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The Influence of Freewriting on Students' Motivation to Write

The Case of Second Year EFL Learners at the University Centre of Mila

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

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Dedications

This work is the sweet fruit of countless sacrifices, thanks to Allah the one and only who gave me the strength to go through many challenges. I dedicate my work to my family and close friends. A special feeling of love to my parents, makhlouf and karima, who have always been my guardian angels. To my lovely brothers & sisters Abdenour, Islam, Djazil, Melissa & Maria, whose laughter have always kept me positive. To my best friend Wiam whom I will always appreciate for being my ultimate cheerleader. To the best Nemo for believing in me despite everything, I am truly thankful for having you in my life. To my little nephews Chahine, Racime & Saden, whom I deeply love even though they never let me sleep peacefully. At this point, I can thank my pets too, so to my lost cats, who have been there for me, I wish that you are in a safe place. Finally, I would love to thank myself, for the long motivational talks in front of the mirror, Sarah, you somehow figured it out, it actually worked!! YOU DID It!!

Sarah Sawsen

“To the beloved ones”

Amina

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Abstract

Although freewriting has been perceived by learners as one of the basic techniques for facilitating the process of writing, many researchers and Algerian university teachers have shown disagreement about its significance. On the basis of this controversy, carrying out more studies to explain and discover the usefulness of freewriting for enhancing writing motivation became a necessity. Therefore, this study investigated the influence of freewriting on students' motivation to write among second-year English language students, at Mila University Center. To attain this, two research questions had arisen: Does freewriting influence students' motivation to write? Do teachers consider freewriting as a contributing factor to enhance students' motivation to write? This research revolved around the following hypothesis: If students adopt freewriting in their regular writing sessions, their motivation to write will be increased. In order to answer these questions, a questionnaire was distributed to 85 students from the overall population, during the second semester, for the academic year 2021-2022. Following that, a semi-structured interview was carried out with eight teachers of written expression module. The data collected from students' questionnaire was analyzed quantitatively through numbers and percentages, while the data collected from teachers' interview was transcribed through verbatim transcription, and analyzed through three major themes. The research findings' revealed the efficiency of freewriting for students' motivation to write, based on students' and teacher's views, which basically supported the hypothesis. At the end of this research, and based on the findings analysis, certain pedagogical implementations, and recommendations are provided in order to give a special attention to freewriting and writing motivation, and bring into focus the crucial role they possess for effective English language teaching and learning to take place.

Key Words: Writing, EFL students, Freewriting, Motivation, Writing Motivation.

List of Abbreviations & Symbols

CV: Curriculum Vitae

EFL: English as a Foreign Language

Etc.: Et Cetera

2LL: Second Language Learning

L1: First Language

L2: Second Language

Q: Question

SDT: Self-Determination Theory

T: Teacher

TEFL: Teaching English as a Foreign Language

FL: Foreign Language

FLL: Foreign Language Learning

TL: Target Language

%: percentage

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General Introduction

1. Statement of the Problem

Freewriting has not been a fresh concept; it has been one of the most popular methods used during the early 1970s. Freewriting and its effects on students' writing motivation has recently become a controversial phenomenon among researchers, who have been divided into two sides, those who have approved its positive effect on the writing process and those who have declined it.

Many researchers have believed freewriting to be a fast, yet a delightful method which has removed numerous obstacles faced by students and has supplied them with confidence and motivation needed in this complex process. Peter Elbow was considered the forerunner of the free-writing phenomenon. He (1998) described freewriting as a non-stop and non-editing process which aimed to improve students' writing and encourage the flow of their thoughts. Moreover, he (1998) believed that freewriting represented a highly motivating instructional strategy for writing.

Bean and Elbow (2010) asserted that freewriting encouraged students to utilize their diverse backgrounds and prior skills, which could be advantageous to their writing level. On the other hand, they pointed out how freewriting freed students from the fear of writing conventions and encouraged them to write the way they speak (2010). They stated that freewriting was often pleasurable in two ways: the pleasure of breaking the rules (i.e., of standard written English), and the pleasure associated with the spontaneous release of emotions. Writing was segregated from punishment, offering a "counterculture of pleasure" (Bean & Elbow, 2010, p. 20). According to Jacobs (1986), free-writing was a student-centered activity that increased the self-esteem and motivation of students. According to Grunwald (2016), freewriting increased the flow of ideas and facilitated the writing process; because the writer's ultimate concern was the content rather than accuracy. Lannin's (2007) stated, in her study,

which attempted to “realise the value and power of freewriting as a useful learning tool for their disciplinary studies through intensive application and practice of freewriting in the intensive writing program,” (2007, p. 43), that usually noisy and unmotivated students were deeply engaged when it came to freewriting sessions. She also found that teacher modelling of freewriting also resulted in a noticeable boost in student motivation to write (2007).

Meanwhile, many opponents deemed freewriting as an undisciplined method and students had to adhere to strict guidelines, they also rejected its positive effects on writing motivation. Fox & Suhor (1986) believed that because freewriting was liberate and unstructured, it was incoherent and disorganized. They stated that “writing is of value only when students are able to use their past experiences as part of planning and editing activities in the writing program” (Fox & Suhor, 1986, p. 35). According to Mark Reynolds (1988), free writing was chaotic by nature and free of accuracy; therefore, students needed guidance in extracting the value of productive writing.

As the writing skill has been an essential part of teaching the English language, and a crucial skill that has been required in every academic field, many Algerian university teachers, at the departments of English, have felt the pressure of boredom in their writing classes, yet, informal conversations with some have shown that they have denied the importance of freewriting and have felt the risk of applying it.

According to what has been said, the core of this problem has circled around the aspect of freewriting and the students use of this technique in their writing process. It is worthwhile to investigate on whether the element of freewriting could serve as a motivator in the writing sessions to increase students’ motivation to write.

2. Aim of the Study

The ultimate objective of this research study was to provide an insightful view on the effect of freewriting on students’ writing motivation. More importantly, the significance of this

investigation lied in the fact that it was the first research that spotlights the efficiency of this technique and its influence on writing motivation, in the department of English at Mila's University Center (MUC). Moreover, the research aimed to help both teachers and students to construct a clear understanding of the role of freewriting, and to consider its academic application in the future.

3. Research Questions and Hypothesis

Throughout this research, we sought to answer the following questions:

Q2: Does freewriting influence students' writing motivation?

Q3: Do teachers consider freewriting a contributing factor to enhance students' motivation in writing?

In an attempt to answer these research questions, we hypothesize that:

- If students adopt freewriting in their regular writing sessions, their motivation to write will be increased.

4. Means of Research

A descriptive study was selected to conduct this research and to test the validity of the hypothesis. We relied on two data collecting instruments which were the questionnaire and the interview. First, the questionnaire was distributed to a random sample of 85 second-year students of the English language, at Mila University Center (MUC), from the overall population of 137 students. This instrument gave access to a variety of information in a short time; it was divided into two sections. The first section was entitled "Freewriting for Teaching Writing"; it aimed particularly to detect students' writing difficulties and perspectives on freewriting. The second section was entitled "Writing Motivation"; it focused on the use of freewriting for enhancing students' writing motivation. Second, eight teachers of written expression module were interviewed to broaden our knowledge of the matter, obtain more valid views about the

use of freewriting and its influence on writing motivation, and more importantly, reinforce the results of this study.

5. Structure of the Study

This thesis was divided into two main chapters. The first chapter represented the theoretical part; meanwhile, the second chapter represented the practical part.

The first chapter included two sections; the first section was devoted to highlighting the definition of writing, its importance, its elements, the difficulties of writing faced by English as a foreign language (EFL) students through their learning, and the most effective approaches to teaching writing. Eventually, it explored the concept of freewriting and its importance. The second section was devoted to motivation; it discussed the concept of motivation, the most important theories of motivation, and motivation in foreign language learning (FLL), which in its turn, included the significance of motivation in FLL and Gardner & Dornyei perspectives of foreign language (FL) motivation. Finally, it discussed profoundly writing motivation as a new area of research that was dedicated to examine the relationship between motivation and writing.

The second chapter collected all that was related to the empirical study. It constituted of the methodology, which covered everything related to data collection method, the description of the questionnaire and the interview, the analysis of the findings and the overlapping areas. In addition, it explained the challenges encountered in this study, and it provided some pedagogical implications and suggestions for future research.

Chapter One: Theoretical Part

Section One: Writing

Introduction

It is widely acknowledged that writing has been the most challenging skill for foreign language learners to master, owing to the fact that using this skill has required learners to take information and convey it in a way that has been comprehensible to the reader. Therefore, being mindful of cognitive processes could have assisted students in broadening their thinking, managing their knowledge, utilizing language, refining their intelligence, and developing their mental lexicon. In order to achieve the highest results, learners should put in more effort in their compositions, as L'Amour (1990) advised: "Start writing, no matter about what. The water does not flow until the faucet is turned on. You can sit and look at a page for a long time and nothing will happen. Start writing and it will". This section would cover diverse perspectives regarding writing, its importance, difficulties, and process, as well as a glimpse into freewriting.

1.1.1 Definition of Writing

Florian Coulmas in "*The Blackwell Encyclopedia of Writing Systems*" (1983) defined writing as a set of symbolic signs, which were used to represent and portray the language, in a visual and orderly manner. These signs were used primarily with the purpose of recording messages that could be encoded by anyone who was knowledgeable of the particular language and its specific symbolic system. In the same vein, Holenstein (1983) stated that "writing is a sign system that symbolizes another sign system" (p.49); which meant that speech was a sign system that represented the meaning, and writing was a sign system that represented the spoken language. Similarly, Ferdinand De Saussure (1916, as cited in Coulmas, 1983) claimed that writing only existed to represent language in the form of signs. To put it more simply, traditionally, writing was delineated as a way of passing on meaning through the production of

symbols (Crystal, 1995). However, the concept of writing has not only been bound to a graphic representation of language.

Scholars have offered many other definitions of writing far from the notion of signs. According to Nunan (2003), writing was a thinking procedure that involved the creation of concepts and the anticipation of how to express them in systematic statements to make it comprehensible for the audience. His view indicated that the writer was in need to consider his readers, in all cases, in order to enable them to process his written thoughts and ideas correctly when reading to avoid confusion in assimilating the meaning. Likewise, Galbraith (2009, p.20) stated that “writing is thinking”. Hence, it could be established that writing was a cognitive process.

In the field of teaching and learning, writing was accounted as a productive skill which necessitated the learner’s training on its complex cognitive process in order to be able to write effectively, as there was no guarantee that writing could be learned without an assistance from an instructor (Grabe & Kaplan, 1996). Correspondingly, writing was considered as a non-linear and inventive process; consequently, writers would proceed through several stages in their attempt to form significant texts including training, instruction, practice, experience, translation, revision, editing, and academic purposes. In addition, writing was viewed as a problem-solving process. Voon Foo (2007, p.5) argued that writing was “a skill which invokes the higher cognitive functions like analysis and synthesis”. Moreover, in writing, the writer took time to think and reflect on his thoughts, to make his ideas intelligible to those who were going to read his works, as claimed by Scrivener (2005, p.92), writing “involves a different kind of mental process. There is more time to think, to reflect, to prepare, to rehearse, to make mistakes and to find alternative and better solutions”. This suggested that when writing was compared to speaking, reading and listening, it was considered the most difficult skill to be mastered by EFL learners, as claimed by Nunan (1989), “it is easier to speak than to write no

matter if it is a first or second language” (p.12). That was to say, cohesive and coherent paragraphs were results of a writer who claimed productive capacities and control over different variables simultaneously (Nunan, 1989), taking into consideration aspects like grammar, spelling, vocabulary, structure, punctuation, content...etc.

Further, writing had a socio-cultural dimension. Daniels (1996) stated that “humankind is defined by language; but civilization is defined by writing” (p.1). This implied that writing was strongly tied to civilization and mirrored its essence; it was not only a representation, but also an independent written language by itself that could be used as a means of communication separately or along with speech (Gelb, 1963, p.35). Equally, writing was a convoluted process that stood in need of a shared social understanding of the context that specified the different aspects of content (McArthur, 2016). As could be seen, writing was not only a cognitive process, but also an interactive social process that reflected a way of knowing (Richardson, 2000), a way of thinking and meaning making (Bergman, 1984), and even a way of feeling (Lyons, 2013).

In short, writing could have been regarded as a perplexing process that have required a set of capacities for the aim of communicating opinions, thoughts and emotions. It has been a cognitive, cultural, social and interactive process which has entailed the awareness of various micro-skills and macro-skills, for instance, punctuation, capitalization, spelling and control of content to integrate the ideas into a cohesive and coherent arrangement of sentences.

1.1.2 Importance of Writing

It was beyond question that writing was one of the most vigorous and multifaceted tools in life, in general, and language learning, in particular. Gelb (1963), in his book “*A Study of Writing*” stated that:

The importance of writing can easily be realized if one tries to imagine our world without writing. Where would we be without books, newspapers, and letters? What would happen to our means of communication if we suddenly lost the ability to write and to our knowledge if we had no way of reading about the achievements of the past? Writing is so important in our daily life that I should be willing to say that our civilization could exist more easily without money, metals, radios, steam engines or electricity than without writing. (p.222)

That was, writing was a key medium of communication that connected people via various types of written language. These letters would build an archive that would record the presence of numerous civilizations throughout history, and would be accessible to future generations. As a result, writing was significant in many time periods, from today to the future eras.

Writing allowed the writer to gain control over his thoughts, and to sculpt his interpretation about oneself and the world to improve his personal development (Greenberg & Rath, 1985). Moreover, it furthered the interest of the learner to understand the usage of language through enabling him to ruminate, deliberate and analyze ideas; therefore, his critical thinking would be enhanced. This view was supported by Byrne (1988), as he affirmed that writing was crucial in view of the fact that it helped in achieving diverse pedagogical purposes, in particular, it nurtured the learner's vocabulary and grammar. Harmer (2004a) agreed on the importance of writing, thus, he declared that writing stimulated learners to enhance their problem solving skills when they were trying to target accuracy. Learners, then, would go through a great deal of materials and sources to obtain aid, as a result, this process boosted learner's language development. Raimes (1983) acknowledged the relevance of writing; he remarked that writing promoted learner's risk-taking attitudes, it allowed them to discover words and structures they were not familiar with, and used them in a meaningful way. It also

allowed them to involve different senses as they wrote, thought, and saw. Besides, writing gave learners time to reflect on and adjust what they wrote. In plain English, writing was a cognitive process regarding the correlation of thinking and writing.

Not to mention that writing was essential to the evolution of civilizations, according to Gelb (1963), “Writing exists only in civilization, and civilization cannot exist without writing” (p.222). James Breast, the American historian, (as cited in Gelb, 1963) said: “the invention of writing and of a convenient system of records on paper has had a greater influence in uplifting the human race than any other intellectual achievement in the career of man”. Other than being a vital academic and communicative instrument, writing was a practical skill as it was used, in the daily life, in many forms, such as writing a shopping list or a phone message (Harmer, 2007).

To sum up, writing has been a skill that has invaded various fields and domains to set itself as a crucial and mandatory tool for personal, academic and professional use and success.

1.1.3 Elements of Writing

Producing an efficacious piece of writing, in English, has demanded the inclusion of some writing criteria to set the seal on comprehensible texts. For that matter, Starkey (2004) suggested five elements for a great writing:

a. *Organization*

Before engaging in the actual physical act of writing, the writer should use some prewriting techniques to set the foundation to his writing; these were primarily brainstorming and free writing. From one hand, free writing allowed the reader to bring out his buried creative ideas as he wrote without interrupting the flow of writing, or getting concerned about grammar and spelling. From the other hand, brainstorming led the writer to suppose that his ideas made significance in a particular order. In contrast to free writing, brainstorming made the writer

function best in a controlled timeframe (Starkey, 2004). The purpose of prewriting was to form the writers' thoughts, and establish a plan that served the organization of the written work, in short or long pieces, to ensure presenting a graspable content. Similar to Starkey, McCormack and Slaght (2009; as cited in White, 2010) believed that it was easy to follow a well-organized writing since it provided the reader with clear ideas.

b. *Clarity*

When writing, learners might fall in the trap of obscurity, whether in writing words and phrases that had more than one meaning or words that could be interpreted differently than what they were supposed to mean (Starkey, 2004). Therefore, clarity was a crucial element in writing because writers did not write for themselves, but they wrote for an audience; for good measure, the writer should convey ideas that were as clear as possible. According to Murray and Hughes (2008), the writer should write sentences that were short and to the point to make better clarity (p.86). In order to achieve what was said, Starkey (2004) proposed that learners should:

- Eliminate ambiguity by giving words that could convey a particular obvious meaning in a context and avoid any misleading words or phrases that might cause confusion.
- Use powerful adjectives and adverbs to serve the accuracy of the action in few words
- Be concise by avoiding vague sentences that would convey a little meaning, and eliminating unnecessary words and repetition. Pinpointing what the writer actually meant would spare the reader from boredom and bewilderment. Starkey (2004) declared, "If you are writing while the clock is ticking, or are limited to a number of words or pages, say it right the first time and move on". (p.17)

c. *Word Choice*

Attributable to the certitude that words were of a great influence on the appropriate delivery of meaning, the learner ought to choose the right words relevant to the issue being

addressed. By doing so, the reader would be able to perceive the intended message. Moreover, in academic writing, the writer had to avoid slangs, cliché and buzzwords or any words that might offend his readers (Starkey, 2004).

To write an adequate text, the student needed to be mindful of two important features: denotation and connotation. On one side, denotation was the literal meaning of the word. The learner should pay attention to his choice of words for that he would avoid mistaken identity, and not confuse words that were spelled almost the same, but had different meanings. On the flip side, connotation was the hidden meaning which involved feelings and cultural sense. Both of these aspects needed to be taken into consideration so that the learner could decide on the correctness of his words, and think beyond the sentence (Starkey, 2004).

d. *Cohesion and Coherence*

Coherence was a fundamental part of a successful writing as affirmed by Murray and Hughes (2008, p. 45), “coherence is perhaps the single most important element in any kind of writing”. It linked the ideas together; it arranged the sentences in a sequential order, in which a sentence was connected to or explained the sentence before it. According to Hinkel (2004), coherence was the organization of discourse in a logical manner. This implied that the weightiness was measured by whether the learner could present his writing clearly and logically or not. Simply, when writing was presented coherently, the reader would be able to realize the purpose of the writer whether to persuade, inform, judge or give an opinion. In addition, the reader would recognize whether the type of text was narrative, descriptive or discursive (Harmer, 2004b).

Cohesion served as the connectivity within a text in which the theme, the topic, words and beliefs of the writer were linked to each other. Hinkel (2004) thought that cohesion connected ideas together, which created a flow of information.

In a nutshell, cohesion and coherence have been necessary to produce a comprehensible writing, which the reader has to be attentive to for making sense of what he has been reading.

e. *Mechanics*

Writing, like any skill, had its own mechanics that needed to be taken into consideration for an effectual writing (Harmer, 2004). According to Kane (1988), “in compositions, mechanics refer to the appearance of words, to how they are spelled and arranged on paper” (p.12). That was to say, handwriting, punctuation and spelling were among the important mechanics to use in writing. In like manner, Starkey (2004) argued that writing mechanics were of a complex nature, and they were sometimes confusing, but learning how to use them would help the learner to avoid the errors and to improve his writing. According to him, the most important writing mechanics were grammar, spelling, punctuation and capitalization.

- Punctuation and capitalization

These two elements set the boundaries of sentences which helped to convey ideas that were easier to read (Murray and Hughes 2008), and would make the work look more polished and correct (Starkey, 2004).

- Grammar and spelling

The mastery of sentence structure and tenses was crucial to have constructed writing especially when it was supplemented by correct spelling to give good writing credibility.

In short, teaching students to write has entailed much more than simply instructing them on the components of a paragraph or the proper structure to use; mechanics and fundamental writing elements have been required. Therefore, when composing, students have had a need to be taught the correct use of punctuation and grammar, the choice of words, and how to form a clear cohesive text. Consequently, this instruction would improve students’ ability to manipulate and control the writing elements to put together an adequate piece of work.

1.1.4 Writing Difficulties

Being the most difficult skill to learn, writing has been exhausting for students as they encounter many problems to master it. Despite the hardship, many students have been eager to reach that goal. However, some students have shown reluctance towards writing.

There were numerous kinds of problems that could be confronted in EFL classrooms, in line with this, Harmer (2004, p. 61) stated that this disinclination could be due to many reasons such as:

- They are anxious about their handwriting, their spelling, or their ability to form sentences and paragraphs.
- They are unmotivated to write in English because they don't usually write in their first language
- They fear that they can't say much.
- They have no interest in writing.

In the same vein, from his point of view, Harmer (2004, p.61) claimed that we needed to provide students who lacked confidence in writing with suitable activities, appropriate information, and more time of practice, to help them develop and feel comfortable when writing in English. This would allow them to take a part in creative activities, therefore, to complete writing tasks successfully.

The difficulties of writing did not come in the way of learners of English as a foreign language only, but also they were obstacles for native speakers as well. For that, learners had to make a balance between the writing components to overcome the challenges of lack of vocabulary, spelling mistakes, punctuation problems, and poor cohesion and coherence. Interestingly, Liu (2001) stated:

The learners get difficulty in writing because they use different forms from the first language and the second language in delivering their ideas, feelings, or messages, so they need to have a considerable amount of time to be able to master the target language well. They need to know the rules of the second language. (p.36)

This suggested that learners required appropriate time to become acquainted with the second language norms, and to be familiar with its structures in order to communicate their thoughts successfully, and to develop mental readiness to separate the target language from his mother tongue.

Moreover, Byrne (1988) believed that understanding the difficulty of writing underlied understanding the problem from the linguistic, psychological, and cognitive lenses. First, it was worth highlighting that the writer had to compensate for the absence of the linguistic features that existed in oral interaction to keep the conversation going. The student was required to keep the conversation channel open, using only his structure of sentences, choice of words, cohesion, and coherence because writing was dependent on the student's writing competency solely. Second, psychological problems arose from the lack of interaction and feedback between the student and his audience as the reader was absent physically. Psychological factors such as motivation, anxiety, and the student's attitude had a crucial role to determine the success or failure of mastering the skill and having proficiency in the English language. Finally, in order to account for the cognitive problems, unlike speaking, writing was not considered as a natural innate ability; therefore, it was learned through a process of instruction. The student had to learn how to use his working memory to achieve accuracy in his writing. In addition to that, learning the aspects of the written language, which were not used in the spoken language to make the ideas organized and clear for the reader, the students needed to focus their attention on how to convey the intended idea, and to maximize the level of communication through writing.

It has been worth mentioning that the difficulties that students have experienced when writing have been numerous; the most obvious ones have been linguistic, cognitive and psychological obstacles. Furthermore, students who have struggled with writing typically did not have achieved high marks in this complex productive skill, this has necessitated more guidance and extra assistance to overcome linguistic barriers, reduce anxiety, and enhance cognitive capacities, thereby, to develop their writing skills.

1.1.5 Basic Approaches to Teach Writing

In recent years, teaching writing has become a primary asset in second language teaching and learning processes. This skill has been highly demanding and it has required both teachers and learners to use a plethora of resources and assiduity to reach the desired outcomes. In the light of the shift from the sentence level to the discourse level, to enhance comprehension and foster writing practice, writing has not remained limited to drills and structure, but it has been now associated with a variety of approaches, and each one of them has encapsulated a different focal point. The four major approaches have been the product approach, the process approach, the genre approach, and the process-genre approach.

1.1.5.1 *The Product Approach*

The product approach has viewed writing as a linear model of writing. It has been dominant from the mid-1940s to the mid-1960s. Writing has been considered as a habit formation skill; learners have been typically exposed to a model that has required analysis, then, have been stimulated to imitate it in order to construct a resembling product.

In line with this, Brown (2001) stated that "A half a century ago, writing teachers were mostly concerned with the final product of writing: the essay, the report, the story and what that product should 'look' like" (p.335). Herewith, when using the product approach, the teacher focused on the result of the students' writing, by analyzing the final product, and sifting out the strengths and weaknesses. In this respect, (Zamel, 1992) claimed that "students get very few

opportunities to write, and when they do so, there is still a tendency to look at texts as final products for evaluation" (p. 74), which implied that learners might think that evaluation was the aim from doing a writing task.

Moreover, Hyland (2003) claimed that the product approach viewed writing "as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher" (p.3). That was to say, in this approach, the learners were exposed to a text, which they were supposed to reproduce by copying and imitation. Nunan (1999) concurred with this idea as he affirmed that the product approach centralized around tasks that required the learner to imitate copies of texts models, provided by the teacher or textbooks (p.272). Nemouchi (2014) endorsed this view as he considered the product approach to writing as an end product, where students focused on writing "similar or parallel text" to be aware of the text features. Similarly, Hyland (2003, p.3-4) argued that the imitation of the model text enabled the learner to be mindful of the text feature, as a consequence, he presented a description to the product approach that involved four stages:

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

This approach is also called the text-based approach because model texts were considered the core of this approach as the teacher was not considered as a facilitator of

learning, but a spotter and a corrector of the errors of the final product, without providing any feedback for his learners (Li Waishing, 2000, p.51). Nunan (1989) agreed with this position as he claimed that "the teacher who adopts a product- approach makes sure that the end product is grammatically correct" (p. 36), that was to say, correctness was an essential feature of this approach. For white (1988, p.5), this model approach proceeded as the following figure displayed:

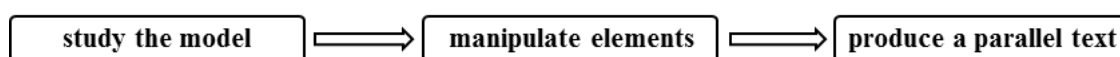


Figure 1. *Writing Procedural Model (white, 1988, p.5)*

The model text was always reviewed and analyzed, first, from several perspectives such as grammatical structure, content, sentence arrangement, and rhetorical patterns. Then, the different qualities that the pupils extracted from the model text were altered in the second step. Finally, pupils were assigned a theme and instructed to create a parallel text (white, 1988).

The product approach has been criticized as it has neglected the process the students has needed to follow to achieve the end product. It has focused on the results rather than how it has been constructed. This has led to the emergence of a new approach called the process approach.

1.1.5.2 The Process Approach

Traditionally, having neat and grammatically correct writing has been the ultimate convention about the teaching of writing. However, starting from the 1970s to the 1980s, the paradigm shift from the product-based approach to the process-based approach has changed the view on writing instructions.

The process approach emerged as a reaction to the product approach since the latter was faced with the aforementioned critics. Consequently, this process trended to underemphasize

the writing product, and called more attention to the writing process, as stated by Nemouchi (2014, p.41), "With the rise of the process approach, the central focus is no longer on the finished text, but on the steps that make up the act of writing". Similarly, Badger and White (2000) claimed that " writing in process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about linguistic grammar and text structure." (p.154). With that being said, the process approach did not neglect the writing product of the learner entirely, but it put more focus on the operation of how the learner constructed and organized his ideas before reaching the final result.

Furthermore, the process approach spotlighted the creativity of the individual writer in terms of developing the skill, through good writing practices, rather than imitating model texts (Tribble 1996.p. 160). In this sense, White (1988) affirmed that:

The learner's intention or purpose becomes of paramount concern. The learner is seen to have the role of an initiator, not a mere responder or a mimicker of other people's intentions and expressions. From being imprisoned by an obsession with correct form, the learner is now liberated by being encouraged to communicate by all means possible."(p.6)

According to this approach, the student was no longer instructed to imitate model texts. He was more accountable for his own writing process when he engaged in writing; correspondingly, students had to write without worrying about their accuracy because according to this approach, writing mastery resulted from comprehension and practice of the writing composition.

Unlike the product approach, under the process approach, the teacher was considered as a facilitator rather than an assessor. His role revolved around guiding students towards

developing the appropriate writing strategies, and giving adequate feedback. In addition to this, when adopting this approach, the teacher was supposed to provide the students with enough time to get ideas and express them in new language forms (Nemouchi, 2014). In the same vein, White and Arndt (1996) believed that the teacher could help students to draw on previous experiences by recalling special events or talking with individual learners about personal interests. Hyland (2003) agreed that the teacher's role was to guide his learners through the various stages of the writing process to center their focus on the meaning and content rather than the form. Furthermore, Harmer (2004) claimed that the teacher possessed many roles when teaching writing as being a teacher, a demonstrator, a motivator, a supporter, a responder, and an evaluator.

All in all, writing has been considered as a sequence of interrelated thinking processes which has followed a specific order. Thus, creating a piece of writing has been subject to the writer's purposes that have been outlined and have urged the eagerness for continuous changes to end up with a more polished draft.

1.1.5.2.1 The Process of Writing Models

The process approach has viewed writing as a complex skill that has necessitated different operations, for this account, several researchers have suggested a variety of divisions, for instance, (White and Arndt, 1991; Harmer, 2004) suggested two models, each of which proposed a different number of stages. However, both of them underlied the process of writing that led to the same goal, which was a successful presentation of the writing product.

1.1.5.2.1.1 *White &Arndt Writing Process Model*

White &Arndt writing process model, in a simplified way, attempted to display the recursiveness of writing as a set of interrelated cognitive processes. According to white & Arndt (1991), writing was:

A form of problem-solving which involves such processes as generating ideas, discovering a 'voice' with which to write, planning, goal-setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning. (p.3)

This model sought to highlight the intricate and recursive nature of writing as well as the interplay between the many processes that might occur concurrently. It depicted writing as a non-linear skill and the writing process as a set of repeatable cyclic stages including generating ideas, focusing, structuring, drafting, and evaluation. Following this model, as the next figure showed, the writer could move freely from one stage to another.

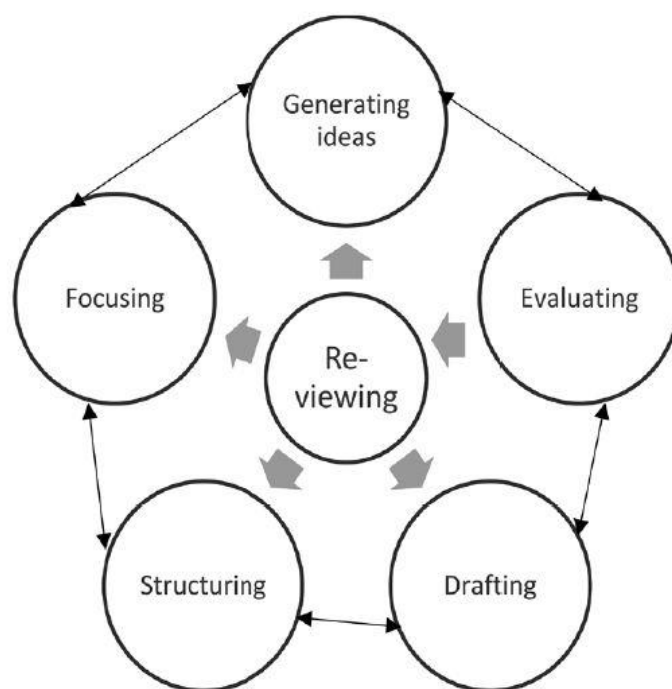


Figure 2. *The Writing Process* (white & Arndt, 1991, P.43)

- **Generating ideas**

The first stage involved activities that could be categorized as prewriting (white & Arndt, 1991). Hence, in this stage, the learner was supposed to use brainstorming to stimulate imagination, and create ideas on a specific issue or topic. This technique was

useful to recall knowledge and link ideas together. White & Arndt (1991) also claimed that brainstorming helped the learner in identifying the purpose and the audience to be influenced to pick the style, genre, and content of his writing, in addition to the choice of vocabulary and the grammatical form. For effective brainstorming, the learner should ask simple questions related to 'Who' 'What' 'Where' 'When' 'Why' and 'How', then, move to the more complex ones.

- **Focusing, structuring, and drafting**

In these stages, attention was on establishing the main ideas, then putting these ideas on paper using free writing and loop writing (Hedge, 2005). The former entailed focusing on fluency and writing, without worrying about any writing rules including grammar, spelling, punctuation, structure...etc (Shin & Crandall, 2014), while the latter was about starting from one idea, the summary of this idea would then lead him to another one. After drafting, the learner must logically organize his ideas, for instance, making sure that he broke down his text into three sections: introduction, body paragraphs, and conclusion. In addition to being aware of the various text structures, students should be aware that successful paragraphs had solid topic sentences that introduced the topic as well as the aim of the paragraph (Alves, 2008), and they should be written in such a manner that the reader's attention was drawn to them (White & Arndt, 1991).

- **Evaluation**

This stage involved evaluating what had been written. White and Arndt (1991) contended that the students, during the draft evaluation stage, had to take into account the length of the text, structure, and writing mechanics. Moreover, the assessment stage was critical for ensuring that the language was understandable and that cohesion and coherence were well established. Sommers (1982, as cited in Sheridan 2001, p. 154) stated:

We need to sabotage our students' conviction that the drafts they have written are completed and coherent. Our comments need to offer students revision tasks... by forcing students back into chaos, back to the point where they are shaping and restructuring their meaning.

According to him, teachers should know the best ways to provide suitable feedback on the initial draft of the student's writing, in order to encourage him to edit and rewrite to repair the content and eliminate errors. These comments might assist students in reflecting on their work and clarifying their purposes from writing a text.

1.1.5.2.1.2 *Harmer's Model of the Writing Process*

Similar to the previous model, Harmer (2004) suggested a set of four stages to the writing process including planning, drafting, editing, and a final draft. For Harmer, this model was better to be presented in a wheel figure rather than a linear figure because the stages of writing were recursive.

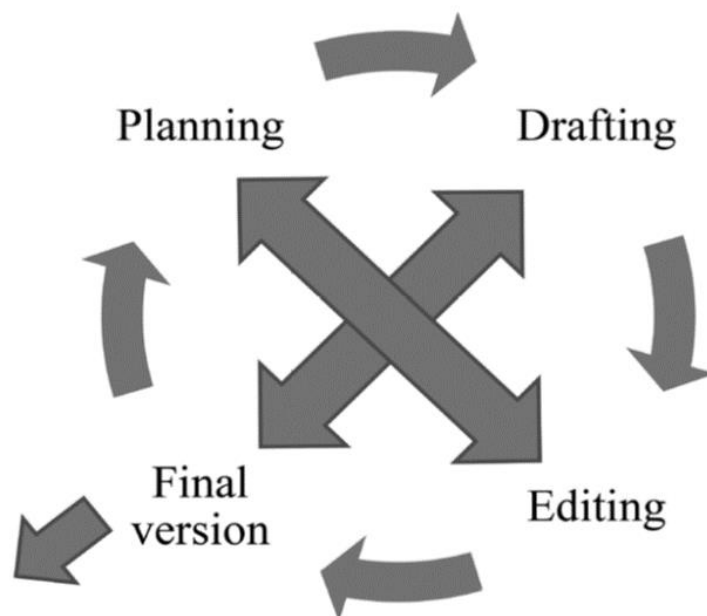


Figure 3. *Harmer's Model of the Writing Process (2004, p.6)*

1. **Planning:** according to Harmer (2004), when planning, the writer needed to consider three elements:
 - The purpose of writing because it will impact the type of text, the language use, and the material included.
 - The targeted audience because they will influence the shape of writing and the choice of language. (p.4)
2. **The structure of the content:** in terms of how to arrange the ideas, the arguments, and the facts logically and sequentially. (p.4)
3. **Drafting:** in the second stage, the writer will put down his ideas on the paper, which is considered as the first draft. The writer can create several drafts before he decides to edit and polish the last version. (p.5)
4. **Editing:** in the third stage, the writer will review and revise his piece in order to correct or change the errors committed whether in the form, the meaning, or the information written. The editing stage can happen with the contribution of a reader (peers or teachers) who can comment, suggest, alter, and give feedback. (p.5)
5. **Final drafting:** in the last stage, the writer will produce his final version of writing, which is different from the first draft, and finally ready to be served to the readers. (p.5)

Though the process approach was widespread and useful in EFL classes, it was still seen as lacking some aspects. White and badger (2000) argued that spending a long time to produce a piece of writing might decrease student's motivation; besides, learners were not provided with sufficient linguistic knowledge to produce a successful piece of writing in L2. Furthermore, they claim that the process approach did not take into account the product of the writer and the reasons that lied behind this production. In addition to the mentioned critics, Atkinson (2003) saw that the process approaches concentrated on the stages of writing only, and neglected the socio-cultural aspect that could influence different genres of writing. The

shortcoming of the process approach resulted in the emergence of a brand new approach called the genre approach.

1.1.5.3 *The Genre Approach*

Starting from the 1980s, the genre approach came in to accumulate both the linguistic knowledge and the rhetorical purposes of writing. According to Badger and White (2000), there were similarities between the product approach and the genre approach, which might be considered as an extension of the product approach in certain aspects. Hence, like the product approach, the genre approach saw writing as primarily linguistic. However, the nuance of this approach was that it extolled the social context in which the writing was generated. In this aspect, Swales (1990) viewed the genre as a class of communicative events, and the members of these classes tended to share the same set of communicative purposes. That was to say, each writer had a purpose to serve, as the fundamental principle of this approach was that language was functional, whether it was in an essay, an article, a story, or a letter (Nemouchi, 2014). Similarly, Hyland (2003) affirmed that writing pedagogies ought to provide students with explicit and comprehensive explanations of how language worked in social situations.

In language teaching, the genre approach referred to teaching a range of different genres and text types, taking into consideration the content and the context of writing, as the main aim of this approach was to introduce the students as well as the teachers to a myriad of written texts that varied according to their nature and purpose (Mercer, 1996). Byram (2004, as cited in Nemouchi, 2014) substantiated this view by considering this approach as a framework for language education that was based on models of many genres, furthermore, it was intended to guide students, and support them with principles on how to produce meaningful texts.

According to Vygotsky (1978, as cited in Hyland, 2003), this pedagogical approach emphasized the collaboration between teachers and learners. That was to say, learners would construct texts and the teacher would take the authority to scaffold and support the learners

throughout their improvement of the writing level, and their development of autonomy, by then, the teacher would shift from being an explicit instructor to a facilitator. Furthermore, (Hammond et al., 1992) affirmed that, in the genre approach, students learned to write after listening to and/or reading authentic examples of the target language/text. Following that, they would examine how the aim was communicated in the general arrangement and elements of the text.

Regarding the genre as a model of teaching and learning, Dudley-Evans (1997, as cited in Badger & White, 2000) proposed a three-stage method for teaching genre-based writing.

1. The model genre was introduced to learners in the first level.
2. In the second level, learners were given activities to help them construct related language forms.
3. In the third step, they wrote a unique text on their own, similar to what was done in the product approach.

In the same line with the genre model, Hyland (2003) proposed the following figure:

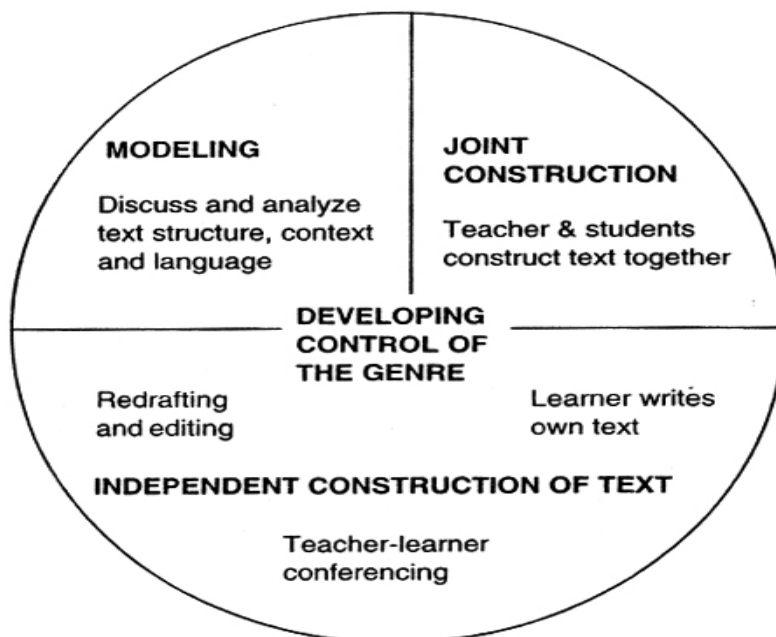


Figure 4. *The Hyland's Model of Genre Teaching and Learning Cycle (2003, p. 21)*

The genre approach was criticized even though it aimed to supply students with a variety of skills, and enabled them to have eloquent writing that would prepare them to confront actual real-world writing challenges. Opponents of the genre approach claimed that there was a need for a more critical perspective of such pedagogies because their practicality was confined to a small group of elites (Johns, 2002). As a result, people who refused to comply with the required writing forms were denied entry. That was to say, the genre approach did not promote positive social changes. In addition, Badger and White (2000) claimed that the genre approach underrated the skills required for learners to produce a text. In case a learner did not have a background in a specific register, he would face difficulties in writing, in the appropriate genre. For this matter, in their "process genre" method, Badger and White (2000) provided an alternative to L2 writing teaching by combining essential characteristics of the product, process, and genre approaches.

1.1.6 Freewriting

1.1.6.1 *Definition of Freewriting*

Freewriting has been an approach to writing that has enabled your thoughts to flow onto the paper. Stream of consciousness writing has been another term for freewriting. The notion has been that if you have not spent time editing and correcting grammar and spelling, your ideas would have flown more freely.

Elbow (1998), a free writing advocate, said that students should not stop writing when undertaking free writing since "the main thing about freewriting is that it is non-editing" (p. 6). Hence, freewriting was defined as writing quickly for a set amount of time, non-stop, and without any editing, whatever ideas or thoughts were in the mind (Elbow and Belanoff, 2000). In the same stream, Levy (2010) defined freewriting as "A fast method of thinking onto paper that enables you to reach a level of thinking that's often difficult to attain during the course of a normal business day"(p.17).

Elbow (1998) claimed that the spontaneous nature of freewriting relieved the mental stress of attempting to "think of words while also worrying if they are the appropriate ones" (p. 5). Therefore, he suggested starting by putting the wrong meanings in the wrong words, but continuing to write until the right meanings were put in the right words.

1.1.6.2 *The Importance of Freewriting*

Trying to think of the right words and the appropriate expressions for a certain idea could become an obstacle in the flow of writing. This burden discouraged many students from writing once they got stuck at the beginning (Boice, 1993), therefore, Elbow (1981) believed that freewriting would help blocked writers overcome this difficulty, and move gradually towards more fluent writing. Similarly, (Grabe & Kanplan, 1996) claimed that freewriting could help students increase their writing ability, improve their English language proficiency, and help them discover their writing style. Belanoff (1991) also agreed with this position as he viewed that free writing made students better writers because it got the writing muscles (hands, eyes, brain) functioning at full speed, and generated a rich and raw first draft.

According to Elbow (1998), in free writing, there was a texture, a rhythm, and a voice in one's natural style of forming words that were the fundamental source of power in writing. It was preferable to return to it since frequent practice might improve the writing, as the first draft of freewriting was not the final version. Moreover, freewriting also stimulated thinking by allowing the students to devote more attention, focus, and energy to the writing act, which aided in the discovery and generation of new ideas. When students were relieved of the pressure to produce a flawless output, they would find the writing process more pleasant, freeing, and powerful (Elbow, 2000).

In the view of proponents of freewriting, both guided and unguided free writing have been important, as both of them have been beneficial in the increase of fluency and proficiency. On one hand, according to Hilgers (1980), unguided free writing helped students write in a

more general way rather than their individual experience. Furthermore, Fontaine (1991) claimed that unguided freewriting allowed the students "to make meaning with language" (p. 13), i.e., they wrote about topics of their interest. On the other hand, Hammond (1991) stated that guided freewriting assisted students in identifying all possible arguments or points of view when drawing inferences from initial thoughts toward discoveries.

In short, freewriting has been an important technique that can help students to enhance the flow of ideas, and decrease the possibility of mistakenly censoring a good idea. More extensively, this technique has improved second-language learners' fluency and their capacity to create written language readily.

Conclusion

Writing has always been a key skill that has been required for language proficiency, therefore, it has necessitated the attention and energy of both teachers and students for effective learning to occur. Freewriting could have been used to help students cope with the stress of writing complexity; in fact, this strategy has been excellent for organizing students' writing into the appropriate criteria and guiding them toward clear and comprehensive writing.

Section Two: Motivation

Introduction

The concept of motivation has received extensive attention and has been considered a paramount factor in social science disciplines, especially for researchers and experts in education. Many theorists in educational psychology have believed that motivation has been a crucial construct that has affected the rate of second language learning. Besides, it has been used to explain the failure or success of this process. Although theorists have not agreed on a specific definition or have adopted one perspective for this concept, they have clearly agreed on its complexity and the pure abstraction of its mechanism. Stimulating and nourishing motivation in students has been a primary concern and a priority for a purposeful pedagogy. Therefore, multiple strategies have been put into practice to foster the fragile areas in the language skills including writing. This chapter provided a general glimpse of the concept of motivation, its evolution, its significance in FLL, and illustrated the most influential theories and models in FL motivation. Eventually, it discussed profoundly the eminent role of motivation in writing.

1.2.1 The Evolution of the Concept of Motivation

The concept of motivation and its relation to human behaviour and performance have long presented difficulties and challenges for researchers and experts. Motivation has not revolved around one concept only; it has rather been relevant to every human aspect. Therefore, it has been the subject of great research and investigations in different areas.

The term "motivation" went back to its Latin origin, which meant "stimulate," i.e., what moved people to action. Nakata (2006:24) stated that: "Motivation cannot be explained by a single definition. Because of the complexity in defining the term, there has been a paradigm shift in our understanding of motivation over the last 50 years."

According to Dörnyei there were three different phases in the history of motivation in foreign language teaching and learning. These phases were: the social psychological period, the cognitive-situated period, and the process-oriented period (Dörnyei & Ushioda, 2011).

1.2.1.1 *The Social psychological Period (1959-1990)*

Gardner was the pioneer of this phase, and his work was considered to be the foundation of motivation investigation. He stated that motivation was the most influential factor in second language learning. As defined by Gardner, "motivation involves four aspects: a goal, effortful behaviour, a desire to attain the goal, and favourable attitudes toward the activity in question" (1985, p.50). Thus, Gardner believed that the concept of motivation was composed of many interdependent factors that required a predetermined goal, the time and energy put in order to carry out the learning process, eagerness and willingness to become proficient in the foreign language, and finally, a student's reactions towards learning. He also emphasized the role of the two factors: effort and desire, and called them the prerequisites motivation (1985, p. 10). At this stage, researchers have examined motivation in the sense of attitude and orientation of the learners. Ellis (1986) stated that motivation can be described in terms of the overall goal and orientations of students.

1.2.1.2 *The Cognitive Stage (1990s)*

In this period, the attention has shifted to mental processes and learners' experience. Researchers have focused more on specific aspects inside the classroom, such as the strategies a learner may have adopted and the contexts of learning. Arnold et al. (1991) proposed three components to motivation:

- Direction: What is a person trying to do?
- Effort: The degree to which a person tries.
- Persistence: The continuum of effort until the predetermined goal is achieved.

Moreover, Dörnyei stated that “motivation is a cumulative force of motives that is on a continuum from zero to strong” (Dörnyei, 2005, p. 89). Therefore, he argued that motivation could be consciously increased and it was not a stable state.

1.2.1.3 *The Process-Oriented Period*

This period has shown an extensive interest in language learners, the setting and circumstances of learning. Researchers have linked the learning of a foreign language to one’s personal identity. Dörnyei and Ushioda discussed the concept of motivation in a descriptive way and they related it to: the choice of a particular action and the persistence with the effort exerted (2013, p.4). They also proposed two stages of motivation (2001):

- The action stage represented translating goals into intentions and achievements.
- The motivational stage included setting goals, taking action, and finally receiving external feedback and, in some cases, internal reactions such as satisfaction.

1.2.2 Motivation Theories

Motivation has been a multifaceted concept that has seen a great evolution through time, which has made it an explanatory field by merit. In order to illuminate the concept of motivation and examine its significance and relevance to FLL, researchers have conducted a large empirical investigation based on numerous experiments, taking into consideration the different factors that might affect its extent and existence. Consequently, many theories have emerged with various orientations including Maslow’s hierarchy of Needs, Vroom’s Expectancy Theory, The Attribution Theory, The Goal Theories, Self-Determination Theory, and Bandura’s Socio-Cognitive Theories.

1.2.2.1 *Maslow’s Hierarchy of Needs Theory*

Abraham Maslow (1943) presented the most influential and best-known motivation theory in humanistic motivation named “the hierarchy of needs theory”. The theory explained

that individuals possessed some needs that they sought to satisfy during their lives, and these needs were orderly classified in an ascending manner, and differed in priorities from lowest to highest in the pyramid of needs. Gouwn (1995) asserted that people were motivated by their journey to satisfy their needs, and that these needs occurred in a hierarchical order, i.e., lower-order needs had to be satisfied first and before those of a higher order.

In his theory, Maslow analyses the inner and the outer needs which were considered the driving factors of human motivation; these needs could be classified into two fundamental categories: deficiency needs that include the first four levels, however, growth needs include self-actualization.

- **The Human Physiological Needs:** They referred to the biological drives including air, water, clothes, food, shelter...etc. They occupied the very bottom of the pyramid because they were the basic needs for human beings to survive. At this level, the survival of organisms was the humans' only interest (Maslow, 1970).
- **The Safety Needs:** These needs provided a person with a sense of peace, protection, security, and stability. They included insurance in all aspects of life: health, job, family...etc.
- **Belongingness and Love Needs:** They were based on human emotions evoked by interactions with others. They included love, affection and belonging... At this level, the individual was eager to gain a place among his family members or community more than the previous needs (Maslow, 1970).
- **The Esteem Need:** It was the need for a stable, respectful, and highly-evaluated self. This level was divided into two types: the first type included self-respect and the inner urge for power, independence, and achievement. However, the second type covered the need for esteem from others like approval and recognition. According to Włodkowski (1984),

students were better motivated independently, taking the first set of esteem needs as the major source.

- **Self-actualization:** It was the summit of the needs pyramid; it was related to the acceptance of one's self and others, creativity, and satisfaction with curiosity. Slavin (2006, p. 15) defined it as "The desire to become everything that one is capable of becoming." Since self-actualization was a growing need, it should be encouraged among students because it helped increase their motivation and ambition in their learning process.

Below is the figure that illustrated the five layers corresponding to each set of needs arranged in a hierarchical order as Maslow proposed in his theory:



Figure 5. *Maslow's Hierarchy of Needs (1943)*

The core of this theory lied in the fact that whenever a need was attained, the strength and motivation towards it would diminish (Baron et al., 2002). On the other hand, this strength and motivation increased to fulfill the coming one, as Maslow stated "Gratification of one basic

need opens consciousness to domination by another” (1968, p. 153). The unfulfillment of the precedent needs restrained the individual from moving on to the next level, but it was of high importance to clarify that these needs did not recommend a total accomplishment; but they could rather be partly accomplished (Salanova & Kirmanen, 2010).

In the same vein, Maslow postulated that the higher needs were of no importance if the lower needs were not being satisfied. He stated that if a person was extremely thirsty, he would put all his interest and desire to satisfy this deficiency, and he would not consider any other needs unless this one was accomplished (Maslow, 1943).

1.2.2.2 *The Expectancy Theory*

The concept of expectancy was introduced by Victor Vroom (1964), and it stood for the individuals’ tendency towards certain activity over others because they expected an advantageous outcome.

Vroom’s theory attempted to investigate the reasons behind human decisions, and to explain the process that an individual underwent while making these choices. Vroom postulated that motivated people were those who believed that a strong exerted effort would lead to good performance, and good performance would lead to the desired outcomes (Green, 1992). Thus, he defined motivation as a cognitive process that was controlled by the individual, this latter made choices based on his expectations about the results and directs his abilities accordingly (Vroom, 1964).

This cognitive process could be summarized in the three factors that are interrelated and they eventually form an equation as proposed by Vroom:

$$\text{Motivation} \setminus \text{Effort} = \text{Expectancy} \times \text{Instrumentality} \times \text{Valence} \text{ (Vroom, 1964).}$$

- **Expectancy:** It referred to personal beliefs and expectations regarding the ability to perform a certain task. In fact, this was related to the person's self-efficacy, task difficulty, and perceived control. Therefore, expectancy determined the strength of performance; if the individuals had a positive self-image, this would better their performance.
- **Instrumentality:** It was related to the certainty that a particular behaviour would lead to the desired outcomes. The reward was the manipulating factor of instrumentality, if the rewards were various and promoted, the instrumentality would be stronger. However, if the rewards remained the same, the instrumentality would decrease.
- **Valence:** It referred to the individual's urge for internal and external rewards, and the value and the emotional reaction of the person towards it. Thus, valence could be both positive and negative; if the person performed well and got the desired reward, then the valence would be positive and vice versa.

The figure below showed the relationship between the three factors mentioned above in a simplified framework for further explanation:

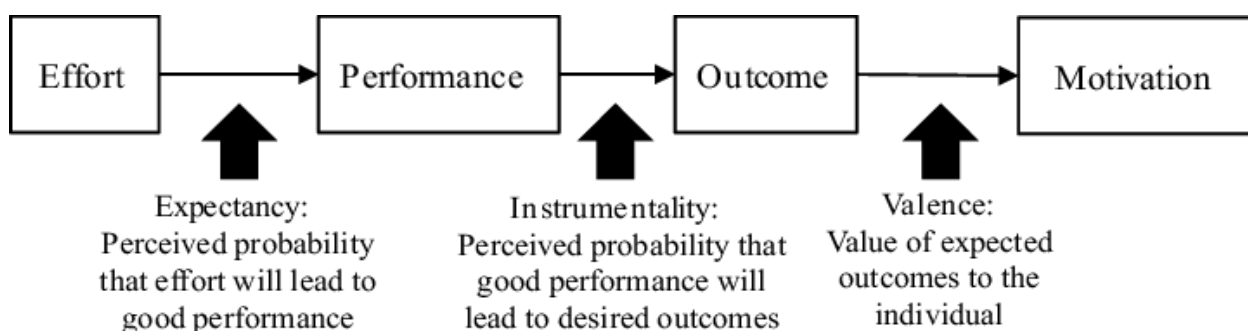


Figure 6. *Vroom's Expectancy Theory Model (1964)*

The basic expectancy framework presumed that the three factors were the conditions that had to be met, so that the motivated behaviours would occur (Griffin, 2007).

1.2.2.3 *The Attribution Theory*

The attribution research in social psychology sought to investigate the reasons that people gave to explain their success and failure.

Weiner was considered the founder of the attribution theory in 1974. The theory was largely influential and became the dominant theory for the study of motivation, during that period, and it remained so now. The theory attempted to link individuals' success to past experiences through certain mediating links called "causal attributions" (Dörnyei, 2003). These causal attributions, as stated by Weiner (1986), were four main factors that might explain the success and failure of the activity given. These were ability, effort, luck, and task difficulty. On the other hand, he divided these four factors into three main dimensions: first, locus referred to the location of a cause (internal Vs external), second, stability referred to the constancy of a cause over time (stable Vs unstable), finally, controllability referred to the extent to which the cause was willingly to be modified (controlled Vs uncontrolled) (Graham & Weiner, 1996).

The table below would summarise the interaction among the causal attributions and the dimensions for further illustration:

Table 1. *Weiner's attributions for success and failure, adapted from Schunk (2009, p.478)*

Factors	Dimensions		
	Locus	Stability	Controllability
Ability	Internal	Stable	Uncontrollable
Effort	Internal	Unstable	Controllable
Task difficulty	External	Stable	Uncontrollable
Luck	External	Unstable	Uncontrollable

The locus of causality was distinctive and situational. According to Schunk (2009), it was fundamental in achievement-related contexts because students' satisfaction was directly

related to their achievement, thus, when they succeeded they were satisfied, and they were disappointed when they failed. In fact, the most crucial hypothesis for the attribution theory was that individuals tried to protect and maintain their “positive self-image”. This latter might create a self-serving bias which, in the main, led students to attribute their success to their internal potentials, and attribute their failure to external factors such as the difficulty of the task given or bad luck. Learners who ascribed both success and failure to their internal factors (effort and ability) were more likely to maintain their positive self-image, and keep their motivation at a high level (Richards & Schmidt, 2002).

1.2.2.4 *The Goal Theories*

Early research on human motivation had focused mainly on basic human needs, taking the example of Maslow’s hierarchy of needs model; however, this focus shifted in recent studies to shed light upon a new fundamental concept which was “goals” (Dörnyei, 2001). The concept of goal was not spared from complexity, however, Locke and Latham (2002) defined it as the aim behind an action that an individual was willing to obtain. Thus, Goals were considered as the engine that fired the action and guided the activity. Moreover, setting up clear and specific goals pushed students to devote their effort and time, and work firmly to achieve these goals. Goals were, then, a fundamental element to enhance cognitive processing and performance (Bandura, 1996). Consequently, people should have goals because goals triggered actions and by following these actions, a person was one step closer to accomplishing these desired goals (Dörnyei, 1998).

The goal theories were launched by Locke and Latham in 1979. The theories hypothesized that goals and performance were interrelated, and that feedback played an essential role in this. The theories could be divided into two main theories which were: the goal setting theory and the goal orientation theory.

1.2.2.4.1 The goal-setting theory

It was proposed by Edwin Locke and Gary Latham in 1990. The pioneers had incorporated around 400 studies about goals in this theory. Shearin and Oxford (1994) considered the goal setting theory as the most influential theory in stimulating L2 learning motivation. According to the theory, there was a crucial relationship between goals and performance, also there were two cognitive determinants of behaviour: value and intention. Locke and Latham (2002) postulated that there were four mechanisms that governed the individual's goals and performance:

- **Direct attention:** Goals guided attention towards relevant behaviours and activities and away from the irrelevant ones.
- **Energizing:** Intuition about the effort exerted according to task difficulty.
- **Task persistence:** The duration of time devoted to the behaviour.
- **The effective strategies:** The different ways adopted by individuals to accomplish the goals.

In addition, there were five goals' setting principles that could motivate students and higher their performance which were: clarity, specificity, challenge, commitment, task complexity, goal acceptance, and feedback (O'Neil and Drillings, 1994).

The following figure summarized the major elements in the goal-setting theory:

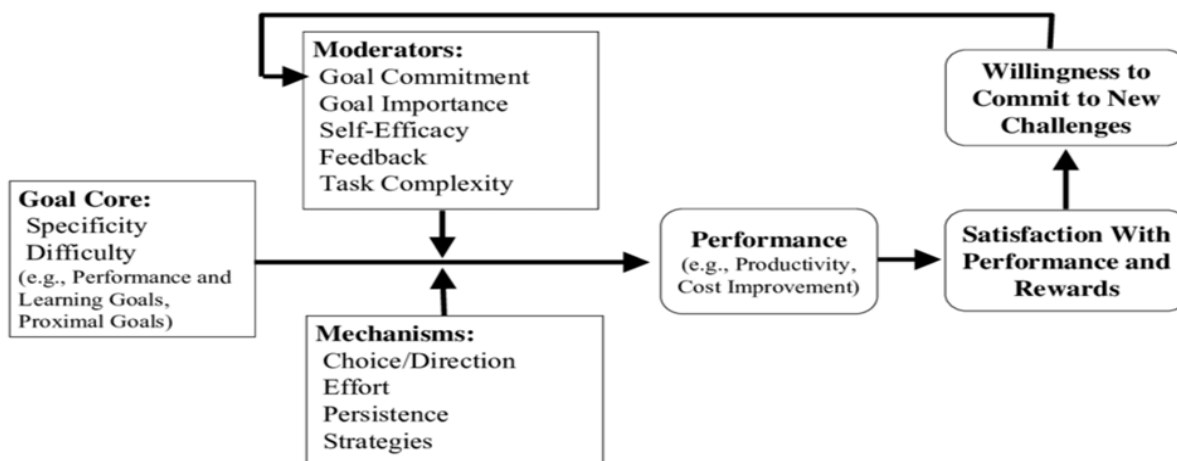


Figure 7. *The Essential Elements in the Goal-Setting Theory (Locke & Latham, 2002)*

1.2.2.4.2 The goal orientation theory

It was developed particularly to illustrate children's learning process and their performance in classrooms (Dörnyei, 2001). Goal orientations referred to the reasons behind engaging in a certain learning activity, and anticipating the individuals' responses to achievement situations (Ames and Archer, 1988). Ames and Archer (1988) also distinguished between two basic goal orientations, these were: the performance goals and the mastery or learning goals. Performance-oriented learners focused on demonstrating their abilities to get high grades, whereas mastery-oriented learners focused on mastering new skills and broadening their knowledge about the content been learned. Salvin (2006, p. 327) highlighted that "some students are motivationally oriented toward learning goals; others are oriented toward performance goals". Ames (1992) argued that the mastery goals were superior to the performance goals; in the sense that the former could be both implemented and experienced, whereas the latter was only experienced. Hence, the mastery goals led to higher performance.

1.2.2.5 Self-determination Theory

The self-determination theory was proposed by Edward Deci and Richard Ryan in 1985. The studies conducted by these researchers and their colleagues indicated that self-determination would drive, finally, to the desired outcomes in education, which would satisfy both individuals and society. According to Dörnyei (2001), the theory was considered the most influential in educational psychology. This theory included new notions and concepts in the field of motivational psychology such as the locus of causality, the innate needs, and the distinction between the intrinsic and the extrinsic motivation.

First, the locus of causality was introduced by Richard de Charms to account for the source behind human behaviour. When behaviour was self-determined, it meant that the behaviour came from the inside of the individual; the locus of causality was internal. However, when the behaviour was controlled, the locus of causality was external. Deci et al. (1991) pointed out that in both cases, whether the locus of causality was internal or external, the person was motivated and the behaviour was intentional, what really changed is their regularity processes. If behaviour was self-determined, the regularity process would be “choice”, and it would be “compliance” if the behaviour was controlled.

Second, SDT assumed that human behaviour was motivated by some innate needs, and a person would be self-determined if these needs were fulfilled. Deci and Ryan (1985) stated that a person’s choice was based on innate psychological needs and desires which, in their turn, gave the authority to the person to behave in a certain manner. According to Woolfolk, self-determination was “the need to experience choice and control in what we do and how we do it. It is the desire to have our own wishes, rather than external rewards or pressures that determine our actions” (2004, p. 370). Thus, researchers have postulated the basics of motivation in relation to three innate needs. These have been: competence, autonomy, and relatedness.

Competence was associated with performance, based on knowledge and skill mastering, effort exerted, and the choice of actions, what to pursue and what to let go. When a person was able to perform a given task or has sufficient skills and potential, this would give him or her a sense of security and mastery over their environment. Autonomy referred to self-initiating and self-regulating one's own actions. Ryan and Deci (2000) stated that autonomy was integration and independence, and it was essential for healthy human functioning and satisfaction. Dickinson (1995) described autonomous learners as those who were able to make their own decisions, identified and manipulated their goals, and monitored and took control over their learning. Relatedness referred to the sense of both attachment and belonging in social groups. Ryan and Deci (2000, p. 231) defined it as "the desire to feel connected to others". Brophy (2004) considered it as a desire to be connected and to have a strong social relationship with the members of one's community.

The self-determination theory was founded on these three psychological innate needs, which were very crucial sources of motivation. Ryan and Deci (2004) asserted the significance of these needs as they pointed out that:

The arena of investigation in self-determination theory is that people's inherent growth tendencies and innate psychological needs that are the basis for self-motivation and personality integration, as well as the conditions that foster those positive processes (p. 68).

Third, SDT distinguished between two types of motivation which were considered the main types. These were intrinsic and extrinsic motivation. Intrinsic motivation was the inner force and effort that drove people to engage in a certain activity, out of pleasure and without any need for external reward (Deci & Ryan, 2000). Ryan and Deci defined it as "motivation to engage in an activity because that activity is enjoyable to do" (1985, p. 39), i.e., a non-drive based motive. It is well stated by Enhrman and Leaver (2003) that intrinsically motivated

students were engaged in the learning activity willingly and voluntarily, and they found their reward in the enjoyment of performing the task of interest and the feelings of competence and independence brought with it. Teachers had no direct effect on students' intrinsic motivation, but they rather tried to make the environment more supportive, and the learning process more autonomous (Radel et al., 2010). In contrast to intrinsic motivation, extrinsic motivation was related to external factors that drove the behaviour. It was defined by Deci and Ryan (2000) as the "performance of an activity in order to attain some separable outcomes" (p.71), it meant that these activities were stimulated by external incentives, and they were carried out to earn some kind of reward or feedback, or to avoid some kind of punishment. Teachers could provide extrinsic motivation to their students, and enhance it by giving positive feedback (Salvin, 2006).

Maslow (1970) argued that intrinsic motivation was prior and superior to extrinsic motivation because it was related to "self-actualization". On the other hand, Gardner and Lambert (1972) stated that to reach optimal outcomes in the learning process, we should give similar regard to both types.

1.2.2.6 Bandura's Socio-Cognitive Theories

Albert Bandura stood in a clear contrast to notions that overestimated the function of the environmental factors on human behaviour and learning. He stated that "a theory that denies that thoughts can regulate actions does not lend itself readily to the explanatory of complex human behaviour" (Bandura, p. 15). Bandura developed his social cognitive theory (1986), he believed that human psychology could not be split from people's behaviours and their learning process, which were also affected by cognitive and social factors (Bandura, 1991). Besides, individuals hold certain capabilities and beliefs which might help explain the complexity of human actions, among these capabilities were: self-regulation and self-efficacy.

1.2.2.6.1 Self-regulation

The self-regulation theory was developed by Bandura as a part of socio-cognitive learning (1977). It introduced the concept of human ability to regulate their own thoughts, emotions, actions, and motivation. James Williams (2010) considered self-regulation as an introspective process where the individual had the ultimate authority to choose what was appropriate and what was not, which was pointed before by Bandura as “Free Will”. Thus, self-regulated learning was the process of governing, controlling, and self-evaluating one’s own learning and behaviours. Self-regulation included both self-reinforcement and self-punishment. According to Bandura (1977), the process of self-regulation followed three stages:

- **Self-monitoring:** It referred to consistent and honest self-observation. It provided the individuals with the information needed to set realistic goals, and enabled them to evaluate their progress towards these goals. This attention also could contribute to a self-directed change if the goals were not fit.
- **Judgment:** It referred to the internal and external standards, with an emphasis on the former one, which helped the individual to make decisions about engaging in a certain task or not.
- **Self-response:** It referred to people’s reactions to their performance. In case of fulfillment, they responded with satisfaction and reinforcement, if not they would respond with punishment.

The figure below showed the three stages of the self-regulation process:

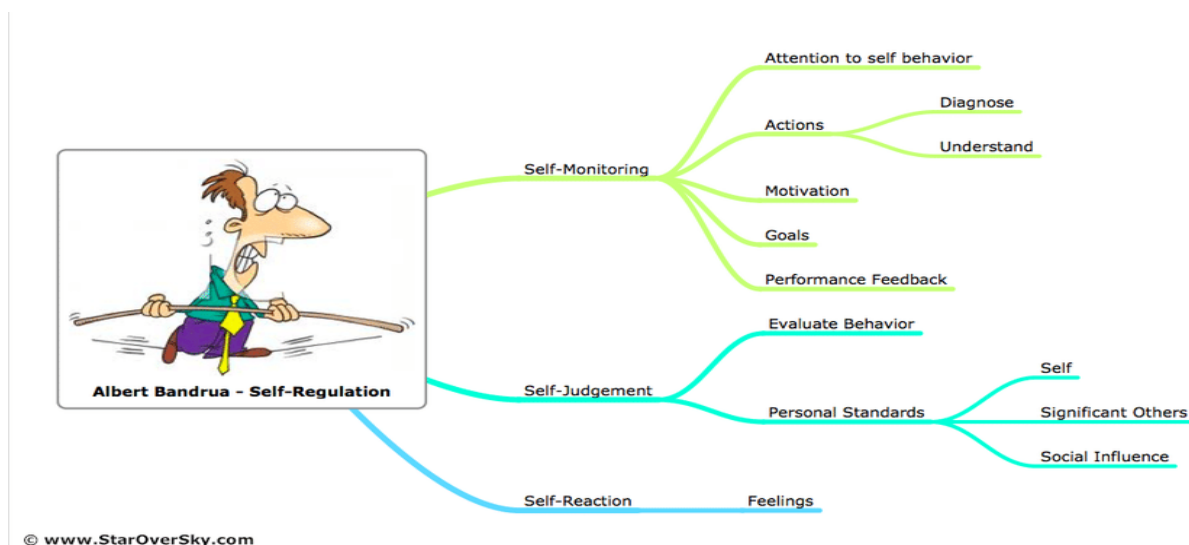


Figure 8. *Self-regulation Stages Proposed by Albert Bandura*

1.2.2.6.2 Self-Efficacy

Self-efficacy was introduced and developed by Bandura (1977). It was defined as the individuals' conviction that they could achieve a predetermined task with satisfactory outcomes (Bandura, 1977). He also defined it as the individuals' beliefs and judgments about their capabilities in performing a task in order to achieve a certain goal (1986). These beliefs were usually based on the individual's intuition, cognitive abilities, motivation, and the resources which might help complete the task (Wood & Bandura, 1989).

According to Bandura (1986), self-efficacy beliefs had a direct impact on human agency. Moreover, a strong self-efficacy improved personal accomplishments because learners had assurance and confidence in their capabilities, and they used more cognitive and meta-cognitive strategies to solve more complicated and challenging tasks. In the same vein, he declared: "an attribution of success to ability is associated with high self-efficacy, while an attribution of failure to lack of ability is associated with low self-efficacy" (Bandura, 1986, p.

308). Thus, high and positive self-efficacy led to success, whereas a low and negative self-efficacy would lead to failure.

Self-efficacy beliefs were believed to be formed during childhood through countless sets of experiences, skills, cultures, and situations...etc. This process did not end, but it rather continued to evolve throughout the human lifetime (Bandura, 1997). He stated that the main sources of these beliefs were as the following :

- **Mastery Experiences:** They referred to one's previous performances and they were considered the most influential source because they provided a reliable and evident source. Bandura believed them to be the most effective way to develop a strong sense of efficacy (1994).
- **Social Modeling:** Also named « Vicarious experience ». It was the process of observing others' performing their tasks. Witnessing the model, succeeding in what they did helped the observers to believe they also could do it and it was not out of their reach. Thus, a significant model might change the course and life of the observer.
- **Social Persuasion:** It involved both verbal judgments provided by the surroundings which could defeat and weaken self-efficacy, and verbal encouragements which empowered self-efficacy and helped overcome self-doubt.
- **Psychological Responses:** It included a person's emotional arousal during a particular situation, like stress, anxiety, sweating, agitation ...etc. These weak emotional reactions told a lot about the person's low self-efficacy. However, those who felt calm, comfortable, and anticipated performing well appeared to be more confident and had a higher self-efficacy.

These sources had been largely applied in interventions to evolve self-efficacy in college settings, and had been examined for further implications (Bartimote, 2016). There was a significant link between self-regulation and self-efficacy. Studies made by Zimmerman (1989) concluded that students could not reach a high level of self-regulation without having a high level of self-efficacy.

1.2.3 Motivation in Foreign Language Learning

Over the last few decades, educational studies, all over the world, had shown that motivation was an essential component of learning (Mc Inerney, Liem, 2008). According to Mc Donough (1983), students' motivation had a direct impact on their productivity, and it was the most influential factor in the success or failure of the process of second language learning. Thus, students' mere presence in classes would not guarantee their success if they were passively receiving knowledge without interest.

1.2.3.1 *The Significance of Motivation in FLL*

Extensive research and investigation into motivation in FLL revealed its importance to the success of this process (Dörnyei, 2005). Besides, Dörnyei (1998) stated that motivation was viewed as a prerequisite element to initiate the second language learning, maintain the development of the learning, and finally achieve the predetermined goals (mastery of language). He also claimed that neither students' cognitive abilities nor appropriate syllabi and teaching strategies would be enough to ensure their language achievement if they were not sufficiently motivated (Dörnyei, 2005).

On the other hand, Spolsky (1990) claimed that one of the most remarkable benefits of motivation was rapidity, i.e., motivated students were likely to learn more quickly than those who were less or unmotivated.

In an educational setting, there were many factors that affected the activation and maintenance of students' motivation. According to Deci and Ryan, providing a set of

challenging and rich resources along with fostering students' autonomy would help spread motivation among students (1985). However, Oxford and Shearin (1994) argued that students' motivation should be guided by teachers to prove itself and lead to the desired outcomes set in the curriculum.

1.2.3.2 Gardner's Socio-Educational Model

Gardner was the pioneer of the inclination towards the role of motivation in second language learning. In 1985, he developed a motivational model, which was the basis for other researchers and an extension to other models. In his model, Gardner classified the reasons behind learning a second language, which he named "Orientations." He emphasised two particular orientations which were the integrative and the instrumental motivation.

Integrative motivation referred to the learner's desire to learn the foreign language for the sake of integrating socially and culturally into the community of that language. Crookes and Schmidt (1991) claimed that "integrative motivation is defined with positive attitudes toward the target language group and the potential for integrating into the group, or at least an interest in meeting and interacting with members of the target language group" (p.472). In fact, Gardner focused more on integrative motivation because he found that learners with integrative orientations had higher motivational intensity than those with instrumental ones (Gardner, 1985). According to him, integrative motivation could be divided into three elements: integrativeness was "a genuine interest in learning the second language in order to come closer to the other language community" (Gardner, 2001, p.5). Integrative orientation referred to the learner's tendency towards a particular culture and language. Consequently, they had a desire to learn this language. Finally, motivation referred to the power to learn the target language. Gardner stated four main components of motivation which were: goal, effortful behaviour, desire to obtain the goal, and a positive attitude towards the goal. Thus, he believed motivation

to be "a combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language" (Gardner, 1985, p. 10).

However, instrumental orientation referred to the learner's desire to learn a foreign language for more functional and academic reasons such as: job promotion, studying or working abroad...etc. Gardner claimed that instrumental motivation was "a goal that doesn't seem to involve any identification or feeling of closeness with the other language group, but instead focus on a more practical purpose learning the language would serve for the individual"(as stated in Sergan, 2015, p. 5). Therefore, the language learning process was merely a means or an instrument to accomplish certain goals.

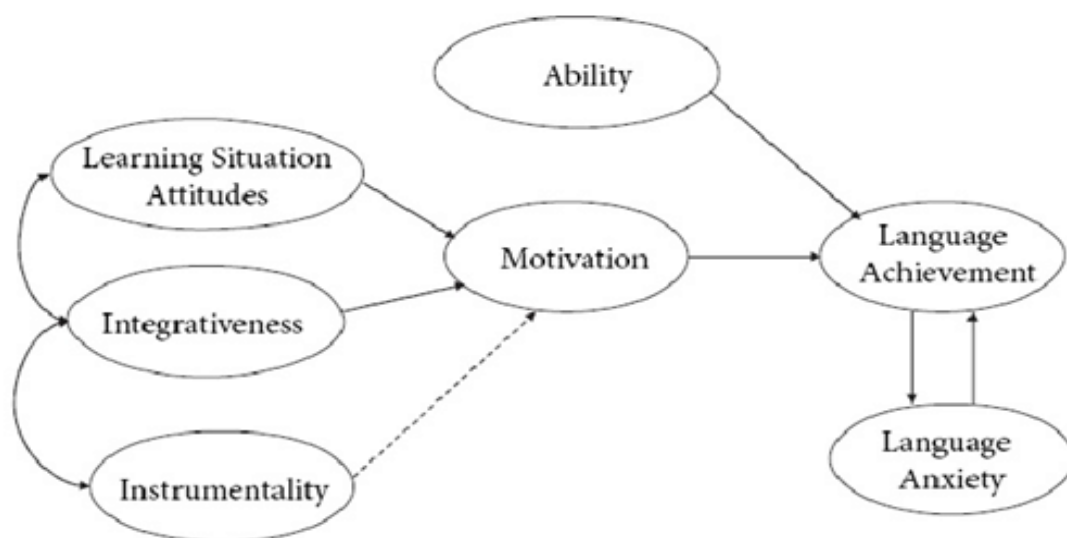


Figure 9. Robert Gardner's Socio-Educational Model (2005, p.6)

In his amended version of the socio-educational model (2005), Gardner claimed that there were two main variables which strongly affected the learner's language achievement. These were motivation and ability. The model also illustrated the direct reciprocal connection between language performance and emotions (anxiety). He believed that "when the student

enters the classroom, he or she brings a lot of emotional and cognitive baggage that influence learning experience” (Gardner, 2001, p.4).

1.2.3.3 Dörnyei’s Model of L2 Motivation (1994)

Dörnyei’s framework (1994) focused on motivation in FLL classrooms. Unlike Gardner who focused on integrative orientation, Dörnyei emphasized instrumental motivation in educational use as a means to achieve language competency. Therefore, he (1994) stated that “the exact nature of the social and pragmatic dimensions of second language motivation is always dependent on who learns what languages and where” (p. 275). Hence, he considered motivation in terms of three basic levels comprising the language level, the learner level, and the learning situation level (Dörnyei, 1994). He added that each level had an independent effect on the other level (Dörnyei, 1996).

The language level was the most general level which included both subsystems of integrative and instrumental orientations and the different aspects related to FLL such as socio-cultural aspects, and the norms associated with the community of this language. These motives determined the learning goals, choice, and the usefulness of the language (Dörnyei, 1994).

The learner level involved two motivational components that were the need for achievement and self-confidence. This latter included different cognitive factors which were the language use, anxiety, perceived L2 competence, causal attributions, and self-efficacy (Dörnyei, 1994).

The learning situational level was related to specific motivational factors in the process of FLL. These factors covered the three major elements for learning to take place (Dörnyei, 1994):

- The course-specific motivational components: These were related to the syllabus, the teaching material, the teaching method, and the learning task. These components should have some specific characteristics such as interest, relevance, and expectancy.
- The teacher's-specific motivational components: These were related to the teacher's character, affiliate drive, authority type, and direct socialization of motivation (teacher's modeling, task presentation, and feedback).
- The group-specific motivational components: These were related to the characteristics of the learning group, the norms and reward system, group cohesion, and classroom goal structure.

1.2.4 Writing Motivation

The majority of EFL learners admitted the writing skill to be the most complicated skill, and the hardest to be mastered. According to Santangelo et al. (2008), students consider writing as a burdensome and frustrating process due to the difficulties they encountered through learning it. These difficulties constructed a barrier between the learners and their interest in writing, according to a survey conducted by Thomas P. Hogan (1975), investigating learners' writing performance, showed a decline in the learners' over-all writing interest. Baba (2008) also claimed that these writing difficulties were the biggest obstacles that affected EFL learners' achievements. Consequently, teachers always complained about the low writing levels shown by their students and related it to internal factors like motivation (Hamilton, 2006).

Furthermore, Kharma (1985) revealed that the most effective factors, in the writing process, were the quality of the teaching methods, the distinction between the native and the target language rhetoric, and the lack of motivation. Based on the empirical investigations provided above, namely theories of motivation and the definition of the concept, it was clear that any activity required an inner force, and writing was an activity that needed that force.

In the late 1970s, many studies were conducted to examine the relationship between writing and motivation. These studies revealed the impact of self-esteem on the writing process (Daly, 1978). In addition, a great number of studies, in the field of writing, discovered that self-efficacy is the most contributor among other motivational factors that had a direct impact on students' performance (Harris & Graham, 1992). Zimmerman and Kitsantas (1999) found that there was a correlation between self-regulation and writing. They stated that self-regulation of writing included three elements: the person, the behaviour, and the environment. The writer internally controlled the writing task by setting objectives and duration. The writer also took control of his or her behaviour by using the most effective strategies of writing, and choosing a calm place away from interruptions. On the other hand, students should have clear reasons for writing in order to improve their writing skills. As noted by Poon (2007), setting goals before initiating the process of writing was necessary to produce well-written material.

Moreover, Miller and Meece (1997) had proved that learners' writing motivation was affected by the challenging tasks provided by the teachers. Teachers could not change the students' minds about the writing activity and make it welcomed by all of them. However, they could motivate them and help them build confidence, efficacy, determination, and had their own autonomous voice, which was the strongest version of motivation in writing.

Motivation was important in developing writing performance; therefore, increased writing motivation would certainly lead to improved writing ability and engagement. In particular, motivation had been identified as a key component in writing outcomes improvement, and an important factor for students' academic writing success (Collie, Martin & Curwood, 2015). The level of motivation was determinant in the activity of writing; the more motivated students were, the better outcomes they would achieve (Kellog, 2008); therefore, without a strong motivation, students would lose interest and fail to initiate the writing process.

Hidi and Boscolo (2006) identified the following factors as having a significant impact on writing motivation: willingness, extensive knowledge of the topic, positive feedback, and consistent effort. They also argued that students' with higher motivation to carry out the writing activity, had higher performance than students with low motivation.

Teachers also found difficulties in selecting the most appropriate strategies that would increase their students' motivation to write. Therefore, Kellen (2006, p. 297) suggested some tips that should be followed in order to motivate students to write. These tips would be briefly stated in the following points:

- Provide students with more challenging topics, not just basic ones.
- Provide encouraging and positive feedback about their writings.
- Help students understand that their writing is not judged by its length, but rather by their comprehension.
- In order to help them be confident about their writing, make them start with short pieces until they develop writing proficiency.
- Give students opportunities to write about topics of their interest or choose understandable ones for them.

Conclusion

Motivation has been a critical component of learning. It has been briefly defined as the individual's interest or internal drive. However, motivation has not been a unitary construct, but rather it has comprised several variables including self-efficacy, self-regulation, self-determination, personal needs, goal orientation, beliefs and attributions about success and failure. There have been limitless endeavors in the field of motivation and its relation to FLL, in addition to its relation to academic writing. The juice of these studies has revealed that motivation has played an eminent role in succeeding in FLL as well as in developing writing performance. Moreover, many researchers have stated that academic motivation has been a

combination of cognitive and emotional stimulation that has affected students' academic achievement. Therefore, it has been out of the question that motivation has helped students to pour their thoughts and emotions down on paper. Teachers have played a crucial role in motivating students, since it has been nearly impossible to teach a second language where students have been unmotivated to learn the TL. Teachers have needed to know the type of motivation of their students and their particular needs in order to make the teaching-learning process more flexible and enthusiastic.

Chapter Two: Data Collection and Findings

Introduction

This study, at hand, aimed at investigating whether students' motivation to write was influenced when they free-wrote, particularly among the students of Mila's University Center (MUC). Given the complexities of the writing process, the second chapter was devoted to dealing with the practical part of this research work, shedding light on the diverse standpoints of the students towards the two suggested variables; freewriting and motivation, as well as teachers' perspectives about the use of freewriting and its relation to learners' motivation to write. Thus, this chapter provided an unequivocal description of the research design, the context of the study, the involved participants, and the data collection course of action. In addition to that, it supplied this thesis with study limitations and data analysis. Furthermore, it yielded suggestions and further recommendations.

2.1 Context of the Study and Sampling

This inquiry took place at Mila University Center (MUC), Institute of Letters and Languages, Department of Foreign Languages, more specifically, the Department of English, in the middle of the school year 2021/2022.

The target population was second-year students. Their native tongue was Arabic, and they appeared to share the same cultural conventions. The chosen group consisted of 137 students; all gathered in one section, and divided into six groups. Eighty five (85) students were randomly selected to participate in this study. This sample was chosen based on the assumption that students in that grade were acquainted with the four skills of the English language, from middle school to high school as well as college, including the writing skill, in addition to the fundamental notions of motivation. These features enabled these students to reflect on and convey their genuine thoughts, preferences, and views about their previous EFL learning experience. Concerning teachers, the sample consisted of eight teachers from the department of

English, who had taught or were still teaching written expression; that was to say, they were teachers who could provide explicit, valid, and reliable answers concerning this research topic.

2.2 Data Collection Instruments

The data collection to this study was done through a case study that tackled the mixed-methods research. This latter made use of both qualitative and quantitative methods. This study also resorted to using a combination of two of the classic research tools; the questionnaire and the interview.

Mujis (2010) defined the quantitative method as “explaining phenomena by collecting numerical data that are analyzed using mathematically based method (in particular statistics)” (p. 1). However, it was not confined to numerical data; on the contrary, various non-quantitative data could be collected and coded quantitatively (Mujis, 2010). Furthermore, this study was supplemented with a qualitative method, which was defined as “a research strategy that usually emphasized words rather than quantification in the collection and analysis of data” (as cited in Hammersley, 2013, p. 1). This meant that it emphasized how individuals constructed their words and shaped their experiences.

In view of this study, the data to be collected involved a designed questionnaire administrated to students belonging to the English Language Department, at Mila University Center. This questionnaire was selected, for this research, for the reason that it was considered an effective and a quick way to obtain information from a large number of respondents effectively and punctually. Moreover, it was the most practical research tool to collect information, as it was both cost- and time-effective to design, and easy for students to fill in with the necessary instructions.

The second research tool was an interview, held with teachers from the Department of English, at Mila University Center. This complimentary tool was chosen because it was flexible

and it allowed for a more in-depth, open discussion between the interviewer and the interviewee.

Both teachers and students were informed of the significance of their contribution to this study, and more importantly, they were informed that all their answers would be collected anonymously, and used for the sake of this research solely. Conclusions obtained from the two tools were combined to explain the phenomenon.

2.2.1 Administration of Students' Questionnaire

Students initially completed the questionnaire to provide the researcher with a basic overview of their prior level of English language, in general, as well as writing competence and their motivation in particular. The questionnaire was distributed to 59 participants on March 6th, 2022, and 31 students on March 27th, 2022. The researcher explained the overall instructions and went through all words that might be ambiguous to some students. The questionnaire was administered in several modules sessions, in different classroom locations, simultaneously or at different hours, and students took from 20 to 35 minutes to complete it. In the end, 85 out of 90 samples were collected, reflecting a return rate of 94.44%. The responses were afterward organized and quantitatively calculated. The next section would reflect on and discuss these findings.

2.2.2 Description of the Students' Questionnaire

The students' questionnaire (see Appendix A) was designed with twenty questions in total, divided into two parts. The first part consisted of a brief introduction that included notes about the aim, the confidentiality, and the main instructions necessary for the participants. Furthermore, this part incorporated a brief definition of freewriting to ensure the comprehension of the instructions. The second part was divided into two sections that encompassed different types of questions, namely close-ended questions, open-ended questions, checkbox questions,

and multiple choice questions. The questionnaire was initially written in English, and in a simple language to avoid anxiety, difficulties, or confusion.

Section one was entitled “freewriting for teaching writing”, it consisted of ten questions. It strove to pivot around the first variable, in this study, to unearth the students’ viewpoint about the use of freewriting in the teaching of writing. The first two questions (Q1, and Q2) invited learners to provide information about their English learning experience and their views about being English language learners. The next two questions (Q3, and Q4) included the students’ evaluation of their English performance and their writing level. (Q5, Q6, and Q7) sought to obtain information about students’ standpoint towards freewriting, supplemented with extra space for further justifications and explanations. The following questions (Q8, and Q9) asked students about their writing difficulties and writing preferences. Finally, the last question of this section, (Q10) was an extension of the previous question, and it aimed at providing few reasons as a justification.

The second section was entitled “writing motivation”, also consisted of ten questions. This section was considered the fundamental section of this questionnaire, and it highlighted the extent to which learners were interested in freewriting. The first two questions (Q1, and Q2) draw attention to the amount of time students spent on freewriting as well as whether it made any improvement in their writing skills. (Q3) investigated the evaluation of the writing enhancement after using freewriting, a short space was provided for an explanation. (Q4, Q5) sought to know if freewriting made students spend more time on writing, in addition to whether students liked writing in English after experiencing freewriting. Questions (Q6, and Q7) asked students to provide their opinion about whether freewriting boosted their interest to learn, and whether it was important to implement freewriting in the classroom. (Q8, Q9) expressed an attempt to know in what ways freewriting could help students, based on the suggested options, and whether it affected students’ English level. The last question of the second section (Q10)

was an open-ended question that gave the students freedom to express the reasons behind achieving writing proficiency. Results were discussed utilizing numbers and percentages.

2.2.3 Administration of Teachers' Interview

A semi-structured interview was held with eight teachers from the department of English, at Mila University Center. Seven interviews were held on April 11th, 12th, and 13th, 2022. They were face-to-face and they were recorded using a mobile phone. Concerning the time, they lasted from 8 to 38 minutes. On April 19th, one interview was conducted via recorded vocals on Facebook. Due to the teachers' lack of time. The goal was to shed light on teachers' views about stimulating students' motivation via freewriting.

2.2.4 Description of the Teachers' Interview

The teachers' interview (see appendix B) was designed with eleven questions that were categorized into three sections. The first section was entitled "general information", it consisted of three precursory questions (Q1, Q2, and Q3) about the degree held by the interviewees, the period of their English teaching experience, and the modules they taught. The second section was entitled "Teaching Writing", and was composed of five questions, it focused on the writing skill and the teaching of writing. (Q4) inquired about the importance of the writing skill mastery by EFL learners. The next question (Q5) dealt with the most frequent writing problems that students encountered when writing. (Q6) investigated whether the teacher asked his/her students to use freewriting and how much they appeared interested in it. The following questions (Q7, and Q8) inquired the teacher about his evaluation of the level of the students who used freewriting, and whether it aided them to overcome some writing difficulties. The three remaining questions were included in the third section, it was entitled "Writing Motivation", which shed light on the teachers' viewpoints about the relation between freewriting and motivation. The first question (Q9) concentrated on the relation between freewriting and the student's writing level. (Q2) was a part of the previous question, which

sought to know the opinion of the teachers about his student's motivation to write. The final question (Q10) was fundamental in this interview, it intended to obtain the teachers' recap of their experience with the use of freewriting as a source of motivation_, and how he/she encouraged students to use it .Interviews were transcribed using the verbatim transcription (see appendix C-J).

2.3 Data Analysis

This part is mainly a trial to afford a description and an interpretation of the results obtained from the students' questionnaire and the teachers' interview. In addition to the analysis of the data, findings were discussed.

2.3.1 *Analysis of the Students' Questionnaire*

2.3.1.1 Section one: Free Writing for Teaching Writing

Q1. How long have you been studying the English language?

Table 2. *Number of years of studying the English language*

Years	Participants	Percentage
From 9 to 11	62	72.9%
Above 11	23	27.1%
Total	85	100%

In the main body of this questionnaire, as could be seen in table 2, it was expected that the majority of second year students (72.9%) had been studying the English language from about nine to eleven years, including middle school, high school and college years. However, (27.1%) of the students had been studying for more than eleven years. These statistics indicate that the participants are knowledgeable about the English language and its four skills, including writing.

Q2. Do you like being an English language learner?

Table 3. *Students' Preference of English as a Stream of Study*

Options	Participants	Percentage
Yes	85	100%
No	0	0%
Total	85	100%

Table 3 showed that (100%) of the students liked being English language learners. This indicates that the English language is obviously the first choice of these students and they are interested to learn it.

Q3. How do you consider your English performance?

Table 4. *Students' Evaluation of Their English Language Performance*

Options	Participants	Percentage
Good	54	63.5%
Average	29	34.1%
Excellent	2	2.4%
Total	85	100%

Referring to the students' English language performance, it differed from one student to another. Table 4 showed that a considerable number of students (63.5%) thought they had a good performance, almost less than half of the students (34.1%) claimed they had an average performance, while a few number of students (2.4%) believed they had an excellent English performance. These results imply that the majority of the students are acquainted with the

different micro and macro skills of the English language, and are linguistically competent, but with different degrees, which help them to achieve a good level (54 students) and an average level (29 students), in English, since the whole sample display an interest in learning English. However, only a minority of students could achieve an excellent level due to the difficulties they encounter in developing the language four skills.

Q4. How do you evaluate your writing level?

Table 5. *Students' Evaluation of their Writing level*

Options	Participants	Percentage
Very good	5	5.9%
Good	51	60%
Average	22	25.9%
Weak	7	8.2%
Total	85	100%

Table 5 demonstrated an evaluation of the students' writing level. (60%) of the students had a good writing level. Around (25.9%) of the participants had an average writing level. Moreover, only (8.2%) of the respondents had a weak writing level, and a less number of students (5.9%) had a very good writing level. This can draw attention to the fact that the majority of the students are committed to learning the writing skill, and are aware of the elements that this skill requires such as a good vocabulary repertoire, a grasp of writing mechanics, and a well-developed idea generation.

Q5. Does your teacher allow you to opt for free writing?

Table 6. *Teacher's Readiness to the Use of Freewriting*

Options	Participants	Percentage
Yes	63	74.1%
No	22	25.9%
Total	85	100%

As was shown in table 6 the majority of the students (74.1%) claimed that their teachers allowed them to use freewriting, while the rest (25.9%) claimed that they were not allowed to opt for freewriting. The latter category justified their answers that were summarized in the following reasons:

- My teacher doesn't allow us to opt for freewriting since we are studying academic English that required the use of correct grammar rules
- The teachers select specific topics that we must discuss, and we follow their instructions, so they can evaluate.
- We don't have enough time in class.
- The teacher presents the needed lessons only.

Q6. How often do you practise free writing?

Table 7. *Student's Frequency of Using Freewriting*

Options	Participants	Percentage
Always	63	91.8%
Often	00	00%
Sometimes	00	00%
Rarely	22	8.2%

Total	85	100%
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The answers on the frequency of practicing freewriting varied from always to rarely. Whereas (8.2%) of the students confessed they rarely practised it, (00%) confessed they sometimes opted for it, (00%) affirmed that they often adopted freewriting, while only (91.8%) said they always relied on it. The data obtained indicate that students who tend to practise freewriting always are those who adopt freewriting in their regular writing sessions, under the supervision of the teacher. However, the rare practice of this technique can be due to the lack of assigning sessions for that kind of task. Therefore, it is obvious that the rare practice takes place outside the classroom for those students whose teachers do not prefer freewriting.

Q7. Do you prefer relying on:

Table 8. *Students' Preference in Writing*

Options	Participants	percentage
Free writing	74	87.1%
Controlled writing	11	12.9%
Total	85	100%

Table 8 differentiated between two groups of students, those who preferred freewriting, and others who preferred controlled writing. The first group represented the majority of the students (87.1%). The second group represented the minority (12.9%), who preferred controlled writing. Both groups justified their choices that were summarized in the following statements:

Group 1:

- I feel comfortable when I use free writing.

- I find it easy to express and explain my ideas and opinion freely.
- I do not have to worry about rules and mechanics.
- I can write whatever I want and about the topic of my interest.
- I can make enough space for all my arguments and ideas.
- I feel free to recheck and edit my writing.
- It helps me in developing my writing skill.
- I do not feel limited when I use freewriting as I can use all the vocabulary I have about a specific topic.
- Freewriting helps me discover my natural style of writing.
- Freewriting motivates me to be creative.

Group 2:

- Controlled writing is important in improving writing skill.
- I prefer teacher guidance and error correction.
- In controlled writing, I can spot my mistakes and correct them.
- When the teacher gives me the topic, I don't have to choose by myself.
- I like to focus on academic writing and the correct method of writing.

Q8. In which aspect do you face difficulties when writing?

Table 9. *Difficulties that Face Students When Writing*

Options	Participants	Percentage
Grammar	39	45.88%
Spelling	10	11.76%
Vocabulary	54	63.52%
Punctuation	15	17.64%

Content	16	18.82%
Structure	20	23.52%

Note: The number of participants is 85. They were allowed to choose more than 1 option.

In this question, the findings in table 9 determined the most faced difficulties that second year students encountered. Unexpectedly, Vocabulary was the most selected option, chosen by (63.52%) of the students, after it, came the second chosen difficulty which was grammar, it was selected by (45.88%) of the students. Almost ¼ of the students (23.52%) included structure in their difficulties. Content, punctuation and spelling were selected by a less number of students with the following successive percentages: (18.82%), (17.74%) and (11.76%). The findings reveal that students confront a variety of challenges when it comes to writing. These issues are caused by the intensive attention that the written composition necessitates, which includes paying attention to many elements such as mechanics, and appropriate vocabulary that is relevant to the topic.

Q9. When do you write best?

Table 10. *Students' Preference in Choosing Topic and Structure*

Options	Participants	Percentage
When you choose the topic and the structure	72	84.7%
When the teacher chooses the topic and the structure	13	15.3%
Total	85	100%

This question aimed to know if students preferred to be guided by the teacher or by themselves when it came to the topic and the structure. The majority of students (84.7%) said

that they preferred choosing the topic and structure by themselves, while only (15.3%) of the students preferred the teacher's choice. Both options were justified by students and summarized in the following statements.

Option 1:

- I feel comfortable to choose by myself as I can write about topics I already have a background and vocabulary about.
- I can apply freewriting when I choose structure by myself as I don't have to worry about rules.
- I feel free to choose the topic of my interest and implement my own arguments.
- I can be creative and express my emotions and provide a meaningful content.
- It helps me develop my writing level.
- I feel more confidence and freedom.

Option 2:

- When the teacher chooses my topic, he encourages and challenges me to write and correct all my mistakes in the classroom.
- It is difficult to come up with a specific topic since I have so many interests so the teacher makes it easier when he chooses the topic directly.
- The choice of the teacher inspires me to write and prevents me from confusion.
- When the teacher gives topic and structure, I stay focused and I can not be out of topic.
- I prefer to follow the instructions to be evaluated properly.

2.3.1.2 Section two: Writing Motivation

Q1. For how long have you been practising free writing?

Table 11. *The Number of Years of Practicing Freewriting*

Options	Participants	percentage
1 year and a half	43	50.59%
1 year	20	23.53%
00 year	22	25.88%
Total	85	100%

As could be seen in table 11, the number of years of practising freewriting, for second year students, were divided into three categories; the first category, (50.59%) students had practised freewriting for one year and a half, while (23.53%) students had practised freewriting for one year. However, (25.88%) students had not been allowed to do this activity. These results are compatible with the answers for Q6 which prove that the answers are valid.

Q2. Does free writing make any improvement in your writing skill, in English?

Table 12. *The Influence of Freewriting on Students' Writing Skill*

Options	Participants	percentage
Yes	83	97.6%
No	2	2.4%
Total	85	100%

When students were asked whether freewriting helped them to improve their writing skill, (97.6%) of the students answered by yes, while only (2.4%) of the students answered by

no. These findings demonstrate that writing can be improved by more engaging and unrestrained methods such as freewriting. Because of the simplicity of freewriting, students feel more confident and at ease while writing, resulting in more practice and an improvement in writing performance.

Q3. If you have been adopting free writing for a long duration, how do you evaluate your writing enhancement? Justify your answer?

Table 13. *Students' Evaluation of Their Writing Enhancement*

Options	Participants	percentage
A lot	83	97.6%
A little	00	00%
No change	2	2.4%
Total	85	100%

Taking into account the previous question, table 13 showed the answers provided by second year students about the evaluation of their writing enhancement, after using freewriting for a period of time. (97.6 %) of the students affirmed that their writing had enhanced a lot after using freewriting. Saying that writing everyday improved their ability of developing ideas as their essays got better, and reduced the number of mistakes made. Also, they felt more encouraged to write and obtain new words. As it is stated before, we deduce that this technique influences students' time management and creativity, and as writing takes a long time to be mastered; the more they write, the more they learn from enhanced practice. (00.00%) said that freewriting helped them a little. While only (2.4%) of the students said that they did not experience any changes for several reasons, including being prevented to write more in the classroom because of the recent pandemic, and that they still did not get over some writing difficulties, or simply because they did not practise freewriting, and if they did, they only wrote

their diaries sometimes. Thus, it is obvious from this improvement that this technique influences students' time management and creativity, as writing takes a long time to be mastered; the more students write, the more they learn from enhanced practice.

Q4. Does freewriting make you spend more time on writing?

Table 14. *Freewriting Contribution in Increasing the Time Spent on Writing*

Options	Participants	percentage
Yes	70	82.4%
No	15	17.6%
Total	85	100%

This question investigated whether freewriting led students to spend more time on writing or not, table 14 showed the answers provided by students as detailed: (82.4%) of them said yes, it did; while (17.6%) said no, it did not. These findings indicate that students enjoy using freewriting and its features as they do not feel limited to the rules of the previously defined structures and ideas. Therefore, it can be suggested that freewriting gives students the chance to be more in control of and creative in their writing which prevents boredom.

Q5. Do you like writing in English after experiencing free writing?

Table 15. *Students' Preference of Writing in English after Using Freewriting*

Options	Participants	Percentage
Yes	83	97.6%
No	2	2.4%
Total	85	100%

Table 15 indicated that the overwhelming majority of the participants (97.6%) did like writing in English after experiencing freewriting, while (2.4%) of them did not like it yet, giving the fact that students of English language still prefer listening or reading over the writing skill. This preference is attributed to easiness of the receptive skills such as reading and listening, as opposed to the difficulty of the productive skills such as writing and speaking. Thus, students require more guidance and extra efforts to realize that all the four skills are of an equal importance for the English language mastery.

Q6. Does free writing enhance your interest in writing for the sake of learning?

Table 16. *Students' Opinion about Enhancing Learning Interests through Freewriting*

Options	participants	Percentage
Yes	66	77.6%
No	19	22.4%
Total	85	100%

As for whether freewriting enhanced the students' interest in writing for the sake of learning, table 16 demonstrated that (77.6%) of the participants ticked yes, while (22.4%) answered by no. Justifications of the positive answer are summarized in the following statements:

- Freewriting encourages expressing thoughts and ideas; it will stimulate the learner to write more.
- When students try to freewrite, they need more vocabulary and more grammar, it obliges them to learn new rules and words every time.
- When students write more, they know their writing problems and try to avoid them next time.

- Free writing enhances their interest in writing by recognizing the basic structures of writing of the different genres and subjects.
- It helps in improving writing, therefore, it makes them have the feeling of competence and autonomy, as they are performing writing as a challenging.

Q7. Do you think writing is more important when the teacher implements free writing in the class?

Table 17. *Students' Opinion about the Importance of Using Freewriting in Classroom*

Options	participants	Percentage
Yes	77	90.6%
No	8	9.4%
Total	85	100%

The overwhelming majority of the participants (90.6%) agreed on the importance of implementing freewriting in the classroom, taking into consideration their opinions and explanations from previous questions, learners feel more comfortable when using freewriting in the classroom, and feel the positive difference in their writing competence. Only (9.4%) did not see any importance for implementing freewriting because they still encounter difficulties in writing.

Q8. In your opinion, free writing helps students to (you can tick (√) several answers):

Table 18. *Students' Opinion about the Benefits of Freewriting*

Options	participants	Percentage
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Develop their critical thinking	49	57.6%
Enhance their writing fluency	29	34.12%
Be more confident when writing	57	67.06%
Organize their thoughts and ideas	43	50.59%

Note: The total number of the participants is 85. They were allowed to choose more than one option.

When trying to know how freewriting could be beneficial for learners, participants selected their answers based on the choices suggested. First, it was obvious from the table that (67.06%) of the students insisted that freewriting really increased their confidence when writing. Second, (57.6%) of the students opted for developing their critical thinking. Third, (50.59%) of the participants selected the third option (Organize their thoughts and ideas), while (34.12%) of the participants selected the second benefit, which was enhancing their writing fluency. Therefore, it is worth noting that students are aware of the positive impact that freewriting has on enhancing students' thinking process, writing fluency, and their confidence. This leads them to be more responsible for their learning, and more engaged in writing.

Q9. Does free writing have a pertinent effect on your English level?

Table 19. *The Effect of Freewriting on Students' English Level*

Options	Participants	Percentage
Yes	74	87.1%
No	11	12.9%
Total	85	100%

Table 19 revealed that the overwhelming majority (87.1%) of the participants ticked the box “yes”, thus, announced that freewriting had a positive effect on their English level. The remaining participants, 11 students, showed that this technique had no effectiveness. On the basis of these results, interpretations can be summarized in the following statements:

- Free writing helps improving self-confidence when writing.
- Freewriting helps in discovering new information about language which facilitated developing the writing skill.
- Freewriting helps to know more about different topics, and to have more ideas and more information about them.
- Freewriting helps in learning the best way to use the new terms and words in sentences.
- Freewriting allows writing about different topics, therefore, learning about different cultures and implementing more imagination.
- Freewriting helps in writing thoughts and ideas fluently.
- Freewriting encourages for more reading.
- Freewriting helps in discovering weaknesses and avoiding them.
- Freewriting helps in discovering strengths and work on them more.
- Freewriting enhances the English level.

Q10. Why do you want to achieve writing proficiency?

This open-ended question aimed at knowing the goals that lied behind students’ interests to achieve writing proficiency. Many and diverse answers were provided by the participants, and were summarized in the following categories:

a. Academic goals

- To be able to write good essays and edit good articles to increase the academic achievement.
- To be able to master the four skills including writing, reading, listening and speaking.
- To be a good student in English.
- To enhance my writing fluency.
- To be ready for postgraduate studies (Master and PHD degrees).

b. Personal goals

- To be like a native speaker.
- To develop my critical thinking and organize my ideas in a right way.
- I just like writing.
- To express my feelings and thoughts everyday.
- To communicate with people from other nations and countries.
- To improve communication skills and increase the level of confidence
- To be able to communicate with anyone in any given topic.

c. Professional goals

- To be integrated in the field of journalism, write articles and participate in international activities.
- To serve my goal of being a poet.
- To be able to write novels, books, so my readers can understand and enjoy my writing.
- I study to be a teacher in the future, so I need a lot of information in different topics and to improve my writing.

- To be an English language teacher, so I must master the skill to be able to teach it to others.

2.3.2 Analysis of the Teachers' Interview

2.3.2.1 General information

Table 19. *Teachers' profiles*

Teachers	Academic profile	Years of experience in TEFL	Modules taught in university
T0	PhD in applied linguistics	4 years	Written expression & research methodology.
T1	Ph.D. in Applied Linguistics, Didactics of English	14 years	Reading techniques & strategies, oral expression, PTS, grammar, linguistics & written expression.
T2	Ph.D. in Didactics	28 years	Written expression, oral expression, TEFL, educational psychology, neurosciences, grammar, reading techniques & phonetics.
T3	Ph.D. in Philosophy	14 years	Methodology, oral expression, written expression, linguistics & phonetics.
T4	Ph.D. in Linguistics	5 years	Grammar & written expression
T5	Ph.D. in Applied Linguistics and Didactics	18 years	Written expression, grammar, techniques of university work, phonetics, linguistics, applied linguistics, American civilization, TEFL, didactics, psychology, discourse analysis & oral expression.
T6	Ph.D. in Linguistics and applied studies.	8 years	Written expression, oral expression & methodology.
T7	Ph.D. in Didactics of Foreign Languages	10 years	Written expression, oral expression, psychology, grammar & study skills.

While analyzing the data from the transcribed interviews (see Appendices C–J), a number of themes had emerged. Participants' declarations and direct statements were covered in this section, and their perspectives on freewriting and motivation were distinguished. As a result, three key themes were highlighted, with many subthemes emerging within them.

2.3.2.2 Theme 1: Writing as a Language Skill

2.3.2.2.1 *The Importance of Writing*

All the teachers, chosen for this interview, were determined to be upholders of the statement that writing was considered as a crucial skill that had to be taught in classrooms, and mastered by EFL learners. However, each teacher provided different aspects of importance. After analyzing their answers, aspects of value were gathered in the following categories:

- *Means of communication:* Students can communicate their thoughts, ideas, opinions and attitudes towards any given subject.
- *The academic ability:* Learning writing can make the student academically competent as he shows the appropriate writing skills and abilities in his written works.
- *Language mastery:* Learning any language requires the student to master the four skills. Both productive and receptive skills including listening, reading, speaking and writing. The absence of one skill will diminish the mastery.
- *Primary assessment method:* Examinations, contests, tasks, academic papers, theses, dissertations, are all handled in a written format.
- *Needed in different spheres of life:* Employment CVs, complaint letters, motivation letters, work proposals...etc. many life aspects require good writing.
- *Forming good citizens:* A good citizen can help in changing his country for the better when he brings his good ideas to his writing; and a good convenient writing can influence readers.

- *Be critical:* Writing can open the horizon for students to analyze the environment and reflect upon the democratic culture through the medium of writing.

Teachers emphasized the importance of the writing skill. Providing that each one of them mentioned a different reason, all of them agreed on some major aspects. The first one was that writing was a means of evaluation for the teacher; hence, through writing he could assess the level of his students in all modules, not just written expression. The second aspect was that writing was a crucial, if not the most crucial, skill that students needed to learn and master for a plethora of reasons such as writing good essays for examinations and neat academic works, presenting satisfactory work plans, and sharing polished writing works with society...etc. The third aspect was that the language mastery needed to be a combination of the four skills' mastery, therefore, it could not be completed without the mastery of writing, as **T1** stated "the four skills need to be taught in an integrated way", i.e., listening/speaking, and reading/writing. The mastery of one skill was dependent on the mastery of another skill. All in all, these opinions reflect that teaching writing experience empowers teachers understanding of this basic skill that is significant as the remaining three language skills. Moreover, seeing writing from different dimensions is a major key to help learners foster their writing strategies.

2.3.2.2.2 *Students' Lacks in Written Expression*

When asked what issues they detected in their students' writings, all teachers acknowledged that students, indeed, had writing challenges. According to them, several factors obstructed them from creating suitable texts. These reasons were categorized as the following details:

- *Mechanics:* Students encounter many problems concerning, structure, punctuation, grammar, spelling, cohesion and coherence...etc. **T1** argued that "students forget about indenting their paragraphs or essays", she added, "they

inject punctuation marks whenever they're not suitable, and sometimes you read a paragraph without having a chance to take a breath”.

- *Lack of vocabulary*: According to **T3**, vocabulary is one of the problems that the majority of students have, as she declared: “I think vocabulary is a big problem”. **T5** added, “They lack vocabulary. The vocabulary repertoire is limited”.
- *Mother tongue interference*: Learners can develop ideas in English, but write them in their mother tongue structure. **T0** stated: “ when you read the students’ writing, you feel like they rely on their mother tongue, they are really influenced by the way of writing in Arabic”
- *Lack of reading*: Teachers had emphasized that lack of reading results in unpleasant writing as **T7** said: “... the main ones are lack of ideas because they don’t read...” **T3** addressed the same issue as she said: “students lack vocabulary because they do not read... for me, reading is the most important skill.”
- *Plagiarism*: Students tend to copy and paste information from different sources when they work on their assignment, without referring to the original work. **T1** affirmed that “students are in love with readymade materials”.

On the basis of the previous facts, these teachers are highly proficient ones as they can determine students writing challenges. Therefore, prediction is the core to teaching writing since it makes teachers rely on what they know and what they are expected to know to help students face successfully writing difficulties.

2.3.2.2.3 Relationship between Reading and Writing

Based on the correlation between reading and writing, the majority of the participants addressed the issue of the lack of reading which resulted in poor writing. The teachers’ statements confirmed the importance of integrating the two-abovementioned skills in EFL classes. Thus, teachers are aware that although receptive and productive skills are two different

categories, they are strongly tied to each other. While we use receptive skills such as listening and reading in order to obtain information about language, we use writing and speaking to produce language. These two binaries create another set of binaries when they are integrated together, therefore, we listen more in order to speak better, and we read more in order to write better. Accordingly, reading and writing are two reciprocal and interdependent skills, by means, students read to learn about writing and write to learn about reading, so readers can't read if writers do not write, and writers have no one to write to if readers do not read.

2.3.2.3 Theme 2: Freewriting as a Writing Technique

2.3.2.3.1 *The Use of Freewriting by Teachers*

Participants were divided into two groups concerning the implementation of freewriting in classroom. The first group declared that they asked their students to use freewriting in their classes, while the second group declared that they did not attempt to implement freewriting.

- *Group 1:* 7 out of 8 teachers answered positively about asking their students to use freewriting.

T0: “Sure, freewriting is one of the earliest stages in writing...So, you just introduce the topic to the students, and ask them to write everything they know..., without caring about grammar mistakes, punctuation, organization...,so they need to write just what comes to their minds”.

T1: “Yeah...In the recent years, I faced some troubles because we do not meet often... but previously, yeah, I like to opt for freewriting and I ask my students to respond to books”.

T2: “Occasionally, yes, if not most of the time. I always ask them to read and to take notes... because when you put the ideas and you accumulate them in writing, you see how you actually write. Maybe you will notice some gaps in what you are writing, and you put them into test. You may receive feedback and find a remedy for them...”

T3: “Yes, of course, ... I taught a section about keeping a journal and I always ask them to write. So, a journal or a diary and they should write everyday”.

T4: “Yes, I usually ask my students to choose a free topic. I think it is helpful, especially because they do not feel obliged to write about a certain topic”.

T6: “Yes... I told them to use freewriting at home... to write what happened to them, they need to have a diary and it is a kind of freewriting”.

T7: “Yes”.

- *Group 2:* Only one teacher among 8 stated that she does not opt for free writing.

T5: “In fact, I don’t ask them to do so...because they waste time, they don’t take it seriously...they get absentminded, and they start having chat with their classmates”.

2.3.2.3.2 *The Use of Freewriting by Students*

When we asked teachers about the interest of their students in freewriting, teachers offered answers that varied from “Yes, they are” to “No, they don’t seem so”. Therefore, the variation of answers, at hand, led to categorize the interest of students into 3 categories:

- *Intrinsic interest:* Students freewrite because they feel comfortable and free when they are not restricted to rules. **T0:** “Yes, it is not easy, but it creates an atmosphere of comfort; they don’t feel limited, they can write about anything that comes to their minds, they are not obliged to care about any rule, they feel comfortable, and that’s why they feel interested”.
- *Extrinsic interest:* Student freewrite only when they see the possibility of getting a good mark. **T1:** “They are interested because they want to receive good marks, apart from a small category that is really interested in ameliorating the intellectual level”.

- *Not interested*: students have not been noticed to have interest to freewrite .**T7**: “in fact, I have never noticed a different interest or feeling when they freewrite”.

As it is obviously stated, the positive effect of freewriting on students’ interest is a clear indication that teachers consider it as an effective technique for written expression teaching. This also reflects that teachers are in accord of the existence of the three types of interest. This knowledge helps students to enhance their interest as they are not writing under pressure, it also allows them to put well designed goals and efficient strategies.

Concerning teachers' evaluations of students' writing levels who utilized freewriting, the majority of teachers viewed that freewriting might improve students' writing level. Nonetheless, teachers addressed this improvement from several perspectives. The first category affirmed that the level of students who relied on freewriting was better than students who did not use it, and that there was a positive change in the level of the students throughout the period of being exposed to freewriting. The second category observed that freewriting could enhance students writing level; in terms of critical thinking, but not in improving their writing mechanics. While the last category thought that there was no relation between writing methods or techniques and the writing level.

With regard to the connection between freewriting and students’ writing level, it becomes a necessity to believe that under this technique students’ writing accomplishment is better due to the fact that it fortifies the process of generating ideas fluently.

Finally, teachers’ answers concerning whether freewriting helped students to overcome some of the mentioned writing problems were presented in the following table.

Table 20. *The Role of Freewriting in Solving Writing Problems*

Teachers	Does freewriting help in overcoming some writing problems?
T0	Sure.

T1	Sure, it helps a lot.
T2	Of course, it does.
T3	Yes of course
T4	I don't think so
T5	Perhaps, yes
T6	Yes
T7	I don't think so

Considering the effectiveness of freewriting for solving writing problem, it can be inferred that this technique gives a guarantee that it has been proven successful. The primary reason behind this advantage lies in the natural atmosphere of learning that tends to be equivalent to that of mother tongue acquisition,

2.3.2.4 Theme 3: Writing Motivation

2.3.2.4.1 *The Relationship between Motivation and the Writing Level*

According to all the participated teachers, there was a relationship between motivation and students' writing level. This relationship was described as a double-edged or a bilateral relationship. Moreover, numerous aspects that might contribute to motivating students to write were acknowledged:

- *Interesting topic: T0*: “If the topic is interesting to the learner, he will be motivated to write, so he will write better and produce more details.”
- *Quality of the teacher: T1*: “It depends on the quality of the teacher, if he can address the issues in a soft guiding way, students will be motivated to produce better texts. If the teachers' feedback is a little bit hurting or superficial and shallow.... It would affect their motivation”.

- *Feedback*: **T2** “It depends on students if they are receiving feedbacks, and if they see there is a change in the way they write”.
- *Vocabulary repertoire*: **T6**: “They want to write and they like freewriting because they have vocabulary, those who do not have vocabulary are not motivated to write”
- *Practice*: **T5**: “If they’re not motivated, they will not practise writing; and if they don’t practice, they will not acquire a high level of this skill”
- *Lesson comprehension*: **T0**: “If they have understood the lesson they will be motivated to write”

It is significant to point out that when it came to student motivation, teachers agreed unanimously that students were classified into three groups. Because the first sort of learner was intrinsically driven, they worked harder to enhance their writing. The second type was extrinsically driven; they worked more closely with the teacher. However, the third kind comprised students with moderate or weak writing skills; who appeared to be demotivated, particularly when they produced frequent writing errors. These divergent views demonstrate that motivational tactics differ from one teacher to the next, resulting in instability in how motivation is perceived, as well as how teachers execute these strategies.

2.3.2.4.2 *The Relationship between Motivation and Freewriting*

When we questioned the teachers if freewriting might enhance students' motivation to write, the majority of them said “yes”, with only one teacher saying “no”. The following table summarized the responses and justifications:

Table 21. *Teachers’ perspectives about the influence of freewriting on motivation*

Teachers	Answers	Justification
T0	Yes	Freewriting makes students feel confident and comfortable, therefore, enhance their motivation to write about the topic.

T1	Yes	Freewriting enhances motivation in both pre-writing and post-writing stages. But more in post-writing because it is more flexible and fluid.
T2	Yes	Freewriting can cause motivation, and this motivation can lead to more freewriting.
T3	Yes, it does	When they freewrite, they always feel themselves ready to write about anything.
T4	Yes, I believe so	Giving them the chance to choose their theme of writing is one way.
T5	Yes	It frees them and makes them feel at ease.
T6	Yes	If it is under the guidance of teachers, they provide more encouragement.
T7	I don't think so	We need to know the demotivating factors, first, and then, look for methods to teach writing.

Participants' perspectives about the ways to encourage learners to use freewriting differed. Some insisted on reminding students of its significance, while others assigned various tasks and attempted to provide a reward. The responses gathered on the many methods of encouraging students to use freewriting were summarized in the following tips:

- a. Raise learners' awareness about the importance of freewriting.
- b. Ask learners to do free reading and excessive reading to be better writers.
- c. Give personal examples, if necessary, on how you developed your level of writing through freewriting to motivate students to try it.
- d. Encourage students to share their random ideas with their peers.
- e. Remind students to take notes and use them in their freewriting.

- f. Ask students to write whatever they have in mind without worrying about any mechanics.
- g. Encourage students with extrinsic rewards, like extra marks, if they freewrite.
- h. Give constant guidance and positive feedbacks.

Although freewriting is stimulating as it is basically based on self-discovery, it requires many ways to encourage learners to adopt it. The only way to interpret this requirement is that students' capacities have been enchained for a long time under the practice of controlled writing.

2.4 Discussion of the Findings

2.4.1 *The Findings of the Students' Questionnaire*

The purpose of distributing the questionnaire to students was to learn about their background, in terms of English language level, in general, and writing level in particular. Questions on their experiences with freewriting were included in order to better understand how the latter could affect their writing level and motivation to write.

According to the results of the questionnaire analysis, the majority of the students were regarded to appreciate the acquisition of the English language. Students displayed an English language performance and writing ability that might be classified as average to good. These findings suggest that the sample chosen is qualified to provide reliable answers, taking into consideration their experience with the English language throughout the years.

Attributed to the difficulty of the writing skill, it was believed that students might encounter several difficulties in their writing process. These challenges, without a doubt, keep students meticulous about their writing in order to prevent mistakes, which may cause discomfort and limitation. Because of this, students showed a predilection for freewriting over controlled writing. The majority of students argued that the former provided a more comfortable

environment. These results indicate that students are not under pressure to write correctly, in addition to liberating them from topic, grammar, and structure constraints, it also allows them to express their thoughts, and encourages their creativity to uncover latent potentials. These assertions make more sense to students who like the instructors' connotation of freewriting, in the classroom, as it enhances their writing abilities and makes them spend more time practising it. However, a small group of students said that their teachers did not allow them to freewrite for a variety of reasons, mainly, lack of time. As a result, they still choose controlled writing and write under the teacher's supervision regarding the topic and structure. In essence, we noticed that the majority of students and teachers valued freewriting. that majority reflect that participants are aware of its benefits; yet, a minority group of both teachers and students still prefer to write directly under constrained directions to avoid wasting time and preventing errors, or to avoid taking the risk of experiencing innovation.

Concerning the effect of freewriting on students' writing level and motivation to write, the findings indicate that it, indeed, has a positive influence that appears in many forms, for instance, relieving the pressure of writing mechanics such as punctuation, spelling, grammar, and allowing students to use the vocabulary they already have. As a result, students feel more at ease and confidence while writing since freewriting improves their critical thinking, and provides a flow of ideas. However, it is worth mentioning that a small portion of students still struggle with developing interest towards the writing skill despite having the right impulses to do so.

2.4.2 *Findings of the Teachers' Interview*

The purpose of conducting eight interviews with English department teachers is to better understand teachers' perspectives about freewriting and students' motivation to write. We want to know how much teachers know about freewriting, how they observe students using it, and how they implement it themselves in English language classes. The following three themes are

opted for to discuss the findings: (1) writing as a language skill, (2) freewriting as a writing technique, and (3) writing motivation.

2.4.2.1 Writing as a Language Skill

Teachers' perspectives on the significance of writing reflected diversity. According to them, there were several factors that led to writing as being the most crucial skill to learn in the English language. Academic, personal or social, and professional factors might all be considered.

Most teachers mainly emphasized academic considerations, indicating that the central reason for learning writing skills is to be academically competent. Concerning personal and social aspects, such as learning to write in order to be a productive member of society, only one teacher made a clear reference to them by claiming that writing was inextricably linked to reading, and that by reading more, an individual could grow to be a mentor through his innovative writings. Several teachers mentioned professional considerations as they saw writing as a necessary skill for success, in professional fields, and in life in general. The answers provided can only indicate that writing is an advantageous skill, not just in the language-learning field, but also to a plethora of others.

Mastering such a complex skill always makes students industrious in paying attention to details in order to present a diligent writing piece. Hence, it is out of question that learners encounter a myriad of problems in their writing process. In this study, teachers' answers indicate that they are aware of their learners' writing problems. According to the majority of teachers, lack of vocabulary was the most occurring problem in the students' writings, this latter, was, in fact, mentioned in relation to the problem of lack of reading as most of the teachers claimed that poor writing was a result of the dearth of reading. In this respect, we can assume that reading is the ultimate panacea to this issue. Another binary that teachers seemed to be well acquainted with was the problem of structure and the L1 interference. The findings

showed that the first language of students, which was Arabic, effected how students structure their writing in English. In other words, students seem to think in Arabic and write in English.

In short, the findings approve the fact that teachers are conversant with the truth that writing is of a great importance in TEFL, as well as being alert to the various writing problems encountered by their learners.

2.4.2.2 Freewriting as a Writing Technique

In this part, all of the teachers had a penchant for freewriting, and they validated the use of it in their classes. Although, due to the diversity of the explanations given, this is a clear cut indication that freewriting is perceived differently from one teacher to another on the basis of knowledge they have acquired about the topic, therefor, each teacher makes use of this technique in a different way. The findings displayed that the majority of teachers supported the use of freewriting as a pre-writing technique only, where they asked their students to brainstorm, then freewrite by pouring their ideas on paper for a set amount of time before engaging in the real writing process. Only few teachers made sure to emphasise the use of freewriting as a writing method, as they attempted to encourage their students to write journals, diaries, books' reports...etc. As for teacher's perspectives about their students' interests in using freewriting, the findings showed that the majority of teachers noticed and agreed that their students were interested in freewriting, for several reasons, mainly because of feeling comfortable, confident and free from restriction. For this matter, teachers insisted on recommending freewriting to the students, owing to the fact that it had benefits for their writing fluency, writing creativity and writing motivation due to the sense of freedom this technique adds to the process of writing. As for the teachers who stated that they had noticed no interests from students towards freewriting, teachers' explanations convey the impression that this view arises from the foundation of not introducing freewriting to students in the classroom, and not raising their awareness about its importance.

To summarize, Teachers approval of the use of freewriting implies that they are aware of its merit and extol its benefits, as a result, the findings indicate that teachers are, indeed, advocates of creativity as they encourage students to use of freewriting.

2.4.2.3 Writing Motivation

When addressing this variable, the sample unanimously agreed on the need of motivation as a necessary component, for the learning process to take place. All teachers considered motivation as the fuel of the foreign language learning, generally, and the learning of the writing skill particularly.

Teachers undertook that, as expected, there was a relation between motivation and the students' writing level. Furthermore, the teachers' description of this relation as "bilateral" manifests that, from one hand, motivation can influence the student's writing level depending on whether it is intrinsic or extrinsic. From the other hand, the writing level of the student ,i.e., his need for competence has a role in increasing or decreasing his motivation to write. Teachers, in their turn, made incisive remarks of the three types of writing motivation. Thus, they noticed that when the student was intrinsically motivated to write, he would exert extra efforts to improve his writing level, consequently, he would obtain the chance to produce good texts. When the student was extrinsically motivated, he would attempt to improve his writing level for an expected reward, for instance, a good mark or a good average. Meanwhile, when the student was demotivated, he would show no attempt to improve his writing level, therefore, he would produce poor writing. Consequently, intrinsic motivation is the main type that has to be fostered if teachers want their students to work on their talent of writing. On the second side, teachers declared that if the student had a good vocabulary repertoire, and he was well acquainted with what was presented in the classroom, thus, he would show motivation to write as he felt ready and not hesitated in his writing. Meanwhile, if the student did not have the needed repertoire of vocabulary, or he did not understand what the teacher had presented, he

would display no motivation to write, this is mainly due to the fear of committing mistakes. These results also suggest that the successful writing practice requires the development of the passion for enriching the foreign language, and getting rid of resistance to vocabulary development.

Despite the teachers' agreement that motivation was crucial, in language learning, their rejoinders seemed to jointly support a miscellany of other factors that the students' motivation to write might depend on. The first factor, which is the interesting topic, indicates that students show predilection to write about the topics of their interests, while imposed topics cause demotivation since they represent a kind of control that restrains their thinking process. The second factor presented was the role of the teacher, by means how the teacher tackled the issues, in a positive way or a negative way, actually would affect student's motivation to write; accordingly, the period of teachers' training and experience makes a difference in selecting appropriate motivational strategies. This leads us to the third factor mentioned, which was feedback, teachers confirmed that positive feedback was necessary to maintain the students' motivation to write. Thus, the challenge is to discover how to provide feedback to keep the level of motivation high.

Going more deeply, the majority of participants approved that freewriting can enhance students' motivation to write, as the majority of them afforded positive answers and justifications, asserted that the sense of freedom and comfort that students experienced when they practiced freewriting was a positive source to writing motivation. Therefore, learners' active involvement, their feeling of competence, and the lack of anxiety are conditioned by liberating their minds from any control to achieve the required feeling of autonomy and writing competence that are the basic components of motivation.

Concisely, the findings of the teachers' interview indicate that freewriting is, undoubtedly, a determinant of students' motivation to write, taking into consideration some key factors such as teachers' feedback.

2.4.3 Matching Points

In our endeavor, to determine how much students' claims matched teachers' viewpoints, we discovered that they did, as both addressed the same concerns and held the same beliefs, which were stated in the following points:

- They both agreed on the difficulties encountered while writing.
- They both agreed on the value of freewriting.
- They both agreed on the importance of freewriting implementation in class.
- They agreed that freewriting aided in the resolution of writing difficulties.
- They both believed that freewriting improved one's writing skill.
- They both believed that freewriting increased one's motivation to write.

2.5 Limitations and Recommendations

The preceding part displayed the analysis of the results and the findings from both research tools. The main findings of the study, from both the students' questionnaire and teachers' interview, confirmed that freewriting had a positive influence on students' motivation to write. Practising freewriting improved students' writing skill and increased their motivation and engagement in this process. The prime concern of this part, in hand, is to provide some recommendations which can aid teachers, students, and syllabus designers in the written expression module, and to spotlight on the prominence of this technique. In addition to the study limitations, and eventually suggestions for further research.

2.5.1 *Research Limitations*

There are several limitations to this investigation. First, the targeted student population is 120; however, due to students' persistent absences, classes consisting of an average of fifteen students per class when administering the questionnaire, only eighty five questionnaires are collected out of ninety distributed ones. Furthermore, it is necessary to mention that the small sample size employed in the questionnaire and interview (only 85 students and 8 Teachers) limits the scope of this study. As a result, further research with larger samples is required to uncover other findings of the influence of freewriting on EFL students' motivation to write, which may verify the current ones. As a result of the insufficient time, the study did not include any other relevant methods such as experiments, tests, or behavioral observations, which may have yielded more reliable results. Furthermore, while most of the data collected should be legitimate, it should be noted that human error in the study may undermine the objectivity and validity of the findings' interpretation (Cohen et al., 2007).

2.5.2 *Recommendations for Students*

- Students should understand the significance of writing in the English language.
- Students should increase their intrinsic motivation, so they can take control of their own learning process without external interference.
- Students should read more to expand their vocabulary and improve their mechanics.
- Students should keep journals and diaries to develop freewriting outside of the classroom.
- Students should decline the misleading idea about the difficulty of writing, and understand that it is not out of their reach to master it.
- Students should learn about the effective writing strategies to improve their writing performance.

- Students should accept teachers' criticism and take it into consideration in the coming piece of writing.
- Students should be aware of the importance of writing fluency since it is needed in mostly all the modules.
- Students should expose themselves to authentic English written materials.

2.5.3 Recommendations for Teachers

- Teachers should provide intensive practice in written expression.
- Teachers should provide adequate guidance and supportive feedback on their students' writing.
- Teachers should raise students' awareness about the importance of writing and freewriting.
- Teachers should integrate freewriting in their classrooms.
- Teachers should motivate their learners to write about topics of their interests.
- Teachers should exert extra efforts with demotivated students.
- Teachers should establish good relationships with students and among students themselves.
- Teachers should create a friendly and supportive atmosphere in the classroom to guarantee a successful teaching-learning process.
- Teachers should encourage students to read and relate its importance to the positive effect on writing performance.
- Teachers should use multiple writing methods, and multiple strategies to motivate students and meet their needs.
- Teachers should help students build their writing autonomous voice by intensive practice and by setting clear goals.
- Teachers should give students a chance to assess their own writings.

2.5.4 *Recommendations for Syllabus Designers*

- There should be more time devoted to practice in written expression module.
- Freewriting should be integrated as an innovative method to teach written expression module.
- Implementing writing journals, students' profiles, and responses as a part of the written expression module.
- Learning should be student centered to help develop a sense of responsibility and confidence among students.
- Teachers are under no obligation to stick to the course given by the administration because they are the ones who have a direct contact with the students, and they are more aware of their needs; so they have the right to make amendments wherever they find it necessary for more flexibility.
- There should be more organization in the teaching context, so teachers will not find difficulties delivering the information.

2.5.5 *Recommendations for Further Research*

The current study investigates the influence of freewriting on learners' motivation to write through a descriptive method of research. Alternatively, and in order to examine this problem more thoroughly, researchers, in this field, must employ additional data gathering methods, mainly experiments including pre-tests and post-tests, in addition to classroom observation to get a clear picture about this phenomenon, and increase the sample size of the students and the teachers. Moreover, to expand the knowledge about writing motivation, researchers may perform further research studies on the relationship between the writing skill and other motivational factors that may influence writing motivation.

Conclusion

Based on the analysis and interpretation of the findings from both the students' questionnaire and the teachers' interview, we conclude that all EFL students and teachers agree that writing is by far the most important skill, in the English language, motivation is a key factor in English language learning, and freewriting has a positive influence on students' writing level and motivation. As a result, this investigation confirms the hypothesis that freewriting enhances students' motivation to write.

General Conclusion

Writing is a crucial skill in FLL; it is a productive activity that requires many strategies, mechanics, as well as stimulation. Examining the relationship between writing and motivation has become a prior concern among researchers in the field since the 1970s. A plethora of studies reveals that motivation is a prerequisite component for successful language learning, particularly writing.

The focus of this study is on the influence of freewriting on students' motivation to write, and it attempts to establish a bridge between the research variables based on students' and teachers' experiences and views, therefore, it sets off with, and provides positive answers to the following research questions:

1. Does freewriting influence students' writing motivation?
2. Do teachers consider freewriting a contributing factor to enhance students' motivation in writing?

Thus, it hypothesized that if students adopt freewriting in their regular writing sessions, their motivation to write will be increased.

In the students' questionnaire, students in (Q2, section 1) reflect their interest in learning English (100%), and mastering its four major skills, including the writing skill, regardless of the difficulties they encounter in this activity. Moreover, in question (Q7, section1 & Q5, section 2) they show their preference for freewriting (87.1%) and their preference to write after using freewriting (97.6%). When answering (Q2, Q3 in section 2), students stand for the efficiency of freewriting as a writing technique in to ameliorate their writing level and help their writing enhancement (96.7%). Finally, students in (Q4, Q7 in section 2) show their awareness about the importance of implementing freewriting in the classroom (90.6%), and its significance in increasing the time spent in writing (82.4%).

As for the results gathered from the teachers' interviews, they prove the writing skill to be the most important skill that requires more attention through excessive reading and practice. In addition, they relate students' writing performance to motivation through a bilateral relationship, and praise the use of freewriting in decreasing writing problems and increasing students' motivation.

Furthermore, after considering the data from the interview and the questionnaire, we are able to infer that the findings support the hypothesis proposed. Students and teachers yield a clear inclination to utilize freewriting to improve writing motivation. Additionally, they believe that this technique can significantly boost writing fluency.

Overall, the majority of teachers and students show willingness towards using freewriting as a motivational factor to enhance students' motivation to write as well as to improve their writing level. That is to say, this paper has disclosed that freewriting can increase the students motivation when it is applied in writing sessions.

This study provides the English department at Mila's University Center with an overview about the use, the importance, and the implementation of freewriting in the process of language learning from learners and teachers' perspectives. Some concerns surfaced that can be researched more in the future. First, the usage of freewriting was explored using a small sample; this may be expanded to discover to what degree the freewriting technique can be a contributing element in developing the writing motivation. Second, because student aptitudes are so important in language acquisition, investigations on learners' capacity to freewrite can be carried out in the future. Finally, teachers emphasized on areas of reading, which might be further examined in connection to improving students' writing motivation and ability.

Finally, this study should not be limited to its current findings because it has standard operating procedures, and its findings are likely open to debate and criticism. However it can

serve as a foundation for future research on the relationship between freewriting and writing motivation. Indeed, we feel that there is still considerable work to be done in this area.

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Appendices

Appendix A: Students' Questionnaire

Dear second year students.

This questionnaire is a part of a study that seeks to investigate the impact of free writing on students' motivation to write. All responses are collected anonymously, you are kindly asked to fill in this questionnaire, so we can know your views about free writing and motivation. Your answers are very important for the completion of this research, we will be grateful if you answer all the questions down below. Please tick (✓) the appropriate box and provide us with your answer when needed.

Free writing is a pre-writing technique, in which the student writes down all his thoughts or anything that comes in his mind about a specific topic without stopping and without worrying about spelling, grammar, structure, or any usual writing rules.

Section one: Free writing for teaching writing

Q1. How long have you been studying English?years.

Q2. Do you like being an English language learner? Yes No

Q3. How do you consider your English performance? Please tick (✓) one answer.

Good Average Excellent

Q4. How do you evaluate your writing level?

a. Very good

b. Good

c. Average

d. Weak

Q5. Does your teacher allow you to opt for free writing?

Yes No

If no, please justify your answer.

.....
.....

Q6. How often do you practice free writing? Please tick (✓) one answer.

- a. Always
- b. Often
- c. Sometimes
- d. Rarely

Q7. Do you prefer relying on: free writing or controlled writing

Please explain why:

.....

Q8. In which aspect do you face difficulties when writing? You can tick (✓) several answers.

Grammar Spelling Vocabulary
Punctuation Content Structure

Others:.....

Q9. When do you write best?

- When the teacher chooses the topic and structure
- When you choose the topic and structure by yourself

Q10. Based on your previous answer; list few reasons:

.....

.....

.....

Section two: Writing motivation

Q1. For how long have you been practicing free writing? years

Q2. Does free writing make any improvement in your writing skill in English?

Yes

No

Q3. If you have been adopting free writing for a long duration, how do you evaluate your writing enhancement?

- A lot
- A little
- No change

Justify your answer.

.....

.....

.....

Q4. Does free writing make you spend more time in writing?

Yes

No

Q5. Do you like writing in English after experiencing free writing?

Yes

No

Q6. Does free writing enhance your interest in writing for the sake of learning?

Yes

No

If yes, please explain how.

.....
.....

Q7. Do you think writing is more important when the teacher implements free writing in the class? Yes No

Q8. In your opinion, free writing helps students to: you can tick (✓) several answers.

- Develop their critical thinking
- Enhance their writing fluency
- Be more confident when writing
- Organize their thoughts and ideas

Q9. Does free writing have a pertinent effect on your English level?

Yes

No

If yes, please explain how.

.....
.....

Q10. Why do you want to achieve writing proficiency?

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

Thank you ☺

Appendix B: Teachers' Interview

Dear teachers, this interview is designed to collect information about the teachers' point of view on free writing and motivation. We will be grateful if you give us a small portion of your time to answer these questions.

Section one: General Information

1. What degree do you hold?
2. For how long have you been teaching English?
3. Which modules do you teach?

Section Two: Writing

4. Do you think that writing is a paramount skill that it needs to be mastered by EFL learners? If yes, please say why.
5. What are the most frequent problems faced by your students in writing?
6. Do you ask your students to use free writing? If yes, do they appear interested in that?
7. How do you evaluate the writing level of students who use free writing?
8. After using free writing, do you think it aids them to get over some of their writing problems?

Section Three: Writing Motivation

9. Is there any relation between students' writing level and their motivation?
10. If yes, what do you think about your student's motivation to write?
11. Do you think that free writing can enhance the student's motivation to write? If yes, how do you encourage learners to use it?

Appendix C: Interview Transcription T0

Date: April 11th, 2022

Time: 01:10 p.m.

Location: classroom

Length: [00:32:28]

Interviewee: T0

Interviewer: SM

Note: [words in brackets were added in by the interviewer for clarification]

1. SM: what degree do you hold?
2. T0: Soo I have a PhD. degree in, let's say, applied linguistics. yes!
3. SM: how long have you been teaching English?
4. T0: I have been teaching English for four years. yes!
5. SM: what modules do you teach?
6. T0: ehhhh, I am teaching written expression and research methodology. This is for this year. yes!
7. SM: Do you think that writing is a paramount skill that is needed to be mastered by EFL learners?
8. T0: Sure. Yes. So Ehh I think that writing is eh it seems that it is the most important skill that learners need to emmm to possess or to master.
9. SM: can you please say why?
10. T0: Generally here, eh, generally during writing. Learners communicate their eh let's say, their ideas. Learners communicate their ideas, opinions and attitudes towards a subject. So, for example, when the teacher, for example, introduces them to a topic or to a subject, learners communicate what they know or communicate their ideas, their information, and their attitudes about that topic. This is first, second, eh while writing. Students show, let's say, their abilities. Yes? At the level of grammar. The use of eh, whether they are able to use language appropriately or not. Yes? So whether they are able to communicate their ideas clearly, And at the same time be grammatically correct. Yes. So using the appropriate tenses, then, let's say, the appropriate link words, then let's say, being free from committing any spelling mistakes. So they show their language achievements.

11. SM: What are the most frequent problems faced by your students in writing as students?
12. T0: Students [breathing], Let's say, there are a lot of problems, really, not only one or two but the most frequently, let's say, occurring mistakes or the most serious problems faced by students is that they are not able to develop an Idea... They do not show any ability to develop it... support it with details, for example, details, examples... They seem to rely on their mother tongue. When they come to write, you feel that they are thinking in Arabic and just and just translating into English. So you feel that the structure is Arabic, but the words are English. So they do not really stick to ehhh the grammatical system of the English language. They try to rely on their mother tongue. Another problem, of course, is at the level of, let's say, syntax. For example, they are not really able to formulate a sentence that is grammatically correct. Is it clear? So you feel that they are unable to place there the subjects, the verb, the objects, the adverb, and the adjectives Correctly, yes!... Problems concerning the, let's say, the organization Means how to move from what is general to what is specific. Yes! How, for example, topic sentence or thesis statement, then move in more specifically to include details that are less specific that may really serve or that may really support that sentence. You feel that all the sentences are similar. Sometimes they move from what is specific to something that is generally... In addition to those problems of punctuation, spelling mistakes... For example, that is spelled in American English and in British English... ehhh [breathing] Structure is also a problem. For example, they do not really differentiate between what to include in the introduction and in the conclusion... They are really influenced by the way of writing in Arabic. Sometimes you find, for example, when they come to write an essay, they ask a question at the beginning...and they come to answer it. Whereas in English, for example, in the beginning, in the introduction as a thesis statement, we never write a question. So they really lack basic knowledge... Either at the level of grammar or the level of, let's say, ideas or organization developments of ideas, including specific details, general ones, and so on.
13. SM: Do you ask your students to use freewriting?
14. T0: Sure. So eehh freewriting [breathing], is, let's say, one of the early stages of the writing process. Yes! So in the beginning, it is brainstorming. So you just introduce the topic to the students and ask them to write everything they know about the topic without caring about grammar mistakes, for example, punctuation organization. So they need to write just what comes to their minds... So it's the first stage learners go through while writing a paragraph or an essay.
15. SM: Do they appear interested in that?
16. T0: Sure. we do not say it is easy, but it is more_

17. SM: Challenging?
18. T0: Not challenging, but it creates an atmosphere of comfort. Yes! So they feel that they are not limited or restricted to one way, they feel they feel that they can write everything that comes to their minds. They feel they are not really obliged to care about any rule, so they feel comfortable. That's why they may feel interested.
19. SM: How do you evaluate the writing level of students who use freewriting?
20. T0: Well, you can't really evaluate their level from what they produce during the free writing. Because eeehh sometimes they write down some notes, for example, some pieces of information that they do not need later on... Sometimes the idea is a good one, but they do not have the ability to use it appropriately, for example, in its context in their body, or they can't develop it. Soo emmm it's it seems difficult to say that we can evaluate students' level from their freewriting. Yes.
21. SM: what if they use freewriting for example with the paragraph or the essay and you just give feedback?
22. T0: ehhhh Generally speaking, eh freewriting here is just that the student writes down everything he knows or she knows about the topic. Because if he thinks directly about writing the essay, maybe when he comes to the end of the essay one thing may come to his mind, but he will say, where shall I put this idea? It's really important... Normally, in the end, we should only revise or check errors, mistakes of grammar, spelling, and so on. So it's better to have everything about the topic in front of you before you start selecting or organizing what to include and what not to include. But evaluation really comes in the end. Not at this level, yes?
23. SM: After using freewriting, do you think it aids them to get over some of their writing problems?
24. T0: Sure. Yes. It is an important stage or step of the writing process. It will help students create or to think of everything that has a relationship with the topic. So later on in the coming steps or stages, the students will only_ [gulping] differentiate between what is important, what is less important, what needs more development, and what is already detailed. So it helps the students not to think of anything else. Later on, only he will think about how to organize such ideas, how to relate them to each other, how to care about grammar, spelling, and so on. But generating ideas will not take place in the coming stages, so he will only care about how to organize. How to organize them. Yes, it is important. Yes.
25. SM: moving to section three, Is there any relation between students writing level and their motivation?
26. T0: ehhh Really, I can't answer this question because it should be based on the findings of a study. Yes. So where there are attitudes or opinions towards such a maybe a relation between the writing level and the motivation here, as if you are

saying whether the level the students' writing level. It affects their motivation to write. It means whenever they are good at writing, they feel motivated to write like this?

27. SM: if you make them pay attention to freewriting and they find themselves comfortable. They are just going to just write their ideas down without caring about punctuation or studying grammar or spelling mistakes and everything, this free writing technique will help them to get into the process of writing itself.
28. T0: you mean that when students are eh, let's say, motivated during the freewriting stage, even if there are problems, or they write better at this stage?
29. SM: Yes.
30. T0: Difficult really eh [breathing] how to motivate them it's only we do not motivate them at that stage we just instruct them we just give them the topic and ask them to write what they know about the topic. motivation depends on eh, not on the stage itself.
31. SM: For example, the topic you can choose the topic they find, which they find interesting.
32. T0: Thank you. So the problem is not with the motivation and the writing level, at that stage which is the freewriting, we can't say that students, at the pre-writing, level are better than the other is because at this stage we do not correct and we do not evaluate.
33. SM: Here, we didn't specify. We are talking only about writing level. I mean, for example, do you find them motivated to write?
34. T0: there should be an experiment, so the students at that stage of free writing can only be motivated, let's say, regarding the topic. If the topic is interesting to the students, they produce more details and more information because they feel willing to write about it. Yes! But at that stage, we can say that this eh student has generated more ideas than the other students have. But this doesn't mean that his level is better than the other is because we evaluate the level of the students at the last stage. Is it clear evaluation doesn't take place in the beginning?
35. SM: what do you think about your student's motivation to write,
36. T0: you have addressed a concept that is very general and not easy. You say students' motivation to write their motivation to write here has a number of factors. So not every student has or she can get motivated to write. So there are means. There are factors... If you are asking about my students, so most of the time, [pause] because we are very short of time... I come here and I try to give them the guidelines on how to write, for example, a paragraph, how to write an essay, what comes in the beginning, what comes in the middle, and in the end. So here I can't really say whether they are motivated or not. In the other session, which is practice, I may give them a topic to write about, but I feel that their motivation really depends on whether they have learned the previous session or not. because students who haven't understood or

haven't learned well how to write an essay they seem to be unwilling to write the essay because they really they are really unable to write. Other students, for example, do not feel that the topic is interesting. Then they say: "Madam, Can we select another topic?" Sometimes, Also, their motivation depends on emm, whether the teacher is interacting with them or not. If you leave them to work alone, they won't write a word. Sometimes you need to_

37. SM: They need guidance

38. T0: Yes, you need to guide them...So you may go and try to correct to comment on their ideas, on their style so they feel more motivated to write.

39. SM: Do you think that freewriting can enhance the student's motivation to write?

40. T0: enhancing the motivation to write really doesn't depend on that stage of free writing. Because free writing, freewriting is a stage that is recurrence that is repeated in writing every piece of writing

41. SM: do you see that some students do not use freewriting. Do they just write directly?

42. T0: ehhh normally if you are talking about students who are under the guidance of a teacher, their teacher will ask them to follow that stage, which is free writing. So free writing here is a stage that is followed in writing every essay, every paragraph, every article, everything. It doesn't seem as if it is a factor. That factor may enhance their motivation. Sometimes it is there. Other times it is not. It is always a step that is that should be there. But when you say that, maybe if_

43. SM: The question, in particular, I have taken from a researcher, He said that free writing helps students to get started with the process of writing itself.

44. T0: Yes, but this is different from motivation because free writing helps students, let's say, generate ideas, and feel more comfortable, for example, at ease. They can produce ideas, and write down notes, words, and structures that are not grammatically correct. They do not feel really controlled. Yes. So this may help them later on in the coming stages, just not think of other ideas to include they need only to think of how to organize these ideas, and how to develop them so they feel more they feel able to write a good and successful essay. So but motivation ehhh, maybe emm maybe students who skip this stage, May feel that_ [crosstalk] when they come to write directly, for example, when they finish writing, they remember something or an idea may come to their mind. So they go back to the beginning and repeat right in the essay. So they feel they may feel frustrated and upset, students who go through this step, feel more confident, and more comfortable. But really linking motivation to freewriting [pause] It means that_ maybe yes maybe when they come to generate ideas, whenever they write down ideas or exchange ideas with their with a classmate. So they feel motivated to write about the topic because some ideas, which come to their minds, are really motivating. Yes. So this may yes, this may enhance their motivation.

45. SM: maybe because they write at home they are not expected to write that well-structured paragraph or essay. They just write down their ideas and so on when they come to the classroom. I mean, they have an idea like they have written about topics [crosstalk] they have Background, they know about a lot of things. I mean_
46. T0: Yes. So they feel they feel able to write, to finish writing the essay because they have a background about the topic. But generally, free writing may take place inside the classroom. Not at Home.
47. SM: how do you encourage learners to use freewriting?
48. T0: Sure. Ahh the teacher should always ask students to write down what comes to their minds, to write down any ideas, any, let's say, information about the topic without caring about any grammatical aspects, for example, structure, spelling mistakes, and so on. The teacher here may encourage even students to share. Yes, to exchange or share ideas about the topic. So and not the students may learn about new Ideas, new information about the topic and they may feel encouraged motivated to write about the topic.
49. SM: When you read a topic normally, do you ask them to give ideas in general?
50. T0: Sure. Yes, sure. You will first ask them to write. Everyone should write down what he knows about the topic. Separate words, structures, anything they know. Then the second step you need them. You ask them to exchange those ideas with their classmates... And every student we will see or will have a look at the ideas of the other.
51. SM: So here, they develop knowledge about the topic.
52. T0: Yes. That's it
53. SM: Do you think they are not going to be motivated to write?
54. T0: Of course, they get more encouraged and more motivated to write. when they finish sharing or exchanging their ideas before moving to other step or stage, for example, organizing, The teacher may ask students to give him or her the main ideas about the topic. He or she writes them on the board and then help the students to choose, let's say, those ideas that seem to be relevant and exclude those which may not seem important... So when they move to the next step, they ignore what is, let's say, irrelevant and concentrate on what is important.
55. SM: this was our last question, thank you so much for your time.
56. T0: you are welcome.

Appendix D: Interview Transcription T1

Date: April 12th, 2022

Time: 12:23 p.m.

Location: teachers' meeting room

Length: [00:37:44]

Interviewee: T1

Interviewer: SM

Note: [words in brackets were added in by the interviewer for clarification]

1. SM: So we are going to start with general information. So what degree do you hold?
2. T1: I have a PhD in, emm applied linguistics, Didactic of English that's it.
3. SM: So for how long have you been teaching English?
4. T1: Fourteen years.
5. SM: Fourteen?
6. T1: yeah [laugh]
7. SM: In which modules? Which modules do you teach?
8. T1: well, I have taught or what do I teach now?
9. SM: both
10. T1: both? Okay, I have taught reading techniques and strategies. This was in the teachers' training school. We do not have this module here. And that's why I emm revolutionized. I introduced the idea of response writing in order to urge students to read so that they would be able to write.
11. SM: yes!
12. SM: If they do not read, they will never be able neither to write academically nor to opt for free writing style. okay! So I thought reading techniques and strategies. I taught oral expression. I taught a PTS, This is a module that deals emm with the history of education and teaching, it is not didactic, the history of teaching approaches, but it is not didactic. It's emm pedagogical trends and educational systems. So it started to talk about the history of education right from the very first days of Plato up till now. This is a module that is taught in the teacher's training school okay! And I have taught grammar, linguistics and written expression.
13. SM: So now moving to section two, about writing. So do you think that writing is a paramount skill that needs to be mastered by EFL learners?
14. T1: For sure. Yeah. Of course. Because simply, we have four skills. In order to have full mastery of any language, we need to master the four skills. If we want to talk about language proficiency, we are going to be proficient in what? Proficient in speaking, proficient listening, proficient in reading and proficient in writing. Okay? In the past, we used to say that we have receptive skills and productive skills. Actually, all the skills are productive and receptive with an equal scope. ...The example writing is a productive skill for sure. But reading emm is not a receptive skill, okay?, Because when we read, even when when we write, when we write, we find out it is productive, but it is receptive because when I need to read, actually I'm receiving information that

would enable me to write in a good way. And this good way, can be to write with a critical sense, because we have academic writing and we have the type of critical writing... read to be able to write. We have this in a French proverb that goes "Ecouter pour dire et lire pour écrire", so here, talking about the binary skills, reading and writing, one binary, one pair. And we have listening, speaking another binary. Here we have two binaries in themselves are pairs. Each pair actually forms another pair. You get my point?... The four need to be taught in an integrated way. This is the meaning. Because simply we in the LMD (license, master, doctorate) realm, we are not only forming teachers, but, forming eh let's say citizens that would occupy the different responsibilities in the community. We are not forming someone who is going to teach them. This is a limited scope. As some of you can be teachers, most of you want to go abroad at work in companies, international companies... Actually, you need the example of writing. You need to write and to show the reader that you are not digesting everything you are writing. But at the same time you are criticizing, you are giving your opinion, Okay? You are reading between the lines, you are using emm the tips of [unclear] and many things that you have read before in your mother tongue or in French or in Deutsch, or the other language that You Know about, you bring those ideas to your writing okay?, Writing is creation. And it will be an honor to have future authors who know how to create the atmosphere for the reader... maybe because we have a lack of authors... The reality is that recently I heard about some authors in Arabic Again, these are university graduates... I had the chance to read some novels in Arabic of some...local authors. And I have noticed that they really got a good style of writing yet. There is a lack of paying attention to the details. Sometimes the details say everything about the novel... When I when I watch a movie or an interesting series, it's like when I read and my analysis would be like a way of writing. I would watch the movie and write an article about a certain detail in the movie...That's why we need to create, to open the horizon for students to respond to what they read through the medium of writing. But not any writing. Critical writing is okay. We give the chance to the student to analyze his environment. You read the book with reference while you are responding in writing, with reference to your ultimate background, to your society, to your culture, to your readings, to the international culture. Now we have the concept of democratic culture. There is no more the native speakers. Culture is a democratic culture. This is the very new concept that we have. So we let students reflect upon this through the medium of writing, for example. That's why writing is important okay?

15. SM: Yes

16. T1: emm there is another idea that I want to initiate here, that in the if you are working on the third year program.

17. SM: Second year

18. T1: Second, well emm, second year I emm had never, ever taught second year writing. But for the third year, I can tell you that actually in the program, in the syllabus, there is a part devoted to freewriting. They give it the name of *Fishe de Lecture Litteraire*, actually. But it's a type of free writing because the program is divided into two parts, one devoted to a mere revision of essay types, which is a part of academic writing, with the exception of argumentative essay, which I consider as a way of learning the skill of life. You know how to argue. You are going to know how to write, okay? You are going to know how to speak, how to convince. And in the second semester, they devoted to writing letters of application and letters of motivation and emm reading report for literary work. But I hope that as teachers we have the scope to choose. I mean, these are the guidelines, but we have a scope to choose. We are not only obliged to teach literary texts, we've got a multiplicity of text in English textual, so why not?

We let students read and then respond through the medium of writing, okay? and as an expansion of the why, the justification, after learning how to analyze and how to write in a critical sense, students can, through the medium of writing, work on their vocabulary, work on their writing style. They will learn a lot about how to express themselves in the medium of writing like a native speaker... And of course, when you give the chance to the students to express themselves freely through writing, they're going to be motivated because it's not going to be guided writing. So you need to write this and this and this. You are free. You are free to criticize, to evaluate. Of course, I'm talking about the objective judgment and objective evaluation, talking about the layman judgments. And for this to happen, our students need to be good readers. So it's a vicious circle, you see. It's like __

19. SM: A loop

20. T1: A loop, yeah. Yeah. Okay, so we are turning around the same point. In order to solve this problem, we need to solve the problem of reading first because our students are not motivated to read at all. Yeah, we need to understand why from where we have a problem in our culture of read and we know this. We are not a culture of readers...

21. SM: Yes. So moving to the next question, so what are the most frequent problems faced by your students in writing?

22. T1: A collection of problems, a discourse of problems I can write a book about the problems of students in writing. [laugh] Okay? Starting. They have said from the very basic troubles of the basic writing, you get to the very top, to the very enhanced troubles you have for. But because of the tense, we have problems of punctuation. These are rudiments of writing. I'm not talking about creation. We have not reached the level of creation yet. We are still stuck at the very first level...well. You explain over and over that you need the indentation before you start writing. This is an example okay? The major part of students. Forget about indenting their paragraphs or essays, okay? Emm Their punctuation marks. Another big issue. Sometimes they inject punctuation marks whenever they are not suitable. Sometimes there is no use. You start reading the paragraph from the first word to the last word without having the chance to take a breath. So we have some problems with the rudiments of writing, the layout of the paragraph, the layout of the essay, capital letters. You see grammar problems, the errors, common errors that we have. And the other level is mother tongue interference. This is another big issue that accompanies students. Still the level of master-two dissertation writing. Why do we have this problem? Is because we don't have much practice at the level of the first, second and third year. So students do not write with a sense of analysis, there are problems of plagiarism...If the aim of this system is to produce, you know, well-rounded citizens, we are not thinking about students. You are future citizens. So imagine if you carry with you this way of thinking, what is the type of society that we would have? You get my Point.

23. SM: yes

24. T1: So we need to think in terms of near future and the far future. Remember that the aim of education is to produce well-rounded citizens who would use their critical sense, who understand the sense of effects in everything...you get my point?

25. SM: yes

26. T1: So we have these two types, the rudiments of writing. Here I'm talking about the form writing forms we have, probably the writing forms. We have problems with the writing, the handwriting as well. We need practice. You know, this is another issue... So and we have the higher level of problems, which is the critical writing. Practically emm (laugh) this type of writing doesn't exist though in their teaching argumentation and the argumentative essays, students are supposed to learn how to write critically,

how to defend their ideas. We have theses and the anti-thesis. These points are supposed to be taught at the level of the first cycle from year one, to three, so that when students reach the Master 2, they will be ready to analyze on their own. Yes, but not to accept other's ideas, just to digest them...this would form a would give us a shape of beautiful critical writing. It's not only writing, but it's creative writing. Yes. All right.

27. SM: do you ask your students use free writing?

28. T1: Yeah. The way, emm Well, I guess you have been introduced to, though in the recent years I faced some troubles because we do not meet often. So they have a sense of freedom. You see more negative freedom. I would say it's negative because when they are here, they tend to listen and to consider. But once they are home for two weeks, they tend to forget. Yes, but previously, especially in the previous years. Yeah. I like to opt for free writing and I do ask my students to respond to books, to read and to respond to express their thinking about every aspect of the reading they are having in the book, either about the issues discussed in the book or about the culture. And here I emphasize not judging cultures, but trying to to talk about our culture with reference to the foreign language culture in order to create that intermediate sphere, in order to avoid thinking in Arabic.

29. SM: do they appear interested in that?

30. T1: Depends, because sometimes, well. If I keep an eye on them, they are interested and their interest Ehh comes from their interest in the mark in order to emm to analyze things with an objective eye. Okay?, our students do not care about reading. Maybe if they find the teacher as a model, if the teacher is enough convincing, they would most of them would follow. But if the teacher lacks, let's say, the right strategy to convince them, maybe here. It would be problematic. They would not be really convinced. Okay? Their interest comes from the mark, apart from a very small category. This category is interested really to ameliorate and enhancing their level so they would listen and they would apply. But even if well, let's take advantage, even if it is thanks to the mark, but still it's one way. It's one way of urging students to think otherwise. Okay.

31. SM: So how do you evaluate the writing level of students who use freewriting?

32. T1: Well, I guess it is good. It's perfect because they ehummm don't feel under the order or the control of the teacher or the control of the book. You see?, because, previously in the previous transitions to writing or to reading, emm the author and the teacher were the references, and the teacher would give the point of view of the author, and the student is obliged to follow the teacher who follows the author. Okay?, But nowadays, with the spread of the competency-based approach and the multiple ways of looking at the text, you see?, Reception theories. Freewriting is one technique that can be used with reception theories. I mean, how do we receive a given work of art? It's not only applied to literature, it's applied to works of art in general. How does the audience receive the work? Emm the level of writing here, talking about the ideas and quite satisfied because they feel free. I go back to the point of free, okay? They feel free to express themselves. They are not afraid, okay? They know that there is no right or wrong answer. Still when it comes to the layout, the form of writing, and the standards of writing here there are troubles where concerning. I cannot focus on everything. My focus is on freewriting, is on critical ideas, and critical thinking. This is my point of focus. So I try to urge students and encourage them to think critically for the grammar, mistakes, and the rest. I try to give them pieces of advice...

33. SM: So after using freewriting, do you think it aids the students to get over some of their writing problems?

34. T1: Yeah, for sure. Yeah, it helps. It helps a lot. Okay? It helps a lot. But if they listen, of course, in the beginning, we can feel the difference emm when we compare the very first paper. When I compare the very first paper of a sample with the very last paper at the end of the year, I feel a huge difference either in the academic rules of writing, grammar, vocabulary, punctuation, or in the quality of ideas and the quality of analyzing their thoughts and their ideas. Okay?, There is a difference, of course.
35. SM: So now, we are going to move to writing motivation. Is there any relation between students writing level and their motivation?
36. T1: Yeah, sure. The construct of motivation is primordial in learning foreign languages. There is the motivation that can be linked to speaking and can be linked to listening, which can be linked to reading. And of course, it is linked to writing. Here again, I guess it depends on the quality of the teacher that we have. A collection of factors would intervene here if the teacher knows how to address the blemishes and the lacuna students in a soft guiding way. I guess they will be motivated to produce better texts in the future. Yes, but if the teacher's feedback is a little bit hurting or superficial and shallow, I guess the reaction of the student would be negative. And. It would affect their motivation as a consequence. You get my point. Actually, the fact of motivation is a huge one_ [interruption] for the second variable, the construct of motivation in itself is a complex concept...okay we have intrinsic and extrinsic motivation, maybe the intrinsic one makes some students interested in writing because they're are talented maybe, they like to write, so we have this category of students we know how to shut an eye on them, they are intrinsically motivated, and the extrinsic motivation come from the environment, from the teacher
37. SM: as you said, for marks as an example
38. T1: sometimes, yeah, for the sake of the marks, because they know that the work will be evaluated and the evaluation is going to be helpful to have a better average, you see? The sequence of thinking, okay?, There is, let's say, a bilateral relationship between the writing level and motivation.
39. SM: What about freewriting as a pre-writing technique? Does motivation help here?
40. T1: Sure, yeah of course. At the beginning is not going to be easy for the students, because when it is a post-writing task is going to be more fluid and flexible, but if it is at the beginning, it is a little bit difficult because we need to confess that our students are not really good readers and they are not really good writers. So the beginning it will be a challenge for the teacher as well as the students, but it is possible.
41. SM: so what do you think about your students' motivation to write?
42. T1: I guess this is related to one of the previous questions, they are motivated thanks to the mark, most of them. A portion of students, a minor part who are interested and got an intrinsic motivation, and the major part, which is extrinsically motivated. Even though, they got the good achievements.
43. SM: do you think that freewriting can enhance the students' motivation to write? [door opens]
44. T1: both the free writing types are motivating, as a pre-writing or a post writing.
45. SM: can you address them both as pre-writing and post-writing separately?
46. T1: both of them are motivating, prewriting is going to be at the very beginning. I'm talking about the application method in the very first session. it is going to be a challenge for both the instructor and the student. It is feasible though, it needs multiple sessions of training but it is possible and it is for sure motivating. through time maybe even the students who were the least motivated to freely write are going to imitate their friends and they are going to be interested in writing, not only for the sake of the mark. This can be done through time; it needs as well certain punctuality on the part of

the students and teacher. I mean if you start a novel idea, something new, you know it is such a challenge, you don't need to stop it, but if you break it up at a certain stage and you want to gain back control over it, it is not going to be that easy. It needs to be applied over and over throughout the year so that you will know if you are achieving something, and the students will know that the teacher applied this method so we need to get ready, to prepare. I'd like it better to be a post-writing exercise. For pre-writing, it can train students to predict, it can give them methods of schismatic thinking, predictions, and inferences about what would happen. And these are techniques that are going to be used later in the post-writing tasks. But the fruit of writing can appear at the level of the post-writing tasks. This is what I think.

47. SM: so how do you usually encourage learners to use freewriting?

48. T1: usually, I talk about the advantages that they will have. I focus on the fact that they would really finish their studies cycle with a proficient stand of what they are doing. they would be really at some point competent, in assuming their role as students and their role as a citizen, at times if I find that they are not really motivated, I would give the example of myself to step forward in order to develop my level, I'm still learning, we are all still learning. We learn through all our life cycles, and we continue learning, so I say I use this method if I find my level of writing is a little bit deteriorated. If I find that I created a distance between me and my writing I would take back the challenge. So I just serve as a model, psychologically speaking, plus the mark. This is what works best with our students.

49. SM: This was our last question, thank you so much, it was a really interesting meeting with you

Appendix E: Interview Transcription T2

Date: April 11th, 2022

Time: 10:00 a.m.

Location: The teacher' office

Length: [00:22:53]

Interviewee: T2

Interviewer: SM

Note: [words in brackets were added in by the interviewer for clarification]

1. SM: So Ahh so we are master students.
2. T2: yeah, welcome;
3. SM: our topic is to investigate the influence of freewriting on students' motivation to write.
4. T2: Okay.
5. SM: So we are going to start with general information about you. So. So, sir, what degree do you hold?
6. T2: ehummm, Ph.D. This is the degree, yes. But there is another rank, which I have after the Ph.D., which is, say, the accreditation which we call in French "habilitation Universitaire". It is a rank after the Ph.D. So we call "habilitation Universitaire" We can translate it into something like accreditation.
7. SM: Yes. Yeah, that's interesting.
8. T2: University accreditation.
9. SM: Can you tell us for how long have you been teaching English?
10. T2: English. So not in university, English. Yeah. Well, you are going to laugh at me [laugh] because it will give you a little bit my age, And [laugh] you accuse me of being old, yes. Let's say 28 years, something like that. How old are you?
11. SM: we are [unaudioable] and [unaudioable]
12. T2: So 28. It means before you were born [laugh].
13. SM: That's a lifetime. Yeah,
14. T2: it makes me what? [laugh]
15. SM: it makes you a Professional teacher.
16. T2: no. Oh, old, [laugh] old is the right word [laugh].
17. SM: So can you tell us, like, which modules do you teach.

18. T2: I have taught?
19. SM: Yeah.
20. T2: Yeah, [cough] I taught a number of modules. So I taught the written expression.
21. SM: Yes.
22. T2: I taught, say emm, oral expression, and I taught TEFL (Teaching English as a Foreign Language) and EFL (English as a Foreign Language). It was called Once Upon a Time EFL, and then right after Emm I mean, they gave it the name TEFL.eeh I taught educational psychology, I taught neurosciences, and let's expand the list, which I don't like, but I taught grammar, I taught reading techniques, I taught phonetics, I taught ehmmm, Did I say grammar?
23. SM: Yes.
24. T2: ehumm, I taught. A number of modules. And before university, of course, I thought it was actually school. So EFL or English as a foreign language.
25. SM: That makes you like you took a hold of all modules.
26. T2: something like that. Yes.
27. SM: So so taking the fact that you teach writing. So we have a few questions about the writing skills.
28. T2: Yeah [coughing]
29. SM: So do you think that the writing skill is an essential skill that it needs to be mastered by EFL students?
30. T2: It is of paramount importance. It is very essential, without which we cannot be proficient in a given language.
31. SM: yes
32. T2: I mean, a given language is both oral and written, and if we just master or we have a good command of oral ability and oral expressions, There is much that we are missing, which is written expression, knowing that our exams are all or mostly, on the whole, they are written in a written format. So it is very essential.
33. SM: Yes. Now, uh, can you tell us, like, what are the most frequent problems faced by your students?
34. T2: Sorry!
35. T2: Most frequent problems faced by students in the writing skill.
36. T2: Yeah [coughing] there is a list, in fact, of problems that [coughing] I or my students and I encounter when we deal with the writing when they come to writing. They have the problem of mechanics of writing, starting with the mechanics of writing, which is especially punctuation. You might think it's minimal, you might think it's a small, tiny problem, but in fact, it is a very big problem. There are even those ehmm jokes and anecdotes about uhh the comma and the full stop and the way

you put the comma, the place you put the comma, which makes you_ ehh which risks your life.

37. SM: yes

38. T2: I mean, do you prefer uuh *a lion eats you, (comma) or a tiger) is not like (do you prefer a lion eats you or a tiger.* Because in one case you will not be here today fasting with us, Ramadan [laugh]. Okay. So punctuation, which is something that is just a small mechanic, right now. It is of paramount importance because it gives meaning to_ [cough]

39. SM: yes

40. T2: Of course, there are grammar problems. But the most important are coherence and uuh say coherence between the ideas and the sentences, but also erroneous sentences. Students happen not to master any of the four types of sentences and all they know in Writing is one of the earliest sentences, like fragments, run-on sentences, commas splices, and their sentences are never complete and they are never, uuh say correctly. And this is why? Because of their, maybe, training, they didn't know. They didn't practice enough for them to master the writing of correct sentences. And as I said, there is coherence. It seems that students use transitions, use conjunctions, use linking expressions, which, in fact, they link in a coherent, smooth way your passage from one idea to the next. But what expressions students are using? What transitions they are using? They make them incoherent, not coherent at all. They use *because* where there is no cause, they say, *however*, where there is no opposition, they say, uhhh *on the other hand*, where there is no first hand, and they say *the latter* where there is no former and they lead you the wrong way around [coughing]

41. SM: Yes. So no seeing these problems with punctuation and grammar, do you ask your students to use the freewriting?

42. T2: Occasionally, yes. Occasionally. uhhh If not most of the time, yes. Because I always ask them to read and to take notes and to attempt a few sentences, and paragraphs in writing. Because when you put those ideas of yours and that English, which you have accumulated, when you put it in writing, you will see how you write actually. And you will, maybe, you will notice some gaps in what you are writing. You put them to the test and you may receive feedback or share it with peers, your teachers, and you yourself. You might notice those gaps and the remedy for them. So yeah.

43. SM: Do they appear interested in freewriting?

44. T2: uuh [pause] Yes. I mean uuh I mean, far from action being taken. Yes, they are interested. But the most importantly more than being interested is that when interest is followed by action, it means few of us. When you try to talk with them, you can inspire them. You can get them interested, you can attract their attention. But to push

them I mean to lead them to freewriting, this is up to them. You cannot push them. You cannot oblige them. You cannot, you know [coughing] uuh as they say, "you can lead a horse to the river, but you cannot force it to drink" so I can get their interests. Yes, they are interesting, but do they actually take action and attempt freewriting? Only a few of them because this relates to their motivation, as you know. So those who are motivated, attempt some writing, freewriting, and some of them never stop. But those who lack motivation already. So it is very difficult for them. And there are those who need guidance, you know, so guidance is also important.

45. SM: So how do you evaluate the writing level of students who actually use the freewriting technique?
46. T2: Well, in order for me to answer the question, I have to know first, who are those who are attempting freewriting?
47. SM: Yes.
48. T2: You see, so given the number of the students, you cannot check every single student. *Do you use freewriting? ,Yes? tick it ,you don't?* I tick the name and I make a checklist [door closed] of students who do and students who don't. And on the basis of that, I try to; in fact, this is not the way it works. It means I can just give you some appreciation. Some_ [coughing] some guess. Yes, but uuh Can you better repeat the question so that I answer it in a direct and short way?
49. SM: So how do you evaluate the writing level of students who use freewriting?
50. T2: I think they are better off than others.
51. SM: Yes. Thank you
52. T2: So I think that they are better off than others. Although we have to take into consideration what I gave you as a detail before so_
53. SM: So after using freewriting, do you think it aids students to get over some of their writing problems?
54. T2: Of course. Yeah, they do. And it does. Yeah. Yeah, it does.
55. SM: Yes. So now we_
56. T2: Provided they receive feedback, provided they share it with others, provided they show it to their teachers, provided that they reflect upon it, it means they give it a second look.
57. SM: yes
58. T2: And given their interests, they are interested in pinpointing or spotting their gaps and their problems and [coughing] provided that they are conscious of what they are doing, which means they have an aim behind free writing and they try to notice where the gaps are.
59. SM: So now, we are going [coughing] to ask you a few questions about the writing motivation.

60. T2: Yeah.
61. SM: So do you think there is a correlation between students writing level and their motivation?
62. T2: If you asked me about relation, I would say of course, yes. If you asked about correlation, correlation needs some significant and statistical tests, and you cannot talk about correlation unless you conduct some test. Statistical test, which we call the correlation test. Yes. So about correlation, I cannot tell because they have to conduct the test. And it is only the test that tells. It means I can use your data and I can use them if they fit the criteria, the conditions of conducting correlation because correlation can be used when the data when the scores are continuous like exams, exam marks in scores or ordinal like from zero from 1 to 10. Where do you place yourself or the Likert scale, seven points or five-point Likert scale? So they try one, two or three, or five [coughing] if the data are yes, no binary categorical data. So we cannot conduct this correlation test, you see. So it all depends. You are talking about correlation, not correlation. So a relation. Yes, there is a relation, but correlation. I have to conduct a test beforehand.
63. SM: Yes.
64. T2: Yeah. So there is a relation. The problem is the direction of the relation and maybe this is the very core of your work...
65. SM: So what do you think about your students' motivation to write? Are they motivated?
66. T2: Motivation uuh in general?
67. SM: Yes. Yeah.
68. T2: uuh what students, which ones?
69. SM: the university level?
70. T2: Yeah. On the whole. No. No difference is made with regard to the first year or third year. Because it all depends on the level. It all depends on. You know_
71. SM: We are investigating with the second year
72. T2: Year. Second-year. So on the whole. They have the moderate motivation and moderate motivation. Yeah, there are those who are very motivated that are those who are not motivated, and there are those who are in between. So speaking about the whole, they are moderately motivated. Yes [coughing]
73. SM: So the final question is, do you think that freewriting can enhance students' motivation to write? And how do you encourage your learners to use it?
74. T2: Can you repeat the question? I mean, freewriting motivates them to write.
75. SM: Yes. Taking into consideration. They don't have to use any punctuation. They don't have to_

76. T2: Uh, this is, [interruption & pause] I think that psychologists let's start with this. Psychologists say that motivation is the energetics of behavior. It is the thing that causes behavior. Here behavior. We mean free writing. You see, it's not the other way around. So if it were me, I should question whether being motivated makes you attempt some free writing. You are investigating the other way around, which means whether free writing causes your causes motivation to take place. Well, it may.
77. SM: we mean freewriting to motivation then. Motivation to writing.
78. T2: uuh [pause] you know, we are not dealing with exact Sciences. And we need an experiment to cut it short. To cut it clear, there is a possibility. Maybe. Yes, maybe. It all depends on the students. If they are benefiting from the freewriting, if they are receiving feedback, if they see that there is a change in the way they write, if uuh they see that they are, you know uuhh benefiting. And in this case, I think that it may cause their motivation and that motivation becomes a cause for more freewriting. Yes, indeed. Maybe.
79. SM: Yeah. So how do you encourage learners to use freewriting?
80. T2: A big question. First [coughing], I sensitized them to its importance, the importance, to make them aware, because most the students do not know how proficiency takes place, how a good command of the English language takes place, and how we become better writers. So I always tell them, even if I am not teaching writing. Just yesterday, I was teaching some master's students not writing, but I open the brackets for that, you see, encouraging them, trying to answer your question. So I ask them to read more. And this is free reading or excessive reading because we cannot happen to write better and our motivation may not grow in strength if we lack the very instruments, equipment, and linguistic equipment of writing. If we don't see how others write before us, how can we write freely?
81. SM: yes
82. T2: So I always ask them to do some free reading, because free reading makes you a better writer. A free writer. I always encourage them, so I sensitize them to its importance. I motivate them. I urge them to read extensively. I urge them to take notes of what they read. And I ask them also to use those notes in their freewriting, you see. So these steps, they may guarantee that their writing becomes better and this certainly will impact the way they feel and their motivation as well. So if this culminates with some feedback, especially from peers better than them or from their teachers, so they will be sensitized again to their mistakes and their problems and their writing problems and they will benefit and enjoy from what freewriting they are having. Yes.
83. SM: So this was our final question.
84. SM: thank you so much for your answers
85. T2: you are the most welcome

Appendix F: Interview Transcription T3

Date: April 14th, 2022

Time: 11:45 a.m.

Location: teachers' meeting room

Length: [00:11:10]

Interviewee: T3

Interviewer: SM

Note: [words in brackets were added in by the interviewer for clarification]

1. SM: What Degree do you hold?
2. T3: I am a doctor in Philosophy.
3. SM: For how long have you been teaching English?
4. T3: Okay, let's say. [Pause] 14 years at university.
5. SM: In which modules?
6. T3: Of course, I taught many modules. I started teaching methodology. I taught also oral expression and written expression. I taught linguistics. I taught phonetics. Yes.
7. SM: Do you think that writing is a paramount skill that is needed to be mastered by EFL learners?
8. T3: Of course, it is. Of course. In fact. Well, the four skills are important. Reading is very important. Speaking, listening, and writing. Yes. All these skills are important. Does your question mean which is the most important?
9. SM: No, no. If it is important
10. T3: yes, it is very important.
11. SM: Please say why?
12. T3: Because it's a skill of the language. I said that language is_ I mean, there are four skills. You cannot say that I mastered the language. If you do not master one of these skills. So they are all important.
13. SM: What are the most frequent problems faced by your learners in writing?
14. T3: Yes, the most frequent problems are related to vocabulary. I think vocabulary is a big problem. okay! You know, students lack vocabulary. Why? Because they do not read. Reading is_ if you ask me, which is the most important skill, I would say reading. For me, reading is the most important skill. Okay! I mean, if you do not read, how can you learn vocabulary? Do we learn vocabulary by just Opening a dictionary

and learning by heart? We do not learn vocabulary this way. So we read whatever I mean anything. We may read anything. Novels or books, articles or whatever. So reading is for me, the primary source of vocabulary. And because students do not read students, in fact, they stopped reading. Students stopped reading. They do not read anymore. Why? You know, because of technology, because of social media, etc., So because they do not read them, they lack vocabulary. So when they start, or even if they want to write something, they find themselves stuck at a given a corner without vocabulary.

15. SM: So they can't produce anything.

16. T3: Yeah, they cannot produce anything.

17. SM: So do you ask your students to use free writing?

18. T3: Yes, of course. So free writing is_ I remember in the first when I taught first year students methodology, and techniques of university work, I taught a section about keeping a journal, and I always asked them to write. So journal or a diary or and they should write every, every day. Okay!. When you wake up the morning, the first idea that comes to your mind. Try to develop it by writing in your journal. And in fact, it was beneficial [phone ringing] and it was fruitful. Yeah. Yes.

19. SM: Do they seem interested in that?

20. T3: Yes, of course. Not all of them, because there are always exceptions, you know, but students I mean, I remember that many students were motivated to write and their level improved sharply. I mean, there were differences between when they started writing the first time and at the end of the year. So free writing is very, very important.

21. SM: That's the coming question. How do we evaluate the writing level of students who use freewriting?

22. T3: Yes, I told you that those students who tried keeping a journal in which they write freely about any topic. I observed that there were differences between the starting point and the end of the year.

23. SM: So at the end of this process, do you think that free writing aids your students to overcome some problems that you have mentioned?

24. T3: Yes, of course. The problems at the linguistic level and problems at the psychological level as well, because some students, you know, have the vocabulary. They have ideas, they have some or they acquire or they master some writing techniques, but they cannot write psychologically. I mean, why? Because they are not familiarized with writing. I mean maybe no one asked them to write.

25. SM: maybe they are not motivated.

26. T3: Maybe they are not motivated. And even motivation. Even motivation. One source of motivation is, you know, the repetition of asking them to write. If you keep asking

them to write, they may start talking about or thinking about the utility. Why should I write? Okay! And of course, with time, they may become motivated to write.

27. SM: So do you think there is any relation between students writing level and their motivation?

28. T3: Yes, of course. I mean, in fact, it's uuh how can I say it? A double-edged relation. Okay. Motivation, of course, helps students to improve their writing. If I am motivated to write so I do my best, and I do an extra effort. I read so that with time I improve my writing skill. And the opposite, of course, this is my opinion. If students have a good level of writing, they are always motivated to write about anything. They are not afraid. They don't have any barriers that can prevent them from writing. So it's a strong relationship. Yes.

29. SM: So what do you think about your students' motivation to write in general? and writing in particular

30. T3: Okay. And in general, students' motivation is very low and it is decreasing with time. And I'm so sorry for this phenomenon. In fact, during the last, maybe four or five years, students' motivation decreased, decreased very, very much. Of course, you know, the last two years, because of this pandemic and students not getting in touch with colleagues or with teachers. Yes, we understand. But even before the pandemic, students' motivation was very low and it is decreasing. I mentioned some reasons before maybe social media affected very much students. They always they keep always. They are always online with those_ they write about anything and not even in English. If it were in English, it would be helpful. Very helpful. But it's in not even in standard Arabic, in our accents. You know, social media negatively affected our students' level in learning the English language. Yes.

31. SM: So do you think that freewriting can enhance the student's motivation to write?

32. T3: Yes, it does. When students, you know, try freewriting, they always feel themselves ready to write, to write about anything. Okay. When you open your diary and you start writing freely without any obstacles, without any time constraints, without fear, without anxiety, you can write up to three pages maybe.

33. SM: Yes.

34. T3: So though the one who writes three pages, once in the classroom, the teacher asks him, for example, to write a paragraph or an essay, it would be very easy for him to deal with the topic in the classroom. So free writing is very helpful.

35. SM: So do you encourage your learners to use it for writing?

36. T3: Yes. Yes. *I always ask my students_ first_ one of the first thing that I always_ I remember that emm since I started teaching, I have always asked my students to read first [phone vibrating] you know, talk to them about the importance of reading and the*

pleasure they get from reading. Because, you know, when we take a novel, for example, in English. I ask them to think about the content of the novel, and the topic. There are some novels. Yes. Which are very, very interesting. So if the novel is interesting, first time, or second time, they start loving reading, and reading leads to it_ Of course, there is a direct relationship between reading and writing. It's direct. Those who read more, they can write better. I mean, I'm not saying something like this, this is research, Research proves this. There is a direct relationship between reading and writing and a direct relationship between listening and speaking. Yes.

37. SM: So these are all the questions. Thank you so much.

38. T3: Never mind.

39. SM: we Appreciated it

40. T3: Welcome and I wish you good luck

Appendix G: Interview Transcription T4

Date: April 18th, 2022

Time: 14:22 p.m.

Location: via email

Interviewee: T4

Interviewer: SM

Note: [words in brackets were added in by the interviewer for clarification]

1. SM: What degree do you hold?
2. T4: Doctorate
3. SM: how long have you been teaching English?
4. T4: for five years
5. SM: Which modules do you teach?
6. T4: Grammar and written expression
7. SM: Do you think that writing is a paramount skill that is needed to be mastered by EFL learners? If yes, please say why.
8. T4: Of course, it is a fundamental skill that each EFL learner should master throughout his or her learning journey; simply because it is the productive side via which we as teachers are allowed to test the progress of the learning process.
9. SM: What are the most frequent problems faced by your students in writing?
10. T4: Grammar vocabulary. Sentence errors.
11. SM: Do you ask your students to use free writing? If yes, do they appear interested in that?
12. T4: Yes, I usually ask my students to choose free topics. I think it is helpful especially because they do not feel obliged to write about a certain topic.
13. SM: How do you evaluate the writing level of students who use freewriting?
14. T4: I usually focus on both structure and content.
15. SM: After using freewriting, do you think it aids them to get over some of their writing problems?
16. T4: I do not think so.
17. SM: Is there any relation between students' writing level and their motivation?
18. T4: Theoretically, yes
19. SM: what do you think about your student's motivation to write?
20. T4: They are not motivated to write especially this year.
21. SM: Do you think that freewriting can enhance the student's motivation to write? If yes, how do you encourage learners to use it?
22. T4: Yes, I believe so. Giving them the opportunity to choose their writing theme is one way.

Appendix H: Interview Transcription T5

Date: April 14th, 2022

Time: 12:45 p.m.

Location: Classroom

Length: [00:08:02]

Interviewee: T5

Interviewer: SM

Note: [words in brackets were added in by the interviewer for clarification]

1. SM: and what degree do you hold?
2. T5: Ph.D. in applied linguistics and didactics.
3. SM: how long have you been teaching English?
4. T5: I have been teaching English for, I think, 18 years. I don't count. [Laughing].
5. SM: Which modules do you teach?
6. T5: I have taught different modules like written expression, grammar, techniques of university work, phonetics, linguistics, applied linguistics, American civilization, TFEL (Teaching English as a Foreign Language), didactic psychology, discourse analysis. [laughing]
7. SM: it's a long list.
8. T5: and some oral expression, among others. Okay.
9. SM: Let's move to the second section. Do you think that writing is a paramount skill that is needed to be mastered by EFL learners?
10. T5: It is a key skill. I think if someone doesn't handle his writing well, he wouldn't succeed at many things because even in the examinations they perform in the exam through writing, it is very important to master this skill. Uhhh it is required in many spheres of life. For example, when you write an application letter when you write your CV when you write a complaint letter when you write your academic papers, either a dissertation or article or essays, all of these activities require good writing.
11. SM: What are the most frequent problems faced by your students in writing?
12. T5: In fact, they have many problems shortage of ideas. They don't have enough culture, and they are not, well, knowledgeable about matters in the world. So they don't find what to write. And even if they find they have grammatical problems and problems with punctuation, they lack vocabulary. The vocabulary repertoire is very limited.

13. SM: Next, do you ask your students to use freewriting?
14. T5: In fact, I don't ask them to do so.
15. SM: do they appear interested in that?
16. T5: In fact, I don't encourage them to do to engage in any free writing because they waste time. They don't take it seriously. They just keep doing something. And then they get absentminded and then they start having a chat with their classmates. So I avoid that, really. Even myself, I don't do it, either I was a teenager and I was interested, I used to write a lot, Even I had a journal in English, etc. but I don't use it. I used it rarely. But I found that it is a waste of time. It is preferable to concentrate and write a sentence, a good sentence, better than writing anything from start to finish. Emm, Well, I permit myself sometimes, as a teacher, when I write something quickly, I permit myself to catch the ideas. Before I forget them. So I permit to do some mistakes in spelling or grammar, and then I will rewrite it as far as I am concerned. But with the students, frankly speaking, I have never encouraged them to do that and they have never noticed that among them in the classroom.
17. SM: How do you evaluate the writing level of students who use free writing?
18. T5: So because I didn't notice that students engage in free writing, I can't say anything about this question.
19. SM: After using freewriting do you think it aids them to get over some of their writing problems?
20. T5: Perhaps! It depends on the student If he or she uses it or not.
21. SM: Let's move to the third section. Is there any relation between students' writing level and their motivation?
22. T5: Yes, there is a link between the two. If they are not motivation motivated, they don't practice writing. If they don't practice, they can't acquire a high level of this skill.
23. SM: what do you think about your student's motivation to write?
24. T5: In fact, they like to write, but they don't know_ they get demotivated when they get stuck. Yes. And they stop. They don't have that willingness to overcome the obstacles they have, [pause] Well; we encourage them all the time to do mistakes or write whatever they want.
25. SM: That's the point of freewriting.
26. T5: Write anything. I just find something on the paper in order to direct you.
27. SM: Yes. But do you think about your students' motivation to write?
28. T5: Yeah, I said they are motivated. But the point is that they don't emm Let's say they don't practice. They don't have the courage to do that.
29. SM: Do you think that free writing can enhance the student's motivation for it?

30. T5: I think yes because it frees them. They can feel at ease without having to control their own correctness or their own fluency or the ideas, etc.
31. T5: How do you encourage learners to use it?
32. T5: The only way I use, I think when I push them to write whatever they have in mind in relation to the topic, even silly Ideas put them down; because in one situation I didn't generally use the process oriented approach, so which comprises different stages. So in the brainstorming stage, we ask for freewriting. In the first stage, we ask them also to do some freewriting without being obliged to write something correct and without being obliged to organize the ideas. Organization is not important at this step, but even though I think they are influenced by their mother tongue. [Crosstalk] they don't give uhh themselves the freedom to engage in free writing. They just write to three sentences and they stop. If we speak about the weak students, but the good students, they just write fluently.
33. SM: So do you think this would help them?
34. T5: Yes, this helps. I think. But I don't assume that [laughing] yeah. And they don't confirm that.
35. SM: That's okay. So about 30% or 50%?
36. T5: about uhh let's say to be too optimistic. 40%.
37. SM: Okay. Thank you so much, we appreciate it.
38. T5 : You are welcome.

Appendix I: Interview Transcription T6

Date: April 11th, 2022

Time: 11:59 a.m.

Location: teachers' meeting room

Length: [00:12:07]

Interviewee: T6

Interviewer: SM

Note: [words in brackets were added in by the interviewer for clarification]

1. SM: so miss, what degree do you have?
2. T6: I have a doctoral degree. Yes.
3. SM: So for how long have you been teaching English?
4. T6: Okay. I taught English, normally. For uhmmm lets me count [pause] I will count and I will talk at the same time. I taught English when I was a student before I got my Ph.D. uhmmm two years at the university. Then I moved to the secondary school. For four years, now. I'm a teacher of English for two years at the university.
5. SM: So they are eight.
6. T6: Yes. Eight years teaching English.
7. SM: And what would you do you teach?
8. T6: Okay. Only when we talk about the high school we are not going to talk about the modules for these four years. For written expression. I took written expression normally Uhmm for four years.
9. SM: Just written expression?
10. T6: written expression and oral expression. And I taught methodology last year because I had_
11. SM: So now, we are going to ask you three questions about writing. So do you think that writing is essential to be mastered by EFL students?
12. T6: Of course. Of course. It's very important to be mastered by EFL students. Generally, writing is the only way to evaluate students in all the modules except our expression. Okay! Because you have written expression as a module itself. Also, you have, for instance, linguistics, grammar, and in linguistics, grammar, and other modules, you need to write. So it's important to master writing.
13. SM: yes, so what are the most frequent problems faced by your students in writing?

14. T6: Yes, actually, I taught written expression to first-year and second-year students, and they are beginners in the field. Actually, we cannot say beginners because they have already started for seven years, but generally, they do not care about English for_, when they are specialized. For instance, when they are studying the English language. Maybe! Maybe they start to care about mastering the English language. Before that, they do not care about only a few, if any. Now these few persons, actually, they are. They are successful students or first students, generally first students. They normally choose English. They chose the medicine. They chose they choose other branches. Now, the problems they encounter are many. They have problems with coherence. They have problems with cohesion. They have problems with mechanics. They have problems with grammar. They have problems with vocabulary. A lot of problems. And all of them are related to each other. They interact with each other. Yes. Interrelated
15. SM: yeah, so do you ask your students to use freewriting?
16. T6: Yes. But the problem_ I tell them, I told them, for instance, to write to use freewriting at home. For instance, when they go home, they try to write what happened to them. They need to have a diary and it is a kind of freewriting when they write their diaries. But the problem with freewriting is you can't control it. How can I? How can I judge a judge student if he conducted freewriting at home or not? I can judge it. And you are students and you see in the classroom and they do not write. How about the homework at home? What do you think about the homework? I can't control it as a teacher. Okay!
17. SM: Just as a technique like before writing, they use free writing. Then they organize
18. T6: Well, here. Do you mean as a technique? Freewriting. It's meant as a plan. Before drafting.
19. SM: As like a free writing technique and freewriting as a type of writing.
20. T6: okaay! You mean with the brainstorming, after brainstorming, they will have freewriting. Okay! These techniques generally, before we start, we start writing and we should pass through all these techniques. And they are essential to prepare students for writing. But I ask them to use this technique, but I do not oblige them. For instance, when I say choose a topic and write an essay, an example essay, or a comparison or contrast essay. In the end, I have the product. I don't judge the stages of writing. That's what I mean when I say a stage. Yes.
21. SM: In your view, do they appear interested in using freewriting?
22. T6: They don't seem so. They don't seem so. And a lot of them skip this stage.
23. SM: they start directly writing!
24. T6: Write immediately.

25. SM: Okay. So, um. So how do you evaluate the writing level of students who use freewriting?
26. T6: [phone ringing] generally, students who use freewriting are good. Yes, they are good. Because when whenever I notice them when they start immediately writing, I feel that, they have lots of information and that's why they start writing immediately. But on the other hand, there are a few students who do not have a good level or a repertoire, but they start writing immediately. They use freewriting. So let's consider it freewriting. Some of them are good, some of them are intermediate, and some of them are weak. This is my judgment. Yeah.
27. SM: So do you think that freewriting aids students who get over some of the writing problems?
28. T6: Yes. It can be. It can be.
29. SM: So now, we are going to ask you a few questions about writing motivation. Do you think that there is a relation between students' writing level and their motivation?
30. T6: Of course, there is a connection between the two. Shall I explain or no?
31. SM: Yes. I mean, if you think so, what do you think about your student's motivation to write?
32. T6: There were students who have. There is a relation between students writing and the students who have a high level or excellent English. They want to write and they like freewriting because they have enough vocabulary to express themselves. Whereas those students who do not have a vocabulary or let's say have a little bit of intermediate or a weak level, are not most motivated to write. They don't want to write. So it depends on the level of the students, those who are good, they want to write and they want to speak and they want to do everything. But vice versa.
33. SM: Yes, so it depends on the level, do you think that students, who don't have an excellent level, have no intention to improve their English?
34. T6: They have an intention, but generally, they are shy. They feel, for instance, that whenever they don't have the vocabulary, they don't want to write, and they stop writing. Even in oral expression or in a written expression.
35. SM: Do you think freewriting will help them to get over this?
36. T6: [crosstalk] you use freewriting when you have vocabulary When you write Immediately
37. SM: No, but when we are talking about freewriting, you are just going to put your Ideas down without caring about anything. Grammar, mistakes, punctuation, or even vocabulary. I mean to use words and you just put your ideas down. Even if it's not a pre-writing technique General.
38. T6: Okay! Maybe it's helpful in this in this situation. But the problem when you talk about, for instance, weak students, the problem they will find the problem in writing is

spelling mistakes. For instance, whenever they start writing, they hesitate to write the words... There is a difference between formalization and writing. Yes. Yes. When you pronounce is something, and when you write it is something else, sometimes they start writing. When they feel that there is a mistake, they stop. Okay. Or maybe they want to change the word into another word they know and they know how to write it. You see, so generally weak students, they need more extra work compared with the other students, with, with excellent students or, let's say with students who have got a vocabulary [door opens]

39. SM: Do you think that Freewriting can enhance the students' motivation to write?

40. T6: Yes, it can enhance their motivation to write. Of course, under the supervision of the teacher and the guidance of the teacher, as I said, whenever you feel that the student hesitates to write a word, you will encourage him. You are going to ask him to use the dictionary, for instance, even though sometimes they don't have the dictionary. You are going to ask him, for instance, to use Google Translate, since the majority of students now use the Internet and Google Translate will help them. Actually, they uhh will know how to write the words.

41. SM: Okay, so can you tell us more How do you encourage learners to use freewriting?

42. T6: Okay. Generally, before, we start writing; we need to choose a topic. Since it is in writing, you are going to ask students, you are going to control them, to monitor them, to guide them. Of course, you will oblige them in case they don't want, right? You will encourage them. You will motivate them using, for instance, you will say, I will take the papers at the end of the session, or you will have extra marks. Those who have good writing .so maybe using these methods, they are going to use freewriting and afterward they will develop their writing. Why not?

43. SM: yes, so this was our last question. So thank you so much!

44. T6: Whenever you need something, try to contact me I am here. [giggling]

45. SM: thank you so much!

Appendix J: Interview Transcription T7

Date: April 19th, 2022

Time: 10:52 a.m.

Location: via Facebook

Length: [00:40:00]

Interviewee: T7

Interviewer: SM

Note: [words in brackets were added in by the interviewer for clarification]

1. T7: first, good morning, I hope that my answers to this interview will help you in your research work.
2. SM: good morning miss, of course they will, much appreciated, so starting with your degree, what degree do you hold?
3. T7: I have doctorate in didactics in foreign languages
4. SM: how long have you been teaching English?
5. T7: Ehhh I have been teaching English for 10 years, let's say, five year at the secondary school and another 5 years at university.
6. SM: what modules do you teach?
7. T7: I taught and I am teaching at university, firstly, written expression, oral expression, psychology. These are the main modules, I mean, that I taught for many years, and I taught for a short period of time, grammar and study skills.
8. SM: do you think that writing is a paramount skill that needs to be mastered by EFL students?
9. T7: sure, writing is vital in the foreign language classes, and it is a skill that must be mastered by English language learner or any type of learners, because it is a means of communication, firstly , also, the written examination is still the major assessment method in exams, in contests, in tasks, so no success without writing.
10. SM: What are the most frequent problems faced by your students in writing?
11. T7: I do believe that students face in the writing class or when they write are the main ones are lack of ideas, because ehhh they don't read, they don't watch something from where they can get information that builds their knowledge and way of thinking and help them to express their feeling, thoughts and ideas. The second problem is how they organize these ideas. In addition to vocabulary usually, awkward phrasing and unconventional grammar, also difficulty with sentence structure and word order, let alone spelling of words, structure and organization of sentences in paragraph, essay, a thesis, dissertation and whatever the written form is.
12. SM: Do you ask your students to use freewriting?
13. T7: in fact I have not noticed a different interest or feeling when they are freewriting or any other method of writing, and I think the method or steps students go through in their writing process, does not have a great impact on their writing performance. There are other things that influence their writing performance

14. SM: is there any relation between students' writing level and their motivation?
15. T7: yes, of course. Motivation is the fuel to any work, without it there is no success, and writing is no exception.
16. SM: what do you think about your students' motivation to write?
17. T7: my students' motivation differs from one student to another. We have highly motivated students, we have demotivated students, and we have students in between, let's say, it is average in general.
18. SM: do you think that freewriting can enhance students' motivation to write?
19. T7: I don't think that there is a relationship or at least an obvious relationship between the two, as we know writing particularly demands activity, and there are various kinds of writing difficulties, that makes students demotivated to write. So we have first to highlight the main potentially demotivating features and the difficulties of academic writing, that according to me, are firstly, the problems of language, ideas and structure of sentences, then we have to look for the methods that we can use in the classroom to teach them how to write.
20. SM: thank you so much miss, you are the best!
21. T7: My pleasure dear!

Résumé

Les étudiants estiment que l'écriture libre est l'une des techniques principales pour faciliter le processus d'écriture. Nombreux chercheurs et professeurs d'université algériens sont en désaccord sur son importance. Sur la base de cette controverse, mener plus d'études pour expliquer et découvrir l'utilité de la rédaction libre pour améliorer la motivation de l'écriture devient une nécessité. Par conséquent, cette étude traite l'influence de la libre écriture sur la motivation des étudiants à écrire parmi les étudiants de deuxième année de langue anglaise, au Centre universitaire Mila.

Pour y parvenir, deux questions de recherche se posent: La libre écriture influence-t-elle la motivation des étudiants à écrire? Les enseignants la considèrent-ils comme un facteur contribuant à améliorer la motivation des élèves à écrire? Cette recherche s'articule autour de l'hypothèse suivante : Si les étudiants adoptent l'écriture libre dans leurs sessions d'écriture régulières, leur motivation à écrire sera améliorée. Afin de répondre à ces questions, un questionnaire a été distribué à 85 étudiants de l'ensemble de la population, au cours du deuxième semestre, pour l'année académique 2021-2022. Par la suite, une entrevue semi-structurée a été réalisée avec huit enseignants du module d'expression écrite. Les données recueillies dans le questionnaire des étudiants ont été analysées quantitativement au moyen de chiffres et de pourcentages, tandis que les données recueillies lors de l'entrevue avec les enseignants ont été transcrites textuellement et analysées selon trois grands thèmes. Les résultats de la recherche révèlent l'efficacité de la rédaction libre pour la motivation des étudiants à écrire, fondée sur les points de vue des élèves et des enseignants, ce qui appuie essentiellement l'hypothèse. À la fin de cette recherche, et sur la base de l'analyse des résultats, certaines mises en œuvre pédagogiques et recommandations ont été fournies afin d'accorder une attention particulière à la libre écriture et à la motivation à écrire, et mettre l'accent sur le

rôle crucial qu'ils jouent pour que l'enseignement et l'apprentissage de l'anglais soient efficaces.

Mots clés : l'écriture, étudiants EFL, l'écriture libre, motivation, la motivation à l'écriture.

المخلص

على الرغم من أن الطلاب ينظرون إلى الكتابة الحرة على أنها إحدى التقنيات الأساسية لتسهيل عملية الكتابة، إلا أن العديد من الباحثين وأساتذة الجامعات الجزائرية يظهرون خلافًا حول أهميتها. على أساس هذا الجدل، فإن إجراء المزيد من الدراسات لشرح واكتشاف فائدة الكتابة الحرة في تعزيز دافع الكتابة أصبح ضرورة لا بد منها. لذلك تستقصي هذه الدراسة عن تأثير الكتابة الحرة على تحفيز الطلاب للكتابة بين طلاب السنة الثانية تخصص لغة انجليزية في مركز جامعة ميلة. لتحقيق ذلك، نشأ سؤالان بحثيان: هل تؤثر الكتابة الحرة على حافز الطلاب للكتابة؟ هل يعتبر الأساتذة الكتابة الحرة عاملاً مساهماً في تعزيز دافع الطلاب للكتابة؟ يدور هذا البحث حول الفرضية التالية: إذا تبنى الطلاب الكتابة الحرة في جلسات الكتابة العادية، فسيزداد حافزهم للكتابة. للإجابة على هذه الأسئلة، تم توزيع استبيان على 85 طالبًا من إجمالي الطلاب، خلال الفصل الدراسي الثاني، للعام الدراسي 2021-2022. أجريت مقابلة بعد ذلك شبه منظمة مع ثمانية أساتذة لمادة التعبير الكتابي. تم تحليل البيانات التي تم جمعها من استبيان الطلاب كمياً من خلال الأرقام والنسب المئوية، بينما تم نسخ البيانات التي تم جمعها من مقابلة الأساتذة نسخاً حرفياً، وتم تحليلها من خلال ثلاثة مواضيع رئيسية. أظهرت نتائج البحث فعالية الكتابة الحرة في تعزيز دافع الكتابة لدى الطلاب، حيث أيدت آراء الاساتذة و الطلبة الفرضية بشكل أساسي. في نهاية هذا البحث، واستناداً على تحليل النتائج، تم تقديم بعض التطبيقات البيداغوجية والتوصيات من أجل إيلاء اهتمام خاص للكتابة الحرة و تحفيز الكتابة، والتركيز على الدور الحاسم الذي يمتلكونه من أجل تعليم اللغة الإنجليزية وتعلمها بشكل فعال .

الكلمات المفتاحية: الكتابة، طلاب اللغة الإنجليزية كلغة أجنبية، الكتابة الحرة، التحفيز، دافع الكتابة .