Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages

English Language

Sciences of the language

Submitted and defended by:

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Study Skills as a Motivational Factor in Developing Students' Writing

The Case of First Year EFL Students at Mohamed Khider University of Biskra

Dissertation Submitted to the Department of English as Partial Fulfillment of the
Requirements for the Degree of Master in Sciences of Language

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Academic Year: 2021-2022

Declaration

I,**ARIF** Roufida , do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHIDER University of Biskra.

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Dedication

This work is dedicated to:

My dearest parents for their exceptional love, patience, and encouragement

in assisting me for finishing this paper

To my dear brothers Issam, Sohaib, and Abd-Alouahab

To my beloved sister Souhila

To my second sisters Hadil, Rihan, I love you to the moon and back

To my fiancé Taki eddine, I respect you forever

To my best friends, Farida, Dina, Ansar

To all my dear colleagues including Nabila, Khaoula, Rim, and Chaima

To my precious family Arif

Thank you for being my rock, my inspiration, my biggest fan, and my

greatest supportive family. I'm excited to see where the path leads us next,

hand in hand, as we grow together. To the moon and back, I love you all

forever and a day.

Acknowledgements

First and foremost, I thank Allah for the completion of this task.

My heartfelt gratitude goes to **Dr. SEGUENNI**, my instructor and supervisor,

for his patience, kindness, helpful recommendations, and useful advice.

My gratitude also extends to all of the jury members for their time and efforts.

My heartfelt gratitude and appreciation go to all of my professors who taught

me during my academic years.

Thank you to every first-year student who answered the survey.

Abstract

Because of the numerous benefits it brings, writing as a skill has evolved to play a more prominent role in foreign language teaching. Despite the importance of writing in learning a foreign language, it is regarded as one of the most difficult tasks for language learners since the majority of them find it difficult to produce correct and adequate writing. The goal of this study is to see if there is a link between study skills and students' motivation to write. It also seeks to make learners aware that writing is a process with several stages rather than a product of correct grammar and word use. To achieve this goal, the study relies on a single research tool, a questionnaire. The questionnaire findings revealed that study skills have a direct influence on increasing students' motivation to produce well-written work. The outcomes of this study validated the idea that EFL students' writing challenges may be successfully resolved if they practice study techniques. As a result, students should be aware that writing is a process; the more they work on their writing, the better it will become.

List of Abbreviations

ESL: English as a second language

US: United states

L1: First language

L2: Second language

EFL: English as a foreign language

SQ3R: A reading comprehension method stands for: Survey, Question, Read, Recite, Review.

LMD: license-master-doctorate system

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General Introduction

Introduction

With the noticeable dominance of the English language in different life domains, such as economy, industry, and science, it becomes an essential need and gets a huge interest in the educational system. As any second or foreign language, learning English requires mastering all the four language skills. This is why writing should not be considered less important than reading, listening, and speaking. It is the most demanding in academia and essential for EFL learners because it is the tool by which they express their ideas and arguments. Therefore, developing language learners' study skills and writing skills must be given an utmost importance. Perfecting these closely related skills enables teachers to assess and evaluate their students,and then, see if they satisfy this requirement, they will earn good academic grades.

1. Statement of the Problem

Writing is the productive language skill through which students express their knowledge and share their ideas. Mastering this skill is a requirement in EFL classes because it paves the way for students to engage better in the course and get high grades in their educational career. The issue is that a huge number of English students at the University of Mohamed Khider of Biskra, particularly first-year ones do not possess this capacity of writing skillfully. This does not only prevent them from sharing their thoughts, but also from achieving their written tasks which are considered as students' formalized thinking. This reveals that the issue in not on the language itself, because, most of the time, even those brilliant students with good level in English fail in the written tasks.

This problem is probably due to the lack of motivation and the focus more on the other language skills. Furthermore, we believe that the main reason behind this may be students' lack of knowledge about the different study skills which are essential for the

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writing process. To produce a well organized piece of writing, students should follow certain steps and techniques in order not to feel bored and enjoy doing the later.

Regarding the importance of the writing skill in EFL learning and students' desire to overcome writing challenges, we believe that raising their awareness on study skills will make a good effect on their writing production and stimulate their underperformance in this expressive language skill.

2. Research Questions

Throughout this study, the researcher aims to answer the following questions:

Q1: Can we consider the lack of study skills awareness as an obstacle towards students' motivation in writing?

Q2: Is therea correlation between study skills and students' motivation in writing?

Q3: To what extent can study skills serve in increasing students' motivation to write?

3. Research Hypothesis

As a first attempt to answer our main research questions, we believe that there is a correlation between study skills and students' motivation in writing. Therefore, we hypothesize that if students develop their study skills, their written production will improve.

4. Aims of the Study

This research work attempts mainly to explore the connection between having study skills and developing EFL learners' motivation in writing. More specifically, it aims to:

- Identify the correlation between study skills and students' willingness to write.

- Explore the contribution of study skills on students' writing encouragements.

5. Research Methodology

5.1 The Choice of the Method

Our research work is about exploring the relationship between study skills and students' motivation in the writing skill. Accordingly, we chose the qualitative research approach to better understand the investigated phenomena. For the data collection instruments, we will address a questionnaire to first year EFL students in order to explore their writing behaviors and also explore their knowledge of study skills. We will also try to know their opinions and perceptions about study skills as a motivational factor that helps in fostering students' writing skill.

According to the nature of our study, following this method is the most suitable choice, because it will carry out an in depth investigation and will provide us with a deeper understanding of the phenomena.

5.2 Population and Sample

This research work concerns first-year EFL students at Biskra University. Their nature of being beginners in language learning requires them to be trained on the suitable way of learning from the very beginning, and to get encouraged and satisfied with their choice of studying English academically. Here comes the importance of study skills, when it serves in facilitating the learning process and the practice of language skills systematically and smoothly.

Since it is not possible to deal with the total number of first-year English students, we will choosea groupof 30-40 male and female students to questionnaire.

6. Significance of the Study

The present study spots light on the importance of study skills and how they contribute in developing EFL learners' writing performance. Therefore, it invites educators who have the potential to overcome their writing obstacles to pay attention to these study techniques that might facilitate the writing process, and make it enjoyable. Moreover, this research aims at reducing students' fears of transmitting their thoughts on paper sheets, henceforth, fulfilling their academic achievement. It also investigates the role of motivation and its impact on students' academic success. In accordance to the abovementioned benefits, we can say that this research work is worth conducting.

7. Structure of the Study

This dissertation will be composed of three main chapters. The first two chapters belong to the theoretical part, which displays an overview of each variable; whereas, the third chapter represents the practical part, through which we are going to present, describe, analyze and discuss the obtained data. In addition, this very last chapter will include some recommendations and implications.

Chapter One : The Writing Skill

Study Skills as a Motivational Factor in enhancing Students' Writing

Introduction

Writing is one of the most challenging tasks that students may face in the academic setting. Consequently, it needs more effort and practice to achieve the good level ofcompetency. Hence, this chapter will provide a theoretical overview of the writing skill:Series of definitions, aspects of academic writing, main approaches of writing skill, and main difficulties encountered by learners. In addition, it will discuss briefly the relationship between writing and motivation and demonstrate some motivating features of writing.

1.1 Definition of Writing

Writing is one of the most important language skills. Despite its impotence, many scholars define it in several ways. For example (Weigle, 2002, p.p 36) defines it as the process of encoding internal representation into written text. This definition indicates that writing is about forming one's ideas and thoughts then turning them into pieces of writing that can be read. According to Oxford dictionary (2008) :"Writing is producing something in written form so that people can read, perform, or use it etc." generally, It is about knowing how to produce a meaningful piece of writing using the right symbols, words, and phrases..Etc. Aristotle (1938:115 as cited in CouLmas, n.d: 2) supports the above mentioned idea by this definition: "Words spoken are symbols of affections or impressions of the soul; written words are symbols of words spoken. And just as letters are not the same for all men, sounds are not the same either, although the affections directly expressed by these indications are the same for everyone, as are the things of which these impression are images." Generally, writing is a way to convey a certain idea, or it can be defined as representation of an oral language by means of written system. In other words, it can simply be defined as a process of transcribing speech. (Flower 1989, p.p.54) suggests:

> Writing is a social act that can only occur within a specific situation. It is
> therefore influenced both by the personal attitudes and social experiences that

the writer brings to writing and the impacts of the particular political and institutional context in which it interviews analyses of surrounding practices and other techniques, researchers seek to develop more complete accounts to local writing context.

Writing may also be described as a context-sensitive activity that is used to communicate with a specific goal and audience. Lyons and Kroll (1997, p.p. 08) view writing as: "an act that takes place within a context, that accomplishes a particular purpose and that is appropriately shaped for its intended audience."

1.2 A brief history of L2 Writing

The history of writing is the story of how people preserved their thoughts, experiences, and feelings. It is the record of civilization as a whole. Without the drawings, signs, and words that humans have documented, they would never have known their past. The first writing instruments date back to the cavemen and came in a variety of shapes and sizes, such as sharpened stones, bones, etc. the audio-lingual technique which emphasizes on the oral competency, dominated the pedagogy of ESL programs in the 1950s. On the other hand, was relegated to a secondary role, serving mainly to reinforce and consolidate linguistic features. By the 1960, the number of international students had rapidly increased allowinglanguage teacher to consider L2 (second language) pedagogy and practice .In the U.S, alarge number of foreign students entered higher education. At this stage L1composition Instructors perceived major differences in writing between L1 and L2 learners, (Quoted from Chaouch 2011, p.p. 16). These variations sparked interest in teaching non-native speakers to write; consequently, teaching writing became an interesting matter of second language studies, and then, learners received training in the target language's structure. With the arrival of the process approach revolution in the 1970s and early 1980s, ESL writing witnessed significant modifications. Zamel (1982, p.p. 565), redefined writing as the act of discovering meaning.The stages of this

process when the writer participates in repetitive cognitive states defined in three major stages: planning, formulating, and rewriting were impacted by cognitive elements. These characteristics may be observed in most current ESL research as well as first-language instruction. "This method leans toward individual growth via self-detection entirely on suitable writing techniques rather than on full product," Elbow (1973, 1981) and Zamel, 1983) cited in, Fujieda, 2006Page 64).

1.3 The Nature of Writing

Writing is the most needed skill in the educational setting, and it is considered as a crucial means of communication for students, because clear and effective writing allows the learners to convey and perceive a meaningful message. Yet, someone argues that writing is not as important as speaking due to its complexity and difficulty. Much of what we read demonstrates that not everyone is taking writing seriously; yet people gain an impression of a writer through what is posted in online articles and social media posts in general. Accordingly, (Nunan, 1989 as cited in The Role of Teaching Vocabulary to Improve the Foreign Language Learners Written Production dissertation, 2015) argued: "It is easier to learn to speak no matter if it is a first or second language." Brooks and Grundy (200, p.1) assert:

> The study of language in the 20th century has tended to concentrate on spoken language, many linguists from Saussure through to Chomsky, for what seemed like good reasons at the time, neglecting the written mode in favor of the spoken. This, however; contributed to the fact that writing was for a long time a neglected area in language teaching.

1.4 The Importance Of Writing

The first reason behind writing is communicating with others in general, and second, grasping the readers' attention and interest. This is why students are required to be able to write in some capacity whatever profession or program they go into. Barras (2005 p.p 01) assures the importance of writing in studying all subjects, because it is the surface where people generally and instructors specifically can judge you and test your level and way of thinking. As it is mentioned in (How To Teach Writing2004, p.p 10): "In the context of education, It is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, they rely on the students, writing proficiency in order to measure their knowledge." That is to say, writing is used as a means for assessing educators and values their knowledge. This crucial productive skill trains the brain to be energetic, that is to say, going through the different writing stages such as collecting information and analyzing data, keeps the brain active and even more creative. Not only this, but writing functions also as a thinking tool. According to (Bjork and Raisanen 1997, p.p 06):

> We highlight the importance of writing in all university curricula not only because of its immediate practical implication, i.e. as an isolated skill or ability, because we believe that it has been seen from broader perspective. Writing is a thinking tool; it is a tool for language development, for critical thinking and extension for learning in all disciplines.

1.5 Types of Writing

Even though there are many things that we can write, most of writing can be grouped into four main types; expository, persuasive, narrative, and descriptive writing. Each one of the above-mentioned types has a purpose, and it is important to know the reason for our writing in order to write well structured pieces.

1.5.1 Expository Writing

 The type's name indicates that the writer is going to expose and provide information and fact about a certain topic. It has an informative and explanatory function where there is an illustration and clarification of a given subject in the form of facts, statistics, examples, figures, or any other kind of factual evidence. (Expository Writing, 2004, p.p. 05) asserted that, "expository writing is writing for real purposes and real audiences." Objectivity is a must in this category of writing because the reader is only to gain knowledge about the topic not about the writer's emotions. Expository writing uses the simple present tense which is used for expressing truthful issues. An example of the expository writing could be a newspaper article, scientific report, or an essay about historical fact such as the reasons that led to world war two.

1.5.2 Persuasive Writing

A pattern of writing through which the writer expresses his idea then defends it with a set of arguments. In other words, persuasive writing simply tends to convince the reader of a certain point of view using proofs or evidence. According to Peter Frederick, (2012, p.p 07) persuasive writing will teach you the following: "

- Understand why you are writing, who you are writing for and what response you need from them to get what you want.

- Use reason, logic and emotion to persuade your reader and learn how to tell stories to your audience, even in business documents.

- Plan and structure your writing to simplify the writing process and increase readability."

1.5.3   Narrative Writing

The name of this type is derived from the verb 'to narrate' which refers to the action of recounting a story according to Oxford dictionary. In our context, it is a type of writing that narrates a series of related incidents which happened in a chronological order in the past. For

example, writing about one's biography, a shocking experience, a celebration…etc. this type of writings has three major aspects; it can be experiential, anecdotal, or personal. Unlike the expository writing, in this pattern the writer can be both objective and subjective to some extent by using the first person narrative style like I, we, me…etc.

1.5.4 Descriptive Writing

The descriptive writing is used to describe someone, some place, or even some events and experiences in details to create a full image in the reader's mind. It enables the reader to clearly perceive the described element. Descriptive writing appeals to the senses; in other words, the writer needs to describe how something looks, tastes, smells, and sounds…etc. This writing should be clear, which means it should contain as many relative adjectives as necessary. Second, it should be concrete by avoiding abstract adjectives and terms, because the aim is to make the reader perceive the image not to confuse him.

1.6 Elements of Writing

To produce a well organized piece of writing, there are some crucial aspects that should be taken into consideration. According to Spratt, Pulverness and Williams (2005, p.26), writing involves two sub skills. The first one is accuracy, where the writer should be aware of how to choose the right vocabulary and word choice. Not only this, but also it includes knowing about the right spelling, punctuating, or simply writing legibly. The second important element is having a message and communicating it effectively to the reader. Hence, there should be an idea to be conveyed through making a good strategy that organizes thoughts into well structured written forms. Furthermore, Brown (2001, p.357) listes six writing aspects as follows:

a) Content: Is related to the ideas, the development of ideas through personal experience, illustration, facts and opinions.

b) Organization: Deals with effectiveness of introduction, logical sequence of ideas, conclusion, and the length of the writing.

c) Discourse: Consists of topic sentences, paragraph unity transitions and structure.

d) Syntax: Is related to the sentence structure or word order.

e) Vocabulary: Refers to the word choice or diction in writing.

f) Mechanics: Contain spelling, punctuation, effectiveness, and appearance.

1.7 Basic Rules of Writing

Writing is a tool of communication and self expression which must be clear on well organized in order to convey a message successfully. Hence, good writing entails certain rules such as clarity, coherence, simplicity and brevity.

1.7.1 Clarity

According to Starkey (2004, p.12-9), achieving clarity needs:

1. Eliminate ambiguity by avoiding words or phrases that have more than onepossible interpretation.

2. Use powerful, precise adjectives and adverbs. One way to accomplish clarity isto use powerful and specific adjective and adverbs.

3. Be concise, this means getting right to the point without unnecessary spinningaround, and worthless repetition or wordiness.

4. Word choice, the writer should choose the right words according to Kane (2000)and Starkey (2004), there are two aspects the learner should consider whilechoosing the words to be used denotation which is the literal meaning of theword and connotation which is the implied meaning of the word.

Finally, we can say that clarity is about being concise and direct to the point, which helps the reader understand the message easily without facing any ambiguity. In this context, Starkey (2004:11) statedthe importance of clarity "that learning how to be clear and accurate writer will help makethe essay readable, and will guarantee that those who read it understand exactly what thewriter meant to Say".

1.7.2 Coherence

It comes from the verb 'to cohere' which means to hold together. In our context, it means that all our writing parts should be logically and strongly matched together. The flow of ideas should be smooth and logical without any sudden jumps and breaks so that each sentence and idea is related to the other one making a well structured block. Shannon (2011) recognizes that "coherent writing can lead readers to movesmoothly from one idea to another. "Harmer(2004, p.25) arguesthat "Readers can understand the writer's purpose and writer's line of thoughts only if it is coherent".

1.7.3 Brevity and Simplicity

Brevity is about being concise and using fewer words that are strong and very descriptive in nature. Those types of words can get you direct to the point quickly, which saves the reader's patience and time. But, using strong words doesn't mean those complex words which may be incomprehensible for the reader, when the writer's goal is to simplify the information as much as possible. "Good writers are those who keep the language efficient.

That is to say, keep it accurate, keep it clear"

1.8 Approaches to Teach Writing

Unlike speaking, writing is a learned skill which can be improved through regular practice. Hence, EFL teachers can provide some approaches to teach formal writing. These approaches can help in encourage creative writing, as well as in increasing the product of writing.

1.8.1   The Product Approach

It is an approach to teaching writing that focuses on students' final production.It is defined by Gabrielatos (2002, p.p, 5) as "a traditional approach in which studentencouraged to mimic a model text, usually is presented and analyzed at an early stage."In the product approach, students are given some model texts and they aresupposed to produce a similar one through imitation. In this context, Pincas (1982) states that: "The learner is not allowed to "create" in the target language at al… The use of language is the manipulation of fixed patterns … these patterns are learned by imitation;and … not until they have been learned can originality occur." He also added that this approach considers four stages: familiarization, controlled writing, guided writing and free writing.According to White (1998, p.46), the product approach is:

Study the model   Manipulate elements   Produce a parallel
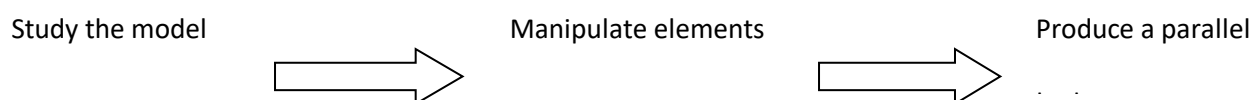
The analysis of the written product is morelikely to take place after the writing process in order to help the teacher to figure out theweaknesses and strengths of his/her students.Nunan(1999, p.p 272), the product approach is "consistent with sentence level structuralist linguistics and bottom-up processing."

To sum up, this approach is a traditional one which encourages learners to imitate a mode text, which is usually presented and analyzed at an early stage.

1.8.2 The Process Approach

The process approach of writing came as a reaction to the product approach, because students believe that they need more time for writing passing through four main stages: pre-writing, drafting, revising and editing. White and Arndt described the stages of the writing process in the figure below(cited in Harmer 2001, p.258):
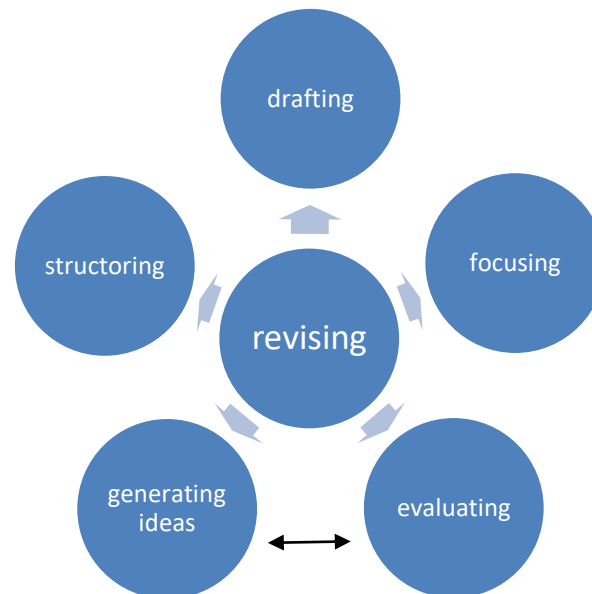
Figure.1 White and Arndt's Process Writing Model (cited in Harmer

2001, p.258)

As result, the process of writing stresses the importance of the stages thatwriters should follow to produce effective piece of writings. And as opposed to theproduct approach, the process approach focuses on fluency rather than on accuracy. Thistable gives a comparison between these two approaches:

The product approach	The process approach
• Students write with the end product in mind. • Student' main objective is to produce an error free and neatly presented piece of writing. • The only thing the teacher marks is the piece of writing that the student has handed in. • The focus of the grading system is on form and grammatical accuracy • The teacher has no interest in how the student does the work, he interests only in where the student ends up	• The primary focus of theprocess approach is on the steps that the writer takes towards the end product. • The teacher marks various drafts and outlines as well as the final product. • The drafts and outlines are collectively worth more than the final product in the grading system. • In the process approach, planning, organizing, writing, editing, and revising are the basics of a good writing.

1.9 Stages of the Writing Process

According to the process approach, the writing must go through certain ordered and methodical series of stages. The writer follows these steps one by one until he accomplishes his writing task. These three major stages are: pre-writing, drafting, and revising.

1.9.1 The Pre-writing Stage

The pre-writing stage is also referred to as: planning, brainstorming, or drafting. The major aim of this stage is to come up with an outline of the writing. Therefore, the writer starts with

choosing an appropriate topic which is discussable and workable, and narrows it down into one controlling idea. Secondly, comes the brainstorming, where the writer collects the possible amount of ideas about the topic through strategies such as: listing, free-writing, mind mapping, or clustering. After gathering these ideas, he reviews them in order to keep the relevant ones which serve in developing the main idea and remove all what is irrelevant. After the writer chooses the needed thoughts and arguments and classifies them into major and minor points, he finally starts making an outline for his writing. Accordingly, Acts of Teaching How to Teach Writing (1993 p.p 32) assured:

> "It is not enough to give a student paper and assign "writing." Nor is it enough to give a student an experience and say, "Write about it." Students need to have a repertoire of prewriting strategies to draw from. Then students may choose and use the appropriate prewriting strategy as a way of interpreting the world and experiencing the world as a rich rootstock."

1.9.2   The Drafting Stage

The drafting stage in the stage in which the writer attempts to write his first draft depending on the outline made before in the previous stage. In this stage, he stops dealing with ideas and their organization; yet he engages in writing directly. The most important recommendation in the drafting stage is following the outline as closely as possible, because the pre-writing and drafting stages are joined by means of that outline. Brown (1989, p.14) says that: "The drafting stage is where you really begin writing. The most important thing here is to get words onto paper. It is not the time to worry about spelling, grammar, punctuation, or the best wording". That is to say, the writer does not pay too much attention to the correctness of his draft, because the aim trying to form the paragraphs depending on the notes written in the outline.

1.9.3   The Revising Stage

The third major stage in the writing process is called the revising stage. Throughout this stage, the writer reviews and examines his draft to correct the different types of mistakes. It is a crucial writing phase which helps to improve the overall quality of writing. This can be better done with the help of teachers' feedback and peer response. Hedge (1988, p.23, as cited in Tribble, 1996, p. 115) considers revising as the stage which distinguishes good writers from poor writers when she says "'Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation, and grammar until later."

1.10 Writing Skill Versus Writing Process

Writing as a skill refers to the ability to communicate ideas and thoughts through the use of symbols as a means. Accordingly, Klein (1985, p. 35) defines writing as one's ability of using pen and paper for expressing his ideas in a written form, because in order to write proficiently, writers have to acquire some writing mechanisms. Writing skillfully requires taking some cognitive abilities in consideration by the writer; such as mastering the writing symbols, the ability to use them appropriately composing a meaningful message, and lastly, having the capacity to read these messages.

Writing as a process reveals all the steps the writer goes through when creating a well structured and meaningful piece of writing. It is crucial because it facilitates the writing activity. When the writer break the task of writing down into manageable parts, he will sense some sort of achievement after finishing each part which will ultimately motivate him to finish the next step, and finally produce a worth reading piece of writing. These stages are: prewriting, drafting, revising, editing, and finally publishing.

1.11 Factors Affecting Writing

Writing is a challenging task for EFL learners; therefore, there are numerous factors that affect English major students writing skill performance. These factors include under-preparedness caused by ineffective teaching of writing at school level, assessment, and motivation.

1.11.1 Under-Preparedness

Many foreign language learners are inadequately prepared by the schooling system to succeed in higher education; therefore, students are facing serious problems when writing whether in mother tong or in the target language. This under-preparedness is caused by many aspects. Engstrom (2008, p.p. 6) states that students may be unprepared underprepared because of inadequate schooling experiences, competing family and work demands, lack of English language competency or unfamiliarity of how the college works. Furthermore, Charhill, Suaréz-Orosco and Puéze (2008, p.p. 1156) report: "low levels of academic English language proficiency can be an obstacle to academic success and to full participation in the discipline". Engstrom further argues than many urban two and four year colleges are ill-prepared to deal with the substantial developmental needs students bring to the classroom.

1.11.2 Assessment

Because writing is an obligation in learners' scholarly life, assessing it is so important for reaching a good writing level. Brian Huot (2002, p.p. 22) reports, "assessment is a vital component in the act of writing, in the teaching of writing, and in the ways we define our students, courses and programs." In fact, assessment is essential for every effective educational program, especially for language teaching and learning. Accordingly, Chapelle and Brindley (2002, p.p. 267) see assessment as "the act of collecting information and making judgments about the learners' knowledge of a language and ability to use it." To illustrate, we

can say that teachers can quickly discover the amount to which their students can or cannot use their language skills through evaluation in order to correct or progress their learning.

1.11.3 Unawareness of Writing Strategies

Writing is a tool of communication. It should adhere to some specific norms that tie letters to words and words to sentences, which must be neatly ordered to form a cohesive unit known as "text" Bader, (2007). This expressive skill is not natural or spontaneous; it must be learned and practiced extensively in order to understand and implement its principles, because the writer does not write for himself, but for his readers. Therefore, he must effectively express his ideas in order to be understood. According to Al-Mutawa and Taisser (1989), as cited in Chaouch (2011 p.p. 10) writing is a complicated cognitive process that involves the following aspects:

- ➢ Complete acquisition of the alphabet.
- ➢ Understanding how the letters are combined to form words, and the relationship between the word and its meaning.
- ➢ Knowledge of the mechanics of writing.
- ➢ Mastery of the most frequent rules governing the structure of sentences.
- ➢ Ability of combining sentences to build an effective paragraph and combining them to produce essays.
- ➢ Formalization with transitions to achieve coherence.

learning to write is seen as a developmental process that helps students write as professional authors do, choosing their own topics and genres, and writing from their experiences or observations" Raimes, (p. 78). As a result, students are expected to master various writing techniques for the benefit of their own learning as they choose genres, themes, and cooperate while writing.

Conclusion

As a conclusion to this chapter, we can state that writing is not a natural skill; rather, it necessitates the writer's knowledge of writing rules and phases. We may also state that it takes a lot of effort to become acclimated to writing norms and techniques since they are not learned in a natural context (at home, on the streets, etc.). As a result, it requires an extensive training process to learn them and their conventions. Because he is not writing for himself, the writer should know how to write and what to say. We attempted to provide an overview of writing ability in this chapter as well as we discussed the most frequently used methods for teaching foreign language writing.

Chapter Two :

Study Skills

Introduction

Students at all levels of education must be aware of the study skills and how to utilize them. It may surprise you to hear that just a limited number of students comprehend and master these skills. Therefore, the number of studies on this issue is constantly growing. In our study; specifically, in this chapter, we will discuss about study skills starting from various researchers' definitions to it, with making sure to spot light on its objectives and significance. Following that, we will go through each skill in more detail.

2.1 Definition of Study Skills

Study skills are a group of learned habits by which a student organizes and takes in new information in order to acquire good grades among the academic career. Amar Guendouzi et al (2012, p.p. 14), defines study skills as a variety of techniques that empower students to achieve autonomy in learning, in other words, to learn how to be able to learn on their own. These skills are usually easy to learn and within a short time period through practice, and then, the student can apply them in his field of study. According to Hoover and Patton (1995), "study skills include the competencies associated with acquiring, recording, organizing, synthesizing, remembering, and using information". These skills are essential for academic competence as they simplify the process of studying because they include time management, effective reading and note taking, critical thinking and reflecting on practice, and finally academic writing which is strongly needed for academic success. As stated by Devine (1987), "Study skills encompass a range of coordinated cognitive skills and processes that enhance the effectiveness and efficiency of students' learning." FouedAbouHatab and AmelSadik (1996) define study skills as the

learner's and recipient's behaviors that must be oriented toward a certain objective in order to attain efficiency and quality in performance.

These behaviors must be well organized in order to meet the goals in the shortest time possible.

2.2. Types of Study Skills

There are several types of skills that serve in facilitating students' learning process, some of them are: getting organized, finding the time to study, finding sources, and effective reading and writing.

2.2.1. Getting Organized

Getting organized helps the student rapidly and easily finishes his tasks. This technique involves:

- Finding a suitable and comfortable place to study in terms of good lighting and cleanness. The place should also be free from unneeded interruption and noise; such as a library or a quiet corner in the home.

- Organizing the needed materials by creating a system where the sources are clear and easy to find like indexed files.

- Decide the best time to study.

2.2.2. Finding the Time to Study

Students need to find ways of managing their time for study in relation to their energy levels and the other life demands. Managing time helps the learner to achieve his tasks effortlessly without any stress or anxiety. Accordingly, Kevin Powell (2008 p.p. 102) assures that good time management for a student does not need developing a complex schedule that accounts for every second of the day, however it is about one simple decision to make: either the student controls the schoolwork or the schoolwork controls him. And time management, after all, makes the student the one who controls. It can also break the large complicated tasks into small practical ones that are easy to accomplish. However, before thinking of managing

his time, the learner should firstly have a vision about his goal and where he wants to be exactly, after this, he can think of the possible ways to achieve that goal, and time management is one of the assets and motivators to get where he wants to be faster. Mastering this skill is all about the tasks that should be accomplished and the time needed for each task. Accordingly, here are some questions to ask about time management:

- What are the tasks that I should accomplish?

- How do I write my tasks?

- Which tasks are most important?

- Which tasks are more mark earning?

- How much time should I assign to each task?

- How do I save more time?

- How do I keep myself motivated?

   Though time management is not an easy learning skill, however it can be learned through practice. To sum up, this is a brief summary of effective time management from the website (www.englishwithsimo.com):

1. Make a schedule of tasks you need to accomplish through making:

   Short term schedule: daily 'to do list'

   Medium term schedule: weekly 'to do list'

   Long term schedule: monthly 'to do list'

2. Write SMART tasks and goals:

   S: Specific

   M: Measurable

   A: Attainable

   R: Realistic and Relevant

T: Time bound

3. Organize your tasks according to:

Importance

Urgency

Grades earning

4. Assign the time needed to accomplish each task

Be reasonable when assigning time

Set deadlines

Respect the assigned time

Know your time robbers and stay away from them

5. Tick each task you have completed

6. Reward yourself after completing each task

2.2.3. Using Sources of Information

The sources are the materials in which the writer finds information that he uses in his writing project; therefore, he needs to cite and document his sources. When writing an assignment, the student needs to refer to other people's work as well as to acknowledge the source, because letting the readers think that the ideas belong to him is considered a plagiarism. In Lorain et al (2010, p.p. 283):" Plagiarism most commonly occurs accidentally or unintentionally, when writers are unaware of the appropriate conventions for referencing other people's work." To avoid plagiarism which is unaccepted in academia, the writer needs always to reference the source through quoting, paraphrasing, or summarizing.

1. Quoting: taking the source material as it is with its exact words, usually when it short and it expresses something in a particularly convincing way. The writer uses direct quotations as an evidence to support his point; therefore, he should not use them too much.

2. Paraphrasing: taking a short section then rewriting it in one's own words with making a change in the structure of words and grammar; for example, going from the passive voice to the active.

3. Summarizing: taking only the main ideas from a long complicated passage and expressing them in a shorter form

Following these steps helps to produce strong pieces of writing and to avoid plagiarism. Talking about sources, the learner needs to find various sources of information, as well as he needs to know where to find them. The sources of information include: library sources, online sources, and bibliographies.

2.2.4. Effective Reading

Reading is a crucial learning strategy that deals with comprehending information, understanding opinions, and making connections and applying previous information to the current studies. The different reading materials include: the core texts, which are journals and books whose aim is to expand on a certain topic. And course materials which include a certain lecture's books and hand-outs. Reading was and continues to be the most important source of knowledge for us, as well as a platform for measuring people's progress throughout time and even across nations. Despite its importance, many researchers in the field of reading and developing its techniques have established a number of strategies that facilitate the reading process. One of these techniques is the 5-step strategy known as SQ3R. The table below explains briefly the previous mentioned abbreviation:

S	Survey	It refers to a general overview and a preview of a sample. It allows the reader to get a sense of the article's content without having to read every word of it.

Q	Question	Make quite so many questions that you believe will be answered in each section using the subheadings. The higher the quality of the question, the greater your understanding is going to be. You may always ask more questions as you go along. Your mind gets involved in learning when it is actively looking for solutions to questions. Ron Fry (2002, p.p. 192) suggests that after the hole chapter is already been read, the reader asks himself what information it includes, in addition he considers converting the subheadings into questions.
R1	Read	Read one piece at a time while keeping your questions in mind looking for answers. Recognize when it is necessary to create new questions.
R2	Re-cite	Stop after each part and go through your questions again, seeing if you can remember their answers. If not, go through the material again as many times as required, but don't go on to the next part until you can repeat the preceding one's responses.
R3	Review	After you've completed the chapter using the steps above, go through the questions you created for each heading. Check to see whether you can still respond to them. If you can't remember the answers, go back and review them before moving on.

2.2.5. Effective Writing

Study Skills as a Motivational Factor in enhancing Students' Writing

Writing is a process of converting a person's thoughts, emotions, or knowledge into graphic symbols of a language via the use of appropriate vocabulary and sentence structures. The ability to write is one of the most important products of the human intellect because learning to write efficiently will have a direct positive influence on you regardless of what you are learning or what grade you are in. William Zinsser (1976 p.p. 11) writes that Good writing has an aliveness that keeps the reader reading from one paragraph to the next. Additionally, John Gage (1986) says that quote:

> "Writing more than any other task brings one face-to-face with important human responsibilities. These include the responsibility to clarify and structure one's ideas. More importantly, these include the responsibility to continue the inquiry and argue toward to the truth as we are able to discover it through the shared means of discourse even while knowing that the whole truth will always be beyond our means"

Thus, we write to inquire and present our ideas and evidence from our research and thinking in a way that adds to the collective human knowledge about the world and our experiences within it. Writing skill is important because it allows the person to put down his/her ideas and experiences on a paper for future references. It is hard to convey scientific, logical, or technical achievement verbally; however, it can be presented in a composed format such as scientific journals, logical diaries, and white papers. If the researcher had not documented each event in an evenly constructed way, science would not have existed. Many individuals consider writing to be a pointless and tedious task; however, in necessitates a variety of procedures, including generating ideas, outlining and planning. Furthermore, if necessary, editing is permitted to allow the writer to identify the errors.

2.3 The Relationship between Reading and Writing Skill

Writing and speaking are two productive skills that are quite different in some aspects. According to O'grady et al (1996, p.p. 591): "Speaking and writing are different in both origin and practice. Spoken language is required without specific formal instruction. Whereas, writing must be taught and learnt through deliberate effort… there are many people who are unable to write. While spoken language comes naturally to human beings, writing does not." That is to say that they vary because learners do not have to follow specific instructions while speaking; yet, writing has its own set of standards that must be learned and followed. Hyland (2003, p.p. 50) proposed other distinctions between speaking and writing skills, which are presented in the table below:

Speech	Writing
➢ More hesitations, interruptions, self corrections. ➢ No spelling and punctuation conventions. ➢ Relies on gestures and paralanguage features ➢ Concrete, fragmented, informal, and context dependent. ➢ Characterized by tern-taking.	➢ More subordinations and passives. ➢ Longer sentences. ➢ More explicit coding of logical relations. ➢ Less model modification. ➢ Structurally elaborate, complex, abstract and formal. ➢ Characterized by monologue.

Table 04: The differences between speech and writing. (Cited in, Ben Sahla 2014, p.p. 24

2.4 The Importance of Study Skills

Study skills are some techniques that help students study and learn effectively. Having study skills in hand helps the student adapt the materials the teacher provides which makes them better suited to their style of learning. For example, being a visual learner, the student can convert information given by the teacher in a text form to a visual representation of data to understand and absorb easier. The student can also use mind maps to brainstorm ideas for compositions writing, make pie charts for showing proportions, and bar charts for comparing data. The previous mentioned are techniques that can be used for study. Using study skills can also accelerate the progress of study, as well as it ensures that the student has a balanced life and he is not only working hard; however, he is also working smart. Al-Subeie (2006) sees that many students' failure may not be due to a lack of mental abilities, brain capacity, or personality qualities. Rather it might be related to a lack of suitable academic skills. Obada (2001) adds that the significance of study skills lies on retaining knowledge in memory as long as possible. It also reduces exam anxiety among students with encouraging self confidence and positive attitude toward the various study disciplines.

2.5 The Objectives of Teaching Study Skills

Study skills are regarded as the essential stage towards a better understanding of the learning process. Students are required to understand the strategies that enable them to act sufficiently with the tasks they are given. Wood et al. (1995) have cooperatively designed four objectives of teaching the study skills that are expected and explained below:

2.5.1   To Improve Background Knowledge

Activating prior knowledge means using the things already known before to understand something new. Before reading or listening to something, the learner should first think of

what he already knows about the topic. One's prior knowledge may be different from others'. The point is, the more the student reads, the more prior knowledge he gains for the future. Study skills mainly work for providing the students with new knowledge. Knowing the strategy how to get information helps them to get always up-dated with the new data. Previous knowledge is so important because it prepares the brain to make connections with new data.

2.5.2 To enhance Schema

The connection between the background information or what is learned before and the recent knowledge is usually marked by the acquisition of new learning material. The learners' schemata are activated rapidly as a result of learning what they didn't know previously and gaining useful knowledge for the future.

2.5.3 To Increase Meta-Cognition

Study skills improve meta-cognition by integrating students in the learning process through using a variety of activities such as: planning, organizing, and evaluating. Learning does, after all, define each learner's unique contribution. It is just a matter of self-awareness and reflection of one's own strengths and weaknesses. Meta-cognition assists the student to become a self-aware, problem solver and it makes him take control over his learning. When it comes to studying, he can be more tactical by employing meta-cognitive skills. He will be able to assess what he already knows, what he needs to improve, and how to approach learning new information most effectively. Here are some suggestions from digital_accessibility@unc.edu for practicing meta-cognition when studying:

- Use your syllabus as a roadmap

- Summon your previous knowledge

- Think loud through talking to your classmates for instance or friend on the given subject

- Ask yourself questions such as:

  Does this answer make sense?

  What strategy did I use to solve this problem?

  How does this answer conflict with my prior understanding?

  What is confusing about this topic?

- Use writing because it helps you in organizing your thoughts and evaluating your abilities. Writing, like speaking loud can help you figure out what you know and what you don't, as well as how you are thinking about the things you are learning. Write down what you already know and any questions you have about each topic's learning objectives.

- Organize your thoughts

- Take notes from memory

- Review your exams

- Test yourself

- Figure out how you learn because it is important to know what learning strategies work best for you.

2.5.4 To Implement Learning Strategies

The learning tools and methods utilized in class help to build up the needed learning skills. Moreover, learners' autonomy is nourished through learning techniques, which act as a driving force for them to develop their own acquisition and learning backgrounds. That is to say, the use of new materials can serve in involving students within new learning opportunities that can be implemented in their academic lives.

2.6 Objectives of Study Skills Activities

The study skills activities are essential in the learning process. Each study skills activity is purposefully designed to meet some essential requirements so that the learner can build up his abilities, in other words, each designed according to a pre-determined aim. Accordingly, four objectives are proposed by Mariani (1987), they are explained as follows:

2.6.1 Raising Awareness of the Weaknesses

What is most needed in the classroom is a positive understanding of what can be accomplished quickly. That is to say, ones the students get a comprehensive vision of their weaknesses in handling a certain skill; they may easily obtain an appropriate solution with the guidance of their instructors or even in their own efforts. Precisely, by using a particular learning activity, the student can identify his or her own deficiencies.

2.6.2 Training in Specific Techniques

Learners' acquisition of new study techniques is heavily influenced by the tasks they are given. A diversity of tasks shows a viable option for learners to attain what fits to the activity's main characteristics. After completing a specific training on a certain technique, learners get more familiar with the appropriate techniques that can be used even in future evaluations.

2.6.3 Transferring New Knowledge and Skills into one's own Experience

Students can effectively employ the required learning skills and methods even outside the classroom after they have mastered them. Generally, they acquire a sense of autonomy where they can cope with whatever problem they face in real life. It is worth noting that independent learning is often based on a solid foundation of skills and abilities that pave the way for a self-reliance mindset and learning habits.

2.6.4 Evaluating One's Own Level and Performance

The assessment process reflects the applicability and effectiveness of the previously learned study tactics. The instructor may get a clear vision of how skills are being used and how learners are progressing by assessing them individually, in pairs, and in groups.

2.7 Study skills in the Learning Process

Study skills should be applicable in learning. Therefore, the main objective of the teacher is to make the study skills more practical and effective. Kerke (2007) recognizes several essential qualities of study skills, which are covered in the sub-headings bellow:

2.7.1 Preparing to Learn

The training of study skills covers a variety of perspectives. First of all, there are the physical aspects that include the nature of the surroundings, educational tools used to convey a certain skill, and the usage of books, homework planners, and others. Second, there are the mental qualities which include the learners' attitudes, ambitions, and their priorities.

2.7.2 Acquiring and Processing Information

Learning styles, organization, and acquisition usually differ among students. When dealing with skills activities, the teacher's mission is focused to presenting the essential aspects that empower the learners. Students may benefit from the variation of strategies since it provides them with a wider range of options. For example they may select effective reading as a means of getting new knowledge, note taking for collecting the essential items discussed in the class, or selecting outlining and summarizing as an easy way to identify the connection between a set of ideas.

2.7.3 Applying Learning

Learning may be applied through implementing some specific projects, most of which are written or oral in nature, such as giving a presentation on a specified topic, or writing an essay on the role of education. The activities assigned can be used to find out what the

learners have already learned. As well as successful tests pay close attention to the topic

understanding and procedural knowledge.

2.7.4   Monitoring and Evaluating

The implementation of study skills in learning mostly leads to a self-monitoring mindset. According to Anderson (2002), when utilizing a certain learning technique, the students usually ask themselves, 'what am I attempting to accomplish?' these kinds of questions reveal self-directed thinking that is actually attached to meta-cognitive process.

2.8   Study skills: Classroom Instruction

Backman and Anderson (2002) have thoroughly acknowledged certain essential guidelines for effectively teaching study skills. They propose the following:

1. Explain the strategy and its objective. Why it is vital and when and how it should be.
2. Provide enough time for current practice.
3. Enhancing self-monitoring, to raise students' awareness on how a certain method works.

There are a number of strategies that may be designed to improve the classroom teaching environment, and even some models that can help with the study skills learning process. For example, time management abilities model that was created by Boss and Vaughn (1998) that consist of three main parts: scheduling, checklists, and contacts. For the first element, students must construct their own schedule in order to achieve organization and effective learning. This will allow them to efficiently and effectively utilize their time. Second, students can use checklists as tools to consult their time planners and prioritize their tasks. The primary checklists might serve as a summary of the student's short-and long-term schedule. To achieve a balanced time framework, checklists should be used on a regular basis with all involved parties. Finally, contacts serve as practical reminders for self-control and goal setting. Students must prepare a certain assignment for a specific length of time. The outcome of the encounter could be a consequence for failing to fulfill the objective.

Conclusion

At the end of this chapter, it can be concluded that study skills may be learnt through specific strategies as they have grown as a science that affects and influences academic and scholarly live favorably. It also reduces students' efforts and raises their academic efficiency. Study skills are essential for academic success. Positive results are related with effective study abilities across many academic themes and for different learners.Therefore, students must comprehend, practice, and master these study habits ranging from writing to reading skills, to other important ones like time managing and revising skills…etc

Chapter Three :

Fieldwork and Data

Analysis

Introduction

The first two chapters provided a review of the writing skill as well as the relevance of applying study skills to help students overcome their writing challenges. To give this study more validity, the next stage in any research design is to advance to something more practical. This research is non-experimental due to research limitations; as a result, the descriptive approach was adopted to conduct this study. The first section of this chapter is primarily concerned with a thorough discussion of the study technique, tools, and processes. The research instruments' data analysis are introduced in the second half. A space for further ideas and suggestions is also included in this section.

3.1 Students' Questionnaire

3.1.1 The Sample

This study focuses on first-year EFL students at Mohamed KheiderBiskra University's English department. In the academic year 2021-2022, the total population is expected to be around 434 students, only twenty-five students were chosen as a sample for this study.

3.1.2 Description of the Questionnaire:

The questionnaire was created by combining the information presented in the theoretical chapters. The key features of the investigation were explored using a seventeen-item questionnaire. There are both closed and open-ended questions on the form. The student had to tick his or her option(s) in closed questions, and in open-ended questions, the student had to explain why he or she preferred one option over the other. The seventeen elements were divided as follows:

Section 01: General Information: this section consists of three questions, they seek to get personal information from participants, such as gender, age, and if learning English at university was a personal decision or was forced upon them.

Section 02: The Writing Skill: It consists of seven questions, they are about describing the writing skill. This section aims at exploring how students deal with writing, and taking into account the differentaspects involved in the writing process.

Section 03: Study Skills: it consists of six questions, these questions are about the usefulness of study skills and the students' perception towards them. They are also picked-up to explore the correlation between study habits and students success in writing.

3.1.3 Results of the Questionnaire

The questionnaire's goal is to test the hypotheses we've already developed. Based on the results of the questionnaire, we will assess if our hypothesis is confirmed or not.

3.1.3.1 Section one: Personal Information

Q01: The question is about students' age

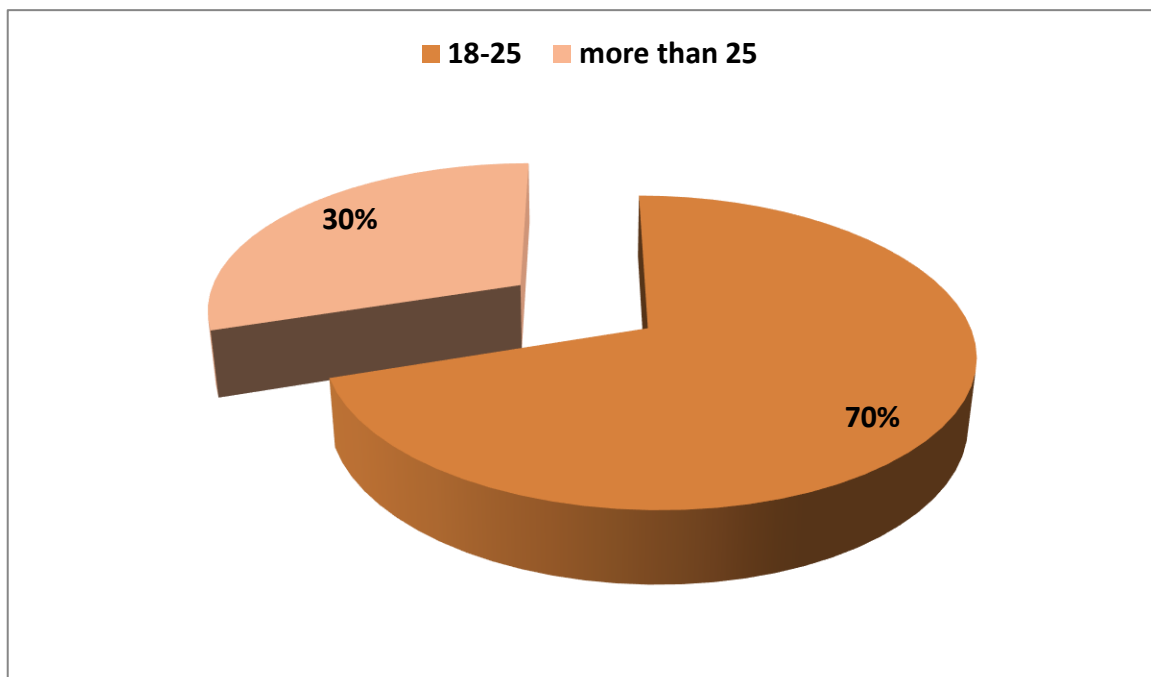| Age	N	%
18-25	21	70%
More than 25	9	30%
total	30	100%

Table04: Students' age distribution

Figure02: Students' age distribution

Figure 02 shows that the majority of first-year students are between the ages of 18 and 25, (70 percent). As a result, learning English or any other foreign language will be easy for them regarding to their age, which is an important consideration while studying languages. About 30% of the students are above the age of 25, which might be due to their baccalaureate test failure or other unexplained causes.

Q 02: The question is about the students' gender

option	N	%
male	7	23,3%
female	23	76,7%
total	30	100%

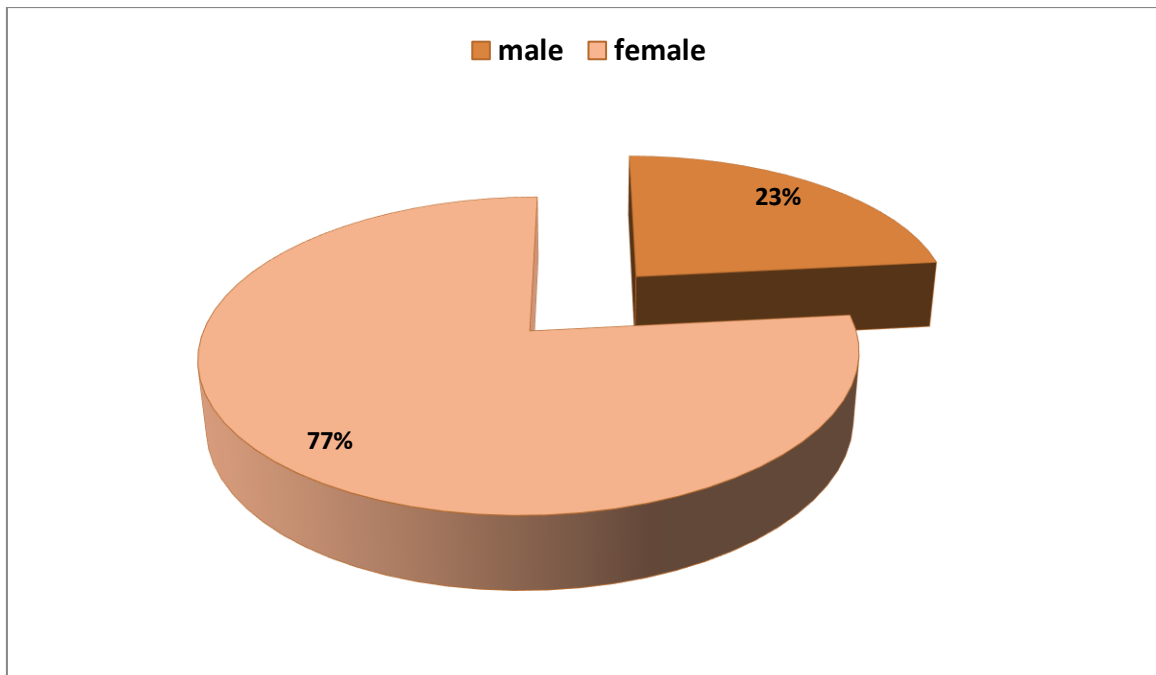**Table05: Students' gender distribution**

Figure03: Students' gender distribution

The overall number of participants is 30, with seven males (23 percent) and 23 females (77percent). This difference is attributed to women's desire in studying foreign languages, as well as teaching being regarded a feminine career by the society. As a result, the current research reveals that girls are more suited to learning and mastering numerous languages than males, however this is not an alternate reality because many males dominate females' ability to learn multiple languages.

Q03: this question is about the decision of studying English

Option	N	%
Personal	16	53%
Imposed	14	47%
Total	30	100%

Table06: Students' choice to learn English at university

According to the findings, the majority of students (53) choose to study English Language because they enjoy it and want to improve their level; however, only (47%) of students claim that they are obligated to do so because their grades do not qualify them to study other branches or because their parents have forced them to pursue it as a career.

3.1.3.2 Section two: The writing skill

Q04: The question is whether writing in English is an easy task for you to learn

Option	N	%
Yes	11	37%
No	19	63%
Total	30	100%

Table07: the difficulty of writing in English
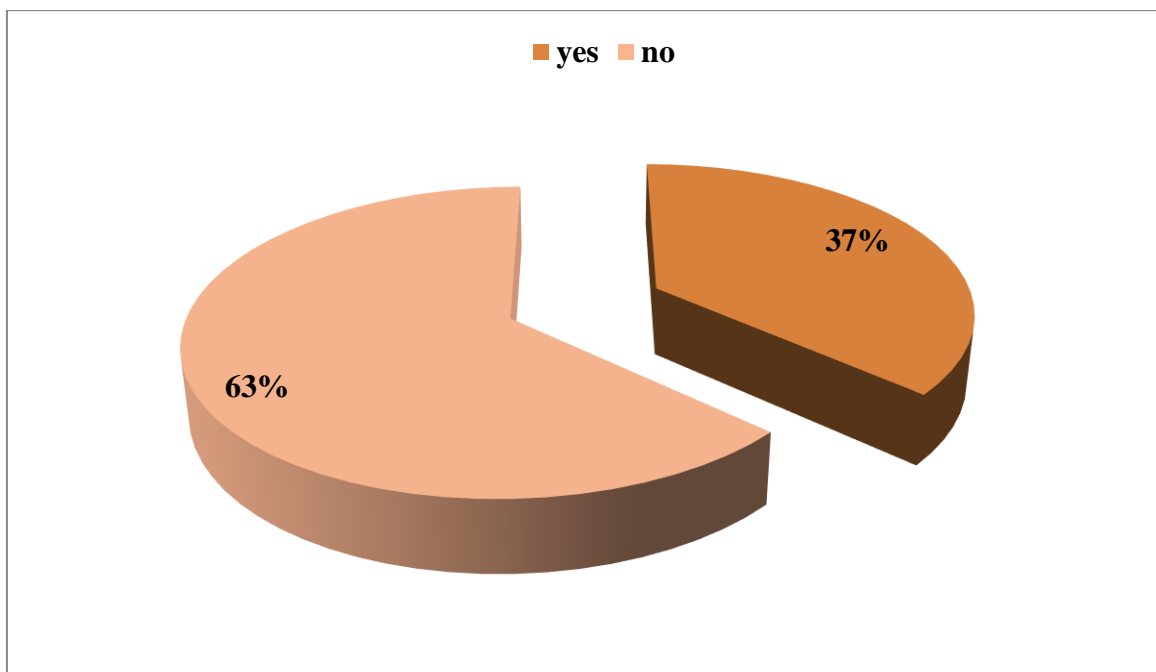
Figure04: The difficulty of the writing skill

(63 percent) of learners believe that learning to write in English is difficult. This might be because students struggle to come up with ideas for their writing because it requires more experience and awareness of the different aspects and rules of writing. It might also be because writing is the hardest skill to master while studying a foreign language. However, a third of the respondents (37%) believe that writing is a simple activity. They believe that English is a simple language to learn in comparison to other foreign languages.

Q05: the students' common difficulties in writing

Option	N	%
Grammar	8	30%
Mechanics	9	48%
Vocabulary	6	28%
Lack of motivation	13	61%
Total	30	100%

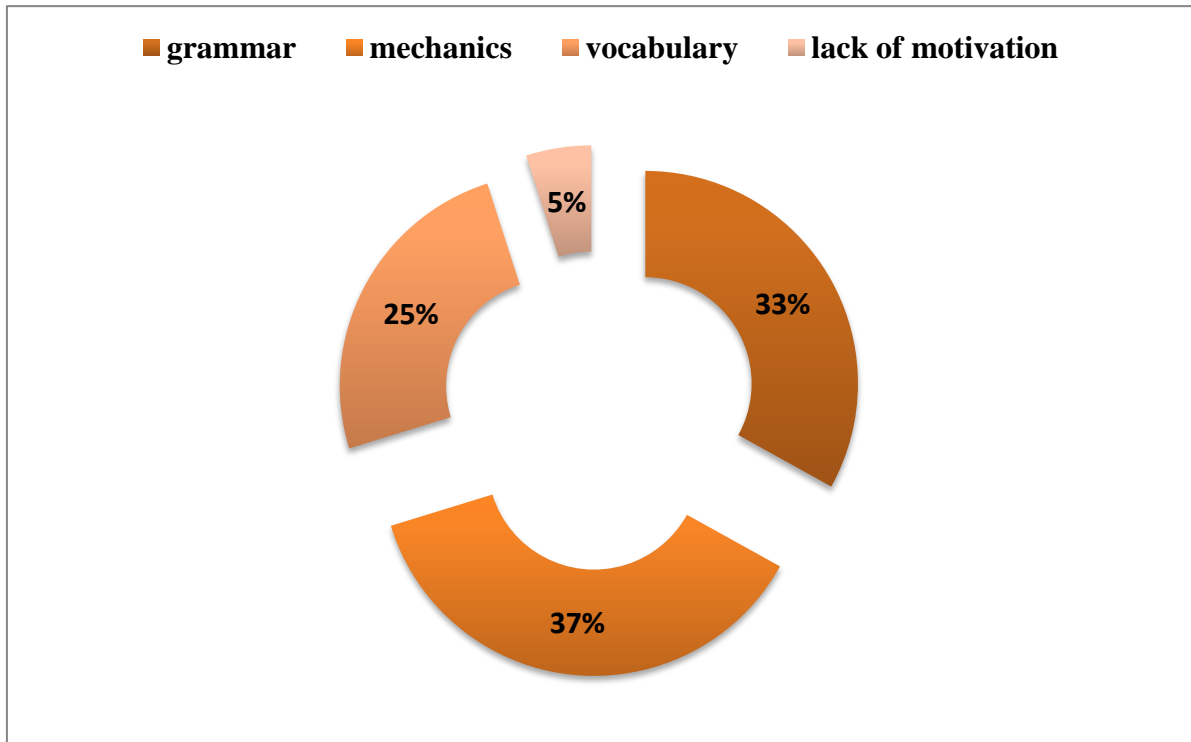**Table08: Students' common difficulties in writing**

Figure05: Students' common difficulties in writing

The majority of students (61%) stated that they find writing difficult because they lack desire to write. Then follows mechanics (48%) and grammar (30%), followed by vocabulary (28%). As a result, first-year EFL students lack motivation to write since they are unfamiliar with writing strategies and rules.

Q06: a question to know whether first year students are motivated to write academically in English

Option	N	%
Yes	15	50 %
No	15	50 %
Total	30	100 %

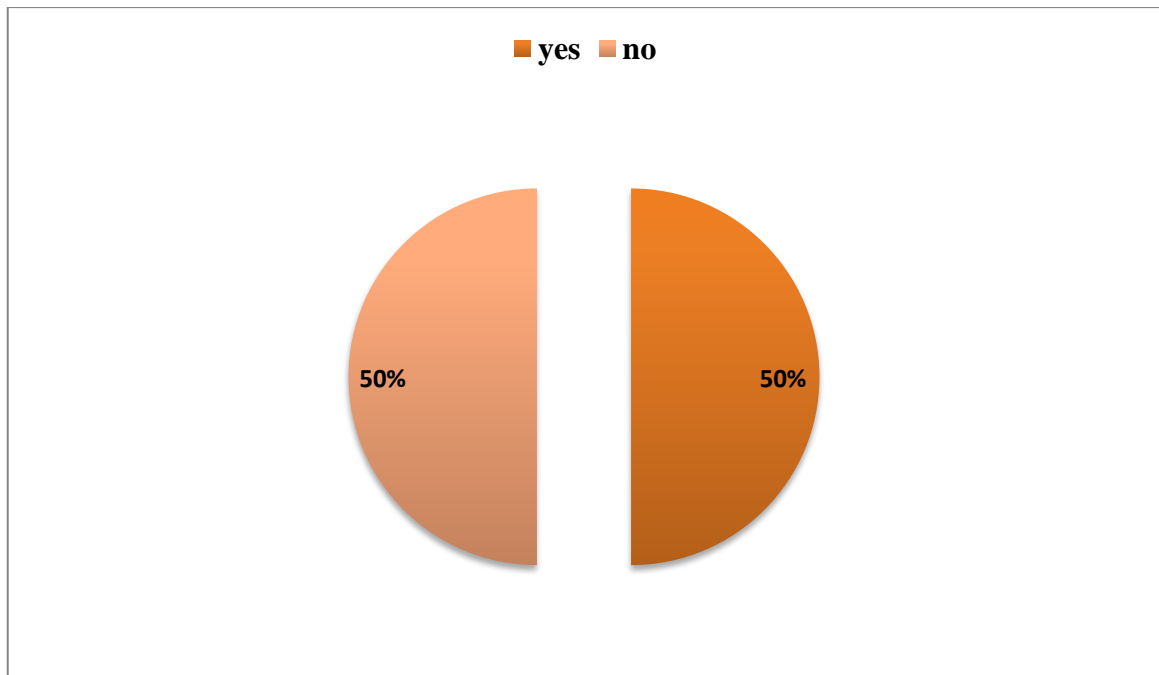**Table09: Students' motivation in writing**

Figure06: Students' motivation in writing

Half of the participants said they are unmotivated to write in English for academic purposes. In the meantime, half of the percentage disagrees. Here are the reasons:

Option	N	%
Lack of time	5	22%
Lack of practice	4	17%
Lack of reading	6	26%
Unawareness of good writing strategies	8	35%

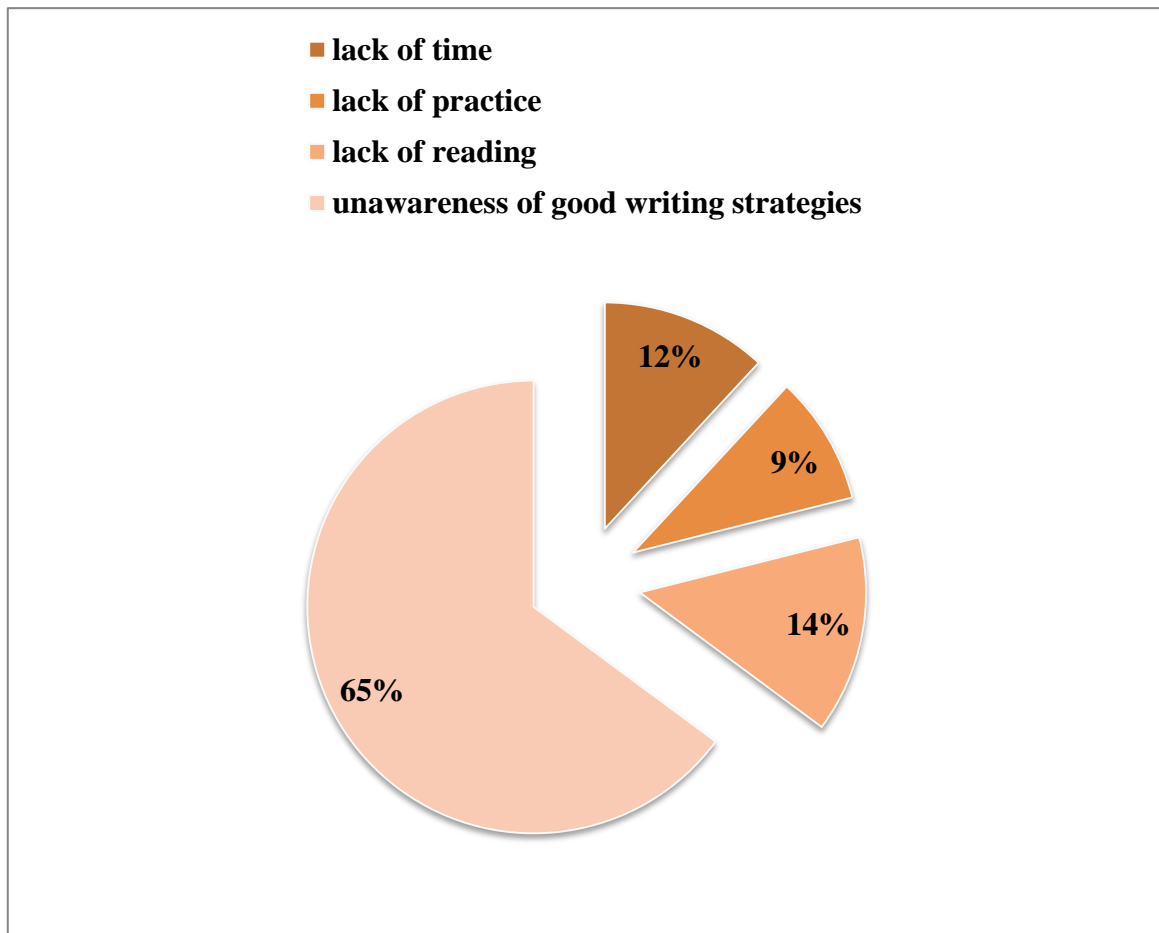**Table10: Reasons why students are not motivated to write**

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Figure07: Reasons why students are unmotivated to write

The majority of students report that they are unmotivated to write because they are unfamiliar with effective writing techniques (35%). 26 percent say they don't read much, while a smaller amount claim their lack of motivation stems from a lack of time (22%) and practice (17%).

Q 07: A question whether the teacher uses different techniques to overcome students' writing challenges or not

Option	N	%
Yes	8	27%
No	22	73%

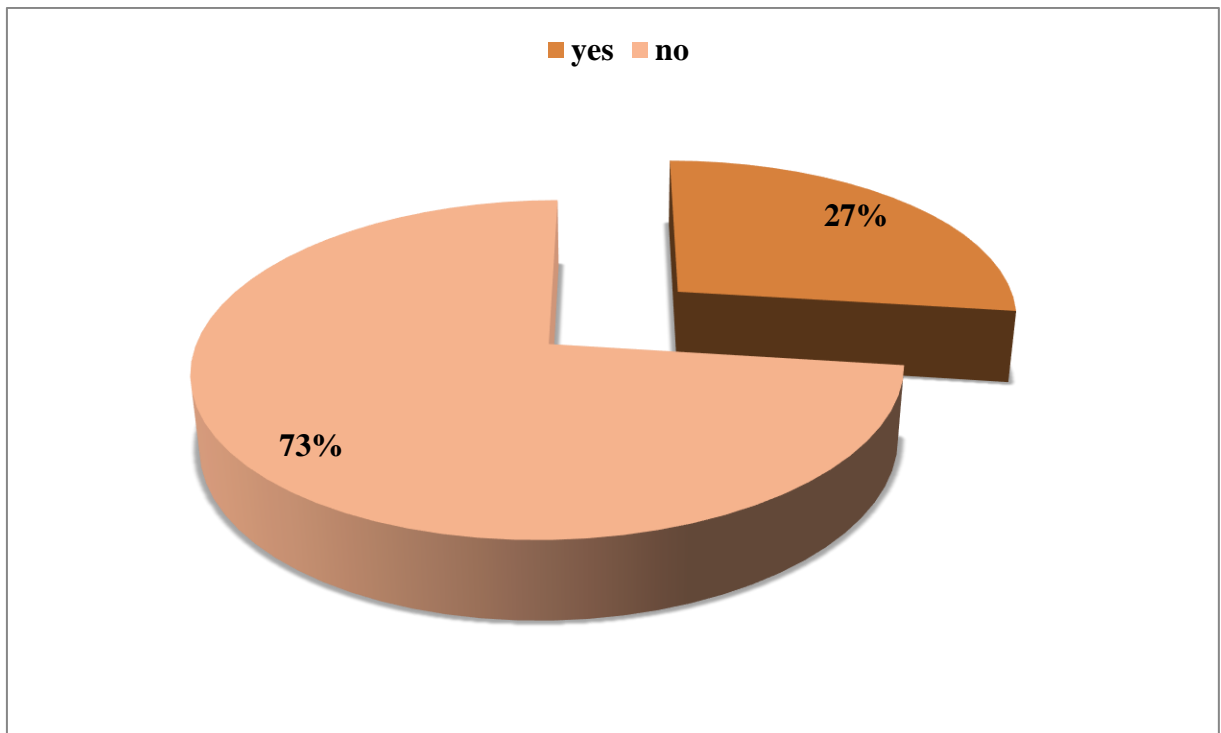**Table11: Teachers' variation of writing techniques**

Figure08: Teachers' variation of writing strategies

(73%) of students report that their teachers do not vary the writing strategies for them, which could be a contributing factor to their poor writing results.(27%) of them who answered with 'Yes' were asked to name these various strategies.

Q08: A question about reviewing related texts before writing in a given topic

Option	N	%
Yes	9	30%
No	21	70%

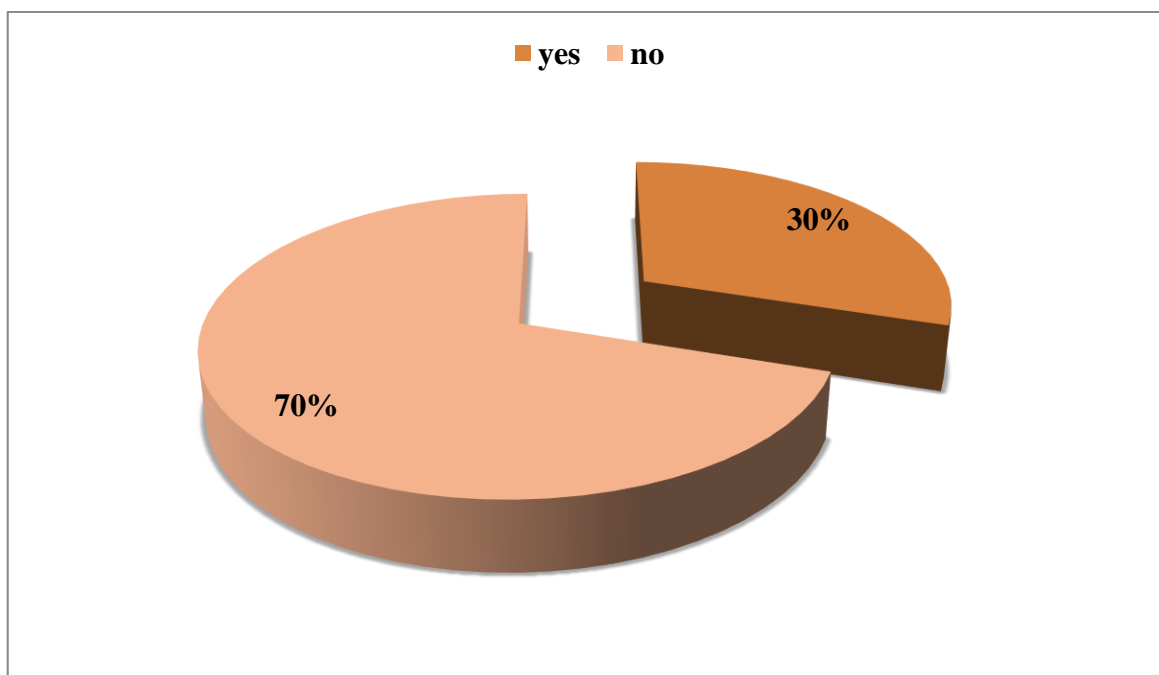**Table12: Reviewing related texts before writing**

Figure09: Making literature review

Most of the participants (70%) do not review related texts before they write in a given topic. Since the literature review is a crucial part in the writing process and it adds a lot to the writing success, we can say that this is a possible reason to their failure in the writing tasks. (30%) of them answered with 'yes'. To know why and why not conducting a literature review before writing, we have asked the participants an open ended question whose answers are as follows:

Yes	No
• It makes the writer familiar with the topic. • It determines the appropriate methodology for the current writing. • Serves in having a solid foundation of knowledge.	• It is time consuming. • Because students are not used to read much. • Students are not familiar with reading and writing strategies.

Q09: A question about making a plan before writing

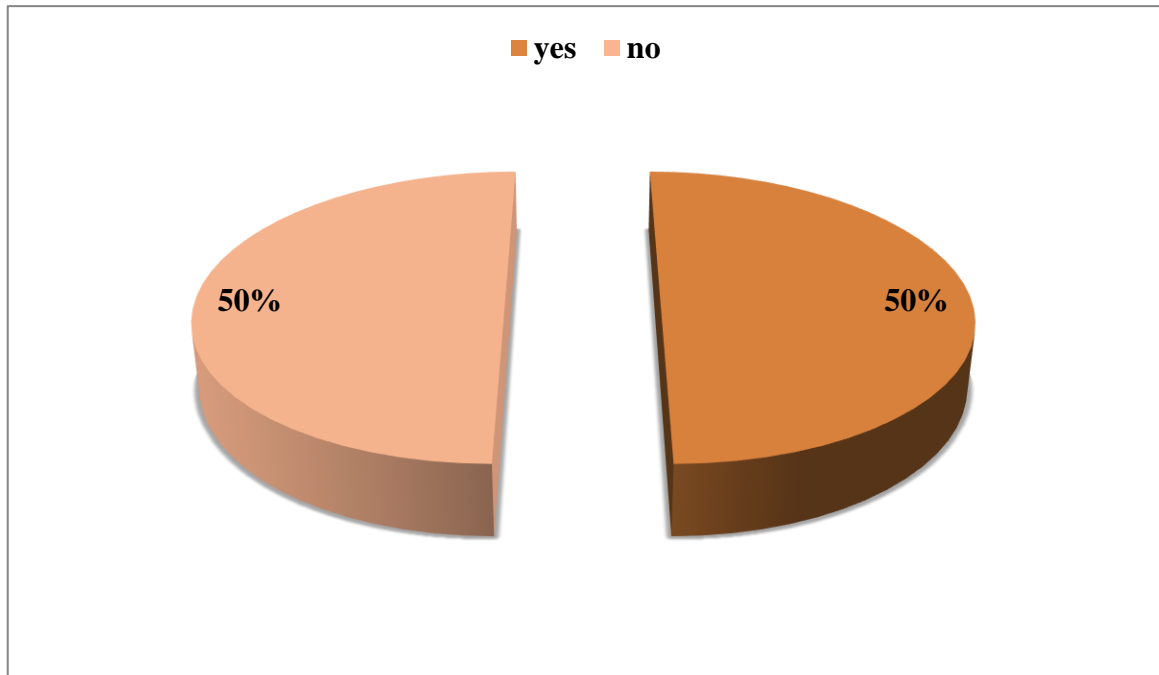| Option	N	%
Yes	15	50%
No	15	50%
Total	30	100%

Table13: Planning before writing

Figure10: Planning before writing

50% of the students make a plan before developing a piece of writing. This is because it facilitates the process of writing as it saves time and efforts and makes them work in an easy without feeling stressed. Whereas the second half do not make a plan before writing because they are used to the old method of writing which copying from other texts or start writing directly without following any strategy or plan.

Q 09: a question about students' consideration of the task or assignment instruction carefully before writing.

Option	N	%
Never	6	20%
Rarely	7	23%
Sometimes	13	43%
Often	4	13%
Total	30	100%

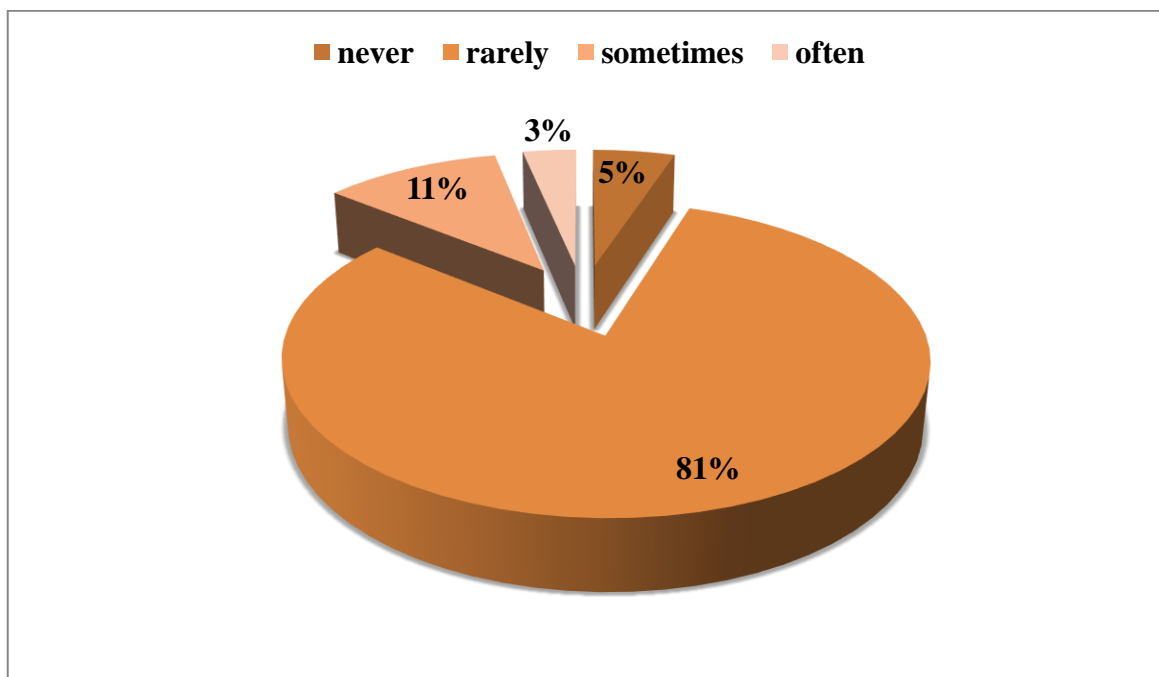**Table14: Consideration of the assignment instruction before writing**

Figure11: Consideration of the written task instruction carefully before writing

The table above indicates that 13% of the participants often consider the task or assignment before writing, then 23% of them that they rarely do so. Meanwhile 43% say that they do the later and 20% of them declare that they never give a great deal to the task instruction before writing.

Q10: a question about determining a suitable place and time for writing an assignment

Option	N	%
Yes	20	67%
No	10	33%
Total	30	100%

Table15: Determining a suitable place and time before writing
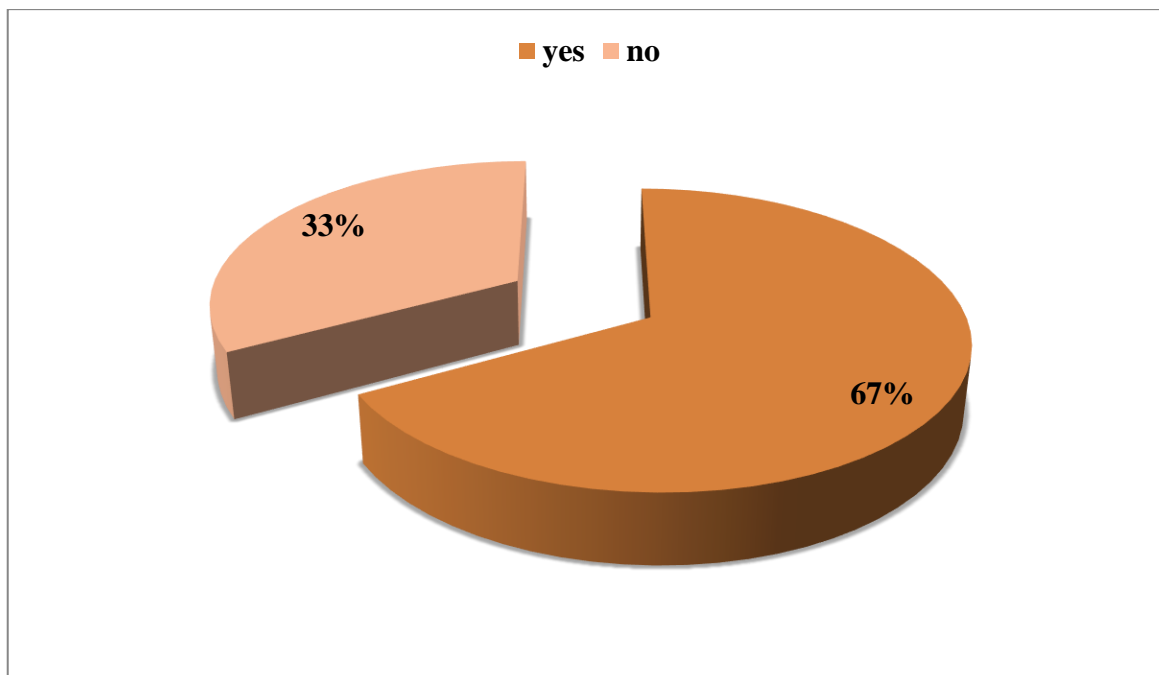

Figure12: Determining a suitable time and place

The statistics above show that the majority of the students determine the appropriate time and place for doing their writing assignments (67%). According to those who have answered with yes, setting time and place gives them greater focus on their work and raises their level of productivity as well as it increases their energy. The rest of the participants

with a percentage of (33%) answer with 'No', which reveals their low level of motivation and desire towards writing.

3.1.3.3 Section three: Study skills

Q11: A question for students about good study habits for writing in English

Option	N	%
Yes	14	47%
No	16	53%
Total	30	100%

Table16: Having good study habits for writing in English
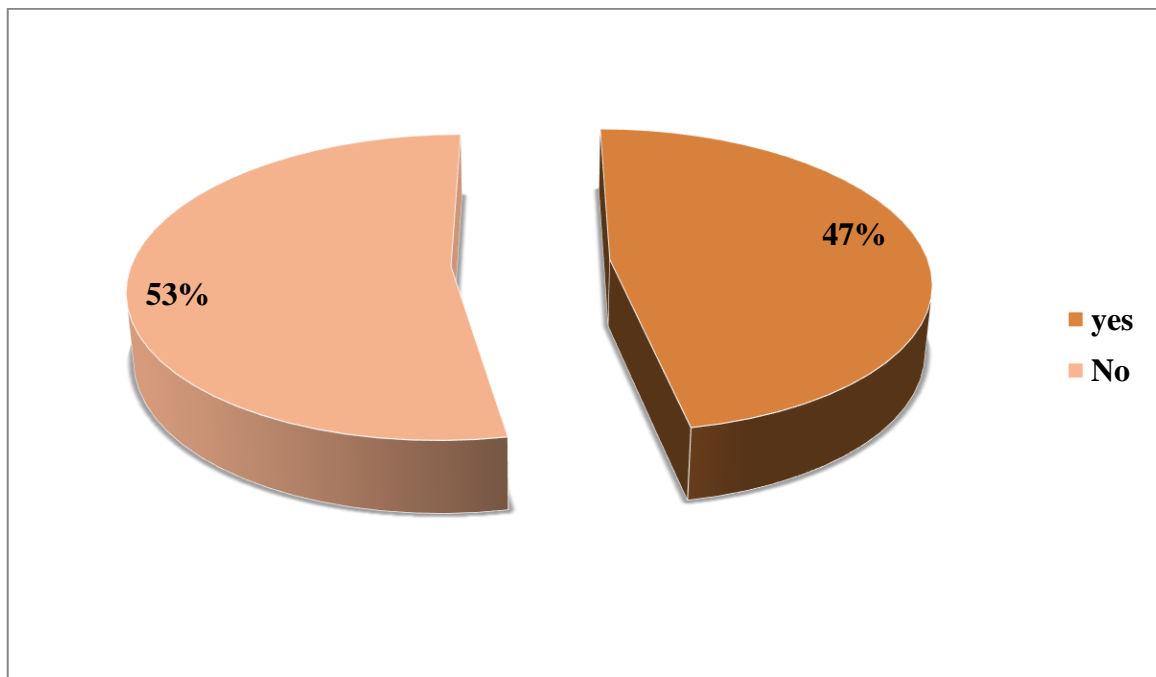

Figure13: Students' having good study habits

According to the chart above, the majority of students (53%) believe they lack effective study habits that help them produce well-structured writings. Whereas, (47%) of them stated the exact opposite.

Q12: a question for students about the strategies they adopt to produce z good piece of

writing

Option	N	%
Plan the writing task	9	30%
Start writing without making any plan	10	33%
None of the above	11	37%
Total	30	100%

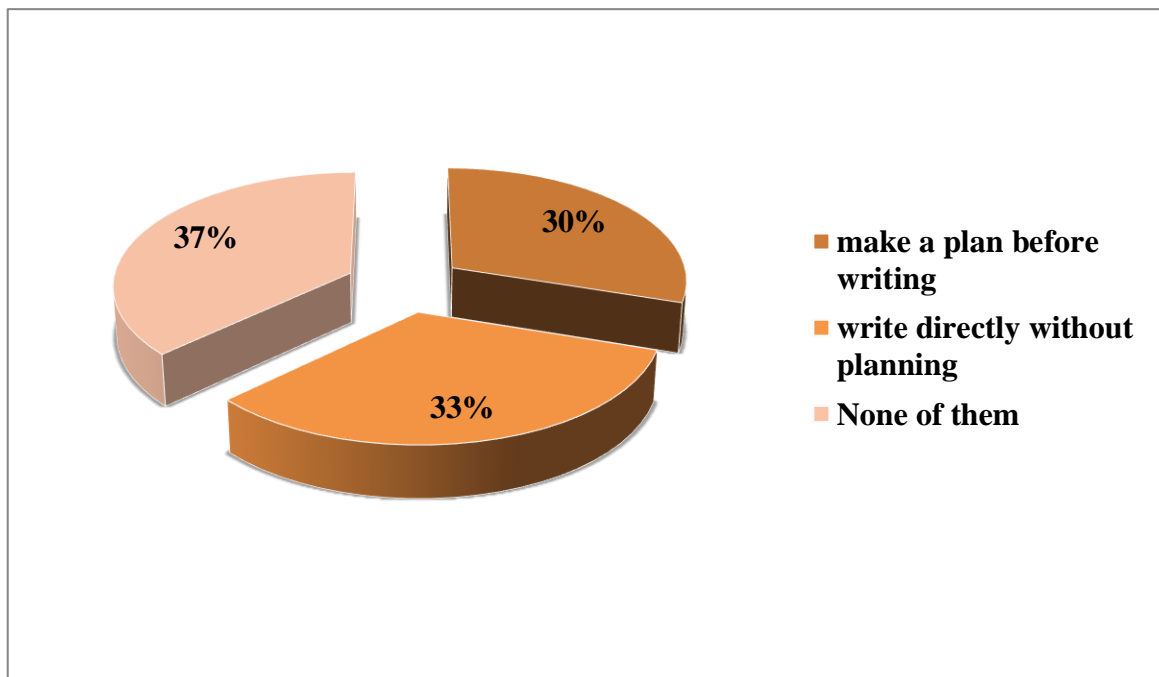**Table17: The strategies adopted to produce a well organized piece of writing**

Figure14: The strategy adopted to produce a good writing

According to our findings, 33% of participants do not start preparing before writing, but instead begin writing at random. 30% of them organize their writings and plan for it. Whereas 37% said they don't employ any of the abovementioned methods since they only copy from other sources.

Q13: A question about choosing the correct format for a given piece of writing

Option	N	%
Yes	9	30%
No	21	70%
Total	30	100%

Table18: Choosing the correct writing format

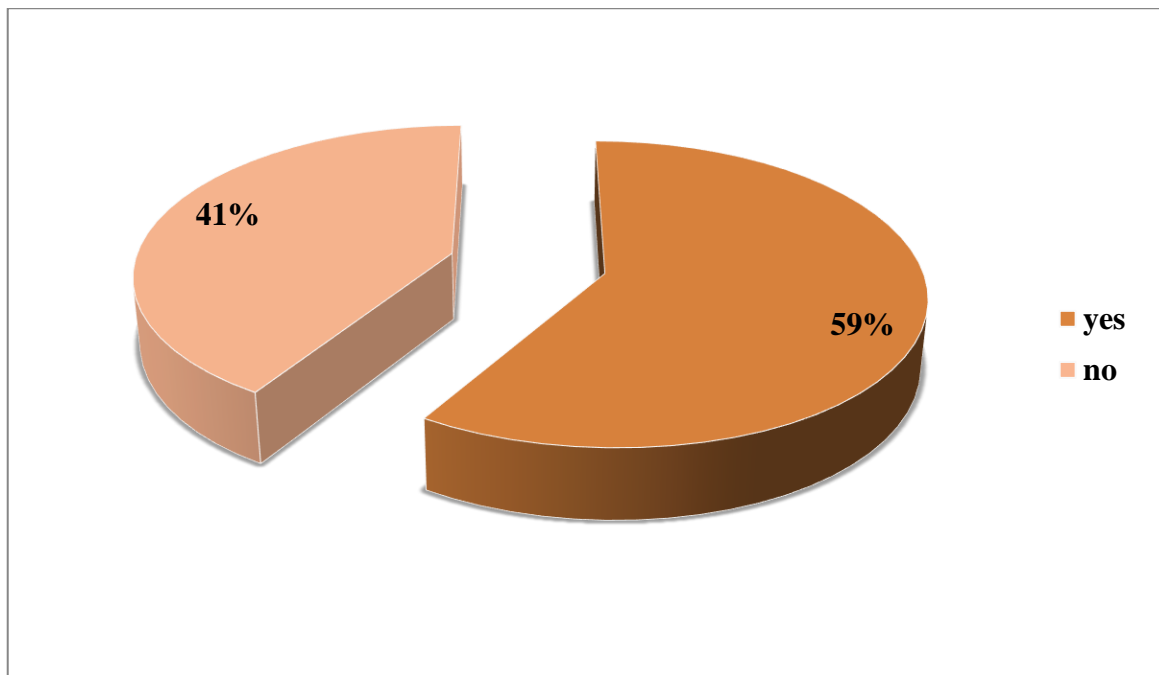**Figure15: Using the correct writing format**

60% of the students answered yes to this question, indicating that they are unable to select the appropriate format for each piece of writing because they are unaware of how to do so. Thirty percent claim they always pick the proper structure for their writing.

Q14: A question of whether they think that study skills can help them to become good writers

Option	N	%
Yes	22	73%
No	8	27%
Total	30	100%

Table19: Relativity of study skills to the writing skill improvement
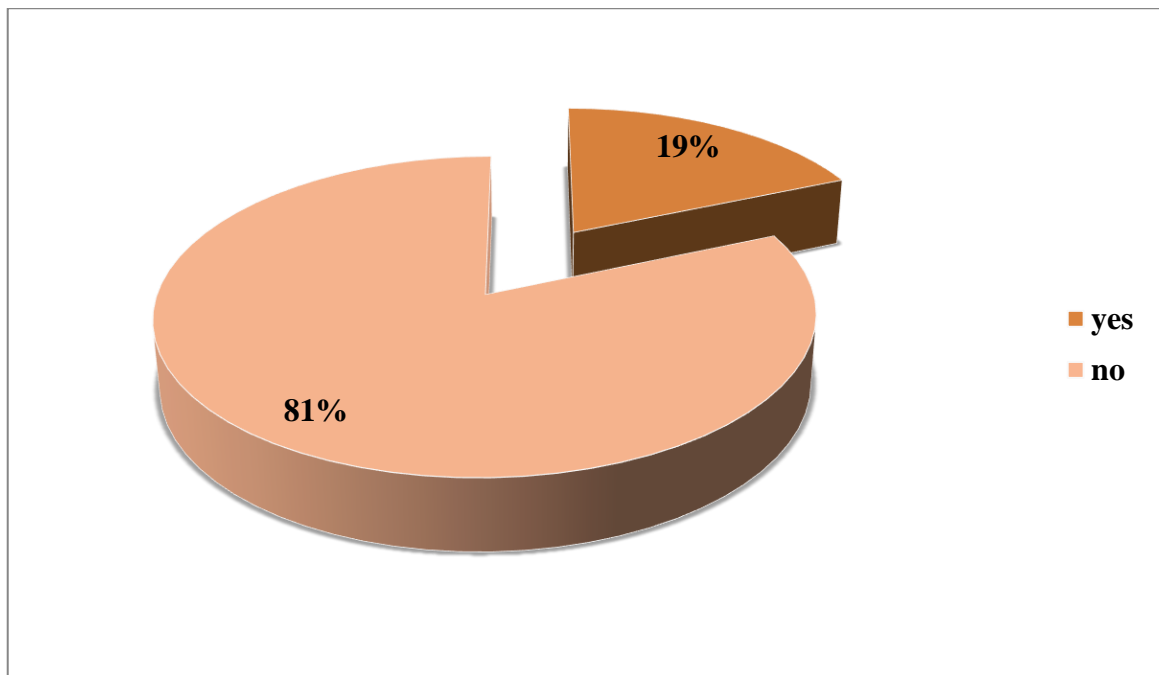

Figure16: Relativity of study skills to the writing skill improvement

73% of the students think that study skills are crucial for them in terms of increasing their writing performance because they believe they teach them how to write in a methodical, step-by-step manner. For unclear reasons, 27 percent disagree with this.

Q16: students' perceptions towards the study skills course

option	N	%
Important	0	0%
Very important	30	100%
Not important	0	0%
Total	30	100%

Table20: Students' perceptions towards the study skills course
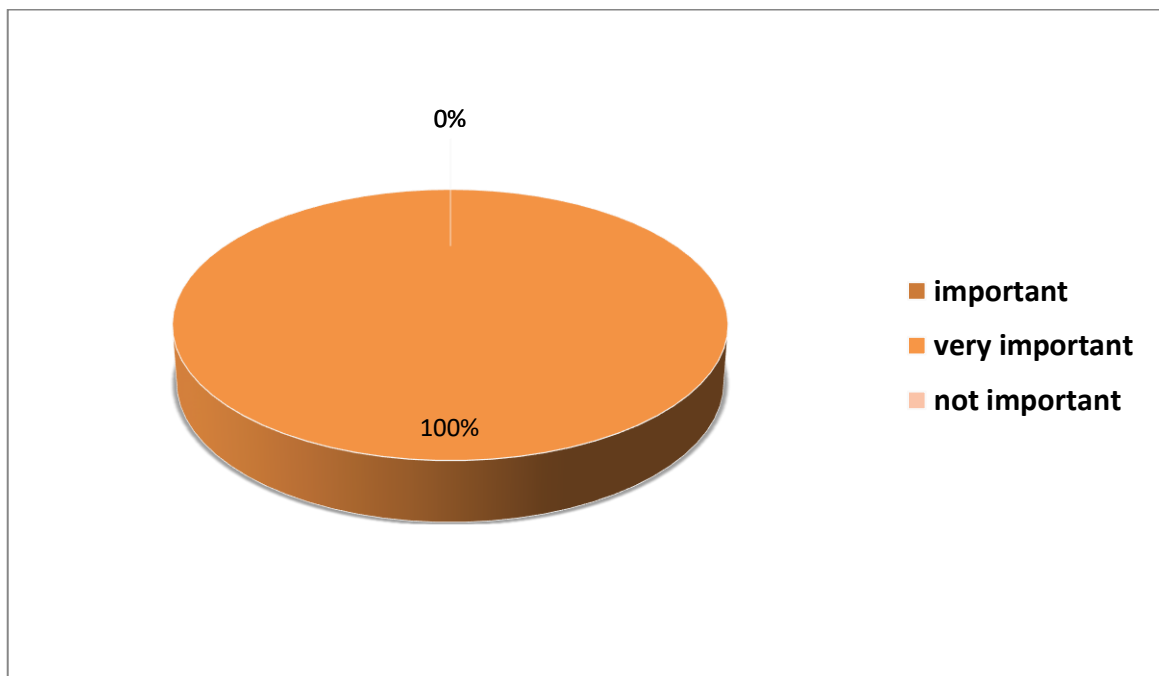
Figure17: Students' perceptions towards the study skills course

The percentage of students who agree that learning study skills is extremely important is 100%. No one believes it is unimportant.

Q15: Students' opinions about the goal of the study skills course

Option	N	%
Fostering independent learning	7	23%
Developing time management skill	14	47%
Understanding instead of memorizing	10	33%
Developing students' strengths and weakness	15	50%

Table21: Students' opinions about the goal of study skills course

Figure18: Students' opinions about the goal of study skills course

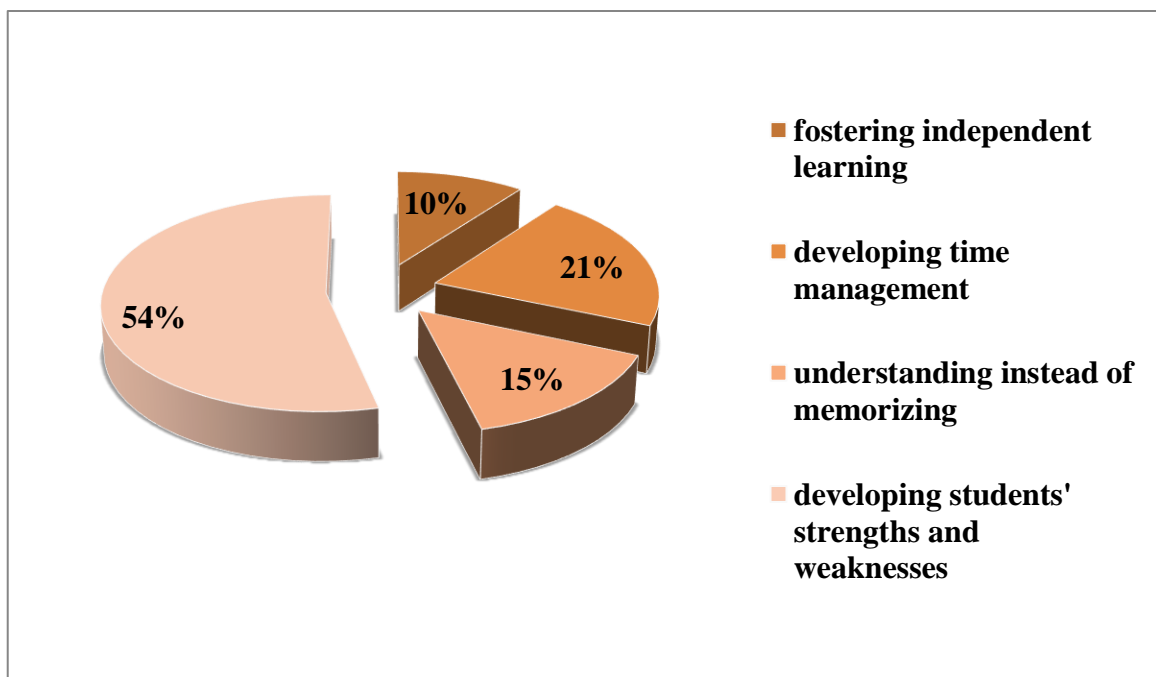The objective of the study skills course is debatable among students. It helps pupils strengthen their abilities and weaknesses, according to 50% of them. Its primary purpose is to improve time management (47 percent). While 33% of participants believe it helps learners comprehend rather than memorize. Furthermore, 23% believe it encourages autonomous learning.

3.1.4 Discussion of the Results

The purpose of this research is to examine the influence of study skills in increasing foreign language learners' writing productivity. The findings of this study are very important. The study of the students' questionnaire led us to the conclusion that they are having a difficult time writing appropriately. In reality, learners are competent in basic foreign language principles, but their awareness of how to utilize this language academically is inadequate. These types of deficiencies in foreign language acquisition may be caused by a lack of understanding of the relevance of study skills to educational success, specifically writing achievement. In fact, study skills are the necessary instruments that help students to study more efficiently and creatively. They tend to build learners' talents and linguistic skills not only to prepare them for tests and other types of evaluation, but also to assist them in daily life. As a result of acquiring these abilities, students can write a report, use a dictionary, summarize, take notes, read, and search for knowledge. Furthermore, study skills build learners' self-confidence by guiding them via a technique that is suited to their capacities.

Suggestions and Recommendations

The goal of this work is to explain an information-processing viewpoint on the contribution of study skills to academic competence, as well as to suggest evidence-based techniques that are useful in guiding students in improving their writing abilities. Therefore, we suggest the following:

✓ Students must practice several types of writing. Teachers may provide basic rules for all writing, but specialized forms of writing, such as poetry and essays, may need further instruction. As cited in Trudy Wallan et al (2004, p.p. 09) "Students can benefit from practice at writing about the results of their own research, as well as expressing their own feelings and experiences. The writing strategies involved in each form usually require explicit teaching, frequent practice and information given to students about their progress."

✓ Extending learning time through expanding lessons, extending the school day, participating in summer school, and giving homework encourages language proficiency and more specifically, it increases writing production.

✓ Teachers should consider the impact of study skills since it aids students in gaining writing motivation.

✓ Teachers should create a comfortable environment and allow ample time for writing activities in order to keep students engaged and productive.

✓ Syllabus designers should incorporate study strategies to encourage students to practice the language in a systematic and orderly manner.

Conclusion

Several studies have found that students with learning disabilities have poor study skills. Hence for the, the primary goal of this chapter is to test the hypotheses and provide detailed answers to the question presented at the opening of this study.In this research context, we employ a questionnaire as a tool. The findings indicate that learners have poor writing abilities, and they are unable to write academically because they are unaware of the importance of study skills in writing.The key results indicate that the students are conscious of the major role of study skills in the field of language acquisition. Furthermore, the study skills course is often recognized as a concrete first step toward autonomous learning. Following the analysis of the current data, the third chapter will reflect some ideas and recommendations closely connected to the issues discussed.

General Conclusion

Study Skills as a Motivational Factor in enhancing Students' Writing

The primary goal of this study is to confirm the hypotheses that tended to illustrate how study skills might improve students' writing productivity. This study is divided into three major segments: two theoretical chapters and one practical chapter. We attempted to demonstrate a theoretical overview of writing competence at the beginning of this dissertation. We began with definitions and highlighted the key elements that allow the student write to generate a good written piece. Furthermore, we identified and explained the main approaches utilized to teach writing. Aside from the approaches utilized to teach writing, the key obstacles encountered by learners in this skill were listed and explored. A second chapter was added to shed light on study skills; its' definition, history, types and other important elements. In other words, we worked hard to emphasize that study skills are essential, necessary, and effective in writing since they lead to clarity and perfection of academic writing style.

According to the study of students' questionnaire answers, academic writing is a highly challenging skill: EFL students experience writing problems that cause them to produce poor written output. Our hypothesis was confirmed by the findings. It claimed that one of the most crucial factors students must understand in order to gain writing proficiency is the effective comprehension of study skills, because in raises students' motivation which is crucial in EFL writing. McCombs and Wisler (1997) declared that teachers cannot make learning happen, they can encourage and persuade with a variety o f incentives.

To summarize, this study found that the utilization of cognitive and self-regulatory study processes can be consistently quantified by self-report, and that there are qualitative and quantitative variations between high and poor achievers. Students of all grade levels

who have strong study abilities are more likely to succeed academically. They comprehend task demands and are able to develop adaptable, effective techniques for academic success.

Good students understand why, how, and when to employ various writing strategies in addition to understanding the procedures. The cornerstone of efficient studying is active learning. A good writer student is an engaged learner, not a passive receiver of knowledge and data. Not unexpectedly, effective students are regarded as "directors" of their own learning, capable of determining what knowledge is relevant to them.

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Appendices

Appendix 01

Students' Questionnare

Dear students,

You are kindly invited to fill in the following questionnaire as a part of a Master dissertation entitled: "Study Skills as a Motivational Factor in Developing Students' Writing, Case Study: First Year Students at the Department of English Mohamed Kheider University of Biskra." We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can. Tick (√) your answer(s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Section One: General Information

Q01: Age

- 18-25
- More than 25

Q02: Gender

- Male
- female

Q03: The choice of studying English

- personal
- imposed

Section Two: The Writing Skill

Q04: Is writing in English an easy task for you to learn

- yes
- No

If 'No', what are your common difficulties?

- Grammar
- Mechanics
- Vocabulary
- Lack of motivation

Q05: Are you motivated to write academically in English?

- Yes ☐

- No ☐

If your answer is 'NO' is it because:

- Lack of time ☐

- Lack of practice ☐

- Lack of reading ☐

- Unawareness of good writing strategies ☐

Q06: Does your teacher use different to overcome your writing anxiety?

- Yes ☐

- No ☐

Q07: do you often review related texts before you write in a given topic?

- Yes ☐

- No ☐

Explain why in both cases

YES	NO

Q08: Do you make a plan before you write?

- Yes

- No

Q09: Do you consider the task assignment carefully before you start writing?

- Never

- Rarely

- Sometimes

- Often

Q10: Do you determine a suitable place and time for writing an assignment?

- Yes

- No

Section three: Study Skills

Q11: Do you have good study habits for writing in English?

- Yes

- No

Q12: which of the following strategies you adopt to produce a good piece of

writing:

- I plan my writing task

- I start writing directly without making any plan

- None of the above

Q13: Do you often choose the correct format for any writing?

- Yes

- No

Q14: Do you think that study skills can help you become a good writer?

- Yes

- No

Q15: What is your perception towards the study skills course?

- Important ☐

- Very important ☐

- Not important ☐

Q15: What is your opinion about the goal of study skills course?

- It fosters independent learning ☐

- It develops time management skill ☐

- It encourages understanding instead of memorizing ☐

- It develops students' strengths and weaknesses ☐

THANK YOU FOR YOUR CONTERIBUTION

ARIF Roufida

Master Degree Researcher

UMK Biskra

2022-2023

Study Skills as a Motivational Factor in enhancing Students' Writing

الملخص

يهدف هذا العمل البحثي بشكل أساسي لاستكشاف العلاقة بين امتلاك مهارات الدراسة و تعزيز دافع متعلمي اللغة الإنجليزية كلغة أجنبية في الكتابة . وبشكل أكثر تحديدًا ، تهدف إلى تحديد العلاقة بين مهارات الدراسة واستعداد الطلاب للكتابة مع اكتشاف مساهمة هته المهارات في تشجيع الطلاب على الكتابة . وفقًا لذلك ، اخترنا نهج البحث النوعي لفهم المشكلة التي تم التحقيق فيها بشكل أفضل. بالنسبة لأدوات جمع البيانات ، قمنا بتوجيه استبيان إلى طلاب السنة الأولى ليسانس في اللغة الإنجليزية كلغة أجنبية لاستكشاف سلوكياتهم الكتابية و أيضًا استكشاف معرفتهم بمهارات الدراسة حيث أكدوا لنا الفرضية القائلة بان هناك علاقة بين مهارات الدراسة و دافع الطلاب في الكتابة. لذلك ، نفترض أنه إذا طور الطلاب مهاراتهم الدراسية، فسوف يتحسن إنتاجهم الكتابي. كما أكدت لنا الدراسة أيضا بأن قدرات المتعلمين الكتابية ضعيفة جدا خاصة في الجانب الأكاديمي لأنهم غير مدركين لأهمية مهارات الدراسة في تحسين الكتابة. لذلك،يجب على الطلاب النظر في تأثيرها لأنها تساعدهم على اكتساب الدافع للكتابة. إنها أيضًا تعتبر من الأدوات اللازمة التي تساعد الطلاب على الدراسة بشكل أكثر كفاءة و إبداعًا حيث أنها تساعد على بناء مواهب المتعلمين ومهاراتهم اللغوية ليس فقط لإعدادهم للاختبارات وأنواع التقييم الأخرى ، و لكن أيضًا لمساعدتهم في الحياة اليومية.