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Student's Attitudes Towards the Evaluation of their Homework Assignments

*The Case Study of Second-year Secondary School Learners at BOUADI Merzoug,
Saida*

*Dissertation Submitted to the Department of English Language and Literature
as a Partial Fulfillment of the Requirements For the Degree of Master in
English-Didactics.*

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DEDICATION

This humble work is dedicated to my beloved mother for her devotion to my education. I could never have done this without your faith, support, and constant encouragement. Thank you for teaching me to believe in myself, in god, and in my dreams. I dedicate this work also to the strongest person I know me.

“People do not die when they are buried out; they die when they are forgotten”

To the soul of my brother Telhaoui Laaradj

To the soul of my sister Zehouf Abir

To the soul of my uncle Bessgir Nourdine

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ABSTRACT

Authors have researched the effects of homework assignments, but only a few studies have explored the idea of a learner's attitude towards homework. Students' experience in homework that started as early as the elementary school has inclined their ideas of homework. However; the effect of homework assignments on learner's behaviors and their learning success have been a problem that persevered for too long without any real intervention to solve it and trying to get learners to complete their homework is one of the most common and annoying behavior problems for educators. This study aims at investigating learner's attitudes towards homework assignments. Also, an endeavor is made to investigate secondary school learner's performance at-home written essays versus in-class written essays. The main purpose behind this investigation is to understand the hurdles reasons that affect pupil's behaviors, feelings, and believes in homework assignments and also the researcher tried to identify the basic factors that influence their ideas. The current dissesration encompasses 3 chapters; chapter 1 describes learner's attitudes towards homework assignments at the national level and refers to the current works' research procedures and design, chapter 2 provides the theoretical background for the study, chapter 3 entails analysis and discussion of the results. Also, through this chapter the researcher tried to presents a set of strategies and recommendations regarding the identified issues. To attain these objectives, an experimental research is conducted to pursue the ultimate goal of the study. In this respect, a quantitative research is carried through two research tools. This latter includes one questionnaire that is designed to

investigate learner's attitudes towards homework's assignments at second year scientific stream classes purposely from Bouadi Merzoug secondary school. Additionally, a comparative study is conducted on the sample population. Firstly, a learner's questionnaire is administered to 50 secondary school pupils. Also, an experiment was designed for learners to compare their performance at-home written essays and in-class written essays. The obtained results from analyzing the two data gathering tools show that learners have a negative attitude towards homework assignments, when their teachers provide them with activities that can be done in more relaxed circumstances rather than having a number of activities under the teacher's supervision and the time is limited. In other words, homework assignments affect positively on learners' behaviors than classroom assignments. In addition to, the quality of homework assignments plays a crucial role in affecting learner's attitude either positively or negatively. Also, the results of this research revealed that pupils performed better at-home written essays than in-class written essays. The researcher also discovered through this research that learners have a negative attitude towards homework assignments mainly, because of the majority of their teachers give random homework's without any reasons or plans, and students are not interested and as a result of this students react by not completing the homework's unless their works are graded. However; teachers when assigning any activity they should take into consideration the quality and the quantity of homework assignments since the quantity and quality of homework are important in affecting student's attitudes but is not necessarily related to their success. In other words, achievement is not directly correlated to homework completion and specific amounts of homework assignments. Finally, future

research should utilize a larger set of criteria to determine the effectiveness of homework on achievement, they should not only look at performance on assessments, whether teacher developed or standardized, but also at other outcomes that can be regarded as successes. More importantly, some recommendations are proposed based on the research findings at the end of this study. Most importantly the researcher has drawn some of the implications that may develop student's skills especially the problem of writing that is common among learners, this issue of Writing in English is concerned with homework assignments. It's known that it is not easy for learners to overcome their weakness which became a constant habit throughout our schools. The reasons which prevent them from improving their levels in writing are multiple and deeply rooted within their contexts and inside themselves. The main aim of these suggestions is to draw our colleagues' attention that the issue of students underachievement in writing and homework assignments, this issue is mainly as any other problem could be solved, or at least be partly treated. Writing can be improved by the provision of interesting and stimulating topics. This kind of topic can highly motivate students and will create a positive attitude towards writing at the same time, developed through long periods of time that would fit the students' weak abilities in the skill.

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General Introduction

General introduction

Background of the study

Homework is a vital part of learning and it is expected by students, parents, and teachers, it is also viewed by some as a vital key to student achievement in today's society. Homework has been a subject of disagreement to education researchers for the past 75 years (Cooper and Valentine, 2001).The literature demonstrates that homework practices have been promotedconceptstight to exchanging educational philosophies and theories. Early in the 20th century, homework was seen as an exercise for the mind, memorization was the key to acquiring new knowledge. Since memorization could be simply accomplished at home, homework was the answer. The 1940s conveyed a shift in attitude towards homework. Growing and refining student initiative along with interest in learning was the focus. Homework was viewed as an intrusion on student's extracurricular activities (Cooper.).The promotion of Sputnik by the Russians in 1957 ignited the movement for increased academic rigour and encouraged homework as a means to accelerate learning. However, by the mid-1960s the movement once again reversed, and homework was seen as too much pressure for learners(Cooper, Lindsay, Nye, and Greathouse, 1998). Another misfortune was brought in the mid-1980s by the publication of A Nation at Risk (National Commission on Excellence in Education, 1983) that cited homework as resources to end the weakness of U.S. education.

In recent years homework has been once again viewed by many as a troublesomeness and disturbance into family life and as an impediment to a full and active social life for children (Cooper.). Homework problemsfocus around quantity, quality, and time boundaries on out-of-class activities. (Cooper,1989)defined homework as work assigned by educators for students to carry out during non-school hours. When educators assign any type of homework, they need to take into consideration students ability level and how after-class activities impact student performance(Cooper.).Many researchers agree that learners that there is a difference between students 'performance inside the classroom and outside the school, the correlation between pupils' performance and homework completion are generally related to the assigned homework

type. Ultimately it is the student that must use his /her own pleasure about whether, when, and how to complete homework assignments.

Researchers have studied the effects of homework, especially on pupil's attitudes. The questions pertaining to what is the difference between learners' performance in class writing assignments versus homework assignments and whether students have any kind of attitudes toward homework assignments have been examined. However, homework is usually assigned with the best intentions by educators but there are some of the assigned homework like writing that may cause conflict between school and home. The purpose and benefits of assigning homework may lack shared agreement between parents, and students. However, there has been less research on how students view the purpose and benefits of homework. Views on homework vary according to the type of activity and to its purpose (Bryan, Burstein, and Bryan, 2001). Somewhere between elementary and junior high school, ideas about homework and the dynamic forces of homework practices change meaningfully (Cooper, Lindsay, and Nye, 2000). Reasons frequently mentioned by educators for assigning homework to contain helping students practice skills or prepare for exams; to help students improve good work habits; to advance critical thinking; and to encourage students to learn (Metropolitan Life Insurance Company, 2007).

Furthermore, the majority of teachers use homework to help students practice skills that are facing more difficulties with for instance teachers in order to develop students writing the assignments with a number of activities, like; writing an essay about a specific theme, whether as a class assignment or as a homework. Writing is the most important skill and the most sophisticated one, as it obeys rules and instructions; it is also considered as one of the most skills that affect student's attitudes, this is really true considering the efforts students make to enhance their writing, and make words convey their thoughts in an understandable way. Despite the important role of writing in learning and communicating, both native and non-native students argue that is very difficult to master. The ability to write accurately and effectively is a problem that evades; students at the university level are intended to learn how to write different types of assignments.

In many countries, including Arab countries, educational systems give emphasis to writing for tests. For the learners, they write only in order to pass examinations and get good grades. Their attitudes towards written tasks are artificial with no real sense of purpose. There has been a great deal of discussion about how attitudes disturb the achievement level of students. A positive relationship has been established between positive attitudes and good writing level, when rereading the literature; earlier studies have concluded that superior writers have more positive attitudes and less nervousness.

Additionally, teachers are required to design homework's according to many reasons firstly, learner's needs, which means the problems students are dealing with during teachers explaining their lessons, mainly homework's are for practices more what was not clear in the classroom, it is expected to be understood by student when are doing their activities in different settings where there are more comfortable circumstances. Secondly, most of the assignments that are provided by teachers to the students in the classroom are for observing the amount of time that takes them to complete these tasks, under the teacher's supervision. While these whys and wherefores for assigning homework are well-intended, they reveal the viewpoint of educators. Difficulties in attaining these objectives may be caused by differences in student consciousness of the real purpose for homework assignments, even in a generally reassuring environment; students may remark a significant cost to be connected with homework. It may restrict the time available for sports, extracurricular or leisure activities, required too much time or effort, or simply conflict with family responsibilities.

Consequently, homework's benefit is obvious students retain the class-taught language, they reinforce what they have learned, they develop their study habits which ultimately allow them to develop as independent learners, and their cognitive understanding of language increases. Homework is an extension of the classroom which allows students to internalize the information that has been presented in class. Homework is important because it is at the intersection between home and school as well as it plays a very good role in a student's life.

Generally, the most common purpose of homework assignments is to have students practice material already presented in class so as to emphasize learning and facilitate mastery of precise activities. Preparation assignments present the material that will be obtainable in future lessons. These assignments focus on helping students positively more than negatively for obtaining the maximum benefits when the new material is covered in class. Extension homework contains the transfer of beforehand learned skills to new situations. For example- students might learn in class about reasons that led to the French Revolution and then be asked as homework to relate them to the American Revolution.

Finally, integration homework entails the student to apply independently learned skills to produce a single product, such as book reports, science projects, or inspired writing. Despite the fact that homework assignments involve many types but many researchers always believe that it is supplementary to activities taking intramural place (Dodson, 2014; Henderson, 1996). Homework assignments are not just for providing opportunities for students to be prepared before coming to courses, but it is also beneficial in producing well-educated students (Cooper, Robinson, and Patall, 2006). (Kralovec and Buell, 2001) claims that large numbers of homework assignments can negatively affect student's psychological and social development, and for that reason the main aim behind this paper is to examine the main difference between students having classroom assignments and homework assignments and also to investigate how students attitudes and behaviors towards the homework assignments affect their perception (Schunk, 2001; Zimmerman, 2012).

Negative and positive attitude towards homework assignments has been found to be a contributing factor in influencing learners' academic and emotional achievement in one way or another. The negative attitude towards classroom assignments has created a lot of fear and anxiety among pupils who continue to perform dismally as they lack the interest, patience, and curiosity needed for learning and performing related tasks to homework assignments. Despite the fact that learners are already familiar with dealing with class assignments, especially performing one of the four skills like writing; they still prefer completing the provided task as a homework assignment. Most of second year scientific stream learners, at Bouadi Merzoug secondary

schoolhold a weak performance in the writing skill. Due to the complexity of this skill, learners find it difficult to master all aspects of writing and these reasons may affect the learner's attitude. Although second-year learners have dealt with Written Expression, in classroom assignments or even at homework assignments for a relatively long period, they still face issues in producing erroneous patterns. Studies on students attitudes and its relation to their achievements in writing skill have mostly pointed out to the fact that students' attitude is a major contributor yet has received very little attention if any. Therefore, there is a need to study the effects of students attitudes and beliefs as is the integral part of socio-cognitive learning which effect the learning outcomes (Burstein, 1992).

Moreover, this study would concern itself there would be a variety of beliefs that students harbor and also that would have potential effects on their learning process as would determine their ability and willingness to learn. Students' views and beliefs regarding homework assignments, how much they like it, how important they think it is, how difficult they perceive Writing skill as homework assignments or classroom assignments. (Aiken, 2002) stated that future expectations can be understood according to the facts of student's attitudes towards homework assignments generally, and writing class assignments specifically. In other words, this means student's attitudes can predict learner's success and according to the type of attitude they hold towards homework assignments and writing in class assignments they can perform either positively or negatively. In this research, there is a need to understand the learner's perceptions, and especially their attitudes towards homework assignments and also the type of skill that teachers choose to develop learner's success.

The overall objective of the current research is to investigate the effects of homework assignments on learner's attitudes. Also, it aims at investigating the difference between learners performance at-home written essays versus in-class written essays. Furthermore, the present research is set to explore the impact of homework assignments types on learner's attitudes and their learning achievement. Hence, an endeavor is made by the researcher to investigate the following objectives are

To determine the perception of second year scientific stream learners about homework assignments at BouadiMerzoug secondary school. It is stated that the attitudes of students and behaviors towards homework assignments affect their perceptions (Schunk, 2001; Zimmerman, 2000).

To examine the factors that influence learner's attitudes towards homework.

To investigate how the learners' attitudes affect their learning and achievement.

To study some of the important factors which restrict learner's ability to write correctly.

This research aims to investigate learner's attitudes towards writing tasks.

The main objective of this study is to translate the findings of this research into suggestions and guidance.

This work focuses on the challenges encountered by second –year scientific streamlearners in order to identify the suggestions and solutions for the recommended future researches. This study is a crucial issue to be dealt with as it reveals the problems that learners face during writing especially the lack of methods and the ways of teaching academic writing. Finally, part of this work is devoted to investigating the appropriate factors that make a clear difference between students' performance in class writing assignments versus homework assignments.

Aligning with the research objectives listed above, the current study addresses three main questions. These questions are interrelated and serve to provide an important point.

1. What are learner's attitudes towards homework assignments?
2. What is the difference between the learner's performance in-class written assignments versus homework assignments?
3. What type of homework assignments has the best impact on learner's attitude and their achievement in secondary School?

In regard to the above research questions, the researcher puts forward a set of hypotheses that are as follows

1. Learner's performance in-class writing assignments are better than homework assignments.
2. Homework assignments actually affect positively more than negatively on learners' attitude
3. Quality of homework assignments plays a crucial role in effecting positively learner's attitudes.

It is worth pointing out that in order to investigate the research questions and test the raised hypotheses; the research resorts to an experimental research design, for which a quantitative data collection measures are employed, including a questionnaire and a comparative study. Each of which is employed for a particular purpose, as a questionnaire is used to investigate learners attitudes towards homework's assignments whereas the comparative study are intended to answer the second research question.

The significance of the current work lies in its potential to contribute to the field of academic research at a number of levels. First, this study explores attitudes of learners towards homework assignments at the level of second year scientific stream classes. In addition to, having a clear image of the main factors that affect learner's attitude positively or negatively should help us to form a better understanding of the current situation and inform us about the possibility of referring to attitude as the main reason that is responsible for learning success. In other words, as long as learners have positive attitude the more they can perform better in their homework's. Second, the present work also aims at systematically pointing out the real and main issues lying behind the week performance of learners in class written essays than at-home written essays. Thus, measuring learner's attitude towards the quantity and quality of the homework assignments provided by their teachers is the first logical step towards learner's achievement. Third, the current work is among the pioneering endeavors that genuinely aim at setting up comprehensive and realistic strategies for teachers developing their teaching techniques and for learners to be

highly motivated to practice inside and outside the classroom. At last but not at least, the current thesis aims at understanding the reasons that makes learners have a negative attitude towards homework's on general but at the same time they perform better at-homework assignments than in-classroom assignments.

The present research unfolds through three different chapters. To begin with, the first chapter is the review of the literature, which is deals with the theoretical background of the study and reviews the related studies that touch upon present topic of the subject matter. This chapter includes three sections. The first section is dedicated to reviewing attitude in general, including its components models, and its types. Meanwhile, the second section tries to define homework assignments, its types, its positive and negative effects of homework assignments, also; its purpose. Also, this section provides an overview about the main reasons for homework's incompleteness and affective strategies for homework's completion strategies. The third section provides a definition of academic writing, steps of academic writing, and student's attitudes, emotions, and perceptions towards writing in-class versus at home. This section presents a clear image about the role of the teacher in guiding the writing process. Second, the second chapter is the research methodology chapter that encompasses to different sections. The first section provides a theoretical background of the research approach and methodology; whereas, the second section aspires to address the employed research tools, the structure and the purpose for which they are used, and the investigated sample population.

The third and last chapter is a data analysis and discussion chapter, and it consists of three sections. The first section deals with the analysis of the research gathering tools. The second section deals with the discussion of the findings and draws a line between them and the previously raised questions in attempts to answer them. Finally, the last section is devoted to some recommendations and implications which are drawn from the research findings.

Chapter One: Review of Literature

Chapter One: Review of Literature

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1.1. Introduction

The purpose of this section is to introduce and discuss the relationship between learner's attitudes, homework assignments, and academic writing. The main aim of this chapter is also to review related literature on the impact of homework assignments on student's attitudes. The review explored varied research findings and views relating to learners performance in-class writing assignment versus homework assignment, this revealed a complexity of interrelated factors that plays a crucial role in influencing learners' attitudes about the writing process. Attitude plays a large part in students' literacy learning. Several researchers have regarded attitudes as a key factor to be taken into account when attempting to understand and explain variability in student achievement (Dika, 2002). Attitude affects motivation to learn and influences how students approach an academic task; in this case, writing self-efficacy, an aspect of attitude, is discussed as well.

This study also focuses on describing some technical aspects related to the skill of the writing process in English which are: Steps of effective academic writing that includes six traits of academic writing (ideas, organization, voice, word choice, sentence fluency, conventions). Attitude plays a crucial role in the progress of writing, and also homework assignment whether positively or negatively affect the learner's attitude. The aim of discussing those points is to get in the overall idea of what theorists in the field of education have highlighted as far as the development of writing is related mainly to learners' attitudes in the foreign language is concerned. Specifically, it first looks at attitudes in general, The main component models of attitude, types of attitude, definition of homework assignment, types of homework, the positive and negative effect of homework assignment, and the purpose of homework assignment, the nature of academic writing, the role of the teachers in the writing process, students' attitudes, beliefs, and perception towards writing. Writing has been always a challenging subject for students either in as a class assignment nor as a homework assignment, teachers play an essential part in helping students in developing their writing skills, using a variety of techniques for students to learn how to use when they write.

However, teachers should study carefully, and learn further to understand the way their students' feels, beliefs and react towards having writing assignment in class or as a homework assignment. Most learners have a positive attitude when having an assignment but this in case the assignment itself is graded. While others have a positive attitude when these assignments are done at the home and graded. When the task of writing is difficult learners automatically students attitudes will be affected and have other disadvantages on the teacher and the learner at the same time. If attitude influences the motivation of learners, it will be hard for teachers to learn them because these wills create another picture of how students approach the task of writing. Attitude is basically based on the beliefs, feelings, and behaviors of each learner.

Therefore, as long as teachers understand the appropriate way to deal with these attitudes, the negative attitude will not present a real problem for them but infect it will make writing more challenging. Teacher's strategies that are used to deal with learners are considered as a type of knowledge that can impact their instructional practices positively when they have a deep idea about 'attitudes towards writing'. Homework assignments have always been connected with students' attitudes. Many researchers in the field investigate how this relationship affects student's achievement whether in English as a foreign language or other subject matter. Not only learners who are affected by having homework but also homework affected by many factors for example, DETTMERS, TRURWEIN AND LUDTKE, 2009 found in his study that homework is affected by more than one or two factors which are: The home environment, students attitude, motivation, and age may influence homework' effect favorably or otherwise (Blazer, 2009).

1.2. Attitude in general

Many researchers refer to the concepts of attitudes as an essential part of social psychology that is defined by the Early psychologists as the scientific study of attitudes. The first definitions were too broad, for example, Allport(1935)defined an attitude as "a mental and neural state of readiness, organized, through experience, exerting a directive and dynamic effects upon the individual's response to all objects and situations with which it is related." Allport (1967) records the difficulty in constructing a definition sufficiently broad to cover the many kinds of attitudinal

determination which psychologists today recognize while, and at the same time, narrow enough to exclude those types of determination which are not ordinarily referred to as attitudes .in other words attitude is the total response of people towards different professions and it can be described as a tendency to react positively or negatively to a person or circumstances.

Brown (2000) concludes that “positive attitudes towards the self, the native language group, and the target language group enhanced proficiency”. While negative attitudes towards the foreign language and group which often comes from stereotypes, can impede the learning of that language for example when students experience success, the positive attitudes are reinforced so ; attitudes can be reformed by experience , effective language teaching strategies can encourage students to be more positive towards the language they are learning in another simple definition have been extrapolated from many definitions such as: attitude is the way that a person thinks to feel or behaves (oxford word power, 1999).

Particularly, the way people feel or say their own opinions about something or someone leads the other person to behave in a certain way towards the same thing. In this respect Afari, E.(2013) stated that: attitudes are psychological orientations developed as a results of one’s experiences which influences a person’s view of situations, objects people and how to respond to them either positively or negatively or favorably or unfavorably .furthermore, (Vaughan & Hogg, 2005) stated that: attitude is an organization of beliefs feelings and behavioral tendencies towards an object .further; the positive and negative views that are resulted from attitude about a person, an idea or situation can influence individual choice of action .

In relation to this theory, Richardson believes that attitudes towards things mean accumulated experiences .she stated that individual attitudes are constructed through years of practicing, reading, writing, listening, organizing, handing and solving problems and working in different fields etc. (Richardson,R.1994).Generally speaking, the attitudes to a certain thing means, the tenderness push the person who is in charge to perform particular conduct against the same thing (Lewis and Norwich, 2005).The researcher means that there are several factors that put a kind of pressure on the person, which makes him react or perform an action against the same thing.

According to what has been said by previous researchers is that attitude, in general, is the individuals' reaction towards a certain situation is reactions are different from one person to another according to each one belief in his society. Another important element that plays a crucial role in the process of attitudes is that the background of the person that he/she comes from influences his actions and opinions especially if he/she is a totally strange society the whole idea is the actions we take in our surroundings are not the same as when we are in a strange environment.

Attitude is an individuals' reaction or evaluation of a certain situation or object depending on his /her opinions and beliefs (Abidin, Mohamed&Alzwari, 2012). 'Attitude' has been defined as a hypothetical construct used to explain the direction and persistence of human behavior (MeiWang, 2009). From an operational point of view, Child (1973) defines it as a term generally reserved for an opinion which represents a person' s overall inclination towards an object, an idea or institution. In practical terms, then, an attitude is a construct derived from the subject' answers to a number of questions. As an object as a concept, 'attitude' is subject to all the normal worries of the validity of the instrument used and of the honesty of the subjects' answers to the questions.

Moreover, as a concept 'attitude' is a condition that cannot be observed directly in the individual, but must be derived from the behaviors that occur in the state of consciousness and unconsciousness. This implies that attitude is defined as hypothetical constructs that are used to explain the direction of human behavior another definition provided by Travers in which he defined an attitude as "a readiness to respond in such a way that behavior is given a certain direction" (1973). This means that attitude is responsible of the way people behave for example: whenever one has a positive attitude towards something he/she will try to achieve. On the opposite side, if he /she have a negative attitude, then he/she will feel hostile and will try to avoid it.

All in all, since previous researchers refer to attitude as a mental and emotional entity that characterizes a person we can say that 'Attitude' can be learned and developed through experiences and it can be affected. The attitude was hailed quite early as the most distinctive and

indispensable concept in social psychology (Allport, 1935), and despite some ups and downs, it has retained this status ever since. Research efforts over the past two decades have thus reconfirmed the importance of attitude as the prime theoretical construct in social psychology and they have verified the relevance of attitude measurement as an indispensable tool for our understanding of social behavior.

1.3. Attitude Component Models

Attitude is one of the studies that have drawn the attention of several researchers in fields such as linguistics, psychology, sociology, and biology. Proposed views and theories are diverse and no one model is either conclusive or exhaustive. For example, the tripartite view offered by Rosenberg and Hovland (1960) proposes that attitudes contain cognitive, effective, and behavioral components. These are observed as a part of general attitudes. More empirical research does not support clear distinctions between components and additionally, attitudes do not remain consistent through-out time (Eagly & Chaiken, 1993). Consequently, views and attitudes are always being evaluated; reassessed and is eventually changed.

Baker (1992) illustrates that the three components of attitude are difficult to measure because there might be a lack of harmony between these components. Other scholars assert that the nature of attitudes is individual, group beliefs, preferences and desires about something. However, in a recent study, (Pajares, 1992) sees beliefs as an essential component of attitudes that include knowledge, affect and behavior. According to the international dictionary of education (1977) there are three dimensions for attitudes which are: beliefs, feelings, and behaviors.

1.3.1. Informational or Cognitive Component

The cognitive component of attitudes refers to the person's system of beliefs, thoughts, and attributes that we would associate with an object. It is the opinion or belief segment of an attitude. It refers to that part of attitude which is related to the general knowledge of a person. In other words, the cognitive component refers to a person's ideas and views about a

subject. Eagly & Chaiken (1993) further highlight that cognitive response are occasionally referred to by other terms, including cognitions, inferences, information, knowledge, and opinions. Ajzen (2005), argues that attitude is a 'complex' and a 'multi-dimensional construct consisting of three components, namely, emotional or effective, which represents the positive or the negative feelings about the object; a cognitive component, is related to the tendency to behave in a particular way. Cognitive is related to beliefs that are mental concepts which are essential components of attitudes. Pajares (1992) draw a conclusion that beliefs "play a critical role in describing behavior and establishing knowledge and information". Beliefs are also mental constructs that influence teachers' and students' beliefs on their behavior. There are many researchers who draw some conclusions about the influence of beliefs on behavior. Burns (1992), for example, argued that beliefs motivate instructional practices in the classroom; beliefs tend to shape teachers' instructional practices.

Finally, beliefs are instrumental in shaping students' and teachers' roles in the classroom. For them, are helpful in applying their knowledge in line with the teaching approaches they are using.

1.3.2. Emotional or Effective Component

Affective component related to emotions such as likes or dislikes. It is stated that effective responses may be either extremely positive or extremely negative, positioned according to the dimension of meaning and its perceived value. In simple words, Affective component is the feelings that are experienced towards the object of attitude which is very often a deeply rooted component and resists most to change. The international dictionary of education (1998) defines feelings as "those aspects that emerge from the experience of teachers that will develop emotionally in them" It is very important to establish rapport between the student and the method he/she is applying since the effective component has to do with emotions. We can say that students' and teachers' feelings play a major role in language teaching approaches.

1.3.3. Behavioral Component

It is related to the action tendencies or the way that attitude we have influence and shape our behavior. In this sense, the behavior will be accepted according to the attitudinal effect and belief (Eiser, 1984). When students established beliefs and feelings towards approaches, they determine their behavior. This particular element represents the way in which an individual reacts to attitude object, with further concerns to the purposes to act, as articulated in overt behavior (Eagly&Chaiken, 1993; Ajzen, 2005). Such reactions may be established through the evaluative aspect of meaning, which also runs from exceptionally negative or positive. This previous dimensions of attitudes interact to form an attitude which will produce observable behaviors and also out of the three component of attitude, only the behavioral component can be immediately observed.

1.3.4. Conclusion

Attitudes begin developing at an early of each person and over time the individual unconsciously starts to be influenced by many things, including parents, friends, and interactions with people who have social and cultural differences. As Brown (2000) points out, Attitudes form a part of one's perception of self, of others, and of the culture in which one is living. It is generally acknowledged that attitude is composed of three components, which include a cognitive component, the effective or emotional component, and behavioral component. The term attitude essentially refers to the affected part of the three components. Each one of these components is very different from the other, and they can build upon one another to form our attitudes and therefore, affect how we relate to the world.

1.4. TYPES OF ATTITUDES

The investigation of attitudes, evaluations of the self, individuals, groups, and other objects has a long and rich history in social psychology (Eagly&Chaiken, 1993). Hewstone (1984) asserts that attitudes are important and play a major role in our social lives. It is important to have a clear idea about the distinction that social psychologists have made between implicit, explicit attitudes and cognitive dissonance. In recent years, the focus of attitude research has shifted from understanding explicit attitudes (i.e. Attitudes that people can report and for which activation can be consciously controlled) to examining implicit attitudes (i.e. Attitudes for which people do not initially have conscious access and for which activating cannot be controlled).

Many scholars have shown that relying on implicit rather than explicit measures of attitudes can circumvent self-presentational motives (e.g., Dunton&fazio, 1997) and can often uniquely predict spontaneous behaviors (e.g ., McConnel& Leibold,2001) however, less is known about the processes core how implicit and explicit attitudes arranged and functioned. Interestingly, many researchers agree that attitudes can actually exist in three different levels which are: Explicit attitudes, implicit attitudes, and Cognitive dissonance. Educators declare that explicit, implicit and dissonance attitudes are stem from affective, behavioral, and cognitive components. Once an attitude is formed, we have to distinguish between these three types in order to know someone's attitude towards something and especially in the way they change.

1.4.1. Explicit Attitude sversus Implicit Attitudes

According to Solman, 1996, explicit attitudes form and change through the use of fast - learning, rule-based reasoning, whereas implicit attitudes form and change through the use of slow- learning, associative reasoning. Explicit attitudes refer to a person's conscious views toward people, objects, or concepts. That is, the person is aware of the feelings he or she holds in a certain context. In simple words, explicit attitudes reflect values, beliefs and conscious assessments. On the other hand, implicit attitudes are attitudes that are at the unconscious level, are involuntarily formed and are typically unknown to us.

Moreover, these attitudes reflect positive and negative associations that have developed over time through experiences. According to Banaji and Greenwald 2013, there is much evidence has been building that implicit attitudes are at least moderately good at predicting real-world behavior, independent of the effects of people's explicit (verbally reported) attitudes. Psychologists, as well as those in the education and business worlds, have struggled to understand what implicit attitudes mean for our conceptions. In much of the social psychology literature on (explicit) attitude construction and attitude change, an attitude is thought to be a disposition to make a certain sort of evaluative statement (Eagly and Chaiken 1993). And then on a similar dispositional reading of implicit attitudes, such an attitude would be a disposition to engage in a certain sort of non-verbal evaluative behavior.

On this explanation, it monitors immediately that explicit and implicit attitudes are distinct (even if they had turned out to be perfectly correlated) because they are distinct types of behavioral dispositions (to engage in verbal versus non-verbal behavior respectively). Implicit attitudes generally refer to the target objects and not the individual's suspicion. BrecklerOlson and Wiggins1989 declare that implicit attitude is defined as “an individual's automatic evaluative response to a target, which can occur without awareness. An implicit attitude is a spontaneous, immediate, good-bad response to the target that cannot be consciously controlled. It reflects how the individual evaluates the target at a subconscious level.

Despite the fact that implicit and explicit attitudes seem different, they collaborate together as one entity. Breckler et al, 1984 Assert that the distinction between implicit and explicit attitudes will not always be important, inconsistency between the types of attitudes leads to what is called cognitive dissonance.

1.4.2. Cognitive Dissonance

Festinger1997 posits that actions affect attitudes primarily through a concept that social psychologists call cognitive dissonance. Cognitive dissonance refers to a situation involving conflicting attitudes, beliefs or behaviors. This produces a feeling or mental discomfort leading to

an alteration in one of the attitudes, beliefs or behaviors to shrink the street and restore balance. In a theory of cognitive dissonance, Festinger offers an example of how an individual might deal with dissonance related to health behavior by discussing when people who continue to smoke (behavior) even though they know that smoking cause's cancer (cognition), they are in a state of cognitive dissonance.

Simply, the term cognitive dissonance is used to describe the feelings of discomfort that result when people's beliefs run counter to their behaviors and /or new information that is presented to them. People tend to seek consistency in their attitudes and perceptions, so when what people hold true is challenged or what does not corresponds with what they think, something must change in order to eliminate or reduce the dissonance. Psychologist Leon Feininger first proposed a theory of cognitive dissonance centered on how people try to reach internal consistency. He suggested that people have an inner need to ensure that their beliefs and behaviors are consistent. Inconsistent or conflicting beliefs lead to disharmony, which people strive to avoid .generally, individuals change their attitudes in response to the action they adopt.

According to cognitive theory, an individual experiences a mental discomfort after taking an action that seems to be in conflict his or her starting attitude. Individuals then change their attitudes to conform more closely to their actions, leading to an important source of attitude formation and change .Cognitive dissonance plays a role in many value judgments, decisions, and evaluations. Becoming aware of how conflicting beliefs impact the decision making process is a great way to improve the person's ability to make a faster and more accurate choices .attitudes are consequence of actions and when a person mismatches between his /her beliefs and actions this may lead to a feeling of discomfort (and sometimes coping choices that have negative impacts), but such feelings can also sometimes lead to change and growth. For example, if a person believes that exercise is important for his health but he rarely makes time for physical activity, this will experience cognitive dissonance. This resulting discomfort may lead the person to seek relief by increasing the amount of exercise he gets each week. In this instance, altering the person's behavior to increase consistency with his beliefs and reduce the cognitive dissonance that he /she experiences can play a positive role in a person's life and health.

1.5. Definition of Homework Assignments

Homework is a term that many have used but few have defined formally. Keith (1985) defines homework as that work which teachers typically assign for completion outside the normal class period. Cooper (1989) further refines this definition as “tasks which are assigned to students by school teachers meant to be carried out during non-school hours,” and adds that students can have “options of completing homework during other times, such as study halls, library times or during subsequent classes”. While students may partially complete homework in school, it is assumed that most assigned work is completed at home. Excluded are practices such as in-school guided study, lessons presented via home video, audiocassette or TV, and extra-curricular tasks such as group activities or debate clubs (Cooper, 1989). Homework assignment has always been a source of controversy among students, parents, and educator’s. Homework issues center around quantity, quality, and time restrictions on out-of class activities. Cooper, 2001 stated that: when educators assign homework, they need to take into consideration student ability level and how after –class activities impact student performance. Ultimately it is the students that must use his/her own discretion about whether, when, and how to complete homework assignments.

Definitions of homework also have combined more detailed descriptions and ordering of specific practices. Lee and Pruitt (1979) characterize homework to include practice (repetition and drill), preparation (advance groundwork), extension (application of learned skills to a new task), and creative (original use of learned skills) work assignments. Clearly, homework can fulfill several purposes. Likewise, various benefits to students, parents, and teachers have been described. For example, practice homework increases speed and mastery of skills. Participation of students in homework gives them chance involvement in the learning task.

Similarly, personal development of students is enhanced by building student responsibility, perseverance, time management and self-confidence. Homework can enhance parent-child communication on the importance of schoolwork and learning. Homework also fulfills policy directives from administrators who require a recommended amount of homework per week. Homework serves a public relations purpose by informing parents of what happens in class

.Homework has also been, used as punishment to reminded students of requirements for behavior or class assignments (Epstein, 1988a).

Generally, homework assignment was defined by many scholars as an academic work assigned in school that is designed to extend the practice of academic skills into other environments during non-school hours. This definition stresses the importance of homework as a means of programming for academic skill generalization (Stokes&Baer, 1977).In other words; the natural extension of schoolwork from academic to nonacademic settings (i.e., generalization of academic skills across settings) is an important feature of homework.

1.6. Types of Homework Assignments

Homework assignments generally refer to tasks assigned to pupils by school teachers that are intended to be carried out during non-school hours. To this Butler (1987) adds that homework refers to the time students spend outside the classroom in assigned activities to exercise, reinforce or apply newly-acquired skills and knowledge. More importantly, it also helps pupils develop the necessary skills of independent study. Homework assignments typically have one or more purposes. The most common aim is to have students practice material that is already presented in class. There are three types of instructional homework purposes: practice, preparation, and extension (Rosario et al., 2015). These practices can be used by teachers when assigning homework tasks to promote student engagement and meaningful learning.

1.6.1. Practice

Homework focuses on tasks taught in class to increase speed, demonstrate mastery, review work, study for tests, and retain specific skills over time (Rosario et al., 2015).in other words, homework assignments are meant to reinforce learning and help the student master specific skills.

Teachers assign practice and preparation homework most often because it can be more convenient and less time-consuming. Practice homework is more often used in mathematics and spelling to increase spelling proficiency and fluency in math facts. Many English language

teachers revealed that the most common activities that they gave their pupils were practice grammar, spelling and dictation activities for that reason practice is for doing corrections.

1.6.2. Preparation

Homework emphasizes on preparing students for the next lesson (Rosario et al., 2015). This type of homework are inherently linked to pre-learning by Vatterott (2018). The homework is designed to encourage learners ‘thinking towards a previous homework topic discussed in class and prepare for future topics. In a study of 638 sixth- grade students, practice and preparation homework tasks showed an impact on students’ mathematics achievement (Rosario et al., 2015). Students were able to review the material covered in the future lesson from the textbook and write the main ideas covered in a notebook to help prepare the students for learning. Students would use the textbook to help focus on the next lesson and prepare for what would be covered in the future class lesson (Rosario et al., 2015). Likewise, homework introduces materials that will be obtainable in future lessons. These assignments aim to help students learn new material better when it is covered in class.

1.6.3. Extension

This type of homework focuses on promoting the shifts of previous learning to new tasks (Rosario et al., 2015). Extension homework needs a higher level of abstract thinking to occur. Teachers use this form of homework to encourage students to collaborate with peers and be more creative during students’ learning. Real-life; hands-on applicable skills are used to complete extension homework tasks. This provides a richer learning experience for students. Rosario et al noted that homework with a specific purpose of extension (promoting problem –solving skills) is valuable for improving students’ achievement. Generally, homework is a tool that gives students the chance to apply skills they already have two new situations.

1.7. The Positive and Negative Effects of Homework assignments

Homework is a ubiquitous activity that helps students learn material outside of the classroom. Since homework increases the likelihood that students will remember and apply what they have learned, it comes as a surprise to many that homework can have a determining impact on learning if teachers approached it in a correct manner, however, homework ultimately has a more positive effect on student achievement, academic outcomes, and nonacademic pursuits.

1.7.1. The positive effect of homework

Homework assignments can increase understanding. More indirectly, homework can improve students' study habits, problem-solving skills, self-discipline, and attitudes toward school, and teach students that learning can take place anywhere, not just in school buildings. The non-academic benefits of homework include fostering independence and responsibility, greater self-direction and discipline. Finally; homework can involve parents in the school course, enhancing their gratitude to education, and allowing them to express positive and negative attitudes toward the value of school success.

Equally, educators and parents worry that students will grow bored if they are required to spend too much time on academic material. Homework can reject access to leisure time and community activities that also teach important life skills. In addition, homework is positively correlated with classroom achievement, measured through test scores. It helps learners to “develop positive beliefs about achievement, as well as strategies for coping with mistakes, difficulties, and setbacks. Especially relevant for younger students, homework can help learners stay on task and prepare them for more demanding assignments that require a great deal of focus. In addition, homework can help students develop time-management skills and assume more demanding responsibilities.

According to Cooper (1989) and Cooper et al. (2006), educators compiled a list of potential positive effects of assigning homework to students. The positive effects are broken down into

four categories: immediate achievement and learning, long-term academic benefits, nonacademic benefits, and greater parental appreciation of and involvement in schooling. These positive effects may vary with each grade level. Cooper et al.'s (2006) stated that the meta-analysis of research, the correlation between homework and achievement is irrelevant for elementary students. Cooper (2001) also, conducted a meta-analysis about the effects of homework and on achievement. In all 50 studies examined, 43 connections indicated that students who did more homework had better achievement scores, whereas only seven indicated that those who did more homework had lower achievement scores.

These results benefited students in high school and junior high. The results are correlations, but that does not imply causality and it is not clear if it is the homework or the students themselves who create these differences. According to Cooper's research on the positive effects of homework; homework is beneficial as long as teachers use their knowledge of developmental levels to guide policies and expectations all in moderation.

According to Trautwein and Koller (2003), homework behavior is closely linked to three components of self-regulation (motivation, metacognition, cognition). The potential positive effects of homework are highly dependent on students' expectations of success and the value the student attaches to the task and the student's specific learning style. Despite the extensive history of homework research, (Cooper et al., 2006; Trautwein&Koller, 2003) the lack of subtle measures of positive effects is that the homework variable is one of many influences on achievement being examined in homework studies.

Parent's immersion in homework can turn into parent interfering for example; they can complicate things for children if the instructional techniques they use differ from those used by teachers. Homework can actually lead to the acquirement of undesirable character traits if it promotes cheating, either through the copying of assignments or help with homework that goes beyond tutoring. In addition, homework is positively correlated with classroom achievement, measured through test scores. It helps learners to "develop positive beliefs about achievement, as well as strategies for coping with mistakes, difficulties, and setbacks. 'Especially relevant for

younger students, homework can help learners stay on task and prepare them for more demanding assignments that require a great deal of focus. In addition, homework can help students develop time –management skills and assume more demanding responsibilities. According to Cooper (1989) and Cooper et al. (2006), educators compiled a list of potential positive effects of assigning homework to students. The positive effects are broken down into four categories: immediate achievement and learning, long-term academic benefits, nonacademic benefits, and

Furthermore, greater parental appreciation of and involvement in schooling. These positive effects may vary with each grade level. Based on Cooper et al.'s (2006) meta-analysis of research, the relationship between homework and achievement is unrelated to elementary students. One of Florida's superintendents, Heidi Maier, has traded traditional homework with daily reading for elementary school grades because of the clear benefits of reading for students at these grade levels (Strauss, 2017).

Cooper (2001) piloted a meta-analysis about the effects of homework on achievement. In all 50 studies examined, 43 correlations indicated that students who did more homework had better achievement scores, whereas only seven indicated that those who did more homework had lower achievement scores. These results benefited students in high school and junior high. The results are correlations, but that does not imply causality and it is not clear if it is the homework or the students themselves who create these differences. According to Cooper's research on the positive effects of homework; homework is beneficial as long as teachers use their knowledge of developmental levels to guide policies and expectations all in moderation.

1.7.2. The negative effects of homework

There have been numerous studies that investigate the negative effect that homework has on student achievement. Over the years, the studies have become more complex as researchers found that there were numerous variables that needed to be controlled in order to truly find how homework effects achievement. The prospective negative effects defined in the research (Cooper et al., 2006) are satiation (loss of interest in academic material, and physical and emotional

fatigue). Other negative effects described are the denial of access to extra-curricular activities (in school and out of school), parental interference (pressure to complete homework and perform well), and misunderstanding of instructional techniques (not understanding homework), cheating, and increased differences between high and low achievers.

According to Cooper (2001), parents trying to help with homework can confuse students if the parents are using different instructional techniques than the teacher. Homework can also lead to undesirable behavior such as cheating, through either copying other students' assignments or having someone else complete the work for the student. Homework can also have a negative effect on students from low-income homes that have no educational resources at home. "Low-income students are more likely to work after school or may not have a quiet, well-lighted place in which to complete their assignments".

Cooper was not the only scholar who investigates the negative effects of homework. Kralovec and Buell (2001) stated that homework along with recent demographic and economic changes can decrease family involvement time. According to a survey in 1998 by public agenda, 50% of parents started having arguments about homework while a thirty-four percent of other parents reported that homework assignment can be a stimulus for any number of negative emotions, like anger, stress anxiety. In Kralovec and Buell's research, parents reported having conflicting opinions on homework because they want what is educationally best for their child but do not want homework to impose on their family life. Students often miss family meals and activities to complete hours of homework.

Kohn (2006) studied many complaints heard about homework and further describes five basic themes. Homework is reported to have a burden on parents. Many parents return home from work and have to help with homework they may not have any educational knowledge or the appropriate resources to help their child causing not only a problem in the learner personal life but also stress, family conflict, less time for other activities and a loss for future learning. All of Kohn's (2006) themes described above are interlocked and effect a family's household. Family conflict tends to occur when students are struggling at home with homework and parents are

unable to help with the homework. According to Kohn, “an hour spent doing homework at home is an hour not spent doing other things”. There is less opportunity for students to read for pleasure, socialize with friends, get exercise, and engage in extracurricular activities, get adequate sleep, or just being a kid.

1.8. The purpose of homework assignments

Homework has been always considered as an important dimension of an effective study skills program. Homework is an extension of classroom work to help students become self-directed, independent learners. However, homework is regarded as school work formally assigned for completion outside school time. Now-days homework is being considered as an essential part of student’s learning. It encompasses a number of activities including revision and preparation for exams or future classwork. Cooper et al., 2006 stated that: Homework is defined as a set of school tasks that are assigned by teachers for students to complete outside of the non-school hours. Variations of homework can be classified according to its amount, skill, area, and purpose, degree of individualization and choice of the student, completion deadline, and social context.

Additionally, homework should be about learning new things and teachers need to plan a specific objective behind giving any type of assignments in order to notice the result of each type on learners memory and brain because the majority of teachers often give assignments consisting of reading, problem-solving, or writing, this type of activities is mainly students must do it after the class usually at home. Sometimes the purpose of homework is to help reinforce what was taught in class and to gather extra information beyond what was taught also inside the classroom. Most of the time parents ask: “what is the reason my kids get homework and how involved I should be in it? Teachers assign a variety of different homework experiences some are very brief and may only need a few write-in answers, while others may require a large time commitment, creativity, and project steps. These more involved projects enrich the students’ understanding of the subject matter and engage kids in topics more fully than we can pursue during class time. Generally, using a variety of homework types are one of many strategies that teachers depend on during their teaching because it enables educators to use different assessment methods. For

example, perhaps a student has difficulty taking tests. In this case, homework projects could show that this student really does grasp the content. Moreover, homework also helps teachers to understand how well their instructions were understood so that, will be able to recognize and can review again if the student gets the lesson or not so that the educator will have a clear idea about what he can plan in the upcoming lessons.

The main purpose of homework is to offer practice, to individualize, and to develop skills and study habits. Meaningful homework provides a bridge between home and school and allows parents a chance to know what skills their child is working on. Providing students with homework create opportunities for interactions among families, in addition to that, it enables parents to become more involved and actively supportive of their child's academic development. Most of the teachers do not give assignments in a random way each time there is a specific reason behind providing learners with homework. Homework does have its purposes it is useful in a variety of ways, as has been shown by diverse research here is how the purpose of the homework task has been defined:

1.8.1. Pre-learning:

This type of homework is assigned so that the student can prepare for what the teacher will be teaching next. It can also be used to prepare the student for future exams. This type of homework also designed to encourage students to think about the previous topic discussed in class (prior lesson). This includes in-depth lessons such as reading or outlining a chapter according to a previous discussion in class (Rosàrio et al., 2015; Vatterott, 2009). Pre-learning may be used by the teacher to discover what is the background of his learners about any lesson, most of the time the teachers depend on this strategy before he begins presenting the lesson so that he knows what may excite student's interests (Vatterott, 2009).

1.8.2. Checking for Understanding:

According to Vatterott(2009), checking for understanding is the most neglected use of homework, but is the most valuable way for teachers to gain awareness about what students are learning. An example of how a teacher can check for understanding is by asking students to do a few sample problems in math and explain the steps to the teacher. This strategy is only helpful if teachers know the student completed the work in class with them, Other great examples of strategies are using are journaling questions about science experiments and social studies projects to explain what happened and why so that teachers will be able to extend what their learners know in about such domains and this will lead their students to apply what they learned in new situations.

1.8.3. Practicing:

This is by far the most reason teachers assign homework, it means that to help students practice and master what has been taught in the class. Mainly teachers depend on what is called rote skills such as multiplication tables or things to be memorized like spelling words are considered to be the traditional use of homework. Many rote skills are necessary for students to practice but teachers need to make sure that students understand the concept or skill in class. If teachers skip the checking for understanding tasks, the practice purpose of homework is useless and will only cause frustration for the student and parent at the same time practice is more effective when distributed over several days rather than doing a skill in one night (Vatterott, 2009).

1.8.4. Processing:

According to Vatterott (2018), processing homework is used when teachers want students to reflect on concepts being taught in class. In other words, processing homework is when teachers ask their students to think of new questions to ask, apply the skills or knowledge learned, synthesize information, or show that they see the big picture. Processing homework is usually a long-term project or task used at the end of a unit or learning target. The term “extension

homework” used by Rosàrio et al. is very similar to the processing described by Vatterott that requires a higher level of abstract thinking to occur from previous learning tasks.

Despite the relationship between homework behaviors and students’ academic achievement, assigning more homework does not lead to better homework performance when teachers do not consider other homework characteristics, specifically the purpose of each homework task (Epstein&Van Voorhis,2001). Lee and Pruitt (1979) proposed a description of homework assignments purposes to increase the benefits of homework tasks. These authors described four types of instructional homework tasks: practice, preparation, extension and creative (Lee & Pruitt, 1979). The same authors call for teachers to attend to the importance of assigning homework tasks that are aligned with purposes that can promote students’ engagement and meaningful learning. Recently, Epstein and SusanVoorhees (2011) reinforced that homework purposes are an essential aspect of homework’s ability to maximize impact o, student’s learning, and academic success. According to these authors, when homework tasks are devoid of clear homework purposes, students are more likely not to complete the homework.

Basically, there are two reasons for teachers to assign homework: instructional and non-instructional (Xu, 2010). In simple words, the instructional objective of homework is mainly practice, review, and extension of skills learned in the classroom. The non-instructional purpose of homework is designed to pursue nonacademic benefits like communication between parents and students, social skills, punishment and /or because of school boards’ mandates’ (Corno 2000; Coutts 2004; Epstein& Van Voorhees 2001; Van Voorhis2004). Thus, as Epstein and Van Voorhees(2012) suggested, there is a call to clarify the effects of homework’s’ contrasting purposes on students’ academic results. These findings could provide information on teachers’ and school administrators’, homework practices schools’ homework policies and, consequently improve homework practices.

However, several studies suggest that interactive homework influences family involvement in homework (Battle- Bailey 1986; Van Voorhis2003). Van Voorhees’ (2004) study, for example, indicated a positive relationship between homework, parental involvement, and student

achievement. The study emphasized that homework was interactive, teachers had created it with a specific objective in mind, and students had one week to turn it in. These parameters helped make homework meaningful. In Battle- Bailey's study the sample was low performing elementary school students and the results supported interactive homework. The researcher claimed that this type of homework promotes parental involvement and improves learning for low-performing students' achievement in reading. Epstein and Van Voorhees (2001) analyzed the purpose of homework from the research literature. They discover that teachers designed homework activities without a particular objective in mind that is planned coming to the classroom or even identifying for what reason assignments are given. Their recommendations were for teachers to design homework in alignment with an instructional objective in that manner, they believed that more students would complete their homework and reap the benefits of doing it. Moreover, the purpose of homework also depends on the type of the assignment provided by teachers whether it is meaningful or not.

Generally, the type of homework also plays a crucial role in reinforcing what was taught in the class as well as there are many skills that students develop through completing homework. One of the main skills that they are able to develop our time management skills, keeping track of progression (i.e., it allows teachers to keep track of their students' progression. For example, through homework, a teacher will be able to identify the weak areas that a student needs to work on). Engaging students is the main reason behind assigning homework; many students not always learn best in a classroom environment. There are many distractions for students in schools such as friends and the general school environment. As such, many students can zone out during class and not pay attention.

Finally, homework is a good way to ensure that those students who cannot function optimally in school have a chance of understanding the content at home, without any distractions and fresh new perspectives. Homework also allows teachers to put in additional content that they simply did not have time for during class.

1.9. Reasons for Homework Incompletion

According to Killoran (2003), homework completion is one of the most frustrating behavior problems for educators in the classroom. There are four different theories of development that describe why students do not complete their homework; behaviorism, constructivism, maturational theory, and ecological systems theory. These theories of development are norms about the nature of humans and how they develop. Killoran described these four reasons why students do not complete homework's and how these theories impact student behavior, resulting in homework incompleteness. The first reason students do not complete homework is because of positive reinforcement for incompleteness (behaviorism theory). In order to change this behavior, teachers, and parents need to identify an appropriate reinforcement and present it to the student when homework is complete (Killoran, 2003). Reinforcements are well-defined as everything that results in a behavioral growth or staying identical.

Additionally, the reinforcement can create the behavior positive or negative relying upon the student and how teachers practice the reinforcement. The second reason students do not complete homework is that students are functioning at a lower level than the homework assigned (homework is too difficult). According to Jean Piaget, a constructivist could be arguing that the homework is not complete at a level in which the child can construct knowledge therefore; the student does not complete their homework. If the student is not at the same level as the homework the student will not be able to do it. It will make more sense to the student. A constructivist's solution to chronic incomplete homework would be to give the student work that they are able to do. When students struggle to complete homework because it is too challenging, teachers need to detect where the students' academic level is and regulate the homework level to the requirements of the individual student.

Moreover, teachers need to continue to structure the classroom to facilitate positive communications that inspire students and lead them to the next level (Killoran, 2003). The third reason students do not complete homework is that they are not developed already to learn the information. Students will be to develop a negative attitude toward the specific subject and the teacher will no longer be able to work according to their potential. Research suggests teachers should encourage students in an appropriate manner and assign homework students can complete.

Teachers generally give the same work to each student in the class and research states students need individualized homework to best meet their academic achievement (Killoran, 2003). According to Killoran(2003), the final reason research states why students do not complete their homework is because the students' environment is interfering with their ability or desire to complete (ecological system).

However, these environments can be situated at school with friends and outside of school throughout extra-curricular events or at home. Teachers do not always observe or identify the different friends and family dynamics of their students which can emotionally distress their academic performance. Teachers need to carefully identify the different dynamics in their classrooms. This can be challenging with a large number of students and families. To help with the students' success, teachers should build a rapport with the students so they feel comfortable asking questions about problems with the students' varying environments.

Generally, by identifying students that are challenged with environmental difficulties and allowing them to receive extra teacher guidance or help at school to complete the tasks, it will help build the student's confidence for future success (Killoran, 2003). Killoran was not the only scholar that pointed out the reasons for homework incompleteness. Trautwein and Koeller(2003)described the intrinsic value that describes the enjoyment of a student acquires from performing a task or activity. If students do not feel that homework is intrinsically motivating, they are likely to not complete the homework or complete the homework with poor quality.

Finally, the research on reasons for homework incompleteness it makes it very difficult to find a correlation between homework and academic achievement when some students do not complete their homework. According to Schimmer,(2016), it is best to have a balance between no homework and the aggressive approaches to homework. Teachers, parents, and students will all benefit from homework when ensuring homework is worthwhile.

1.10. Homework Completion Strategies

Teacher's strategies to improve homework completion are mainly based on the effective strategies that they depend on during their teaching. Teachers have a significant impact on student self-confidence, motivation, and student achievement. It is essential for teachers to recognize precise homework strategies that successfully increase homework accomplishment and student success. In 1998, Bryan and Sullivan- Burstein studied the effects of teacher-selected strategies for students with learning disabilities and no homework problems, students with learning disabilities with homework problems, average-achieving students with homework problems, and average- achieving students without homework problems. There were three strategies that resulted in significant increases in homework completion in this study; real-life assignments, student planners, and self-graphing homework completion charts. Real-life assignment strategies are intended to help students make a connection between the classroom material being taught and real-life activities outside of school (Bryan and Sullivan-Burstein, 1998). These real-life assignments are designated in research as extension assignments (Rosario et al., 2015).

These assignments promote abstract and critical thinking skills at a higher level for students which increase their achievement. The second teacher- the nominated approach used in the study is a student planner. The student planner is a self-managed skill used with students and parents to create a positive homework practice, these consequences in increased homework achievement and communication among parents. In the study parents and teachers viewed homework planners as a successful tool that increased aren't involvement with homework and positive communication for teachers to use with parents with their child (Bryan and Sullivan-Burstein, 1998). The third teacher- a selected strategy used in the study is a self-monitoring task used by students to graph their individual homework completion (Bryan and Sullivan- Burstein,1998).

Additionally, the self-managed strategy provided more independent responsibility for the learners' academic achievements. Students in the study left a sense of accomplishment and pride in their work. The third teacher-selected strategy used in the study is a self-monitoring task used by students to graph their individual homework completion (Bryan and Sullivan- Burstein, 1998). The self-managed strategy provided more independent accomplishment and pride in their work.

The research in this study delivered a positive vision to improve teacher's knowledge of the greatest performs to use in their classroom for students. Teachers need to be constantly thinking about changing their practices and evaluating the impact of their strategies to best fit the needs of their students. According to Schimmer(2016), "If the purpose of the homework assignment is practice, then the focused should be on descriptive feedback that advances the learning". Schimmer stated "if the purpose for homework is to further students' learning, then grading that work is counterproductive" this type of homework should be used as a formative assessment and should not be judgmental.

As was previously mentioned, formative assessments inform both teachers and students about student understanding and this is when teachers can make adjustments to curriculum and teaching lessons. Formative assessment strategies appear in a variety of designs, such as observations, exit and appearance tickets, quizzes, classroom questions, and informal classroom checks (tests)Ehringhaus and Garrison, (2013). These strategies should be used to gather information not necessarily grades. According to Shimmer (2016), grading reduces the effect of feedback and teachers should save the grading process for later when verification is needed. Students need feedback to correct and change their behavior and academic success. Academic achievement should be graded when students have been given suitable practice and feedback. Student homework attitude engagement to homework completion is one of the strategies that are mainly linked to student academic achievement (Cates and Dalenberg, 2005). The specific procedures teachers use to engage students learning and homework completion correlates with student achievement.

Researchers (Van Voorheis, 2011) reportedthat homework in the elementary years for students was perceived as being negative rather than positive for the students. Students felt the homework assigned was "busywork" and did not have an impact on their academic achievement. Students need to feel the value and purpose of the assignment, in order to put forth the effort in learning. Bryan and Sullivan-Burstein (1998) found that student success and homework accomplishment improved when homework completion was strengthened with a reward. Students need to feel a sense of love and belonging at both the elementary and secondary levels. When students feel safe

and appreciated, they will offer more energy and complete their homework. Homework accomplishment does not always have an important influence on student achievement but could help prepare students to become independent problem solvers (Schimmer, 2016).

1.11. What is Academic Writing?

Writing is a complex activity that requires multiple skills, thought processes, and affective components such as attitudes, feelings, and motivation (Hidi&Boscolo, 2006). The process of writing is considered as one of the teacher's major goals by helping students to improve their writing abilities. In other words, Writing is a skill that is required in many contexts throughout life. However, academic writing is quite different from personal writing because it follows its own set of rules that must be followed and to be practiced. While in academic writing it refers mainly to the structure that any writer depends on so that, he/she conveys their points in a direct way or it is a style of expression that researchers use to define the intellectual boundaries of their disciplines and to introduce their specific areas of expertise. The style of writing is different from one person to another but the goals are the same. Students, professors, and researchers in every discipline use academic writing to convey their ideas, make arguments, and engage in scholarly conversation.

Academic writing is designed for people who are specialized in the field of study (or planning to study) at English-medium colleges and universities and have to write essays and other assignments for exams or coursework. Many types of research have shown that international students especially are most who find the written demands of their courses extremely challenging. On top of the complexity of the vocabulary of academic English, they have to learn a series of conversations in style, referencing and organization. Typically, teachers teach students how to get their ideas across and how to improve their deficit s in grammar, spelling, and punctuation. Moreover, writing is known as a means of communication that can relay information or provide entertainment.

The style of academic writing is more formal, the focuses of writing are on facts and issues rather than the writers' opinions and this makes it different from other types of writing such as journalistic or creative writing. In the most different usage types of academic writing, a detached and objective approach is required. An academic argument appeals to logic and provides evidence in support of an intellectual position. It is important for the writer to present his arguments in logical order so that he arrives at better conclusions. However, academic writing can take many forms: essays, a report, a review or a reflective article. Different styles adhere to each of these types of academic writing, so the writer needs to check always with his lecture. In academic writing, the writers always interact with each other's texts and so there will be frequent references to the ideas, thinking or research of other authors writing in this field.

Generally, in academic writing, writers must give credit to those with whom they are interacting and there are structured guidelines for referencing and citation. Also, in academic writing it is important that when a claim is made it is backed up by reasons based on some form of evidence; it is expected that the author takes a critical approach to the material being explored (Crème & Lea, 2003 & Brog, 2008). Generally, in academic writing exploring processes and strategies are aimed at students who are learning to write mainly for academic contexts. Its goal is to help students develop two types of strategies: strategies for producing texts and strategies for preparing and polishing texts for readers in academic settings.

Finally, academic writing is a flexible course that allows students to work either with a teacher or by themselves, to practice those areas which are most important for their studies, especially when many students find that they have very limited time to prepare for their courses and that writing is only one of several skills they need to master.

1.12. Steps of Affective Academic writing:

Writing is more than just putting words together to form long sentences but it is also considered as an important part of communication. Affective writing allows the reader to thoroughly understand everything that is said. Academic writing is an essential skill that teachers must help students to develop, in order to succeed in the academic world. Students must be able to communicate their ideas with grace, clarity, and power. Moreover writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. Strong writing skills may enhance students' chances for success. Writing is an important factor in any language. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements.

However, the main reason behind teaching writing to students of English as a foreign language is to include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right" (Harmer). Janet Emig described writing as "a unique mode of learning". Involving the active participation of both the left and right hemispheres of the brain may be researchers have agreed that writing enhances thinking skills; the higher cognitive functions of analysis and synthesis seem to develop most fully with the support of written language. Meriwether stated that: Writing is a process that involves several identifiable steps. In other words, professional writers go through several steps to produce a piece of writing called "The six-trait of Effective academic writing"

The Six-traits of writing was mainly appeared and developed by many scholars and teachers from across the country in the 1980s as an approach specifically to the classroom assessment of student writing in different levels that would provide them with more structure and to be used by educators as well so that can understand how and what is the right way to evaluate a group of papers at all grade level and to be able to identify the common characteristics of good writing (Culham, 2003). The six-trait writing model can be used as a guide to provide additional structure, and content to the instructions that are based on the writing process (or "wrworkshop") format, which started as a method that gave students little specific guidance on writing.

Generally, the six-trait writing model is not an alternative writing curriculum designed to replace existing writing programs in schools, but rather an additional, complementary set of tools to aid in conceptualizing, assessing, and focusing on describing the qualities of writing. It is used in conjunction with existing writing curricula to provide a framework for classroom writing instruction, feedback, and dialogue that is designed to improve ability K-12 teachers and students to plan, evaluate, discuss, and revise their writing (Culham, 2003). The model includes a framework of instructional strategies (classroom practices) that are used to facilitate the integration of assessment with instruction, targeting seven traits of effective writing: ideas, organization, voice, word choice, sentence fluency, conventions and presentation (box1; Culham 2003).

1.12.1. Ideas:

This trait refers to the idea development that is considered as the main message and at the same time serves the solid base on which a good piece of writing rests. It is the subject matter of the paper, all the details from the writer mind that goes down on the paper or in the digital document. The focused should be on the content of the piece so that the ideas make sense together. Moreover, ideas refer to the main theme that goes hand in hand with all the supporting details that enrich and develop that theme. The ideas are strong when the message is clear, not garbled. Mainly, the details that the writer chooses should be interesting, important, and informative- often the kinds of details the reader would not normally anticipate or predict. Generally, ideas are the heart of the paper, on the one hand, it is a topic that is important to the writer and its aims, on the other hand, should be small enough to handle in the paper. Which means that the writer must be smart enough to express the ideas, in a clear way so that every reader can understand, and also it should provide readers with interesting insights? Finally, a solid, well-defined theme holds the paper together, giving a meaningful, focused and detailed exploration of the topic.

1.12.2. Organization:

The organization is the internal structure that goes hand in hand with keeping the content focused on any piece of writing, the thread of central meaning, the pattern and sequence, so long as it fits the central idea. Basically, it goes hand-in-hand with keeping your content focused. The writer should take his readers into consideration which means if they understand what he is saying or meaning through his writings and in order to accomplish successful communication, the written words must be arranged in a logical order. Professional writers start their writings with a hook that gives the reader a reason to care about their topics. However, organization trait means that the supporting details that are provided by the writers should be organized into paragraphs. Each paragraph should have some kind of transition so that the order makes sense.

In addition, organizational structure can be based on comparison-contrast, point-by-point analysis, development of a central theme. Furthermore, many educators refer to this trait as the road map which directs the reader through the paper, since it begins with a strong lead that catches the readers' interest right from the beginning. Generally, the details along the way should add to that lead and should help build toward the conclusion, pulling the reader along right to the very end. Using good transitions is one of the smart moves that the writers should depend on, it helps them to move smoothly from one idea to the next, also helping things fit together easily for the readers. Generally, the organization gives writing a sense of purpose and the piece of writing should close with a sense of resolution, tying up loose ends, bringing things to a satisfying closure, answering important questions while still leaving the readers something to think about.

1.12.3. Voice:

Voice is perhaps the hardest of the traits to define; it means that the writer makes his piece of writing sound authentic and appropriate through selecting a voice that is appropriate to the audience. In other words, voice is the writer coming through the words, the sense that a real person is speaking to the readers and cares about the message. Many researchers refer to this trait as the heart and the soul of the writing, especially when writers engage their personality, emotions, point of view, their style, and their experience with the topic. It is what gives the

writing a sense of flavor, a uniqueness, and at the same, this will give also the reader the feeling that the writer is talking directly to him/or her.

Generally, writers when they allow their personality to come through on the page it give them a chance to establish their credibility. A strong sense of voice requires that the writer make a commitment to the writing and write honestly with conviction. In a paper with a strong voice, the reader will get the feeling that someone really is there on the page, whether the reader knows the writer or not.

1.12.4. Word choice:

Word choice demands that the writer selects his/her words very carefully. The writer should enlighten the reader by choosing strong words that are more suitable and at the same time clarify or expand the idea. Moreover, good word choice involves being able to look critically at verbs and select ones that are active, powerful and energetic. It means being able to select just the right words to make the writing sound natural and precise. The majority of writers use the rich, colorful, and precise language that gives them a chance to not just communicate in a functional way, but in a way that moves the reader. The main purpose of the perfect word choice is to leave a big impact on the reader and at the same time to present your piece of writing in an attractive manner for example in descriptive writing, strong word choice resulting in imagery, especially sensory, clarified and expands ideas. In persuasive writing, purposeful word choice leads the audience to a new vision of ideas. Strong word choice is characterized by not so much of an exceptional vocabulary chosen to impress the reader, but more by the skill to use everyday words well. Finally, the main goal behind “The word choice” is to give exactness details and helps the writer paint memorable pictures in the reader mind.

1.12.5. Sentence fluency:

In any piece of writing, there are many possible ways to write any sentence correctly, but usually, in these correct versions, one or two will sound better than the others. A writer who can pick them out appropriately those versions and can use them in a clever and frequently manner,

which means the writer should work with those versions in a deliberate way so that, he, will have a strong sense of sentence fluency. This does not mean creating longer sentences when they would be best and short sentences when they would suit better. It means creating a sense of rhythm with the sentences, in simple words; this trait requires that sentences flow naturally and smoothly. Coherent writing is the flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye. Writers mainly asked themselves “How does it sound when read aloud? ”That’s the test. Effective writing has power, movement, and cadence that the reader finds enjoyable to follow along. Good sentence fluency stands when it is free of awkward word patterns that slow the readers’ progress. Finally, sentences vary in length, beginnings, structure, and style, and are so well that the reader moves through the piece with ease.

1.12.6. Conventions:

The conventions trait is the mechanical correctness of the piece that includes five important patterns of grammar which are: spelling, punctuation, capitalization, grammar, and paraphrasing those readers come to expect in good writing. Conventions are the main rules that play a crucial role in making any piece of writing easy to read and understand. The reader sometimes doesn't even notice when conventions are well used but might be distracted from the good ideas that were so carefully planned if the conventions are poorly handled. This is the most bases and mechanical of the six traits and requires writers to learn editing and proofreading skills.

Writing is not just an important skill that needs to be mastered, but it is also a fundamental part of all school subjects for students at every grade level. The inability to write well may have far-reaching negative consequences, just as proficiency in writing can lead to great success in school as well as adulthood. Nowadays the purpose of mastering writing is beyond considered it as a way to serve one well in school and career, writing has become an area where students are expected to reach higher skill levels than ever before. There are a variety of ways that learners may depend on master writing, but the ability to express oneself and communicate through the foundation of writing that leads any student to achieve success is relying on the six traits of

writing. Thus, many studies referred to the six traits as an effective way to teach children in today's' classrooms the appropriate standards of excellent writing.

Finally, the six trays of writing are designed mainly to provide a common language among educators and students and identify the characteristics of good writing for all grade levels. The goal, then, is for students to understand and embrace these attributes and implement them properly in their daily writing. As well as for the teachers it is clear that the six traits of writing framework can be used with any writing program that a district may choose to implement, and any piece of good academic writing, should present the six traits. In one hand, the great advantage would be the use of a common vocabulary among teachers and students, in the other hand, if all educators were trained in this framework, the student would have consistent instruction throughout their school years, and teachers would have the chance to exercise their personal teaching styles.

1.13. Students Attitudes, Emotions, and Perceptions towards writing in class versus writing in home

Learners in the classroom are obliged to write more than ever before, the duty of teachers is to examine their concept about writing because through this educators will have the chance to develop their writing style, and helping students to appreciate writing as they work toward increasing their abilities. Many researchers claims that the writing process is affected by many factors such as effective variables, first language, age, language practice, educational levels, motivation, and sociocultural variables also influence students' language-learning skills, experiences, strategies, and attitudes towards writing, as well as their learning styles (Angelova&Riazantseva, 1999; Gradman&Hanania, 1991; Qian&Krugly-Smolkska, 2008; Reid, 1987). One of the most successful strategies in helping learners develop their style of writing is through diagnosing their feeling, believes towards writing whether in class or outside the classroom. So, the more teachers are knowledgeable about students' attitudes towards writing, the more they can adjust their instructional practices to meet student's needs (Kear, Coffman, Mackenna, &Ambrosio, 2000).

Many studies have shown that 60% percent of learners have a negative attitude when it comes to writing, for example, in one hand there are a group of students who claimed that the main reason behind disliking writing is because of its difficulty, this group stated that a good essay is enjoyable to read. But behind its creation, there is a great effort and a winding process from them to make that piece of composition becomes as meaningful as possible as they can for the readers. Writing a good piece of composition in the native language is a hard job, let alone in a foreign language like English. In Indonesia where English is learned as a foreign language, students learn writing because they want to pass the final examination and get good grades.

Therefore, whenever the word ‘Writing assignment’ is announced to the students, they mostly show unhappy faces. On the other hand, the second group agreed that they have a negative attitude about writing because they are unaware of the right characteristics of effective academic writing. However, instructors and professors should be aware of the right way they implement the steps that make good voices of writing and never dismiss students’ expectations, practices, comfort zone, and attitudes toward language-learning and academic writing. They must also express their expectations clearly, teachers need to develop the way they present their ideas, direct, and a simple manner as much as possible is the solution so that they can help students to understand feedback on formal aspects of their writing (Petric,2002).Writing ability and academic success is closely related. Research has shown that through writing learners academic achievement can be predicted. Paresis et al. (2013) investigate how writing can predict university students’ subsequent academic grades. Their finding shows that, compared to mathematics skills, writing becomes a kind of standard or a significant predictor of university achievement over time. Their research also has shown that there is a relationship between students’ writing attitudes and their writing achievement.

Furthermore, many scholars agree that as students improve their writing skills, their enjoyment of writing decreases as did their feelings of competence (Shook, Marrion, &Ollila, 1989). Similarly, as learners age and climb from grade to grade, their attitude toward writing generally decline (Kear et al., 2000; Knudson, 1992). This is especially distressing, considering the positive relationship between motivation and learning.

Unfortunately, many studies agree that most English as a second language ESL/ EFL students have a negative attitude toward writing than any other learners. They often view writing, especially in the form of the essay composition, as a difficult task even though writing a piece of essays needs an academic structure than another type of writings. Ismail ET. Al (2010) finds out that most ESL students are apprehensive about a writing activity and have a negative attitude toward academic writing in general. Usually, the students who perceive writing as difficult would dislike the activity and face difficulties in doing the task (Ismail et al., 2012). Moreover, there were some factors behind why students have negative perceptions toward writing, namely they feel of stress when teachers provide them with a limited time to complete their writing. Learners consider the lack of time to practice in the class and the ineffective writing course guide and resources to write critically (Ismail et al., 2012).

In addition to, Zhu (2001), during his investigations about ESL graduate students writing difficulties, figure out that the major challenges the ESL students face during their process of writing are the linguistics aspects and the inability to including and formulating the rhetorical during the completion of the writing tasks. Within Indonesian context, the students' dislike to writing is due to the problems they encounter when they perform writing tasks, are because of their inability to give their piece of academic writing a well-structured and organized structure and this refers to their lacks namely linguistics problems, cognitive problems in relation to paragraph organization and text structure, and psychological problems, such as the negative moods and the difficulty in finding the first step to start writing (Rahmatunisa, 2014). Casey and Hemenway (2001) studied and followed a group of students from third through twelfth grade. They conducted interviews with the children in the third, sixth, eighth, tenth, and twelfth grades. The students' love for writing in third grade began to disintegrate as they moved up in the grades. Consistent with the findings reported by Shook et al. (1989) and kear et al. (2000), the research indicates that students are led to become increasingly focused on the mechanics or conventions at the expense of the ideas and content, voice, and style of their written pieces. In their efforts to teach students to write grammatically correct sentences, teachers may actually stifle the creative process and limit the students' desire to fully express themselves in their writing. This observation seems more apparent when the students are allowed little choice and ownership of

their writing task (McBride, 2000). Often, tedious assignments, coupled with negative feedback, contribute to tedious assignments, coupled with negative feedback; contribute to students' pessimistic perceptions about writing. These attitudes help shape children's self-concepts and influence their behavior Shook, Marrion, & 1989).

Ideally, a positive attitude toward writing can help students to better writing achievement. Because research reveals that there is a strong relationship between positive attitude and writing skills (Hashemian&Heidari, 2013). In addition, the result of the research also shows that the students who have integrative motivation achieved better success in the second language (L2) academic writing than those who have instrumental motivation. Furthermore, Graham et al., (2007) conduct a study on primary grade students find out their attitude towards writing and their writing achievement. They find out those students who have more positive writing attitudes have better writing achievement than other students who have less favorable writing achievement. Similarly, Gupta &Woldermariam (2011) also reveal that students with strong motivation perform a high level of enjoyment, confidence, perceived ability, and positive attitude toward writing, and use frequent writing strategies. This means the more motivated the students are, the more writing strategies they would use. They conducted that motivation plays a crucial role in enhancing EFL learners writing skills.

Generally, children's emotional status regarding writing is also dependent upon their proficiency as writers. Highly capable writers are more likely to construct meaning and make connections in their writing, while poor writers are less likely to be engaged in their writing assignments (Kear, Coffman, Mckenna, &Ambrosio, 2008; Shook, Marrion, &Ollila, 1989). Less able writers tend to depend on external conditions to motivate them to write, unlike stronger writers who internalize the purpose for writing. According to a study conducted by Brand and Powell (1986), highly able writers experienced more positive emotional change during the writing and less negative feelings than writers who were less able did. Yet, even competent writers may lose their inspiration for writing under certain circumstances.

Finally, several researchers have suggested that children enjoy writing more at home than in a school environment (Shook et al., 1989; Casey & Hemenway, 2001). Give the absence of time constraints, freedom to choose any topic of interest, and the unconditional acceptance of one's written product, it is easily understood why writing at home would prove to be more pleasurable for most children. The classroom does not always allow students true ownership of their writing. Criticism of teachers is always one of the factors that lead to creating a negative attitude and also negative feedback from the teacher can turn a joyful attitude about writing into a sorrowful or apathetic one. All the more reason to encourage self-reflection and provide positive feedback for the traits that are strongest, and suggestions for improving weaker traits, one at a time. Students will tend to see strengths and weaknesses in writing samples and the work of others before they are able to recognize these in their own writing (Jarmer, Kozol, Nelson, & 2000). Therefore, it is so essential for those learners to practice through writing every day.

1.14. The importance role of teachers in guiding the writing process:

The teachers' work is inevitably associated with the students' teaching and learning process at school. Based on this, the teachers' role is crucial to students' achievements. Scientific knowledge and professionalism of teachers are essential in shaping students because it is he/she who gives to what is written in official documents. Teachers have a great impact on the development of a student's writing ability. The source of the teacher in the writing process moves from being a source of authority to a facilitator which his aim is to help students produce well-structured pieces of writing Harmer (2004). The national Curriculum guidance for English refers repeatedly to the teacher's role in implementing the programs of study, and in providing the support and advice which will be necessary to ensure that children achieve the attainment targets.

The nature of the writing process and appropriate strategies for helping children to acquire writing competence has received increasing attention in recent years. The work of the National Writing Project (1985-5) has provided a focus for many teachers who are eager to improve their knowledge of the process and the writing curriculum in their own classrooms. However, the teacher's role based on helping students to be more creative in writing while expressing

themselves more clearly, concisely, and accurately. The process of writing treats all writing as a creative act which requires time and possible feedback from teachers to do well. In process writing, the teacher's moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself. Teachers also should pay attention to language errors 'improves neither grammatical accuracy nor writing fluency' and they also should focusing on what the students say will show an improvement in writing.

Research also shows that feedback of the teachers is more useful between drafts, not when it has done at the end of the writing task after the student's hand in their composition to be marked. When teachers correct written compositions returned to the students after the process has finished seeming to do little to improve student writing. In addition, many researchers have investigated and reported on what constitutes effective teachers instruction in writing (for example, Graham et al., 2014; Grossman, Loeb, Cohen & Wyckoff, 2013; Parr & Limbrick, 2010). This will create a kind of widespread agreement that teachers employ a strategic blend of dimensions of effective practice to enhance learning. Effective practice is complex and involves many teacher decisions about how it should be undertaken. Wide and interactive reading by the author of international research literature (post-1990) on the role of teachers in effective writing instruction indicated that teaching actions relating principally a group of dimensions that need to be woven together in order to promote effectiveness. So, effective role of the teacher appears when he/she select their writing topics carefully and strategically so as to engage, motivate, and challenge students (Gadd& Parr, 2016; Lodewyk, Winne& Jamieson-Noel, 2009). Most topics that were selected by the teacher are related to the students' own experiences, understanding, and interests (Calkins, 1994), or the cross-curriculum findings and challenges that emerged from classroom inquiry (Wood, 2003).

Additionally, effective teachers provide opportunities for independent writing by students that principally involves students writing for self- selected purposes and on self-selected topics and at times and places selected by the students. The intended audiences neither may or may not, include the teacher (Perry & Drummond, 2001). As the teacher is expected to provide little

guidance or support for most students on ‘what’ and ‘how’ to write during independent writing, the teacher must ensure that students hold mastery of the problem-solving and self- monitoring strategies required for success to be generated (Perry &Drullonf, 2002).

Generally, writing is a process of thinking, in that process teachers need to adopt the role as a facilitator and coach, by being careful to not imposing their thought on their students and respecting their ideas too and not being as authoritative director. There are many roles played by a teacher while teaching writing inside the classroom, and even in their social environment. One of these roles is as a demonstrator. This means the teacher must be able to convey messages that will be taught to the students to be easily understood by them and having the ability, pedagogy, and skills in teaching writing. As long as teachers are professionals in writing, students will have a great opportunity to learn the appropriate writing by showing them how to write better and to be aware of punctuation, spelling grammar and capitalization this will help students to know the language deeply. Most learners feel lost in the writing process teachers are obliged to motivate them to feel more comfortable, at the same time providing them with guidelines on how to start the writing process is one of the best strategies to kill their fears.

Many studies refer to the teacher during the writing process as a supporter, this means that teachers should support learners by giving them ideas and encouraging them to be a part of the activities. Teachers who spend many years teaching writing suggests that one of the effective roles that many teachers may fail in it is ‘‘Responding’’. Which means that the teachers’ reaction towards students’ writing plays a positive effect on learners, especially when teachers give comments on their errors and some suggestions to improve them? Finally, a better way to determine whether students have benefited from the tasks provided by their teachers is evaluation. Through a test, the teacher evaluates the students’ mistakes and grades them to improve his/ her writing ability.

1.15. Conclusion

As a conclusion to this chapter, we can say that writing has been always regarded as playing a prominent role in learning a second language and also considered as an important skill in ESL classes. The writing sessions are expected by learners on the chance they have to have extra time for expressing their thoughts, learners are expected also to be offered adequate time to develop their writing skills. Writing is not an ability that is acquired naturally; it demands from the writer to be aware of the writing rules and strategies for that reason it is certainly considered as an important aspect of developing and learning appropriately English as a second language. The importance of writing is eventually derived from the fact that teachers reinforce and teach grammatical structures, vocabulary, and idioms that they need. Because writing is not acquired in a natural setting at home, in the street; this is why it needs an intensive process of training like implementing the six traits that are helpful in guiding the students writing process and to get used to its conventions. Writers generally are not writing to themselves, for example, learners write so that teachers give them good grades, others write for the audience so they should be aware of how to write and what to say. This includes mastering the characteristics of effective writing processes or strategies.

We tried through this chapter to give an overview of the relationship between writing and attitude and to what extent these two variables can have a great impact on each other. The writing was seen as always one of the most challenging skills for students especially when they are studying English as a foreign language. However, writing plays an important role in influencing learner's attitudes since it is based on cognition at the same time students' attitude has also a great part in affecting the student's style of writing. Students' generally, have two types of attitudes when it comes to writing the positive and negative attitude, the majority of students' have a negative attitude towards homework assignment but many research has done in the same field stating that the type of homework assignments has a relation to predicting students' attitudes. In other words, as long as the assignment whether it is a writing task or another activity will create a sort of feeling to the psychological state of the learner.

Moreover, students' hold a group of beliefs about writing especially when they are in the class, the majority of students do not like to write in the class because they feel that the task of

writing should be done as a homework rather than a classroom assignment because there are many factors they may effect there the way they thing like:(time is limited by teachers; the classroom environment). These factors are all considered essential reasons that affect students' attitudes. Additionally, writing is really seen as a process of discovery as the writers try to find their way while they are struggling to think, compose and put their ideas together. In that way, many researchers agree that whenever there is a type of homework assignment there will be a type of attitude that emerges automatically, especially when the assignment is writing because it does not look like a static process but as a cognitive, social and dynamic one. Mainly, the cognitive efforts are responsible for the influence of attitude. For example, Olive, Favart, Beauvais (2009), in their study to investigate the effort of students while writing, found that the cognitive effort of students has interacted with genres. They also indicate that students' cognitive writing effort decreased or increased when they were writing certain types of texts such as argumentative and narrative texts.

In this chapter, we also discussed the role of the teacher in the writing process and his importance in motivating guiding and advising learners in the class and the provisional strategies he/she depend on whether inside the class or outside the class. Another important element that was presented and explained clearly in this review is the students' behaviors towards homework assignments and the way they affect their perception (Shunk, 2001; Zimmerman, 2000). Finally, we can say that homework assignments are important for students', but it is not important the time they spend doing it whether the assignment task is about writing, reading or other activities, for example; According to the International TIMSS 1995 and 2007 results, students in Turkey spend more time doing homework assignment than students of the most successful countries (Taiwan, Hungary, Japan, and South Korea); however, the academic science success of Turkish students was low (Uzun, Butuner&Yigit, 2010). A group of investigators agrees that there is a positive relationship between the time given to the learners for doing their homework and academic success (Gage& Berliner, 1984). Writing as homework or class assignment provides opportunities for students to gain better-thinking skills, research abilities, good communication skills, and evaluation proficiencies through organizing the results of their research (çepni&Çil,

2011). At the same time, Kralovec and Buell (2001) claim that a large number of homework assignments can negatively affect students' psychological and social development.

Chapter Two :

Research Methodology

Chapter Two: Research Methodology

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2.1.Introduction

In order to introduce readers to the methodology of research used throughout this thesis, the present chapter is an attempt to shed light on the relationship between learner's attitude and homework assignments in second-year scientific stream classrooms at BouadiMerzoug secondary school. Initially, it is divided into two parts the first part provides a theoretical background of the research methodology. The researcher presents and discusses the nature of the research approach and its important characteristics in the field of science and especially its value for researchers. Then, he reviews reasons for homework incompleteness that most teachers are dealing with during their teaching journey, and the main problems that face students during doing their homework's, the researcher also tried through this chapter to describe some of the major homework completion strategies that are used by the teacher inside the classroom to motivate learners completing their tasks whether inside the class or outside the school. Meanwhile, the second part aspires to address the methodological components of the current work that were devoted for discussing and including research design and different employed methodologies that were properly used for this study, which are the main quantitative method, as well there was a part of this chapter devoted to explaining and describing the most advantages and disadvantages of this research method. Likewise, the researcher also tackles the used of research tools, including questionnaire, and two tests, were designed and included as an important data collection method for this chapter, in detail clarifying the main aim behind choosing them and revealing some of most related definitions and studies that pinpoint specifically their advantages, disadvantages, comparison between posttest-pretest, characteristics of the methods used. Additionally, the researcher displays the different categories of the sample population and the different problems that were faced while conducting the present research.

Part One Research Methodology

2.2. Definition of the Research Approach

The research approach is a plan and process that involves the steps of widespread assumptions to the detailed methods of data collection, analysis, and clarification. It is, therefore, centered on the nature of the research problem being addressed. The research approach is essentially divided into two categories.

1. The approach of data collection
2. The approach of data analysis or reasoning



Figure 02.01: Components of Research Approach

2.3.Components of Research Approach

Many researchers refer to research as a “logical and systematic search for new and useful information on a particular topic”. Searching is, again and again, means Research. Research is defined as human activity built on the knowledgeable application of problem, the primary purpose for applied research is comprehending, gathering, and the development of methods and

systems for the advancement of human knowledge on a wide variety of scientific matters of our world and the universities. Research is basically an art of scientific investigation; it is regarded as systematic efforts to gain new knowledge. The dictionary meaning of research is a suspicious investigation or review especially through search for new truths in any branch of knowledge. The meaning of research encompasses describing and redefining complications, framing hypothesis or proposed solutions, gathering, shaping and assessing data, building deductions and reaching conclusions, and at last wisely testing the conclusions to conclude whether they sufficient the formulating hypotheses.

The use of the words ‘How’ and ‘what’ fundamentally summarizes what research is. However, the term research has been defined by several experts, M Stephenson and D Slazenger defined it in the Encyclopedia of Social Silences as “The manipulation of things, concepts or symbols for the purpose of generalizing to extend correct or verify knowledge, whether that knowledge ends in construction of theory or in the practice of an art. John W. Best defines research as the systematic and objective analysis and recording of measured observations that may leave to the development of simplifications, values or theories that result in expectation and probably ultimate control of events. In simple words, research is an investigation of findings solutions to scientific and social problems through objective and systematic analysis. Through conducting any type of research, investigators are generally looking for hidden truths. Researchers might collect their information’s from different sources like experience, human beings, journals, nature. Research can tip to different contributions to the surviving knowledge. Only through research, it is possible to make advancement in a field.

Generally, research can be seen as an original contribution to the existing stock of knowledge making for its advancement. It is the search of fact with the help of study, observation, comparison, and experiment. An examination of the above definition leads to draw the following characteristics of Research

1. Research is systematic in the investigation.
 2. Research is an investigation into a subject or exact field of knowledge.
-

3. Research is carrying out to establish truths or principals.

4. Research is an original involvement in the existing types of knowledge making for its advancement.

Research is not limited to science and technology only. There are huge zones of research in other disciplines such as languages, literature, history, and sociology. Whatever might be the subject, research has to be an active, diligent and systematic procedure of analysis in order to determine, understand or review truths, events, behaviors, and theories.

Finally, there is one main reason for conducting research is to develop and evaluate concepts and theories, while other researchers do their searches for various purposes. However, the majority of researchers declare that the main purpose of the research is to discover answers to questions through the application of scientific procedures, and through research, there are many hidden truths that have not been discovered yet must find out. While there are some researchers who do research to encounter the challenge in solving unsolved problems, there are some others who have undertaken research work on account of the direction of the government, curiosity about new things to create social awareness, social thinking, and social awakening. We may think of research purpose as decreasing into a number of subsequent comprehensive groupings.

1. To increase familiarity with a phenomenon or to accomplish new perceptions into it

2. To describe precisely the characteristics of a specific separate situation or a group

3. To regulate the frequency with which something occurs or with which it is related to something else.

4. To test a hypothesis of a fundamental relationship between variables.

2.4. Quantitative Research

The quantitative study is a style of informative investigation in which the investigator picks what to study, ask precise, constricted questions, gathers measurable data from participants, examines the numbers via statistics, and conducts the analysis in a well-adjusted objective method. The goal of quantitative methods is to determine whether the predictive generalization of theory holds true. Quantitative data focuses on the number of things how many they are, what the statistical patterns are. It generally takes the structure of numbers, and their analysis contains totaling or quantifying these to draw conclusions. Larger sets of data will be involved than is the case with qualitative research, and statistically rigorous techniques are used to analyses these. Quantitative data often afford a ‘macro’ view, in that they comprise large samples.

Furthermore, in quantitative method reality is objective, “out there” and independent of the researcher, therefore reality is something that can be studies objectively. The researcher should remain distant and independent of what is being researched during the use of this method. In quantitative data research is based primarily on deductive form, logic and theories and hypotheses are tested in a cause effect order. The final goal with this method is to develop generalization that contributes to theory that enables the researcher to predict, explain, and understand a phenomenon. However, quantitative researchers are objectivists and positivists in their research approach (Creswell,2009,-17).There are many characteristics of quantitative research, which are

Firstly the emphasis of this method is to collect and analyze information in the form of numbers in order to explain predict and or control phenomena on interest. Secondly data analysis is mainly statistical, and the emphasis is more on collecting scores that measure distinct attributes of individuals and organizations.

Thirdly it is categorized with descriptive research correlational research, causal-comparative research and experimental research.

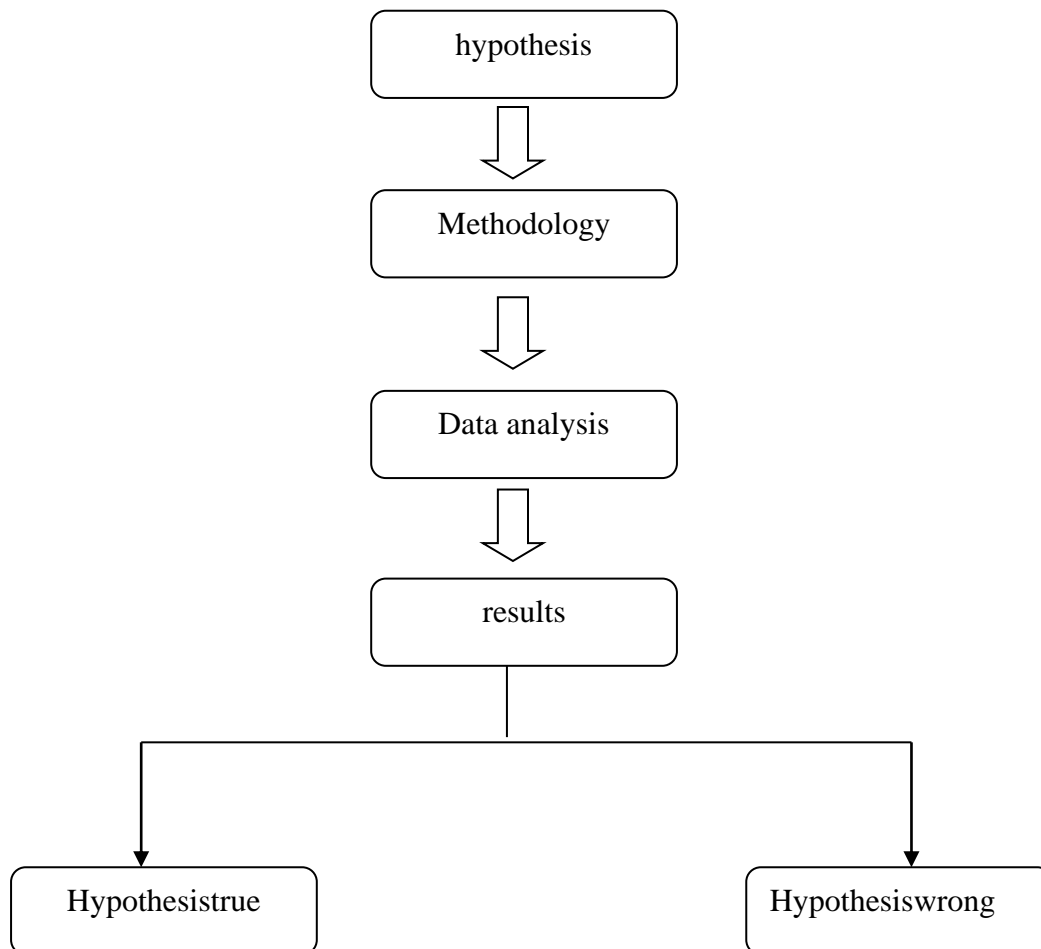
Fourthly the emphasis of this method is on the procedures of comparing groups or relating factors about individuals or groups in experiments, correlational studies, and surveys, and also the results of quantitative method should be presented as a series of numbers, in tables, graphs or other forms of statistics.

Additionally, most quantitative research approaches, despite the fact of their theoretical variances, incline to argue that there is a mutual truth on which people can agree. Furthermore, there are different degrees of belief in these sets of assumptions about reality among qualitative and quantitative researchers for instance, Blimer (1980), a phenomenological researcher who emphasizes subjectivity, does not reject that there is a truth one must join to. The debate of quantitative researchers based upon the differences in assumptions about what reality is and whether or not it is measurable. The argument further rests on changes of opinion about how we can best appreciate what we “know, whether over objective or subjective methods. William Firestone(1987), in an article in the Educational Re-searcher differentiates quantitative from qualitative research based on four dimensions which are assumptions, purpose, approaches, and research role. On the other hand, quantitative research falls under the category of empirical studies, according to some, or statistical studies, according to others.

Generally, quantitative modes have been the dominant methods of research in social science. The designs in this method includes experimental studies, quasi-experimental studies, pretest and posttest designs, and others (Campbell and Stanley, 1963), where control of variables, random-citation, and valid and reliable measures are required and where generalizability from the sample to the population is the aim. Data in quantitative studies are coded according to a priori operational and standardized definitions. The idea that quantitative data refers to a large amounts of data is only partially true. In fact, the vast majority of quantitative data analysis tools which requires a data set of a decent size in order to work properly. Small amounts of data can often lead to insignificant, inconclusive or flawed results because the mathematical procedures involved in quantitative analyses requires a certain amount of data in order to work properly.

Finally quantitative approaches is deductive based on already known theory we develop hypotheses, which we then try to prove or disprove in our empirical investigation. The majority of researchers agree that important knowledge can be gained from well-conceived quantitative studies, they also were convinced that quantitative research is very valuable, because it provides a type of evidence that allows for certain types of claims to be advanced.

Figure 02.02: Quantitative-deductive approach



2.5. Advantages and Disadvantages of Quantitative Research

Being such a widely used research method results from a number of advantages, the first advantage of this research approach is the use of statistical data as a tool for saving time and

resources. (Bryman, 2001) stated that the quantitative research approach is the investigation that places importance on numbers and figures in the collection and inquiry of data. Also, quantitative research can be known as being scientific in nature. Using statistical data plays a crucial role in the research descriptions and the analysis reduces the time and effort which the researcher has invested in trying describing his results. Secondly, another major advantage is that the outcome of this method is easy to measure and the results can be clearly shown through objective data. It is difficult to discuss the consequences of quantitative research than qualitative research, which is based more on observation and less on numerical data. It can also be easier to make predictions based on quantitative data because of its numerical basis.

Furthermore, the ability to expand quantitative data into predictions is a major advantage. Within this method the researcher is able to present his data(numbers, percentages and measurable figures)can be calculated and conducted by a computer through using statistical package for social science(SPSS).Gerard, 2001,'Connolly, 2007) that give a researcher chance to save a lot of resources. Thirdly, in this research the quantitative method was undertaken because it suits the whole research especially in providing data that can be expressed in numeric form; we can apply statistical tests in making statements about the data. These include descriptive statistics like the mean, median, and standard deviation. However, reliability is another benefit derived from the use of this research approach. Since this method basically depends on hypotheses testing, the researchers should follow clearly the guidelines and objectives. (Lichtman, 2013). Shank and Brown, 2007, stated that this type of research tool is used every time by many scholars and researchers because it has a clear objective and therefore it can be repeated at any time and place and the researcher still gets the same results.

Moreover, Denscombe(1998)describe quantitative research as a “researcher detachment’ research approach. Nevertheless, like any other method, quantitative research is disposed to some drawbacks; this approach was exposed to some of critics. First, this approach doesn’t consider the deeper meaning of the social phenomena, and it is not able to measure the way in which the society change, or exist- for example, measuring the deeper significance of an educational course is hardly quantified. The quantitative method shows a single moment, a

picture, of phenomena, with no dynamics and poor of details (Schofield, 2007). Secondly, another disadvantage of quantitative data is that it cannot be used to explain social phenomena, which makes it less useful in fields like sociology. Quantitative data can tell you what is happening, but it cannot give any insight into why. For this kind of insight, you need the observation- based qualitative research.

Generally, quantitative research cannot account for non-numerical information, such as human emotions, beliefs or imaginations. Many researchers agree that researcher detachment from the participants is also a weakness within the quantitative research approach. It called research detachment mainly because he is an observer or an outside looking in with such a type of relationship between participants and researchers it will so difficult to get the in-depth study of phenomena within its natural settings. Eventually, the researcher will neither understand the group or individuals working with him nor will he appreciate them (Shank and Brown, 2007, Berg, 2007,'Christensen and Johnson, 2012). Quantity and quality are very important in any educational research since research is an instrument of change. Those two words cannot be ignored when clarifying phenomena (Dabbs, 1982 cited in Berg and Howard, 2012,). In the quantitative method, the participants have no room to contribute to the study. The researcher is at the driver seat (Bryman, 2001).

Finally, the non-flexibility nature of the quantitative approach demands that the researcher follow a certain order. The researcher in this method starts mainly start by setting the research questions and hypotheses conduct a literature review, collects data, analyses the data and summarizes the results (Litchman, 2006,'Creswell, 2009).A quantitative research approach is characterized as being structured with predetermined variables, hypotheses, and design(Denscombe, 1998, 'Bryman, 2012,' Creswell, 2009,'Christensen and Johnson, 2012). Consequently using predetermined working strategies, the approach does not require or encourage imaginative, critical and creative thinking (DeVause, 1996).

Part Two Field Work

2.6. Research Tools

The present study makes use of two different research tools thought to be appropriate for investigating the research questions and the pre-stated hypotheses upon which the current work is given. First, a questionnaire was designed for two classrooms from second year scientific stream learners at BouadiMerzoug Secondary school, in order to examine their attitudes towards homework assignments and to investigate their views and attitudes towards the difficulty they face in completing their assignments. In addition to another instrument that was used in this study for learners which will help us evaluate the difference between their performances, in-class writing assignments, versus homework assignments were a comparative study that composed of two tests for one group of learners from the same secondary school. The questionnaire is a mixture of closed-ended questions, and likert-scale surveys; each type of questioning included depending on the nature of the data that the researcher is aspiring to investigate. As far as the students' questionnaire is concerned, the first section, which is intended to investigate respondents' general information, is made up of closed-ended questions with a set of determined options to answer.

Furthermore, the second section includes closed-ended questions that tackle learner's beliefs about homework assignments. The same thing applies to the third section that covers students' behaviors, reactions about receiving homework by teachers, and the fourth section that explores students feelings about receiving any type of homework whether inside the classroom or outside the school. Meanwhile, likert-scale surveys are used mainly to determine students' attitude across all the three domains(affective domain, cognitive domain, behavioral domain),and that by testing their desire to receiving homework assignments and that was by measuring views and perceptions about having assignments despite the fact that they already understood the course, difficulties in completing their assignments, the fact they need feedback from teachers. In section two, section three, and section four the likert-scale surveys was used also to examine the effect of homework assignments on students' learning, and the problems that are created as a results of teachers

providing a difficult types of assignments for learners, and it also investigates the large amount of homework's' that plays crucial role in effecting learners life's especially in home.

To carry out this study, the researcher adopted a second research tool which is an experiment for learners so as to examine the pre-stated hypotheses and answer the research questions underlying this study. These experiments based on two tests were designed to compare learner's performance at homework assignments versus classroom assignments. In particular, this experiment was conducted on one group composed of 32 from second year scientific stream learners at Bouadi Merzoug Secondary School of Saida. Thus, from thirty two secondary school learners, one group composed of 10 learners was chosen as sample population of this research. Firstly, learners were asked to write in-class an essay about "the reasons that leads learners to cheat in exams'. After that, the same topic was assigned for the learners as homework to write about it an essay.

In addition to, learner's essays were collected and then corrected mainly, on the four criteria which are adopted from the six traits of writing grid. The targeted areas are as follow Ideas and content, organization, word choice and conventions. Also, learners marks were put in an excel file named test 1 group (1). Secondly, a different topic was given to learners' 'Seeking advice from agony aunt'' and they were asked to write an essay about it at home as homework and in class as an assignments. After that, their papers were collected using the abovementioned grid and their scores were scaled in an excel file named test2 group (2). Finally, the researcher analyzed, evaluated, and compared the results of the in-class written essays to the at-home written essays; both participants were selected randomly for this research.

Generally, the researcher used twenty articles from learner's essays and the essays were given to the researcher in time, because learners were asked to write in a certain period of time and handle the homework. On the other hand, for the class assignments they were limited by an amount of time from 5-15 minutes, and also learners were absolutely under the teacher supervision. At the conclusion of the study all students writing samples were collected by the

researcher to ensure that the test was followed by the learners and also to be helpful in future research.

2.6.1. Questionnaire

The questionnaire is well-defined as a research tool that entails a set of questions or other types of stimuli that intends to collect information from a defendant. These usually are a combination of close-ended questions and open-ended questions; long-form questions offer the ability for the respondent to intricate on their opinions. A questionnaire is “a set of questions on a topic or group of topics designed to be answered by respondents.” (Richards and Schmidt, 2002). The main objectives of the questionnaire are that it should allow us to collect the most complete and accurate data in a logic flow, this is done in order to reach dependable conclusions from what we are designed to observe. A well-designed questionnaire should meet the research goal and objectives and minimize un-answers questions, a common problem bound to many surveys. In addition, the questionnaire design depends on the type of information that is required to be collected, for instance, qualitative questionnaires are used when there is a need to collect exploratory information or proving or disproving a hypothesis, while quantitative questionnaire is used when to validate or test any previously generated hypothesis.

The researcher within this method he should clearly define the target study populations from which she/he collects data and information, main methods of reaching the respondents are through personal contact, group of focus interview, mail-based questionnaires, and telephone interview. The questionnaire is known as a deep-rooted tool within social science research for gaining facts on contributors social characteristics, present and past behavior, principles of behavior or attitude and their beliefs and details for action with respect to the topic under investigation (Bulmer, 2004). The questionnaire is a standard and essential tool for acquiring information on public knowledge and perception of natural hazards; it can offer appreciated information to alternative management agencies for development and implementation. However, good questionnaire design is crucial (Bulmer, 2004; Creswell, 2003; de Vaus; McGuirk and O’Neill, 2005; Oppenheim, 1992; Parfitt, 2005; Patton). In order to produce data advantageous to

the aims of the research, questionnaire design, structure and expressing, the presence of the organization, behavioral, knowledge and awareness questions, and questionnaire measurement and production, need to be measured to ensure consistency, validity and continued engagement of the participants.

Moreover, the major necessity of questionnaire design is that questions are arranged in logical instruction, permitting a flat transition from one topic to the next (Sarantakos, 200). This will ensure that participants understand the purpose of the research and they will be able to answer the questions till the end of the survey (McGuirk and O'Neill, 2005). This can be accomplished by grouping related questions under a short heading describing the section's theme. Generally, to produce reliable and valid results within this methodology, the researcher should pay attention to the wording of each question that needs to be precise and unambiguous to ensure that each participant can understand its meaning simply and precisely (Payne, 1951). Reliability refers to the consistency of a question; that is, the probability of obtaining the same results if the question is duplicated. Validity refers to whether or not the question measures what it was intended to (Oppenheim, 1992). To achieve reliability and validity, questions should be short, simple and in line with the targeted population's vernacular and avoid problems such as double-barreled questions.

2.6.2. Advantages of questionnaire:

As far as the former is concerned, questionnaires entail a range of beneficial aspects, first questionnaires are a simple effective way to gather information, depending on the researcher budget, he can post them on the website or social media page, send them by mail or even display them in his store. Since all respondents are asked the same questions. The researcher can easily compare the results. Additionally, the researcher will get a high response rate, especially if he allows subjects to remain anonymous. There are numerous types of questionnaires, and each has unique characteristics. Mail questionnaires, for example, are most appropriate for addressing complex problems. Respondents can take their time to answer which question, which leads to more accurate results.

Furthermore, this research method allows us to cover large geographical areas. Questionnaires allow for greater geographical coverage than face-to-face interviews without incurring the additional costs of time and travel. Thus, they are particularly useful when carrying out research with geographically dispersed populations (ibid.). The strengths of questionnaires in research are well-documented, Organizations worldwide use this research method to collect the facts they need to develop well products, categorize failings in their service and develop the customer experience. Other advantages of questionnaires comprise their low price and comfort of usage. In other words, questionnaires are cheap to administer, the only costs are those associated with printing or designing the questionnaires, their postage or electronic distribution Phellas, et al.

2.6.3. Disadvantages of questionnaire:

First, questionnaires, like several evaluation systems ensue after the event, so participants may disremember important problems. However, questionnaires are standardized so it is not possible to explain any points in the questions that participants might misinterpret. The researcher must be careful with the ways he formulates them, as they need to be a concise and clear sense that he/she will not be present to clarify the meaning of the questions for his respondents (Phellas, et al., 2011). Open-ended questions can generate large amounts of data that can take a long time to process and analyses. One way of limiting this would be to limit the space available to students so their response is concise or to sample the students.

Furthermore, not all respondents will turn in the questionnaires and certainly not all of them will respond to the questions, researchers cannot know the reasons that drove them to do so, characteristics of these individuals, and how their non-response would affect the findings (Ibid.; Akbayrak, 2000). Besides, respondents may answer superficially especially if the questionnaires take a long time to complete. The mutual fault of asking too countless questions should be circumvented. Generally, students may not be willing to answer the questions. They might not hope to expose the information or they might think that they will not take advantage of replying perhaps even be punished by giving their actual opinion. Students should be told why the information is being collected and how to reply and how the results will be beneficial. They

should be asked to answer fairly and told that if their answers are negative this is just beneficial as a more positive opinion. If possible the questionnaire should be anonymous.

Consequently, questionnaire design is a multi-step process; it allows the collection of both subjective and objective data in a large sample of the study population in order to obtain results that are statistically significant. In this study, one questionnaire was used for students. The employed questionnaires combined with closed-ended questions, and liker-scale surveys, the questionnaire was mainly designed to gather different types of data and investigate different aspects of the current research especially when resources are limited. This instrument was chosen by the researcher to collect the data needed for the study because it is a good tool for the protection of the privacy of the participants.

2.7. Population and Sample of learners test and questionnaire

The current work's scope is limited to investigating learners' attitudes towards homework assignments. All the participants are current pupils and active members at the level of second year scientific stream at BouadiMerzougSaida secondary school, at the same time as conducting this study. The present thesis investigates the total number of three groups(30 or 32 learners in each group). In fact, it is composed of 92 Second Year scientific learners at BouadiMerzougSaida secondary school. Actually, the average age of our population is between 16-17 years old. The majority of them are females (50 females and 42 males). From eighty nine secondary school learners, only fifty five learners were chosen as a sample for conducting this research. The majority of those participants are females (36 females and 29 males). In view of this, the sample that is selected to answer the questionnaire and do the experiment represents about 59.78 of the whole population.

	Population		Sample	
	Number of learners	Rate(Percentage)%	Number of learners	Rate (Percentage)%
Female	53	57.61%	36	65.45%
Male	49	42.39%	29	34.55%

Total	92	100%	55	100%
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Table 02.01: rate and total number of learners test and questionnaire

2.8. Research Design

The current work is an experimental study that explores a number of independent and dependents variables supposed to have a relationship between students attitude and homework assignments, and most important the main difference between informants writing in-class assignments versus homework assignments at the level of second-year scientific stream learners. This thesis relies on quantitative data collection measures that aim at investigating the nature of attitude and the way it is affected by the different types of homework. In addition, the researcher used a quantitative research design that is primarily experimental in nature for a number of reasons. Research designs are either experimental or non-experimental; the main benefit of experimental projects is that it offers the chance to recognize cause-and influence relations. Non-experimental research, case studies, surveys, correlation studies, is not-manipulative observational research usually conducted in natural settings. Whereas laboratory-controlled experimental educations tend to be developed in interior rationality, non-experimental studies tend to be advanced in external validity.

Furthermore, an experimental investigation is frequently used in science such as so sociology and psychology, physics, chemistry, biology, and medicine, etc. It is a collection of research designs that use manipulation and controlled testing to understand causal processes. In addition to one or more variables are manipulated to determine their effect on a dependent variable. There are three general patterns of experimental design in the study of human relations

Firstly, a cross-sectional design in which comparison is made for a given date between an experimental group which receives a social program, and a matched control group denied this program.

Secondly, a projected design in which before and after measurements are made upon an experimental group which received a program over an interval of time, and matched control group denied this group.

Thirdly, what may be called the ex post facto design, in which a present situation is taken as an effect of some assumed and previously operating causal complex of factors, and, depending on the adequacy of accessible records, an experimental group, and a matched control group are traced back to an earlier date when the forces to be measured began functioning upon the experimental group but not upon the control group. (Chapin, 1949).

Generally, the main aim of experimental research is conducted to predict the phenomenon. Normally, an experiment is created to be able to clarify some kind of relationship. Experimental research is significant to society it supports us to increase our everyday lives. As for the employment of the research tools, the current work makes use of two different tools to investigate the research questions that were formulated at the beginning of the study. First, one questionnaire for students is employed for the express purpose of exploring the independent variables including respondents' attitudes towards 'homework assignments', the positive and negative effect of homework's, problems that creates for students negative feelings about having assignments. The questionnaire which consists of a combination of closed-ended questions, and liker-scale surveys, are statistically analyzed using Statistical data. On the other hand, a comparative study was employed also for students, this experiment was analyzed according to the rubric of the Six-Trait of Writing in order to make a comparison between students' performance in-class written essays versus at-home written essays.

2.9. Limitations

This study faced a number of obstacles that rendered the process of data collection, the main troubles that the researcher faced are respondents' unwillingness to respond to the administered questionnaire inside the classrooms, as out of 55 questionnaires directly handed to second-year scientific stream learners at BouadiMerzoug secondary school, only 45 were turned in, while the

other questionnaires were sent by the researcher to the learners via mail to be answered and returned. Meanwhile, the researcher also faced a hard problem with convincing students to enter the classroom and do the test for the teacher so that he/she can determine clearly the difference between students' performance in class writing assignments and homework assignments.

However, these are the main problems that the researcher was obliged to deal with in order to conduct his research was a result of political problems that Algeria faced during this period, and also because of pupils' unwillingness to go back to their studies, as a support to the popular movement and the current demonstrations in the country. Adding to that, another issue caused some troubles for the researcher, and took from him a long time to collect the information needed especially for the theoretical part are a small number of reliable sources.

2.10. Conclusion

The current chapter is intended to provide the readers with an overview of the research methodology and inform them about the design of the current research. The first part of this chapter is devoted to provide a theoretical background to the research methodology, in which the researcher attempts to define the research approach and its components. Also, an effort is made to shed light on the quantitative research and its advantages and disadvantages. Meanwhile, the second part of this part aspires to address the research tools underlying the current work. The researcher describes the research design and provides a detail description of the two data gathering tools. Finally, a description of the population and the sample that the researcher has investigated is presented.

Chapter Three : Data Analysis and Discussion

Chapter Three: Data Analysis and Discussion

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3.1.Introduction

The third chapter provides analyses of the data gathered through two tests and questionnaires. It is divided into three parts. The first part is concerned with the analysis of the data yielded by the research gathering tools and the presentation of their interpretation according to the research questions and hypotheses. Moreover, the data analyses are arranged in terms of sections for each sample population category, questionnaire data analyses, and two tests analyses taking into consideration that each section is composed of a number of statements depending on the investigated aspects. The second part deals with each section is followed by an in-depth discussion that attempts to interpret the findings, relate them to what has been discussed earlier in the review of literature, and link them to data gained from other tools and sample populations. The main goal behind conducting this research is to discover the learners' attitude towards the evaluation of their homework assignments. The research also discusses the challenges that most pupils face when dealing with any type of homework. For this purpose, this work will be administered through learners' questionnaire and two tests, for two groups from second-year scientific stream, at Bouadi Merzoug secondary school. Furthermore, an experimental group, and control group, both were chosen in order to investigate the difference between learners' performance in-class writing assignments versus homework assignment. This chapter also represents accurate statistics that present the real attitude of learners about the independent variable "homework assignment" on the dependent variable "learners' attitudes". The questionnaire was designed to explore how learners' from second-year scientific stream will perceive homework assignments under different settings and circumstances. This chapter is concluded with a section that aims at connecting research findings to answer the research questions upon which the current work is premised. This was devoted also to verify the hypotheses being mentioned at the beginning of the research for developing this study. Finally, the third chapter deals with pedagogical implications and suggestions. Additionally, this chapter is an endeavor that aims at sorting out research findings that are obtained from the research instruments and draws conclusions based on those results in a way that facilitates addressing some of the issues the current work aspires to tackle (Bouchefra, 2017.)

Part one Data Analyses

3.2. The Analysis of the Students' questionnaire

The students' questionnaire consisted of different sections designed to answer the abovementioned research questions. These aspects are as follows

Learners' background information

Cognitive domain

Behavioral domain

Affective domain

The type of questions in the learners' questionnaires also differed from one section to another according to the nature of data that the researcher aimed to obtain. The three sections have consisted of closed-ended questions, as well as Likert-scale surveys as they were intended to measure pupils' attitudes. It is worthy to note that the four sections of learners' questionnaires are composed of negatively and positively worded items were used in order to reduce acquiescent response bias (Nunnally, 1967), and responses were obtained on a total five-point Likert-scale. Responses were represented by mean score on a 5-point scale ranging from (1 strongly disagree/ to 5 strongly agree).

3.3. Learners Background Information

	Population		Sample	
	Number of learners	Rate(Percentage)%	Number of learners	Rate (Percentage)%
Female	40	64.52%	28	62.22%
Male	22	35.48%	17	37.77%
Total	62	100%	45	100%

Table 3.1: Learners' Background information.

The population of the research includes two groups (from 30 to 32 students in each each group). In fact, it is composed of 62 second year scientific stream learners at Bouadi Merzoug Saida secondary school. Indeed, The average age of our population is between 16- 17 years old. The majority of them are females(40 females and 22 males) . From sixty two secondary school learners, 45 pupils from both classrooms were chosen randomly as a sample for answering this simple questionsare. The majority of those participants are females (28 females and 17males). In view of this, the sample that is chosen represents about 72.58 % of the whole population.

3.4. Cognitive Domain

Items	Overall mean score
Homework assignments encourage and help the students to practice new skills they learn.	4.14
Students learn new knowledge from having homework assignments.	3.10
Homework helps students to do well at school.	4.69
Homework is necessary to understand to course material.	4.70
Homework assignment should be based on information learned in previous course.	4.80
Homework should be included as a part of student course grade.	4.89

Table 3.2: Learners' Cognitive Attitude Domain towards homework Assignments.

Though learners seem unsure about whether homework assignmnets are an affective tool in helping and encouraging the learners to practice new skills scored a mean score of 4.14. Moreover, learners believes that homework assignments enable them to learn new knowledge (M =3.10), they seems to have more positive attitudes about its positive impact on students' performance at school (M= 4.69),and it is necessary to understand the course material (M= 4.70), learners seems to agree that assignments should be based on what learners previously learn(M= 4.80),and the majority of learners declare that good teachers are always required to give homeworks to their pupils andinclude it as a part of theirgrading system(M= 4.89). Respondents demonstrats a number of positive attitudes as they revealed

that they believe in the value of homework, the 4.38 overall mean scores yielded by all the items combined can be considered as a sign of positive cognitive attitude towards homework assignments.

3.5. Behavioral Domain

Item	Overall mean score
Students if they are not interested in the course, they not do their assignments.	3.8
Students do not complete their homework because it is difficult for them.	3.7
Most of students complain when their teachers provide them with a limited time to submit their homework.	3.83
Students solve unnecessary exercises in assignment.	3.53
Quantity and quality of the homework have an impact on students' academic achievement.	3.39
Students copy assignments automatically and literally from another colleagues' note book.	3.29

Table 3.3: Learners' behavioral Attitude Domain towards homework Assignments.

Items 1 to 6 illustrated in Table 3.2 were intended to explore learners' behavioral attitude towards homework assignments. Throughout respondents expressed a low favorable intentions about whether they need to do their assignments especially when they are not interested in the course pupils' scored a mean score of 3.8, they seem to have more neutral attitudes about their need for completing homework assignments when it is difficult for them ($M=3.7$) and complaining when teachers, provide them with a limited time to submit the assigned homework ($M=3.83$). Learners seem not sure that they solve unnecessary exercises in their assignment ($M=3.53$) and that the quantity and quality of the homework have an impact on their academic achievement ($M=3.39$). However, some of the respondents felt undecided about whether pupils copy assignments automatically and literally from another colleague's note book ($M=3.29$). On the other hand, an overall mean of 3.59 certainly stated it clear that the global behavioral attitude of learners toward homework is neutral.

3.6. Affective Domain

Item	Overall mean more
Learners feel they do not have sufficient time to complete homework assignments.	3.33
Parents should be involved in supporting their children doing their assignments.	3.27
Pupils 'feel that if they already understood the course, there is no need to have extra assignments.	3.45
Homework assignments are easy when learners write down notes in-class.	2.63
A homework assignment creates for learners feeling of anxiety.	2.23
Pupils complain when they do not receive feedback on their assignments.	2.1

Table 3.4: Learners' effective Attitude Domain towards homework Assignments.

As for the effective domain of learners' attitude towards homework assignments, 6 items were put in place in order to examine it. Our respondents expressed a very low favourable feelings in terms of the sufficient time that pupils' do not have to complete homework assignments they scored a mean score of 3.33. All pupils' seem to not agree that their parents should be involved in supporting them doing their assignments ($M = 3.27$), and the great majority of learners are not satisfied when their teachers assigned them with group of homeworks especially when those learners already understood the course ($M = 3.45$). Furthermore, pupils' negative feelings towards homework assignments are evident as all informant expressed highly negative intension towards writing down notes in class ($M = 2.63$), and also that homework assignments creates for them feeling of anxiety ($M = 2.23$). Learners' complain when they do not receive feedback on their assignments ($M = 2.1$). Consequently, the overall mean score of our respondents 2.83 shows that' affective attitude towards homework assignments is clearly negative.

3.7. The general of three attitude subdomains

Results displayed in table 3.4 revealed the overall mean score of the three subdomains of learners' attitude towards homework assignments, 4.38 representst the overall of learners

‘cognitive attitude towards homework assignments through this results we can notice that pupils demonstrated a positive attitude when it comes to their beliefs in the importance of the assignments in developing their skills and enhancing their learning achievement. Learners in the second section expressed a low desire in terms of their behaviors. Wherease, the majority of them declare that there many reasons that make the homework difficult for them, 3.59 presents the overall mean score of learners’neutral behavioral attitude towards homework assignments. Moreover, the analyses of the third section show that 2.83 represents learners who stated that homework assignments create for them a group of negative emotions. Consequently, 3.6 represent the overall mean score of the three attitude subdomains.

Attitude subdomains	Overall mean score
Cognitive Domain	4.38
Behavioral Domain	3.59
Effective Domain	2.83

Table 3.5: the overall attitude of learners.

Data Analysis of the Two Tests

3.8. Population and Sample of the learners’ tests

This study consists of two tests. The second population of this research includes a number of 32 pupils from second year scientific stream learners at Bouadi Merzoug Saida secondary school. The majority of the participants are females (22 females and 10 males). From thirty two secondary school learners, one group composed of 10 learners was chosen as a sample for underlying this research. Six of them are females and four of them are males. Firstly, learners were asked by the researcher to write in-class, an essay about ‘‘The reasons that leads learners to cheat in exams’’. After that, the same topic was assigned as a homework for the learners’ to write about it an essay. Additionally, pupils’ essays were collected then corrected using the six traits of writing grid. Also, learners’ marks were put in an excel file named test1 group). (1 Secondly, a different topic was given to learners’ ‘‘Seeking advice from agony aunt’’ and they were asked to write an essay about it at home as homework and in-class as an

assignments. After that, their papers were collected using the the abovementioned grid and their scores were scaled in an excel file named test 2 group (2). Finally, the researcher analysed, evaluated, and compared the results of the in-class essays to the at-home written essays, both participants were selected randomly for this study. In view of this, the sample that is chosen represent about 31.25 of the whole population. The population and the sample of the learners tests are described in the following table

	Population		Sample	
	Number of learners	Rate(Percentage)	Number of learners	Rate (Percentage)
Female	22	68.75	6	60
Male	10	31.25	4	40
Total	32	100	10	100

Table 3.6: Rate and total number of the population and sample of the learners ‘tests.

3.9. Group One

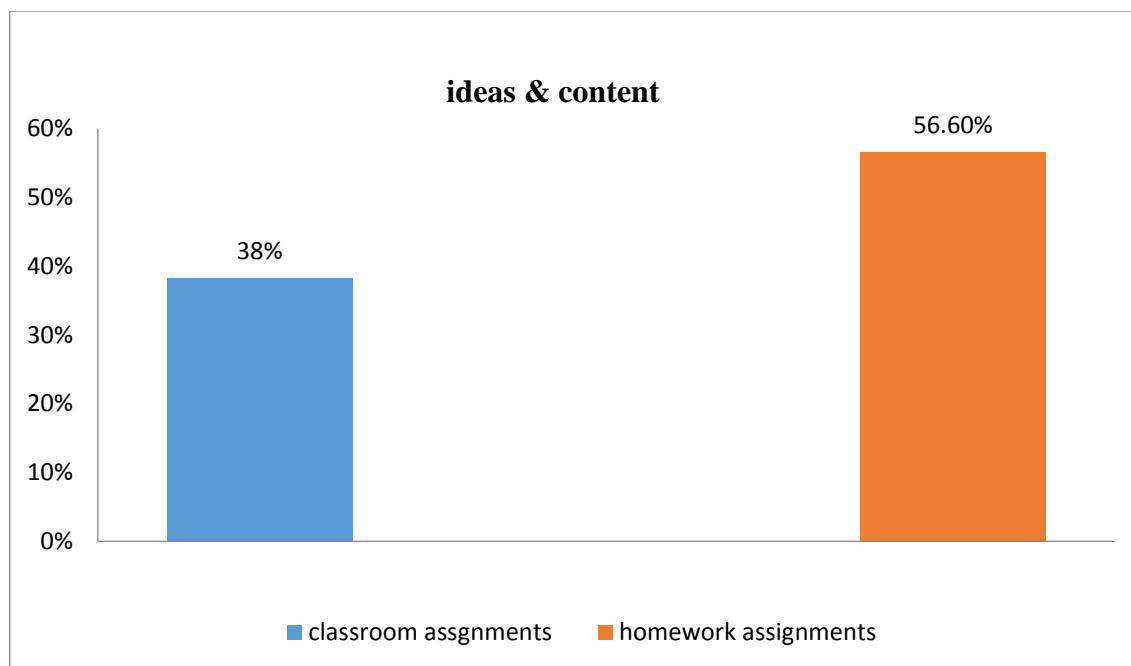
Test 1	Idea and content			Organization			Word Choice			Conventions			Total		
	Score	Mean	Percentage%	Score	Mean	Percentage %	Score	Mean	Percentage %	Score	Mean	Percentage %	Score	Mean	Percentage %
Group1															
In class essay	23	2.3	38.3	25	2.5	41.5	22	2.2	36.25	15	1.5	25	88	2.2	36.66
Home work essay	34	3.4	56.66	26	2.6	41.66	25	2.5	41.5	23	2.3	38.18	104	2.6	43.33

Table 3.7: First Test Results (topic 01)

Table 3.3 represent the results of the first test (Topic Number one)after the first group of learners wrote their essays in the classroom,they were also asked to write the same topic at-home. After that, learners drafts were corrected using the six-writing criteria grid, which was adopted from “Regina Public Schools from Vicky Spandel, Creating Writers, Regina, SK Canada”.The grid is based on the four criteria that are ideas and content, organization, word choice and conventions (see Appendix number three .)Additionally, every criterion contains six indicators that scaled the learners’ performance from exemplary to beginning. The indicators were referred to by numbers from six to one, indicating the different gradual variations in pupils’ performance.After that, learners were graded according to their writing performance according to the previously mentioned four criteria. Moreover, learners’ scores in each criterion were converted into percentages. In this study the mean scores were used and calculated to compare between learners’ performance inside the classroom as well as in home.

Furthermore, same scores in each criterion were counted to know the frequency of the scores. Finally, the results of the first test table will be explained in more details in the following graphs.

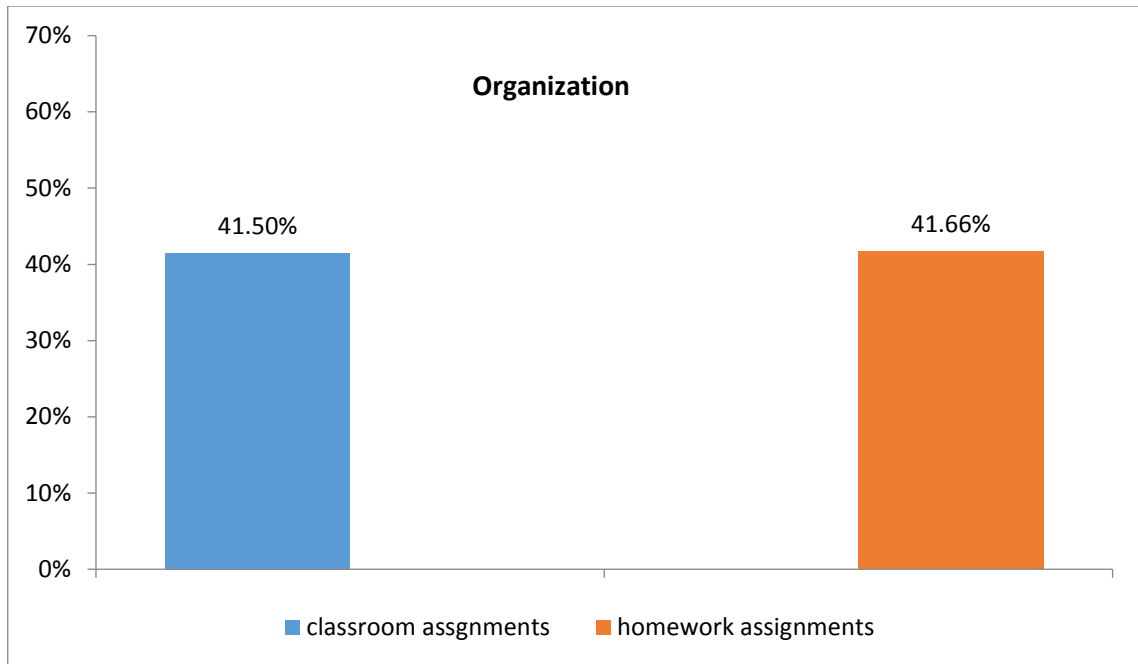
3.9.1. Ideas and content



Graph 3.1: Ideas and content test one.

As can be interpreted from the bar graph above, of ideas and content development component, learners recorded slightly higher performance at-home written essays 56.6% than in-class written essays as they got 38.3%. Also, this difference is evidently observable in the mean scores obtained by learners homework essays ($M=3.4$) while in the classroom essays pupils scored ($M=2.3$). Additionally, through these results, we can notice that learners performance increased at-home and this is because pupils were noted 4 and 4 points as a result of using evident clear main ideas with some relevant supporting details whereas most of pupils in the classroom were noted 3 and 3 points which indicates the use of overly broad ideas and some limited supporting details, overly general and slightly off-topic.

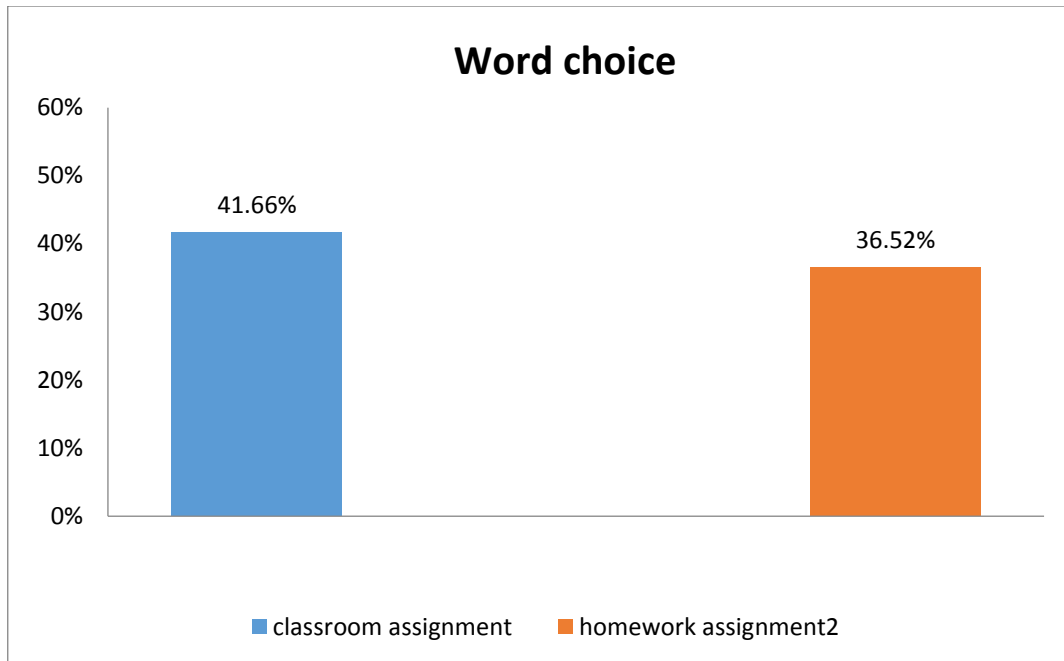
3.9.2. Organization



Graph 3.2: Organization test one.

The above chart shows that learners performed slightly better at-home written essays as they got 41.66 % whereas in-class written essays pupils scored 41.5%. This significant difference is evidently observable since learners at-home assignments mean score of 2.6 is higher than in-classroom assignment mean score 2.5. Additionally, pupils at-home assignments were noted 4 and 2 points, as they showed some logical development; as far as the topic they were dealing with was concerned, they also tried to make use of some appropriate connectors and linking words to separate their ideas and sentences; however, learners in-classroom assignment were noted 2 to 3 points, as they attempted at organizing their ideas by merely listening items.

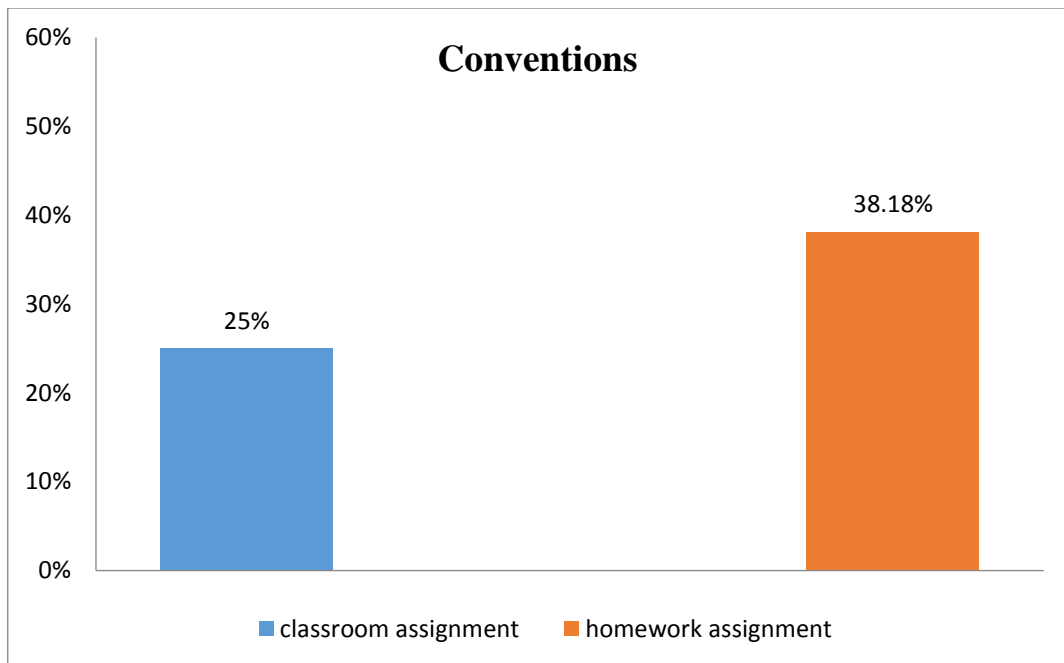
3.9.3. Word choice



Graph 3.3: Word choice test 01

This graph highlights that pupils recorded slightly higher performance at homework assignments as they got 41.66 while in-classroom assignments they rated 36.52. Also, this is more apparent in mean score yielded by learners at-home written essays ($M=2.5$) and in-class written essays ($M=2.2$); which means that most of learners feels comfortable and performs better at-home than they do in-class and under the teacher supervision. Additionally, most of pupils at-home written essays showed an inclination to using appropriate words and expressions when conveying their ideas; hence they were noted 3 and 4 points unlike pupils in-class written essays who were noted 2 and 3 points which indicates the dominant use of colorless, imprecise and misused words.

3.9.4. Conventions

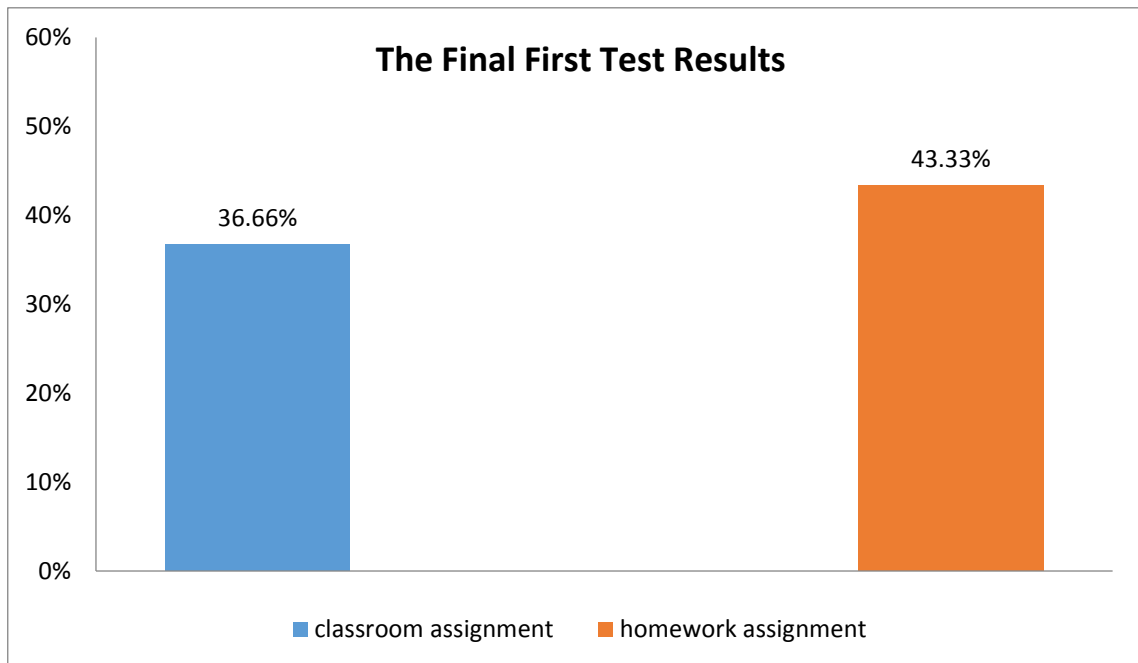


Graph 3.4: ConventionsTest 01

This graph reveals that pupils at homework assignments performed significantly better than in-classroom assignments since learners scored only 25% in-class written essays while at-home written essays pupils scored 38.18%. Also, this is more apparent in mean score yielded by pupils homework assignments ($M=2.3$) while in-classroom assignments they scored ($M=1.5$); this means that learners at-home written essays pupils showed a limited control of most of their writing conventions since they made less spelling and grammatical mistakes; therefore, most of their scores ranged between 2 and 3 points whereas in-class written essays learners made a lot of frequent errors in mechanics grammar and capitalization. Thus, the majority of their scores ranged between 1 and 2 points. Consequently, learners achieved a higher marks while writing their essays at-home while the group of learners who wrote their essays in-class achieved lower score this means that the first group of students were under pressure in the classroom they were not able to feel comfortable while doing their assignments. On the other hand, those who took the assignment to their homes

were able to achieve better marks because they had a sufficient time to complete the assignments and there were no pressure by their teacher.

3.9.5. The Final First Test Results



Graph 3.5: General Results of First Test

The chart highlights the final outcomes of the first test which indicates that group 1 performed better at homework assignments as they scored ($M=2.6$) while in the classroom assignments, pupils resulted in a low score of ($M=2.2$). The percentages confirm these findings as we note that learners at-home written essays scored 43.33% compared to pupils in-class written essays that scored 36.66%; therefore, out of these results, one may conclude that in the case of the first group, students' performance at-home is clearly better than their performance in-class.

3.10. Group Two

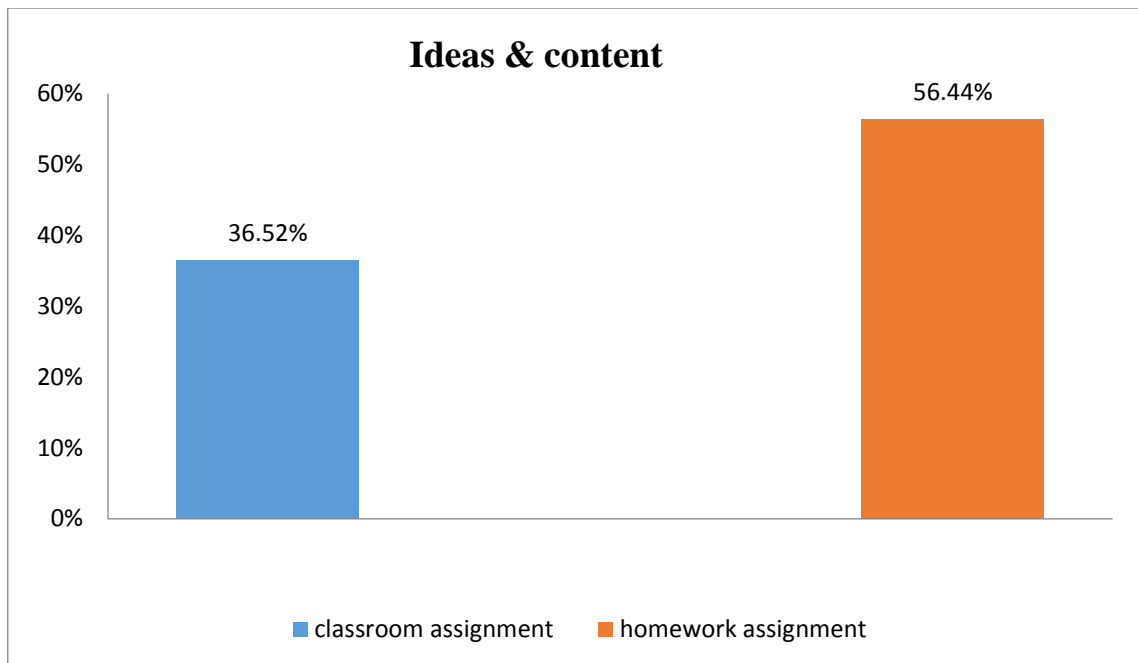
The above table represents the results of the second test (Topic Number Two). The researcher used a different topic to compare learners' homework assignments versus

classroom assignments. After the second group of learners wrote their essays at-home, they were also asked to write the same topic in-class. Both learners drafts were corrected using the six-writing criteria grid and their scores were counted then means and percentages were calculated to compare students' performances. As the results in the table above reveal, learners performed better at-home written essays than in-class written essays. The results of the above table will be explained in details in the following graphs.

Test 2 Group2	Idea and content			Organization			Word Choice			Conventions			Total		
	Score	Mean	Percentage%	Score	Mean	Percentage %	Score	Mean	Percentage %	Score	Mean	Percentage %	Score	Mean	Percentage %
In class essay	22	2.2	36.52	25	2.5	41.5	24	2.4	39.84	15	1.5	24.9	89	2.22	37.08
Home work essay	34	3.4	56.44	26	2.6	41.66	27	2.7	44.82	26	2.6	43.16	109	3.47	45.41

Table 3.8: Second Test Results (topic 02)

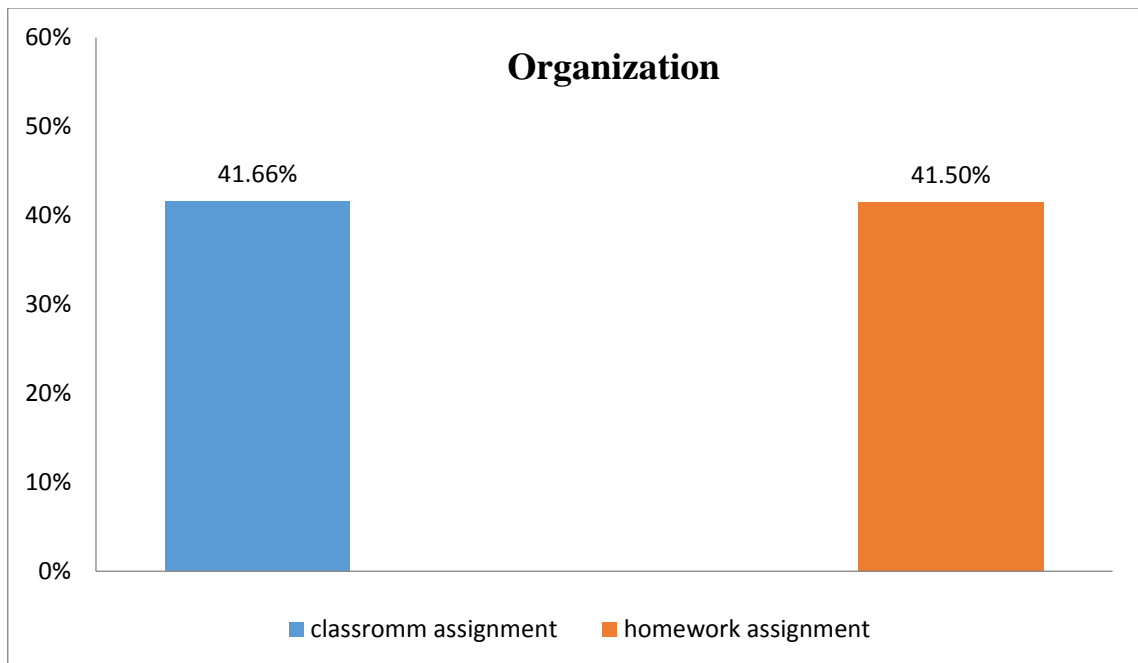
3.10.1. Ideas and content



Graph 3.6: Ideas and content test 2

As it is shown in the above graph, learners at-home written essays recorded slightly higher than in-class written essays. As pupils at homework assignments got 56.44 % while in the classroom assignments they rated 36.52%. Also, this is more apparent in mean scores yielded by learners at-home written essays ($M=3.4$) and in-class written essays ($M=2.2$); which means that learners achieved a greater gains when they wrote their essays at home as most of them were noted 3 and 4 points as a result of expressing their ideas in a pretty clear manner; by contrast; in-class written essays the same group of learners achieved a lower scores and this because their ideas were somewhat organized but not very clear, so for that most of their scores ranged between 2 and 4.

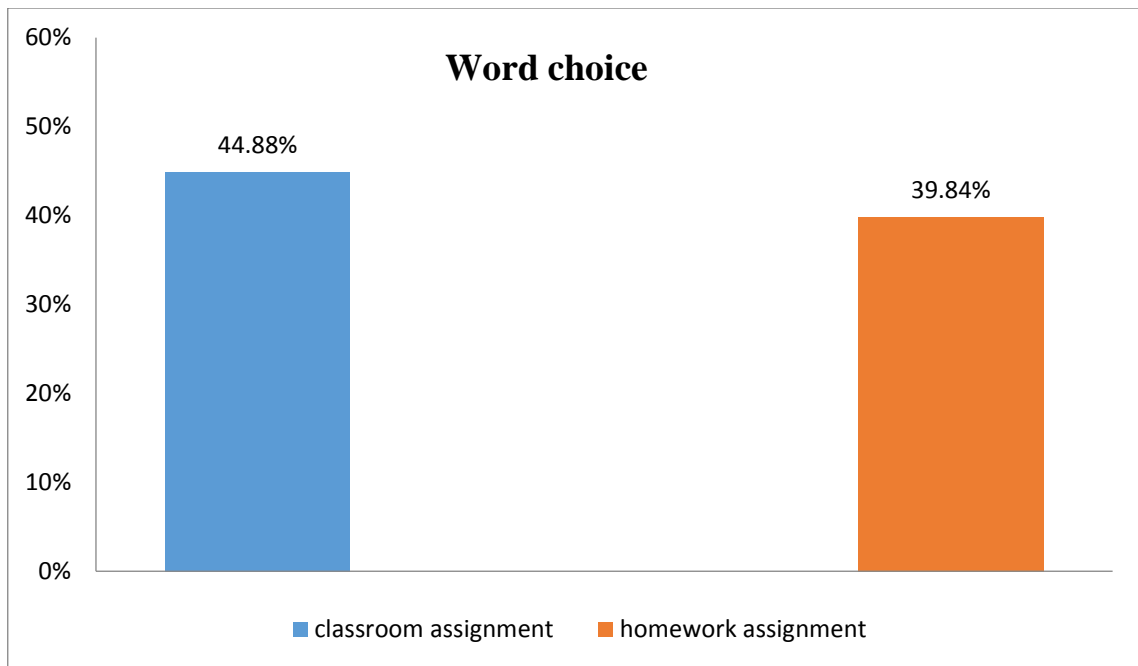
3.10.2. Organization



Graph 3.7: organization test 02

The above chart shows that learners at-home assignments performed better than in the classroom assignments since at-home written essays learners scored 41.66, whereas in-class written essays pupils scored only 41.5, this is highly confirmed by means scores as at-home written essays pupils got ($M=2.6$) while in-home written essays they scored ($M=2.5$). Also, at homework assignments learners scores ranged between 3 and 4 points indicating that consistent control of organization techniques while in-classroom assignments pupils scores ranged between 2 and 3 points indicating that an average control of organization item mastery.

3.10.3. Word choice



Graph 3.8: Word choicetest 02

This graph illustrates that learners at homework assignments yielded significantly better scores than in classroom assignments since learners at-home written essays scored 44.88 % while in-class written essays learners scored only 39.84%. Also, this is more evident in means scores obtained by pupils at their homework assignments ($M=2.7$) and in-classroom assignments. Additionally, at homework assignments learners scores ranged between 3 and 4 points, indicating a significant improvement in word choice mastery since learners' language was appropriate, purposeful and carefully chosen. On the contrary learners' in-classroom assignments scores ranged between 1 and 2 points as their word choice selection was poorly chosen, repetitions and wrong.

3.10.4. Conventions

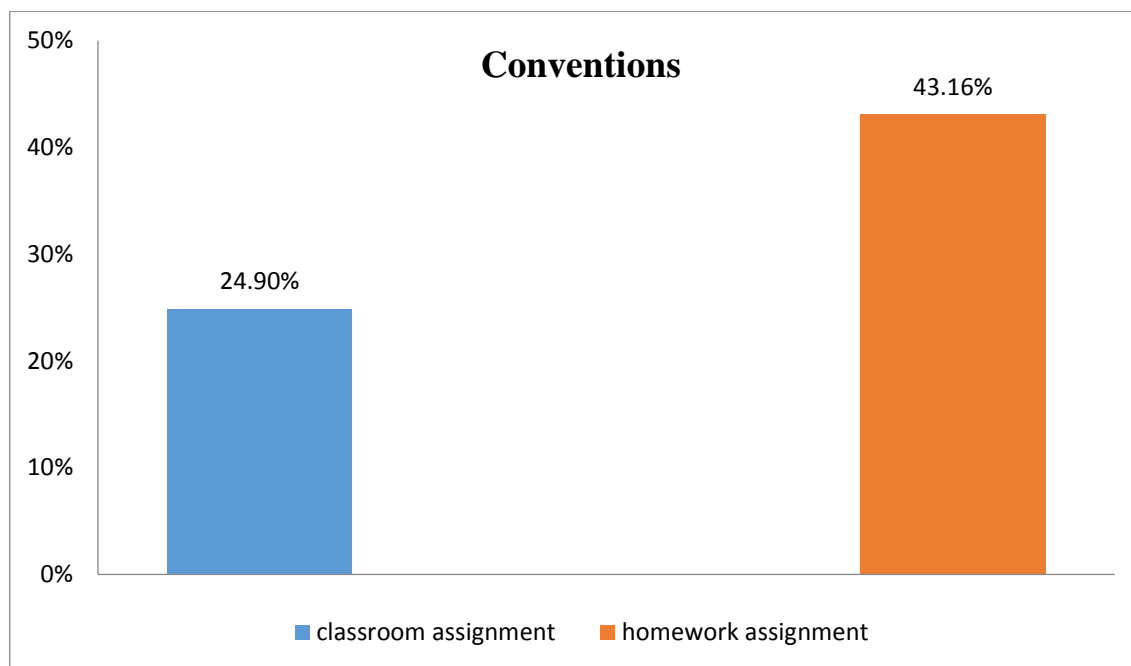
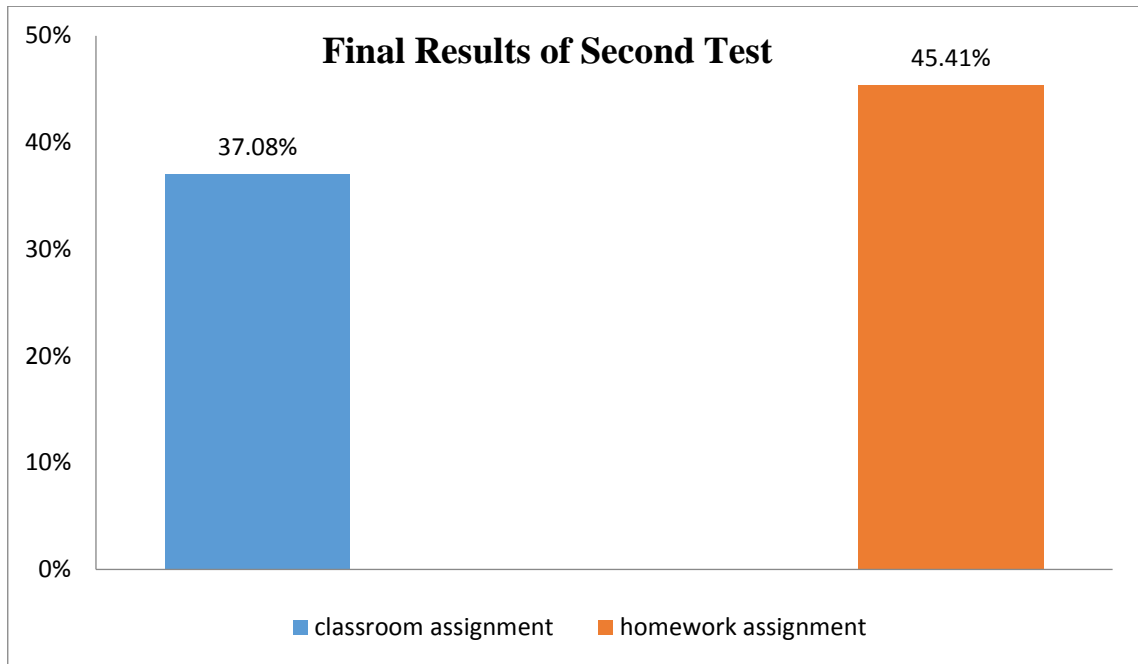


Figure 3.9: conventions test 02

The graph below highlights that learners at-home written essays performed better than in-class written essays since at homework assignments they got 43.16% whereas in-classroom assignments learners scored 24.9%. Mean scores were calculated and it turned out that that learners homework assignments mean score ($M=2.6$) is higher than pupils classroom assignments mean score ($M=1.5$). Furthermore, most learners at-home written essays showed control of most of their writing conventions techniques because they committed fewer mistakes; consequently, the great majority of them obtained 3 and 4 points; meanwhile, in-class written essays learners had made numerous errors in spelling, grammar, capitalization, and punctuation; Therefore, most of them got 1 and 2 points indicating poor performance in mechanics mastery.

3.10.5. Final Results of Second Test



Graph 3.10: : General Results of second Test

This chart highlights the final outcomes of the second test which indicates that learners at-home written essays performed better than in-class written essays as learners at homework assignments scored 45.41% while in classroom assignments they scored 37.08%. This is very evident in mean scores yielded by learners at homework assignments ($M=3.47$) and in classroom assignments ($M=2.22$); therefore, out of this results, one may conclude that learners perform more better at-home than in-class.

Part Two

3.11. Data Discussion

3.11.1. The Discussion and the Results of the students' Questionnaire

Learners' attitude towards homework assignments was measured in terms of three domains. The questionnaire revealed that pupils have a positive cognitive attitude ($M=4.38$) as they did not demonstrate any sense of fear or anxiety towards homework assignments. Our respondents stated it clear that they believe that homework in the value of homework as an important part of engaging pupils outside and inside the classroom, including time management and organization, and provides pupils with the ability to think beyond what is taught in class. Learners also believe that the first benefit of homework is that it allows them and teachers to work more closely together, they can discuss their assignments or any problems that they are having with parts of their textbooks, before or after classes and this is necessary for them to understand the course material. It also provides learners with the opportunity to practice at what it takes to be successful in school. Learners also revealed that doing homework is also a great way to develop responsibilities by being assigned work one day and knowing that it has been done by the next day, they will develop a sense of punctuality by turning their work in on time. Despite the fact that homework assignments effect positively on learners' attitude, however; the findings of this study also displayed more uncertainty concerning learners' behavioral attitude and some of them remained neutral as they obtained an overall mean score of 3.59. Moreover, respondents stated it clear that they are unsure about whether homework assignments have an impact on their learning or not, pupils' also are unaware of the different applications and benefits of homeworks, and this results from the strategies used by the teachers and the random purpose of assigning pupils with homeworks. Despite the fact that the second year scientific stream learners' at Bouadi Merzoug expressed a positive and neutral attitude but they also demonstrated a negative effective attitude towards homework assignments. Though Pupils' expressed their intention to learn new knowledge from having homework assignments, and that homework is necessary for them to understand the course material, they remained negative attitude towards whether

they need to be assigned with more homeworks. Learners' stated it clear that homework effects more negatively on their social life and learning achievement as they got an overall mean score of 2.83.

As discussed earlier in the data analysis, pupils' feels more uncomfortable when they do not have sufficient time to complete their homework assignments, and also pupils' seem to not agree that their parents should be involved in preparing the homework. Therefore, with an overall mean score of 3.6, learners' attitude towards homework assignments is clearly negative. However, pupils' stated many reasons that leads them to feels, reacts, and behave negatively towards homework, this causes are summarized as follow

1-Homework assignments have a negative impact on the learners outside and inside the school. that learners feel that they should not be given any type of homework especially if they already understood their courses in fact instead of that they believe that they need time to relax and take their minds off work. The pressure of having to complete homework every night is quite daunting for most children and they need time to refresh their minds and bodies.

2-Learners claimed that homework reduces the amount of time that they could be spending with their families, and also cause them to conflict with their parents when their parents want from them to do their homework's but they resist to do an overwhelming task.

3-Pupils' have a negative attitude towards homework because of the amount of the tasks that are provided by their teachers they may do or complete their assignments so in such a case they are obliged to copying from the net or from their friends so this means that too much homework's can encourage cheating, and unfortunately they end up being rewarded for cheating which doesn't benefit them at all.

4-Homework can affect students' health, social and grades. The hours logged in class, and the hours logged on schoolwork can lead learners to feel overwhelmed and unmotivated. Navigating the line between developing learning skills and feeling frustrated can be tricky. Homework is an important part of being successful inside and outside the classroom, but too much of it can actually have the opposite effect especially for those who spend too much time

on homework are not always able to meet their needs, like being physically and socially active.

5- Ultimately, the amount of homework's provided by teachers has a great impact it even may affect negatively a lot more than his or her grades. It's not surprising that homework can greatly increase family stress. Parents may spend an inordinate amount of time-fighting with their children over homework, enforcing homework rules and mastering concepts they need to help their children excel.

This study revealed that stress, frustration, and conflicts over homework are particularly pronounced in families with a child who is struggling academically. Homework assignments affect negatively on the vast majority of students when they have additional responsibilities outside of school for which homework completion is an immense challenge. Moreover, some students may have additional family responsibilities away from the classroom, such as childcare or working an after-school job to supplement their household's income.

In the other hand, some students do not have access to the internet or an adult who is willing to help with assignments at home; these students will not have as many resources as other students to successfully complete their homework. It is not necessarily the students' fault that they are involved in these difficult situations, but it is a significant disadvantage for them. Not having time or capability to do their homework results in uncompleted, or incorrectly completed, homework. This means that the student does not receive as much practice as classmates who completed their assignments, which results in the widening of the achievement gap.

Finally, a situation such as this one shows that assigning homework can actually work against not only the learners but also the teacher. As the results of this student that did the homework will understand the concepts being taught in class, whereas the learners who did not complete their assignments will not understand the concepts being taught. The teacher will then have to spend time helping the latter students catch up with the students who did their homework. This is not only a waste of the instructor's time but also for the pupils who did their homework. Instead of assigning copious amounts of homework, pupils would benefit more from additional in-class assignments, where all students have the same amount of support.

3.12. Discussion of learners' tests

In this study, learners performance in-class written assignments versus homework assignments was compared. One group composed of 10 secondary school pupils received the first Topic "The reasons that leads learners to cheat in exams" where students' were asked to write an essay about this topic at-home. Also, the same group of learners were asked to write the same topic in-class. After that, the researcher gaved a second different topic to learners "Seeking advice from agony aunt" and they were asked once again to write the same topic at-home as a homework and in-class as an assignmnets, in order to compare learners performance in-class written essays and at-home written essays. This study reported that both groups performed better at-home written essays than in-class written essays. Hence, the hypothesis is rejected since the data obtained from the two tests marked significant progress in learners' performance at homework assignments than classroom assignments in the targeted areas.

To begin with, as far as ideas and content are concerned, the comparison between learners' performance at homework assignments and in classroom assignments showed that the group that were asked to write an essay at-home outperformed the group that were asked to write an essay in the classroom. Thus, one can say that learners' performance at homework assignments increased significantly thanks to amount of time provided by teachers to learners in order to complete their homeworks , pupils feels more comfortable to performe better when they have enough time to do their homeworks.

Second, considering organization criterion, the results show that learners at-home written essays outperforms the in-class written essays since most of the students who were asked to write their essays as classroom assignments decreased their organization strategies. Also, learners in-class written essays were not able to write appropriate topic sentences that come at the beginning of the paragraph in order to introduce the topic, supporting sentences that illustrate the ideas of the topic, and concluding sentences that come at the end of the short essay to summarized what has been written.

Third, as far as word choice criterion is concerned, learners at-home written essays outperformed pupils in-class written essays. This was mainly due to the difficulties that learners face during doing their writing assignments inside the classroom. Furthermore, the hardest thing for students concerning writing inside the classroom is choosing the appropriate words that helps them to get started with the entire writing process. Also, Learners performance in class written essays declined mainly because of the use of the misleading and inappropriate language when expressing their ideas; in other words, learners in classroom assignments take a long time to choose the right form of word to be used because they are distracted by many factors. This result is in line with the argument provided by Cowley (2004), who stated that one of the main factors that distract learners thinking during their writing in the classroom are fear of failing, and are under pressure to perform also. Each should persuade and encourage their learners to not giving up and increase knowledge through many skills like reading.

Additionally, as far as convention criterion is concerned, learners at-home written essays were likely to improve their writing convention rather than in-class written essays. This implies that this result is in line with the findings of Cowley (2004), and Gunter's (2008), which reported that learners do not perform in the classroom better because of the absence of warm-up exercises, rewards and challenges for pupils to increase their motivation. The process of collecting information in the classroom and coming up with ideas is not easy as in home for everyone.

Finally, this study pointed out that those problems with grammar, punctuation, lexical choice are the main reason that leads students to have a negative impact on writing in the classroom. However, through this study we noticed that the majority of learners prefer to write at home rather than in the classroom because pupils at home can work at ease, and they have a full time to write and to edit, revise their writings. Also, learners declare that at-home they have many sources that can help them to find vocabulary, for instance; they resort to using the internet or electronic dictionaries, and comfortable atmosphere. In general, the help that learners get by some people like their parents or sisters to complete their tasks at home plays a crucial role in learners achievement.

3.13. Conclusion

The analyses of learners' questionnaire and students tests reveals that learners have a more negative attitude towards homework assignments and that the majority of pupils performed better at-home written essays than in-class written essays. Also, it was noticed that learner's achievement is related to pupils attitude, as long as learners have positive attitude towards their homeworks the more they can perform better. Furthermore, this means that the formulated hypothesis have been rejected since it was discovered that homework assignments does not effect negatively on learners.

Moreover, learners see classroom assignments as a complex and a difficult task to complete and also, throughout their years of study they still face problems related to doing their assignments because of its quantity and quality. However, although homework effect negatively on learners attitudes, many researchers continue to investigate and support both the positive and negative sides of homework. Any type of homework assignment has its effect, learners basically react behave and feel according to it for instance, when learners are required to have writing tasks as class assignments they declare that they have a different performance than having these tasks at-home. Additionally, learners have a specific kind of attitude towards homework's, especially the type of the provided assignments by teachers. For instance, it was found that most learners see writing as a complex and difficult skill despite the fact that students studied Writing Expression Module for years they still face problems related with the different aspects of writing such as grammar and vocabulary.

Finally, the researcher through this research discovered that the role of the teacher during the whole process is not enough to satisfied learners needs especially in terms of giving feedback. The respondents revealed that they are not satisfied with the way their teachers give homework's; pupils also claimed that they are not receiving any feedback from their teachers which effect their attitudes and makes them not happy for the way of teaching writing. Pupils suggested that teachers need to focused on making changes at the level of the teaching methodology and learners are not satisfied at all with time and topics provided by teachers for

writing as homework assignments. Generally, Students believe that any type of homework assignments should be graded and returned with a feedback, and this strategy will enhance learners ability and motivate them more to expect homework's at the end of each lesson because whenever students' attitudes toward a given task, a positive or a negative attitude, will absolutely draw a difference in completing that task.

Part Three

3.14. Recommendations and General implications

There are many language scholars who agree that a group of many factors may affect students' performance and their progress especially when it comes to writing in English. Because usually learners' considered it as a challenging or a difficult task, one of these factors that play a crucial role in influencing the learning process are students' attitude. Daly and Miller, 1975 stated that the majority of learners at all levels see writing as one of the most complex skills to master and this may imply that students are tremendously hesitant and they also do not have self-efficacy in their ability to write.

However, students generally have a group of feelings beliefs, and actions when it comes to writing in the classroom. Some of them consider writing in class as difficult task because there are many reasons distract their thinking. For example the noise that comes from outside the classroom, classroom environment, the time limited by their teachers which create a type of stress on the learner. Furthermore, teachers should avoid writing sessions are at the end of the day, because the majority of students are not able to make more efforts especially if they are studying the whole day all they want is going to their homes. Regarding the research findings, the following recommendations are put forward

Teachers should give more assignments at-home than in-class because the findings of this research showed that learner's performance at-home is better than in-class, since; at home pupils are free to write whenever they are feeling comfortable and at any time. In addition, they can depend on many tools to do their tasks such as the net.

During the findings of this research it was noticed that most of the second year learners hold a special point of view about writing and each one of these views is important for the teacher to take it into consideration while teaching their writing courses. This view based on writing is more boring when teachers obliged them to write a specific topic and not giving them the chance to be free in choosing any topic they like.

When the majority of pupils are not interested in the way the writing courses are given in the school their instructors should work so hard to provide the lesson with varieties of techniques so that every student understands the lesson clearly.

Additionally, students are not the only ones who see writing as a boring task or subject matter to study, teachers as well feel negatively towards writing. Wilkins (2010) found that most teachers' least favorite academic subjects to teach is writing and this could be related due to personal experiences with writing since they were students or feeling unprepared to teach writing. This could have a great impact on the teacher's instruction and affect their students' attitudes towards writing the subject and for that teachers should pay attention to the way they deal with learners.

Teachers should pay attention to the methods used in order to teach writing, they need also to determine the most effective methods to improve learner's attitudes.

Teachers also, need to depend on one of the of the most successful methods used to teach writing are Journaling, whole group writing, writers' workshop, and cross-age tutoring. On one hand, using and investigating one of these methods or use a combination of two methods would have more positive benefits on students writing progress. On the other hand, teachers will notice which one of the methods are appropriate for the learner according to their level in writing administrators will decide the perfect method to implement in the classroom.

Besides, working hard to employ professional techniques instructors should also make an effort in order to make these varieties interesting as much possible for their learners.

The quality and the quantity of the homework assignments also have a large part in shaping the attitude, for example students who spent less time in watching TV, videos or playing

computer games during a week end had positive behavior when teachers provide them with a homework's and they practices better than those who spent more time on these out-of-school activities. It this sense it could be said that the positive and negative feelings about class writing assignments or as homework assignments are related directly to its quantity, quality, the amount of time the assignments take, students family conditions also affect their desire in doing the duties.

Teachers should give feedback to their students' because are helpful to improve the learner overall quality of writing performance, but at the same time writing teachers need to be aware of the different level of students' proficiency. Tsao (2012) states that different proficiency levels of students need to be treated differently when it comes to error correction.

Writing teachers mainly focus on the evaluation of the linguistics elements only and this something that should not be done. Ramie's (1985) suggests that instead of teachers focusing on grammatical precision, the teaching of writing should stress on the learners' ideas, and how to organize them on the paper. In such a case, while teachers evaluating the students' composition, the primary concern focused on giving the learners the appropriate feedback in terms of which part of the essay needs improvement through the student-teacher conference.

Besides the appropriate feedback that it is giving to the students, there are also some effective strategies that can help the students to have more self-confidence in their level of writing. Maguire (1989) suggests several strategies to developed learners' confidence in writing. Among others are, students should keep personal journals to record feelings, ideas, thoughts and experiences.

The students can spend writing in the journal from five minutes to 10 minutes in which the activity can be done in class or out of the class. The journal also can serve as the students' self- reflection of their own writing progress.

Writing teacher's needs to structure their instruction in a manner gives the learners a chance to realize what is expected from them. One of the successful ways to do this is to choose topics within the students' personal experience. The instruction can offer some guides to the

students in each of the writing phases and this will make learners have a feeling to be not left alone during the process.

The Writing teacher can discuss the writing assignments with learners; this can be done during the peer- writing activity.

Teachers and students need to work together especially in the writing sessions, sharing their ideas will approach the topic more, like listed the ideas, or brainstorm them.

Most of times teachers do not pay attention to the students level of confidence when they are writing and expressing their ideas in writing. So, teachers have multiple ways to help learners solve this issue, we will suggest best two of them which are:

Firstly, before students start writing they need to be introduced with several ways of planning activities, for example; outlining, mapping, and free writing. These planning activities can help students to collect, discover, and organizing their ideas. Research has shown that outlining strategies are considered as the best and the most effective way to improve the student's ability in writing.

In a series of studies in the field, Kellog (1988, 1999) declare that he finds out that pre-task planning specifically outlining is effective in improving the writing quality of the L1. Another important type of planning activity is free writing or rough drafting; this can help learners to collect their ideas (Galibraith& Torrance, 2004). Many researchers agree that if students become familiar with these techniques, they will be able to select the appropriate one that fits their learning style.

During this research, we notice that some learners faced a problem in starting writing, and most teachers do not give that issue the importance of solving it, the students' need to learn how to open their compositions by using hook strategies.

Teachers of writing have the right to suggest topics that may interest the students, but it is better if teachers leave to them the freedom of topic selection because in both cases topics are still challenging enough for them to write and are obliged to train their critical thinking.

Fostering positive writing attitudes in students is one of the important steps that teachers need to do.

Learners should have homework's Keith et al., 2004 stated that students will have a more positive effect if they started their homework in the school where they may find more help from teachers and resources that support their learning. However, other scholars argue that it's more important if teachers help learners in the beginning and of doing the homework and give them the chance to complete it alone in their homes.

General Conclusion

General Conclusion

The role of homework assignments plays a crucial role in developing learner's achievement. During conducting this study the researcher provided evidence that through student's homework performance or class assignments the teacher can predict his students' academic success, (Cooper et al., 1998; Muhlenbuck et al., 2000). The findings of many studies (Cooper et al., 2006) maintain that there are specific variables that affect learners success (frequency, time, parent involvement, type of homework) that both positively and negatively impact students achievement. Students felt they had not sometimes sufficient time to complete homework assignments, parents, teachers, and students need to collaboratively find accurate individual homework plans to help students increase student engagement, homework completion, and student achievement. Students should be involved in their homework and have choices or options to the type of homework that best meets each of their individual learning styles (Schimmer, 2016; Vatterott, 2007; Vatterott, 2009; Vatterott, 2010). However, We as educators, parents, and students must instill the appropriate value of quantity and quality of homework.

Moreover, throughout the research, there is very little research that supports that the traditional homework system improves achievement, improve grades, and builds character (Kohn, 2006). In the light of this dispute, this study sheds some light on the body of the research on writing by investigating the difference between learner's performance in-class written essays versus at-home written essays. Also, an endeavor is made to investigate the main reasons that make writing one of the most difficult skills that learners are afraid of it.

The current work consists of three distinct, but interrelated chapters. To begin with, the first chapter is devoted to literature review. Throughout the first chapter, the researcher attempts to highlight the most elements related to the attitude, homework assignments, and academic writing. The second chapter outlines the overall structure of the undertaken study by highlighting the research design, addressing the used tools, and referring to the population that the researcher investigated. Finally, the last chapter is devoted to the analysis and the discussion of the results along with some pedagogical implications and suggestions.

In order to approach answers to the research questions and test the research hypotheses, an experimental research was pursued. In this vein, a quantitative method was adopted, through the use of two research instruments. First, a comparative study twogroups (in-class written essays, at-home written essays). The quantitative research was conducted with three classrooms from second year scientific streams secondary school pupils. Second, a questionnaire was used to explore learner's attitudes towards homework assignments. Also, to investigate homework's assignments types that has the best impact on earners achievement in secondary school. Not only this, but also to examine learners performance at-home written essays versus in-class written essays.

The current work is premised upon three research questions 1) Investigating learner's attitudes towards homework assignments 2)investigating the difference between learners performance at-home written essays versus in-class written essays 3)what type of homework assignments has the best impact on learners attitude and their achievement on secondary school. Regarding theses research questions, the researcher hypothesized that 1)learner's performance in-classroom assignments are better than homework assignments 2)homework assignments actually affect positively more than negatively on learners attitudes 3) the quality of homework assignments plays a crucial role in affecting positively or learners attitude.

The findings of the questionnaire administered to pupils show that homework assignments actually affect negatively more than positively on secondary school learners attitudes and that the quality of homework assignments plays a crucial role in affecting positively learners attitude since the vast majority of them state that they feel bored when their teachers assigned them with homework assignments it was also, discovered through this research a possible reason for having more negative thoughts towards homework assignments in higher grades than in lower ones can be associated with non-school activities which are not related to their exams.It could be expected that as the time spent on homework increased, the views of students would be negative. Hence, the first and the second research hypothesis aredisconfirmed.

Moreover, the comparative study reveals that learners performed better at-home written essays than in-class written essays. These results showed that learners see writing as one of the most difficult skills that make them afraid because it's hard for them to be mastered. Fear from having writing assignments creates negative attitudes affect negatively their achievement level. Also, the results confirm that teachers are aware of their student's problems in writing, they try to make them much more motivated to write.

Additionally, learners perform better at home because they are more comfortable and independent. However, when the researchers investigated student's views about the functionality of homework assignments especially in terms of gender category and their age, it was seen that the views of female students about the functionality of homework assignments were more positive than males (Barnes 2001; Benli and Sarikaya, 2013; Yesilyurt, 2006). Similarly, Canvas (2011) found that female students are more motivated in learning than male students.

Cooper (1989; 2006) emphasized that levels for high-grade students are better than for low-grade students, Looking at another result the students who spent time on homework practices had more positive thoughts about the functionality of homework assignments, attitudes towards the homework assignments and behaviors for homework practices than those who spent less time. This situation can be interpreted to mean that students who spent more time on homework assignments found the homework assignments useful. In this respect, the second hypothesis is disconfirmed since the majority of learners performed better at homework assignments than classroom assignments since pupils declare that in class written assignments are not able to perform better and this is related to many reasons such being under the teacher supervision and are restricted by the amount of time.

Last but not least, the negative attitude towards homework assignments is related to many reasons basically are the quantity and quality of the homework, the amount of time provided by the teacher, teacher's strategies in implementing the assignments. Learners have many other responsibilities in their life except homework's which taking their time and this the main reason

behind their struggling with completing the assigned homework. Therefore, the three hypotheses are disconfirmed.

In the light of the current work findings, it is possible to suggest some directions for future research in the field learner's attitude towards homework assignments. Hence, future researchers should put more efforts to improve students' attitudes through designing instruction for attitude change. Furthermore, providing the persuasive message, modeling, and reinforcing appropriate behavior and including dissonance between cognitive, affective, and behavioral components of attitude. Curricula planners, as well as teachers, are invited seriously to deal with findings of the studies related to the students' attitudes since these findings can give indicators concerning how the EFL learners think and what they favor.

Moreover, these studies can help teachers develop certain techniques and strategies in dealing with learner's attitude, especially inside the classroom. Also, designing any type of homework they need to take into consideration variables like gender, grade level, and time allocated to various activities. Also, teachers need to examine student's attitudes towards writing at the beginning of the school year. Attitudes affected the effort and behavior of students towards homework assignments in various ways.

In addition, Trunks recommended that when teachers develop learner's confidence in writing and improving their attitudes, this gives learners the ability to enjoy writing and work on their writing. This research also shows that as long as students advance in school, their attitudes towards writing become more negative than when they were younger (Knudson, 1995). For that reason teachers in all grades need to be responsible for increasing students' competency in writing apprehension. All in all, although the current study was difficult, many lessons have been learnt, new things were discovered and a great experience was lived.

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Appendices

Appendix number one:

Students' Questionnaire

Presently, I am a master 2 student specialized in didactics of English language. I am conducting a research paper on second year scientific stream learner's Attitudes towards the evaluation of their homework assignments at Bouadi Merzoug Secondary school; please answer the following questions as honestly as possible. Thank you in advance.

Section one: Background Information

Age:

Gender: Male

Female

Section two: You are provided with a range of statements concerning your beliefs towards homework assignments. Please mark your response by circling the number to the right of each statement ranging from (1 strongly disagree) to (5 strongly agree.)

Statements	Response				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Homework assignments encourage and help the pupils to practice new skills they learn.	1	2	3	4	5
Pupils learn new knowledge from having homework assignments.	1	2	3	4	5
Homework helps students to do well at school.	1	2	3	4	5
Homework is necessary to understand the course material.	1	2	3	4	5
Homework assignment should be based on information learned in a previous course.	1	2	3	4	5
Homework should be included as a part of students' course grade.	1	2	3	4	5

In your opinion, how often do good teachers give homework to their students?

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

Section three: Please indicate your current behavior towards homework assignments regarding each of the following statements. Make sure you respond to every statement by circling the number to the right of each statement.

Statements	Response				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Learners if they are not interested in the course, they do not do their assignments.	1	2	3	4	5
Learners do not complete their homework because it is difficult for them.	5	4	3	2	1
Most of students complain when their teachers provide them with a limited time to submit their homework.	1	2	3	4	5
Pupils solve unnecessary exercises in assignment	5	4	3	2	1
Quantity and quality of the homework have an impact on learners' academic achievement.	1	2	3	4	5
Learners copy assignments automatically and literally from another colleague's note book.	5	4	3	2	1

Generally, learners do not prepare their homework because of their inability to organize their time and use it properly.

Never	Rarely	Sometimes	Often	Always
5	4	3	2	1

Section four: Please indicate your feelings toward homework assignments. Make sure you respond to every statement by circling the number to the right of each statement.

Statements	Response				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Pupils feel they do not have sufficient time to complete homework assignments.	5	4	3	2	1
Parents should be involved in supporting their children in	1	2	3	4	5

completing their homework's					
Learners feel that if they already understood the course, there is no need to have extra assignments.	1	2	3	4	5
A homework assignment is easy when pupils write down notes in-class.	1	2	3	4	5
Homework assignment creates for students feeling of anxiety.	1	2	3	4	5
Learners complain when they do not receive feedback on their assignments.	5	4	3	2	1

In general, learners see homework as a hard work.

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

***THANK YOU FOR
YOUR COOPERATION***

N°	learners	ideas & content							organization							word choice							conventions							total				
		6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t					
1	Learner A				3			3					2		2					2		2						1	1	9				
2	learner B					2		2				3			3				3			3				3			3	11				
3	learner C						1	1						1	1						1	1						1	1	4				
4	learner D				3			3			4				4				3			3					2		2	12				
5	learner E						1	1					2		2					2		2						1	1	6				
6	learner F					2		2				3			3						1	1						1	1	7				
7	learner G					2		2				3			3					2		2					2		2	9				
8	learner H				3			3					2		2				3			3						1	1	9				
9	learner I					2		2					2		2					2		2						1	1	9				
10	learner J			4				4				3			3				3			3					2		2	12				
Total									23								25								22								15	88
Frequency		0	0	1	3	4	2	10	0	0	1	4	4	1	10	0	0	1	5	2	2	10	0	0	0	1	3	6	10	8.8				
the mean									2.30								2.50								2.20								1.50	8.8

Appendix number two: Test1 group (1)

Classroom assignments (Topic One)

N°	learners	ideas & content							organization							word choice							conventions							total						
		6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t							
1	Learner A			4				4			4				4							1	1					2		2	11					
2	learner B				3			3				3			3							1	1				3			3	9					
3	learner C		5					5				3			3					4		4				3			3	13						
4	learner D			4				4				3			3				3			3					1	1	11							
5	learner E			4				4					1	1							1	1			4				4	10						
6	learner F					1	1				3			3				3			3			4				4	11							
7	learner G			4				4					2	2					3		3					1	1	10								
8	learner H				3			3				3			3			4			4					2		2	11							
9	learner I				3			3					2	2				3			3					2		2	10							
10	learner J				3			3					2	2					2		2					1	1	8								
Total								34								26								25								23	104			
Frequency								0	1	4	4	0	1	10	0	0	1	4	4	1	10	0	0	0	5	2	3	10	0	0	2	2	3	3	10	10.4
The mean								3.40								2.60								2.50								2.30	10.4			

Homework assignments (Topic One)

Test 2 group (2)

N°	learners	ideas & content							organization							word choice							conventions							total
		6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t	
1	Learner A					2		2					2		2					2		1					1		1	8
2	learner B						1	1				3			3			4				4				3			3	11
3	learner C					2		2						1	1						1	1					1		1	5
4	learner D				3			3				3			3				3			3					2		2	11
5	learner E						1	1					2		2					2		2					1		1	6
6	learner F					2		2				4			4						1	1					1		1	8
7	learner G						2	2				3			3					2		2				2			2	9
8	learner H				3			3					2		2				3			3					1		1	9
9	learner I					2		2					2		2	5						5					1		1	10
10	learner J			4				4				3			3				3			2					2		2	12
Total									22								25								24	15	89			
Frequency		0	0	1	2	5	2	10	0	0	0	5	4	1	10	0	1	1	4	2	2	10	0	0	0	1	3	6	10	8.9
the mean									2.20								2.50								2.40	1.50	8.9			

Classroom assignments (Topic Two)

N ^o	learners	ideas & content							organization							word choice							conventions							total						
		6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t	6	5	4	3	2	1	s/t							
1	Learner A			4				4			4				4			4					3				3			3	11					
2	learner B				3			3					2		2							1	1					1		1	11					
3	learner C		5					5					3		3							2	2			4				4	14					
4	learner D			4				4					3		3								3					1		1	11					
5	learner E			4				4					2		2							1	1					2		2	10					
6	learner F						1	1						2	2								3				3			3	9					
7	learner G				3			3					3		3								3						1	1	10					
8	learner H				3			3					3		3								3					2		2	11					
9	learner I			4				4						1	1								4		5					5	14					
10	learner J				3			3						2	3								4			4				4	8					
Total								34								26								27								26	109			
Frequency								0	1	4	4	0	1	10	0	0	1	4	4	1	10	0	0	1	4	3	2	10	0	1	2	2	2	3	10	10.9
The mean								3.4								2.6								2.7								2.6	10.9			
								0								0								0								0	10.9			

Homework assignments (Topic Two)

Appendix number three:

Candidate _____ **Class/Instructor/Date** _____

1. IDEAS AND CONTENT		
<p>6</p> <p>The writing is exceptionally clear, focused and interesting. It holds the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • Clarity, focus, and control. • Main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support • A thorough, balanced, in-depth explanation/ exploration of the topic; the writing makes connections and shares insights. • Content and selected details that is well suited to audience and purpose. 	<p>5</p> <p>The writing is clear, focused and interesting. It holds the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • Clarity, focus, and control. • Main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support • A thorough, balanced, in-depth explanation/ exploration of the topic; the writing makes connections and shares insights. • Content and selected details those are well suited to audience and purpose. 	<p>4</p> <p>The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by</p> <ul style="list-style-type: none"> • An easily identifiable purpose. • clear main idea(s) • Supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support. • A topic that is explored/explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present. • Content and selected details those are relevant, but perhaps not consistently well chosen for audience and purpose.
<p>3</p> <p>The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly</p>	<p>2</p> <p>Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by</p>	<p>1</p> <p>The writing lacks a central idea or purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • Ideas that is extremely limited or simply unclear.

<p>off- topic. The writing is characterized by</p> <ul style="list-style-type: none"> • An easily identifiable purpose and main idea(s). • Predictable or overly-obvious main ideas or plot; conclusions or main points seem to echo observations heard elsewhere. • Support that is attempted; but developmental details that are often limited in scope, uneven, somewhat off- topic, predictable, or overly general. • Details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information. • Difficulties when moving from general observations to specifics. 	<ul style="list-style-type: none"> • A purpose and main idea(s) that may require extensive inferences by the reader. • Minimal development; insufficient details. • irrelevant details that clutter the text • Extensive repetitions of detail. 	<ul style="list-style-type: none"> • Attempts at development that are minimal or non-existent; the paper is too short to demonstrate the development of an idea.
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Comments

2. ORGANIZATION		
<p>6</p> <p>The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by</p> <ul style="list-style-type: none"> • Effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow. • A strong, inviting beginning that draws the reader 	<p>5</p> <p>The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by</p> <ul style="list-style-type: none"> • Effective sequencing; the organizational structure fits the topic and the writing is easy to follow. • an inviting beginning that draws the reader in and a satisfying sense of resolution or closure. 	<p>4</p> <p>The organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by</p> <ul style="list-style-type: none"> • Clear sequencing. • An organization that may be predictable. • A recognizable, developed beginning that may not be particularly inviting; a developed conclusion that

<p>in and a strong satisfying sense of resolution or closure.</p> <ul style="list-style-type: none"> • Smooth, effective transitions among all elements (sentences, paragraphs, and ideas). • Details that fit where placed. 	<ul style="list-style-type: none"> • Smooth, effective transitions among all elements (sentences, paragraphs, and ideas). • Details that fit where placed. 	<p>may lack subtlety.</p> <ul style="list-style-type: none"> • A body that is easy to follow with details that fit where placed. • Transitions that may be stilted or formulaic. • Organization which helps the reader, despite some weaknesses.
<p>3</p> <p>An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by</p> <ul style="list-style-type: none"> • Attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear. • A beginning and an ending which, although present, are either undeveloped or too obvious (e.g. “My topic is...”, “These are all the reasons that...”) • Transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused. • A structure that is skeletal or too rigid. • Placement of details that may not always be effective. • Organization which lapses in some places, but helps the reader in others. 	<p>2</p> <p>The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by</p> <ul style="list-style-type: none"> • Some attempts at sequencing, but the order or the relationship among ideas is frequently unclear. • A missing or extremely undeveloped beginning, body, and/or ending. • A lack of transitions, or when present, ineffective or overused. • A lack of an effective organizational structure. • Details that seem to be randomly placed, leaving the reader frequently confused. 	<p>1</p> <p>The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by</p> <ul style="list-style-type: none"> • A lack of effective sequencing. • A failure to provide an identifiable beginning, body and/or ending. • A lack of transitions. • Pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly. • A lack of organization which ultimately obscures or distorts the main point.

Comments

3. VOICE

6	5	4
<p>The writer has chosen a voice appropriate for the topic, purpose and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of “writing to be read.” The writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.). • an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense. 	<p>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of “writing to be read.” The writing is expressive, engaging or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively or interesting. Technical writing may require greater distance.). • a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense. 	<p>A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of “writing to be read.” In places, the writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • a questionable or inconsistent level of closeness to or distance from the audience. • a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places. • liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.
3	2	1
<p>The writer’s commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by</p> <ul style="list-style-type: none"> • a limited sense of audience; the writer’s awareness 	<p>The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by • little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical.</p> <ul style="list-style-type: none"> • a voice that is likely to be overly informal and 	<p>The writing seems to lack a sense of involvement or commitment. The writing is characterized by</p> <ul style="list-style-type: none"> • no engagement of the writer; the writing is flat and lifeless. • a lack of audience awareness; there is no sense of “writing to be read.”

<p>of the reader is unclear.</p> <ul style="list-style-type: none"> • an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical. • a limited ability to shift to a more objective voice when necessary. 	<p>personal.</p> <ul style="list-style-type: none"> • a lack of audience awareness; there is little sense of "writing to be read." • little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer. 	<ul style="list-style-type: none"> • no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.
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Comments

4. WORD CHOICE		
<p>6</p> <p>Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words, which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> • accurate, strong, specific words; powerful words energize the writing. • fresh, original expression; slang, if used, seems purposeful and is effective. • vocabulary that is striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way. • words that evoke strong images; figurative language may be used. 	<p>5</p> <p>Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> • accurate, specific words; word choices energize the writing. • fresh, vivid expression; slang, if used, seems purposeful and is effective. • vocabulary that may be striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way. • words that evoke clear images; figurative language may be used. 	<p>4</p> <p>Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • words that work but do not particularly energize the writing. • expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective. • attempts at colorful language that may occasionally seem overdone. • occasional overuse of technical language or jargon. • rare experiments with language; however, the writing may have some fine moments and generally avoids clichés.

<p>3</p> <p>Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of “generic” paper filled with familiar words and phrases. The writing is characterized by</p> <ul style="list-style-type: none"> • words that work, but that rarely capture the reader’s interest. • expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective. • attempts at colorful language that seem overdone or forced. • words that are accurate for the most part, although misused words may occasionally appear, technical language or jargon may be overused or inappropriately used. • reliance on clichés and overused expressions. 	<p>2</p> <p>Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by</p> <ul style="list-style-type: none"> • words that are colorless, flat or imprecise. • monotonous repetition or overwhelming reliance on worn expressions that repeatedly distract from the message. • images that are fuzzy or absent altogether 	<p>1</p> <p>The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by</p> <ul style="list-style-type: none"> • general, vague words that fail to communicate. • an extremely limited range of words. • words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong.
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Comments

5. SENTENCE FLUENCY

<p>6</p> <p>The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next. • extensive variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas. • varied sentence patterns that create an effective combination of power and grace. • strong control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used, sounds natural. 	<p>5</p> <p>The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing into the next. • variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning. • control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used sounds natural. 	<p>4</p> <p>The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace. • some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact. • strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective. • occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural.
<p>3</p> <p>The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • some passages that invite fluid oral reading; however, others do not. • some variety in sentences structure, length, and beginnings, although the writer falls into repetitive sentence patterns. • good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective. 	<p>2</p> <p>The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • significant portions of the text that are difficult to follow or read aloud. • sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object). • a significant number of awkward, choppy, or rambling constructions. 	<p>1</p> <p>The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by</p> <ul style="list-style-type: none"> • text that does not invite – and may not even permit – smooth oral reading. • confusing word order that is often jarring and irregular. • sentence structure that frequently obscures meaning. • sentences that are disjointed, confusing, or rambling.

<ul style="list-style-type: none"> • sentences which, although functional, lack energy. • lapses in stylistic control; dialogue, if used, may sound stilted or unnatural. 		
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Comments

6. CONVENTIONS		
<p>6</p> <p>The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions; manipulation of conventions may occur for stylistic effect. • strong, effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • paragraph breaks that reinforce the organizational structure. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. 	<p>5</p> <p>The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions. • effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • paragraph breaks that reinforce the organizational structure. • correct capitalization; errors, if any, are minor. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little need for editing 	<p>4</p> <p>The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • control over conventions used, although a wide range is not demonstrated. • correct end-of-sentence punctuation, internal punctuation may sometimes be incorrect. • spelling that is usually correct, especially on common words. • basically sound paragraph breaks that reinforce the organizational structure. • correct capitalization; errors, if any, are minor. • occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader. • moderate need for editing.

<ul style="list-style-type: none"> • little or no need for editing. <p>3</p> <p>The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • some control over basic conventions; the text may be too simple to reveal mastery. • end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors. spelling errors that distract the reader; misspelling of common words occurs. • paragraphs that sometimes run together or begin at ineffective places. • capitalization errors. • errors in grammar and usage that do not block meaning but do distract the reader. • significant need for editing. 	<p>2</p> <p>The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • little control over basic conventions. • many end-of-sentence punctuation errors; internal punctuation contains frequent errors. • spelling errors that frequently distract the reader; misspelling of common words often occurs. • paragraphs that often run together or begin in ineffective places. • capitalization that is inconsistent or often incorrect. • errors in grammar and usage that interfere with readability and meaning. • substantial need for editing. 	<p>1</p> <p>Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by</p> <ul style="list-style-type: none"> • very limited skill in using conventions. • basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect. • frequent spelling errors that significantly impair readability. • paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text. • capitalization that appears to be random. • a need for extensive editing.
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Comments

AppendixNumber four



Six Traits Writing Rubric

	6 Exemplary	5 Strong	4 Proficient	3 Developing	2 Emerging	1 Beginning
Ideas & Content <i>☞ main theme</i> <i>☞ supporting details</i>	<ul style="list-style-type: none"> Exceptionally clear, focused, engaging with relevant, strong supporting detail 	<ul style="list-style-type: none"> Clear, focused, interesting ideas with appropriate detail 	<ul style="list-style-type: none"> Evident main idea with some support which may be general or limited 	<ul style="list-style-type: none"> Main idea may be cloudy because supporting detail is too general or even off-topic 	<ul style="list-style-type: none"> Purpose and main idea may be unclear and cluttered by irrelevant detail 	<ul style="list-style-type: none"> Lacks central idea; development is minimal or non-existent
Organization <i>☞ structure</i> <i>☞ introduction</i> <i>☞ conclusion</i>	<ul style="list-style-type: none"> Effectively organized in logical and creative manner Creative and engaging intro and conclusion 	<ul style="list-style-type: none"> Strong order and structure Inviting intro and satisfying closure 	<ul style="list-style-type: none"> Organization is appropriate, but conventional Attempt at introduction and conclusion 	<ul style="list-style-type: none"> Attempts at organization; may be a “list” of events Beginning and ending not developed 	<ul style="list-style-type: none"> Lack of structure; disorganized and hard to follow Missing or weak intro and conclusion 	<ul style="list-style-type: none"> Lack of coherence; confusing No identifiable introduction or conclusion
Voice <i>☞ personality</i> <i>☞ sense of audience</i>	<ul style="list-style-type: none"> Expressive, engaging, sincere Strong sense of audience Shows emotion: humour, honesty, suspense or life 	<ul style="list-style-type: none"> Appropriate to audience and purpose Writer behind the words comes through 	<ul style="list-style-type: none"> Evident commitment to topic Inconsistent or dull personality 	<ul style="list-style-type: none"> Voice may be inappropriate or non-existent Writing may seem mechanical 	<ul style="list-style-type: none"> Writing tends to be flat or stiff Little or no hint of writer behind words 	<ul style="list-style-type: none"> Writing is lifeless No hint of the writer
Word Choice <i>☞ precision</i> <i>☞ effectiveness</i> <i>☞ imagery</i>	<ul style="list-style-type: none"> Precise, carefully chosen Strong, fresh, vivid images 	<ul style="list-style-type: none"> Descriptive, broad range of words Word choice energizes writing 	<ul style="list-style-type: none"> Language is functional and appropriate Descriptions may be overdone at times 	<ul style="list-style-type: none"> Words may be correct but mundane No attempt at deliberate choice 	<ul style="list-style-type: none"> Monotonous, often repetitious, sometimes inappropriate 	<ul style="list-style-type: none"> Limited range of words Some vocabulary misused
Sentence Fluency <i>☞ rhythm, flow</i> <i>☞ variety</i>	<ul style="list-style-type: none"> High degree of craftsmanship Effective variation in sentence patterns 	<ul style="list-style-type: none"> Easy flow and rhythm Good variety in length and structure 	<ul style="list-style-type: none"> Generally in control Lack variety in length and structure 	<ul style="list-style-type: none"> Some awkward constructions Many similar patterns and beginnings 	<ul style="list-style-type: none"> Often choppy Monotonous sentence patterns Frequent run-on sentences 	<ul style="list-style-type: none"> Difficult to follow or read aloud Disjointed, confusing, rambling
Conventions <i>☞ age appropriate, spelling, caps, punctuation, grammar</i>	<ul style="list-style-type: none"> Exceptionally strong control of standard conventions of writing 	<ul style="list-style-type: none"> Strong control of conventions; errors are few and minor 	<ul style="list-style-type: none"> Control of most writing conventions; occasional errors with high risks 	<ul style="list-style-type: none"> Limited control of conventions; frequent errors do not interfere with understanding 	<ul style="list-style-type: none"> Frequent significant errors may impede readability 	<ul style="list-style-type: none"> Numerous errors distract the reader and make the text difficult to read

Adapted for Regina Public Schools from Vicki Spandel, Creating Writers. Regina, SK Canada

Appendix Number Five (topic one)

Dear bagong aunt.

My name is Amina I am 16 year old, I am a pupil
at at Bouadi Mazing secondary school years
of no ^{repetition} science streams.

I am writing to tell about my problems and
I wish you would do something about it, My problem
is that my class mate bully me, they call me names
and sometimes they just me last week some one.
Took my home work / and sometimes my problems a
^{Reverse it}

matter de de matimatike I don't ~~under~~ ^{grammar}

understand, but ~~I~~ sometimes ~~in~~ ^{understand}

^{grammar}
Why they are being so horrible and really
want it to stop please, please. help me.

Written at class.

Appendix 06 (topic one)

Dear Agency aunt,

My name is Houda I'm ^{?? years old} 14 ans student at high school --
I have bad habit which is I feel uncomfortable with my
parents I don't know why some times I need them and
I don't go to them I feel that they not a piece of me ...
I feel (strange) sensations ... I don't know how can explain
to you my (sensations) ^{feelings} etc. One day when I was
cleaning I found a very important papers which were
my birthday papers I was shocked because
I'm not their real daughter ^{her daughter} I started cry than I sat
with my self and I started think what should I do? ..
what should I tell them ... Then I have thought
about you I thought I should tell you about my
problem and taking for your help .
please tell me what should I do .

Written at home

Houda.

Appendix 07 (topic two)

students cheat in exams!

Spelling
Private

Nowadays, cheating in exams became necessary for some students because they used to do that. Some of them can't stop doing this anymore, and some start like do this in all exams because they don't prefer to revise or take private classes and have wasting time in other things that make them have fun, and others do the possibility to cheat without caught, and some of them lost confidence of their selves, and others feel obligation to help certain other (like friends or Brother/sisters or classmate), and the biggest reason of cheating is the students get nervous because they forget the answers and feel afraid of getting bad marks that's why they cheat.

Private
Spelling

Written. In Classroom

Appendix Number Eight (topic two)

Needless to say that cheating on examinations is a worldwide phenomenon and it has serious consequences on human life and social values. The main causes or reasons that influence cheating among the students are: First, teachers don't seriously supervise during the exam and this is due to the large classes. And secondly, the students are not interested to learn some school subjects such as History, Geography etc. ...

All in all, cheating is a bad behavior which requires each one of us to overcome it. Since our prophet Mohamed (PBUH) said "who cheated us, he is not from us" which means he does not belong the Islamic nation.

Written at Rome