

On Re-considering Students' EFL Writing “from Cognition to Affect”

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Keywords: Cognition in Writing, Affect in Learning, Students' Writing Difficulties, Writing Instruction

Existing research on language writing instruction has primarily focused on cognitive processes while little attention is paid to the affective side (Arnold, 2019) involved in writing namely from the teachers' perspectives. Teachers have a significant role in shaping learners' experiences of success inside and outside the classroom setting. The present study aims to examine teachers' perceptions of learners' affect on EFL writing. The study attempts to understand the ways teachers view learners' writing difficulties, and teachers' impact on creating supportive learning environments (MacIntyre & Gregersen, 2012). The data were collected from a sample of university teachers of first-year undergraduates. The participants responded to questionnaires that included a background questionnaire and another questionnaire that was designed to depict aspects of affect in writing, students' writing difficulties, and EFL instruction. The study revealed that most teachers found assessment and students' reluctance to write as areas of difficulty for their students. EFL writing was perceived as an examination-oriented course. The subjects partially supported the view that negative or positive affect could ultimately influence students' EFL writing. The study has implications for both teachers and curriculum designers. The study contributes to an understanding of the role played by affect (White, 2018) in shaping students' experiences of EFL writing. It helps to raise awareness of the affective side of students' writing (Yanti & Hidayati, 2021) with the objective of considering both: students' linguistic inadequacies as well as their emotional involvement in writing.