnaire, (59.10%) selected the cooperative writing, an equal percentage (18.18%) for those who selected the alternatives a and c (individual work and home work). Only one and a unique teacher who preferred the two alternatives b and c (cooperative work and home work).

12. Please, explain why.

The explanations given by the participants are:

For those who have chosen “a” (04) they comment as follows:

1. Writing individually is the preference of most learners because they can write freely whatever they want and express their opinion without the influence of their classmates.
2. Writing individually in the classroom provides them with the chance to get feedback from the teacher and ask questions about any uncertainties they have; that is why they seem to prefer it to collaborative assignments or homework.
3. Because the teacher is a guide, whenever the students feel unable to write/ organize ideas, punctuate, relate sentences, generate ideas... ; the teacher interferes with his / her valuable feedback. This helps the students to progress easily and quickly.
4. They say that individual work is an occasion to see what they are capable of, and writing in class is helpful because the teacher is available there in case they need help.

Most teachers opted for the option “b” (13) (writing collaboratively with their classmates).

They clarified by the following statements:

1. I guess they could inspire one another, get feedback from each other and learn in a less stressful way.
2. Collaborative writing is a very beneficial technique.

3. By writing collaboratively, students interact and negotiate meaning and possible structures together which creates an atmosphere that helps them appreciate the writing task or assignment.
4. Students like co-authoring because they help each other generate ideas, find new vocabularies and correct grammar mistakes.
5. Writing collaboratively helps students know each other's strong and weak points.
6. Collaborative writing reduces stress and anxiety.
7. Collaborative writing creates a motivating atmosphere.
8. Freedom to participate and share with others because students intend to rely on each other or have different ideas and exchange them.
9. Writing with classmates motivates students to write as it also helps them strengthen their writing skills.
10. Students who cooperate in writing assignments produce better essays than when they complete assignments alone
11. This technique is more efficient to help students write successfully instead of the individualistic one.
12. They learn from each other.
13. Students will share responsibility for the work.

Those who selected option “c” illustrated their choice as follows:

1. Very often, students are assigned homework when they run out of time in class. Homework is preferred because they seek support from other sources and allow themselves more time for revision, organization etc.
2. When students write at home, they feel freer than writing in the classroom.
3. Working at home provides more opportunities to search the topics thoroughly and allows more time to produce well organized pieces of writing.

4. Writing at home provides a more comfortable atmosphere, less frustrating than the class's.

Solely one teacher selected both collaborative writing and assigned homework (“b” and “c”) and explained as follows:

1. Students tend to prefer collaborative work (b) so that they divide the work among each other, have fun and feel more secure by not being “all alone” in the writing process.
Home work (c): students tend to ask others’ help with their writing, use the internet and have a lot of work at ease at home.

13. Which approach do you follow when teaching writing?

a. The Product Approach

b. The Process Approach

c. Both

Table: 4.8.: The Teacher’s Approaches of Teaching Writing.

Options	N	%
a	02	09.09
b	11	50
c	09	40.91
Total	22	100

According to the results shown in Table 4.8., only 02 teachers who prefer solely the Product Approach (answer a). However, 11 teachers which represent the half of the participants 50% affirm that writing should be learnt through stages (answer b). And 40.91%

of the participants prefer to combine the two approaches (answer c). This implies that the dominant approach of teaching writing is the process approach.

14. Please, explain why.

Only two teachers who follow solely the product approach without combination of any other approach. They elucidated that:

1. Students like to study model essays before engaged in writing. It gives them an image to what they are required to do.
2. To encourage learners to be more productive by giving them some freedom.

For those who believe that writing is realized through steps and selected the Process Approach justified their choice as follows.

1. It is necessary for students to explore the process of writing from the first phase till the last.
2. At first stages, the Process Approach is more suitable; it helps them see how writing works in English.
3. Students need to understand and complete writing tasks by following different stages of the Process Approach.
4. Whenever I find time, I try to adopt the Process Approach because I like to follow my students in each writing phase so that I give them feedback on every detail. For example, feedback is very useful in drafting.
5. I like to get my students think how to approach a topic through steps instead of merely receiving their production at the end of the session.
6. Writing is continuous proceeds, and the students go through different stages to produce the end product. Students should not think of producing an ideal piece of writing right from the beginning (product approach)

7. The teacher's presence during the process of writing provides students with appropriate guidance as she/he directs the process from brainstorming till editing in order to come to a well product.
8. Whatever is the Product Approach, but I consider the process as essential. One cannot go without the other particularly in our case.
9. The process approach is very beneficial it helps students to go step by step until they arrive to produce a coherent and unified piece of writing.
10. It is important to teach them how to go through an organized process to write a successful essay.
11. The Process Approach guides students in their writing from selecting the topic to the final coherent and unified draft.

Those who opted for the combination of both the product and the Process Approach illuminated their choice as follows:

1. The type of the approach depends on the length of the piece of writing, the broadness of the topic and the time allocated for the task. But I use both to get the learners familiar with various writing circumstances.
2. Following students through every step of the writing process permits the teacher to focus on their individual mistakes; evaluating their final product is more directed towards checking content (ideas) and form. This is why I use both the process and the product approaches.
3. I make use of all my theoretical knowledge in the field. The Product Approach - though criticized- helps achieving accuracy which students lack today. The process approach enhances their writing skills (generating ideas, outlining, revising.....) and

the genre approach acquaints them with authentic writing. Each approach fulfils a particular need.

4. The teacher's presence during the process of writing provides students with appropriate guidance as she/he directs the process from brainstorming till editing in order to come to a well product. It is important in writing to emphasize the final product which is the result of a number of stages of writing and discovery.
5. Since I teach freshmen and second year students, I have to use both approaches in teaching; students need to learn about the process to write, then to produce their final product. Both the Process and the Product Approaches are essential.
6. In the product approach students are supplied with a text model to be analyzed, and in the process approach students are asked to apply and imitate the approach observed in the product process. Both are helpful to my students.
7. Depending on the level and the writing abilities of my students, I decide on the approach: for good students, I have generally interested in their end products and I straightforward, ask them to write about a topic. For other students, I however go through the steps of the writing process.
8. It depends on the pattern of organization we intend to teach, especially if it is new and challenging to students.
9. The process approach leads to the product approach. The process approach helps the students develop autonomy in writing while the product approach helps them focusing on improving the quality of their writing and correct their mistakes.

15. When involved in the act of writing, do your students follow all the stages of the writing process?

Yes

No

Table 4.9.: The Students' Use of all the Stages of the Writing Process.

Options	N	%
Yes	04	18.18
No	18	81.82
Total	22	100

At the outset, 18 respondents (81.82 %) reported that when writing students do not follow all the stages of the writing process. By contrast to them, only 04 teachers (18.18%) answered “yes” they do.

16. If “No”, what is/are the mostly followed stage(s)? (You may tick more than one option).

- a. **Brainstorming**
- b. **Generating initial drafts**
- c. **Revising**
- d. **Editing the final draft**

Table 4.10.: The Mostly Followed Stages of the Process Approach by the Students.

Options	N	%
a d	03	16.67
b d	14	77.78
Bcd	01	05.55
Total	18	100

Table 4.10. clearly shows that the mostly followed stages by the students. More than a half of the teachers (77.78%) who selected the options b and d. They observed that during their experience in teaching writing skill, students start first by generating ideas and pass directly to editing the final draft. 03 teachers opted for “a and d” in the sense that their students begin first by brain storming and pass to the final step where they edit their piece of writing. However, one teacher selects “b c d” and insists on the fact that the students follow three stages drafting, revising than they write their final clean draft.

17. Do you use feedback in the writing process?

Yes

No

All the teachers answered “Yes” they use feedback in the writing process. So, the students are very familiar to this type of activity and they are under their teachers’ guidance and supervision. This result reveals that the teachers are aware of the importance and the benefit of corrective feedback to students because it improves their written performance and accuracy.

Section Three: The Teachers’ Awareness of Metacognitive Writing Strategies

18. The most successful learners are strategic ones.

a. Agree

b. Disagree

c. Not sure

All the respondents agree that the most successful learners are strategic ones. All teachers are conscious about the role of strategies.

19. Teachers should constantly motivate their students to use metacognitive strategies.

a. Agree

b. Disagree

c. Not sure

All the teachers questioned approved and agreed that they should constantly motivate their students to use metacognitive strategies in order to improve their learning in general and their writing skill in particular.

20. Successful Students use metacognitive strategies to improve their writing.

a. Agree

b. Disagree

c. Not sure

All the teachers agreed that successful learners use metacognitive strategies to improve their writing performance.

21. Metacognitive strategies enhance students' self-regulation, motivation and goal orientation.

a. Agree

b. Disagree

c. Not sure

All the teachers are aware of the importance of metacognition and agreed that these strategies enhance students' self-regulation, motivation and goal orientation.

22. Metacognitive awareness is a characteristic of an effective writer.

a. Agree

b. Disagree

c. Not sure

All the teachers agree that metacognitive awareness is indeed a characteristic of an effective writer.

23. To succeed in using Metacognitive strategies, students need a teacher's support.

- a. Agree
- b. Disagree
- c. Not sure

Table 4.11.: The students' Need to the Teacher's Support.

Options	N	%
a	17	77.28
b	04	18.18
c	01	04.54
Total	22	100

The analysis of the above statement reveals that 17 teachers (77.28%) believe and agree on the evidence that to succeed in using Metacognitive strategies students need a teacher's support. However, 4 teachers (18.18%) disagree: they think that the students can use and develop their own metacognitive strategies. One teacher seems uncertain and not sure for the assistance and support of the instructor in developing his learners' metacognitive strategies.

24. Both metacognition and motivation are of great importance in writing.

- a. Agree
- b. Disagree
- c. Not sure

All the respondents agree on the importance of these two psychological factors: metacognition and motivation in developing learners writing skill.

Section Four: The Teachers' Opinion about the Students' Motivation to Write

25. Motivation is a powerful variable which energitises classroom behaviours.

- a. Agree**
- b. Disagree**
- c. Not sure**

All the teachers agree that motivation is a powerful variable that gives energy to students and creates an animate and alive classroom.

26. Motivation affects the students' performance.

- a. Agree**
- b. Disagree**
- c. Not sure**

All the teachers agree that indeed motivation affects students' performance. Motivation is a factor that pushes students to improve their writing performance and it helps the teacher to create an interactive learning environment.

27. Are your students motivated to write?

Yes

No

Table 4.12: The Students' Motivation to Write.

Options	N°	%
Yes	06	27.27
No	16	72.73
Total	22	100

The majority of the teachers (72.73%) think that their students are not motivated. They constantly complain that their students are not aware enough of the importance of this skill; they even show a kind of indifference. The teachers reveal that they face a dead and lifeless class and it is very hard to motivate them. Contrary, (27.27%) of the teachers find that their students are motivated and have a great desire to write and express their thoughts.

28. If “No”, how can you motivate your students?

Teachers gave many interesting and significant explanations:

1. It is important to choose interesting topics.
2. Teachers need to give encouraging feedback to foster students’ self-confidence and motivation.
3. Using fun activities, that sound less traditional, get the students involved in the writing task.
4. Teaching them the most effective mechanisms and the stages involved in the writing process. I also provide constant feedback reacting conveniently to their productions.
5. Drawing attention to the importance of writing in academic and personal contexts.
6. For this category of learners (not motivated), we make them share their writing with their peers either by inviting them to write their drafts on the boards, or by making them exchange their drafts with motivated students.
7. Not all the students are motivated to write. To motivate those who are not, we provide some examples or model essays, we analyse the essay together with the students, we try to write together, we do not pass to a next paragraph until the one working on is really satisfactory, we raise the students awareness of the importance of brainstorming, whenever we move to a new part of the essay we brainstorm. This helps the student to plan quickly and write successfully in a very

short time. It also increases the students' self-confidence and makes them feel that it is not impossible to develop their writing.

8. I motivate my students by doing the following: assign games and free writing, allow them to make mistakes, give instructions that match their writing level, engage them in the process of evaluation, and sometimes afford extra points.

9. Students need to recognize the importance of writing. They should be given collaboration opportunities. Teachers should create interesting writing tasks and create an active atmosphere.

10. By considering their areas of interest and creating encouraging activities.

11. Motivating through encouraging, praising, giving positive feedback whatever the case, and by creating a warm atmosphere of learning.

12. To ask them self-select topics to write about.

13. Making them aware of their individual weaknesses and teach them according to these weaknesses to interest them in changing and improving their writing.

14. Students can be motivated if teachers give them more group works, they can also be motivated by encouragement and by having good work condition.

15. Honestly, the most difficult task for teachers is to motivate students to write. However, the choice of the writing topics and the use of interesting techniques (such as stories, short videos, etc...) can be of help, provided that the teacher herself is motivated enough to teach this class.

16. Giving them group work and positive feedback.

29. Please, list the most important factors that stimulate motivation and explain why.

20 out of 22 teachers answered this question.

1. Good topics give inspiration.
- Clear guidelines kill anxiety.

2. Teacher's feedback stimulates students. Students will realize that they are writing to an audience (the teacher or classmates) i.e. they are going to be read and their work will be commented upon.

3. Interest: they must be interested in the topic to write about it and they must not be put under pressure to write because they hate this atmosphere. In addition to that teacher's feedback must be encouraging and positive in order to raise students' self-esteem, and thus motivation.

4. Comfortable Classroom atmosphere.

5. Good relationship with the teacher: Making the lecture more interesting. And the students feel free to ask any question.

6. Engaging the students in group work (students work better when they feel more relaxed and when they have a good relationship with their teacher).

7. Relevance, interest and level of the writing tasks and activities contribute to students' motivation.

8. Practice and feedback: Practice trains students thinking and feedback solves students' hidden problems.

9. First, the teacher; it is no secret that the more learners like the teacher, the more motivated they are to take the course.

- Second, content; teachers should do their best not to make the writing course boring. As the writing course is generally less appealing than the oral one, teachers should do their best to raise learners' motivation.

- Third, choice of topics tackled. The teacher should always choose topics based on learners' needs and interests and not just pick any topic presented.

- Finally, giving feedback, I remember that as a student, I wasn't that motivated because I knew that my teacher didn't correct my essays.

10. Increasing students' awareness to the importance of the task in their learning.
Giving rewards (verbal rewards, bonus etc...).

11. The teacher presence must be felt by the learners because it is the major source of knowledge. Besides, teachers should work on reducing the students' anxiety and help them develop a positive attitude towards writing. For example by collaborating with them to produce pieces of writing discussing topics that suit their interests...

12. The whole teaching and learning setting including the teacher and the peers as extraneous factors, but essentially students' personality and attitudes towards learning. Being strategic in learning is the heart of any act of learning.

13. The most important factors that stimulate motivation are

- The ways of teaching
- The positive feedback,
- The learning styles especially comparative learning because these factors give the students the fuel of learning.

14. Awareness of the importance of the task.

- Equipping them with necessary means to accomplish the task (vocabulary, ideas...).
- Group work, writing games and effective feedback because they help students reduce the anxiety they feel when writing.

15. Teacher's motivation (choice to teach writing).

- Use of up to date well implemented techniques (the Net is a wide rich source of materials/videos...).
- Involving learners in the choice of the topics to be tackled.
- Choosing the write timing for such demanding class (preferably 9:30 or 11a.m).

16. The most important factors that stimulate motivation are good work condition, positive attitude toward teachers, group work actions, and encouraging students to be self-dependent.

17. Allowing for students' preferences in writing.

- Providing immediate feedback.

18. Sustaining learners' attention.

- Make them aware of their goals and motives in learning.
- Make them confident in success.
- Maintain a caring, supportive classroom climate.
- Self-motivation and learner's eagerness to learn. Writing about their dreams or their daily life.

19. Love and Will to study the language.

- The topic of the essay
- Classroom environment

30. The teacher's positive feedback enhances the students' motivation.

Yes

No

All the teachers answered that their positive feedback enhances the students' motivation. This means that they are conscious that making mistakes in learning is a must for learners, then making students aware of this is of cardinal importance and praising them when engaged in writing their output could benefit these students from a psychological perspective.

31. Please, explain why.

These are the explanations given by the teachers:

1. It makes the students believe in themselves and look forward to performing better.
2. It helps decrease the levels of anxiety among learners and makes them more conscious of the development of their writing skills.
3. Students will carry on doing the task again and again because they are internally motivated thanks to their teacher's external motivation (the positive feedback).
4. The teacher should include some praise in his feedback; no one will try to improve if they think they are a lost case.
5. It will help the student to develop his/her writing and encourage him/her to write as much as possible. The aim of any student, to be successful writer, will be achieved.
6. The positive feedback boots the students' self-confidence and therefore they will have a greater ability to pursue their goals in writing or in any other language skill.
7. It is usually difficult for students to recognize if they are making progress with their writing and here comes the role of the teacher's feedback.
8. Because feedback helps students become aware of their weaknesses, and therefore they will be more inclined to remedy those weaknesses.
9. Positive feedback helps the learners to do even better whereas the negative one may discourage the students and cause their hatred for the act of writing.
10. Positive feedback raises students' self-esteem.
11. Positive feedback empowers students and provides them with self-confidence.

12. In order to improve their pieces of writing, learners should follow the feedback and advice of the teacher.
13. Teachers' positive feedback enhances students' motivation since it encourages them to work inside and outside the classroom, it also helps them go beyond their limits in writing and hence improve their writing skills.
14. All depends on the way the teacher conduits his/her feedback.
15. It enables the students to know or be aware of what was well done and what needs to be in future performance.
16. Because it pushes the learner to make more efforts, to challenge his mates, to improve his self-esteem and finally to learn better and more.
17. When a teacher shows nicely to his students their mistakes by not reprimanding them, this will help motivating.
18. Positive feedback builds students' self-confidence, boosts their self-esteem, encourages them to do their best and learn for the sake of learning.
19. They gain self-confidence and feel at ease with writing
20. Positive feedback has an important role in raising students' self-confidence, resulting in a better motivation to write.
21. The teacher is seen as a modal by students, he/she is supposed to motivate the students; it is the job to correct their mistakes either orally or written.
22. Teachers' corrective feedback has great importance in enhancing students' written performance.

Section Five Further Suggestions

32. Please, add any suggestion(s) you see relevant to the aim of this questionnaire.

Only 12 teachers out of 22 added some suggestions. They are as follows.

1. Writing teachers tend to award more attention to ‘how to write...’, rather than making students write. Students, for example, know quite well what the components of a good paragraph or essay are, but they lack practice. What they need to do is ‘write’ instead of being ‘taught about writing’
2. If the teacher manages to make his learners see and understand their mistakes, and if he succeeds to motivate them to write, he will bring about successful writers.
3. Motivation and metacognition are crucial leadership skills and lucky the student who has them in his pocket.
4. I suppose that reading must be integrated in any language learning curriculum because it has a significant impact on the development of the writing process. Teachers could optimize students’ engagement in writing activities through constant evaluation of their progress.
5. I think that the best way to enhance students’ outcomes in writing is through introducing reading into the writing class so that students could have enough exposure to the print (In terms of ideas, vocabulary, ...)
6. The writing teachers showed attempt to make their students capable of becoming aware of their own mental learning processes as to choose which approval learning strategy to adopt when facing different kinds of learning tasks.
7. Workshops on writing and metacognitive skills may help better both.
8. Writing is a complex process that includes many variables, but the affective factors are of crucial importance; therefore, teachers should try to raise students’ motivation to help them improve as writers.
9. Writing should be given more attention, more hours, a lot of practice and teachers should boost students’ motivation through giving positive feedback, following metacognitive strategies and mixing different teaching approaches and styles.

10. To enhance learners' level, we have to provide them with necessary conditions, to reduce the number of students per group to allow teachers provide good teaching, and take all the students in charge, giving the opportunity to anyone of them to improve by allowing more practice under the supervision of the teacher be it individual or cooperative work, and introducing reading activities and tasks.
11. The subject is very interesting because it seeks to investigate learners' motivation in using metacognitives strategies to enhance their writing skill.
12. Good topic you have chosen. Go ahead lots of luck!

4.2.The Students Questionnaire

4.2.1. Description of the Students Questionnaire

The questionnaire consists of thirty eight (38) questions of three types: closed-ended, open- ended questions with extra space for additional answers. These questions were classified in five sections: General Information, the Writing Skill, the Students' Awareness of Metacognitive Writing Strategies, the Students' Opinion about their Motivation to Write and Further Suggestions and Comments (See appendix # 02).

Section One: General Information (Q1-Q3)

The aim of this first section is to profile the questionnaire respondents. That is to say, through these first three questions, learners will inform about their education background. (Q1) seeks information about their type of baccalaureate, (Q2) search about the choice of studying this language if it is personal or not, (Q3) requires information and explanation, in the case when it is not the student's own choice.

Section Two: The Writing Skill (Q4-Q18)

Section two made up of 15 questions aims to probe learners' opinions about the writing skill (Q4-Q5), it also shows students self-evaluation (Q6). As it tries to investigate which kind of writing students prefer (Q7). It also attempts to investigate students' feeling when they are asked to write (Q8). Whether their teacher encouraged them to write is asked in (Q9-10). Additionally, it seeks to know their areas of difficulty while writing the teachers' request (Q11). Finally, it investigates learners' awareness of the effectiveness of the writing process, what are the most followed stages (Q12-Q18).

Section Three: The Students' Awareness of Metacognitive Writing Strategies (Q19-Q28)

This section contains 9 statements and for learners to select the most appropriate one (agree, disagree or not sure). These nine statements attempt to gauge students' use of metacognitive strategies while writing.

Section Four: The Students' Opinion about their Motivation to Write (Q29-Q37)

The main aim of this section (which consists of nine questions: yes/no, multiple choice and open questions) is to show to what extend learners are motivated to write.

Section Five: Further Suggestions (Q38)

This section contains only one question; it is an extra space for students who want to provide additional comments and /or suggestions that they find important to the framework of the questionnaire.

4.2.3. Analysis of the Students Questionnaire

Section One: General Information

1. What type of Baccalaureate do you hold?

- a. Languages
- b. Sciences
- c. Letters
- d. Other, please, specify

Table 4.13.: Type of Baccalaureate Held by the Students.

Options	N	%
a.	32	53.33
b.	21	35
c.	05	08.33
d.	02	03.33
Total	60	100

According to Table 4.13., our participants come from four different Baccalaureate stream: Languages, Letters, Sciences and Maths. The majorities were in languages class with (53.33%), followed by a proportion of the students who came from sciences class (35%), then letters class (08.33%). Besides, only (03.33%) who came from mathematics class. This displays a variety in the sample under investigation with reference to the students' secondary school background.

2. Was it your choice to study English?

Yes

No

Table 4.14.: Studying English is a Self-decision

Options	N	%
Yes	37	61.66
No	23	38.34
Total	60	100

As table 4.14. above exhibits, the majority of the population (61.66%) have declared that indeed English is their own choice, whereas (38.34%) namely those who were from sciences and mathematics fields confessed that it was not their choice but it was rather obligatory. We can deduce from this that the majority of the population is motivated since they have a desire, an intention and a determination to study English.

3. If “No”, please, explain

Those students who answered negatively 38.33% claimed that it was not their own choice to study English but it was rather imposed to them. These learners asserted that they have not the sufficient average to follow the field of study that they wished. They summarized it to “the bad forced orientation”.

Section Two: The Writing Skill

4. Do you like writing in English?

Yes

No

Table: 4.15:The Students’ Attitudes towards the Writing Skill

Options	N	%
Yes	50	83.34
No	10	16.66
Total	60	100

The results in Table 4.15 clearly show that except a few minorities (16.67%) who answered negatively, the majority of students (83.34%) affirmed that they like writing in English. What genres of writing do these students like is answered in the following question.

5 . If “Yes”, what Genre of Writing do you like?

- a. Diaries
- b. Stories
- c. e. mails
- d. University Assignments
- e. Other: please, specify.....

Table: 4.16.: The Writing Genre Favoured by the Students.

Options	N	%
a	26	52
b	11	22
c	02	04
d	04	08
e	02	04
a b	05	10
Total	50	100

The results gathered from this question revealed that there is a primacy to option “a” (52%) i.e., diaries. This can be considered as a proof that students prefer to be free in their writing and detested guided writing. Then, some of the population (22 %) opted for option “b”; they prefer to write stories because they are familiar with such genre in their secondary school. An equal amount (04 %) was for the choice of options “c” and “e”. So, only two

students chose option (e) (i.e., other: please, specify), these participants added: poems and articles about scientific topics. (10%) of the population decided on the choice of both “a + b” but, what is really choking is the fact that only (08%) of the population opted for University assignments (option d). This genre seems to be not an enjoyable task for most students. This result demonstrates that our students prefer to write freely far from obligations. For them, university assignment is a duty which they are forced to do.

6. Your level in writing is

a. Very satisfactory

b. Satisfactory

c. Dissatisfactory

d. Very dissatisfactory

Table 4.17.: The Students’ Level in Writing

Options	N	%
a	02	03.34
b	42	70
c	16	26.66
d	00	00
Total	60	100

This question deals with the students’ self-evaluation about their level in writing. The results demonstrate that two students (03.34%) seemed extremely self-confident and expressed their total satisfaction concerning their level in writing (option “a”). The large majority of the research participants (70%) were quite satisfied with their level in writing (option “b”). However; few minorities of (26.66 %) were discontented and dissatisfied with their overall level in writing.

7. Which of the following activities do you like most?

- a. Writing individually in the classroom**
- b. Writing collaboratively with classmate(s) in the classroom**
- c. Be assigned homework**

Table 4. 18. : The Students' Favourite Activities.

Options	N	%
a	15	25
b	19	31.66
c	21	35
b + c	05	08. 34
Total	60	100

The table 4.18. reveals that the majority of the students like to be assigned homework (35%), than writing collaboratively (31.66 %) and finally writing individually (25%). But, some learners (08.34%) favour both collaborative writing in the classroom and assigned home work. We can deduce from this result that our students tend to search for security and protection. They can only find these when they work collaboratively with their classmates or at home by using the internet as a support and work at ease far from their teacher's pressure.

8. When you are asked to write an assignment, do you feel:

- a. Very interested**
- b. Interested**
- c. Bored**
- d. Frustrated**

Table 4.19.: Students Feeling while Writing.

Options	N	%
a	03	05
b	41	68.34
c	13	21.66
d	03	05
Total	60	100

The table 4.19. indicates that 05% of the students feel extremely interested to write their assignments. Most students (68.34%) are somehow interested to write. Whereas 21.66% of the participants avowed that they feel bored when they are asked to write their assignments. (05%) declared that they feel even irritated and frustrated.

9. Your teacher encourages you to write.

Yes

No

Table 4. 20.: The Teachers' Encouragements.

Options	N	%
Yes	53	88.34
No	07	11.66
Total	60	100

As can be interpreted from results in Table 4.20., a considerable portion of the respondents (88.34%) agreed that their teachers encourage them to write. But, a minority of our surveyed students (11.66 %) made known that their teacher do not encourage them to

write. Then in the following question, the participants were asked to explain how their teachers motivate them.

10. If “Yes”, please explain how.

Only 24 students out of 50 answered this question. They expressed their viewpoints focused more on: the teacher’s intensive guidance and effective feedback, a lot of practice and continuous assessment in the classroom, regular homework. The following are the opinions pinpointed by the students.

1. Teacher encourages us by suggesting very important topics.
2. She encourages us by giving home woks.
3. We do many activities in the classroom.
4. She gives us much practice.
5. She cares a lot about our writing progress and expects the best from us.
6. She gives us advices and she tries hard to inspire us.
7. By giving us interesting topics to discuss then to write a whole essay.
8. The teacher gives us interesting topics to write on and pass around to help us and to correct errors.
9. By giving us both verbal and written feedbacks that help us enormously in our writing.
10. She emphasizes on practice to improve our writing skill.
11. She gives us steps and tips to follow during the act of writing.
12. Teacher advices us to write frequently diaries.
13. She advices us to read in other to extend our vocabulary.
14. By giving us various motivating activities in the classroom and even as home work in order to increase our desire to write.

15. The teacher follows us during the process of writing.
16. Intensive writing and continuous feedback.
17. Each student should work on the same essay following the feedback of the teacher till it becomes satisfactory.
18. Teacher corrected all our mistakes.
19. By giving us instructions which help us to improve our writing skill.
20. To create the psychological atmosphere and confidence.
21. By discussing the topic before starting to write the composition.
22. By creating a competitive atmosphere.
23. The teacher offers concrete support and assistance.
24. The teacher responds instantly when students ask for help.

**11. While writing, which aspects are difficult for you?
(You can tick more than one box)**

- a. Vocabulary**
- b. Grammar**
- c. Content**
- d. Organization of ideas**
- e. Punctuation**
- f. Spelling**
- g. Other: Please, specify**

Table 4. 21.: Difficult Aspects in Writing for the Students.

Options	N°	%
ad	08	13.33
abde	10	16.67
abe	04	06.67
bdef	20	33.33
def	11	18.33
abcdef	07	11.67
Total	60	100

This question discusses the difficulties encountered by our learners while writing. The results gathered revealed that the major difficulties the students usually meet are in bdef (grammar, organisation, punctuation and spelling) with a percentage of (33.33%). Then 11 students (18.33%) opted for def (organisation, punctuation and spelling). In addition, 10 teachers (16.67%) gave primacy to “abde” (vocabulary, organisation, punctuation and spelling). While 08 students (13.33%) gave the priority to only two options “ad” (vocabulary and organization). 07 Students opted for all the options proposed “abcdef” (vocabulary, grammar, content, organization, punctuation and spelling). The lowest percentage 06.67% had been given to the combination “abe” (vocabulary, grammar and punctuation). We can realize from the results that the students focused more on organization spelling, vocabulary, grammar and punctuation. Content was less selected by the students: it seems to be not a troublesome aspect while writing.

12. When involved in the act of writing, do you follow all the stages of the writing process?

Yes

No

Table 4. 22.: The Writing Process followed by the Students.

Options	N	%
Yes	17	28.34
No	43	71.66
Total	60	100

As indicated in Table 4.22., a considerable portion of the students (71.66%) answered negatively to this question i.e., they do not follow all the stages of the writing process. However, a few minorities (28.34%) answered affirmatively. We can conclude from this that our students are aware that they are neglecting some stages of the writing process and we presume this is due to the time consuming. Hence the following questions were asked to classify these stages and to find out what are the most followed steps.

13. If “Yes”, classify the following stages according to their order of difficulty (from the most to the least difficult)?

- a. Brainstorming**
- b. Generating initial draft(s)**
- c. Revising**
- d. Editing final draft**

Table 4. 23.: The Students' Classification of the Writing Stages According to their Order of Difficulty.

Options	Rank1		Rank2		Rank3		Rank4	
	N	%	N	%	N	%	N	%
a.	43	71.66	17	28.33	00	/	00	/
b.	17	28.33	43	71.66	00	/	00	/
c.	00	/	00	/	41	68.33	19	31.66
d.	00	/	00	/	19	31.66	41	68.33

As the results in Table 4.23.display, in rank 1, brainstorming is considered by our students as the most difficult stage during the writing process with 71.66 % followed by generating initial draft 28.33 %. In rank 3, on the other hand, revision is considered to be more difficult stage (68.33%) comparing to editing the final draft (31.66 %). The last step, editing the final draft seems to be the easiest one and not causing students difficulties at all, since in this phase students are just coping properly and in clear and legible hand writing what they have gathered, written and revised in previous stages.

Table 4. 24.: Order of Difficulty of Writing Stages.

Options	N°
Brainstorming	77
Generating initial draft(s)	103
Revising	199
Editing final draft	221

Students' classifications reveal that editing the final draft is the most easiest stage whereas the most difficult and troublesome one is brainstorming because, it is always very hard to start a piece of writing and to gather information and tackle the topic. The second difficult task is when we write our first draft and put the gathered information in a shape of coherent and appropriate text. Revision is the third difficult step since, as it is observed in written expression class; usually learners do not bother themselves to think and revise their first drafts. So, they do not go through the revision stage of writing avowing that because of time managements.

14. If “No”, what is/are the mostly followed stage(s)? (You may tick more than one option).

- a. Brainstorming**
- b. Generating initial drafts**
- c. Revising**
- e. Editing the final draft**

In this question, the participants were asked to explain their choice about the most followed stage(s) during their writing process. Table 4.25. sums up the results obtained.

Table 4. 25. : The Most Followed Stage of the Writing Process.

Options	N	%
a+e	05	11.63
b+e	21	48.83
b	03	06.97
e	11	25.60
a+b+e	03	06.97
Total	43	100

The results reveal that 21 students aptly the combination (b +e), i.e. students focus more on writing a first draft than the final one, neglecting the other stages. 11 students that represents, (25.60%), emphasized the option “e”, the editing stage. More to the point, 5 students selected (a+e) for them writing is first generating ideas and then shaping them in a form of an essay. Followed by a similar score (06.97%) for those who have chosen the option “b” and the combined option (a+b+e).

We can deduce that while writing students in general follow two stages of the process: writing a first draft and editing the final one. But the revising step is totally ignored. We presume that our students consume all the time to drafting and editing.

15. To minimize the difficulty of the writing assignments, do you:

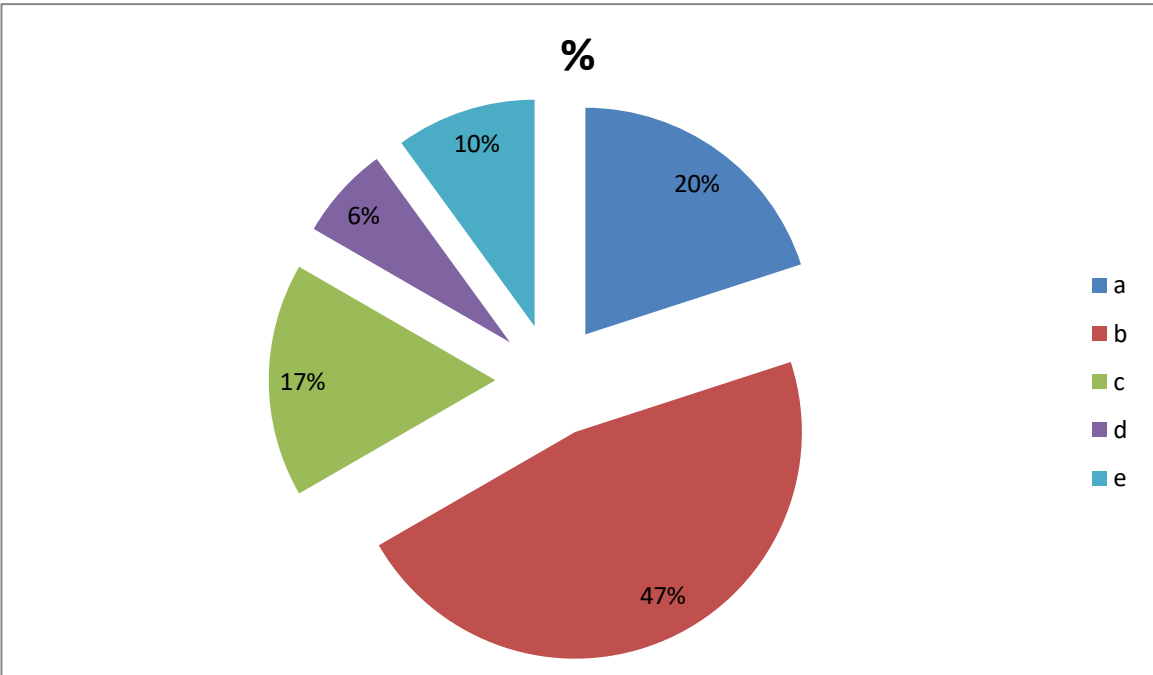
- a. Ask questions about the topic**
- b. Select information about the topic**
- c. Organize and plan the ideas**
- d. Review the whole production**
- e. Monitor the final draft**

Table 4. 26.: Ways to Minimize Writing Assignments.

Options	N	%
a	12	20
b	28	46.67
c	10	16.67
d	04	06.66
e	06	10
Total	60	100

The table 4.26. indicates that the majority (46.67%) opted for the answer “b”. So, in order to minimize the difficulty of the writing assignments; the students Select information about the topic. 20 % of the respondents selected the option “a” i.e., they ask questions about the topic. This is a good metacognitive strategy that helps the students to gather information about a given topic. 10 students who represent a percentage of (16.67%) answered “c” that they organize and Plan the ideas which is also a very helpful strategy. (06.66%) of the respondents decided on the option “e” i.e., they monitor the final draft. However, only 4 students who chosen “d” and say that they review the whole production in order to minimize the difficulty of the task. These results are clearly presented in the following graph.

Graph 4.1: Ways to Minimize writing Assignments.



16. When you are asked to write in a given topic, how do you usually begin?

- a. I start immediately to write
- b. I think about which ideas to include and list them

- c. I make an outline and follow it
- d. I write down my ideas into complete sentences.

Table 4.27.: The Ways the Students start Writing.

Options	N	%
a	16	26.67
b	32	53.33
c	03	05
d	09	15
Total	60	100

The range of data globally reveals that the large majority of the students (53.33 %) confessed that when they begin writing, they think about which ideas to include and list them. 26.67 % avowed that they start immediately to write without thinking first about what information and ideas can be useful. 15% said that they write down ideas into complete sentences. However, only a few minority (05%) answered that they start by making an outline and following it.

Section Three: The Students’ Awareness of Metacognitive Writing Strategies

17. I set my goals and objectives in advance to improve my writing.

- a. Agree**
- b. Disagree**
- c. Not sure**

Table 4. 27.:The Students Goals and Objectives to Improve their Writing.

Options	N	%
a	32	53.33
b	00	00
c	28	46.67
Total	60	100

Table 4.27.: reveals that 53.33% of the students respondents agree with this statement and avowed that before starting to write they set goals and objectives in advance to improve their writing. Yet, 46.67% of the respondents were not sure of setting their goals and objectives from the right beginning.

18. I always organize and plan for my writing tasks.

- a. Agree
- b. Disagree
- c. Not sure

Table 4. 28. The Students’ Organization and Plan of their Writing Task.

Options	N	%
a	17	28.33
b	05	08.33
c	38	63.33
Total	60	100

The results reveal that over the average (63.33 %) of the respondents are not sure that they always organize and plan for their writing tasks. This good strategy seems not applied by

most of our students. Nevertheless, 28.33 % agree and make this as a habit. 08.33 % of the students rebuffed this statement and think that writing tasks do not need to be planned or organized.

19. When I make a plan, I am certain to respect it and make it work.

- a. Agree
- b. Disagree
- c. Not sure

Table 4. 29.: The Students’ Respect of their Plan.

Options	N	%
a	39	65
b	04	06.67
c	17	28.33
Total	60	100

The majority of the students (65 %) of respondents agree and confirm that when they make a plan they are sure and certain that they respect it and make it work. 28. 33% of the students were not sure probably because they sometimes respect the plan that they draw and sometimes not. However, 06.67% totally disagree.

20. I can organize my ideas

- a. Agree
- b. Disagree
- c. Not sure

Table 4. 30.: Organization of the Ideas

Options	N°	%
a	40	66.67
b	03	05
c	17	28.33
Total	60	100

The majority of the students (66.67 %) said that they are very confident that they can organize their ideas. While 28.33 % were not sure. In the contrast, a minority (05 %) rebuffed the idea and answered that they are unable to organize their ideas.

21. I master most techniques necessary to produce a good piece of writing.

- a. Agree
- b. Disagree
- c. Not sure

Table 4.31.: The Students' Writing Techniques to Produce a Good Piece of Writing

Options	N	%
a	30	50
b	08	13.33
c	22	36.67
Total	60	100

Table 4.31. discloses that a half percentage of the students participants (50 %) were self-confident and self-assured that they are able to master most techniques necessary to produce a good piece of writing. Whilst a small percentage (13.33 %) disagreed and they do not believe in their own ability and think that they are still unable to produce a good written production. But, 36.67% were not sure.

22. I can monitor and control my own writing.

- a. Agree**
- b. Disagree**
- c. Not sure**

Table 4. 32.: Ability of the Students to Control their Writing

Options	N	%
a	40	66.67
b	02	03.33
c	18	30
Total	60	100

More than a half of the students (66.67%) answered that they can monitor and control their own writing while (30%) of the participants were not sure. However, two students which represents (03.33%) disagreed and thought that were not able to monitor or control their writing.

23. I always criticize my written production and evaluate it.

- a. Agree**
- b. Disagree**
- c. Not sure**

Table 4. 33.: The Students' Evaluation of their Written Production

Options	N	%
a	36	60
b	02	03.33
c	22	36.67
Total	60	100

Table 4.33 reveals that 60 % of the students show self-confidence and affirm that indeed they always criticize their written production and evaluate it. Self-criticism and auto evaluation help and motivate students to improve and develop their writing. However, 36.67 % of the participants were uncertain and not sure that they criticize their written productions and improve them.

24. I always revise and correct my written production before submitting it.

- a. Agree**
- b. Disagree**
- c. Not sure**

Table 4. 34.: Self Revision of One's own Written Production

Options	N	%
a	14	23.34
b	16	26.66
c	20	33.34
Total	60	100

Table 4.34. displays that the majority (33.34 %) are uncertain and not sure that they always revise and correct their written production before submitting it. (26.66 %) they do not whereas (23.34 %) agree and assert that revising their written product becomes a habit that they always do before submitting their product.

25. I evaluate my writing progress and adjust it when necessary.

a. Agree

b. Disagree

c. Not sure

Table 4. 35.: The Students’ Self Evaluation of their Writing Progress

Options	N	%
a	39	65
b	00	00
c	21	35
Total	60	100

(65 %) of the students agree and affirm that they evaluate their writing progress and adjust when necessary while (35 %) are not sure.

26. I feel confident enough about my abilities to write successfully.

a. Agree

b. Disagree

c. Not sure

Table 4. 36.: the Students’ Self Confidence about their Abilities to Write Successfully

Options	N	%
a	44	73.34
b	00	00
c	16	26.66
Total	60	100

The great majority of the students (73.34 %) shows self-confident about their abilities to write successfully. In the other hand, 26.66 % are not sure about their own abilities to write successfully.

Section Four: The Students’ Opinion about their Motivation to Write

27. Motivation is a powerful variable which energitises classroom behaviours.

Yes

No

All the participants said they are extremely conscious about the importance of motivation and confirmed that it is undeniably a powerful variable which energitizes classroom behaviours.

28. The atmosphere that reigns in your Written Expression class is:

a. Interesting

b. Boring

c. Indifferent

Table 4. 37. Written Expression Class Atmosphere

Options	N	%
a	51	85
b	05	08.84
c	04	06.66
Total	60	100

The great majority of the students (85 %) think that the atmosphere that reigns in their written expression class is really interesting. In the contrast, 08.84 % found it boring. But, 06.66% are totally indifferent.

29. Please, explain why.

Nine students did not answer this question; we assume that they did not find the appropriate reasons to their choice. For the great majority who believe that their class is interesting, only 17 out of 51 who explained their choice. They said that:

1. Because the teacher involves us in different tasks and sometimes creates competition atmosphere.
2. Because most of students participate and the teacher's method is exiting and helpful.
3. Because of the good relationship between the teacher and students.
4. We are interested in writing because it is the basis of the other courses.
5. I am interesting in the writing course because I need teacher's guidance and help to raise my confidence in writing.
6. For me, written expression is interesting because the teacher's method is encouraging and helpful.

7. Because we can express our feeling, thinking and consideration.
8. Because it is the unique course where the teacher provides constant instructions and proposes the writing rules that should be transferred in our writing.
9. It is very interesting because we participate and ask questions .As we practice some funny activities.
10. It is interesting because we are allowed to work in group and exchange ideas.
11. Because we have always new and different knowledge to learn and acquire.
12. Because the teacher always encourage us and motivates us to write.
13. Because of the interesting tasks and topics given by the teacher.
14. It is interesting because in this course we feel free and write what we think.
15. It is interesting because our teacher is active and careful about involving us in the lecture and trying hardly to make us in the right way.
16. It is interesting because the teacher motivate us to write with very interesting topics and also revise and correct every mistake.
17. It is interesting because we work in pairs and sometimes in groups.

For those who answered boring, these are the most interesting explanations they gave:

1. Sometimes, we do not find enough information about the topic.
2. I feel boring in the writing session because I do not like writing; I prefer talking and discussing topics orally.
3. Of course, this module helps us to improve our writing skill, but with always the same tasks and activities.
4. It is boring because it is difficult and requires a lot of practice.
5. Because of the lack of interesting tasks.

For the few minorities who answered “indifferent”, these are the reasons that they gave:

1. In some sessions, there is a great motivation in the classroom but in other sessions, we feel unmotivated and even indifferent.
2. I believe that writing is a natural process and it does not have to be limited by rules and techniques.
3. It is a course like the other: we listen to the teacher than do the activities. Personally, I do not care.
4. The atmosphere that reigns in the Written Expression course is the same in the other courses.

30. Who is (are) responsible for motivation in the classroom?

a. The teacher

b. The learners

c. Both

Table 4. 38.: The Responsible of Motivation in the Classroom

Options	N	%
a	10	16.67
b	02	03.33
c	48	80
Total	60	100

The great majority of the students (80 %) opted for the option “c”: both teacher and learners are responsible for motivation in the classroom. The teacher creates a good atmosphere to encourage learners and these latter should have a great desire to learn, develop and improve their level. 16.67 % of the students went for the option “b” according to them;

the teacher is the responsible of motivation in the classroom. A few minorities (03.33 %) averred that students should be self-motivated and they have to show interest in learning.

31. Please, explain why.

Most students (80 %) emphasized the fact that motivation in the class is a responsibility shared by both the teacher and his students. The teacher varies his teaching methods and uses a variety of attractive and interesting activities while the students should have a natural drive that pushes them to learn effectively. 16.67 % of the students said that the teacher is the unique responsible for motivating his students by creating a friendly class where students feel heard and their opinions are respected. 03.33 % of the students said that the learners are responsible for their motivation because they must come to the class with a strong feeling of interest to learn.

32. A motivational learning climate to achieve successful written production requires:

(You may tick more than one option)

- a. Harmony between students**
- b. A good relationship between the teacher and the students**
- c. Praising the students when they do well**
- d. The use of variety of tasks that match the students' differences**
- e. The use of positive and effective feedback**
- f. Other: Please, specify**

Table 4.39. :The Learning Climate

Options	N	%
a	02	03.33
b	15	25
c	08	13.34
d	08	13.34
e	07	11.66
bd	15	25
be	05	08.33
Total	60	100

Table 4.39.: shows that 1/4 of the whole participants selected the option “b”, good relationship between the teacher and the students is required for a motivational learning climate to achieve successful written production. The same fraction 1/4 selected the combination “b d” or beside the good relationship between the teacher and his students, the use of variety of tasks that match the students’ differences is also necessary. (13.34 %) of the participants opted for option “c” or praising the students when they do well. The same percentage (13.34 %) selected “d” the application of variety of tasks. (11.66 %) selected the use of positive and effective feedback to enhance a motivational climate. (08.33 %) opted for the combination of “b and e” in the sense that to be motivated the students need a good relationship between them and their teacher as well as an effective corrective feedback. A very small percentage (03.33 %) believed that harmony between the students is also basic to establish a good motivational climate in the writing classroom.

33. Self-motivation is considered as a vital component of successful writing.

Yes

No

All the students confirmed that self-motivation is unquestionably considered as a vital and essential component of successful writing.

34. The most important motivational factors that stimulate you to write are:

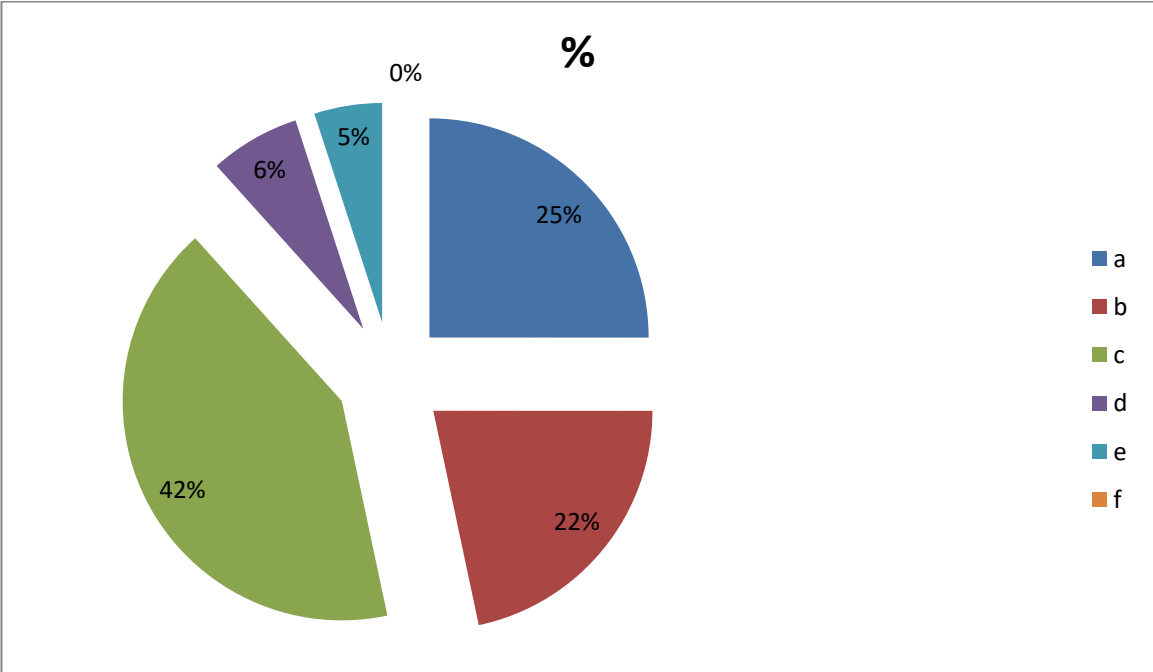
- a. Varying teaching methods.
- b. Curiosity and higher level of interest
- c. Interactive activities
- d. Goal setting
- e. Personal situation
- f. Other, Please specify:.....

Table 4. 40.:The Factors that Stimulate Writing

Options	N	%
a	15	25
b	13	21.67
c	25	41.67
d	04	06.66
e	03	05
f	00	00
Total	60	100

Concerning the factors that boost students to write, most participants (41.67 %) opted for the option “c” i.e. interactive activities. 25 % of the students selected “a”: varying teaching methods, followed by 21.67 % of the students said that they prefer to opt for the answer “b” or curiosity and higher level of interest. 06.66 % of the participants took the decision “d”: goal setting. 05 % selected “e” or personal situation and none of them added other factors (option f). The following graph represents clearly the motivational factors chosen by the students.

Graph 4.2 the motivational factors that stimulate students to write.



35. Please, explain.

Participants were asked to explain their choice, but no students gave any answer.

Section Five: Further Suggestions

36. Please, add any further comment or suggestion.

For this section, a gap is allocated for any suggestion or remark the students would like to supplement. However, the great majority of students (66.33) did not answer this section. Those who answered it (18.33) emphasized on the fact that they need more practice in other to make their writing perfect. In addition, they emphasised the importance of metacognitive strategies and intrinsic motivation to enhance learning in general and writing in particular. As they insist on the need of metacognitive strategies to be taught to them by their teachers. Others (15.34) accentuate the importance of effective direct and explicit feedback because it helps them identifying, recognizing and avoiding their errors.

4.3. Overall Analysis of the Results of the Written Expression Teachers and the Students Questionnaire

First, the analysis of the Written Expression teachers' responses yielded significant data in that they provide a general understanding of their attitudes, perspectives, and difficulties in their writing classes. The following are the main points:

- Most teachers of written expression module are qualified to teach this challenging skill.
- An important percentage of the teachers are dissatisfied about their students' level which implies that they are aware of their students' weaknesses and they undoubtedly try to find ways and strategies to improve their students' level.
- All teachers are conscious about the role of strategies and agreed that the most successful learners are the strategic ones. Indeed, Strategies can "pave the way toward greater proficiency, learner autonomy, and self-regulation" Hsiao and Oxford (2002: 372).

- Concerning motivation, most teachers are not satisfied of their students' level of motivation. They try hard to stimulate their desire to learn and create a good motivated and active class.
- Metacognition knowledge teaches students to be more aware of their learning processes and products as well as how to regulate those processes for more effective learning in general and writing in particular.
- The teachers urged the approach of Metacognition by their learners because it enables them to benefit from instruction and sways the use and maintenance of cognitive strategies.
- While writing, it is better for learners to follow Metacognitive instruction (i.e. the writing process) which provides them with both knowledge of cognitive processes and strategies that facilitate to them the task of writing.
- The teachers advice the use of metacognitive strategies because they help students to become more strategic, self-reliant, flexible, and productive in their learning endeavours.
- Many students are still unable to express themselves clearly and correctly in a comprehensible text. Teachers pinpoint the low level of their students' written works assessed and they work hard to make their students interested in writing and become self-confident.
- The teachers are conscious that they should direct their students in their academic writing in order to achieve a good outcome. This guidance can be by motivating them to read in order to enlarge their vocabulary repertoire, to practice writing a lot to better their writing ability and provide them with useful efficient written feedback.
- It is not only the teacher's role to increase the students' awareness and motivation, there are many other factors that enhance learners' motivation such as family

background academic orientation , relationship with other students and level of financial security .

- All the teachers emphasized the importance of practice in writing both inside and outside classes to improve students' writing competencies. As they claimed that the program within the LMD System is learner-centered, so the students should be given more opportunities to control their own writing.
- Managing one's own writing is an important part of problem solving on any task.
- Metacognition is a vital element in understanding successful performance.
- A strategic student should develop a kind of metacognitive regulation and control and hence becomes a self-evaluator of the outcomes of his efforts.
- Both metacognition and motivation have crucial roles in successful learning in general and writing in particular.

Second, the analysis of the students' questionnaire displayed some valuable information regarding the participants' positions and attitudes about this challenging skill. As it reveals that students have indeed pitfalls in writing. Writing and producing well-formed essays remain a daunting task for most students. When asked to write, learners encounter many difficulties which hinder their effective writing namely: grammar accuracy, lack of vocabulary, organization, structure and authentic style.

To reach their cognitive goal and minimize the difficulty of the written task and of course understand what they are asked to do, (20%) of the students use self-questioning as a common metacognitive comprehension monitoring strategy. The metacognitive strategy of self-questioning is used to ensure that the cognitive goal of comprehension of the given task is met.

More than a half of the students (53.33 %), when they begin writing, they start by listing ideas appropriate to the topic. This is a good metacognitive strategy that facilitates the

written task to students. (26.67 %) avowed that they start immediately to write without thinking first about what information and ideas can be useful. This is considered as a very unconscious bad habit that students must avoid. (15%) said that they write down ideas into complete sentences. This is another metacognitive strategy that helps students in their writing tasks. However, only a few minorities (05 %) answered that they start by making an outline and following it. These learners seem to be indeed aware of the importance of outlining which helps them transforming the knowledge from the brain to a form of language in a paper. This is a metacognitive knowledge that helps students to transform general ideas presented in a plan or outline to the form of cohesive effective text.

In question 18, 63.33 %of the students were not sure that they always organize and plan for their writing tasks. Ignoring that Outlining is a metacognitive strategy that improves students' written performance, particularly at the level of organization. Oshima and Hogue (1999) put emphasis on the importance of the outline and assure that making an outline is 75%of the work, it facilitates writing and assure the organization and the form of the written production as it makes students focusing also on the grammar. They add that "Improved organization, speed and grammar make learning to outline worth the effort" (Oshima and Hogue, 1999 p.35). Outlining is also considered as a cognitive activity that helps students to determine their goals. Students plan to achieve specific goals set in their outline. By drawing an outline, they not only set up goals but also follow the procedure to achieve them. So, students must start first by drawing an outline brief or detailed (it depends on time) in order to make the written task easy to be accomplished and hence achieving their predetermined goals. The setting of goals is fundamental because learners will reach their objectives more easily if they have clearly stated what they are.

The results obtained also reveal that most students skip some basic steps of the writing process such as outlining and revising which affect their written products. Organizing or

planning is very useful before starting any large assignment to make it more controllable. Thus Students should know the writing process and be able to gather information, draw their outline and follow it to organize their writing as they must be able to revise their product in order to produce a good and effective writing.

Both the teachers and the learners are conscious about the fact that writing means a thinking process and a challenging skill that can only be achieved through a hard work and intensive practice. They agree on the fact that to produce good compositions, one should practice more and read a lot in order to learn new vocabulary, new authentic style, rules of punctuation, rules of grammar and of spelling since these rhetorical conventions of English texts often differ from those in the learners' first language (Arabic). So, students require great effort to recognise and manage the differences. .

As far as the use of the writing approaches is concerned, the results obtained determined that both the teachers and the students prefer the process approach better than the others. The writing process is a useful metacognitive strategy that helps students to minimize the difficulties they encounter while writing. The students will benefit a lot from this cognitive process: it not only facilitates the writing task but also enable them to develop their performance and achieve a successful production.

Both the teachers and the learners emphasize the importance of feedback. Learners affirm that they are indeed in need of their teachers' help and guidance. Teachers work diligently to support learners with the appropriate praise, criticism and suggestions so that students correct their writing, overcome the problems they encounter, develop their writing competences adequately and achieve higher quality productions.

The great majority of the students assert that they rely on the teacher to help them and provide them with knowledge and techniques needed to develop their writing. They strongly believe that it is the role of the teacher to create the desire inside them and push them to write.

However the best way to be a competent and successful writer is that the learners have to develop a set of metacognitive strategies that help them to achieve their goals.

Conclusion

The researcher set to provide clarifications to the students' difficulties in writing and solutions to help overcome them from both the teachers' and the students' opinions. Both the teachers and the students confirmed that there is indeed a correlation between metacognition and motivation. Setting and determining goals and applying successful metacognitive strategies in order to achieve these goals are related to motivation. So, the writing skill intersects with the requirements of, not only metacognitive strategies, but also of a motivation and a desire to write and to improve this skill.

Introduction

Writing is not a gift that one is born with; it is a very hard skill that can only be achieved through an intensive practice, excessive reading, and especially by following the different stages of the writing process. The students have to be metacognitively aware of the importance of these stages. Such awareness can only be achieved through explicit instructions. This investigation advocates the importance of motivating the students to the use of the various stages of the writing process as a metacognitive strategy to enhance success and effectiveness in the writing skill. In addition to the teachers' and the students' questionnaires, an experiment with a pre-test, instruction and a post-test has been administered. The test is used to gather data about the students' written production in order to know about the students' metacognitive awareness during the process of writing and gather details about the development of the students' performance before (pre-test to the control group and the experimental group) and after (post-test to the two groups) instruction (to the experimental group). The students of the experimental group were supposed then to have sufficient input of the different steps of writing and aware enough about how to follow all the stages of the Process Approach from the beginning to the end. These students had also been familiar with the major elements to produce coherent and well organized essays. As hypothesized earlier, both metacognition and motivation highly contribute to the students' writing achievement and success. The students who receive explicit metacognitive instructions as strategies to write essays improve their performance. The students who develop high consciousness and awareness about their knowledge in terms of metacognitive strategies are more motivated and become successful writers.

5.1. The Population and the Sample of the Study

Our population in the present research is Second-Year students at the Department of Letters and English, University “Frères Mentouri”, Constantine 1, during the academic year 2016/2017. The sample represents two groups of 30 students each randomly chosen from the target population. One group serves as the experimental group who receives the treatment, whereas the other one stands as the control group and receives no treatment. They are both male and female students of about 20-23 years old. They share the same cultural background: they are from Constantine or Mila (Oued el Athmania, Telaghma, Chelghoum el Aid). The reason behind choosing Second Year students and not the others is that these students have already been exposed to a paragraph writing in their first year, and this year (second) the participants follow a compulsory writing module for about 23 weeks, with three sessions per week (an hour and half for each session), dispersed into two semesters. During these sessions, the students are supposed to carry out a particular programme (see Appendix 4) that enables them to write a whole essay.

5.2. Instruction

In the Process Approach, instructional activities are designed in such a way that they help the students to use metacognitive strategies: think through the process, organize their ideas before writing, and rethink and revise their initial drafts. This approach focuses on the students' ideas and experiences, and emphasizes multiple drafts before editing the final one. The stages of this process (prewriting, drafting, revising, editing, and publishing) are implemented in eight sessions over several weeks with three sessions of twenty minutes per week.

In the first session, the teacher / the researcher focused on the prewriting phase. She asked the students to read the topic and generate ideas and information. The teacher gave the students different techniques that help them to gather information about the given topic. This

pre-writing activity encourages the students to draw upon their personal experiences, by thinking about what they know, or have done, or the experience of someone else. Brainstorming aims at eliciting knowledge or ideas for writing. The students are asked to write freely and not to worry about grammar, mechanics, and diction at this stage. The pre-writing activities help the students generate ideas and build their self-confidence in their ability to develop ideas and put them on paper. The pre-writing strategies that the teacher emphasises are asking questions about the topic, listing ideas related to the topic, clustering or mind mapping and planning.

In session two, the teacher gave four topics and asked the students to generate and develop ideas using the pre-writing strategy so that they find the easiest one and which they master most.

Topic one: Obesity.

Topic two: Characteristics of good parents

Topic three: Ways of escaping stress

Topic four: Smoking

Session three was devoted to highlight the importance of planning and organizing. Then, the teacher demonstrated how to write and organize a detailed plan or an outline of the essay. During this session, the students were also asked to draw the outlines for the topics selected in the previous section.

In the fourth session, the students were asked to write their first draft which is not supposed to be error-free. The students have already collected information about the topic during the previous sessions and shaped their ideas.

In the fifth session, the teacher asked the students to write a second draft based on their self-feedback for revision they have previously done in the classroom. The teacher emphasized the importance of organization and the development of ideas to gain coherence

between the main parts of the essay. The teacher encouraged her students to make more effort to improve their second draft: the teacher went around and checked grammar, sentence structure, and then made brief comments on the content of the paper to correct the students' errors. After that the teacher picked out some errors and incorrect sentences and discussed them with the whole class and made the students aware of certain grammatical points. The teacher found that it was worth to provide the students with a check list that helps them to avoid the same kind of mistakes during the post text.

1. **Sentence Fragments:** make sure each word group you have punctuated as a sentence contains a grammatically complete and independent thought that can stand alone as an acceptable sentence.
2. **Sentence Sprawl:** too many equally weighted phrases and clauses produce tiresome sentences.
3. **Misplaced and Dangling Modifiers:** place modifiers near the words they describe.
4. **Faulty Parallelism:** make sure you use grammatically equal sentence elements to express two or more matching ideas or items in a series.
5. **Unclear Pronoun Reference:** pronouns must clearly refer to definite referents [nouns]. Use “it, they, that, these, those” and “which” carefully to prevent confusion.
6. **Pronoun Agreement:** make sure that each pronoun agrees in number (singular or plural) with the noun to which it refers (its antecedent or referent).
7. **Incorrect Pronoun Case Determine:** select the pronoun form to match the pronoun used as a subject or object or possessive.
8. **Omitted Commas:** use commas to signal non-restrictive or non-essential material to prevent confusion and indicate relationships among ideas and sentence parts.
9. **Superfluous Comma:** unnecessary commas make sentences difficult to read.

10. **Comma Splice:** do not link two independent clauses with a comma (unless you also use a coordinating conjunction: and, or, but, for, nor, so, yet). Instead, use a period or semicolon or rewrite the sentence.

In the sixth session, the teacher provided the students with a list of the common transitions used in different types of essay development. This is in order to make the students aware of the importance of these connectors to write a coherent essay.

Table 5. 1. List of transitional words

<i>Meaning</i>	<i>Transitions</i>
Writing in lists	First(ly), second(ly), third(ly), to begin with, in the second Place, then, after that, finally, another, yet another, in addition, moreover, , also, next, then, lastly, finally.
Adding more to a point already made	also, moreover, furthermore, again, further, what is more, then, in addition, additionally, besides, above all, as well, (as) either, neither... nor, not only... but also, similarly, correspondingly, in the same way, indeed, in fact, really, in reality, it is found that ... as for, as to, with respect to, regarding.
Putting the same idea in a different way	in other words, rather, or, better, in that case, to put it (more) simply, in view of this, with this in mind, to look at this another way.
Comparing	similarly, just as, in the same way (manner), likewise, similarly, again, like, likewise, as well as, both, the same, equally, similar to, similarly, just as.
Introducing an alternative viewpoint	by contrast, another way of viewing this is, alternatively, again, rather, one alternative is, another possibility is, on the one hand... on the other hand, nonetheless, yet despite, even though, however, nevertheless, whereas, unlike, conversely, on the contrary, though, although, but, otherwise, different from, whereas, in contrast with.
Recognizing	as you probably know, certainly, naturally, no doubt, of course

Emphasizing	above all, especially, indeed, in fact, in particular, most important.
Introducing examples	that is to say, in other word, for example, for instance, to illustrate, namely, an example, for example, for instance, such as, and, as follows, as in the following examples, such as, including, especially, particularity, in particular, notably, chiefly, mainly, mostly.
Qualification	May be, perhaps, possibly.
Showing the reasons of something	because, because of, for, as, one reason for this is, for this reason, since, caused by, results from, the reason is that, for this reason.
Showing the results of something	as a result, consequently, accordingly, resulted in, since, so, so that, hence, therefore, thus, resulting from this, that implies, consequently, now , we can see, then, it is evident that.
Summing up or concluding	and so, in other words, in short, in summary, to summarize, to sum up, thus, therefore, so, in short, in conclusion, to conclude, all in all, on the whole, to summarize, in brief, altogether, overall, thus.

The seventh session was based on the teacher's feedback; the students began the process of revising. They had to make necessary changes, substitutions, omissions, corrections, improvements... and write their polished final draft. The teacher asked the students to submit their early draft with the final version. All the drafts were collected so that the teacher can see the progress the students have made during the course of the study.

In the eight session, the teacher returned the students' essays and emphasised the importance of the different stages of the Process Approach and the importance of multiple drafts where the students revised their piece of work.

The teacher emphasised the importance of planning, revising and evaluating for improving their students' written performance. After that, the teacher selected a student's production and read it to the whole class as a model (see Appendix.5)

After reading two samples of the students' essays, the teacher gave the students some advice in order to write a good piece of writing:

- Consider your purpose and audience.
- Generate background information and details for the topic.
- Draft a thesis statement and consider whether it is too broad or too narrow to be sufficiently developed.
- Draw a detailed plan or outline to follow.
- Write a first draft.
- Your reader needs examples of what you are claiming to fully understand what you mean. Check to see that you have used adequate and appropriate examples.
- After your initial draft, ask yourself whether the scope of your thesis statement should be reflecting the direction your essay has taken.
- Re-read your draft to yourself aloud. This is the best way to help yourself revise your own piece of writing (self-feedback). Take care of the form of the essay, indentation in the beginning of each new paragraph, a topic sentence at the beginning of each body paragraph; revise spelling, grammar, punctuation...
- Is your conclusion strong and concise and does it restate or paraphrase the thesis statement?

5.3. The Test

The test consists of the pre-test and the post-test. The participants who took part in the experiment are the same who filled in the questionnaire. These participants are divided into an experimental and a control group. To reduce the students' anxiety and in order not to affect their behaviour, the task was done in the written expression course, and the participants were not informed that they take part in an experiment.

5.3.1. Description of the Test

The test consists in writing a five paragraph essay about “*Problems working mothers face in their everyday life*”. This topic is assigned by the teacher / the researcher. The selection of this topic is motivated by the fact that most students are female and they prefer such topics to express their ideas freely. Moreover, the researcher opted for an example essay and avoided the other types of essays programmed in the second year such as comparison/contrast and cause/effect because the example essay is the simplest one and the most favored by the students. The researcher did her best to create a good, cool and trustful atmosphere where the students were not belittled or punished when they made mistakes in writing; on the contrary, they were taught to learn from errors. At the end of the session (an hour and a half), the compositions were collected by the teacher, then corrected and analysed, focusing on the organisation, the content, grammar, punctuation, spelling, style and quality of expression using the Hyland 2003 Analytic Scoring Rubric to guarantee to a large extent reliable data and results. Hence, the written products of the participants in both groups form the corpus.

Table: 5.2. An analytic Scoring Rubric (proposed by Hyland 2003, p. 243)

Mark	Organization and coherence 20 marks
16–20 excellent To very good	Message followed with ease; well organized and thorough development through introduction, body, and conclusion; relevant and convincing supporting details; logical progression of content contributes to fluency; unified paragraphs; effective use of transitions and reference.
11–15 good to average	Message mostly followed with ease; satisfactorily organized and developed through introduction, body and conclusion; relevant supporting details; mostly logical progression of content; moderate to good fluency; unified paragraphs; possible slight over- or under-use of transitions but correctly used; mostly correct references
6–10 fair to poor	Message followed but with some difficulty; some pattern of organization—an introduction, body, and conclusion evident but poorly done; some supporting details; progression of content inconsistent or repetitious; lack of focus in some paragraphs; over- or under-use of transitions with some incorrect use; incorrect use of reference
1–5 inadequate	Message difficult to follow; little evidence of organization—introduction and conclusion may be missing; few or no supporting details; no obvious progression of content; improper paragraphing; no or incorrect use of transitions; lack of reference contributes to comprehension difficulty

5.3.2. Analysis and Interpretation of the Results of the Test

After collecting and correcting the students' essays of the pre-test of both groups, the results were tabulated to be after that analyzed and interpreted.

5.3.2.1. The Pre-test

These are the scores obtained by the control group during this phase:

Table 5.3. Results of the Control Group in the Pre-test

<i>Control Group Students/30</i>	<i>Pre-test Score/20</i>
<i>Student 1.</i>	<i>12.5</i>
<i>Student 2.</i>	<i>10.5</i>
<i>Student 3.</i>	<i>09</i>
<i>Student 4.</i>	<i>09.5</i>
<i>Student 5.</i>	<i>11.5</i>
<i>Student 6.</i>	<i>08</i>
<i>Student 7.</i>	<i>11</i>
<i>Student 8.</i>	<i>08</i>
<i>Student 9.</i>	<i>08.5</i>
<i>Student 10.</i>	<i>13.5</i>
<i>Student 11.</i>	<i>11</i>
<i>Student 12.</i>	<i>09</i>
<i>Student 13.</i>	<i>14.5</i>
<i>Student 14.</i>	<i>11</i>
<i>Student 15.</i>	<i>12.5</i>
<i>Student 16.</i>	<i>09.5</i>
<i>Student 17.</i>	<i>15</i>
<i>Student 18.</i>	<i>14</i>
<i>Student 19.</i>	<i>13</i>
<i>Student 20.</i>	<i>06.50</i>
<i>Student 21.</i>	<i>08.5</i>
<i>Student 22.</i>	<i>09.5</i>
<i>Student 23.</i>	<i>07.5</i>
<i>Student 24.</i>	<i>07</i>
<i>Student 25.</i>	<i>09</i>
<i>Student 26.</i>	<i>03</i>
<i>Student 27.</i>	<i>10.5</i>
<i>Student 28.</i>	<i>11.5</i>
<i>Student 29.</i>	<i>07.5</i>
<i>Student 30.</i>	<i>08</i>

As indicated in the Table 5.3., from 30 students of the control group, 14 participants reached the average which represents 46.66 %. However, 16 of the population (53.34%) got less than the average. The best mark is 15/20 (only one student), and the lowest one is 03.5/20. The student who got the lowest mark did not stick neither on the topic nor on the form but rather wrote a long paragraph about the equality of women and men and that women should contribute for the welfare of the society. More than half of the students failed to write

an acceptable connected and unified essay. Their productions were full of mistakes: spelling, word order, shift, wordiness, wrong words, tenses, in addition to capitalization and punctuation.

Following Hyland’s Analytic Rubric (2003), we have obtained the following result of the control group during the pre-test.

Table 5.4. Results of the Control Group in the Pre-test.

<i>Students' scores per category</i>	<i>Control Group Students/30</i>	<i>%</i>
16-20 <i>Excellent to very good</i>	00	00
11-15 <i>Good to average</i>	12	40
6-10 <i>Fair to poor</i>	17	56.66
1-5 <i>Inadequate</i>	01	0.33

As shown in Table 5.4. no student is noticed in the category excellent to very good (from 16-20) , no outstanding writer. 12 students have scores between (11-15) which means that good to average. These students arrived to write satisfactory organized and coherent essay which contains: introduction, body and conclusion with relevant supporting details; mostly logical progression of content; moderate to good fluency; unified paragraphs; less use of transitions words. In the category fair to poor (6-10), results revealed 17 students. The teacher found difficulty to correct these compositions because they are poorly written. The

results also revealed that only 01 student belongs to the category inadequate (1-5), this student was unable to express his thought and organize his ideas in clear and comprehensible essays. He wrote a long incoherent paragraph. The teacher noticed that while writing, the students in this group did not follow all the stages of Process Approach.

As far as the experimental group is concerned, these are the scores obtained during the pre-test:

Table 5. 5. Results of the Experimental Group in the Pre-test

<i>Experimental Group Students/30</i>	<i>Pre-test Score/20</i>
<i>Student 1.</i>	<i>11</i>
<i>Student 2.</i>	<i>03.5</i>
<i>Student 3.</i>	<i>12.5</i>
<i>Student 4.</i>	<i>10</i>
<i>Student 5.</i>	<i>10.5</i>
<i>Student 6.</i>	<i>07</i>
<i>Student 7.</i>	<i>09</i>
<i>Student 8.</i>	<i>08</i>
<i>Student 9.</i>	<i>11</i>
<i>Student 10.</i>	<i>06.5</i>
<i>Student 11.</i>	<i>14.5</i>
<i>Student 12.</i>	<i>12.5</i>
<i>Student 13.</i>	<i>11.5</i>
<i>Student 14.</i>	<i>15</i>
<i>Student 15.</i>	<i>09.5</i>
<i>Student 16.</i>	<i>12</i>
<i>Student 17.</i>	<i>08.5</i>
<i>Student 18.</i>	<i>09.5</i>
<i>Student 19.</i>	<i>11</i>
<i>Student 20.</i>	<i>07</i>
<i>Student 21.</i>	<i>08</i>
<i>Student 22.</i>	<i>09</i>
<i>Student 23.</i>	<i>13</i>
<i>Student 24.</i>	<i>09</i>
<i>Student 25.</i>	<i>08</i>
<i>Student 26.</i>	<i>12</i>
<i>Student 27.</i>	<i>08</i>
<i>Student 28.</i>	<i>09</i>
<i>Student 29.</i>	<i>06.5</i>
<i>Student 30.</i>	<i>08.5</i>

Only 13 participants out of 30 of the experimental group (43.34%) got the average, and 17 students (56.66%) got below the average. They wrote very short essays; this could be explained by their limited vocabulary or their brief experience in writing. As we recognized that the same kind of errors depicted are shared by all students.

Following Hyland’s Analytic Rubric (2003), we have obtained the following result of the experimental group during the pre-test.

Table 5.6. Results of the Experimental Group in the Pre-test.

<i>Students’ Scores per Category</i>	<i>Experimental Group Students/30</i>	<i>%</i>
<i>16-20 Excellent to very good</i>	00	00
<i>11-15 Good to average</i>	11	36.66
<i>6-10 Fair to poor</i>	18	60
<i>1-5 Inadequate</i>	01	0.33

As revealed in Table 5.6. no one is noticed in the category of outstanding (excellent to very good from 16-20). 11 students have scores between 11-15 which means that these students are good to average. These students wrote organized essay which contains: introduction, body and conclusion with relevant supporting details; moderate to good fluency;

unified paragraphs; minor use of transitions but correctly used. In the category fair to poor (6-10), results revealed 18 students. The teacher found difficulty to correct these compositions because they are poorly written: progression of content inconsistent, useless repetition, misuse of transitional markers, incorrect use of pronoun reference, wordiness, and wrong use of parallel structures. A unique student belongs to the category inadequate (1-5), this student failed to express and organize her ideas in clear and comprehensible essay. She wrote a short incoherent essay, full of irrelevant sentences and unconvincing supporting details.

5.3.2. The Post-test

In the Pre-test, the students in the experimental group were as the control group in terms of language proficiency and level. This justifies the students' poor language, limited vocabulary and inadequate generation of ideas, mainly before the experiment. The following table displays the scores obtained by the control group in the Post-test:

Table 5.5. The Result of the control Group in the Post-test.

<i>Control Group Students/30</i>	<i>Post-test Score/20</i>
<i>Student 1.</i>	<i>13</i>
<i>Student 2.</i>	<i>10.5</i>
<i>Student 3.</i>	<i>09</i>
<i>Student 4.</i>	<i>09</i>
<i>Student 5.</i>	<i>11</i>
<i>Student 6..</i>	<i>09</i>
<i>Student 7.</i>	<i>11</i>
<i>Student 8.</i>	<i>08.5</i>
<i>Student 9.</i>	<i>08</i>
<i>Student 10.</i>	<i>14</i>
<i>Student 11.</i>	<i>11</i>
<i>Student 12.</i>	<i>09.25</i>
<i>Student 13.</i>	<i>12.5</i>
<i>Student 14.</i>	<i>11</i>
<i>Student 15.</i>	<i>12</i>
<i>Student 16.</i>	<i>09</i>
<i>Student 17.</i>	<i>15</i>
<i>Student 18.</i>	<i>13</i>
<i>Student 19.</i>	<i>13.5</i>
<i>Student 20.</i>	<i>07</i>
<i>Student 21.</i>	<i>08.5</i>
<i>Student 22.</i>	<i>08</i>
<i>Student 23.</i>	<i>09.5</i>
<i>Student 24.</i>	<i>10.5</i>
<i>Student 25.</i>	<i>09.5</i>
<i>Student 26.</i>	<i>05.5</i>
<i>Student 27.</i>	<i>09.75</i>
<i>Student 28.</i>	<i>11</i>
<i>Student 29.</i>	<i>09</i>
<i>Student 30.</i>	<i>09.5</i>

Table 5.5 reveals that in the Post-test 14 out of 30 of the participants of the control group that represent 46.66% got the average. The best mark in the group is 15 (only one student) and the lowest one is 03. 5. More than a half of the whole students failed to write a five paragraph well organized, coherent and unified essay. This is probably because most students find the task of writing a difficult and boring task. The results are consistent with the Pre-test and no improvement is witnessed in these students performance.

Following Hyland' Rubric (2003), these are the scores obtained:

Table 5.6. Results of the Control Group in the Post-test.

<i>Students' scores per category</i>	<i>Control Group Students /30</i>	<i>%</i>
<i>16-20 Excellent to very good</i>	00	00
<i>11-15 Good to average</i>	12	40
<i>6-10 Fair to poor</i>	17	56.66
<i>1-5 Inadequate</i>	01	03.33

The Table 5.6. showed that the results of the control group remain stable. No one is noticed in the category excellent to very good. Less than half of the students (12) are good to average. 56.66% of the students are fair to poor and one student belongs to the category “Inadequate”, he is unable to write an essay.

The results of the post test for the experimental group are exhibited in the following table.

Table 5. 5. The Results of the Experimental Group in the Post test.

<i>Experimental Group Students/30</i>	<i>Post-test Score/20</i>
<i>Student 1.</i>	<i>12.5</i>
<i>Student 2.</i>	<i>08.5</i>
<i>Student 3.</i>	<i>13.5</i>
<i>Student 4.</i>	<i>12</i>
<i>Student 5.</i>	<i>13</i>
<i>Student 6.</i>	<i>10</i>
<i>Student 7.</i>	<i>11.5</i>
<i>Student 8.</i>	<i>11</i>
<i>Student 9.</i>	<i>12</i>
<i>Student 10.</i>	<i>10</i>
<i>Student 11.</i>	<i>16.5</i>
<i>Student 12.</i>	<i>14</i>
<i>Student 13.</i>	<i>13.5</i>
<i>Student 14.</i>	<i>13</i>
<i>Student 15.</i>	<i>17</i>
<i>Student 16.</i>	<i>11</i>
<i>Student 17.</i>	<i>12</i>
<i>Student 18.</i>	<i>10</i>
<i>Student 19.</i>	<i>10</i>
<i>Student 20.</i>	<i>11</i>
<i>Student 21.</i>	<i>08.5</i>
<i>Student 22.</i>	<i>09.5</i>
<i>Student 23.</i>	<i>16</i>
<i>Student 24.</i>	<i>11</i>
<i>Student 25.</i>	<i>10</i>
<i>Student 26.</i>	<i>13</i>
<i>Student 27.</i>	<i>08.5</i>
<i>Student 28.</i>	<i>10</i>
<i>Student 29.</i>	<i>08.5</i>
<i>Student 30.</i>	<i>10</i>

The previous table (5.5.) indicates that the highest score (17/20) was found in the experimental group. Most participants (83.33%) of this group expressed their ideas into an acceptable flow of clear, concise, well connected and well organized essays and easily understood by their teacher. And only (16.66) wrote a clear and comprehensible essay but lack of vocabulary and contains many errors. These results indicate that the participants of the experimental group achieved remarkable improvements after the treatment in writing essays

compared to the control group (46.66%). These results confirm that the teacher's instruction is really a treatment that improved students' writing quality.

Following Hyland' Rubric (2003), these are the scores obtained in the Post-test:

Table 5.6. Results of the Experimental Group in the Post-test.

<i>Students' scores per category</i>	Experimental Group Students/30	%
16-20 <i>Excellent to very good</i>	03	10
11-15 <i>Good to average</i>	15	50
6-10 <i>Fair to poor</i>	12	40
1-5 <i>Inadequate</i>	00	00

Table 5.6. shows remarkable improvements of the experimental group. 3/30 (which represents 10%) of the participants are in the category of excellent to very good. 50% of the students belongs to the category poor to average. 12 students got fair marks not less than 08.5/20. And no one wrote inadequate composition. Then the teacher/researcher established a check list to verify whether the two groups (control and experimental) followed the Process Approach.

Table 5.7. The checklist for the Use of the Process Approach.

Check list for the use of the Process Approach	Control Group	Experimental Group
Pre-writing Can the students identify the specific audience to whom they will write?	Students of this group did not take care about the audience.	Students of this group were aware of the audience.
Can the students identify the purpose of the writing activity?	No, not all students can identify the purpose of their writing.	Most students can easily identify the purpose of their activity.
Do the students engage in rehearsal activities (such as brainstorming, listing, outlining) before writing?	None of the students engaged in activities to generate information about the topic.	All students started by listing ideas than by drawing a detailed outline as a guide to follow while writing
Drafting Do the students write rough drafts?	Students wrote a unique draft.	Students wrote a draft then they redraft.
Do the students place a greater emphasis on content than on mechanics in the rough drafts?	Students emphasized on content.	Students emphasized on both content and mechanics.
Revising Between first and final drafts, do the students make significant or only minor changes?	Students made only minor change.	Students made significant change.
Do the students proofread their own papers?	No, most of the students did not proofread their papers.	All the students proof read their papers.
Do the students increasingly identify their own mechanical errors?	No, they do not.	Yes, most the students identified their mechanical errors.
Publishing Do the students publish writing in an appropriate form?	No, most of the students do not.	Yes, most the students published their writing in an appropriate form.

The following table recapitulated clearly the students' use of the Process Approach and which stage is neglected by the students.

Table 5.8. The Students' Use of the Process Approach while writing their essays.

<i>The Process Approach stage</i>	<i>The control Group/30</i>	<i>The experimental Group/30</i>
<i>Pre-writing</i>	None of these students followed this stage.	All the students followed this step. They started by listing ideas and then they drew an outline to guide them while writing.
<i>Drafting</i>	All the students started directly by writing a unique draft to develop the topic.	All the students used their outlines and follow them in their draft.
<i>Revising</i>	Most students did not give any importance to this stage only 10 students which represent (33.33) briefly revised their drafts.	All students revised cautiously their drafts and the majority (83.33) even wrote a second draft.
<i>Editing</i>	All students wrote their final draft.	After polishing their essays, all students wrote them in a well and accurate form.

The teacher is satisfied of the experimental group result: most participants of this group followed all the stages of the writing Approach from brainstorming to editing. They began first by listing ideas and information then establishing an outline to follow it for the sake of

assuring the form of the essay, unity and coherence in their productions. Because they know during the treatment that planning or outlining is a very important strategy going through the whole writing process. By setting a plan or an outline, students of the experimental group formed an internal representation of the knowledge that they used in their productions. They concentrated on transforming information into meaningful and accurate sentences. The participants achieved a good standard of expressive writing i.e., taking into consideration the audience, students wrote what they wanted to say with clarity and precision and they also minimized the rate of their errors and polished their final production; this is because these students revised and evaluated their essays before they submitted them to their teacher. So, the participants of the experimental group while composing, they also monitor their current process and progress. Thus the teacher's instructions and encouragements for students to monitor their own progress in writing enabled to obtain better results in the post-test. However the control group started directly writing the essay, they think that drawing an outline is a waste of time. The researcher noticed that students of the control group take much longer to write the required parts of the essay than students of the experimental group. So, we can say that outlining is organizing and it is a metacognitive strategy used to facilitate the achievement of knowledge, and to improve the performance of learners. The most achiever learners are the most strategic ones. We can deduce that the use of metacognitive strategies can be associated with successful writing since only the experimental group who received the training shows the best and the brightest outcome. Hence our hypotheses (If students receive explicit metacognitive instructions as strategies to write essays, they will improve their writing skill and if students use the process approach as metacognitive strategies while writing, they will develop a better performance) are confirmed.

So, Metacognitive strategies must be taught to all students.

5.3.4. Overall Analysis of the Results of the Test

Comparing the two groups, the control group and the experimental group, the results obtained in the Pre-test indicate that the best mark in the two groups is 15 and the lowest one is 03. This indicates that the two groups have approximately the same level. From the two groups; 27 students out of 60 which represent (45%) wrote well organized and coherent essays. However, 33 participants (55%) of the whole population were unable to express their thoughts and organize their ideas in clear and comprehensible essays. We also noticed that the participants in both groups share the same way of thinking: this is probably due to the interference of their L1. As they share the same errors: spelling, word order, shift, wordiness, parallelism, sentence length, run on sentences, misuse of words/transitions, tenses, in addition to capitalization and punctuation. However, the written assignments collected in the post test, after conducting the experiment, proved that the experimental group did better than the control group. This was due to the explicit instruction given by the teacher during the training. However, the results in the control group remain stable.

Implementing metacognitive tasks means transferring some responsibilities to learners, which in turn might increase their efforts. It is therefore suggested that explicit and direct instruction and guided practice be consistently provided. When teaching writing metacognitively, the teachers become supportive to their learners, and respect their opinions. The teachers should also drive the learners to monitor, self-evaluate and self-regulate their efforts as well as their writing productions and hence the learners become autonomous and responsible for their own learning (learner-centered approach).

The teacher noticed that while writing, most students tend to generate ideas about the given topic using their mother tongue. Mother tongue interference was exceedingly remarkable in most students' essays. Scott (1992; cited in Shrum and Glisan, 2015) recognized that during the brainstorming phase, EFL learners use L1 ideas generation strategy

and then they transfer the ideas by translating them from their L1 to the TL. So, what is recommended here is that teachers should advice and help their students to focus on the TL while generating ideas.

The analyses of the students' productions were concentrated on some elements that make writing an essay effective and accurate such as: Organization, form, Content and Language use. As it is already mentioned in the first chapter of the present research, organization includes many components namely: unity, coherence, thesis statement, topic sentences, and punctuation. The process of organizing plays a crucial part in creative thinking and discovery since it is able of generating ideas and forming new concepts. Organisation in writing is indeed very important; it allows the audience to easily follow the writer's ideas. Concerning this strategy, the researcher noticed that in the post test participants in experimental group succeed to organise the essay where as in the pre-test the two groups did not take into consideration this metacognitive strategy. Organisation and logical progression of ideas have been then the focus of the participants of the study as essential strategies to achieve a successful writing performance. Hence, after the treatment, we noticed that there is a significant improvement in the experimental group's written productions. This indicates that the participant had satisfactory instructions that enable them to develop more in terms of reaching a good form and of organizing the beginning, the development and the conclusion of an essay. This progress in the students' performance entails that the instructions are successful.

The researcher/teacher observed that before they started writing, the participants of the experimental group began first by establishing an outline to follow it for the sake of assuring the form of the essay, unity and coherence in their productions because they know during the treatment that planning is a very important strategy going through the whole writing process.

They also know that in the planning process writers form an internal representation of the knowledge that will be used in their productions. However, the control group started directly writing the essay, they thought that drawing an outline is a waste of time. What is surprising is that the researcher noticed that students of the control group take much longer to write the required parts of the essay than others in the experimental group. So, we can deduce that organizing and planning are metacognitive strategies used to facilitate the achievement of knowledge, and improve the performance of learners, and that the most achiever learners are the most strategic ones. As far as the content is concerned after the treatment, the participants of the experimental group succeeded better than the control group to generate good, specific and relevant details and provide very strong and convincing illustrations. So, we can notice that there is an improvement and a progress in students' understanding of how to generate good and strong supporting ideas.

The language use includes the appropriate word choice, syntactic structure, grammar accuracy and spelling. These components are the source of difficulties that students usually encounter. The participants of the two groups in the pre-test test made many errors. The presence of some errors can be attributed to more than one source, as it can be classified in more than one subcategory (spelling, grammar, punctuation, vocabulary...). All the participants committed various kinds of errors while writing especially: capitalization errors, punctuation, grammar, word structure, word order. This may be magnified by the fact that the rhetorical conventions of English texts, the structure, style, and organisation often differ from those in the participants' first language (Arabic) as they require more practice and great effort to recognise and manage the differences. Sofer and Raimes (2002; cited in Abi Samra, 2003, p.8), for instance, confirm that Arabic learners of English cannot differentiate between upper and lower case because of the "lack of capitalization in the Arabic alphabet and very different punctuation conventions". Effectively, most participants neglected the use of capitalization.

They also misuse punctuation either they limited the use of commas or over use them, some do not use periods and wrote entire paragraphs without signaling the end of their pieces of writing. Concerning the grammatical errors, the researcher noted that the largest number of errors committed by the students is the omission or misuse of some prepositions, in addition to error in verb tense such as the omission the use of the past after a modal auxiliary. Besides, the researcher recognized that there are other errors made by most students such as subject verb agreement and the deletion of the third person singular marker.

Therefore, in the post test, the researcher observed that the participants of the experimental group minimized the rate of their errors; this is probably due to the fact that these students revised and evaluated their compositions before they submitted them to their teacher. So, the participants of the experimental group while composing, they also monitor their current process and progress.

Based on the findings of the students' performance in the pretest and the posttest experimental study, there is a remarkable positive effect of teacher's instructional treatment.

The teacher is satisfied of the experimental group result: the participants achieved a high standard of expressive writing. i.e., they wrote what they wanted to say with clarity and precision. They also minimized their errors and polished their final production. Thus, the teacher's instructions and encouragements for students to monitor their own progress in writing enabled to obtain better results in the posttest. Where as many students of the control group, unfortunately, are still unable to express themselves in a clear, correct and comprehensible manner in writing. We can deduce that the use of metacognitive strategies can be associated with successful learning since only the experimental group who received the training shows the best and the brightest outcome. So, Metacognitive strategies must be taught to all students.

Conclusion

After conducting our experiment and analyzing the results obtained in the pre-test and the post-test, the data obtained can help us draw the following conclusions. In the pre-test, the participants of the control group as well as that of the experimental group have approximately the same level. After the post-test, a clear progress is detected in the experimental group. The results divulged that indeed the teacher's instruction of metacognitive strategies through the use of process approach improves the students' writing performance. So the students in the experimental group become aware of the use of metacognitive strategies to monitor their own progress in writing and attain better performance. Hence we confirmed our hypothesis that the students who receive explicit metacognitive instructions as strategies to write essays improve their performance. Using the Process Approach, as metacognitive strategies while writing, would lead students to better performance. The writing skill intersects with the requirements of not only metacognitive strategies but also of a motivation and a desire to write and to improve this skill. So, both metacognition and motivation contribute highly to students' writing achievement and success. Finally, it is recommended to teach metacognitive learning strategies to all students.

Introduction

The prime concern of the present study is to show the significance of using metacognitive strategies to help the students to write successful essays. The Process Approach as a strategy to enhance writing has been proved as an effective by means of our experimental test results as well as the teachers and students questionnaires. As a modest contribution to the improvement of teaching and learning writing, we attempt to highlight the importance of the Process Approach as a metacognitive strategy, the importance of keeping a motivating class, then bringing around some pedagogical recommendations to the learning and teaching of writing and finally limitations of this study and suggestions for further research.

6.1. Importance of the Process Approach to Enhance Metacognition

The Process Approach focuses on fluency, content, self-expression, prior knowledge and experience rather than on accuracy. The central concern of this approach is the writer and overlooks the resultant text. Its aim is to develop students' thinking, i.e. Before plunging into the activity of writing students ask themselves questions such as what do I write about? Who is my audience? How do I structure my essay? What sort of language and voice should I use? It also helps students to gain control over the cognitive and metacognitive strategies involved in writing as well the ability to criticize and evaluate their own writing. Murray (1980, 04) explained that following the steps of the Process Approach do not require a long schedule or training, or extensive materials. But rather, all what require is a teacher who respects those steps and responds to the students for what they may produce as they are given an opportunity to see writing as a process rather than a product. It also aims at developing students' composing process in a holistic fashion. This goal implies that students need to acquire experience in writing for several purposes, in various contexts, and addressing different audiences (Hairston 1982). This approach ensures that learners will move from what is easy to what is difficult and from what is known to what is unknown (Bloom taxonomy). According

to the Process Approach, writing is a writer-oriented self-creativity: this makes students very motivated and writing very pleasant. Supporting this idea, Hyland (2003, p. 89) explained that:

- Writing is problem-solving: writing use invention strategies and extensive planning to resolve the rhetorical problems that each writing task presents.
- Writing is generative: writers explore and discover ideas as they write.
- Writing is recursive: writers constantly review and modify their texts as they write and often produce several drafts to achieve a finished product.
- Writing is collaborative: writers benefit from focused feedback from a variety of sources.
- Writing is development: writers should not be evaluated only on their final products but on their improvement.

Time management is very important in the writing process. Chandrasegaran (2002, p. 14) specified that a problem to be expected in the writing classroom is that some students take much longer than others to write an essay; while others never finish their writing in class. This may be due to time devoted to thinking, planning or revising, as well as speed in handwriting. In their book: *Writing and Motivation* (2007, p.8), Hidi and Pardia stated that “a writer has to coordinate cognitive, metacognitive, and linguistic processes when producing extended texts. She or he has to select sources to gain information, make choices about ideas to be included, adopt strategies about the use of time. In other words, the writer must self-regulate at several levels”.

The Process Approach can highly develop the students’ order of thinking and develop their metacognitive strategies in writing and improve their performance. It also helps teachers and students to reflect on and regulate their efforts, thus making an EFL writing class more

effective. But teachers still need to work hard in order to find out new alternative approach to writing instruction to lead students to successful writing.

6.2. Importance of Motivation for Effective Writing

It is axiomatic that motivation plays a crucial role: it pushes learners to write and to ameliorate their writing. Students who are not motivated will not learn effectively. Motivation leads to metacognitive engagement manifesting itself in the use of various learning strategies. As far as motivation is concerned, the students in the study claimed that it is the role of the teacher to encourage them; however, some teachers (participants) found that the students who are not self-motivated and have not this internal natural drive and desire to learn and develop their writing will be difficult for the teacher to motivate them. To keep his learners motivated requires from the teacher to care about any factors that may enhance it as well as be aware from any other factors that could negatively affect it.

As far as factors that stimulate motivation are concerned, most teachers who answered the questionnaire favour “*interest and enjoyment*”. These are two elements which create motivation, so the teachers of writing should opt for interesting topics and make the learning of writing joyful, especially because writing is taken to be a boring and challenging task. The teachers should assist their learners and offer them “*effective feedback*”. Practical evidence calls for a pedagogy where students have full chances of being explicitly trained to manipulate all the elements of the essay writing, to generate ideas, to draft and to revise them with the support of feedback on developing writing skills because “without feedback opportunities in a writing course, there is little reason for students to be there” (Kroll, 2001). The teachers also insist on the importance of “*recognition, rewards, and opportunities*”. In fact, every student looks for a grant, be it moral or concrete, from his/her teacher as a result of the efforts made to learn something. So, teachers should at least praise them from time to time and give them the opportunities to improve themselves. “*Communication*” is another factor

that most teachers emphasise. Students get involved in any act whenever they feel that they can communicate easily. So, teachers should provide a space for communication with their students. Another factor mentioned by the great majority of the participants is “*the creation of good atmosphere free of anxiety*”. Reducing learners’ anxiety in the classroom is the role of the teacher. This later should apply certain strategies to create what Krashen 1982 calls ‘friendly environment’ in which learning can be relaxed and stress-free. In this respect, Hadfield (1992, p.12) proposed some characteristics for a good and dynamic classroom where students are not afraid or hesitating.

Table 6.1. Traits of Good Classroom Dynamics (Hadfield, 1992:12)

1. Students groups are cohesive and have a positive, supportive atmosphere. Group members are interested in each other and feel they have something in common.
2. The members of the group are able to communicate. They have a sense of direction as a group and are able to define their goals in group as well as individual terms.
3. Group members are not diquey or territorial but interact happily with all members of the group listen to each other and take turns.
4. Individuals in the group are competitive and do not seek individual attention at the expense of others. Members cooperate in competing tasks and are able to work together productively.
5. Group members are able empathize with each other and understand each other’s points of view even if they do not share them. The members of the group trust each other.
6. The group has a sense of fun.
7. Group members have a positive attitude to themselves as learners; to the language and culture being studied, and to the learning experience.

This table summarizes the good characteristics of a model classroom where anxiety and fear have no place. Hadfield focused on the relationship between the students and their teacher and the students and their classmates. But in addition to the good relationship between the teacher /the students and the students with their classmates, I eventually advocate for the creation of an enjoyable writing atmosphere where students are exposed to constant writing activities for helping them develop into autonomous and responsible writers. There are some precious suggestions that can help Written Expression teachers to motivate their learners to practise writing and to be autonomous:

- ✓ Encourage students to read and explain to them that writing will be developed by intensive reading and constant practice.
- ✓ Give students opportunities to write about topics they are interesting to them or familiar with.
- ✓ Help students build their confidence to write more and longer pieces.
- ✓ Encourage students to revise their writing so that they can criticise and evaluate their own writing.
- ✓ Give students encouraging, positive and effective feedback on their writing.

So, the students should be continuously encouraged and motivated by their teachers and should be made responsible about their own learning. This can be achieved by making the learner aware about the different metacognitive strategies to rely on before they engage in any writing activity. It is obvious that only a good teacher can make learning fun and inspire the learners to reach their full potential.

6.3. Pedagogical Implications

The following pedagogical recommendations were drawn from the experimental results as well as the researcher's experience in teaching English.

- There should be an intensive practice in Written Expression sessions and students should be given more guidance and feedback and even models for successful essays to offer for the most insecure students something visible they can follow and even imitate in their assignments and hence improve their writing quality.
- Writing classes need more student-centred contexts. Teachers should invite all their learners to contribute in the course and construct meaning by their own, solve problems, and dynamically learn under the teacher's guidance and direction as a facilitator of learning. This will develop students' self-confidence and self-control.
- Since students are often not aware of the use of metacognitive strategies to improve the quality of their written production, it is the role of the teachers to train and reinforce these strategies. Teachers should teach and employ metacognitive learning strategies and demonstrate to the learners how to use them along their writing essays. Raising students' awareness about their metacognitive strategies and their usefulness in improving their writing may drive them to work on these strategies by themselves not only relying on the teacher. The effectiveness of metacognitive strategies in writing was found to be irrefutable to improve the students' writing quality.
- Implementing the Process Approach in writing classes is extremely motivating to teachers and students alike. It must be explicitly taught to students to facilitate practice and improve students' writing productions. Both teachers and students should understand the value of explicit instruction in process strategies that primarily depend on how they collaborate in the development of the writing skill. So, giving students instruction and training would certainly influence positively students' essay writing achievement and performance and not leaving students struggling with how they could start, draft and produce a good piece of writing.

- The teachers should focus not only on the micro-linguistic level such as detecting errors in language structures, spelling and punctuation but much attention should also be given to develop learners' macro-linguistic abilities in writing such as meaning, and form.
- Students' writing quality can be developed if teachers motivate their students to adopt metacognitive strategies to help them in their writing and improve their lower level skills such as in organization, grammar, vocabulary, spelling, mechanics, style....
- Students who develop high consciousness and awareness about their knowledge in terms of metacognitive skills are more motivated and become successful writers.
- The students acquire better and more effectively the items which are noticeable to them. The teacher should highlight any item or error on student paper this leads the learner to notice problem then revise and correct it. So, teacher's effective feedback is indispensable. Giving feedback and evaluating learners' writings require teachers to check each learner's writing production to determine its strengths and weaknesses, but this could be a challenging task for the teacher or even an impossible one in large classes. So, we recommended small classes to teach the writing skill effectively and successfully.
- Teachers should encourage their learners to practice writing in order to make this challenging task easier. An example of the behavioural strategies that may reduce writing anxiety is the use of some learning methods such as writing journals, diaries or note books.
- Different research studies find out that "It is reading that gives the writer the 'feel' for the look and texture of reader based prose" (Krashen 1984 cited in Eisterhold, 1990, p.88). Students who read more tend to write better. There is a close connection between reading and writing. "Writing and reading are interrelated and inseparable

communication skills. Though them, students attempt to organize and communicate their perceptions of the world in a way that is both personally meaningful and understandable to others” Greenberg and Rath, (1985 p 13). I personally support the contribution of reading to the development of the writing performance. Students who are motivated to read are also good writers. Learners activate their prior knowledge and learn text structures and language that they can transmit to their own writing. So, we recommend the necessity of adding reading skill in the content of the writing course since we have not a course designed for that.

- As a teacher of written Expression and responsible of this module for more than ten years, we observed that the new reform in the writing syllabus as sent from the ministry of higher education (“Programme Pédagogique Socle commun” (See Appendix IV) is inefficient and it does not help students to develop their writing proficiency. As Hamada (2007, p. 140) stated: “Any subject area of knowledge and abilities cannot be taught at random. A selection is a compulsory measure which brings organization in a teaching context because we cannot teach everything at the same time”. So, to guarantee organization and even effectiveness in teaching this module, we designed a syllabus for second year students (See Appendix V) where students are provided with necessary theoretical background that informs and supports and helps them to achieve better writing performance. In addition, much interest is given to practice because as Grenville (2001) said that no one is born knowing how to write, but it is a skill that we can learn and develop with time, and practice. Indeed, the more students practice the easier writing becomes.
- WE teachers should cooperate together in the sense that they rely on the unified teaching materials that include the appropriate courses needed for improving the level of achievement of this skill. Moreover, we advocate for the creation of an effective

environment and an enjoyable and positive atmosphere that help learners to write well because creating an interactive learning environment for learners will surely improve their English academic writing. Teaching writing skill should be based on innovative and creative environment in order to motivate students' voice and choice in improving their writing productivity.

- It is preferable that teachers choose topics which are more familiar and interesting to their students or even giving them the opportunity to choose their own topics so that they become personally and totally engaged in their writing. Chastain (1990) confirmed that writing is more accurate when it is free from a final grade and when students have opportunities to write in their own voices.
- Competence in essay writing will help students pass all their academic courses successfully, and enable them to be talented teachers and good researchers in the future.

6.4. Limitations of the Study and Suggestions for further research

A number of limitations have been encountered in the present study, mainly concerning data collection, and physical conditions. Since the study concerned only two groups of students from the Department of Letters and English, University "Frères Mentouri", Constantine 1, the findings of the study may not be generalized to stand for all the Algerian Universities.

Concerning the means of research, it was originally planned to use 'Think Aloud Protocol' as a tool to measure the students' cognitive process during the act of writing; however, it was not possible to apply it because of the teaching conditions: large groups, noisy environment and lack of sophisticated materials.

This is a short term research study which lasted over one semester, so the results found and the conclusions established cannot give us a real image to the crucial role that metacognition and motivation play to develop students' writing skill.

It is recommended for future research to use the Eclectic Process Genre Approach as a metacognitive strategy that helps the development of students' writing skill. Besides that, it is preferable to use models written by advanced writer or natives because it is an effective instructional approach that helps students while monitoring and revising their own written composition. Moreover, taking metacognition into practice could be affected by many factors such as cultural ones: more investigations are needed in this aspect.

Conclusion

Writing is a skill that cannot be developed and achieved without some fundamental factors. Example of these factors is the creation of a good and motivational atmosphere. Motivation leads to the use of metacognitive strategies to achieve and develop the writing skill.

General Conclusion

This research is based on the investigation of the role both motivation and metacognition play to develop students' writing skill. Furthermore, this study is devoted to investigate to what extent second year students at the Department of Lettres and English, University "frères Mentouri", Constantine1, are aware of using metacognitive strategies to facilitate the challenging task of writing. To answer the questions asked in the opening section of this work, we hypothesized first that if second year students receive explicit metacognitive instructions as strategies to write essays; their written performance will be improved. Second, we hypothesise that students who develop high consciousness and awareness about their knowledge (i.e metacognitive skills) are more motivated and become successful writers. Third, the use of the Process Approach while writing would lead to better performance.

Before testing these hypotheses, a theoretical background was provided which consists of three chapters that discussed the most important issues which are relevant to the aim of the study. Chapter one will focus on reviewing the literature related to the writing skill in general: it explores the description of writing, its importance, its difficulties, its relation to speaking and reading, and the essential components writing learners need to take into account while producing a given piece. This chapter also introduces the five basic approaches to develop this skill, and the research focus on process approach of being the most important and the most practical set of metacognitive strategies the learners need. In addition, this chapter casts some light on various roles a writing teacher plays to assure, instruction, support and guidance in writing class. And at last, it gives examples of assessment and feedback the students are in need in order to assure a good and successful writing performance. The second chapter is devoted to metacognition. We will go through different definitions and perspectives on metacognition. Then, it discusses different strategies. The third chapter deals with motivation its definitions and theories. There is a wealth of knowledge about theories of motivation and

techniques that help students who are unmotivated, but only some theories have been discussed. Factors used to boost both kinds of motivation, namely intrinsic motivation and extrinsic motivation are also dealt with in this chapter. The second part of the study, which represents the practical chapters, covers the situation analysis, the implementation of the experiment and the evaluation of the results and findings. Based on the results and the findings of the research, the last chapter will provide a general conclusion and some pedagogical recommendations and limitations. Learners often fall in the maze of composing essays. They even consider the writing skill as a burden, a hard task, a challenging skill, that can only be achieved after intensive and durable practice. So, this study is a fulfillment of the urgent need to adopt the Process Approach as metacognitive strategies to teach and to overcome writing obstacles. This approach encourages learners' autonomy, learners' regulation, thinking skills, reflection, control, and evaluation. The WE teachers, in this approach, play a very interesting role. They not only provide information to their students but also push them to excessive practice of writing and guide them during their writing tasks. Moreover, students are in need of their teachers' feedback that helps them to overcome the obstacles they meet while writing. But it is preferable that this feedback will be encouraging, motivating, positive, direct, detailed, well formulated and effective. In addition to this feedback, peers' review and comments can also act as facilitating tool to promote students' writing performances. So, learners' positive response to any kind of feedback guarantees success in writing.

Finally, based on the results, the writing ability of the experimental group who had made use of meta-cognitive learning strategies through the use of the process approach surpasses that of the control group who receives no treatment. So, this dissertation highlights the fact that metacognition and motivation are indeed significant strategies of English written proficiency.

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Appendix I

The Written Expression Teachers Questionnaire

Dear teachers,

This questionnaire is part of a research work on the importance of metacognition and motivation in the development of successful writing.

We would be grateful if you could fill in the present questionnaire. Your valuable input will be of a great help and importance for reaching the aim of our study.

Please, tick (✓) the appropriate box or give a full statement when necessary.

Thank you, in advance, for your time and collaboration.

Mrs SAHLI Fatiha

Department of Letters and English

Faculty of Letters and Languages

University “Frères Mentouri”, Constantine

Section One: General Information

1. Degree(s) held:

a. Master

b. Magister

c. PhD

2. How long have you been teaching Written Expression ?

..... years.

3. What level(s) have you been teaching Written Expression?

a. 1st year

b. 2nd year

c. 3rd year Section

Section Two: The Writing Skill

4. Your students' level in writing is:

a. Very satisfactory

b. Satisfactory

c. Dissatisfactory

d. Very dissatisfactory

5. When you ask your students to write an assignment, they are:

a. Very interested

b. Interested

c. Bored

d. Frustrated

6. Your students' main problems in writing are:

a. Vocabulary

b. Grammar

c. Content

d. Organization of ideas

e. Punctuation

f. Spelling

g. Other: Please, specify:

7. How can you improve your students' writing skill?

a. Through practice

b. Through reading

c. Both

d. Other: Please, specify.....

.....

.....

8. Do you encourage your students to write?

Yes

No

9. If "Yes", please explain how.

.....

.....

10. Do you ask your students to write individually?

Yes

No

11. Which of the following activities do students like more?

- a. Writing individually in the classroom
- b. Writing collaboratively with classmate(s) in the classroom
- c. Be assigned homework

12. Please, explain why.

.....

.....

13. Which approach do you follow when teaching writing?

- a. The Product Approach
- b. The Process Approach
- c. Both

14. Please, explain why.

.....

.....

.....

15. When involved in the act of writing, do your students follow all the stages of the writing process?

- Yes
- No

16. If "No", what is/are the mostly followed stage(s)? (You may tick more than one option).

- a. Brainstorming
- b. Generating initial drafts
- c. Revising
- e. Editing the final draft

17. Do you use feedback in the writing process?

Yes

No

Section Three: The Teachers' Awareness of Metacognitive writing Strategies

18. The most successful learners are strategic ones.

a. Agree

b. Disagree

c. Not sure

19. Teachers should constantly motivate their students to use metacognitive strategies.

a. Agree

b. Disagree

c. Not sure

20. Successful learners use metacognitive strategies to improve their writing.

a. Agree

b. Disagree

c. Not sure

21. Metacognitive strategies enhance students' self regulation, motivation and goal orientation.

a. Agree

b. Disagree

c. Not sure

22. Metacognitive awareness is a characteristic of an effective writer

a. Agree

b. Disagree

c. Not sure

23. To succeed in using Metacognitive strategies students need a teacher's support.

a. Agree

b. Disagree

c. Not sure

24. Both metacognition and motivation are of great importance in writing

a. Agree

b. Disagree

c. Not sure

Section Four: The Teachers' Opinion about the Students' Motivation to

Write

25. Motivation is a powerful variable which energizes classroom behaviours.

a. Agree

b. Disagree

c. Not sure

26. Motivation affects the students' performance.

a. Agree

b. Disagree

c. Not sure

27. Are your students motivated to write?

Yes

No

28. If "No", how can you motivate your students?

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

29. Please, list the most important factors that stimulate motivation and explain why.

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

30. The teacher's positive feedback enhances the students' motivation.

Yes

No

31. Please, explain why.

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

Section Five: Further Suggestions

32. Please, add any suggestion(s) you see relevant to the aim of this questionnaire.

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

Appendix II

The Students Questionnaire

Dear students,

We would be grateful if you could answer the following questionnaire which is designed to collect data concerning students' motivation and metacognitive awareness to enhance the writing skill.

Please, tick (✓) the appropriate box or write a full statement whenever needed.

Your answers are very important for the validity of this research.

Thank you for your collaboration.

Mrs SAHLI Fatiha

Department of Letters and English

Faculty of Letters and Languages

University "Frères Mentouri", Constantine

Section One: General Information

1. What type of Baccalaureate do you hold?

a. Languages

b. Sciences

c. Letters

d. Other: Please, specify.....

2. Was it your choice to study English?

Yes

No

3. If "No", please, explain

Section Two: The Writing Skill

4. Do you like writing in English?

Yes

No

5. If "Yes" what genre of writing do you like?

a. Diaries

b. Stories

c. e mails

d. University Assignments

e. Other: Please, specify

.....

6. Your level in writing is

a. Very satisfactory

b. Satisfactory

c. Dissatisfactory

d. Very dissatisfactory

7. Which of the following activities do you like more?

a. Writing individually in the classroom

b. Writing collaboratively with classmate(s) in the classroom

c. Be assigned homework

8. When you are asked to write an assignment, do you feel:

a. Very interested

b. Interested

c. Bored

d. Frustrated

9. Your teacher encourages you to write.

Yes

No

10. If "Yes", please explain how

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

11. While writing, which aspects are difficult for you?

(You can tick more than one box)

a. Vocabulary

b. Grammar

c. Content

d. Organization of ideas

e. Punctuation

f. Spelling

g. Other: Please, specify:

.....
.....

12. When involved in the act of writing, do you follow all the stages of the writing process?

Yes

No

13. If "No", what is/are the mostly followed stage(s)? (You may tick more than one option).

a. Brainstorming

b. Generating initial drafts

c. Revising

e. Editing the final draft

14. To minimize the difficulty of the writing assignments, do you:

a. Ask questions about the topic

b. Select information about the topic

c. Organize and Plan the ideas

d. Review the whole production

e. Monitor the final draft

15. When you are asked to write in a given topic, how do you usually begin?

a. I start immediately to write

b. I think about which ideas to include and list them

c. I make an outline and follow it

d. I write down my ideas into complete sentences.

16. Do you follow the different stages of writing process?

Yes

No

17. If “No”, please explain why.

.....

.....

.....

18. If “Yes”, classify the following stages according to their order of difficulty (from the most to the least difficult)?

- a. Pre- writing
- b. Generating initial draft(s)
- c. Revising
- d. Editing final draft

Section Three: The Students’ Awareness of Metacognitive Writing Strategies

19. I set my goals and objectives in advance to improve my writing.

- a. Agree
- b. Disagree
- c. Not sure

20. I always organize and plan for my writing tasks

- a. Agree
- b. Disagree
- c. Not sure

21. When I make a plan, I am certain to respect it and make it work

- a. Agree
- b. Disagree
- c. Not sure

22. I can organize my ideas

- a. Agree

b. Disagree

c. Not sure

23. I master most techniques necessary to produce a good piece of writing

a. Agree

b. Disagree

c. Not sure

24. I can monitor and control my own writing

a. Agree

b. Disagree

c. Not sure

25. I always criticize my written production and evaluate it.

a. Agree

b. Disagree

c. Not sure

26. I always revise and correct my written production before submitting it.

a. Agree

b. Disagree

c. Not sure

27. I evaluate my writing progress and adjust when necessary

a. Agree

b. Disagree

c. Not sure

28. I feel confident enough about my abilities to write successfully

a. Agree

b. Disagree

c. Not sure

Section Four: The Students' Opinion about their Motivation to Write

29. Motivation is a powerful variable which energizes classroom behaviours.

Yes

No

30. The atmosphere that reigns in your Written Expression class is:

a) Interesting

b) Boring

c) Indifferent

31. Please, explain why.

.....
.....

32. Who is (are) responsible for motivation in the classroom?

a) The teacher

b) The learners

c) Both

33. Please, explain why.

.....
.....

34. A motivational learning climate to achieve successful written production requires: (You may tick more than one option)

g. Harmony between students

h. A good relationship between teacher and students

i. Praising students when they do well

j. The use of variety of tasks that match students differences

k. The use of positive and effective feedback

l. Other: Please, specify:

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

35. Self-motivation is considered as a vital component of successful writing.

Yes

No

36. The most important motivational factors that stimulate you to write are:

a. Varying teaching methods.

b. Curiosity and higher level of interest

c. Interactive activities

d. Setting goals

e. Personal situation

f. Other, Please specify

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

37. Please, explain.....

Section Five: Further Suggestions

38. Please, add any further comment or suggestion.

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

Appendix III

Semestre: 3

UE: Unité d'Enseignement Fondamentale 1

Matière 1 : Compréhension et Expression écrite 3

Objectifs de l'enseignement

Interprétation, Analyse, et Synthèse de textes simples puis complexes

Connaissances préalables recommandées

- Interpréter, analyser et synthétiser des messages à partir de supports écrits variés
- Réorganiser les informations d'un texte
- Utiliser les informations glanées du texte en parallèle avec l'expérience personnelle pour former des hypothèses
- interpréter la signification des textes selon les expériences personnelles, culturelles, scolaires et interactions en classe. Exprimer le point de vue du lecteur et l'argumenter.
- produire un fait divers

Contenus:

- Techniques de synthèses
- Restructuration, réorganisation
- Schématisation
- Ressources : textes littéraires, scientifiques et/ou techniques.
- -les locutions et expressions latines

Types d'activités :

- Le résumé
- Condensation
- Prise de notes (annotation, soulignement, encadrement) de mots et de phrases clés
- Compte rendus
- Fiche de lecture

Mode d'évaluation : Continu et examen

Références (*Livres et photocopiés, sites internet, etc*) :

(Socle commun L1et L2 Page 56)

Semestre: 4

UE: Unité d'Enseignement Fondamentale 1

Matière 1: Compréhension et Expression écrite 4

Objectifs de l'enseignement

Evaluation et appréciation de textes

Connaissances préalables recommandées

- Comparer les informations .
- Articuler des réponses esthétiques et émotionnelles aux textes étudiés.
- Former des jugements personnels envers des problèmes divers.
- Réagir aux images du texte et à l'usage connotatif et dénotatif de la langue.
- Analyse et emploi en contexte de proverbes et mythes du monde.
- Production d'écrits administratifs.

Contenus:

- Critères liés au genre du texte, son style, son format etc.
- Ressources : textes littéraires, scientifiques et/ou techniques.

Types d'activités :

- Activités de discrimination : distinguer la réalité de la fiction, les faits des opinions, et exprimer des jugements sur la validité de l'argument d'après un système de valeurs donné, etc.
- Etude d'un aspect du texte littéraire ou scientifique afin d'articuler l'identification avec un personnage donné ou l'intérêt/désintérêt pour un tel ou tel sujet
- analyse et comparaison des morales de fables et contes issus de diverses cultures.
- étude de formules et locutions administratives
- Production écrite de lettres administratives, curriculum vitae, lettre de motivation et procès-verbal de réunion.

Mode d'évaluation: Continu et examen

Références (*Livres et photocopiés, sites internet, etc*) :

(Programme socle commun L1et L2 Page 67)

Appendix IV

The Second Year Written Expression Content.

Semester III:

- Revision of first year's content major aspects (especially topical paragraph rules and types of development)
- Introduction to essay writing
- Structure of the English essay
- Special paragraphs: Introductory and concluding paragraphs
- Introductory paragraphs: structure (general statements and thesis statement) and types (funnel, turnabout, dramatic entrance, relevant quotation)
- Body paragraphs (topic sentence, coherence, unity, parallel structures, wordiness)
- Types of conclusions
- Outlining an essay

Semester IV:

- The writing process
- Essay types practice (the expository essay developed by examples)
- The comparison and contrast essay
- The cause and effect essay

Appendix V

Modal Essays during the Instruction

Modal 1

Obesity

Junk food, chocolate and sweets are the major components of my brother's bag. Eating fast food is his favourite hobby that he cannot get rid of. Now as a consequence to all these snacks; he became an obese boy suffering from a lot of diseases such as diabetes. Thus obesity is becoming a serious problem for teenagers.

To begin, obesity is leading to have an ugly body with unpleasant look that affects a teenager life. A lot of fats as tinny balls all over the body give the impression of unsmooth skin. Consequently, it annoys the fat adolescent, and it puts him under the uncomfortable spot. Also, a big stomach appears and leads to a lot o health problems such as backache.

Moreover, fatness is driving to a huge number of health problems. Heart attacks are the most dangerous illness caused by obesity. Difficulties in breathing, high cholesterol and diabetes are serious diseases that may change the beautiful life into silent suffer. The best example for an obese boy is Antonio. He was addicted to sweets and cakes until he got a high pressure on an early age.

Besides the unattractive body and health problems, psychological complications are the most dangerous result of obesity. Being neglected by many people may cause stress, anxiety, and sadness. A fat child, for instance, is not allowed to play with his peers due to his overweight. Loneliness is an effect of feeling shamed that pushes a teenager to be far from everything surrounding even his family.

In conclusion, obesity is becoming as a big problem nowadays, and it is becoming wide spread especially among teenagers. Health is a crown on the head of its owner, and that is

what my brother cannot recognize. To keep healthy and far from such health problems, one apple a day is enough to keep doctors away.

Modal: 2

Smoking

Smoking inhalation and exhalation of the fumes of the burning cigarettes may be a joy at first. Yet, after knowing that one cigarette contains more than forty thousand of chemicals, forty three percent of them, such as nicotine, are both poisonous and addictive. The first joy may turn to a shock. Thus, smoking cigarettes is considered as a destroyer of the whole body.

To begin, the respiratory system can be damaged by smoking cigarettes. Tar and other substances, entering the lungs, paralyze the cilia of the upper and the lower respiratory tracts resulting in breathing difficulties. In addition, breathing difficulties lead to suffocation. A best example for this situation is Helen, an American fifty years woman who suffered from serious respiratory system problems due to tobacco.

Moreover, nearly 90 percent of lung cancers are caused by smoking. Lung cancer is the first step. The cancerous cells start building from the mouth, moving to the throat then larynx till they reach lungs. This process results from the toxic chemicals in a cigarette. Herron, an addicted Egyptian, suffered from advanced lung cancer due to these toxic components. His enjoyable life turned to a miserable one.

In addition to respiratory problems and lung cancers, coronary, chronic illness, is the most dangerous and incurable result can smoking give. Coronary arteries, the vessels that supply oxygen carrying blood to the heart, become narrowed; that is to say, shortage in oxygen in the heart vessel's. Furthermore, the toxic nicotine makes the blood palatable sticker, as a result, it causes heart attacks then death.

To sum up, smoking is harmful for health. It damages the entire cells of the body starting from small problems until bigger ones such as difficulty in breathing till death.

Smoking never benefits our bodies, so keep calm and get rid of smoking is the appropriate solution for healthy life.

Name in full / Nom & prénom :

[Redacted Name]

Exam in / Examen de :

Group / Groupe :

07

V. good

17

Women are the pillars of society; Without them community will be in a massive mess. The majority of nowadays women are working mothers with the responsibilities of two jobs; being a mother and an employee, their life will face several problems as life balancing, time management and finding a personal time for her own leisure.

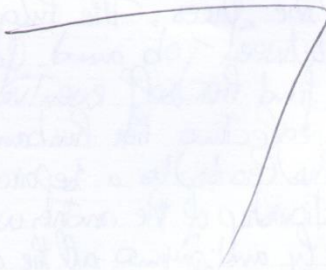
Balancing both job and family life for a working mother is one of the problems she faces. The huge stress of work duties may affect the balance between job and family responsibilities. A working mother will find her self eventually either giving too much attention to her job neglecting her husband, kids and house, which we all know that this leads to a separated family and problems when it comes to the relationship of the mother with her kids. Or taking too much care of family and giving all the attention she has to her husband and kids, which is also a bad option for it may lead to losing her job.

Time management is a problem that everyone face, it is also another problem shown to a working mother. Time management means organizing the duties and come to accomplish them by the end of the day. A working mother has plenty of duties to deal with and it is usually hard to put priorities for both work and family are important. Besides the mental stress she suffers from organizing while

The list of duties she has to find an end to, a working mother is always physically exhausted at the end of the day. That is a serious problem for it affects her health.

Finally, every lady deserves a private time to sport herself and just relax. Lacking leisure time is one of the problems a working mother has. With the absence of time management and life balance, the working mother struggles in finding a personal time to rest and take care of her own self. She usually forgets that she is a sweet beautiful strong creature who has to be treated as princesses and queens, and all that is due to her selfless nature as a mother.

To sum up, Women are smart strong creatures. They can handle all the stress of life with an open heart and long temper to serve their beloved ones, family. Despite the unbalanced life, the lack of time organization and the absence of the private time, A working mother succeeds in protecting her family with all what it takes.



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V. good

Name in full / Nom & prénom : 1

Exam in / Examen de :

Group / Groupe : 03

In the modern world and more late years, women no longer face some of the problems they faced in much earlier years. One would go as far as say that they are, now, equal to men in the sense that they share the same duties and even more importantly, the same rights. One of these rights is being able to work outside. The latter right, however, may open doors for a different range of problems if, especially, the concerned woman is a mother. The working mother may face many problems; some of which are: the difficulty of properly raising a child, the distraction a job can cause from some house duties and an uncountable number of mis-judgments given by certain people.

The first problem, and probably the most crucial one a working mother would face is the unbearable difficulty of raising a child. A woman who is passionate about her job would eventually start seeing her child as a burden. She would no longer give it the proper attention any child deserves at any stage of life. The mother would, thus, feel a massive pressure and this would certainly effect the child negatively. This on the psychological aspect. If we spoke of the possibility of the child being still a very young baby, breast feeding would be almost impossible or at best ways, irregular, which is highly unhealthy for the baby, and the health of a baby should never be taken for granted.

The second problem a working mother will come across is to be distracted from her home duties such as ~~feeding~~ care of the husband and the wellfare of the house. In a society like ours, the women, is surly expected to do tasks like cooking, cleaning and even looking after her husband, a working mother, however, will never be able to finish such tasks because she would be pre-occupied by her job.

A last problem the working mother will never be able to part ways with is people's judgments. No matter how a person would seem educated, open-minded and even a feminist, in most cases, the state of a working mother would still appear to be odd and unpleasant. So, in addition to the fore mentioned problems a mother can face, people would still say things and give the mother a hard time, as if she doesn't have a lot on her shoulders already.

As a final note, a personal opinion would have to be shared, that is, working for a mother might seem unrealistic or even impossible but one should never forget that it is, and always will be the mother's, and the mother's only, own choice.

15 / 15
90

Name in full / Nom & prénom :

Boudiaf

Exam in / Examen de :

Written Expression

good ✓

Group / Groupe : 03

A few decades ago, getting a job was a tad easy, unlike now. These days, jobs do not come by as easily, as they require a set of skills and time. Getting a job that pays well can be, ten times, more difficult. Lately, with societies giving women more freedom and rights, they started job-hunting as well. The silver lining of it is working to help their husband's pockets, as well as their children's. However, working mothers do not only see the bright side of it, as they face problems, such as: poor interactions, working hours, and physical health.

Poor interactions take the lead as the most serious problem working mothers face. Interacting with their families plays a big role in understanding and communicating with one another better. Working mothers, most of them, face this problem and are saddened by it. For instance, my aunt, who was a teacher used to complain about the quality time she did not get to spend with her family. Thus, not only do mothers not get the chance to see their kids, but they do not get to see how they are growing up. Finally, a mother would not be fulfilling her part as a mother if she lacks communication.

Another main problem working mothers face is working hours. In a muslim society, a woman, in general, working late is not appreciated, nor accepted. Working mothers tend to face multiple problems, such as irregular working hours and late night ones. When it comes to irregular working hours, it would result in irregular sleep patterns. Late night working hours, however, might stir up a bit of rumors, rendering a working mother in a tough spot. Briefly, working hours should be parallel and acceptable, especially in modern societies.

Physical health problems is the final obstacle that faces working mothers. Physical health tends to be tricky to handle to maintain. It may, in some cases, clash with everything if a mother has a job. Working too much without proper rest and sleep will, not only influence the work quality, but also take

its toll on the baby. For example, if a mother works intensely all the time most hours of the day without proper rest her body is bound to shut down in exhaustion. To sum up, if the mother does not take care of her body, it will betray her and obey the instruction of the brain.

As a conclusion, being a working mother is not easy. It takes up the energy, sucks it up and leaves them drained. Thus, one should not take them lightly and belittle them, as they are mothers also before workers.

15,5
20

Name in full /Nom & prénom : [Redacted]

Exam in /Examen de : Written Expression

Group /Groupe : 03

good

Ever since stone age, women generally stayed at home from the old cave to modern houses. Alongside the increase of security outside over centuries, women started to work to help supporting their families, starting from being simple tailors at home to successful business women outside. This evolution was positive to the world, as it promoted equality and unleashed the great potential of women. However, a working mother usually doesn't have time to take care of herself, her house and her children.

The first problem ^{that} a working mother faces is not having time to take care of her self. Most women care about their beauty and fitness to maintain their femininity. Alas, most working mother can't take care of their health when need to the most, after pregnancy. They don't have time to go to the gym, nor to prepare a healthy food as they usually eat fast food in a hurry instead. Furthermore, fancy beauty habits for taking care of skin and hair are far beyond working mothers reach as they barely have time to tie their hair a messy bun during their constant occupations. Besides appearance, working women are too busy to self actualize, read books, or practice any hobby or discover talents for the lack of leisure time.

Secemd, a working mother always gets in trouble with house shores. If even housewifes, who stay at home having all the time, still struggle with house shores, what about working mothers? They barely have time to clean their faces when they get back home, let alone cleaning the entire house and cooking for the whole family. The problem is that a sticky house and

Name in full / Nom & prénom : W. E

Exam in / Examen de : W. E

Group / Groupe : 07

good

AT

The problems of the Working Mother

Being a working mother is a sign of strong Independent Woman. A working mother is successful in both her professional and personal life, as she does both jobs at the same time. Although being a working mother is a great accomplishment, it comes with three common problems which every hard working woman faces.

The first problem that faces a working mother is leaving her kid in the hands of someone else. Mothers usually find it hard to leave their babies or go to work at first. Though this becomes easier with time, it is always hard for a mother to trust someone enough to look after her child, teach them right from wrong and love them like she would. Oftenly mothers struggle for a long time to find the right person for the job which makes a big problem for them to go back to work.

One other problem is time management. A working mother has two time consuming jobs, so she has to divide her limited time accordingly. A mother has a big role in the bringing-up of her children which takes a lot of time & effort. Spending a whole day out working hard and then coming in the evening to the house, a working mother has to split her little time left between taking care of the house and the kids especially if the husband doesn't help her at all. This makes her job a lot harder and with time, it becomes a big problem of her to spend time evenly doing both jobs.

The Third problem is having that faces Working mothers is having a very stressful life. The Working mother is always on edge. She has something on her mind the whole time because of this she can never have fun or relax. Even if she gets time for her self, she will not enjoy it at all while thinking about all things to do at home and all the unfinished tasks at work. This stress can render her unhappy and depressive, which leads to her needing a pause or even leaving her job all together.

1. Working Mothers may face challenges and problems of separation, time management, and stress, but with a loving and supportive husband, all of these problems will become easier because all a Working mother needs is support and help from her partner in life.

15
25

Name in full / Nom & prénom : B

Exam in / Examen de :

Group / Groupe : 03

good

"Mothers are set to be at home." A lot of people do believe that women, mothers in specific, ~~are~~ are supposed to stay home, being rather busy with raising their children, doing the housechores, than going outside and exhausting themselves no matter what their career is. I personally can't disagree on this because of the following problems working mothers may face in their daily life.

First of all, working in general requires a lot of efforts, responsibilities and so much time which mothers can barely have. So just every body knows being only a mother is pretty much a difficult and complicated task that time for them is such a precious thing, yet what is actually harder is how do they manage their time between work and home, in this sense, time management is the greatest problem, every working woman suffers from. They barely have a spare time to sit and talk to their relatives, they are always in a huge rush just to get things done, unfortunately it is not always the case. The hardest they do to accomplish their work and gain some time, the highest possibility is their to fail in this.

Second one common problem has in fact to do with working mothers having babies that need to be taken care of. Breast-feeding for instance just can't be possible for those mothers as they spend most of their time outside the home, caring less about their babies. So what they

do is to hire a baby sitter to ~~check~~ look after their children. Speaking of the which, a psychological study was done at Oxford University assumed that children who don't get enough time to be around their mothers and interact with them, may have psychic disorders in the future.

As a significant third issue, and that is directly related to health and self-care, women who work outside usually suffer from a quite few diseases, daily massive headache is just one of them. They tend to be nervous and stressed out all the time. In addition, women are weak creatures if you may say, in contrast to men, they don't have this ability to handle the tiredness and being under the work pressure. This eventually affects their physical health as they become more exposed to being sick, and their mental health as well since their relationships with others are negatively affected.

As a conclusion, the problems working mothers face in their life are more than the advantages they can have from their work, therefore, it is better to remain at home and not working outside to avoid having these issues.

Résumé

L'écriture joue un rôle efficace dans l'apprentissage de n'importe quelle langue. C'est une compétence de base qui soutient l'acquisition du langage, favorise la pensée critique et permet aux étudiants de communiquer. De plus, elle devient une compétence essentielle pour l'apprenant de communiquer dans le monde globalisé et de réussir ses études. Cette étude répond à un besoin urgent de sensibiliser les étudiants à certaines stratégies métacognitives facilitant la tâche d'écriture. Elle cherche à explorer l'efficacité de la mise en œuvre de stratégies métacognitives à travers l'utilisation de l'approche par le processus pour développer la production écrite des étudiants. Deux outils principaux sont utilisés: les questionnaires des enseignants et des étudiants, et une recherche quasi-expérimentale (pré-test et post-test). Au cours de l'étude expérimentale, le chercheur a utilisé des stratégies métacognitives et a enseigné aux participants du groupe expérimental comment les utiliser dans leurs compétences en écriture. Grâce à cette étude, le chercheur a tenté de créer un environnement motivant et aider les apprenants à écrire des essais suivant les différentes étapes récursives de l'approche processus en tant que stratégie métacognitive. Cependant, les participants du groupe témoin n'ont reçu aucun traitement pendant leur pratique d'écriture. Les résultats montrent que les compositions écrites du groupe expérimental sont grandement améliorées par rapport au groupe témoin.

Mots clés: Métacognition, Motivation, Stratégies, Compétences en écriture, Approche Processus.

ملخص

للكتابة دور فعال في تعلم أية لغة فهي مهارة أساسية تدعم اكتساب اللغة و تعزز التفكير النقدي و تسمح للطلبة بالتواصل علاوة على ذلك، فلقد أصبحت كفاءة أساسية للمتعلم تمكنه من التواصل في ظل العولمة وتحقيق النجاح الأكاديمي. تلي هذه الدراسة الحاجة الملحة لرفع وعي الطلبة بالاستراتيجيات فوق الإدراكية التي تسهل لهم عملية الكتابة كما تسعى إلى استكشاف فعالية تطبيق الاستراتيجيات فوق الإدراكية من خلال استعمال

"مقاربة المنهج" لتحسين مستوى الكتابة لدى الطلبة في أقسام اللغة الانجليزية (بوصفها لغة أجنبية) و قد تم اعتماد وسيلتين أساسيتين في هذه الدراسة وهما:

استبيان خاص بالطلبة و الأساتذة وبحث شبه تجريبي (الاختبار القبلي و البعدي).

ولقد استعمل الباحث في الجانب التجريبي للدراسة استراتيجيات فوق إدراكية وتم تلقين المشاركين في المجموعة التجريبية كيفية استعمالها في الكتابة.

فمن خلال هذه الدراسة، حاول الباحث خلق محيط محفز من شأنه مساعدة المتعلمين في كتابة بإتباع مختلف المراحل العودية لمقاربة المنهج كاستراتيجية فوق إدراكية ، في حين إن المشاركين في المجموعة الضابطة لم تتلق "المعالجة" خلال ممارستها للكتابة وبينت النتائج ان مستوى الكتابة في المجموعة التجريبية تحسن أكثر من مستوى كتابة المجموعة الضابطة.

كلمات مفتاحيه: ما فوق الإدراك، الاستراتيجيات، مهارة الكتابة، مقاربة المنهج.