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**Investigating EFL learners' beliefs about
The use of academic writing strategies.**

Case study: third year students at the Department of English–M'sila University

Dissertation Submitted to the Department of English in partial fulfillment of the Requirements
for the Degree of Master

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DECLARATION

We declare that the work we are going to present in this dissertation, which is entitled “investigating **EFL** learner’s beliefs about the use of academic writing strategies”, is our own work limited to the boundaries of our knowledge, this work has not been submitted before for getting any kind of degree in any university or any educational institution. All used sources and quotes are all referenced, this work is carried out at Mohamed Boudiaf University M’sila, Algeria.

ABSTRACT

The present study aims to explore learner's beliefs towards academic writing strategies to see the impact and relationship of learners' beliefs and academic writing strategies on academic writing. To achieve the objectives of the study, a mixed method (quantitative and qualitative) was used. A survey questionnaire served as the main data-gathering tool in this research. Sixty third year **EFL** students were used as the main sample of the study which took place at the level of the English Department at M'sila University. The obtained results show that third year students do have strong beliefs which impact on their use of academic writing strategies both positively and negatively, which made them face different difficulties in relation to academic writing process. For instance, **EFL** learners think that they should not do any sort of writing as assignments unless they get well prepared.

ACKNOWLEDGEMENT

First and foremost, we would like to praise ALLAH for his endless blessings and providing us with the patience and strength to accomplish this work.

Second, we would like thank our supervisor Dr. Mourad TOUATI, for his guidance. We would also like to thank the members of the jury for their insightful comments and suggestions. We extend our thanks to third-year English students who accepted to be a part of our research work.

DEDICATION

This work is dedicated:

To my parents for their endless love, affection, care, and support.

To the soul of my life MOUSSAOUI Asma

To my dear friends and relatives for their encouragement in stressful times.

DJAIDJAA khawla

DEDICATION

This work is dedicated:

To my parents for their endless love, affection, care, and support.

To my lovely sister Hadjer and to my precious brothers.

To my dear friends and relatives for their encouragement in stressful times.

RAHMANI Ibtissam

LIST OF ABBREVIATIONS

ESL: English as a Second Language.

EFL: English as a Foreign Language.

ESOL: English for Speakers of Other Languages.

LMD: License Master Doctorate.

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GENERAL INTRODUCTION

1. Background of the study

Learners' beliefs can be defined as the perception of people towards the learning situation that they are in, and those beliefs affect the use of academic writing strategies. Academic writing is seen as one of the most difficult skills for undergraduate students, and its strategies are indispensable as a key to assist learners with the assigned writing tasks and make it possible to decrease the writing problems faced by learners. This study is addressing research objectives.

Horwitz (1987.) stated that "L2 learners often hold different beliefs or notions about language learning, some of which are influenced by learners' previous experiences, and others are affected by their own cultural backgrounds".(p119-129)

Elaine Horwitz, conducted a study on language learning beliefs after developing the BALLI to assess students' as well as teachers' belief regarding a variety of issues related to language learning. She claims that knowledge to students beliefs about language learning may provide language teachers with a better understanding of their students' "expectations of, commitment to, success in and satisfaction with their language classes" (p283). Therefore, teachers can make "a more sensitive approach to the organization of learning opportunities"(Cotterall, 1999) in their lessons.

Heidar and Bahareh (2015) carried out a comprehensive study that reviews teachers' and students' beliefs about language learning. They concluded that the researchers who have conducted various studies on this topic have indicated that the detrimental beliefs found among learners or even teachers should be removed because they negatively affect and hinder language teaching and learning process. A good number of studies have been carried out to investigate students' beliefs toward learning English in the Arab World.(p105)

Writing is claimed to play an important role in intellectual development and career preparation (Gere, 1985). Öz contends: "Writing is the written expression of thoughts, desires,

emotions, and schemes; and this requires skill rather than knowledge” (2006, p. 251). To speak, writing is a skill that serves individuals` communication needs as well as their learning. As writing skills of students develop, they begin to apply their knowledge to the written expression more and more easily and go beyond what they have learnt (Raimes, 1983.p130).

According to Dyson (1995), writing is not merely an individual activity but a process which requires social interaction. Rayers (1987) continue that the fledgling young who begins to write should write in a shared way to accelerate the process. Therefore, the learner is expected to develop a better technical point of view toward writing and have an increased awareness of his/her own responsibilities. One of the key factors which influence writing is the writing strategies. Findings of a number of previous studies suggest that teaching strategies for managing text production is an effective way of improving the writing of students with learning disabilities or poor writing skills (García & Arias-Gundin, 2004. García & de Caso, 2004). Most language learners at all levels believe that writing is one of the most difficult language skills to master (Kurt & Atay, 2007. Latif, 2007).

2. Statement of the problem

Extensive research has been conducted in **EFL** in order to investigating learners` beliefs about the use of academic writing strategies. Variety of studies have investigated learners` beliefs about language learning especially. Yet, little work has focused on formal research and academic writing.

Students at M'sila University's English Department are not aware of their beliefs and its impact on the use of academic writing strategies. Moreover, studies concerning the later has not been conducted before in the Algerian context. Therefore, this research is conducted to investigate the impact of these beliefs on their academic writing outcomes among third-year **EFL** students at M'sila University, to highlight the relationship between learners` beliefs about the use of academic writing strategies.

3. Research questions

1. What are the learners' beliefs towards academic writing strategies?
2. What is academic writing?
3. What is the impact and the relation of learners' beliefs and academic writing strategies on academic writing itself?

4. Research hypotheses

1. Learners' beliefs impact the use of academic writing strategies negatively and positively.
2. There is a relationship between learners' beliefs and academic writing strategies.

5. Objectives of the study

1. To identify what are the learner's beliefs towards academic writing strategies.
2. To identify what is academic writing.
3. To investigate the impact and the relation of learners' beliefs and academic writing strategies on academic writing.

6. Significance of the study

The present study would be of great help for curriculum designers and educators to understand learner's beliefs about the use of different academic writing strategies in the language learning process. Teachers could be encouraged to accommodate their objectives and teaching methods to avoid the impact of the beliefs and the academic writing strategies.

7. Research Methodology

It is commonly acknowledged that various academic methodologies serve various goals and purposes of research. In our research work, we deal with **EFL** learners' beliefs about the use of academic writing strategies. In this case, mixed method will be used in order to investigate the present problem of third year **EFL** students. The qualitative or the descriptive method is in order to describe the difficulties facing them in academic writing and what beliefs they have towards the use of the academic writing strategies, and the quantitative method is used in order

to deal with the questionnaire which is the main data gathering tool in this study. The questionnaire would be distributed to third year students of the English department at M'sila University. Some recommendation will be given to solve these problems.

8. Structure of the study

Our dissertation consists of two main chapters. Chapter one is devoted to literature review. It is entitled **EFL** learners' beliefs about the use of academic writing strategies. The chapter tackles: Learning **EFL** at advanced level, writing and aspects of academic writing. It also contains academic writing strategies, beliefs in addition to the impact and relation of beliefs and academic writing strategies. In chapter two, we tried to explore the practical phase, that is conducted within the Third year **LMD** students of M'sila University studying English as Foreign Language, the research based on a questionnaire as the main procedure to collect data about **EFL** learners' beliefs about the use of academic writing strategies.

9. Study variables definitions

1. Learners' beliefs: Are the perception of people (learners) towards the learning situation that they are in.

2. Academic writing strategies: Academic writing is a formal type of writing that is directly to the meaning, while writing strategies are the sequence in which a writer engages in planning, composing, revising and doing other writing related activities.

CHAPTER ONE: EFL LEARNERS' BELIEFS ABOUT THE USE OF ACADEMIC WRITING STRATEGIES.

Introduction

Beliefs can be defined as a mental state which has as its content a proposition that is accepted as true by the individuals holding it (Fenstermacher.1994). As for language teaching and learning, beliefs are confined to an individuals' investment and aspirations (Touati.2018). Most learners still struggle to produce a correct academic writing form, and in order to overcome this issue learners use some academic writing strategies, and these academic writing strategies are influenced by learners' beliefs that have been of great interest for many scholars from diverse disciplines(Horwitz.1987).

However, there was no specific study dedicated to conducting this problem since learners' beliefs are viewed as an important construct to be investigated in relation to the use of academic writing strategies . The present study would be of great help for curriculum designers and teachers of academic writing to understand learners beliefs about the use of different academic writing strategies in the language learning process, by identifying what are the learners' beliefs about the use of academic writing strategies, and what are the commonly used ones.

1.1. Learning EFL at advanced level

When considering **EFL** learning, it is important to distinguish between the two concepts learning and **EFL** learning. Learning is the act or experience of one that learns, knowledge or skill acquired by instruction or study or modification of a behavioral tendency by experience (such as exposure to conditioning) (Merriam-Webster. 2021).

English as a foreign language (**EFL**) is the teaching of English to students whose first language is not English (Richard Nordquist.2020). Globalization and technological advancements have increased the importance of English, which has become a universal language of information,

communication, and knowledge. **EFL** is similar to **ESL** and **ESOL**, which are terms used to describe studying English as a replacement for living in an English-speaking region. **EFL** resources are often designed for students learning English in their own country or taking a short course in an English-speaking region. **ESL** resources tend to focus on survival English for persons who are currently living in an English-speaking society.

English as a Foreign Language (**EFL**) began in Europe and gradually spread around the world (Howatt & Richard Smith.2014 .P 75-95). The article ‘The History of Teaching English as a Foreign Language, from a British and European Perspective, Language & History’ depicts the time line of English teaching as a Foreign Language. It divides into two main stages, the first stage the Modern Language Teaching in Europe (1750–1920) which involves The Classical Period (1750–1880) and The Reform Period (1880–1920), and the second stage English Language Teaching beyond and within Europe (1920–2000+) which also involves two other periods The Scientific Period (1920–70) The Communicative Period (1970–2000+). Each stage and period used different methods to **EFL** teaching.

Many **EFL** students have years of grammar and vocabulary study in their homelands as part of their academic requirements in their school systems, or as preparation for travel or study in an English-speaking community. However, due to a lack of engagement with native English language speakers, they frequently lack practical abilities in hearing, speaking, and writing in English.

Although they often ask their teachers to assist them revise grammar points, vocabulary development and so on.

“The Language learners at advanced levels use usually strive to achieve more flexibility and a higher level of fluency and aspire to become ‘more effective autonomous learners’”(Stanislav & Karina.2019. p3505). This target can be achieved by undertaking the following:

- studying a large number of idioms and phrasal verbs that can improve the understanding of complex texts, especially the ones of an informal register.
- learning a wide range of collocations to be able to grasp and express different shades of meaning.
- mastering some equivalents of a unique register which will deliver the equal meaning in unique discourse in addition to stylistic gadgets such as metaphors.
- studying discernible style in phrase constructing that could assist newcomers give you derivatives.
- acquiring the knowledge of important adverbs, e.g. ‘stance adverbs that may add to the accuracy of the student’s language but seem to be rarely used by them’.

However in Algeria the Algerian curriculum developers incorporated English as another foreign language (besides French) to be taught in the national educational programme, as an intention of maintaining with the globe.

1.2. Writing

Writing may be very crucial in everyone’s social, instructional, and occupational lives. It allows us to commit and learn, convince and record, chronicle and heal, reflect, and picture. Everywhere at any time (we tweet, text, Chat and email...) human beings use variety of media and social networks. At academic institutions, college students use writing to summarize, analyze, interpret, and expand their information of latest and vintage thoughts.

Writing is viewed as a key competence that learners must acquire since it is such a versatile and powerful tool, writing as a term is defined as the way that you use written words to express your ideas or opinions.

Paradigmatically, writing is the illustration of speech. Nevertheless, what than approximately the visible symptoms and symptoms and logos that people created and persevered to create for conversation purposes, different instances for sheer self-expressions; to tell the records of

writing, even in its paradigmatic sense, it appears vital first of all a greater complete view of writing due to the fact using created visible marks or different for conversation and expression. From this base, we can also additionally even see clearer how representations typically relate to representations of language extra specifically.

Academic writing is not like innovative writing, that is the type of writing you do while you write stories (Eshraga. M.2020.5637). It is likewise unique from private writing, that is the form of writing you do while you write letters or e-mails on your pals and family. Creative writing and personal writing are informal, so that you may also use slang, abbreviations, and incomplete sentences. However, educational writing is formal, so that you have to now no longer use slang or contractions. In addition, you have to take care to put in writing whole sentences and to arrange them in a sure way.

Academic writing in English might be extraordinary from instructional writing to your local language. The words, grammar and the manner of organizing thoughts are probable extraordinary from what you are used to. In fact, the English manner of writing may want to appear clumsy, repetitive, or even rude to you. Just do not forget that it is far neither higher nor worse than different ways; it is far simply one of a kind.

Writing in a overseas language is a critical manner thru which newbies can specific themselves. The writing process is going collectively with the humankind for the reason that number one life in the world. However, it is not always clean to expand the writing abilities in particular for the novices of English as a overseas language (**EFL**). Considering this, linguists and researchers raised many theories and strategies to train writing.

1.3-Aspects of academic writing

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1.4-Academic writing strategies

Cognitive psychologists trust that techniques are a planned movement that learners select, put in force and control with a purpose to perform studying or writing tasks. Cognitive and metacognitive composing techniques were broadly studied with native learners however; little studies have been achieved approximately nonnative freshmen (**EFL** learners) regarding this

location of study. We can outline writing techniques because the spot wherein a creator is engaged in planning, revising and different writing associated activities.

Writing techniques are visible as the ones methods hired through the writer to manipulate the online control of goals, catch up on the constrained ability of human cognitive sources and conquer the troubles that writers pose to themselves. Some college students are laid low with restrained writing level in even of their personal mom tongue. Written works have the number one purpose of providing facts instead of seriously assessing it. One of the terrific demanding situations novices may face of their educational writing is locating the stability among growing their very own 'voice and thoughts' whilst writing, but following the conventions that usually keep for educational writing and acknowledging the position of others' thoughts can also be a challenge.

Because educational writing is a gap of challenge, beginners have a tendency to apply a verity of educational writing techniques, which fluctuate in line with the writing project and to the person himself. Some techniques are typically used including the use of the free-writing technique, mind-mapping, translating... , whilst others are there to keep away from plagiarism like, summarizing and paraphrasing, Combining sources, In-textual content references, Quotations, Reference listing and plenty more (In addition to: Collaborative studying and vital wondering Autonomous gaining knowledge of ...)

In the free-writing method the learner simply writes down his/her flow of attention for a specific topic , It may be clumsy or grammatically wrong due to the fact it's miles only for focusing and generate as many thoughts as viable which are applicable to the topic, whilst mind mapping is the relationship among the ones thoughts. However, within the translation method the learner have to own a great expertise of each supply and goal language, he/she need to be fluent in languages so that you can be capable of transmit the right message and to sound as herbal as viable within the goal language, the use of a accurate fashion and terminology.

These strategies can in any other case represent plagiarism, intentional or unintended omission of specifying the supply of facts, that is unacceptable in educational writings, so an undergraduate must own enough understanding to keep away from it. This is the cause for the usage of summarizing and paraphrasing, summarizing a textual content begins off evolved with the identity of key vocabulary and thoughts with regards to this, the use of one's personal phrases without changing the meaning. Expanding the notes and write the summary, reorganizing the series of the thoughts as necessary. A reference must be blanketed to suggest wherein the facts got here from, thoughts have to suit collectively logically. Writing on the instructional degree calls for the studying of numerous reevaluations and the synthesis of various thoughts, this suggests that the author is acquainted with present day literature associated with the topic.

The in-textual content references is used to expose the supply of ideas, diagrams, information and different data from different reevaluations. This is being used, and it has many formats (**APA Citation Style**, **MLA Citation Style**, **Chicago/Turabian Citation Style**) .Quotations also can be utilized in educational writing in order to help the author's arguments, or for the author to argue towards them and sell an alternative. Quotations have to be restrictedly used for offering a correct definition of concepts, and to feature the load of authority related to the author of the quote. Despite the difficult nature of writing, there may be a loss of studies analyzing the position of ideals in writing ability malleability on this domain (Bruning & Horn, 2000).

1.5-Learners' beliefs

'By the tip of the 1980s, research on both learners' and teachers' beliefs about foreign learning became the foremost attractive domain of education research. Since then the subject attracted more and more researchers everywhere yielding a large number of studies exploring teachers' and learners' learning beliefs with respect to different areas (Touati.2018). Information, attitudes, values, expectations, theories, and assumptions about teaching and

learning that teachers built up over time and convey with them are called classroom practices which may be a belief system and therefore the primary source for the teachers.

Several studies have investigated beliefs about the learning of both in-service and preservice teachers. The hypothesis that teacher beliefs may influence student beliefs through instructional practices were the most reason for designing such studies. Johnson (1994) concluded that research on teachers' beliefs share three basic assumptions. First, teachers' beliefs influence both perception and judgment which, in turn, affects what teachers say and do in the classroom. Second, how teachers learn to show, that means, how they interpret new information about learning and teaching and the way that information is translated into the classroom assessments, of these things happened only thanks to the teachers' beliefs which play a critical role in it. Third, understanding teachers' beliefs are essential to improving teaching practices and professional teacher preparation programs.

Learning behavior is often subject of influence on learners' attitudes, perceptions and beliefs that are shaped before being engaged in learning English as a remote language and particularly when it involves a sophisticated level (Touati, 2018). The impetus of this study is not to see particularly **EFL** learners' beliefs about West Germanic learning, but to research **EFL** learners' beliefs about the employment of educational writing strategies.

There is a growing body of evidence, which suggests that beliefs play an essential role in learning experience and determine one's achievements (Ryan, 1984, Sakui & Gaies, 1999).

Generally speaking, beliefs about learning contains 'assumptions that students hold about themselves as learners. Even Elaine Horwitz, one in all the pioneer researchers of the studies on beliefs about learning, did not give an operational definition of beliefs about acquisition in her articles (Horwitz, 1985, 1987, 1988). She only refers to "beliefs" using the terms like preconceptions (1985), preconceived ideas (1987), and preconceived notions (1988) without giving specific descriptions about the construct. within the important statement went to

introduce her instrument, the Beliefs About acquisition Inventory (BALLI), which has become one amongst the foremost widely used instruments in studies on beliefs about learning, she used the word opinions to discuss with beliefs, the construct that the inventory is aimed for. She stated, “The Beliefs About learning Inventory was developed to assess student opinions on a spread of issues and controversies associated with language learning” (1987, p.120).

Self-efficacy is taken under consideration united the most critical inexperienced persons ideals which has been described as “the perception in one’s capacity to succeed” and contains a major influence on the behavior, mastering manner and additionally using instructional writing techniques of ungraduated newcomers. inside the gift study, self-efficacy is known as due to the fact the perceived degree of self-belief and competence an character has in effectively finishing sure tasks, that is taken under consideration to be an “important cause to learn” (Zimmerman, 2000: 82). Learners who sense assured and ready characteristic greater cost to their studying method than those who have extra terrible self-efficacy ideals approximately their getting to know. Previous research on self-efficacy and educational writing have additionally located out that beginners who sense much less assured approximately their language talent revel in better degrees of writing anxiety (Martinez et al., 2011). Learners’ degree of self belief and competence concerning their educational writing capacities can, thus, have a large affect at the eventual writing outcomes.

As Breen (2001) states, ideals and attitudes that learners convey with them to the instructional state of affairs paintings as key elements inside the getting to know technique and ultimate success. During this sense, foreign language students may match under some strong beliefs about the character of acquisition, they will believe acquisition process is difficult, or that they are ineffectual to develop strategies to be told a distant language. Thus, we would really like to ponder the quantity of effect that the ones ideals have in the course of the coaching and mastering practices.

1.6-The impact and relation of beliefs and academic writing strategies

It is well established that students' beliefs in skill malleability influence their academic performance. Specially, thinking of ability as an incremental trait is associated with better outcomes. Though this was shown across many domains, few researches exist into these beliefs in the writing domain and into the mechanisms underlying their effects on the writing performance. Academic writing is clearly one of the most complex skills to acquire, and the different strategies used within it can be affected by the learner's beliefs either negatively or positively.

“Language educators have always recognized that foreign language learners bring to the classroom a complex set of attitudes, experiences, expectations, and beliefs” (Benson1991, Nyikos& Oxford 1993). Learners beliefs are open to change or intervention and are mainly formed from their teachers, including observing or interacting with them, various descriptive studies have shown that language writers follow their beliefs about writing at the level of meaning (Ellis, 2008 ;Fives and Gill, 2015). However, the focus of these studies has been on students' beliefs about writing meaningfully in a general way. While, in this study our main concern would be on the impact of beliefs on academic writing strategies.

As mentioned above the strategies used by learners are mostly affected by the self-efficiency and motivation, In the school context, self-efficacy refers to students' perceptions about their ability to successfully learn or perform academic tasks (Bandura, 1982, 1997). Within the field of writing motivation, self-efficacy is perhaps the most studied variable (Pajares.2003).

Whereas the majority of past studies portrayed self-efficacy as a unitary construct, recent studies showed the advantages of using multidimensional measures tapping self-efficacy to accomplish specific writing processes (Bruning, Dempsey, Kauffman, McKim, & Zumbrunn, 2013).

The analyzed data in this paper has shown that there is an impact between learners' beliefs and academic writing strategies; for instance, **EFL** learners also have different beliefs concerning writing and academic writing, to illustrate : they think that they should not attempt to write academically unless they get prepared before doing any sort of writing as assignments; Furthermore, been motivated and highly self-confident affect in return in your writing strategies.

Consequently, as any **EFL** learner, third year students are always motivated to write academically whenever required since most of them strongly agree on this idea; therefore, most **EFL** learners wish to be an eminent academic writers that any **EFL** learner that has the mentioned beliefs will be a well academic writer.

Conclusion

Academic writing serves as a tool of communication that conveys acquired knowledge in a specific field of study and its strategies are regarded as an important part in learning English as a foreign language, since it helps students to analyse, convey understanding think critically, focus on technique and style in order to produce correct and appropriate academic writing output. Learners face many challenges while producing any academic writing form due to different reasons, this study is going to focus on the learners beliefs towards the use of academic writing strategies.

CHAPTER TWO: RESEARCH METHODOLOGY DESIGN AND FINDINGS.

Introduction

The current study intends to investigate the **EFL** learners' beliefs about the use of academic writing strategies in M'sila University among third year **EFL** students. Therefore, the first chapter of this study presented a literature review about learners' beliefs and academic writing strategies through definitions and different points of view of scholars and researchers. This chapter concerns with the research design, sampling, the methods and procedures used to collect data. This part deals with the practical phase of the work that. Because this research paper's main objective is to collect faithful data a questionnaire containing twenty-four questions is submitted.

2.1-Methodology

In order to collect the needed data to fulfill the requirements of this research the mixed method was used in order to investigate the present problem of third year **EFL** students, which is the impact of learners' beliefs on the use of academic writing strategies. The questionnaire is the main data gathering tool, it was designed according to the Likert scale and finally distributed to a sample of sixty third year learners from the English department at M'sila University.

2.2-Quantitative analysis

Quantitative analysis involves analyzing data that resulted from the given questionnaire. We rely on the use of descriptive statistics, which includes percentages, tabulation graphs, frequency and percentage. The data is represented in texts, tables, graphs and pie charts.

2.3-Sampling and population

This study took place at the level of the English Department at M'sila University during the second semester of the academic year 2020/2021. The sample of this study is third year **EFL** students. They have been studying written expression courses during their first, second and third year. They have been taking these courses because they are obligatory and to pass exams.

This sample was selected because of the three years of EFL learning so they are considered competent in academic writing. They have different beliefs concerning academic writing strategies. The total number of the sample was sixty students consisting of eleven males and ninety-four females.

2.4-Research instruments

This research uses the questionnaire as the main tool of collecting data about the learners' beliefs about the use of academic writing strategies. The choice of this method is completely dependent on the subject, the sample and the aims of the study.

2.5-The questionnaire

In order to gather data from the studied sample, the used instrument for collecting information in this research is the questionnaire, which has been designed to the third year EFL students. This instrument is known to be the best way of collecting data because all respondents see exactly the same questions, easier to handle any sample size because of its large coverage, respondents have enough time to think and answer and it is free of bias.

This tool involves Multiple Choice Questions or **MCQs** that require students to answer by ticking the desired answer from the five given choices "**Strongly agree**", "**Agree**", "**Neutral**", "**Disagree**", "**Strongly disagree**" according to the Likert scale.

The whole questionnaire consists of twenty-four questions that are classified under five sections. Sections '1' and '2' are concerned with the impact of learners beliefs on their writing performance. Section '3' deals with learners' beliefs towards writing in general. Finally section '4' and '5' deal with learners beliefs about academic writing strategies and their future expectations.

This table shows the main focus of each section:

Section.1	The questions from one to six are concerned with the Aptitude in writing.
Section.2	The questions seven, eight and nine are concerned with the difficulties faced in academic writing.
Section.3	The questions from ten to thirteen are concerned with The Nature of academic writing.
Section.4	The questions from fourteen to nineteen are concerned with the academic writing strategies.
Section.5	The questions from twenty to twenty-four are concerned with motivations and expectations.

2.6-Data analysis

After data collection, the results have been interpreted as follows:

Q1.It is quite easy for third year student to write and consider norms of academic writing.

From the found results, we can notice that (35%) student disagree with this statement and find out that it is not easy for them to write and consider norms of academic writing; whereas, (34%) agree say that it is quite easy for third year student to write and consider norms to be academic writing, and (31%) prefer to stay neutral.

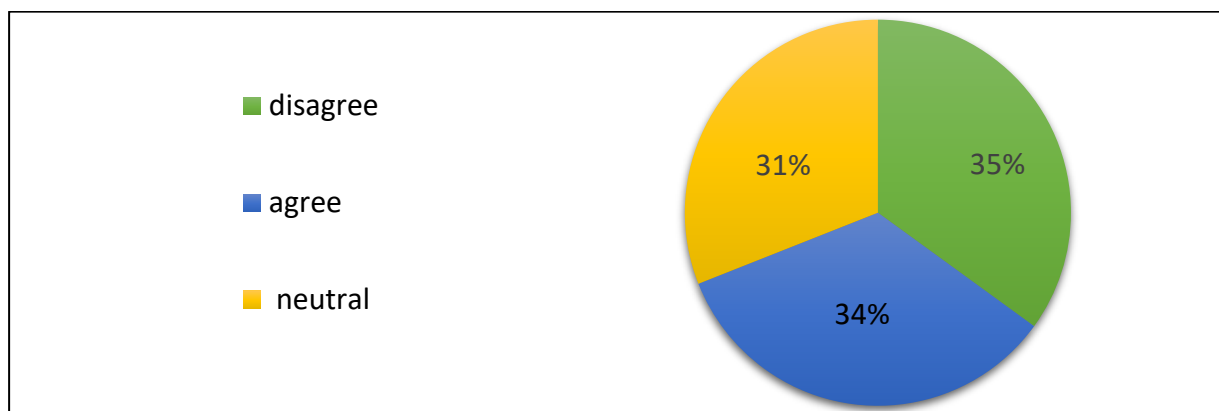


Figure 1: the level of difficulty of the academic writing norms.

Q2. Some EFL learners have very excellent capacities to write academically.

When EFL learners asked about their writing capacities, we notice that most of the students (78%) agree and strongly agree that some EFL learners have very excellent capacities to write academically, and only (12%) disagree on the fact that some EFL learners do have capacities to write academically.

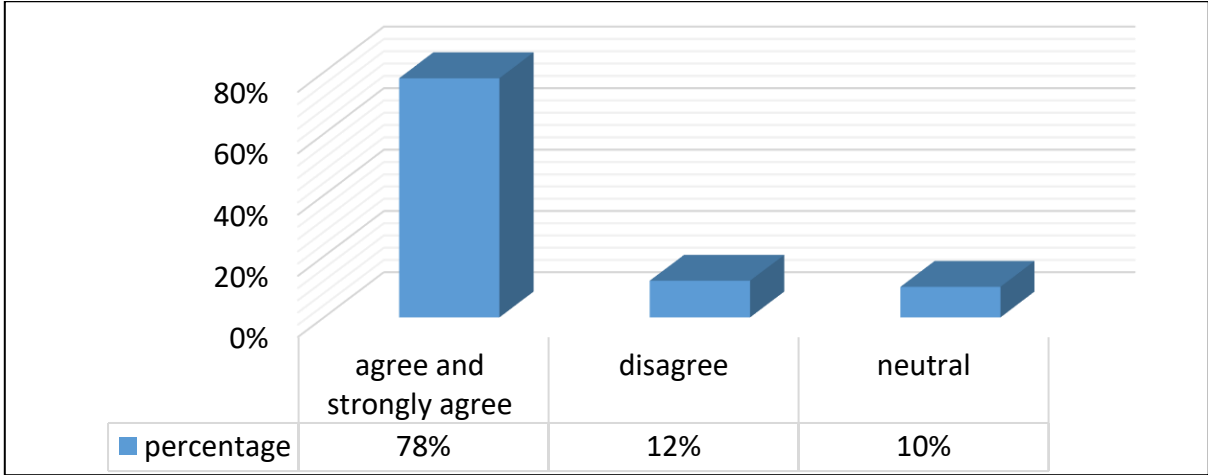


Figure 2: EFL learners have excellent capacities to write academically.

Q3. All my mates are brilliant at respecting all academic writing criteria.

The results denote that some students (53%) claim that just a few of their mates are good at respecting all academic writing criteria, and only (6%) who agree with this statement.

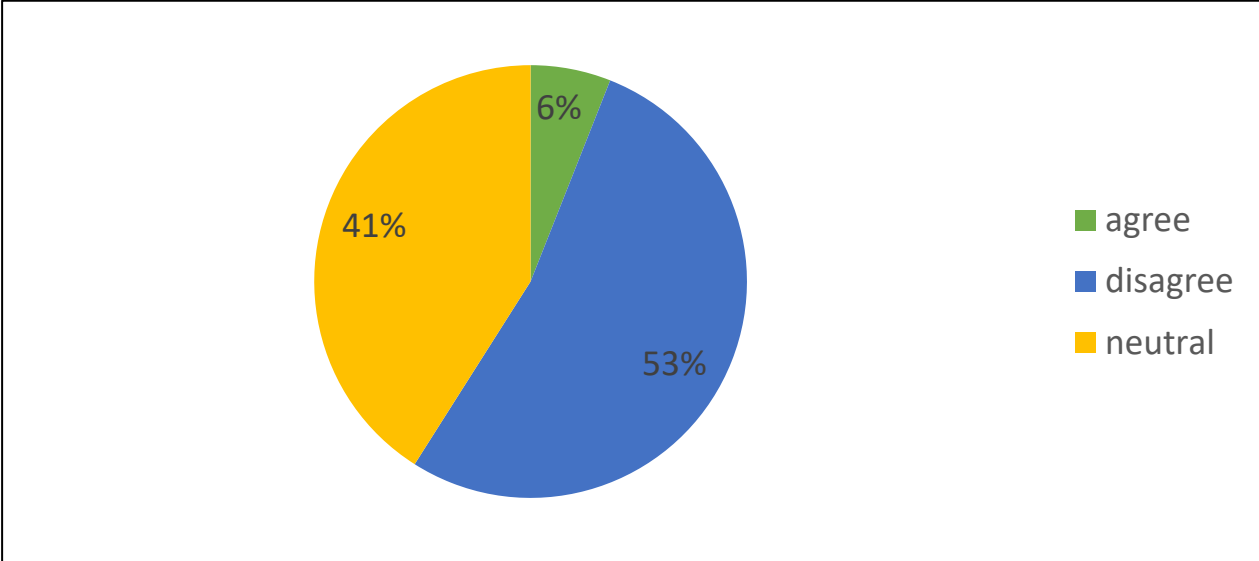


Figure 3: the level intelligence academic writing criteria

Q4.Third year EFL learners who have already been taught academic writing can achieve better at academic writing tasks.

In this question (83,7%) of students strongly agree that most of them who have already been taught academic writing can achieve better at academic writing tasks, and (10,2%) refuse this idea.

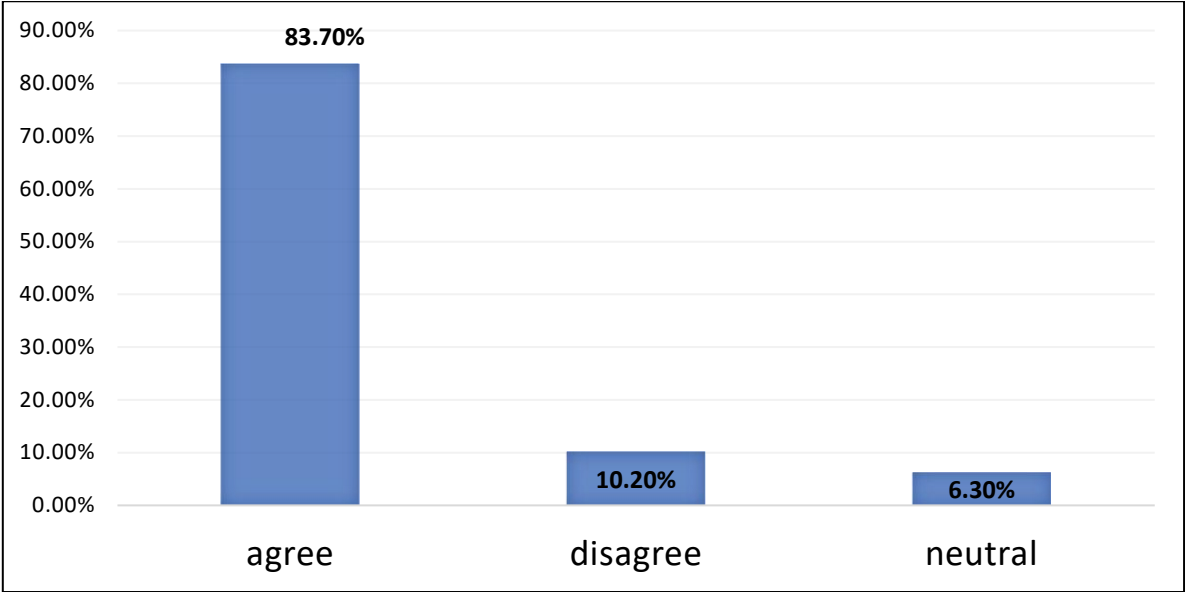


Figure 4: level of achievement among learners who has already been taught academic writing.

Q5.EFL learners with good backgrounds at writing in general are outstanding academic writers.

From the finding most student (71,42%) predict that EFL learners with good backgrounds at writing in general are outstanding academic writers, (12,24%) of learners disagree with this statement.

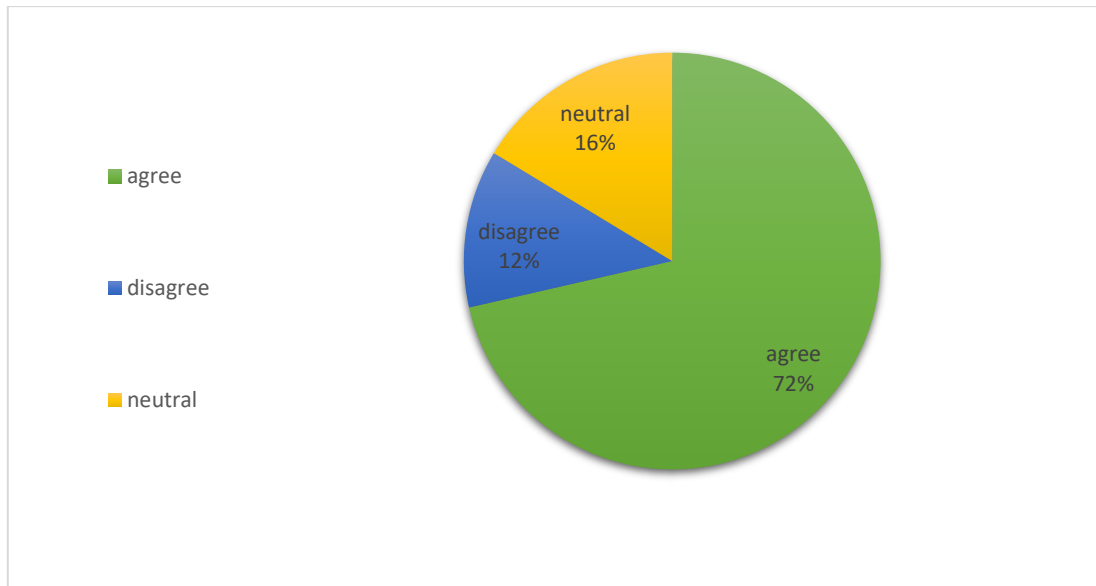


Figure 5: the result of having a good background in academic writing.

Q6.EFL Students who are good in writing in general, are good at academic writing.

The results show that (51,14%) agree and strongly agree with the claim that EFL Students who are good in writing in general are good in academic writing, (22,26%) do not agree with this statement and (26,6%) prefer to stay neutral.

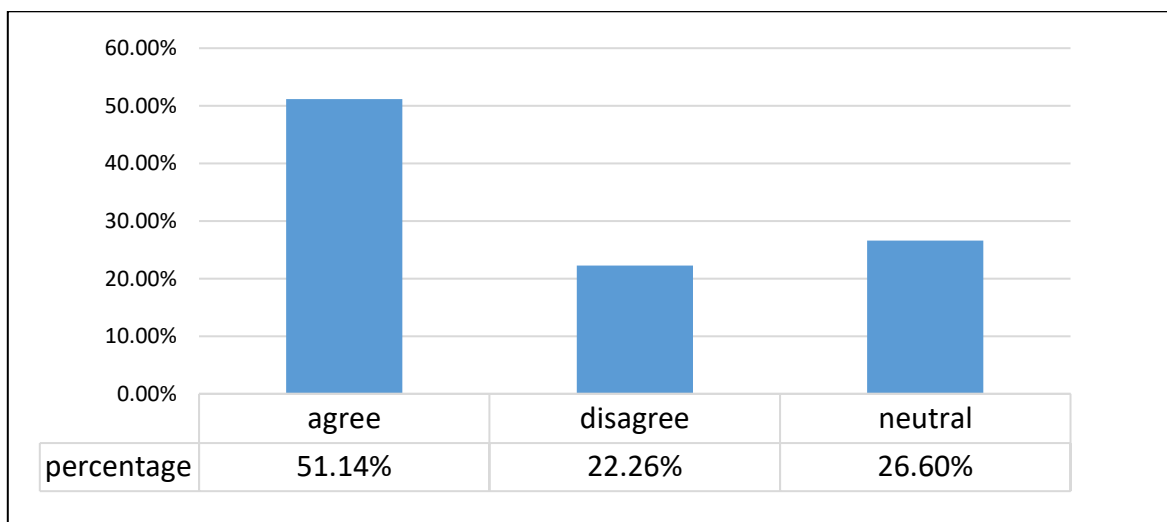


Figure 6: the collaboration between academic writing and good writing outcomes.

Q7.As far as English language is concerned academic writing is easier.

From the table below, we notice that (36,7%) disagree with this statement and only (26,7%) agree that English language is concerned easy so academic writing is concerned easier. However (36,4%) prefer to do not give their opinion to any one of the choices and stay neutral.

	Number of students	Percentage
Strongly agree/agree	16	(26.7%)
Neutral	22	(36.9%)
Disagree/strongly disagree	22	(36.4%)

Table 1: the complementary relationship English language and academic writing.

Q8.Learning about academic writing is always easier than doing it.

When learners asked about if they agree or disagree that learning about academic writing is always easier than doing it (75%) of students agree, (11,7%) disagree and (13,3%)were neutral.

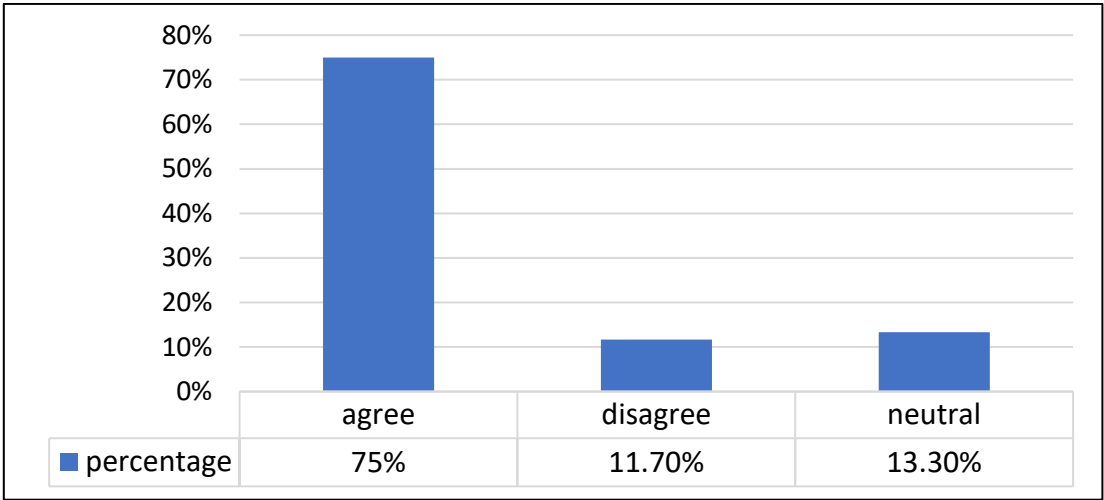


Figure 7: the comparison between learning about and doing academic writing.

Q9.Collecting information about academic writing is easier than implementing it.

From the results below, we can notice that most of students (68,3%) strongly agree with the fact that collecting information about academic writing is easier than implementing it, and (13,3%) totally disagree with it.

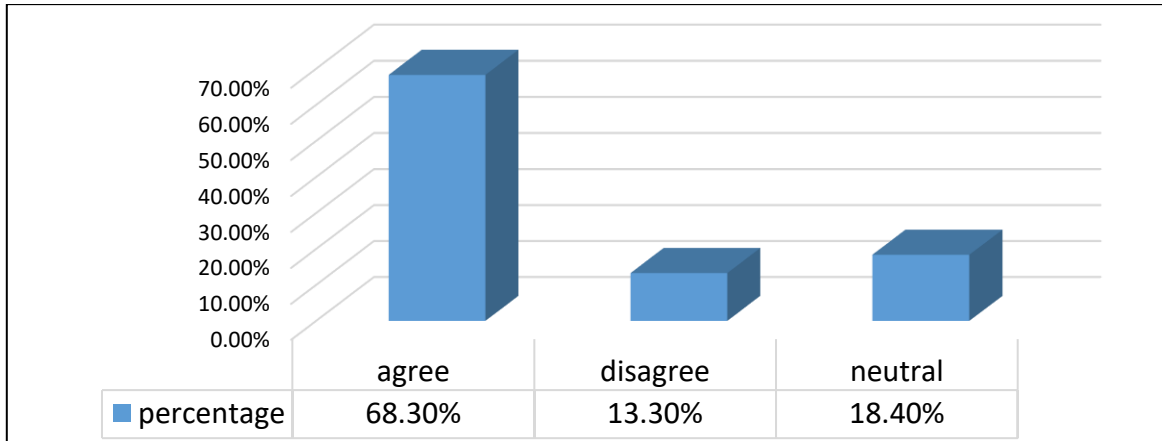


Figure 8: the use of academic writing is harder than implementing it.

Q10. It is very fundamental to learn how to write academically to be able to put into practice.

When students were asked is it very fundamental to learn how to write academically to be able to put into practice most of them (81,7%) agree and strongly agree , only (1,7%) disagree with this claim.

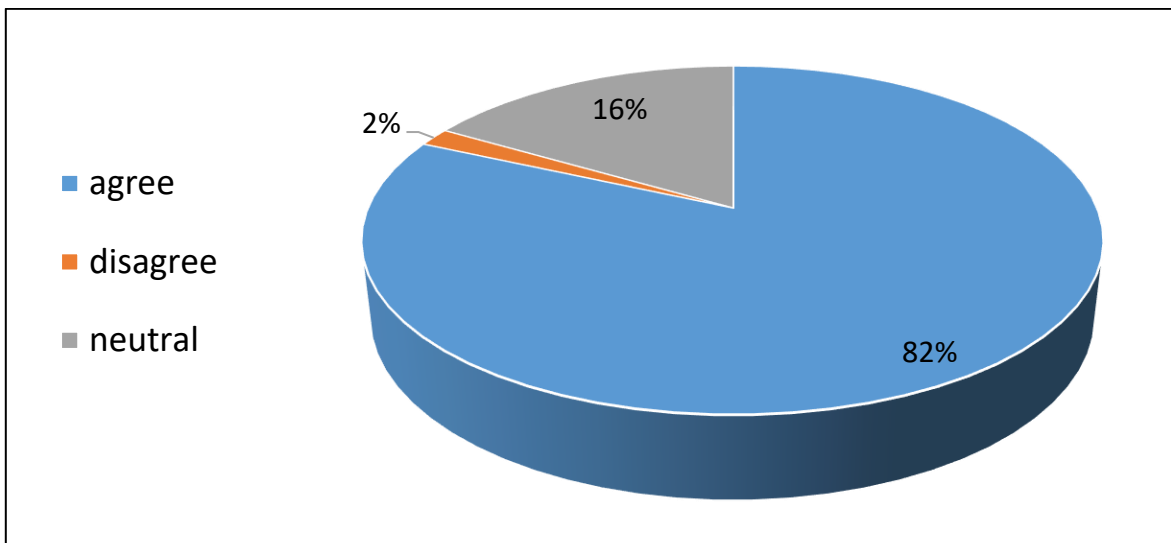


Figure 9: the basic step to using academic writing.

Q11. The most important part in academic writing is knowing it's aspects.

The results show that (78,3%) agree that most important part in academic writing is knowing it's aspects and just (8,3%) disagree and see that knowing the aspects of academic writing is not an important part in it.

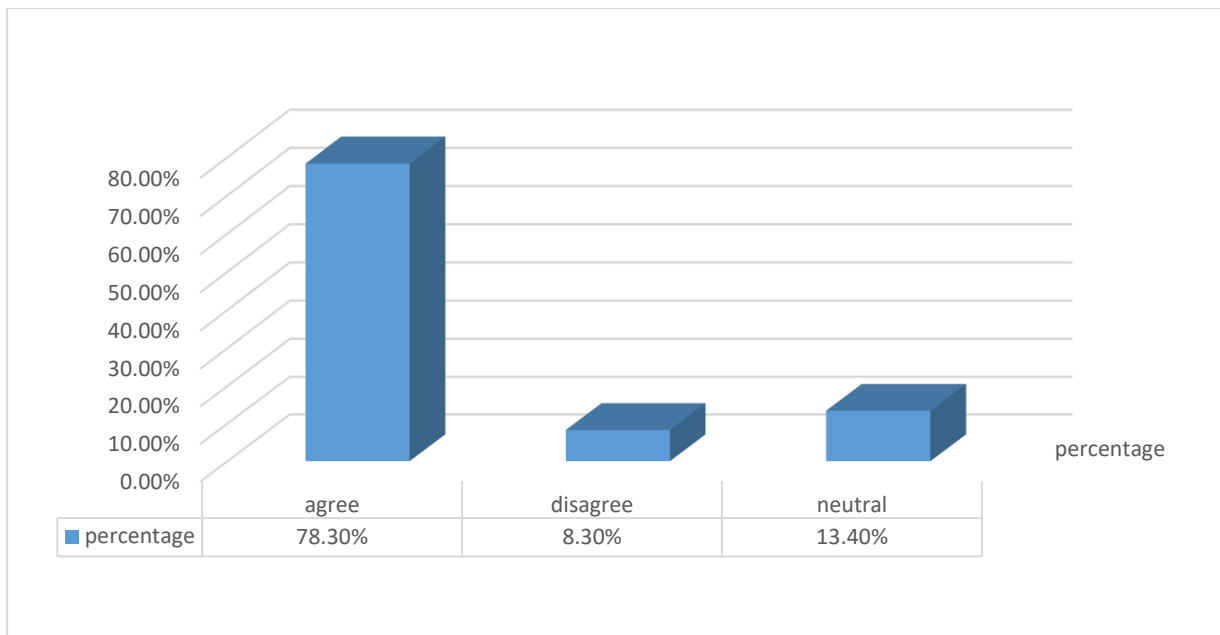


Figure 10: the major part in academic writing.

Q12.Learning about academic writing strategies is very useful to write effectively and academically.

From the table below, we notice that only (5%) disagree with this statement that says: learning about academic writing strategies is very useful to write effectively and academically and majority of the students (86,7%) agree with it.

	Number of students	Percentage
Strongly agree/agree	52	(86,7%)
Neutral	5	(8.3%)
Disagree/strongly disagree	3	(5%)

Table 2: the impact of learning academic writing.

Q13.Learning about academic writing is more difficult than other topics in writing.

In this question (38,33%) of students agree that learning about academic writing is more difficult than other topics in writing, and(35 %) refuse this idea and (26,67%) choose to stay neutral.

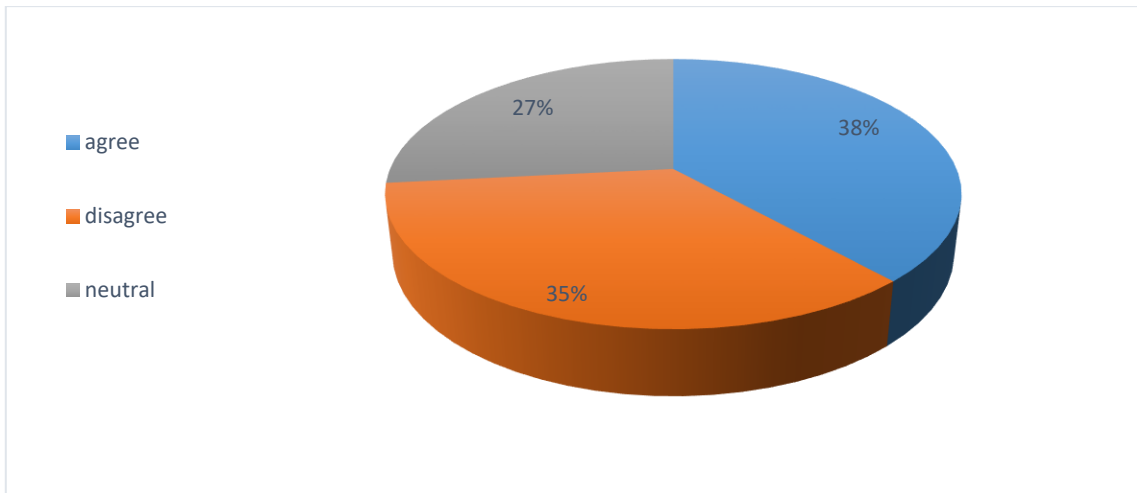


Figure 11: the difficulty of learning about academic writing.

Q14.I should not attempt to write academically unless I get prepared before doing an assignment.

The results denote that (63,3%) agree and strongly agree with this statement , and only (17,7%) claim that they shouldn't attempt to write academically unless they get prepared before doing an assignment.

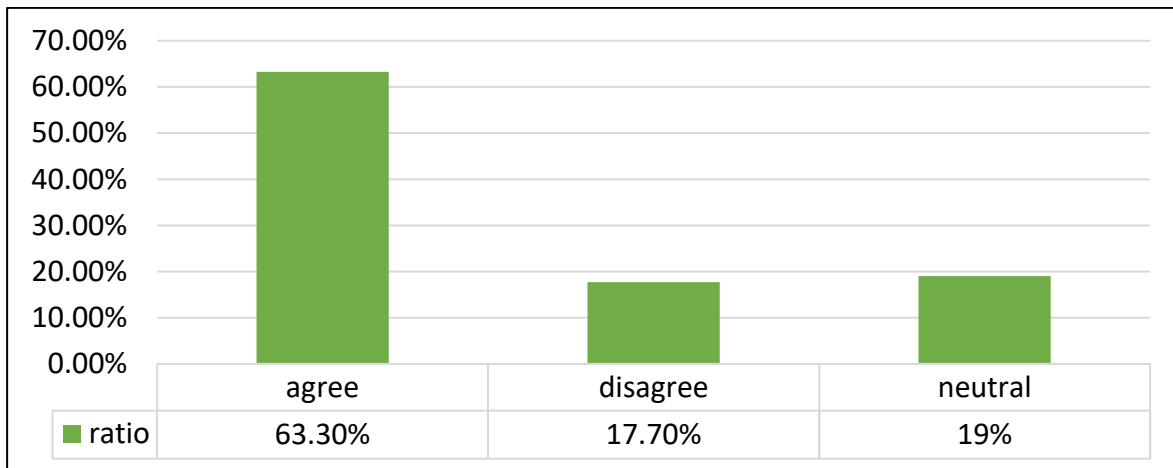


Figure 12: the complexity of the academic writing process.

Q15.I prefer to be among peers to write academically.

From the finding we observe that there is an equal percentage between student (31,7 %) strongly agree and prefer to be among peers to write academically, (31,7%) of learners disagree with this statement. Whereas, the rest of them (36,6%) prefer to stay neutral.

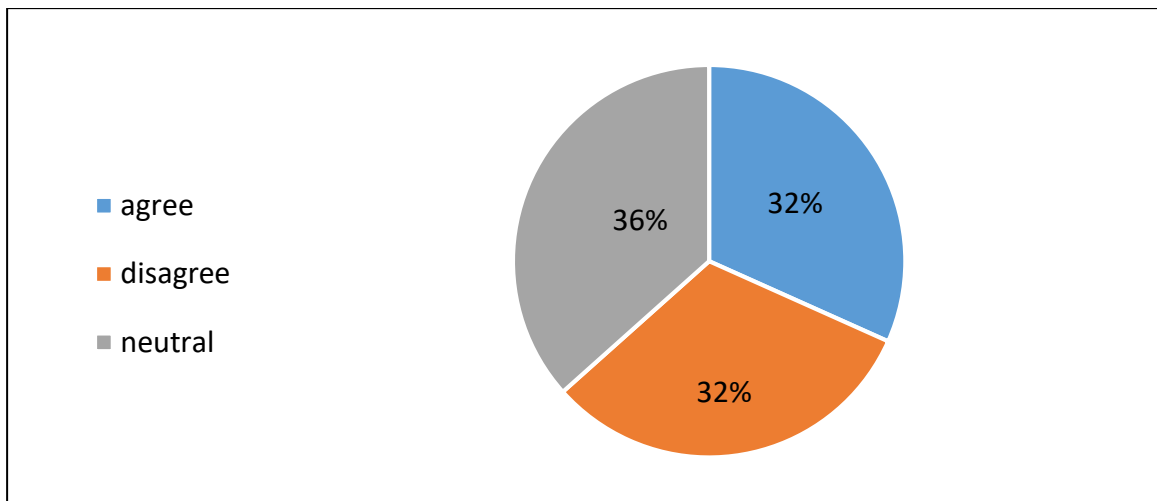


Figure 13: the suitable situation for learners for doing a writing task.

Q16. It is very important to exchange with peers works written academically.

When students were questioned is it very important to exchange with peers works written academically most of them (60%) agree and strongly agree, only (8,33%) disagree with this claim.

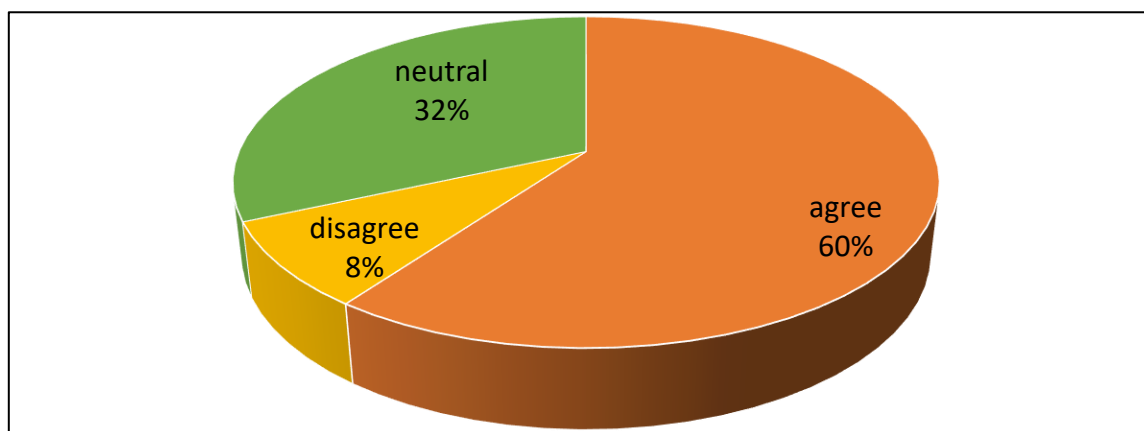


Figure 14: the importance of group work in academic writing.

Q17. I feel perplexed whenever I'm required to write academically.

From the table above, we notice that (13,33 %) disagree with this statement and only (53,33%) agree that it is very important to exchange with peers works written academically and (33,34%) favor to stay neutral.

	Number of students	Percentage
Strongly agree/agree	36	(53,33%)
Neutral	19	(33,34%)
Disagree/strongly disagree	5	(13,33 %)

Table 3: the level pressure imposed on learners whenever required to do an academic writing task.

Q18.If third year EFL learners are permitted to make mistakes while writing it will negatively affect their academic writing performance.

From the results above, we can notice that most of students (65%) strongly agree with the fact that if third year EFL learners are permitted to make mistakes while writing it will negatively affect their academic writing performance, and (20%) totally disagree with it. In addition to the rest of the students (15%) preferred to be neutral.

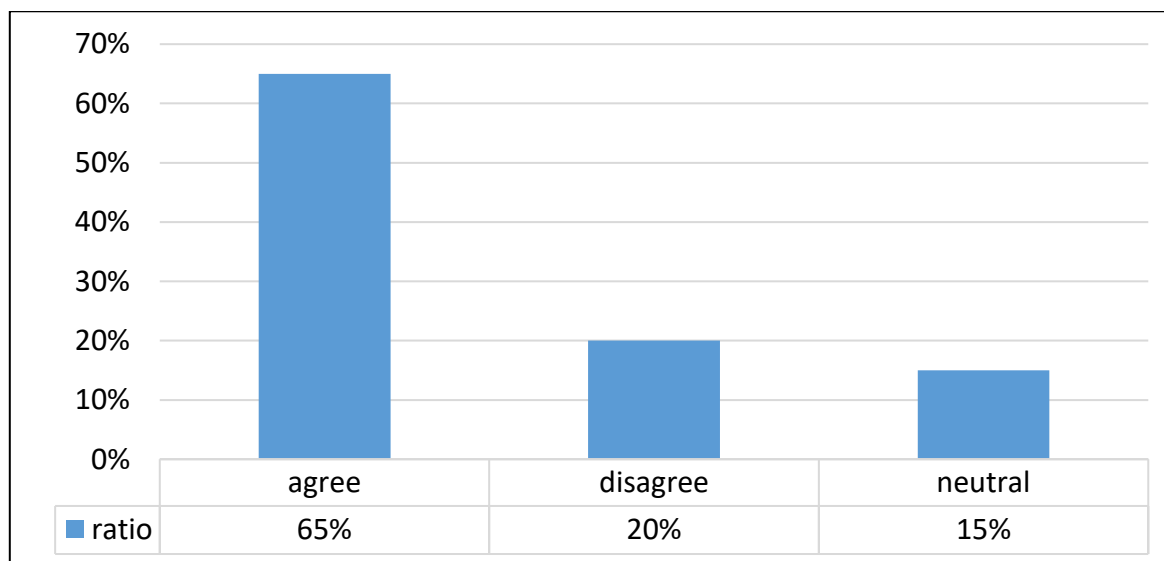


Figure 15: the negative impact of permitted mistakes.

Q19.It is very essential to acquire academic writing strategies and adopt them.

When EFL learners asked is it very essential to acquire academic writing strategies and adopt them, we notice that most of the students (93%) agree and strongly agree that it very essential

to acquire academic writing strategies and adopt them , and only (6%) disagree with this statement.

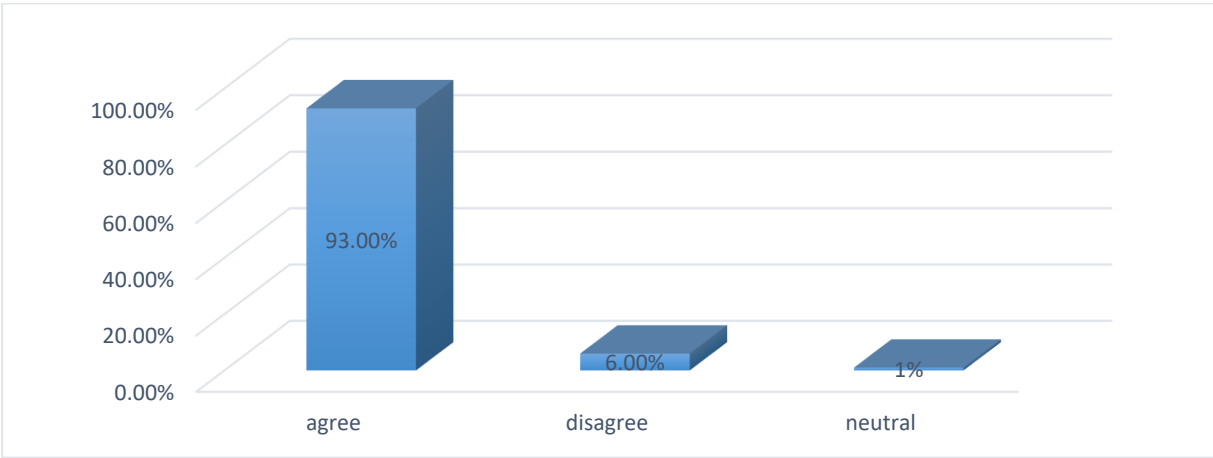


Figure 16: the importance of academic writing strategies.

Q20.As a third year EFL learner, I am confident of my academic writing competence.

The results show that (33,33%) of the EFL students are confident of their academic writing competence, and just (35%) are questioning their confident of their academic writing competence , in addition to (31,67%) of the students who preferred to be neutral.

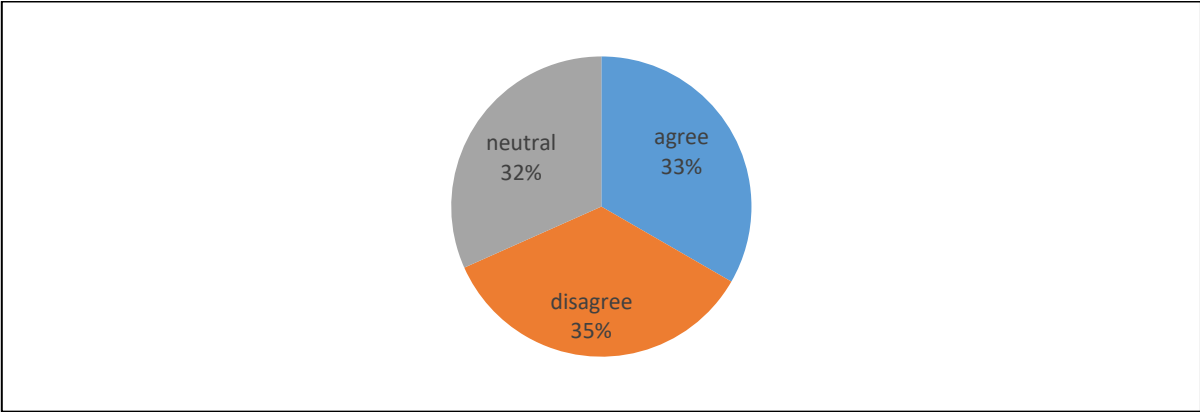


Figure 17: the level of confidence third year EFL learners have in their academic writing competence.

Q21.It is logic that third year EFL learners should develop the characteristics of a good academic writer.

The results denote that (90 %) agree and strongly agree with this statement, and only(10 %) claim that it is unnecessary to a third year EFL learners to develop the characteristics of a good academic writer.

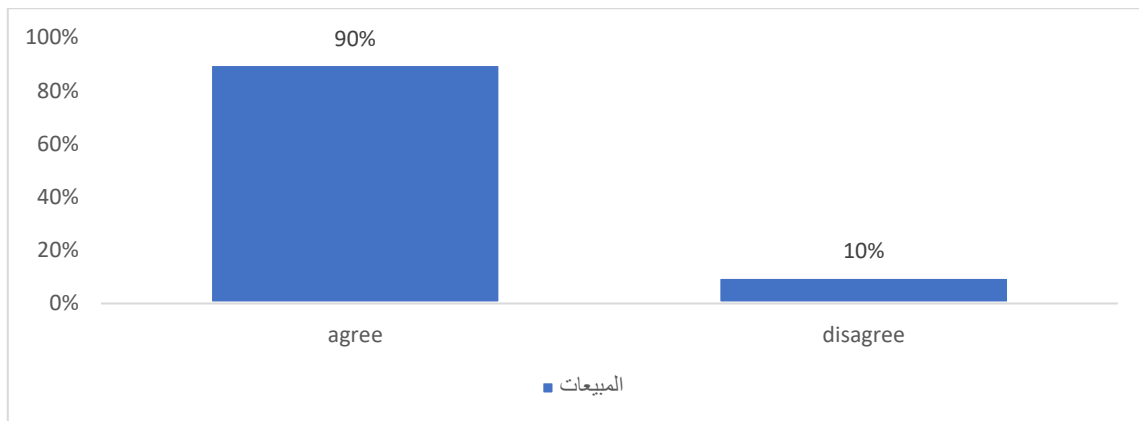


Figure 18: the significance of academic writing characteristics.

Q22.I am motivated to write academically whenever required.

When EFL learners asked, we notice that most of the students (53,3%) say that they are motivated to write academically whenever required, and only(21,7 %) disagree with this statement. However, (25%) prefer to stay on the neutral position.

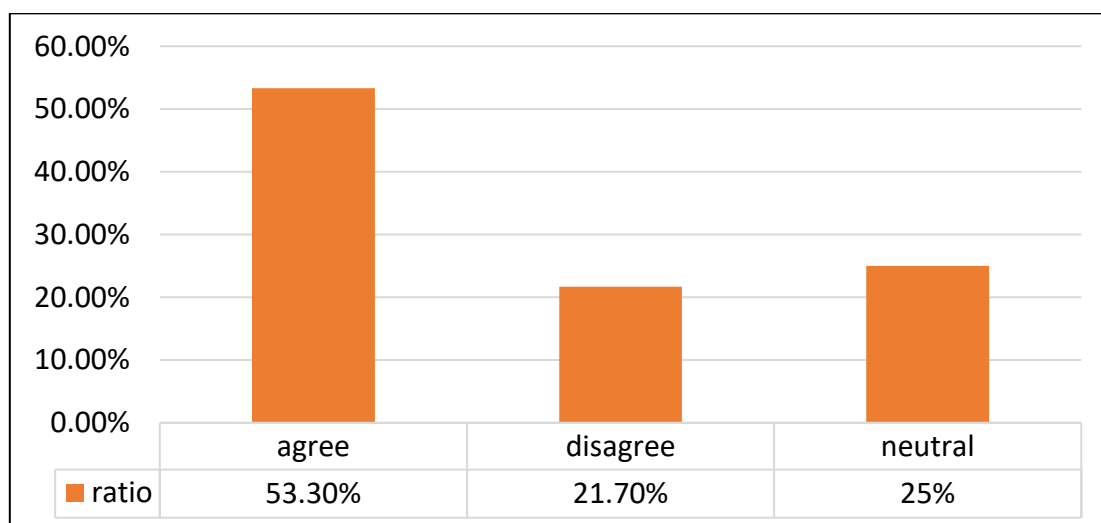


Figure 19: the level of motivation towards writing academically.

Q23.As a third year EFL learner I am certain that I can assess myself at every stage of writing.

From the table below, we notice that only (15 %) disagree with this statement and (55%) agree that as a third year EFL learners they certain that they can assess their selves at every stage of writing and (30%) favor to stay neutral.

	Number of students	Percentage
Strongly agree/agree	33	(55%)
Neutral	18	(30%)
Disagree/strongly disagree	9	(15%)

Table 4: self-efficiency among writing.

Q24.I wish to be an eminent academic writer.

From the table below, we notice that only (8,33%) do not have the wish of being an eminent academic writers and (78,33 %) wish to be an eminent academic writer and (13,34%) favor to stay neutral.

	Number of students	Percentage
Strongly agree/agree	47	(78.33%)
Neutral	8	(13.34%)
Disagree/strongly disagree	5	(8.33%)

Table 5: EFL learners desire of becoming eminent writers.

2.7- Findings and Discussion

The aim behind this study is to investigate **EFL** learners' beliefs about the use of academic writing strategies, for the third year students at M'sila University. A questionnaire was used as a procedure in order to gather enough information about the learners' beliefs and its impact on the use of academic writing strategies.

The data collected from the questionnaire that was administered to third year students at the Department of English of M'sila university; show that, third year **EFL** students have some capacities to write academically (see figure2), because they have previously been taught academic writing, they have a wider background in writing in general which allows them to be good academic writers (see figures 4, 5, 6).

The majority of the learner's encounter that learning about academic writing is much more easier than doing it; therefore, collecting information about academic writing is easier than implementing it. Therefore, it is very fundamental to learn how to write academically to be able to put into practice (see figures 8, 9, 10).

However, in the academic writing process, learners might face some difficulties such as the lack of knowledge about the aspects of academic writing, the strategies used in it and the characteristics that **EFL** learners should develop to become good academic writers (see figures 11, 12, 21).

Moreover, there is an impact of learners' beliefs on academic writing strategies because **EFL** learners have different beliefs concerning writing and academic writing, they think that they should not attempt to write academically unless they get prepared before doing any sort of writing as assignments, since being motivated and highly self-confident affect on the used writing strategies (see figure 14).

Furthermore, most third year students know how to use their beliefs especially when it comes to the production of an academic writing and according to them it is very important to exchange their works with their peers (see figure 15 & 16).

2.8-Recommendations

This study is conducted to provide answers to research problems since it is the main aim to every scientific investigation. Based on the obtained results and as a contribution to the field

of **EFL** learning teaching and in general ,and to the field of writing and academic writing in particular. we recommend the following:

- According to this study, most learners prefer pair and group work, thus exchanging ideas or even competing will benefit time management. It is also a good idea to seek for help, whether from friends or professors and instructors.
- In relation to the findings anxiety in one of the hardest problems to overcome while writing, as a suggestion the use of free-writing technique is a very helpful strategy to use in writing academically . It is done by writing down the stream of consciousness for a specific (the selected) topic, it is allowed to be clumsy or grammatically incorrect because it is meant to generate as many ideas relevant to your topic as possible, the last step is to evaluate the findings you have and reconstruct them into a more academic writing piece that is grammatically correct.
- One of the most common problems that **EFL** third-year students have is the lack of preparation, therefore additional readings and a broader variety of collected material are a perfect strategy to start an accurate and successful academic writing.
- Third year **EFL** learners also believe that demotivation effects their academic writing negatively, in order to avoid it there should be some time management and setting of priorities, for example set deadlines and write now then edit later. Joining a writing group that meets regularly will give you the sufficient amount of motivation to write.
- Because learners beliefs affect their academic writing performance learners' effective teaching programs ought to promote student teachers' autonomy, background knowledge, self-esteem, creative talents, intellectual growth, emotional intelligence, decision making, risk-taking, and positive mindsets.

This study is limited the Participants to the University of M'sila, so it recommend that an enormous selection of different universities be used to get results that are more reliable.

Conclusion

This chapter deals with gathering reliable data concerning **EFL** learners' beliefs about the use of academic writing strategies and analyzing it. The information was gathered through submitting a questionnaire which was administered to third year **EFL** students at M'sila University. To conclude, the analysis of the results comfort and improve our hypothesis about adopting different academic strategies for improving their writing skills, what difficulties learners face in the process of academic writing and what is the impact that learners' beliefs impose on those used academic writing strategies.

GENERAL CONCLUSION

As it is widely known, Writing is one of the most difficult skills to master. However, as an academic learner it is very important to acquire all its productive, academic aspects. University students who are constantly asked to write academically while doing essays reports or researches and much more other forms of writing, not only in written expression module but also in all dealt with modules.

This research aims at Investigating **EFL** learners' beliefs, introducing academic writing, and lastly to investigate the impact and the relation of learners' beliefs and academic writing strategies. The results of this study showed that **EFL** learners have different beliefs about the academic writing as well as the academic writing strategies, these beliefs differ according to the different strategies used by each one of them. That what encouraged us to deal with the undergraduate students in the English Department of M'sila University in the academic year 2020/2021.

For the sake of conducting an investigating study about learners' beliefs and its use of academic writing strategies, a sample of sixty third year **EFL** students at Mouhamed Boudiaf University was selected, in this way data richness enhanced.

Accordingly, the research work began with the theoretical framework which was devoted to collect data about learners' beliefs about the use of academic writing strategies which includes the difficulties that they face while producing an academic writing outcomes.

Moreover, it dealt with the practical phase of the work which entitled The research design and data analysis that served both the design of the research and the analysis of the results that was collected through the questionnaire which was used as the main instrument for gathering information from the third year **LMD** students of M'sila University.

The main results obtained from the research tool confirmed both mentioned hypothesis of this research:

Firstly, learners' beliefs impact the use of academic writing strategies.

Secondly, there is a strong relationship between learners' beliefs and academic writing strategies.

Finally, this research attempts to give a clear image about **EFL** learners beliefs and to identify academic writing, and to investigate the impact and the relationship of learners' beliefs and academic writing strategies.

Pedagogical implications

Writing can be very vital in everyone's social, instructional, and occupational lives. It lets in us to dedicate and learn, persuade and record, chronicle and heal, reflect, and picture. At instructional institutions, university college students use writing to summarize, analyze, interpret, and extend their facts of recent and antique thoughts.

To produce an acceptable academic writing output, learners should use their beliefs in the positive way since there is a growing body of evidence, which suggests that beliefs play an essential role in learning experience and determine one's achievements.

Generally speaking, beliefs about learning contains 'assumptions that students hold about themselves as learners.

Therefore, learners' beliefs should be used to help them in their use of academic writing strategies unlike anxiety, which would reflect negatively on the Writing process. Teachers should let the learners aware of these beliefs.

Limitations of the study

As with most research projects, there were many limitations to the present study. First, there would be no accurate data from some students especially when it comes to the use of academic writing strategies.

In addition, the research findings cannot be generalized to other contexts. Large number can be chosen in the future research, because sixty three of English students at the Wilaya of M'sila, Algeria may not reflect the whole population.

On the basis of the findings and conclusions, the researchers recommended that further research may focus on the learners' beliefs and their impact on the writing skills.

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الملخص

تهدف الدراسة الحالية إلى استكشاف معتقدات المتعلم تجاه استراتيجيات الكتابة الأكاديمية لمعرفة تأثير وعلاقة معتقدات المتعلمين واستراتيجيات الكتابة الأكاديمية على الكتابة الأكاديمية. ولتحقيق أهداف الدراسة تم استخدام طريقة مختلطة (كمية ونوعية). استخدم استبيان المسح كأداة رئيسية لجمع البيانات في هذا البحث. تم استخدام ستين طالبا من طلبة السنة الثالثة جامعي تخصص اللغة الأجنبية الإنجليزية كعينة رئيسية للدراسة التي أجريت على مستوى قسم اللغة الإنجليزية بجامعة المسيلة. تظهر النتائج التي تم الحصول عليها أن طلاب السنة الثالثة لديهم معتقدات قوية تؤثر على استخدامهم لاستراتيجيات الكتابة الأكاديمية إيجاباً وسلباً، مما جعلهم يواجهون صعوبات مختلفة فيما يتعلق بعملية الكتابة الأكاديمية. على سبيل المثال، يعتقد متعلمي اللغة الإنجليزية كلغة أجنبية أنه لا ينبغي عليهم القيام بأي نوع من الكتابة كواجبات إلا إذا كانوا مستعدين جيداً.

Appendices:

People's Democratic Republic of Algeria
Ministry Of Higher Education and Scientific Research
Mohamed Boudiaf University - M'sila-

**Investigating EFL learners' beliefs about the
use of academic writing strategies.**

This questionnaire is submitted for the fulfillment of a master degree, for Investigating EFL learners' beliefs about the use of academic writing strategies. You are kindly asked to answer the following questions faithfully and thank you for your time.

Background information:

Age:.....

Gender:.....

Group:

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
(1)	(2)	(3)	(4)	(5)

2020/2021

		S A	A	N	D	S D
Aptitude in writing:						
1	It is quite easy for third year student to write and consider norms of academic writing.					
2	Some EFL learners have very excellent capacities to write academically.					
3	All my mates are brilliant at respecting all academic writing criteria.					
4	Third year EFL learners who have already been taught academic writing can achieve better at academic writing tasks.					
5	EFL learners with good backgrounds at writing in general are outstanding academic writers.					
6	EFL Students who are good in writing in general are good in academic writing.					
The Difficulty of academic writing:						
7	As far as English language is concerned academic writing is easier.					
8	Learning about academic writing is always easier than doing it.					
9	Collecting information about academic writing is easier than implementing it.					
The Nature of academic writing:						
10	It is very fundamental to learn how to write academically to be able to put into practice.					
11	The most important part in academic writing is knowing it's aspects.					
12	Learning about academic writing strategies is very useful to write effectively and academically.					
13	Learning about academic writing is more difficult than other topics in writing.					
Academic writing strategies :						
14	I shouldn't attempt to write academically unless I get prepared before doing an assignment.					
15	I prefer to be among peers to write academically.					
16	It is very important to exchange with peers works written academically.					
17	I feel perplexed whenever I'm required to write academically .					
18	If third year EFL learners are permitted to make mistakes while writing it will negatively affect their academic writing performance.					
19	It is very essential to acquire academic writing strategies and adopt them.					
Motivations and Expectations						
20	As a third year EFL learner, I am confident of my academic writing competence.					
21	It is logic that third year EFL learners should develop the characteristics of a good academic writer.					
22	I am motivated to write academically whenever required.					
23	As a third year EFL learner I am certain that I can assess myself at every stage of writing.					
24	I wish to be an eminent academic writer.					