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Investigating Factors Influencing the Development of Language Learning Strategies in Writing

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

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Dedications

I humbly dedicate this piece of work to my dearest parents, mom and dad for always being proud of me, to my sisters « **Insaf** » and « **Wissal** » for their emotional support, my soulmates « **Meriem** » and « **Assala** » for their endless support, and my loving fiancé « **Hichem** » for being always there for me despite the long-distance.

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Chahinez

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Abstract

This dissertation aims to investigate the factors influencing the development of language learning strategies used in English writing. It attempts to investigate the potential factors that could influence the development of the learning strategies at the level of higher education. The research instrument used to conduct the present study was both quantitative and qualitative in nature, which is a questionnaire for a sample of 50 second year university students. The study was conducted at "Abdelhafid Boussouf" university center in Mila. The results indicated that primarily students have a limited use of language learning strategies in writing. In addition, the questionnaire revealed that students are influenced by three main factors which are language transfer, attitude towards writing and autonomous learning. The study ends with some suggestions and implications for future research.

Key words: English as foreign language, language learning strategies, strategy development, influencing factors, writing development.

List of Abbreviations

EFL: English as foreign language.

ESL: English second language.

FL: foreign language.

LLS: language learning strategies.

LMD: license, master, doctorate system.

UK: United Kingdom.

US: united states.

ZPD: zone of proximal development

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General Introduction

1. Background to the Study

Over centuries, English has grown from a language of a relatively small area "England" to an international language. According to some estimates, almost one billion people around the world speak English as a first or a second language (L2). In this vein, it is well-known that in order to learn English or any other language in the world, learners need to acquire the four language skills: reading, speaking, listening, and writing.

Writing is an imperative skill for successful language development; it activates a number of different cognitive processes, and unleashes students' creativity. All of this will keep their brain sharp and active, and it can even act as a preventative measure against some mental illnesses, such as Alzheimer's or dementia.

In order to produce a good piece of writing, learners need to use some language learning strategies. Language learning strategies are generally means of ensuring that language is stored, retained and can be produced when necessary; that is, they affect learning directly and indirectly (Oxford, 1990). For Torrance et. al. (2000), writing strategy is the sequence in which a writer engages in planning, composing, revising and other writing related activities. For them, writing strategies are a sequence of activities instead of a single one. Nevertheless, strategy use is affected by many factors.

The mastery of writing could be considered as a complex task; many researchers and educators have conducted various researches to investigate the reasons behind the difficulty of writing. Richard (2002) explained that foreign language learners have to pay attention to higher level skills of planning and organizing as lower skills of spelling, punctuation, word choice and so on. He emphasized the importance of seeing the bigger picture and viewing writing as a process rather than just a classroom task that needs to be completed.

2. Statement of the Problem

Writing is one of the most important tasks related to language learning and a very effective way of converting passive vocabulary to active. It is a necessity for reaching competency and advanced stages in language learning. Therefore, producing a good piece of writing mainly depends on successfully developing certain language learning strategies. However, in the process of developing these strategies, learners are influenced by several factors that may hinder this process.

Although research into language learning strategies is extensive, many studies addressed this problem only at the level of secondary and high schools, for example: Juin et. al. (2022), Julianty et. al. (2022), Duan (2022), and only few studies have addressed such problem at the level of university students. Furthermore, many student-including university students-find themselves facing several obstacles when they practice their writing skill. Some of these problems can be: poor vocabulary, awkward phrasing and unconventional grammar, inappropriate use of colloquial language, and difficulty with sentence structure and word order. Teachers usually help their students overcome these obstacles by providing one-on-one feedback and correction.

However, during the COVID 19 pandemic, learning shifted from face to face to mostly online. This decision led to the degradation of the writing level of many students (Gustaf, 2023) due to limited interaction with teachers which resulted in insufficient explanations of learning strategies including strategies used in writing. Hence, nowadays many students are confused and wondering about the strategies that may help them develop their writing skill.

3. Aim of the Study

This current study is conducted to add some knowledge to the "language learning strategies in writing" area of research by investigating the potential factors that could influence the development of these strategies on the level of higher education in Abdelhafid Boussouf-Mila University Center.

4. Research Questions

This study tackles the following questions:

1. Do learners use language learning strategies to write?

2. What language learning strategies do students use in their writing?

3. What are the Factors that influence strategy development for the writing skill for EFL students?

5. Hypothesis

Language learning strategy use in the writing of students might be influenced by several factors.

6. Methodology

In order to confirm or refuse the research hypothesis and provide this study with sufficient information, a questionnaire was conducted with second year LMD students in Mila university center.

7. Structure of the Dissertation

This dissertation is divided into two chapters. The first chapter is mainly the theoretical framework and is entitled 'Language learning strategies and the writing skill', which is divided into two sections. The first section covers 'the writing skill and approaches in teaching writing'. The second section named "Language Learning Strategies", and it focuses on language learning strategies, their classifications and the factors influencing their use. The second chapter, on the other hand, is devoted to the practical part of this dissertation. It is similarly ddivided into two

sections; the first one describes methodology followed in conducting the study while the second is devoted to data analysis and interpretation.

Chapter One   Language Learning Strategies and the Writing Skill

Introduction

Language learning strategies refer to the techniques and methods that language learners use to enhance their language skills. These strategies can be used for a variety of language skills, including speaking, listening, reading, and writing. Effective language learning strategies can help learners to improve their overall language proficiency and achieve their language learning goals especially in writing. The writing skill is an essential component of language proficiency. It involves expressing ideas and thoughts through written language in a coherent and effective manner. Writing is a complex skill that requires a range of cognitive and linguistic abilities, including vocabulary, grammar, sentence structure, and discourse organization.

This chapter discusses the concepts of language learning strategies and the writing skill. It is divided into two main sections. The first section presents definitions, qualities and the importance of the writing skill provided by different scholars. It also draws attention to difficulties and struggles that students may deal with in their writing and the different approaches in writing. In the other hand, the second section deals with language learning strategies' definitions presented by different scholars, classifications, different language learning strategies in writing, and the factors that influence strategy use in writing.

Section One   Writing in the Language Learning Contexts

1.1.1. Definition of Writing

Writing is one of the language skills. It is a way to communicate ideas, opinions, reports and feelings in terms of letters, alphanumeric signs and symbols. According to Deane (2018), the greatest human development ever is writing. It is a way to transmit knowledge and understanding from one generation to another as it allows indelible information to be shared across different cultures and periods.

Writing mayrefer to the ability to express ideas, thoughts and information effectively throughwords. Daniels and bright (1996) describe writing as a system of symbols used to communicate the writer's ideas, and the reader should be able to understand them without the writer's interference.

Writing can be viewed as a technique of demonstrating language in a visual form by combining signs to symbolize the sounds of speech, punctuation, pitch and tone. It is considered a complex process that takes place over a period of time. It requires a wide range of skills: a strong vocabulary, text structure, organization skills, punctuation etc.

Writing involves multiple steps including planning, drafting and revising (Mecrimmon,1984). Planning is the process of organizing and outlining information. It is called pre-writing. The writer chooses a subject at this point, and extracts knowledge or ideas. Inbrief, planning is the first step in the writing process that lets the writer discover, investigate, and analyze the subject matter.

Drafting is the process of putting words down on the page. Learners need to know that the writing stage involves several drafts. Each of which serves a specific purpose, so that these drafts act as layers making up a continuous piece of writing. For example, the first draft should be the evidence used to support the main ideas. The next draft can ensure that the ideas are blended well in each paragraph.

Revising is a collection of techniques for re-examining and re-evaluating the produced material. When revising, the writers have to criticize their rough draft and test whether the goal of writing is clear or not, they may also go over parts of the writing practices such as punctuation, syntax, grammar, etc. This revision can be done several times until all the important parts are well-constructed.

1.1.2. Qualities of Good Writing

Educational research is clear. There are dozens of traits to "good" or quality writing. These are Organized into seven simple categories: clarity and focus, language (word choice), credibility and believability, correctness, organization, grammar and style, and finally conciseness. students need to know these umbrella ingredients as they are the key to remembering and integrating all the Individual skills into their drafts.

To embark, clarity and focus are two key components of good writing that help writers communicate their message effectively. Clarity refers to the ability of the writer to convey his/her message in a clear and understandable way. This means that the writing should be free from ambiguity, jargon, confusing sentences structures, or excessive use of technical terms. Clear writing also involves presenting arguments in a logical and organized manner, so that the reader can easily follow the writer's train of thought. Focus, on the other hand, refers to the writer's ability to stay on topic and maintain a clear sense of purpose throughout the writing. Good writing needs to be focused, in other words it should stick to the main topic or argument and avoid digressing into irrelevant details.

Second, words are the most valuable tools. Effective writing includes precise and accurate word choices and well crafted sentences. A good writer chooses words carefully, using combinations of simple and complex vocabulary, and paying close attention to connotations, denotations and tone. Good word choice gives writing power, precision, clarity and help to engage readers and hold their attention.

Third, credibility and believability are crucial factors that contribute to an effective piece of writing. Credibility refers to the level of trust and respect the readers have for the writers' abilities and knowledge in the subject matter. Thus, writers should demonstrate their expertise and authority on the topic they are writing through research and accurate information.

Believability is also important as it describes the degree of how convincing the writer's argument is, and whether the reader can trust the writer's claims. Good writing requires a balance between presenting facts and evidence that support the writer's argument while acknowledging opposing view points.

Good writing follows the basic standards of punctuation, spelling, capitalization and grammar. Good writers should be able to effectively communicate their ideas without making mistakes that may distract or confuse the reader. Additionally, correctness involves proper citation and referencing of sources to avoid plagiarism. The use of improper grammar, misspelled words and incorrect punctuation may lead to unprofessional writing. Therefore, it is crucial to take time checking for errors and making necessary correction to ensure that the message is successfully conveyed.

A well organized piece of writing is not only clear; it is presented in a way that is aesthetically pleased. It has a clear and concise structure with a clear introduction, body, and conclusion. It uses transition words and phrases to connect ideas and paragraphs, making the flow of information easier to follow in addition to a clear thesis statement that is supported by evidence presented throughout the text.

Good writing is mainly characterized by strong grammar and style. Grammar relates to the rules and principles that govern the structure of language including syntax, punctuation, and spelling; well-written pieces demonstrate mastery of these elements, making writing easy to read and understand. Style, on the other hand, refers to the unique tone, voice and personality that the writer brings to the piece. A strong style requires a balance between creativity and clarity, allowing the writers to express their ideas effectively without sacrificing the coherence of the writing. Together, strong grammar and style produce writing that is engaging, coherent and effective in conveying the writer's message.

Conciseness is another quality of good writing, it refers to the ability to relay information using short and clear words. A concise writer is able to convey the intended message clearly and accurately, without overcomplicating it with unnecessary details. Conciseness keeps the reader engaged. Moreover, it helps in avoiding confusion and misunderstandings.

To summarize, good writers strive to convey their message clearly and effectively for the purpose of engaging their audience successfully.

1.1.3. The Importance of Writing in Language Learning

Listening and reading are two important aspects of language learning that are concerned with receiving information; the material is already created and learners are simply taking it in. However, if learners want to communicate well, language is a two-way street; that is, they need to be able to create material for themselves and output new knowledge into the world. A fluent conversation needs shaping sentences and expressing ideas and thoughts, and writing is an excellent way to do so. Writing is one of the most important exercises related to language learning. Be it a skill itself, writing offers students the opportunity to catch on too many vital facilities that can help them in their academic career and many other relevant aspects of their lives. Harmer (2007, p.112) claimed that writing gives students the opportunity to think more critically than they get when they converse spontaneously. Deane (2018) argued that English writing has a huge impact on the overall educational system; i.e. The academic curriculum in today's time is focused on encouraging students to express their learning and imply it practically. Hence, schools and colleges focus on assigning writing activities like essays, research papers, etc. Rao (2007) also appreciated the value of writing in EFL learning. He pointed out that writing is a stimulating activity for the brain; it forces students to concentrate and organize their ideas, and develop their ability to summarize, analyze and criticize. The act

of writing is not only concerned with the transfer of words to a piece of paper or a computer screen, rather it helps students organize their thoughts and arrange them into a coherent story. In other words, writing and reasoning go hand in hand working in tandem through a cryptic process in the brain. Similarly, Grabe and Caplan (1996) ascribed the importance of writing to the fact that it is a potent tool for communication and information gathering.

1.1.4. Learner's Difficulties in Writing

Some second language learners may have restricted needs for writing skills in English, while many others need to be able to write for a variety of purposes; they need to be able to write different kinds of academic texts as well as writing for professional purposes in a working environment. However, good writing skills in either one's first or second language are very difficult to acquire. While the ability to understand and speak one's mother tongue emerges naturally through exposure and experience and generally does so before the child's formal education commences, writing is mainly dependent upon school based instruction. Moreover, fluency in spoken English is not an indication of how well someone can write. Despite the instruction people receive in school, many native speakers never develop good writing skills, it is not surprising then that second language learners face many difficulties in mastering the writing skills in English.

While developing the writing skill, each student faces varied challenges. These challenges will somehow hinder students from moving forward to produce a good piece of writing. According to Misbah et al (2017), poor vocabulary makes students face difficulties in learning the writing skill. Vocabulary is the central aspect of writing that holds ideas and concepts together (Asep, 2014). Learners often use written and spoken words to share their concepts, feelings and beliefs with people around them. Sufficient vocabulary will help scholars to deliver their thoughts via speaking or writing. Using online dictionary and other reading exercises may support students with vocabulary limitations that affect their writing negatively.

Bad spelling is another source of distress for students (Bénard,2014). Having effective spelling skills can lead to positive development of the writing skill. If students are struggling with spelling, they would be put off to progress in their writing. Students often spell words according to their pronunciation which causes wrong spelling (Afrin ,2016), hence, learners can either add or drop letters of the words; for example, «indepandant » instead of «independent».

Another challenge in developing writing is the readiness of students (foster,2015). Leaner's readiness is often used to define the ability of a learner to acquire knowledge and initiate in behavior change, which leads to successful learning outcomes. According to Wiranso (2016), readiness is very necessary in order to successfully complete a mission. Readiness may be either physical or emotional. when this does not happen the students will have challenges in the writing skill. Therefore, it is very important for students to be ready before they enter to the class. According to Foster (2015), inspiring and gaining the attention of the students can encourage readiness to write.

Further challenges for enhancing writing are the lack of exposure to books and reading materials (Foster ,2015). According to Fareed et al (2016), many students find it really difficult to get adequate and important knowledge and information source. The lack of reading causes the student to produce poor sentences and paragraphs because reading and writing are connected together. If students are not reading books or any other reading material, they may lack the knowledge of ideas and vocabulary to write. All in all, reading is crucial for language development, and without it, students may struggle to produce high-quality written work.

Lack of motivation is another challenge that students face while writing in English. If students are not inspired or motivated, they might not be interested in improving their learning process. Gbolie&keamu (2017) believed that motivation is important in enhancing and raising student learning outcomes. Teachers may inspire their students by using simple motivational

words such as, "good job", "keep it up",etc. Positive reinforcement would help learners go deeper with their learning.

1.1.5. Writing in the Main Teaching Methods and Approaches

Among the four basic skills, writing in a foreign language is considered the most important yet difficult task for both teachers and learners. Teaching writing has seen numerous approaches and methods across its ways since early ages. The focus has shifted from sentence patterns and grammar drills to text organization. For example, the audio lingual method which served as the basis for the teaching of writing as it did in other skills in the first half of the 20th century, focused on control of sentence patterns and grammar through oral practice and drills. Writing ability was mainly seen to involve developing linguistic and lexical knowledge as well as familiarity with the syntactic patterns and cohesive devises that allow for sentence combining and which for the building blocks of texts.

Before the 1980s, writing skills were perceived as dependent on imitating model compositions provided by the teacher. Teachers also employed dicto comp that is an activity where they read a passage several times and the students try to reconstruct it from memory. Moreover, they made use of sentence combining activities in which students try to combine two or more sentences into a more complex sentence as a way of developing a better graphs of sentences. Controlled or guided writing exercises were also employed, these involved students manipulating model texts by making various kinds of changes to them. These kind of activities were designed to minimize the chance of making errors. In addition, they freed teachers from having to create numbers of compositions. In the 1980s the paragraph pattern approach was developed with a focus on different functional or organizational patterns such as narrations, description, comparison, contrast, and exposition. Teachers often focused on the concepts of thesis statement, topic sentence, paragraph unity, organizational strategies and development of paragraphs. With this approach, students were told that the organizational patterns that

characterize each type of writing focused particularly on the role of thesis statements, topic sentences, supporting sentences, transitions, and other features of effective paragraphs and compositions. Instruction made use of model compositions illustrating each functional type, then students practiced writing their own compositions. Grammar was also taught in relation to different types of writing. Approaches such as these, focusing on different types of written products, are in fact referred to as product based.

In 1990s, process writing introduced a new dimension into the teaching of writing with a new emphasis on the writer and the strategies used to produce a piece of writing. This was contrasted with earlier based approaches that focused on the end results of writing rather than on the processes writers make use of when they write. Process writing became a movement with its proponents, arguing that products based approaches failed to teach learners to write addressing the ends but not the means. Second language students were taught such processes as planning, drafting, revising, and editing. However, some people argue that this approach was more suited to intermediate and advanced level writers than beginners for whom models of good writing were often needed. Both product and process focused approaches are still commonly used in course books.

In more recent years, second language writing instruction has been influenced by discourse and genre approach. This approach looks at the ways in which language is used for particular purposes in particular contexts. Therefore, the discourse in genre approach looks at the social context for writing whether it is school, work, home. etc. In addition to the participants and communities that exist in each context. This approach is commonly used in teaching writing for academic and professional purposes and it can be used together with features of process approach. In constructing texts, the writer must employ certain features conventionally associated with a genre in which he or she is writing, this means that the information in it should be organized according to the appropriate paragraph format.

Additionally, it should reflect the norms of the context in which it is used, the audience it is intended for and the purpose the writer seeks to achieve.

Good writers are always aware of the situations where texts are used, the expectations of the readers and the cultural and rhetorical conventions the different texts may reflect. For instance, students writing essays in western academic contexts are expected to use thesis statement and topic sentences; features that may not be found necessarily in the writing conventions of other cultures.

Students sometimes transfer discourse features from their native language into their written texts in English for example composition teachers in north America often emphasize that every essay should have a thesis statement that tells the reader the stance the writer will make on a topic and that this usually occur near the beginning of the introductory paragraph. However, writers in some cultures do not use thesis statement in this way. Rather, they leave the reader to infer the stance of the text themselves or they present the writer's point of view at the end. Students may come from cultures where writing plays a very different role from its role in the Us, Canada or Great Britain, they may have been little emphasis on creative and personal writing in school experience and they may be unfamiliar with some of the conventions underlying the kinds of writing they are expected to do in their academic program. for example, students in college program in Canada and the Us are generally taught that good writing expresses a point of view that reflect the writer's individuality; they are taught to engage in presenting and defending a point of view as well as contesting other people's opinions. However, this may be an unfamiliar and even uncomfortable stance for students from authoritarian cultures where conformity rather than individual idea is valued.

In conclusion, the goal of writing instruction is to provide opportunities for learners to develop awareness of the conventions of written English and the nature of written texts as well as the knowledge and skills needed to produce texts that are appropriate for their purposes.

1.1.6. Differences in Language Learning Strategies Use in Writing

Language learning strategies (LLS) have been the focus of an enormous number of foreign language studies as they play a very important role in improving language skills especially writing. Asmari (2013) suggested that writing strategies affect the quality of learning. Thus, it is strongly indicated that student's writing is highly influenced by his or her writing strategies. Having successful writing skills is a sign of successful language learner. Students learn and process information differently, therefore, they use various writing strategies that align with their preferences. For example, students may have a natural inclination toward certain writing strategies or techniques due to prior positive experiences with them.

There are some aspects that are believed to influence the use of writing strategies. Those aspects are seen as features which drive a writer to select certain writing strategy. One factor is feed back and revision; students who receive regular feed back on their writing may be more likely to use revision strategies to improve their work. Similarly, students who are more self-reflective may be more willing to revise their writing based on feedback or their self assessment. Second, students may have different learning styles, which could influence the writing strategies they use. For example, students who write in a more formal style may use different strategies for sentence structure and word choice than those who write in a more conversational style. Furthermore, some learners may refer to brain storm and plan before they start writing, while others may prefer to write and revise as they go. The strategies they use for each stage of the process may differ accordingly.

Early studies on second language (L2)writing have identified specific writing strategies used by L2 learners. Writers with different proficiency level usually use various writing

strategies because: good writers know more about their topics and more easily found ideas when writing (Graham&Harris,1992; Graham&Perry,1993;Kellogg,1987), great writers have strong, robust vocabulary, incorporating and unusual words into their writing and, good writers are more aware that written language is a symbol system -that is, about spelling, punctuation, grammar, etc. (Applebee et al., 1990), also, an effective writer is able to distill complex thoughts and ideas into simple, clear language that is easily understood by others.

In sum, good writers know more about writing than poor writers. Zamel (1983) also found that skilled language writers pass long times composing and editing their work than unskilled ones. Good ESL students were more concerned with the ideas, for that, they give revision a complementary and productive role in the writing process. Unskilled ESL writers, on the other hand, spend less time in planning, writing and revision.

Practice is crucial in developing writing skills. Students should make it a habit to write everyday, whether it's journaling, blogging, writing essays or stories. Furthermore, getting feed back from a teacher, a peer or a writing tutor can be invaluable in improving writing skills. Feed back helps students identify areas of weakness, writing errors and opportunities for improvement. Constructive feedback provides students with valuable tips and suggestions to enhance their content, structure and style. Moreover, students should use writing tools resources such as online dictionaries, Grammar-checking software,and online writing communities to improve their writing. These resources can help to catch spelling and grammar mistakes, suggest alternatives to awkward phrasing, and provide inspiration for writing better content.

Section Two   Language Learning Strategies

1.2.1. Language Learning Strategies Definitions

Any learning process calls for adapting a manner or a strategy to reach the learning objective. Among the important things in the process of learning are "what" to use for learning

and "how" to use it. However, when acquiring a language human beings are involved with many strategies.

Learning strategies were defined by researchers in many ways. For example, Brown (1980) described learning strategies as processes that directly support language learning. Chamot (1987) went one step further defining the term as processes, techniques, approaches, and actions that students take to help facilitating the learning and call to mind both linguistic and content areas of information.

O'Malley and Chamot (1990) gave a more focused definition. They defined Learning strategies as techniques used by foreign language learners for remembering and organizing aspects of the second language. One of the ways learners become involved in handling their own learning is by using strategies which refer to the ideas and behaviors learners use to help them understand, learn, or retain information. For them, learning strategies may include focusing on selected aspects of new information, analyzing information during acquisition, and organizing or elaborating on new information during the encoding process, and evaluating learning at the end of the process or assuring oneself so that the learning will be successful as a way to overcome anxiety.

Rubin (1987) talked about language learning strategies (LLS) as behaviors, steps, or techniques that learners apply to foster language learning. Furthermore, the definition by Oxford (1990) also included cognitive, emotional, and social aspects of language learning strategies that enhance learners' proficiency and self esteem (Oxford, 1990; Ehrman & Oxford, 1990).

Another early definition was given by Rigeney (1978) who defined language learning strategies (LLS) as the often-conscious steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information. Oxford, Lavine, and

Crookall (1989) agreed with Rigeney (1978) about the learning strategies; they stated that language learning strategies enhance and facilitate language acquisition. They referred to LLS as actions, behaviors, steps, or techniques. For instance, seeking target language conversation partners or giving oneself encouragement to tackle a difficult language task used by learners to improve learning.

The previous definitions given by different scholars can come to the conclusion that language learning strategies are the conscious or unconscious techniques, and activities that learners use to enhance their language learning process. These strategies can be any action or activity learners can use to facilitate their learning, and they can help students develop their language skills by increasing their confidence, motivation, and overall ability to learn. These strategies can be applied to any language and help learners become more successful in their language learning journey.

1.2 2. Language Learning Strategies Classifications

Language Learning Strategies have been classified by many scholars. Nevertheless, most of their endeavors to classify these strategies reflect almost the same categorizations of language learning strategies without any thorough changes. In what follows, Rubin's (1987), Oxford's (1990) and Cohen and Weaver's (2006) language learning strategies classifications will be presented.

Rubin (1987), who is an expert in the field of strategies, makes the differentiation between strategies contributing directly and the ones contributing indirectly to the learning process. According to Rubin (1987), there are three main types of strategies used by learners. Some contribute directly and others contribute indirectly to learning.

First, learning strategies which are divided into two main strategy types contributing to the development of the language system constructed by the learner. The first type is cognitive

learning strategies which refer to the operations used in learning that requires direct analysis and transformation of learning materials. Rubin (1987) identified six main cognitive learning strategies contributing directly to language learning: clarification/verification, guessing/inductive inferencing, deductive reasoning, practice, memorization, and monitoring. The second type is metacognitive learning strategies which are used to see the bigger picture and regulate language learning. They involve different processes as planning, prioritizing, setting goals, and self-management. Second, communication Strategies have a less direct relation with language learning since they focus more on the process of participating in a conversation and conveying meaning. They are used by speakers when faced with some difficulty or misunderstanding. Finally, social strategies are activities that learners can engage in to practice their language. Although these strategies provide display to the target language, they contribute indirectly to language learning since they do not directly lead to the obtaining, storing, retrieving, and using of language (Rubin 1987).

Oxford (1990), on the other hand, classified language learning strategies by function and saw the purpose of language learning strategies as being focused on the development of communicative competence. Oxford's (1990) classified strategies into four main groups: cognitive, metacognitive, affective, or social.

First, cognitive strategies cover many of the processes or mental manipulations that learners go through in both learning the target language. For example: identification, grouping, retention, and storage of language material and in using it (e.g., retrieval of language material, rehearsal, and comprehension or production of words, phrases, and other elements of the target language). Cognitive strategies include using previous knowledge to understand new language material; summarizing language information mentally, orally, or in writing; and using visual imagery to learn new information or to solve a problem.

Second, oxford's (1990) stated that metacognitive strategies allow learners to manage their language learning by planning what they will do, checking how it is going, and then evaluating their performance on a given task. This type of strategy use is not always observable, but sometimes students will be noticed engaged in planning strategies (e.g., talking about how they are going to say something or make planning notes. They may also be consciously selecting the vocabulary and grammatical forms they will use. Then when the task is underway, they may be drawing on another set of strategies for monitoring how their speaking is going (such as self-correcting their language or compensating for difficulties by using paraphrase or gestures). They might start evaluating what worked, identifying the problem areas, and identifying words and grammatical forms to check on afterwards. The teacher can help with identifying metacognitive strategies for learning and suggesting their use in the classroom.

Third, affective strategies help students regulate their emotions, motivation, and attitudes and are often used to reduce anxiety and provide self-encouragement. For example, if students are preparing for a job interview in the target language, they might engage in positive self-talk focusing on their message rather than on the grammatical errors that will emerge.

Finally, social strategies (oxford 1990) involve learners' choices to interact with other learners and native speakers, such as asking questions to clarify social roles and relationships, asking for an explanation, and cooperating with others in order to complete tasks. For instance, a North American learner of the Japanese language living in Hawaii may develop and then consciously select a series of strategies for starting conversations with Japanese tourists in there. Though this could be a daunting challenge since rules for starting conversations with strangers differ across the two cultures, the pay off for using this type of social strategy could be greatly enhanced language and culture learning. These strategies can be particularly useful for students who study abroad since starting conversations is a good way to create situations for language interaction.

Cohen and Weaver (2006) took a different turn in classifying the learning strategies. They classified these strategies based on the skill area, which include speaking, writing, listening, and reading. Listening Strategies which include: discrimination (identifying sounds, words, and/or intonation patterns), comprehension i.e. understanding the meaning behind what is being said, and memory which refer to using various techniques to remember what was heard. Second, speaking Strategies which include production (refer to using strategies to form sentences or speak spontaneously), fluency (using techniques to speak smoothly and with confidence), and accuracy (using strategies to ensure the correct pronunciation and grammar). Additionally, reading Strategies that include: skimming and Scanning (strategies used to quickly identify main ideas and details), comprehension (understanding what is being read), and vocabulary (using strategies to learn new words and their meanings). Finally, writing Strategies which are planning i.e. organizing thoughts before writing, drafting (writing and expressing ideas as they come), and revising which means reviewing and improving what has already been written.

1.2.3. Language Learning Strategies in Writing

Writing is one of the skills in English language teaching and learning and it has been taught to learners since they first learned the language. Graham et. al (2013) specified that writing is important because it can be used not only in learning but also in voicing out thoughts and opinions. Teaching and learning writing in schools usually focused on the content of writing.

Teachers and students often sit and discuss the content together by focusing on a particular topic. The outcome of the brainstorming session is included the points and contents discussed in the students' writing (Razali, 2013). The brainstorming strategy is continued to be used by the students when they enter higher education institutions. Despite the fact that students have been exposed to writing skills and

strategy from an early age, learners of English still consider writing as a complex and complicated skill. Furthermore, in any language, the structure of a language depends greatly on writing, however, writing skill usually was not introduced until other skills have been covered. This is because writing is complex and requires specific techniques. English, being the second or maybe the third language for the students, makes it even harder for them to master the writing skill. Therefore, in order to help students understand and create a connection between writing skills and other language skills, learning strategies are needed.

The cognitive system in human beings allows the information obtained to be processed and this system works consistently. Every activity done by humans requires a flow of information and the activity will affect the development of skills and building of knowledge schemes (Di Carlo, 2017). Ellis (2006) defined cognitive strategies as strategies that are involved in the analysis, synthesis or transformation and learning materials. Cognitive strategies have a direct connection with input formation (O'Malley& Chamot, 1990). This strategy involves thinking processes and other sub-strategies like practicing, analyzing and reasoning, summarizing information, repeating, and recognizing and using formulas and patterns (Nordin, Razak& Kassim, 2020). This strategy has an immediate impact on learning sources in terms of translation, note taking, summarizing, highlighting and It can support the process of organization while writing. For example, writers identify main ideas and their relations within the text source and to their own writing; these strategies can also refer to structuring text content.

Another strategy commonly used in language learning is compensation strategies. Wu (2008) mentioned that learners are able to understand a second language by translating, using synonyms or antonyms, coin words, select topics and use a dictionary in order to write meaningfully. Maharani et. al (2018) stated that compensation strategies were found to be the dominant strategy type for students with poor writing production while it was the one with the

highest frequency of strategies used by students with good writing production. Hence, this strategy is beneficial to improve and cultivate students' motivation in learning the target language (Griffiths & Parr, 2001). In addition, Oxford (1990 as cited in Wu 2008) agreed that this strategy is essential to make up for learners' missing knowledge as well as for producing the target language effectively and efficiently.

Metacognitive strategies are other common strategies that allow learners to have control over their own cognition through the use of several strategies which include arranging, evaluating, lowering anxiety and seeking opportunities. Metacognitive strategies were also known to involve the process of planning and making decisions in choosing how they learn and finally to evaluate their learning (O'Malley, Chamot & Kupper, 1987). O'Malley et al. (1987) as cited in Zane, 2012) further claimed that these strategies involve expression in indicating an executive function and strategies such as planning for learning, thinking about the process of learning and observing the comprehension and production, making correction of any mistakes and to evaluate the learning process. This corroborates Ellis, Denton, & Bond (2014) when they suggested that the stages of the learning process involve three other processes which are planning, monitoring, and evaluating.

1.2.4. Factors Influencing Strategy Use

1.2.4.1. The Impact of Attitudes on Language Learning Strategies Development

The emphasis on the learner, which emerged with the advent of the learner-centered approach, manifested itself in the field of L2 academic writing as an emphasis on the learner's attitudes towards and perceptions of different aspects of writing, or their "personal theories" of literacy. Since these theories influence students' writing behavior, it is essential for writing instructors and tutors to understand how they are formed and how they can be developed.

In second language acquisition studies (SLA), there is a long tradition of research into attitudes, which have been studied, together with motivation, within the area of individual learner differences, as affective factors in L2 learning. These researches have provided tested models of the causal relationship between attitudes, motivation, and achievement, and have shown that attitudes have an indirect effect on achievement, but are also formed as a non-linguistic outcome of learning (Gardner and Macintyre 1993).

Outside of the SLA field, attitudes have been studied extensively within social and cognitive psychology. For example, according to the theory (presented in Kennedy and Kennedy 1996), attitudes, as an affective response, are determined by beliefs, which are basically cognitive. An attitude towards a certain behavior is determined by the belief about the outcome of such behavior and the evaluation of that outcome. However, in order for an individual to act according to his or her attitudes, two other conditions need to be satisfied: first, that the individual believes others will be supportive of such behavior (this is referred to as subjective norm), second, that the individual perceives herself/himself as having control over the behavior (referred to as behavioral control). This theory provides an explanation of something that writing teachers often find hindering: why positive attitudes to a certain writing technique do not automatically lead to its use.

Finally, it is important to mention that in the literature one can find studies in which attitudes, beliefs, perceptions, personal theories, and other terms are used to mean very similar concepts if not the same. In an article about teacher beliefs, Pajares (1992) tried to establish clear boundaries between the different terms used in this field. Pajares outlined Rokeach's theory (1968) which explained the difference between attitudes and beliefs in the following way: attitudes, beliefs, and values are all elements of the belief system. Attitudes are determined by beliefs, which, being higher mental representations, are formed early based on experience. Attitudes are more affective and evaluative, and also less stable and more subject to change. An

important part of Rokeach's theory explained the complexity of the structure of the belief system: beliefs behind an attitude are related to other beliefs behind other attitudes. Understanding this has relevance for writing instruction, for example, attitudes towards learning writing may be based on beliefs about language learning in general. It is also important to mention research findings from Guskey's study on attitude change (1986, cited in Pajares 1992), which showed that belief and attitude change "follows, rather than precedes, change in behavior" (Pajares 321).

As a conclusion, these different fields have shown that attitudes determine behavior in a complex way but also emerge as an outcome of language learning. They are grounded in underlying beliefs but also formed or changed in light of new experience. That is why attitudes may influence the learning process in a significant way.

Research into Attitudes towards Writing in L2 writing research has mostly focused on exploring the writing process or writing strategies; in other words, on providing an account of what writers do when writing. Few studies, however, dealt with these issues from the students' point of view, that is, with students' perceptions, experiences, and attitudes towards various aspects of writing. Recently, many scholars have pointed to the importance of the students' point of view; for example, Johns (1997) stressed that "personal theories" of writing, held by both teachers and students, "influence how academic literacies are taught and learnt" , while Hyland (2000) sated that a "major task of English teaching is therefore to address the perceptions and practices of writing that students may bring with them..." . Yet, studies addressing the issue of students' perceptions and attitudes towards L2 writing are rare.

The few studies focusing on individual L2 students and their attitudes, beliefs, and writing experiences such as Prior (1998) and Victori (1999) uncover an inter-relationship between attitudes and beliefs, writing experiences, and academic writing development. These

studies raise a number of questions about the teaching of L2 academic writing and call for writing course designers, and teachers to take the students' perspective into account.

1.2.4.2. Language Transfer

When people learn or acquire a second language, they attempt to use this language in various situations. But what can be noticed in certain situations is the fact that learners resort to their native language as a resource in the performance of the target language. Hence, people may use their knowledge in one language to acquire another one. This is called language transfer. This latter has been described as "a perennial issue" (Manchón and de Haan 2008) in the foreign language writing research.

Transfer was first brought out in the field of second language acquisition as the influence of a learner's pre-existing L1 knowledge on L2acquisition and performance, and has been referred to as language transfer (Odlin1989). It refers basically to how knowledge of first language affects second language acquisition. The relation between the first and the second language acquisition have long been recognized. For instance, Cummins (1979) proposed a linguistic interdependence hypothesis where the development of a certain competence in the second language (L2) is considered a part of a competence that has already been developed in the first language. He hypothesized that a learner's second language competence depends on the level of the competence the learner has already developed in the first language. He suggested that the more developed the L1 the easier it will be to develop the second language.

However, the importance of teaching of strategies in the L2 classroom is neglected, suggesting that learners would already have developed strategies from the learning of their L1, and could simply transfer these to the L2. Hence, strategies transferred from the L1 may not necessarily be effective. Therefore, although many L2 writers use their L1 while writing in the L2, the amount of L1 used during L2 writing is not the same for all L2 writers. In general, proficient L2 learners do not depend so much on the L1 in their writing process because they

have a good level of L2 which allow them to automatically think and directly plan in the second language (Jones& Tetroe, 1987).

More recently the original conceptualization of transfer has been felt to be too restrictive, and focus has gradually shifted beyond the focus on unidirectional form of transfer from the L1 to the L2, to a more multidirectional notion of transfer incorporating third language acquisition and multilingualism. Such an interpretation of transfer was supported by the arrival of the concept of multicompetence, which supports that L1 and L2 (and any additional languages) are not separate systems restricted by clear boundaries, but are instead overlapping systems which exist in one mind and are continuously developing (Cook 2002; Cook 2008). Hence, multicompetence assumes that someone who knows two or more languages perceives languages (including their native language) differently to a monolingual speaker. Hence, this has opened up new avenues of research into 'reverse transfer' from the L2 to the L1 and other forms of transfer (Cenoz, Hufeisen and Jessner 2001; Rinnert, Kobayashi and Katayama 2015). James (2006) suggested that such transfer between different languages or contexts can be encouraged by metacognitive reflection, that is, when students think deeply about the process and outcomes of their own learning.

Moreover, writing and language transfer are closely related as both are influenced by the individual's proficiency in one or more languages. Language transfer refers to the influence of one's native language on the learning and use of a second or additional language. This can include the transfer of pronunciation, grammar, vocabulary, and cultural norms. In the context of writing, language transfer influences the writer's choice of words, sentence structure, and overall style. For example, a writer who is a non-native English speaker may transfer syntax and grammatical structures from their native language into their English writing, resulting in awkward or confusing sentence constructions. Similarly, a writer who is proficient in multiple

languages may also transfer vocabulary and idiomatic expressions from one language to another. This can sometimes result in the creation of mixed language styles.

Overall, the relationship between writing and language transfer underlines the importance of understanding the learner's native language and its influence on their writing in additional languages. Therefore, FL teachers, who have the opportunity to focus more on language learning strategies in the classroom can contribute to the improvement of the writing skills in both first and second language acquisition.

1.2.4.3.   Self Regulation and Learning Strategies

What is usually referred to as autonomy in the foreign and second language field is often known as self-regulation the psychology field. Self-regulation is the heart of the socialcognitive theory of Russian psychologist Lev Vygotsky (1978).

In Vygotsky's (1978) theory, the goal of learning is to develop an independent, self regulated, problem-solving individual. This can occur only with the help of "more capable others" (teachers, more competent peers, parents, or others), who offer assistance to the learner. This assistance is metaphorically known as scaffolding, i.e., the external structure that supports and holds up a building that is under construction. There comes a time when the learner needs less and less external support or scaffolding. When it is no longer essential, it is gradually removed. For instance, in higher-order cognitive development, the "more capable other" removes the scaffolding little by little from the learner as the learner becomes increasingly independent and self regulated.

Vygotsky's theory also involves a different metaphor: the zone of proximal development(ZPD). The ZPD is the difference between the learner's actual performance level and the potential performance level that could occur with the appropriate assistance from more

capable others. The teacher, parent, or competent peer helps the learner move through the ZPD until the learner has reached optimal performance.

Vygotsky's (1978) psychological work on self-regulation involved learning strategies, although he does not use the term strategies. Self-regulation, in Vygotsky's view, is the process of planning, guiding, and monitoring one's own attention and behavior. The previous behaviors are among the important learning behaviors that educators call metacognitive learning strategies which often corporately referred to as metacognition.

Metacognitive strategies are internalized via social interaction with more competent people in the environment, said Vygotsky's (1978) theory. Likewise, with the right assistance, the learner internalizes cognitive learning strategies, such as analyzing, synthesizing, and evaluating, called by Vygotsky "higher-order cognitive functions".

At the same time, social interaction requires what Oxford (1990) called social learning strategies: asking questions, requesting assistance, and collaborating with others via language, or social speech. According to Vygotsky, social speech (talking to others) encourages the learner to develop egocentric speech (talking to oneself), which stimulates the development of inner speech.

In addition to its impact on speech, learner's autonomy has a big impact on strategy use in writing. Learner's autonomy in writing refers to the ability of students to take ownership of their writing process, set goals, and make decisions about how to approach a writing task. In contrast, traditional writing instruction often involves teacher-led activities with limited opportunities for students to make choices about their writing. Many researches shown that when students are given more autonomy in their writing, they tend to use more effective writing strategies (Padmadewi 2018; Faraj 2015). For example, students who are allowed to choose their own writing topics tend to be more motivated and engaged in the writing process, leading

to increased use of planning and revising strategies.Additionally, when students are given autonomy to select their own writing goals and receive feedback on their progress, they tend to use a wider range of strategies to achieve their goals.

Overall, giving students more autonomy in their writing can promote more effective strategy use and lead to better writing outcomes.It could be concluded that language learning strategies and learner's autonomy (self-regulation) have a mutual effect on each other. In which the self regulation is impacted by the LLS and the learning strategies are very important for the learner's autonomy.

1.2.4.4. Gender Differences and Learning Strategies in Writing

Reading and writing are the most important academic practices in helping students to understand and develop their knowledge about their disciplines (Lea & Street, 1998). Recently more attention has been given to individual differences in writing. There is a range of higher-level differences that have been associated with individual differences in writing performance. Teaching writing effectively requires an understanding of the individual differences and their effects on writing performance. Writers vary in terms of cognitive and linguistic abilities, age, gender, interest level in writing, self-efficacy, anxiety and other variables.

An important issue that has been hugely overlooked in English as a foreign language(L2)writing and deserves some kind of consideration in writing process research is a gender difference. Having said that, gender has been recognized as a large factor in education. The effect of gender on writing performance in First Language has been studied extensively in recent years. For example, previous research in L1 writing, particularly with children, has provided some evidence that females perform better than males in many aspects of writing, particularly in the UK and America (Adams & Simmons, 2019; Malecki & Jewell, 2003). As within the cognitive writing perspective, studies have revealed recently that gender is an

important predictor of writing performance of children as well as adults, typically favoring females (Adams et al., 2015; Castro & Limpo, 2018). For example, Olinghouse (2008) studied the predictors of third grade students' narrative writing fluency and text quality. She found that girls were more fluent in writing, as measured by the total number of written words with a time limit, and produced better text in comparison to boys. However, in contrast to Olinghouse's (2008) study that revealed that gender remained significant in predicting text quality, in favor of girls, even when compositional fluency was controlled for, Berninger et.al. (1996) did not reach a similar conclusion. Their studies provided enough evidence to suggest that when writing fluency was statistically controlled, gender difference became insignificant. The mastery of transcription, the process of converting language strings into written text, is associated with achievement in writing (Castro & Limpo, 2018). The significant relationship between text quality and the mastery of lower- level transcription skills, e.g., spelling, is consistent in the literature (Adams et al., 2015). Girls master these skills earlier and more effectively than boys (Adams et al., 2015). This might explain their superiority in writing fluency as well as text quality. IVerhoeven and Van Hell (2008) also reported that girls, whose age was 10 years, wrote the longer text and used a variety of lexical items as opposed to boys, in the similar age.

Studies in gender difference in writing are consistently suggesting that gender difference is more apparent with younger age. However, studies with older students seemed to suggest that there is limited evidence for gender difference. For example, Jones and Myhill (2007) studied adolescents (between 13 and 16 years old) and found very limited evidence to suggest that girls performed better than boys in L1 writing. Similarly, Spelman Miller et al. (2008) in her study of 17 Swedish secondary school students (14 years old), revealed no remarkable effect of gender in FL (English) writing process, i.e., writing fluency, text length, time on task, revision, pause time, pause length, as well as text quality. Furthermore, most of the gender difference research in writing has been exclusively limited to L1 writing with school

students, mostly in America and the UK. Gender difference has been rarely studied in English as a foreign language (EFL) writing context with adult writers. The case might be different in EFL adult learners since their linguistic skills in English are less good. One potential difference between genders is language abilities as girls have been found to be linguistically better than boys (Özçalişkan & Goldin-Meadow, 2010). However, research on writing typically has not explicitly dealt with the language ability and gender differences as a major issue which might contribute to our understanding of what underlies gender differences in writing in general.

Conclusion

All and all, this chapter shows that writing is a complex and multi-faceted skill that involves many different approaches and techniques. The ability to write well is essential for effective communication, whether in a personal or professional context. There are many different approaches to writing, including brainstorming, outlining, drafting, and editing, each of which can be used to improve the quality and clarity of a piece of writing. In order to be a successful writer, it is important to develop strong writing skills, such as grammar, vocabulary, and sentence structure. Additionally, a writer must have a strong understanding of the audience and purpose for the writing, in order to successfully communicate their message and achieve their desired outcome. Ultimately, the key to success in writing is practice and perseverance. By regularly practicing writing and seeking feedback from others, writers can improve their skills and refine their approach to writing. With dedication and effort, anyone can become a skilled and effective writer, capable of expressing their ideas clearly and persuasively.

The chapter also manifests that language learning strategies in writing involve a range of cognitive, metacognitive and affective strategies that writers can use to improve their writing skills. These strategies include planning, monitoring, evaluating, revising, editing, and reflecting on the writing process, as well as using motivation, confidence, anxiety management, positive self-talk, and perseverance to manage emotions and attitudes towards writing. By using

these strategies, writers can produce more effective and efficient written work, while also enjoying the writing process more fully. These strategies are affected by several factors, the chapter focused on four main ones. Namely, learners' attitudes towards the writing process, the phenomenon of language transfer i.e. the impact of literacy in L1 on student's L2, and the role of gender differences in the use of the language learning strategies in writing.

Chapter Two   An Investigation on Factors Influencing Writing Development

Introduction

The present chapter addresses elements related to data analysis and findings through the management of the information gathered, as it provides an explanation of the choices made for testing the language learning strategies used by students in writing. The chapter is divided into two sections; the first section describes the participants, the data gathering materials, the setting and research tools in addition to a detailed description of the questionnaire. The second section focuses on the results of the questionnaire, reports the procedure for scoring, the statistical analysis used to interpret data, and a discussion of the gathered data.

Section One: Methodological Issues

2.1.1.Research Methodology

This research is an investigation of the students' perceptions towards the factors that influence their LLS use in writing. The research tool selected in this study is a questionnaire. The latter is of both qualitative and quantitative nature, and the reason behind choosing such tool was made because of the time limitations due to administrational issues as questionnaires are fast and efficient means forgathering large amounts of information as well as being effective in measuring perceptions, attitudes and opinions which serves best this research.

2.1.2.Description of the Questionnaire

As mentioned above, the present research was conducted using a questionnaire which was implemented as follows: participants were asked to fill in the questionnaire about their perspectives towards language learning strategies in writing. The questionnaire was divided into three sections. The first section (questions 1,2,3,4) was about students' background information i.e. individual and educational characteristics like: gender, proficiency level in English, and the amount of time students take in learning English. The second section which contained six questions was designed to collect data about learners' strategy use, in addition to examining students ' attitude towards feedback in order to answer the first and second research questions (do learners use LLS to write? and which LLS do learners use in their writing?). The third section contained nine questions that aimed at gathering data about the students' experience with writing in the English language as well as to the factors that may influence strategy development in writing. This section was devoted to answer the third research question which is "What are the Factors that influence strategy development for the writing skill for EFL students?".

2.1.3. Administration of the Questionnaire

The study was conducted at Abdelhafid Boussouf university center -Mila in 2023 within two months. To collect data, the questionnaire was distributed to the students via

Google form platform:https://docs.google.com/forms/d/e/1FAIpQLSe4-

fNC_cC_4OCPI3c5eTqnLCobvx3CbqqBh8AyzyKMgICt2Q/viewform. The students'

responses were recorded instantly as soon as they submitted their replies. The reason behind

choosing the google platform is that it allows easy analysis of results, as it can cover every

aspect of a topic.

2.1.4   Population and Sampling

The population involved 150 second year university students randomly selected

majoring in English language in AbdElhafid Boussouf university center -Mila. 50of these

students participated in this study. All participants were Arabic native speakers, and none has

studied English in an English-speaking country. Therefore, English could be considered as a

foreign language (EFL) for them. The reason for choosing such sample was because of the

complaints second year students have concerning their writing skills.

Section Two   Analysis and Discussion of the Questionnaire Results

2.2.1.   The Analysis of the Results

Section One   Background Information

Table1

Number of Males and Females by Age

Are you a male or a female ?

Options	Responds	Percentage
Males	13	26%
Females	37	74%

Total	50	100%

The above question aims at defining the gender composition of this sample to examine the impact of gender differences on LLS development. All participants answered this question (50 students). The number of females who answered the questionnaire exceeds the number of males by 48% percent, which indicates that the sample of participants consists of a larger proportion of females compared to males. This may indicate that the females' number is far more than males who study the English language. It could also show that females are much more interested in the writing skill or in being a part of a research study.

Table 2

The Amount of Time Students Have Been Studying English

For how long have you been studying English?

Options	**Responds**	**Percentage**
8 years	4	8%
9 years	36	72%
10 years	10	20%
Total	50	100%

All participants answered the question. The latter aims at investigating the amount of time students have been studying English to insure the results validity. Most of the participants (72%) have studied English for a sufficient amount of time (9 years), therefore, they spent an arguably long time practicing their language skills including their writing skills which directly contributes to the use of writing strategies, which indicates that the results are mostly valid and reliable.

Table 3

Students Proficiency Level in English

What is your proficiency level in English?

Options	Responds	Percentage
Intermediate	9	18%
Average	36	72%
Proficient	5	10%
Total	50	100%

The above question aims at defining the proficiency level of the participants. The results showed that 72% of the sample have an average level in English i.e. they have a moderate level of proficiency in the English language. This indicates that they may have a good understanding of the English language, but may struggle with some complex language or technical terminology which reassures the validity and reliability of the results.

Table 4

The Frequency of Practicing Writing by Students

How often do you practice writing?

Options	Responds	Percentage
Rarely	28	56%
Sometimes	12	24%
often	10	20%
Total	50	100%

The question was answered by all participants, and it aims at checking how often do students practice their writing skill. Most of the participants (56%) assured they rarely practice their writing skill; therefore, they rarely use writing strategies. The rest of the sample was divided almost in half. 20% of the sample practice their writing skill often while the rest of the sample (24%) practice writing only at times. Students limited practice of writing could

be due to many aspects. On the one hand, since writing can be a challenging and time-consuming task,some students may simply not be interested in writing and do not see its value.In the other hand,fear of failure and lack of confidence also may lead to students avoiding writing because they are afraid of making mistakes or receiving negative feedback. They may feel that the task of writing is overwhelming. The students'insufficient practice of their writing skill leads to limited use of the writing strategies by them.

Section Two   Learners' Strategy Use

Table 5

The Cognitive Strategies That Learners Use in Their Writing

When you write, do you?

Options	Responds	Percentage
Brainstorm topics to write about	6	12%
Use only simple words and phrases	20	40%
Write short complete sentences	8	16%
Use important key words consistently	1	2%
Balance the use of simple and sophisticated language	13	26%
None of the above	2	4%
Total	50	100%

This question aims at investigating the use of cognitive strategies by students.Most of the sample (40%) declared that they use the «keeping it clear and simple»strategy by using

only simple language in their writing. A big number of the students (26%) actually balance the use of simple and sophisticated language in their writing. Only 16% of the sample use" short complete sentences" as a writing strategy. 12% of the sample use the brainstorming strategy when they write. These results indicate that the cognitive strategies are familiar to most of the students. This might be due to the focus on these strategies by the teacher. It could be also due to students fear of making mistakes during their writing and, therefore, sticking to using simple language during their writing.

Table 6

The Affective Strategies That Learners Use in Writing

What motivates you to practice writing?

Options	Responds	Percentage
Writing helps you express yourself	10	20%
Writing helps you relieve stress	6	12%
You want to become a writer	3	6%
It helps building your self confidence	0	0%
It helps you manage your anxiety	2	4%
You don't have the motive to write	30	60%
Total	50	100%

The goal of this question is to investigate the use of affective strategies by the students. Most of the sample(60%) declared they lack the motivation to write. Only 16 % of the sample writing helps them relieve their stress and manage their anxiety. 6% want to become writers. The results show that students are demotivated to write, and do not use writing as tool to help them regulate their emotions which are affective techniques that students can use in their writing process. Hence, the students do not really use affective strategies in their writing.

Table 7

The Metacognitive Strategies That Students Use When They Write

What learning strategies do you use in your writing?

Options	Responds	Percentage
Outlining the structure and setting a clear goal for your writing	16	32%
Evaluating your work throughout the process of writing (checking for accuracy, clarity, organization,…)	13	26%
Keeping track of your writing process i.e. assessing your work (keeping in mind to whom you are writingandwhy)	2	4%

Reflecting on your work (evaluating the effectiveness of your writing strategies)	9	18%
Revising your work based on your analysis and teacher's feedback	1	2%
Total	41	82%

Not the whole sample answered this question(82% only). The goal of the above question is to investigate the use of metacognitive strategies by students. Most of the participants (32%) are familiar with the outlining technique. 26% of students are familiar with the evaluation technique. 18% use the reflection technique, and only 6% use the assessment and revision techniques. The results indicate that most of the students are familiar with the some of the metacognitive strategies, but they mostly focus on the most basic one which is the outlining technique. This might be due to not knowing how to use such techniques or being afraid of making mistakes so they stick to using the basic techniques in their writing which is also demonstrated in table 5.

Table 8

The Students' Attitude Towards Feedback and fromWhom They Seek It

Do you ask for feedback on your writing? If yes, from whom?

Options	**Responds**	**Percentage**
I don't ask for feedback	39	78%
I seek teacher's feedback	4	8%
I ask for my classmates feedback	6	12%

I seek feedback from a person who is proficient in English	1	2%
Total	50	100%

This question's goal is to investigate how students view feedback. The majority of the sample (78%) do not ask for feedback on their writing. 6% seek peer assessment. And only 4% ask for the teacher's feedback. The results show that students see feedback as unnecessary or unhelpful. There could be several reasons why some students may not like to use feedback to improve their writing. First, some students may not fully understand the feedback provided to them, and therefore, they may not be able to implement it effectively. Second, students who lack confidence in their writing abilities may find it difficult to receive criticism even when it is constructive. Finally, students may have had negative experiences with feedback in the past, such as receiving very critical or unhelpful feedback, which can make them unwilling to seek and use the provided feedback.

Table 9

The Manner Students Use Feedback to Improve Their Writing

How do you use feedback to improve your writing?

Options	Responds	Percentage
I don' use it	41	82%
The feedback helps me avoid repeating the same mistakes	4	8%
Constructive feedback helps me reflect on my work and make necessary changes	3	6%
It encourages me to continue writing when I notice my writing is getting better	1	2%
It opens my eyes on trying a different approach in writing	1	2%
Total	50	100%

This question aims at checking the manner students use the provided feedback. Majority of them (82%) declared they do not use feedback to improve their writing. Only 18% actually see feedback as beneficial and use it in developing their writing skill. Thepresent results reassure the ones provided in the previous table (table 8), therefore, they indicate that students are -in fact- not interested in feedback and view it as unnecessary.

Table 10

The Tools and Resources Students Use to Aid Their Writing Process

Are there any specific tools or resources you use to aid your writing process? If yes, what are they?

Options	Responds	Percentage
I don't use any tools	36	72%
I use mobile apps	1	2%
I use the dictionary	1	2%
I read lots of books	4	8%
I use websites like Quora	3	6%
I use google translate	1	2%
I use google scholar	1	2%
Total	47	94%

The question was answered by the majority of students (94%). It aims at defining the tools and resources that students use as an aid in their writing. 72% of them use no tools to help their writing process and rely only on their background information. The rest f the sample (22%) use some tools like: websites, apps, books and dictionaries to aid them in their writing. participants of the sample showed limited interest in using tools to improve their writing. This could be due to several factors. First, the students may not be aware of the tools that are available to them or they might not know how to use them effectively. Second, the students may not have access to the tools they need to improve their writing which could be due to limited resources. Finally, the students may not see these tools as valuable orthey may not be motivated to put in the time and effort required to use them effectively.

Section Three   Factors That Influence Strategy Development

Table 11

The Students Opinion About Difficulty of Writing

Do you think writing is?

Options	Responds	Percentage
Difficult	30	60%
Easy	12	24%
Boring	8	16%
Total	50	100%

The above question aims at investigating the students' attitude towards writing. The majority of the sample (60%) find writing a difficult task, 24% of them see writing as an easy task and the rest of the participant view it as boring. The results show that students struggle with their writing skill and face several difficulties when they practice writing. This indicates that students do not know how to apply writing strategies that can help facilitate their writing process.

Table 12

The Students Attitude Towards Writing Activities Proposed by the Teacher

How do you find the writing activities proposed by your teacher?

Options	Responds	Percentage
Useful	31	62%
Useless	19	38%
Total	50	100%

The goal of this question is to check the check whether students react positively or negatively to the teacher's writing activities. The majority of students (62%) have a positive attitude towards the writing activities proposed by teachers which indicates that they see them as a useful tool to improve their writing.This could be due to helping students develop important writing skills, such as grammar, sentence structure, and vocabulary. Students who enjoy learning and developing new skills may find these activities rewarding. It could also be due to

students feeling engaged, if the writing activities are well-designed and interesting, they can engage students in the learning process and make them feel more invested in the topic. This can lead to the feeling of accomplishment and satisfaction when they complete thep activity.

Table 13

The Students' Writing Proficiency in Their Native Language VS in English

Are you a better writer in your native language or in English?

Options	Responds	Percentage
I am a better writer in my native language	30	60%
I am a better writer in English	14	28%
I am a good writer in both languages	2	4%
I am good writer in neither of the languages	4	8%
Total	50	100%

The question aims at investigating whether students are more proficient in their native or English languages to examine the impact of each one on the other. 60% of students declared they produce better writing in their native language. Only 28% admit they are better writers in English. The rest of the sample (12%) was divided between students who were proficient writers and incompetent writers in both languages. The results indicate that students have less problems in their L1 writing in comparison to their L2 writing. This could be due to the fact that students acquire their first language in very young age which eases the learning

process. It could be also due to acquiring such language unconsciously while the learning of the second language is a more conscious process.

Table 14

The Students' Use of Literacy fromTheir Native Language When They Write in English

Do you use some expressions and structures from your mother language when writing in English?

Options	Responds	Percentage
Yes, I use them	33	66%
No, I don't	17	34%
Total	50	100%

The question above aims at examining the impact of the literacy developed in the L1 on students L2. The majority of the sample (66%) admit they borrow literacy from their first language to use it in their second language which shoes that writing strategies and expressions students acquire in their L1 has an impact on their L2.Students may use literacy from their native language when writing in English for a variety of reasons. First, lack of English Proficiency (table 2); if a student is not proficient in English, they may use literacy from their native language because it is more familiar and comfortable for them. In such cases, students may struggle with vocabulary, grammar, and syntax in English, leading to the use of their native language literacy. Second, even if a student is proficient in English, their native language can still influence their writing which sheds the light on the impact of language transfer (section two in chapter one).

Table 15

The Use of Translating Technique fromFirst to Second Language by Students

Do you use translating technique (from your L1 to L2) when you practice writing?

Options	Responds	Percentage
Yes, I use it	31	62%
No, I don't	19	38%
Total	50	100%

The question's goal is to underseek the use of translating technique by students in order to further examine the impact of literacy developed in L1 on the learners' L2. 62% of the sample declared they translate words and expression from their native language to write in English.This can be due to students feeling more familiar with their first language or when they are trying to express complex ideas that are better understood in their native language.The results reconfirm the impact of students L1 on their L2.

Table 16

The Students' Attitude Towards Group Work in Class

Do you like practicing your writing skill alone or with classmates?

Options	Responds	Percentage
I like practicing my writing alone	41	82%
I like practicing my writing with peers	9	18%
Total	50	100%

The whole sample responded to the question. The latter aims at checking whether students react positively or negatively to group work. 82% of the sample showed a negative attitude towards group work when it comes to practicing writing. This indicates that students

prefer individual work and view it as more beneficial and prefer to use self regulating

technique and autonomous learning (mentioned section two in chapter one).

Table 17

The Student's Opinion About the Usefulness of Peer Assessment

Do you exchange feedback on writing with your peers? if yes, do you consider it helpful or not?

Options	Responds	Percentage
My classmates' feedback is helpful to me in writing	11	22%
I don't ask for my peers feedback on my writing	39	78%
Total	50	100%

This question's goal is to underseek the students' attitude towards feedback provided

by their classmates. The majority (78%) see that asking for feedback from their classmates as

unnecessary which reassures that they prefer individual work (results in table 16). There are

several reasons why students may dislike peer assessment in their writing. First, many

students have low confidence in their writing abilities, and the thought of having their peers

evaluate their work can be intimidating.Second, students may not trust their peers' ability to

provide accurate and helpful feedback.Third, students may worry that their peers will be

biased in their assessment, either positively or negatively which could affect their

grade.Additionally, peer assessment can be time-consuming, especially if students are

expected to provide detailed feedback on each other's work.Finally, some students simply may

not be interested in evaluating their peers' work. They may view it as a chore and not fully

engage with the process, which leads to incomplete or unhelpful feedback.

Table 18

The Students' Use of Self Regulation Technique, i.e. Assessing Their Work Individually

Do you use self regulation technique when you write? (i.e. you asses your work individually).

Options	Responds	Percentage
Yes, I use it	37	74%
No, I don't	13	26%
Total	50	100%

The above question aims at examining self regulation technique as a possible factor in influencing the students' writing development.The majority of the sample-which is 74%-assured they self asses and use the self regulation technique in their writing. Hence, the mentioned technique does-in fact-influence the students' writing.

Table 19

The factors That May Influence Writing Development fromLearners' Point of View

In your opinion, what influences your writing development?

Options	Responds	Percentage
Reading	5	10%
Motivation	4	8%
practice	6	12%
The teacher' feedback	1	2%
The interference of the mother tongue	1	2%
The poor vocabulary and misuse of grammar	12	24%
Exchanging ideas with people from other cultures	1	2%

Emotions	7	14%
Reading about different topics and using some techniques in writing like brainstorming	1	2%
total	40	80%

Only 80% of the sample answered the question. This question aims at investigating the potential factors that may influence writing development from the students' perspectives. The students provided different points of view of what may influence their writing development. The lack of vocabulary and grammar is the main factor according to students (24%). Practice (12%), reading(10%), and motivation (8%) are the next main reasons for fostering or hindering the writing development according to learners. The results show that students struggle with their vocabulary baggage and the grammatical structures when they practice their writing skill which reconfirms their limited knowledge about LLS use that can help ease their writing process (also in table 11).Students may believe that reading influences writing because exposure to a variety of written works can improve theirwriting. Reading exposes students to a wide range of words and phrases, which can help them build their vocabulary. It can also help students develop a better understanding of proper grammar and syntax, which can improve the clarity and coherence of their writing. Reading can also help students develop critical thinking, which can help them analyze and evaluate written works. This skill is important for effective writing, as it helps writers to develop a clear argumentation.

2.2.2   Discussion of the Findings

The results shown in the tables answer the three main research questions of this dissertation and contribute in defining the main factors influencing development of writing strategies for students as well as confirming the research hypothesis of this study.

This sample contained more female participants than males who have an average English level and have studied the language for sufficientperiod of time (9 years), which ensures the validity and reliability of the results. The participants declared they do not practice their writing skill often and view writing as a difficult task, therefore, they are demotivated to write. Results in tables 5 and 6 also show that students are not very familiar with either metacognitive or affective strategies i.e. there is a very limited use of such strategies by the students, which provides an answer for the first research question "do learners use language learning strategies to write?".On the other hand,the students declared that they use many of the cognitive strategies which provides a clear answer for the second research question of this study "What language learning strategies do students use in their writing?".

The following findings provide a clearly expressed answer for the third and final research question: "What are the Factors that influence strategy development for the writing skill for EFL students? ", and a confirmation of the research hypothesis "The factors influencing strategy development in writing for EFL students might be: the learners' attitudes toward writing and the already developed literacy in their L1 ", in addition to a third factor which is the "self-regulation technique".

First, the results (in tables 8 & 9) showed that students prefer working individually and see peer assessment as non-beneficial and they, in fact, use self regulation technique which is one of the factors that influence writing development (section two in chapter one).

Second, the findings also show that participants are more proficient and have better writing skills in their native language (table 13) which results in using literacy from their native language when writing in English (table14) and also results in using translating technique of ideas from L1 to L2 rather than brainstorming thoughts in English. The process of translating thoughts from one language to another usually leads to producing poor writing and hinders the students' writing process. These results highlight the influence of the "language transfer" phenomenon that is mentioned in section two in the chapter one as a factor influencing LLS development in writing.

Third, the majority of students dismissed the benefits of constructive feedback and prefer not to be corrected or criticized, rather, they prefer working individually and self-asses their works. This proves the impact of self regulation as an influencing factor on learners' LLS development in writing. Motivation and attitudes toward writing were also some of the factors students declared to be influenced by in their writing (table 19) which confirms the impact of attitudes on the writing development that was mentioned in chapter one. They also believe that lack of vocabulary largely influences their writing development which is similarly impacted by practicing and reading.

Conclusion

Students of the sample declared they struggle with their writing process for they use only cognitive strategies in their writing and ignore the metacognitive and affective strategies. They also use the translating technique in which they borrow expressions and literacy from their native language when they write in English which causes poor writing. They showed a negative attitude toward the external feedback and a very positive one toward self assessment and self regulating technique. They also showed that students are demotivated to write and overwhelmed by the process of writing in general which highlights the impact of attitudes on the process of writing.

Overall, the findings of this questionnaire proved that students have a limited use of language learning strategies, and they are influenced by three main factors which are: language transfer, attitude towards writing, and autonomous learning.

General Conclusion

This current study was conducted to add some knowledge to the "LLS in writing" area of research by investigating the potential factors that could influence the development of these strategies on the level of higher education in Abdelhafid Boussouf-Mila University Center. It tackled the following questions:Do learners use language learning strategies to write?What language learning strategies do students use in their writing?What are the Factors that influence strategy development of the writing skill for EFL students?

In order to confirm or refuse the research hypothesis and provide this study with sufficient information,a questionnaire was conducted with 50 second year LMD students in Mila university center.

This dissertation was divided into two chapters. The first chapter is mainly the theoretical framework and is entitled 'Language learning strategies and the writing skill', which was divided into two sections. The first section covered 'the writing skill and approaches in teaching writing'. The second section named "Language Learning Strategies", and it focused on language learning strategies, their classifications and the factors influencing their use. The second chapter, on the other hand,was devoted to the practical part of this dissertation. It was similarlydivided into two sections; the first one described methodology followed in conducting the study while the second was devoted to data analysis, interpretation and discussion.

Theresults of the study confirmed the research hypothesis of this dissertation "the factors influencing strategy development in writing for EFL students might be: the learners' attitudes toward writing and the already developed literacy in their L1", in addition to another main factor which is the impact of self regulation technique on LLS development.

There are two main outcomes to be concluded from the findings which, as a result, provide answers for the research questions of this dissertation.

On the one hand, students' strategy use is limited into only using metacognitive strategies and neglecting two main strategies which are cognitive and affective strategies which provides an explicit answer for the first and second research questions: "do learners use language learning strategies to write?"; "What language learning strategies do students use in their writing? ".

Furthermore, students' LLS development in writing is mainly affected by three factors (mentioned in chapter one). First, the phenomenon of language transfer, which refers to the students' use of literacy from their first language when writing in EnglishconfirmingCook (2008) theory. Second, the self regulation technique or what is also referred to as learners' autonomy that was defined by Vygotsky (1978), in which the students depend on themselves when writing and self asses their writing process. Finally, learners' attitude towards the writing process i.e. their motivation and personal preferences when it comes to writing as stated byGardner and Macintyre (1993).

Limitations of the study

The sample contains a larger proportion of females compared to males. This gender imbalance limits the ability to draw reliable conclusions about the differences between males and females and does not provide an accurate representation of the phenomenon mentioned in chapter one (the impact of gender differences on strategy use in writing).

The use of only one research tool is another limitation for this study, since using more research tools could provide more valid results. The choice of using the questionnaire as a research tool could be considered as another limitation of this study asthe latter is an investigation of learners' perspectiveson LLS in writing.Using a questionnaire can only provide relatively superficial data.Hence,it needs to be combined with more qualitative

methods to achieve more insight. There were also some time limitations due to administrational issues.

Suggestions and Implications for Further Research

It is important for educators to address the challenges faced by learners and help them overcome them. This might involve creating a more positive and supportive learning environment for writing, providing more guidance and constructive feedback on writing assignments, or offering resources and support to help students improve their writing skills. By helping students overcome these challenges, educators can encourage them to practice writing more frequently and improve their writing abilities over time.

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Appendices

Appendix A

The Student Questionnaire

Dear second year students,

As part of our ongoing efforts to complete our master dissertation, we would like to gather your feedback on "Language Learning Strategies in Writing". The latter refer to the techniques and actions you use when you practice your writing skill. Please answer the following questions sincerely.

Section One   Background Information

1. Are you a: male? ☐ female? ☐

2. For how long have you been studying English?

……………………………..

3. What is your proficiency level in English?

Intermediate ☐   Average ☐   Proficient ☐

4. How often do you practice writing?

   Rarely ☐   Sometimes ☐   Often ☐

Section Two   Learners' Strategy Use

1. When you write, do you?

   Brainstorm topics to write about ☐
   Use only simple words and phrases ☐
   Write short complete sentences ☐
   Use important key words consistently ☐
   Balance the use of simple and sophisticated language ☐
   None of the above ☐

2. What motivates you to practice writing?

Writing helps you express yourself ☐

Writing helps you relieve stress ☐

You want to become a writer ☐

It helps building your self confidence ☐

It helps you manage your anxiety ☐

You don't have the motive to write ☐

Other motives like:

……………………………...…….................................

3. What learning strategies do you use in your writing?

Outlining the structure and setting a clear goal for your writing ☐

Evaluating your work throughout the process of writing (checking for accuracy, clarity, organization, …) ☐

Keeping track of your writing process i.e. assessing your work (keeping in mind to whom you are writing and why) ☐

Reflecting on your work (evaluating the effectiveness of your writing strategies) ☐

Revising your work based on your analysis and teacher's feedback ☐

4. Do you ask for feedback on your writing? If yes, from whom?

……………………………...

5. How do you use feedback to improve your writing?

……………………………...

6. Are there any specific tools or resources you use to aid your writing process? If yes, what are they?

……………………………...

Section Three   Factors That Influence Strategy Development

1. Do you think writing is?

Difficult ☐   Easy ☐   Boring ☐

2. How do you find the writing activities proposed by your teacher?
   Useful ☐   Useless ☐

3. Are you a better writer in your native language or in English?

…………………………..
...

4. Do you use some expressions and structures from your mother language when writing in English?
   Yes ☐   no ☐

5. Do you use translating technique (from your L1 to L2) when you practice writing?

   Yes ☐   no ☐

6. Do you like practicing your writing skill?

   Alone ☐   With your peers (classmates) ☐

7. Do you exchange feedback on writing with your peers? if yes, do you consider it helpful or not?

…………………………..
...

8. Do you use self regulation technique when you write? (i.e. you asses your work individually).

   Yes ☐   No ☐

9. In your opinion, what influences your writing development?

…………………………..

Résumé

Cette thèse vise à étudier les facteursinfluençant le développement des stratégiesd'apprentissage des languesutiliséesdansl'écritureanglaise. Elle tented'analysersi les étudiantsutilisent des stratégiesd'apprentissage des langues pour écrire et quellesstratégiesd'apprentissage des languesutilisent-ils pour faciliterleurprocessusd'écriture. Elle chercheégalement à savoir sil'autonomie des étudiants, leur motivation et leurlittératie déjà développéedans la langue maternelleinfluencent le développement de stratégies à l'écrit. L'instrument de recherchemenédanscette thèse était de nature quantitative, c'est-à-dire un questionnaire destiné aux étudiants de deuxièmeannéeuniversitaire. L'étude a étémenée au centreuniversitaire "Abdelhafid Boussouf" à Mila. Les résultatsontindiquéqueprincipalement, les étudiantsontuneutilisationlimitée des stratégiesd'apprentissage des langues. De plus, le questionnaire révèleque les étudiantssontinfluencés par troisfacteursprincipaux qui sont: le transfert de langue, attitude enversl'écriture et l'apprentissageautonome.

Mots clés:l'apprentissageautonome, attitude enversl'écriture,l'écritureanglaise, les facteursinfluençant le développement des stratégiesd'apprentissage des langues, la littérature déjà developpéedans la langue maternelle, la motivations des étudiants, le transfert de langues
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ملخص

تهدف هذه الدراسة إلى البحث عن العوامل التي تؤثر على تطوير استراتيجيات تعلم اللغة في الكتابة باللغة الإنجليزية، وتحاول تحليل ما إذا كان الطلاب يستخدمون استراتيجيات تعلم اللغة للكتابة، وما هي استراتيجيات تعلم اللغة التي يستخدمونها للمساعدة في عملية الكتابة. كما يسعى أيضًا إلى معرفة ما إذا كانت استقلالية الطلاب عند التعلم، دوافعهم، وطرق الكتابة التي اكتسبوها مسبقا في اللغة الأم تؤثر على تطور استراتيجيات الكتابة في اللغة الانجليزية. كانت أداة البحث التي أجريت في هذه الرسالة ذات طابع كمي وهي استبيان موجه لطلبة السنة الثانية جامعي. أجريت الدراسة في مركز جامعة "عبد الحفيظ بوالصوف" بمدينة ميلة، وأظهرت النتائج أن الطلاب لديهم استخدام محدود لاستراتيجيات تعلم اللغة، كما أظهر الاستبيان أن الطلاب يتأثرون بثلاثة عوامل رئيسية هي: انتقال اللغة، المشاعر تجاه الكتابة والتعلم المستقل.

الكلمات المفتاحية:

استقلالية الطلاب عند التعلم،انتقال اللغة،التعلم المستقل،طرق الكتابة التي اكتسبها الطلاب مسبقا في اللغة الام، العوامل التي تؤثر على تطوير استراتيجيات تعلم اللغة، الكتابة باللغة الانجليزية، ، المشاعر تجاه الكتابة.