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Investigating the Impact of EFL Learners' Autonomy on their Academic Writing Performance:

The Case of Third Year LMD Students, in the Department of English,
At Bejaia University

A dissertation submitted in partial fulfillment of the requirements for a degree of
Master in Linguistics

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Abstract

The relationship between autonomy and language development are very important in the result. However, very few studies were conducted to investigate the relationship between autonomy and academic writing. The aim of the present study is to evaluate students writing and examine the relationship between academic writing and autonomy. We adopted a descriptive design with both quantitative and qualitative approach (mixed method) to obtain the necessary and relevant data and to answer the research questions. We have chosen an academic writing test and in-depth interviews as tools to collect research data. Our study is conducted in Algeria specifically Bejaia University in the department of English. Our population consists of 266 EFL third year students. However, the researcher has chosen a sample of 20 students. The results reveal that most of EFL learners of the department of English at Bejaia University have a very weak level in academic writing. In addition to this, it was found that very few students were completely autonomous in practicing academic writing. Moreover, students' lack of autonomy has influenced negatively their performance in academic essay writing. As a conclusion, it is suggested that new academic writing curriculum should be designed in order to take into consideration the development of students' autonomy in writing in general and academic writing in a particular.

Key words: academic essays, academic writing, autonomy, language development, third year students.

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List of abbreviations

EFL: English as a Foreign Language

LMD: Licence, Master, Doctorat

CRAPEL: Centre de Recherche et d'Application Pédagogique en Langues

TEEP: Test in English for Educational Purposes

L2: Second Language

S: Students

General Introduction

1. Introduction

The development of learner autonomy is crucial in both theory and practice of language instruction. Acquiring a language is regarded as a permanent strive. The majority of students believe that language learning takes a significant amount of time. To enhance their language abilities and competencies, they must practice both inside and outside of the classroom. Learner autonomy involves the attempt to provide language learners with the capacity to be more in charge of their own education. The development of the communicative competence of university students is crucial and unavoidable as it enhances the development of disciplinary competence and the acquisition of disciplinary knowledge. Academic writing is one of the skills that have to be developed in the academic context. However, due to its difficulty and to the lack of teaching opportunities, the development of academic writing often depends on the personal effort of the university students, hence the importance of student's autonomy. Despite of the importance of both autonomy and academic writing, few research works have been conducted in Algeria and other countries on the impact of the students' autonomy on the development of academic writing in EFL context.

2. Statement of the problem

Although autonomy was reported to be very important and that autonomous learners learn better than non-autonomous learners, research on the impact of this issue on academic writing was not enough explored. In addition, there are not many studies that deal with this issue in the EFL context in Algeria in general and in the department of English of Bejaia University in particular.

3. Research Questions

Based on the overall goal and the major problem of this research, a number of questions are posed:

- 1- How efficient are the students in writing academic essays?
- 2- What writing processes do the students go through when writing an essay?
- 3- How autonomous are the students when writing academic essays?

4. Aim of the study

The aim of this study is to investigate the impact of EFL learners' autonomy on their academic writing performance in the department of English, at Bejaia University. This

involves evaluating students' writing performance and examining the relationship between academic writing and learner autonomy.

5. Significance of the study

There have been a number of studies conducted on learner autonomy (Holec, 1980; Little, 1990; Dickinson, 1993, and Benson, 2001), and a lot of works conducted on academic writing (Stephen, 2006; Alice, 1997, and Levin, 2010). Yet, very little studies explore the correlation and the relationship between autonomy and academic writing. Therefore, the results of this research will be a significant contribution to this field of knowledge.

6. Research methodology

As far as the purpose of this study is concerned, a descriptive case study research design was adopted in order to investigate the impact of EFL learners' autonomy on their academic writing performance and to collect needed data to answer the study's research questions. The study was conducted in the department of English, University of Bejaia, Algeria, during the academic year 2021-2022. The total population has involved 266 EFL third year students, divided into 14 groups while the study sample involves one educational group which involves twenty (20) students. Two methods were used to collect data; the quantitative method which bases a writing test, while the qualitative method concerns students' interviews. The main aim of the writing performance test was to determine and measure students' proficiency in writing essays while the aim of the interviews was to examine students' attitudes and perceptions on academic essay writing. Students' essays were corrected using an evaluation rubric.

7. Organization of the study

This study is divided into chapters. The first one, named literature review, is divided into two parts or sections. The first section deals with learner autonomy and the second section deals writing skill in general and academic writing in particular. The second chapter is the practical part of our research. It consists of three sections. The first one deals with research design and methodology. The second section deals with the analysis of the result. The third section deals with discussion of findings. The thesis also includes a general introduction and a general conclusion.

Chapter One

Review of the Literature

Introduction

This chapter deals with the review of literature. It is divided into three sections; the first section focuses on Learner autonomy its definitions, its origins and its development, concepts related to autonomy also it discusses dimensions and characteristics or features of an autonomous learner in addition to the Nunan model of learner autonomy. The second section deals with the writing skill in general and academic writing in particular by focusing on the definitions of writing skill, the importance of teaching writing skill, the aspects or components of writing, steps of writing and approaches to writing. The third section deals with the relationship or combination between autonomy and academic writing.

I- Section One: Learner Autonomy

1. Defining Learner Autonomy

Many researchers have attempted to define the concept of autonomy from a variety of perspectives, the most crucial are: the learning independence perspective, the cognitive perspective, and the social perspective (Holec, 1981; Benson 2001: Little, 1990, 1991, 2004; Dickinson, 1987; Kohonen, 1992; Dam, 1990; Esch, 1996).

To start, the notion of learner autonomy was firstly introduced by Henry Holec (1981, p.3) who defined it as: “the ability to take charge of one’s own learning, having all responsibility for all decisions concerning all aspects of this learning “(p.3). Therefore, Holec (1981) views the concept of autonomy from a learning independence perspective that assumes that the autonomous students are the only responsible of their own education along the whole learning process: determining the learning goal, selecting the contents, choosing adequate methods and techniques, and assessing their own learning (cited in Benson 2001). Some scholars, viewing autonomy from a cognitive perspective, disagree with the views of Holec (1981), because he ignores the nature of cognitive process and mental capacity. Little (1991) emphasizes on cognitive and mental processes and affirms that autonomy is “a capacity for detachment, critical reflection, decision making and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning”. (Little, 1991, p. 4). Accordingly, Little (1991) adds an important aspect that was neglected in the prior interpretation of learner autonomy, which is that of “cognitive ability”. Benson (2001) agrees with Little’s (1991) viewpoint and believes

that his view complements Holec's (1981) by including the significant component of mental capacity.

Similarly to the views of Holec (1981) Dickinson (1987) claims that learner autonomy is: *"a situation in which the learner is totally responsible for all decisions concerned with his/her learning and the implementation of those decisions"* (p. 18). Moreover, he adds *"...complete responsibility for one's learning, carried out without the involvement of a teacher or pedagogic materials"* (Dickinson, 1987, p. 11). In this view Dickinson states that the intervention of the teacher is not allowed or permitted, i.e. that the role of the teacher is rejected and banned. Moreover, for him the learner is the only responsible for his or her education without involvement of knowledgeable person and without any educational aids that are textbooks, course books...etc. On the other hand, Kohonen (1992) and Benson (2001), working within the social perspective of autonomy, disagree with Dickinson's (1987) extremely independentist perspective that totally ignores social relationship of the learner with his/her learning environment. According to them, students' connection with his/her learning environment is an important aspect in the growth of self-directed language acquisition. Dam (1990) also highlights the importance of the social and psychological perspectives and argues that autonomy requires *"a capacity and willingness to act independently and in cooperation with others, as a socially responsible person"* (Dam et al, 1990, p. 102). Similarly, Little (2004) emphasises that *"Autonomy is not synonymous with autism: it is not a matter of learners working on their own; like all other culturally determined human capacities, it develops in interaction with others"* (Little, 2004,p.17). Consequently, independent learning necessitates a cooperative and joint learning that aids pupils in enhancing their skills.

There have been a lot of discussions regarding what autonomy is, as a result a variety of misunderstandings concerning the term. Hence, Little (1990) and Esch (1996) shift from what autonomy is to what is not; Little (1990) stating that:

- A synonym to self-instruction; in other words, autonomy is not limited to learning without a teacher.
- In the classroom context, autonomy does not entail an abdication of responsibility on the part of the teacher; it is not a matter of letting the learners get on with things as best they can.
- On the other hand, autonomy is not something that teachers do to learners; that it is not another teaching method.

- Autonomy is not a single, easily described behavior.
- Autonomy is not a steady state achieved by learners.

Little (1990, p.7)

Consequently, being independent does not imply being alone and doing some elements that come to mind, but rather it is something that is obtained over time. Furthermore, it is a multifaceted or multidimensional skill that needs work and practice on the learner's side, and it is changeable within a period of time. That is, autonomy is not learned all at once, but rather gradually, and it does not matter that we are born with. However, it is a matter that increases as we practice and implement language.

2. The Origins and developments of Learner Autonomy

Primarily the phrase learner autonomy is not a pedagogical word. However it is brought from the domains of philosophy and politics. Moreover is to be found in the Greek root (Voltz, 2008).

The word "Autonomia" means autonomous. In which "auto" signifies "self" and "nomous" signifies "law/rule". Thus autonomous refers to the ability to regulate oneself and act independently, i.e. having the ability to rule and control one's own affairs.

Besides, the idea of autonomy was primarily introduced to language teaching in 1971 by the Council of Europe's Modern Language Project. As stated by Benson: "one of the outcomes of this project was the construction of the Centre de Recherches Et d'Application en Langues (CRAPEL) at the University of Nancy in France, which became a focal point for research and practice in the field" (Benson). The father of CRAPEL is Yves Chalon, after the death of Chalon, Henry Holec appointed as a new leader. The council of Europe's Modern Languages Project initially, it was intended to give adult learners with possibilities for lifelong learning.

3. Dimensions of learner autonomy

Benson was the first researcher and author to discuss dimensions of autonomy. In the realm of language, teaching Benson (1997) proposes three basics, but distinct, dimensions where the notion of learner autonomy can be tested and investigated: *technical, psychological and political dimension*. In addition to the fourth version which is the social dimension added

by Oxford (2003). He added his new version to the model or to the old three versions. The first three versions are related to three main approaches that are positivism, constructivism and critical theory.

3.1. Technical version

It is the process of acquiring a language outside the surroundings of educational institutions and without the assistance of a teacher. This dimension is related to positivism. It focuses on learning management. In addition to this, the technical version is interested in student's development and instructional techniques. Moreover, it emphasizes on the technical abilities and competences needed to handle and to control self-directed learning both inside and outside the class, without the assistance or involvement of instructors. This version is linked with "positivism approach", since this approach favours and helps practice, exercise and train techniques and modes of teaching language acquisition instead of "direct transmission from teacher to learner (Benson, 1997, p.23).

3.2. Psychological version

This version describes autonomy as the ability, which permits students to take more control over their own education. Psychological autonomy is associated with constructivism. This dimension also focuses on the cognitive functions or processes, as it takes into account the pupils' brainpower, actions, and manners, and it argues that pupils' awareness and understanding is formed inside their own milieu, in collaboration with their instructors. As a result, this dimension is steady with the fundamental ideas of "constructivism", which emphasizes personal liability for studying decision and "tend to favour learning and the target language" (Benson, 1997, p.24).

3.3. The political version

The political version or dimension relates to pupils' right to determine the learning environment, in addition to learning materials and methods. Furthermore, it highlights foreign or second language students' critical recognition /consciousness of the social setting. This dimension belongs to the "critical theory", which assumes or supposes that political and social beliefs or principles have significant influence on learning process (Benson, 1997, p.25). Namely, the conditions that enable learners to manage, direct the learning process and contents, as well as the institutional context in which learning occurs. (Benson, p.25).

3.4. The social or sociocultural version

The social and/or the sociocultural version, added and defended by Oxford (2003), is the ability to interact, communicate and collaborate with others. It focuses on learning content (Oxford, 2003).

4. Concepts Related to Autonomy

The word learner autonomy is usually confused with other terms that are employed interchangeably, although several studies have demonstrated that there is a small distinction or variation between autonomy and these different terms.

4.1. Self-instruction

The term self-instruction is characterized as the ability to plan, arrange, direct and assess one's own independent learning without the intervention of a teacher. Therefore, according to Dickinson (1987, p.5) self-instruction is defined as "a learning mode in which a learner, with others or alone, is working without the direct control of a teacher" (p.5), thus, referring to learners' abilities who regulate, manage, and control their learning by themselves. At the same time, a teacher plays the role of a facilitator and regulator of learning and can interfere to support his/her learners in an implicit manner. However Little (1991) cited in Han (2014, p. 3) defines self-instruction as "Learning without a teacher" (p. 3), which implies that the teacher's involvement is not allowed at all.

4.2. Self-access

Self-access is often linked to the ability to use resources and materials for their studies. According to Sheerin (1991, p. 143), self-access is "a way of describing learning materials that are designed and organized in such a way that students can select and work on tasks on their own (although this does not preclude the possibility of some form of support) and obtain feedback on their performance" (p. 143). In addition to Sheerin's definition, view of self-access as a study approach based on selecting materials and resources, Sturbridge (1992, p. 4) defines self-access as "a system which makes materials available to language learners so that they can choose to work as they wish, usually without a teacher or with very limited teacher support" (p. 4). Therefore, this interpretation denotes that self-access refers to the arrangement of educational resources and equipment that are made available and accessible to students without the presence of a teacher.

4.3. Self-Directed Learning

Some scholars consider the concept self-directed learning as studying without the help of a teacher while others still find importance teachers' help. According to Knowles (1975) defines self-directed learning: "*in its broad meaning, self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying resources for learning strategies and evaluating learning outcomes*" (Knowles, 1975, p.18). Accordingly, self-directed learning involves, for students, being in charge of their own responsibility and understanding which may be achieved either with or without assistance, in addition to determining essential learning objectives, locating appropriate data sources, selecting and implementing appropriate learning methods. Smith (1982 as cited in Sue and Duo...) describes self-directed learning as "*individual's ability to control his/her learning plan/schedule and other learning related to factors*", which also refers to any type of education in which students take charge of their own learning.

5. Features of an autonomous Learner

Based on the interpretation of learner autonomy given previously, we may deduce that an autonomous learner is distinct from other students because he is responsible for all of his/her learning decisions. There are numerous characteristics or attributes of autonomous learners. Thus a considerable number of researchers (Candy, 1991; Holec, 1981; Dickinson, 1993; Wenden, 1998) with different perspectives and views have discussed features that distinguish the students. Candy (1991) asserts that there are many skills that are connected with autonomous learners. Thus for Candy (Cited in Benson, 2011, p.117) an autonomous learner is:

- *Methodical/ disciplined*
- *Logical / analytical*
- *Reflective/ self-aware*
- *Curious / open / motivated*
- *Interdependent / interpersonally competent*
- *Persistent / responsible*
- *Venturesome / creative*
- *Confident / have a positive self-concept*
- *Independent / self-sufficient*
- *Skilled in seeking / retrieving information*
- *Knowledgeable about / skilled in learning*

- *Able to develop / use evaluation criteria*

(Cited in Benson, 2011, p.117)

Consequently, we conclude that an autonomous learner is an individual who is well organized, reasonable and systematic in solving and fixing problems, mindful, bashful, curious, flexible, open minded and sociable, achiever; self-confident, self-satisfied, skilled especially when searching for sources of information. Holec (1981) adds that autonomous learners are “*having all responsibility for all decisions concerning all aspects of this learning*”, which entails:

- 1- *Fixing his / her goals*
- 2- *Specifying learning content*
- 3- *Picking methods and procedures for learning*
- 4- *Controlling the procedures of acquisition and assessing what has been taught.*

In addition, AZ Language (2013) identified and established a list of seven major qualities and features of an independent learner. Therefore, according to her, autonomous learners:

- a) *Have insight into their own language learning styles and strategies*
- b) *Take an active approach to learning task at hand*
- c) *Are willing to take risks*
- d) *Are good guessers*
- e) *Are prepared to attend to form as well as to content, that is, place importance on accuracy as well as appropriacy*
- f) *Develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply*
- g) *Have a tolerant and outgoing approach to the target language.*

(AZ Language, cited in Slide Share (2013))

Accordingly, we can say that an autonomous learner is an individual who has the capacity, the potential and the strength to control his/her learning tasks; they have the freedom to manage their learning procedures. Moreover, they utilize methods, techniques and strategies to enhance their learning and action abilities, and have particular styles in acquiring knowledge.

6. Nunan (1997) model of learner autonomy

Many models summarize the constitutive components of the concept of autonomy; the most influential is Nunan’s model. It focuses on five main parameters, related to both of the content and process of writing. The following figure illustrates the model:

Figure 01

Five-level model of learner autonomy (Nunan, 1997, p. 195)

Level	Learner Action	Content	Process
1	Awareness	Learners are made aware of the pedagogical goals and content of the materials they are using	Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles/strategies
2	Involvement	Learners are involved in selecting their own goals from a range of alternatives on offer	Learners make choices among a range of options
3	Intervention	Learners are involved in modifying and adapting the goals and content of the learning programme	Learners modify/adapt tasks
4	Creation	Learners create their own goals and objectives	Learners create their own tasks
5	Transcendence	Learners go beyond the classroom and make links between the content of classroom learning and the world beyond	Learners become teachers and researchers

In fact, Nunan (1997) claimed that learners' autonomy evolves along five main levels of development, which include: *awareness, involvement, intervention, creation, and transcendence*. This model shows how learners are steered through sets, ranges of attitudes, manners and mental (psychological) acts in order to acquire a language. Primarily, students must be informed and conscious of their own learning objectives and develop learning techniques. Besides, they have to set their own objectives and choose assignments, activities to complete. Subsequently, they revise, change, and develop their own new activities (see figure 01).

II- Section Two: Writing Skill

1. Writing as a major language skill

1.1. Definitions of Writing Skill

Writing is one of the four fundamental language abilities that must be learned and mastered by the university students. It is both a means and a method of communication that helps learners to put their ideas, opinions and emotions on paper in order to arrange their knowledge and beliefs into persuasive arguments and to transmit messages and meanings through well-constructed texts. On the other hand, writing is a crucial and an important skill that allows students to communicate with native speakers of other languages. As far as academic communication is concerned, Albeshar (2012, p. 192) considers “writing, as one of the important means for communication, is very important in English language learning particularly in academic scenario in the universities.” He explains, “EFL learners in different parts of the world need to be trained to write well so as to be able to communicate with English speaking people and to cope with their academic requirements” (Albeshar 2012, p. 192).

Many researchers and linguists have provided different definitions to the writing skill, such as Myers (2005) who asserts that that writing is “a process of discovering; organizing; and putting ideas on paper, reshaping, and revising them”(Mayers,2005, p.02). Another description given by Oshima and Ann (2007), who define the writing skill as: “some steps of action that involved thinking of ideas, transferring them into words, and reviewing until satisfied that the writing expresses exactly what the writer wants to say to the reader”.(Oshima and Ann, 2007, p. 15). Accordingly, writing skill involves the process of generating ideas, putting them down on paper, and refining them until the author is pleased the written production, which may then represent exactly what he/she intends to convey to the reader.

In their attempt to define writing, some authors emphasized the difficulty of developing written language skills and competencies in comparison to other language skills and competencies. Hapsari (2011), for example; claimed that writing is “the most complicated of the four skills is writing. It is difficult to generate and organize ideas and to master different aspects of writing such as grammar, vocabulary, choice of words and punctuation”. (Hapsari, 2011, p. 9). Similarly, Richards and Renandya (2002, p.303)) claimed, “There is no doubt that writing is the most difficult skill for second language learners to master”.

Correspondingly, Nunan (1991) also insisted on the complexity of writing as a language skill and a learning assignment, and explained this as follows:

“Is an extremely complex, cognitive activity for all which the writer is required to demonstrate control of number of variables simultaneously At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond, the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text” (Nunan, 1991, p.36).

In fact Nunan insisted on the necessity, for the author, to manage and check both the content and the form or structure of the sentence in order to produce a consistent and well-organized composition.

1.2. The importance of teaching writing

To explain the importance of the writing skill in the practice of English language teaching, Harmer (2001, p. 79) asserted: “*the reasons for teaching writing to students of English as a foreign language includes reinforcement, language development, learning style and most importantly, writing as a skill in its own right*”(p. 79). Therefore, Harmer lists four main reasons for teaching writing, which are as follows:

1.2.1. Reinforcement: for instance, Harmer (2001) claimed “*The majority of students acquire language in purely oral/aural way, and most of us benefit greatly from seeing the language down. Therefore, written language can be traced greatly in the memory than in the oral form, students often find it useful to write sentences using new language shortly after they had studied it*” (p.79).

1.2.2. Language development: implies that the act of writing aids students or acquiring knowledge in general and language in particular. As Harmer (2001) puts it “*The mental activity or energy we have to go through in order to compose appropriate written texts is all part of continuing learning experience*” (p.79).

1.2.3. Learning style: some students acquire language in different ways; some achieve it rapidly by observing and hearing, while other students tend to proceed less rapidly through reading or writing. Harmer (2001) explains that “*For many students, having the time to consider things thoroughly and develop words slowly is quite helpful, for such students writing is adequate / suitable*” (p.79).

1.2.4. Writing as a skill: this reason is considered as a crucial reason to teach writing. It is fundamental language ability, much like other language skills. Learners must understand how to compose/ produce any piece of writing (Khaldoun, 2008, p. 14).

1.3. The Aspects of the writing skill

For achieving a great production, the writer or the author must take into account the various aspects and elements of the writing process including the ones listed below: purpose, content, punctuation, organization, mechanics, word selection, clarity, and coherence

1.3.1. Purpose

The purpose in writing decides about the kind of writing. In addition, it refers to the writer's reasons or intents in writing. In other words, it refers to the goals and objectives for which the writer generally decides to compose: e.g. to explain, to entertain and to persuade or to convince the reader or the audience. (Author's purpose, 2005).

1.3.2. Content

Refers to the degree to which the author's assignment or task is unique, authentic, and obvious. This signifies preventing plagiarism by employing own words, expressions and thoughts, as well as being concise and precise and excluding or omitting unnecessary information and elements (Kertous, 2013, p. 8).

1.3.3. Punctuation

Punctuation in writing is regarded as the most important element because it aids the audience or the reader to comprehend what the writer wants to convey. Brookes and Grandy (1990 cited in Zoulikha, 2008, p. 354) claimed that: "Although punctuation is not the be-all and end-all of good writing, most students agree that it does contribute to the value of their writing" (p. 354).

1.3.4. Organization

The writing organization is associated to writing format or construction. It refers to the ordering and regulation of ideas, thoughts, opinions and detail in a rational order in essay or paragraph to transmit a clear and comprehensible meaning. Furthermore, Starkey (2004) stated, "organization lets you see how your many developing ideas fit within a framework, and clearly maps out any type of essay you are required to write". (p. 2). Therefore, this means that the author must think about coherence and cohesion of the essay. Thus,

organization is very essential in writing because it guides and it provides a clear explanation for the reader. Moreover, Starkey (2004) added that “*organization also benefits the reader by following one of organizational methods; you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your essay work together and how they support your thesis*” (p.2). As a result, the author must introduce his or her thoughts and opinions in a well-organized way to monitor, guide the reader/audience.

1.3.5. Mechanics

The purpose of mechanics is to ensure that writing is accurate and grammatically correct. Therefore, mechanics are referred to as the principals and basics that rule written language and involve spelling, capitalization, handwriting, and punctuation. According to Kane (1988, p. 15) “*in composition, mechanics refers to the appearance of words, to how they are spelled and arranged on paper*”. Besides Starkey (2004, p. 39) pointed that: “*the rules of mechanics are complex; in fact, they sometimes confuse even professional writers*”. Thus, Starkey’s view denotes that employing the mechanics rightly appear to be in some ways complicated and hard.

1.3.6. Word selection

Word selection refers to the process of selecting words that are appropriate for the reader, theme and objective. Besides, the use of well-selected words clarifies the idea or the message. Starkey (2004, p. 21) stated, “One of the best ways to accurately convey your ideas is to choose the right words”.

1.3.7. Clarity

Clarity in writing is the attribute or state of being obvious and plain to comprehend. In fact, Starkey (2004) claimed that: “*learning how to be a clear and accurate writer will help make your writing readable, and will guarantee that those who read it understands exactly what you mean to say*”. (p.11).

1.3.8. Coherence

Coherence refers to how clear and logical ideas and thoughts are connected to each other. Murry and Hughes (2008, p.45) stated that: “*a good writer is the one who stick his ideas together as links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structure breaks down*”.

Likewise, Matsuda, (2003) stated that the following elements or aspects should be regarded when writing. (Matsuda, 2003).

- ✓ Mechanics: handwriting, spelling and punctuation
- ✓ Organization: topic, introduction, body paragraphs, coherence, cohesion, textual conclusion
- ✓ Syntax: sentence structures, sentence boundaries, style of sentence construction, sentential arrangements, etc.
- ✓ Grammar: word class appropriation, rules of subject-verb agreement, use of correct tense, gender, case, appropriate use of article, preposition and conjunctions
- ✓ Content: choice of vocabulary, relevance, originality, clarity, logicity, sufficiency
- ✓ Writing process: brainstorming, noting down iterative points, drafting, editing, revising and preparing the final copy for publication.

All in all, we can say that all these components, elements are significant. They all have a role in realizing a good piece of writing.

1.4. The writing process

Good or expert writers are the person who goes through many steps in his or her writing process to generate an effective writing. There are some writing processes that are: pre-writing or planning, drafting, revising or reviewing and editing stage.

1.4.1. Pre-writing / planning

Pre-writing step refers to the stage that precedes true composition. It is regarded as a basic stage in writing because it makes the writer/ learner ready to write and produce ideas and thoughts. In this stage, the author identifies the purpose and audience, selects a topic, explores and generates ideas, and organizes them according to appropriate text-genre or template. In other words, the writer is expected to create a plan or an outline about what he/she is going to write down in order to reach the purpose of his or her composition. Besides, pre-writing includes some techniques and activities that aid writers to collect and organize information, which are as follows: outlining, researching, brainstorming, listening, clustering and free writing...etc. Harp and Brewer (1996) as cited in (Karima, 2016, p. 7) asserted, “This stage is based on a number of steps such as determining the topic and audience as well as activating student’s previous knowledge through brainstorming and other activities”. In addition, Al Abed (1992) claimed that: “the pre-writing stage encourages effective writing because it promotes originality, creativity and personal awareness” (cited in Alodwan & Ibnian, 2014, p. 147).

1.4.2. Drafting

Drafting is regarded as the second stage in the writing process during which the author/ student puts down his/her words, ideas and thoughts, i.e. the first draft, on paper, by focusing on content and neglecting mechanics, simply students write down what they have in mind, what they know and think about the subject. Gaber (2003 cited in Alodwan & Ibnian, 2014) explained “when writing their first draft, students should not expect perfection or even work towards it: the first draft should be considered as a further means of discovering ideas and what one wants to do” (p. 147).

1.4.3. Revising / Reviewing

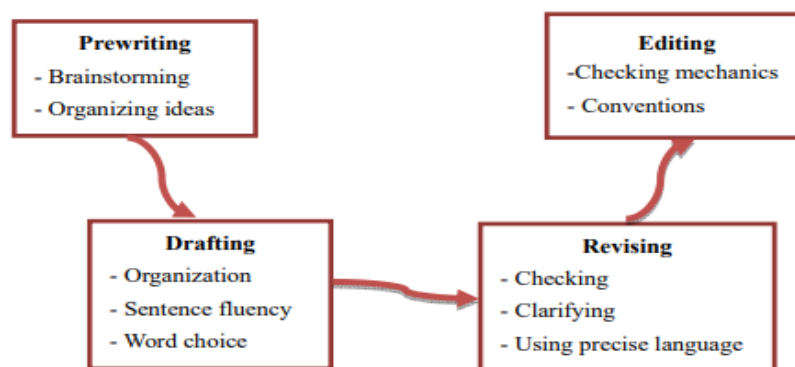
In this stage, the student/ author reviews and improves his /her production. Besides, he/ she can add something like examples to illustrate ideas or remove words sentences or paragraphs. He/ she also can change a placement of a word or sentence. Revising is very essential step because it helps us in developing and enhancing the format and the content of writing. As cited in Alodwan and Ibnian (2014), “revising is considered as the heart of the writing process, the means by ideas emerge and evolve and meanings are clarified” (p. 147).

1.4.4. Editing

Editing is the fourth stage in the writing process during which the writer checks whether all the sentences and ideas are complete, and rectifies spelling, punctuation and capitalization. In other words, this step deals with editing the mechanical mistakes such as grammar, punctuation, spelling, and sentence structure and word choice. For Albeshar (2012), students have to follow and apply the four major stages of process writing in order to succeed in their writing: pre-writing, drafting, revising, editing.

Figure 02

Four steps in essay writing (Albesher, 2012)



1.5. Approaches of writing

There are various approaches to teaching writing that have appeared in the last five decades, the most important of which are: (1) the product approach that focuses on the form or structure, (2) the process approach that focuses on the cognitive processes of writing, and (3) the genre approach that combines both product and process to cope with the sociocultural needs and conventions of the discourse community.

1.5.1. The product approach

Young (1978) described the product approach as “the emphasis on the composed product rather than the composing process; the analysis of discourse into words, sentences and paragraphs; the strong concern with usage (syntax, spelling, punctuation) and with style (economy, clarity, emphasis); and so on” (As cited in Matsuda, 2003, p.70). In addition, Picas (1982) affirmed, “the product approach concentrates on the appropriate use of vocabulary, syntax and cohesive devices”. Moreover, Badger and White (2000) stated that: “product approach sees writing as mainly concerned with knowledge about the structure of language” (p.154). Furthermore, for Richards (1990) “this approach called ‘product’ because the objective of it is to produce correct texts”.

This approach focuses on the last outcome of a written production, i.e. the final product. As stated by Nunan (1999), “the product approach emphasise on the final product which is expected to be a coherent, error-free text where the students have to copy and transform the models provided by the textbooks or teachers”. Students are required to duplicate a model text or composition that will be supplied to them. In such situations, the

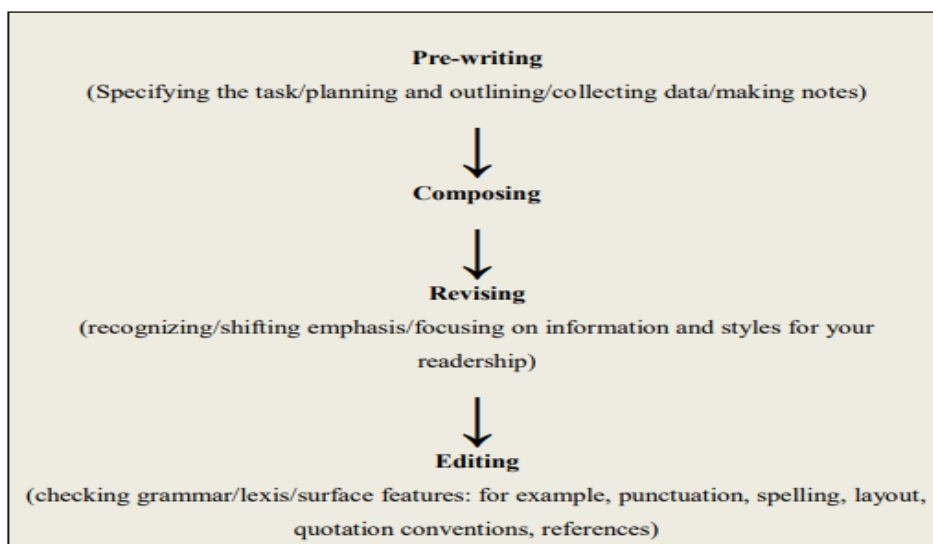
teacher provides the learners with samples texts which the learners with imitate to generate similar productions. In this approach, learners concentrate on the form and structure of the text involving the grammatical structure, sentences, vocabulary, organization of ideas, content etc.

1.5.2. The process approach

The process approach views writing as set of cognitive steps that are classified into a number of stages: pre-writing, writing (drafting) and post-writing (revising and editing) rather than as a matter of form and structure (grammar, punctuation, spelling, mechanics, structure, etc.). For Tribble (1996), the process approach involves the four stages of writing: prewriting, composing/drafting, revising, and editing. Badger and White (2000) affirmed that: “writing in process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure”. (p. 154). Therefore, the process approach to writing focuses on the language skills involved in the figure below (see figure 3).

Figure 03

Stages of the process approach to writing (Albesher, 2012, p. 17).



III- Section three: Academic writing and learner autonomy

Attempt in this section is to discuss three main issues directly linked to the object of the present study: the relation between the two main variables that are learner autonomy and academic writing. Accordingly, the section starts with a definition of academic writing, a brief overview of the genre approach to academic writing, a review of the genre of academic essays and its different types, and at last a theoretical discussion on the relationship between learner autonomy and academic writing

III. 1. Definition of academic writing

Academic writing refers to a formal and conventionalised way of writing practised in higher education institutions like universities, institutes and colleges (Green, 2012; Clark, 2003). It is particularly distinguished from other kinds of writing for its high level of formality and use of an academic and standard language style (Clark, 2003). Academic writing is employed by students, academic authors, researchers and professors in order to transmit discuss and disseminate scholarly ideas and research findings using objective methods and procedures accepted by large bodies of academic communities (Green, 2012 & Clark, 2003). Closely, Sari et al (2019). In their regard academic writing “*as any writing done to fulfil a requirement of a college or university. It is also used for publications that are read by teachers and researchers or presented at conferences (p.2)*”. Sari et al, (2019) precise that “*academic writing is clear, concise, focused and structured*” (Sari et al, 2019, p.2). This implies that, when they write, academic authors must use a clear language and direct, to help their audiences comprehend their ideas without communicative difficulty.

Moreover, academic writing needs a conventional structure or format that. It is expected to be well organized and to follow the academic conventions and style. To start with, every text respects the traditional introduction, body, conclusion structure. The introduction includes the text’s background knowledge and information, and has a thesis statement. The body is regarded as a crucial part in writing because it includes several paragraphs and it supplies more and detailed data about a topic, in addition, it supports the thesis statement and every paragraph includes a main point or topic sentence in order to support the thesis. The conclusion provides a brief summary of thesis statement and it summarizes main points.

The goal of academic writing is to improve and to promote the reader’s comprehension of the target topic. Accordingly, its tone and style are expected to be very formal. However, it is not meant to be very difficult or hard to understand and the language is

supposed to be accessible and clear thanks to the use of short sentences and plain, easy vocabulary.

Furthermore, academic writing uses a special type of discourse that is common in academic settings and research contexts. It is formal and employs specific rules that learner and scholars have to learn and apply. Therefore, students must incorporate some features or qualities of academic type in their composition like objectivity, formality and hedging language. The fundamental quality is objectivity (impersonal); authors/writers use objective language in place of personal positions and emotions. For instance personal pronouns like “I, my, you, we” are not accepted, because these pronouns are linked with subjectivity. Another characteristic is formality this implies that academic writing implements a formal type in other words students need to use adequate language vocabulary, tenses and technical terms. Thus, colloquial words and expressions are not allowed. In addition contractions like “can’t, won’t, should not and passive voice are avoided in academic style. A further paramount quality is the hedging language, i.e. cautious language, which refers to “*words whose job is to make things more or less fuzzy*” (Lakoff 1972, p.183 as cited in Henderson, 2006, p.94).

Hence, Academic writing involves different the writing tasks that are commonly practised in the educational realm like the essays, proposals, reports, reviews of literature, theses, case studies, summaries, research articles, abstracts, book review sand dissertations.

2. Definition of an academic essay

An academic essay is the type of writing that is the most commonly used by the students in higher education institutions. It aims at engaging students in a process of researching topics, finding and reading resources, summarizing and note-making, debating and analysing ideas, putting the analyses and ideas in conventionalised written forms, modifying structure and language forms, arranging the text mechanics, editing an academically accepted piece of writing (John, 2020; Bryne, 1988; Horowitz, 1986). It is regarded as one of academic writing needs that learners must develop and practice. This kind of writing promotes thought; notion, arguments and evidence utilizing prove. According to John (2020), “*the purpose of such writing is to present some new pieces of information about a topic or to use existing facts and knowledge to deliver specific ideas*”. On the other hand, for Horowitz academic essay “*is a specific writing genre that functions within a set of norms, rules and conventions*”. Bryne (1988) additionally, claims, “*Academic writing follows academic stylistic conventions such as formality, objectivity, explicitness and structure*”. Byrne’s views imply that when writing in academic setting, students must keep in mind that

there are some of stylistic basics to achieve. For instance academic essay employs formal and correct English this signifies that students should avoid informal, everyday language, and colloquial phrases and terms. Like “a lot of”, “thing”, abbreviated forms such “can’t, shouldn’t”. *Academic essay is explicit, clear, concise and powerful. Besides, it has a specific structure an introduction, a body and a conclusion* (Bryne, 1988). Hence, academic essay consist of three different parts namely, an introduction, a body paragraphs and a conclusion.

Introduction: First, it must involve general statement where the student gives one or two sentences in order to present and introduce the subject. Then thesis statement, the writer presents the main idea of the topic or point of argument (state the thesis). After that, the outline means how the essay is arranged or organized.

Body of essay: is the major section of the essay because it includes all the necessary information. In other words, it contains several paragraphs each paragraph must have a topic sentence or main idea, and supply supporting sentences with evidence that explains the main idea of the essay. Furthermore, the paragraphs must be organized in a logical and chronological order. In this part the writer should use technical transitional words as besides, therefore, however...etc. after that he/she can end his/her paragraph with a summary sentence.

Conclusion: In this part, the student paraphrases and reiterates the main points or arguments in a plain and simple way.

3. Types of essays

Academic writing involves a numerous types of essays, but there are only four popular or major types of essays that are expository, descriptive, argumentative, and narrative essay.

3.1. The expository essay

The expository essay refers to a type of essay in which learners must research, explore a topic, analyse, proof, elaborate, explain on the topic, and present an argument in a comprehensible and simple way. In other words, we can say an expository essay is utilized to clarify, expound and describe a subject for the reader. Putlack (2019) claims that: “*the purpose of expository writing is to explain, describe, or inform readers about a particular topic*” (Putlack, 2019, p.10). The word expository derived from the term expose, which means clarify facts. The students accomplish this by clarify a topic, compare and contrast two elements, determine a cause-effect relationship and explain with illustrations. Besides, expository essay can be arranged as follows an introduction (must be the shortest because the

student just tries to convey his/her thesis, research topic or intent succinctly but consciously and obviously), a body (it consists of three to five paragraphs, every paragraph contain a main idea or topic sentence and three to four evidences or explanations that support the topic sentence) and a conclusion (restates the main ideas or thesis but without reiterate the same words, i.e. the student is going to summarize his/her thesis in different words) (Expository essay. 2020).

3.2. The descriptive essay

Is a type of essay that depicts a place, a person, a situation, emotions or feelings, thing, an opinion, an experience...etc. the objective of such type is to give or supply sufficient information and descriptions for readers to draw or visualize the selected subject/theme. Putlack (2019), state that: *“the purpose of this type is to provide a vivid image of a Person, place, or thing in the reader’s mind”* (p. 42). The descriptive essay consists of three major sections that are an introduction (students introduce or present the subject of the discussion), body (it includes three to five paragraphs it depends on the topic, in which the pupil going to develop his/her ideas), and conclusion (summarize all what have been discussed above, in addition it can gives suggestions, advice etc.).

3.3. The argumentative essay

This kind of writing uses logic, reason to convince and to persuade the reader to agree/ to accept with the writer’s viewpoint. It is considered to be difficult and hard to write than other types, because the writer/ the student have to work hard because he/she needs to convince to endorse his/her stance. The characteristics of this type includes: the student have to be concise which means to choose thoughts carefully and effectively. In addition he/she must be precise that is to say he/she uses specific vocabulary and linking words in order to get the message clear. Further, the essay must be coherent it implies that the reader view that all the information are logically organized and connected with different transitions words.

3.4. The narrative essay

Is a type of writing that centres or constructs on the recounting of a specific event or scenario. Its major goal is to relate and to recite an attractive and interesting tale to the reader. Narrative essay help and allow students to be more creative than any other sorts of essays. Besides, it requires an introduction, it gives the main idea of the topic, it provides background knowledge for instance where, and when it happened. Then, the body paragraph involves paragraphs that describe the events that support the main ideas. Moreover, it consists

interesting information and details such as facts, explanations or examples...etc. and a conclusion, it must restate the main idea, it summarizes or describes any lesson or a moral. (Structure of narrative essay, 2016).

4. The genre approach to teaching the academic essay

In the middle between the process approach and product approach to academic writing, a third approach has succeeded to impose itself an alternative to the traditionally opposing ones, the genre-based approach to academic writing, which develops around the concept of genre (Harmer, 2007; Badger and White, 2000; Paltridge, 2004 and Maarof and Eliwarti, 2014; Swales 1990). Paltridge (2004) clarifies that the genre approach refers to a “... kind of genre emphasis on teaching specific genres such as essays, assignments and other pieces of writing” (p. 90), because in academic or in educational realm these kinds or styles, besides language aspects and the context where the topic generated, are the centre of communicative practice. While, many scholars, like Harmer (2007), find close similarities and common features between the genre approach to academic writing and the traditional product approach, others like Badger and White (2000) consider it, simply, as an extension of product approaches. Moreover, Badger and White (2000, p.156), claims that advocators and defenders of genre approaches are not always open or forthcoming with their learning theories. On the other hand, learning is partially a matter of comprehending and actively applying norms and rules, according to the usage of typical texts and the idea of analysis. Consequently, genre based approaches view writing as primarily concerned with linguistic knowledge and intimately linked to social purpose, whereas the growth of writing is mostly viewed as the analysis and imitation of input in the form of texts provided by the teacher (as cited in Maarof and Eliwarti, 2014).

Genre approach to teaching writing has benefits and drawbacks. On the one hand, the advantages of this approach are that learners acquire more solid knowledge and awareness of why a communication style is the way it is by considering its social context and purpose, and that it promotes learners to become more involved in the world they live in and to see writing as a means they may employ. In addition, this kind of approach enables or helps learners to be more resilient. On the other hand, the disadvantages of the genre approach is that learners may lack the adequate vocabulary or language skills to articulate what they want to say or to express to a particular reader. Another disadvantage is that, according to Badger and White (2000, p.157), “the genre approach undervalue the writing skills needed to produce a text and see learners as largely passive”. Besides, it does not enable the learner to acquire all the

needed genres during class work. Furthermore, learners struggle to communicate efficiently or successfully in an uncertain or unexpected world outside of the class.

5. Learner Autonomy and Academic writing

Autonomy is an essential and an important state of the mind for EFL learners, because it helps them to promote and enhance their writing skills and abilities. Bitchener and Ferris (2012) pointed out that academic writers have to “build awareness, knowledge, and strategic competence so that they can develop skills to better mention their own writing in the future” (p.140). There have been a number of researchers and educators who said that academic writing is considered as a perfect ability in order to increase the types of knowledge, learning and consciousness of the learner. Similarly, Little (1997, p. 73) claimed that:

“to achieve autonomy as learner users of a second language, we need to develop both language awareness in the psycholinguistic sense and language and language awareness as externally derived knowledge about language the former underpinning spontaneous language use and the latter providing the means to reflect analytically on our target language as a rule-governed system and medium of two communication”.

The development of learner autonomy is viewed as complex and problematic when it concerns learners’ autonomy in writing. Indeed, when it comes to foreign language learning, the majority of the students of English language are unwilling to accept accountability for their own education, particularly in academic writing. In fact the students often have a negative perception towards writing and seem to avoid it even before starting to write, a fear that is often attributed to the lack of learners’ autonomy in writing. As a result, the scholars believe and suggest that it is critical to focus on developing learners’ autonomy in academic writing (Cheong Lai Wah, 2006; Thang, 2003 and Ismail, 2013). In a study on the practice of academic writing in among EFL learners in Malaysia, Cheong Lai Wah (2006) reported that a number of difficulties were encountered by the students in acquiring and learning academic writing, the main reason of which was the limited writing skills and abilities, which lead to low quality of academic written performance. Similarly, Thang, (2003) claims that EFL learners particularly those at university level, must be promoted in order to be autonomous and self-governing in their writing learning because it allows them to get more composing exercise or training out of time and at their own speed.

Numerous EFL learners provide a considerable amount of their time outside the classroom to acquire the English language, specifically for the development and practice of writing, which is typically disregarded by language departments. Without providing sufficient time for learners to exercise composing, they will be unable to improve their academic writing abilities and competences. For instance, some scholars and authors Schwartz (1991) believes that learners require more than four days of writing practice each week. On the other hand, according to some recent research, (Nor Aslah Adzmi, 2009; Supyan Hussin, 2008, and Noriah Ismail, 2013) found that the majority of Malaysia's students syllabi did not give more than six hours in a week of English language training, particularly in non-English courses subjects. Thus, a lot of learners stay at a low level due to the lack of practicing writing. Promote learners to be self-sufficient in their writing acquiring by helping and directing them to implement appropriate and adequate on-line composing resources like e-forum, which permit them to do so out of classroom at their speed and duration (Chan & Yap, 2010 as cited in Ismail et al, 2013).

Conclusion

In this chapter, we have presented learner autonomy by providing various definitions given by different authors and researchers. We have also shown its origins, versions, concept related to autonomy, characteristics, and Nunan model. Later, we shifted to define writing skill by introducing its definitions, its importance, components, writing process and approaches to teaching writing. Moreover, we have seen academic writing and learner autonomy

The following chapter deals with the field work of our study, it will explain the methodology, data analysis and discussion of the findings.

Chapter two: Field Work

(The practical part)

Introduction

The first chapter dealt with the review of literature related to the main variables of this thesis, mainly academic essay writing and learner autonomy. The present chapter covers the practical side, specifically fieldwork. It involves three sections: the first section concerns “research design and methodology” covers the research methodologies employed in our study; the second section deals with the “analysis of the result”, which describes the study’s findings. Finally, the third section deals with discussion of findings.

I- Section one: Research Design and Methodology

1. Purpose and design

The aim of the present section is to describe and explain the research design and methodology followed in the current study. It provides a description of the participants, tools, the procedures of collecting data, and tools and procedures of data analysis. This descriptive research investigates the impact of EFL learners’ autonomy on their academic writing performance. The data were gathered through a writing test and an interview with the students.

2. Population and sampling

The current study is conducted with third year students in the department of English language and literature at Bejaia University, during the second semester of the academic year of 2021-2022. The total number of third students is 266 students, which are divided into fourteen groups. The age range of the students is from 20 to 24 years old. The sample of this research has been randomly selected from the target population. Lester (2010) said that: “*to achieve meaningful results, you must survey a random Sample*” (p.90). Therefore, the study was conducted with one group among the fourteen groups of third year English as foreign language students, which involves a total number of 20 students.

The reason behind the choice of the third year level for the present study lies in the fact that it is the level when they start studying academic writing; in addition, the students are expected to write academic essays during class work and exams. The demographic features of the target students are shown in the table below:

Table 01

The demographic features of the participant (sample)

features	numbers
Number of students	20
Males	06
Females	14
Kabyle (Tamazight)	18
Algerian Arabic	01
Mastery of French	16

3. Data collection instruments

The current research uses quantitative and qualitative procedures. According to numerous important authors and scholars such as (Creswell, 2002; Pope & Mays, 1995; Denzin & Lincoln, 1994) qualitative research “*is intended to deeply explore, understand and interpret social phenomena within its natural setting*”. Two main data collection tools are used in this study. The researcher has introduced an essay writing performance test and an in-depth interview in order to collect the data needed to answer the research questions posed so far.

3.1. The writing performance test

The researcher can use a variety of instruments to gather the information needed for his/her investigation including questionnaire, diaries, surveys, observations, interviews (Cohen, 1998); besides, choosing the appropriate tools and instruments relies on the topic of the study. Thus, the writing test was used in this research because it fulfilled our aims and was relevant to our research issue. According to Seliger and Shohamy (1989, p. 176). Described test as “a method or a tool of gathering information about a subject’s skill or understanding in a particular field. Tests are commonly used in foreign language acquisition research to obtain data on subjects’ aptitude and understanding of the second language in areas like vocabulary, reading, metalinguistic, awareness, and general competency”.

To collect our data, a unique essay writing performance assignment was implemented. The participants were required to write any type of essay on a topic of their choice, the aim is to reveal and analyse students’ levels and procedures in writing essays. The evaluation of the

students' production was achieved using an essay writing evaluation rubric that was inspired from "TEEP attribute writing scales" (for further information see page 31).

3.2. Students' interviews

Interviewing is a method for collecting data and obtaining information from people. Interviews, according to Kvale (1996), are *"an exchange of opinions between two or more persons on subject of mutual interest, highlights or that shows the social situatedness of study data, and underlines the relevance and the importance of human interaction (contact) for knowledge development"*. Our interview contains nine questions, asked to six students of third year LMD.

4. Data collection procedure

The current study conducted a test with one group of third year EFL learners at Bejaia University, in which we asked them to write essays on social topics, that is to say topics related to social life like family, friends, environment, economy, politics, social relations, social problems, etc. After the test, the researcher collected the written productions (essays), corrected them using an evaluation rubric that involves the following aspects of writing: content, organization, cohesion, vocabulary, grammar, punctuation, and spelling. After that, she selected three well-written essays and three badly written and conducted in-depth interviews with their corresponding authors. For ethical concerns, the students were not informed about the basis of interview selection. After that, conduct an interview to the six students; the interview consists of nine questions. In addition, the interview was recorded using a mobile phone and were transcribed to written notes, later on.

5. Tools and procedures of data analysis

The writing test was analysed quantitatively, which means that the averages and percentages were counted using MS Excel software. The researcher corrected the test using some aspects or components of writing adopted from "TEEP attribute writing scale". The author organized the data into five statistical tables, that are organized into three major categories: the first category is discourse level (content, organization, and cohesion), the second one is register (vocabulary and grammar), and the third one is mechanics (punctuation and spelling). The study makes use of simple statistics involving absolute frequencies (students' marks) and relative frequencies (percentages).

As far as the interview is concerned, the researcher collected the interview data and analysed it using qualitative means. The interview's data was recorded with a mobile phone and transcribed into written scripts by the researcher. The written scripts were then transcribed and coded. Later, thematic categories were identified, and analysed on the basis of pre-conceived and emerging themes such as students' perceptions and attitudes.

6. Description of the writing evaluation rubric

6.1. The aim of the writing test

The purpose of our writing test is to gather information on our sample in writing abilities and language. In addition, the purpose of the test of writing was to identify students' knowledge and use of the language aspects in writing, like the grammatical mistakes, incorrect word selection, and spelling errors.

6.2. The description of writing test

The primary stage we took to gather data was to plan a test for one group of third-year students. Hence, because they were studying essays at that time, we requested the students to produce essays on a topic of their choice. The test took place on March 22, 2022 from 9h: 40 till 11h: 00. The essays of the participants were assessed using the evaluation rubric "TEEP attribute writing scales" (see table 2 below).

Table 2

Writing scales adopted from Weigle (2002, p. 117) TEEP attributes.

Criteria	Comments
A. Relevance and adequacy of content	0 The answer bears the almost no relation to the task set. Totally inadequate answer
	1 Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and/or pointless repetition.
	2 For the most parts answers the tasks set, though there may be some gaps or redundant information.
	3 Relevant and adequate answer to the task set.
B. Compositional organization	0 No apparent organization of content.
	1 Very little organization of content. Underlying structure not sufficiently controlled.
	2 Some organizational skills in evidence, but not adequately controlled.
C. Cohesion	0 Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible.
	1 Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication.
	2 For the most part satisfactory cohesion although occasional deficiencies may mean that certain parts of the communication are not always effective.
	3 Satisfactory use of cohesion resulting in effective communication.
D. Adequacy of vocabulary	0 Vocabulary inadequate even for the most basic parts of the intended communication.
	1 Frequent inadequacies in the vocabulary for the task. Perhaps frequent lexical inappropriacies and/or repetition.
	2 Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution.
	3 Almost no inadequacies in vocabulary for the task only rare inappropriacies and/or circumlocution.
E. Grammar	0 Almost all grammatical patterns inaccurate
	1 Frequent grammatical inaccuracies.
	2 Some grammatical inaccuracies.
	3 Almost no grammatical inaccuracies.
F. Mechanical accuracy I (punctuation)	0 Ignorance of conventions of punctuation.
	1 Low standard of accuracy in punctuation.
	2 Some inaccuracies in punctuation.
	3 Almost no inaccuracies in punctuation.
G. Mechanical accuracy II (spelling)	0 Almost all spelling inaccurate
	1 Low standard of accuracy in spelling.
	2 Some inaccuracies in spelling.
	3 Almost no inaccuracies in spelling.

II- Section two: Analysis of the results

The present section interprets and analyzes the results obtained from the writing test and students' interview.

1. The results of the writing test

1.1. The global results

The first stage in the analysis of the test results has been the evaluation of the global performance of the students, the result of the analysis is showed in the table below.

Table 3

Global results of students' essay productions.

range	0 to 29 (A)	30 to 49 (B)	50 to 79 (C)	80 to 100% (D)
Number of students	07	04	06	03
Percentages	35 %	20 %	30 %	15 %
Average	19.75	38.31	65.82	93.88

According to the results shown in the table above (table 3), the analysis of global results have shown that 35 % of the students produced poor essays writing; 20% of the students produced essays of a limited quality; 30% of the students produced average to good quality of essays; while only three students (15%) produced essays of very good academic quality.

1.2. The analysis of results for content, organization and cohesion

Table 4

Essay results for discourse level (content; organization, and cohesion).

criteria	comments	total	Percentage
Content	A- The answer bears the almost no relation to the task set. Totally inadequate answer.	7	35
	B- Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and/or pointless repetition.	7	35
	C- For the most parts answers the tasks set, though there may be some gaps or redundant information.	2	10
	D- Relevant and adequate answer to the task set.	4	20

Organization	A- No apparent organization of content.	8	40
	B- Very little organization of content. Underlying structure not sufficiently controlled.	5	25
	C- Some organizational skills in evidence, but not adequately controlled.	3	15
	D- Overall shape and internal pattern clear. Organizational skills adequately controlled.	4	20
Cohesion	A-Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible.	4	20
	B- Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication.	8	40
	C- For the most part satisfactory cohesion although occasional deficiencies may mean that certain parts of the communication are not always effective.	5	25
	D- Satisfactory use of cohesion resulting in effective communication.	3	15

Table 4 above displays the detailed results of the essay writing test for the categories of content, organization and cohesion.

As far as content performance is concerned, 35% of students' productions were scored "A" which means that many of the students' essays bear almost no relation to the task set, that is to say, a totally inadequate answer. Similarly, 35% of students' essays were found to be of limited relevance to the task set, with major gaps in treatment of topic and pointless repetition (B). The combination of the results of A and B demonstrates that in 70%, that is the absolute majority of the essays, the productions are of very low level of content relevance. On the other hand, 10% of the students' performances were graded "C", which reveals that only two of the essays answer the tasks set, though there may be some gaps or redundant information. Similarly, only four students' essays were graded "D", that is 20% of the corpus, which means that very few students make a relevant and adequate choice of content and task type.

With respect to organization, 40% of students' performances were scored "A" which implies that for a relative majority of the essays, there was no apparent or clear organization of the content. In addition, 25% of students' productions were graded "B" that is to say only some essays showed were very little organization of content, underlying structure not sufficiently controlled. However, the combination of the results of A and b demonstrate that the quality of content organization is very limited in an absolute majority of students' productions. On the other hand, only 15% of students' compositions were found to be of some organizational skills in evidence, but not adequately controlled(C) and only 20% of students' essays were assessed "D" which means that a very limited number of essay productions had an appropriate overall shape and a clear internal pattern, and adequately controlled organizational skills.

As regards cohesion, 20% of students' compositions were scored "A" which denotes that cohesion is almost totally absent for those essays and that writing is so fragmentary that comprehension of the intended communication is virtually impossible. Furthermore, 40% of students' essays were found to be unsatisfactory in terms of cohesion which may cause difficulty in the comprehension of most of the intended communication (B). The combination of the results of A and B levels demonstrates that most of the written productions had very limited levels of cohesion. In addition, 25% of students' compositions were scored "C" and only 15% were scored "D" which means that a limited of the productions were satisfactory in terms cohesion with possible occurrence of some occasional deficiencies, and that a very small rate of productions were fully satisfactory with effective communication.

1.3. The analysis of results for vocabulary and grammar

Table 5

Essay results for register (vocabulary and grammar).

criteria	comments	total	Percentage
Vocabulary	A- Vocabulary inadequate even for the most basic parts of the intended communication.	5	25
	B- Frequent inadequacies in the vocabulary for the task. Perhaps frequent lexical inappropriacies and/or repetition.	8	40
	C- Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution.	3	15
	D- Almost no inadequacies in vocabulary for the task only rare inappropriacies and circumlocution.	4	20
Grammar	A- Almost all grammatical patterns inaccurate.	0	0
	B- Frequent grammatical inaccuracies.	6	30
	C- Some grammatical inaccuracies.	9	45
	D- Almost no grammatical inaccuracies.	5	25

As shown in table 5 above, the essay results for vocabulary use reveals that 25% of students' productions were assessed "A" which means that vocabulary use is inadequate even for the most basic parts of the intended communication. Moreover, 40% of the students' performances were graded "B" this signifies the existence in most of students' essays of frequent inadequacies in the use of vocabulary for the task, perhaps frequent lexical inappropriateness and repetition. The combination of the results of A and B reveals that in the majority of the essay productions (65%), the use of vocabulary was almost inadequate. On the other hand, only 15% of students' compositions were scored "C" which means that there are only few inadequacies in vocabulary use while and only students' 20% of the essays were

graded “D” which means only four students who almost committed no inadequacies in vocabulary use.

Against all expectations, no essay was scored “A” for the category of grammar and only 30% of students’ productions were scored “B” that is to say they involve frequent grammatical inaccuracies. On the other hand, 45% of students’ productions were assessed “C” which denotes that there are only some grammatical inaccuracies, and 25% of students’ essays were scored “D”, which means that there are very few grammatical errors. The combination of the results for “C” and “D” demonstrate that students the use of grammar is appropriate in students’ essay performances

1.4. The analysis of results for punctuation and spelling

Table 6

Essay results for mechanics (punctuation and spelling).

criteria	comments	total	Percentage
punctuation	A- Ignorance of conventions of punctuation.	6	30
	B- Low standard of accuracy in punctuation.	5	25
	C- Some inaccuracies in punctuation.	7	35
	D- Almost no inaccuracies in punctuation.	2	10
Spelling	A-. Almost all spelling inaccurate.	0	0
	B- Low standard of accuracy in spelling.	3	15
	C-. Some inaccuracies in spelling.	9	45
	D- Almost no inaccuracies in spelling.	8	40

Concerning the punctuation (see table 6 above), 30% of students’ compositions were graded “A” which means that there is a lack of understanding of punctuation rules. Furthermore, 25% of students’ performances were assessed “B” which means the students made a poor use of the standards of punctuation accuracy. In addition, 35% of students’ essays were scored “C”. That is to say, there are some punctuation errors. Finally, 10% of students’ productions were graded “D” which implies that there are no punctuation errors in essays of the two the students. The combination of the results of A and B on the one hand, and C and D on the other hand, demonstrates that a simple majority of students’ performances (55%) made highly inaccurate use of punctuation.

With respect to spelling, 0% of students’ performances were graded “A”. In other words, there is no essay production in which every word is misspelled. Similarly, only 15% of students productions were graded “B”, they contain poor spelling accuracy. On the other hand, 45% of students’ compositions were scored “C”. That is to say, there are only few

spelling errors. Moreover, 40% of students' essays were graded "D" which means that there are no spelling mistakes. Consequently, more than 85% of the essays were highly accurate in terms of spelling.

2. Analysis of the students' interview

2.1. High (writing) test performers

Question one: "What do you do when you have a written assignment?"

All of the three students demonstrated that they had good pre-writing strategies and that they were aware of processes of preparing and planning their writing. Moreover, these strategies or techniques are important and useful at the same time, because they allow students to be successful writers; good strategies help the audience or the teacher to understand the message or the idea that the writer want to convey. Besides, they help the students to organize their ideas and prioritize or arrange the way they introduce or present information.

In response to this question, the interviewees said:

Student (1): "first, I understand the assignment. Next I make research about my topic, I use or I select proper vocabulary. Then, ones I gather all the necessary information I create an outline. After, I start drafting, student

Student (2): "first I understand the question, next I gather information related to my topic, then I make an outline for my writing, after I do some supplementary reading, finally I make the first draft and student three

Student (3): "first of all, I clarify the assignment, next I do research, I plan my writing, and then I choose the appropriate ideas for my topic, after I start writing. (All the students focus on the process of writing).

Question two: "What are the steps you follow when writing an essay?"

We notice that these three high test performers follow different steps when writing their essays. In other words each student has his own steps or stages that he/she follows when writing essays. In fact, as a response to the question above, student (1) talked about the process of writing, student (2) focuses on the structure of the text, while the third student explained the importance of planning and drafting. While student (1) explicit showed knowledge and awareness of the process of writing the responses of the students (2) and (3)

do not explicitly demonstrate full awareness of the process of writing but probably master and practice efficiently the process of writing.

Student (1): “I decide on the type of essay, I read and I do research on my subject, I take notes, I outline my essay, I start drafting, I write the introduction, body paragraphs, conclusion, I revise my production whether I add or omit some details, then I write my essay in clean paper”.

Student (2): “personally, I start with an introduction where I write a hook to attract the reader’s attention, then I give a small presentation to the topic after that I conclude my introduction with thesis statement (what the essay is about). I move to the body it includes several paragraphs and at the end I write a conclusion it restate the main idea of the topic”.

Student (3): “I make a plan or an outline, I start drafting the introduction, body paragraphs and a conclusion”.

Question three: “How do you decide on content?”

Based on the responses above, we see that the three students are able to use their knowledge and to decide what content to include in the essay. Accordingly the following extracts illustrate interviewees’ responses:

Student (1): always I make a selection of what content to include in my essay; I use my prior or previous knowledge with my new knowledge. Then I select specific information I mean the appropriate one, because I cannot write everything”.

Student (2): “I gather all the information and ideas concerning my topic then I chose only the ideas that are relevant or close to my topic”.

Student (3): “I go directly to particular information that is to say I chose the data that attract me or the data that is close to my topic”.

Question four: “How do you feel when you are required to write an essay?”

According to student’s answers, we notice that the students were able to freely express their feelings or emotions when they were asked to comment on their experiences about the process of essay writing and production. So, student (1) and student (3) show a mixture of feelings varying between anxiety and enthusiasm while student (2) feels rather fearful and anxious. The following extracts illustrate the analysis:

Student (1): “sometimes I feel pressured, but once I start writing I feel I cannot stop, I like producing in other words I enjoy writing”.

Student (2): “all the time I feel fear and nervous”.

Student (3): “it depends on my mood, sometimes I feel pressured but most of time I feel excited and happy”.

Question five: “How do you deal with your emotions?”

From the answer below, we understand that the three students have different ways of dealing with their emotions, but all of them try to manage and to calm down their feelings as much as possible in order to carry on the task.

Student (1): “I take three breaths and also I count slowly from 1 to 10 so I can feel good and write correctly”

Student (2): “I try to concentrate and to understand the assignment then, I organize myself, I take a deep breath then I start writing”

Student (3): “sincerely, I escape this emotion as much as possible and I repeat only the positive statements in my mind in order to focus on my essay”.

Question six: “what are your difficulties?”

Both students (1) and (3) gave a similar answer that according to which they find the difficulty in the introduction, i.e. how to start the essay. The respondents said that they blocked despite having ideas and information about their topic. On the other hand, student (2) said reported to have some difficulties like devoting too much time to produce the introduction, in addition to having difficulties in tenses and vocabulary. Common problems have also been identified. These include mainly: difficulties to get started writing, problem of grammar and poor of vocabulary. The following extracts illustrate the analysis:

Students (1): “personally I find the difficulty in the introduction in other words I do not know how to start the especially the first sentence in the introduction, I really block despite that I have ideas and information about my topic but I find difficulties how to start”.

Student (2): “I have some difficulties for instance I spend or I take a lot of time in order to produce the introduction, it means I spend a lot of time in thinking and thinking what shall I write in the introduction .so, for me it is the hardest one. And also I have a difficulty in tenses, vocabulary”.

Student (3): “I find the difficulty in how I should begin my introduction I do know if I start by introducing and presenting my topic or I give just a general idea of it. For

instance concerning the subject of “Corona virus” I have a bunch of knowledge and information about it but how I start my introduction I do know”.

Question seven: “Do you make use of any resources (books, articles, wikis, etc.)? Why?”

All of the respondents reported making use of some resources like books, articles, journals, videos, and documents, etc., which help them understand issues, gives truthful evidence and keep students updated. Besides, they use these resources to collect information, and to have more details on their topics. The following extracts illustrate the analysis:

Student (1): “yes, I do, it’s either books or articles or videos whatever I find it relevant to my topic. I use these resources because It’s my favorite type of research also I like reading in these resources”.

Student (2): “yes, always I use articles, documents, and videos in my research. I use these resources to understand well my topic, to gather more information about it and to have clear idea concerning my topic”.

Student (3): “yes, I use different resources such as books, journals, wikis and watching videos of English teachers , because these resources helps me to gather more information on my topic also it helps me to develop my ideas regarding my topic, also it helps me to check if I’m in the right way”.

Question eight: “Do you practice writing at home? Why?”

The students (1) and (3) reported practicing writing at home and justified that habit by the fact that it improves their skills, it makes them good writers, and that it helps the develop and consolidate their critical thinking skills. However, student (2) said that she do not practice writing simply because he/she hates writing.

Students (1): “yes, all the time because I have been doing it since I have eleven. So, I guess that writing become as a habit and is regarded as a part of my life”

Student (2): no, I do not because I dislike producing”

Student (3): “yes, I do because I like reading and writing they help me to develop my ideas, thoughts and my skills”

Question nine: “*Do you wait for the teacher to ask you to produce or to write? Why?*”

Both students (1) and (3) answered to not wait for the teacher’s assignment to practice writing and justified their answers by their positive feelings for writing. Writing is regarded as an important skill which helps to improve the communication skills in general and writing in particular. It is also believed to reduce stress, be more productive, to learn more. On the other hand, student (2) waits until the teacher assigns hi a written assignment to write something otherwise he does not engage in any writing initiative. According to students’ responses, we may notice that writing and reading inside and outside a classroom help students to develop their level in writing, to get good grades. Further, when student read a lot they make use of different resources, learn and practice vocabulary use, produce comprehensible and significant sentences, paragraphs, essays. In other words the more they read the more they produce.

2.2. Low (writing) test performers

Question one: “*What do you do when you have a written assignment?*”

In response to the question above, two students (1) and (2) responded that they select topics, decide on the type of essay, and start writing directly. Whereas, student (3) said “I gather as much information as I can to have more ideas about my topic, then I start producing.” Based on the answers above, we notice that these students do not have good pre-writing strategies. They do not choose adequate methods and techniques, which explains their low written performance, they just wrote everything without planning, structuring, reading, making research...etc. for them their goal is just to produce and to do the assignment.

Question two: “*What are the steps you follow when writing an essay?*”

Both student (1) and (2) said that this depends on the type of the essay, but they said that generally they start by introduction, development or body paragraphs, and then they move to the conclusion. However, student (3) said “I note down all the background knowledge that I have about my topic, next, I look for new information, I organize my ideas, I review the vocabulary and spelling mistakes, and then I write the essay on clean paper.” Through the responses above, we notice that students do not master the process of writing, i.e. they do not follow the main steps of writing that are prewriting, planning, drafting, revising and editing. As a consequence, their productions are very poor.

Question three: “How do you decide on content?”

Both the three students gave the same answers that they look for their field of interest, they include only the information that attracts them or the ideas that they want to include in their essays, and that they sometimes write all the information that they have about their topic. Accordingly, we notice that students include all the information and details that they have about their subject, that is to say they do not choose the appropriate or the necessary information. That is to say, they are not able to make a selection of what content to put in their essays.

Question four: “How do you feel when you are required to write an essay?”

Both student (1) and (2) said to feel stressed and nervous all the time, because of the fear not to finish writing the assignment on time and to not get a good mark. However, student (3) said “I feel bored and tired because I hate writing essays”. From the responses above, we can say that students are uncomfortable when they are asked to write. Besides, they feel anxious, worried and nervousness and they fear of negative feedback.

Question five: “How do you deal with your emotions?”

As an answer to the question above, both student (1) and (2) reported their attempt to get over their feelings by to attempting to calm down in order to produce good essays. However, student (3) said “I try to concentrate then I do the assignment as soon as possible to give these emotions an end”. Accordingly, students try to overcome all the negative feelings that they have and they try to relax in order to focus on their assignments.

Question six: “what are your difficulties?”

Both students (1) and (3) said that they have difficulties in punctuation and explained that they do not know when and where to use punctuation marks and that they do not know how to shift from one paragraph to another. Moreover, they affirmed having problems in grammar, particularly the use of tenses. On the other hand, student (2) said “I have a difficulty in starting a written assignment; I have a problem in vocabulary and syntax. Besides, I have difficulties or problems in composing sentences; I cannot make a distinction between all types of sentences”. These weaknesses are justified by the lack of reading.

Question seven: “Do you make use of any resources (books, articles, wikis, etc.)? Why?”

Student one answered to not practice writing frequently because she dislikes writing and doing research, and revealed to often commit plagiarism by copying and pasting similar topics that she finds on the net. Nevertheless, students (2) and (3) said that they do make use

of any type of resources like books, articles, journals and videos, because these resources help them to collect a lot of information and help them to develop their ideas.

Question eight: “Do you practice writing at home? Why?”

All the three students answered to not practice writing at home. To justify their answers, students (1) and (3) to hate writing and that it is a difficult skill, and that it needs much time and effort. On the other hand, student (2) said that unless he has writing assignments he never produces any piece of writing; he even affirmed not doing some written assignments as they are boring.

Question nine: “Do you wait for the teacher to ask you to produce or to write? Why?”

All the three students gave the same answers that they wait their teacher to ask them to write, because they hate writing, they dislike making efforts, they feel overwhelmed by the task, and they said that writing requires more time to produce. Accordingly, we notice that students dislike the writing tasks because it needs a lot of efforts and time to make a meaningful essay in addition to the fact that some students seem, in fact, lazy.

III- Section three: Discussion of the findings

The previous section dealt with the analysis of the results. Learners’ productions were analyzed using an evaluation rubric and their perceptions and attitudes were analyzed using thematic and content categories. In this section, we attempt to discuss the results of the study. The discussion is organized around the main research questions.

1. Research question one

How efficient are the students in writing academic essays?

The findings of the present research have revealed that only few of students’ productions (03) performed well which means that they graded “D” category. That is to say, they have very good writing skills.

Moreover, number of students’ productions (06), who graded “C” category which means that they have an acceptable level in academic essay writing.

Besides, a limited number of students’ productions (04) graded “B” category which means that the students have not developed the ability to write academic essays. Furthermore, a

number of students' productions (07) performed not well which means that are graded "A" category.

Yolanda et al (2020) in a research that focused on exploring the capacity of university students particularly in writing essay elements in Indonesia. The target population of this study is graduates students. Yolanda, et al (2020), examined 23 students' thesis by employing a rubric of essay elements. The goal of this study is to assess the capacity of undergraduates 'students in writing essay elements (coherence, cohesion, and unity). Implementing descriptive study to respond the research question of Yolanda, et al, the data were gathered using document analysis and questionnaires. The result revealed that students' capacity and capability in producing essay components may be classified as very good with an average score of 77,5. The main reasons for good performance are the reasons that influence the quality of academic writing for instance they have an excellent comprehension in unity, coherence and cohesion. In other words, they mentioned all these aspects in their productions, they comprehend the principle of all academic essay writing themes/topics that they studied and learned before, and they comprehend writing subject content that was clarified in the class by the instructor.

In another study which is the one Khadijah, (2020) the goal of the current research is to the assess students' capacity or ability in academic essay writing, and to determine the difficulties students confronts when writing academic papers at the University of Muhammadiyah Makassar in 2019 academic year. This study implemented samples that consisted of 32 from 220 students as the total population. This study used a descriptive quantitative method. Furthermore, this research used two research tools that are academic writing tests and the questionnaire. The result revealed that the students' capacity or competences was classed as good with a mean score of 81.02.

A close observation of these studies shows that our research is in line with Yolanda, et al. (2020) research in terms of the type of study which is descriptive study because it only explains or reports the phenomenon and does not offer any treatment. However, the finding of both two researches works is different in term of quality of the essay. Since, this difference is due to the high number of participants that take part in their study. In Algeria or in our context students are weak in academic writing; they perform badly due to some parameters which are awareness, self-access, and ability. Furthermore, there are some reasons that influence academic writing performance which are lack of writing practice, poor grammar and

vocabulary, they find it difficult and they struggle to get started also are overwhelmed by the work, they have difficulty in organizing their thoughts and employing adequate or proper writing mechanics. However, the reasons that influence students' academic writing performance in Indonesia is that Academic writing is well taught in their university, students are aware of the pedagogical goals, students determine their favorite or personal learning style, Indonesian universities provide writing subjects before students compose their thesis for instance they taught them how to write paragraph writing, essay writing, academic writing, paper writing and thesis writing which means all these subjects are designed to help students improve their writing skills and capacities.

In the Indonesian context, it was found that their students performed well and in our situation we found that most of students performed badly, because the Indonesian students are very strong in academic writing because they practice writing, they are aware, they are capable. However, our students are weak because of lack of awareness, ability, and practice. So, both Indonesian and Algerian students have the same reasons but differently. In our context the students are not autonomous and in the Indonesian students are autonomous. This means that in Algeria there is a necessity to work on this issue.

The focus in this research was to analyze students' academic essay writing, with the use of two data instruments or tools to reach out the aim of the research. Moreover, it is worth noting that there are also some differences in term of the sample of both two researches works for instance in terms of the number of the students. Our research focused on 20 students of third year. While, Yolanda, et al. (2020) research focused on 23 graduates of English Language. Besides, both researches have a similarity in terms of the data collection methods. Yolanda, et al. (2020) conducted document analysis (academic writing test) and questionnaire. While, in our research the researcher conducted a test of essay writing and an interview. But, both of research works have the same way or process of analyzing students' thesis and essay writing because both of them used the scoring rubric of essay components or aspects.

On the other hand, Khadijah (2020) research analysis the students' problem in academic writing in 2019 academic year at the University of Muhammadiyah. Similarly, both of researches works focus on university students. The researcher used test and questionnaire. The goal of test is to assess the students' academic writing to get information about their capacities and competencies in academic writing. The test scored using a rubric.

This research is in accordance with Khadijah (2020) research in terms of the aim of study and the instruments used. However, the result of both two researches works is different in terms of quality of the essay writing. In the Indonesian context students are performing well because they are aware, they have enough capacities and abilities, they have a perfect understanding of aspects of writing, they scored very well in content aspect, in organization (the paragraph structure), vocabulary element (they select appropriate words), grammar element (sentence structure), and mechanics elements (spelling, punctuation, and capitalization). While, in the Algerian context most of the students do not have the working skill and abilities of academic writing this means that they lack abilities, they lack awareness, lack of involvement, lack of self-access, and language proficiency in addition to some reasons that contribute to academic writing performance which concerns: insufficient abilities to organize their work, the strategies used are not appropriate not for all the students, and they do not have the habit of writing which implies that they do not develop autonomy. Moreover, there are some difficulties that influence academic writing performance which are problems of grammar, vocabulary, syntax, problems in starting producing, difficulty in constructing sentences, and paragraphs.

There are similar reasons for the development of academic writing in Indonesia and in Algeria, which means they are universal parameters. However, in Algeria the lack of proficiency is the most important issue. In our context we have the problem of proficiency, autonomy, awareness In Indonesia they do not have this problem, but they have the factor of autonomy it means their students are autonomous and in Algeria are not autonomous.

All in all, Autonomy has a huge influence on the quality of writing. In Algeria has negative influence and in Indonesia has positive influence it means that there is a necessity or an urgent need to develop and improve students' autonomy in academic writing observation.

2. Researches question two

What writing processes do the students use when writing an essay?

In relation to the results of the students' interview, some steps or writing processes were noted. For instance, the analysis of questions 1 and 2 revealed that students used different stages of writing for instance they understand the assignment, they select a topic, they decide on the type of the essay, they make research on their topic, they take notes, they select proper vocabulary, they design an outline or plan, they start drafting, they revise their

productions whether to add or to omit words or ideas, then they write down their essays in clean paper. This means that five steps or stages of the writing process were found in their essay writing.

According to Abas and Abd Aziz, (2016): “Model of the Writing Process of EFL Proficient Student writer”. The major aim of this study was to determine the writing process of Indonesian EFL proficient student writers. This research work implements the qualitative case study research design combining four data collection instruments that are the following: observation, interview, think-aloud protocol and video-stimulated recall interview. The result showed that the student writers use different stages writing process: prewriting, planning, drafting, pausing and reading and revising and editing.

Another study discussed “Classification of writing in a second /foreign language (L2) writing process and writing strategies”. This research conducted by Abas & Abd Aziz, (2016). The research aims at discussing the writing process (stages of writing) employed by a few EFL skilled students in writing. The sample of this study was EFL skilled student at the University of Utara Malaysia. This investigation adopted Williams’ (2003) writing process approach or model, Leki (1995), Sasaki (2000), and Mu’s (2005) classification of writing process. The data collection methods that are used in this study: observation, interview, participants’ test scores. The result revealed that the writing process/stages used in this research were prewriting, planning, drafting, revising and editing.

As far as autonomy is concerned, several aspects are believed to constitute this construct, among them: awareness, involvement, intervention, creation, transcendence Nunan’s (1997) five-level model of learner autonomy.

From the point of view of awareness about content some students are aware of the content to write about, they choose their content by themselves that is to say the content is not given by the teacher while most of them are not aware. Moreover, in the results of the students’ interview we revealed that students could find topics to write their essays; regarding the process of writing, most of students reported not being able to identify the steps they needed to follow to produce a good piece of writing, but there are few of them who said to be able to do that.

From the point of view of involvement about content the analysis of question 3 revealed that some students decide by their own on what content to include in their essays

also they prefer to select topics and the type of the essay by themselves without the involvement of the teacher. As far as intervention about content is concerned, some students who take initiative, for instance choose content, modify their essays, make some changes as revealed in the question 3 for instance when writing their essay they change, they modify, they omit, they add words, and they check their essay writing.

About creation in content not all the students are able to create new ideas and thoughts, they are able to design or make plan and outline, they use their previous knowledge whereas some go directly to the net and make copy and paste.

Our research is close with Abas and Abd Aziz (2016) research in term of the aim of research which means both of two researches aims at identifying the stages of writing. Since, this similarity is due to the number of instrument used in process of collecting data. It is worth noting that the two researches are different in terms of the category of population, the writing process model, the numbers and the tools conducted. For instance, four data collection methods were found in Abas and Abd Aziz (2016) research which are: observation, interview, think-aloud protocol and video-stimulated recall interview. While this study used only two research tools that are writing test and an interview. Moreover, this study is in compliance with Abas and Abd Aziz in terms of the result. That is to say, both research works revealed that the students were conversant with the steps or stages of writing. For instance, in the Algerian local context (Bejaia University), the findings revealed that not all the students use the writing process when composing academic essays writing which means that only (15%) of students follow different stages and strategies of writing process in their essays. While, (35%) of students do not follow and do not master the process of writing because they are not aware of. They are not capable; they do not use those strategies. That is to say that they are on the point of view of awareness and abilities not autonomous and not aware of the process of writing and not able to write academic essays which explain the weakness of their writing performance. However, the Indonesian context the students of Utara Malaysia are able or capable, they are aware of the process of writing, they use different strategies which implies that they are autonomous and able to produce academic essays.

On the other hand, Abas and Abd Aziz, (2016) research aims at investigating the stages of writing. Our research is different with Abas and Abd Aziz (2016) research in term of the process of collecting data. However the findings of both two researches works are similar in the number of stages found that are prewriting, planning, drafting, revising and editing.

Besides, they are similar in terms of the population and sample; however, they differ in terms of numbers and data collection tools.

Both of the Algerian students (Bejaia University) and Indonesian students follow the universal stages of academic writing rules. However, most of the Algerian students are not able to apply the process of writing, they are not aware, they do not master process of writing, they do not master plans, they do not employ strategies which explain that they are not autonomous. Whereas, in the Indonesian context all their students are able to apply the process of writing, they are fully aware, and they make use of different strategies like: free-writing, planning, listing (making a schedule), searching aid, employing on-line resources, basing or concentrating on writing mechanics, and the arrangement of text.

Accordingly, some of Algerian students are aware and able to apply the process of writing while most of them are not aware of the stages of writing which implies the weaknesses of their writing performance. However, the Indonesian context is very aware and able to use the stages of writing.

3. Researches question three

How autonomous are the students when writing academic essays?

According to students' answers in the interview question, the findings revealed that most of the students are not autonomous when writing academic essays which means that they lack self-access, they lack of language proficiency, they do not master the process of writing, they do not practice the writing skill outside classroom, they have a lot of difficulties, they do not employ effective strategies, they do not have sufficient abilities.

The analysis of question seven in learners' interview revealed that very few students use resources when writing academic essays to gather more data and information. These resources include wikis, watching videos, journals, documents, articles and books; the use of these sources has crucial and essential roles in making the students more independent and autonomous also it enhance their motivation to learn and develop their autonomy.

On the basis of the five components we can deduce that very few students are autonomous and many of them are not autonomous which means, some are aware of learning objectives, some focus on the process of writing, some are capable. While others are not aware of learning objectives, they are not able to choose appropriate assignment to perform,

they dislike reading and making mental efforts, they do not apply the process of writing, they are not capable of modifying or creating new words, ideas, thoughts, and new learning objectives.

All in all, this lack of autonomy has a very negative impact on the quality of essay writing in the department of English at Bejaia University. Besides, teacher have focused on the elements of the five components of autonomy Nunan's model in order to develop students' writing ability.

General Conclusion

General conclusion

The current research has investigated the impact of EFL learners' autonomy on their academic writing. Our case study was the third year EFL students in the department of English at Bejaia University. The ultimate aim of this study is to evaluate students writing and examine the relationship between academic writing and autonomy. Besides, the aim is to highlight the role of autonomy that in other words the impact of autonomy on the quality of academic writing.

The current investigation used a descriptive mixed method research design. As a result to acquire accurate data, the researcher employed two research instruments which are the writing test and an interview in which the researcher achieves data about the level of third year students in academic essay writing. Moreover, it was possible to answer to research questions and to draw a conclusion. Additionally, based on the analyses of the test of writing and students' interview, the author may draw a conclusion that EFL learners of the department of English at Bejaia University have a very weak level in academic writing in other words they performed badly and poorly in their academic writing due to some parameters and reasons that influence academic writing performance which are lack of awareness, of ability, of self-access, of proficiency, of practice which leads to poor vocabulary and grammar, they do not pay attention to the aspects of writing, they ignore the process of writing.

Our research is conducted in Algeria with University students, exactly at university of Bejaia Abdrahmane Mira department of English. The sample of this study is EFL learners it consists of 20 students. Our sample was selected randomly. The study is conducted with one group among fourteen groups of third year. Next, this study start from January to June it took 6 months. The aim of this research is exploration and investigation in order to know more about our theme in other words to gather more information. In addition to the data collection procedures that are writing test and interview. Besides, we find the procedures of data analysis that are qualitative methods. Furthermore, any study faces or encounters difficulties or limitations, regardless of how well it is designed and organized.

Consequently in our research we have encountered some barriers, and obstacles that are: first, we have conceptual limitations like problem of resources it means lack of previous studies on our theme, problem of understanding concepts because we should select technical

terms. Besides, we have faced a problem of how to make a link between concepts; we encountered a lot of obstacles to find resources to what we need exactly; we have wasting or consuming lot of time to find reliable data. Second, methodological limitations like what kind of data we will collect, what are the methods and procedures we will use to gather data, which tools we will use, how to construct our interview. Additionally, we faced a problem of timing; we are under pressure we fear to not finish the work on time because we are limited.

There have been a number of research works or studies carried on learner autonomy (Holec, 1980; Little, 1990; Dickinson, 1993; Benson, 2001), and a lot of works conducted on academic writing. But, very little studies explore the correlation or the relationship between autonomy and academic writing. Therefore, the results of this research will be an important contribution to this field of knowledge.

In relation to the result of the study some suggestions for future research are as follows: First, this research is only concerned with the academic writing .therefore, other research and studies are requested in other language skills as academic speaking. Second, the researcher suggests that this study requires to be performed in various contexts in Algeria on the impact of EFL learner autonomy on their academic writing. Third, our study is limited in number of participants only 20 participants. Thus, future research may focus on a larger sample in a longer duration. Fourth, in our research we conducted two research tools which are test of writing and an interview. Hence, we suggest that future studies may use other equipment like questionnaires, observation.

Through the result obtained from of this study most of third year students do not perform well in academic essay writing. It is worth noting that there some pedagogical implications.

Most of students reported that writing is a hard and difficult skill, students should know the importance of writing, students must understand and master the stages of writing. It must not be neglected; that is to say, they should know how to shift from one stage to another. Besides, EFL students should pay more attention to learning writing skills because of its importance. Furthermore, they should not ignore the elements of writing, they must be aware of the strategies they use, they should take responsibility for their learning, they should be capable to choose their own learning methods and materials and they should assign writing activities in or outside the class to improve their writing skills.

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Appendices

Appendix N° 01:

Sample of poor essay writing

Personal [©] (53)
Narrative Essay. My First Day at Berchiche.

In the beginning, when I was at home, I was happy, curious to know this residence. ~~I confirm not thought~~

Actually, I thought that it is big, beautiful, respectable all that is imaginary.

After few days, I went to the residence alone. When I entered it, ~~so my first~~ look on it I was wondering because it's not what I imagined. There is a big difference, it's dirty, ugly, small, it seems like a prison, without forgetting their rooms. ~~my~~ ~~enter~~ ~~to~~ ~~my~~ which is situated in

~~floor~~ After, I climbed to my room ~~is~~ situated in the fifth ~~step~~. Inside the building there wasn't electricity that made me feel scared. Although, all this things I was patient, courageous so I continued climbing. ~~Finally~~ ~~at~~ ~~finally~~. I arrived to my room I entered it, I was wondering again it's too small, dirty walls. Anyway, I didn't like it at all.

Next, I went to ~~make~~ eat in Refectory. I found a long range and ~~me~~ I was so hungry that I couldn't ~~waiting~~ far.

Although, my tiredness, I waited for half an hour and finally they gave us dishes ~~not~~ delicious at all. ~~At~~ that moment, I remember. ~~my~~ ~~mom's~~ ~~food~~ and I told to myself I should eat ~~with~~ ~~not~~ ~~delicious~~

it, because I've ^{no choice} no other choice. Next, I went to make a short ~~trick~~ ^{trick} → ??? After, I went to my room. Really, I feel so scared when the night arrived. So, I switched ^{on} electricity. Few minutes, Mum called me, when I had heard her voice I started to cry. I miss her so much and her face. I want to be beside her all the time without forgetting my Dad also I miss him.

^{In} ^{or enjoy} The morning, I ~~wake~~ ^{wake} up early but, I wasn't adapted ^{or enjoy} waking up early. Anyway, all this things made me feel incapable to support this residence.

The time passed, I was adapted, because, I'm obliged to stay here to ~~continue~~ ^{continue} my studies.

To ~~conclude~~ ^{conclude}, I want to tell if you really want to do anything, you have to be patient. Also, to ~~conclude~~ ^{conclude} all the obstacles to ~~as~~ ^{as} to get your goals, dreams.

no struggle
or to face.

Appendix N° 02:

Sample of essay of limited quality

(S2) ②

The aloneness = "Descriptive Essay".

Different people live in a hard conditions because of the others's point of view that made them uncomfortable in their life. There are so many reasons to be alone of everything and do not think about any person, and keep silent when the others said about you something wrong or even strange because we have to a point that no matter how they said this but sometimes being afraid for knowing the one who said this a talked repetitions is the difficult one.

I am not searching for persons anymore in my life or making many kinds of relationships without any sense, it becomes a wasting of time more than I instead of doing a step and move on. I have met many people and now I am really feels the regrette in each time I have said something kind this to them, they didn't deserve really is the truth. The proof of that is that the most famous persons in this world build themselves by themselves. In this world a brave persons build themselves.

To be alone is not mean that you are a monster or something else, Contrary, you have arrived to an important step in you life that you are enough to make your own decisions, hobbies and your own space. The strength becomes always when we find our selves alone, we discover the truth and the wrong in our personality.

- poor organization / No structure
- There is no cohesion in the essay
- No conclusion.

Appendix N° 03:

Sample of essay of average to good quality

type = Expository Essay. (2) (54)

"Poverty"

There are a lot of social issues we face today, but the most issue that roots up in each society is poverty; means not having enough money to meet basic needs including: food, clothes, ~~and~~ lack of access to all basic services and shelter. Families living in poverty ~~can~~ face emotional and many problems because poverty have a negative impact on them.

Some people take for granted what they have such shelter, food and water. These ~~are~~ three are common everyday necessity that people in third world country don't have. It's heartbroken that while some people waste food in other hand, ~~some~~ ^{a lot} of people are struggling to survive.

Therefore, poverty and lack of education are both factors that most negatively affect a child. It is the harshest factor for children as it encompasses hunger, lack ~~for~~ of access to

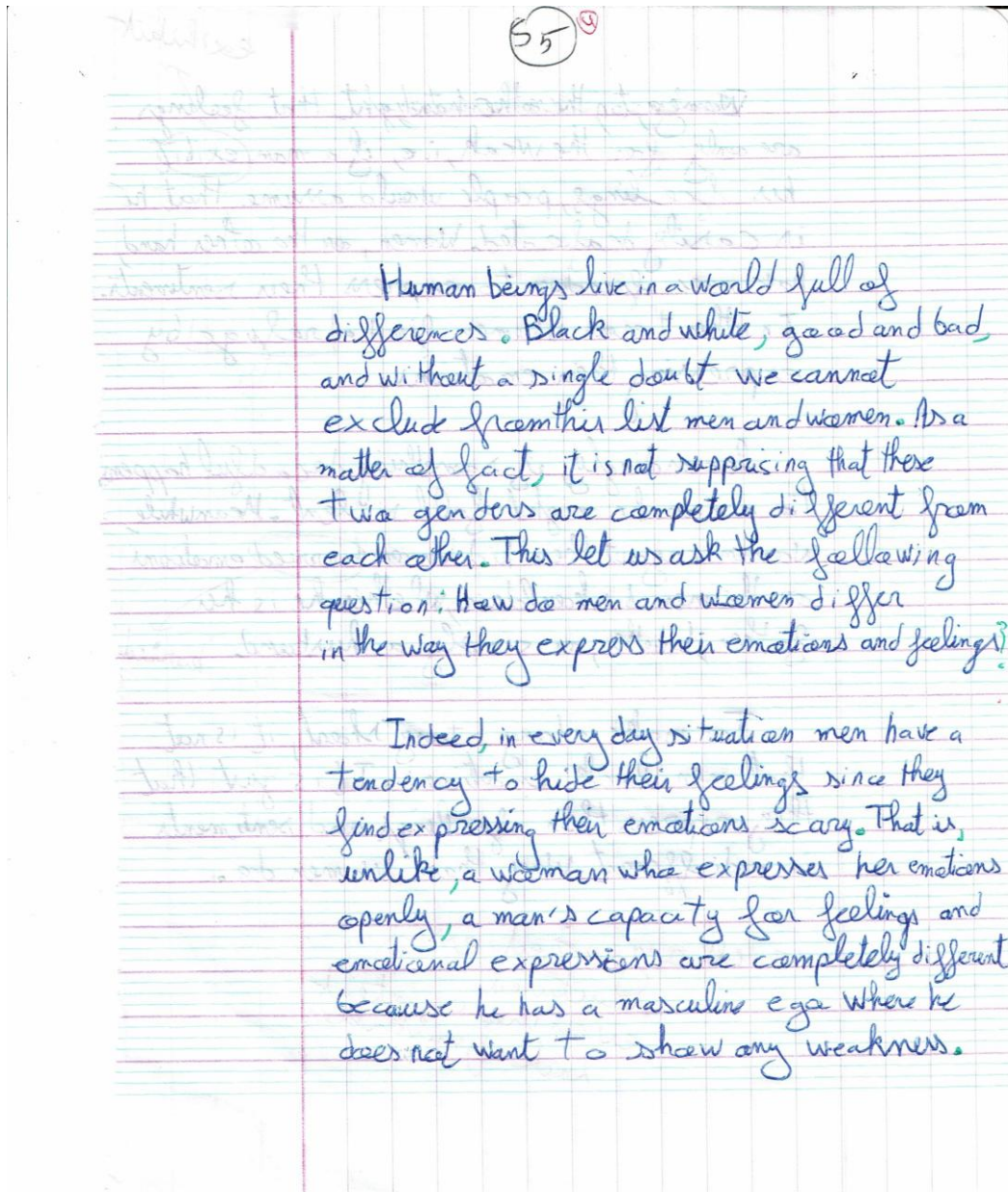
^{devastating}
 medical facilities, and lack of education is another devastating factor as ignorance only harms and limits a child from succeeding in today's competitive global economy. These children do not even have the right to study because they do not have money to pay the study's rights.

~~Poverty~~
 People suffer from many ^{and problems} diseases because of poverty, such as malaria, unemployment, and illiteracy. Poverty also increase the rate of theft and ^{burglary} burglary to meet even simple needs, and also increase in suicide rates. It causes negative feelings and psychological disorder such as: constant tension, anxiety, depression, and and the increase ^{repetition} of diseases and the inability to treat them efficiently which leads to their spread and threatens the lives and health of individuals and society as well.

Even if poverty is a serious and great problem that can not be solved, but if people know more about the dire situation and every one contribute even a little bit, overtime poverty can be fixed.

Appendix N: 04

Sample of essay of very good quality



55

Human beings live in a world full of differences. Black and white, good and bad, and without a single doubt we cannot exclude from this list men and women. As a matter of fact, it is not surprising that these two genders are completely different from each other. This let us ask the following question: How do men and women differ in the way they express their emotions and feelings?

Indeed, in every day situation men have a tendency to hide their feelings since they find expressing their emotions scary. That is, unlike, a woman who expresses her emotions openly, a man's capacity for feelings and emotional expressions are completely different because he has a masculine ego where he does not want to show any weakness.

Appendix 5: global results of the evaluation of the essay

criteria	comments	S1	Marks	S 2	S3	S 4	S 5	S 6	S 7	S 8	S 9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	total	Percentage
Content	A		0	0	0					6.66	6.66	6.66	0	0	6.66	0		0	0	6.66	6.66		7	35
	B	6,66	6,66			13.33											13.33		6.66		6.66		7	35
	C		13.33																			2	10	
	D		20				20	20	20													20	4	20
Organization	A		0	0	0					6.66	0	6.66	0	0	0	0		6.66	6.66	0	6.66		8	40
	B	13.33	6,66															6.66	6.66		6.66		5	25
	C		13.33			20			13.3								20					13.3	3	15
	D		20				20	20	3													3	4	20
Cohesion	A		0	0	0					6.66	6.66	6.66	6.66	0	6.66	0		0		6.66	6.66		4	20
	B	13.33	6,66	6.66		13.33											13.33				6.66	8	40	
	C		13.33																13.3			5	25	
	D		20				20	20	20													13.3	3	15
Vocabulary	A		0	0	5					5	0	5	0	5	0	5		0		5	5		5	25
	B	5	5																	5	5		8	40
	C		10			15		10									10					3	15	
	D		15				15	15	15										15			10	4	20
Grammar	A		0	5	5						5		5		5							0	0	
	B	5	5			10				10		10	5	10	5	10						6	30	
	C		10														15					9	45	
	D		15				15	15	15									10	10	10	15	10	5	25
Punctuation	A		0	1.66	0					1.66	1.66		0	0	0	1.66		0		0	1.66		6	30
	B	3.33	1.66	1.66																		5	25	
	C		3.33			5		3.3	3.33	3.33							3.33		3.33			7	35	
	D		5					3			5											2	10	
Spelling	A		0	3.33	3.33	3.33	3.3				3.33	3.33	1.66	3.33	3.33				1.66	1.66			0	0
	B		1.66																				3	15
	C		3.33																				9	45
	D	5	5				3	5	5	5						5	3.33	5			5	5	8	40
Total		51.65	100 %	16.6 5	13.3 3	79.99	96. 66	93.3 3	91.6 6	41.6 4	33.3 1	53.3 3	13.3 2	28.3 3	31.6 5	21.6 6	78.32	21.6 6	56.6 4	23.3 2	46.6 4	74.9 9		

Appendix 6: Students' Interview

The following interview is a part of a research that would be conducted at the Department of English at the University of Bejaia. It is about the impact of EFL Learners' Autonomy on their academic writing performance.

The interview questions are as follows

1. What do you do when you have a written assignment?
2. What are the steps you follow when writing an essay?
3. How do you decide on content?
4. How do you feel when you are required to write an essay?
5. How do you deal with your emotions?
6. What are your difficulties?
7. Do you make use of any resources (books, articles, wikis, etc.)? Why?
8. Do you practice writing at home? Why? Justify?
9. Do you wait for the teacher to ask you to produce or to write? Justify?

The interview answers

Question One: "What do you do when you have a written assignment?"

Answer (1): firstable, I understand the assignment or the question. Next I make research about that my topic it means I look for topics that are similar to my topic, I use or I select proper vocabulary. Then, ones I gather all the necessary information I create an outline or a plan which structure I follow. Then, I start drafting.

Answer (2): first I select a topic, next I gather information related to my topic, then I decide or I chose which type of essay I will conduct, after, I make an outline for my writing, then I do some supplementary reading, finally I start producing.

Answer (3): firstable, I clarify the assignment, next I do research on my subject, I plan my writing, and then I choose the appropriate ideas for my topic, after that I start writing.

Answer (A): the first thing that I do is I select a topic that interest me in order to give more information, I decide on type of essay then I start directly writing.

Answer (B): I choose a topic that I like, I select which type of essay I'm going to work, in other words I decide on type of essay, and then I start directly writing.

Answer (C): I gather Information as much as I can to have more ideas about my topic, then I start producing.

Question Two: “What are the steps you follow when writing an essay?”

Answer (1): it depends on the type of the essay because each essay have a specific structure, but always I start to select a topic, I decide on the type of essay, I read and make research on my subject, I take notes, I outline my essay, I start drafting, I write the introduction, body paragraphs, conclusion, I revise my production whether I add or omit some details, then I write my essay in clean paper.

Answer (2): personally, I start with an introduction where I write a hook to attract the reader’s attention, then I give a small presentation to the topic after that I conclude my introduction with thesis statement (what the essay is about). I move to the body it includes several paragraphs and at the end I write a conclusion it restate the main idea of the topic.

Answer (3): I make a plan or an outline that is to say I structure my essay, I drafting the introduction, body paragraphs and a conclusion.

Answer (A): it depends on the type of the essay because there are different types, but the steps that I follow is that I start by writing the introduction, development or body paragraphs, and then I move to the conclusion.

Answer (B): it depends on the kind or the sort of my essay, however generally I begin with the introduction, after I write the body which includes several paragraphs, and then makes a conclusion.

Answer (C): I note down all the background knowledge that I have about my topic, next, I look for new information, I organize my ideas, I review the vocabulary and spelling mistakes, and then I write the essay on clean paper.

Question Three: “How do you decide on content?”

Answer (1): always I make a selection of what content to include in my essay; I use my prior or previous knowledge with my new knowledge. Then I select specific information I mean the appropriate one, because I cannot write everything.

Answer (2): I gather all the information and ideas concerning my topic then I chose only the ideas that are relevant or close to my topic.

Answer (3): I go directly to particular information that is to say I chose the data that attract me or the data that is close to my topic

Answer (A): look for the my field of interest, I include just the information that attract me or the ideas that they want to include in my essay and sometimes I just write all the information that I have on my topic.

Answer (B): I include the information that I want to include but sometimes I write down all the information that I find concerning my topic.

Answer (C): I select the information that interest me and also I include the details, facts and knowledge that I found concerning my subject.

Question four: “How do you feel when you are required to write an essay?”

Answer (1): sometimes I feel pressured, but once I start writing I feel I cannot stop, I like producing in other words I enjoy writing because it help me to express all the ideas that I have in mind.

Answer (2): all the time I feel fear, panic and nervous.

Answer (3): it depends on my mood, sometimes I feel pressured but most of time I feel excited and glad or happy.

Answer (A): when my teacher ask me to write an essay all the time I feel stressed, anxious, and nervous, I feel my heart beat faster because I fear to not finish my writing on time and I fear to not get a good mark.

Answer (B): I feel always worried; I feel my heart pounding hard; I feel my fingers getting cold because I’m afraid I won’t have enough time and I get a bad grade.

Answer (C): I feel bored and tired because I hate writing essay.

Question five: How do you deal with your emotions?

Answer (1): I take three breaths and also I count slowly from 1 to 10 so I can feel good and write correctly.

Answer (2): I try to concentrate and to understand the assignment then, I organize myself, I take a deep breath then I start writing

Answer (3): sincerely, I escape this emotion as much as possible and I repeat only the positive statements in my mind for instance I say I can do it, I can do better, I’m brave in order to focus on my essay.

Answer (A): I try to get over my feelings; I try to calm down in order to produce a good essay.

Answer (B): I do my best to manage my feelings and to calm down as soon as possible to produce something useful and valuable.

Answer (C): I try to focus and concentrate on my assignment as much as possible to give these emotions an end.

Question six: “what are your difficulties?”

Answer (1): personally I find the difficulty in the introduction in other words I do not know how to start the especially the first sentence in the introduction, I really block despite that I have ideas and information about my topic but I find difficulties how to start.

Answer (2): I have some difficulties for instance I spend or I take a lot of time in order to produce the introduction, it means I spend a lot of time in thinking and thinking what shall I write in the introduction .so, for me it is the hardest one. And also I have a difficulty in tenses, vocabulary.

Answer (3): I find the difficulty in how I should begin my introduction I do know if I start by introducing and presenting my topic or I give just a general idea of it. For instance concerning the subject of “Corona virus” I have a bunch of knowledge and information about it but how I start my introduction I do know.

Answer (A): first I have a difficulty in punctuation marks; always I struggle with it because I do not know where I put comma, colon, semicolon, full stop, and ellipsis mark. And also, I do not know how to make a link between sentences and paragraphs. Also I have problems in grammar.

Answer (B): I have a difficulty in starting a written assignment; I have a big problem in vocabulary and syntax because I do not master vocabulary. Besides, I have difficulties or problems in composing sentences; I cannot make a distinction between all types of sentences.

Answer (C): I have difficulties in grammar especially in tenses, also I have difficulty in using punctuation because I dislike it, but I know that it has an important role it aids to show the pauses also it demonstrate how phrases, sentences must be read and it makes the meaning understandable and obvious. And also I do not know how to shift from one paragraph to another to compose unity. Moreover, I find a lot of difficulties in grammar for instance when I ignore rules of grammar I lost I do know how carry on my writing.

Question seven: “Do you make use of any resources (books, articles, wikis, etc.)? Why?”

Answer (1): yes, I do, it’s either books or articles or videos whatever I find it relevant to my topic. I use these resources because It’s my favorite type of research also I like reading in these resources.

Answer (2): yes, always I use articles, documents, and videos in my research. I use these resources to understand well my topic, to gather more information about it and to have clear idea in concerning my topic.

Answer (3): yes, I use different resources such as books, journals, wikis and watching videos of English teachers , because these resources helps me to gather more information on my topic also it helps me to develop my ideas regarding my topic, also it helps me to check if I’m in the right way.

Answer (A): No, I mean not always because I dislike reading and making research, but sometimes I make copy and paste to the topic or the essay that I need.

Answer (B): yes, I do, generally I make use of books, articles, journals and videos, because these resources help me to collect a lot of information and help me to develop my topic.

Answer (C): yes, I use some resources like Google, wikis, watching videos, reading online because I find it very helpful and useful. I use them because it help me to collect more information on my subject.

Question eight: “Do you practice writing at home? Why?”

Answer (1): yes, all the time because I have been doing it since I have eleven. So, I guess that writing become as a habit and is regarded as a part of my life.

Answer (2): No, I do not because I dislike producing, at home chat, I watch videos on YouTube.

Answer (3): yes, I do because I like reading and writing they help me to develop my ideas, thoughts and my skills.

Answer (A): I do not, because I hate writing, it is a difficult skill. Moreover, for me writing takes much time to do research and also to produce.

Answer (B): not at all; if I have an assignment I will write and if I have not I will not write and sometimes I have tasks and I do not do them because I see writing as a boring task.

Answer (C): I do not, because I dislike writing, it is a hard and complex skill among the four skills. Also, writing takes a lot of time to make research and it takes time to write.

Question nine: “Do you wait for the teacher to ask you to produce or to write? Why?”

Answer (1): No, I do not wait my teacher to ask me to produce because I like and I enjoy writing, I like reading. Besides, composing or writing helps me to improve my communication skills. It helps me to have good levels in writing, it helps me to reduce stress, it helps me to be more productive and it helps me to learn more.

Answer (2): yes, I wait the teacher to ask me to write, for instance if I have an assignment I writ and if I do not have I do not produce.

Answer (3): No, I do not wait my teacher to ask me to write because I like writing and reading also. For me this writing aids me to enhance my levels in writing, it helps me to be more productive.

Answer (A): I wait my teacher to ask me to write, because I hate writing, I dislike making efforts, I feel overwhelmed by the task.

Answer (B): I wait my teacher to ask me to produce because I cannot write just like this without the request of the teacher.

Answer (C): I wait my teacher to ask me to write because I hate writing and it needs cognitive abilities.