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**MASTER THESIS**

**English Language**

**Sciences of the language**

**Exploring the Role of Some Study Habits in Improving the English**

**Foreign Language Learners' Written Production**

**The Case of Third Year Students of English Language at Biskra**

**University, Department of Foreign Languages**

Dissertation submitted to the Department of Foreign Language in partial fulfillment of the requirements for a **Master Degree in Sciences of Language**

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## **Declaration**

I, Chakha Zohra, 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 Mohamed Kheider University of Biskra, Algeria.

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A handwritten signature in black ink, appearing to be 'Chakhab Zohra', written in a cursive style.

## **Dedication**

*I dedicate this work to*

*everyone who is happy with my success, especially my husband “**Abdeldjabar**”,*

*“**my parents**”. To my teacher and role model in this life, my brother “**Mr Abdelaziz**”, who was my biggest encourager to reach this stage, to everyone who helped me to complete this work, my brother “**Muhammed Redha**”, my nieces “**Amira**”, “**Khadidja**” my nephews “**Muhammed**” and “**Houssein**”*

*To all my friends and colleagues, thank you*

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## **Abstract**

Study habits affect the academic performance of students as a whole, as they can help to better develop their written production. Therefore, this research aims to identify the role of study habits in improving the written production of third-year students in the English Department at Mohamed Kheidar University in Biskra. Accordingly, the study sought to identify students' attitudes toward these study habits and the extent of their impact on their written production. It is also an attempt to find out teachers' opinion about the role of study habits in improving students' written production by using mixed research methods to describe and analyze quantitative and qualitative data. A sample of fifty students was randomly selected, and in order to collect rich data, a semi-structured questionnaire and a semi-structured interview were used. The interview was conducted with six professors of written expression and study skills for the English language at Mohamed Khidir University in Biskra. The questionnaire was directed to students. The research results showed that both students and teachers agreed that good study habits play a major role in improving students' writing production. The research results showed that students suffer from poor study habits that may hinder their written production, such as cramming, procrastination, and disorganization. Teachers recommend the necessity of activating good study habits to develop students' written production.

**Keywords:** study habits, written production, good study habits, bad study habits.

## **List of Abbreviations**

**EFL:** English Foreign Language

**CCOH:** Canadian Centre for Occupational Health

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# **Chapter One**

## **General**

### **Introduction**

### 1. General Introduction

Academic success depends greatly on writing skill, and one of the factors that influence and enhance this skill is study habits. There are many behaviors and strategies that negatively or positively affect writing skill. Many researchers and teachers have been interested in study habits and the extent of their impact on students' academic achievement. A study was conducted in 2013 on study habits, and the focus was on the extent to which the social and economic situation affects study habits, as well as the differences between the genders in study. The study was based on the use of two psychological tests to evaluate social and psychological status, but the results showed that social and economic status do not have a significant impact on study habits, (Khan, 2013). (Pitan, 2013) proved that poor study habits were widespread among students, which led to significant weakness in the performance of homework and exams. The study focused more on the factors that exacerbate these bad habits and tried to find solutions to them to increase the level of academic achievement. (Pychyl, Morin & Salmon 2000) were focused on the extent of the impact of procrastination on university students in relation to preparing for exams. The study indicated that students who practiced procrastination to a greater extent had lower results compared to students who practiced it to a lesser extent. Other studies have focused on the relationship between study habits and writing skill. (Robert 1992) shows the extent to which students control various mental and strategic activities that increase learning and are often linked to study skill. However, Robert emphasized that writing skill requires focusing on skills. In the linguistic sub-section, there is other research that studied the extent of the effect of using mind maps in improving writing skills in terms of arranging sentences and learning vocabulary. The results reveal that students can get good results in the English language if they master a large amount of vocabulary. This study focused on techniques more than on practiced habits to achieve proficiency in the writing skill . In the same respect , (Bouhitem 2013) tried to investigate

why students fail in written expression and to discover the obstacles facing students and what are their main causes. The study showed that there are two main reasons: the student's linguistic aspect (language incompetence) and the pedagogical aspect (ineffective teaching methods) .

### **2. Statement of the problem**

Study habits play an essential role in shaping the student's study system, as they help build other skills and chart the way for the student how to study (Ouahiani 2019) Although there are many temptations that lead the student towards failure, This means that academic performance in all its aspects is based on effective study habits, while academic failure is based on ineffective study habits (Ayodele & Hadebiyi, 2013).

The writing skill is essential for expressing ideas and exchanging them with others, whether at the academic level or at other levels and Since language's good command is affected by many factors ( Fredi Daar 2020) , Given the importance of study habits in writing skill, it is assumed in advance that third-year English language students at Mohamed Kheidar University in Biskra face many problems with regard to good writing skill due to some of their bad study habits. Therefore, this research aims to explore the role of study habits in improving the written production of third-year English language university students at Mohamed Kheidar University in Biskra.

### **3. Research objectives**

The research at hand aims to investigate the role of study habits in improving the writing skill. The general objectives are:

- 1-To highlight the importance of using effective study habits for EFL students (inside/outside the classroom).
- 2- To explore the learners of third year EFL study habits?

3-To gain insights into how teachers perceive the role of study habits on student's written production.

#### **4. Research questions**

This research aims to answer these questions:

RQ1: What are third year EFL learner's attitudes toward study habits?

RQ2: What are teacher's perceptions of the study habits on written production?

#### **5. Research Methodology**

The study uses a mixed methods approach that combines both quantitative and qualitative research to collect data on students' writing achievement and exploring their study habits by conducting a semi-structured questionnaire for third year students and a structured interview to university teachers . The quantitative aims to obtain data in terms of writing skill, and the qualitative investigation aims to investigate the study habits of students.

##### **5.1 Population**

The study targets third-year students in the English Department at Mohamed Kheider University, Biskra. The reason behind this is the assumption that these students have little good command in the language, which makes their study habits and writing skills particularly important for analysis.

##### **5.2 Sampling**

A sample of 50 third-year students from the English Department at Mohammed Kheider University of Biskra. The students will be randomly selected, providing a careful exploration of their study habits and academic achievement in writing. The interview will be directed to (5 or 6) teachers from the same Department to reveal their perceptions of the study habits on writing skill.

## **6. Data collection method**

For the completion of this research tools is sought to be suitable and applicable :

The student's questionnaire.(Closed-ended and open-ended questions).

Interview directed to the teachers .(Structured interview ).

## **7. Structure of the dissertation**

The current research consists of three chapters:

### **7.1 Introduction**

This chapter includes a brief introduction that paves the way for entering into the research topic, the background of the study, the research problem, its objectives and questions, and the methodology followed in it.

### **7.2 Literature review**

This chapter reviews the previous studies on the subject under investigation, including study habits and their types, and their impact on academic success, as well as defining the writing skill and showing the reasons for its success and failure. The research also shows the role of study habits in the writing skill.

### **7.3 Analysis and interpretation**

This chapter is devoted to analysis, interpretation and it covers the methodology used to collect data. It includes the analysis of the two data collection methods (semi structured questionnaire and semi structured interview) .



# **Chapter Two**

## **Literature Review**

### **Part one: Study Habits**

## **Introduction**

This chapter explains the concept of study habits, their types (good and bad), and how they can affect students' academic performance. It also shows the importance of good study habits and how they can affect students' academic achievements

### **1.1 Definitions of study habits**

Study habits are broadly understood as study attitudes, methods, and skills. Attitude is the state of mental and natural readiness that is regulated by experience (Hussein 2000). Other researchers define them as the repeated study actions on the part of students to complete their curricula, or it is the process of the student engaging in an organized manner in the educational process according to appropriate study procedures such as (reviewing materials) (Crede and Kuncel, 2008). Good, (1998) indicates that study habits are the methods followed by which a student seeks to achieve mastery of a subject (Azikiwe, 1998). Rabia et al, (2017) present them as students' hard work to achieve better academic performance, and they are part of their daily lives as they help them develop perceptual and cognitive ability. They determine for the students how much they will learn, and how far they want to go, and how much they want to earn. Percival & Ellington (1984) consider that study habits are both the style and method of good learning, which also include study skills such as writing essays and writing reports. According to Alex (2011), study habits are the dedication of oneself to the learning task by purchasing a dedicated schedule and continuous time, and may appear in several manifestations such as note-taking, reading, and preparing study groups by students on a regular basis for the learning task. These habits can be effective or ineffective depending on whether they serve students positively or negatively. Academic success is based on learning habits Wolfe & Alison (2009), especially if they include setting goals, time management, and choosing the appropriate environment through some of the strategies used such as identifying main ideas, recording notes, and organizing (Unalcakiroglu, 2014).

## **1.2 Types of study habits**

Study habits are established patterns and behaviors that are formed through repetition and have become a part of a student's life. Since they are acquired and a person is not born with them, they may be good habits that lead to success, or they may be bad habits that lead to academic failure (Dawa & Adamu, 2005).

### **1.2.1 Bad study habits**

#### **1.2.1.1 Cramming**

It is the intensification of work to collect a large amount of information in a short period of time (Penn , 2020). Sommer (1968) defined cramming as a period of neglecting to study, followed immediately by a large period of study, which is directly before the exam. Vacha and McBride (1993) evaluated the cramming process by conducting a diary report for Gonzaga University students, which was collected at the end of each week. The results showed that the students studied extensively shortly before the exam, and this was the result of their neglecting to study for a period of no less than three weeks, and the percentage of students who practice cramming was set at 23.5 % .

University life is characterized by constant preparation for exams, but some students stop studying until the end of the semester , they try to study only when the exam is approaching. In this case, students rely on cramming and explain this by saying that they are overworked, busy, or simply because they are procrastinating (Ackerman & Gross, 2005).

#### **1.2.1.2 Multitasking**

Multitasking is defined as dividing attention and intermittently switching tasks between relevant and irrelevant tasks (Junco and Cotten, 2012). many studies indicates that technology while studying is a major cause of students' multitasking and distraction, and this is widespread among classrooms .Only 54% of students are interested in the lecture (Yair , 2000). 21 percent of students stated that they search the Internet for things that are not related

to their studies while they are in the classroom. 69 % text in class and 28% use Facebook (Junko and Cotten, 2012).

In studies conducted on multitasking, participants were asked to learn new material in addition to completing a simultaneous task. The results of these studies indicated that encoding information requires great attention and focus to memorize and remember. Dividing this focus leads to poor memory of the material. An example is that in the case of some participants learning word pairs while using visual tracking, their results were poor compared to the participants who relied on their learning on word pairs only (Naveh, Benjamin and Guez, 2000) because the cognitive state quickly declines when exposed to high pressure (Schwabe and Wolf 2010). Some students believe that they are able to complete two difficult tasks at the same time and successfully (Paul, 2013) and this behavior negatively affects their learning, and they may lose important information as a result of their attention being distracted (Dindar & Akbulut, 2016).

Delberidge (2000) indicates that when performing two tasks at the same time, the completion of one task may harm the second task that is simultaneous with it. Poldrack (2007) describes that multitasking leads to superficial knowledge of the topics studied due to distraction, and this weakens the individual's ability to comprehend and learn.

### **1.2.1.3 Listening to music while studying**

Some people often perform their cognitive tasks while listening to music. This is a matter of debate for researchers and whether music negatively affects students' performance (Alessandra, 2023). Some previous researches have confirmed that cognitive and academic tasks are often negatively affected by music. It was observed that there was a decrease in academic performance in the presence of music compared to the silent condition, by conducting reading tests on 334 students in which the students were exposed to a musical environment and an environment devoid of music. The results were low when exposed to

music. This indicates that there is a harmful effect on academic performance when listening to music while studying (Anderson and Fuller , 2010).

College students often listen to music while using the computer, Ransdell & Gilroy (2001) shed light on whether students can process words fluently and effectively while using music at the same time. The research results showed that writing fluency was significantly impaired.

### **1.2.1.4 Frequent absence from class**

A widespread habit among university students is frequent absences from classes. Studies indicate that there is a consensus among researchers that students are at risk of significant negative academic consequences as a result of chronic absence. (Chilwant, 2013), (Millis, Dyson & Cannon, 2009), (Moonie, Figgs & Castro, 2008).

Moreover, students who attend lectures and write notes are likely to have much better academic performance than students who are absent. Also, these notes may not be found in their study publications, which makes the information in them like a missing link for those who do not attend (Ehsan, 2013). In a study conducted by (Van and Ruiters, 2010) showed that 92.4 % of students stated that attending lectures helped them understand the lessons better. 88 % said that they benefit from a lot of advice about exams, and 86.7 % of students showed that listening while attending class helps them learn a lot. In a research conducted by (Jaykaran et all, 2010), students were obliged to attend in an institute at a rate of 75%, and the results were as follows: The students who were attending had results of no less than 75 % and were very satisfied, while students who attended at a rate of much less than 75 % had poor results .

### **1.2.1.5 Studying in noisy places**

The World Health Organization classifies noise as the second major pollutant on human health and activities after environmental pollution. It negatively affects learning to a large

extent. Noise affects a person's auditory health, and may cause many physical and neurological diseases (CCOH, 2011). The researchers studied the effect of noise on students' learning levels through a questionnaire directed to those students exposed to noise, and the analysis of the results was based on understanding their opinions about noise. The students were 18-25 years old of both genders. This questionnaire seeks to reveal the sources of noise for students and the extent of its impact on them through the laboratories as well as the university campus as a whole, and what are the negative effects that noise has on them such as: difficulty hearing, lack of concentration, feeling of discomfort and headaches. The results indicated that 93.5 % of students suffer from noise, which negatively affects their studies. It contributes to weakening the ability to concentrate, learn, communicate, and maintain attention with teachers (Shatha, 2017).

### **1.2.1.6 Procrastination**

Procrastination is not completing a task or postponing it until very close to the exam, and it is considered a common occurrence among university students, as studies indicate that 80.95 % of students, or at least half of the students, procrastinate in their studies to a large extent (Solomon and Ruthblum, 1984). Research shows that the habit of procrastination has bad effects on learning and achievement (Belkis, 2013). The time pressure it causes to a student may weaken his accuracy and punctuality, which affects his academic performance as a whole (Van Eerde, 2003). Ramadhan and Winata, (2016) state that students' academic achievement may be greatly affected due to procrastination. Fries and Grunschell, (2021) indicate that many students postpone their academic work and do not do it at the necessary times. This behavior is often linked to students being lazy in performing summaries of lectures or assignments and being late in submitting their graduation theses, which may sometimes cause them to drop out of their studies completely.

### **1.2.1.7 Using social media while studying**

People use social media to exchange ideas, hobbies, or build social Relationship through an online platform. It is a major influence on young people Akram and Kumar, (2017). Excessive use of social media is considered a major factor in the decline in the ability to research and learn. It also impairs the ability to control language and creative writing skills due to the excessive use of blind words during communication. It is also a major cause of wasted time for students. It may affect them physically and intellectually as a result of using it for long hours, causing fatigue and lack of good student interaction (Minara and Saadallah, 2023). Research indicates that more than one billion people use YouTube every month (Siddiqi and Singh, 2016). As for Facebook, it is used by 95 % , as is Instagram (Akram and Kumar, 2017). Skype is used by approximately 40 million people per day (Synth et all , 2020).

### **1.2.1.8 Disorganization in learning**

Disorganized learning is the inability of learners to prepare for and maintain a regular study method. Studies show that lack of organization negatively affects a student's academic performance. Studying without a plan may lead to an undirected schedule, so it is possible that the student will not be able to master all the subjects within a specific period of time (Elliot, George & Gable, 1999)

### **1.2.2 Good study habits**

According to Harper and Row (2009), good study habits are:

#### **1.2.2.1 Study every day**

Allocating a specific period of time each day to study and review is important for achieving success. According to Deborah (2023), the students should determine the time and environment, as well as the reward with which they will reward themselves for their

achievements. The students should have a specific time to study every day, at least ten minutes.

### **1.2.2.2 Creating a quiet place to study**

Providing a quiet and comfortable place to study is extremely important as it helps open up the field of thinking further and contributes to the success of the study. The library is considered the first example of this, but some students prefer other places to study. This requires consideration of what suits the student's requirements himself, but the basic requirement remains calm and appropriate lighting.

### **1.2.2.3 Turning off the phone, TV, or any other devices**

Social media is one of the most distracting causes, so adopting an atmosphere free of these means is considered more appropriate for studying. The massive spread of digital devices constitutes an obstacle to learning, as it leads to distraction and multitasking, which negatively affects study. A survey conducted by Tandell and Bohlander (2011) shows that 92% of college students use their phones for non-scholarly purposes, such as sending text messages during class.

### **1.2.2.4 Study the way that is right for you**

The study method may change from one person to another according to each person's abilities. A visual person, for example, needs to use drawing and colors more in his studies to reach more understanding. According to Raquel (2020), there are three effective techniques from which students may choose what suits them to achieve success, as they greatly stimulate learning. The first technique is micro-learning: in which the study is divided into mini-clips that help in remembering. The second technique is spaced repetition: This method relies on spacing out study sessions before repeating them. This helps make studying fun and may ensure that the information is embedded in long-term memory. The third technique: retrieval,



which depends on remembering and retrieving what has been studied. The more this process is repeated, the more the information becomes ingrained in memory.

#### **1.2.2.5 Write down deadlines and important dates**

Determining the dates of assignments, exams, and all tasks related to studying is very important, as it helps to achieve greater success. Using important reminders helps in achieving goals in a good way, as dividing tasks makes their completion easier and prevents last-minute cramming. Setting deadlines helps organize studies for students and facilitates the completion of school projects with ease ( Elyssa, 2023).

#### **1.2.2.6 Ask for help whenever you need it**

Many students are embarrassed to ask for help from professors and teachers, but academic success requires them to have some courage in doing so. The student should not be afraid to ask professors because they are more experienced in the field of education and can help him/her succeed.

#### **1.2.2.7 Study in groups**

Many university students study in groups, which help them understand the lessons more. Learning in groups helps students acquire the skill of dealing with each other. It also leads to a sense of discipline and enhances self-confidence and respect, which leads to greater success. (Johnson and Johnson, 2009)

Some researchers also add:

#### **1.2.2.8 Time management**

Time management is how to make time organized and controlled, or as it is known as the art of organization and arrangement (Adebayo, 2015), and the best control for this is the timetable, as it helps in arranging study times according to the individual's need. (Palsane and Sharma, 2010). Thanks to time management, the success rate of students increases (Abban, 2012).

### **1.2.2.9 Reading ability**

Reading is decoding and assimilating the symbols of writing, and understanding the written text is linked to the purpose of reading, the nature of the text, as well as its context (Saleem, 2019). Repeating the reading process becomes a habit over time (Florence et al, 2017). It is a good habit that helps students succeed and improve their academic performance. Studies indicate that academic performance increases as reading increases (Daniel et al, 2017), and this encourages the use of the library to enrich information and study more (George, 2011).

### **1.2.2.10 Taking notes**

Taking notes helps improve students' academic performance, as their learning is faster and more focused. It also contributes to memorizing information and referring to it at another time. For example, students take notes intuitively, as they can not comprehend everything the professor says, but they focus more on the content of the lesson and limit themselves to writing down long sentences (Palsane,1977).

# **Part Two**

# **Writing Skill**

## **Introduction**

This chapter explains what writing is, its elements, and its stages. It also deals with demonstrating the standards of good writing, and the relationship of writing to learning. This chapter also seeks to clarify the relationship of writing to study habits

### **2.1 Definitions of Writing skill**

Writing is defined as a system of graphics used to achieve communication (Cambridge Encyclopedia of the English Language). Crystal (1995, p. 257) defined it as “the sum of visual signs that are developed in some way to be used as a means of communication.” Previous definitions focus on writing as a means of communication, while Nunan (1989) points out that writing is a mental effort as well as a complex one, as it is not just a pen and paper, but rather depends on a great activity of the mind, which is the most important step in writing. Crystal (1999) emphasized that writing is a process of creativity, as it is not limited only to writing everything that is said or heard on paper. It is the expression that helps learners communicate their ideas and projects, and it may be individual or collective, writing is what determines the way people communicate with each other. (Richard and Renany, 2003, p. 25). Harmer, (2007) defined writing as the collection of steps and stages that a writer faces in order to obtain a written production. Writing has four basic stages: planning, drafting, editing, and finally the final draft. According to (Bader, 2007), writing is the process of connecting letters to form words and then connecting words to form sentences to finally form text, and it requires a lot of practice in order to communicate. Mutawa and Tessier (1989) consider that writing requires great mental effort and requires these elements: familiarity with the alphabets of the language and Knowing how letters are connected to form words and what the word’s relationship is to its meaning. also Mastering the mechanics of writing, such as punctuation operations, for example, or when to use capital letters, etc. Mastering the grammar of the language, which relates to sentence structure and requires success in linking sentences correctly to get a paragraph and the ability to produce essays. Therefore, writing

skill can be determined by the writer's mastery of form, sentence structure, punctuation, as well as mastery of content to come up with coherent paragraphs and texts (Bell and Burnay, 1984, as cited in Nunan, 1989, 36).

### **2.1.1 Writing elements**

According to (Starkey, 2004), a good piece of writing needs important elements, which are: organization - clarity - cohesion - choice of words and mechanisms.

#### **2.1.1.1 Organization**

Organization helps the reader accept what the writer says because the information is organized and understandable. It helps to sequence ideas and meaning units in the written text. When you start writing, ideas flow randomly, so the student needs to organize these ideas so that they are acceptable to the reader.

#### **2.1.1.2 Clarity**

Clarity is considered a basic characteristic that must be in a piece of writing. The writer writes for the reader and not for himself. Therefore, there are five elements for the writing to be clear and accurate. First, Removing ambiguity : the clearer the words and sentences are , the easier they are to understand. Second, Clear and strong adjectives and adverbs , according to the context, the words are chosen. Third, Conciseness: Starkey explains that the more we dispense with redundant or unnecessary words and try to use the active voice, the clearer the writing becomes, and therefore repetition and unnecessary redundant phrases must be avoided.

#### **2.1.1.3 Cohesion**

According to (Murray and Hughes, 2008), the logical coherence of ideas is essential in the written text, so cohesion is considered essential for good writing, as it helps to understand and evaluate what is written. Effective writing requires coherence of ideas (previous to subsequent).

#### **2.1.1.4 Word choice**

Starkey (2004) asserts that words must be chosen by knowing the meaning, There is a literal meaning of the word, as well as its meaning that includes emotions and what is determined by the culture (i.e. the non-literal meaning) to be used correctly and in the context assigned to them.

#### **2.1.1.5 Mechanics**

It is everything related to writing, including spelling,, grammar, punctuation marks, capital letters, etc. Adopting these techniques greatly facilitates writing and makes it easy to read. Therefore, familiarity with the structure of the language and the association of words, in addition to what was mentioned above, determines good writing (Brooks and Penn, 1970).

### **2.2 Stages of writing**

Any written production must begin with thinking before putting pen to paper, as there are some strategies in five stages: the pre-writing stage, drafting, reviewing, editing, and the publishing or presentation stage (Frederick ,1987).

#### **2.2.1 Pre-writing stage**

Prewriting helps to show the learner's ideas and then attempts to develop them. This stage includes many strategies that help develop the learner's ideas, such as free writing, brainstorming, asking questions, and drawing mind maps .(Estwood et al, 2001). In the same context, Baker& Boonkit (2004), states that a skilled writer is one who spends more time planning.

#### **2.2.2 Drafting**

William (2006) indicates that drafting is writing ideas on paper and then re-exploring and formulating other ideas. The formulation includes some strategies, start with defining initial ideas and presenting them clearly. Then , determine the purpose of the writing and to which group it is directed. Follow by organizing ideas in different ways, such as: chronological

order - cause and effect - problem and solution - negatives and positives...etc with Ignoring spelling mistakes and grammatical errors because they will be corrected in the next stages

### **2.2.3 Reviewing**

At this stage, it is determined whether there are spelling, grammatical, or punctuation errors, as the student reviews the draft and corrects them, whether in content or structure. The review must take place in four stages: the first is to read the paper as if you were the audience, followed by defining a list to review the content and determining the points that you need to make, then changing what needs to be changed (Petric, 2002)

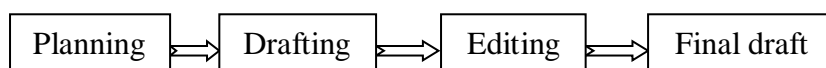
### **2.2.4 Editing**

This stage sought to achieve consistency between words, punctuation marks, capital letters, and choosing appropriate words. This is done by making sentences easy and smooth that comply with the rules and laws of the English language. At this stage, the student seeks to correct errors and use correct spelling (Johnson, 2008).

### **2.2.5 Publishing**

Harmer,(2004) defines it as the final written production of students. This stage is considered the final stage in writing, in which students seek to deliver their final writing to the teacher. This stage shows the extent to which readers interact with this writing (Johnson, 2008).

The stages of writing are summarized as follows:



(figure 1 : stages of the writing process (Harmer , p : 5 , 2004)

Harmer explains that writing may not be completely linear, and that some students may resort to returning to the first stages each time until they arrive at producing a written text, so this scheme is considered completely unsatisfactory. The student may complete the written text and then return to the first or second stage, and (Flower, Hayes, and Perl, 1980) agree with him on this point.

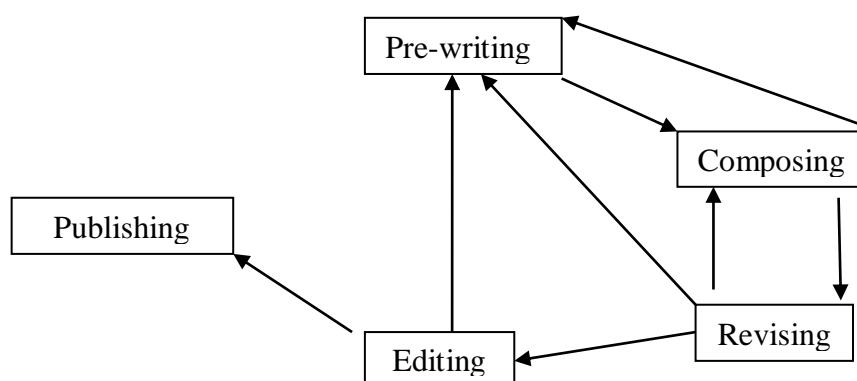


Figure 2 : The process of writing

(Perl and her successors, 1980, P 43)

### 2.4 Effective writing

Nunan, (1991) summarizes successful writing in several points, as he sees the necessity of mastering the mechanics of writing to convey the intended meaning through a correct grammatical system. Moreover the writer should be able to use spelling and punctuation rules and give organized content to reach a paragraph or a complete text, so that the topic appears correctly. Good writing also depends on trying to go back and revise initial efforts. More than that, the writer should give each audience what suits them in writing (Boyakob, 2012)

### 2.5 Writing for learning

Hammer, (2004) identified some of the reasons why students turn to learning writing for academic success, which can be summarized as follows: making room to use the language shortly after learning the vocabulary or grammar, consolidating it in memory and



understanding it further. Working with models also allows modifying or creating new meanings, which also helps in organizing the learner's thoughts according to what the reader requests. Among the reasons is also to support learning strategies (such as working in groups or individually). Learning to write may cause learners to use the dictionary and grammar books more, and it also develops the language and the ability to solve writing problems.

### **2.6 The relationship between study habits and writing skill**

Effective study habits help improve the academic performance of the student as a whole. Which means improving all skills and these behaviors may help improve the academic level of students and lead them to success (kamour & Roman, 2017)

#### **2.6.1 Reading as a study habit and writing**

Reading is considered a platform for understanding what the writer is sending (Damio & Rosli, 2018). Al-Jarf (2021) and Dadzie (2008) confirm that reading is a cognitive process that opens the way for understanding the written words and texts that helps readers develop their personal knowledge and academic success. According to (Linse and Nunan, 2005), reading is a set of skills based on understanding and knowing the meaning of printed words. Moreover reading is an essential skill for mastering any language. This skill is basic for all other skills, so a person must learn this tool at an early age Pang, Bernhardt, and Kamil(2003).

Gardner (2005) stated that the creative production of learners is linked to the habit of reading, as it helps stimulate it. It is considered the best way to enrich knowledge in terms of grammar, vocabulary, analysis, etc. Krashen (2016) confirms, "Learning to write is not learned from writing, but from reading" (p. 115) . (Linuwih and Winali, 2020) stated that through the habit of reading, many new ideas and information are discovered, and it stimulates creativity, and this is what helps to enrich students' writing skills.

### **2.6.2 The use of dictionaries as a habit and its impact on writing**

Using a dictionary helps you know vocabulary, which is essential for mastering any other language skill. It also helps you understand written texts. Knowing vocabulary facilitates better understanding of what is written and spoken, and this is what helps develop writing skill and knowledge of the functions of words, which makes it easier for people to express what they are thinking easily. In dictionaries the student can find the spelling of the words , grammatical rules , pronunsiation and extra information (Rodrigo as cited in Min Y.K, 2017).

### **2.6.3 Improving your writing by organization**

To organize your written production , students should provide a work space that is more conducive to it, as chaos may distract attention and concentration while writing, as well as organizing everything related to writing, including documents, papers, etc. The need to use schedules to maintain a routine to practice writing every day. It is better to set priorities while writing, as there are writings that consume more time, such as writing research papers (Faster Capital, 2024).

### **2.6.4 Setting writing goals**

Writing goals explains exactly what you should do. Determining why you will write, when, and where is the best step to starting good writing. Preparing a schedule that shows how many hours you will spend writing, how much time you will take reviewing what you have written, and how long it will take to rephrase will help produce a better book (The writing center, 2024)

# **Chapter Three**

## **Analysis and Interpretation**

# **Research Methodology**

### **Introduction**

This chapter seeks to show the field work of the study; it explains the methodology used in this research. It also aims to answer the questions mentioned previously in the general introduction. This chapter presents the analysis of data collected through the semi-structured interview and semi-structured questionnaire (mixed method) while providing a description of the population used. It also seeks to show the research sample used in the questionnaire and interview. It attempts to describe the data tools and finally to ensure the validity and piloting of the questionnaire directed at students and the interview directed at teachers .

### **3.1 Research Design**

This study relies on a mixed methods , in line with the requirements of investigative research, and it also attempts to reach the goals that were mentioned previously. This approach was used to obtain data of a quantitative and qualitative nature about the study under investigation. It also aims to know the perceptions of teachers as well as students about the role of study habits in developing written production among third-year university students in the English Language Department. The approach used in this research provides qualitative and quantitative data, as this method enables the researcher to obtain more accurate results, which leads to coming up with a comprehensive topic (Craswell, 2013). By conducting a questionnaire and interview, this approach enables researchers to identify the study habits of students inside and outside the department. It also gives insight into the teachers' opinion of these study habits and how they can improve the students' written production.

### **3.2 Data collection method**

### **3.3 Questionnaire**

The first quantitative tool used in this research is the questionnaire, which aims to collect a large number of data on third-year university students in the English Language Department at Mohamed Khider University in Biskra to verify their opinions about the role of

study habits in developing their written production. The questionnaire consists of two types of questions (open questions and closed questions). These questions were administered via email in the form of Google Forms and Messenger for ease of use.

### **3.3.1 Sampling**

To investigate students' views on the role of study habits in improving their written production, a sample consisting of fifty third-year university students in the English Language Department at Mohamed Kheidar University in Biskra was collected. They were randomly selected from the total number 314 to answer the questionnaire. This category (third year students) was chosen because they are expected to have a somewhat acceptable level of writing, and they are required most of the time to write written expressions, prepare lessons, and also submit some research.

### **3.3.2 Description of the questionnaire**

To reach the goal of the study, a questionnaire was used to collect a large amount of data with the aim of arriving at answers to the research questions. Through students' views on the role of study habits in improving written production among learners of English as a foreign language. The questionnaire was sent to third-year university students electronically, through Google Forms, for ease of use and to enable students to feel more comfortable accessing a greater number of information. The questionnaire consists of four sections: The first section: is devoted to general information about the students, it includes age and the reason behind their choice of the English language. As for the second section: it is devoted to knowing the extent to which students review class notes and what good study habits they use, as well as knowing the bad study habits that hinder them. The third section: was devoted to written production, as the questionnaire questions looked at the extent to which students sought to seek the opinions of their teachers about their writing and to what extent they practice writing outside the scope of their training course. Finally, the fourth section: which took care of the relationship of study habits to written production, as it aims to reach the

students' opinion about the role of study habits and the extent of their impact on their written production, and whether some study habits can help in improving their writing? Therefore, the last part was devoted to open questions to obtain relevant information with the aim of answering the research questions. The survey questions examine how study habits can help develop students' written production, and what experiences have they had in which study habits had a good impact on their written production.

### **3.3.3 Piloting, validating and administering a questionnaire**

To reach the final version of the questionnaire in April 2024, its validity was verified under the supervision of the supervisor, who made some modifications to better serve the research. The questionnaire was then submitted on ten students first from the sample, and they were randomly selected via e-mails. The students responded well to the questionnaire, after which it was sent to the entire sample. Working via Google Forms was easy for the students, as the data was collected in a short period of time (fifteen days).

## **3.4 The interview**

The second data collection method used in the research is the semi-structured interview, which was conducted with six teachers specializing in written expression and study skills, where it inquired about the teachers' competence, experience, and knowledge of the role of study habits and how they can help in improving the written production of students of English as a foreign language

### **3.4.1 Samplig**

The interview was conducted with six teachers of written expression and study skills in the Department of English at Mohamed Khider University, Biskra, in order to benefit more from their experience to answer the research questions that revolve around study habits in developing written production among third-year university students in the English Language Department at Mohamed Kheidar University, Biskra. The interview with the teachers will provide the research with qualitative information that will help answer its questions and

contribute to giving a comprehensive and integrated overview to reach more accurate and realistic research results. The reason behind choosing this number is due to time constraints and the busyness of many teachers. Also, choosing this number enables the researcher to analyze the results better and faster.

### **3.4.2 Description of the interview with teachers**

The semi-structured interview was conducted to reach answers to the research questions that revolve around the role of study habits and the extent to which they improve the written production of third-year university students in the English Language Department. Questions were asked to teachers who have experience ranging between five and nineteen years, all of this in order to reach more accurate information and ideas that better serve the research. The interview consists of ten open-ended questions to provide an explanation and more information about the research topic.

The interview's questions first begin by knowing what study habits in general are known and most common among third-year students in the English Department (outside and inside the department). They also included identifying bad study habits that affect students' written production and how exactly does this impact on students, and the common study habits among students who are successful in written production and that teachers have observed. Finally, The teachers' advices to students, and how do they encourage them to develop their written production by practicing effective study habits and the ways that lead them to get rid of bad study habits. The interview's questions also addressed the extent to which the university can contribute to developing academic equipment good for students for improving their study habits, and what are the methods used by teachers in assessing the extent to which study habits affect students' written production during classes.

### **3.4.3 Piloting, validating and interviewing teachers**

The interview was corrected by the supervisor, and this was done successfully as the questions did not contain many errors. The first interview was conducted with the teacher of



written expression in April 2024. The interview was in a written form, because of the availability of teachers.

# **Analysis and Interpretation**

**Introduction**

This chapter presents the results of the current study, examining and discussing the results obtained through the questionnaire submitted to students and interviews conducted with teachers, in order to obtain comprehensive results for all Research questions

**4.1The Analysis and discussion of the student’s questionnaire**

**Section One: General information**

**Item 1 : Age**

AGE	PERCENTAGE	Number
19-25	88%	44
25-36	6%	3
More than 36	6%	3

Table 1 : The student’s age

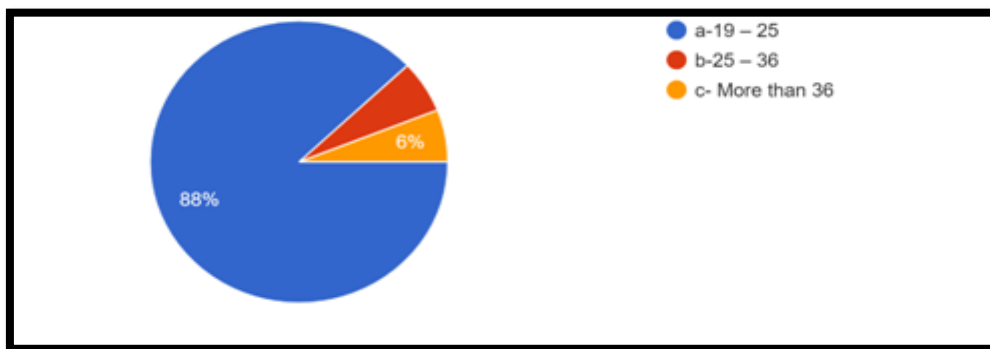


Figure 3 : The student’s age

Based on the research results, the results have shown that 44 participants ( 88%) are between the ages of 19-25 years,. While the age that ranges between 25-36 did not exceed (6%), that is 3 participants, and the group over 36 years did not exceed (6%), that is, (3) students only. The results have shown that the category age between 19-25 years is the major one to study English as a foreign language for multiple purposes.

**Item 2 :**

**The choice of English as your major is :**

CHOICE OF ENGLISH	PERCENTAGE	Number
Your choice	96%	84
Imposed to you	4%	2

Table 2 : The student's reasons of choosing English

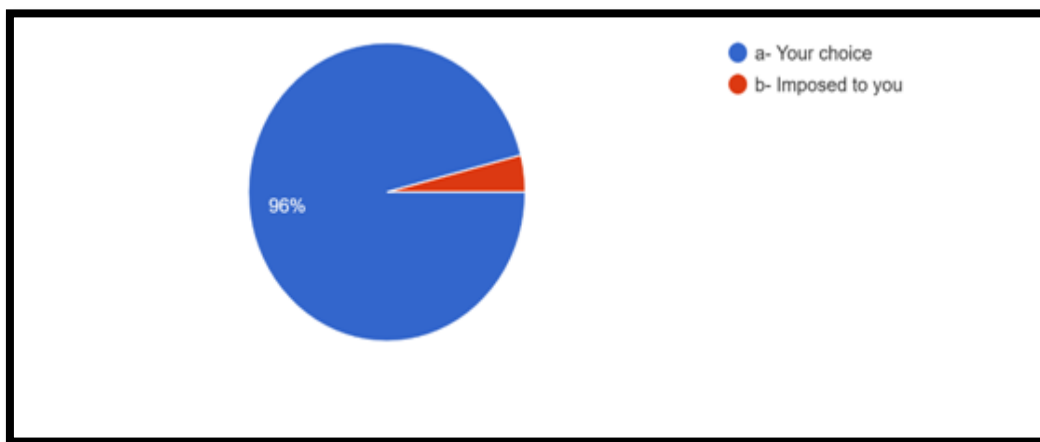


Figure 4 : The student's reasons of choosing English

The results have revealed that 84 participants (96%) students chose to study the English language of their own free will, which shows that their study of the language resulted from their internal motivation or for special purposes. Only 2 participants 4% of the students showed that their study of the English language was imposed on them. This may be because they were automatically directed to this department or because of internal or external circumstances.

## **Section Two: Study habits**

**Item 1: How often do you review your classnotes?**

How often do you review your classnotes	Percentage	Number
Daily	12%	6
Weekly	54%	27
Monthly	16%	8
Rarely	18%	9

Table 3 : The classnotes reviewing time

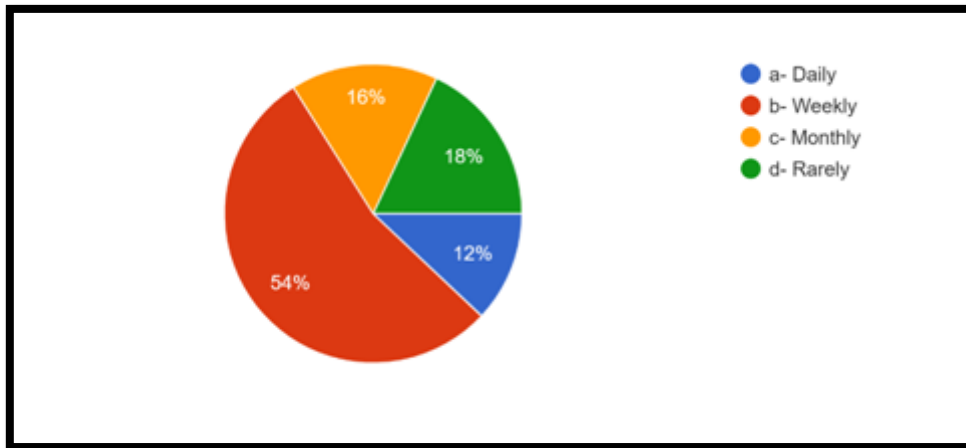


Figure 5 : The classnotes reviewing time

This question aims to know the extent to which students review their class notes. The obtained data was as follows: 27 participants (54%) , declared that they review their lessons and class notes every week. While 9 participants (18%) said that they review only occasionally, as they do not allocate a specific time for review, while 8 participants (16%) used to review every month. The remaining 12% participants were trying to review every day. As we have mentioned previously in the literature review, reviewing every day is one of the most important reasons for excellence, as Deborah (2023) says that students must allocate up ten minutes of daily time to review to achieve success.

**Item 2 : What are the effective study habits that you use ?**

The effective study habits that you use	Percentage	Number
Revise daily	6.3%	3
Take regular breaks	6.3%	3
Study with group	12.5%	6
Choose calm place	68.8%	33
Ask for help	6.3%	3

Table 4 : The effective study habits that the students use

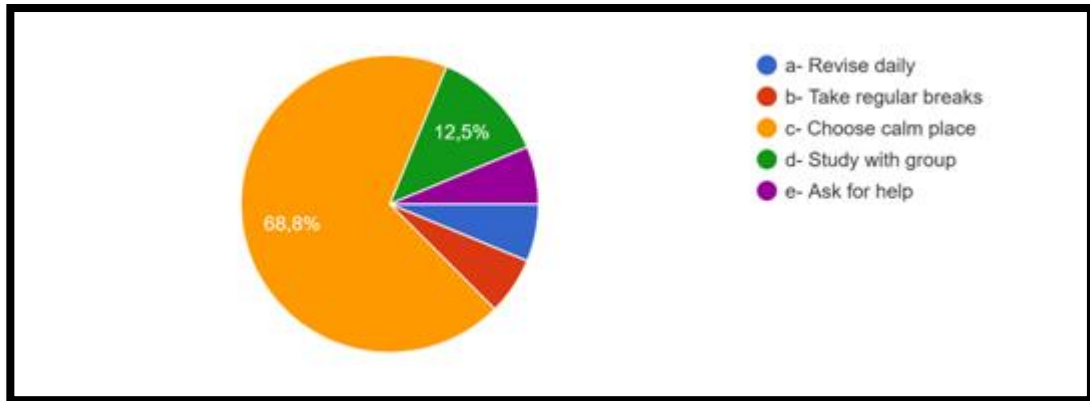


Figure 6 : The effective study habits that the students use

This question attempts to find out the good habits that students use to achieve success in studying. As the data have shown that 33 participants (68.8%) try to choose a quiet place to study, as this helps them to comprehend more, as Harper and Row (2009) mention that choosing a quiet place to study is important as it helps to clear the mind and think better, which helps in achieving success. As for 6 participants (12.5%) (6) chose to study in groups. Johnson and Johnson (2009) state that when students learn in groups, they are more disciplined, and this develops good behavior in them and enhances their self-confidence. As for the rest of the answers, they varied between reviewing every day, 6.3%, taking a rest 6.3% and asking for help from others by 6.3 %

**Item 3: What are the bad study habits that hinder you?**

Bad study habits that hinder you	Percentage	Number
Procrastination	36%	18
Cramming	12%	6
Multitasking	8%	4
Being disorganized	44%	22

Table 5 : The bad study habits that hinder the students

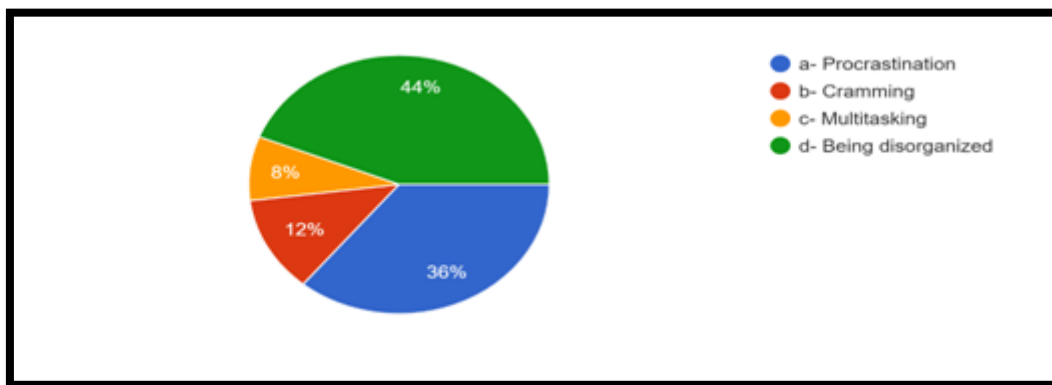


Figure 7 : The bad study habits that hinder the students

This question seeks to know the bad study habits that hinder students in their academic path. The data has revealed that 22 participants (44%) suffer from a lack of organization. As it has been mentioned in the literature review, the lack of organization may negatively affect the student's academic performance. Studying without a plan or schedule may cause the student to become academically distracted, Elliott, M. C., George, and Gable (1999). As for 18 participants 36%, procrastination was the biggest obstacle for them, and this element is considered one of the most important bad study habits upon which other study habits are built, as it was mentioned in the theoretical aspect, procrastination causes time pressure and leads to cramming at the last minute. (Van Erde , 2003; Fries and Grunschell, 2021). While 6 participants 12% confirmed that last-minute cramming is their biggest obstacle. 4 participants 8% suffer from multitasking, which in turn may lead to loss of information due to distraction (Dindar and Akbuluto,2016).

### Section Three: Written production

**Item 1: How often do you seek feedback from your professors on your writing assignments?**

feedback from your professors on your writing assignments	Percent age	Number
Always	4%	2
Often	12%	6
Sometimes	58%	29
Rarely	22%	11
Never	4%	2

Table 6 : Seeking feedback from professors

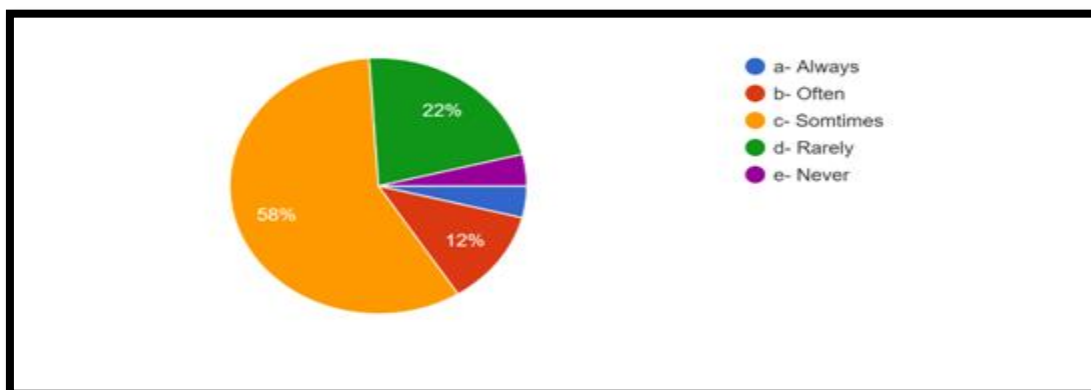


Figure 8 : Seeking feedback from professors

This question aims to know the extent to which students receive comments and feedback from their teachers about their writing. The results indicate that 29 participant (58%) do this sometimes, , while 11 participant (22%) answered that they rarely try to receive comments from their teachers, while 6 participant (12%) they often did this. Only (4%) always took their teachers' feedback about their writing. The research indicates that seeking help from teachers and experienced people is important to achieve success. Many students are



embarrassed to do so, but this helps them achieve better success (Harper and Row ,2009). The remaining 4% do not do this at all .

**Item 2 : How frequently do you practice writing outside of your course work?**

Practicing writing outside of your course work	Percentage	Number
Daily	6.3%	3
Weekly	22.9%	11
Monthly	18.8%	9
Rarely	52.1%	25

Table 7 : practicing writing outside of the course work

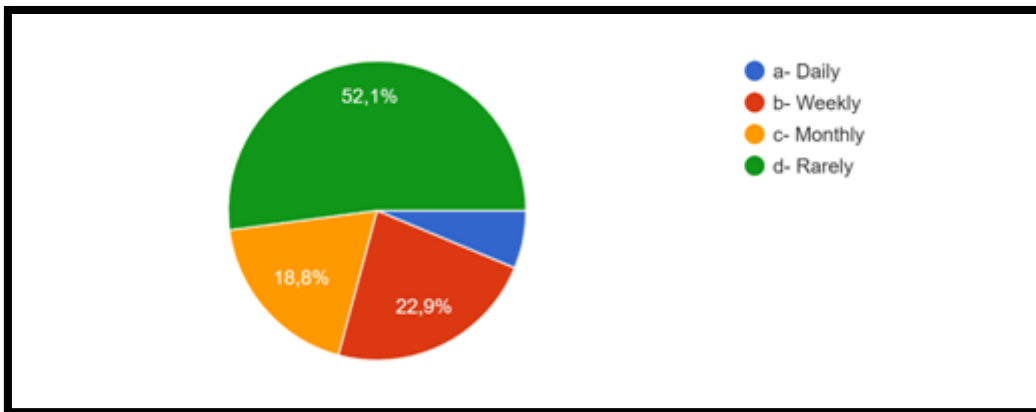


Figure 9 : Practicing writing outside of the course work

This question helps to know the extent of students’ practice of writing outside the scope of the section. The results showed that 25 participant (52.1%) rarely practiced writing outside the classroom, while 11 participant (22.9%) answered that they practice writing every week, while 18.8% (9) students practiced writing every month, while the remaining percentage was 6.3% who responded that they practice it every day.

## Section Four : Study habits and Written production

### Item 1 : Do you think that study habits can affect your written production ?

Do you think that study habits can affect your written production	Percentage	Number
Yes	91.8%	45
no	8.2%	4

Table 8 : The effect of study habits on written production

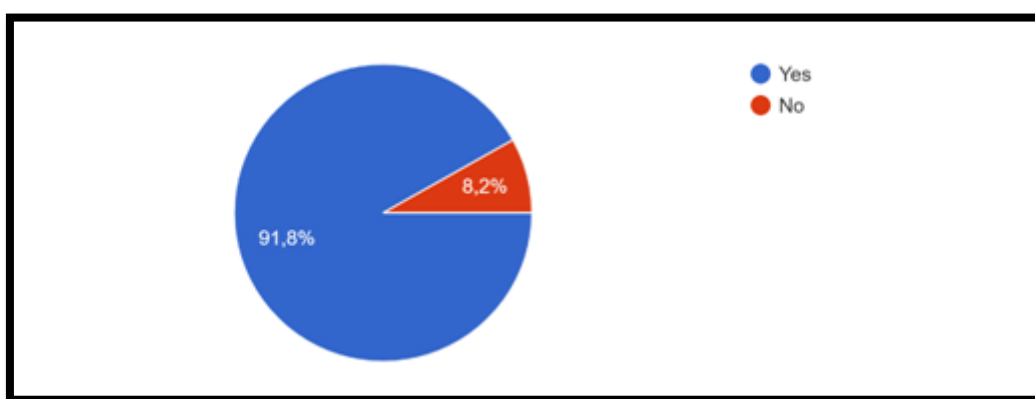


Figure 10 : The effect of study habits on written production

#### If Yes , How ?

This question, is an attempt to find out whether study habits affect students' written production or not. Most of the answers, 45 respondents (91.8%) said yes that study habits can affect their written production and these results are in line with Crede and Kuncel (2008). Only 4 participants (8.2%) said that study habits do not affect their written production. The students who answered yes explained this, and their answers were 20 participant (40 %) they confirmed that practicing writing frequently greatly affects their written production. 13 participant (26%) confirmed that reading has the greatest influence on their written production, while the remaining 24% ranged between organizing and taking notes.

**Item 2 : can the following study habits improve your writing process ?**

study habits improve your writing process	Percentage	Number
Revising daily	4%	2
Organization	14%	7
Reading	48%	24
Time management	6%	3
Using dictionaries	6%	3
Taking notes	8%	4
Set a specific achievable goal	2%	1
All of the above habits	12%	6

Table 9 : Study habits that improve the writing process

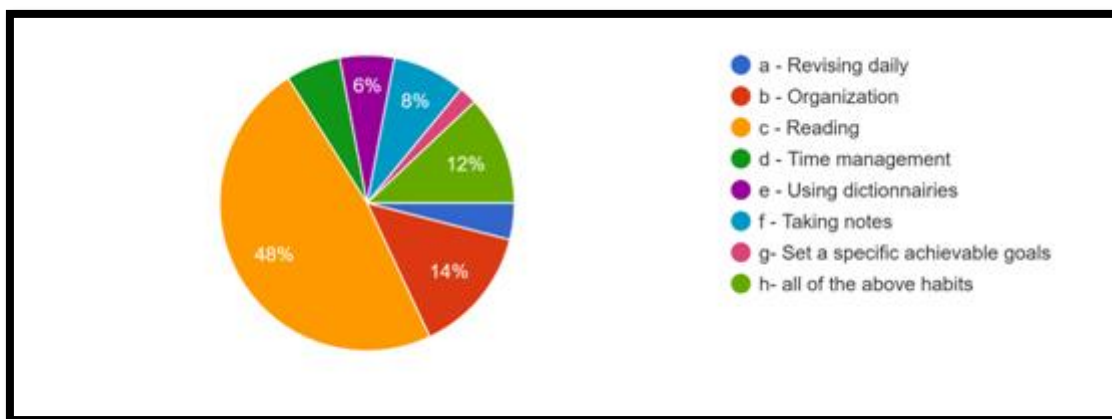


Figure 11 : Study habits that improve the writing process

This question aims to find out the effective study habits that can help develop a student’s written production. The results have shown that 24 of the sample 48% believe that the study habits that most affect their writing is reading. Reading is the cornerstone of learning any language, so it must be learned at an early age to become a habit, according to (Pang, Bernbadt, and Kamil , 2021). The corresponding percentage is 14%, meaning (7) students declared that organization is the habit that greatly affects their written production and helps them improve it. As we mentioned in the literature review, organizing the space and working tools while writing helps improve it significantly, (Faster Capital ,2024). 6 students

said that all of these study habits help them improve their written production. 4 students consider taking notes a major influence on their written production. Palsane and Sharma (2015) state that taking notes greatly helps academic success. 6% consider time management to be important to them, and another 6% believe that using the dictionary helps them develop their written production. Only 2% (1) of one student said that setting goals is important for him to achieve good writing.

### **Item 3 : How do you think your study habits could be improved to future enhance your written production ?**

This question aims to find out how students can develop their study habits to improve their written production. Most of the answers (70%) revolved around improving reading skills. As for the remaining 30% of the sample, their answers varied between the necessity of learning to use dictionaries more and using note-taking techniques, as well as using mind-mapping programs to assist in review. They could also rely more on the comments and feedback of teachers and colleagues to improve writing.

### **Item 4 : Can you provide an example of a trial ,when your study habits positively impacted your writing?**

This question attempts to find out students' experiences with study habits and how they positively affected their written production. The obtained data has revealed that a large percentage of students, about 80%, confirmed that their experiences were derived from reading, as it contributed significantly to enriching their written production . while the experiences of the other 20% of the respondents differed between those who were setting goals to reach good writing and others focused on practicing writing repeatedly, as well as organizing time and surroundings, which had a great influence on their written production.

## **4.2 Analysis and discussion of the teacher's interview**

The analysis shows the teacher's point of view on the role of study habits in improving the written production of third-year learners of English as a foreign language, undergraduates in the Department of English at the University of Mohamed Kheidar, Biskra. The teachers' answers to the interview were organized and transcribed to facilitate the analysis process, and the results of the interview were matched with what was previously mentioned in the literature study to arrive at accurate answers to the research questions.

### **Question 01: How long have you been teaching?**

This question attempts to determine the extent of the teacher's experience in teaching students' written expression. The results have shown that the teachers' years of experience in teaching English ranged between four and nineteen years. Three teachers said that they taught for four years, while the fourth teacher's answer was that his teaching period was eight years, the fifth for nine years, and the sixth for nineteen years. These answers show the extent of teachers' experience in teaching written expression, which helps in answering the research questions.

### **Question 02: What study habits (such as note-taking, reviewing, etc.) are the most common among third-year students inside and outside the classroom?**

The aim of this question is to know the common study habits among third-year university students inside and outside the department. The teachers' answers were divided into the following themes :

#### **a. Review and take notes**

Five teachers stated that taking notes and reviewing are common among students. These habits help in understanding more, and this is what the research addressed in the literature study, as taking notes improves the academic performance of students and focuses more on the content of the lesson, Butch and Piolat (2005).

**b. Memorization and forming of study groups**

Three of the interviewees agreed that students rely more on memorization and forming study groups, and this happens inside and outside the department. The results are in line with Harper and Row (2009) who believed that relying on studying in groups to achieve greater understanding.

**c. Practice**

Only one teacher confirmed that students perform exercises on what they have studied inside and outside the class.

**Question 03: In your opinion, what are the bad study habits that hinder a student's written production?**

This question aims to identify bad study habits that hinder students' written production. The teachers' answers were as follows:

**a. No proof reading**

Four teachers unanimously agreed that students do not practice reading frequently or in a good way, as it was mentioned previously ; reading is one of the study habits that enriches written production, (Al-Jarf,2021 & Dadzi 2008). Reading is considered the most important criterion for determining students' academic success, as reading teaches writing , (Karshen, 2016).

**b. Lack of organization and planning**

Four teachers stated that students do not rely on organization and planning in their writing, and this is what the research indicated, as taking a comfortable and organized place, as well as organizing and arranging ideas, greatly help in good writing. ( Foster Capital, 2024).

**c. Procrastination and cramming**

One teacher confirmed that students are often used procrastination and cramming, which negatively affect their writing production. It was mentioned in the existing literature review that cramming and procrastination negatively affect the academic performance of students. Procrastination makes the student always late in doing what he/she should , and thus his/her production is poor. (Fries & Crunschell, 2021). Cramming also leads to poor written production, as we mentioned previously. (Vacha & Mc Bride 1993).

**d. Frequent use of audio-visual tools**

Two participants stated that many students rely on excessive use of audio-visual tools, which makes them not practice writing much. The research covered this point, as Harper and Row (2009) stated that excessive use of television and telephones while studying leads to weakening academic production as a whole.

**Question 04 : 4. In your experience, how do study habits influence the written production of third-year students in the Department of English?**

This question aims to know the study habits that affect students in their written production. The answers were summarized in one theme:

**a. The effect of good and bad study habits on students**

All teachers agreed that good study habits (such as reviewing, taking notes, reading, and organizing) lead to good written production, while bad study habits lead to the opposite.

**Question 05: What are some common study habits that you have observed among students who excel in written production?**

This question aims to find out the common habits of successful students in written production. The teachers' answers are summarized as follows:

### **a. Reading**

Three teachers unanimously agreed that successful students in written production are characterized by a lot of reading, which is one of the most important study habits that greatly enrich written production.

### **b. Use outline**

The results have shown that three participants agreed that many students rely on using outlines, which contribute to producing good written production.

### **c. Use of dictionary**

Two teachers agreed that students who are successful in written production frequently use dictionaries, as they help them enrich their linguistic aspect of vocabulary and expressions that they can use in their writing. Research in previous studies stated that the use of dictionaries enriches students' vocabulary, which helps them write well (Rodrigo as cited in Min Y.K., 2017).

## **Question 06: How do you encourage students to develop effective study habits to improve their written production?**

This question aims to find out how teachers can contribute to helping students improve their writing production through study habits. The results of this question were as follows:

### **a. Give them a feedback**

Based on the results of the interview that three participants agreed that they help their students develop their written production by evaluating and correcting their writings, which helps them correct their writing mistakes and try to improve them.

### **b. Practice writing**

Four teachers agree that practicing writing by giving students feedback and summarizing help them greatly in improving their written production. While the remaining



answers varied between helping them choose a quiet place and sparing them from using social media to help them write well.

**Question 07: Have you noticed any particular study habits that seem to hinder students' progress in writing? If so, how do you address it?**

The answers to this question were as follows:

**a. Procrastination and Cramming**

Three teachers unanimously agreed that procrastination and last-minute cramming are the most bad habits that hinder students in their written production, while the rest of the answers were diverse, as they mentioned some bad study habits that negatively affect students, such as lack of organization and excessive use of audio-visual aids and no proof reading . Three teachers advised students on the need to follow good study habits, reduce the use of audio-visual tools, and give more time to writing, as well as planning and organizing time.

**Question 08: Can you share any strategies or techniques you recommend students to enhance their study habits for better writing results?**

The answers to this question were summarized in the following themes:

**a. Reading a lot**

The results show that four teachers agreed on the necessity of reading frequently to improve their writing level. As we mentioned previously in studying the literature, practicing reading a lot makes it a habit that helps in developing and improving written production, (Gardner,2005).

**b. Feedback**

Three teachers stated that students should benefit from the feedback of teachers as well as colleagues to improve their writing level and not fall into the same writing mistakes.

### **c. Practice writing**

The results have revealed that three teachers agreed that students should practice writing continuously through the subject of written expression and eloquence.

**Question 09: In what ways do you think the University can support students in developing and maintaining study habits beneficial to written production?**

This question aims to find out how the university as a whole can contribute in developing good study habits for students to improve their writing production. The results of the interview were as follows:

#### **a. Workshops**

Most of the teachers' answers (four of them) agreed that the university can help improve students' written production by accustoming them to writing workshops, as this helps them obtain better written production.

#### **b. More written expression classes**

The obtained data has shown that two participants stressed that the university can help develop students' written production by increasing the study hours in the written expression subject in order to get students more accustomed to writing.

**Question 10: How do you evaluate the impact of study habits on students' written production in your courses?**

The respondent's answers are summarized in one theme :

#### **a. Good study habits and written production**

All teachers agreed that good study habits have a significant impact on students' written production. As it has been mentioned previously, good study habits improve the student's academic performance, including the writing skill. (Harper and Row, 2009).

The previous chapter aims to collect and discuss the data collected through the semi-structured questionnaire directed to third-year students in the Department of English

Language and the semi-structured interview conducted with teachers of written expression in the Department of English Language at Mohamed Kheidar University in Biskra. This data was collected to reach the objectives of the study and answer the research questions, and it also gives the researcher in-depth knowledge about the research problem under investigation.

### **Discussion**

This work aims to explore the role of study habits in improving the written production of third-year university students in the English Department. It highlights the importance of using study habits and explores the attitudes of third-year students in English as a foreign language towards these habits. It also attempts to gain insight into how teachers perceive the role of study habits in students' written production. It attempts to achieve these goals by determining the attitudes of third-year EFL learners towards study habits, as well as taking a look at teachers' perceptions of the role of study habits in students' written production. The findings of the interview show that a large group of students suffer from a lack of using of good study habits to improve their level of writing, as teachers confirm that there are several bad study habits that hinder students, such as procrastination and last-minute cramming, as well as lack of organization, while they emphasize that there is a group of them who only strive to achieve some good study habits or that help them achieve good written production, such as reading and practicing writing a lot.

Besides, the results of the questionnaire also show that students practice some good study habits, but they often fall into procrastination and lack of organization, but they believe that good study habits can help them improve their written production. As a result, it revealed that good study habits have a major and effective role in improving students' written production, as the more organized students are and seek to practice writing and reading continuously, the better their written production will be. On the other hand, the more they practice bad study habits, the more their written production declines and becomes worse.

Therefore, teachers stated that the best thing that helps students improve written production is frequent writing practice and their attempt to take teachers' and colleagues' evaluations into consideration and revise more. Based on the obtained data, students rarely review daily,. Teachers also call for the need for the university to take measures to help develop and improve students' study habits to improve their written production, through workshops and increasing the number of hours of writing production classes more, given that students do not practice writing outside of classes to a large extent, as should be attempted. The teacher activates these good habits among students by giving students the necessary evaluations about their writing and motivating them to practice writing more.

### **Conclusion**

Finally, this chapter presents analyzes and interpretation of the interview and questionnaire in order to examine the role of study habits in improving the written production of students of English as a foreign language. The results have shown that good study habits significantly improve the written production of students, while bad study habits may act as an obstacle. for them .

# **General Conclusion**

## **5.1 Summary of the main results**

The current study seeks to explore the role of study habits in improving the written production of third-year English language students at Mohamed Kheidar University in Biskra. To achieve the objectives of the study, the researcher used a questionnaire administered to the students for the purpose of identifying their attitudes toward study habits, and the extent of the importance of the effective ones to them. An interview was also conducted with teachers of written expression and study skills in order to gain insight into how teachers perceive the role of study habits in students' written production. The researcher believes that students suffer from poor written production due to excessive procrastination and cramming which are mainly two poor study habits. They also suffer from a lack of organization and lack of consistent writing practice, which leads to a lack of improvement in their written production. The students also believe that reading a lot can be the best solution for them to achieve success in writing. While the teachers' interview showed that although there are students who practice good habits that help them enrich their writing production, most of them suffer from a lack of writing practice and do not take teachers' feedback into consideration. They also do not review and revise daily and on a regular basis and rarely take notes. Teachers urge students to read a lot and practice writing a lot, whether outside or inside the classroom. Through the results of the questionnaire and interview, the researcher believes that students and teachers are all responsible for helping to improve students' study habits.

Students can achieve better written production if they use effective study habits (such as organization, reviewing regularly at least every day, taking notes, and taking teachers' feedback into account). Teachers contribute in improving students' written production by giving accurate and systematic evaluations. This can serve students in enhancing their writing production, and it can help them practice writing more inside and outside the department by giving exercises that seek to achieve writing practice, as well as urging them to read until it becomes a habit for them to enrich their linguistic aspect more. They can also alert them to

the necessity of using dictionaries to help them improve the vocabulary and expressions they use more.

## **5.2 Limitations of the study**

Many difficulties arose during this study that were beyond the researcher's control. Firstly, the limited time in which the dissertation was completed. Secondly, collecting information through the questionnaire was somehow difficult, given that the period of collecting information was a period of assessments for the students, which made the researcher resort to using social media such as Messenger and Google Forms. Thirdly, teachers were not available, which led to the necessity of answering the interviews in written form, by sending them via e-mail.

## **5.3 Recommendations**

After reviewing the results of the questionnaire and interview and analyzing the data, the researcher chose to offer some suggestions and recommendations to teachers and students about good study habits and how they can improve the written production of third-year university students in the English Language Department.

### **For teachers**

Teachers should provide more time for students during written expression sessions to practice writing more, and try to provide exercises that make students use the dictionary to solve them, in order to further enrich the linguistic aspect. Moreover, they can provide texts for students to read and then summarize, so that they have greater writing practice. Finally, teachers ought to try to provide evaluations and feedback every time and check students' corrections of their written production after the evaluation, so that teachers can see whether the evaluations were taken into consideration or not.

### **For students**

Students should practice writing more outside the classroom, and this should be done in an organized environment, in a good manner, and during specific times, to produce good

written production. Reading can also be made a habit for them, in order to enrich their linguistic aspect more. It is necessary to take teachers' evaluations and feedback into consideration and work to correct writing errors every time. Students should review and prepare lessons in written form and use the dictionary inside and outside the department to reach a good linguistic level. They have to practice good study habits like studying in a quiet places, seeking feedback from the teachers, studying in groups, and using time management. They have to avoid using bad study habits like procrastination, cramming, and excessive use of social media while studying.

## **Conclusion**

The main objective of this research is to explore the role of study habits in improving the written production of third-year university students in the English Language Department at Mohamed Kheidar University, Biskra. The findings have shown that students suffer from many bad study habits that hinder the development of their written production, including procrastination, cramming, disorganization, not practicing writing regularly inside and outside the session, and not reviewing, which negatively affects their written production. The study was conducted to fifty students via questionnaire and six teachers via interview. This is to know the students' attitudes towards study habits and how they may affect their written production. The results showed that good study habits for students can significantly improve their written production. It urges teachers that students should practice good study habits to improve their writing level. These data were obtained through a semi-structured questionnaire and a semi-structured interview.



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# Appendices

## **Appendix A.**

### **Student's Questionnaire**

Dear third year students of english language ,

This questionnaire aims to investigate the role of study habits in improving EFL learner's written production . We would appreciate it if you answered these questions .

Your answers will help us in our study for the master degree , and be sure that your responses will be treated anonymously and confidently .

#### **Section One : General information**

##### **Item 1 : Age**

a-19 – 25

b-25 – 36

c- More than 36

##### **Item 2 :**

**The choice of english as your major is :**

a- Your choice

b- Imposed to you

#### **Section Tow :Study habits**

**Item 1 : How often do you review your classnotes ?**

- a- Daily
- b- Weekly
- c- Monthly
- d- Rarely

**Item 2 : What are the effective study habits that you use ?**

- a- Revise daily
- b- Take regular breaks
- c- Choose calm place
- d- Study with group
- e- Ask for help
- Others .....

**Item 3 : What are the bad study habits that hinder you?**

- a- Procrastination
  - b- Cramming
  - c- Multitasking
  - d- Being disorganized
  - e- Others
- .....

**Section Three : Written production**

**Item 1: How often do you seek feedback from your professors on your writing assignments ?**

- a- Always
- b- Often
- c- Somtimes
- d- Rarely
- e- Never

**Item 2 : How frequently do you practice writing outside of your course work?**

- a- Daily
- b- Weekly
- c- Monthly
- d- Rarely

**Section Four : Study habits and Written production**

**Item 1 : Do you think that study habits can affect your written production ?**

Yes

No

**If Yes , How ?**

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**Item 2 : can the following study habits improve your writing process ?**

**Yes**

**No**

a - Revising daily

b - Organization

c - Reading

d - Time management

e - Using dictionnaires

f - Taking notes

g- Set a specific achievable goals

**Item 3 : How do you think your study habits could be improved to future enhance your written production ?**

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**can you provide an example of a trial ,when your study habits positively impacted your writing?**

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**Thank you for your collaboration**

## **Appendix B.**

### **Teacher's interview**

This interview aims to explore the role of study habits in improving the EFL learner's written production. It is part of study for master's degree , where you are kindly asked to answer the following questions and we appreciate your cooperation with us . The respondents personal informaton will be kept securely and confidentially.

### **Interview Questions**

- Q1 .** How long have you been teaching ?
- Q2.** What study habits (such as taking notes ,revising....etc)are more common among third year students inside/outside the classroom ?
- Q3.**In your view what are the bad study habits that hinder the student's written production ?
- Q4.** In your experience, how do study habits influence the written production of third-year students in the Department of English?
- Q 5.** What are some common study habits you have observed among students who excel in written production?
- Q6.** How do you encourage students to develop effective study habits for improving their written production?
- Q7.** Have you noticed any particular study habits that seem to hinder students' writing progress? If so, how do you address them?
- Q8.** Can you share any strategies or techniques you recommend to students to enhance their study habits for better writing outcomes?
- Q9.** In what ways do you think the university can support students in developing and maintaining beneficial study habits for written production?

**Q10.** How do you assess the impact of study habits on students' written production in your courses?

**Thank you for your contribution**

## Appendix C.

### Script of the teacher's interview

#### **Q1 . How long have you been teaching ?**

T.1 : 4 years

T.2: 4years

T,3: 9 years

T.4: four years

T.5: I have been teaching for over 8 years.

T.6: I have been teaching for 19 years at the University level.

#### **Q2. What study habits (such as taking notes ,revising....etc)are more common among third year students inside/outside the classroom ?**

T.1: Memorising and revising

T.2: Note taking revising forming a study group

T.3: Taking notes, revision, practice.

T.4: taking notes, lesson memorization and revision.

T.5: Common study habits include taking notes during lectures, group study sessions, and revising lecture material regularly outside the classroom.

T.6:I think they rely more on Notetaking.

#### **Q3.In your view what are the bad study habits that hinder the student's written production ?**

**T.1:** Answering without reading and analysing the instruction well. The lack of organization, skipping the brainstorming step, no proofreading, not using the strategies studied in written expression module.

**T.2:** Procrastination cramming distraction lack of reading

**T.3:** Audiovisual material, group work

**T.4:** they don't brainstorm, they don't outline and they don't proof read.

**T.5:** Bad study habits include: lack of planning, superficial note-taking, and overreliance on memorization without understanding.

**T.6:** I think today's students are not interested in writing. They do not practice writing , they do not read . Many of them take pictures on what the teacher writes on the board

**Q4. In your experience, how do study habits influence the written production of third-year students in the Department of English?**

**T.1:** Students with good study habits have clear and coherent written productions

**T.2:** Reading and revising helps in enhancing writing. Note taking as well Can be considered as a first draft where students Can practise their lge

**T.3:** Both sides.

**T.4:** Students with good study habit have good writing.

**T.5:** Effective study habits like consistent note-taking, thorough revision, and drafting lead to better- structured essays, while poor habits like: lack of organization result in weaker written production.

**T.6:** Certainly, bad habits will lead them to poor writing

**Q5. What are some common study habits you have observed among students who excel in written production?**

**T.1:** Outlining and proofreading

**T.2:** Note taking when they brainstorm using dictionary to search for words and synonyms

**T.3:** Mind map, brainstorm, sticker notes, use of dictionaries...

**T.4:** Brainstorming, outlining and proofreading

**T, 5:** Students who excel in writing often create detailed outlines, revise drafts multiple times, and seek feedback from peers and professors.

**T.6:** Reading, note taking

**Q6. How do you encourage students to develop effective study habits for improving their written production?**

**T.1:** I give my students elaborate feedback on their written activities and we do samples of writing activities on the board together in class.

**T.2:** By avoiding distractions like social media Selecting a calm place where they Can have inspiration about the topic they will develop

**T.3:** Feedback, showing the practicality of practice...

**T.4:** Giving examples of the process of writing in my class.

**T.5:** I encourage students to start assignments early, create outlines, and set personal deadlines. I also provide feedback on drafts and recommend time management techniques.

**T.6:** First, raise their attention about the importance to write. - Take notes, revise. Urge them to permanently read and not to read only on occasions.

**Q7. Have you noticed any particular study habits that seem to hinder students' writing progress? If so, how do you address them?**

**T.1:** I notice that they write with no organization, no outlining and no proofreading.

**T.2:** Procrastination and cramming and Time wastage lead to decrease the quality of work

**T.3:** Audiovisual material. They are advised to use them on medium scale.

**T.4:** Show the effectiveness of good study habits in class.

**T.5:** Procrastination and last-minute cramming often hinder writing progress. I address this by encouraging students to create study schedules and providing incentives for early submissions.

**T.6:** Reluctance to write. Do not make extra readings and summarise what they have read. Overall, they do not practice, knowing that to be a good writer, one should practice i.e., Write, Write, Write, Write,...

**Q8. Can you share any strategies or techniques you recommend to students to enhance their study habits for better writing outcomes?**

**T.1:** I advise them to outline, to proofread and follow the techniques they learn in the written expression module.

**T.2:** To read, read and read some more. To practise the vocabulary through writing

**T.3:** Intensive practice, reading, samples critique, peer feedback...

**T.4:** they need to train as often as they can to develop good study habits.

**T.5:** I recommend breaking assignments into manageable tasks, maintaining a study journal, and utilizing feedback constructively to improve subsequent drafts.

**T.6:** Raising their awareness, Reading and asking for written feedback.

**Q9. In what ways do you think the university can support students in developing and maintaining beneficial study habits for written production?**

**T.1:** I believe more time should be dedicated for the written expression module and I suggest workshops to be organized for the aim of working on the different strategies of writing.

**T.2:** Through organizing some trainings and workshops to support them write following some helpful study habits.

**T.3:** Allocating sufficient sessions.

**T.4:** Organizing writing workshops.

**T.5:** The University can provide writing workshops, peer tutoring programs, and offer resources on time management and effective study techniques.

**T.6:** By teaching the students how they should use all these good study habits correctly and guide them to be more autonomous learners.

**Q 10. How do you assess the impact of study habits on students' written production in your courses?**

**T.1:** I believe that good study habits have a great impact on students' written production.

**T.2:** It is dependent.

**T.3:** I can see a slight improvement.

**T.4:** I assess the impact by comparing draft quality to final submissions and by tracking improvement over multiple assignments,

**T.5:** Good habits lead to good writing, and vice versa.

**T.6:** looking for progress in organization, clarity, and argumentation.



## ملخص

تؤثر عادات الدراسة على الأداء الأكاديمي للطلاب ككل، حيث يمكن أن تساعد في تطوير إنتاجهم الكتابي بشكل أفضل. لذا يهدف هذا البحث إلى التعرف على دور العادات الدراسية في تحسين الإنتاج الكتابي لدى طلاب السنة الثالثة قسم اللغة الإنجليزية بجامعة محمد خيضر ببسكرة. وعليه سعت الدراسة إلى التعرف على اتجاهات الطلبة نحو هذه العادات الدراسية ومدى تأثيرها على إنتاجهم الكتابي. كما أنها محاولة لمعرفة رأي المعلمين حول دور عادات الدراسة في تحسين إنتاج الطلاب الكتابي باستخدام أساليب البحث المختلطة لوصف وتحليل البيانات الكمية والنوعية. تم اختيار عينة مكونة من خمسين طالباً عشوائياً، ومن أجل جمع بيانات غنية، تم استخدام استبيان شبه منظم ومقابلة شبه منظمة. أجريت المقابلة مع ستة أساتذة من أساتذة التعبير الكتابي ومهارات الدراسة للغة الإنجليزية بجامعة محمد خضر ببسكرة. تم توجيه الاستبيان للطلاب. أظهرت نتائج البحث أن كلا من الطلاب والمعلمين متفقون على أن عادات الدراسة الجيدة تلعب دوراً رئيسياً في تحسين إنتاج الطلاب في الكتابة. وأظهرت نتائج البحث أن الطلاب يعانون من عادات دراسية سيئة قد تعيق إنتاجهم الكتابي، مثل الحشو، والمماثلة، وعدم التنظيم. ويوصي المعلمون بضرورة تفعيل العادات الدراسية الجيدة لتطوير الإنتاج الكتابي لدى الطلاب.