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**Ministry of Higher Education and Scientific Research**  
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**The Effect of Topic Selection on EFL Students' Writing  
Performance:  
The Case of Second Year Students of English, University of Jijel**

A Dissertation Submitted in Partial Fulfillment of the Requirements For Masters' Degree in  
Didactics of Foreign Languages

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2019-2020

## **Acknowledgement**

In The Name of Allah, The Most Merciful, the Most Compassionate, all praise be to Allah, The Lord of the Worlds, and prayers, and peace be upon Mohammed, his Messenger.

This paper would not be finished without the support, advice, guidance, help and encouragement from particular individuals.

First of all, we would like to express our gratitude to our teacher and supervisor: Ms. Amal Boukhedenna, for her guidance, suggestions, and encouragement to complete a successful dissertation.

We like to thank in advance the members of the board of examiners: Dr. Boukhentache Slimane and Ms. Tiouane Hiba for honoring us by reading our research work.

Further, we like to offer sincere thanks to the teachers and the students at the department of English, at the University of Mohammed Seddik Ben yahia who made up the population of the study and whose collaboration in answering the questionnaire is of paramount importance to our work.

Big thanks go to our teacher Dr. Abdeljalil Bouzenoun and Mr. Naili Redouane for their valuable pieces of advice, guidance and unconditional help.

Our thanks also extend to our families and beloved friends for their endless love and support through our entire lives and particularly through the process of pursuing our Master Degree.

### **Dedication**

In The Name of Allah, the Most Merciful, the Most Compassionate, praise is to Allah, the almighty for always being there for us and blessing us with health, strength and peace.

This work is dedicated to our beloved parents, who have shown us what nobody else would ever have. We are deeply grateful to them for giving us love, encouragement, support, and understanding.

This work is also dedicated to our brothers and sisters for their wholehearted support. To all our Friends and teachers at Mohammed Seddik Ben Yahia University, Jijel.

To all who were there for us, thank you for being supportive, patient, and caring for us.

Thank you to every person who encouraged us and gave us strength. To you all, we dedicate this humble work.

**NADJET & SOUMIA**

### **Abstract**

The present study seeks to investigate the effectiveness of using topic selection as a motivational strategy to enhance engagement in doing writing tasks for second year Students in the department of English at the University of Mohammed SeddikBenYahia, Jijel. Throughout this research, we hypothesize that if teachers implement topic selection in written expression classes, student writing performance will be improved. To affirm the validity of this hypothesis, two separate questionnaires have been administered to test students' writing performance. Thirty five (35) second year students from the department of English were subject to the first questionnaire while the second questionnaire was given to a sample of seven written expression teachers. The discussion of the results has shown that using topic selection enhances and motivates second year English Students' writing performance. Moreover, Students claim that they prefer to write about topics chosen by them rather than assigned topics. The results of his study are insights for teacher and students' usage of Topic Selection Method effectively in writing classes.

*Key Words:* assigned topics, self-selected topics, topic selection, writing performance.

**List of Abbreviations**

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**FL:** Foreign Language

**L<sup>1</sup>:** First Language

**L<sup>2</sup>:** Second Language

**SST:** Self-selected Topic

**TAT:** Teacher-assigned Topic

**TS:** Topic Selection

**N:**Number

**VS:** Versus

**%:**Percentage

**Q:** Question

**&:** And

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## **General Introduction**

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2. Statement of the Problem
3. The Research Questions
4. Aim of the Study
5. Hypothesis of the study
6. Means of Research
7. Structure of the Study

## **Introduction**

Writing is considered to be the most complex skill because it is said to develop only after one's ability to speak and read. According to Hammill&Larssen (1985), "writing is the highest and most complex form of human communication" (p.9). Foreign Language learners in Algeria face many problems with regard to this skill of language. There are many reasons behind this problem, but the main cause may be the methods that teachers follow in teaching their writing lessons. Because students' improvement in writing is related to the strategies the teacher uses to motivate students, and in order to achieve a positive reaction, the teachers' transfer of knowledge should be in an interesting and engaging. Concerned the teaching of writing, teachers are said to be still using the traditional methods of teaching, giving knowledge, rules, explanation, assigning tasks without giving the students the chance to engage in the process of learning or to select topics by themselves.

The present study examines how topic selection of a writing task might affect students' writing performance and how it enhances their motivation to write.

### **1. Background of the Study**

Over the past decades, a number of studies (Graves, Bonzo, Bonyadi) have been done concerning the relationship between topic selection and writing performance. Researchers concluded that students' writing is more or less affected by the topic selection. The issue of self-selection has been discussed mostly in teaching reading skill. However, some studies adopted the issue of topic selection in writing skill and many teachers have become committed to the ideas that students' writing should be based on students' self-selection of topics as suggested by Graves (1981) ; Read (2005) stated that "given appropriate instruction in the skill of writing and a topic that they have chosen and find interesting, young students are fully capable of dealing with the complex problems that occur when reading and writing informational texts"(p.44). In Bonzo's (2008) experiment that investigated the effect of topic selection, he stated that there is a difference between "teacher selected topics (TAT) vs. student selected topics (SST)" on the participants' fluency in writing. The results of the study showed that topic selection did influence

## EFFECT OF TOPIC SELECTION ON WRITING PERFORMNACE

the overall fluency of students' writing when they selected their topics on their own. The findings of the study, furthermore, indicated strong significant correlation between fluency and grammatical complexity. Moreover, Leblanc and Fujieda (2012) in their effort to examine the effect of topic selection on the writing of Japanese EFL university learners conducted a quasi-experimental research to measure the lexical variation of students' writing through a type-token formula. The findings of this study showed that topics selected by learners had a positive effect by increasing lexical variation in the text samples collected in 10 min writing task. The researchers concluded that topic autonomy can help learners explore the range of their vocabulary size in producing language, which may otherwise not be utilized in teachers' assigned tasks.

Implementing a qualitative approach, Bonyadi, Zeinalpur and Reimany (2013) explored EFL students' perceptions towards self-selected and teacher-assigned topics in writing classes. This study used certain forms of data collection; self-written reports, written by EFL adult students (N=30), reflecting their own perception on the issue. The findings affirmed that students are more motivated and encouraged to write when they were allowed to choose their own topics in their EFL writing classes, but a few of students showed positive perception toward teacher assigned topics. The authors have concluded in their study that the differences in students' perceptions towards topic selection assist EFL teachers to create flexible instructional strategies. In other words, they argued that teachers should take in consideration the perceptions of giving students the chance, either to select their own topic or the one assigned by their writing teacher.

### **2. Statement of the Problem**

Writing is considered as the most important skill in language learning and the most difficult to master, many students encounter difficulties in writing due to the fact that teachers still use traditional methods in teaching writing. Teachers do not give freedom for students to select their topics; they prefer to assign topics for them. It is a fact that writing is enjoyable when writing about topics of their interest with the guidance of the teacher. As opposed, students are discouraged to write

about topics assigned by the teacher, when students are allowed to select their topics they are likely to produce better quality in writing.

This study is an attempt to check whether topic selection as an effect on EFL students' writing performance.

### **3. Research Questions**

In order to find out whether or not topic selection enhances students 'writing performance, this research paper poses a set of questions and seeks to answer them:

- ❖ Do Students prefer to write about assigned topics or selected ones?
- ❖ Do teachers implement topic selection in writing activities?
- ❖ Does topic selection enhance students' writing performance?

### **4. Research Hypothesis**

In an attempt to answer the research questions of this study, it is hypothesized that:

- ✓ If teachers implement topic selection in English writing classes (Written Expression Module), students' writing will be improved considerably.
- ✓ If writing tasks are done under the suggestion that students select their topics, their motivation to do the writing tasks is likely to be enhanced.

### **5. Aims of the Study**

This study is conducted with second year students in the department of English at the University of Mohammed Seddik BenYahia, Jijel. It aims at investigating the use of topic selection in English writing classes as a method for enhancing writing performance and quality. In other words, through this study, we will attempt to show the effect of topic selection on enhancing students' writing performance.

### **6. Means of Research and Methodology**

In order to test our hypothesis and to check the validity of the research aims, a quantitative questionnaire is used as a tool for collecting data for the study. Two separate questionnaires are used; the first one is conducted with 35 second year students of English at

the University of Mohammed Seddik Ben yahia, Jijel, and the second one is designed for the seven written expression teachers at the same University.

### **7. Structure of the Study**

This piece of research is organized into three (3) chapters, beginning with a general introduction and summing up with a general conclusion. The first chapter entitled “Topic Selection in English Learning” defines topic selection and how to select a topic, categories of selection in writing, the relationship between topic selection control and writing fluency, and finally the effect of topic selection on writing fluency.

The second chapter, “Writing Performance in Language Learning”, offers a brief definition of writing; then, the types of writing are presented writing are mentioned. Furthermore, the importance and the difficulties of writing are covered. This chapter concludes by the characteristics and assessment of good writing.

Chapter three represents the practical part which discusses the results obtained from the analysis of the two kind of questionnaire after introducing each one of them. Moreover, this chapter presents how research tools are administered, interprets the collected data and discusses the overall results.

Finally, there is a general conclusion that sums up what has been discussed in the whole. The different stages involved in the writing process are discussed. In addition, approaches to teaching research and presenting the most significant outcomes of the study. Pedagogical recommendations and limitation of the study are mentioned and further research suggestions are offered.



## **Chapter One: Topic Selection in Language Learning**

### **Introduction**

1.1. Definition of Topic

1.2. Definition of Selection

1.3. How to Select a Topic

1.4. Categories of Topic Selection

1.4.1. Self-selected Topic

1.4.2. Teacher-assigned Topic

1.5. The Relationship between Topic Selection Control and Writing Fluency

1.6. The Effect of Topic Selection on Writing Fluency

### **Conclusion**

## **Chapter One: Topic Selection in English Learning**

### **Introduction**

The ability to expand a good writing topic is an important skill. An instructor may assign a specific topic, but most of the time students prefer to select their own topics that interest them. Moreover, when selecting a topic for writing, the students should consider the assignment and the purpose of his/ her writing. The students must also be knowledgeable about the topic or be in a position to conduct any necessary research, so the subject should be specific and be of interest to the students. If the learner has interest in the matter, his or her work will be more enjoyable and acceptable. The students should ask themselves what they know about the topic and where they can reasonably find information about the topic. This chapter seeks to present an overview of topic selection on EFL teaching including its definitions and how to select a topic, categories of topic selection in writing and the development of topic selection in language learning. Moreover, it tackles the relationship between topic selection control and writing fluency, then, the effect of topic selection on writing fluency.

#### **1.1. Definition of Topic**

Topic is the subject of a discourse or of a section of a discourse. It is a particular issue or idea that serves as the subject of a paragraph, essay, report, or speech. Schifelle (1992) stresses the idea that “a topic is defined as a coherent knowledge domain, and distinguished from themes which represent a generalized form of specific content related knowledge” (p. 104). Another definition given by Graves (1983) states that:

The topic is the single most important factor contributing to writer variability whether the child's writing is imaginative, personal narrative, or composing an information book, the topic is usually attractive because there is a strong root of personal experience or affect to the topic (p. 63).

In paragraph writing, the primary topic is expressed in the topic sentence while in the essay the topic is expressed in thesis statement. Kinszner and Mandell (2014) state that the topic "should be narrow enough so that you can write about it within your page limit. If your topic is too broad, you will not be able to treat it in enough detail." (p. 4).

Students at the level of college face difficulty in distinguishing between topic, idea, theme, and topic sentence. So, it is highly important for learners to distinguish between these concepts. McWhorter (2013) states that a topic is "the subject of the text" and it is expressed mostly as a noun or a noun phrase. On the other hand, an idea "is what you say about your topic, being expressed in sentences". A theme is an idea that is repeated in a text or a collection of texts". Finally, a topic sentence is usually found at the beginning of the paragraph. It is used to express the topic and "the main idea of the paragraph" (p. 95).

## **1.2. Definition of Selection**

Selection in the field of teaching and learning refers to the ability to select the topics to study or to write about whether the topic is personally selected or randomly provided to you by your instructor. Diyanni and Hoy (2001) state that "whether you are choosing from a list provided by your instructor or selecting your own, you should try to work with a topic that interests you and that you care about" (para).

### 1.3. Process of selecting a Topic

Writing is in fact an interesting task to many students to express their feelings, ideas, overview point. Some student, however, can feel intimidated by the task when the topic they are writing about is not their personal choice. So, students need to make search and select a topic they like and have interest in it. Anker (2009) states that students should consider in the process of selecting their topic “is this topic interest them?, do they have information about the specific topics?”, “do they want to spend their knowledge about this topic or is only specific for just a paragraph or short essay?” (p. 62). Students need to rely on a variety of strategies to come up with a topic to write about that fits for their learning and writing style. Understanding the assignment is the first step to be undertaken before selecting a topic. Students must understand what type of writing or form is expected from them to determine the scope of the selected topic. Before starting the process of writing, students need to define the purpose of this assignment in order to determine what type of topic to write about. Because there are different types of writing, students need to focus on the keywords to determine what the teacher’s expectations.

Students should write down their own list of ideas that come across their minds with no regard to whether these ideas are related or not. It is a good practice to gather different ideas. They need to write everything they think about then evaluate them according to appropriateness and relativity. A lot of students tend to rely on free writing as it allows them to express themselves. Pannebaker (1991) states that “students who would like to talk to others but can’t because of fear of embarrassment or punishment should be encouraged to express it through their free writing” (p. 157). Selecting something interesting to write about is easier than writing about topics that learners consider as boring. So making a list of topics, that interest them and connecting the ideas is more helpful for their writing.

## **1.4. Categories of Topic Selection in Writing**

### ***1.4.1. Self-selected Topics***

Self-selected writing is defined as writing in which the students are able to choose their topics independently. It is also commonly referred to as free choice writing. It has been known that the use of self-selected topic enhance Students writing achievement. Allowing students to self-selected topics increases their motivation and improves their language skills. Bonzo (2008) find that text written on topics selected by the students themselves during a series of timed writing activities were significantly higher in terms of fluency than those texts written on teacher-selected topics. Li (2012) argues that:

Self-selecting topics is an important element for students' self-regulated learning because self-selection entails' learners understanding of their own ability, interest, and beliefs and the possibility of reaching their goals (p. 44).

Atwell (1998) claims that self-selection of topics allows a sense of ownership that is an imperative element of student's writing. Read (2005) as well claims that "given appropriate instruction in the skill of writing and a topic that is interesting, students are fully capable of dealing with the complex problems" (p. 44). It maintains that self-selected topics usually make fewer demands on student's processing capacity since students are likely to select familiar topics. In fact, the best way for improving students writing has been to implicate students in expressive writing activities such as journal writing or personal narratives, or to allow them to choose their own writing topics (Bereiter and Scardamalia, 1982). Researchers such as Graves (1983) and Calkins (1994) think that the way to motivate students to write is by allowing them to select their own writing topics.

Definitely, it is claims that allowing student to select their own writing topic means that you are acknowledging that each student is an individual capable of bringing and showing his or her own perspective to a writing piece (Applebee, 2002). Turbill (1983, p.43) suggests that “student write best and develop most rapidly as writers when they write on topics they care about”. Motivation for writing should stem from the student and not from a topic a teacher has selected (Turbill, 1983 & Calkins, 1986). Moreover, Graves considers that “you can tell a good writing classroom by the presence of the student’s interests in the room” (Calkins, 1983, p.27). Murray (1982) write about this idea saying: “I hear voices from my students they have never heard from themselves. I find they are authorities on subjects they think ordinary” (p. 175). When students are allowed to choose their writing topics, communication among teachers and students increases, and the social atmosphere of the classroom is changed. Manning and Manning (1995) suggest that teachers should help students discover their own topics.

#### ***1.4.2. Teacher-assigned Topics***

Assigned writing is any assignments or story prompts given by the teacher, which all the students are required to do. Miller 1900 states that prior to the twentieth century education is based on an authoritarian curriculum. Students experiences only instruction with minimum critical thinking with more emphasis on memorization. Writing in this frame consists mainly on grammar with no regard to students’ interest. In the past, EFL students write about topics assigned by the teacher, but in recent years, students are granted the right to choose their own topics for writing. When teachers try to select the most interesting topics for their students, they want to help them and guide them according to their interest.

Writing is difficult enough when you write about something that interests you, and it is even more challenging when someone else supplies you with a topic (Manning & Manning, 1995). Researchers such as Pearson, Wyas, Sensale, and Kin (2001) argue that writing assignments are given to better prepare students to meet the demands society has placed upon them through standardized testing. Stewart-dore (1986) suggests that these traditional teaching practices reflect learning content, not thinking and understanding (as cited in Marrano 2009, pp. 1-37).

There is a restricted amount of literature to be found with regard to assigned writing. Assigned writing is still present. Rontman (1991) states that “guided writing is the heart of the writing program. Teachers guide students, respond to them, and extend their thinking in the process of composing text” (p. 66). Power & Hubbard (1991) suggest that “any assignment can be made richer by adding a written dimension which encourages personal reflection and observation” (p. 204). Bonyadi (2014) states that

a teacher assigned topic would be needed if students are to learn how to write effectively, that is after students generate writing based on their self-selected topics in the early session of their writing classes, the teacher can gradually shift to introducing their assigned topics (p. 8).

Therefore, teacher assigned topics are obligatory because they inhibit students from anxiety and from fiddling with different topics. So, teacher assigned-topics have a major role in writing performance at the beginning of the learning process. Freeman (1999) states that “you reduce the chance that children will engage with their writing when you assign topics, give story starters, or try to involve them in your own pet project” (p. 43).

### **1.5. The Relationship between Topic Selection Control and Writing Fluency**

We refer to fluency as the appropriate use of words. For one to be fluent in a language, the words come naturally in speaking or writing, he/she has no trouble putting ideas and thoughts in words form. Written language is more formal and expressive; also it covers everything and takes a lot of time. For second language learning, students might face a difficulty to express their ideas especially if they lack fluency in language vocabulary and grammar. Also the choice of topic to write about can affect students' writing. Bonzo's (2008) study analyzed how topic selection would influence students' fluency and grammatical complexity in their writing. Bonzo (2008) states in his study that topic selection control has a significant influence on writing but not on grammatical complexity in student's written product but it increases as students gain writing fluency.

Many studies were conducted to prove this theory at Japanese Universities (e.g. Grogan and Lucas, 2013; LaClare, 2013; Dickinson, 2014; Sponseller and Wilkins, 2015). All of them agree that students write more fluently when given the right to select their topics. Grogan & Lucas and Sponseller & Wilkins go on to explain that the reason which makes students' fluency score higher in writing about self-selected topics is due to their topics' familiarity and the grammatical and vocabulary knowledge available at their disposal on them. When learners are given control over topic choice and are able to write about topics familiar and meaningful to them, it increases learners' fluency and access to the lexis they need. Aitchison (2012) discusses experiments which have supported "the notion that words are easily aroused in relation to topics one is thinking about" (p. 214).



### **1.6. The Effect of Topic Selection on Writing Fluency**

Many researchers feel that in order to contain student in writing process, writing topics should be chosen by the students, not assigned by the teacher. Therefore texts written on self-selected topics are more fluent than those written on teacher assigned topics. Research in the field of education suggests that student's perceptions and attitudes toward a subject lead to academic success (Popham, 2005; Royster, Kimharris, & Schoeps, 1999). For this matter, many researchers suggested the idea of topic selection in the learning process as they states that learners should have the ability of self- selection, because self- selection is always in relation to reading skills.

Many researchers feel that in order to contain students in the writing process, writing topics should be chosen by them and not assigned by the teacher. Therefore, texts written on self-selected topics are remarkably more fluent than those texts written on teacher- assigned topics. A study by Bonzo (2008), on American university students studying German, found a significant increase in writing fluency when students are allowed to choose their own free-writing topic instead of writing on an assigned topic. This study is replicated by some researchers like Cohen (2013), Dickinson (2014), Ferreira (2013), Gogan & Lucas (2012), and Leblanc & Fujieda (2012) who also found a higher fluency score among EFL university students when the students selected their own topics.

Graves (1981) is the first to believe in the idea of self- selection in topics. Read (2005) claims that “ a topic that they have chosen and find interesting, young students are fully capable of dealing with the complex problems that occur when reading and writing ..” (p. 44). Another experiment conducted by Leblanc and Fujieida (2012) entitled “Topic Selection Effect on student Writing of Japanese EFL University Learners” brought the result that topic

selection has a positive effect on readers, the increase of their lexical variation in text writing and it helps majorly learners to explore their vocabulary size in producing language.

Several reasons for the difference in fluency scores are suggested. Bonzo (2008) proposes that permitting student to choose topics results in more engagement while Dichinson (2014) recommends that learners will choose topics that they are familiar with and so they will have better access to appropriate vocabulary. Furthermore, the above-mentioned studies took place over a limited time period of one semester or less. Dichinson (2014) raises the issue that due to short time span of previous studies, the effect of continuous free writing on the development of writing fluency is indistinct. Students are expected to produce better quality samples when they are allowed to self-select topic as opposes to when they are provided a teacher-assigned topic.

## **Conclusion**

Giving Students freedom to select their topics in the process of writing has a positive effect on their willingness to write and improve their writing productive. Moreover, topic selection motivates and increase students' writing ability.

## **Chapter Two: Writing Performance in Foreign Language Learning**

### **Introduction**

2.1. Definition of Writing

2.2. Types of Writing

2.2.1. Narrative Writing

2.2.2. Argumentative Writing

2.2.3. Expository Writing

2.2.4. Descriptive Writing

2.3. Stages of Writing

2.3.1. Pre -Writing

2.3.2. Drafting

2.3.3. Revising

2.3.4. Editing

2.4. Approaches to Teaching Writing

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**Conclusion**

## **Chapter Two: Writing Performance in Foreign Language Learning**

### **Introduction**

Listening, speaking, reading, and writing represent the four language skills that should be taught and learned in FL classroom. Writing is an important skill that facilitates communication among individuals. Moreover, writing necessitates considerable efforts on the learner's part to accomplish an acceptable level of writing. Over time, the ability to successfully write becomes increasingly important.

This chapter aim is to discuss the meaning of writing in FL classroom. First, various definitions of writing are presented. Next, types of writing and various approaches to curriculum design. Moreover, listing stages of writing and approaches to teaching writing. Beside to this, importance of writing than, the difficulties and the assessment of writing are explained. Finally, discussing characteristics of good writing.

### **2.1. Definition of Writing**

Writing, in Oxford Advanced Learners Dictionary (1996), is defined as “the activity of writing or the skill of providing linear sequences of graphemes in time” Crystal (1995) defines writing as “a way of communication which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression” (p. 257). That is to say, writing is a group of codes written on a surface to communicate. According to Clark (2007) “an instrument of thinking that allows students to express their thoughts. Writing helps the students to understand and share their perceptions of the world around them”(p. 7)

Additionally, Rivers (1968) suggests that “writing refer to the expression of ideas in a systematic way to organize the graphic conventions of the language” (p. 243). That is to say, writing is the act of putting down the graphic symbols that present a language to be able to carry some which means in order that the reader can comprehend the information which the

writer has tried to talk. Widdowson (2001) states that “writing is the use of visual medium to manifest the graph-logical and grammatical system of the language” (p. 62). Besides, White and Arndt (1991) suggest that “writing is far from being a simple matter of transcribing language into written symbols , expressions and means of communication” (p. 3). That is to say, writing is an effort to specific the writer’s thinking, feeling or ideas by considering writing elements and ranges to be definitely understood through the readers.

## **2.2. Types of Writing**

Writing is considered as one of the most productive skills that is defined as the creation of written texts. With regards to kinds of writing, they may be divided into four types: narrative, descriptive, argumentative, and expository.

### **2.2.1. Narrative Writing**

Narrative writing is one of the most fundamental types in writing which includes poetry, biographies, and novels. Reinking and Osten (2000) state that “a narrative essay like other kinds of writing makes a point or has a purpose” (p.14). That is to say, the narrator tends to pick his phrases either directly or implicitly simply to let the reader interpret. Narrative writing conveys experiences, either real or imaginary, and uses time as its deep structure (Common core state standards initiative,p. 23).

### **2.2.2. Argumentative Writing**

Dorman (2007) claims that “argumentative writing attempts to change or reinforce someone’s opinion or to convince someone to take action” (p. 142). That is to say, the writer tries to get the reader see things from his /her perspective. Argumentative writing includes debates and negotiation to reach a mutually acceptable conclusion. Reiking and Osten (2000) state that “in writing, an argument is a paper, governed on logical structured evidence that attempts to convince the reader to accept a claim,take some action or do both” (p. 269).They

added that “arguments are also a process during which you explore an issue fully, considering a different perspective, assumption, or reasons to enrich your own information” (p. 269).

### ***2.2.3. Expository Writing***

Expository writing informs the readers on a subject, without giving an opinion. According to Dorman (2007) “expository writing concentrates, or sets forth information, ideas, and analyses [...]its’ main purposes are to inform a reader” (p. 124).

### ***2.2.4. Descriptive Writing***

Descriptive writing involves describing a given character, area or issue. The writer tries to create the actual image or situation in the mind of the reader. Savage and Shafiei (2007) claims that “using specific language in descriptive writing helps give the reader a mental image of what something looks, feels, sounds, or smells” (p. 39). Zemach and Rumisek(2003) states that “effective description makes the general more specific by engaging the sense” (p. 25). That is to say, the writer utilizes the five senses to draw a mental image for the reader.

## **2.3. Steps of Writing Process**

Writing is thinking on a sheet on paper. In other words, the quality of learner’ writing depends on the quality of the thinking he/she does about their topic or assignment. That is why writing is a challenging and time consuming process. It also explains why writing is referred to as a process consisting of several steps that learners need to go through before they achieve a final written product. In this sense, the writing process can be subdivided or involves at least four distinct steps which are pre-writing, drafting, revising, and editing.

### ***2.3.1. Pre-writing***

Pre-writing is the first step of the writing process. At this level, you generate ideas through different ways. Pre-writing, as its name suggests, refers to an activity you do prior the actual

drafting of paragraph or essay. Rohman (1965) defines pre-writing as some “sort of thinking [that] precedes writing” and the “activity of mind which brings forth and develops ideas, plans, and designs” (pp.106-112). He also claims that writing only starts when the ideas are ready to be written down in words. The purpose of the pre-writing stage is to help learners to gather information and outline ideas. Brainstorming, using diagrams, mapping out their thoughts, listing notes, talking to others are some of the ways through which ideas can be collected.

Other scholars, such as Harmer (2004), refer to pre-writing as planning. For Harmer, at the level of this step, some aspects need to be taken in consideration, and the writer needs to make decisions about audience and the purpose. Asking questions like “who is going to read my paper?” and “what is the purpose of this paper?” will help the learner not only set his/her audience and purpose but also will limit the scope. The simple answer to these questions that “my professor” and “because it is an assignment” are not the right answers. It is so because the purpose and the audience who are going to read the learners’ production affect the choice of language (formal or informal) and the quality and amount of information included. There are many strategies or techniques of pre-writing that help learners generate ideas such as observation, free writing, asking questions, using experiences, mapping, brainstorming, journaling, listening and reading. Using one or more of these strategies help writers to overcome the fear of not having enough ideas and give them the confidence to actually start writing. “Students who are encouraged to engage in an array of pre-writing experiences have a greater chance for writing achievement [than those who] work on their writing without any kind of preparation” (Parson, 1985, p.105). Furthermore, pre-writing is very important for writers to develop clear reasoning, and to eliminate invalid arguments. Also, pre-writing increases efficiency by helping the learner map, plan or brainstorm about their writing before beginning a first draft. It helps the learners to generate thoughts and process the order of those



thoughts so they can organize them effectively for their audience. In addition, pre writing facilitates the understanding of audience rhetorical situation; i.e., understanding the use of rhetoric can help you speak convincingly and write persuasively and vice versa. At its most basic level, rhetoric is defined as communication, whether spoken or written, predetermined or extemporaneous, that is aimed at getting your intended audience to modify their perspective based on what you're telling them and how you're telling it to them. So teachers are advised to encourage their student to focus and spend more time in the pre-writing stage to ensure a more efficient output.

### ***2.3.2. Drafting***

Drafting is the second stage of the writing process. At this stage, the writer should write a complete first draft using his or her notes from the pre-writing stage as a guide. The purpose of step is to have a complete draft, but not a perfect one, in this stage of writing process, writers are encouraged to ignore spelling and grammar mistakes and write as quickly as possible to keep up with the rush of ideas. Hedge (2005) states that every writer faces problems and difficulties in arranging his/her ideas at the beginning so, students should put their focus on the content only and ignore language and mechanical features (grammar, spelling, capitalization, and punctuation). The first draft is to enable student to have a clear view of what they have and what changes they need to do.

Students must write freely without boundaries to join the ideas generated in the pre-writing stage. Also at the level of this stage, many modifications will take place later on in writing like adding, deletion, reshaping the structure of sentences and management of ideas order because this draft is not final and not perfect. Hedge (2000) states that drafting should not be built on one draft only but it should be repeated several times until the writer is sure that he has achieved a good draft. He also suggests that working in collaborative groups helps students in their writing process.

### **2.3.3. *Revising***

The third stage of the writing process is revising. 'To revise' literally means 'to re-see or 'to re-look' at your writing. When you revise, you look at the parts of your paragraph, essay, or paper and make sure that each part works together to make a coherent whole. For Johnson (2008), revising does not include checking spelling, grammar and punctuation. It rather includes teachers and/or peers feedback. Peer review is an important classroom task that develops the students' ability to organize ideas and increase their awareness of the role and purpose of good writing. In addition, feedback from others can help you identify those parts of the essay that work well and those that do not. Revising often includes adding, cutting, moving, or changing information in order to make the ideas clear, more accurate, more interesting, or more convincing. According to Harmer (2004), "the learners should revise the draft by rearranging the content; they change the order of ideas and information" (p. 5). He (2004,p.5) also states that "more skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy". Furthermore revision is the key step to effective writing. Here, students think more thoroughly about their readers' needs and expectations. The piece of writing becomes reader-centered. Addressing questions - like "how much supports will each idea need to convince the readers? "which terms should be defined for these particular readers?", "is the organization effective?, and "do readers need to know X before they can understand Y?- is of paramount importance. At this stage, the learners also refine their writing making each sentence as concise and precise as possible and most importantly making connections between ideas explicit and clear.

### **2.3.4. *Editing***

Editing is the final stage in writing a paragraph, essay, or paper. This stage requires a thorough and thoughtful review of what has been written. In this stage, learners should look

for any grammar, spelling, or mechanics errors that have slipped through the cracks while revising, or that were introduced in your revision. Reading your paper aloud or asking a friend to proofread your paper to you is a good way to catch errors. Often, if you read your own paper, especially out loud you can catch errors in grammar, spelling, and punctuation. Even though this step seems minor within the process of writing; it is very fruitful and revealing. It is an easy way to prevent the loss of points over simple mistakes. Johnson (2008) argues that peer editing is a good way for student to check each other's papers. Also, having another writer's feedback at this stage is helpful to overcome grammar, spelling, punctuation mistakes. Some writers do not engage in editing assuming that their writing is clear for others as it is clear to them. In other words, the reason why some writers exhibit poor writing style and quality is because they do not check the mechanical errors thinking that their writing is accurate and clear. That is to say, editing is an essential stage of the writing process. It helps with the effectiveness of your writing style and the clarity of your ideas.

In conclusion, writing is a very daunting and time-consuming skill to master since it consists of a lot of thinking, planning, drafting, and revision, to produce a complete text by the end. So teachers are required to guide the students through each stage of the writing process and adopt the appropriate approach to teaching writing.

## **2.4. Approaches to Teaching Writing**

### ***2.4.1. Product Approach***

The product approach is the most widely common approach for teaching writing. The product approach focuses on linguistic knowledge, and also on the appropriate use of vocabulary, syntax, and cohesive devices. Hedge (1988) claims that this approach focuses on "the features of written texts"(p. 8). Furthermore, Hedge(1988) explained that the product approach includes the skill of:

getting the grammar right, having a range of vocabulary, punctuating meaningfully, using the convention of layout correctly, (e.g. in letters), spelling accurately, using a range of sentences structures, linking ideas and information across sentences to develop a topic, and developing and organizing the content clearly and convincingly ( p.8).

In the product approach, teachers center their focus on the result of the writing process measuring it against criteria of “vocabulary use, grammatical use, and mechanical consideration such as spelling, punctuation, as well as content and organization” (Brown, 1989, p.320). So, teachers normally assign writing tasks to students; then, collect them and make an evaluation of the errors and correct them or mark them so that students get to see their mistakes and pitfalls (Raimes, 1983).

According to the product approach, concern should be on the final result of the writing process. Giving top priority to classroom activities that require the learners to engage in imitating and transforming model texts is what product approach writing classes might look like (Gaberielators, 2002).

#### ***2.4.2. Process Approach***

This is a new approach that had emerged as a reaction to the shortcomings of the product approach since the product approach focuses only on the ultimate outcome of different types and genres without consideration to the act of writing. Zamel(1982) states that the methods which stress only “form and correctness” rather than focusing on the idea of “exploring through writing” will result into students who consider the act of writing as a final output rather than “a process of discovery” (p. 195). The process approach is the set of processes like planning, drafting, revising, and editing. Following this process give much help to writers. This approach helps students enhance their writing skills while practicing this process.

In the process approach, when students are assigned a writing task about any topic, they will go through several attempts and trials of revision to achieve a complete draft of the assigned task. Therefore, the teachers' feedback and intervention during the ongoing process of writing is very effective and give students more motivation to revise, edit and organize their work. Liebman Kleine (1986) explains that a process is a concept that helps people to see writing in a new way and understand the act of writing not just understanding the final product.

#### ***2.4.3. Genre Approach***

The genre approach is a purposeful, socially constructed oral or written communicative form such as narrative or casual conversation. Different genres are characterized by a particular structure or specific stages and forms of grammar that reflect the communicative purpose of the genre in question (Nunan, 1999, p. 308). The Routledge Encyclopedia of Language Teaching and Learning defines this approach as "a framework for language instructions" (Byram, 2004, p. 234) based on a particular genre of examples. This framework supports students' writing and guides them to produce a meaningful passage. This approach enables students to have a cognitive awareness that language is part of complete text that occurs within an identifiable context. Students should understand that texts are related to real world contexts. Paltridge (2004) claims that the focus should be on language and discourse that feature the use of particular texts in particular contexts. Also, teaching of particular genre to students is needed for later social communicative success. The genre approach focuses more on the reader, and emphasizes the convention of writing following the order in order to be successfully accepted by the readership (Munice, 2002).

#### ***2.4.4. Creative Approach***

Traditionally, this approach is referred to as literature. The writing is done not academically or technically. Still, it attracts the audience to this type of writing. The main

goal of creative writing is to achieve originality and express feelings more than presenting facts. Articles, for instance, can be entertaining but their main purpose is presenting facts. This approach of writing is built up on using imagination. The writer either tends to express his feelings, or share stories and human experiences. There are many types of creative writing such as poetry, plays, speeches, songs, and personal essays in his article “Teaching Creative Writing in an ESL Context”; Kenny (2011) presented four major factors for using creative writing in language learning classrooms. These are freedom of expression, the use of the imagination, emotional expression, and connecting the known to the unknown. According to Maley (2009), creative writing helps learners develop language at its all level, grammar, vocabulary, phonology...etc, and it encourages them to take risks with the language and explore it without any fear. Also, he states that creative writing puts at work the right side of the brain that deals with feelings, intuition, and musicality. This type or approach to writing enhances learners’ self-confidence and raises their self-esteem

### **2.5. Importance of Writing**

Writing is a very difficult activity whose main purpose is to convey messages, and express ideas and thoughts without falling in the trap spelling, grammar, and punctuation mistakes that mislead the audience of your writing. Also, it is important to be aware of the correct, vocabulary and grammatical structures that help build correct writing. Standards and conventions of language are highly demanded in writing more than in other skills since writing is built on sentences, vocabulary, and how to use them to achieve correct expressions. We all know that speaking, listening, and reading are very important skills for EFL students, but they need the skill of writing because it is of great use in their graduate and post-graduate studies. Also, writing enhances the ability to speak. Kelly (1969) claims that “by practicing writing, a person learns proper word usage to persuade the reader to listen to them. The writer does this by using ‘key words’” (p. 145). Cumming (1995) also states that:

the main importance of writing in that level is that it helps students to learn; writing new words and structures help student to remember them; and as writing is done more slowly and carefully than speaking, written practice helps to focus students attention on what they are learning (p. 148).

The ability to write meaningful sentences and paragraphs which a reader can easily understand is termed excellent writing skills. It is a perfect way to address your audience and listeners about your topic. Mastering the skill of writing helps you to be able to explain yourself, teach, or entertain; it also serves as a good record for the future to save ideas and experiences.

## **2.6. Difficulties of Writing Performance**

Writing is very commonly used as a mean of evaluation. Many people feel that they are being judged when someone reads what they have written. Learning to write in a coherent way and in a system which is fitting for ones' intention and audience is something not all the people can manage to do in their first language. Grabe and Kaplan (1996) claim that although a substantial part of the educational process is devoted to the development of such skill, it is still considered a difficult task in a second language learning process. Native speakers of any language believe that writing is a difficult process let alone for L2 learners. However, they should not have the same attitude to writing, and teachers ought to ensure that writing is needed and effective as a mean for self-expression, communicating and gathering information. Students encounter difficulties that prevent them from achieving a good writing skill. Kroll (1900) stated that "writing is frequently difficult skill for any language user" especially in EFL classes (p. 140). He also pointed out the most common difficulties that learners face in writing. They range from difficulties at the level of grammar, vocabulary mechanics and organization.

### ***2.6.1. Grammar***

Grammar is the most difficult aspect in writing. It poses a serious challenge for L2 learners. Students struggle with the use of correct structures, different types of sentences, subject verb agreement, tense agreement, and parallel construction. Grammar is an evolving structure of language. One of the reasons for this challenge is due to the old traditional style of teaching grammar and learners' lack of practice (Kleisar, 2005).

### ***2.6.2. Vocabulary***

Having a poor vocabulary is one of the other challenges that an EFL learner can face in writing. Wilkins in Thornbury(2004) states that “without grammar, very little can be conveyed, without vocabulary nothing can be conveyed”(p. 13). Ur (1996) supports the idea that “learning a foreign language will be impossible to achieve without speaking up a variety of words” (p. 60). Shelby as well (2016) states that “vocabulary is one of the most comprehensive and difficult aspects of English for FL learners to master thoroughly” (p. 3). EFL learners, for instance, have obstacles in finding synonyms and they keep repeating the same words which result into repetitive dull expressions.

### ***2.6.3. Mechanics***

Mechanics refer to the comprehensive elements that mingle to create words, sentences, and paragraphs such as spelling, punctuation, and capitalization. Mechanics are related to English language rules. This capacity of the module will restrain you of certain regulations and present tips on how to revise your work with these conventions in mind. Kane (2000) states that mechanics refer to the appearance of words, how they are spelled and sequenced on paper. Nonetheless, most learners face difficulties in spelling and pronunciation.



#### **2.6.4. Organization**

Organization in writing is how ideas are presented. It refers to the large parts of a piece of writing and how paragraphs and sentences are written and how they display unity and coherence among and with each other. Harmer (2004) states that “coherence therefore, is frequently achieved by the way in which a writer sequences information” (p .25). The flow of a piece of writing can affect how readers interpret ideas. If the organization does not provide the information the readers are looking for in an orderly manner, this will make them lose interest. EFL learners who lack organizational skills in writing find it difficult to select the right model or pattern that enriches their writing and are not able to follow the systematic organization of paragraphs and puts them in a logical arrangement.

#### **2.7. Assessment of Writing**

Assessment is important but every now and then a misunderstood term. Writing assessment requires the teacher’s ability to differentiate a good piece of writing and what make it good. Assessment has undergone changes in terms of approach and principle. According to Yancy (1999), there is the objective wave (1950-1970) where the teacher could not decide about the student’s readiness to write. So, tests were seen as fully not valid to measure writing as a skill. During the second wave (1970-1986) teachers became aware of the efficiency of validity in writing assessment process. The teachers started using a direct measure choosing a sample of behavior for examination. With the acceptance of the direct measuring, improvement in writing is started. The third wave in the history of writing assessment (1986-present) refers to the collection of Student’s work overtime. It is considered a valid means of assessment because it measure writing. The focus of assessment in this wave shifted towards programmatic assessment that is used as a mean to measure the effect of what is presented in classes on the student’s ability to write. Accordingly, this type of assessment is “curriculum-based [...] and at the end of a course” (Yancy, 1999, p. 493).

Assessment is a crucial part of the learning process for evaluating the student's performance in every task they engage in. All educational institutions are required to use valid methods of assessment in order to measure the EFL learners English Language written proficiency.

## **2.8. Characteristics of Good Writing**

### **2.8.1. *Simplicity***

Most people think that good writing means using complex language, difficult words and expressions, but this is not necessarily true. Good writing can be expressed through simple language, clear words and direct one. Usually, good writing aligns with the saying “the simple the better”.

### **2.8.2. *Unity***

Students are required to state their thoughts in a significant and logical way so that they appear connected. This trait is referred to as unity or flow of text. In a good piece of writing, every sentence serves the central topic, with every detail directly related to the main or controlling idea.

### **2.8.3. *Clarity***

It is considered as the most important part in order to achieve a good piece of writing. The students' writing should be clear and legible so as to enable the reader to understand what the writer really means. Murray and Hughes (2008) explained the importance of clarity as a fundamental element in making ones' writing easy to be read and accessible. In other words, the writer should avoid ambiguous words that may convey more than one meaning.

#### **2.8.4. Grammar**

It is needless to say that students need good grammar skills in order to craft a good piece of writing. Students are supposed to follow the grammatical rules of Standard English precisely. Grammatical mistakes, spelling mistakes, and weak proofreading are very likely to have a negative impact on the readers. That is why students should pay more attention to the grammatical correctness of their text.

#### **2.8.5. Language (Word Choice)**

The best way for the learner to accurately convey their ideas in writing is to opt for the right words. Doing so ensures that the reader understands what the writer is really communicating. According to Starky (2004), there are two aspects that the learner should consider while choosing the words to be used: denotation and connotation. On the one hand, denotation is the literal meaning of words. Learners should make sure of the correctness of their words. Connotation, on the other hand, “is a words’ implied meaning which involves emotions, cultural assumptions, and suggestions” (Starkey, 2004, p.21). Both denotative and connotative meanings must be considered when making word choice.

#### **2.8.6. Style**

Writing style is what makes one’s writing unique and sets him/her apart from all the other writers. Writing style plays a great role in determining whether writing is good or bad. It is basically means the way that students present their text to the reader .As a general guideline, a good writing style is always in line with the writer’s opinion, the reader’ expectations and the topic choice.

#### **2.8.7. Conciseness**

Conciseness can differentiate good writing from bad writing. To be concise, it means to escape unnecessary words and fillers because they distract readers. Sometimes, people may

deliberately use unnecessary words; for example, a student may try to increase the word count on their writing to meet certain requirements. This practice should be avoided because it lessens the quality of any piece of writing.

### **Conclusion**

Writing is one of the most important skills that should be mastered by EFL students in order to improve their proficiency in the target language. Writing makes students able to realize ideas, evaluate, and organize them into a good piece of writing. Moreover, writing gives learners the ability to produce and improve their language skills in order to reach academic success.

## **Chapter Three: Field Work**

### **Introduction**

This chapter is devoted to the practical work which investigates second year EFL students writing performance at Mohammed Seddik Ben Yahia University, Jijel. It aims to describe the procedures followed in collecting data, presenting, analysing and discussing the findings of the investigation. Two quantitative questionnaires are administrated; a student's questionnaire is conducted with second year student at University, and a questionnaire for written expression teachers. The purpose of this investigation is to test the effect of topic selection on EFL student's writing performance.

### **3.1. Data Collection Procedures**

One tool is adopted in this study, a questionnaire for students, and another for teachers. First, the students' questionnaire is administered to measure the effectiveness of topic selection on students and whether it enhances their ability to perform their writing or not. Second, the questionnaire which was addressed to the teachers aimed to gain insights from teachers about whether topic selection has an effect or not in enhancing students' writing tasks. The discussion starts by describing, analyzing and discussing the findings of students and teachers' questionnaires, an overall analysis sums up all the results.

### **3.2. Population and Sampling**

The population targeted by this study of 2nd year students, enrolled at the department of English in Mohammed Seddik Ben Yahia University, Jijel, and the teachers of in charge of the Written Expression module at the same setting. Thirty five second year student are chosen to be the sample of this research  $n=35$ . The number of teachers who constitute the sample is seven  $n=7$ ; they were teachers who are in charge of teaching Written expression.

### **3.3. Students Questionnaire**

#### ***3.3.1. Description and Administration of the Questionnaire***

The questionnaire consists of fourteen questions. They are divided into three sections. Section One, entitled general information Q1 is meant to give the profile of students in term of gender. Section Two is entitled topic selection Q2-Q7. Q2 aims to evaluate students' overall English ability. Q3 asks students about which language skill they think more important in learning a foreign language. Q4 we asked students if they make a draft before writing the final work. In addition, Q5 is about what they focus on relevance of ideas or correctness of the form. In the sixth Question, Q6 we asked about the preference of student in topic selection. The last Question Q7 measures if topic topics selected by the teacher or the student effect the length on their writing. Section Three, writing performance Q8-Q14. Q8 we asked student rate their writing skill. Q9 we asked them if they feel anxious or not when they write. In addition, 10asks students about what type of writing they prefer. Q11 is set to determine whether students face difficulties during the writing process. Next, Q12 we asked them if written expression course help them to improve their writing skill. In Q13 we asked students if they prefer to write in the classroom or at home, and last, Q14 give their opinions about whether the choice of topic selection enhance their writing performance.

### 3.3.2. Analysis of students Questionnaire Results

#### Section One: General Information

##### 1. Gender:

Table 3.1

*Students' Gender*

<b>Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Female</b>	25	71.42%
<b>Male</b>	10	28.57%
<b>Total</b>	<b>35</b>	<b>100</b>

The results from the table above clearly show that the group is dominated by female students who constitute 71.42% of the population of students. We conclude that in this classroom the number of females is higher than that of males.

#### Section Two: Topic Selection

##### 2. How would you evaluate your overall English language ability?

Table 3.2

*Students' Perceptions of their Overall English Language Ability*

<b>Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Good</b>	8	22.85%
<b>Average</b>	26	74.28%
<b>Less than average</b>	0	0%
<b>Not sure</b>	1	2.85%
<b>Total</b>	<b>35</b>	<b>100</b>

The results obtained show that most of learners think that they have average English

language ability 74.28%; this indicates that they face some difficulties while learning the language. Another significant portion of students' constituting 28.85% said that they have a good English ability, showing that they are confident enough about what they know about language.

### 3. Which language skill you think is more important in learning a foreign language?

Table 3.3

*Students Opinions about the most Important Language Skill*

<b>Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Listening</b>	11	31.42%
<b>Speaking</b>	17	48.57%
<b>Reading</b>	7	20%
<b>Writing</b>	0	0 %
<b>Total</b>	<b>35</b>	<b>100</b>

The results of this table reveal that some students 48.57% believe that speaking is the most important skill for learning foreign language. 31.42% believe that listening is the most important skill, while 20% of students said that reading is the most important skill in learning a foreign language.

### 4. Do you usually make a draft before writing the final work?

Table 3.4

*Students Preferences in writing*

<b>Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Yes</b>	26	74.28%
<b>No</b>	9	25.71%
<b>Total</b>	<b>35</b>	<b>100</b>



We can notice that 74.28% of students agreed that before writing they usually make a draft, on the other hand 25.71% of students said that a draft is not needed before writing.

### 5. If yes, do you focus on?

Table 3.5

*Students Focuses in Writing*

<b>Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Relevance of ideas</b>	16	45.71%
<b>Correctness of the form</b>	6	17.14%
<b>Both</b>	3	8.57%
<b>Not sure</b>	10	28.57%
<b>Total</b>	<b>35</b>	<b>100</b>

The question above collects data about students focuses in their writing. A great number of students 45.71% said that they focus on relevance of ideas while six others 17.14% have put correctness of the form in the second place. In addition three students 8.57% said that they focus on both of them.

**6. What do you prefer more?**

Table 3.6

*Students Preference in Selecting Topics*

<b>Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Topic selected by your self</b>	26	74.28%
<b>Topic selected by the teacher</b>	8	22.85%
<b>Both</b>	1	2.85%
<b>Total</b>	<b>35</b>	<b>100</b>

As it is noticed from the table above the majority of students 74.28% said that they prefer to select topics by themselves. In the other hand, 22.85% of students prefer when the teacher select the topic.

**7. Do topics selected by you or assigned to you by the teacher affect the length of your paragraph or essay?**

Table 3.7

*Students Opinions about the Effect of Topic Selection on their Writing*

<b>Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Yes</b>	13	37.14%
<b>No</b>	19	24.28%
<b>Both</b>	1	2.85%
<b>Not sure</b>	2	5.71%
<b>Total</b>	<b>35</b>	<b>100</b>

The chief concern this question is to search about the students opinions about the effect of topic selection on the length of their paragraph or essay. 13 student representing 37.14% from the whole sample confirmed that topic selected by them or assigned by the teacher affect the length of their writing. A proportion of 24.28% that is nineteen students showed that topic selection does not affect their length of writing.

### Section Three: Writing Performance

#### 8. On the scale from 1 to 5, how much do you rate your writing skill? (Five is the highest)

Table 3.8

##### *Classification of Students Writing Skill*

Options	Frequency	Percentage (%)
1	0	0%
2	5	14.28%
3	25	71.42%
4	4	11.42%
5	1	2.85%
<b>Total</b>	<b>35</b>	<b>100</b>

The results as shown in the table above reveal that 25 student that present 71.42% affirmed that students rate themselves on the third level of writing scale. Same five students 14.28 stated that they are on second level of the scale. On the other hand, four students 11.42% rate themselves in the fourth level of the scale.

**9. Do you feel anxious when writing?**

Table 3.9

*Students Opinions on Writing Anxiety*

<b>Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Yes</b>	9	25.71%
<b>No</b>	24	68.57%
<b>Not sure</b>	2	5.71%
<b>Total</b>	<b>35</b>	<b>100</b>

As the table shows, the highest percentage 68.57% represents students who feel anxious when they are writing. Moreover, 25.71% of students said they do not feel anxious when writing.

**10. Which type of writing style do you prefer?**

Table 3.10

*Students Preference in Types of Writing*

<b>Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Expository</b>	2	5.71%
<b>Descriptive</b>	13	37.14%
<b>Narrative</b>	7	20%
<b>Argumentative</b>	9	25.71%
<b>Not sure</b>	4	11.42%
<b>Total</b>	<b>35</b>	<b>100</b>

The main purpose of this question is to uncover which type of writing students prefer. According to the obtained results 37.14% prefer descriptive writing 25.71% declared that

they prefer argumentative writing. While 20% prefer narrative writing, and 5.71% expository writing.

### 11. During the writing process, do you face difficulties?

Table 3.11

*Students Opinions on the Difficulties of Writing*

Options	Frequency	Percentage (%)
Yes	20	51.14%
No	15	42.85%
<b>Total</b>	<b>35</b>	<b>100</b>

As the table shows, the highest percentage 51.14% represents students who think that they face difficulties in the writing process. While 42.85% think they do not have any difficulty in writing. In summary to all the situations for students opinions of the difficulties that face such as: run out of ideas, spelling and punctuation mistake. Moreover, grammar and vocabulary and in clarity of writing and finally, choice of word mistake.

### 12. Has the written expression course helped you to improve your writing skill?

Table 3.12

*Students Opinions on the Effect of Written Expression Course in Improving Writing Skill*

Options	Frequency	Percentage (%)
Yes	29	82.85%
No	6	17.14%
<b>Total</b>	<b>35</b>	<b>100</b>

The subjects were asked to state if written expression course helped them to improve their writing skill. From the obtained results, it is apparent that the majority of the participants (82.85%) declared that written expression course help to improve the writing skill, and only

17.14% of the whole population claimed that it does not help them to improve their writing skill. Most students believe that the written expression course help them to learn more about different types of writing essay. Also, help them to improve their vocabulary a correct their spelling mistakes and punctuation and the correct form of writing essay. On the other hand, few of the students said that it did not help them because their teacher focuses mostly on given his lesson.

### 13. Where do you prefer to do your writing tasks?

Table3. 13

*Students Opinions on where they prefer to do their Tasks*

<b>Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>In the classroom</b>	8	22.85%
<b>At home</b>	26	74.28%
<b>Both</b>	1	2.85%
<b>Total</b>	<b>35</b>	<b>100</b>

This question aims to validate where students prefer to do complete their writing tasks, the majority 74.28% stated that they prefer home to do their writing tasks, and 22.85% said that they prefer classroom to do their tasks. While only one student which represent 2.85% said he/she prefer both places to do his/her writing task.

**14. Do you think that the choice of topic enhance your writing performance?**

Table 3.14

*Students Opinions on How Topic Selection Enhances Writing Performance*

<b>Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Yes</b>	28	80%
<b>No</b>	7	20%
<b>Total</b>	<b>35</b>	<b>100</b>

To the question of how topic selection enhances writing performance 80% of the students agreed that topic choice enhances their writing. While 20% of the students said that it does not enhances their writing performance. To sum up, most of the students believe that, they write better when they choose their topics because they think they have a background about it and this topics interest them or they have a previous experience about it. On the other hand, the rest of the student 20% believe that the choice of teacher is better for students because the teacher choice is more available and the teacher knows better and have more information to guide and help his student to improve and enhance their writing performance.

### **3.4. The Teacher Questionnaire**

#### *3.4.1. Description and Administration of the Questionnaire*

Like the students' questionnaire, the chief interest of the teachers' questionnaire is to investigate the effect of topic selection on EFL students' writing performance. This questionnaire consists of 18 questions. They are divided to four sections. Section One is entitled general information Q1-Q4. Q1 is about the gender of the teacher. Q2 attempts to identify the teacher's degree. Next, Q3 is about expertise of teaching English. Then in Q4, teachers are asked whether they have the experience in teaching written expression course.

Section Two is entitled Teachers' attitude towards teaching writing Q5-Q9. In Q5 we asked Teachers whether they consider writing as an important skill that students need to master. Q6 asks teachers about which approach they prefer to use in teaching. In the following one Q7, asks teachers about their opinion if their student find challenges in the writing skill. In Q8, we asked them to verify what are the possible difficulties they believe students face the most. On the last question in this section we sought to know the teachers difficulties they face themselves when teaching writing skill.

Section Three, entitled topic selection Q10-Q12, aims to obtain information from teachers about the use of topic selection in writing. Q10 is designed to get teachers' opinion on what kind of topics their students like to write about. Next, Q11 asks teachers if they give their students freedom to choose the topic to write about. Q12 is related to the previous question because it seeks to know the teachers' opinion concerning topics chosen by student if they are academically acceptable or not.

Section four is in entitled Writing performance Q13-Q17. Q13 asks teachers how they evaluate their students writing performance. While in the following one Q14 inquires on what they focus the most when they are correcting students' papers. Next, in Q15 we asked



teachers' opinions about which type of writing their students are interested in. Last but not least, Q16 sought to know the teachers' opinion about the difference in students writing performance when the topic is selected or assigned. The last Question in this section Q17 teachers' opinion whether choice of topic enhance students' writing performance or not.

### *3.4.2: Analysis of Questionnaire Results*

#### **Section One: General information**

##### **1. Gender**

Table 3.15

##### *Teachers' Gender*

<b>Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Female</b>	6	85.71%
<b>Male</b>	1	14.28%
<b>Total</b>	<b>7</b>	<b>100</b>

Form the table above we can notice that the majority of teachers are female 85.71% and the rest of them 14.28% male.

##### **2. Degree held**

Table 3.16

*Teachers' Degree*

<b>Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>PhD</b>	3	42.85%
<b>Magister</b>	3	42.85%
<b>Licence</b>	1	14.28%
<b>Total</b>	<b>7</b>	<b>100</b>

The result of this table showsthat half the teachers have a PhD degree and the other half of them have a magister degree.

**3.How long you have been teaching English at the university?**

Table 3.17

*Teachers' Experience in Teaching English*

<b>Option</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>1-2</b>	2	28.57%
<b>3-7</b>	3	42.85%
<b>8-10</b>	2	28.57%
<b>Total</b>	<b>7</b>	<b>100</b>

We asked teachers for how long they have been teaching English, i.e. Their teaching experience. The most experienced teachers have been teaching English for 8 and 10 years. 28.57% we noticed also that from 1-2 years goes for teachers who are new to this

profession. The highest percentage goes to teachers whose teaching experience ranges from 3 to 7 years.

#### 4. Have you taught written expression before?

Table 3.18

*Teachers' Experience in Teaching Written Experience*

<b>Option</b>	<b>Frequency</b>	<b>Percentage(%)</b>
<b>Yes</b>	7	100%
<b>No</b>	0	0%
<b>Total</b>	<b>7</b>	<b>100</b>

The table above shows that all the teachers have taught written expression before 100% since our questionnaire is specific for teachers of written expression.

**5.If yes, please for how long?**

Table 3.19

*Teachers Writing Teaching Experience*

<b>Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>1 year</b>	3	42.85%
<b>2 years</b>	1	14.28%
<b>3 years</b>	2	28.57%
<b>4 years</b>	0	0%
<b>5 years</b>	0	0%
<b>6 years</b>	1	14.28%
<b>Total</b>	<b>7</b>	<b>100</b>

The table above shows that three teachers have only one year experience in teaching written expression. On the other hand, two teachers have three years which represent 42.85% of experience in teaching the said module. Also, one teacher has two years of experience in teaching the said module, in addition to this, one teacher has taught written expression for six years.

**6.Do you consider writing as an important skill that students need to master?**

All the answers to this question shows that all the seven teachers agreed that writing is an important skill that students' need to master stating that is a primary aspect of language and it helps in enhancing language proficiency and is important for academic purposes and post gradual studies. In addition to this, writing is considered central to foreign language mastery that enables student to express themselves and their ideas.

**7. Which approach do you rely on in teaching writing?**

Table 3.20

*Teachers' Approach in Teaching Writing*

<b>Option</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Product approach</b>	1	14.28%
<b>Process approach</b>	5	71.42%
<b>Genre approach</b>	0	0%
<b>Creative approach</b>	1	14.28%
<b>Total</b>	<b>7</b>	<b>100</b>

In the table above, teachers answers show that 71.42% of them said that they use or rely on the process approach in teaching writing. In the other hand, some teachers said they rely on product or creative approach 14.28% for each one of them.

**8.Do you think that student find writing a challenging skill?**

Table 3.21

*Teachers Opinions on Writing Challenges*

<b>Option</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Yes</b>	6	85.71%
<b>No</b>	1	14.28%
<b>Total</b>	<b>7</b>	<b>100</b>

As far as answers concerning writing challenges, the majority of teachers 85.71% said that their students face challenges in writing while 14.28% said that students do not face challenges when writing.

**9. What possible difficulties do they possibly face?**

Table 3.22

*Teachers Opinions on Students' Writing Difficulties*

<b>Option</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Getting proper ideas</b>	1	14.28%
<b>Providing a correct form of the essay</b>	2	28.57%
<b>Fear of spelling mistakes and punctuation</b>	1	14.28%
<b>Lack of vocabulary and grammar mistakes</b>	3	42.85%
<b>Total</b>	<b>7</b>	<b>100</b>

We can notice that some teachers 42.85% agree that students' lack of vocabulary and grammar mistakes in their writing tasks are among the most prominent difficulties that students encounter. 28.57% of teachers said that students cannot provide a correct form of the essay. Another 14.28% of teachers saw that students face difficulties in getting enough ideas about any topic or they are afraid of spelling and punctuation mistakes.

**10. What possible difficulties do you, as a teacher, encounter when teaching writing skill?**

The answer to this question shows that the teachers also face difficulties when they are teaching writing skill such as the need to offer all students feedback on their writing and

inability to manage classes with a large amount of students. Moreover, students' lack of motivation and reluctance to write and inability to address all the error committed by the students is among the difficulties encountered. Also, convincing students that writing is the basic skill for academic success seems to be a challenging task for teachers.

### **11. What kind of topic you think students would want to write about?**

Regarding the answers provided. Some teachers said that students generally prefer to write about topics that they have knowledge about or address their needs, as one teacher said "students prefer personal experiences and meaningful things to them". Other teachers' answers to this question are that students prefer to write about daily issues or free topics related to their youth spirit.

### **12. Do you tend to give the students more freedom to choose their topic?**

Someteachers answered by yes. They tend to give students more freedom to choose the topic to write about saying that it helps them to feel confident and express their ideas. Moreover,when students choose topics that interest them, they become more motivatedto write while some of them said that they give them the freedom to choose the topics but not all the time because they want them to experience dealing with the pressure of assigned topics provided by the teacher.



**13. Do you find topics chosen by students acceptable for academic writing?**

Table 3.23

*Teachers Opinions about Topics Chosen by Students*

<b>Option</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Yes</b>	1	14.28%
<b>No</b>	0	0%
<b>Sometimes</b>	6	85.71%
<b>Total</b>	<b>7</b>	<b>100</b>

The table above shows that the majority of teachers 85.71% said that topics chosen by the students are not always acceptable for academic writing. In the other hand, 14.28% said that students' topics are acceptable for academic writing.

**14. How you evaluate your students writing performance**

Table 3.24

*Teachers Evaluation of Students Writing*

<b>Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Excellent</b>	0	0%
<b>Good</b>	1	14.28%
<b>Average</b>	3	42.85%
<b>Less than average</b>	2	28.57%
<b>Bad</b>	1	14.28%
<b>Total</b>	<b>7</b>	<b>100</b>

The answers tabulated reveal that 42.85% of teachers evaluate their students' writing performance be average. 28.57% of teachers answered that students are less than average in their writing. Moreover, 14.28% said that they are good or bad in writing performance.

**15. When correcting your students' paper, do you focus on?**

Table 3.25

*Teachers Focusing when they correct their Students' Paper*

<b>Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>The idea and the content</b>	0	0%
<b>The form of the essay</b>	0	0%
<b>The use of grammar and vocabulary</b>	1	14.28%
<b>All of them</b>	6	85.71%
<b>Total</b>	<b>7</b>	<b>100</b>

The table above show that the majority of teachers 85.71% focus on all of them (the idea and the content, the form of the essay, the use of grammar and vocabulary) in correcting students' papers while 14.28% said that they focus only on the use of grammar and vocabulary.

**16. In the light of your teaching experience, what type of writing students' are****Interested in?**

Table 3.26

*Teachers Opinions about Students' Type of Writing that Interest them*

<b>Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Stories</b>	0	0%
<b>Novels</b>	0	0%
<b>Short paragraphs</b>	1	14.28%
<b>Essays</b>	1	14.28%
<b>Personal journals</b>	1	14.28%
<b>Free writing</b>	4	57.14%
<b>Total</b>	<b>7</b>	<b>100</b>

The results shows that 57.14% of the teachers believe that students prefer free writing while 14.28% said that they prefer either short paragraphs, essay or personal journals as writing tasks.

**17. As a teacher of written expression, is there a difference in student writing performance when the topic is selected or assigned?**

Table 3.27

*Teachers Opinions about the Difference in Students Writing when the Topic is Selected or Assigned*

<b>Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Yes</b>	6	85.71%
<b>No</b>	1	14.28%
<b>Total</b>	<b>7</b>	<b>100</b>

The results shows clearly that 85.71% said yes there is a difference in students' writing performance when the topic is selected or assigned because they think students become more productive, they tend to have a lot of to say when they choose their topics. Moreover, they do better in the topics that interest them. 14.28% said that there is no difference in students writing performance.

**18. Do you think the choice of topic enhances your students' writing performance?**

This question was open-ended for teachers to give their opinions about whether the choice of topic enhances students' writing performance or not. Most teachers claimed that it enhances their students' writing because they feel at ease and more comfortable when writing about topics of their choice. This is revealed in the lexicon used and the achievement of coherence as well as cohesion in their writing. Moreover, writing is not only a matter of grammar, but it is also a matter of content, ideas and their order. In addition to this, providing the students

with the opportunity of selecting their topics may increase their interest and motivation towards writing, thus becoming more productive. Some teachers, on the other hand, said that is not the same case for all the students because it is not always about the selection; sometimes it is about the interest and knowledge about the topic.

### ***3.4.3: Overall Analysis and Interpretation of Results***

The results obtained from the analysis of the two questionnaires answered by the teachers of the written expression module and second year students of English at Mohammed Seddik Ben Yahia University; demonstrate that students and teachers agree on the positive effects of topic selection on students' writing performance.

The interpretation of students' questionnaire results shows that students prefer to write about topics they select by themselves, maintain that when they write about topics they selected they feel more confident and more motivated. Yet, a few students claim that they would like to write about topics assigned by the teacher considering that the teachers' choice is more available and the teacher knows better and has more information to guide and help his students. In addition, students consider themselves more active and productive writers when they choose their topics, and that when the topic is assigned to them they feel anxious and constricted to write. Moreover, students claim that the main advantages of topic selection are to help them enhance their writing performance, in addition give them more freedom to express themselves. In the light of these results, the second and the third part of the questionnaire proves that there is a strong link between topic selection and writing performance. That is to say, the implementation of topic selection in writing enhances and encourages student to be more active and motivated to perform better in writing.

The interpretation of the teachers' questionnaire, much like the students' questionnaire affirms that the use of topic selection as a major impact on writing performance. Teachers'

answers to Q12 reveal that they tend to give their students freedom to choose their topics by themselves. Teachers are also aware that most students face challenges in writing and that they should look for the best strategies to help the students' to overcome the difficulties they face and to encourage and motivate them to perform better writing tasks, despite the fact that teachers also face difficulties in teaching writing skill. Their ultimate goal is to help students write more academically. The majority of teachers agreed that students feel more motivated when they write about topics selected by them in comparison when they write about topics assigned by the teachers. In addition, teachers agree that students' writing performance can be enhanced by given the opportunity to choose their topics. Moreover, most of them agree that there is a great difference in students' writing Performance when the topic is selected by students or assigned by teachers.

### **Conclusion**

This chapter highlights the main findings of the analysis undertaken in the present study which lead to belief that topic selection has positive effects on the students' writing performance. The results of the questionnaire, of both students and teachers strongly support the importance of topic selection as an effective method in enhancing student writing production. Moreover, there is enough evidence to say that if students of English select their topics they would be more motivated and interested to make writing successful. So, it is very important for teachers to implement topic selection as a method in their processes of teaching writing.

## **General Conclusion**

- 1. Putting it altogether**
- 2. Research Implications and Pedagogical Recommendations**
- 3. Limitations of the Study**
- 4. Suggestions for Further Research**



## **1. Put it all together**

The main aim of the present study has been to investigate the effect of topic selection on writing performance. In other words, this study validates the idea that English Language learners, who get to select their own topics for writing tasks, would be more motivated and would have better writing performance.

The study is made up of two sections: one theoretical and the other practical. The theoretical part is in its turn divided into two chapters. The first chapter presents an overview of topic selection and its implementation in the English Language classes. It includes a definition of topic selection, how to select a topic, categories of topic selection in writing, the relationship between topic selection control and writing fluency, and the effect of topic selection on writing fluency.

The second chapter discusses the concept of writing performance in foreign language learning context, beginning with various definitions of writing. Next, types of writing, stages of writing, approaches to teaching writing, importance of writing, difficulties of writing performance, assessment of writing, and the characteristics of good writing are highlighted.

The last chapter is concerned with the field of investigation. The data was gathered through two questionnaires; one has been administered to students and the second one to the teachers at the department of English of Mohammed Seddik Benyahia University, Jijel to check how their answers would serve our study. This was followed by an analysis and interpretation of the results. The findings of both students and teachers' questionnaires confirm our hypothesis. The result of students' questionnaire reveal that they generally write better and their motivation to engage in writing tasks is increased when they choose their own topics. Similarly, when we asked teachers about what they noticed when they give students freedom to choose their topics, most of them affirmed our hypothesis. In fact, the results show that the use of topic selection is effective to increase students' motivation to engage in writing tasks.

## **2. Pedagogical Recommendations**

The findings of this study show that the use of topic selection has a major effect on students' writing performance. On the basis of the findings, the following recommendations are made:

1. Teachers should give more freedom to their students to select topics by themselves.
2. The use of topic selection helps in making learners more productive and creative which helps in adding a positive effect in the teaching/learning process.
3. Teachers need to help learners to overcome their fear towards the writing skill.
4. Learners should engage in more writing tasks in order to achieve academic success.
5. Teachers should motivate students by providing topics that interest them.

## **3. Limitation of the Study**

Working on a Master dissertation is not an easy task and in the light of the current uncertain circumstances, we faced a number of obstacles that are presented in the following points:

1. The number of teachers and students being subject to the questionnaires is very small.
2. Not all the students gave us answers to all the questions and this may contribute to the lack of validity of our questionnaire.
3. Our study at the beginning was meant to be a quasi experimental design but due to Covid-19 Pandemic, we were forced to change our research tools to two questionnaires

#### **4. Suggestions for further Research**

At the end of this study, there are some areas of research in EFL which are still calling for further investigation and understanding. These areas of research would guide us towards deeper understanding of implementing topic selection in foreign language education for better performance. Therefore, it is important to keep in mind that the results of the present study might be observed as a starter of a new research gap based on the limitation and shortcomings encountered. For better findings, we suggest using other types of data collection tools such as classroom observation, test and pre-test. We also suggest using a larger number of participants in order to add to the data and to generalize the findings to wider populations.

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# **Appendices**

## Appendix A

### Students' Questionnaire

Dear students,

This questionnaire is a part of a Master dissertation which attempts to examine the effect of topic selection on EFL student's writing performance .Thus, we kindly requested you to answer the following questions by selecting the answer that reflect your opinion and making comments whenever necessary .The data collected will be used for the purposes of the research .Thank you in advance.

#### SECTION ONE: General Information

##### 1. Gender:

a. Female  b. Male

#### SECTION TWO: Topic Selection

##### 2. How would you evaluate your overall English Language?

Good  Average  Less than average  Not sure

##### 3. Which language skill you think is more important in learning a foreign language ?

Speaking  Writing  Reading  Listening

##### 4. Do you usually make a draft before writing the finale work?

a.yes  b.no

##### 5. If yes do you focus on:

a. relevance of ideas

b.correctness of the form

##### 6. What do you prefer to write?

a. Topic selected by yourself  b.Topic selected by the teacher

Justify your answer.....

##### 7. Does topic selected by you or assigned by the teacher effect your number of words production?

a. yes       b. no

If yes justify your answer

.....

**SECTION THREE: Writing Performance**

**8. On the scale from one to five, how much do you rate your writing skill? (Five is the highest)**

(1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_ (5)

**9. Do you feel anxious when writing?**

a. Yes     b. no

If yes justify your

answer.....

.....

**10. Which type of writing style do you prefer?**

a. Expository

b. Descriptive

c. Narrative

d. Argumentative

**11. During the writing process do you face difficulties?**

a. yes                       b. no

Explain.....

.....

**12. Has the written expression course helped you to improve your writing skills?**

a. yes                       b. no

Justify your answer.....

**13. Where do you prefer to do your writing tasks?**

a. In the classroom                       b. At home

**14. Do you think that the choice of topic enhance writing performance?**

a. Yes       b.no

Explain.....  
.....  
.....  
.....  
.....  
.....  
.....

**Thank you for your cooperation.**





## Appendix B

### Teachers' Questionnaire

#### Dear Teacher:

You are kindly requested to fill our questionnaire which is an attempt to gather information needed for a master dissertation entitled "Effect of Topic Selection on Students writing Performance". Please answer questions by ticking (/) in the corresponding box and giving a full statement when necessary.

#### SECTION ON: Personal Information

##### 1. Gender:

a. Female

b. Male

##### 2. Degree held:

a. PHD

b. Magister

c. Licence

##### 3. How long have you been teaching English at the university?

.....( years)

##### 4. Have you taught written Expression before?

a. Yes

b. No

**5. If yes, please say for how long?**

..... (years)

**SECTION TWO: Teachers' Attitude toward Writing**

**6. Do you consider writing as an important skill that students need to master?**

a. Yes

b. No

Why?.....

**7. Which approach do you rely on in teaching writing?**

a. Product approach

b. Process approach

c. Genre approach

d. Creative approach

**8. Do you think that students find writing a challenging skill?**

a. Yes

b. No

**9. What possible difficulties do they possibly face?**

a. Getting proper ideas

b. Providing a correct form of the essay

c. Fear of spelling mistakes and punctuation

d. Lack of vocabulary and grammar mistakes

**10. What possible difficulties do you, as teachers, encounter when teaching writing skill?**

.....

**SECTION THREE: Topic Selection**

**11. What kind of topic you think students' would want to write about?**

.....

**12. Do you tend to give the students more freedom to choose their topic?**

a. Yes

b. No

Why? .....

**13. Do you find topics chosen by students acceptable for academic writing?**

a. Yes

b. No

Why? (In either cases) .....

.....

## SECTION FOUR: Writing Performance

### 14. How you evaluate your student writing performance?

a. Good

b. Average

c. Less than average

d. Bad

### 15. When correcting your student papers' do you focus on:

a. The idea and content

b. The form of the essay

c. The use of grammar and vocabulary

d. All of them

### 16. In the light of your teaching experience, what types of writing students are interested in?

a. Stories

b. Novels

c. Short paragraph

d. Essay

e. Personal

f. Free writing

**17. As a teacher of written expression, is there a difference in student writing performance when the topic is selected or assigned?**

a. Yes

b. No

Explain .....

.....

**18. Do you think the choice of the topic enhances your students' writing performance?**

a. Yes

b. No

Why .....

## Résumé

Cette étude vise à mesurer l'effet de la sélection des sujets sur les performances d'écriture des étudiants EFL. La présente étude cherche à étudier l'efficacité de l'utilisation de la sélection des sujets comme stratégie de motivation pour améliorer l'engagement dans les tâches d'écriture pour les étudiants de deuxième année du département d'anglais, Université de Mohamed Seddik Ben Yahia-Jijel. Tout au long de cette recherche, nous émettons l'hypothèse que si les enseignants implémentent la sélection des sujets dans les classes d'anglais d'expression écrite. Lors de l'exécution des tâches d'écriture, les performances d'écriture des élèves seront améliorées. Pour affirmer la validité de cette hypothèse, deux types de questionnaires administratifs sont utilisés pour tester les performances d'écriture des étudiants : le premier questionnaire est mené auprès de trente-cinq(35) étudiants anglais de deuxième année, et le second questionnaire est donné à un échantillon de sept enseignants ayant une expérience de l'écriture. La discussion sur les résultats a montré que l'utilisation de la sélection des sujets améliore et motive les performances des élèves de deuxième année en anglais en écriture. De plus, les étudiants affirment qu'ils préfèrent écrire sur des sujets assignés. Le résultat de sujets(TS) par les enseignants et les élèves dans les cours d'écriture.

**Mots clés:** sélection de sujets, sujets d'auto-sélection, sujets assignés, performances d'écriture.

## تلخيص

تهدف هذه الدراسة الى قياس تأثير اختيار الموضوع على اداء كتابة طلاب اللغة الانجليزية كلغة اجنبية تسعى الدراسة الحالية الى التحقق من فاعلية استخدام اختيار الموضوع كاستراتيجية تحفيزية لتعزيز المشاركة في اداء مهام الكتابة لطلاب السنة الثانية في قسم اللغة الانجليزية بجامعة محمد الصديق بن يحيى جيغل خلال هذا البحث نفترض انه اذا طبق الأساتذة اختيار الموضوع في فصول اللغة الانجليزية للتعبير الكتابي أثناء تنفيذ مهام الكتابة سيتم تحسين اداء الطالب الكتابي لتأكيد

صحة هذه الفرضية يتم اجراء نوعين من الاستبيان لاختبار اداء الطلاب في الكتابة يتم اجراء الاستبيان الاول على خمسة و ثلاثين طالبا في السنة الثانية للغة الانجليزية و الاستبيان الثاني يتم اعطاؤه لعينة من سبعة أساتذة لديهم خبرة في الكتابة اظهرت مناقشة النتيجة ان استخدام الموضوع يعزز و يحفز اداء كتابة طلاب السنة الثانية في اللغة الانجليزية علاوة على ذلك يدعي الطلاب انهم يفضلون الكتابة عن الموضوعات التي اختاروها بدلا من الموضوعات المخصصة كانت نتيجة

دراسته هي رؤى للمعلم واستخدام الطالب لاختيار الموضوع بشكل فعال في فصول الكتابة

**الكلمات المفتاحية:** اختيار الموضوع مواضيع الاختيار الذاتي المواضيع المخصصة اداء الكتابة