Institute of Literature and Languages
Department of Foreign Languages
Section: English

Investigating the Relationship between Self-Motivation and Students' Writing Performance

The Case Study of First Year University Students

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in
Didactics of Foreign Languages

Presented by: **Supervisor:**
1) Sarah BENSALAH   Dr. Assia AZZIOUI
2) Rayane BENZEHRA

Board of Examiners:
Chairwoman: Miss. Messaouda BOUDJERIDA
Supervisor: Dr. Assia AZZIOUI
Examiner: Dr. Lamia BOUGHOUASSE

2021/2022

Investigating the Relationship between Self-Motivation and Student's Writing Performance

Case Study of First Year University English

Institute of Literature and Languages

Departement of Foreign Languages

Branch the English Language

By

Rayane Benzehra

Sarah Bensalah

June, 2022

Acknowledgments

Above all, we would thank Allah, the almighty for providing us with patience and will to study and reach that level and accomplish our dissertation; all great praise for him.

This dissertation could not have been completed without the help and guide of our teacher and supervisor Dr. Assia AZZIOUI to whom we would like to express our sincere thanks. We are grateful for her encouragement and insightful advice throughout the completion of this work.

We are utterly grateful to the Examining member of the jury, Mrs. Messaouda BOUDJERIDA and Dr. Lamia BOUGHOUASSE for reading this work and their remarks that will help us to polish this work. We would also like to give special thanks to our teachers throughout the five years of our study.

Finally, we owe a lot of thanks to all first students who helped us in conducting the questionnaire. Thank you all.

Dedication

Only God knows how much I worked hard to bring this work into light.

To the apple of my eye, my **mother** "**Rahima**"

To my **superhero** from whom I take my power my **father** "**farhet**"

"Thank you both for your endless Love and support"

To my dear "Tarak"

To the most precious people who believe in me my sisters: Fadia , Rimas and my brothers

Seif Eddine, Mohammed, Khaled , and Walid.

To my grandmothers: Fatima and Baya

To my grandfather: Chaaban

To my aunts: Houria and hadjira

To my lovely cousins: Noura, Fairouz, and Assia

To all my family members without forgetting anyone.

To the BENSALAH family.

To the beautiful Rayane, thanks for presenting partnership perfectly.

To my best friends: Hadjer and Yasmine you have always been the source of motivation.

To my friends: Siham, Bouchra, chahra, Saida, and Asma.

I love you sincerely

To all the teachers who have contributed to my learning career.

I am grateful.

To all who know me.

And to you "**Sarah**". Proud , you have made it finally.

Dedication

Dear MOM: I Love you!

Thank you for being by my side. You always know how to sheer me up and encourage me all along the way. No one will ever imagine the strength of my love for you because words cannot express it and cannot describe how much I'm grateful for having you as a mom.

To my Husband

It's very rare to find someone that genuinely cares about you that wants to see you achieve all of your goals that wants to help you grow as a person and be by your side every step of the way. Thank you because you fill me with compassion, gentleness, and a deep loving concern. You are my radiate positive energy.

To my Brother and Family

My one and only brother AMINE thank you because our relation is the best sort of unconditional love. You always listen to me and you make me feel that my problems are small and nothing matters. Beside you I feel as a little girl that counts on you to protect her.

They said "It is not what we have in life but who we have in our life that matters"

To all my family aunts and uncles, I appreciate that I have such a big, supportive, and lovely family. Special thanks to ASSIA my soul sister who always made me feel special. I am really blessed to have your priceless love.

To you INSAF 'my sister' thanks for your supportive words and kind heart.

To the apple of my eye AICHA the one who opened my heart to a new love and made me an aunt, thank you for the joy you bring into my life.

To my friends

To WISSAL thank you for your contribution and help. To my best friends thank you because I laugh harder with you and I feel more myself with you. Without missing SARAH I'm so grateful to know such a kindhearted person and could realize this with you.

To my father and Loved Ones

To my PAPA and loved ones my uncle HALIM, RADIA, and my grandparents who are not able to be there with me, your memories are in my heart today and always.

I would never have made it to this day without the incredible love, support and guidance.

Alhamdulillah!

"And remember! Your Lord caused to be declared: if you are grateful, I will add more unto you" (Quran, 14:5-7)

With love,

RAYANE

Abstract

A variety of challenges face student of English as a foreign language which prevent them to master the writing skill. In fact, writing is considered as one of the most important as well as challenging skills in EFL classes. The purpose of this study, then, is to investigate the relationship between self-motivation and students' writing performance, and the students perceptions of this affective factor and its' role in their writing. To answer the research questions, a students' questionnaire is administered to first year students of English. The sample is made up of eighty students in the department of foreign languages/English, AbdElhafid Bousouf University Center of Mila during the academic year 2021/2022. The gathered information shows that the learners are not fully aware of the fact that the level of self-motivation is an important factor in promoting the effectiveness of their writing performance. In view of the results obtained, students should be aware of the usefulness of self-motivation in the writing task, and try always to boost this inner force to push themselves in the learning process in general and writing in particular.

Key Words: Writing skill, Self-motivation, Writing performance,

Résumé

L'objectif de cette étude est d'examiner la relation entre l'auto-motivation et la performance d'écriture des étudiants dans le département d'anglais, AbdElhafid Bousouf University Center of Mila. Les étudiants d'anglais comme langue étrangère sont confrontés à une variété de défis qui les empêchent de maîtriser la compétence d'écriture. Nous supposons que l'automotivation et l'écriture ont une relation de cause à effet. Par conséquent, afin de tester notre hypothèse, nous suivons la méthode descriptive, dans laquelle un questionnaire a été réalisé. Les participants à cette recherche sont des étudiants de première année. Notre échantillon est composé de quatre-vingts (80) étudiants. L'objectif principal de ce questionnaire était de recueillir des données significatives sur la façon dont et dans quelle mesure la motivation des étudiants affecte la maîtrise de l'écriture. Les informations recueillies montrent que le niveau d'auto-motivation est un facteur important dans la promotion ou la dégradation de l'efficacité des performances d'écriture des étudiants. De même, les résultats du questionnaire ont confirmé l'hypothèse de recherche. Au vu des résultats obtenus, les étudiants devraient être conscients de l'utilité de l'auto-motivation dans la tâche d'écriture, et essayer de toujours stimuler cette force intérieure pour se pousser dans le processus d'apprentissage en général et dans l'écriture en particulier.

الملخص

تهدف هذه الدراسة الى معرفة العلاقة بين التحفيز الذاتي وأداء الطلاب الكتابي في قسم اللغة الإنجليزية في المركز الجامعي عبد الحفيظ بوالصوف بميلة. يواجه طالب اللغة الإنجليزية كلغة أجنبية تحديات متنوعة تمنعه من إتقان مهارة الكتابة. لقد افترضنا أن الدافع الذاتي والكتابة لهما علاقة السبب والنتيجة. ولكي نبرهن على صحة هذه الفرضية قمنا باتباع الطريقة الوصفية، عن طريق إجراء استبيان. المشاركون في هذا الاستبيان هم طلبة سنة الأولى ادب إنجليزي. تتكون عينتنا من ثمانين (80) طالبًا. كان الهدف الرئيسي من هذا الاستبيان هو جمع بيانات مهمة حول كيف وإلى أي مدى يؤثر دافع الطلاب على إتقان الكتابة. تُظهر المعلومات التي تم جمعها أن مستوى التحفيز الذاتي هو عامل مهم في تعزيز أو خفض فعالية أداء الكتابة لدى الطلاب. في المقابل، أثبتت نتائج الاستبيان فرضية البحث. في ضوء النتائج التي تم الحصول عليها ، يجب أن يكون الطلاب على دراية بفائدة التحفيز الذاتي في مهمة الكتابة ، وأن يحاولوا دائمًا تعزيز هذه القوة الداخلية لدفع أنفسهم في عملية التعلم بشكل عام والكتابة بشكل خاص.

List of Tables

List of Figures

List of Abbreviation

EFL: English as a Foreign Language

ESL: English as a Second Language

EAL: English as an Additional Language

L2: Second Language

L1: First Language

Q: Question

LD: learning Disabilities

CW: Creative Writing

Acronym

MUSIC: eMpowerment – Usefulness – Success – Interest- Caring

Table of Contents:

General Introduction

The main purpose of teaching a foreign language is to enable the learner to communicate. This communication depends greatly on mastering the four language skills: speaking, listening, reading, and writing. While listening and reading are regarded as receptive skills, writing and speaking are productive skills. Writing is one of the most crucial skills in the English subject. Thus, learning how to write well is a need for all students of English as a foreign language. However, the ability to write accurately and effectively is something which evades many students because this skill is a difficult and a challenging task that requires special attention, especially in a foreign language.

Language teachers and students think that the reason behind those difficulties and problems in the writing skill is the inadequate acquisition of grammar rules and structures, so students often rush towards more grammar practice and tend to forget about other important psychological aspects that affect the writing performance, mainly, students' motivation. Many studies confirm the vital role of self-motivation in enhancing EFL learners writing performance. Since, the writing process is a task that needs effort, thinking skills, time and persistence, self-motivation is strongly required. Self-motivation as an internal force can give the students the needed support to engage and maintain the same attention, efforts, and interest throughout the writing task.

Thus, this study aims at investigating the relationship between self-motivation and students' writing performance and investigate if EFL students are self-motivated to write and aware of the self-motivation on the writing skills. It also tends to raise the students' awareness towards the connection between their self-motivation and writing performance to help them decrease the faced difficulties.

1. Statement of the Problem

The majority of EFL learners face difficulties in their writing, mostly because the latter is considered as one of the most challenging skill in the second /foreign language learning and even in one' native language. Finding the adequate vocabulary, generating ideas and applying grammar rules are among the common problems that students encounter when they come to write. The factors behind those difficulties are many, but still the main reason is the lack of self-motivation. Students' motivation is one of the key important factors that determine the rate and success of their writing performance. It is the inner force that helps students sustain the arduous writing process, and to put efforts in order to overcome the writing problems. However, many EFL students and even teachers neglect the impact of self-motivation on writing, and give the priority only to the use of language (grammar, vocabulary…). So, it is important that students have their own space to increase their self-motivation in order to develop their writing proficiency. Teachers also need to consider the level of their students' motivation in order to boost it or keep it during the writing classroom tasks. Thus, this research investigates the extent to which self-motivation can promote learners' writing proficiency.

2. Objectives of the Study

In our research, we focus on the importance of self-motivation in helping to keep up students' interest and perseverance to learn how to writing and to respond to the different challenges they usually face in the process of learning how to write. Hence we aim at exploring learners' perspectives toward the role of self-motivation in ameliorating learners' writing performance. Furthermore, we suppose that this research will raise first year students at Mila University awareness towards the importance of self-motivation in their writing abilities.

3. Research Questions

The present study attempts to find answers to the following questions:

➢ What difficulties do EFL learners encounter when writing in English?

➢ Are EFL students aware of the importance of self-motivation in their writing performance?

➢ Do learners have positive views toward the role self-motivation played in learning how to write?

4. Research Methodology

The population is first year EFL students at Mila University Center. A quantitative descriptive method is used to investigate the relationship between self-motivation and students' writing performance. The research has a correlational nature. We will choose the most suitable tool for data collection in this case, which is questionnaire. This tool would permit gathering different views concerning students' awareness about the importance of self-motivation in improving their writing.

5. Structure of the Dissertation

This dissertation is divided into two chapters. The first chapter is a descriptive one; it is composed of two sections. The first one is fundamentally concerned with the teaching and learning of writing in EFL context. It involves writing definition and nature, academic writing, the writing ability, and reasons for teaching writing. It also sheds the light on the processes and component of the writing process, the basic approaches of teaching writing in EFL classrooms. Finally, the section ended up with the importance of writing. The second section contains useful information about self-motivation; the definition of motivation and its

types, self-motivation definition, techniques, self-efficacy and students' motivation, motivation and L2 learning, with some motivational teaching strategies that can be applied to foster students' motivation in EFL classrooms, then writing motivation. The second chapter is devoted to the practical part. It includes a description of the used research tools and design, the research finding, analysis and interpretation of the results. In addition, the chapter provides some recommendations and suggestions.

Chapter One

Review of the Literature

Section One: An Overview of Teaching and Learning Writing

Introduction

The writing skill is perceived as one of the most complex and challenging aspect of language learning. Indeed, it is regarded as an outstanding skill that needs to be mastered by all the students in EFL/ESL classrooms. For that, developing students' writing performance has always been the center of attention for EFL teachers. This section will be dedicated to the writing performance, including its definition provided by different researchers, academic writing, the writing ability and reasons for teaching writing. It also, sheds light on the processes and component of writing, the basic approaches and teaching writing in EFL classrooms. Finally, the section ends with the importance of writing.

1.1.1-Definition of Writing

Writing is one of the most important productive skills in language teaching and learning; this productive skill is considered as one of the most complex for EFL learners and even for native learners. According to Sokolik (200, p. 88),   writing is an act that needs physical and mental efforts

> Writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

The above definition implies that writing, on one hand, is a manual act of generating letters on some medium (papers, *smartphones* or computers' screens…) by using different tools such as pens, keyboards, chalk…etc. On the other hand, writing is the cognitive process where writers generate and process ideas to express them in a form of an effective piece of writing. Another definition is given by Harmer (2001) who said that writing is a pattern of communication in

which meanings and feelings are expressed and transmitted into symbols in a readable form. Joyce and Edward (1993), on the other hand, pointed that "writing is thinking on paper"(p.6). This means that much of our ideas, beliefs and feelings are reflected through writing in a form of written words and sentences. A similar idea is discussed by Mike and Lachlan (1996) who argued that "writing can be seen as having arisen as a system for transcribing speech into visible form" (p.35). It means that writing is a system of transforming oral speech and language into written form. For Widdowson (2001), writing is the process of reproducing what is heard or read in a form of visible words and utterances.

Concerning the nature of the writing process, many researchers and writers have agreed that writing is a complex skill. Critically, it is considered as the most challenging skill in the acquisition of the English language. Hedge (2000) argued that writing "is a complex process which is neither easy nor spontaneous for many second language writers"(p.302). Grabe and Kaplan (as cited in, Silva and Matsuda 2002) stated that writing was viewed as" a complex, recursive and creative process that is very similar in its general outlines for first and second language writers"(p.47). In addition, Ouhibi (2020) claimed that writing is a difficult skill to acquire and to perform since it requires from the learner (writer) to consider all the different aspects of language when they come to write. Atayeva (et al, 2019) also pointed that the process of writing is a difficult activity that demands adequate vocabularies and extensive understanding of different genres. Thus, language production is a hard process, for both first and second language writers, which requires a high level of attention and a wide knowledge of the different aspects of the language. Besides, Collins (2003) defined writing as a process which involves a number of complex activities. This latter encompasses various processes that most of them occur in the writer's mind. Collins's definition implies that writing is not any process, but it is a process that requires from the learner to use much of his cognitive abilities to be capable of producing a good piece of writing. Moreover, for Rowena and Sarah (2006),

writing is "a continuous process involving reflection, improvement, development, progress, and fulfillment of various types and unvarying measures"(p.05)

1.1.2-Academic Writing

Oshima and Hogue (2007) found out that academic writing is a type of writing which is mainly utilized in University classes (higher education). Academic writing certainly differs from creative and personal writing which are mostly used in everyday life to write for example diaries, stories, letters, and e-mails. What is more, the language that is used in personal and creative writing is totally different from that which is used in the academic one. While in personal and creative writing writers use the informal language where they can use abbreviations, contradictions, and incomplete sentences, writers who write academic writing use the standard language. This latter implies using the formal form of language where slangs, contradictions, and incomplete utterances are neither accepted nor effective. Furthermore, academic writing in the foreign language is definitely distinct from that in the learners' native language. Grammar, lexis, and the way of constructing ideas and sentences are different from what learners used to in the mother tongue. Generally, English writing style may look meaningless and impolite for many learners. Bearing in mind that it is neither finer nor minor than other styles, it is just distinct. Moreover, Murray and Moore (2006) argued that:

> Academic writing is not the printed display of one's fully formed thoughts; it starts with flawed, incomplete, vague hunches, ideas and concepts. But, if you exploit its inherent reversibility, it allows you to come full circle, to revisit ideas long after you first thought of them, to explore the same things in different ways, to experiment, ..., to repeat and conceptualize - all of these are arguably Central to the essence of scholarship which you exercise every day in other academic tasks like teaching, supervision, and guiding students (P.5)

In the same line, Bailey (2003) claimed that academic writing is a course that is particularly thought in universities where students learn how to write accurate academic English. Generally, university tasks for teaching writing involve writing thesis, projects coursework, and exams papers. College students are mostly asked to write academic essays where students start by choosing a topic, then writing an introductory paragraph, body paragraphs, and then a concluding paragraph. Those essays are of different patterns; they might be argumentative, descriptive, narrative, or expository essays (Redmen and Maples; 2017).

1.1.3-The Writing Ability

The writing ability is defined as "the ability to respond to a given stimulus according to some authority's definition of the correct response (Nunan, as cited in, Jyi-Yeon 2009, p.57). It is also defined as "the ability to adhere to style prescriptions concerning grammar , arrangement and punctuation "(Nunan ,as cited in, Jyi-Yeon 2009 : 57: 59), regardless of the audience , purpose or context , working on the assumption that a text can mean the same thing to all people only if it is written explicitly following the given prescriptions"(Hyland, as cited in, Jyi-Yeon, 2009 p.57). Which means a skilful writer is the one who can write under whatever condition responding to variant topics and different audience in an appropriate way that makes readers understand the same meaning with respect to all the writing mechanics. The above definitions suggest that a good writer is the one who is able to write in different topics putting into consideration the correct grammar, punctuation and spelling...

According to O'tool (as cited in Maher, 2011), academic writing is one of the most complex patterns of human communication. The reason behind considering the writing process such a complex task is that someone's writing ability depends greatly on his reading and speaking abilities. That is, the student's ability to write can be promoted after the development of his reading and speaking abilities. In this context, Maher argued that "writing

is a complex task , it is likely that one's ability to write may be linked to one's academic ability more so than one's ability to speak or read would be linked to academic writing"(2011, p.10).

Another idea is discussed by Grabe and Kaplan (as cited in, Ferris and Hedgcock , 2005) who claimed that language vocabulary and competency , rules of syntax , and cohesive devices as well are important aspects in any language and that the learner should be familiar with so that he will be able to write in that language starting from simple sentences till he can develop long passages. Furthermore, Friendlander (1990) pointed that academic writing achievement of EFL learners is linked to their ability to utilize their mother language at given points while they are writing. Which means that if students are granted sufficient time and chance to think and to perform an activity in their first language during the writing process, and not only using the writing processes in the second language then they will be able to produce good pieces of writing.

Brumfit (as cited in, Maher, 2011) found out that students who are cognitively able are more likely able to master more abstract ideas of the language. Alternatively, those who are not, will mostly struggle to write about their ideas and feelings. What is more, writing academic essays for educational purposes are largely utilized in all phases of higher education (Archen, as cited in, Maher, 2011). Thus, writing is a vital skill in language learning that every student should promote (Torrance, Thomas, and Robinson, as cited in, Maher, 2012). According to Uysal (as cited in, Maher, 2011) academic achievement is directly related to the writing ability specifically at college where it is used as a form of evaluation specifically for first year EFL students because of its academic literacy.

Baumann and Graves (as cited in, Maher, 2011) stated that academic literacy and vocabulary is a type of literacy which is important especially for success in academic assessment. Academic literacy and vocabulary can be described as "a register of English that

has distinctive of lexical, morphological, syntactic, and stylistic features" (p.05). Therefore, students who lack English academic literacy will definitely have a difficulty with academic activities which require communicative and cognitive capabilities in the English language. Moreover, Friendlander (as cited in, Maher, 2011) argued that learners of a foreign language tend to transfer their writing abilities, whether they were good or bad, from the target language to the source language .This idea suggests that students who used to write well in their mother language tend to write well in the second language as well. Wang and Bakken (as cited in, Maher, 2011) claimed that restricted lexicon form of utterances, shortage planning and unity and use of" flowery speech conciseness "are popular mistakes among EAL learners and less popular among EFL learners. Those are the main distinctions discovered between EFL and EAL learners. Similarly, other factors like one's generation, academic knowledge, "cognitive style and attitude" are important signs of the students' writing ability proficiency (Green, as cited in, Maher 2011). Writing is a fundamental component in academia which can go through different processes.

1.1.4- The Writing Processes

Hannay and Mackenzie (1996) claimed that the writing process did not involve only the effective output of written texts (what is called written proper); instead it covers also those processes which are applied before, during, or after the writing process. The processes are planning (prewriting), writing proper, and editing.
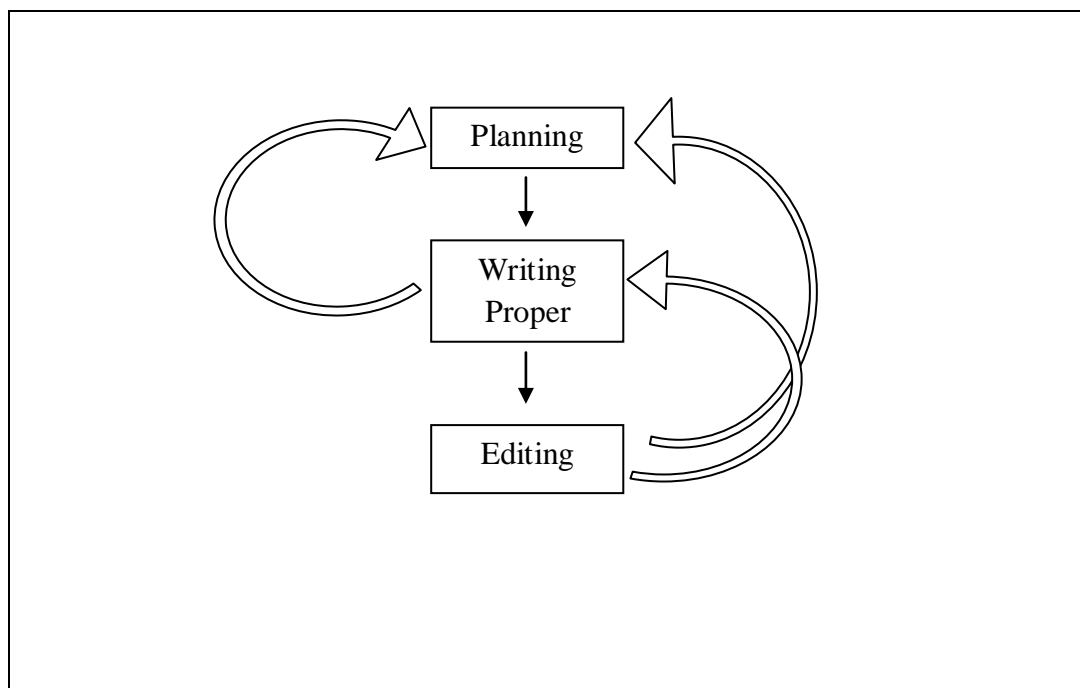
Figure: 1.1.1- Writing Processes

Hannay and Mackenzie (1996) argued that some studies have shown that skilled expert writers are those who apply the three processes simultaneously while writing. For example, during the writing proper process writers sometimes recognize that some components of the writing plan are no more suitable and need to be changed. Also, "new ideas keep cropping up, and their relevance to the original plan needs to be assessed "(p.17). The same idea concerning writing proper and editing, the writer can write and edit his ideas at the same time, because the good writer is the one who can receive his ideas as a reader more than being a writer. Furthermore, editing and planning can also occur at the same time in the writing process. That is, while writing the writer may notice that the process of devising again may not work and that the whole plan should be changed, therefore, the writer would be required to rewrite long parts of his work "The process of planning, writing proper and editing can thus be seen as a cyclical rather than simply consecutive in time" (Hanny and Mackenzie, 1996, P.27).

1.1.4.1-Planning

The process of planning is of a vital importance in the whole writing process. Actually, writing is "inherently planned discourse" (Hannay and Mackenzie, 1996, P.19). Hyes and Flower (1981) claimed that "planning includes the whole range of thinking activities that are required before we can put words on paper" (P.209). In other words, a real writing process should be planned before the writer starts that actual act of writing. The writing skill differs from the speaking one that is spontaneous in nature. While speakers can communicate with each other they have a chance to reiterate and recompose their thoughts, or to reform discourse that lead to any ambiguity in meaning, writers have only a single occasion to communicate their ideas. Moreover, the writer when writing should make sure that his ideas are attracting reader's attentiveness while jumping from one idea to another. In contrast, speakers can move smoothly from one topic to the next whenever they notice that the listeners' interest is decreasing. This is why any piece of writing should be "thoroughly thought through" previously.

Hannay and Mackenzie (1996) oriented our attention to the huge importance of planning presuming that "planning is not a useful preparation for writing; it is as we shall see, an essential aspect of the entire process of communication in the written medium" (p.19). It means that the planning stage is not only critical for the organization of ideas, but it is a useful process also for the process of communicating ideas through written text that are readable, meaningful, and communicative. In addition, Kolade (2012) pointed out that "planning triggers perceptual and conceptual processes, permitting writers to recall experiences, break through stereotype thinking, examine relationship between ideas, assess the expectations of their audience, find an implicit order in their subject matter" (P.21). So, planning is a crucial step to writin According to Hannay and Mackenzie (2006, p. 19), the planning process encompasses the following six main activities:

1. Generating content

2. Selecting and grouping points

3. Establishing a perspective

4. Determining an orientation

5. Formulating a title, structuring the introduction and conclusion

6. Drafting paragraph themes.

1.1.4.2-Writing Proper

After the writing plan has been set, the writer then can enter to the writing proper stage. The paragraph topics that the writer has chosen previously in the planning process can be developed into written passages. Bearing in mind that the type of English used in oral speech is not always suitable to be transferred into the written form. The reason is that the context where the language is spoken is different from that where the language is written. Thus, the writer should be selective while writing. The following table shows the different characteristics of the speaking and writing skills (Hannay and Mackenzie ,1996, p.35)

Table 1.1.1- The Difference between the Speaking and Writing

Speaking	Writing
Face to face interaction	Physical distance
Intimacy	
	Unfamiliarity
Intonation syntactic and textual Accent	
	Organization

4.1.1.3-Editing

The process of editing is regarded as a critical step in the entire writing process since it is the final stage that through it the written production can be reviewed and edited to get the

final work ready to be delivered to the target readers. Quinlan et al. (2012) stated that editing is the process responsible for both error detection and correction. Hyes and Flower (as cited in, Quinlan et al., 2012) added that editing "is the process that triggers automatically, interrupting other writing processes" (P.351). That is, editing is the final step that comes as a final revision for the previous processes. The editing process is perceived also to be the most difficult task in the writing skill, because the writer in the editing stage is no longer a writer only , he is the examiner and the editor of his work , he should become a reader and not any reader. In this perspective, Hannay and Mackenzie (1996) said that "you need to become the most critical, nit picking reader that your text should ever encounter" (P.47). Being a writer and a reader simultaneously means he is going to predict any kind of difficulty that the reader may come across while reading his work.

Moreover, Hannay and Mackenzie (1996) pointed out that the ideal communication between people is occasionally reached, especially when it is the case of written communication. The distance that exists between the writer and the reader makes the meaning more difficult to be comprehended. Thus, the writer's aim is to convey his ideas in a way that permits for the reader to understand the exact meaning of the written work. Theories of communication suggest that this continues fulfilling four prerequisites called (Grice's Maxim's) which are:

- First, provide the reader with the necessary information (neither more nor less)
- Second, offering the reader a valid and strong arguments account for the writer's ideas and attitudes.
- Third, stick to the main idea of the topic.
- Finally, use a clear and straightforward language.

Therefore, the aim of editing is to review the pre-final text so that the possibility of finding any kind of misunderstanding is decreased. A similar idea is discussed by Anne and Siegel (2018) who have argued that:

> Students should be granted sufficient time to go through each stage of the writing process. After outlining their ideas (prewriting), students write their first drafts and share those with an audience (small groups of peers and possibly the teacher); they then revise their initial pieces based on the feedback they receive during the peer and teacher conferencing. If needed, this process of sharing and revising can be repeated until authors are ready to write and proofread their final drafts, and eventually publish their finished work (p.195).

It means that if students are given the appropriate time to process the different stages of the writing process adequately and properly each time they write, their writing skill will certainly develop.

1.1.5-Reasons for Teaching Writing

Harmer (2007) argued that students should be involved in the task of writing, whether inside or outside the classroom, for many reasons. One reason why students have to be encouraged to write is that writing offers students the chance for more "thinking time" than they get when cooperating in oral conversations where they speak more spontaneously. This in turns helps students to process the language or to think more about the language.

According to Harmer (2007) there are two types of writing which are writing for learning and writing for writing. In case of the academic, writing is utilized as a tool for students to practice the language they have been learning. For example, the teacher might ask students to write down a set of utterances utilizing a specific pattern, or using new vocabulary they have just acquired. This kind of writing tasks is formed in order to use them as rewards for students. This is particularly practical for those who learn bed through both visual and

kinaesthetic tasks. Another type of learning for learning happens when writing activity is considered as a preparation for students for other activities. Writing here is deemed as an enabling task.

Conversely, writing -for -writing is conducted to promote students' proficiency in different types of writing. It means that the different types of activities of writing are designed for the purpose of developing students' skills in writing, whatever the type of writing would be, such as written diaries, emails, and reports. What is more, in writing-for-writing tasks the focus is on the language itself, whereas in writing-for- learning the centre of attention is on the entire task. This will involve not only the use of suitable language, but also the structure of the written work, organization, way of writing and potency. Bearing in mind that how teachers manage students' writing, and their way of giving advice and feedback will be distinct, relying on what type of writing they are associated with (Harmer, 2007).

1.1.6-Writing Components

Starkey (2004) claimed that students are required to use some essential elements while writing so that they can produce effective pieces of writing. According Starkey (2004), Organization, clarity, coherence, word choice, and mechanics are one of the basic components of writing that if used properly, learners ensure a communicative and understandable text.

1.1.6.1-Organization

A coherent piece of writing cannot be effectuated , unless the writer (student) knows how to introduce his ideas in a well organized format by using particular organizational methods .In this context, Starkey (2004) have argued that "while creativity and inspiration can play an important role in good essay writing , organization, and revision are critical". Which means no matter how much the writer is creative and skilful, and no matter how hi much good and inspirational he has if he does not know how to organize his ideas and make them compatible with a framework. In Addition, organization allows for the reader to link his ideas

in an appropriate way through the use of organizational techniques which makes the point of the writer clear and understandable for the reader , as Starkey (2008, p.02) mentioned "Organization also benefits the reader by following the organization methods, you will guide your reader form your first to last sentence. He/she will be able to see how the various points you make in your piece of writing work together and how they support your written work".

1.1.6.2-Clarity

Clarity is another essential component of for producing a readable piece of writing. This latter is possibly reached if the writer use simple and clear sentences and avoid using lengthy and ambiguous utterances that may confuse the reader and make him lost. Accordingly, Murray and Hughes (2008, p. 86) claimed that "clarity is essential, so you need to make your writing as easy to read and accessible to your reader as possible."

Starkey (2004) argued that in order for the any piece of writing to be clear, students must consider some important issues. They should avoid using ambiguous words and phrases that may have more than a single meaning. What is more, learners should avoid words and sentences that have the same idea throughout the whole writing. That is, they should be as concise and as precise as possible in their ideas in order to avoid wordiness. Starkey (2004) found out that "wordiness is a sign of sloppy writing" (P.17).

1.1.6.3-Coherence

Coherence has a vital importance in the writing process. Murray and Haghes (2008) argued that "coherence is perhaps the single most important element in any kind of writing" (p.45). That is, coherence is that component in the writing process which permits for the learner to linked and arrange his ideas in a logical manner which in turns helps the reader to easily understand the meaning. Actually, no matter how good and how strong ideas the writer possesses, if he does not have any idea about how to link them in order to produce a readable

and coherent piece of writing. Murray and Haghes (2008) stated that "a good writer sticks his ideas together so that they act as links in a chain, each link connecting the one before it with the one after" (p.45).

| IDEA 1 | 1 ⇒ | IDEA 2 | 1+2 ⇒ | IDEA 3 | 1+2+3 ⇒ | IDEA 4 |
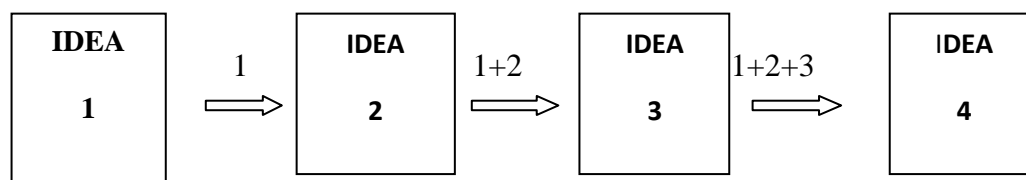
Figure: 1.1.2-Sequence of Ideas

Harmer (2004) asserted the essential role of cohesive devices in the combination of sentences in the production of a unified and coherent piece of writing. For that, Harmer (2004, p.24) claimed that "the cohesive devices (including grammatical and lexical devices) help to bind elements of a piece of writing together so that we know what is being referred to and how the phrases and sentences relate to each other."

According to Widdowson (2001) coherence has a crucial role in the process of writing. A communicative piece of writing cannot be reached without using coherent ideas that are linked in a systematic and logical manner. Furthermore, Hedge (2000) claimed that" writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text"(p.302). In other words, the writing process is the end product of a number of techniques and strategies which are applied in the different stages of the writing process.

1.1.6.4-Word Choice

Students should carefully and appropriately select their words while they are writing. Doing so assures that the reader will easily understand the writer's line of thought. It is advisable to the writer to be familiar with denotation and connotation so that he will avoid informal language and word ambiguity throughout his writing. In this context, Stakery (2004, p. 21) pointed out that "saying what you mean takes more than just an understanding of the

denotation (literal meaning of a word) of a word, many words also have a connotative meaning. The connotation is assures that a words implied meaning, which involves emotions, cultural assumptions, and suggestions". When making word choice, it is necessary to take into consideration the different meanings of words in order to get the message across.

1.1.6.5-Mechanics

In addition to the aforementioned components, students also should consider some other fundamental rules and mechanics of writing. Starkey (2004) conducted a study that stated that there are three major mechanics of writing including grammar, punctuation, and spelling. All of them are recognized as the most complex elements of written communication. Starkey (2004, p.39) argued that "the rules of mechanics are complex; in fact they sometimes confuse even professional writers". Zemach and Islam (2006) put forth that about the vital role of grammar for EFL Writing Performance. According to them a skilful writer does not only have the ability to generate good ideas and to have a good writing style in English, but he should also be familiar with the different grammatical structures of the language. Zemach and Islam (2006) suggested that when learners master the grammar rules, they will be able to produce a good piece of writing. Furthermore, Brooks and Penn (1970) pointed out that while writing students should take into consideration the following aspects: the grammar of the language, its grammatical forms, how the words combine to one another, the connotation and denotation of those words and punctuation.

Punctuation marks also play a critical role in the writing process. The appropriate usage of punctuation marks by writers help readers in the reading process. Thus, the use of punctuations correctly in their sentences helps the reader to know when an idea stops and when a new one starts and also makes ideas easier to read this in turns helps the reader to stay focus and not getting bored. In fact, EFL teachers when they asses their student's Writing they

focus more on punctuations marks, whether their piece of writing is well punctuated or not. That is, the quality of writing is not judge only on the content, but also on the way students use punctuations (Harmer, 2004).

Moreover, Murray and Hughes (2008) pointed that "punctuation marks indicate pauses and sentence boundaries and also eliminate ambiguity. A well punctuated and capitalized piece of writing should make your work easier to read and understand and will therefore help it make a more favourable impression on your readers" (p.185). Moreover, spelling is another important aspect that teachers focus on when they assess the written work of their students; this is why students should be careful to their English spelling while they are writing. Harmer (2004) claimed that English spelling is difficult because of its regularity and accuracy. In other words, English spelling are systematic; they are controlled by rules that determine where and where not specific spellings are accepted. Therefore, English students have to take into consideration the different spelling when they are writing in order to communicate thoughts clearly and understandably. For that, Harmer (2004) has argued that "Spellings make English relatively easy to read"(p.46).

1.1.7-Approaches in Teaching the Writing Skills

Writing approaches "describe the relationship between the beliefs that writers have about writing and the patterns of writing strategies that they employ" (Lavelle and Bushrow 2007, p.808). The concept of approach therefore reflects a holistic view reflecting on the connection of beliefs regarding writing to methods used by authors, which in turn affects the performance of writing results. Teaching writing has passed through a number of changes over the past decades aiming at developing ESL/EFL learners to become good writers. From these changes, several approaches have emerged and formed those which are concerned with teaching writing and overcome its issues. The most famous approaches are product based, process based, and genre based. Each one of these approaches sees the writing skill from a

different perspective. However, these approaches are different; they have the same aim in mind which is to help learners reach their full potentials, efforts, and abilities for developing their level in writing.

1.1.7.1-Product-Based Approach

The product-based approach is "a traditional approach, in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage" (Gabrielatos, as cited in Hasan & Akhand, 2010; p.79). Therefore, writing in this approach serves to reinforce writing in second or foreign language in terms of grammatical and syntactic forms (Raimes cited in Tangpermpoon, 2008; p.2). Thus, this approach is focused on appropriate use of vocabulary, syntax, and cohesive device (Pinca cited in Badger and White, 2000: 153-154). This traditional approach, in addition, encourages the students to mimic a model text which is usually presented and analyzed at an early stage (Gabrielatos cited in Hasan & Akhand, 2010; p.78).

According to the above definitions, the product-based approach focuses on the end product. The interest is on the aim of the writing task and in the product. It involves using "a model- text" which the students imitate to produce one. In other words, learners read a model composition; the latter is used for exploration, imitation and analysis, provided by the teachers. For instance, in the writing classrooms, teachers serve examples or model text for the learners and based on the models, students produce a similar composition in order to practice a grammar point.

Steele (2004) reported that, in order to apply this approach in the ESL writing classroom there are four steps to adhere:

1. **Familiarization:** as first step students read the model text and point out the distinguishing characteristic of that composition such as the organizing of thoughts, language choice and the technical aspects of writing.

2. **Controlled writing:** in this step students perform drills to practise the defined features in the model composition.

3. **Guided writing:** in this step students imitate the model text by generating then organizing some accurate ideas that go hand in hand with the model.

4. **Free writing:** as a last step students produce the writing task using their writing competence to present the expected outcome (paragraph, essay...etc).

Some of the advantages of this approach are that students start learning how to use particular pattern-product methods in writing composition systematically, especially in writing narrative descriptive and persuasive essays. In addition, Tangpermpoon (2008) the product-based approach strengthens the writing skill of students in the areas of grammar and syntax. This approach serves as a source of different writing activities like sentence linking and the use of model texts. These activities will improve the students' awareness in second language writing. Selvaraj, & Aziz (2019) shed the lights that product based approach lost its popularity as it has no concern over the process of writing but the grammar structure and syntax. It demotivates students because the focus is on accuracy in mimicking texts rather than students' creativity.

1.1.7.2-Process Based Approach:

Teaching writing takes a different orientation where it moves away from an emphasis on the writing product to focus on the process of writing. Writers concern themselves not only with the aim and audience, but also their main concerns are: what are the steps i need to follow? How do I get started?

Kroll (as cited in Hasan & Mohd, 2010) defined the process approach saying that: The "process approach" serves today as an umbrella term for many types of writing courses …. What the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts (P.79).

According to Kroll, there are four processes involved in the writing process; planning, drafting, revising and editing. Sheir et al (2015) mentioned that it is "an approach for teaching writing that stresses students' creativity and consists of the following steps: pre-writing to generating ideas, writing drafts, revising, editing for grammatical accuracy and publishing" (P.07). In addition, Raimes (1983) added that students in this approach discover different topics through the writing task, presenting their drafts to teachers and exchanging it with peers, editing, think about, and move them on to new ideas. Harmer (2001) argued that "a process approach asks students to consider the procedure of putting together a good piece of work" (P.326). The eight stages that Steele (2004) proposed as prewriting activities for a writing model are; brainstorming, planning/ structuring, mind mapping, writing the first draft, peer feedback, editing, final draft, evaluating and teachers' feedback.

According to the above definitions, the process-based approach's emphasis is on the process of getting the end product. This approach focuses on a variety of classroom activities; i.e., prewriting processes. These processes enable learners to move back and forth to improve their writings. It is considered as a dynamic approach, and it is popular as it promotes creativity when the learners; i.e. writer create their own text. As a result, they can enhance their writing abilities in the classroom. In addition, Raimes (1983) argued that teachers

applying this approach provide their learners two important supports which are time to organize ideas and feedback of their product. So, the task of writing becomes a task of discovery for the students: exploring new thoughts and new language patterns to express those thoughts.

In spite of these advantages, Harmer (2001) stated that process-oriented approach has its disadvantages; one of these disadvantages is time consuming as the writer focuses on the processes: brainstorming, drafting, reviewing, editing, re-drafting and re-editing..... Therefore, it is difficult to provide students with enough time to focus on the process of writing since classroom time is restricted or sometimes the process is not adequate because students are just required to engage in a communication game.

1.1.7.3-Genre Based Approach

Genre approach; in the other hand, sees writing as a social activity which is concerned with the final product. As Badger and White (2000) stated "writing as pre-dominantly linguistic but, emphasize that writing varies with the social context in which it is produced producing texts based on social context in which it is produced" (p.155). Elashri (2013) have argued that "Learners should be exposed to many examples of the same genre to develop their ability to write a particular genre" (p.7). Furthermore, Tangpermpoon (2008) pointed that "The objective of this approach is knowledge and certain genre and the communicative reason which will enable writers communicate with the community" (p.6). In simpler words, learners; as a pre-writing activity, study texts in the genre they are going to be writing. To illustrate, if learners are asked to write a 'report', typical models of this kind of report should be served to those learners. Thus, they look at them before they start their own writing (report). Hence, knowing and learning different styles of writing and various text types are crucial to apply the genre-based approach in order to express social purposes effectively.

Learners' exposure to variety of text genre is considered to be the major advantages of this approach, as Tuan (2011) have said teachers are "concerned with teaching learners how to use language patterns to accomplish coherent, purposeful prose writing" (p.123). Consequently, this model text assists learners especially beginners during their writing phase which decreases the anxiety among learners. Swales (2000; as cited in Md. Kamrul Hasan & Mohd, 2010) suggested that a genre approach over-focuses on the reader while paying less attention to learner expression (p.81).

Like the other approaches, the genre-based approach has its drawbacks. One of the disadvantages is that this approach deprecates the learner's ability. Other than that, it emphasizes on the product rather than the process. Thus, it makes it difficult to reach the target audience. In addition, learners lack in knowledge and ignorant of grammar points and language structures.

1.1.8-Teaching Writing in EFL Classrooms

Harmer (2004, p. 31) stated that

> Writing (as one of the four skills of listening, speaking, reading and writing) has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.

In classrooms where English is learned as a second language, ESL teachers need an understanding of what is involved in (L2) writing. They need coherent perspective, models, tools for thinking about second language writing. In teaching writing, EFL/ESL teachers cannot apply a one size fits all approach because each approach saw this skill from a different angle or a different perspective. In other words, in teaching writing, we can focus on the

product of that writing, on the writing process itself, or other element such as purpose and audience. For example, on one hand, when concentrating on the product we are only interested in the aim of the task and in the product. In this case, product-based approach is much more suitable. One the other hand, those who pay attention to the various stages that any piece of writing goes through, here the convenient approach is the process-based. In order to plan writing instructions in ESL classrooms, Selvaraj, & Aziz (2019) suggested three steps which are: knowing the students, knowing the methodology and scaffolding. (P.469-470)

1-1-8-1- Knowing the Students

In EFL classrooms, predicting students' level is important while choosing the accurate teaching approach in order to ensure a positive outcome. With average students process and process genre and process product approaches work best with their level in addition to teachers' and peers' feedback and some scaffolding, students can improve their writing. While, under average students may employ product-based approach as they are not familiar with the accurate language use.

1.1.8.2 Knowing the Methodology

Choosing the adequate approach by EFL teachers is a critical step in planning the lesson for ensuring a successful learning/teaching process which means EFL teachers should know each approach of teaching writing and select the one that suits learners' needs.

1.1.8.3 Scaffolding

This technique of scaffolding has an essential role as it fosters learners' motivation to write. Teachers can use scaffolding with students of different proficiency levels. Scaffolding can be applied through giving feedbacks and peer review. Selvaraj, & Aziz, 2019 stated that:

To scaffold the teaching of writing in higher education level, process writing will be the best approach. Meanwhile, in secondary and primary school level, process-product approach and process-genre approach will be suitable to be employed in the ESL classrooms, as scaffolding is given importance when selecting these approaches (P.469).

Furthermore, writing approaches to first language users differs from the second language learners. Besides, Learners in ESL classrooms have different personalities and proficiency levels and come from various backgrounds. As a consequence, teachers need to be creative in implementing various approaches blended with strategies for each lesson conducted to engage students then achieve successful learning.

1.1.9-The Importance of Writing in Learning Languages

According to Zhu (as cited in Selvaraj, & Aziz, 2019), business world needs qualified employers who have good writing skills. Moreover, Zhu believed that while writing creativity, imagination, and understanding increase because writing is not just putting words together, but effective writing is an effective communication that requires techniques in generating and organizing thoughts and ideas. According to Bryan S. Judge (2012) added that "the ability to write well can secure a grant, disperse a cogent idea, facilitate academic promotion, or influence a global audience. Poor writing skills can lose each of these, as well as respect for the writer". So in general, the significance of the writing skill cannot be denied because of its great importance in all professions rather than only academic setting (schools, universities...).

According to Harmer (2004):

The importance given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with other skills; in other curricula it is only

used, if at all, in its 'writing-for-learning' role where students predominantly to augment their learning of the grammar and vocabulary of the language (P.31).

This implies that in some learning situation the writing skill shares the same value with other skills (speaking, listening and reading). While in other situation, where the aim of the curriculum is to develop learners' grammar and vocabulary, the attention is given to the writing skill which plays a major role in fostering the grammar and vocabulary of students. In addition, Harmer (2004) argued that writing activity differs from oral ones in the point that writing task is often not time-bound which means learners have the opportunity to think and organize their ideas and also to use different sources (dictionaries, grammar books...etc). This in turn will encourage students to concentrate on adequate language use which leads to language development and overcome writing issues as the objective is to enhance their writing performance. Besides, Adzana (2018) pointed out that "writing can be a tool of communication. The students can communicate with other using their own writing results. They can express their feelings and what they are going to say through writing product" (P.161). Moreover, Nunan (2008) stated that " writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader" (P.88). This signifies that students can use writing as an indirect mean of communication which means communication through a written form. Hence, it supports students to use their mental capacities to think about the needed ideas to convey the intended meaning in an appropriate way. Additionally, Walsh (2010, as cited in, Klimova 2013) argued that writing is of paramount importance in second language teaching and learning as its acquisition requires learners to have knowledge and be familiar with other language skills, such as, reading, speaking, and writing. In addition, it involves mastering other skills such as cognitive and metacognitive skills which help students to set out, think, and organize their learning. Moreover, Marley (2009, as cited in, Klimova, 2013) believed

that writing helps in the development of language at various levels, such as grammar, vocabulary, phonology, and discourse.

Conclusion

In a nutshell, in language teaching and learning writing process is proved to be an arduous task which needs to be paid more attention to. Therefore, both teachers and learners are required to devote much more efforts and practice, to choose the suitable approach and to have the acquired knowledge in order to attain better results. Yet, the writing process is not restricted only to the pedagogical aspect; rather other psychological aspects should be taken into consideration. For that, we highlight the critical role of self-motivation as a driven force to push students forward in their learning process. As a result, there will be more creative, autonomous and responsible learners.

Section Two: The Importance of Self-Motivation in the Writing

Introduction

Language learning and motivation are said to have a critical link in the teaching/ learning process. In fact, motivation is a key factor which triggers students' curiosity and interest in the learning process. Yet, the latter cannot be sustained unless it is channelled to self-motivation because self-motivated learners are more likely to persist long enough in the learning process to achieve their long term goals. The aim of this section is to cover the definition of motivation and its types. Besides, it will include the definition and techniques of self-motivation, an overview on self-efficacy, and the relationship between self-motivation and self-efficacy. This section will end up with motivation in the context of second language learning, strategies to enhance students' motivation and the relationship between students' motivation and writing.

1.2.1- Defining Motivation

Motivation is one of the most widely discussed subjects in educational psychology, because it is recognized as an important factor that supports students learning. Motivation has been defined by many psychologists and researchers and each one explains and defined motivation from his point of view. One definition of motivation is "what moves people to action" (Ryan and Deci, 2017). Hall and Goetz (2013) defined motivation as "the internal forces that move us in a certain direction" (p.58). According to Jones (2018) "motivation is the extent to which one intends to engage in an activity" (P.6). Furthermore, Dörnyei (2001) stated that "motivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do" (P.01). For Schunk et al. (2013) motivation is "the process whereby goal-directed activities are instigated and sustained" (P. 5). To summarize,

motivation is an internal process that gives directions to individuals in order to satisfy certain desires towards certain goals and changes either in the self or environment. The essence of motivation is to stimulate the person to obtain the desired outcomes. When the person is motivated he proceeds and takes actions, and then he expends the effort to sustain that action. So, motivation is an internal power that controls people's desires, actions and behaviours.

1.2.2 Extrinsic and Intrinsic Motivation

Kember (2006) argued that Intrinsic and extrinsic motivation are two types of motivation which have been predominantly the most widely used way of describing motivation in higher education. Actually, intrinsic and extrinsic motivation can be understood from the literal meaning of the two terms. Intrinsic motivation can be defined as motivation by means of concern and interest in the learning activity. Extrinsic motivation, on the other hand, is recognized as motivation by means of outside rewards and influences which are external to the task. Generally, in higher education the external rewards that are commonly used are the grade procured, the profession it can lead to, or the payment that results from it. Besides, intrinsic motivation is considered as a supportive and valuable form of motivation; whilst, extrinsic motivation is usually deemed as less valuable or desirable form of motivation. According to Deci and Ryan (as cited in, Sharma and Sharma, 2018) motivation can be distinguished to two kinds depending on the individuals' reason of motivation which can be intrinsic or extrinsic. Intrinsic motivation, on one hand, includes performing a task for the sake of the activity itself and for being interested in it. Extrinsic motivation, on the other hand, is the result of external forces and stimulators. Likewise, intrinsic motivation increases students ' self direction, efficiency, and self- fulfilment; while, extrinsic motivation assumes the supposition of getting rewards or avoiding punishment.

Mahadi and Jafari (2012) claimed that self-determination theory that was introduced by Ryan and Deci (2008) distinguished between various types of motivation according to

different factors which prop an attainment. They suggest that the most significant difference is between intrinsic and extrinsic motivation. Intrinsic motivation refers to a person's pleasure and interest to perform an activity because an individual feels that it is entertaining and appealing. Also, students who are intrinsically motivated are more likely assumed to engage themselves in problem solving and learning from their faults and experiences. What is more, intrinsic motivation helps learners to integrate knowledge through assimilating heir internal knowledge with the new information. On the contrary, extrinsic motivation, according to them, is the tendency to participate in a target activity because of some external factors which are not linked to the task and just for the sake of receiving rewards or avoiding punishment. To come to the point, intrinsic motivation is a motivation that is originated inside a person. A person who is intrinsically motivated is inclined to an activity because of some internal desires (interest, self-autonomy, self fulfilment and pleasure) which direct the person to the task and get it accomplished in order to satisfy those desires. Whereas, extrinsic motivation is rooted outside the person, which means, motivation is controlled by some outside factors which push the individual to take part in a given activity for an anticipation of rewards from outside. Despite the difference that exists between those two types of motivation, both of them have a vital role in SL/FL learning.

1.2.3 Self-motivation

Different people have different goals; it might be getting better marks or starting a small business. Perhaps it's discovering the world and being a traveller. Whatever the goal is the reasons that hold individuals back from realizing it also differ. First answers that come to mind might be external factors. For instance, these factors can be the insufficiency of time, skills or money. These factors might affect the progress, but lack of self-motivation plays a major role in holding back. When the persons are passionately motivated, they can accomplish and achieve whatever they set their mind to.

As explained by Positive Psychology, self-motivation is the power that triggers the person to initiate doing things. According to John Yager (2006), "This in-built motivation is the most characteristic attribute (and natural too) of a living creature. It is the root cause by which this entire world functions." (P.03). In other words, self-motivation is an "in-built motivation" which characterizes the living creatures is the function force. Furthermore, Deci (1995) defined self-motivation as "the heart of creativity, responsibility, healthy behaviour and a lasting change." (P.09). This means that self-motivation is the inner driven potential that pushes the individuals to work toward their goals and leads to personal fulfilment, progress and development. Besides, the American millionaire Rockfeller believed that (as cited by, John Yager, 2006): "one should work hard to come up in life and having achieved this must work harder to sustain and maintain the success. Hard work is not only for money but also for good health and a peaceful mind" (P.12). Self-motivation is generally driven by intrinsic motivation. It can also be driven by extrinsic motivation (external rewards like money, power, status, or recognition); although it's clear that intrinsic motivation is usually a more effective and fulfilling drive.

Tony Robbins (2008) said "seeing enormously successful people and thinking they are where they are because they have some special gift. Yet,…the greatest gift that extraordinary successful people have over the average person is their ability to get themselves to take action" (P07). Allie Brosh (2013) stated that a lot of people motivate themselves to start doing things just because they believed that these things are needed to be done. While for her, self-motivation is to take action on doing challenging things that persons fear or avoid regardless if they are going to win or lose. Furthermore, self-motivation is also turning should into musts this means the ability to do what needs to be done and continue to make progress toward a goal without influence from other people or situations and even when it

feels challenging. So, self-motivation is what make individual keep up with the hard work and persist with patience to achieve self recognition before status and money.

1.2.4 Techniques to Self-motivation

Jim Cathcart (2016) pointed out that "Do what needs to be done…even when you don't feel like doing it". A successful person is not the smartest or the wealthiest, but he is the most motivated to succeed. So, the key to self-motivation is to have enough hunger and willpower, know what the goal is and do what is necessary in order to bring it about to meet the setting goals and focus on. Jim Cathcart (2016) suggested that there are many and various techniques and ways that will motivate the person. Here some of his proven techniques:

➢ **Make your goal or motive obvious, impossible to ignore, easy, and convenient.** Individual should put a reminder about his/her goals, for example; on the mirror, the screen of the computer, or the smartphone. They write their "to do list" and make promises, and they try to review their list to keep the goals in the top of their mind even if they take no action.

➢ **Make it fun.** Person should be creative to increase the fun factor. For instance, they try to work in their favourite place outdoor or indoors, add music, make a game of it, etc.

➢ **Reward yourself for taking action**. They put a reward for each step they accomplish.

➢ **Make a minimum commitment**. They say the first olive out of the bottle is the only one that's difficult. They just do the first step it can be difficult but whenever they start the rest will follow. So, they determine what could be their "first olive" activity?

➢ **Surround yourself with stimuli**. For example: the person can watch or read stories about successful people they consider as their ideals.

➢ **Change the rules you live by:** For home, work, friends, and family. They all have rules. So, persons observe their patterns and determine what "life rules," "work rules," and "family rules" are. Then, change those that don't serve them.

➢ **Acquire a skill you don't need yet**. This means getting ready. The more skills the persons acquire the more opportunities and chances they will have, for instance; learning languages…

➢ **Change your self-talk.** This it can be considered as a must technique. So, it is a must to avoid "I can't", "I don't know", "it probably doesn't", "they won't" and similar pessimist proclamations. Negative self-talk keeps the person small and unsuccessful. Do what is needed to do to change to a positive dialogue in words and in mind.

➢ **Do the toughest items first.** As Danny Cox said (as cited in, Jim Cathcart, 2016) "If you've got a frog to swallow, don't look at it too long. And if you've got more than one to swallow, swallow the biggest one first". This implies that it is advisable to start doing the difficult things first in order not to hinder the progress.

➢ **When you get depressed, go do something for others.** Negative feelings can stop the person from moving forward. So, in order to keep up the hard work, generous work is one of the best ways too.

1.2.5 Self-efficacy

Bandura (1977) offered a formal theoretical definition of self-efficacy:

Perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments.... Such beliefs influence the course of action people choose to pursue, how much effort they put forth in given endeavours, how long they will persevere in the face of obstacles and failures, their resilience to adversity, whether their thought patterns are self-hindering or self-aiding, how much stress and depression they experience in coping with taxing environmental demands, and the level of accomplishments they realize. (p. 3)

Schunk gave a further explanation to self-efficacy saying that "People's judgments of their capabilities to organize and execute courses of action required attaining designated types

of performances" (as cited in, Bandura, 1986, P.207). Schunk (1989) added that learners who have high academic efficacy habit will show stamina, energy and intrinsic interest in their learning process for positive academic achievements. Carey and Forsyth (2009) also mentioned that a person who has beliefs in his/her abilities to carry out actions are fundamental to realize attempted behaviour. That is, self-efficacy is individual's set of beliefs and expectations about his/her own capabilities and outcomes. In this vein, Bandura et al. (as cited in, Troia et al., 2012) self-efficacy beliefs encompasses both "outcome expectations" which refer to the beliefs that certain behaviours will result in intended outcomes, and "efficacy expectations" which refer to beliefs that one has the ability to act those actions to attain the target result. So, the belief the person puts in his/her capacities will determine whether this belief is a pushing or a hindering effect.

1.2.5.1 Sources of Self-efficacy

Bandura (as cited in, Bong, M., and Skaalvik, E. M., 2003, P 05-06) suggested four major sources which will develop a sense of belief or disbelief in ones capabilities. These sources of self-efficacy formation are listed below:

- ➢ **Enactive mastery experience:** Bandura considers 'mastery experience' as the most significant driver of self-efficacy. Mastery experience refers to the person's prior experience with a given task. So, his/her success or failure on the task will strengthen or weaken a sense of self-efficacy.

- ➢ **Vicarious experience:** a sense of self-efficacy can also be built on the basis of an individual observation on similar others' performance on tasks. For instance, if other people possessed similar abilities succeeded in one area, this will increase a sense of self-efficacy beliefs to be as successful as they are in particular area.

➢ **Verbal persuasion:** establishing a persuasive communication with influential people in someone's life that he/she is capable and possesses the needed skills is an effective source for self-efficacy formation.

➢ **Physiological reactions:** emotional and physiological states such as, heartbeats, depression, sweating and stress; will affect person's self-efficacy whether positively or negatively.

In addition, James Maddux (2013) proposed a fifth source for self-efficacy formation which is **"Imaginal experiences"** this refers to the state of visualizing oneself acting successfully in a given task.

1.2.6 Self-efficacy and Motivation

The acquisition of second language/ foreign language is a complex process. This learning process is an interaction between the learner and the subject matter to meet the underlined objectives. Therefore, it is required from the learner to be self-motivated and express a high sense of self-efficacy. In simplest words, students need to keep themselves motivated and to maintain this motivation toward learning; they have to believe in their abilities. Some researchers believe that self-efficacy and self-motivation are two totally different constructs.

Schunk and DiBenedetto viewed self-efficacy as "a key motivational construct" (as cited in, Bandura, 1997; Schunk and DiBenedetto, 2016; Schunk and Usher, 2019) (P.02). Additionally, Bandura mentioned that "Outcome expectations, or beliefs concerning the probable outcomes of actions, are important because individuals are not motivated to act in ways they believe will result in negative outcomes" (as cited in, Schunk, 1991, P.209). Schunk (as cited in, Schunk, 1991) claimed that "Motivation is enhanced when students perceive they are making progress in learning. In turn, as students work on tasks and become more skilful, they maintain a sense of self-efficacy for performing well" (P.209). On one

hand, students' motivation boosted when they see that their expectations about the result are achieved. On the other hand, when students are motivated enough they will sustain a self-efficacy habits to obtain the goals. Hence, the set of beliefs in self-efficacy theory come to be a key and direct explanation for student motivation. Furthermore, Bandura (as cited in, Troia et al., 2012) confirmed the connection between self-efficacy and human motivation by saying that "self-efficacy, an individual's assessment of his or her competence to perform a future task, is perhaps the most well established and well researched aspect of human motivation" (P.18). This means that self-efficacy is a key component in human motivation.

1.2.7 Students' Motivation and Second Language Learning

It is widely acknowledged that motivation has a critical role in initiating learners' persistence, curiosity and enhancement in acquiring the language skills; that is, there is a close relationship between motivation and academic achievement (Sharma and Sharma, 2018). According to Dorner 2000 (as cited in , Sharma and Sharma, 2018) motivation is an internal power that pushes students forward to achieve their short and long term objective, and it helps them to maintain interested in the learning process. In fact, suitable teaching methods, competent teachers and syllabi are all important factors in the learning process, but without motivation they are not sufficient to assure students' academic success. In other words, students' achievement in the second language depends greatly on their level of motivation. If students were highly motivated, they will undoubtedly reach their learning goals and overcome any kind of obstacles that may stop their academic performance (Sharma and Sharma, 2018). Oxford and Shearin (Sharma and Sharma, as cited in, 2018) pointed out that motivation has a great impact on the various and amount of information learners attain in the foreign language, the learning methods they use and the cognitive processes they foster. In addition, many studies have shown that motivation can energize students to make efforts in the learning process and directs them towards their goals, also it pushes them to take part in

the activity and keep it .Furthermore, Brewer and Burges (as cited in, Mahadi and Jafari, 2012) argued that motivation is a fundamental element of learning. The intention of being motivated to learn a foreign language will trigger interest and curiosity to learn more about the language and exert more effort to attain his desires from learning the language (Gardner, as cited in, Mahadi and Jafari, 2012). Another idea is discussed by Cook (as cited in, Mahadi and Jafari, 2012) which entails that second language learners' performance is better than others simply because they are better motivated. In the same vein, Ellis 1994, as cited in, Mahadi and Jafari, 2012) stated that the process of learning goes hand in hand with motivation. In this context, Ellis (as cited in, Mahadi and Jafari 2012, P.233) said that "language teachers readily acknowledge the importance of learners' motivation, not frequently explaining their own sense of failure with reference to their students' lack of motivation". Ellis (as cited in, Mahadi and Jafari, 2012, P.233) believed that "motivation is the effort which learners put into learning an L2 as a result of their need or desire to learn". In addition, Mahadi and Jafari (2012) pointed out that "learners think that they need to speak the second language with the aim of being in touch with others or accomplishing and achieving specialized desires and goals , they will be motivated to obtain expertise and skills in it" (P.233) Moreover , Anjomshoa and Sadighi (2015) claimed that motivation is an essential factor in the process of second language learning , and it has a vital role in determining the proportion and success of second language learning. In addition, motivation has a great force which initiates learning the second language; it also gives them power to persist and go ahead in the long boring learning process. What is more, motivation can control how much students are active and engaged in the L2 learning.

The earlier research work on motivation reveal that motivation frankly affect how students use L2 learning methods , how much time students spend in communicating with native speakers and how long they sustain SL skills after they finish their language study

(Oxford and Shearin, as cited in , Haung, as cited in, Anjomshoa and Sadighi, 2015) . On the contrary, the learning process that lacks motivation, even those learners with unlimited capabilities and skills cannot achieve long-term ends, and neither are suitable syllabuses and appropriate teaching sufficient on their own to guarantee learners' positive academic achievement (Dörnyei and Csizér, as cited in, Haug 2007, as cited in, Anjomshoa and Sadighi, 2015). Spolsky (as cited in, Wimolmas, 2013) stated that:

> Motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity (P.907).

Therefore, second / foreign language learning have a critical link to motivation; students' success and achievement in the foreign language is directly linked to their level of motivation. Indeed, the language learning process is a process that requires energy, effort, and a strong will and to continuously achieve high motivation is of salient importance.

1.2.8 Strategies to Foster Students' Motivation in EFL Classrooms

According to Albert Einstein (as cited in, Jones 2018, P.14), "I never teach my pupils, I only attempt to provide the conditions in which they can learn". In addition, Srivastava and Angelo (as cited in, Odanga 2018) believed that "goal orientation" is a way for enhancing students' motivation. Odanga (2018) proposed that "if students have goal orientation in their academic lives then would be self-motivated to achieve academic success" (P.10). This means that goal orientation empowers individual to work hard to realize the target goals. So, students' determination to attain academic achievement confirms the connection between goal orientation and self-motivation. Another strategy is suggested by Dörnyei (2001) which is "create a pleasant and supportive atmosphere in the classroom". Thus, the teacher is required

to use humour and set a warm and safe learning environment where students engage positively in the learning process and feel comfortable regardless the mistakes they can make or difficulty they can face. Furthermore, Jones (2018) developed the "MUSIC model of motivation theory" which is consisted of five principles of teaching strategies titled: empowerment, usefulness, success, interest and caring. While designing a course, teachers should take into consideration the MUSIC model components. In turn, through these principles, teachers can choose the best teaching strategy that can ameliorate students' motivation, involvement and acquisition. Dörnyei (2001) gave another strategy which is taking students' learning very seriously. That is, the teacher should show his/her students that he/she is interested about their development and achievements, and he/she also believes in their abilities (he/she anticipates that his/her learners can reach good outcomes). Moreover, promoting the development of group cohesiveness is another helpful strategy to increase students' motivation. This strategy can be implemented through promoting group work and interaction. In addition, teacher starts his/her learners with different warm-up activities (ice breaks) such as: quizzes, songs, games…etc, in which he/she gets his/her learners' attention and prepare them for the new lesson.

Hence, depending on students' level, interests, needs and desires, teachers can use and vary the teaching strategies to increase students' motivation. The latter keeps students more focused and persistent to attain their goals.

1.2.9 Writing Motivation

Troia et al. (2012) "motivation, or drive, is a domain-specific and contextually situated dynamic characteristic of learners. That is one's motivation to write maybe substantially greater or weaker than one's motivation to speak or read, for example" (P.03). In other words, student's performance in language skill is directly related to his/her level of self-motivation, in general and writing in particular. Additionally, Zimmerman (as cited in, Troia et al., 2012)

believed that "many poor writers, including those with learning disabilities (LD), exhibit pervasive motivational problems, a lack of will and efforts to tackle the demands of written composition" (P.11). This implies that students who face obstacles while writing are particularly those who have problems with motivation and vice versa. Furthermore, "motivation plays prominent role in writing development and performance is acknowledged in most contemporary models of writing" (P.18). MacArthur et al. (2008) mentioned that "interest have been defined as a motivational variables" (P.145). Then, he added that "although the positive influence of interest on academic writing have been well established across individuals and knowledge domains, research has been equivocal on how interest can best be utilized to improve writing performance" (P.146). This proves the significant role of motivation in triggering students' curiosity and interest to promote their writing skill. Other researchers argued that "both motivation and self-regulation can have a positive impact on writing task performance" (Teng and Zhang; Woodrow, as cited in, Wilby, 2020, P.02), and "instruction on academic writing courses can develop both motivation and self-regulatory strategy use (Ching; Zhang, as cited in, Wilby, 2020, P02). Hidi and Boscolo (2007) stated that "the socio-constructivist research tends to neglect motivational aspects of writing as it assumes that motivation is inherent in writing as an authentic activity" (P.5). For that, it is clear that motivation and writing are not separated, rather the two are interrelated and each one has an impact on the other. Students' writing performance is enhanced when students are self-motivated. In this vein, Riber and Sjögren (2020) discussed that:

> At this point, we can identify that CW activities such as story writing, expressive writing, and poems possibly can foster EFL-learners' motivation to write. Also, we can identify that CW activities seem to facilitate relevance towards students' ability to express themselves since the activities empower writing activities that consider students' self-interest. As such, we can argue that CW activities appear to function as

a game-changer that helps to bring new life to the student's understanding of writing. The CW activities can draw the focus away from writing as a fixed form and move the process of writing into a more free space of self-expression on relatable subjects of interest for the student. This could lower the expectation of failure from the student's ought-to L2 self, which is associated with external motivational elements. Instead, the nature of CW may provide the student with an option to actually write, and therefore inflict an experience of success within the L2 learning environment (P.15).

Consequently, self-motivation and writing are tightly associated. Whilst, EFL learners are self-motivated their engagement in the writing process will increase. As a result, students will enjoy the process and be more interested in the task this in turn will lead them to do more practice and also be persistent to overcome difficulties. Similarly, the writing performance affects students' motivation either positively or negatively. That is, when the outcomes do not match their expectations their motivation will diminish. In contrast, their self-motivation will increase and develop if learners achieve positive performance.

Conclusion

Learning a foreign language is a complex process that requires control to effectively reach the objectives. Self-motivation performs a crucial role in fulfilling the devoted efforts; otherwise, the effort could wander from the objective that needs to accomplish. Therefore, in order to continuously control the path of these efforts; teachers should be aware of their role as factors in increasing or decreasing learners' self-motivation.

Chapter Two

Fieldwork

Introduction

While the theoretical part has tackled the two variables of the current research based on a review of different previous studies, this chapter aims at investigating our samples views and perceptions of self-motivation and its importance in boosting their writing abilities. To accomplish this, a students' questionnaire is used. This chapter, then, presents the research design, the findings attained, and the discussion of our results. The chapter ends up with advocating some instructional recommendations for both teachers and learners.

2.1 The Aim of the Study

The present study aims at investigating the students' perceptions of self-motivation and its relationship with their writing performance. It also tries to examine to what extent does self-motivation affect students' achievement in the writing skill. In addition, it seeks to make students more aware of the crucial role that self-motivation plays in enhancing their writing proficiency.

2.2 The Participants

The present study is carried out at the department of foreign languages\Mila university centre. The research is targeted to EFL students; they are first year students of English during the academic year 2021/2022. The total population of this study is 180 students who are divided into eight groups. Each group contains 25 students. Our sample is composed of 80 learners. The aim behind choosing first year students is that first year students, compared to students in the other levels, are believed to be unaware of the different metacognitive factors that can influence their studies.

2.3 Data Collection Tools

In an attempt to answer the research questions and achieve the aim of the present study, we opted for a qualitative research method, a questionnaire, that help us gain students' insights, perspectives, and perceptions of self-motivation and to what extent does it influence their writing performance as well as its influence on their perseverance with the process of learning how to write. The questionnaire is one of the most important tools of a research work that is designed to obtain information, perceptions, and ideas from different respondents. According to Health Research Methodology 2nded (2001) (as cited by, Roopa and Rani, 2017) "a questionnaire is simply a list of mimeographed or printed questions that is complete by or for respondent to give his opinion". It is quietly regarded as one of the most popular tools of data collection among researchers. The reason behind considering questionnaire such a preferable tool for data collection by the majority of investigators is for its merits. First of all, it is suitable for any kind of research. In addition, it allows the researchers to gather a huge amount of information in a very short period of time. So, it saves time and effort. Furthermore, it gives the investigators the opportunity to collect data from huge number of participants.

2.4 Description of the Students' Questionnaire

The questionnaire is composed of twenty-one questions which are categorized into four main sections. All questions are closed-ended questions in which participants are inquired to select from the pre-determined choices. The first section: general information (Q1&2)is designed to attain general information about the questioned students; whether they have chosen to study English or not, and how they rate their level in English. The second section (6 questions) is mainly concerned with the informants' perspectives about the writing skill, their difficulties in the writing skill; and the degree of importance of written expression courses in aiding the students to enhance their writing. The third section involves seven questions about

students' widely held views about self-motivation, their motives to learn, and if getting insufficient results increase or decrease their motivation. Then, students are asked if their teachers' feedback positively/negatively affect their motivation, and the obstacles that tend to hinder their motivation to learn in general, and to learn how to write in particular. The fourth and the last section is entitled "the importance of self-motivation in the writing class. It is regarded as the most important section of this questionnaire as it seeks to collect data about students 'views and awareness towards this psychological concept in writing.

2.5 Administration of Students' Questionnaire

The questionnaire has been administered at the Department of English, University of AbdElhafid Bousouf- Mila university centre during March 2022. The questionnaire was administered in a suitable and relaxed environment and the students were very helpful in this operation which took about three days. The questionnaire has been answered anonymously at the end of the sessions. During the allocation of the questionnaire, we clarify everything that appear unclear to the respondents in order to ensure that students understand the questions and consequently give suitable answers.

2.6 Analysis and Interpretation of the Results

2.6.1 Section One: General information

Q1: your choice of studying English at university was: personal or imposed.

Table 2.6.1.1- Students' Choice of Studying English

Options	Number	Percentage (%)
Personal	74	92.5%
Imposed	06	07.5%
Total	80	100%

The question distinguishes between two groups of students, in which choosing English as a major was a personal choice or an imposed one. The majority of students (92.5%) i.e, 74 students, reported that they have willingly chosen to learn English, which means that all most all the respondents are highly motivated and determined to study English. While, the minority (07.5 %) i.e., 06 students, proclaimed that they have involuntary chosen to be enrolled in the English department.

Q2: How do you consider your level in English?

Table 2.6.1.2- Students' Level in English

Options	Number	Percentage (%)
High	**09**	**11.25%**
Intermediate	**64**	**80%**
Low	**07**	**8.75%**
Total	**80**	**100%**

As it is clearly showed in table (2.6.1.2), the large majority of students; which represents 64 students, consider their level in English as intermediate, which implies that learners are considered as independent users of the language i.e, they are familiar with the language; know the grammar rules, and have the ability to engage in conversations; whereas , the remaining percentage (20%) is divided between two groups; those who see that they have a high level in English, and the others who rate their level of English proficiency as low which means that they need more assistance and must urge themselves to put more effort in order to enhance their level with 11.25% and 8.75% respectively. In short, the results indicate that the learners are of intermediate level in English.

2.6.2 Section Two: The writing Skill

Q03: Which language skill has proved to be problematic for you?

Table 2.6.2.1- The Most Difficult Skills for Students

Options	Number	Percentage (%)
Writing skill	33	41.25%
Speaking skill	30	37.5%
Listening skill	15	18.75%
Reading skill	02	2.5%
Options	Number	Percentage (%)

The table reveals that writing and speaking are the most challenging skills. In which the majority of students (41.25%) declared that writing is the most complex language skill for them. This indicates that they face difficulty when they come to write because they are conscious that the writing task is complicated and requires a lot of cognitive processes (such as, planning, editing, and reviewing…etc). While 37.5% out of the total sample claimed that they mainly have difficulty in the speaking area, which suggests they experience difficulties when they communicate their ideas orally, and this may be due to the fact that English is not a phonetic language, lack of vocabulary and shyness as well. The remaining 17 students are divided between 18.75% who said that listening is the problematic skill and only 2.5% declared that they face problem with reading. This implies that students are not aware of the importance of these two skills, and they lack the potential to learn them. To sum up, learners are aware that writing is a difficult and challenging skill.

Q04: What are the most essential components of effective writing?

Table 2.6.2.2- Most Essential Components of Effective Writing

Options	Number	Percentage (%)
Spelling	20	25%
Grammar	20	25%
Punctuation	10	12.5%
Coherence	04	05%
Vocabulary	14	17.5%
Ideas	05	06.25%
Organizing your thoughts	04	05%
All of them	03	3.75%
Total	80	100%

As the results in the above table display, half of respondents are divided equally into two groups; 25% believed that 'spelling' is the important element of writing, and the other group 25% showed that 'grammar' is the most significant component. This confirms that learners are aware that poor spelling and grammar will distract the reader from understanding the conveyed message, as mentioned in the theoretical part by Zemach and Islam (2006) who argued that learning grammar rules help learners write accurately and effectively. In addition, English spelling is believed to be a troublesome and challenging skill to many EFL learners. These important aspects of writing have to get a great importance in the learning/ teaching processes. 17.5% declared that 'vocabulary' for them is the most effective components in writing. Good vocabulary is necessary because it allows learners to express their thoughts while avoiding repetition and using a variety of words to formulate sentences. The other 12.5% perceived 'punctuation' as a crucial element, which indicates that students know that punctuation helps them to avoid ambiguity. Five students, accounting for 06.25% considered

'ideas' as the essential component. 10% out of 100% is divided equally between 'coherence' (05%) and 'organizing thoughts' (05%). That is only few participants are conscious for the vital role of ideas, coherence and organizing thoughts in refining a piece of writing. A minority of 03 students, chose that all of the aforementioned components have the same importance in writing. So, those three respondents are aware that all the components are intertwined in good writing.

Q05: How often do you practise writing?

Table 2.6.2.3- Frequency of Practising Writing

Options	Number	Percentage (%)
Every day	**08**	**10%**
Sometimes	**58**	**72.5%**
Not at all	**14**	**17.5%**
Total	**80**	**100%**

The overwhelming majority of the participants representing (72.5%) confessed that they 'sometimes' practise writing. This shows that students write only when they are assigned to do classroom tasks, and they are not aware of the vital role of this skill in promoting their language; whilst, 17.5% of students said that they never work on their writing skill. This predicts that those learners are not interested at all in the writing skill. The rest percentage (10%) declared that they practise writing 'everyday', which means that the minority has a great inclination to the writing skill and they are willingly willing to enhance their level.

Q06: When you write, do you face problems in (you may choose more than one option)

Table 2.6.2.4- Issues in Writing

Options	Number	Percentage (%)
Finding vocabulary	18	22.5%
Applying grammar rules	15	18.75%
Generating ideas	15	18.75%
Interference of your mother tongue language	07	08.75%
Punctuation	09	11.25%
Finding vocabulary+ applying grammar rules	16	20%
Total	80	100%

The above table shows that the most faced issue in writing is 'finding vocabulary' with a 22.5%. In the second rank comes 'finding vocabulary' and 'applying grammar rules' where 20% of students claimed that they have problems with both of these two aspects. Besides, the 18.75% face problem in 'applying grammar rules' whilst writing. This means that finding vocabulary and applying grammar rules are proved to be the main common issues among EFL students. The other 15 students find difficulty in 'generating ideas'. This implies that the respondents face difficulty in finding ideas which means that the issue is on the pre-writing phase. That is, many subjects may skip or ignore the importance of this step. 09 participants (11.25%) revealed that they face problem with 'punctuation' and the rest 07 participants (08.75%) declared that the 'interference of the mother tongue' constitutes an issue in writing. This indicates that the majority of them are not conscious of the importance of punctuation and that they do not apply it appropriately which may cause as a real problem in their writing.

Moreover, most of the participants are not aware of the interference of the mother tongue, especially on the writing style. Hence, it is an absolute must that teachers should urge their learners to do more practice and grab their attention to the writing problems in order to avoid them in the future.

Q07: Does writing about topics you like or interest you facilitate the process of writing?

<div align="center">Table 2.6.2.5- Writing in Topics of Interest</div>

Options	Number	Percentage (%)
Yes	72	90%
No	08	10%
Total	80	100%

The majority of students proclaimed that writing about topics they like facilitate the writing process. While on the contrary, only eight subjects, with the percentage of just (10%) stated that writing in topics of interests has nothing to do with simplifying the writing process. This shows that writing about topics of interest increase the motivation of learners to overcome the writing problems.

Q08: To what extent did the Written Expression courses help you improve your writing proficiency?

Table 2.6.2.6- The Extent of Help that Written Expression Serves in Improving Writing Proficiency

Options	Number	Percentage (%)
Very much	48	60%
Don't know	09	11.25%
Not very much	20	25%
Not at all	03	03.75%
Total	80	100%

Concerning this item, 60% of students believed that Written Expression courses is crucial in improving their writing proficiency. This confirms that students benefit from Written Expression courses in developing their writing skill. On the other hand, 20% of the respondents completely contradict this idea and claimed that it does help, yet this help is not considered as a significant support in enhancing their writing performance. The remaining participants are divided into 11.25% who selected the option 'don't know' and just 03.75% who said that Written Expression courses doesn't help them at all in ameliorating their writing proficiency. So, some participants totally ignore the usefulness of writing.

Section Three: Self-motivation

Q09: How was your level of motivation at the beginning of your study?

Table 2.6.3.1- Students' Level of Motivation in the Beginning of their Study

Options	Number	Percentage (%)
High	70	87.5%
Low	10	12.5%
Total	80	100%

The vast majority of participants claimed that their motivation at the beginning of their study was high. On the opposite, only 10 of the respondents stated that their motivation was low. This implies that most students are motivated to study English because it was their personal choice from the beginning. So, they have a keen interest to discover this foreign language. From the responses of the minority, it is clear that students don't have a desire to study English. This decreases their motivation.

Q10: What are the sources of your motivation?

Table 2.6.3.2- Sources of Motivation

Options	Number	Percentage (%)
Self-motivation	42	52.5%
Family	19	23.75%
Teachers	10	12.5%
Friends	09	11.25%
Total	80	100%

More than half of the students (or 52.5%) chose 'self-motivation' as their source of motivation. This indicates that most of them are intrinsically motivated. Besides, they study English to reach their personal fulfillment; whereas, 23.75% stated that the main source of

their motivation is 'family'. Along, the remaining subjects have a comparable percentage (12.5%) and (11.25%). The latter choose 'friends' and the other pick up 'teachers' as the core source of their motivation. This shows that the rest of the participants are extrinsically motivated. That is, they study for the sake to get for instance; rewards, compliments and positive feedbacks. In conclusion, most EFL learners are intrinsically motivated.

Q11: Does self-motivation really help you to attain the desired result?

Table 2.6.3.3- The Role of Self-Motivation in Obtaining the Desired Result

Options	Number	Percentage (%)
Yes	79	98.75%
No	1	1.25%
Total	80	100%

Approximately all the study participants (98.75%) did consider self-motivation as a vital help in attaining the intended outcome; whilst, only one partner stood for 'no' which means that self-motivation doesn't really help him/her in realizing the expected results. This displays that when they are self-motivated they can overcome whatever obstacle they face and reach any wanted goal. In short, the absolute majority are attentive of the positive impact of self-motivation

Q12: When you get insufficient result, does this:

Table 2.6.3.4- The Effect of Getting Insufficient Result on Motivation

Options	Number	Percentage (%)
Motivate you to work harder	63	78.75%
Demotivate you	17	21.25%
Total	80	100%

As it is shown in the above table, the outcomes demonstrate that the overwhelming majority of participants with a percentage of 78.75% affirmed that attaining undesirable results do not decrease their motivation. The rest 17 respondents accounting for 21.25% declared the opposite**.** This means that insufficient results have no negative effect on students' motivation. For that, those participants are intrinsically motivated which means they don't learn for the sake of getting good marks, but for the sake of the task itself because they are enjoying the learning process. On the other hand, the motivation of the 17 respondents decreases because their objective from learning is to get sufficient outcomes or receive positive rewards from their teachers. So, their motivation is affected negatively.

Q13: When you receive a positive or negative feedback from your teacher, does this affect your motivation?

Table 2.6.3.5- The effect of Teachers' Feedback

Options	Number	Percentage (%)
Yes	52	65%
No	28	35%
Total	80	100%

The results of this item reflect that 65% of informants have claimed that teachers' feedbacks can influence their motivation. This implies that teachers' feedback is regarded as motive by the more of half participants which means that when teachers reflect or act on students' outcomes this will increase or decrease their engagement in the learning task. The remaining 35% declared that their motivation is not affected. This indicates that their motivation is not effected so, they don't care about receiving positive or negative feedbacks. Yet, teachers should be aware to the way they provide feedbacks.

Q14: What habits can you create to motivate yourself?

Table 2.6.3.6- Habits for Self-Motivation

Options	Number	Percentage (%)
Planning your study	08	10%
Determining your learning style	05	06.25%
Searching for a productive place to study	04	05%
Reading inspirational quote	08	10%
Challenging your fears	09	11.25%
Spending time with likeminded people	06	07.5%
All of them	40	50%
Total	80	100%

The table represents that half of students, opted for all the habits options to motivate themselves. This implies that respondents are aware of the importance of self-motivation. So that, they try to vary their learning habits in order to boost their self-motivation. 11.25% selected 'challenging their fears'. While, 20% of the participants split into two groups, 10% of them opted for the habit of 'planning their study' and the other 10% chose 'reading inspirational quote'. Furthermore, 06 subjects chose 'spending time with likeminded people' as a habit that helps them increase their self-motivation. Besides, only 05 and 04 students select 'determining their learning style' and 'searching for a productive place to study' respectively. To sum up, students are interested in the learning task so they try to motivate themselves by creating different habits depending on their personality, interests and desires.

Q15: What are the obstacles that stop your motivation?

Table 2.6.3.7- Obstacles that Stop Motivation

Options	Number	Percentage (%)
Teachers behavior and personality	**20**	**25%**
Teaching methods	**28**	**35%**
Parental habits and involvement	**10**	**12.5%**
Family and personal issues and instability	**12**	**15%**
Peer relationship	**10**	**12.5%**
Learning environment	**05**	**06.25%**
Assessment	**05**	**06.25%**
Total	**80**	**100%**

The above table demonstrates that 35% of the participants declared that 'teaching methods' is the main obstacle that stops their motivation. This implies that they recognize the vital role of teaching methods in EFL. When teachers use inadequate teaching methods; i.e. the method doesn't go hand in hand with the learning style of the students, this may hinder their motivation to learn. In the second rank, it comes 'teachers' behaviors and personality' with 25%. This indicates that students' motivation could be influenced by their teachers' behaviors. So, teachers should be attentive to the way they treat their learners. Then, 15% chose "family and personal issues and instability" and 12.5% opted for "parental habits and involvements". The same percentage (12.5%) said "peer relationships". This suggests that also social factors play a role in increasing or decreasing learners' motivation; whereas, the rest 10 students are divided equally between "learning environment" and "assessment" with the percentage of (06.25%). This indicates that most of the students are ignoring the great impact of "learning environment" and "assessment". When students are engaged in an interactive learning environment this leads to raise learners' motivation. Assessment, on the

other hand, is considered to be an integral part in the foreign language learning process because it indicates whether the already determined objectives are reached or not by the students. Thus, teachers should adopt suitable teaching methods that keep learners interested in learning process. in turns, this leads to foster students' motivation.

Section Four: The Importance of Self-motivation in Writing

Q16: When you asked to write, how do you feel?

Table 2.6.4.1- How Students React When Writing

Options	Number	Percentage (%)
Motivated	45	56.25%
Bored	24	30%
Frustrated	11	13.75%
Total	80	100%

When it comes to describe their feelings while writing, more than half of subjects (56.25%) ticked 'motivated' option. This covers 45 students. This indicates that most of students are interested in writing which means that they are willing to develop their writing skill. The other side of participants opted for the second option 'bored' with a percentage of 30%. This means that those participants are not interested in writing and they ignore the significance of writing in the language learning. The remaining 11 respondents chose the 'frustrated' option. This suggests that some students may have problems with the writing which leads them to feel anxious when they come to write. So, they need more practice.

Q17: It is said that motivation affects the writing proficiency?

Table 2.6.4.2- The Affect of Motivation on Writing Proficiency

Options	Number	Percentage (%)
Agree	70	87.5%
Disagree	10	12.5%
Total	80	100%

The results summarized in the above table show that the majority of students (87.5%) are agreed with the idea that motivation affects the writing proficiency. This proves that students are aware of the importance and great impact that motivation has on their writing proficiency. 12.5% disagreed with the idea which claims that motivation does have an impact on the writing proficiency. This implies that if those respondents are motivated or not, their writing performance won't be affected. This means they are neglecting the precious influence of motivation on writing. In short, students' awareness towards the importance of motivation in writing is high.

Q18: Do your teachers use rewards to motivate you to develop your writing?

Table 2.6.4.3- The Use of Rewards to Motivate Students

Options	Number	Percentage (%)
Yes	49	61.25%
No	31	38.75%
Total	80	100%

The results reported in table (2.6.4.3) illustrate that most of the students (61.25%) selected a 'yes' as an option to answer this question; do their teachers use rewards to motivate them to develop their writing. This implies that most of teachers are conscious of the role of students' motivation in promoting the writing skill. They also considered rewards as a motive

that affect learners' motivation. The other 31 respondents, accounting for (38.75%), announced that their teachers do not utilize rewards to motivate them. According to the study by Jovanovic and Matejevic (2014) teachers who use rewards are focusing on goal focusing motivators, i.e. the emphasis is on the result or the outcome of the task. Whereas, teachers who do not use rewards may tend to emphasize the task-focusing motivators which means motivators that energize the students to work and keep their attention on the task itself (the process of learning). As a result, most of EFL teachers are aware of the importance of rewards on boosting students' motivation.

Q19: If "yes" is this help you to promote your writing skill?

Table 2.6.4.4- The Role of Teachers' Rewards in Promoting the Writing Skill

Options	Number	Percentage (%)
Yes	46	93.88%
No	03	06.12%
Total	49	100%

The significant majority of the participants; who answered with 'yes' in the precedent item, maintained that teachers' rewards promote their writing skill. This implies that most students are extrinsically motivated. That is they see that rewards as an important motive which helps them develop the writing skill. However, the minority of respondents which represent 06.12% did not conform the idea that the use of rewards develops their writing. This indicates that they are intrinsically motivated, and they neglect the usefulness of rewards. So, reward is proved to be a crucial extrinsic motive that boosts students' motivation that push them to do practice and put more effort to enhance their writing skill.

Q20: Does self-motivation help you to enhance your writing?

Table 2.6.4.5- The influence of Self-Motivation on Writing

Options	Number	Percentage (%)
Yes	78	97.5%
No	02	02.5%
Total	80	100%

78 out of 80 participants asserted that self-motivation help them to improve their writing skill. This suggests that the dominating majority have the capacity to motivate themselves from within which leads to influence their writing performance. However, only two students representing the percentage of (2.5%) declared that self-motivation is not an enhancing factor in the writing process. The rest have no ability to drive themselves to work on their writing skill in order to promote it. To sum up, students' motivation is of paramount importance in developing and facilitating the writing process

Q21: What are the motives do you use to motivate yourself to write?

Table 2.6.4.6- Motives Students Use to Motivate Themselves to Write

Options	Number	Percentage (%)
For the sake of learning and improving your writing	30	37.5%
Getting good mark to pass	14	17.5%
For the pleasure and the passion of writing	36	45%
Total	80	100%

The results attained above showed that the largest number of students opted for the second option 'pleasure and the passion of writing' as the primary essential motive which pushes students to write. This implies that students are interested in the task of writing and they are intrinsically motivated to write. As they write for the sake of interest and pleasure. Then, 30 participants which represent (37.5%) chose the first option 'for the sake of learning and improving their writing'. Which means that learners are aware of the importance of the writing skill in the English language and they are motivated to develop their writing the rest 14 participants chose the second option which is 'getting good mark to pass'. This entails that students are extrinsically motivated in the task of writing as they engage writing for the sake of getting good marks or receiving external rewards and not for the sake of interest. In short, whatever motives learners use, whether they are intrinsic or extrinsic, it is clear that they are so motivated and interested in the writing task.

Discussion of the Results

The outcomes attained from students' questionnaire about section one depicts that almost all students proclaim that learning English is important and the majority of them claim that English is their own choice at the University phase. Furthermore, 80% of the respondents declare that they have a remarkable level in English. This shows that learners are conscious of the great importance of learning a foreign language. The results obtained from the writing skill section show that the majority of students have stated that writing is the most complicated skill compared with other skills. This demonstrates that, they are aware that it is a challenging task which requires big efforts and practice as well. The students' answers about the writing section reveals that the majority students agree that "spelling" and "grammar" are the most essential components of effective writing . From the responses we may also recognize that most of the students face difficulties while writing due to the restricted number of vocabulary they have, unfamiliarity with the language, and less practice. However, students

may defeat those obstacles through continuous practice in order to develop their level and learn how to write their ideas in an organized and clear way to achieve the unity of the written product. Besides, more than half of the participants practice writing only sometimes which is one of the reasons behind their difficulties in writing. For that, teachers have to motivate them to practice more in order to enhance their writing. Moreover, the majority of students agree that writing about topics of interest facilitate the process of writing. Hence, teachers should motivate students to write by giving them topics they like to write about. The results achieved in the third section, which is about self-motivation, show that the majority of students 87.5% were highly motivated at the beginning of their studies. This indicates that they have the desire to learn the English language, and they have well expectations about the major. Furthermore, the results reveal that students are intrinsically motivated which means that their desire behind learning English is for the sake of interest, curiosity, and pleasure. Concerning the students' awareness about self-motivation the broad majority of students have agreed about the role of motivation in helping them to get the desired results. In the same vein, students have argued that getting insufficient results motivate them to work harder to better upgrade their level. That is, students are studying English to realize personal fulfillment and not to get good result. This is why their motivation is not affected negatively. Most of the students also have claimed that their teachers' feedback have an impact on their motivation, which means, students are giving importance to their teachers views and comments about their level. So, teachers should always be aware to this aspect because it can greatly impact students' learning autonomy. From the analysis of students' responses, the majority of them are trying to create different habits to motivate themselves to learn. This suggests that they are interested in the learning task. In addition, most of them have agreed that teaching methods may decrease their motivation and hinder the learning process. Hence, teachers should adapt and vary the teaching methods according to the different learning styles of their learners.

In section four entitled "The Importance of Self-motivation in Writing" which is considered as the most essential part in the research questionnaire as it aims at discovering the learners' views concerning the role of self-motivation in enhancing the writing skill. Most of students are motivated to write because they have the desire to develop their writing skill. The very vast majority of students believe that motivation affect the writing proficiency. This implies that students are aware of the importance of motivation in the writing skill. Furthermore, students said that their teachers' use rewards to motivate them to develop their writing. This indicates that teachers are interested in raising their students' motivation as they are aware of its importance. The students' responses about this section displays that most of students claim that their teachers use rewards to motivate them, report that those rewards help them to enhance their writing. This proves the importance of rewards in boosting students' motivation to write. The overwhelming majority of students assert that self-motivation help them to promote their writing. This implies that students are conscious of the value and importance of self-motivation in enhancing their writing skill. Moreover, most of the students affirmed that they use intrinsic motive i.e. 'the pleasure and the passion of writing' to motivate themselves to write. So, they are interested in mastering the skill itself.

Limitation of the Study

From the analysis and interpretation of the data and results of students' questionnaire which validates that self-motivation and students' writing performance are intertwined and it does exist a relationship between these two variables. However, The study in hand has some major limitations. The first obstacle that was accounted is the shortage of time. If longer time was dedicated to the research, it would be helpful to use other tools, such as survey, rather than only using questionnaire. So, the one tool used in this study can also be listed as a limitation, as using more than one tool can help us examine different perspectives. Besides, more reliable findings help us understand more the relationship between the two variables.

Furthermore, the lack of students' written expression as samples to determine the correlation between self-motivation and students' writing performance is considered as a constraint in this study. In addition, if we knew the level of the participants in written expression module, it would let us make some hypotheses and expectations.

Suggestions and Recommendations

The findings of this study are relevant to EFL students only. Thus, the outcomes of the study cannot be applicable for other populations like ESL students. The first population (EFL) is teaching English as a foreign language, whereas ESL is teaching English in an English-speaking country. As a result, students will have different characteristics. Therefore, future studies need to survey and question other populations.

The results have shown that the writing skill is crucial and at the same time challenging. Though, teachers should arouse learners' interest toward this skill through devoting more time and energy to improve it. In this case, teachers' feedbacks are very cooperative. Students as young writer need to feel that their writing matter, so teachers' feedbacks help them know their areas of weakness and strengths. Moreover, teachers' guidance is irreplaceable especially they are considered as beginners (they are first year students). Teachers here are going to orient them to write and at the same time track their progress. So, they need to choose the appropriate teaching methods. In addition, this will help them overcome the obstacles that hinder their motivation and perseverance to write.

Furthermore, the data have proved the vital role of self-motivation in developing learners' writing performance. In this vein, teachers need to seek ways to boost students' self-motivation in order to encourage them and keep their attention to practise writing more. Teachers can use different techniques that can be used in a teaching/learning environment such as offering rewards, making competitions, helping them planning their writing, giving

them responsibility and giving them freedom to share their ideas. The mentioned techniques and many others will promote learners' creativity and therefore improve their writing skill. Students also need to be aware how to promote their self-motivation to write. However, students differ from one individual to another, so each one of them should take his/her time to think about what motivate him/her and choose the appropriate technique in order to be enough self-motivated to perform well whilst writing. Some of those techniques are for instance "personal reward" ; student should not wait for an external reward to write, yet he/she deserves to reward him/her self after completing a part of the task with something he/she really enjoys or loves (i.e. watching an episode of his/her favourite series, buying ice-cream…etc). Another technique is planning his/her writing; the student should go through the writing processes without skipping the steps because organizing the work helps him/her to track his/her progress during writing, so that will keep him/her self-motivated to accomplish the writing task. Additionally, student should not just write for scores. He/she should discover his/her passion for writing and keep him/her attention on the learning target which is mastering the English language. The latter needs the writing skill in addition to speaking, listening and reading. Hence, students have a range of many ways to increase and maintain their self-motivation during the writing process so that this helps them complete the task and keep them practising which fosters their writing skill.

Conclusion

This chapter on the whole spots the light on the relationship between self-motivation and students' writing performance. The result showed that the majority find writing as the most problematic skill within the four skills where they face some issues like finding the adequate vocabulary and applying grammar rules. Yet, the broad majority of students are only sometimes devote time to practise the writing skill. In this vein, many students believe that grammar and spelling are the most effective components in writing.

Most of students confirm that they are motivated to learn the English language, and they are self-motivated. The latter helps them reach the targeted outcome, and in sufficient result motivate them to work harder. Teachers' feedbacks affect their motivation whether it is positive or negative. For that, learners use different habits to preserve their motivation during learning because they face obstacles that stop their motivation, especially inadequate teaching methods, teachers' behaviors and family issues.

In a narrow scope, the data showed that the majority of students are motivated to write and that motivation affects their writing proficiency. So that, most teachers use rewards to motivate them to develop their writing proficiency. Besides, learners' motives differ from one learner to another, but the motive that lets them engage in writing is getting good marks to pass. Consequently, their self-motivation will be boosted, if they get good marks.

To conclude, it is clear from the findings that EFL learners have positive views toward the importance of self-motivation in promoting their writing performance. In other words, most of the students are conscious that high self-motivation ameliorates their writing proficiency.

General Conclusion

This dissertation is undertaken to examine the students' perceptions of the role self-motivation played in learning how to writing successfully and effectively. It also aims at investigating the different difficulties students face in their process of learning how to write. The dissertation is divided into two chapters; the first is the theoretical work which has been divided into two sections. The first section devoted to an overview of writing and the various approaches to teaching it, and the second one includes knowledge about self-motivation and some motivational techniques and teaching strategies for increasing students' motivation. The second chapter is dedicated to the practical work where we compare and interpret the findings of the questionnaire.

The information gathered from the analysis of the answers assure that learners face difficulties in learning writing. Results show that learners have difficulties with all the writing aspects with different percentages; difficulties in grammar, punctuation, vocabulary, and punctuation. The results, also, confirm learners' positive perspectives toward the effectiveness of self-motivation in developing learning writing abilities. Their positive perspectives indicate their awareness concerning the significance of self-motivation in writing.

References

Akinwamide, T. K. (2012). The Influence of Process Approach on English as Second Language Students' Performances in Essay Writing. English Language Teaching, 5(3), 16-29.

Al-Sobhi, B. M. S., Rashid, S. M., Abdullah, A. N., & Darmi, R. (2017). Arab ESL Secondary School Students' Spelling Errors. *International Journal of Education and Literacy Studies*, *5*(3), 16-23.

Anjomshoa, L., & Sadighi, F. (2015). The importance of motivation in second language acquisition. International Journal on Studies in English Language and Literature (IJSELL), 3(2), 126-137.

Atayeva, M., Putro, N. H. P. S., Kassymova, G., & Kosbay, S. (2019). Impact of reading on students' writing ability. In Materials of International Practical Internet Conference "Challenges of Science (Vol. 144, No. 2, pp. 5-13).

Bailey, S. (2003). Academic writing: A practical guide for students. Psychology Press.

Bong, M., & Skaalvik, E. M. (2003). Academic self-concept and self-efficacy: How different are they really?. *Educational psychology review*, *15*(1), 1-40.

Brosh, A. (2013). *Hyperbole and a half: Unfortunate situations, flawed coping mechanisms, mayhem, and other things that happened*. Random House.

Burns, A., & Siegel, J. (Eds.). (2017). International perspectives on teaching the four skills in ELT: Listening, speaking, reading, writing. Springer.

Carroll, J. A., Wilson, E. E., Klimow, N., & Hill, K. (2018). Acts of teaching: How to teach writing: A text, a reader, a narrative. ABC-CLIO.

Collie, R. J., Martin, A. J., & Curwood, J. S. (2016). Multidimensional motivation and engagement for writing: Construct validation with a sample of boys. *Educational Psychology*, *36*(4), 771-791.

Collins, S. D. (2003). Compelled to connect: A phenomenological study of the experience of writing. The University of Tennessee.

Courtney E. Ackerman, MA. (2018, June 25). "*Self-Motivation Explained + 100 Ways To Motivate Yourself: Positivepsychology.com.*

https://positivepsychology.com/self-motivation/

Deci, E. L., & Flaste, R. (1995). *Why we do what we do: The dynamics of personal autonomy*. GP Putnam's Sons

Dörnyei, Z. (2001). *Motivational strategies in the language classroom* (Vol. 10). Cambridge: Cambridge university press.

Friedlander, A. (1990). Composing in English: Effects of a first language on writing in English as a second language. Second language writing: Research insights for the classroom, 109-125.

Grabe, W., & Kaplan, R. B. (2014). Theory and practice of writing: An applied linguistic perspective. Routledge.

Hall, N. C., & Goetz, T. (2013). Emotion, motivation, and self-regulation: A handbook for teachers. Emerald Group Publishing.

Harmer, J. (2006). How to teach writing. Pearson Education India.

Harmer, J. (2007). How to teach English-New edition. England: Longman.

Harmer, J. (2007). *The practice of English language teaching*. Pearson longman.

Hasan, M. K., & Akhand, M. M. (2010). Approaches to writing in EFL/ESL context: Balancing product and process in writing class at tertiary level. *Journal of NELTA*, *15*(1-2), 77-88.

Hayes, J. R., & Flower, L. (1981). Uncovering cognitive processes in writing: An introduction to protocol analysis. ERIC Clearinghouse.

Hedge, T. (2001). Teaching and learning in the language classroom (Vol. 106). Oxford, UK: Oxford university press.

Hidi, S., & Boscolo, P. (Eds.). (2006). *Writing and motivation*. Brill

Jeremy, H. (2004). How to teach writing. *Essex: Pearson Longman*

Jim, C. (2016). The Self-Motivation Handbook. Motivational Press, Inc.

John, Y. (2006). Self Motivation. Lotus Press.

Jones, B. D. (2018). Motivating students by design: Practical strategies for professors (2nd ed.). Charleston, SC: CreateSpace.

Jovanovic, D., & Matejevic, M. (2014). Relationship between rewards and intrinsic motivation for learning–researches review. *Procedia-Social and Behavioral Sciences*, *149*, 456-460.

Kember, D. (2016). Understanding the nature of motivation and motivating students through teaching and learning in higher education. springer.

MacArthur, C. A., Graham, S., & Fitzgerald, J. (Eds.). (2008). *Handbook of writing research*. Guilford Press.

Mackenzie, J. L., & Hannay, M. (2017). Effective writing in English: A sourcebook.

Maddux, J. E. (Ed.). (2013). Self-efficacy, adaptation, and adjustment: Theory, research, and application. Springer Science & Business Media

Mahadi, T. S. T., & Jafari, S. M. (2012). Motivation, its types, and its impacts in language learning. International Journal of Business and Social Science, 3(24).

Maher, C. (2011). Academic writing ability and performance of first year university students in South Africa (Doctoral dissertation, University of the Witwatersrand, Faculty of Humanities, School of Human and Community Development).

Murray, N., & Hughes, G. (2008). Writing up your university assignments and research projects: A practical handbook. McGraw-Hill Education (UK).

Murray, R., & Moore, S. (2006). EBOOK: The Handbook of Academic Writing: A Fresh Approach. McGraw-Hill Education (UK).

Nunan, D. (2003). *Practical english language teaching*.

Oshima, A., & Hogue, A. (2007). Introduction to academic writing (p. 3). Pearson/Longman.

Ouahidi, M. (2020). On the Relationship between Writing Motivation, Academic Achievement, and Gender in tertiary education.

Riber, H., & Sjögren, P. (2020). Motivation in Creative Writing.

Robbins, T. (2008). *Unlimited power: The new science of personal achievement*. Simon and Schuster.

Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. Guilford Publications.

Schunk, D. H. (1989). Self-efficacy and achievement behaviors. *Educational psychology review*, *1*(3), 173-208.

Schunk, D. H. (1991). Self-efficacy and academic motivation. *Educational psychologist*, *26*(3-4), 207-231.

Schunk, D. H., & Mullen, C. A. (2013). 16 Motivation. In *International Guide to Student Achievement* (pp. 84-86). Routledge

Selvaraj, M., & Aziz, A. A. (2019). Systematic Review: Approaches in Teaching Writing Skill in ESL Classrooms. International Journal of Academic Research in Progressive Education and Development, 8(4), 450–473.

Sharma, D., & Sharma, S. (2018). Relationship between motivation and academic achievement. International Journal of Advances in Scientific Research, 4(1), 1-5.

Starkey, L. B. (2004). How to write great essays. LearningExpress.

Sun, C., & Feng, G. (2009). Process Approach to Teaching Writing Applied in Different Teaching Models. *English Language Teaching*, *2*(1), 150-155.

Thomas. Q., Maaike. L., Mariëlle.L., Luuk. V. W. (2012). Coordinating the Cognitive Processes of Writing : *The Role of the Monitor, 29(3) 345-368.*

Troia, G. A., Shankland, R. K., & Wolbers, K. A. (2012). Motivation research in writing: Theoretical and empirical considerations. *Reading & Writing Quarterly*, *28*(1), 5-28.

Widdowson, H. G. (1978). Teaching language as communication. Oxford university press.

Wilby, J. (2020). Motivation, self-regulation, and writing achievement on a university foundation programme: A programme evaluation study. *Language Teaching Research*, 1362168820917323.

Wimolmas, R. (2013). A survey study of motivation in English language learning of first year undergraduate students at Sirindhorn International Institute of Technology (SIIT), Thammasat University. Language Institute, Thammasat University

Yi, J. Y. (2009). Defining Writing Ability for Classroom Writing Assessment in High Schools. Journal of Pan-Pacific Association of Applied Linguistics, 13(1), 53-69.

Zahran, F. A. A., & Sheir, A. A. (2015). The effectiveness of process writing approach in developing EFL writing performance of ESP college students. *Educational Sciences Journal*, *23*(3), 1-23.

Zemach, D. E., & Islam, C. (2011). *Writing Paragraphs: from sentence to paragraph (student book)*. MacMillan.

Appendix

Students' Questionnaire

Dear students,

This questionnaire aims at investigating whether and to what extent self-motivation helps students to write effectively. Please kindly spare a few minutes of your time to fill out this questionnaire.

Tick (√) the appropriate box (or boxes) and make full statements whenever necessary.

Thanks in advance for your cooperation.

Section One: General information.

1/ Your choice of studying English at university was:

> ➤ Personal ☐
> ➤ Imposed ☐

2/ How do you consider your level in English:

> ➤ High ☐
> ➤ Intermediate ☐
> ➤ Low ☐

Section Two: The Writing Skill

1/ Which language skill has proved to be the problematic for you?

> ➤ Writing skill ☐
> ➤ Speaking skill ☐
> ➤ Listening skill ☐
> ➤ Reading skill ☐

2/ What are the most essential components of effective writing?

> ➤ Spelling
> ➤ Grammar ☐
> ➤ Punctuation ☐
> ➤ Coherence ☐
> ➤ Vocabulary ☐
> ➤ Ideas ☐
> ➤ Organizing your thoughts ☐

3/ How often do you practice writing?

> ➤ Everyday ☐
> ➤ Sometimes ☐
> ➤ Not at all ☐

4/ When you write, do you face problems in: (you may choose more than one option)

- ➢ Finding vocabulary ☐
- ➢ Applying grammar rules ☐
- ➢ Generating ideas ☐
- ➢ Interference of your mother tongue language ☐
- ➢ Punctuation ☐

5/Does writing about topics you like or interest you facilitate the process of writing?

- ➢ Yes ☐
- ➢ No ☐

6/ To what extent did the Written Expression courses help you improve your writing proficiency?

- ➢ Very much ☐
- ➢ Don't know ☐
- ➢ Not very much ☐
- ➢ Not at all ☐

Section Three: Self-motivation.

1/ How was your level of motivation at the beginning of your study?

- ➢ High ☐
- ➢ Low ☐

2/ What are the sources of your motivation?

- ➢ Self-motivation (personal) ☐
- ➢ Family ☐
- ➢ Teachers ☐
- ➢ Friends ☐

3/ Does self-motivation really help you to attain the desired result?

- ➢ Yes ☐
- ➢ No ☐

4/ When you get insufficient result, does this:

- ➢ Motivate you to work harder ☐
- ➢ Demotivate you ☐

5/ When you receive a positive or negative feedback from you teacher, does this affect your motivation?

- ➢ Yes ☐
- ➢ No ☐

6/ What habits can you create to motivate yourself?

- ➢ Planning your study ☐

- ➤ Determining your learning style ☐
- ➤ Searching for a productive place to study ☐
- ➤ Reading your favorite inspirational quote ☐
- ➤ Challenging your fears ☐
- ➤ Spending time likeminded people whom you want to learn from ☐
- ➤ All of them. ☐

7/ What are the kind of obstacles that stop your motivation?

- ➤ Teachers behavior and personality ☐
- ➤ Teaching methods ☐
- ➤ Parental habits and involvement ☐
- ➤ Family and personal issues and instability ☐
- ➤ Peer relationships ☐
- ➤ Learning environment ☐
- ➤ Assessment ☐

Section Four: The Importance of the Students' Self-motivation in the Writing Class

1/ When you asked to write, do you feel:

- ➤ Motivated ☐
- ➤ Bored ☐
- ➤ Frustrated ☐

2/ It is said that motivation affects the writing proficiency?

- ➤ Agree ☐
- ➤ Disagree ☐

3/ Do your teachers use rewards to motivate you to develop your writing?

- ➤ Yes ☐
- ➤ No ☐

4/ If "yes" is this help you to promote your writing skill?

- ➤ Yes ☐
- ➤ No ☐

5/ Does self-motivation help you to enhance your writing?

- ➤ Yes ☐
- ➤ No ☐

6/What are the motives do you use to motivate yourself to write?
- ➤ For the sake of learning and improving your writing s☐
- ➤ Getting good mark to pass ☐
- ➤ For the pleasure and the passion of writing ☐

Thanks for your time