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**Teachers and Students' Perceptions about the Relevance of Journal
Writing in Enhancing Students' Writing Skill
The case of Third Year EFL Students at Mila University Centre**

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Language sciences and Didactics of Language

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DEDICATION

SABRINA

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DEDICATION

HIBA

This work is dedicated:

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Abstract

Writing is a central skill which plays a crucial role in language teaching and learning. It is one of the skills that should be mastered by students. However, writing is also considered as a complex skill that requires practice and efforts due to the difficulties that students find when producing a piece of writing especially in a foreign language. In addition, it is hard to master all the aspects of writing which lead to produce acceptable compositions. Although, students have had an experience with the writing skill for a long period, there might be no remarkable improvement in their writing proficiency. That is why teachers should find strategies which could help students in writing through their guidance, encouragement, motivation and feedback. In doing so, journal writing is supposed to be a good technique to enhance students' writing skill. In this research, we aim to explore the impact of journal writing on developing students' writing skill as reported in the literature, and to see how the perceptions of both teachers and students could change their positions in relation to the incorporation of this technique in teaching and learning writing. We hypothesized that teachers' awareness of the relevance of writing journals in enhancing the writing skill(s) would lead them to incorporate it in teaching writing. In addition, we relied on two means of research: a questionnaire and an interview. Two questionnaires are delivered to both students and teachers, as we did with the interview to both teachers and students. The results obtained from the interview and the questionnaire show that most students find that writing is a difficult task but interesting since they encounter various problems when performing their writing task. Also, all the teachers try to motivate students to write outside the classroom but not necessary to write journals. The teachers and the students have good attitudes towards the use of writing journal as a tool to improve writing proficiency. However, most of the teachers do not incorporate this technique due to time limitations.

Key Words: Writing skill, journal writing, foreign language, writing proficiency

LIST OF ABBREVIATIONS

CMF	Computer-Mediated Feedback
Docs	Documents
EFL	English Foreign Language
ESP	English for Specific Purposes
FL	Foreign Language
OWL	Online Writing Laboratory
Q	Question
WWW	World Wide Web
%	Percentage

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INTRODUCTION

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1.Statement of the problem

Writing is one of the most crucial aspects of language learning. It has become more important and has taken an effective position that it had had twenty or thirty years before in the field of second and foreign language teaching (Hyland, 2003).

Students encounter various problems when they try to compose a piece of writing. They may lack the intrinsic motivation because they feel that they are restricted by performing a formal task. In addition, they may lose their ideas due to the limitation of time and thus, they cannot accomplish the task (Tuan, 2010). So, Teachers should encourage and motivate their students by pushing them to write outside the classes. Practicing writing outside the classroom is one of the most important ways that the teacher follows to make students engaged in the writing process (Hyland & Lo, 2007).

Since writing is a skill; it needs more practice to be developed. Journal writing can make learners focus more on their writing by delivering their ideas and thoughts effectively without paying attention to their errors (Thomas & Francis, 2012). So, how can journal writing develop the writing skill?

2. Aim of the Study

Writing is one of the main skills that students should master to express ideas and thoughts meaningfully. In order to develop students' writing, teachers need to find ways to make their students fluent and creative while writing. This study aims at investigating teachers and students' perceptions in relation to the use and the impact of journal writing on students' writing skill.

3. Research Questions

This study seeks to answer the following questions:

- Do teachers of English try to incorporate writing journals in teaching the writing skill?
- Do teachers believe that writing journals would enhance students writing skills?
- Do teachers ask their students to use writing journals in order to enhance their writing skills?
- Do students have positive/negative attitudes towards writing journals?

4. Hypothesis

In the attempt to investigate the problem of this research, and in the light of those questions, we would hypothesis that:

- Teachers' awareness of the relevance of writing journals in enhancing the writing skill would lead them to incorporate it in teaching writing.

5. Means of Research

For the sake of gathering the necessary data for the present study, two means of research are used in this study: a questionnaire and an interview. Two questionnaires were administrated to the teachers and to the third year students of English at Mila University Centre in order to see whether the students have positive or negative attitudes towards writing journals. Also to see whether or not the teachers motivate their students to write.

The second tool is the interview which is addressed to both teachers and third year students at Mila University Centre in order to see whether or not the teachers of English believe that writing journals would enhance students' writing and they would use it in their teaching of the writing skill, also to see the students' beliefs concerning writing journals.

6. Structure of the Dissertation

This dissertation is basically composed of three chapters. The first and second chapters are theoretical in nature. The first chapter is devoted to highlight the notion of the writing skill by providing an overview of this concept, reasons for writing, the relation between writing and other skills, the components of writing, its types, the writing process and its steps. Furthermore, this chapter presents writing problems, the approaches of teaching writing, the tasks of teachers in teaching writing, problems in writing and the use of technology in writing. The second chapter provides a detailed explanation of journal writing its definition, its structure, its types, the implementation of this technique in the classroom, the benefits of journal writing, the negative impact of this technique and it ends up by defining the notion of perception. The third chapter is the practical part of this present study. It contains both the questionnaire and the interview which are devoted to both teachers and students. Also, this chapter is based on the analysis of the data obtained from the findings in order to examine the hypothesis. Finally, it provides some pedagogical implications on the use of journal writing.

CHAPTER ONE: AN OVERVIEW OF THE WRITING SKILL

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Introduction

This chapter intends to examine the writing skill through giving an overview of this notion including its reasons, its relation with other skills, basic rules, components and types. It also attempts to explain in detail the steps of the writing process. Also, this chapter tries to present problems in writing, various approaches to teaching writing and multiple tasks and techniques that teachers can use in their teaching. Another aspect that deals with is the integration of technology in both teaching and learning writing.

1. 1. Nature of the Writing Skill

Hyland (2003) says that writing is considered as an important skill to communicate ideas effectively. Writing means the correlation of lexical and syntactic structures, whereas good writing entails to show knowledge using these syntactic forms and rules to make the text well-formed. In addition, Hyland (2003) claims that writing is regarded as a product constructed from the writers' mastery of grammatical and lexical knowledge; that is to say, writing is viewed as a means of enhancing language patterns through guided compositions in which students are given short texts and asked to make grammatical changes. It is an aid for students to avoid mistakes and to be accurate. So, students can produce their own writing without committing mistakes.

Harmer (2004) explains that writing in terms of pedagogy takes an effective position in language teaching that is students take notes in order to be assessed in their written exams. Later, the status of writing has been changed and becomes as a way of enhancing learning grammar and vocabulary. However, trainers and methodologists have looked again at writing in a foreign language classroom. They recognized the significance of writing as vital skill for speakers of a foreign language as much as for everyone using their first language.

Students find difficulties when expressing themselves in the target language, and making mistakes is something natural. For that, it is important for students to know their mistakes and avoid them again. According to Blanhard and Root (2004; cited in Rabehi, 2012):

Not everyone is naturally gifted writer, writing is a skill that can be practiced and mastered. In many ways, it is like driving a car. If you have ever driver in another country, you know that some of the rules of the road may be different. Just as the rules for driving differ from country to country, the conventions for writing may change from language to language. (p.319)

So, students are free to write and express their own ideas if they achieved an intermediate level of proficiency. The focus is on the language structure not on the communicative aspect. Bell and Burnaby (1984; cited in Nunan, 1989) explain:

Writing is extremely complex cognitive activity in which the writer is required to demonstrate control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure the integrate information into cohesive and coherent paragraphs and texts. (p.36)

Writing is a personal and social act that achieves particular purpose as Hyland (2003) states that “while every act of writing is in a sense both personal and individual, it is also international and social, expressing a culturally recognized purpose, reflecting particular kind of relationship and acknowledging an engagement in a given community” (p.27).

1. 2. Reasons for Writing

Writing is an important skill among the four skills (Hyland, 2003; Barrass, 2005; Lo & Hyland, 2007). It is a space where everybody can express whatever he wants. Many authors try to use their own words to tell stories which enable them to express various perspectives, feelings and attitudes. There are various reasons that lead someone to write. Barrass (2005)

states four reasons for pushing someone to write which are: remembering, observing, thinking or communicating.

-Remembering: Writing helps beginner students to remember things in the class such as: in dictation or in writing from the board. So, they can recall or memorize things easily. At university, students use notes taking as a tool to remember the lecture by writing the most important ideas. Taking notes is a way that enables students to organize and write again the lecture. For instance, students take every note, but later they will be selective. So, the skill of making notes is an important way to make the student attentive all the time to his lectures.

-Observing: Writing enables students to observe through giving complete representation of things or events. Observation plays an important role in various subjects such in arts, humanities and sciences. For instance, a journalist writes his article through the use of observation of events or objects. Also, observation is applicable in the field of education. For example, in writing composition either in descriptive or narrative style, the student tries to describe people, places or objects as he can describe an event. It is used in practical work to facilitate the results such as a report of a given work for other people.

-Thinking: Writing enables students to save their thoughts whenever there are important ideas. It is required to write them down in order not to go away. There is a clear connection between writing and thoughts. Writing is a process of recording what is in the mind. The person should be fast as he can to capture a given idea by selecting the appropriate words that describe the situation in the mind. Strong (1941; as cited in Barrass, 2005) claims that “when someone says: ‘I m no good at English’, what he or she really means...I m no good at thinking straight, I can’t sense, I’m no good at being myself” (p.33). That is to say, good writing is related to good thinking. In other words,

writing enables students to organize their thinking through planning their work. In doing so, they write down their prior knowledge, and then they try to fill in the gaps.

-Communicating: Writing can help to establish communication. The cause behind using writing is communicating especially between countries. In recent years, with the discoveries and changes that occur in the world, a person can use audio/video discussion; however, writing is still an effective way of establishing contact. In communication, writing is better than face to face interaction. For instance, in writing, there is enough time to think and select the appropriate words to use. It is something that is impossible to occur in conversation. Also, there is the opportunity for self repair in writing in order to send a clear and clean paper.

In the book entitled “Just Write! Guide” (2012), it is indicated that educators should help students to create good writing which is used as a tool to communicate. Also, they need to learn how to write effectively because it is necessary at school as in taking notes and making summaries and in finding job. Graham and Perin (2007) advocate that writing contains two useful and compulsory roles: first, it can permit for using various processes in writing such as: plan, evaluation and revision. Second, writing is a way to help students to acquire their subject matter and to extend their knowledge.

In addition to the previous reasons for writing, Murray (2005) also argues that writing can be the cause of either personal or professional reasons. For instance, someone writes to make sense of his thought as he said, “working out what you think, clarifying your thinking or starting to think” (p.13). That is to say, writing gives an opportunity to make what is abstract in the mind concrete and it will be possible only by writing. Moreover, when an individual takes his or her pen, the ideas automatically come as Murray (2005) said, “having rant, letting off steam, uncluttering your brain” (p.13). In addition, writing permits everyone to show others what is in his or her mind. Further, the person can use writing to give arguments and to

convince others. So, people can write either for the sake of themselves or for the others. For instance, one wants to write for him/ herself to create self-confidence to unveil what is inside; or for the others to attract them or to gain success. Dowrick (2007) gives his opinion stating that “I want to write, but more than that, I want to bring out all kinds of things that lie buried deep in my heart” (p.13).

So, writing is necessary for students’ lives everywhere and whenever they go. Carroll (1990) notes that writing can “provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc” (p.1). He also insists on the prominence of writing to communicate with the coming generation.

Furthermore, Harmer (1998) states the reasons for teaching writing for EFL students including: reinforcement, language development, learning style and writing as a skill.

-Reinforcement: Most of the students learn language better through writing. When students see the written language, they will understand better and store it in the memory.

-Language development: The process of writing may help in learning in general, so to acquire language and to be developed.

-Learning style: Some students are fast in acquiring language just by looking. However, most of students are slowly in creating writing.

-Writing as a skill: The most important reason for teaching writing is that it is the basic and the important skill as the other skills. Students should be aware of the different features of writing.

1. 3. Relationship between Writing and Other Skills

Writing is not considered as an isolated skill. In fact, the four language skills: speaking, listening, reading and writing are related together in which each skill develops the other one. According to Johnson (2008), language skills enhance each other, for example,

listening and hearing other people use language enhances one's ability to speak. Writing is very important to each student; it should be mastered because of its benefits. Writing enhances the using of language because the more students write, the more they develop their ability in speaking, reading, and their using of vocabulary and grammar. Huy (2015) claims that writing is beneficial due to their importance when getting a job, or attending English courses.

1. 3.1. Writing and Speaking

Weigle (2002) explains the relationship between writing and speaking:

The relationship between writing and speaking is important for language testing, among other reasons, because of the question to what extent writing can be seen as a special case of L2 language use and to what extent writing represents a distinctly different ability from speaking drawing on the many the same linguistic resources but also relying on distinctly different mental processes. (p.15)

In early years, most linguists and researchers understand that written language exists because of the presence of speech. Weigle (2002) and Chafe (1994) explain the difference between both skills. Chafe (1994) clarifies that writing permits to read the old works. He adds that linguists usually transcribe the spoken language into the written one even if the speech can be stored through the use of devices. Also, Weigle (2002) and Chafe (1994) point out that both skills differ in time of production; writers have time to produce through planning and revising before submitting the final work. In addition, weigle (2002) says that the skills also differ in complexity; that is to say, writing has longer clauses and more subordinators. Whereas, speaking has shorter clauses related by coordinators and it involves repetition and redundancy. Writing and speaking differ also in formality and vocabulary. Writing is more formal than speaking, and it involves various words and lower frequency words in written texts, but oral texts do not.

1. 3.2. Writing and Reading

Reading helps students to become better writers and enhances their writing fluency. Through reading, students have supplementary contact with the rules of grammar. Also, they should read to develop their writing. If they are demotivated or they do not like reading, they would not improve their writing skill. Strickland, Ganske and Monroe (2002) point out that the teacher should be a model for fostering students' motivation in reading. Furthermore, Harmer (2004) argues that spelling and punctuation play a crucial role in writing. So, students can increase their grammar and their vocabulary.

Weigle (2002) argues that when the writer reads to evaluate, he reads his text to find possible problems and find out possible amelioration. There is a relation between understanding the source text and using information from the text in one's writing because written texts are often based on the source text. The writer will not be able to write appropriately if he does not succeed to understand the source text instructions.

Harmer (2007) claims that reading has a good effect on students' vocabulary knowledge, their spelling, and their writing. Reading has a positive effect on students' writing. When they read, they focus on vocabulary, grammar or punctuation, and this will help them to develop writing. Moreover, Kucer (2005) speaks about the relation between reading and writing in which students' writing is usually similar to what they have read, and they cannot develop the knowledge of punctuation and spelling only from learning how to write, but also from what they have read.

Reading, then, is a per-condition for writing; it helps to make the writing skill developed in the sense that the one who reads a lot is the one who would improve his writing. So, both skills are interlinked vocabulary, grammatical structures and rhetorical devices will be developed. Harmer (2004) claims that reading is extremely interrelated to the writing

process. Rabehi (2012) says that writing entails the acquisition of grammatical rules and sentence structures.

1. 4.Components of Writing

Harmer (2004) says that writing gives a chance to think about language rules and to learn them. He adds that in order to improve and develop writing, it is necessary to master the mechanical activities such as: spelling, punctuation, sentences, paragraphs and texts. Moreover, coherence and cohesion are needed in the writing skill.

Carroll (1990) gives some important aspects in writing which are: clarity, coherence and focus. First, clarity means that students need to construct sentences out of ambiguity. Second, coherence refers to clear connection between ideas, sentences and paragraphs to create meaningful texts. Finally, focus entails a clear purpose and precise topic. Besides that, Kane (1988) says that the appearance and spelling of the words on the paper, in addition to indentation, capitalization and punctuation are considered as the mechanics of writing that make writing precise and consistent. Thus, writing is the activity that facilitates communication with language through representation of ideas. It is also a difficult, complicated, social activity of communication and an important skill for language learners as well as native speakers.

Nunan (1989) claims that successful writing needs rules. That is to say, it is necessary to know the combination of letters to form words, the mechanics of writing, the rules that govern the structure of sentences to convey meaning, the combination of the sentences to make the content well structured, revision of the written work and selecting a given style for the audience.

In this respect, Bowden (2004) points out that good style of writing entails good ways in the sense that accurate and quick messages will be transmitted to the reader depending on

the clarity of constructing sentences and paragraphs. In doing so, the impact of writing will be achieved through words' selection, accuracy, conciseness and objectivity. He adds that clarity helps to make the readers' task easy and to convey the meaning appropriately to the reader. Barrass (2005) follows the same line of Bowden (2004); he says that writing aims at communicating ideas precisely so that audience can understand.

Raimes (1983) supports these ideas in the diagram below where she shows the components of producing a piece of writing.

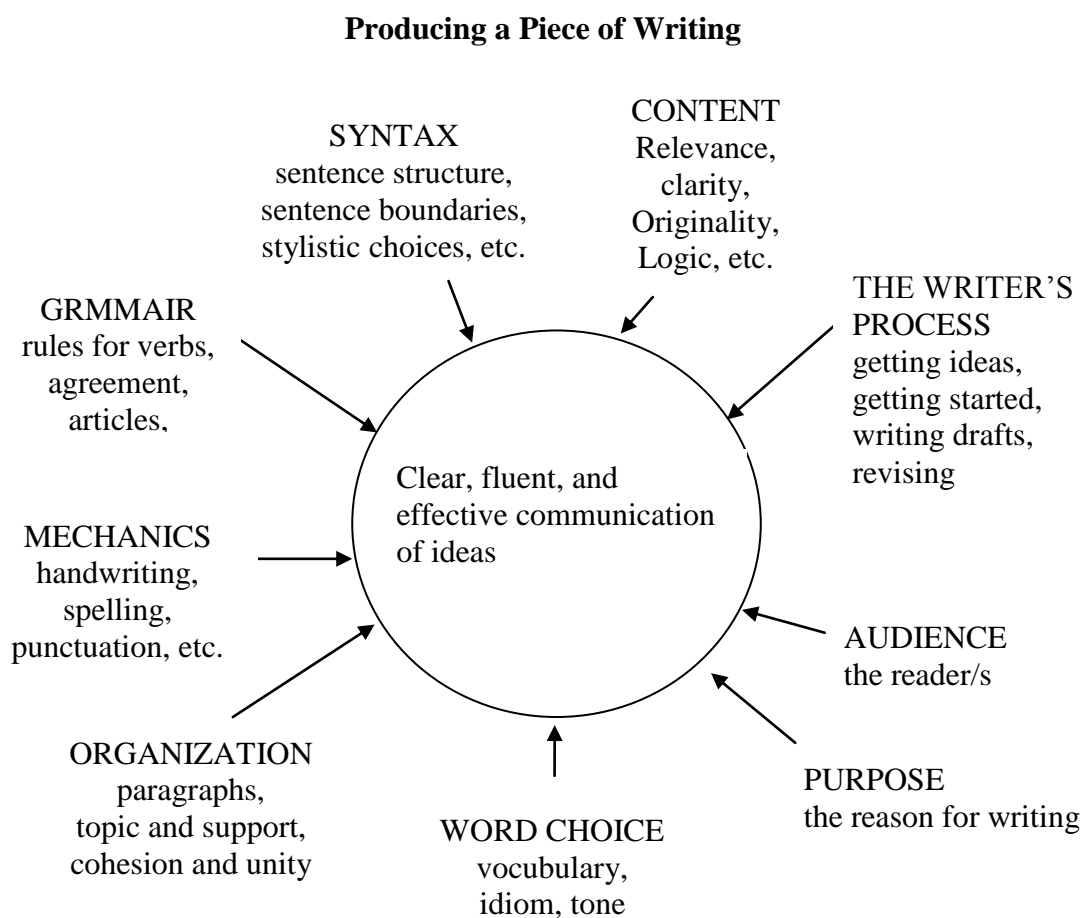


Figure 1: What Writers Deal with as they Produce a Piece of Writing (Raimes, 1983, p.6)

In the figure above, Raimes divides the components of writing into content, writer's process, audience, purpose, word choice, grammar, syntax and mechanics of writing. All these are helpful to convey ideas precisely and make communication more effective.

1.5. Writing Problems

In teaching writing, teachers find many difficulties when they deal with students' writing and students find problems when they try to compose a piece of writing. Liao and Wong (n.d) indicate that there are some obstacles which lead to these negative results because students do not perform writing frequently. There are various reasons which prevent students to write effectively.

First, students may lack intrinsic motivation to write due to the teachers' feedback on their errors; something which could decrease their motivation as Hamp and Heasley (2006; cited in Tuan, 2010) note:

Few people write spontaneously and feel comfortable with a formal writing task intended for the eyes of someone else. When the 'someone else' is the teacher, whose eyes may be critical and who indeed may assign an individual assessment to written product, most people feel uncomfortable" (p.81).

That is to say, one of the most important problems which students face during their writing is anxiety and fear.

Second, another important reason is time pressure in which students cannot find the appropriate time and place to write; that is, there is no occasion for them to write freely. So, students cannot think carefully about what they are writing since their aim is to achieve a task. The limited time which is given to students to accomplish a piece of writing is not helpful for them (Tuan, 2010). That is to say, some students take longer time than the others to transcribe a passage of writing, and there are others who cannot complete their work in the classroom.

Third, lack of ideas is another problem for students to write better. Byrane (cited in Tuan, 2010) claims that "being at a loss of ideas is a familiar experience to most of us when we are obliged to write" (p.81). In other words, students' ideas usually go away when they asked to write a composition. From these previous reasons, teachers attempts to find efficient ways to write correctly.

1. 6. Writing Process

Success in writing will be achieved through motivation, attitude and engagement. When using books, students will be engaged in the writing skill. Also, teachers should motivate and help their students by guiding them to use various steps of the writing process in order to get them involved.

Huy (2015) indicates that EFL students have problems in writing concerning grammar (the use of prepositions, tenses and grammar structure mistakes) that is why it has taken more attention and importance. A good writer means a good language learner, but does not necessarily mean to be skillful, “writing is not a mysterious activity at which only a talented few can succeed” (Ruszkiewicz et al, 2011; as cited in Rabehi, 2012, p.319).

1. 6.1. Steps of the Writing Process

Many scholars (Kane, 1988; Brown & Hood, 1989; Carroll & Wilson, 1993; Elbow, 1998; Bowden, 2004; Sundem, 2006; Vallis, 2010; Norzang, 2017) speak about the steps of the writing process. Carroll and Wilson (1993) state that all writers have knowledge about the writing steps which are: prewriting, writing, post writing, editing, and publishing. Most of scholars focus more on the drafting stage and revising stage (Brown & Hood, 1989; Kane, 1988; Elbow, 1998; Bowden, 2004; Murray, 2005).

-Prewriting

In the prewriting stage, there is more difficulty in writing activities and more needs of thoughts, also professional writers need time to do their writing (Sundem, 2006). Bowden (2004) says that prewriting is the brainstorming of ideas before writing them on the draft. It includes three angles: targeting, outlining and structuring. Targeting entails thinking about the readers. Outlining is considered as a guideline that contains the purpose. Structuring seeks to see whether the framework is good and suitable or needs revision.

Through brainstorming, students generate ideas and gather information about the topic in order to build up a word list for writing, to choose the kind of writing and audience, and to decide the reasons of writing. In addition, Carroll and Wilson (1993) demonstrate that prewriting is a complex stage and it takes time particularly for beginners.

Sundem (2006) explains three essential methods that are included in the prewriting stage: bubbling, outlining, and drawing/ cartoon strip.

- **Bubbling:** Here, the students use a strategy to make the ideas interrelated to make up a paragraph, by putting the topic in the center of the page, trying to form circle and use arrows.
- **Outlining:** It is through making the ideas structured and giving details. Outlining is helpful for students in the sense that they can write their ideas point by point to expose, persuade, describe, and even narrate.
- **Cartoon Strip:** It is an enjoying method in which it helps students to organize their writing through using pictures.

- Drafting

In this step, students do not need to worry about grammar, spelling, and punctuation because the focus is on content, not on the mechanics of writing. Brown and Hood (1989) claim that in this step, it is the first draft where students put their ideas on paper without focusing more on the correction of grammar, spelling and punctuation mistakes, so the most important matter is the content. It is important in this step to start by brainstorming and noting any problem for attention when revising, for instance, leaving space for comments and spelling tries. Kane (1988) clarifies that people find hurdles when they write at their first attempt and successful results occur through drafting more. Bowden (2004) explains that the final draft will be better if the first draft is better, that is why when people write, they should focus more in writing their first draft.

- Peer Editing

In order to make writing clear, colleagues should help themselves to comprehend by sharing their ideas and thoughts. Norzang (2017) talks about this technique and its advantages for students in improving their writing level. He claims that peer editing is a stage that makes writing better in terms of interaction between students within the classroom. First, students write to show their writing to their peers for negotiation, and this will help them to ameliorate their levels in writing. In addition, Norzang (2017) says that writing proficiency and interaction will be achieved through the peer editing step. Thus, peer editing is a beneficial step in the sense that it gives students chances to provide feedback and to enhance collaborative learning. Through this technique, students are responsible for correcting and providing feedback to each other.

-Revising

Revising plays a crucial role especially the revision of others' work which permits to find out the expressions and the style that are used (Elbow, 1998). It can be better done with the assistance of teachers' feedback and peers' response, and it may contain modifications. Brown and Hood (1989) explain that revising stage is very essential step in the writing process in which mistakes must be corrected, the content and the purpose should be precise and appropriate for readers. The revising step includes checking of ideas, grammar, spelling and punctuation mistakes without neglecting the modifications such as: adding, arranging, changing and crossing out. Kane (1988) explains that revision depends on clarity and the precise ideas that are helpful for readers. Murray (2005) adds that the revision step needs a revision of the repetition of the main key words, coherence and the topic sentence that should be clear and meaningful to the audience.

-Editing

Vallis (2010) points out that editing is a stage in which students should check again the mechanics of writing to make sure if their work is done as it should be. In other words, students should pay attention to some features such as: grammar, punctuation and spelling.

-Publishing

It is the final step, and students submit their final work by using word processor or better handwriting. In other words, writing is delivered to its intended audience. Carroll and Wilson (1993) clarify that students should get chances to publish their work to the audience.

1.6.2. Types of Writing Performance

According to Brown (2001), there are five major categories for classroom performance presented as follows.

➤ Imitative Writing

It is the first stage in learning to write that is suitable for beginners. They just write down the graphic of English letters, words and sentences. In this type of writing, copying is a very helpful way to teach spelling and sentence structure. For instance, the teacher asks his students to write down what is on the board. Imitative type based on dictation activity in which the teacher dictate short paragraphs and let his students write what is said.

➤ Intensive Writing/Controlled Writing

This type permits to test grammatical concepts. Following this mode, students have to alter a given structure in a given paragraph. For example, students are asked to change the tense of all verbs in the paragraph from the present to the past. It is guided by the teacher, for instance, they write answers to some questions concerning what they have watched.

➤ Self Writing

Self writing in the classroom permits to write about the self. In other words, students try to express themselves such as in note taking from the lecture in order to remember later.

The best examples of this type of writing can be journal writing or writing dairies. Students have the right to tell or share their attitudes, thoughts, and feelings.

➤ **Display Writing**

The display writing type focuses on students' responding to a particular task within the curricular context including responding to a prompt or to an essay examination. In doing so, students can master techniques of writing display.

➤ **Real Writing**

In this type, there is some use of real activities involved in the classroom such as: academic, vocational/ technical or personal activities. In the academic type, there is an opportunity for the group to exchange genuine information to each other. The technical type is used by students whose target is to get a job. The best example is letters written to ask for a job. The personal writing is the informal writing such as dairies, postcard, or personal messages. It can be used in an interactive classroom.

1. 7. Teaching Writing

1. 7.1. Approaches of Teaching Writing

Teaching writing is an important process as it is difficult to achieve. Since the only way to transcribe the speech is to use the graphic representations as letters, signs and symbols to form sentences and at the end to make paragraphs. To teach writing, there are various methods and approaches to be implemented in the classroom. There is a shift from the structural teaching approach which emphasizes the use of sentence structure and grammar drills to the focus on the text and discourse level. That's why; there is a change from the product approach to the process to the genre one. In fact, the selection of a particular approach is based on teachers' knowledge about the theory and their awareness about students' needs.

Teachers need to make the right decisions in selecting what is appropriate to develop students' writing proficiency.

1. 7.1.1. Controlled to Free Approach

According to Raimes (1983), in the 1950's and early 1960's, the audio-lingual approach dominated Second Language Learning which focused on speech and writing through the mastery of grammar and syntax. Teachers looked for strategies to enable students for this mastery. This approach stresses the importance of grammar, syntax and mechanics. At first, the teacher asks his students to copy sentences and paragraphs and make changes at the level of grammatical and lexical items for the sake of correcting them. It can also be happen at the level of the word order. For example, the change can be from questions to statement, from the present to past, or from singular to plural. This type involves little corrections from the part of the teacher since it is controlled. If students successfully pass this stage, they will be able to write free composition using their own words. The controlled to free approach emphasizes accuracy rather than fluency because the focus is on the usage not on the use.

1. 7.1.2. Free Writing Approach

Raimes (1983) points out that the free writing approach emphasizes writing quantity over quality with little correction. It focuses on fluency rather than accuracy. It is based on the idea that when we write freely, we improve our ability in writing. Free writing means that students write without restriction or teachers' interference. They have the opportunity to put whatever content they want. The teacher, at the end, gives his feedback to improve accuracy.

In addition, Elbow (1989) indicates that free writing is a good way to get practice. Also, students in the free writing approach are free to choose a topic of their interest and they try to collect as many ideas as possible since its focus is on quantity. They write with no worry to commit grammatical or spelling mistakes. The main concern of the teacher is to look

for the richness of ideas and to make comments on those ideas without correcting them. Students are sometimes exposed to their peers as an audience when they read aloud what they have written before. Although students write incoherent passages, it is a beneficial way to be spontaneous in writing.

In applying the controlled and the free writing, Crooks and Chaudron (1991; as cited in Nemouchi, 2007, p.56) mentioned the main differences between the two techniques when it is implemented in class. The table below summarizes this distinction:

CONTROLLED	FREE
Teacher- centered	Student-centered
Manipulative	Communicative
Structured	Open-ended
Predicted-student responses	Unpredicted responses
Pre- planned objectives	Negotiated objectives
Setcurriculum	Cooperative curriculum

Table 1: Controlled and Free Techniques

In addition to the controlled-to-free approach and the free-writing approach, Raimes (1983) adds other approaches to teaching writing on the basis of the previous diagram which are: the paragraph pattern approach, the grammar-syntax organization approach and the communicative approach.

1.7.1.3. Paragraph Pattern Approach

This approach focuses on the organization of the language rather than achieving accuracy (form) or fluency (content). Paragraph pattern approach based on many important related elements which are: sentences, paragraphs, cohesion and coherence. Students need to

copy and analyze the model paragraph. As an activity, they can order scrambled sentences to make a coherent paragraph, to identify the general statement, to select the topic sentence, or to insert or delete sentences. In addition, this approach emphasizes the cultural aspects in which people construct their writing in different ways.

1. 7.1.4. Grammar-Syntax Organization Approach

From its title, this approach emphasizes the use of writing tasks in which students pay attention to the organization, grammar and syntax. With the use of this approach, students try to see the link between what they are trying to write and what they need to write. So, the purpose of a piece of writing determines the selection of the appropriate form to carry a message.

1. 7.1.5. Communicative Approach

There are two main points that the communicative approach stresses which are: the purpose of the piece of writing and the audience. Student writers are encouraged to ask themselves two questions:

1. Why am I writing this?
2. Who will read it?

In this approach, after a long time being them the only audience, teachers try to extend the readership to other students in the class who not only read the piece of writing but also do something with it such as respond, rewrite in another form, summarize, but do not correct. Teachers may specify readers outside the classroom. In doing so, students should take into consideration the content, the language and the levels of formality. So, writing is an act which is communicative in nature within which we make an intended purpose and audience.

1. 7.1.6. Process Approach

In the mid seventies, there was dissatisfaction with the implementation of the product-based approach because teachers found that the controlled composition was not enough. This

reaction leads to the shift from the product-oriented approach to the process-oriented approach.

Raimes (1983) demonstrates that the process approach focuses more on the stages of the writing that the student follows rather than the finished product. In doing so, the student needs to write a draft first and a revised one which is based on the appropriate correction of the content given by the teacher. It is also known as the discovery method in which the teacher sees students' first draft and gives his feedback. So, the student will discover new ideas and new forms to write an acceptable composition at the end.

The notion of the development of writing ability goes side by side with human linguistic and intellectual development. This is supported by Flower and Hayes (1981):

1. The process of writing is best understood as a set of distinctive thinking processes that writers orchestrate or organize during the act of composing.
2. These processes have a hierarchical highly embedded within any other.
3. The act of composing itself is a goal directed thinking process grinded on the writer's own growing network of goals.
4. Writers create their own goals in two key ways: by generating both high level goals and supporting sub-goals that embody the writers developing sense of purpose and then at times by changing major goals or even establishing new ones based on what has been learned in the act of writing. (p.56)

The process and product-oriented approaches are different. The product approach focuses more on the task of the learner that he copies from the teachers' model whereas the process approach involves the stages to produce a piece of work. Process and product are different in terms of their goals; for instance, the product approach gives the opportunity for free writing with no restriction toward mistakes. However, the process writing allows writing an acceptable text by making multiple drafts (Sun & Feng, 2009).

A number of models to process writing have been provided by researchers in the field among of which the first and the best known model by Flower and Hayes (1981) as shown in the figure below.

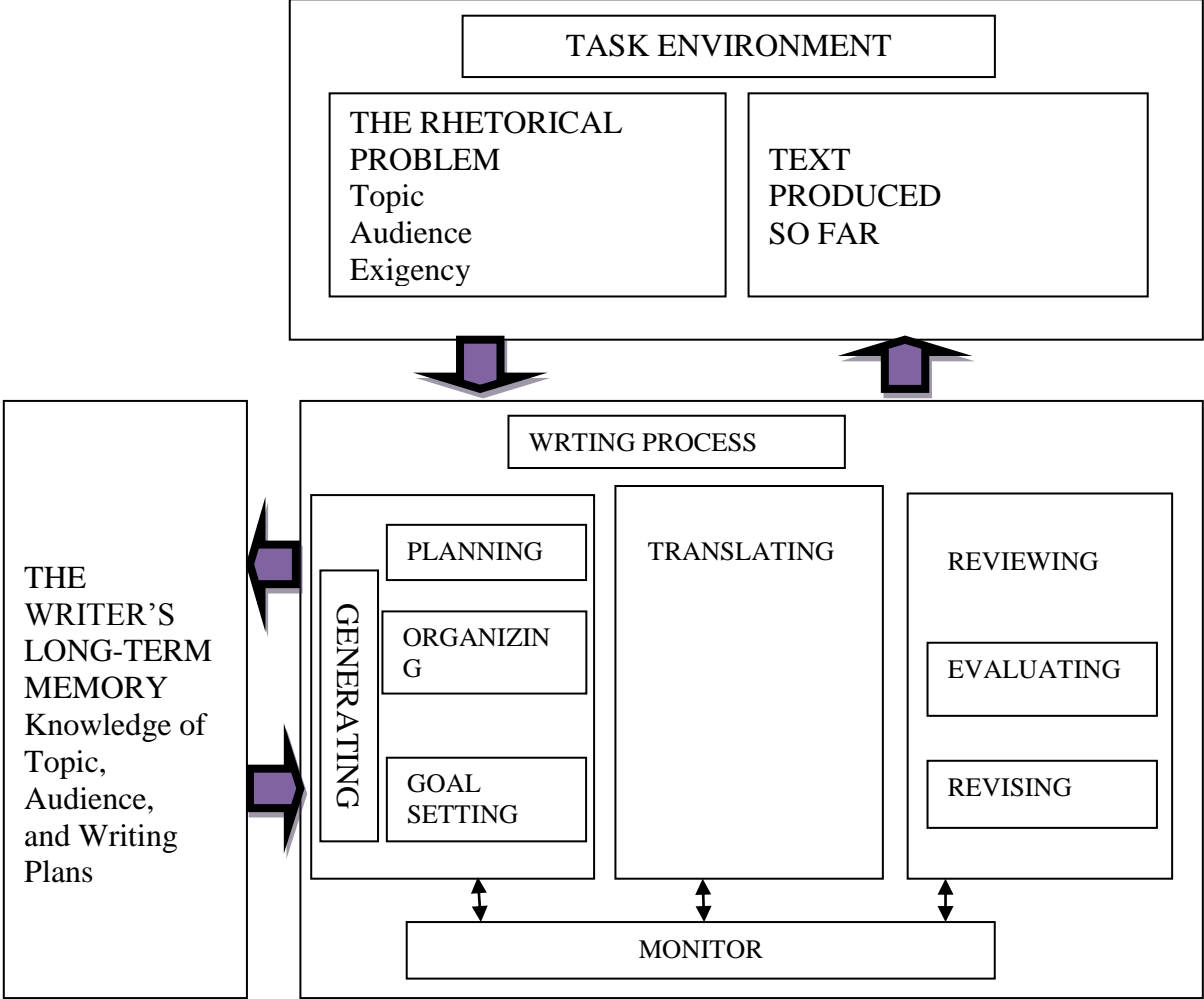


Figure 2: A Cognitive Process Model (Flower & Hayes 1981, p. 370)

In the writing process, the instruction may be more important than showing models and asking the learners to produce their own writing on the basis of this model. As can be noticed in figure 2, writing is considered as a ‘problem solving’ in which ideas are generated to achieve certain communicative purposes (Galbraith & Rijlaarsdam, 1999).

The main purpose of this model is to help novice writers to be proficient writers by developing their cognitive processes especially planning and revising. The three main skills

“are not rigid but can overlap or come in a different order depending on the nature of the writing task or individual needs” (Harvath, 2001, p. 15). This model was criticized arguing that “the validity of the model that relied on writers aiming to explain what they were doing while they were engaged in writing was limited” (Harvath, 2001, p.09). In addition, Nunan (1991) indicates that process-oriented fit only some learners and the most activities deal only with mechanics of writing.

1. 7.1.7. Genre-based Approach

Since the mid 1980’s, there has been a great emphasis on better ways of teaching writing. Hyland (2003) states that the genre-based approach comes as a reaction to the shortcomings of the process approach. He defines the genre approach as follows:

Genre refers to abstract, socially recognized ways of using language. It is based on the assumptions that the features of a similar group of texts depend on the social context of their creation and use, and that those features can be described in a way that relates a text to others like it and to the choices and constraints acting on text producers.
(p.21)

In other words, there is a systematic guidance of writing to create an effective piece of writing. Following the same line of thought, Ding (2007) describes genre as “a recurrent social action taking place in recurrent rhetorical situations in particular discourse communities” (p.369).

Furthermore, Rahman (2011) said that Swales was the first who defined genre as a class of communicative events. That is to say, the genre approach is based on conventions which are agreed on communities. Also, Amogne (2013) indicates that we use language whether spoken or written to achieve certain goals as agreed by a given discourse community.

According to Rahman (2011), the main principles of this approach are that language is functional which language is used to achieve certain goals. Another principle is that language

cannot be separated from its context of use. So, language cannot be understood out of its social and cultural aspects in which it is created. Barkaoui (2007) says that a given type of text requires some features such as: audience, purpose and other functions of the text. This is very helpful to select the appropriate register for a given type of genre.

Another important point is that genre controls a set of communicative purposes within certain social situations. Each genre has its specific structure and lexis to achieve certain communicative purposes (Rahman, 2011). That is to say, there is a relation between communicative purposes and structural features which are: the organization structure and the linguistic items.

Paltridge (2014) claims that “ESP genre analysis is a development of text linguistics and the description of academic genres, moving from a focus on lexico-grammatical features to rhetorical moves and, later, to a focus on rhetorical context” (p.305). According to Barkaoui (2007), to create a text-oriented product, the writer needs to know not only grammatical or lexical items but also discursive and rhetorical aspects. For instance, in a formal letter with complaint, there are some moves that need to be respected.

Also, genre depends on many aspects such as “purpose, situation, and social activity system within which the writing is taking place and which support the writing in various ways” (Bazzerman, 2009, p.82). Following the same line of thought, Rogers (2010) points out that the genre approach gives much emphasis to the situation and to the purpose of both the writer and the reader. For instance, Rahman (2011) checked features of different genres and classified those features according to the similarities between these text types; for instance, recipes, personal letters and articles. Text type refers to group of texts which share similarities in linguistic forms regardless of the genre.

So, students should be exposed to different types of genre to gain awareness of other types. In addition, genre emphasizes the interference of social purpose and the focus of

audience's point of view. Learning takes place through imitation of the authentic text which is given by the teacher. Then, they will create their piece of writing based on what they have analyzed from the model text. They need practice of the same type of genre to achieve good performance.

Hammond (1992; cited in Rahman, 2011) proposed "a wheel model of a teaching and learning cycle having three phases: modeling, joint negotiation of text by learner and teacher, and the independent construction of text by the learner" (p.4). According to Knapp and Watkins (2005), in 1988, there was a model which can be implemented in the classroom which is also called 'a three stage model' or 'curriculum cycle'.

Harmer (2003) indicates that genre approach allows students to understand better both what to read and how to write and they can know the techniques of a particular type and be aware of how a text is constructed. Besides, Rogers (2010) said that the genre approach deals with the analysis of target texts in which it gives much attention to the choice of grammar and vocabulary and cohesive features and how these elements are combined to form a particular type of text.

As any theory, the genre approach also receives criticism. It needs competent teachers to employ this model and to analyze a given genre. Also, there is little attention oriented toward grammar in analyzing the text (Knapp & Watkins, 2005). In addition, Rogers (2010) notes that this approach was criticized in terms of lacking the processes involved in writing such as the editing process.

1. 7.1.8. Process-Genre Approach

Today, many teachers find that the use of one approach to teaching writing is not enough because each one has its positive and negative impact. So, the combination between approaches is more efficient. One way of reaching that is by relating the process approach and the genre approach (Rusinovci, 2015). These two different views are complementary since

the former aids students to develop their cognitive abilities in writing while the latter enables them to select the appropriate conventions in a given genre to ensure communication. It is the current and the eclectic approach to teach writing.

The model of the process-genre approach deals with two views: a view of writing and a view of developing writing. In this approach, writing is viewed as “involving knowledge about language (as in genre and product approaches), knowledge of the context in which writing happens and especially the purpose for writing (as in genre approaches) and skills in using language (as in the process approaches)” (Badger & white, 2000, pp.157-158). Also, the model indicates that writing development occurs “by drawing out the learners’ potential (as in process approaches) and by providing input to which the learners respond (as in product and genre approaches)” (Badger & white, 2000, p.158).

By the use of this approach, students can know how texts are written differently according to the purpose, audience and message (Rusinovci, 2015). After students’ analysis of the structure, language and organization of the text, they will write multiple drafts through the application of these processes as planning, drafting, rewriting, revising and editing. In addition, students need to receive various feedbacks either from the teacher or from the peers.

Badger and White (2000) note that different genres require different sets of skills and knowledge. The development of writing will be varied since learners are not all at the same level of knowledge. Some of them are skillful and knowledgeable about the situation, audience and context. So, they need little or no input, and there are others who lack that knowledge; for that, they need teachers’ assistance and guidance.

1. 7.2. Teachers’ Tasks in Teaching Writing

There are instructions that the teacher should give all along the lecture and in order to achieve success in teaching writing. Students will write effectively through the guidelines that the teacher gives. In this respect, Nunan (1991) states:

Teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail to implement their teaching plans. In terms of acquisition, teacher talk is important because it is the major source of comprehensible target language input the learner is likely to receive. (p.189)

So, in the classroom, the teacher talk is essential in order to meet students' needs and engage them in the learning process.

Hyland (2003) points out that tasks are essential in writing and help students to be successful in their writing. Through designing tasks, teachers make their students prepared for authentic writing situations. Also, they take into account the aim that students want to achieve. Tasks aid students to overcome their problems in class. Furthermore, Hyland (2003) also speaks about the importance of designing tasks and varying the environment whether inside or outside the class. Also, he states that interaction with various points of view and the sharing of ideas will be developed through working in pairs and groups. Moreover, Harmer (2004) clarifies that engaging in collaborative writing provides success of the writing activity in that students negotiate and exchange ideas to organize the paper.

The classroom atmosphere plays an important role in engaging students in the task of writing (Strickland, Ganske & Monroe, 2002). Hyland (2003) adds that when teachers provide a learning environment, writing will be enhanced and the comprehension of the language use for communicative goals will be evolved. In addition, punctuation will be developed, prewriting abilities will be improved and the mastery of rhetorical forms would not be decreased; this is what the task aims to achieve.

It is beneficial when teachers' roles are varied when moving from one activity to another. So, changing the roles will bring success in the class. In addition, Hyland (2003) noticed that the teacher can be a supporter, a mediator and a counselor to create good

atmosphere. Raimes (1992; cited in Hyland, 2003) gave a useful summary concerning the teachers' role in the writing process which is viewed as:

The teacher's role is to guide students through the writing process, avoiding an emphasis on form to help them develop strategies for generating, drafting, and refining ideas. This is achieved through setting prewriting activities to generate idea about content and structure, encouraging brainstorming and outlining, requiring multiple draft, giving extensive feedback, seeking text level revision, facilitating peer responses, and delaying surface corrections until the final editing.(p.12)

It is noticed here that Raimes puts much focus on the content rather than the form because it is not difficult to edit ideas when putting down on paper. Moreover, Harmer (2004) states that students should focus on both form and content in writing. Both peers' responses and teachers' feedback help students to improve the overall quality of their writing by drawing their attention to these matters: the ideas, the organization and the language used.

Students find difficulties when they express themselves in writing. They do not find good methods to overcome these pitfalls. So, it is the teachers' task to provide essential tasks that aid students to write better. Harmer (2004) demonstrates some tasks that are given by the teacher:

-Demonstrating: Teachers should make their students attentive and aware of the writing conventions because written functions will be performed through their use of language.

-Motivating and provoking: Teachers help their students when they lose words by providing them with the words they require in order to start, and they give them advice including the benefits of the tasks.

-Supporting: Teachers play roles as motivators; they help their students to find solutions to their problems and support them while they are writing.

-Responding and evaluating: Are two ways which deal with students' written work through making comments about the students' use of language and giving ways of enhancing it by delivering reactions to the content and its construction. Evaluating means teachers' reaction towards students' writing. For example, students are given the marked scripts and asked to see their mistakes in order not to make them again.

Language is acquired through motivation as well as Writing which is an important skill that needs to be improved (Lo & Hyland, 2007). Moreover, teachers should motivate and encourage students to write because writing is useful in the learning process as stated by Bjork and Raisanen (1997; as cited in Rabehi, 2012):

We highlight the importance of writing in all university curricula not because of its immediate practical application, i.e. as an isolated skill or ability, but because we believe that, seen from a broader perspective, writing is a thinking tool. It is a tool for language development, for critical thinking, and extension for learning in all disciplines. (p.319)

In order to improve students' motivation and engage them in writing, students should be given opportunities. So, teachers design writing tasks that are meaningful, make students interested and provide social interaction and self expression.

Teachers' tasks are varied through answering students' questions, explaining the lessons and providing solutions to students' difficulties through their feedback (Crookes & Chaudron, 1991). Furthermore, Ningsih (2016) indicates that teachers try to overcome students' problems by finding out the reasons behind their weaknesses. Besides that, Rabehi (2012) says that English is considered as a foreign language. So, EFL students find problems in using the target language and make mistakes of various types. It is the teachers' task to correct the students' mistakes.

So, when teachers give feedback to their students, they help them to know their errors. This will be beneficial for students to avoid such errors when they face them again and it is helpful for students to assess themselves.

Thus, feedback is important; it is a means of correction that is used by teachers in order to correct each essential student's mistake. Feedback is essential for students in order to aid them knowing whether or not the use of the target language is acceptable. Teachers, when giving feedback, they repeat the students' mistakes to make students themselves find their mistakes and correct them. Tribble (1989) speaks about the importance of the appropriate feedback that helps students to know the mechanics of writing.

Teachers should give their students feedback in a way to make them motivated and encouraged to write more. Teachers should avoid using too much red ink in their correction due to its negative effect on students; Harmer (2007) states that:

Most students find it very dispiriting if they get a piece of written work back and it is in red ink, underlining and crossing out and Of course, some pieces of written work are completely fully of mistakes, but even in these cases , over –correction can have a very demotivating effect. (p.120)

It is the teachers' role to make the correction beneficial; that is to say, teachers should avoid over use of the red pen due to its negative effect on students' motivation.

1.7.3. Technology-Based Teaching

Technology plays an important role in helping students to develop all skills. It is also very helpful in the writing process not only as a tool but also as a tutor who gives feedback.

Devos, Aadahl and Hicks (2010) define digital writing as “any act that involves writing, inscribing, or scripting using one's digits (that is, fingers or toes)” (p.3). They add another definition of digital writing is “compositions created with, and oftentimes for reading or viewing on, a computer or other device that is connected to the internet” (p.7). In other

words, using internet-based technology enables students to write compositions with the use of digital devices.

The integration of technology with various tools in teaching writing helps students to develop their capacities in writing. When students write, they face many problems especially in spelling and grammar as well as when they brainstorm, plan, revise and organize their piece of writing. They can achieve this by using some supports such as: assistive technology software, organizational software, voice recognition software, specialized and networks to foster effective writing and spelling (Writing and Spelling, 2007).

For instance, using assistive technology helps students to finish their works rapidly and accurately. In addition, word prediction program permits for checking both spelling and grammar; for instance, this program can give choices of predicted words. Moreover, organization software specialized in organizing the elements of writing which enables students to arrange their ideas (Writing and Spelling, 2007). Online dictionaries also are useful for students to check spelling of words. In order to achieve good writing, students need to enrich their vocabulary.

In addition, (Jessel, 1997) claims that word processor is a useful means which gives facilities in redrafting and revising a particular piece of writing. In recent years, students write unconsciously without paying attention to the fact that they are writing such as when using blogs, text messages, email and status of their profiles. Also, it gives the facility to draft and redraft. When students see their typed work, they feel motivated as if they become professionals.

Internet has a positive impact on teaching and learning writing. Hyland (2003) argues that technology has a crucial role in the classroom. It is viewed as a way of enhancing students' writing and increasing interaction inside and outside the classroom through the use of networks as internet for collection and publication.

Eastment (1999) demonstrates that the coming of World Wide Web (WWW) creates an opportunity for both teachers and learners to develop the teaching and learning processes to enhance the writing skill. These online sources provide students with many documents to show the punctuation, sentence structure and common errors committed by presenting native models. Furthermore, there are many webs which facilitate learning grammar as Online Writing Laboratory (OWL) which enables to do exercises which are useful in writing. Also, Lingua Center uses examples of usage as: [http:// owl.english.purdue.edu](http://owl.english.purdue.edu) or <http://www.hiway.com>.

In addition, with the online collaborative, word processor becomes a part of Google Docs which enables to see others' writings and make comments. Then, the student revises peers' comments to be either accepted or rejected. With this network, students will be encouraged to write not only for their teachers or their peers but more wide. Breuch (2004) emphasizes the role of technology through virtual peer review which is "an exclusively online activity" (p.131). It enables them to find replies and comments. He adds:

Instructors can prepare virtual peer review by assigning long-term student groups and creating some kinds of electronic space for virtual peer review such as networked computers, group spaces in programs such as Blank board.com or Web CT, or a course listserv. (p.30)

In order to evaluate one's writing in virtual peer groups, it can be possible either by posting the document in a networked classroom, by sending an e-mail message or by using web- based software. For instance, students can read a piece of writing in online then, they decide how to deliver the comment either synchronously or asynchronously. Teachers as well can provide their feedback using word processing or putting their work on diskette.

Cole and Feng (2015) agree by saying that online discussion boards allows a communication between the teachers or peers using typing. Also, peer's feedback helps to become good writer. Through computer, students can develop the writing skill by checking

grammatical and spelling mistakes. Thus, Hyland and Hyland (2006) demonstrate that using computer- mediated feedback (CMF) allows for students to share and exchange texts between students and their teachers and to receive various comments.

Conclusion

EFL students need to master the writing skill due to its importance in developing their writing proficiency. Writing has been defined by many authors as a complex process that is used by students to express themselves. Furthermore, there are some writing difficulties that EFL students may encounter including (anxiety, lack of confidence, motivation and practice). In addition, it is the teachers' task to direct their students to get them involved in the writing process. The next chapter will highlight the use of journal writing as a strategy to solve students' hinders and its effects in enhancing students writing proficiency.

CHAPTER TWO: JOURNAL WRITING AND ITS USE

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Introduction

This chapter aims to present the nature of journal writing with distinctive definitions. Also, it attempts to indicate the various types and the structure of journal writing. Moreover, this chapter aims to indicate the effective implementation of journal writing in the classroom. Furthermore, it demonstrates to discuss the main advantages of using journal writing as a tool for students and teachers as well as the weaknesses of employing journal writing. It ends up with multiple definitions of the notion of perception which is an important factor in this study in order to collect the students and teachers' perceptions so as to test the hypothesis.

2. 1. Background of Journal Writing

In writing, there are three modes which writers follow to create passages of writing. Thomas and Francis (2012) indicate that these modes are: the expressive mode in which learners try to express their feelings and thoughts; the transactional mode refers to collecting information as in reporting, explaining and convincing and the poetic mode allows creating poems and stories. Traditionally, the expressive mode was neglected because it is informal. But later, it was found that “encouraging writing in the expressive mode is useful in teaching in creating climate for student explorations and discovery” (Fox & Fox 1990; cited in Amodeo, n.d, p.12).

From the previous fact, teachers attempt to find new ways in order to receive acceptable compositions from their students. Reading is a very excellent way since it provides the learner with various vocabulary, new expressions and grammatical rules (Herrero, 2007), but this is not enough to produce effective writing. Writing inside the classroom is something necessary, but to write outside is a more beneficial way to increase the improvement of the writing skill.

One way to reach this goal is by keeping journals because writing is a skill which needs more practice to achieve better writing. One excellent way to get practice writing is to keep a daily journal. Liao and Wong (n.d) claim that teachers look for a better technique to enhance students' writing skill through a daily practice to become competent and achieve both fluency and accuracy. Dialogue journal writing is a tool used by teachers to keep them aware of students' situations. It is a "set of conversation conducted in writing" (Thomas & Francis, 2012, p.52). It means that journal dialogue is a written discussion which occurs between the teacher and the students.

2. 2.Nature of Journal Writing

Writing is a very necessary skill in developing language. Through writing, students' ideas and thoughts will be enhanced. That is, students will learn and study better when they practice and do lot of tasks in writing especially writing outside the classroom. Nasir; Naqvi and Bhamani (2013) denote that students will develop their expression of ideas, thoughts and feelings when the writing process is learned. Also, students can build creativity if they are not bounded. Thus, the writing process is considered as a way that students follow in order to help them to be inventive and creative while expressing their ideas and it is helpful to decrease their fear. In addition, Dowrick (2007) claims that journal writing is a means of guiding and motivating as a friend that gives people courage to live in the real world and supports them to find out the manner of their thoughts. Moreover, writing journals helps people to discover themselves. So, their prompts in writing are natural because they use their feelings and emotions.

Iwaoka (2007) claims that journal is considered as a tool through which writing and thinking are practiced. He adds that people follow a style while they feel relaxed because their thoughts and ideas are reflected through journals. Furthermore, McCallum (2013) views

journal writing as writing that provides expression and gives pathway to simplify learning with the higher order skills' development. Besides that, writing journals helps to develop writing skill and gives chances for learners to write their feeling and thoughts without any pressure.

So, writing journal is a guide that gives people impression and support to express themselves using their feelings and emotions. Young (2006) states that “journal is a popular tool for daily writing and reviewing”; and he adds that “a journal is a place to write regularly, to think, organize, ask questions, work out problems” (p.15). Furthermore, Murray (2005) clarifies that when people start writing, they start thinking. They should know and explain their thoughts to the others and they should convince them about their thoughts. Sihite and Simanjuntak (n.d) advocate that good thinking is good writing. In other words, when students have good thinking, they will write correctly. Murray (2005) clarifies that ideas and thoughts will be developed through self-confidence in writing.

Dowrick (2007) says that his writing is his intention to express his thought. He adds that lot of journal writers consider their journals as a way for developing their thoughts and ideas. In addition, Michele (2007; cited in Dowrick, 2007) who follows the same thought of the previous writers states:

...journaling is a way of having an open dialogue with oneself. Talking openly with others about your life and what you are going through is one way of dealing with what is happening to your body and mind and spirituality. But with a journal the of communication becomes much more uncensored and, in a way, becomes a mechanism in understanding the way you think, feel and see which is much more empowering.(pp.28-29)

Murray (2005) maintains that many people do not write for many reasons, for instance, lack of confidence, lack of time, lack of will, lack of ambitions, feeling tired, a sense of fear and fear of failure. In addition, Thomas and Francis (2012) argue that many students

find problems in writing in the target language especially the expression of ideas. Journal writing is a free writing which is regarded as a way to lower students' stress and give them motivation to express their thoughts and develop their writing skill. Thomas and Francis (2012) add that students will gain self-confidence and self-expression if they receive feedback from their teachers within and beyond the classroom. Thomas and Francis (2012) point out that if journal writing is based on students' interests, they would make free writing communicative and meaningful to the readers.

Park (2003) defines journal as "one type of writing assignment that requires the writer to think about something and record his/her thoughts about it" (p.184). That is, journal writing is a task in which the writer needs to write down what is in his/her mind. In addition, he adds that journal writing shares some similarities of the diary and the log; that is, the journal needs to be written when there is a free time about what happens in everyday activities.

2.3. Structure of Journal Writing

Many teachers ask their students to write regularly during the class or at home about something which is related to the lesson or about a specific topic. Students need to carry a small notebook and keep it with them wherever they go. It is better to practice frequently this technique in class. Then, the teacher collects some pages of what students have written to give their comments later. According to Young (2006), journal writing has a structure in which students need to be followed in order to be organized. It can be separated into two parts: academic and personal sections. The first part is allocated for academic writing in which students write their comprehension about what they have read before or about their previous lectures. The second section is reserved for students to record their own experience of what goes on to them. Teachers demand from their students to select the pages that they want to reply

on by putting a symbol in front of them. This method is a support for students to read again their journals and to determine which part is crucial for them.

In addition, some teachers try to develop in their students a capacity of criticizing what they have read. So, in these double sides of journal, “students draw a line down the middle of each page, and as they read each section of an assigned text, they briefly summarize or identify the main points on the left side of their journal page and then briefly note question, personal connections, and interpretations on the right page” (Young, 2006, p.16).

In the same vein, Amodeo (n.d) divides the journal page into two sides: one for students’ writing and their responses on one side and the other for others’ comments such as: the teacher and the classmates. In addition, students write in their journals about the literature they have known before then they show their work to the teacher and wait to get a response.

Moreover, Weir (1991; cited in Amodeo, n.d) demonstrates that journal writing helps students to get control over their thinking. He adds: “tell them to please themselves, to write it the way they would write, to write about what is real to them, to surprise me, but most of the all to surprise themselves” (p.32). So, students can take control to free their choice either to write on what they want or about a selected topic. As a starting point, students can respond, evaluate and criticize prior readings.

Furthermore, journal writing helps students to express themselves and to get them involved in the learning process by asking them questions to be answered in the form of a piece of writing (Amodeo, n.d). Also, he points out that those teachers can keep and share their journals with their students as he said “I write in my journal and share my thoughts with students” (p.33). Teachers also keep journals to record their writing experience about the evaluation of the classroom practice, and they can select a group of students each week to read their journals (Harmer, 2004).

The structure of journal writing has been mentioned also by Cobine (1996) who takes the deviation of Connoros in terms of related activities:

- **Assignment Activity:** In this activity, the teacher suggests a given subject through asking a question for the sake of gathering students' responses. Also, the student can write about his or her previous experience, about a close friend or an imagined one. The student starts writing in the class if s/he do not finish, s/he will complete at home. The teacher do not read or evaluate students' work. At this level, the main purpose is to develop writing fluency.
- **Selection Activity:** In this stage, the student tries to select one entry among the journals to read it aloud.
- **Revision Activity:** It is the stage of expression and introspection. The student writes and describes the audience in terms of age, job and politics, religious and social aspects. Then, s/he attempts to give a definite purpose either to persuade, to explain and to evaluate. At this level, the student revises and rewrites the selection.
- **Scrutiny Activity:** At this stage, students will receive reactions from their teachers or their peers since they have made a copy of their formal draft. They move from self expression to self reflection then to other's evaluation of their work.

The teacher can add some activities to support the four stages of journal writing such as brainstorming in which students write whatever comes to their minds and they see the possible connection between these ideas. Also, free writing and clustering in which they empower students to gather ideas and organize them.

2.4.Types of Journal Writing

Sihite and Simanjuntak (n.d) follow the idea of Stillman (1989) who classifies journals into types as follow:

- **Everyday Activities Journal:** It is a type of journals which is daily. It is written everyday without limitation of time during which students write their daily tasks like writing dairies. Also, students will depend on their creativity and themselves. This will make them fond of writing especially when writing diaries. So, daily writing journals and introspection aid teachers to communicate with their students.
- **Scrapbook Journal:** It is a type of journals in which most people feel relaxed. In this journal, various types of photographs, advertisements and souvenirs are combined together.
- **Brief Journal:** It is a kind of journal which is integral and includes brief answers, and it involves the integration of pictures and images from magazines and newspapers.

Hiemstra (2002) explains various kinds and formats of journal writing which are beneficial in high education such as:

- **A Learning journal:** It is a written activity either in a note book or in the computer to record every day activities. The student selects the tool which offers feeling at ease. In addition, the student can establish real discussion either with himself or with another person or a created one. At the end, he will receive appropriate feedback.
- **Diaries:** A dairy is a very helpful way to recall certain life experiences. According to Hiemstra (2002), a dairy is considered as a daily repertoire that contains students' feelings and ideas about their learning experience.
- **Dream Book or Log:** A dream log is used to record dreams before they are lost from the memory. Then, those dreams will be analyzed to see the effect of the subconscious process on the conscious one. Hiemstra (2002) provides students with advice to keep a log in order to hold introspection and intuition. So, introducing such tool helps them to gain additional awareness of new concepts.

- **Autobiographies, Life stories, and Memoirs:** Hiemstra (2002) tries to give a simple meaning of the terms: autobiographies, life stories and memoirs as follows: the autobiography depends on self- evaluation, life stories enables to examine others' life, memoirs are casual talks about life. Also, autobiography helps to possess knowledge on a given subject. For instance, students can generate an autobiography of old persons whom they have a relation with in order to grasp their experience, to see what is common between them, to notice the aspects they differ in and to increase critical personal reflection.
- **Spiritual Journals:** The spiritual journal is related to religious perspectives. It is rare to find students keeping such a journal, but those students who are interested in; they may need them when it is necessary.
- **Professional Journals:** Keeping a professional journal is essential especially in high education. In this kind of journal, students require to determine the aim behind their writing.
- **Interactive Reading Log:** Interactive reading log is a kind of journals which is based on the previous reading. It will help in building reflection, gaining knowledge and expressing the self.
- **Theory Log:** This type of journals requires for every student to try, to learn, to think and to reflect critically on particular terms, theories and knowledge in order to reach conclusions.
- **Electronic Journaling:** During the development of technology and its integration in the teaching and learning processes, students want to write their thoughts using electronic devices and their useful applications. For instance, students can post their introspections on their profiles to be read from their peers and provide comments. In

addition, Computer-mediated discussion can be useful in creating awareness and comprehension.

2.5. Effective Implementation of Journal Writing

There are essential steps that the teacher should follow to make journal writing more efficient and useful in the classroom. Salem (2007) follows the idea of many scholars who identified those steps (Peyton, 1993; Montegonery, 2001; Cooper & Kiger, 2003), and he introduces the main stages that the teacher should take into account. First, the teacher needs to clarify to his students the notion of journal writing. After that, in the classroom, the teacher writes a journal model to simplify the process of journal writing. Also, in order to make it easy for the teacher to read and respond to students' journals, the teacher should determine to his students the time for writing their journals and to give them freedom to choose the topic that depends on their interests. Finally, the teacher organizes some sessions concerning the assessment of journal writing in which he negotiates the advantages and disadvantages of this technique and tries to give solutions to their writing problems.

Moreover, Salem (2007) says that journal writing is a way where teachers and students interact with each other. Journal writing is an opportunity for students to write freely about the topics that they are interested in. Also, the teacher can propose topics when they cannot find their own. The teachers' task is to negotiate meaning through written words without correcting mistakes.

2.6. Benefits of Journal Writing

Journal writing is a useful technique which students use to ameliorate their level in writing. It is a place where they can store their experience inside or outside the classroom. Journal writing has many advantages on students' performance. Harmer (2004) indicates that

teachers invite their students to possess a journal either as a part of the lesson or as a separate activity to do at home. Then, they record most events which happen inside or outside the classroom or they can write what they want. Later, they will show their journals to the teacher in order to be responded.

Iwaoka (2007) states that journal has many benefits:

- A means of communication, conversation (eg: between material and yourself, yourself and instructors).
- Provides regular feedback between you and the instructors and help to match expectations.
- Platform for synthesis of knowledge and ideas.
- Help develop critical thinking.
- Helps to elicit topics of interest, challenging topics that need improvement, etc.
- Dictionary of important terms: clarify troublesome concepts. (p.1)

Many scholars talk about the journal writing's advantages (Hiemstra, 2002; Park, 2003; Harmer, 2004; Moon, 2010; Dowrick, 2007; Tuan, 2010; Thomas& Francis, 2012; McCullum, 2013) which have good effect on students' performance. These benefits are classified as follows:

- **Developing Reflection/ critical thinking**

Harmer (2004) states various positive impacts on developing students' writing process in which "journals encourage introspection and reflection because students essentially writing to and for themselves" (p.125). That is why journals are good to help students in creating self reflection and thinking upon their writing. In addition, they are very helpful in many ways as Harmer (2004) claims:

There are many reasons why teachers have found journal and letter writing useful. These include not only the benefits of reflection upon learning, but also

the opportunities for freedom of expression, developing writing ability in general, and the opportunity they provide for teachers and their students to enter in to new and different kinds of dialogues. (p.126)

In other words, writing journal is useful to discover the easiest and the most difficult aspects of language. Also, students attempt to write what is in their minds and to make sense of their critical thinking which is important in high education. In addition, journal writing can develop students intellectually in the sense that it enables students to express their ideas easily and fosters cognitive growth. Moreover, Park (2003) demonstrates that students' introspection, critical thinking and reflection will be developed through the use of journal.

- **Enhancing Writing Proficiency**

Keeping daily writing will be a beneficial way for enhancing students' writing, Hamp and Heasley (2006; cited in Tuan, 2010) argue:

The most obvious way you can help yourself become a good writer is by writing. We strongly suggest that in addition to completing the tasks. You also keep your own personal journal. Buy yourself a note book, and try to write down some ideas every day, in English, about anything that interests you (...). You will surprise yourself by producing pages and pages of writing. (p.82)

Moreover, Harmer (2004) demonstrates that this technique is powerful in enhancing the writing skill and "the more students write the better and the more fluent they become as writers" (p.127). So, journal writing increases fluency over accuracy as Thomas and Francis (2012) takes the idea of Krashen in which acquisition occurs when learners are exposed to language unconsciously in a natural way as children acquire their first language. It is like acquiring the writing skill through daily practice of what happens in real life situations. However, Tuan (2010) indicates that journal writing can lead to accuracy through teacher's

daily feedback and develops fluency since students write frequently. So, the focus is on meaning rather than form.

In addition, Park (2003) points out that the student can receive appropriate comments which help them to learn better. Also, he adds that through journal writing, students will focus more on using the processes which involved in writing rather than the final product.

Liao and Wong (n.d) speak about dialogue journal writing as a beneficial way to advance students' writing to be fluent. When students use dialogue journal, they can use multiple words, cohesive markers and rhetorical devices. In addition, students in expressing themselves, gain confidence, get experience, hold knowledge and opt for challenges in writing. Besides that, students feel at ease when they share their views with their teachers and their peers. In dialogue journal, Students can discover their strengths and weaknesses in their learning and so to become more reliable on them.

- **Creating self-expression**

McCallum (2013) explains the importance of journal writing in the sense it will enhance students' thoughts and ideas especially when their teachers use them at the beginning of the lesson to see their background knowledge and finally to gain their mastery of the topic. Also, writing task supports students to write fluently. Journaling is considered as a useful way for students to achieve their learning objectives.

Also, Moon (2010) adds that learning will be developed through journal writing, but it will need time because when students write, they think before putting their ideas on paper. Writing journals permit students to write freely without any restriction. According to Thomas and Francis (2012), the writing process is a free act in which it leads to write in a formal way. Besides that, they can transcribe whatever they want at any time.

- **Building knowledge**

McCallum (2013) says that journal writing is an effective way through which learning will be enhanced. Also, Thomas and Francis (2012) say that written conversation can provide students to read, write and receive comments frequently from their teachers which are very helpful in writing development. According to Park (2003), learning journal has many advantages for both teachers and students. It is a necessary tool to communicate through writing. So, writing journal is a way to engage students in learning and awareness in general. Thus, writing a learning journal enables students to know what to learn and how to learn.

- **Promoting students' motivation**

Journal writing makes students motivated and courageous to write and to achieve autonomy in their writing. Through motivating, supporting and convincing students of the importance of writing, students will be impressed for writing, for this White and Arndt (1991; cited in Tuan, 2010) state that “students find journal writing an enjoyable experience since the primary aim of keeping a journal is to encourage students to become involved and interested in writing” (p.82).

- **Reducing stress/ building confidence**

Another point discussed by Harmer (2004) is that journal dialogue is an effective way created between the teacher and the students to achieve the goal of teaching and learning. On the part of the students, they can build confidence with their teachers and they can receive another kind of evaluation; however, on the teachers' part, they tell their students “you can write to me at any subject and I will reply, but don not worry, I will not show your letter to anybody else, and you do not have to write to me if you do not want to” (Harmer, 2004, p.127).

Besides, journal writing can be a source of psychological health in reducing students' stress and frustration to achieve mental and personal growth. Following the same lines of thoughts, Amodeo (n.d) points out that people write in order to manage their stress.

- **Solving problems**

Dowrick (2007) gives some benefits of journal writing which can help to coexist with all life's difficulties. For instance, it can help to express feelings and emotions, being truthful with the self and ways of life. In addition, Hiemstra (2002) spoke about journaling as a means to solve problems, to think critically and to reflect upon what is learned before. Also, students can develop a sense of intuition and to discover the self.

In addition to the previous advantages that students would gain from the use of journals, it may be a helpful source for teachers. So, the teacher can measure the efficacy of his ways of teaching, students' feelings and students' need. Then, he can notice what is missing in his lessons, and how students utilize language. Then, he can direct his students appropriately (Amodeo, n.d). Furthermore, writing journal establishes good relationship between the teacher and the students to become closer in creating good atmosphere in the class (Tuan, 2010).

Also, journal has a crucial role in providing opportunities for teachers to adapt their ways of teaching to meet students' needs (Park, 2003). Following the same thought, Carroll (1994) argues that "the data in the journals inform teachers about what is occurring in learners' heads" (cited in Park 2003, p.185).

2.7. Disadvantages of Journal Writing

Although journal writing is a beneficial pedagogical strategy, it has some drawbacks. Salem (2007) follows the idea of Peyton (1987, 1993) who points out that journal writing

takes time. In other words, the teacher spends much time when reading and correcting the large number of students' journals in addition to the job that he has

Another disadvantage with journal writing is the informal type of writing. Salem (2007) claims that students can acquire fluency over accuracy through the use of journal writing. In addition, Moon (2010) indicates that the large number of students can be a problem in managing teachers' time. Also, he speaks about the informal type of journal writing in which students cannot write in an academic way and most of them do not want to share their journals with their teachers because they think that it is a private issue or they do not trust their teachers. As it is shown in the Salem's (2007) study, it is found that journal writing can enhance the mechanics of writing rather than the content and the organization of students' products.

2. 8. Notion of Perception

Perceptions differ from one person to another, and people perceive things differently. The word "perception" has different definitions, for instance, Grossberg (2007) demonstrates that "form perception refers to our ability to visually perceive objects in the world in response to the patterns of light that they cast on our retinas" (P.2). That is to say, perception is the process through which people try to understand the world around them. In addition, Elnaga (2012) states that perception is "the cognitive process by which an individual selects, organizes, and gives meaning to environmental stimuli" (P.57). In addition, Schmidt (1990) says that perception is a mental process by which people become aware of the external world using their senses: sight, hear, smell, taste and touch.

People can perceive things either as a whole or in details (Zadra & Clore, 2011). From this, there are some factors that influence people's perception. Essendi and Madise (2014) present the main factors which have great impact on how people view things differently. These factors are: age, gender, education, health and status. Overall, perception is important

because a person feels unique in the sense that without perception people would have the same views.

Conclusion

In the EFL classroom, teachers look for good ways in teaching writing since students are weak in the writing process. For that, journal writing is an important task for students to practice in the class or at home for better results. It is introduced that journal writing permits for students to see how they organize their journal entries through teachers' guidance. Then, journal writing is an effective strategy in EFL classroom which attempts to give a plethora of advantages that provide students with. However, journal writing involves some other negative aspects for both students and teachers. The third and final chapter will try to investigate the influence of journal writing as a technique in EFL classroom through both quantitative (questionnaire) and qualitative (interview) means of research.

CHAPTER THREE: FIELD WORK

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Introduction

This chapter is devoted to the description and the interpretation of the findings stored out from the questionnaire and the interview which designed for the teachers of English and third year students at Mila university centre. The aim of the questionnaire and the interview is to investigate perceptions of both the teachers and the students concerning the impact of journal writing on enhancing students' writing skill. The main purpose behind them is to verify the hypothesis and to answer the questions mentioned at the beginning of the present study. We hope to provide with an understanding of how students perceive the writing skill and the technique of journal writing. Finally, from this research, the teachers and the students will be provided with some pedagogical implications to improve the writing skill.

3.1. Description and Analysis of Teachers' Questionnaire

3.1.1. Description of Teachers' Questionnaire

The questionnaire was given to a total of 20 teachers (the sample) of English at Mila University Center. The questionnaire consists of 18 questions divided into two sections (see Appendix) as follows:

- **Section one:** Teaching writing (Q1-Q13): this section is designed to explore teachers' beliefs concerning the writing proficiency and how this skill should be taught. Also, it seeks information about the writing skill and ways that teachers use to motivate their students in addition to the approach (es) within which teachers implement tasks when teaching, without neglecting the problems that students encounter.
- **Section two:** Journal writing (Q14-Q18): this section seeks to gather information concerning the technique of journal writing, its implementation and its various advantages.

3.1.2. Analysis of Teachers' Questionnaire

➤ Section one: Teaching Writing

Q.1: How long have you been teaching "Written Expression"?

Options	Subjects	%
a.1 -5 years	13	65
b.5- 10 years	01	05
c.11-20 years	01	05
d. More than 20 years	00	00
e. Never	05	25
Total	20	100

Table 2: Years of Teaching "Written Expression"

It is noticed that 65 % of the respondents have been teaching "written expression" for 1 to 5 years; however, only 5% have taught "written expression" for 5 to 10 years and for 11 to 20 years respectively. In addition, no one taught more than 20 years, and 25 % of the teachers have never taught "written expression". This indicates that most of the teachers have little experience in teaching the module of "written expression".

Q.2: Why do your students write?

Options	Subjects	%
a.To express themselves	15	75
b.To take notes	14	70
c.To communicate	12	60
d.To describe	12	60
e.To explain	14	70
f.To convince	10	50
g.To solve problems	06	30
h.For pleasure	06	30

Table 3: Teachers' Beliefs about the Reasons behind Students' Writing

As the results show in the table above, most of the teachers see that all students have reasons behind their writing, and they agree that the most reasons that students write for are:

to express themselves, to explain and to take notes which are the different tasks that the teachers ask for. Also, it is shown in the table that there are other reasons behind students' writing; these reasons are: for communicating, describing or convincing in which they approximately received the same percentage. The remaining reasons which are writing for solving problems and for pleasure are rarely selected. This means that the teachers are aware of the fact that students do not write for finding solutions or in their free time. Also, most of students like to be restricted by the teachers' tasks.

Q.3: What is your approach to teaching writing?

In fact, the previous question enable to know that 30 % of the teachers of English use the process and the eclectic approach respectively in teaching writing, whereas 15 % of the teachers implement the free-writing approach. Only 10 % of the teachers follow the controlled approach. Three teachers did not respond to the question.

We find that the teachers who chose the process approach and the process-genre approach view that both approaches are the main concern of many researchers, and the main focus is on following the different stages such as: prewriting, drafting, revising and editing (Flower & Hayes, 1981), regardless of the context in which a piece of writing is produced, also they look for the good methods in teaching writing by combining different approaches

The teachers who use the free writing approach in teaching writing see that it is a useful one when it is given to students in order to practice writing freely. And those teachers who followed the controlled approach view that it is an appropriate one since its aim is to achieve accuracy. Here, it should be noted that three teachers did not answer this question.

Q.4: Please, specify the stages that your students follow when they write?

Options	Subjects	%
a.Prewriting	13	65
b.Drafting	18	90
c.Revising	16	80
d. Editing	15	75

Table 4: Teachers' Opinions of Students' Stages of the Writing Process

All the teachers chose all the stages that their students follow in the writing process. This indicates that these are the main stages that students use in producing their written work. It is also indicated that the teachers are aware of what students are doing and what problems are suffering from. The results show that both drafting (90%) and revising(80%) are the most steps that students follow in the writing process. Then, editing (75%) and prewriting (65%), as it is shown they have approximately the same percentage.

Q.5: Good writing means:

Options	Subjects	%
a.Correct grammatical rules	20	100
b.Good ideas	19	95
c.Selection of appropriate vocabulary	17	85
d.Spelling	18	90
e.Punctuation	20	100

Table 5: Teachers' Beliefs about Good Writing

As it is revealed in the table 04, 100% of the teachers see that good writing entails correct grammar and punctuation. This result is due to the fact that the teachers are still following the traditional approach “Audio-Lingual method” that considers grammar as the essential element in the process of teaching and learning. Punctuation also has the same importance as grammar in the sense that it is considered as one of the mechanics of writing

without which readers cannot understand the meaning of a piece of writing, so it should not be neglected since the mastery of grammar is useful to communicate meaningfully and to achieve accuracy.

95% of the teachers view that good writing means good ideas. That is to say, it is a crucial element which makes the content of the piece of writing an acceptable one. Also, 90% of the teachers see that good writing refers to correct spelling because it is a convention of writing that should be taken into consideration. Harmer (2004) argues that spelling and punctuation play a crucial role in writing. Furthermore, 85% of the teachers view vocabulary as an essential aspect in which students need to know about the word itself, its meaning, pronunciation and spelling without neglecting its features such as: noun, verb, adjective...etc.

Q.6: Do you motivate your students to write outside the classroom?

Options	Subjects	%
a.Yes	20	100
b.No	00	00
Total	20	100

Table 6: Rate of Students' Motivation outside the Classroom

As was expected, all the teachers (100%) motivate students to write at home because it is believed that writing outside the classroom is a great opportunity for them to practice writing in order to achieve writing proficiency. Lo and Hyland (2007) advocate that students' motivation will be enhanced through teachers' insistence. So, learning writing happens through intensive writing. From the next question, there is a need to know all the teachers' perception about the necessary techniques of motivation to identify how to do it.

Q.7: How do you motivate your students?

Options	Subjects	%
a.Through your insistence on the importance of writing	12	60
b.By giving them tasks like writing essays and summarizing stories	16	80
c.By giving them feedback	12	60
d. Through your insistence on the importance of reading	17	85
e.By building their self confidence	09	45

Table 7: Techniques of Promoting Students' Motivation

The table above shows that 85 % of the teachers motivate students through their insistence on the importance of reading. 80 % of the teachers ask their students to write essays and summarize stories. 60 % of the teachers motivate students by giving feedback and their insistence on the importance of writing respectively. Only nine teachers (45%) indicated their motivation through building students' confidence.

Surprisingly, a great number of the teachers (85 %) see that reading is an essential skill in order to develop writing proficiency because they believe that there is no writing without reading. So, the integration of reading into writing is very important to acquire new knowledge and it is proved by Harmer (2004) who claims that reading is extremely interlinked to the writing process. In addition, a great number of the teachers (80%) who use various tasks including writing essays and summarizing stories view that with the help of this technique students can practice writing since it is known that students do not write without being restricted from their teachers. In terms of feedback, the teachers provide their students with the appropriate feedback that help them to reduce their mistakes. So, the use of feedback has a crucial role since it is proved that students learn from our mistakes. In this vein, Tribble (1989) stresses the importance of delivering the appropriate feedback. Additionally, by building self-confidence, students will increase their interest in doing better in writing since there is no anxiety.

Q.8: Do you integrate technology when teaching writing?

Options	Subjects	%
a.Yes	07	35
b.No	12	60
Total	19	95

Table 8: Rate of Using Technology in Teaching Writing

The statistics related to this question show that 60 % of the teachers do not use technology when teaching writing. It means that the teachers do not try to vary their ways of teaching; and thus they do not attempt to make their students aware of the benefits of technology in writing. After considering the results of this question, it is noticed that a relatively small percentage of the teachers 35 % claim that they use technology when they teach writing. These teachers seem to be so precautious in their use of technology. According to them, technology is an effective method that students should use to carry out their writing task. Only one teacher left his answer, this may indicate that he is not interested to provide any information.

Q9: Do you agree that the integration of technology in teaching writing is beneficial?

Options	Subjects	%
a.Strongly agree	07	35
b.Agree	13	65
c.Disagree	00	00
d. Strongly disagree	00	00
Total	20	100

Table 9: Teachers' Attitudes towards the Beneficial Use of Technology in Teaching Writing

The majority of the teachers (65%) opt for the second choice, that is to say, they recognize that technology plays an important role in teaching writing. 35% of the teachers

opted for the first which is an indication that they are more aware and have strong agreement about the impact of technology on teaching writing. Hyland (2003) argues that technology has a great influence in the classroom. The next question seeks to know the teachers who said that they employ technology and they agree about the benefits of technology in teaching writing which tools they use to teach writing.

Q.10: What are the technological tools that you use in teaching writing?

Options	Subjects	%
a.Internet	11	55
b.E-mail	07	35
c.Word Processor	04	20
d.World Wide Web	05	25
Others	07	35

Table 10: Technological Tools Used in Teaching Writing

This item provides four technological tools that can be used in teaching writing. In analyzing the answers, half of the teachers (55%) prefer the use of the internet due to its big role in developing students’ knowledge and establishing interaction. 35% of the teachers prefer using e-mails in teaching writing. They ask students to continue the writing task even at home by sending the work and later the teacher will provide them with feedback. The teachers whose choices were “c” and “d” indicate their awareness of the importance of WWW and word processor. Some teachers added other tools such as:

- linked in academia and face book.
- the use of videos dealing with the same content of the course
- The use of music that helps in concentration during the writing process.
- Electronic dictionaries, music on the laboratory.
- Mobiles, i.e. using English dictionaries to check words.
- Data-shows.

So, from the results above, it is noticed that through varying tools, students would not get bored. In addition, it assures the participation of every one.

Q.11. Is writing a difficult task for students?

Options	Subjects	%
a.Yes	18	90
b.No	01	05
Total	19	95

Table 11: Rate of Writing Difficulty

The big part of the participants (90%) denotes that writing is a difficult activity for students, this can be due to its complexity and some other factors such as: problems they face during their writing such as: grammar, spelling, punctuation...etc, lack of will and time limitations. The latter is considered as the main reason for committing mistakes. So, the teachers should find ways to make students motivated, be aware of the difficulties and advice them to practice. All these ways will help students to lower their stress and to achieve good results. Hyland (2003) says that writing is considered as an important skill. The following question would give a clear image of the teachers' beliefs about the difficulties that students may face in their writing.

Q.12. If it is difficult, what are the difficulties that your students encounter?

Options	Subjects	%
a.Grammar	16	80
b.Organization of ideas	12	60
c.Vocabulary	12	60
d. Spelling	14	70
e.Punctuation	18	90
f.Coherence	15	75
g.Cohesion	17	85

Table 12: Teachers' Perceptions of Students' Problems in writing

The fifth problem seems to be encountered the most. The table 11 shows that (90%) of the teachers opt for this choice. This problem, to make it clear, may be related to many factors and some personality traits like: time pressure, anxiety and fear...etc. Another problem is grammar. It seems that (80%) of the teachers know what might hinder students in writing especially grammatical mistakes. In addition, spelling which is a convention of writing should be taken into account in order to write effectively. Coherence and cohesion are also shown in the table above and they have a great importance in writing. Without them, writing would not be well organized. So, students should use them in writing because both of them describe the properties of the written text. In this respect, Harmer (2004) says that in order to develop writing, it is necessary to master the mechanical activities such as: spelling, punctuation, coherence and cohesion.

Q.13. What is the most difficult step in the writing process?

Options	Subjects	%
a.Prewriting	07	35
b.Writing first drafts	14	70
c.Revising	02	10
d. Editing	01	05

Table 13: Difficult Part of the Writing Process for the Students

A great number of the teachers (70%) claim that students have difficulty in generating the first draft. 35 % of the teachers see that students have problems with prewriting stage. 10 % of teachers find that revising is the most complex stage that students encounter. Only 5 % of the teachers see that students have problems in editing step.

The majority of the teachers (70%) claim that writing the first draft is usually quite difficult for students and it is confirmed by the present result; this difficulty is due to the lack of the ability in generating ideas. Also, it is confirmed by Kane (1988) who says that people find hurdles when they write at their first attempt. In fact, teachers who indicated that

prewriting is a difficult stage that students find demonstrate that teachers know the problems that their students face especially when formulating the ideas. Sundem (2006) claims that prewriting is a difficult step since it requires more thinking. Meanwhile, students have less problems with revising because the teachers usually advice students to make revision of their work and it is a useful way of reducing teachers' red pen. Editing step is related to slight correction of spelling and some mistakes. It is the easiest stage among the others. That is why, in this stage there are few problems (5%) that students are confronted with.

Section Two: Journal Writing

Q.14. Do you use journal writing in teaching writing?

Options	Subjects	%
a.Yes	07	35
b.No	12	60
Total	19	95

Table 14: Rate of Using Journal Writing in Teaching Writing

Journal writing is a technique that teachers can use in class or beyond the class so as to carry out the writing task. The analysis of the results shows that less than half of the teachers (35%) claim that they use journal writing in their teaching. It is clear that the teachers know its benefits in enhancing the writing skill and it is considered as a useful strategy that would motivate students to practice writing for better results. Also, they have readiness to implement it and they have certain knowledge. The majority of the teachers (60 %), however, answer 'no' indicating that they do not implement journal writing in their teaching. This can be only interpreted by their ignorance of this technique and that they do not try to make their students aware of the advantages of this technique. It is viewed that the teachers are unwilling to use journal writing or they have little or no knowledge.

Q.15. Do your students use journal writing to develop their writing skill?

Options	Subjects	%
a.Yes	07	35
b.No	13	65
Total	20	100

Table 15: Teachers' Reactions towards Students Use of Journal Writing

The majority of the respondents 65% say that students do not use journal writing in order to develop their writing skill, this may be due to many factors such as: laziness, lack of will and time. However, 35% of the teachers believe that students write journals which indicate that these students are interested in this skill and want to enhance their writing proficiency through practicing journal writing. The next question will give more details about the factors which prevent students from using journal writing

Q.16. If students are reluctant to write journals, is it because of:

Options	Subjects	%
a.Lack of confidence	15	75
b.Lack of time	06	30
c.Lack of will	16	80
d.Laziness	13	65
e.Lack of ambition	12	60
f.Fear of Failure	11	55

Table 16: Students' Problems in Writing Journals

The majority of the teachers (80%) claim that the problem that prevents students to write journals is the lack of will. This indicates that they are not motivated and they are not interested enough to write journals. 75% of the sample opts for the first choice which is lack of confidence because most students do not trust themselves to write an acceptable composition without committing errors. 65% of the teachers demonstrate that the main

problem that students face is laziness since it is known that laziness kills motivation. Also most of students do not like writing because they need someone to impose them to write. However, lack of ambition (60%) and fear of failure (55%) are the problems that occupy approximately the same percentage. This is due to the fact that students' fear has negative impact on their production in writing. In this respect, Murray (2005) maintains that many people do not write for many reasons (lack of confidence, lack of will, lack of ambitions, feeling tired and fear of failure).The remaining problem, which is time, received less percentage (30%). This indicates that the teachers see that time is not a real problem for students' deficiencies in writing.

Q.17. Do you think that journal writing has a great impact on enhancing the writing skill?

Options	Subjects	%
a.Yes	19	95
b.No	00	00
Total	19	95

Table 17: Rate of Journal Writing's Role in Developing the Writing Skill

95% of the teachers claim that journal writing has a great impact on developing the writing proficiency; only one did not answer this question. That is to say, most of the teachers believe that journal writing is a useful technique that provides students with a great opportunity to develop their writing skill and it is confirmed by Harmer (2004) who notices that this technique is powerful in enhancing the writing skill. However, one teacher left a question unanswered.

Q.18. Please, indicate the extent to which you agree or disagree with the following statements about the benefits of journal writing.

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. Journal writing is beneficial and relevant in developing the writing skill	55%	40%	05%	/	/
b. Journal writing builds self-confidence	45%	40%	10%	05%	/
c. Journal writing develops critical thinking	40%	55%	05%	/	/
d. Journal writing creates self-expression	40%	45%	10%	/	/
e. Journal writing reduces anxiety	20%	55%	15%	05%	/
f. Journal writing motivates students to write	35%	45%	20%	/	/
g. Journal writing develops fluency and accuracy	25%	55%	20%	/	/
h. Journal writing establishes a good relation between teachers and students	10%	55%	30%	/	/

Table 18: Teachers' Attitudes toward the Advantages of Journal Writing

The table above reveals that the majority of the teachers have positive attitudes toward the various advantages of journal writing that offers students with such as: developing writing skill, developing critical thinking, creating self-expression and motivating students' writing. It means that the higher percentages lie between the two items “strongly agree” and “agree”. In addition, the table above clarifies this result in which only 5 % of the teachers have negative attitudes toward journal writing in building confidence and reducing anxiety. In addition, Park (2003) confirms this result by saying that learning journal has many advantages for both teachers and students.

3. 2. Description and Analysis of Students' Questionnaire

3. 2.1. Description of Students' Questionnaire

The students' questionnaire was administered to a total of 70 third year EFL students at Mila University Centre. This constitutes our sample. The questionnaire consists of 18 questions divided into two sections (see Appendix 2) as follows:

- **Section One:** the writing skill (Q01-Q14): this section is concerned with how students find the module of "written expression"; also it seeks information about the writing skill, the role that the teacher plays in motivating students, the relation between writing and reading, the most common problems students encounter in writing and the use of technology in learning writing.
- **Section Two:** journal writing (Q15-Q18): This section is composed of questions seeking information about the frequency of students' practice of writing journals and their perceptions toward the benefits of journal writing.

3. 2.2. Analysis of Students' Questionnaire

Section one: Writing Skill

Q.1.What do you think about writing?

Options	Subjects	%
a.Easy	01	1.53
b.Difficult	12	18.46
c.Interesting	29	44.61
d. Boring	06	9.23
b+c	15	23.07
b+d	02	3.07
Total	65	100

Table 19: Students' Beliefs about Writing

The big part of the students (44.61 %) view writing as an interesting activity for them. This means that they like the writing skill and they are aware of the importance of writing. Less than half of the students (18.46%) believe that writing is a difficult task due to the problems that they find such as: grammar, spelling, punctuation...etc, lack of will and time limitations which is considered as the main hindrance for making mistakes. Also, it can be interpreted in terms of being a productive skill that needs more practice. That is why, 23.07% of the students select both ‘interesting’ and ‘difficult’ at the same time. In addition, it is proved by teachers’ questionnaire that almost all of the teachers agree on the difficulty of the writing skill.

Surprisingly, only 9.23 % of the students believe that writing is a boring task. This can be only interpreted by denoting that the students are passive and they are not interested in this skill. The next question would seek to give the difficulties that students may face in their writing.

Q.2. If it is difficult, is it because of:

Options	Subjects	%
a. Spelling	19	29.23
b. Grammar	26	40
c. Vocabulary	44	67.69
d. Organization of ideas	24	36.92
e. Punctuation	14	21.53
f. Coherence	14	21.53
g. Cohesion	10	15.38

Table 20: Aspects that Make Writing Difficult

The table above revealed that the main problem that the students face is vocabulary (67.69%). This indicates that most of them do not read at all. It is not expected from teachers’ questionnaire since they considered that punctuation is the most difficult one; however, from

students' part, it is 21.53%. In addition, 40 % of the students view that grammar is another problem that they may face because it is an obstacle that many students worry about. Also, it is the basis of writing and it is the same result obtained from teachers' questionnaire. In addition, organization of ideas (36.92%) is considered as another difficulty in writing since students usually receive comments about the order of their ideas. 29.23% of the students view that spelling is somehow difficult because they do not even try to write words correctly. So, they still repeat writing words with mistakes. Coherence (21.53%) and cohesion (15.38%) are less difficult than the others. This means that students know the various transitions that help them to achieve an organized piece of writing. Three students did not give any answer.

Q.3. What are the stages that you follow in writing?

Options	Subjects	%
a.Prewriting	22	33.84
b.Writing first drafts	51	78.46
c.Revising	34	52.30
d. Editing	15	23.07
e.Publishing	02	3.07

Table 21: Presenting the Students' Stages of Writing Process

Almost all of the students chose all the stages that they follow when they write. This means that these stages are important in students' written work. The results obtained show that both drafting (78.46%) and revising (52.30%) are the most essential steps that the students follow in the writing process. Then, prewriting (33.84%) and editing (23.07%), as it is shown, have approximately the same percentage. It is the same results obtained from the teachers' questionnaire. This indicates that the teachers really care about what happens with their students.

Q.4. What is the easiest stage in writing?

Options	Subjects	%
a.Prewriting	10	15.38
b.Writing first drafts	21	32.30
c.Revising	23	35.38
d. Editing	06	9.23
a+b	01	1.53
b+c	01	1.53
c+d	01	1.53
Total	63	96.92

Table 22: Easiest Part of the Writing Process for the Students

A great number of the students (35.38%) find that the revising step is easy in the sense that they have few mistakes that should be corrected and teachers usually ask them to revise their work before submitting it. 32.30 % of the students see that drafting is somehow an easy step. This means that they finish their brainstorming and generating their ideas, and they just put their thoughts on the draft paper. However, prewriting takes (15.38 %) which indicates that it is difficult step in the writing process. Also, it is confirmed by the teachers' questionnaire.

Q. 5. When you revise your piece of writing, which aspect do you focus on?

Options	Subjects	%
a. Organization of ideas	40	61.53
b.Vocabulary	20	30.76
c.Grammar	33	50.76
d.Punctuation	36	55.38
e.Spelling	29	44.61

Table 23: Aspects that be Emphasized when Students Revising their Piece of Writing

The result obtained from the table above shows that 61.53% of the students focus on the organization of ideas when they deal with the revising step. This indicates that the students thought that their teachers will focus on good ideas neglecting that teachers focus more on form rather than content. In addition, they take punctuation into account (55.38%) because their teachers will reduce their marks on the wrong use of punctuation. 50.76% of the students see that their focus on grammar is necessary when revising their written work, this is due to its basis in writing. Spelling (44.61%) and vocabulary (30.76%) are viewed the last aspects that the students focus on. In terms of vocabulary, there is no time to rewrite and replace words. Whereas, in spelling, the students are not aware of the fact that their teachers will count it and take it as a factor to lower their marks.

Q. 6. What are the main problems in composing a piece of writing?

Options	Subjects	%
a.Loss of ideas	15	23.07
b.Anxiety	51	78.46
c.Lack of confidence	44	67.69
d.Restriction	54	83.07
e.Lack of motivation	52	80
f.Time pressure	36	55.38

Table 24: Problems that Students Face in Composing Piece of Writing

Generally speaking, the results of this question show that the students' problems in writing are: Restriction 83.07%, lack of motivation 80%, anxiety 78.46%, lack of confidence 67.69%, time pressure 55.38% and loss of ideas 23.07%. As far as restriction, lack of motivation, anxiety and lack of confidence are concerned, teachers do not give the students a chance to choose topics freely, and that is why they are worried. So, teachers need to encourage their students not to worry about these aspects: the topic itself, vocabulary, grammar, organization of ideas and mechanics of writing. Some of the students, however, opt

for the last choice “f”. This indicates that the time allocated is not enough to perform the task. So, their work is usually not completed. Only 23.07 % of the students did not feel anxious about loss of ideas.

Q.7. Do you think that reading enhances writing?

Options	Subjects	%
a.Yes	65	100
b.No	00	00
Total	65	100

Table 25: Rate of Students’ Beliefs on the Correlation between Reading and Writing

All of the respondents see that reading enhances the development of writing; this result is totally the same of that obtained from the teachers’ questionnaire. As we have already mentioned, reading can help students to enrich their vocabulary and ideas. Also, the more students read, the better they will write correctly than those who do not read.

Q. 8. If yes, reading develops your writing in:

Options	Subjects	%
a. Vocabulary	54	83.07
b.Grammar	28	43.07
c.Spelling	27	41.53
d.Punctuation	11	16.92
e.Expressions	31	47.69
f. Style	45	69.23

Table 26: Role of Reading in Developing Writing

It is noticed from the table above that 83.07 % consider vocabulary as the main aspect that reading can enrich. 69.23% of the students say that reading is useful to improve their style, and 47.69% of students indicate that they can acquire new expression through reading. In addition, Grammar 43.07% and spelling 41.53% are also can be increased from reading.

Finally, only 16.92% of the students report that punctuation can be developed through this skill.

Q.9. For which reason (s) you write?

Options	Subjects	%
a. To express themselves	32	49.23
b. To communicate	10	15.38
c. To take notes	24	36.92
d. To solve problems	09	13.84
e. To describe	11	16.92
f. To explain	08	12.30
g. To save thoughts	21	32.30
h. To convince	09	13.92
i. For pleasure	24	36.92

Table 27: Designing Reasons behind Writing

As reported by students, writing has reasons. We can say that the obtained results do not present big differences from those obtained from the teachers' questionnaire, in that most of the students write to express themselves (49.23) % and to take notes (36.92) %. Although, there is a contradiction of those obtained in the teachers' questionnaire in which writing for pleasure is rarely selected, and this disapproved students' beliefs that they write for pleasure (36.92 %). The remaining reasons are prioritized as follows:

- To save thoughts 32.30%
- To describe 16.92%
- To communicate 15.38%
- To convince 13.92%
- To solve problems 13.84%
- To explain 12.30%

Q. 10. Does your teacher motivate you to write outside the classroom?

Options	Subjects	%
a.Yes	50	76.92
b.No	15	23.07
Total	65	100

Table 28: Rate of Students' Views about Teachers' Motivation

Responses to the question show that 76.92% of the respondents think that they motivate their students to write outside the class. Whereas, only 23.07 % think that they do not. These results do not differ much from those obtained in the teachers' questionnaire. This can be due to the fact that these teachers are not interested in teaching and not care of their students, or they get bored from the saying that "the more you practice, the more your writing will be better". The following question will highlight the students' beliefs concerning the techniques that the teachers use to get them motivated.

Q. 11. How does your teacher motivate you to write?

Options	Subjects	%
a.By giving you activities and talking about the importance of writing	40	61.53
b. By highlighting the benefits of writing	14	21.53
c. Through using English-English dictionaries	00	00
a+b	03	04.61
a+b+c	02	03.07
a+c	01	01.53
Total	60	92.27

Table 29: Ways of Teachers' Motivation according to Students' Beliefs

The table above shows that the majority of the students 61.53% get motivated through teachers' tasks that they give and their insistence about the importance of writing. This can be interpreted as writing is an essential skill that needs practice.21.53% of the students believe

that teachers encourage them to write through giving them an overview about writing's advantages. Few of students indicated that their teachers motivated them through the use of dictionaries. Only 5 students left the question unanswered.

Q.12. Do you integrate technology when learning writing?

Options	Subjects	%
a.Yes	61	93.84
b.No	04	06.15
Total	65	100

Table 30: Rate of Students' Beliefs about Technology when Learning Writing

Almost all of the students 93.84% said that they use technology when they write. This indicates that they like to discover the new devices which may help them to write effectively. Only 6.15% do not use it, this may be because they like the use of traditional ways of learning.

Q.13. Do you agree the integration of technology in learning writing is useful?

Options	Subjects	%
a.Strongly agree	22	33.84
b.Agree	20	30.76
c. When necessary	20	30.76
d.Disagree	00	00
e. Strongly disagree	02	03.07
Total	64	98.43

Table 31: Students' Attitudes towards the Use of Technology in Learning Writing

This item seeks to explore the students' reactions towards the beneficial use of technology in learning writing, and the results show that most of the students have good attitudes towards the integration of technology to learn writing in which 33.84% of students selected "strongly agree", 30.76% picked up "agree" and 30.76 % selected "when

necessary”. Only 3.07% of the students have negative views concerning the usefulness of technology in writing. However, one student did not provide us with any information.

Q. 14. What are the technological tools that you use in learning writing?

Options	Subjects	%
a.Internet	46	70.79
b.E-mail	01	1.53
c.Word Processor	01	1.53
d.World Wide Web	00	00
e.Others	03	4.61
a+b	01	1.53
a+b+c+d	02	3.07
a+c	08	12.30
Total	62	95.38

Table 32: Technological Tools that Students Use in Learning Writing

As it is revealed in the table above, a great majority of the students (70.79 %) responded that they use internet to learn writing, this can be only interpreted as it is the easiest tool in providing information. Some of them use e-mail, WWW and word processor. This means that these tools are easy for them and complicated for the others. Other students give other technological tools that they utilize when they write such as:

- Digital dictionaries, download stories and idioms
- Online dictionaries.
- E-books.

Section Two: Journal Writing

15. How often do you write outside the classroom?

Options	Subjects	%
a.Always	01	1.53
b.Frequently	05	7.69
c.Occasionally	17	26.15
d.Rarely	33	50.76
e.Never	05	7.69
Total	61	93.84

Table 33: Frequency of Students Using Journal Writing

As it is shown in the table 15, half of the students 50.76% write “rarely”, this means that they are not interested of writing or they are restricted by time. 26.15% of the students write “occasionally” and 7.69% write “frequently”, 1.53% write “always”. This indicates that the majority of the students do not like writing outside the classroom. However, 7.69 % of the students do not ever practice writing beyond the classroom, this means that they are not interested at all of the writing skill. Only four students did not answer the question. It seems that they do not like writing at all.

Q.16. Do you use journal writing to improve your writing skill?

Options	Subjects	%
a.Yes	13	20
b.No	52	80
Total	65	100

Table 34: Rate of Using Journal Writing to Improve Students’ Writing Skill

More than half of the informants (80%) point out that they do not use journal writing as a technique to improve their writing skill. This can be only interpreted that students is not interested to ameliorate their level in writing. They are not confident on themselves or they do

not have time. Whereas, 20% of the students use journal to develop their writing skill which means that they like the writing skill and they want to achieve higher proficiency. This is proved by the obtained teachers' questionnaires.

Q.17. If no, is it because of:

Options	Subjects	%
a.Lack of confidence	00	00
b.Lack of time	14	21.56
c.Lack of will	12	18.46
d. Lack of ambition	02	03.07
e. Laziness	18	27.69
f.Fear of Failure	01	1.53
a+b	04	6.15
a+e+f	03	4.61
c+e	07	10.76
Total	61	93.84

Table 35: Students Problems when Using Journal Writing

Students who answered the previous question with “No” now explain the kinds of problem they have. Their answers are varied and provide a clear picture of their reluctance in writing journals. These main factors are: laziness (27.69%), lack of time (21.56%) and lack of will (18.46%) that the majority of the students face. They are the main aspects that keep students motivated to write. However, fear of failure, lack of ambition and lack of confidence are considered as secondary problems for them.

Q.18. Please indicate the extent to which you agree or disagree with the following statements about the benefits of journal writing:

Statements	Strongly - agree	Agree	Neutral	Disagree	Strongly-disagree
a. Journal writing is beneficial and relevant in developing the writing skill	29.23 %	58.46 %	9.23%	1.53	1.53
b. Journal writing builds self-confidence	26.15	46.15	20	6.15	1.53
c. Journal writing develops critical thinking	26.15	47.69	20	4.61	1.53
d. Journal writing creates self-expression	24.61	60	9.23	4.61	1.53
e. Journal writing reduces anxiety	20	44.61	18.46	15.38	1.53
f. Journal writing motivates students to write	33.84	40	20	6.15	00
g. Journal writing develops fluency and accuracy	29.23	47.69	15.38	6.15	1.53
h. Journal writing establishes a good relation between teachers and students	6.15	30.76	33.84	27.69	1.53

Table 36: Students' Perceptions about the Benefits of Journal Writing

This item investigates the benefits of journal writing. These advantages are “**Journal writing is beneficial and relevant in developing the writing skill**”, “**Journal writing builds self-confidence**”, “**Journal writing develops critical thinking**”, “**Journal writing creates self-expression**”, “**Journal writing reduces anxiety**”, “**Journal writing motivates students to write**” and “**Journal writing develops fluency and accuracy**”. The majority of the students agree about the positive impact of this technique on their performance. It means that the higher percentages lie on the item “**agree**”. Whereas, the remaining option that is “**Journal writing establishes a good relation between teachers and students**” takes less agreement from the students' part. This indicates that journal writing is not really a way of creating a good relationship between students and their teachers.

3.3. Description and Analysis of Teachers' Interview

In order to investigate perceptions of EFL teachers of written expression at Mila University Centre concerning the relevance of journal writing in developing students' writing proficiency, we carried out this structured interview.

3.3.1. Design and Description of Teachers' Interview

The teachers' interview consists of eleven (11) questions where the teachers are requested to provide explanations and clarifications. This interview was carried out with EFL teachers of written expression at Mila University Centre. Our interviewees were asked in the beginning about the use of journal writing as a technique to see their preferences. The teachers were also asked about the reason(s) behind their answers. In addition, they were asked whether or not they write journals about their teaching experience. Moreover, in this interview, the teachers were asked about their opinions in relation to whether their students like writing journals or not. Furthermore, the interviewees were asked whether they motivate their students to write journals. Besides that, the participants were asked if their students face problems when writing their journals and whether or not they help their students when asking for help. Moreover, this interview has dealt with the teacher and the learners' relationship as a way to reduce students' fears. Also, the teachers were asked about the status that writing journals have in teaching writing. Finally, the teachers were asked about their perceptions about the advantages of journal writing in enhancing the writing skill.

3.3.2. Analysis of Teachers' Interview

- **Question one: do you prefer writing journals as a technique?**

Teacher one: "yes, I like writing journals."

Teacher two: "yes, I like it as a technique, I believe it helps in writing and in keeping track in your achievement and it gives a sense of continuity of what you have doing."

Teacher three: "well, yes, I think in practicing writing."

Teacher four: “yes”

From the teachers’ responses, it is deduced that all the teachers agree that they prefer journal writing as a technique. This indicates that all the teachers are aware of the necessity of this strategy for students to develop their writing proficiency because writing journal is an aid to concentration and a place where they can record their thoughts. It is also a means to enhance creativity.

▪ **Question two: what is the reason behind your answer?**

Teacher one: “it is to keep interesting events in my life. In general, I do write journals for keeping important information.”

Teacher two: “I believe it give me the chance to look back and track to what I have done because of being busy. I cannot trust my memory. If I write in my journal, it will help about teaching and sometimes to go back to my experience too.”

Teacher three: “I think it is a way of enhancing, I believe that when students write about their daily life, they will go deeper into their capacities and abilities. For example, you can express and describe new events easily and with your personal vocabulary.

Teacher four: “because it enhances students writing proficiency and promotes students motivation.”

As it is shown in the answers of the second question, almost all the teachers agree that writing journals can provide the opportunity to express new events and important information. Two of the interviewees respond that journal writing is a way of enhancing students’ writing skill and increase motivation. One of the interviewees replied differently by saying that journal writing is a means of keeping our memories and looking back to the previous experiences. All the answers indicate that this kind of writing is considered as successful to write freely inside and outside the classroom for the sake of developing students’ writing abilities and for doing better writing.

- **Question three: do you write in journals about your teaching experience?**

Teacher one: “yes, I do just in taking notes.”

Teacher two: “in fact, I tried but I failed because there is a difficulty to continue this practice.”

Teacher three: “to be honest, I never done it.”

Teacher four: “no”

The majority of the teachers have interviewed have shown their rejection of writing journals about their teaching experience. This result may be due to the lack of time, feeling anxious or maybe it is not necessary. One of the interviewees claims that he/she uses journal writing for the sake of taking notes. As an indication, most of the teachers are not interested in writing about their teaching experience.

- **Question four: do you think that students like writing journals?**

Teacher one: “it’s depends on students’ preferences.”

Teacher two: “well, I think that students do not feel at ease of all kinds of writing as when doing home work.”

Teacher three: “some of them show a key of interest in writing their diaries.”

Teacher four: “I do not know.”

As the answers of question four indicate, the interviewees have different answers about students’ use of journal writing. Two of the teachers declared that they did not know because maybe it depends on students’ preferences. One of the interviewees said that their students do not use journal writing because they do not feel comfortable. However, the other teacher indicated that some of students are motivated and interested especially when writing diaries. This indicates that most of the teachers did not know their students’ preferences.

- **Question five: do you motivate them to write journals?**

Teacher one: “yes, I usually encourage them to write. If it is as a process of writing, I listen to everybody’s journals, and then I ask them to write using their styles.”

Teacher two: “in my teaching, I did not ask them since I have taught once written expression module. I did not see it beneficial to write.”

Teacher three: “yes, I encourage them especially those who are interested, talented and go to their copybooks and writing down.”

Teacher four: “no”

On the whole, two of the teachers respond that they motivate and encourage their students to write because the teachers’ motivation is always needed by students to perform well inside and outside the classroom. As a result, students will improve their writing ability. However, two of them respond that they do not motivate them. In fact, motivation plays a crucial role in learning because motivating students is the teachers’ task in order to make the learners engaged in the writing process and to achieve success in writing. In addition, teachers really want their students to be involved within the journal writing since it affects their writing ability. However, those teachers who do not motivate their students do not use journal writing as a technique.

▪ **Question six: why?**

Teacher one: “to develop writing skill, critical thinking, creativity and to build knowledge.”

Teacher two: “it’s not important to write important to write journals.”

Teacher three: “I believe that it is a way to develop their writing skill mainly in assessing their writing.”

Teacher four: “because of time limitations.”

The teachers who motivate their students for writing journals justify their answers by saying that motivating students to write journals will help them to develop their writing skill, critical thinking, creativity, building knowledge and self-assessment. Those teachers who did

not ask and motivate students to write argue that they do not have time and it is not important to write journals.

▪ **Question Seven: do you think that students find problems in writing journals?**

Teacher one: “lexical items, interference of the mother tongue. In general it is about language itself.”

Teacher two: “students cannot express their ideas and they are not familiar with the language.”

Teacher three: “yes definitely, the interference of the mother tongue.”

Teacher four: “I do not know”

Almost all the teachers with whom we have made this interview confirm that students find difficulties in writing journals especially in vocabulary, the interference of the mother tongue and unfamiliarity with the language. However, one of the interviewees did not answer this question may be because he/she did not get the full meaning of this question, so he/she could not provide us with the requested answer. This indicates that most of the teachers are aware of students’ difficulties since they do not read to increase the amount of vocabulary and do not practice writing.

▪ **Question Eight: do you help them when they ask for help.**

Teacher one: “yes”

Teacher two: “of course I do”

Teacher three: “yes, I give them a kind of guiding even from far in terms of advice.”

Teacher four: “no answer”

The majority of the interviewees claim that they help, guide and advise their students a lot when they find problems. One of the teachers did not answer this question may be because he/ she did not find the requested answer. As an indication, the teachers are considered as guides for their students inside and outside the classroom. Also, from the teachers’ answers,

we can deduce that the teachers' help can successfully lead to the improvement of students' writing skill through the feedback that they can receive from their teachers' experience.

- **Question nine: does journal writing establish a good relationship between teachers and students?**

Teacher one: "yes"

Teacher two: "yes, it does; it creates more occasions to interaction."

Teacher three: "yes, it allows being closer and decrease boundaries."

Teacher four: "yes"

All the interviewees agree that journal writing creates a good relationship between the teacher and the students in terms of building interaction and reducing boundaries. This indicates that this technique is useful for the teachers to be aware of students' feelings and so to create a good atmosphere in which teachers and students should be closer to each other through their guidance, feedback, advice, encouragement, and of course, students will be motivated and ambitious to write.

- **Question ten: What status does writing journals have in your teaching?**

Teacher one: "yes, it is useful and it helps a lot."

Teacher two: "journal writing is important."

Teacher three: "it is really important to consider journal as a way especially in the writing process."

Teacher four: "no answer"

Most of the teachers we have interviewed maintain that journal writing has a great importance in their teaching writing may be because it provides the learners with daily practice in the writing process. However, one teacher did not answer, maybe because he/she has no idea to provide with. This indicates that all the teachers find that writing journal is the best way for their students to achieve proficiency in their writing.

- **Question eleven: What is your opinion about the benefits of journal writing in developing the writing skill?**

Teacher one: well, at the level of the language itself, it helps to acquire grammatical and vocabulary items and at the personal level, it is about the life, the knowledge and every day task.

Teacher two: “it is relevant, meaningful and important because you are talking about yourself.”

Teacher three: “it has tremendous advantages it is a very efficient way to develop student writing skill with the rich vocabulary and building creativity.”

Teacher four: “journal writing is a beneficial technique for enhancing learners writing proficiency.”

Almost all the teachers’ responses reveal that journal writing is beneficial in developing the writing skill since it is a way of being creative and autonomous in writing task. In addition, it is very helpful in enriching vocabulary and developing accuracy. As an indication, all the teachers find that writing journal is relevant and essential in practicing the writing skill because it is considered as a mirror in the sense that it is a tool for self-discovery and self-expression.

3.3.3. Results and Discussion of the Teachers’ Interview

The obtained results from the teachers’ interview reveal that teachers of written expression at Mila University Centre consider journal writing as an appropriate way for developing students’ writing skill since it gives more attention to the students’ practice of their writing skill inside or outside the classroom. For example, most of the teachers’ answers concerning the use of journal writing as a technique, the application of this technique, the teachers’ perceptions about the status of journal writing, the journal writing’s advantages and the teacher-learner relationship from the use of journal show that the teachers of written

expression agree about the importance of journal writing as a strategy to improve students' writing proficiency. However, the above results have also shown that most of the teachers of written expression do not agree on the application of this technique due to an important factor which is time limitations.

3. 4. Description and Analysis of Students' Interview

In order to investigate whether third year EFL students at Mila University Centre view journal writing as a useful technique to enhance their writing proficiency, we carried out this structured interview to explore their perceptions about the relevance of journal writing in enhancing students' writing skill.

3.4.1. Design and Description of Students' Interview

The students' interview consists of nine (09) questions where the students are requested to provide explanations and clarifications. This interview was conducted with third year EFL students at Mila University Centre. The interviewees were asked in the beginning about their practice of writing outside the classroom to see their interests in writing. The students were also asked about the reason behind their answers. In addition, they were asked whether or not they like writing journals and for what reason(s). Furthermore, the interviewees were asked about the time they spend in writing journals. Moreover, in this interview, the students were asked about the problems they encounter in their writing and whether or not they ask for teachers' help. Finally, the students were asked about their perceptions about the impact of journal writing on enhancing students' writing skill.

3.4.2. Analysis of Students' Interview

- **Question one: Do you write outside the classroom?**

Student one: "yes, I write regularly."

Student two: "yes, for sure."

Students three: "yes"

Student four: “sometimes”

Student five: “yes, sometimes”

Student six: “yes, sometimes”

From the students’ responses, it is deduced that all students’ agree that they practice writing outside the classroom. This indicates that they know the importance of writing outside the classroom in order to engage in the writing process.

▪ **Question two: Why?**

Student one: “I enjoy writing; I think that writing gives you more knowledge.”

Student two: “there two main major reasons: through writing I m discovering my capacities and improving myself in writing in order to enhance my writing skills.”

Student three: “if I have an idea, I like to write about it and to express myself.”

Student four: “during my free time”

Student five: “I want to enhance my writing style.”

Student six: “because I want to improve my writing skills.”

From the students’ responses to question two, all the students give their explanations of their reasons about their writing outside the classroom. Most of them justified their answers with the development of their writing skill in terms of their free time, enjoying writing, discovering the capacities, expressing the self and enhancing the writing style. This indicates that every student has his/her own purpose behind his/her writing.

▪ **Question three: Do you like writing journals?**

Student one: “yes, I enjoy it.”

Student two: “yes, I like it.”

Student three: “yes, i write and i like it.”

Student four: “no”

Student five: “I like writing diaries.”

Student six: “no”

As it is shown in question three, it is noticed that most of the students (04) agree that they prefer writing journals. However, two students did not like writing journals. This indicates that most students are active learners outside the classroom.

▪ **Question four: For what reason?**

Student one: “diaries are important to put ideas and plans for future.”

Student two: “discovery and exploring myself.”

Student three: “because whenever I start writing ideas come especially when I have a good mood. Also, English needs more writing the more you write, the more you improve your style”

Students four: “because I am not interested in writing.”

Student five: “to develop my writing style.”

Student six: “sometimes I find it not interested.”

The students who like writing journals justified their answers saying that they write because of their interest, comfort, self expression and improving the style. This indicates that they are aware of the importance of writing journal in ameliorating their levels. On the contrary, those students who do not like writing journals find it not interesting.

▪ **Question five: Do you take more time when writing journals?**

Student one: “yes, especially in collecting ideas.”

Student two: “yes, I have to check the structure.”

Student three: “not actually a long time.”

Student four: “no answer.”

Student five: “of course.”

Student six: “no answer.”

From the above answers, it is denoted that most of the students (3) take much time when they write their journals. This indicates that they are interested in every single word in order to create an acceptable piece of writing and to be accurate in their writing. One of the students told us that he/she did not spend a long time in producing his/her journal; this may be because he/she writes ideas without paying attention to the form and his/her main concern is to create fluency in writing. Two of the interviewees could not answer this question because maybe they were not interested in writing outside the classroom, thus they could not provide us with the appropriate ideas.

▪ **Question six: How much time that you take?**

Student one: “three days, it’s depends on the quality of the content, the length of the topic and the mood.”

Student two: “it’s depends on the length of the topic two or three days working without stopping, and also in revising it takes more time.”

Student three: “one hour per day, it depends on the topic itself.”

Student four: “no answer”

Student five: “it’s depends on the mood. If I am in a good mood, I take half an hour to one hour. Otherwise, I write just two lines.”

Student six: “no answer”

Question seven: Do you face any problems in writing journals?

Student one: “yes, content and transforming ideas, lack of creativity and the interference of the mother tongue.”

Student two: “the main obstacles are lack of vocabulary, spelling mistakes, interference of the mother tongue, expression and organization of ideas.”

Student three: “most of the problems are grammar and loss of ideas.”

Students four: “grammatical mistakes and the interference of the mother.”

Student five: “the main problems lack of interest, ideas, vocabulary and time.”

Student six: “lack of ideas and concentration.”

The interviewees declare that the major difficulties they face are mainly related to the lack of vocabulary, spelling mistakes, the interference of the mother tongue, loss of ideas since they have little or no practice of the writing skill. In addition, students do not read a lot in order to increase their vocabulary which helps them to reduce their fears and anxiety. So, they could write freely and with no restriction to show their work to their teachers. This indicates that those learners whose levels in writing is low may be because they are supposed to listen and to speak more than to read and to write since the main purpose of the education is to establish good interaction and to achieve fluency in speaking.

▪ **Question eight: When you face some difficulties, do you ask for teachers’ help?**

Student one: “generally no, because I like to depend on myself and I think that knowledge is available on the net, but inside the classroom, i prefer to ask.”

Student two: “never, because i hate asking because i prefer to ask my peers.”

Student three: “I prefer to I depend on myself.”

Students four: “no answer.”

Student five: “outside the classroom, no.”

Student six: “no answer.”

In question eight, the majority of the interviewees did not ask for teachers’ help outside the classroom when they were producing their journals. This indicates that they want to be autonomous and want to depend on themselves since they write freely and there is no need to ask for their teachers’ comments or maybe they feel shy to ask about something which is not related to their lessons. In addition, they think that their teachers do not have time to answer their questions. So, they feel that their questions are not welcomed. Two of the

students did not respond to this question maybe because they were not interested in writing journals.

- **Question nine: What is your perception about the impact of journal writing on enhancing students' writing skill?**

Student one: “it helps a lot because we learn from our mistakes, discovering problems concerning grammar and spelling mistakes. Also, we enrich our vocabulary and being able to write in a short time.”

Student two: “journal writing is more beneficial for student for students in improving the writing skill, discovering yourself and getting the habit of writing in the foreign language.”

Student three: “it plays a key and vital role because the more you write, the more the writing skill will be improved.”

Students four: “when we write daily, it helps to avoid grammatical mistakes and to build vocabulary. So, journal writing has a positive impact on the writing skill.”

Student five: “I will help to enhance our writing style, if I compare my first year to my third year; my writing is really very developed.”

Student six: “it helps a lot in developing not only the writing skill but other skills. For instance, reading solves the problem of lack of ideas.”

From all the responses, it is noticed that all the students agree on the positive impact of using journal writing as a tool to get full practice in the writing task. It can mainly help them to avoid various problems of grammar, vocabulary and to promote their styles of writing. This indicates that all the students are aware of the use of journal writing as a way to practice and to assess their writing.

3.4.3. Results and Discussion of the Students' Interview

The obtained results from the students' interview indicate that third- year EFL students at Mila University Centre consider journal writing a useful tool for developing their writing skill since it gives more opportunity for them to practice the writing task inside or outside the classroom. For instance, most of the students' answers concerning the use of journal writing as an essential mean are about to get better results in writing tasks, to avoid committing mistakes, to enjoy the act of writing and to overcome the various problems. Students' use of this technique shows that they agree on the great role of journal writing in improving their writing abilities. Moreover, the results also demonstrate that all the students acknowledge that the daily practice of writing is needed to achieve both accuracy and fluency in their writing.

3. 5. Pedagogical Implications

3. 5.1. Value of Using Journal Writing

According to the obtained results, more than half of the students do not use journal writing to improve their writing skill. In fact, there are some factors that hinder the use of this strategy. In addition, the teachers do not ask their students to write journals and do not use it in class. For that, the majority of the students are not interested in the use of journal writing although all of them have good attitudes concerning this strategy. Thus, it is useful here to give some points that can aid to value the use of journal writing:

- Clarifying to the students the benefits of this technique as a learning strategy.
- Making them aware of the importance of the writing skill and motivating them to write.
- Trying to provide them with solutions to their difficulties.
- Highlighting the cooperation with their peers.

3. 5.2. Some Strategies of the Use of Journal Writing:

Journal writing is a strategy that teachers can use for the sake of developing students' writing proficiency. It should be taken into account that this technique is not easy to use and it needs careful consideration. It is necessary to provide the teachers with some procedures to be followed as it is suggested by Baxter (2009) in order to help them to use it effectively in the classroom and increasing students' willingness to adopt journal writing.

- The teacher should give five minutes for students as a warming up by responding to a question that has a relation with the subject of the lesson, or commenting on a quote or recording what they have done before entering the class.
- By the end of the lesson, the teacher should ask his students to write a conclusion about what they have mastered from that day's lesson or about the missing points that they still have.
- In the middle of the lesson, the teacher should try to get his students in by giving them a writing task through which they answer a question that is related to the next point. Through this step, the teacher motivates his students to be more active.
- The teacher should ask his students to use a note book in which they can use it whenever they go, at any time and beyond the class.
- Teachers should ask students to leave a space to provide them with their comments.
- Teachers should motivate their students to write for various topics which have relation with the lesson.
- Teachers should ask students to write in the class; on one hand, it is useful for teachers to know the required time to complete the activity, in the other hand, it aids students to know that their teachers are strict.
- Teachers should find effective ways in order to use journal writing in the class.

Conclusion

Analyzing the teachers' questionnaire has revealed many facts on teachers' ways of teaching writing. The results show that the writing skill is a complex task that requires more practice. Also, generating initial ideas is the most difficult step that the students confront with, and teachers are responsible for providing the appropriate feedback and motivation respectively. Moreover, almost half of the teachers neglected the implementation of journal writing in their classes though they have positive attitudes toward this technique. In addition, almost all the teachers agree that journal writing provides students with various advantages that aim to develop their writing skill. In addition, the results obtained from the analysis of the students' questionnaire support the hypothesis at the beginning of the present research in which the students confirm that writing is a complex skill because they indicated clearly that they have difficulties with different aspects of writing such as: grammar, vocabulary and the organization of ideas as well as the mechanics of writing, spelling and punctuation. The results of this study also promote the importance of the teachers' motivation to encourage students' writing performance. Furthermore, most of the students do not use journal writing as a technique though they have positive reactions about the use of journal writing to enhance their writing proficiency. Moreover, the results obtained from both the teachers and students' interviews have indicated that incorporating journal writing is useful to achieve proficiency in writing. So, allowing the students to get used to such techniques will help them to get experienced and will ultimately use it as a necessary means for managing their writing to achieve both accuracy and fluency.

General Conclusion

Writing is a complex skill and entails a plethora of difficulties. Students find it more difficult to master, and would ultimately fail to create an acceptable piece of writing. Although, they have studied writing for a long time; there is no remarkable progression to produce correct patterns. The main problem is due to the fact that they lack the appropriate techniques that enable them to deal with the writing task and to deliver messages effectively.

The present study is based on the investigation of the writing skill and the effectiveness of journal writing as a strategy in EFL classroom. At the beginning of the research, we have tried to tackle the importance of the writing skill with relation to the other skills. As far as the writing skill is concerned, we have clearly stressed journal writing as a technique which plays an important role in the development of writing.

It is by means of the interview and questionnaire devised to both EFL teachers and students that we could get some findings. The results gathered in this study support the hypothesis puts at the beginning and reveal that most of the students have low level in writing and that the latter is a complex skill. Therefore, they have to be provided with the necessary strategies to enhance their writing skill. The results have also confirmed that the use of journal writing as a tool is important and effective though there is no or little employment on the part of students. Also, they have various obstacles which prevent them from using journal writing like: laziness, time limitations, lack of will, restriction, lack of confidence and fear of failure.

We draw the conclusion that the students have positive attitudes towards the use of journal writing to improve their level not only in writing, but also in learning in general. On the basis of the previous findings, we can state that teaching/ learning writing need multiple procedures and tasks to raise students' development in writing in the classroom and it is the teachers' role. This study provides EFL teachers and students with full comprehension of possible strategies which might lead to improve the writing skill.

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Appendices

Appendix 1: Teachers' Questionnaire

Dear teachers,

You are kindly requested to fill in this questionnaire to express your attitudes towards the writing skill, journal writing and your perceptions about the impact of journal writing on developing the writing skill. We would be so grateful if you could answer the following questions about a research work entitled "Teachers and Students' Perceptions about the Relevance of Journal Writing in Enhancing Students' Writing Skill".

Please, make (√) in front of your answer, more than one answer is sometimes possible.

Thank you, in advance, for your cooperation.

Section One: Teaching Writing

Q.1. How long have you been teaching "Written Expression"?

- a. 1 - 5 years c. 11 - 20 years e. Never
b. 5 - 10 years d. More than 20 years

Q.2. Why do your students write?

- a. To express themselves d. To describe g. To solve problems
b. To take notes e. To explain h. For pleasure
c. To communicate f. To convince

Q.3. What is your approach to teaching writing?

.....

Q.4. Please, specify the stages that your students follow when they write:

- a. Prewriting c. Revising
b. Drafting d. Editing

Q.5. Good writing means:

- a. Correct grammatical rules
b. Good ideas
c. Selection of appropriate vocabulary
d. Spelling
e. Punctuation

Q.6. Do you motivate your students to write outside the classroom?

- a. Yes b. No

Q.7. How do you motivate your students to write?

- a. Through your insistence on the importance of writing

- b. By giving them tasks like writing essays or summarizing stories
- c. By giving them feedback
- d. Through your insistence on the importance of reading
- e. by building their self confidence

Q.8. Do you integrate technology when teaching writing?

- a. Yes
- b. No

Q.9. Do you agree that the integration of technology in teaching writing is beneficial?

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

Q.10. What are the technological tools that you use in teaching writing?

- a. Internet
- b. E-mail
- c. Word Processor
- d. World Wide Web
- e. Others

Q.11. Is writing a difficult task for students?

- a. Yes
- b. No

Q.12. If it is difficult, what are the difficulties that your students encounter?

- a. Grammar
- b. Organization of ideas
- c. Vocabulary
- d. Spelling
- e. Punctuation
- f. Coherence
- g. Cohesion

Q.13. What is the most difficult step in the writing process?

- a. Prewriting
- b. Writing first drafts
- c. Revising
- d. editing

Section Two: Journal Writing

Q.14. Do you use journal writing in teaching writing?

- a. Yes
- b. No

Q.15. Do your students use journal writing to develop their writing skill?

- a. Yes
- b. No

Q.16. If students are reluctant to write journals is it because of:

- a. Lack of confidence d. Laziness
 b. Lack of time e. Lack of ambition
 c. Lack of will f. Fear of failure

Q.17. Do you think that journal writing has a great impact on enhancing the writing skill?

- a. Yes b. No

Q.18. Please indicate the extent to which you agree or disagree with the following statements about the benefits of journal writing:

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. Journal writing is beneficial and relevant in developing the writing skill					
b. Journal writing builds self-confidence					
c. Journal writing develops critical thinking					
d. Journal writing creates self-expression					
e. Journal writing reduces anxiety					
f. Journal writing motivates students' to write					
g. Journal writing develops fluency and accuracy					
h. Journal writing establishes a good relation between teachers and students					

Thank you for your collaboration

Appendix 2: Students' Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire to express your attitudes towards the writing skill, journal writing and your perceptions about the impact of journal writing in developing the writing skill. We would be grateful if you could answer the following questions about the present research: "Teachers and Students' perceptions about the Relevance of Journal Writing in Enhancing Students' Writing Skill".

Please, make (√) in front of your answer, more than one answer is sometimes possible.

Thank you, in advance, for your cooperation.

Section One: Writing Skill

Q.1. What do you think about writing?

- a. Easy c. Interesting
b. Difficult d. Boring

Q.2. If it is difficult, is it because of:

- a. Spelling e. Punctuation
b. Grammar f. Coherence
c. Vocabulary g. Cohesion
d. Organization of ideas

Q.3. What are the stages that you follow in writing?

- a. Prewriting d. Editing
b. Writing first draft e. Publishing
c. Revising

Q.4. What is the easiest stage in writing?

- a. Prewriting c. Revising
b. Writing first draft d. Editing

Q.5. When you revise your piece of writing, which aspect you focus on?

- a. Organization of ideas c. Grammar e. Spelling
 b. Vocabulary d. Punctuation

Q.6. What are the main problems in composing a piece of writing?

- a. Loss of ideas c. Lack of practice e. Lack of motivation
 b. Anxiety d. Restriction f. Time pressure

Q.7. Do you think that reading enhances writing?

- a. Yes b. No

Q.8. If yes, reading develops your writing in:

- a. Vocabulary d. Punctuation
 b. Grammar e. Expressions
 c. Spelling f. Style

Q.9. For which reason (s) you write?

- a. To express yourself f. To explain
 b. To communicate g. To save thoughts
 c. To take notes h. To convince
 d. To solve problems i. For pleasure
 e. To describe

Q.10. Does your teacher motivate you to write outside the classroom?

- a. Yes b. No

Q.11. How does your teacher motivate you to write?

- a. By giving you activities and talking about the importance of writing
 b. By highlighting the benefits of writing
 c. Through using English-English dictionaries

Q.12. Do you integrate technology when learning writing?

- a. Yes b. No

Q.13. Do you agree the integration of technology in learning writing is useful:

- a. Strongly agree c. When necessary e. Strongly disagree
b. Agree d. Disagree

Q.14. What are the technological tools that you use in learning writing?

- a. Internet c. Word Processor
b. E-mail d. World Wide Web
e. Others

.....
.....

Section Two: Journal Writing

Q.15. How often do you write outside the classroom?

- a. Always c. Occasionally e. Never
b. Frequently d. Rarely

Q.16. Do you use journal writing to improve your writing skill?

- a. Yes b. No

Q.17. If no, is it because of:

- a. Lack of confidence c. Lack of will e. Laziness
b. Lack of time d. Lack of ambition f. Fear of failure

Q.18. Please indicate the extent to which you agree or disagree with the following statements about the benefits of journal writing:

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. Journal writing is beneficial and relevant in developing the writing skill					
b. Journal writing builds self-confidence					
c. Journal writing develops critical thinking					
d. Journal writing creates self-expression					
e. Journal writing reduces anxiety					
f. Journal writing motivates students' to write					
g. Journal writing develops fluency and accuracy					
h. Journal writing establishes a good relation between teachers and students					

Thank you for your collaboration

Appendix3: Teachers' Interview

This interview aims at collecting information about the effectiveness of journal writing in improving students' writing skill. We would be grateful if you could answer these questions and provide us with appropriate information concerning the use of journal writing to help us in our research. Thank you in dance for your collaboration.

The questions:

1. Do you prefer writing journals as a technique?

.....

2. What is the reason behind your answer?

.....

3. Do you write journals about your teaching experience?

.....

4. Do you think that students like writing journals?

.....

5. Do you motivate them to write journals?

.....

6. Why?

.....

7. Do you think that students find problems in writing journals?

.....

8. Do you help them when they ask for help?

.....

9. Does journal writing establish a good relationship between teachers and students?

.....

10. What status does writing journals have in your teaching?

.....

11. What is your opinion about the benefits of journal writing in developing the writing skill?

.....

Appendix 4: Students' Interview

This interview aims at collecting information about the effectiveness of journal writing in improving students' writing skill. We would be grateful if you could answer these questions and provide us with appropriate information concerning the use of journal writing to help us in our research. Thank you in advance for your collaboration.

The questions

1. Do you write outside the classroom?

.....

2. Why?

.....

3. Do you like writing journals?

.....

4. For what reason?

.....

5. Do you take more time when writing journals?

.....

6. How much time that you take?

.....

7. Do you face any problems in writing journals?

.....

8. When you face some difficulties, do you ask for teachers' help?

.....

9. What is your perception about the impact of journal writing on enhancing students' writing skill?.....

المخلص

الكتابة هي المهارة الأساسية التي تلعب دورا حاسما وموقفا فعالا في تعليم و تعلم اللغة؛ وهي واحدة من المهارات التي يجب أن يتقنها الطلاب. ومع ذلك، تعتبر الكتابة أيضا مهارة معقدة تتطلب الممارسة والجهود من جانب الطلاب خاصة الكتابة بلغة أجنبية. وبالإضافة إلى ذلك، فإنه من الصعب السيطرة على جميع جوانب الكتابة التي تؤدي إلى إنتاج فقرات أو مقالات مقبولة. على الرغم من أن الطلاب لديهم خبرة في الكتابة لفترة طويلة، قد لا يكون هناك تحسن ملحوظ في كفاءة الكتابة. لهذا ينبغي على الأساتذة إيجاد استراتيجيات التي تساعد الطلاب في الكتابة من خلال توجيههم وتشجيعهم و تحفيزهم و من خلال التغذية المرجعية "فيدباك". ومن خلال القيام بذلك، من المفترض أن تكون كتابة المذكرات اليومية تقنية جيدة لتعزيز مهارة الكتابة لدى الطلبة. في هذا البحث، نهدف إلى استكشاف تأثير كتابة المذكرات اليومية على تطوير مهارة كتابة الطلاب كما ورد في الفصل النظري، ونرى كيف يمكن لتصورات كل من الأساتذة والطلاب فيما يتعلق بإدراج هذه التقنية في التدريس وتعلم الكتابة. لقد افترضنا إذا كان معرفة الأساتذة بأهمية كتابة المذكرات اليومية في تعزيز مهارة (مهارات) الكتابة سيؤدي بهم إلى دمجها في تدريسها. اعتمدنا في هذا البحث على طريقتين: المقابلة والاستبيان. يتم تسليم استبيانين لكل من الطلاب والأساتذة، كما فعلنا مع المقابلة لكل من الأساتذة والطلاب. النتائج التي تم الحصول عليها من المقابلة والاستبيان تبين أن أغلبية الطلبة يجدون أن الكتابة مهمة صعبة كما أنها مثيرة للاهتمام لوجود مشاكل مختلفة عند أداء مهمتهم الكتابية. أيضا، يحاول جميع الأساتذة تحفيز الطلاب على الكتابة خارج الفصول الدراسية ولكن ليس من الضروري كتابة المذكرات اليومية. لدى كل من الأساتذة و الطلبة مواقف ايجابية نحو استخدام هذه الإستراتيجية كأداة لتحسين الكفاءة في الكتابة. ومع ذلك، فإن معظم الأساتذة لا يعتمدون هذه التقنية بسبب ضيق الوقت.

الكلمات المفتاحية: الكتابة، كتابة المذكرات اليومية، لغة أجنبية، الكفاءة في الكتابة