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Investigating the Significant Demotivating Factors that Affect EFL Learner's Writing Skill

Case study: Master one science of language students at Biskra University

A dissertation submitted in partial fulfilment of the requirements for a

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DEDICATION

I dedicate this work to: My parents, the source of my happiness and success in life. May Allah bless them.

To the best mother ever Aouta yamina a strong soul who taught me to trust in Allah. My deepest love and thanks for her prayers. For here infinite sacrifices and great support throughout the many years of my education. Certainty, words cannot express the great feelings of gratitude.

To My beloved father

To my lovely sister Amel and her sweaty daughters Khadija and Rahima.

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Abstract

This study seeks to explore the demotivating factors affecting master one science of language student' writing skill at Mohamed Khider Biskra University. Thus, a descriptive method was adopted to answer the question through using the questionnaire as a data collection tool that is   administered to 30 students that are selected randomly from the whole population, as well as to 7 teachers, in order to investigate their attitudes toward the different factors that demotivate learners to write and hinder their abilities. The items in both questionnaires were nearly identical, since we needed to know their attitudes towards the same demotivating factors. The analysis of the gathered data revealed that the teachers   have a crucial role in promoting the awareness among the learners. Teachers as well as students agree on the writing anxiety, inadequate time to practice, type of teacher's evaluation, difficulty of writing aspects, lack of linguistic knowledge, and lack of teachers' constructive feedback are the most demotivating factors among the students.

Key words

Demotivating factors

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List of Abbreviations and Acronyms

EFL: English as a Foreign Language

COVID-19: corona virus

L2: Second Language

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General Introduction

1. Study Background

Writing is a way of communication that uses graphic symbols. It plays a crucial role in both the teaching and learning processes because it is considered as the representation of our oral discourse. Moreover, writing is the most needed skill in examining students because they are examined based on what they write. Everyone is able to write effectively if s/he masters some rules and techniques. Good writing, therefore, requires students to construct correct sentences and then to develop them into large pieces of writing. However, writing ability is influenced directly or indirectly by numerous factors.

One of the most major factors is 'Motivation'; over the past decades, researchers, as well as educators poured much ink in attempt to illustrate this key term which affects the writing process to a large extent. It is seen as the desire that directs one's behaviour. Moreover, research on motivation shows that a student with high motivation is likely to be a successful learner.

Currently, "Demotivation", which is considered as the other side of motivation, has been an interesting point on many researches unlike in the past, when it was totally a neglected subject especially in the EFL field (English as foreign language learning). Whereas motivation is the desire that guides a learner to achieve his goal, demotivation is the lack and the loss of this desire due to some factors and therefore the learner is not able to achieve his learning goals or improve his skills including the writing skill. We attempt in this dissertation to investigate those factors.

In conducting any research, the researcher faces some obstacles that obstruct the research process progress. In our study, we have faced some difficulties. Initially, the lack of sources about the de-motivating factors in writing as well as research papers was the main obstacle that affected our research progress; precisely, in finding books and

articles, because they were rare on the net and absent at the local library. Furthermore, the researcher hardly gathered data because he could not get easy access to his participants due to Covid 19 virus, the questionnaire was posted online in one of master one science of language facebook groups. Some of the students and teachers did not answer the questionnaire. Even though the study has been affected by the aforementioned limitations, the researcher has collected the feedback which helped her to answer the research question.

2. Statement of the Problem

Over the past decades, motivation was a central interest of scholars and educationalists in the field of EFL learning. However, de-motivation was neglected as an important factor affecting EFL learners. In the domain of education especially in the field of foreign language learning (EFL), students face various difficulties that diminishes their desire and motivation to write i.e. they become demotivated. In fact, they are not aware of these de-motivating factors and the major role they play on their writing performance.

This research will present an investigation of the main de-motivating factors of the writing skill; therefore, learners should be aware of them.

3. The Variables in this Study

- The main variables that will be under study are:
- Variable One: Demotivating Factors
- Variable Two: Writing skill

4. Research Questions

This research seeks to answer the following research question:

- What are the prominent demotivating factors affecting EFL learner's writing skill?

5. The research aims

Scholars in the EFL field frequently agree that there is a strong relationship between demotivation factors awareness and successful language learning. This research work aims to:

- Investigate the significant demotivating factors affecting the Writing skill.
- Raising students and teachers awareness to reduce demotivating factors and remotivate students.

6. The Research Methodology for this Study:

The present research is conducted to present the main demotivating factors affecting student's written performance. For this study we adopt a descriptive approach due to the nature of the study, we intend to use questionnaires as a tool of gathering information from both students and teachers. We select them from the English brunch of Mohamed khieder Biskra.

7. Population and Sampling Technique

In conducting our research, we chose to master one science of language student, because they are the perfect candidate to provide us with information. Therefore, they have an experience of four years studying English, that is to say, they have faced numerous problems. We will choose at random 30 students and 7 teachers from the university of Mohamed khieder Biskra.

8. Significance of the Study

This study will serve to increase teachers' and student's awareness about the significant demotivating factors affecting negatively student's written performance.

9. Structure of the Dissertation

Our dissertation consists of three chapters; two theoretical and one practical . The first chapter is devoted to writing skill: definition of writing, reasons for teaching writing, the importance of writing, techniques in teaching writing, and factors challenging in writing .The second chapter is divided into two sections the first section is about motivation: definition of motivation, types of motivation. The second section is about demotivation : definition of demotivation, the de-motivating factors that affect students writing skill.

The third chapter is about the fieldwork and data analysis, interpretation in addition to the discussion and summary of the study findings.

Chapter One

Writing Skill

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Introduction

Students attempt to learn English as a foreign/ second language . It requires them to be skilful in listening, speaking, reading, and writing. Unlike listening and speaking which are natural processes of child development, writing needs the conscious mastery of linguistic skills. Students focus on reading as an essential part to improve their English fluency. However, writing is considered the most difficult skill that learners should master. Moreover, the role of writing is undeniable in achieving language learners' goals. Yet, students face numerous challenges to achieve an acceptable level of writing ability at the university.

In this chapter we will discuss the writing skill, its definition, the importance of writing, writing and other Skills' Relationships, stages of development in writing, elements of satisfactory writing, and factors challenging in teaching writing.

1.1.Writing as a skill

Formerly, writing seemed to be a support system for learning grammar and vocabulary, rather than as a skill. However, nowadays, methodologists emphasize the importance of writing skill in foreign language classrooms. Writing is a complex and purposeful act of communication that allows L2 learners to express their ideas and feelings. The writing skill can be considered as the other side of reading (G&D, 2007). Kane (2000) sets three steps of writing: thinking about it, doing it, and doing it again. The first step "thinking" involves selecting the subject. The second step, "doing it" is called drafting, and the third "doing it again" is revising what has been written. In the case of speaking skill the existence of both speaker and listener makes the transmission of the message easier. However, in the case of writing skill it is hard to convey the message as

Tredinnick (2006) argues "writing is about the toughest and most disciplined thinking work you will ever do".

1.2. Definition

Writing can be traced back to 5,500 years ago. It was founded first in 1999 at an indius region called Harappa. Children are able to speak their first language (sometimes their second or third). However, writing must be taught as a fundamental right. Chris Trible says as cited in (Harmer, 2004.p, 3) " to be deprived of the opportunity to learn to write is …to be excluded from a wide range of social rules". Researchers and scholars define writing differently.

To understand what is writing, it is essential to distinguish between writing and language. In fact writing is not language. Language is a complicated system settled in our minds that enables humans to produce and translate utterances. However, writing represents language and makes these utterances visible (Rogers, 2005). Writing is a type of communication that humans engage in daily. Though, there are some types of communication that are visuals but are not writing such as painting and pictures. Besides, they repent communication although; they cannot be considered as writing. Additionally, Rogers defines writing as "The use of graphic marks to represent specific linguistic utterances"(p, 2).

Hyland (2003. p, 3) claims that "One way to look at writing is to see it as marks on a page or a screen, a coherent arrangement of words, clauses, and sentences, structured according to a system of rules" in this view, writing in L2 comprises a linguistic awareness of vocabulary , grammatical rules, syntactic patterns, and cohesive devices to produce an understandable text. Harmer (2004. p, 3) on the other hand, assumes that "writing is the stage the writer goes through in order to produce something in its final

written form". That is to say, the process of communicating with others in writing passes through specific steps to transmit the message successfully such as planning, drafting, editing, and producing the final draft. Thus, a good writer is the one who uses well formed grammatical structure to convince readers and states his arguments clearly.

According to oxford dictionary (2008.p, 516) to write means "to produce something in written form so that people can read, perform or use it". This statement views that writing is the use of graphic symbols that can be translated into the reader's language to form a comprehensible meaning or it is gathering and putting information in a form of letters in the appropriate place then sending it to the audience so that they can interpret it. Actually, writing does not need a specific place or time to get started, moreover, Writing is a practice , just like any other, and to get started on writing is to write anything, about anything, not necessarily at the beginning. (Thody, 2006)

Moreover, Writing is the useful way to remember ideas or record it, as Seely (2005) stated "It is too easy to lose valuable ideas if they are not written down" (p, 250). Furthermore, the suitable way of starting the process of producing ideas is to write assignments of what you would like to achieve in your discourse. Your piece of writing must be clear. Until you write a meaningful statement about the purpose of writing, the audience, and the reason behind writing, you cannot achieve an acceptable piece of writing (Seely, 2005). That's why Harmer (2004.p, 32) believed that "writing has always been used as a means of reinforcing language that has been taught". In its simplest form, usually teachers give their students activities to use what they thought to write paragraphs or sentences, in this case writing is used with a specific purpose which is reinforcing an aspect of language that can be grammatical, syntactic, or semantic.

Writing is a complex activity that requires the writer to expand both of his mentles and physical efforts to express himself effectively. Similarly, Jezef (2001. p, 05) argues

that "Writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects." On the other hand, linguists agree that there is a strong connection between writing and other skills especially reading. Thus, intensive reading can be effective to improve student's writings than other exercises as suggested by kroll (1990.p,90) "Reading and writing are hypothesized to share structural components that can be acquired in one domain and then applied in the other ".

Consequently, the common idea between all these definitions is that writing is a means of communication that enables someone to represent his thoughts, feelings, ideas, and recommendations using letters or graphs. However, it is not an easy task to be learned, but it can be improved via practice.

1.3. The importance of writing

Writing is a fundamental aspect of human culture. However, writing in L2 is different from writing in native language as it is suggested by Oshima & Hogue "writing in English is neither better nor worse than other ways; it is just different"(2007, p. 3). Writing is set up to show whether students have understood the reading materials or not. In addition to that, writing is used as the means for learning and for assessment at all levels of the educational system. An academic writing assignment is supposed to be the students' opportunity to produce something that interests them either in the course or in outside the classroom (Whitaker, 2009)

Moreover, writing has many functions that require practice as it is proved by Dean (2004) "writing can be used to articulate, rehearse, explore and consolidate ideas, concepts and knowledge". Indeed, students cannot fulfill learning until they use writing as a medium to articulate what is being taught. Furthermore, writing also facilitates for

students to think critically and read beyond lines. Cdadmin (2019) summarized the importance of writing in the following points:

- ❖ It Improves Communication Skills.

- ❖ Serves as a Record for the Future.

- ❖ Increases your Knowledge, Creativity & Imagination.

- ❖ Writing abilities channelize your knowledge and brain to the point of value.

- ❖ Writing is a great way to teach, inform, entertain one's behavior and educate oneself.

In higher education, writing is important because it's used highly to communicate well with professors, employers, peers. However, if students are not good writers they won't be able to express themselves in writing. Indeed, writing is an important part of college students or successful graduates.

> In an academic writing assignment, you will start by asking a good question, then find and analyze answers to it, and choose your own best answer(s) to discuss in your paper. Your paper will share your thoughts and findings and justify your answer with logic and evidence. So the goal of academic writing is not to show off everything that you know about your topic, but rather to show that you understand and can think critically about your topic (and this is what earns you a good grade).(Whitaker, 2009)

1.4. Writing and other Skills' Relationships

1.4.1 Writing and speaking

To measure how people write, we have to consider the relationship between writing and speaking. Despite that the differences are clear between them. However, sometimes writing looks similar to speaking in terms of the process they go through.

There is no linguistic or situational characterization of speech and writing that is true of all spoken and written genres. On the other hand, some spoken and written genres are very similar to one another; on the other hand, some spoken genres are quite different from one another, as are some written genres. The relation among these genres are systematic, but must be specified in a multi-dimensional space. Biber as cited in Hyland (2004)   (1988, p. 36, 7).

a) Time and space

Harmer claimed that "spoken communication operates in the here-and-now world of immediate interaction, writing transcends time and space" (2005, p. 6). That is to say, speaking is remaining for a brief time, and the spoken words travel in the air. However, writing can remain for a long time for thousands of years.

b) Participants

Major of spoken communication mainly concerned with face to face conversations. The social statutes and distance between the speaker and the listener requires from the speaker to choose his words carefully. For instance, in the case of family members and close friends the speaker is aware of what should be said, in other words, he knows to whom his message is addressing. However, if the co- participant is a stranger, the speaker is not free to say whatever he wants. But he should select his words with more care depending on listeners' reactions. (Harmer, 2005). Harmer proved that a good writer is the one who knows his audience. Nevertheless, they must be general rather

than specific (a blank manager, a university admissions tutor, a possible business partner).

c) Process

A major difference between writing and speaking is the process a writer and speaker goes through. Hyland (2002) argues that "Speech is more highly contextualized, depends far more on a shared situation, allows less planning, involves real-time monitoring, and relies to a great extent on immediate feedback"(p. 49). That is to say, in speech communication "what is said can't be unsaid" (Harmer, 2005, p. 8). Despite this, speakers can modify listeners' comprehension of what they want to say. Moreover, face to face conversations are immediate, so speakers have to be intelligent how to select their words using interjections such as "oh, well, you know" that enables them to organize their thoughts. In spite of this, in the writing process a writer has an opportunity to draft, edit, and produce a final version (Harmer, 2005).

d) Organization and language

The form of speech and written texts indicates an important dissimilarity in terms of organization and language used. Writings follow a specific structure organization and grammatical rules. In this sense, Harmer proves that "two of the most noticeable dissimilarities between speaking and writing are the level of correctness and the issue of well-formedness" (2005, p. 9). In its simplest form, speakers can form small phrases and make mistakes without being judged by others. Nevertheless, in writing a writer should use full, meaningful, and well-formed sentences to convey meanings.

e) Signs and symbols

Each of writing and speaking has special graphs, symbols to deliver the message successfully. In the case of speaking, addressee and addresser are able to use bodily, and

facial language, as well as they can control the tone of their voices to speak slowly or rapidly. Writing, on the other hand, has a small number of symbols compared to speech conversation, which obliges writers to be precise and avoid ambiguity (Harmer, 2005). Tannen (1982) as cited in Hyland proves that " because writing lucks the paralinguistic and kinetic channels available to face- to -face interactants, writers are forced to encode meanings exclusively through lexis and syntax, increasing the detachment of writing and forcing readers on content"(2002, p. 52). Writers however, convey meaning nonverbally using exclamation marks, boldface, underlining, email smiles (Hyland, 2002).

In this sense Raimes (1983) makes a brief   distinction between speaking and writing as follow:

- Speech is universal; everyone can acquire a native language in the first few years of life. Not everyone learns to read and write.

- The spoken language has dialect variations. The written language demands standard forms of grammar, syntax, and vocabulary.

- Speakers use their voices (pitch, stress, rhythm) and bodies (gestures and facial expressions) to help convey their ideas. Writers have to rely on words on the page to express their meaning.

- Speakers use poses and intonation. Writers use punctuations.

- Speakers pronounce. Writers spell.

- Speaking is usually spontaneous and unplanned. Most writing takes time. It is planned. We can go back and change what we have written.

- A speaker speaks to a listener who is right there nodding, or frowning, interrupting or questioning. For the writers readers' response is either delayed or nonexistent. The writer has only that one chance to convey information and be interesting and accurate enough to hold the readers' attention.

- Speech is usually informal and repetitive. Writing on the other hand is more formal and compact. It progresses logically with fewer digressions and explanations.

- Speakers use simple sentences connected by a lot of **ands'** and **buts'**. Writers use more complex sentences, with connecting words like **however, in addition**.

Authors did not agree on the same differences between speaking and writing. Yet, the differences between the two productive skills summarized in the following table:

Speech	Writing
● More hesitations, interruptions and self corrections ● No spelling and punctuation conventions ● Relies on gesture and paralanguage ● Concrete, fragmented, informal and context dependent ● Characterized by turn-taking	● More subordination and passives ● Longer sentences ● More explicit coding of logical relations ● Less modal modification ● Structurally elaborate, complex abstract and formal ● Characterized by monologue

Despite the differences between writing and speaking, nevertheless, they have a close relationship within language. In addition, they work hand in hand to achieve the same communicative purpose as productive skills. However, speaking is not the only skill that has a strong relationship with writing, there is also reading which EFL students can rely on to improve their writing.

1.4.2. Writing and reading

To achieve EFL proficiency, students are required to master four skills: reading, listening, speaking, and writing. Reading is a receptive skill of translating the written language (taking in information). Whereas, writing is a productive skill or it is the output of reading (giving out information). That is to say, reading and writing are two connected skills .i.e. they accumulate each other to fulfill language competence.

Researchers in the fields of education and cognitive psychology studies the relationship between reading and writing. Johnson (2008) stated that "Reading helps students become better writers". In other words, through reading students experience a variety of grammar rules. Furthermore, they will be able to use different language structures and larger vocabulary. Kroll also supported the previous idea by claiming that "reading in the writing classroom is understood as the appropriate input for acquisition of writing skills"(1990, p. 88).

For developing the writing ability students have to be interested in reading because via reading students are exposed to a great amount of words and phrases that improves their capacity to produce an acceptable piece of writing. It also empowers them to write well and it will show them how to shape their words so that they will have the impact they want on their audience. In fact, together reading and writing shape a fundamental component of literacy. Stoskey (1983) as cited in Kroll (1990) surveyed first language co relational studies and found the following:

☐ There are correlations between reading achievement and writing ability. Better writers tend to be better readers.
☐ There are correlations between writing quality and reading experience as reported through questionnaires. Better writers read more than poorer writers.

☐ There seem to be correlations between reading ability and measures of syntactic complexity in writing. Better readers tend to produce more syntactically mature writing than poor readers.

In addition, reading gives students an access to the target language and culture to be familiar with native speakers' product. As well as, they will be introduced to unfamiliar words to look up and translate them which will lead them to learn more about writing (Raimes, 1983).

Now it is almost a commonplace among us that writers cannot write nor readers read unless they collaborate and negotiate with each other, and that though they may be separated from each other in time and space, readers and writers need some way of understanding their expectations about each other and the material at hand if the communication is to work. (Hill, 1990)

Obviously, writing is not a separate process in EFL. In fact, the development of individual language processes enhances the development of others. Listening incenses students' speaking and writing enhances reading fluency.

1.5. Stages of Development in Writing

Writing is a progressive activity. This means that before writing anything down, you must think previously about the topic you are going to discuss and the methodology to say it. Then after you have finished writing. Make a proof reading to what has been written to check where it works and where it does not. Therefore, writing is a process that has several steps.

1.5.1. Planning (Pre-Writing)

Graves as cited in Johnson (2008) states that Planning is the first stage of the writing process that includes gathering ideas about what to write. To generate ideas students can use multiple techniques such as: Listing, brainstorming, outlining, silent thinking, conversation with classmates, or free writing. When planning a good writer beer in mind three important issues. At first, he needs to think about the target of his writings whether to interact, to inform, to influence, to regulate, to find out, or to record. Moreover, he has to think of the content and audience. Considering their language skills, their knowledge of the subject, and his relationship with them (Harmer, 2004).

1.5.2. Drafting

Harmer claims that "we can refer to the first version of a piece of writing as a **draft**" (2004, p. 5). Simply, drafting is getting thoughts on paper without taking into consideration, grammar, spelling, and punctuation. In addition, the purpose of drafting is to make changes by adding or cutting in a text to become more effective.

During the drafting stage, a student's writing is directed by purpose, audience, genre, and content. Moreover, Drafting helps students to give more clarifications,   and it helps them organize their thoughts into a meaningful one. In addition drafting involves drafting and redrafting text several times to have a strong, organized, and improved piece of writing at the end (Zorfass, 2014).

1.5.3. Editing (reflecting and revising)

Revising might take place while drafting or after finishing the draft. It involves checking whether your purpose and content are stated clearly or not. Johnson argues that "Once a student has taken a piece to the revision stage, the majority of time should be spent reading, rereading, moving things around, and getting feedback from others"(2008,

p. 194). That means that students have to read through what they have written to fix grammar, spelling, and punctuation errors. Furthermore, students can rely on peer's feedback to see how the writing is interpreted in the heads of the readers.   Grenville (2001) stated two-step revising. The first thing is to find the problems and the second thing is to fix them.

1.5.4. Final version

Once students have edited their draft, and made the necessary changes and then discuss this final draft with the teacher, the written text becomes ready to be sent to the audience.(Harmer, 2005). During the writing process students have to pay attention to the different stages of writing. Even though these stages might be different, they serve one main goal which is helping students to produce a meaningful, organized, and clear piece of writing.

1.6. Elements of satisfactory writing

1.6.1. Clarity

Clarity is a crucial element of satisfactory writing. It is the state or measure of being clear either in appearance, through, or style. "Insufficient clarity may be due to vagueness, ambiguity, or obscurity" (Carroll, 1990, p. 4).

Carroll (1990) states three major reasons leads to insufficient clarity: vagueness which is a result of using unclear expressions. According to Oxford dictionary (2008) vague writing is not providing enough knowledge about something or certain phenomenon. One way to eliminate vagueness is by replacing vague expressions with another one which is more exact. On the other hand, ambiguity according to Carroll "occurs when a word or expression is used in such a way that it can be understood in

more than one way". That is to say, ambiguity is a word or a sentence that is open to more than one interpretation, explanation, or meaning.

The author also claimed that obscurity in students writing is usually due to incorrect word usage or complex sentence usage. It can be diminished by using common words and making a strong connection between ideas for instance, using examples and illustrations for more clarifications. (1990, p. 5).

Similarly, Slawson, Whitton, & Wiemelt (2010) views that students should follow the following steps to achieve clarity.

- Link sentences with known information: Use known or old information drawn from the previous sentence or paragraph to effectively incorporate and link new information.

- Write in active voice instead of passive voice: Active voice clearly identifies who is doing the action within the sentence. Passive voice emphasizes the action being done.

- Avoid excessive use of subordinate clauses: Excessive use of subordination can hide the main idea(s) of the sentence and confuse the reader.

- Consider the placement of subordinate clauses: To avoid confusion, subordinate clauses should be placed at the beginning of the sentence or at the end of the sentence.

- Use parallel structures : Parallelism is the use of matching words, phrases, clauses, or sentence structures to express similar ideas.

- Eliminate nominalizations: Nominalizations are nouns created by adding various endings to verbs.

- Eliminate unclear pronoun references: Unclear pronoun references occur when the antecedent is not specifically stated.

☐ Eliminating Wordiness and Repetition: While repetition can help achieve coherence in an essay, improper use of repetition can cause an essay to become wordy and cumbersome for the reader

☐ Eliminating Unnecessary Phrases : When writing, try to avoid using wordy and unnecessary phrases when a shorter phrase is available.

1.6.2. Grammar

All writing starts with thoughts that relate to one another. Students select words that translate their ideas and organize words that express the relationships between the ideas. In this case students should obey grammar rules known as sentence patterns to form a series of sentences that will be interrelated by the readers. In fact, Effective writing is the one that grammar rules have been applied in. (Mccaskill, 1998, p.1).

Grammar is a central part of language. According to Leech, Deuchar & Hoogenraad grammar is "a set of rules which allow us to put words together in certain ways, but which do not allow others" (1982, p. 3). In other words, grammar is a mechanism of putting words together. Additionally, speakers of English must know the grammar rules of the language so that they can use it with proficiency.

Hartwell as cited in Williams (2005) organizes some of different meanings of grammar in an attempt to clarify our understanding of it by offering five different definitions, summarized here:

1. A set of formal patterns in which the words of a language are arranged to convey a larger meaning.

2. The branch of linguistics concerned with the description, analysis, and formulation of formal language patterns.

3. Linguistic etiquette.

4. School grammar, or the names of the parts of speech.

5. Grammatical terms used in the interest of teaching writing.

However, there is another meaning of grammar which   views that grammar is not just a question of competence. It is also a matter of performance, that is, the ability of students to effectively use their knowledge to achieve a desired communicative impact (omole, n.d).

1.6.3. Coherence

Another significant element of effective writing is coherence. The Latin verb cohere means "hold together." For coherence in writing, ideas and sentences must hold together; that is to say, the shift from one sentence to another must be logical and smooth (writing academic English, n.d,p.21).

Harmer assumes that "for a text to have coherence, it needs to have some kind of internal logic which the reader can follow with or without the use of prominent cohesive devices" (2004, p. 24). In other words, a coherent writing has a clear connection between ideas, sentences, and paragraphs. When a text is coherent the reader can understand two main points: the writers' purpose and the writers' line of thoughts. In addition, Harmer claims that coherence is achieved by the way in which a writers' arrangement of ideas, and repeating key nouns frequently. Because establishing a clear connection of ideas is important to help your reader easily understand the main points. However, coherence can hardly be taught or achieved without some knowledge of grammar.

1.6.4. Cohesion

There are a number of linguistic techniques that make the written text 'sticks together' which refers to cohesive devices. In this context Harmer (2005) claims that

students are able to use different grammatical devices to aid readers grasp what is being written. Furthermore, he views that cohesion can be achieved through the us of:

A. **Lexical cohesion:** is accomplished in the text by the use of two main devises:

- **Repetition of words:** by repeating content words throughout the text
- **Lexical set chain:** we can say that a text is cohesive when the writer uses lexical sets which interrelates to each other as the article progress

B. **Grammatical cohesion: is** achieved in a number of ways:

- **Pronoun and possessive reference:** using possessive instead of the noun.
- **Linkers:** are words describing relationships of addition such as **(**and, also, moreover, furthermore, also) of contrast (however, on the other hand, but, yet).
- **Tense agreement:** students should use tense agreement to make a text cohesive

1.6.5. Organization

This element of writing is concerned with coherent arrangement of material. It includes keeping the reader oriented to the central and subordinate ideas. According to oxford dictionary (2008) to organize means to arrange something into a particular structure or order. To have an organized written work, Wilbers (n.d) suggested these Checkpoints:

- ❖ Purpose or central idea is sufficiently limited for meaningful discussion.
- ❖ Central idea is clearly stated, normally in the opening.
- ❖ All subordinate ideas relate clearly to the central idea

. Because academic papers should have a clear organizational structure. Information must be presented to the audience in a structured forma. Even short

sentences have regular, predictable patterns of organization, students have to show their readers how ideas are connected between paragraphs and between sentences (Whitaker, 2009,p. 16).

1.6.6 Spelling

People say that English spelling is difficult. Therefore it is complex but it is not random rather it has specific rules that English students must be aware of. Indeed, spelling makes learning English easier (Harmer, 2004, p. 46). Oxford dictionary defines spelling as saying or writing the letters of a word in the correct order. Similarly, Longman dictionary defines spelling as "a way of pronouncing a word which is based on its spelling and which may differ from the way the word is generally pronounced"(p. 504). That is to say, spelling is a particular skill, or set of skills that students of English have to master in order to develop their poor writing, Harmer (2004) assumes that the best way to help students to learn how to spell words correctly is reading extensively.

Wyse & Jones (2005) provides four main strategies in learning to spell:

- Look carefully at the word noting particular features such as familiar letter strings, suffixes, etc. and memorize it by saying the word silently, thinking of the meaning of the word and trying to picture it in the mind's eye

- Cover the word

- Write the word from memory

- Check that the word written is correct by matching it with the original NB If the spelling is incorrect, the whole process should be repeated.

1.7. Challenges in teaching writing

The main reason for teaching writing is to help students express their ideas into words. However, teachers of English find themselves challenged to teach the writing

skill. Sheeba & Laxmi point out factors as lack of vocabulary, lack of grammatical knowledge, and lack of motivation have a great impact in teaching writing.

Vocabulary for instance, is a crucial feature of writing because it helps students to produce a good-quality written work. Luck of vocabulary is a problem that   occurs during classroom activities. Besides, it has become an essential problem for both teachers and students. (Sheeba & Laxmi, n.d).   In addition to that, grammar problems are considered as another greatest factor that challenges English teachers. Sheeba & Laxmi view that it is important to teach grammar inductively by teaching it through giving examples. Furthermore, teachers' methodology of teaching writing has a greatest role in making effective writing activities. Manchón (2009) states that a successful teacher is the one who is able to allow perhaps 10 minutes to his students at the end of a class for a writing activity. In other words, if the English teacher is an expert, teaching writing is not going to be a dilemma.

Motivation on the other hand, is a crucial factor for learning a foreign language and motivated students are easy to recognize. Moreover, researchers commonly agree that there is a strong relationship between motivation and learner's success in achieving their goals. Nevertheless, luck of motivation cannot be underestimated as another significant obstacle for EFL teachers. Students demotivate themselves to write in a foreign language because they believe that writing skill is one of the more complicated because it needs better grammar, and richer vocabulary. But all of this refers to the teachers' methodology to motivate his students to write.

Conclusion

In this chapter, we attempt to shed light on the writing skill. We came to make a conclusion in which we stated that writing is a fundamental aspect of learners'

proficiency in EFL learning. However, it is a difficult task which requires both teachers and learners to be knowledgeable of the basic elements of writing that enable students to produce good-quality written work. Moreover, the teachers' role is very important in increasing the student's level. Nevertheless there are many challenges that inhibit teachers from developing students' writings and creates a barrier between them and achieving effective writing. Among them luck of motivation or the saw called demotivation. In chapter two we will discuss the significant demotivating factors that affect students' writing performance.

Chapter Two

Motivation versus

Demotivation

Table of Contents

Introduction

Motivation has been a widely discussed subject of research. Motivation has focused mainly on the positive side i.e. how to create learner's interest in learning, and how they can maintain that interest. However, the other side of motivation is still ambiguous, that is Demotivation. This later plays an essential role in learning and its effect cannot be underestimated. This research area has to take more attention because it has a direct impact on the student's performance and achievement. In this chapter, we shall briefly discuss motivation, its definition, types an. Then, we define demotivation and differentiate between Demotivation and Amotivation, list the previous investigations on the demotivating factors in language learning then on the demotivating factors in writing skill and then explain the demotivating factors used in this study, Demotivation make relationship between Demotivation and writing skill

2.1. Definition of Motivation:

"`Motivation, like the concept of gravity, is easier to describe (in terms of its outward, observable effects) than it is to define. Of course, this has not stopped people from trying it" (Covington 1998, p. 1).

Motivation is related to one of the significant components of the human mind, and scholars agree that it has a crucial role in determining students' success or failure in learning L2 or foreign language.   The word motivation derives from the Latin verb movere meaning 'to move'. What moves a person to make certain choices, to engage in action, to expend effort and persist in action. Dorney (2001, p. 1) refers to motivation as "an abstract, hypothetical concept that we use to explain why people think and behave as they do". It is obvious in this sense that people are motivated by doing something that they enjoy, working with people they like, engaging in something that is challenging.

In fact, the term motivation is used to explain why people want to do something, and describe how hard someone is willing to work to accomplish his goal. Pritchard & Ashwood (2008, p. 6) views that "motivation is the process used to allocate energy to maximize the satisfaction of needs". That is to say, whenever a student decides to succeed in learning a foreign language, he has the drive to become serious towards his goal.

Motivation is the key to success in learning a foreign or second language because learners will be encouraged to make a greater effort into the learning process and therefore they will succeed in their performance of the language. There are many reasons for motivation. For example, Schmidt et al. (1996) as cited in Duvernay gives some examples on the English learning motivation of housewives in non-English speaking countries, declaring that learning the language will provide them with greater opportunities to get out of the house or communicate with different people. She states that, in the case of university students, motivation will be driven by a desire to graduate with higher degrees and find a job.

> The motivated individual expends efforts, is persistent and attentive to the task at hand, has goals, desires, and aspirations, enjoys the activity, experiences reinforcement from success and/ or failure, is aroused, and makes use of strategies to aid in achieving goals. That is the motivated individual exhibits many behaviors, feelings, cognitions, etc., that the individual who is unmotivated does not. Gardner & Masgoret(n.d)

2.2. Types of motivation

2.2.1. Intrinsic motivation

Aristotle recognized that "All men by nature desire to know". He was, in fact, referring to intrinsic motivation to learn. Intrinsic motivation is described as the inner reasons of learners for learning. Deci& ryan states that "Intrinsic motivation is the energy source that is central to the active nature of the organism"(1985, p. 5). In other words, intrinsic motivation is what makes someone intrinsically motivated to do this particular action by following his interests. In the classroom, a student who shows a notable interest and a large excitement to learn a foreign language is intrinsically motivated.

Deci claims that "Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself"(1975, p. 5). That means that, when students engage in the activities, they do not wait for an extrinsic reward. However, they do it for their own sake, i.e. They are intrinsically motivated to do challenging work. Because an activity cannot reinforce itself, but rather, what it can do is bring about certain internal consequences which the student experiences as rewarding.

2.2.2. Extrinsic motivation

The extrinsic motivation refers to doing something to gain reward from outside the task. This type of motivation arises from outside the individual effecting by some factors such as parents, teachers, grades, friends, rewards, unlike intrinsic motivation, which originates inside people's learning environment (Deci & Ryan, 1985).

2.2.3. Integrative motivation

Integrative motivation occurs when students learn an L2 for the purpose that they are attracted and interested in the target language's people and culture. In this sense Gardner (n.d, 175) views that the "integratively motivated student is one who is motivated to learn the second language, has an openness to identification with other

language communities, and has favorable attitudes towards the learning situation". That means that learners with integrative motivation are the learners with high curiosity of knowing everything about the target language and the culture associated with that language. Furthermore, they seem to like and know people who speak that language.

2.2.4. Instrumental motivation

Instrumental motivation is learning an L2 to use it later on as an instrument to fulfill other goals. It refers to the one that drives students to reach their objectives. Dornyei states that Instrumental motivation is to learn a language because of particular reasons, such as getting a better job or a higher salary (2001). Instrumental motivation is a vital element of success in learning an L2. Gardner, 1985 argues that it represents the ultimate goal for achieving the more immediate goal of learning the second language.

2.3. Demotivation

demotivation has been neglected as an essential factor affecting EFL learners, especially on their writings. Few linguists gave a consideration and survey on the demotivating factors that might diminish learners desire to learn a foreign language. Among the limited studies available on demotivation, Dorney and Ushioda are two of the most authoritative figures in the field, investigating demotivation in their book of teaching and Researching Motivation . They defined demotivation as "Someone who was once motivated but has lost his or her commitment/interest for some reason."(2011, p.138). They also claimed that demotives "are the negative counterparts of motives, a motive increases an action tendency whereas a demotive decreases it "(2011, p. 142) . They agreed also that language learning failure is relative to demotivation (2011) .

2.3.1. Definition of Demotivation

Dornyei and Ushioda defines demotivation as a "Specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action"(2011, p. 139) in its simplest form, demotivation is the other side of motivation; it is the specific negative external forces that diminish students performance in L2. Thus, they state that an 'unmotivated' learner is someone who was once motivated but has lost his or her commitment/interest for some reason. So they describe demotivation as "a salient phenomenon in L2 studies".

Similar to 'demotivation', we can also speak of 'demotives', which are the negative side of 'motives': a motive increases an action tendency whereas a demotive decreases it.(Dornyei& Ushioda, 2011). However, we cannot label every type of negative influence as a 'demotive. Dornyei& Ushioda lists three negative factors that would not refer to as demotivation:

1. An attractive alternative action that serves as a powerful distraction (e.g. watching a good film on TV instead of writing one's homework).

2. The gradual loss of interest in a long-lasting, ongoing activity.

3. The sudden realization that the costs of pursuing a goal are too high (e.g. when someone recognizes how demanding it is to attend an evening course while working during the day).

2.3.2 Demotivation versus Amotivation

'Amotivation' refers to a lack of motivation caused by the negative realization of the student ability beliefs. Deci and Ryan 1985 as cited in (Dornyei & Ushioda, 2011) defines amotivation as "the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual's experiencing feelings of incompetence and helplessness when faced with the activity"(p. 140). That means that, amotivation

considered as a third type of motivation, is initiated and regulated by forces beyond the person's intentional control.

On the other hands, demotivation is related to specific external causes. Dornyei& Ushioda argue that, unlike amotivation, which means the total loss of motivation, demotivation does not necessarily mean the total loss of students motivation. Actually, the positive influences that make up a motivational basis can still be there and positive motives may still be active in a student's learning process. Dornyei& Ushioda claim that some demotives can lead to general amotivation regarding the particular activity.

According to Vallerand's (1997) overview as cited in (Dornyei& Ushioda, 2011), Amotivation can have four sources. People can be amotivated because

• They think they lack the ability to perform the behaviour ('capacity–ability beliefs').

• They do not consider the strategies to be followed effective enough ('strategy beliefs')

• They think the effort required to reach the outcome is far too excessive ('capacity–effort beliefs')

• They have the general perception that their efforts are inconsequential considering the enormity of the task to be accomplished ('helplessness beliefs').

2.4. Investigations on Demotivating factors in language learning

Investigations are done on demotivation to investigate what are the prominent factors that cause it and how it affects the language learning and the writing skill. Research such Chambers (1993), Oxford (1998), Ushioda (1998), Dornyei (1998), and Kikuchi (2009) listes a number of these factors.

Chambers (1993) is one of the famous researchers who investigate demotivation in L2 learning. To find out what goes on inside the heads of pupils who systematically 'dismantle' L2 lessons, Chambers visited four schools in Leeds (UK) and administered a questionnaire to 191 year nine pupils (age 13). A questionnaire was also filled in by seven teachers. In the analysis of the gathered data Chambers found demotivated learners in the survey appeared to possess very low self-esteem. Furthermore, Chambers concludes, demotivated learners do not want to be ignored in spite of their behaviour, they want to be encouraged. He also argues that with some pupils it will appear that nothing works, but the problem in their cases may not necessarily be with learning languages but rather with learning in general, and 'we need to adjust the attitude of parents, friends and society before real success can be achieved. Chambers (1993) as cited in (Dornyei & Ushioda, 2011)

> I started off with this little exercise to satisfy my curiosity. Far from being satisfied, I find that I am dealing not with a mole-hill but rather the mountain. . . . Perhaps this realisation alone will help me come to terms with the inadequacy I and others feel when dealing with demotivated pupils. It is a problem we all have. We cannot solve it alone. Seeking the help of pupils might be a good place to start. They could well be more cooperative than school management.

Chambers's conclusion about his study of demotivated pupils as cited in (Dornyei & Ushioda, 2011)

Oxford (1998) carried out a content analysis of essays written by approximately 250 American students (both in high schools and universities) about their learning experiences over a period of five years. The analysis of the gathered data shows that the

major negative influences were found to be teacher behaviors. So Oxford suggests for teachers to be alert to the strong links between their own behaviors and attitudes, and the motivation and performance of their students (as cited in Dornyei & Ushioda, 2011,p.144).

On the other hand, Ushioda's investigation (1998) asked 20 Irish learners of French at Trinity College, identify what they found to be demotivating in their L2-related learning experience. The analysis of data reveals that these demotives are related to negative aspects of the institutionalised learning context, such as particular teaching methods and learning tasks (as cited in Dornyei& Ushioda, 2011).

The Dörnyei (1998) study differs from those by Oxford (1998), Chambers (1993) and Ushioda (1998). He focused specifically on learners who had been identified as demotivated, rather than asking them about bad learning experiences. Participants were 50 secondary school pupils in various schools in Budapest, studying either English or German as a foreign language. Results shows nine categories of demotivating factors: The teacher (personality, commitment, competence, teaching method), inadequate school facilities (group is too big or not the right level; frequent change of teachers) , reduced self-confidence (experience of failure or lack of success), Negative attitude towards the L2 , Compulsory nature of L2 study, interference of another foreign language being studied, Negative attitude towards L2 community, attitudes of group members, and Course book. (as cited in Dornyei & Ushioda, 2011).

While Kikuchi's investigation(2009) uses a combination of qualitative interviews with five university students and open-ended questionnaire data from 42 university students who were asked to reflect on their current and especially their high school English learning experiences, motivation and attitudes. Analysis of the data reveals five demotivating factors in the high school context such as teacher behaviours, grammar

translation method, tests and university entrance examinations, focus on memorization, textbooks and reference books. Kikuchi (2009) concludes that many demotives in the Japanese high school context relate to the recent educational reforms; traditional teacher-fronted grammar-translation approach. (cited in Dornyei & Ushioda, 2011).

Falout, Elwood and Hood's (2009) focus on internal factors implicated in demotivation. Their data demonstrate that lower proficiency learner's experience internal demotivating factors earlier in their formal schooling, such as disappointment in performance or reduced self-confidence. Higher proficiency learners, on the other hand, relate their demotivation to external factors, such as teachers.

2.5 The Demotivating factors

Writing ability contributes substantially to general academic success and it is important to explore factors that demotivate students to write. Years ago demotivation was not a point of interest in the area of L2 learning, but nowadays, it is no longer neglected as a research subject. In the EFL classroom context, the learning and the writing skill is affected by numerous factors, including Teachers, Equipment, learners and Class utility

2.5.1. Teacher as demotivator

The teacher is a central component in the learning process. However, what teachers say or do and how they communicate and behave in the classroom may potentially influence student motivation in different ways (Dornyei & Ushioda ,2011)

2.5.2. Teacher's Grading and assessment

How students are assessed and the grades they get are seen as influential factors in demotivation. If a student gets a bad mark, this will reduce his self-confidence, which may lead to demotivation eventually.

Students tend to like having good grades. Covington (1999) asserted that "many students are grade driven, not to say, "Grade grubbing", and this preoccupation begins surprisingly early in life" (cited in Dornyei & Ushioda 2011, p. 128).

2.5.3. Teaching methods

Teaching methods provided the largest source of demotives.   Some teaching methods depend completely on the teacher as the only source of knowledge e.g. Audio-lingual method and other methods depend partially on teachers and give more focus to learners. Richards and Rodgers (1986) asserted that teacher's roles in methods are associated to the subsequent Issues:

- The types of functions teachers are expected to fulfill, whether that of practice
- Director, counsellor, or model, for example. The degree of control the teacher has over how learning takes place

- The degree to which the teacher is responsible for determining the content of

- What is taught? The interactional patterns that develop between teachers and learners

 Dornyei's study (1998 cited in Dornyei & Ushioda 2011) shows that the methods used by the teacher may have a positive or negative effect on the student's willingness to learn. Moreover, appropriate teacher classroom behaviour also needs attention because negative behaviours usually hurt students, leaving them with negative feelings toward English that are difficult to overcome.

Bryne (1988) divided the problems that make writing difficult into three categories. The first is Linguistic Difficulty. Linguistics aspect like grammar, vocabulary, language use

2.6. Difficulty of writing aspects

2.6.1 Lack of vocabulary

There is no dot that vocabulary plays an important role in learning a foreign language and that is one element that links the four skills of listening, speaking, reading, and writing all together.   In order to communicate well in English, students should acquire an adequate number of words, and should know how to use them correctly. Moreover, the ability to write effectively hinges upon having an adequate vocabulary even more than does the ability to read.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.   Schmitt (2000) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language"(p. 55). Nation (2001) further describes the relationship between vocabulary knowledge and language use as "complementary knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge". In other words, vocabulary is acknowledged as L2 learners' greatest single source of problems that may possibly reflect their writing in L2 and eventually leads to the loss of motivation.(demotivation).

2.6.2. Language use

Writing is all about communicating ideas to others. This means that a really key aspect of writing, get to putting pen to paper (or more often, fingers to keyboard), is figuring out exactly the ideas and the language you want to communicate. Students have to communicate ideas through writing clearly and engagingly. Whittlestone (2016) states that "If the ideas you want to express are not even clear in your own mind, how on earth are you supposed to communicate them to others?" In other words, if students do not know the manner in which their written   language is routinely employed they will be demotivated to write.

2.6.3. Inadequate time to practice

If students are not given time to write, they will never develop writing habits and skills. Think about how you learned to ride a bike. If you only looked at your bike but never got on it, or sat on it but never peddled, you would not have learned to ride. It is only routine practice that allows you to develop the skills necessary to ride on your own without support. The same is true with writing. Without practice, students will never develop the skills and strategies necessary to write on their own, and writing likely will become a difficult and undesirable task (Knight, 2017).

Furthermore, she claims that "To help make a dedicated writing time more feasible, teachers can integrate writing across the content areas" that means that, in order to make writing become a priority, teachers need to set aside a dedicated, protected time for writing that ensures writing does not get pushed aside for other activities or lessons. As a result, students in these classrooms will begin to anticipate writing time and, when combined with the other recommendations, look forward to it. For example, students can use the time to write about the scientific observations they are making or to compose a journal entry or letter for a social studies unit. This would provide students an opportunity to write for different purposes and to synthesize the content-area material they are studying.

2.6.4. Writing anxiety

Writing can be a major source of stress and anxiety for students. According to Hjortshoj (2001) writing anxiety is "A term for a wide variety of apprehensive and pessimistic feelings about writing" in other words, writing anxiety is feelings of tension, worried thoughts, and physical changes like increased blood pressure when faced with a writing task. This feeling may not be pervasive in a person's writing. For example, you

might feel perfectly fine writing a biology lab report but apprehensive about writing a paper on a novel.

Hjortshoj suggests that students may struggle when they are:

- Adjusting to a new form of writing for example, first year college writing, papers in a new field of study, or longer forms than you are used to .

- Writing for a reader or readers who have been overly critical or demanding in the past.

- Remembering negative criticism received in the past even if the reader who criticized your work won't be reading your writing this time.

- Working with limited time or with a lot of unstructured time.

- Responding to an assignment that seems unrelated to academic or life goals.

- Dealing with troubling events outside of school.

Furthermore, Hjortshoj (2001) proves that students who feel a sense of panic, tension, anxiety, lose their motivation to write.

2.6.5. Self-confidence

The learner's psychological state affects his performance to a large extent. If the student is having a high self-confidence and believing in himself, his performance will be enhanced; however, if he has not confidence in himself, he will fail in making any progress in his learning. Reduced self-confidence is due to experience of failure or lack of success e.g. despite the hard work the learner made, he had bad grades in the exam. Dornyei' study 1998 shows that learner's self-confidence affects their willingness to learn and may eventually lead to loss of motivation.

Conclusion

As demotivation is a new subject in the field, a few researches are done on it. We discussed motivation first in this chapter motivation since we cannot talk about demotivation without referring to the basis of this problem. We have also taken into account the previous studies and researches, and discussed the most demotivating factors mentioned in those previous studies. Finally, we make a link between Demotivation and Wittig.

Chapter Three

The Fieldwork

Table of Content

Introduction

This chapter is devoted to the analysis of the students and teachers questionnaire. We seek through this chapter to investigate the most de-motivating factors hindering the student's writing skill from the perspective of both teachers and students. The first section deals with the student's attitudes toward this issue, while the second section is devoted to the teacher's attitude to the same issue. In each section, we will introduce the sample, then, analyse, describe, and interpret the obtained results.

3.1 Research Methodology

Every research requires a specific research methodology that the researcher goes through while conducting her/ his research.

3.1.1 Research Approach for this Study

Since the aim of this study is to describe the de-motivating factors affecting EFL students' writing   this study adopted the qualitative approach. For the reason that it is suitable for the nature of the present study, it helps to get more detailed and credible responses. More importantly, it gives the chance to know teachers' and students' attitudes and ideas towards these de-motivating factors.

3.1.2 Research Design/ Strategies

Due to time and our research nature, a case study (small-scale study) is adopted as research design for the present study. The main reasons behind choosing this research design are : case study simplifies the complexity of the discussed issue and makes it easy to be understood; it helps to describe the data in real life at macro level and gives a deep insight into the behaviours of the subjects. Thus, this type of research design is suitable for our study.

3.1.3. Sampling and Population

To gather some information which helps answering some research questions, the researchers dealt with EFL teachers and students to collect their feedback to feed the study.

- **For Teachers** The searcher dealt with seven (n=7) volunteers teachers of English Language at Mouhamed Kheider University of Biskra, who were chosen randomly . Those teachers teach different subjects and different levels.

- **For Students** The population of this study was Master One EFL students (Science of the Language) at Mouhamed Kheider University of Biskra. There are many reasons behind choosing this population is that first year master students are supposed to submit their final project next year, so working with them gives them the chance to be familiar with the topic. More importantly, we have chosen first year master EFL students because we observed that they went through many obstacles and obstructions that might hinder their writing abilities during their studying career. Therefore, they have an advanced level, which means that they have experienced many obstacles in writing. Thus, from a population of about (n=175) students, the researcher decided to deal with thirty students (n=30) who have been chosen according to a random volunteering technique.

3.1.4 Data Collection Methods

Data collection methods are the ways that a researcher uses to gather data. that any researcher needs when doing her/ his research depending on the research problem besides depending on the methods used by the researcher. In our study, we dealt with a

questionnaire (structured) to gather data from both EFL teachers and students (structured) to collect data from First year master students.

3.2. The students' questionnaire

3.2.1. Description of the questionnaire

This questionnaire is mainly conceptualized on the basis of what was dealt within the theoretical part of the present research. The questionnaire is designed for mastering science of language students. This questionnaire is administered to 30 Students who were chosen randomly from. They show their collaboration through their answers, comments, and suggestions. The student's questionnaire consists of 15 questions divided into three sections. The questions in this questionnaire are either closed questions for which students are supposed to give 'yes' or 'no' answers, or to choose the appropriate answer from different options; or the questions are closed-ended that is used to ask the respondents to choose from predetermined answers; in addition to this type of questions, we have the follow up questions which take the form of 'justify your answer' or 'justify please'; such questions allow us to obtain much clear responses. The seventeen items were categorized three sections:

Section One: General Information (from Q1 to Q5)

This section helps us to obtain personal information about participants such as: student's gender (Q1), the choice of studying English was free or imposed (Q2), their level with English language (Q3). Their writing performance is satisfactory with their current level, do they practice to improve their writing skill or not (Q5).

Section Two: Writing skill (from Q5 to Q10)

This section contains five questions; it is about describing the writing skill. It aims at exploring the extent to which students consider writing an easy or a difficult task (Q6),

do they consider writing skill as an important requirement to achieve language proficiency (Q7), the fundamental stages they follow in the writing process (Q8), stages they find it more difficult to achieve (Q9), and it's influence on student's motivation to write (Q10), the difficulties they face when they write (Q11).

Section three: de-motivating factors (from Q12 to 15)

This section attempts to get the student's opinion of the language skill they are more motivated to improve (Q12), kind of motivation they embrace through their learning (Q13), the extent they consider themselves motivated to write (Q14), the source of their motivation (Q15), the demotivating factors they encounter the most when it comes to writing (Q16), how do they overcome the previous demotivating factors when writing (Q17).

3.2.2. Aim of the students' Questionnaire

As mentioned earlier, the present study works on master one science of language students at Mohamed khieder University. This questionnaire was posted online on master one science of language group on Facebook . Eventually, we have received 30 answers which were most clear and complete and which we thought that they may be valuable data and serve our study. The target aim behind this questionnaire is to use the students' answers to help us obtain their attitude towards the demotivating factors that affect their writing skill.

3.2.3. Analysis of Students' Questionnaire

Section One: Background Information

The foci of this section is to have an idea about our sample' gender, the choice of studying English at university was free or imposed, students' evaluation of their level in

the English language, students' responses about whether their writing performance is satisfactory with their current level or not, students' responses about whether they practice to improve their writing skill.

Item 1. Please, specify your gender:
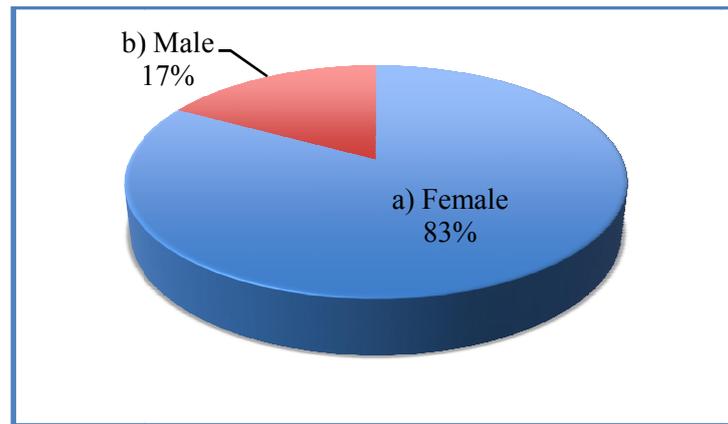
Figure 1 Students' gender distribution

As the figure shows, the females represent the majority of the sample (83%) which represents 25 females, more than the males (17%). This is due to the fact that females represent the majority of the whole population .This clarifies that the majority of our sample is females. This means that females are more interested in learning English especially at master level. (master one science of language students).

Item 2. The choice of studying English was:
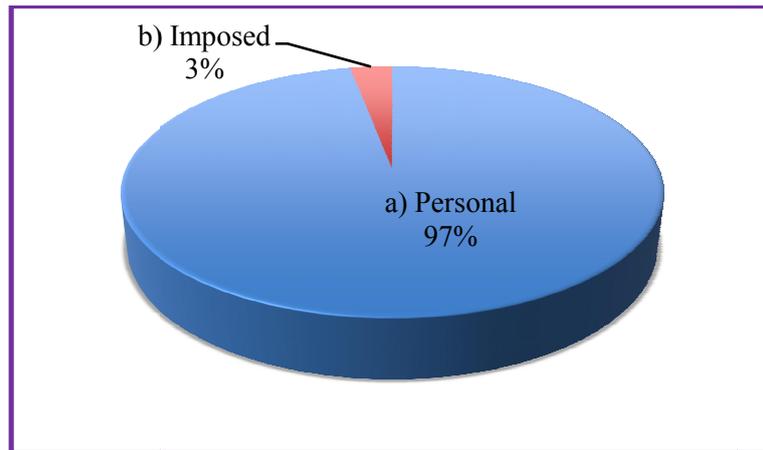
Figure 2 The choice of studying English

In this question, students were asked to identify whether they were free to choose studying English or they were obliged to do so. As it is noticed, the choice of studying English was personal for the majority of the sample (97%), however, only (3%) of the students claim that they were imposed to study English.

Hence, the majority of Master's applications in the Division of English at the University of Biskra were personal choices of the student. This proves the high demands of learning English at the university.

Item 3. How do you consider your level in the English language?
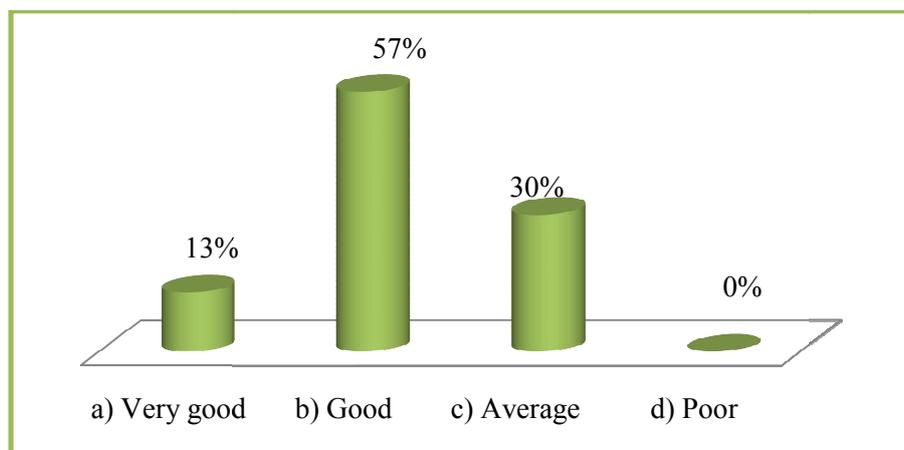
Figure 3 Students' evaluation of their level in the English language

By asking this question, we aimed at exploring students' evaluation of their level in the English language (very good, good, average, and poor). According to the results illustrated , the higher rate (57%) goes to students who consider their level in English as good. On the other hand, (30%) believe that their level is average, while the (13%) regarded their ability in English as very good. however; we have no students that have a poor level.

From respondent's answers, we extracted that the majority of our participants at master one science of language at Biskra University have a good level in the English language. Which indicates that they suit our research.

Item 4. Is your writing performance satisfactory with your current level?
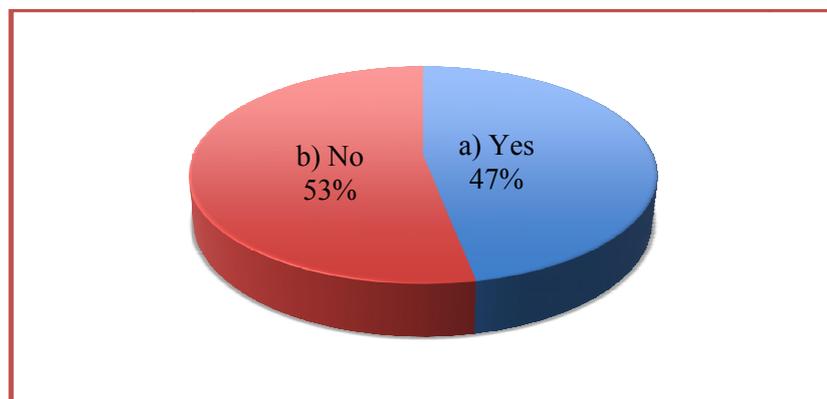
Figure 4 Students' responses about whether their writing performance is satisfactory with their current level or not

In this item we seek to know students' responses about whether their writing performance is satisfactory with their current level or not. As the above figure reveals, the vast majority of students (53%) are not satisfied with their current level, which means that they have to make more efforts to improve their level in writing. The rest of participants (47%) think that their writing performance is satisfactory.

Student's justifications

In this question, the respondents were asked to justify their answers. Their justifications were varied and convincing. On one hand, most of the students who answered with "yes" pointed that they are satisfied with their current writing level because some of them justified that they can write essays and conduct research easily without help or a need to copy-paste from different articles . In the same path, others claimed that "I have improved my writing style because writing is what our university level depends on. So, according to our respondents, learning at university is satisfactory with seriousness, practice, and working hard.

On the other hand, those who answered with "no" justified their answers by highlighting some factors that hinder their writing such as: misuse of grammar rules and lack of vocabulary as one of the participants claimed "I still have some problems with grammar rules and the vocabulary, that I should use with different genres of writing". Additionally, the other justifications denoted that absence of practice and reading is the reason behind the difficulty of the writing process. Moreover, a big number of students argued that de-motivation to write is a common problem that hinders them from having an acceptable writing style. One of the respondents said "I did not make efforts to show my real level, because I feel demotivated to learn".

From the respondent's justifications, we extracted that the majority of our participants at the University of Biskra are unsatisfied with their writing level. Hence, they face difficulties when writing . However, the obstacles they face are not very complex; they just need some changes with help from the teacher.

Item 5. Do you practice to improve your writing skill?
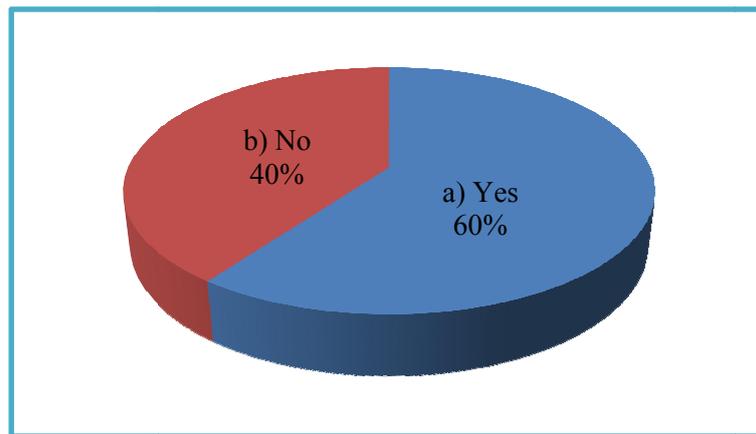
Figure 5 Students' responses about whether they practice to improve their writing skill

Considering this question, two options were suggested to elicit students' views about whether they practice to improve their writing skill or not. The results reveal that (60%) of the sample says that they practice to improve their writing skill, which means that they are actively involved when carrying out the writing tasks, it also indicates students' interest and motivation to have an advanced level . On the contrary, (40%) of participants claimed that they do not practice to improve their writing skill. We can consider this minority as uninvolved and de-motivated students to write

Accordingly, we can notice that the majority of our participants are active to improve their writing skill as a part of their academic learning. The other hand, we can notice the existence of a considerable number of students who are careless in improving their writing. However, it can be due to students' unawareness of the importance of developing such a skill.

Section Two: Writing Skill

Item 6. According to you, writing is:
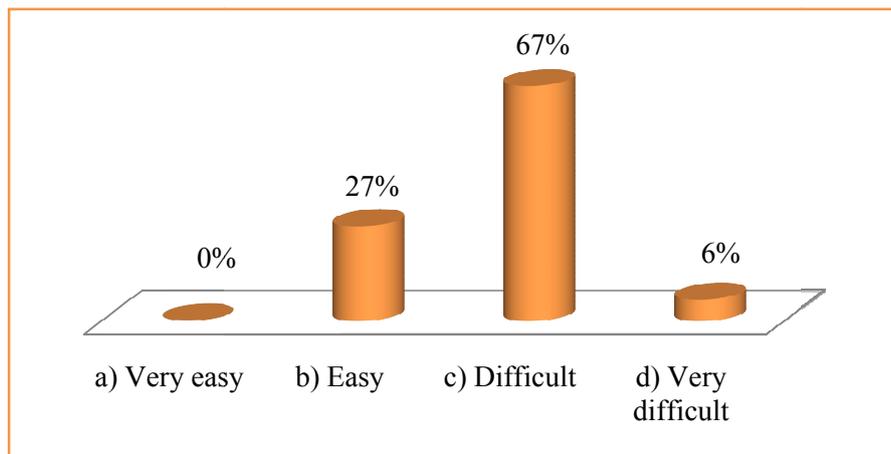
Figure 6 Students' attitudes towards writing skill

This question is closely related to the previous question item (5) which deals with whether students practice to improve their writing skill or not. This item aimed to check EFL students' degree of difficulty of the writing skill (very easy, easy, difficult, or very difficult). Their responses reveal that (67%) of students viewed that writing is a difficult task. This indicates that they have some trebles in writing because they spent little of their time practicing writing. In fact, writing is the most challenging skill in learning. To be good at it, students have to give much effort.

By contrast, 8 students (27%) reported that writing is an easy task, which indicates that this percentage of participants have an advanced writing level, or it might reveal the effectiveness of the approach applied by their teachers in teaching Writing. However, only (6%) consider writing as a very difficult task. It suggested that this minority of students struggle from serious problems that hinder their writing success. For instance, the current teaching methods do not help them write accurately and effectively. In effect, teachers have to make it an ongoing part of foreign language acquisition from the first day in class to ensure student's success. However, none of the participants choose the first option "very easy".

To conclude, we can extract that the majority of EFL master one science of language students consider writing as a difficult skill to master. Consequently, understanding the nature of the problems that inhibits them from writing will improve their level.

Item 7. Do you consider that writing skill is an important requirement to achieve language proficiency?
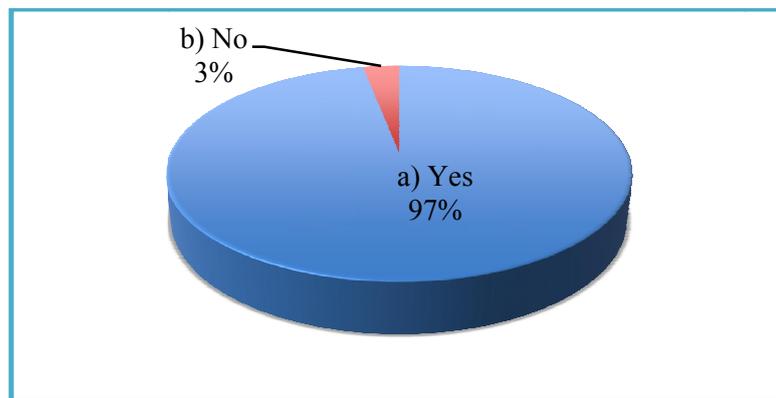
Figure 7 The importance of writing skill for students

This item was for checking students' thoughts about the importance of writing skill. From students' responses, it is observed that the majority of them (97%) n= 29 believed that writing is an important skill. This may reveal respondents' unawareness about the vital role of writing skill in learning EFL. It also expresses the students' need for writing in improving the quality of learning. However, only (3%) who believed that writing is less important. Which deduced, that this minority think that the progress of learning is not limited to the writing skill only, in fact, there are other skills we need for complete communication?

Respondent's justifications of their answers

In this question, all respondents were asked to justify their answers and this provided various and valuable justifications. To start with, those who have noted that writing is important. The most common justification that they stressed was that writing is one of the fourth skills an EFL learner should master in order to achieve proficiency in the language. Others claimed that "writing is vital and it provides information that helps the reader to comprehend a certain message". Therefore, the ability to write meaningfully is a perfect way to express a student's views on the topic they want to address their audience.

Additionally, they claimed that writing is a great way to explain yourself and achieve your goal. Therefore, writing clarifies students' thinking and it makes them think in different perspectives, as one of the participants stated "through writing we can communicate with others and explain our thoughts". On the other hand, some of the participants argued that Writing is necessary to have a good communicative competence. This means that writing can improve the grammatical knowledge about utterances.

In reverse way, for the minority who have indicated that writing is not important justified their answer saying that "Because we deal with spoken English more than written English in our daily lives". In other words, writing skill is less important compared to other skills such as: reading, speaking, and listening.

Consequently , The majority of the sample has chosen the writing skill as the most important skill that needs to be developed and mastered; this may be because it is widely thought that mastering this skill is as mastering the language.

Item 8. When you write; do you follow the fundamental stages of the writing process?
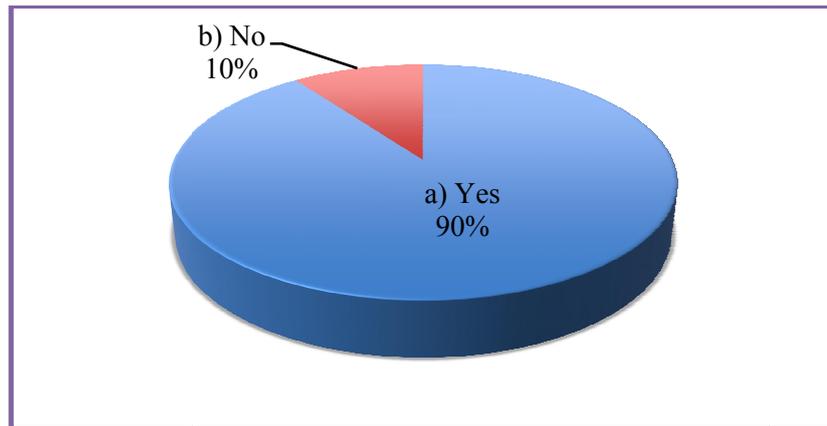
Figure 8 Students' responses about whether they follow the fundamental stages of the writing process when writing or not

This item aimed to gather students' responses about whether they follow the fundamental stages of the writing process when writing or not. Figure (08) shows that the majority of students (90%) answered with "yes" they follow the fundamental stages of the writing process when writing. Which means that our participants are aware that they have to follow a series of separate steps to break the imitating task of writing down into manageable parts, to feel much struggle in writing and to produce a final acceptable piece of writing. Whereas, the minority (10%) answered that these stages are not beneficial enough in writing.

Consequently, the majority of respondents asserted the importance of following the fundamental stages of the writing process to produce a final meaningful and coherent piece of writing.

If yes, which of the following stages do you find more difficult?
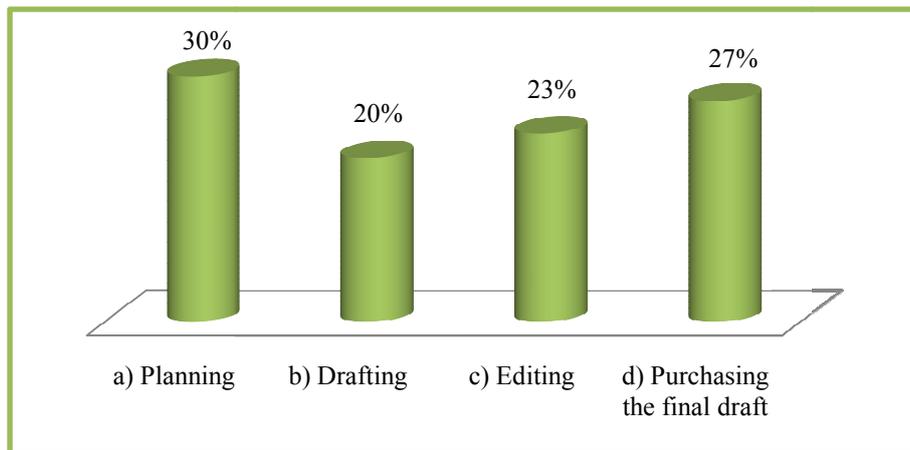
Figure 8 The writing stage(s) students find more difficult

We designed this item to check the writing stage(s) students find more difficult. The finding illustrates that students have experienced more difficulties in writing stages, (30%) of the whole sample answers that they find planning the most difficult, which means they struggle in organizing the ideas generated in brainstorming into an outline. This reflects also the negligence of this stage by students in their writing stages. In fact getting started in any activity is very difficult and particularly in writing. Students need brainstorming because it helps them to choose a topic.

While (27%) of them experience difficulties in purchasing the final draft. Such students should know that at this level they have to make the necessary changes in the content or reorder ideas and then discuss this final draft with the teacher, so that the written text becomes ready to be sent to the audience. It also has to do with evaluating a paper's content and it is said sometimes that it takes as much time as drafting. However, (23%) of master one students experience difficulties in the editing stage, proving that they considered editing as a challenging stage, although it is relatively manageable since it is very specific. It seeks accuracy in grammar, punctuation and spelling. But since students have problems with language technicalities, they focus on form more than

content. while (20%) have big trouble with the drafting stage which means that they had difficulties to find the best way to express their ideas. Such students should know that at this level they had better focus on content rather than form; which means, they should express ideas without worrying about language.

Therefore, from the results obtained, master one students struggle from all writing stages, this might reveal that writing stages are not much focused on by teachers in their teaching of writing.

Item 9. What are the difficulties you face when you write? (You may choose more than one answer).
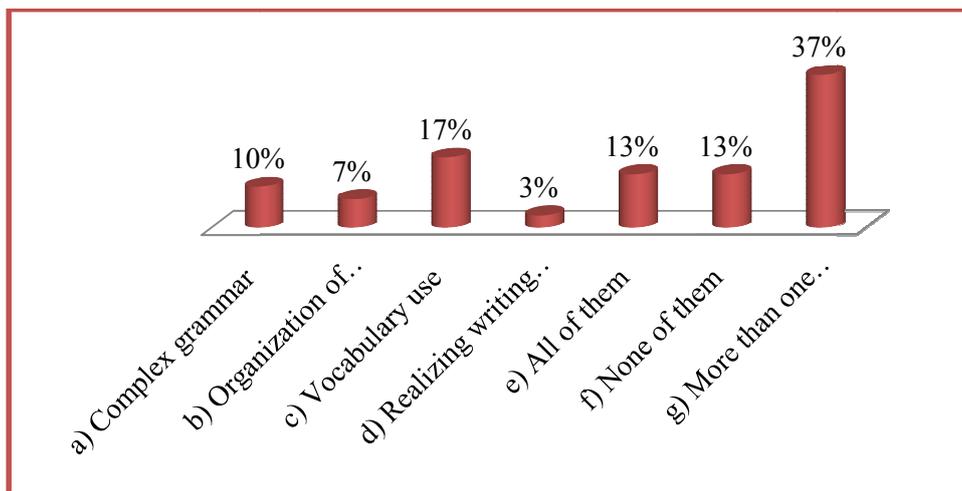
Figure 9 The difficulties students face when writing

This item was for checking students' thoughts about the difficulties they face when writing. It requires them to choose one or more of the given options. Then, we asked them to add other obstacles that they believe it might hinder their writing performance. In the outset, 11 out of the thirty (37%) asserted that they have more than one of these difficulties. Moreover, 5 students (17%) reported that they face difficulties in vocabulary use; by contrast 3 students (10%) claimed that complex grammar is the obstacle they face while writing. Yet, 4 students (13%) argue that none of the above

difficulties is considered as a real problem in their writing, also 4 students (13%) pointed that they are safer from all of these difficulties while writing. However, only one student confirmed that he has difficulties in realizing writing mechanics.

Other students added that they find other difficulties such as spelling mistakes, and that they get confused how to start to write. This implies that most students have problems with all these aspects because of many reasons such as: Complex grammar, organization of the content, and vocabulary use.

Item 10. Do you think that these difficulties influence your motivation to write?
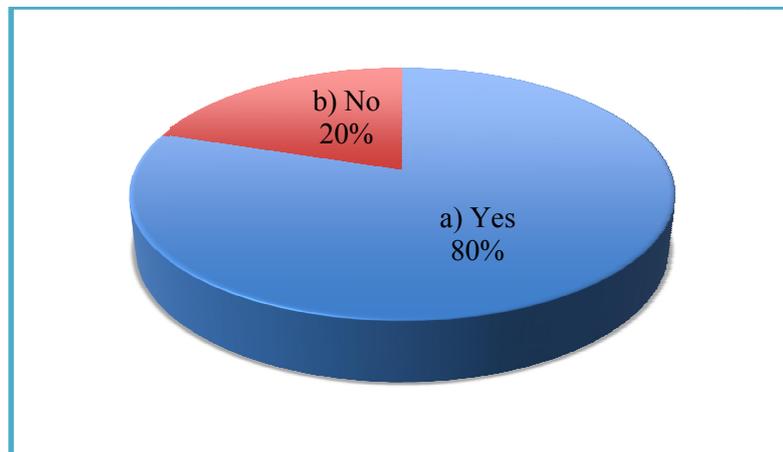
Figure 10 Students' responses about whether these difficulties influence their motivation to write

This item seeks information about whether these difficulties influence student's motivation to write or not. Then students were asked to justify their answer whenever they answered with "yes". From the results illustrated in the above diagram we notice that more than half of students (80%) n=24 think that their motivation to write is affected by the above suggested difficulties (in the previous question). They justified their answer saying that; these difficulties demotivates them, it also makes them feel that they are incompetent yet .Moreover, it reduce self-confidence and inhibit them to write successfully. Some of them claimed that these difficulties bring them a sort of boredom.

However, the rest of the respondents (20%) n=6 argued that their motivation is not affected by these difficulties.

As a result of the analysis of this question we conclude that whenever students face the above difficulties, they lose their motivation to write, in other words they become demotivated to write.

Section Three: De-motivating Factors

This section was designed to focus more on De-motivating Factors. It attempted to gather information about**:** the language learning skill(s) students are more motivated to improve, The kind of motivation students embrace through their learning, the degree of students' motivation to write, Sources of students' motivation to write, **t**he de-motivating factors students encounter the most when it comes to writing.

Item 11. Which of the following language skills you are more motivated to improve? (You may choose more than one answer).
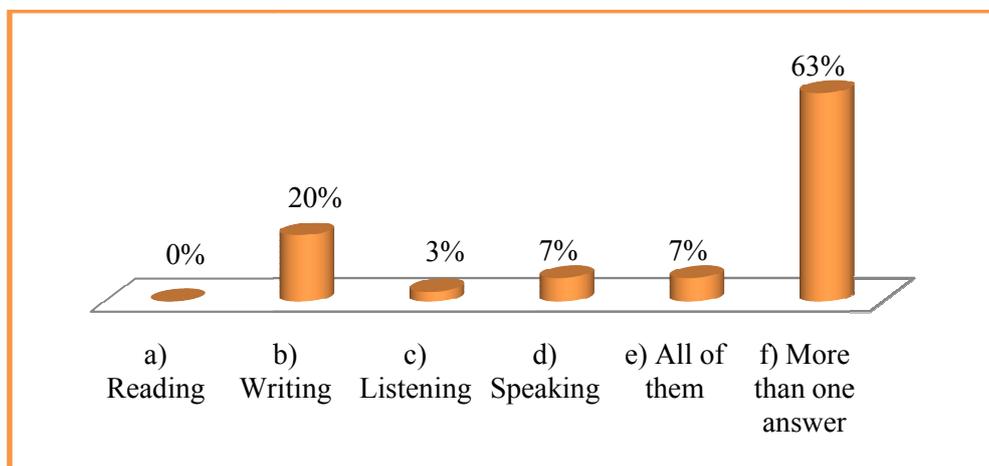
Figure 11 The language learning skill(s) students are more motivated to improve

In this item we aimed to investigate the language learning skill(s) students are more motivated to improve. Five options were proposed and students were allowed to choose more than one option. As the figure shows, the majority of the respondents (63%)

choose more than one answer, which stresses that students are not competent in many skills such as; reading, writing, listening, and speaking or it stresses their awareness of the relative high correlation of the four skills.

6 students (20%) confirmed that they are motivated to improve the writing skill. Those respondents aimed to say that they considered writing skill as the hardest skill that needs to be improved, and it indicates their awareness of writing as a central pillar of language learning. Whereas, a couple of respondents that represent (7%) of the whole sample pointed that they have to improve all of the above skills, which means their lack of competency in such skills due to the absence of practice.

The same percentage of students (7%) opted for the fourth choice which is improving the speaking skill. Thus; we can deduce that those respondents have difficulties with mastering the speaking skill due to internal factors (lack of motivation for instance) or external factors (poor quality teaching as an example). On the other hand, only one participant who claimed that he needed to develop his listening skill , However, none of the respondents (0%) looked at reading as a challenging skill that needs to be improved, rather they considered reading as a straightforward task that's easy to master.

Since the majority of students affirmed that they need to improve more than one skill this means that   EFL master students at the University of Biskra need some strategies, further efforts, and hard work to develop their cognitive skills.

Item 12. What kind of motivation do you embrace through your learning?
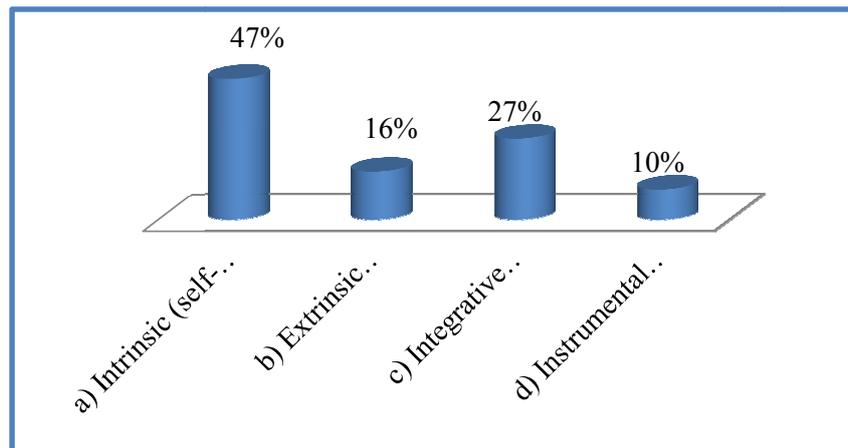
Figure 12 The kind of motivation students embrace through their learning

This item sought to investigate EFL students' views on the kind of motivation students embrace through their learning (intrinsic, extrinsic, integrative, and instrumental). To simplify what the displayed graph and table indicated, we proposed to respondents four types of motivation they embrace through their learning that affect the learning operation at master level. A percentage of (47%) n= 14 present students who stressed that they are intrinsically motivated to learn, which deduced that the majority of our sample engage in learning, because it is naturally satisfying them. In other words, the intrinsic motivation arises within the individual, driven by internal rewards.

In contrast, the lowest percentage (10%) n=3 students consider themselves instrumentally motivated to learn. This means that they are learning for different reasons for instance getting an academic degree. On the other side, (27%) presents students with integrative motivation. Besides (16%) of respondents highlighted that their learning is driven with an external motivation. This minority is shown that they learn not for the sake of inner fulfilment, it is often they are learning because they are obliged or to gain a reward, or to avoid a punishment.

To sum up with the above results, Biskra University master one students are intrinsically motivated to learn. These latter elucidated that their personal change leads them to a sense of accomplishment.

Item 13. To what extent do you consider yourself motivated to write?
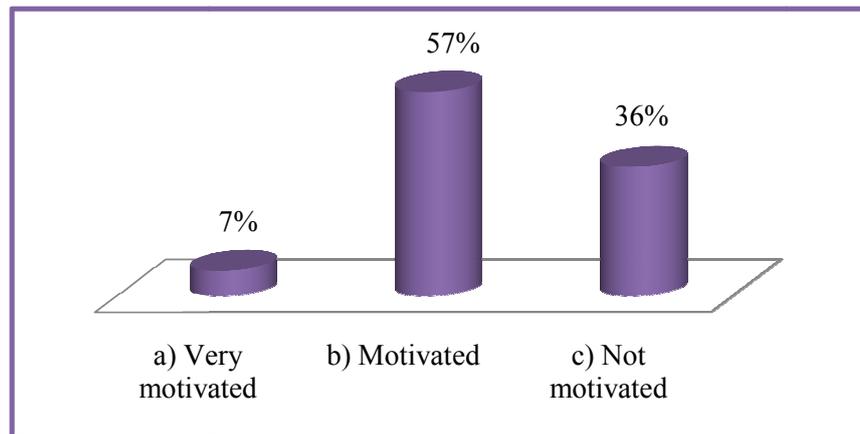
Figure 13 The degree of students' motivation to write

This item sought to determine to what extent students' are motivated to write (very motivated, motivated, and not motivated). Statistically speaking, the option of "motivated" got the major number of selection (57%). which means that our respondents are motivated to write. It also indicates the students' awareness of the importance of writing in making their thinking and learning visible and permanent. While an equal percentage of (36%) outcomes those who are not motivated or they are demotivated to write; in other words, they highlighted that they are not interested in writing due to certain reasons that affect their motivation. Eventually, some respondents (7%) pointed that they feel very motivated to write. To be precise, those participants indicate that they enjoy expressing their thoughts in writing. Also they set realistic performance goals they want to achieve by encouraging and motivating themselves to improve their performance in writing.

To sum up, from data analysis and interpretation, it was observable that most master one science of language students at   Biskra University are motivated to write. They rely that writing is what academic research is based on. On the other hand, there are a considerable number of students that are demotivated to write due to specific reasons that might be internal or external.

Item 14. What usually motivates you to write?
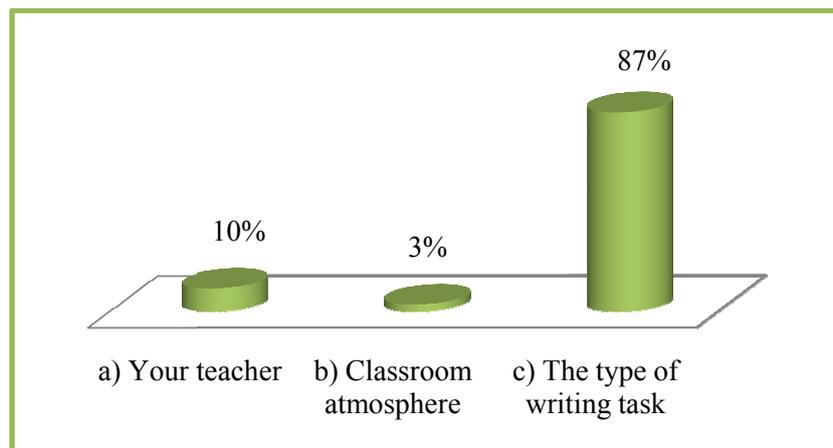
Figure 14 Sources of students 'motivation to write

This item targeted EFL master students to collect their beliefs about the source of their motivation to write. Students were asked to choose on the following options (the teacher, the classroom atmosphere, and the type of the writing task). And they were asked to add other sources that might motivate them to write. The results show that the majority of our respondents (86%) n= argued that the type of the writing task is what motivates them to write. That is to say, it is the content of the writing task that pouch them to write; they write almost perfectly when the topic of the task is interesting to them. The first option received a percentage of (10%) which reveals that 3 participants believed that the source of their motivation is their teacher .which deduced, that this minority think that the teacher is the model to them, and they inspire their motivation from his behaviour, feedback and assessment. On the other side, only one participant pointed that the

classroom atmosphere has a crucial role in his motivation. That means, there is a relationship between student's motivation and favourable classroom environment.

When students asked to provide other sources of motivation, their answers where as the following:

- Actually, it is the content of the writing task; I write almost perfectly when the topic of the task is interesting to me.

- If the topic is familiar to me. I can write.

- More reading.

- Interesting book eager you to write.

- Depending on my mood.

- If the writing task motivates me and attracts me I write.

- Group work.

In the same path, one of the respondents claimed, "Actually, it is the content of the writing task; I write almost perfectly when the topic of the task is interesting me" so, we can infer that an interesting topic is very helpful for students' writings process, because if the content of the task is boring or difficult, students eventually become demotivated to write. Moreover, other respondents stressed that familiarity with the topic might raise their motivation to write. In other words, to be familiar with the topic enables students in understanding, reasoning, and comprehension. Additionally, a couple of students mentioned that reading can be considered as the core of achieving better results when writing. Some of them added that group work has an essential role in motivating them while writing. Because writing in groups enables them to get immediate feedback.

From the results obtained, we can deduce that all student's think that there are many sources behind their motivation in writing. However, they considered the type of the writing task as the most important factor that raises their desire to write. Therefore

teachers should provide their students with interesting tasks that suit them and have a relationship with their modules.

Item 15. What are the de-motivating factors you encounter the most when it comes to writing? (You may choose more than one answer).

Table 15 The de-motivating factors students encounter the most when it comes to writing

Option	Participants	Percentage
a) Writing anxiety	3	10%
b) Inadequate time to practice	2	7%
c) Type of teacher's evaluation	4	13%
d) Difficulty of writing aspects	1	3%
e) Lack of linguistic knowledge	0	0%
f) All of them	4	13%
g) More than one answer	16	54%
Total	**30**	**100%**

Through this item, we aimed to explore the de-motivating factors students encounter the most when it comes to writing. We asked participants also to suggest other factors that might inhibit their writing performance. As the above table indicated, master one science of language classes comprise students from different ages and occupations but a percentage of (54%) stressed that they encounter various de-motivating factors when they come to write. Those respondents aimed to say that they lost their motivation to write due many internal and external negative factors. Which means that de-motivating factors play an essential role in determining the quality of their written production. Whereas, a percentage of (13%) refers to those who have selected a type of teacher evaluation, this may reveal that teachers' evaluation highly influences the interest and motivation of their students in writing. It also indicates the crucial role teachers' feedback

in increasing or decreasing their student's willingness to write in English. On the other hand, a same percentage (13%) of participants agreed that they encounter all of the aforementioned options together as de-motivating factors. Thus; we can deduce that those respondents lose their motivation and they have a serious problem they have to overcome.

While a percentage of (10%) refers to those who stressed that writing anxiety is what de-motivates them, which means that they are not born anxious writers , but they become blocked through negative or difficult experiences with writing . another (7%) noted that inadequate time to practice effects negatively on their writing performance. We can deduce that teachers do not provide them with the required time to complete their writing tasks which leads them eventually to be demotivated. Whereas one participant answered with difficulty of the writing aspects. The fact which reveals that, he had more difficulties mainly in the following writing problems that we have already discussed: vocabulary, and problems with language use. However, none of the respondents has selected the difficulty of writing aspects.

When participants asked to add other de-motivating factors they encountered while writing some of them claimed "when I'm not experienced with the type of the writing task because I have been given negative feedback about it before". Others answered saying that boring tasks decrease their motivation to write. In effect, students are expected to write in every area of the curriculum, and hence they find themselves with interesting and boring topics as well, but they have to rewire it to become inherently interesting to them. Some respondents opted that "I used to find problems in planning and purchasing the final draft". That means they find it difficult in writing stages. Break the intimidating task of writing down into manageable parts; this might be helpful to feel much less struggle in writing.

As a result, Biskra University master one science of language students are de-motivated to write due to several reasons such as: difficulty of the writing aspects, lack of linguistic knowledge, type of the teacher evaluation, writing anxiety, inadequate time to practice. However, both teachers and students are always concerned by overcoming these de-motivating factors and raising writing standards so that students can improve their performance.

3.2.4. Discussion and Interpretation of the Findings

The analysis of students' findings provides different information and valuable responses. Initially, from students' responses we deduce that females represent the majority of the sample we have chosen, this can be due to the fact that they prefer to study the foreign languages more than males, who prefer to study scientific streams rather than languages. Moreover, the choice of studying English at university was a personal choice for most of them. This proves the high demands of learning English at the university. In other hands, our respondents have a good level in the English language , thus they are perfect candidates for our research.

In the same vein, students' responses highlighted that they are unsatisfied with their current level in writing. Hence, we notice that they are motivated to improve their writing skill as a part of their academic learning. On the other hand, we notice the existence of a considerable number of careless students in improving their writing. However, it can be due to students' unawareness of the importance of developing such a skill. According to the respondents, writing skill is the most challenging skill to master.

In the same path, students' responses highlighted that writing skill is important and highly required for successful EFL learning because they stressed that it has a vital role in order to achieve language proficiency. Therefore they claimed that writing

clarifies students' thinking and it makes them think in different perspectives. More importantly, when we ask them whether they follow the fundamental stages in writing, most of them follow these strategies that enable them to judge whether they are effective writers or not. However, they struggle from all writing stages; planning for instance, which is considered as the most difficult stage, which means they struggle in organizing the ideas generated in brainstorming into an outline. Equally, they highlighted their difficulties in drafting, editing and purchasing the final draft as well. This might reveal that writing stages are not much focused on by teachers in their teaching of writing.

In addition, when we asked respondents to select the difficulties they face when writing. Most of them have problems with Complex grammar, organization of the content, realizing writing mechanics, and vocabulary use. Other students highlighted other difficulties such as spelling mistakes, confusion and how to start in writing. Consequently, students lose their motivation to write, eventually they become demotivated to write.

More importantly, students affirmed that they feel motivated to improve their cognitive skills such as; reading, speaking, listening, and especially writing. Equally, they affirmed that they are intrinsically motivated to write, despite the degree of motivation depending on the nature of the writing task. However, the respondents think that they become demotivated and lose to some extent their interest to write due to the following factors; difficulty of the writing aspects, lack of linguistic knowledge, type of the teacher evaluation, writing anxiety, and inadequate time to practice. However, both teachers and students are always concerned by overcoming these de-motivating factors and raising writing standards so that students can improve their performance.

3.3. The teachers' questionnaire

3.3.1. The sample

This questionnaire was administered to written expression teachers (7 teachers) at Mohammed Keider, university of Biskra. We have chosen them because they are teaching writing and our aim is to see the effect of the de-motivation factors on learners' writing.

3.3.2. Description of the questionnaire

This questionnaire is composed of 13 questions divided into two sections. The questions consist mainly of multiple choices (yes/no) and closed-ended options (list of choices), wherein the teachers are invited to tick the appropriate answer. There are open-ended questions as well, seeking teachers to explain, justify or suggest solutions.

Section One: Background Information (Q1 to Q3)

This section consists of three questions to know some information about the teachers' background. Teachers' years of experience in teaching EFL at university(Q1), Teachers' academic degree(Q2), Teachers' experience in teaching writing(Q3).

Section two: the writing skill (motivation and The De-motivating Factors Affecting Q4 to Q9)

The last section deals with the de-motivating factors affecting learners' writing from the teachers' viewpoint. (Q4) seek to understand teachers' attitude towards effective writing, (Q5) is set to check whether their students' writing performance is satisfactory with regard to their current level, (Q6) lists the difficulties you face when teaching written expression.(Q7) tends to investigate the most difficult writing aspects for EFL students, (Q8) seeks to discover the influence of writing difficulties on students' motivation to write,(Q9) attempts to ensure the degree of students' motivation to write,(Q10) aims to know teachers' views about the causes of their lack of motivation (Q11) attempts to ensure the main factors that motivate EFL students to write, (Q12) The

main factors that de-motivate EFL students to write.(Q13) usually help your students to overcome the previous de-motivating factors when writing.

3.3.3. Analysis of teachers' questionnaire

Section One: Background Information

Item 1. How many years have you been teaching English at University?
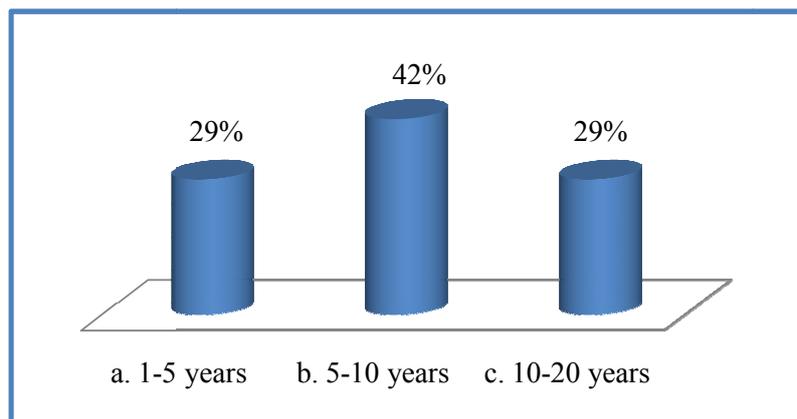
Figure 16 Teachers' years of experience in teaching EFL at university

As far as their teaching English experience is concerned, 3 teachers (42%) have an experience of five year to ten. However two teachers (29%) who have an experience of one to five year. Equally is the percentage of teachers whose experience is ten to twenty years.

Item 2. Please, specify your degree:
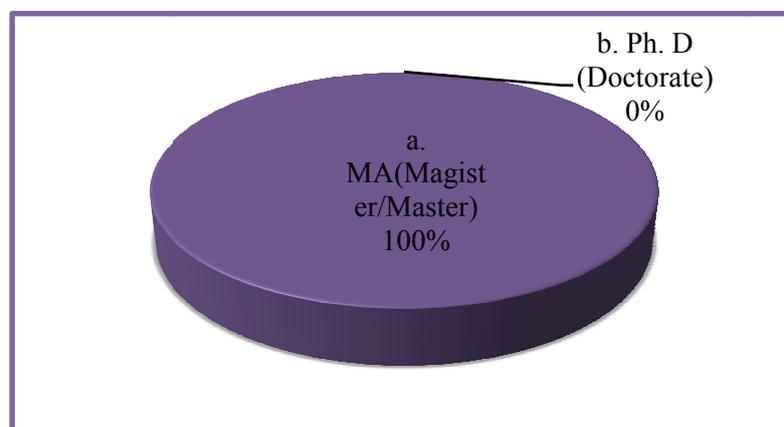
Figure 17 Teachers' academic degree

All the participants are teachers of written expression at the branch of English studies in the Department of foreign language in Biskra University. They all hold BA (Magister / Master) degrees.

Item 3. How long have you been teaching written expression?
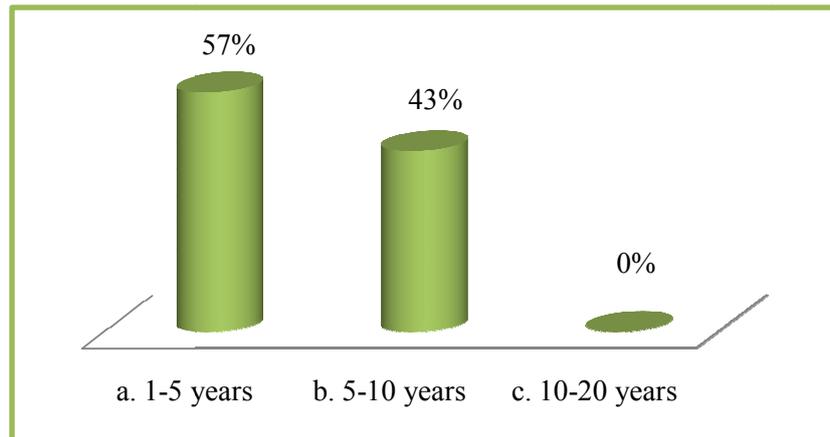
Figure 18 Teachers' experience in teaching writing

Concerning the length of their experience in teaching the written expression module, four teachers (57%) have an experience of one to five years. On the other hand, three teachers (43%) have an experience of five to ten years of experience. However, none of them has an experience of ten to twenty years.

Section Two: Writing Skill

Item 4. According to you, effective writing means:

This question aims to check the teacher's attitude towards effective writing. Their answers illustrated in the following table:

Teacher 1	☐ It is producing good ideas relevant to the main topic in an organized and coherent way. It is also about using effective mechanics, providing relevant vocabulary, respecting unity, developing enough each important topic support, etc.
Teacher 2	☐ When Learners write coherent and cohesive paragraphs
Teacher 3	☐ To write precisely and concisely
Teacher 4	☐ Translating thoughts, opinions or experience into words.
Teacher 5	☐ I don't have an exact answer
Teacher 6	☐ pertinent, methodical, academic straightforward
Teacher 7	☐ Good composition

Thus, the results imply that teachers' attitudes towards effective writing were varied; one of the teachers defined effective writing as " It is producing good ideas relevant to the main topic in an organized and coherent way. It is also about using effective mechanics, providing relevant vocabulary, respecting unity, developing enough each important topic support". Another one stated that effective writing is when learners

write coherent and cohesive paragraphs. This means that this teacher focuses more on the connection of ideas which focus on the grammatical aspect of writing.

On the other hand, teachers (3) consider effective writing as writing precisely and concisely. In other words , constructing sentences carefully to eliminate deadwood, and using grammar precisely, to get straight to the point in a way that the audience can easily comprehend. Teacher (4). Translating thoughts, opinions or experience into words. However, teacher (5) claimed that he didn't have an exact answer. Teacher (6) pointed that effective writing means pertinent, methodical, and academic straightforward. Teacher (7) stated that a good composition is an effective writing.

From the different responses, we can deduce that teachers have many definitions and point of view of effective writing, but all of them agree that writing effectively is a combination of writing, concisely, precisely, and coherently.

Item 5. Do you consider that your students' writing performance is satisfactory with regard to their current level?
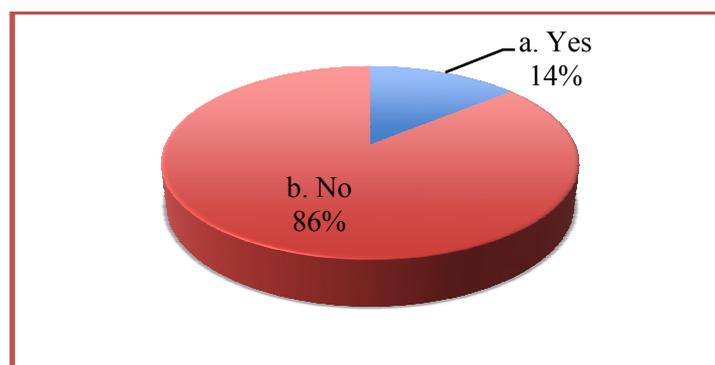
Figure 19 Teachers' satisfaction about their students' level

Almost all teachers (86 %) showed their dissatisfaction about their students' level in writing. Teachers' justifications for their choices are reported in the following table.

Teachers' justifications

Teacher	Students still have difficulties with using correct punctuation, using transitions effectively, organizing their ideas into unified body paragraphs, writing a good topic sentence/ thesis statement, using appropriate and interesting ideas and vocabulary.
Teacher	They also make a lot of spelling and grammar mistakes mainly because of a lack of revision and editing.
Teacher	Writing is a productive skill it is difficult learners suffer from lack of vocabulary and the problem of interference
Teacher	They write using a good style
Teacher	I rarely meet satisfactory writings when grading.

Teacher	The low level of the students affects their writing skill because it is a foreign Language for them and they face a lot of difficulties when they write.
Teacher	It lacks coherence and correctness.
Teacher	Lack of rhetorical competence.

Since writing in a foreign language is a very difficult activity, most students do not practice as much as they should. Teachers claimed that their students still have difficulties with using correct punctuation, using transitions effectively, organizing their ideas into unified body paragraphs, writing a good topic sentence/ thesis statement, using appropriate and interesting ideas and vocabulary. In effect, devoting more time to the written expression module would allow students more opportunities to practice under the guidance and the supervision of their instructors.

In addition, other teachers attributed the low level of their student's writing to their educational background; they make a lot of spelling and grammar mistakes mainly because of a lack of revision and editing. A number of respondents thought that students' difficulties have to do with their unfamiliarity with the linguistic code of the FL; L1 and FL have completely distinct linguistic systems as one of the teachers claimed "The low level of the students affects their writing skill because it is a foreign language for them and they face a lot of difficulties when they write" . However, only

one teacher described his satisfaction with his student's writing because they write using a good style.

Item 6. What are the difficulties you face when teaching written expression?

Table 22 Teachers' difficulties when teaching writing

Option	Participants	Percentage
a. Students are not interested in learning writing	0	0%
b. Having different levels of students	0	0%
c. Class size	0	0%
d. Lack of materials	0	0%
e. Lack of Motivation	0	0%
f. Insufficient time for instruction	0	0%
g. All of them	1	14%
h. More than one answer	6	86%
Total	**7**	**100%**

In this question item, we aim to investigate the teachers' difficulties when teaching writing. Participants are provided with six options to choose from and are allowed to opt for more than one option. The results yielded demonstrate that the majority of respondents (86%) face difficulties when teaching writing and this due to four factors given in the list of options: (1) students are not interested in learning writing, (2) having different levels of students, (3) class size, (4) and lack of motivation. However, only one teacher claimed that he faces difficulties with all the factors in the option.

To sum up, all participants admitted that they do have difficulties when teaching writing. From teachers' responses we extracted that EFL teachers at the University of Biskra face many challenges when teaching writing. However, the obstacles they face are

not very complex; they just need some changes starting from the system to the way of assessments.

Item 7. Which of the following is more difficult for your students to achieve: (you may choose more than one answer).
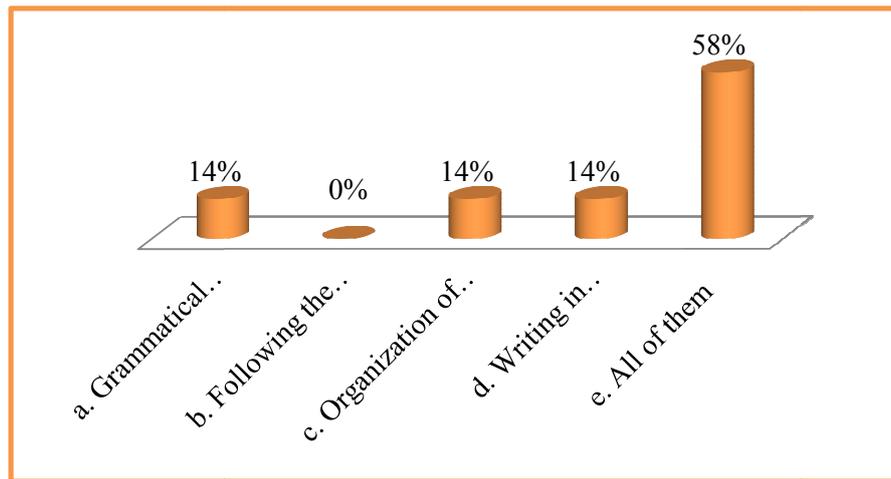
Figure 21 The most difficult writing aspects for EFL students

From this item, we attempted to know the most difficult writing aspects for EFL students. The table above revealed that the majority of respondents (58%) find difficulties in all of the listed options: (1) Grammatical structures and vocabulary use, (2) following the writing process actually, (3) organization of the text, (4) writing in different styles. while (14%) noted that grammatical structures and vocabulary use is the most difficult writing aspect for their students. This means that teachers have to focus more on their lessons on the basis of grammar and vocabulary.

The same percentage opted for organization of the text. This might be due to the fact that teachers did not focus on teaching them the arrangement of the text structure, and how ideas are presented. In effect, the flow of writing affects how readers interpret ideas. If the organisation does not provide readers with the information they are looking

for in an orderly manner, they quickly lose interest. Equally, (14%) stressed that their students suffer from writing in different styles and genres.

To conclude, from teachers' responses we can extract that the majority of EFL master one students   face difficulties with different writing aspects. This makes teaching writing a challenge for teachers. However, the obstacles they face are not very complex; they just need some help from their teachers for successful learning at an advanced level.

Item 8. Do these difficulties influence your students' motivation to write?
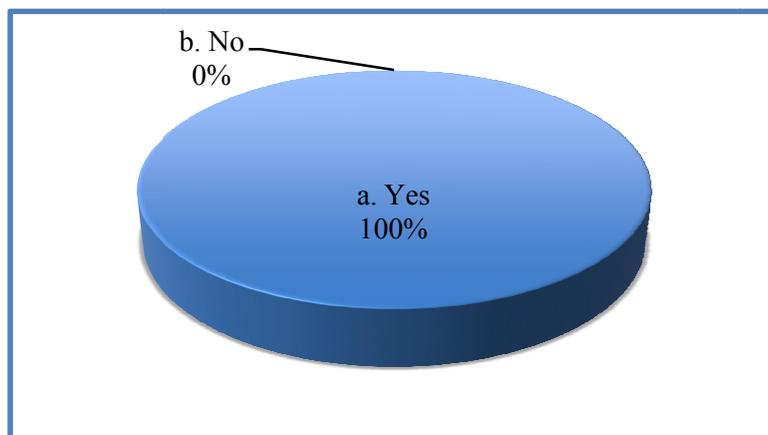
Figure 22 The influence of writing difficulties on students' motivation to write

This item is related to the previous question, it sought to ask teachers whether these difficulties influence their students' motivation to write. Then we requested them to justify their answers. As it is shown on the table, all teachers answered with "yes", which means that their student's motivation to write is affected by some difficulties.

Respondents' Justification of Their Answers

In this question, all respondents were asked to justify their answers and this provided various and valuable justifications as it is summarized in the table below:

Teacher 1	They tend to fail when they can't write effectively

Teacher2	Students feel these difficulties and these decrease their self-confidence and motivation. They feel stressed as they tend to repeat the same mistakes.
Teacher3	Motivation is a very necessary element that should be focused on because if students don't want to write because they think that there is no goal for writing then they will feel bored about writing anything in English.
Teacher4	They make them feel bored and not interested at all.
Teacher5	When they meet obstacles that they feel unable to overcome.
Teacher6	They hinder them from making progress and de-motivate them.
Teacher7	They de-motivate learners.

From the participants' responses, we can deduce that the majority of the teachers agree that a student's motivation to write is affected by some de-motivating factors. They highlighted that students tend to fail when they can't write effectively. Additionally, they claimed that when students face these difficulties it eventually decreases their self-confidence and motivation. They feel stressed as they tend to repeat the same mistakes over and over.

Furthermore, one of the teachers claimed that "Motivation is a very necessary element that should be focused on, because if students don't want to write because they think that there is no goal for writing then they will feel bored about writing anything in English". This teacher emphasises the crucial role that motivation plays in students'

written performance. Moreover, other respondents stressed that when students meet obstacles that they are unable to overcome, they become demotivated as well as these factors hinder them from developing and making progress in their writing.

Consequently, the majority of respondents asserted that writing difficulties has a great impact on students' motivation to write. Hence changing the ways of teaching-learning is highly recommended and should be based on what makes students creative and productive on their writings

Item 9. Regarding writing skill, to what extent do you consider your students are motivated to write?
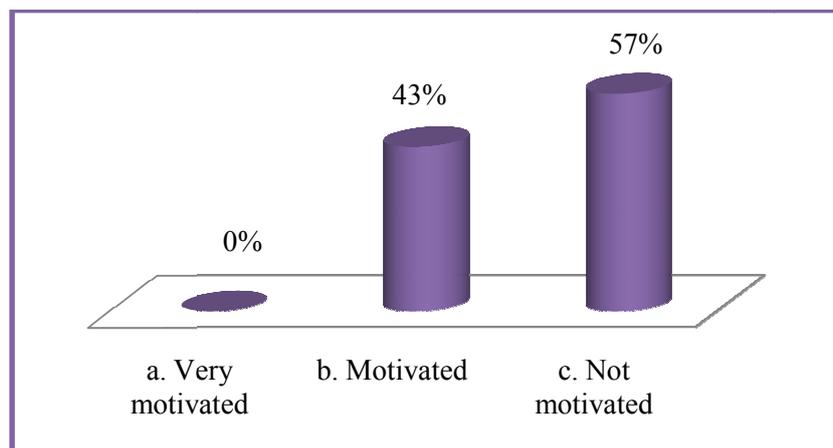
Figure 3.23 The degree of students' motivation to write

This item aimed to see the degree of students' motivation to write (very motivated, motivated, not motivated). The above table reveals that the highest percentage (57%) of respondents agreed upon the idea that their students are not motivated. This means that these students lose their desire to write due to specific negative internal or external forces that diminish a student's performance.

On the other hand, (43%) of participants argued that their students are motivated to write. It reveals the effectiveness of teachers' method of teaching writing or it might

indicate students desire to achieve an advanced level in writing. Yet, none of the respondents highlighted that his students are very motivated to write.

From the results obtained, we can deduce that most teachers think that there are many factors that contribute to students' performance in writing. Thus, almost all the teachers were not satisfied with their students' performance in writing because as they have noted their students become demotivated. In fact, such difficulties can be devastating to students' education and self-esteem, and with their continuous struggle with their writing problems they may face difficulties to stay motivated.

Item10. In your opinion, the lack of motivation, in writing is due to:

Table 24 Teachers' views about the causes of their students' lack of motivation

Option	Participants	Percentage
a. Lack of interest	0	0%
b. Experiences of failure and lack of confidence	0	0%
c. Students' negative attitude towards learning EFL and writing	0	0%
d. The way the course is being taught and assessed	0	0%
e. The content to be taught	0	0%
f. All of them	1	14%
g. More than one answer	6	86%
Total	**7**	**100%**

This question aims to investigate teachers' views about the causes of their students' lack of motivation. The results obtained demonstrate that 6 teachers (86%) chose more than one answer. In other words, their students suffer from many negative causes that lead them to lose their motivation to write. For instance, teachers considered the following factors as the main causes of being demotivated: lack of interest, experiences of failure and lack of confidence, the way the course is being taught and assessed, and the content to be taught. On the other hand, another category of teachers (14%) believed that all the causes are the source of their students' lack of motivation.

However, teachers' guidance and encouragement to improve students' writings is very important to help students overcome these difficulties .

From the different responses, we can deduce that there many causes that reduce students' motivation .In fact, there are many practices a teacher can employ to encourage students to improve their performance in writing; for instance, by providing at least one hour a week for students to write, identifying students' difficulties and assisting them to overcome them. In addition, the teacher can teach students different writing strategies and to emulate features of good writing throughout exposure to exemplary texts from different sources.

Item 11. What usually motivates your students to write more?
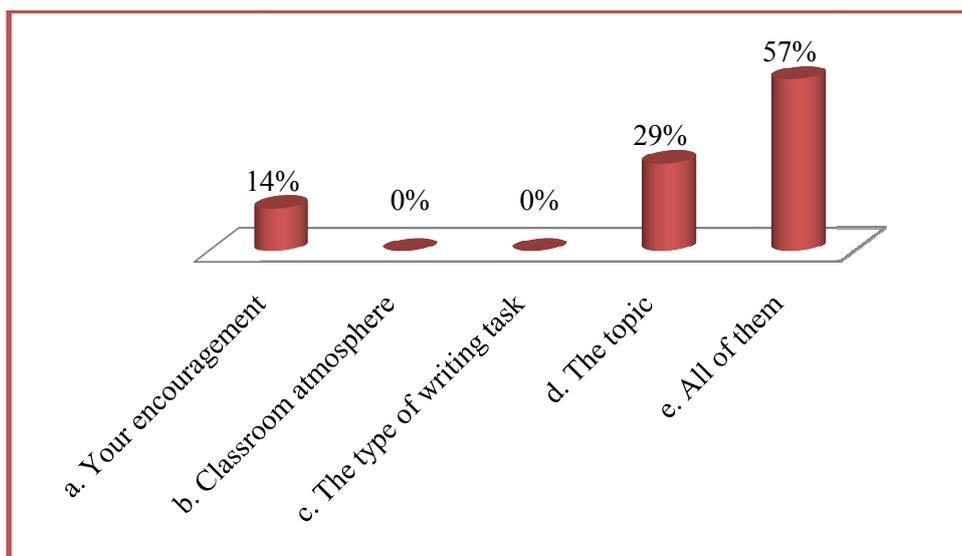
Figure 25 The main factors that motivate EFL students to write

This question is closely related to the previous question item which deals with the main factors that motivate EFL students to write. Almost all teachers (57%) agreed that all factors are motivators for students to write. By contrast, 2 teachers (29%) reported that the topic is what motivates students to write. In other words. It is the content of the writing task that pouches them to write; they write almost perfectly when the topic of the

task is interesting to them. Another category of participants (14 %) agreed that teachers' encouragement has a crucial role in motivating their students to write. In fact, teachers are a central component in the learning process. Furthermore, what teachers say or do and how they communicate and behave in the classroom may potentially influence student motivation in different ways.

From the results, we can notice that the respondents had valued the items according to their importance in increasing students' motivation to write; hence the topic and the teachers' encouragement had been emphasized by almost teachers

Item 12. What are the de-motivating factors your students encounter the most when it comes to writing?
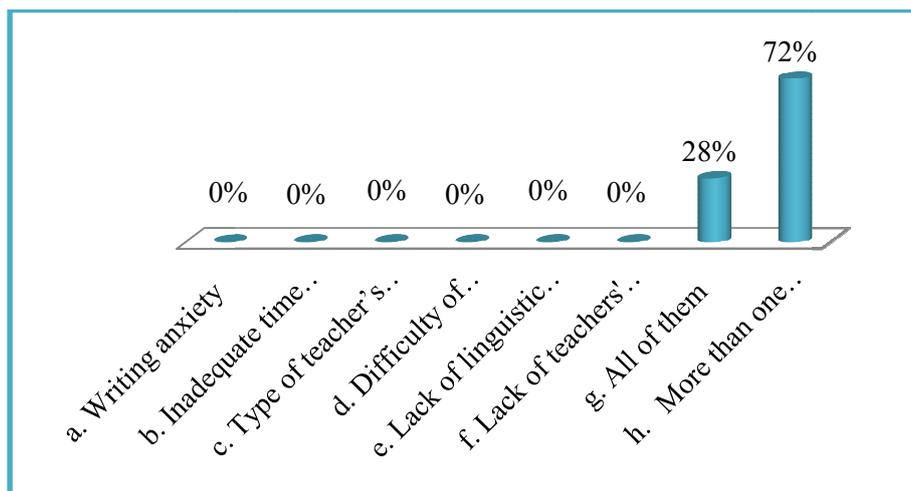
Figure 26 The main factors that demotivate EFL students to write

This question aims to explore teachers' view about the main de-motivating factors their students encounter the most when it comes to writing. As the table demonstrates the majority of teachers (72%) chose more than one answer, for instance, inadequate time to practice which means that teachers do not provide them with the required time to complete their writing tasks which leads them eventually to be demotivated, on the hands, type of teachers' evaluation and assessment affect students' learning and writing, since if the students get bad marks despite the hard work they make and this action is

repeated more than once, the students will lose their will to write or do their best in next examinations.

In addition the difficulty of writing aspects is highlighted as a de-motivating factor. Because grammar and vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. On the other hand 2 participants (28%) admitted that their students encounter problems with all the de-motivating factors. This indicates teachers' awareness of the de-motivating factors that diminish students' desire to write.

Consequently, the awareness about the de-motivating factors among learners will raise their motivation. For example, lesson quality, providing the modern teaching materials, believing in their abilities and creating the conditions that may motivate them.

3.3.4. Discussion and Interpretation of the Findings

The analysis of the different questions in this questionnaire provides us with valuable information that has given us the opportunity to answer the vital research question that was intended to be investigated. Regarding teachers' questionnaire, it can be deduced that all the participants are teachers of written expression at the branch of English studies in the Department of foreign language in Biskra University. They all hold BA (Magister / Master) degree with an experience from one to twenty years.

All of them believe that effective writing is a combination of writing, concisely, precisely, and coherently. The questionnaire revealed that the majority of teachers believed that their students still have difficulties with: Grammatical structures and vocabulary use, Following the writing process accurately, Organization of the text, Writing in different styles and genres. Moreover, using correct punctuation, using transitions effectively, organizing their ideas into unified body paragraphs, writing a good

topic sentence/ thesis statement, using appropriate and interesting ideas and vocabulary. In effect,   devoting more time to the written expression module would allow students more opportunities to practice under the guidance and the supervision of their instructors.

Teachers admitted that students have great problems in writing. As teachers assert, writing difficulties has a great impact on students' motivation to write. Hence changing the ways of teaching-learning is highly recommended and should be based on what makes students creative and productive in their writings. Almost all the teachers were not satisfied with their students' performance in writing because as they have noted their students become demotivated. In fact, such difficulties can be devastating to students' education and self-esteem, and with their continuous struggle with their writing problems they may face difficulties to stay motivated.

Teachers highlighted that there are many causes that reduce   students' motivation: Lack of interest, experiences of failure and lack of confidence, students' negative attitude towards learning EFL and writing, the way the course is being taught and assessed, the content to be taught. Hence the nature of the topic and the teachers' encouragement had been emphasized by almost teachers as main factors that motivate EFL students to write

Further, the analysis of the teachers' questionnaire revealed that students of English in the Department of Foreign Languages of Biskra have serious problems in writing. Teachers highlighted writing anxiety, inadequate time to practice, type of teacher's evaluation, difficulty of writing aspects, lack of linguistic knowledge, lack of teachers' constructive feedback.

To sum up, this questionnaire was a useful tool of gathering data from teachers. The results obtained were valuable in answering crucial research questions. Furthermore,

the questionnaire gave us the opportunity to know teachers' attitudes toward. Additionally, through the analysis of teacher's answers it can be concluded that teachers are aware of the de-motivating factors that affect their students' writing performance.

3.4. Discussion of the Findings

Through the analysis of the data obtained from both teachers' and students' questionnaires, we have gained valuable results that shed light on various crucial de-motivating factors that affect negatively on students' writing performance.

To begin, we have observed that both teachers and students are dissatisfied with their current level in writing. Nevertheless, we observed their awareness of the importance of the writing skill. Furthermore, they gave different interpretations to the concept of 'effective writing', but all of them agreed that it is a combination of basic elements, which are complementary and together with additional components such as style, organization and clarity can create good and effective writing.

Additionally the survey findings revealed that almost all teachers considered their students' performances as low because their skills in writing are not adequate and such difficulties can be devastating to students' education and lack of motivation because they risk staying motivated with their continuous struggle to overcome these writing deficiencies. Further, the analysis of the students' questionnaire revealed that students encounter problems in writing stages; planning, drafting, editing and purchasing the final draft. They also highlighted problems with Complex grammar, organization of the content, realizing writing mechanics, and vocabulary use.

Given the large proportion of students in the sample who admitted having experienced demotivation, it is clear that not only does the phenomenon of Demotivation: Understanding Resistance to English Language Learning demotivation exist in EFL

learning at Biskra university but it is also a serious problem. Despite strong extrinsic motivation, for some students to write, demotivation had a very strong impact that destroyed their interest in writing in English. It was evident that demotivation had a negative impact on students, preventing them from gaining expected learning outcomes. These results suggest that demotivation is a significant language problem that needs to be specifically addressed in FL learning.

The main result obtained from this study was that there are six main factors that cause de-motivation during the EFL writing process. They included problems relating to the writing anxiety, inadequate time to practice, type of teacher's evaluation, difficulty of writing aspects, lack of linguistic knowledge, and lack of teachers' constructive feedback. All these go toward making students feel demotivated.

One of the findings of the study that is consistent with the general results reported in previous studies is that the largest source of demotivation was related to teachers' feedback. Teachers were found to have a strong impact on students' demotivation or motivation to write. Consequently, the analysis revealed that teachers' evaluation, as a common de-motivating factor, is in significant relation with the participants' performance. This relationship suggests that those students with a lower writing performance viewed teachers' as one major issue. The possibility that the teacher might have had an effect on this low performance can be subject to more inquiry. Furthermore, it is teachers who, if they are aware of the demotivation phenomenon, are best placed to deal with it effectively.

Within the six demotive categories related to students, writing anxiety provided the largest source of demotivation. The majority of the student participants admitted having blocked through negative or difficult experience with writing. Another important finding is that many students were demotivated because of inadequate time to practice

writing. Moreover, teachers highlighted the role of teachers to help and assist those learners to improve these aspects of writing by directing comments on the content and the general quality of the work to motivate them to raise their writing standards.

Teachers also recognize the high value of practice in writing because to become a good writer a student needs to write a lot. Hence, many teachers feel the class time is often scarce and wish to be allotted longer hours of teaching writing, which enable the teacher to prepare activities with carefully planned stages of planning, drafting and revision . Furthermore, teachers explained that the nature of the topic and the teachers' encouragement are the main factors that motivate EFL students to write.

All in all, both questionnaires showed us that students as well as teachers have an idea about the de-motivating factors. We aimed, by administering the questionnaires to both of them, to see their perspectives about the same issues. We found many differences in their responses, since some factors seemed to be effective for students while the teachers say that they are not.

Thus, for master one s students at least, extrinsic and intrinsic factors were the principal causes of demotivation, This suggests that changes in teaching and curriculum practices have the potential to have the greatest impact on increasing students' success in FL learning.

Conclusion

This chapter was devoted to the field work of the study that consisted of two parts. The first part focused on the theoretical background of the research methodology of the study; namely: research approach, research design, sampling and population, and data collection methods. The second part aimed to check the de-motivating factors that affect

EFL students' writing skill. In addition, it dealt with detailed data analysis, and discussion of findings

General Conclusion

The present study aimed to shed light on investigating the significant de-motivating factors that affect students' writing performance. Thus, this research attempted to answer the research question. The ultimate aims in this research are to find the most demotivating factors among master one science of language students.

The study comprises three chapters, the two initial chapters were devoted to the theoretical part of the study; whereas, the third chapter shed light on the study framework. Firstly, the first chapter is devoted to writing skill. To be precise, it dealt with a general of writing (its meaning and history). Moreover, it presented the importance and its relationship with other skills; furthermore, it shed light on different writing stages, as well as, elements of satisfactory writing, in addition to challenges in teaching writing.

Secondly, the second chapter consisted of two sections that dealt with motivation and de-motivation. The initial section provided meaning and types of motivation. While the second section focused on de-motivation, it presented its definition, and the de-motivating factors that affect students' writing skill.

Thirdly, the third chapter is devoted to the study framework. Initially, this chapter dealt with the practical part of the study that presented a literature review about the research methodology (research approach, population and sampling, and data collection methods). Then, it shifted to data analysis and interpretation in addition to the discussion and summary of the study findings.

To achieve the study aim, researchers dealt with a descriptive method. To collect data the researcher based her study on questionnaires as a data collection method, which

has been administered to EFL students and EFL teachers. Both teachers and students were from the University of Biskra. The sample of the study included seven teachers and thirty students.

Concerning the results obtained from the analysis of the students' questionnaire, it was found from the study of students' responses that EFL master one students at Biskra University are still experiencing great difficulties in writing that may lead them to be demotivated to write i.e. losing their motivation to write. Motivation is, constantly, associated with the success or failure of individuals in achieving a specific task in general and of learners in learning a language in particular. The motivation to write can be diminished by many demotivating factors, indeed, they represent a great threat to learners and they should be aware of them.

Furthermore, the obtained results showed that EFL students have six main factors that cause de-motivation during the EFL writing process. They included problems relating to the writing anxiety, inadequate time to practice, type of teacher's evaluation, difficulty of writing aspects, lack of linguistic knowledge, and lack of teachers' constructive feedback. All these go toward making students feel demotivated.

Unavailability of sources was the major limitation of this study. Which does not allow the researcher to go in depth within this research. Since this study was confined to a group of students at the university of Mohamed khieder Biskra and a number of English teachers , thus the results obtained out of such a sample may not be enough to generalize it to represent only our sample. A number of inquiries stemmed from this research which may be interesting to be investigated such as how to raise student's motivation to write successfully.

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Appendices

Appendix I:

<u>Students' Questionnaire</u>

Section One: Background Information

Q1: Please, specify your gender:

  a) Male

  b) Female

Q2: **Choice of studying English**

  a) Free

  b) Impose

Q3:How do you consider your level with English language?

  a) Very good

  b) Good

  c) Average

  d) Poor

Q4:Is your writing performance satisfactory with your current level?

a) Yes   b) No

Please, explain why:

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Q5: Do you practice to improve your writing skill?

a) Yes   b) No

Section Two: Writing Skill

Q1:According to you, writing is: (tick (√) between the two adjectives in the extreme)

Difficult Easy

Extremely   Quite   Slightly   Neither   Slightly   Quite   Extremely

Q2: **Do you consider that writing skill is an important requirement to achieve language proficiency?**

a) Yes b) No

Please, Explain your choice

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………

Q3:When you write; do you follow the fundamental stages of the writing process?

a) Yes   b) No

If yes, which of the following stages do you find it more difficult to achieve?

a) Planning

b) Drafting

c) Editing

d) Purchasing final draft

Q5.What are the difficulties you face when you write?

a) Complex grammar

b) Organization of the content

c) Vocabulary use

d) Realizing writing mechanics

e) Others:

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
………

Q6. Do these difficulties influence your motivation to write?

a) Yes   b) No

If yes, how?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
………

Section Three: Demotivating Factors

Q1:Which of the following language skills you are more motivated to improve

b) Reading

c) Writing

d) Listening

e) Speaking

Q2: What kind of motivation do you embrace through your learning?

a) Intrinsic (self-motivation)

b) Extrinsic (from your teacher, peers…)

c) Integrative (through engagement)

d) Instrumental (by instruments)

Q3: Regarding writing skill, to what extent do you consider yourself motivated to write?

a) Very motivated

b) Motivated

c) Not motivated

Q4: What usually motivates you to write?

a) Your teacher

b) Classroom atmosphere

c) The type of writing task

Others:

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

………

Q5: What are the demotivating factors you encounter the most when it comes to writing?

    a) Writing anxiety

    b) Inadequate time to practice

    c) Type of teacher's evaluation

    d) Difficulty of writing aspects

    e) Lack of linguistic knowledge

Others:

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………

Appendix II

Teachers' Questionnaire

Section One: Background Information

Q1. How many years have you been teaching English at University?

    a. 1-5 years

    b. 5-10 years

    c. 10-20 years

Q2. Please, specify your degree:

a. BA (License)

 b. MA (Magister/Master)

c. Ph. D (Doctorate)

Q3. How long have you been teaching written expression?

…………………………………………………………………………………………………

Section Two: Writing Skill

Q1.   **According   to   you,   effective   writing   means:**

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………

Q2. **Do you consider that your students' writing performance is satisfactory with regard to their current level?**

   a) Yes b) No

Please, explain your answer.

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………

Q3. **What are the difficulties you face when teaching written expression?**

   a) students are not interested in learning writing
   b) Having different levels of students
   c) Class size
   d) Lack of materials
   e) Lack of Motivation
   f) Insufficient time for instruction

Q4. Which of the following is more difficult for your students to achieve: (you may choose more than one answer).

   a. Grammatical structures and vocabulary use

   b. Following the writing process accurately

   c. Organization of the text

   d. Writing in different styles and genres

   e. All of them

If others specify please:

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……

……

Q5. **Do these difficulties influence your motivation to write?**

    f)   Yes   b) No

If yes, how?

……

……

……

Section Three: Demotivating Factors

Q1: Regarding writing skill, to what extent do you consider your students are motivated to write?

    d) Very motivated

    e) Motivated

    f) Not motivated

Q2. In your opinion, the lack of motivation, in writing is due to:

lack of intrinsic interest

experiences of failure and lack of confidence

unclear study goal

if others, please mention them

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……

……

Q3: What usually motivates your students to write more?

    d) Your encouragement

    e) Classroom atmosphere

    f) The type of writing task

Others:

………………………………………………………………………………………………………

………………………………………………………………………………………………………

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Q4: What are the demotivating factors your students encounter the most when it comes to writing?

      f)   Writing anxiety

      g) Inadequate time to practice

      h) Type of teacher's evaluation

      i)   Difficulty of writing aspects

      j)   Lack of linguistic knowledge

Others:

………………………………………………………………………………………………………

………………………………………………………………………………………………………

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الملخص

تهدف هذه الدراسة الى التحقق من مدى وعي طلبة السنة اولى ماستر شعبة علوم اللسان من العوامل اللاتحفيزية التي تؤثر سلبا على المهارة الكتابية للطلبة، كما تهدف الدراسة ايضا الى ايجاد العوامل اللاتحفيزية الاكثر تاثيرا. ولبلوغ هذا الهدف اتبعنا منهجية البحث الوصفي من خلال استعمال الاستبيان كوسيلة للاجابة على السؤال المطروح. وقد تم تقديم استبيانين لكل من طلبة السنة الاولى ماستر علوم اللسان اضافة الى أساتذة شعبة اللغة الانجليزية بجامعة محمد خيضر بسكرة. وقد اظهرت نتائج هذه الدراسة أن كلا من الاساتذة والطلبة يتفقون على أن للاستاذ دور فعال في نشر الوعي حول هذه العوامل السلبية. بالاضافة الى انهم يتفقون على أن كل من : الوقت الغير كافي للتطبيق و   اهلية الاستاذ و محتوى الدرس و المعرفة اللغوية للطالب و صعوبة الكتابة اضافة الى الخوف والقلق من الكتابة يمثلون العوامل اللا تحفيزية الأكثر تأثيرا على أداء الكتابة.