

**People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific  
Research University of Mohamed Kheider-**

**Biskra**

**Faculty of Letters and  
Languages**

**Department of Foreign  
Languages**

**Division of  
English**



**The Development of the Writing Skill Through  
Increasing Student's Awareness of the Writing  
Process.**

A research proposal submitted as a partial requirement for the  
fulfillment of Master Degree in English.

**Submitted by: Laabassi Amina**  
by: Mrs. Samira Benidir

**Supervised**

**Board of Examiners**

Mrs. Ahlem Salhi  
Hanane Saihi

Dr.

**2016-2017**

## **Dedication**

In the name of Allah, how much I worked to bring this work into light.

To the apple of my eyes, my mother

To the hard worker from whom I take my power, my Father

To the people who believe in me, my sisters: Loubna, Khadidja,  
Fatima

And my brothers Farouk, Farid and Nasredinne

To my grandmother Wasnajia

To my best friends; Zeyneb, Ikram, and Amina. To the post-graduation  
class 2016/2017

To all who know me

## **Acknowledgements**

Above all, I would thank Allah, the almighty for providing me with patience and will to study and reach this level and finish my dissertation; all great praise for him.

This dissertation could not have been completed without the help of my teacher and supervisor **Mrs.Benidir** to whom I would like to express my sincere thanks .

I am grateful for her encouragements and insightful advice throughout the completion of this work.

I am utterly grateful to the examining member of the jury, **Mrs Salhi. And Dr Saihi**, for reading this work and their observations that will help me to polish this work.

I am likewise immensely grateful to all those who have taught and trained me at Biskra University.

Finally, I owe a lot of thanks to all teachers and students who helped me in conducting the questionnaire and provided me with so many instructions.

Thank you all.

## **Abstract**

Writing as a skill has come to play an eminent role it probably deserves in foreign language teaching because of the many benefits it provides. Despite the place that writing occupies in learning a foreign language, it is considered as one of the most complex tasks for language learners since most of them find it very difficult to produce acceptable piece of writing. In this research work, we aim to make third year students aware about the fact that the development of the writing skill involves dealing with writing as a process that entails different stages and not as a product of accurate use of grammar and vocabulary. Students should be made aware of the writing process through the intensive practice of writing which leads to the effective use of the writing techniques that allow them to decide about what to write, how to write, and how to evaluate what they write. Thus, making students aware of the different processes of writing will help them to overcome the difficulties they face when they write and to produce well written texts. It is by the means of two questionnaires devised to both teachers and students of the department of foreign languages at Mohamed Kheider University-Biskra that we investigated our hypothesis. The findings gathered in this study confirmed the set hypothesis in that the problems students face in writing can be avoided, and effective

production can be achieved if they are made aware of the importance of the writing process and the stages it entails.

### **List of Acronyms**

- EFL: English as a foreign language
- ESL: English as a Second Language
- FL: Foreign Language
- L1: First Language/Mother Tongue
- L2: Second Language

## List of tables

<b>Table 3.1.</b> Degree of the teachers.....	44
<b>Table 3.2.</b> Teachers experience in teaching English.....	45
<b>Table 3.3.</b> The years that have been teaching the module of written expression.....	46
<b>Table 3.4.</b> Teachers opinion about writing .....	47
<b>Table 3.5.</b> All the skills that contributes the best develop writing.....	47
<b>Table 3.6.</b> Student's deficiencies in writing.....	48
<b>Table 3.7.</b> Teacher's perceptions about the characteristics of good writing.....	49
<b>Table 3.8.</b> Teachers satisfaction about student's level in writing.....	50
<b>Table 3.9.</b> Approches adapted by teachers in teaching writing.....	51
<b>Table 3.10.</b> The difficult stage of the writing process for student's.....	52

<b>Table 3.11.</b> Students following all the writing steps.....	53
<b>Table 3.12.</b> Stages students proceed through.....	54
<b>Table 3.13.</b> Following the writing steps for better compositions.....	55
<b>Table 3.14.</b> The importance of awareness about the process in writing.....	55
<b>Table 3.15.</b> The importance of writing.....	59
<b>Table 3.16.</b> Students attitudes towards the module of written expression.....	60
<b>Table 3.17.</b> Teachers encouragements in writing.....	60
<b>Table 3.18.</b> The interest of writing.....	61
<b>Table 3.19.</b> What is a good writing.....	62
<b>Table 3.20.</b> The most difficult steps in the writing process.....	63



**Table 3.21.**Changes students make when Re-  
Reading.....64

**Table 3.22.**The errors of students in  
writing.....65

**Table 3.23.**Students awareness about the writing  
process.....65

**Table 3.24.**Students Familiarity with the writing  
process.....66

**Table 3.25.**Students proceeding through all the writing  
steps.....67

**Table 3.26.**Student’s Teachers asking students to follow the writing  
steps.....68

**Tables 3.27.Students revise** our writing to improve the development  
and organization.....68

**Table 3.28.**Following the writing steps for better  
compositions.....69

# Tables of contents

Dedication.....I

Acknowledgements.....II

Abstract.....III

List of Acronyms .....IV

List of tables.....V

Tables of contents.....VI

## **General**

**Introduction**.....1

1 .Statement of the Problem.....

1

2 .Aim of the  
Study.....2  
.....2

3 .Research Questions and  
hypothesis.....2

4 .Research  
methodology.....3  
.....3

5 .Significance of the  
study.....3

6  
.Population.....4  
.....4

7 .Structure of the  
research .....4  
4

## **Chapter one: General Overview of Writing**

**Skill**.....5

Introduction.....5  
.....5

1.1 Definition of  
Writing.....5

1.2. The basic rules of Writing.....	8
1.2.1. Clarity.....	8
1.2.2..Coherence.....	9
1.2.3. Brevity and simplicity.....	9
1.3. Language skills .....	10
1.3.1. Receptive skills and productive skills.....	10
1.4. Reason of teaching writing.....	12
1.4.1. Reinforcement.....	12
1.4.2. Language development.....	12

1.4.3..Learning style.....	..12
1.4.4Writing as a skill.....	13
1.5. Approaches to Teaching Writing.....	13
1.5.1. The Controlled-to-Free Approach.....	14
1.5.2. The Free-Writing Approach.....	15
1.5.3. Power writing Approach.....	17
1.5.4. The Product-Oriented Approach.....	18
1.5.5. The Process-Oriented Approach.....	20
1.5.6. The Genre Approach.....	22
Conclusion.....	24

**Chapter two: The Writing Process**

.....25

Introduction.....

.....25

2.1. The definition of writing process.....

.....25

2.2.1. Techniques of feedback.....

.....29

2.2.2. Teachers-students conferencing.....

.....30

2.2.3. Peer feedback.....

.....31

2.2.4. Teacher written feedback.....

.....32

2.3.1. Stages of the Writing  
Process.....35

2.3.2. Pre-writing.....

.....35

2.3.3. Drafting.....

.....36

2.3.4. Reviewing.....	37
2.3.5. Editing.....	38
2.3.6. Publishing.....	39
2.4. Awareness raising in writing	39
2.4.1. Types of language awareness .....	40
2.4.2. Strategies of raising writing awareness.....	40
Conclusion .....	42

**Chapter three: Analysis of the Teacher’s and the student’s**

<b>Questionnaire.....</b>	<b>43</b>
Introduction.....	43
3.1. The Teachers	
Questionnaire.....	43

3.1.1. Administration of the Questionnaire.....	43
3.1.2. Description of the questionnaire .....	44
3.1.3. Analysis of the Questionnaire.....	44
3.1.4. Discussion of the Results of the Questionnaire.....	56
3.2. The Students Questionnaire.....	58
3.2.1. Administration of the Questionnaire.....	58
3.2.2. Description of the Questionnaire.....	58
3.2.3. Analysis of the Questionnaire.....	59
3.2.4. Discussion of the Results of the Questionnaire .....	70
Conclusion ... .....	71



**Recommendations**.....  
.....72

**General**

**conclusion**.....  
.....74

**References**.....  
.....76

**Appendices...**

.....83

**Teacher's Questionnaire.**

**.Student's Questionnaire**

**. الملخص**

## **General Introduction**

Language is one of the most important areas of human development. It is a vital tool for communicating thoughts and ideas.

Language educators point out that language involves four basic skills namely listening, speaking, reading and writing, then writing skill is no longer viewed as a simple linear activity consisting of several stages that are independent and sequenced, in contrast, writing is now recognized as a complex and integrated set of processes that are interactive and recursive. Also writing in the foreign language is a productive skill in a written mode it is more complex, and often seems to be the hardest of the skills even for the native speakers of language, since it involves not just a graphic representation of speech but the development and presentation of thoughts in a structured way, and writing it involves dealing with writing as a process that entails different stages and not as a product of accurate use of grammar and vocabulary, then the learners should pass through different stages of writing that enable them to proceed from the blank set of paper to the final version of writing, this progression is widely known as process.

In addition, the model of writing is commonly known by EFL learners as the original planning writing-reviewing framework, the learners should be aware of the different stages of writing skill in order to produce better and effective writing.

### **1. Statement of the problem**

The continual of disappointment of students due to their failure to express themselves well in writing may lead them to lose the effective writing ,this may concern to the compositions of writing skill in FL are so difficult to the learners for example how to write a sentence or therefore they do not produce acceptable compositions. One of the factors that seems to be obstructing students from achieving good performance in writing is that they neglect the process in which writing text which definitely require students to achieve a good writing

In order to succeed, the question is that many learners seem to achieve well when it comes to producing short sentences and paragraphs; but when it comes to writing compositions, they make too many mistakes and erroneous forms.

Students lose their ability to write short and correct sentences.

## **2. Aims of the study**

In this dissertation, we aim to make our student aware of development of writing skill and stages it involves as a process not as a product of accurate uses of grammar, syntax, and the study aims at helping Third year university EFL students improve their writing and avoid the common Short comings of basics of composition writing. The main focuses that :

Help the student to come better writing theories and concept to internalize knowledge and ideas, Allows students to obtain feedback from teacher.

Thus making students aware of the different processes of writing will help them to overcome the difficulties they face when they write, and therefore produce well written-texts.

In Addition, Students make aware of development of writing skill and stages it involves as a process to accurate use of grammar, syntax, and vocabulary.

### **3. Research questions and hypothesis**

Writing well is a big challenge for both native and non-native students, In effect it is much bigger with students of English as a foreign language, Then it's so simple but recursive process where student plan, revise, and redraft what they produce; the student should develop his/her own knowledge in order to write topic and text, this leads us to pose the following:

To what extent is the adaptation of the process approach and the steps it entails important in diminishing or preventing students' problems in writing?

Moreover, when we hypothesize we should suggest that:

Student difficulties in writing may be attributed to their lack of awareness of the different stage of process writing process.

### **4. Research Methodology**

Concerning data collection we administer two main questionnaires, one the EFL teacher of the third year in the university, and the other to the

third year EFL student in the University of Biskra; the Teachers questionnaire aims to teach students how to write and what is the writing skill, and the Third year students questionnaire aims to explain the level of awareness of writing process technique. After collecting the required data for this research, we analyze them quantitatively and qualitatively to understand the issue under study for example: the understanding the stages of writing.

## **5. Significance of the study**

Writing in the foreign language is important to the teacher and the students; Moreover, It develop flexible strategies for generating, revising, editing, and writing it develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics, Then writing paving the way for other researchers to conduct further studies on developing students writing skills, Thus, the basic of good writing should be taught and practiced from the early year of learning, Then the sense of accomplishment spurs students onward and upward for them, the writing skill will grow stronger with time and learn to critique their own and other's work.

## **6. Population**

In this dissertation I choose the Third year student of English Department University in Biskra Mohamed Kheider, since it is not possible to deal with the entire third year student (because of time constraints) we will take a representative sample. The reason of choosing this population is that, the third year LMD

students have been studying the writing skill and its different stages for two year and consequently, we think that they have enough knowledge about them.

## **7. The structure of the study**

The present research will be basically divided into three main chapters.

The first chapter will be devoted to the skill of writing. It will comprise a description of writing; what writing is about; the criteria that make for writing a good paragraph/essay; and the reasons for teaching writing. We will also try to shed light on the languages receptive skills and productive skills. In this chapter, we will also try to explore the resources of the writing skill and the different writing approaches.

In the second chapter the writing process, we will try to discuss the subject of our research according to the different theoretical standpoints. We will consecrate a good deal of our discussion for identifying learners' capacities of understanding the writing techniques and how they can best develop them. We will concentrate on the main three techniques of the process approach, namely prewriting, drafting and revising, and the ways of raising learners' awareness about their application in developing an effective piece of writing.

Finally, the third chapter of the proposed research will be mainly an investigation of the degree of third -year LMD students' commitment to the process of writing and its effects on their achievement in writing.

## **Chapter One: General Overview about writing skill**

### **The introduction**

Writing is one of the language skills which is considered a powerful mode of communication. Like speech, writing helps to produce the language. It is considered that learners can express their thoughts through writing in an organized way. When we write we go through a mental

process which is more complex. We have to think, organize the idea, write, revise and edit to get a perfect writing and thus we can concentrate on language use more precisely. However, writing is considered much more difficult language skill to learn like speaking rather than listening and reading. Most of the learners need more time in acquiring writing skill successfully.

This chapter Intends to examine the general definition of writing and its basic rules. It also aims to highlight the language skills (receptive and productive). Then the reason of teaching writing It attempts to present the different approaches to teaching writing with more focus on the product and process approaches as they represent the recently dominant approaches to teaching writing.

### **1.1. Definition of writing**

Writing is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. It demands rapid retrieval of domain-specific knowledge about the topic from long-term memory (Kellogg, 2001). A high degree of verbal ability is necessary to generate cohesive text that clearly expresses the ideational content (McCutchen, 1984). Writing ability further depends on the ability to think clearly about substantive matters (Nickerson, Perkins, & Smith, 1985).

Moreover, mature writers concurrently juggle the planning of ideas, the generation of text, and the reviewing of ideas and text, placing heavy demands on executive attention (Hayes & Flower, 1980; Kellogg, 1996). Given these demands, it is not surprising that both developmental and individual

differences in writing ability can be explained in terms of the limitations of working memory ( McCutchen, 1996).

One must have the capacity to maintain multiple representations and control interactions among planning, generation, and reviewing in order to write well. ( Hand et al ,2007) states that: "You can have the greatest technical skills in the world, but without solid communication skills, who will know and who can understand?" This raises a concern about the progression of ESL instructions from oral conversations to written prose.

Out of the four fundamental language skills in the language learning process, "competent writing is frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for foreign/second language learners." (Hamp and Heasley, 2006). EFL learners' success in English writing brings them benefits not solely in their English learning but also in their life-long careers as ( Glazier,1994) contends, Being able to write in English is essential in college, and it probably will be an asset in your career." For numerous EFL learners, nonetheless, English writing appears to be challenging (Harmer, 1992).

In terms of fluency, (Nunan,1999) maintains that producing a coherent, fluent, extended writing piece is likely the most difficult thing in language since the reader has to comprehend what has been written without asking for clarification or relying on the writer's tone of voice or expression.

The nature of writing itself is not interesting enough to motivate English learners to practice regularly (Hedge, 1991). To a preponderance of EFL learners, nothing is more discouraging than doing a writing task and knowing that it will come under the eyes of the teacher, who will consider



it as a source of errors to be corrected as (Hamp and Heasley 2006) states: Few people write spontaneously and feel comfortable with a formal writing task intended for the eyes of someone else. When the "someone else" is the teacher, whose eyes may be critical, and who indeed may assign an individual assessment to the written product, most people feel uncomfortable. Several students not purely encounter the insipidity in writing but find themselves in a hide-and-seek game with ideas as well since they normally have to write about what is assigned by their teacher rather than about what bears much relevance to them, as( Byrne ,1991) pronounces, "Being at a loss for ideas is a familiar experience to most of us when we are obliged to write" and(Tho,2000) echos that sentiment, "Non-native writers may not have enough ideas to write down or, even worse, they have nothing to say. «Above and beyond the dearth of motivation, time pressure also hinders learners' writing effectiveness. In the EFL classroom, students tend to be compelled to perform their writing tasks within a certain length of time. Thus, numerous students occasionally cannot accomplish their tasks.

(Chanderasegaran, 2002) indicates, "A problem to be expected in the writing classroom is that some students take much longer than others to write the required parts of the essay many never finish their writing in class. «This study sought to explore if learners can grow out of the aforementioned difficulties by engaging in journal writing based on( Lagan's ,2000) comment on its value, Because writing is a skill, it makes sense that the more you practice writing, the better you will write.

One excellent way to get practice writing, even before you begin composing essays, is to keep a daily.

The personal views that were called for at the secondary schools are subordinated to the ability to integrate authoritative others into a multi-perspective, where one's own voice also takes on the persona of an authority (Bartholomae, 1985). When incorporating the ideas of other researchers, students are also responsible for demonstrating critical evaluations of the works of these researchers, both in and of themselves and in comparison to other related texts (Flower & Hayes, 1980).

According to (Tribble, 1996) to be deprived of the opportunity to learn how to write is "to be excluded from a wide range of social roles, including those which the majority of people in industrialized societies associate with power and prestige." In the same direction goes Kress (1989; in Tribble, 1996), emphasizing that learning to write is not just a question of developing a set of mechanical 'orthographic' skills but it also involves learning a new set of cognitive and social relations.

In terms of pedagogy, writing is a central element in the language teaching setting as students need to write down notes and to take written exams. Yet, over the years it has seemed that writing has been seen as only a support system for learning grammar and vocabulary rather than a skill in its own right. However, trainers and methodologists have looked again at writing in the foreign language classroom and acknowledged the importance of writing as a vital skill for speakers of a foreign language as much as for everyone using their first language (Harmer, 2004).

## **1.2. The basic rules of writing**

Writing is an effective means of communication and self-expression; good writing requires certain criteria like clarity, coherence, simplicity and brevity.

### **1.2.1. Clarity**

It is the basic rule in writing and without it communication will be impossible. By

clarity is meant to avoid ambiguous words and sentences that may convey more than one

meaning or multiple interpretations. The key to achieve clarity is to make sentences short

and to the point.

In order to achieve clarity in writing according to Starkey (2004: 12-9) the learner should:

- Eliminate ambiguity by avoiding words or phrases that have more than one possible

interpretation.

- Use powerful, precise adjectives and adverbs. One way to accomplish clarity is to use

powerful and specific adjective and adverbs.

- Be concise, this means getting right to the point without unnecessary spinning around,

and worthless repetition or wordiness.

- Word choice, the writer should choose the right words according to Starkey (2004) and

Kome (2000), there are two aspects the learner should consider while choosing the

words to be used denotation which is the literal meaning of the word and connotation

which is the implied meaning of the word.

In this context Starkey (2004: 15) sees that

“wordiness is boring and it takes up valuable time and space... there are two equally important approaches to more concise writing by eliminating unnecessary words and phrases and using active voice whenever possible .”

Thus Starkey see that the approaches are so important, because it helps the student to use the concise word and phrase in a correct form.

### **1.2.2..Coherence**

Coherence is an important element in any kind of writing. Kane (2008), Geme; and

Lea (2008) among others agree that coherence has a great role in making a good piece of

writing according to them, coherence has to do with arranging and linking one’s ideas in a way that makes them most easily understood by the learner.

Mury and Haghés (2008: 45) notice that good a writer is the one

“Who sticks his Ideas together as links in chain, each link connecting the one before it with the one after.If any links are missing, the corrections become unclear and the argument structure breaks down”.

### **1.2.3. Brevity and simplicity**

It is necessary to convey the maximum information with minimum words, for instance, instead of expressing one idea in five sentences, it is better to state it in one meaningful sentence. All this insists that brevity is an elementary rule because it saves the reader's patience and time, and helps to communicate effectively; in addition, some writers like to show themselves while writing through using pompous words which may not be understandable for the reader since any piece of writing's goal is to express a particular thought or ideas, it is useful to be as simple as possible as the saying goes: "write to express, not to impress".

In addition to all this basic rules of writing there are some convention of writing the

writer should take into consideration; for instance, the sentence should begin with capital

letters and ends with full stop punctuation (period, question mark, exclamation point) and

Starkey (2004) considered writing in terms of grammar, spelling, punctuation and

capitalization.

### **1.3. Language Skills**

Writing is not an isolate skill four language skills work together to enhance the development of each other: speaking, listening, reading and writing. Listening and reading are the receptive skills and the speaking and the writing is the productive skills.

According to Johnson (2008), language skills enhance each other's, for example, listening and hearing other people use language enhances one's

ability to speak, reading helps students become better writers and writing helps and enhances reading fluency.(Hamadouche, 2010).

### **1.3.1. Receptive skills and productive skills**

Each language has four basic skills: listening, reading, writing and speaking. These are often divided into two types: receptive skills and productive skills. According to Harmer, reading and listening are known as Receptive skills, skills where meaning is extracted from the discourse and the term, Productive skills, is used for speaking and writing, skills where students actually have to produce language themselves. All these four skills are equally important and these are interrelated in a language learning environment. “The Practice of English Language Teaching,” Harmer stated that it makes little sense to talk about skills in isolation because in a real conversation, we are bound to listen as well as speak. Eli Hinkle points out, “in meaningful communication, people employ incremental language skills not in isolation, but in tandem” (Harmer, 2011). Therefore, in real life, it is not easy to separate these four skills, as most language skills are preceded or followed by a different skill. However, traditionally the teaching guidelines for the skills of language do separate the skills. The main reason for this is to organize learning activities into some order, and to assist teachers in deciding the aim of their lessons and the way to do it.

Most students of English find it easier to master receptive skills, such as understanding grammar, reading English text, and listening to spoken English, than productive skills, speaking and writing. This does not mean that speaking and writing are more difficult to them. It is simply because in English Language classroom, students are mostly exposed to

target language items through grammatical drills, reading comprehension, and listening to tapes or teachers without students being drilled in how to express their ideas both in writing and speaking. Writing is a difficult skill for many learners as it involves more than putting sentences together in language that is grammatically correct and appropriate. When we speak we have the audience present and we always get immediate feedback from the listeners.

However, writing is not always for the audience present and hence we have to get it right first time in writing (Hadfield, 2008). In case of writing, it demands clear and comprehensive message as there is no direct interaction between writer and readers. Through writing we express our thoughts and ideas in an organized way and to make a successful writing we go through a mental process. When we write we first combine our ideas and thoughts and then arrange them in the form of sentences and organize the sentences into a cohesive text. This mental process of writing arises some sub-skills like- drafting, organizing, editing, revising, etc. Therefore, often it seems that language learners face more difficulty to cope up writing skill than other three.

#### **1.4. Reasons of teaching writing**

According to Lindsay and Paul (2006), writing is a part of the language learning process. There are various purposes to write. For instance, we write to practice the language, to reinforce the language, to help memorization, etc. Therefore, in the classroom learners are involved to different writing activities to develop their writing skills as part of the process of language learning.

In Addition, the book of “How to Teach English,” Harmer utters some reasons for teaching writing to students of English language which include reinforcement, language development, learning style and most importantly, writing as a skill:

### **1.4.1. Reinforcement**

Writing has always been used as a means of reinforcing language that has been taught. Teacher often ask the students to write sentences using recently learnt aspect of language, such as grammatical aspect, paragraph or text construction. Learners often find it useful to write sentences using 'new' language after they have learnt it.

### **1.4.2. Language development**

When writing, students have to go through a long mental process in order to construct proper written texts in all part of the ongoing learning experience. In this case they have to focus on accurate language use. This helps them in language development.

### **1.4.3. Learning style**

Writing can be considered as a learning style for some learners, producing language in a slower way is something they appreciate, and writing provides time and ease for learners more than face-to-face communication does.

### **1.4.4. Writing as a skill**

The most important reason for teaching writing is that writing itself is a basic language skill. To learn a Language students have to have this skill alike the other three: listening, speaking and reading. Students have to know how write letters, how to put reports together, etc. They are required to know some of writing's special conventions such as, punctuation, paragraph construction.

## **1.5. The approaches of writing**



Writing is the famous skill that helps student's to write well and take the language, then

Teaching writing has seen numerous approaches and methods crossing its way since the early eighties. The focus has shifted from sentence structure and grammar drills to usage and text organization, its understanding and use are largely valued in every discipline, each of which requires a specific method of teaching. Teachers first, students then, have become aware of the fact that writing takes particular conventional forms in different contexts. Consequently, a great number of approaches and methods of teaching have come out. Although none of these approaches can be considered as ideal, they have all proved to be successful in one period or another. The immediate consequence is that today there are several approaches which are competing in writing classrooms and in course books.

The teaching of writing was essentially based on the notion of controlled, or guided, composition. It prevailed from the mid-1940s to the mid-1960s, and in the mid-1960s, however, teachers began to doubt about the efficiency of the controlled composition. This led to a focus on 'rhetorical functions' which stated that the work was not to be done at the sentence level, but at the discourse level. Since then, the focus was on the paragraph and the composition and their types of development such as description, narration, argumentation and exposition.

### **1.5.1. The Controlled-to-Free Method**

In the 1950s and 1960s, when the Audio-lingual approach prevailed, writing was taught only to reinforce speech. It was believed that the mastery of grammatical rules could lead to that of the foreign language, especially in its spoken form; this belief encouraged the teaching of grammar in the time allocated to writing. It was in such circumstances that the method known as controlled-to-free emerged. It consists essentially in providing the students with pieces of writing such as sentences or paragraphs, and asking them to make some grammatical or lexical changes such as using the present tense instead of the past, or the plural instead of the singular etc. to change phrases into clauses or vice versa.

This type of exercise makes the learners write frequently and gives them the opportunity to produce their own writings without mistakes because their productions are strictly controlled. Only after having improved this first type of highly-controlled writing can the students move to free compositions in which they express their own ideas. Between extremes, there are exercises where the students are provided with all or some of the language they need. The shift from controlled-to-free writing takes place gradually as the teacher's guidance decreases gradually from the first exercise to the last. When commenting on this shift J. Abbot and P. Wingard (1992) pointed out that: "The important thing is to adjust the exercise to the class so as to strike the right balance between predictability and unpredictability.

In other words, when guiding the students in the course of an exercise, we must supply them with substantial amount of information, but not all lest it should lead to dullness, if on the other hand, we do not clarify our

expectations in a free work; we run the risk of confusion typical example of gradual shift from controlled to free work can be as follows: at first, we assume that the teacher is dealing with the descriptive type of writing with a focus on the use of transitional expressions like “however”, “in addition to”, etc. and new vocabulary.

- The first exercise consists in supplying the students with a small paragraph containing some underlined words, in which the author describes his partner. “Andrew is a very flexible person...”

- After the reading and comprehension sessions, students are given a list of adverbs and adjectives and are invited to use them in four sentences taken from the text.

- After having arranged the sentences, the learners are asked to combine them by means of transitions they will choose from a list given by the teacher (moreover, however, furthermore, but, in addition to, besides ...)

- Lastly, the learners are required to produce a paragraph on the basis of a topic given by the teacher, in which he asks them, for example, to describe their best friend. Students are encouraged to use the adverbs, adjectives and transitions, they have studied. Perhaps, one of the most outstanding attributes of the controlled-to-free method is that it emphasizes accuracy rather than fluency. As it focuses on the structural aspect of the language and neglects its communicative aspect. A. Raimes (1983) wrote: “This approach stresses three features: grammar, syntax, and mechanics.”

### **1.5.2. The Free-Writing Approach**

The Free-writing Approach is essentially based on the belief that when we write freely and frequently, we improve our ability in that language skill. Free writing means that the students write without teacher's interference, and are encouraged to emphasize content and fluency first. Once the ideas are expressed on paper, the teacher intervenes to provide some assistance to improve grammatical accuracy.

For Peyton and Staton (1996), "Learners write for a period of time in class on a topic of interest to them. This writing can take many forms, including quick writings, which are time-limited, done individually, and not always shared; and dialogue journals, written to teacher, a classmate or another partner who then responds." On the other hand such writings "may be kept in a notebook. From these pieces, themes may emerge that can act as a facilitator for more extensive writing that is discussed, revised, edited, and published." Free writing is of two types: when it is focused, it answers a question or a topic proposed by the student himself. The teacher's interference is very limited because he gives his instructions at the beginning of the exercise and allows the students to write freely. He usually insists on the freedom to write without worrying about grammar or spelling as they are not of primary concern. In fact, when the teacher reads the students' compositions, he comments on the ideas expressed in the composition without correcting the mistakes.

Sometimes, the student is invited to read his writing aloud so as to become involved in writing for an audience.

(Raimes, 1983) Content and audience are seen as the most important parameters in the free-writing approach. As freedom is given to students

to choose their own topics, they are motivated to write, and it is highly likely that they believe in what they write.

When free-writing is unfocused, it becomes a personal activity which consists in jotting down on paper any idea that comes to one's mind. Sometimes, we obtain short coherent passages, but generally the students generate incoherent non-unified blocks. However, the advocates of the free-writing argue that despite the risk for the students to produce non-coherent and non-unified passages, this method has the advantage of making them write with more spontaneity. (Raimes, 1983) So, we notice that the defenders of this method are interested in quantity rather than in quality. Moreover, the freedom that the students have in the choice of their topics can be an important stimulus for motivation. It is much easier for a student to produce successful compositions when he knows about the subject he is developing. It is clear that the free-writing cannot be used successfully with beginners because it requires some basic notions of writing.

Sometimes the free-writing activity results from a reading session. It is called reflective writing because it is practiced after reading a short story and reflects on what learners have just read. C. Anderson (1992) writes that free writing allows students to put their thoughts on paper even if they are not "sounding right" or "academic". He adds, "'Free' suggests the need to forget the rules and just go."

Therefore, when adopting this method, one should not feel concerned with grammar, punctuation, spelling or style. You should think about the thinking." Anderson (1992) strongly encourages that "while freewriting,

you (the writer) should not reread what you have already written. Rather, if stuck on what to write next, just continue to write anything that comes to mind or rewrite the last word until another idea comes to mind. You should incorporate your thoughts and not summarize or retell the story. To facilitate this type of writing, you might implement "reading with and against the grain" while reading. You can then reflect on this experience in your free write. (p. 198)

### **1.5.3. The Power Writing Approach**

The origin of this approach draws back to 1989 when J. E. Sparks (1989) of the University of Southern California published his book entitled "Power Writing". He studied many non-fiction writers from Aristotle to contemporary authors and concluded that all these authors presented a main idea and supported it with appropriate details. From this observation, J.E. Sparks developed the concept of "Power Writing", a method of writing which assigns numerical values to main idea, major and minor details. One of the components of Power Writing as presented originally is a method of simple paragraph construction called the "Power graph". This method not only includes a formula for writing paragraphs, but also aids students in the identification of main idea and supporting details.

Traditional Power Writing, according to Sparks, is based on a numerical approach to the structure of writing. It erases and replaces the complex and ambiguous abstract terminology with a numbered structure that students can easily keep in mind. This numerical structure can be used in all types of development: expository, argumentative, narrative and descriptive; and for all forms of writing such as paragraph and

composition. In fact, it consists in teaching student show to organize their thoughts before they engage in the act of writing. Structured writing is always preceded by structured thinking. These concepts are taught with an emphasis on types of exercises which are gradually complex and which contribute to develop the students' skills to expand complexity in their thinking and writing.

In 2004, Shirley Poulton integrated other numbers in the formula referring to specific traits of effective writing such as sentence fluency, ideas and content, organizational structure, and conventions. She also presented each power in a specific color within the chart. Below is an introduction to the numerical structure of Power Writing as proposed initially by S.Poulton (2004).

#### **1.5.4. The Product-Oriented Approach**

Broadly speaking, a product-oriented approach, as the title indicates, is concerned with the final result of the writing process. It gives precedence to classroom activities which require from the learner to be engaged in imitating and transforming model texts. In other words, the product approach has its origin in the traditions of rhetoric and focuses its study on model texts in order to make students aware of the text features. It consists in analyzing the students' writing in order to identify and quantify their strengths and weaknesses. It is clear that when such an approach is adopted it leads to accuracy. In fact, it attempts to make the student familiarized with the conventions of writing through a model, before he gets his final draft.

Before the advent of the communicative approach, language teaching was concerned with pre-specified objectives for the learners. Their needs were carefully identified, and the syllabus designers had to provide the means that would enable these needs to be realized. The product approach was a means-to-an-end, and the teaching of writing was language focused. Since the far past, writing was viewed as secondary and priority was given to speaking. The emphasis was on correctness and copying models. The model text is always taken as the starting point. It is studied and analyzed from all points of view: structures of grammar, content, sentences organization, and rhetorical patterns. After manipulating these features, student are given a new topic and invited for a parallel writing task. R.V. White (1988) points out that “ such a model-based approach remains popular in EAP for one very good reason - much EAP writing is very product-oriented, since the conventions governing the organization and expression of ideas are very tight.” Thus, the learner has to become thoroughly familiarized with these conventions and must learn to operate within them. It would seem to make sense, therefore, to adopt a model-based tradition when teaching students such conventions.

The interest of such an approach is in the correct use of form. Naturally, the role of the model is important in the sense that it leads the students from a point of departure to an end with a task to replicate. The model then comes first and shows a completed text as well. “What the model does not demonstrate”, says White (1988), “is how the original writer arrived at that particular product. In other words, it gives no indication of process.” In the product approach the model comes at the



beginning, and the product comes at the end—both are, in fact, final drafts: the model is final before becoming first.

White (1988) puts more emphasis on such a model by saying: Not only does the model come first in the teaching sequence; it also shows a finished text. In other words, the focus right from the start is on the product, which is, of course, someone else's writing. What the model does not demonstrate is how the original writer arrived at that particular product. In other words, it gives no indication of process.

Another explicit description of the product approach is proposed by Pincas (1984) who sees writing as being primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax, and cohesive devices. She identifies four stages in the approach: familiarization, controlled writing, guided writing and free writing. She explains that the teacher introduces a topic or uses guides provided by a textbook, discusses them and maybe provokes a little class discussion and then explains how students are going to write a composition based on them. Then, the students would be invited to write before handing their writings to the teacher. The teacher grades the composition and makes some comments on the paper focusing on form rather than on content .

Such an approach is thoroughly teacher-centred cannot deny the advantages of the product approach, because of the linguistic knowledge it supplies the learners with. It recognizes and satisfies the students' needs in terms of rules and structures. A model text gives a clear idea about the organization of words and sentences. After all, imitation is one

efficient way among others through which we can learn, and under some particular circumstances there is no other way except imitation to communicate some special structures.

### **1.5.5. The Process Approach**

The past forty five years brought significant changes in writing research and in the approaches to teaching writing. Earliest work in the teaching of writing was based on the notion of controlled or guided composition. In the 1960s, however, teachers began to feel that controlled composition was not enough. Until the 1970s, most studies of writing were about the written product. During this decade, the focus shifted from product to process, and the main reason for this change was the new awareness that each piece of writing had its own history and followed its own developmental path.

The process approach was not, however, universally accepted by teachers with writers such as Reid (1984) arguing that “it did not address issues such as the requirements of particular writing tasks. This led to a focus on examining what is expected of students in academic and professional settings and the kinds of genres they need to have control of to succeed in these settings.” (p. 29) before engaging in the presentation of the process approach to writing, one should bear in mind that the act of writing is a complex individualized process. Before the implementation of the process pedagogy, writing classes generally ignored the writing process. Teachers assigned papers, graded them, and then handed them back. They devoted all their time to the product - its clarity, originality, and correctness - but they paid no attention to the writing process.

Traditional approaches to the teaching of writing focused on the product: in other words, the production of neat, grammatically correct pieces of writing (Mahon, 1992). As explained previously, product approach centered on “one-shot correct writing for the purpose of language practice” (Cheung and Chan, 1999, p. 16) and a “one-shot effort by the teacher to evaluate the students’ attempts” (Pennington and Cheung 1993, p.5). During the early 1980s, an important shift from the product approach to the process approach occurred.

This new trend in the teaching of writing consists mainly in stressing writing as a process and de-emphasizing writing as a product. With the rise of the process approach, the central focus is no longer on the finished text, but on the steps that make up the act of writing. Some of these steps have yet to be identified; the most used in the literature are setting goals, generating ideas, organizing information, selecting appropriate language, drafting, revising, writing, editing and publishing. At first glance, these steps seem to be complex activities, but one should always remember that the student must inevitably go through them in order to produce a good paragraph.

Most instructional models of the writing process are based on Hayes and Flower's (1980) original description of the process, which consists of three sub-processes: planning, translating, and reviewing. The objective of the process approach is to make the student aware of, and gain control over, the cognitive strategies involved in writing. It operates at the level of the individual's specific needs. In this context, T. Caudery (2003) explained:

In the early seventies, communicative teaching methodology and work on functional/notional syllabuses directed our attention more firmly towards the specific needs of the individual learner. These needs were viewed not only in terms of particular language items but also of particular types of communication, and the resulting realization that different learners.

For many scholars, this teaching approach concludes with editing as a final stage in text creation, rather than an initial one as in a product oriented approach. The process oriented approach, according to them, may include identified stages of the writing process such as: pre-writing, writing and re-writing.

Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing. Final editing and publication can follow if the author chooses to publish their writing (Murray, 1992).

### **1.5.6. The Genre Approach**

Since the 1980s, the 'genre approach' to teaching writing has taken place under different forms in different parts of the world. It has also had different underlying goals as well as focused on different teaching situations. In Britain and the United States, for example, teachers have been mostly concerned with the use of the genre approach in ESL classes. The genre approach to teaching writing is mainly concerned, as the name indicates, on teaching particular genres that students need control of in order to succeed in particular situations. This might include an emphasis on the content of text as well as the context in which the text is produced. The fundamental principle that underlies the genre-based approach is that

language is functional; that is, it is through language that we achieve certain goals. Another important aspect of this view is the one that sees language as occurring in particular cultural and social contexts, and thus, cannot be understood outside its context. Particular genres are used to fulfill particular social functions in particular contexts. Language, then, is not to be separated from the social and cultural context in which it appears.

The objective of adopting genre approach is to enable students to use appropriate registers which are important for them. In the field of second language writing, 'The Routledge Encyclopedia of Language Teaching and Learning' has defined the genre approach as "a framework for language instruction" (Byram, 2004) "It is based on examples of a particular genre. By framework is meant guiding students. The genre framework supports students' writing with guiding principles about how to produce meaningful passages." (p. 234) But first, what is a genre? Swales (1990) referred to genre as "a class of communicative events, the members of which share some set of communicative purposes" ,His definition offers the basic idea that there are certain conventions or rules which are generally associated with a writer's purpose.

Traditionally, genres were seen as fixed types of development classified into categories and subcategories. For example, exposition, argument, description, and narratives were considered as the large categories, with sub-types such as definition, cause and contrast, business letter etc. (Freedman & Medway, 1994). Thus, in the traditional view of genres, teaching genres means teaching textual regularities in form and

content of each genre; i.e. teaching the rules that govern each type of development. The positive sides of the genre approach are that it acknowledges that writing takes place in a social situation and is a reflection of a particular purpose, and it understands that learning can happen consciously through imitation and analysis.

## **Conclusion**

From what has been said before, we come to a conclusion in which we say that writing is a difficult skill that requires both learners and teachers to have some necessary knowledge and information that would reinforce and make of the teaching/learning of the writing skill easier and important. One way to achieve this is to look at writing as a process that contains different stages rather than a product of accurate use of grammar and syntax and good range of vocabulary. In the following chapter, we will examine the nature of writing as a process under the belief that increasing learners' awareness of writing as a process will help them to

overcome the difficulties they face when they write, and therefore produce well written texts.

## **Chapter two: The writing process**

### **Introduction**

Writing is a process, and it doesn't happen all at once. It takes time and often involves returning to earlier steps throughout the process. Many writers find themselves writing and thinking through their ideas multiple times. This is because writers discover ideas and learn more about what

they want to say as they write; each writer has her or his unique writing process: a way of prewriting, drafting, and revising. Some would also say that a writer's process is different for each piece of writing. As you practice writing, you are also developing an understanding of your individual writing process. Paying attention to this process can help you identify what you've done so that you can plan what you need to do next.

The chapter describes briefly the definition of the writing process, Techniques of feedback in writing process, models of feedback; In addition, it analyzes the different stages that make up the writing process, and sets out some of the instructions that should be followed when adopting such approach. The chapter ends up with the definition of the awareness, and strategies of raising writing awareness.

## **2.1. Definition of writing process**

Writing instruction began to change throughout the United States as teachers found more holistic approaches to teaching writing (McCarthy, Stable, Elliott, ,& Abbott, 1994). Responding to the need for innovative instruction and pedagogies, the last two decades saw an emergence of new practices that moved beyond rote repetition and technical instruction. Instead, writing was taught as a vehicle for creative expression and critical thought. Rather than focusing on spelling, grammar, and other writing conventions, the holistic process emphasizes the actual process of writing. It concentrates on writing as a recursive process in which writers have the opportunity to plan, draft, edit, and revise their work (Murray, 1982). The



writer is taught to review and revise several drafts, which enables and encourages new ideas. Grammatical changes and conventional editing occur during the revision or editing stage (Flower & Hayes, 1981).

The writing process as a private activity may be broadly seen as comprising four main stages: planning, drafting, revising and editing. In fact, as research has suggested, 'many good writers employ a recursive, non-linear approach writing of a draft may be interrupted by more planning, and revision may lead to reformulation, with a great deal of recycling to earlier stages' (Krashen, 1984).

The term process writing has been bandied about for quite a while in ESL classrooms. It is no more than a writing process approach to teaching writing. The idea behind it is not really to dissociate writing entirely from the written product and to merely lead students, (Millmore, 1979).

Writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself. Characteristically, the writing process approach recognizes that there are many stages to writing and that these stages are fluid and overlapping (Bereiter & Scardamalia, 1983; Flower & Hayes, 1980; Murray, 1982). However, researchers and educators have identified.

Some researchers have begun to explore the differences between the writing processes of skilled and unskilled writers. Krashen (1984) cites studies showing that good first and second language writers do more planning, rescanning, and revising than do poor writers. In Zamel's (1983)

study, better second language writers treated writing as a process, investigating and explaining their ideas before worrying about grammatical accuracy; the less skilled writers were overly concerned about following an outline and about having correct grammar and vocabulary from the beginning. How can we encourage our students to act like skilled writers? We need to begin teaching writing early; learning how to write takes time, whether in a first or second language. Yet how can we include writing as a process in a four-skill course at the elementary or intermediate level where we are more or less equally committed to teaching speaking, listening, reading writing, and culture and when many of us had no training in teaching writing.

The writing-process approach suggested here does fit into such a busy schedule: it assigns the responsibility for a coherent composition to the students, does not demand class time as does peer editing, and requires no more grading time than a traditional grammar-correction method, even as it stressed the meaning express din their writing.' With this technique, students are more likely to follow an effective composing sequence such as that offered by Cooper, learning to analyze, organize, and focus their thoughts. Prewriting activities help students start their papers: they involve students with a composition topic, let them realize what might be included in their papers, help them work out rhetorical problems, or review or provide useful vocabulary. Rohman views prewriting as an invention device and argues that students must learn the structures of thinking that lead to writing" .

One of the major characteristics of the process approach is that it views writing as an act of discovery and creation of meaning. Murray (1978) sees that when drafting, writers find out what they have to say and when revising they come to check the meaning they have discovered. In the same direction, goes Perl (1979) who confirms that writing itself is an act of discovery and that writers invent or discover the specific words, details and syntactic structures as they write.

Staton explains a more precise use of journals for meaningful dialogue between students and teachers. Magnan relates her recommendations to the Proficiency Guidelines and proposes using tasks associated with lower proficiency levels as excellent prewriting steps for task at the next higher level; for example, students list objects in their rooms (novice-level) to prepare to describe their rooms (intermediate level).

Furthermore, this approach was later refined by Hayes (1996), and a unit called working memory was added. The writer's motivational and affective characteristics are addressed during the writing process. Moreover, the act of writing is thought to be a product of the social environment.

The writing process is the third unit of the cognitive process approach. This unit is composed of the stages of planning, translating, and reviewing. Planning refers to content production and organization, during the translation stage, opinions are transformed into written language, and the writer addresses numerous details of written language such as syntax, grammar, and spelling. During review, the writer reads to develop the text

or correct any errors. Constant monitoring during the writing process serves to determine the transitions from one phase to another (Flower & Hayes, 1981).

Writing as Process what happens if we-look at each piece of writing as one version in a progression toward the expression of the student's ideas? To do so is to regard writing as an expression of the mental process it entails and as a means of communication. This view sees successful composition as an interaction between the writer, the text, and the reader (Osterholm 119). The reader/teacher thus becomes a facilitator rather than a judge, and the writer who cares to write better has as assistant in the demanding job of transferring ideas to paper to be interpreted by someone else.

Many researchers like Raimes (1987), Chenowith (1987), Hedge (1988), Kroll (1990) and Harmer (2004) acknowledged that writing is a recursive rather than a linear process, that writers rarely write to a preconceived plan or model and that the process of writing creates its own form and meaning. When we talk about writing as a process, we understand that ideas are generated, put in first draft, organized and arranged in a whole, revised and corrected, and finally written in a final draft.

The writing process is defined by many researchers as the theory that focuses more

on the stages of writing that any writer should go through rather than on the final product.

Kroll (1990:100) defined the process approach as follows:

The process approach serves to day as umbrella term for many types of writing courses... what the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single shot approach. They are not expected to produce and submit complete and polished responses to their writing assignment without going feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their texts.

Thus defined that process approach is so important to the students and the teacher in order to take it as the essential approach.

## **2.2. Techniques of feedback**

Providing feedback is one of the most important tasks for L2 writing teachers, Hyland (2003:177) stated that “providing feedback is often seen as one of the ESL writing teacher’s most important tasks, offering the kind of individualized attention that is otherwise rarely possible under normal classroom conditions”. Also, Coffin et al (2003) claimed that the provision of feedback on student’s writing is a central pedagogic practice.

There are several purposes for providing feedback on student’s writing. Coffin et al (2003:104) introduced the purposes for providing feedback as follows:

- To support student’s writing development.

- To teach, or reinforce, a particular aspect of disciplinary content.
- To indicate strengths and weaknesses of piece of writing.
- To suggest how a student may improve in their next piece of writing.

There are several ways and techniques for providing feedback on student's writing.

The common types of feedback as Hyland (2003) stated are: teacher-students conferencing, peer feedback, and teacher's written feedback.

### **2.2.1. Teacher-students conferencing**

This type of feedback can be also referred to oral feedback, it is among the ways that encourage students to think about writing as something that can be improved and enhanced. McCarthy (1992:1 as cited in Hyland, 2003:192) argued that:

Conference can also referred to face to face, it has important advantages as it can supplement the limitation of one way written feedback with opportunities for the teacher and the student to negotiate the meaning of a text through dialogue.

This type of feedback gives writers a chance to talk about their writing in the other side, it gives the teacher as well the opportunity to listen to the suggestion of their students and negotiate the meaning together. Hyland (2003:192) argued that

Writing conferences not only assist learners with auditory learning styles, but give them a clearer idea of their strengths and weaknesses, develop their autonomy skills,

allow them to raise questions on their written feedback, and help them construct a revision plan.

Thus Conferencing, as Hyland stated does not only open the door for teacher-student interaction but it goes further to offer teachers insights into their student's needs and to give these students opportunities to negotiate meanings and clarify ambiguities. He also argued that the most successful conferences are those in which students act as active participants by asking question, clarifying and discussing meaning about what they write because students have initiated the meeting to get advice or to obtain clarification from the teacher.

In addition, Zamel (1985 as cited in Hyland, 2003) emphasized that both teachers and students can benefit from the opportunities for discussion that conferences offer, and research suggests that students typically receive more focused and usable comments than through written feedback.

This type of feedback cannot practice it in large classes, because teacher-students conferencing requires face to face interaction and that will demand more time. Also, this type of feedback requires from the participants not to be shy and anxious while interacting with the teacher. Hyland (ibid) argued that "conferences differ considerably from the typical classroom situation, and some students may lack the experience or interactive abilities".

### **2.2.2. Peer feedback**

Peer feedback means that students receive feedback on their writing from their peers. Hyland (2003:198) posits that “peer response is said to provide a means of both improving writer’s draft and developing reader’s understanding of good writing”. Peer feedback is advantageous since this type of feedback involves a kind of cooperation between students with each reading his peer’s papers and it is an opportunity to develop critical skill. Leki,1990 & Zhang,1995 (as cited in Hyland, 2003)stated that through peer feedback students not only have a chance to see how readers understand their ideas and what they need to improve, but also gain the skills necessary to revise their own writing.

However, Silva and Price (2004 as cited in Panofsky et al, 2005:24) argued that “peer review is neither positive nor negative. They cite a variety of factors influencing the effectiveness of peer interaction and response such as: language status of the participants relative to one another”. Also, Zhang (1995) posits that students are rather ambivalent about the quality of their peer’s suggestion and both mistrust them due to their poor proficiency, thus they generally prefer feedback from the teacher. The same view supported by Hyland(2003:199)since he added that “despite the potential advantages, peer evaluation has been more welcomed by teachers than students who tend to prefer teacher feedback, and whose sense of security about their writing seems to derive solely from their teachers’ comments”.

Hyland (ibid) summarized the advantages and disadvantages of peer feedback as follows: among the advantages of peer feedback are: active



learner participation, authentic communicative context, nonjudgmental environment, writers gain understanding of reader needs and development of critical reading skills. Medonca& Johnson (1994 as cited in Hyland, 2003) stated that through peer feedback students have the opportunity to participate actively in learning while getting responses from real, perhaps multiple, readers in a nonthreatening situation.

Moreover, Leki, 1990&Zhang, 1995 (as cited in Hyland, 2003:198) added that

students not only benefit from seeing how readers understand their ideas and what they need to improve, but also gain the skills necessary to critically analyze and revise their own writing.

However, the disadvantages of peer feedback are: the tendency to focus on surface forms, students unconvinced of comment's value, weakness of reader's knowledge, students may not use feedback in revision and they prefer teacher feedback. Leki (1990 as cited in Hyland, 2003) stated that peers are not experienced teachers, thus, their comments may be vague and unhelpful.

### **2.2.3. Teacher written feed back**

Another important technique whereby teachers give feedback on students' written

performance is written feedback or written comments. Hyland (2003:178) posits that:

Despite increasing emphasis on the importance of oral response and the use of peers as source of feedback, teacher written response continues to play a central role in most L2 writing classes. Many teachers do not feel that they have done justice to student's efforts until they have written substantial

comments on their papers, justifying the grade they have given and providing a reader reaction. Similarly, many students see their teacher's feedback as crucial to their improvement as writers.

Thus teachers see that many students need to write the long comments in order to write in good way.

This type of feedback gives the teacher the opportunity to gather information on the progress of students over a period of time. Ferris (2003:41) claimed that

“This type of feedback may represent the single biggest investment of time by instructors, and it is certainly clear that students highly value and appreciate it”.

Thus Ferris stated that teachers give feedback on their student's written production they may focus on grammar errors and content (ideas and information). Hyland (2003:3-18) presents the main foci of teacher written feedback as: focus on language structure, focus on text function, and focus on creative expression, focus on writing process, focus on content, and focus on genre. Leki (1990 as cited in Hyland, 2003:179) stated that “many learners favor particularly feedback on their grammar”. Because grammar is highly interested point for many EFL learners and it represents one of the most important elements of effective writing.

Teachers' comments towards students' written production may be vague, ambiguous and do not provide specific reaction to what students have written. Sommers (1982 as cited

in Hyland, 2003) suggests that much written feedback is of poor quality and frequently

misunderstood by students, being too vague and inconsistent.

Furthermore;

Zamel (1985:86) argued that:

ESL writing teachers misread student texts, are inconsistent in their reaction, make arbitrary correction, write contradictory comments, provide vague prescriptions, impose obstruct rules and standards, respond to text as fixed and final products, and rarely make content-specific comments or offer specific strategies for revising the text...the teachers overwhelmingly view themselves as language teachers rather than writing teachers.

Zamel here emphasized that most teachers comments' towards students'

written production

are ambiguous, contradictory, focus only on the surface errors, and

respond to their

student's text as final product rather than draft.

Teacher may use various techniques while respond to student's writing. Hyland

(2003:181-183) claimed that the most common technique teachers use

while provide

student's feedback are:

- **Commentary:** Is the most common type of teacher written feedback consists of hand

written commentary on the student paper itself. This kind of feedback is

best seen as responding to student's work rather than evaluating what

they have done, stating how the text appears to readers, how successful they think it has been, and how it could be improved.

- **Rubrics:** A variation on commentary, and often accompanying it on final drafts, is the use of cover sheets which set out the criteria that have been used to assess the assignment and how the student has performed in relation to these criteria.
- **Minimal marking:** This refers to a type of in text, form- based feedback. It follows research which suggests that indicating the location and perhaps type of error rather than direct correction, is more effective in stimulating a student response.
- **Taped commentary:** An alternative to marginal comments is recording remarks on a tape recorder and writing a number on the student paper to indicate what the comment refers to. This not only saves time and adds novelty; it provides listening practice for learners and assists those with an auditory learning style preference.
- **Electronic feedback:** Teachers can provide comments on electronic submissions by email or by using the comment function, which allows feedback to be displayed in separate window while reading a word processed text.

Ferris (2003) posits that teachers have to take into consideration three factors: first students should be made aware of the significance of correction in the process of writing; second, correction should be selective and focus on the most frequent errors rather than single ones; and third, feedback should be provided on preliminary drafts than final drafts.

Hyland (2003) points out that the effectiveness of feedback is highly depended on the attention to what individual students want from and the use they make of it must be varied.

Thus, Hyland (2003:180) claimed that:

Some students want praise, others see it as condescending; some want a response to their ideas, others demand to have all their errors marked; some use teacher commentary effectively, others ignore it altogether. It can be difficult for teachers to cater to all these different perceptions and expectations, but a full dialogue with individual students is often beneficial.

Here teacher see that do not all the time meet the expectations and perceptions, thus the dialogue it is possible and important some times.

## **2.3. Stages of the writing process**

Although writing specialists have agreed that writers go through several stages while writing, they have not reached an agreement on labeling the stages, for the purpose of this study Hyland (2003), five stage writing process is adapted the following is an in depth look at each of these stages and strategies for writing teachers to employ them in the EFL classroom.

### **2.3.1. Prewriting**

The writer gathers, generates information and plays with ideas during the prewriting stage. Prewriting techniques may include brainstorming, free writing, clustering, mapping or listing. The writer can also use graphic organizers like charts, story maps, diagrams or clusters. Prewriting is an important phase in the writing process because as stated by Flowerdew (2000: p.371)“...students who are encouraged to engage in an array of prewriting

experiences have a greater chance for writing achievement than those enjoined to ‘get to work’ on their writing without this kind of preparation”.

According to Murray and Hughes (2008: p.16), prewriting exercises do not only help students to find something to write about a specific topic, they also help them improve their writing skills in that they provide them with opportunities to generate ideas and write with confidence. They state “practice in writing, no matter how short the exercise is to make yourself confident about your writing and to improve your skills”. Usually, the activity of generating ideas ends up by making a plan or an outline. The pre-writing stage focuses on stimulating students’ creativity and letting them think about what to write and how to approach the chosen topic. To implement this stage effectively, Hedge (2005) suggests that teachers remind students of two important questions: the purpose of their writing and its audiences. That is, students should keep in mind the intended readers and content of the text when they make a global outline for Educational Sciences Journal their writing.

### **2.3.2. Drafting**

Drafting is the “physical act of writing” Richards and Rodgers (2001: p.43). It is the real writing stage where the writer develops his/her topic on paper. Hedge (2005: p.89) defines drafting as the stage where the writer “puts together the pieces of the text through developing ideas into sentences and paragraphs within an overall structure». When writing the first draft, the student should focus on content only and forget about language and mechanical aspects such as grammar, spelling, and punctuation. S/he must write freely and try to find the best way to communicate his/her ideas. Muncie (2000) points out that drafting consists of creating rough draft without concern for mechanics. It means that the writer should not be concerned about grammar or spelling at this stage. The focus is on the content, not the mechanics. Everything about writing is open to change. The ideas should flow easily and the

words be written quickly. If students do not know what to write then they should be encouraged to go back to the prewriting stage.

The objective of this stage is to have students from their prewriting in order to develop and structure them into a more formal draft.

Schorn (2002) argues that careful attention to the order and structure of ideas at this stage will save the writer from having to make extensive revisions later on. The writer begins by looking for structure already existing in the graphic organizer. At this point, the writer may be able to come up with a working introduction to the paper based on the structure emerging from the draft. Next, the writer starts thinking of ways to translate the new draft into coherent and complete sentences on a new piece of paper. It is not easy for students to move from planning to actual writing. However, students need to transform plans into temporary text at some point. Equally important, all writing drafts should be kept, not only while the writing is being developed, but also after it is completed. These drafts are valuable to the students as a collection of thoughts, writing projects, and sources for new directions (Chelsa, 2006).

### **2.3.3. Reviewing**

The reviewing stage is the process of looking again and discovering a new vision of the writing produced in drafting. It is the stage during which the writer corrects mechanical errors and realizes substantial changes in his/her writing (Grenville, 2001). Badger and White (2000) see that revising is the stage where writers check that they have said what they wanted to say in a clear and appropriate way. Moreover, they stress that revising includes more than only checking spelling, grammar and punctuation, it also includes checking that content and purpose are clear and appropriate for the reader in the particular writing situation. According to Johnson (2008), revising is the heart of the writing, and it could be more productive of advanced final products if it includes input from teachers and/or peers.

Indeed, peer review is a key classroom activity that enhances the students' ability to organize texts and increases their awareness of the importance of readership and that of purpose. Muncie (2000: p.49) states that students have the chance to refine their work during the revision stage and describes the features of revising as:

“revision is not just polishing writing; it is meeting the needs of readers through adding, substituting, deleting, and rearranging material”.

#### **2.3.4. Editing**

Editing is the stage where the draft is polished; it is the final step before handing out the final draft. The writer gives attention to mechanics such as punctuation, spelling and grammar. Editing involves the careful checking of the Educational Sciences Journal text to ensure that there are no errors of spelling, punctuation, word choice and word order (Johnson, 2008). In the editing stage, students proofread their own writing or peer's writing carefully to correct mechanics and grammatical errors.

Muncie (2000: p.51) defines editing as “putting the piece of writing into its final form”. Prior to this stage, the students' main concern has not been local grammar errors or mechanics but content. Going into this stage, however, students eventually have time to polish their writing by the correction of local errors and spelling. Atkinson (2003: p.11) presents what writers should check in the final stage of their drafts as follows: “the order in which the information is presented, the layout, spelling, punctuation, handwriting, choice of words and grammar”. In the final stages, students should get distance from their composition and read it checking grammatical and mechanical errors. They can use not only grammar books and dictionaries but also peers and the teacher as resources in this stage. Brown (2001) also suggests that teachers should indicate grammatical mechanical errors without correcting them by themselves and they can suggest further word choices and transitional words to improve clarity and coherence of writing.



### **2.3.5. Publishing**

Buhrke (2002) illustrates that having students publish their completed works with audiences such as peers, friends, families, or community, teachers can promote real communication between writers and readers in the process writing classrooms since students can have real audiences who can meaningfully respond to their writing and develop confidence as authors. Also, displaying students' writing on classroom bulletin board and making a classroom newspaper can give students the sense of professional authorship. In addition, Brown (2001) highlights the importance of providing authenticity of writing for students and asserts that sharing writing with peers is one of the important ways to improve authenticity.

Hence, teachers should encourage students to read each other's work and comment on others' final products. Johnson (2008) confirms that a cooperative and caring environment that invites students to share and respond is the type of supportive environment in which students' writing can flourish. Equally important, how teachers choose to make students' writing public may not be as significant as the attitude instilled in students during the writing. Students need to feel support and acceptance from teachers and peers to take the kind of risks involved in the process of producing good writing.

## **2.4. Awareness**

### **2.4.1. Definition of the Awareness**

Many researchers such as Read (1978) and Donmall (1985) approached the subject of awareness in relation to language. Writing is included in this type of awareness since it is one of the language skills and

learning any language requires learning writing. According to Read (1978), language awareness is drawing one's attention to something they already know; it is making the implicit knowledge become explicit. Language awareness can also be defined as "explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use" (Association for Language Awareness).

Donmall (1985: 7), on his part, views language awareness as "a person's sensitivity to and

conscious perception of the nature of language and its role in human life."

## **2.4.2. Types of Language Awareness**

Language awareness could be divided according to Garvie (1990) into six interrelated

types: linguistic awareness, psycholinguistic awareness, discourse awareness, communicative

awareness, sociolinguistic awareness and strategic awareness :

- Linguistic awareness where the aim is to make the language learner aware of the language basic components (phonemes, morphemes and lexical units) and the rules that assemble them in sentences.

- Psycholinguistic awareness: the learner should be more conscious about the study of

language acquisition and use in relation to the psychological factors controlling its use

and recognition.

- Discourse awareness helps learners to be more aware about the discourse level rather

than the sentence level.

- Communicative awareness aims at making learners aware of the use of language in a specific context in relation to the purpose, topic, audience and situation.
- Sociolinguistic awareness by which learners could be aware of the influence of the social context on language use.
- Strategic awareness where learners can apply different strategies to solve different learning problems.

### **2.4.3. Strategies of raising writing awareness**

Raising the learner's awareness of language learning focus on some aspect such as (grammar, culture, pragmatics, ...etc.) and the writing skills has some requirements of awareness which lead to better writing, Van Den Bosh (1903), one of the language awareness movement central publications in Germany insisted on the role of the teacher to help his learner to be aware of their native language patterns: It is our aim to turn the youngster into a keen observer and a shrewd judge of language use by teaching him how to compare and how to distinguish by making him find things out of himself so that through process of growing awareness and increasing self confidence that continues

throughout life, he becomes the authoritative controlled of his own language use “ (Cenoz and Hamberger, 2008).

This can also be applied with foreign language learning in that when the teacher teaches his/ her learners how to observe, compare, and distinguish between their native language pattern and those of foreign language, this help them to comprehend and be aware of the foreign language patterns. Besides, giving the learner confidence in grasping the foreign language pattern motivates them to acquire and be conscious of these patterns. In addition, lengthy explanation which means devoting enough time to explain the foreign language patterns, moreover, practice is another factor that can help the learner to be aware of the foreign language pattern in which it reinforces and fixates these patterns in the learner minds to memorize the pattern easily as (Robinson, 2008) has argued:” with practice, explicitly learned knowledge becomes restructured, and access become less effortful, and eventually authentic.” .

Writing effective texts, whether in L1 or L2 in involves many different areas of knowledge and skills. These include the ability to generate suitable content, and to

organize that counter coherently; the ability to form syntactically correct sentences and to link them to form coherent text; and the knowledge of sufficiently wide range of vocabulary and syntactic pattern to express a variety of concepts. ( Caudry, 1988 )

There are many techniques that can be followed to raise learner awareness either in their native language or in the foreign language context. However, teachers should always bear in mind their learner needs (what learner needs to be aware of), their level, and the learner cognitive abilities in acquiring or being aware of the foreign language pattern.

## **Conclusion**

This chapter is a thorough investigation of the writing process; writing is recursive, developmental and an act of discovery. During the writing activity, students constantly revise and modify their productions. Students are not only evaluated on the final product, but on how they improve when they write. Making learners aware that writing is a process of several stages and not merely a product of original ideas, grammatical sentences and a large stock of vocabulary, will indubitably enhance effective writing.

## **Chapter three: Analysis of the teacher's and the student's Questionnaire**

### **Introduction**

In the present chapter is devoted to the analysis of both teachers and students questionnaires. In the first section of this chapter, we will deal with the teachers 'questionnaire and in the second section of the same chapter; we will analyze the students' questionnaire.

The collected data and the obtained results will enable us to diagnose the situation of teaching writing with its strengths and weaknesses departing from a real situation to suggest the appropriate solutions to the existing problems faced by students when they write. The participation of teachers

is very important because they are aware of the students' abilities and the writing skill complexities.

### **3.1. The Teacher's Questionnaire**

#### **3.1.1. Administration of the questionnaire**

Most of questionnaire copies were handed directly to the teachers in 15th of April 2017. It was given to eight (08) teachers from the department of English at Mohamed Kheider Biskra. All the teachers who answered this questionnaire are teaching written expression module for third year students in the academic year 2016-2017.

This part is devoted to the analysis of questionnaire for teachers. The purpose behind the use of questionnaire as a data- gathering tool is that it has the power to provide a useful information about teachers' views concerning teaching writing, to gain a deep understanding of the approaches teachers use in teaching writing, to know their attitudes towards the process approach, as well as the techniques mostly used when correcting student's written production. The different views of teachers are very important because they are familiar with this type of studies, and they are aware of the students' abilities and the writing skill difficulties. This part of research aims at analyzing each question separately depending on the teachers' answers.

#### **3.1.2. Description of the questionnaire**

This questionnaire includes fifteen questions, both open ended and multiple choice questions divided into three sections as follows:

**Section one:** General information (Q1-Q5): it gives information about the teachers' degrees and their experience in teaching written expression.

**Section two:** Overview about the writing skill (Q6- Q8): it aimed to seek information about the teachers' views about writing, the contribution of the other skills, and the different aspects that students have problems in.

**Section three:** General information about the process approach (Q9-15) that teachers follow, the most difficult stage of the writing process for students questions that serve as an indication of the use of the process approach by teachers.

**3.1.3. Analysis of the teacher's questionnaire**

**Section one:** General information

**Question one:** would you specify your degree? a-License. b-Master

c-Magister.

c -Doctorate.

Options	Number	percentage
A	/	/
B	/	/
C	6	75%
D	2	25%
Total	8	100%

**Table 3.1, degree of the teachers**

This question aims to know the degree of the students of written expression of third year. As it is shown in the Table 3.1, 75% of the questioned teachers hold Magister degree, 25% of them hold Doctorate Degree, their experience is very long in teaching writing, on other hand no



one teacher of license and master I choose him to answer me the questionnaire.

The obtained results imply that teachers' experience is to some extent reliable in the analysis of this questionnaire.

**Question two: How long have you been teaching English?**

<b>Year of teaching English</b>	<b>Number</b>	<b>percentage</b>
5-10	4	50%
11-20	3	38%
21-25	1	12%
Total	8	100%

**Table 3.2, Teachers experience in teaching English**

This question aims to know the length of teachers experience in teaching English.

As it is shown in the Table 50% of the questioned teachers have been teaching English For 5-10to years; 38% of them have been teaching English for 11 to 20 years, and 12% of the teachers have been teaching English for 21-25years.

The obtained results imply that teachers' experience is to some extent reliable in the analysis of this questionnaire.

**Question three: How long have you been teaching the module of written expression?**

<b>Year of teaching written expression</b>	<b>Number</b>	<b>Percentage</b>
1-5	4	50%
6-10	2	25%
11-15	2	25%
Total	8	100%

**Table 3.3, the years that have been teaching the module of written expression**

This question aims the years of the teachers that have been reaching the module of written expression.

Table 3.3 shows that 50% of the teachers have been teaching writing for 1 to 5 years,

38% of them have been teaching writing for 6 to 10 years; whereas only 12% of them have

teaching writing for 11 to 15 years.

Our teachers need to acquire more experience in teaching writing in order to

teach efficiently and consequently let the students take advantage of such experiences

to improve their writing. In addition, our teachers need to teach Written Expression to at

least one group so that they are in direct contact with students as far as this skill is concerned.

When we compare the years of teaching Written Expression with those of teaching English, we can see that teachers are not always affected to teach the module of writing.

Teachers should acquire more experience in teaching writing so as they could teach efficiently and let students take advantage of such an experience to improve their writing.

**Question four:** Is writing an easy task for the third year university student's?

a- yes.

b- no.

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
A	2	25%
B	6	75%
Total	8	100%

**Table 3.4, Teacher's opinion about writing**

This question aims to know the opinion of the teacher's in writing.

This question is about the teachers opinion about the task of writing for third - year

EFL students, and whether it is an easy or a difficult task. 75% of the participants say that

writing is difficult task for third -year students, and only 25% say that it is an easy task

specially for the majority of the students who are good writers in English.

**Question five:** Which skill contributes best to develop writing?

a-Speaking

b- Reading

C- Listening

<b>options</b>	<b>Numbers</b>	<b>Percentag e</b>
Speaking	/	/
Reading	8	100%
Listening	/	/
Total	8	100%

**Table 3.5, All the skills that contributes the best to develop writing.**

This question aims that one of this skill are so important to develop the writing. In this question all of the teachers choose the reading skill, then no one choose speaking skill, and listening skill. So, the reading skill is one of the skills that helps students to develop the writing skill in a good way.

**Section Two:** Overview about the writing skill

**Question six: What** are aspects of the language that your students often have problems with ? (you can tick more than one box)

A-Grammar.

B-Lack of ideas.

C-Lack of organization.

D-lack of vocabulary.

E-poor style.

This question aims to know the problem that has students in writing.

This is a close ended question with multiple-choice, which inquired teacher's perception about the aspects their students have problems with when they write and require options them to choose one or more of the given options. The teachers responses to this question yield the results displayed in the following table.

<b>options</b>	<b>Number</b>	<b>Percentage</b>
a	8	100%
b	4	50%
c	6	75%
d	7	87%
e	8	100%
Total	8	100%

**Table 3.6.Student's deficiencies in writing.**

According to the results obtained, all the respondents have stated that their students have problems in all the aspects previously mentioned. Besides, as revealed in the diagram above the percentages of the aspects are very close. Grammar ranks first with 100%; i.e., all the teachers said that their students have problems in these aspects, so, students need considerable amount of time in getting a good command of these

aspects. Also, students have problems with lack of ideas; we see in the Table 50%, lack of organization 75%, lack of vocabulary 87%, and poor style 100%.

We think that the problems in these aspects are primary due to the lack of practice because these aspects usually develop from extensive reading, some specific training and a good deal of practice. It is surprising to note that even essay organization poses a problem to some third-year learners.

**Questions seven:** Good writing is related to :( you can tick more than one box)

A-Correct grammar.

B-Coherence and cohesion of ideas.

C-Clarity of ideas.

D-Spelling and punctuation.

<b>The options</b>	<b>Number</b>	<b>Percentage</b>
a	8	100%
b	8	100%
c	7	87%
d	6	75%
Total	8	100%

**Table 3.7, Teacher's perceptions about the characteristics of good writing.**

This question aims to know the characteristics of good writing by the teacher.

This table reveals that all teachers help their students editing content organization, 100% of them help students correct grammar, 100% coherence and cohesion of ideas,87% clarity of ideas, and 75% spelling and punctuation.

These results support the claim of using the process approach to teaching writing which emphasizes more on the different stages and “the teachers’ role is to guide students through the writing process, avoiding an emphasis on form to help them develop strategies for generating, drafting, and refining ideas” (Hyland, 2003: 12).

**Question eight:** Are you satisfied with your student’s level of writing?

A-Yes

B-No.

options	Number	Percentage
A	/	/
B	8	100%
Total	8	100%

**Table 3.8, Teachers satisfaction about student’s level in writing.**

This question aims teachers are satisfied about the level of his student’s.

As show in the table all the teachers not satisfied for the level of the students.

This question for the level of the students that are not satisfied for all the teacher because there are some difficulties in writing skill ,to write in a

good way and do not make errors and take it as skill that help the students to write in the future better than now.

**Section Three:** General information about the writing process:

**Question nine:** what type of approach do you follow in teaching writing:

- a-Product approach.
- b- Genre approach.
- c-Process approach.
- d-Combination of all.
- e-None of them.

Options	Number	Percentage
A	/	/
B	/	/
C	8	100%
D	/	/
E	/	/
Total	8	100%

**Table 3.9, Approaches adapted by teachers in teaching writing.**

This question aims the approaches that used by the teacher to teach the students.

From the Table above, we can see that 100% of the teachers use the process approach to teach writing, and no one choose the product approach, or other options.

Teachers who choose to use the process approach view writing as an exploratory and recursive process that involves moving forward and backward respecting the different stages of writing.



**Question ten:** what stage of the writing process is the most difficult for your students?

a-Generating ideas

b-Writing drafts.

c-Revising.

d-

Editing.

options	Number	percentage
A	3	38%
B	2	25%
C	2	25%
D	1	25%
Total	8	100%

**Table3.10, The difficult stage of the writing process for students.**

This questions aims to the teacher to know the difficult stage of writing for the students.

38% of teachers claim that students face the greatest difficulty in generating ideas, 25% of the teachers see that students have problems in writing drafts,25% revising and 12% of the teachers see that the difficulty students face in the process of writing lies in editing .

As far as revising and editing are concerned, we note that they do not pose many problems to students when they tackle writing. This finding is

really encouraging because it is our belief that these stages are very essential in the writing process since they give the opportunity to students to correct, polish and refine their drafts before handing them out.

Generating ideas and writing drafts are the stages that cause most difficulty for students according to the teachers’ responses. As far as generating ideas is concerned, it is our belief that jotting down ideas and getting prepared to write is very essential for producing appropriate compositions that is why teachers need to focus on this stage and prepare students well to write. On the other hand, writing drafts is the heart of the writing process, and it is logical to consider it as the most difficult step in the writing process; however, students can succeed through it if they bear in mind that whatever they write is not the final draft, they have to come to revise and edit what they have written.

**Question eleven:** Do your students follow all the writing stages?

A-Yes                      b-No.

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
Yes	/	/
No	8	100%
Total	8	100%

**Table 3.11, Students Following All the Writing Steps.**

This question aims to know that students follow the stages for writing process.

All the teachers who answered the questionnaire claim that their students do not follow the writing steps. This finding is really surprising, because despite the fact that all the questioned teachers said that they ask their students to proceed through all the writing stages, none of the teachers find their students really doing it. In this case, teachers should take some procedures to make their students follow the writing process starting by raising their awareness of the effectiveness of the step-by-step writing through intensive practice and ending by obliging them to follow the writing steps by evaluating each step independently.

**Question twelve:** If “No”, please specify the stages your students precede, (You can tick more than one box)

a- prewriting.

b- drafting.

c- revising.

d- editing.

options	Number	percentage
a	6	75%
b	8	100%
c	3	38%
d	2	25%
e	2	25%
Total	8	100%

**Table 3.12: Stages Students Proceed through.**

This question aims the stages that are so important to help the students to write.

From Table 3.12, we can see that the drafting stage is the most common to students (100%), followed by the prewriting stage (75%). At the end come the editing 25% and revising stages with 38% and 25% outlining. It is not surprising to find that the drafting stage is the most followed by students since it is the heart of the writing process and the 'actual act of writing'. However, from the teachers' responses to this question, we find that revising and editing are the most ignored steps by students, a fact that is not beneficial for students when tackling the writing activity since all the writing steps are all of use when producing a piece of paper. Revising for example, is the stage when students look back at their writing and try to adjust content and realize substantial changes, and drafting as another example, is the stage when students correct mechanical mistakes, that is why they should be taken into consideration by students when they write for improving their piece of writing.

### **Question thirteen**

How much do you think following the stages within the writing process will help your

students to produce better compositions?

a- a lot.

b- a little.

c- not at all.

<b>options</b>	<b>Number</b>	<b>percentage</b>
a	8	100%
b	/	/
c	/	/
Total	8	100%

**Table 3.13, Following the Writing Steps for Better Compositions.**

This question aims that student following the writing steps in order to better composition.

All the teachers see that following the stages within the writing process will help

students a lot to produce better compositions. This result proves the effectiveness of the

process-orientation in writing; it is for teachers to make students aware of the importance of

this step- by-step activity in improving their level in writing.

#### **Question fourteen**

Do you think that making learners aware of writing as a process is essential in writing?

<b>options</b>	<b>Number</b>	<b>percentage</b>
Yes	8	100%
No	/	/
Total	8	100%

### **Table 3.14, The Importance of Awareness about the Process in Writing .**

Table 3.14, reveals a total agreement among teachers about the importance of awareness

in writing. All the teachers said that making learners aware of the writing process is essential

in writing, These results the claim of our research in which we seek to know to what extent following the writing process and the stages it entails will help students produce more effective compositions.

**Question fifteen:** How can you raise your student's awareness of the importance of the writing process?

This question aims the raise awareness for the student's in writing process.

In this question most of the teachers said that should follow the importance of writing process, by demonstrating the significance of each stage, its benefits, and then explaining the efficiency of outlining because it is the stage that most students skip when writing ,and encouraging them to follow the process,

#### **3.1.4. Discussion of the Results of the Questionnaire**

The analysis of the teachers' questionnaire reveals a consensus among teachers about the importance of the process-orientation in writing. All

teachers agree that the step-by-step writing is a key factor for learners to develop their composing abilities. In the first section which is concerned with general information, the findings show that the majority of teachers (75%) see that the written expression program they are teaching is enough to improve learners' proficiency in writing, and this is something really encouraging.

The results show that all the teachers are not satisfied with the level of the students in writing. Students should be given more time for text production to make them feel at ease when they write, especially when adopting the process approach which requires different stages with multiple drafts.

The section of the overview about the writing skill shows that the majority of teachers see that the students have difficulties with grammar; lack of ideas, poor style, the major reason for these difficulties comes from the learners reduced awareness about the recursive nature of writing where students can move forward and backward to make the necessary changes.

The analysis of the last section the general information about writing process reveals that all teachers use the process approach; In addition drafting and prewriting are the stages that causes most difficulties for students. The major reason for these difficulties comes from the learners' reduced awareness about the recursive nature of writing where students can move forward and backward to make the necessary changes. However, the majority of students do not follow their teachers' advice and

deny the process through which a piece of writing is produced, and all the teacher admit that making learners aware of the writing process will help them a lot to produce better compositions .From the teachers' responses, we can see that the majority of them ask their students to follow the writing steps .However, the majority of students do not follow their teachers' advice and deny the process through which a piece of writing is produced.



# **Student's Questionnaire**

## **Introduction**

In an EFL context, it seems appropriate to give students the opportunity to express their ideas not only by means of assignments, but via questionnaires as well. The aim of this questionnaire is to gain a thorough understanding of how students perceive the writing skill, the process approach and the importance of awareness about the process in writing. In this section, we will see the results of the students' questionnaire to check the validity of the research hypothesis.

### **3.2.1. Administration of the Questionnaire**

The questionnaire was given to 70 third year students chosen randomly from the Department of English at Mohamed Khieder-Biskra. The students answered the questionnaire in the classrooms, and this number of students constitutes the sample of this research. The administered questionnaire discusses an issue that is shared by almost all students; it does not need a great number of students to be analyzed, the majority of third year students face the same difficulties in writing since it is this year that they start write compositions.

**3.2.2. Description of the Questionnaire:** The questionnaire consists of fourteen (14) open-ended and multiple-choice questions divided in to three sections as follows:

**Section One:** General Information (from question 1to question 4) It aims to get an idea about how students view the module of written expression. This section is devoted to see whether written expression is interesting or not and whether the teacher encourage the students to write at home as the importance module.

**Section Two:** It is an overview about the writing process (from question 5 to question 8)It is about the writing process. It aims at exploring how students deal with writing taking into account the different aspects involved in the writing process.

**Section Three:** Awareness of the Writing skill (from question 9 to question 14) This section is composed of questions seeking information about students' awareness of the writing process, different stages of the process and the importance of proceeding through these stages to achieve a good quality of writing.

### **3.2.3. Analysis of the Questionnaire:**

**Section One:** General Information

**Question One:**

Do you enjoy writing?

a-yes      b-No.

<b>Options</b>	<b>Number</b>	<b>percentage</b>
Yes	60	85%
No	10	15%
Total	70	100%

**Table3.15.the importance of writing.**

This question aims the importance of writing by the students, Table 3.15, shows that 85% of the students enjoy the writing skill, and 15% do not enjoy the writing skill, so most of the students enjoy the writing skill because it is so important in English language to learn the importance rules of language in order to get rid for practice this skill.

**Question Two:**

Do you find the module of Written Expression interesting?

a-yes

b-No

<b>options</b>	<b>Number</b>	<b>Percentage</b>
Yes	70	100%
No	/	/
Total	70	10%

**Table 3.16, Students Attitudes towards the Module of written expression**

This question aims students for the interesting of the written expression as a module.

Table 3.16 shows that 100% of the students find the module of written expression interesting.

These results demonstrate that the students are aware of the importance of writing. It is to teachers to guide them help them and, get them more motivated and interested.

**Question three:**

Does your teacher of written expression encourage you to write at home?

a- yes                      b- no

<b>options</b>	<b>Number</b>	<b>Percentage</b>
Yes	65	93%
No	5	7%
Total	70	100%

**Table 3.17, Teachers encouragements in writing.**

This question aims the encouragement of the teacher to the students in order to write at home.

Responses to the question all the students said that their teachers encourage them to write at home. We believe that giving students topics to write about makes them always active and is a good way to enhance their writing

**Question four:**

On a topic of interest to you, can you generate lots of:

a-Ideas.

b-Words fairly quickly.

<b>options</b>	<b>Number</b>	<b>Percentage</b>
A	50	72%
B	20	28%
Total	70	100%

### **3.18. The interest of writing.**

This question aims the interest of writing to generate a lot of thing.

The table below shows the results 72% ideas, 28%, words fairly, so these results show the important of information that are taken by the students in the writing.

**Section two:** Overview about the writing process.

**Question five:** Good writing is :( you can tick more than one option)

a-Correct grammar.

b-Good ideas.

c-Precise vocabulary.

d-Spelling.

e-Others.

f- All of them.

<b>options</b>	<b>Number</b>	<b>percentage</b>
A	60	85%

B	50	72%
C	40	57%
D	30	42%
E	/	/
F	55	78%
Total	70	100%

**Table 3.19. What is a good writing.**

This question aims that writing are so important and related to some rules in order to develop it.

Table 3.19, shows that the great majority of the students 85% consider that good writing is correct grammar. 72% of the students indicated that good writing relates to good ideas and 57%% of them see that it relates to precise vocabulary.

Only 42% and % of the students see that it relate to spelling, then 78% of the students see the good writing is all of them i.e. the good writing is related to all the rules of the language.

**Question six:** What is the most difficult step in writing according to you?

a-Pre-writing (generating ideas).

b-Writing first drafts.

c- Revising.

d-Editing.

options	Number	percentage
A	40	57%
B	20	28%
C	/	/
D	10	15%
Total	70	100%

**Table 3.20: the Most Difficult Step in the Writing Process.**

This question aims to show the most difficult step in the writing process.

From Table 3.20, we see that the majority of students (57%) have difficulties with one of the most important stages in the writing process, generating ideas. 28% of the students said that writing initial drafts is the step in the writing process that gives them most difficulty.

Although revising 15% and editing are crucial in the writing process, they do not seem to cause much difficulty.

**Question Seven:** When you re-read you have written in the first draft do you make changes in :( you can choose more than one option)

a-Content organization

b-Vocabulary.

c-Grammar.

d-Punctuation.

e-Spelling.

<b>options</b>	<b>Number</b>	<b>percentage</b>
A	35	50%
B	20	28%
C	55	78%
D	25	35%
E	30	42%
Total	70	100%

**Table3.21. Changes Students make when re-reading.**

This question aims that students take changes when write in the first draft.

It seems from Table 3.21 that the category which requires the most changes is grammar (55%). The categories of spelling and content organization come next with 42% and 50% respectively. Finally, 35% of the students make changes concerning punctuation and 28% of them concerning vocabulary.

We note that students are more concerned with changes in form, especially grammar rather than content when they read back. This finding is not really encouraging since the adopted approach is the process approach where there is a greater focus on the content rather than the form.



**Question eight:** Can you get rid of errors in:

a-Grammar.

b-Spelling.

c-Punctuation.

<b>The options</b>	<b>N</b>	<b>%</b>
A	40	57%
B	20	28%
C	10	15%
Total	70	100%

**Table.3.22: The errors of students in writing.**

This question aims that student look for his errors in order to get better in writing. Students make errors in grammar 57%, spelling 28%, punctuation 15%.

In This question we see that students get some errors in grammar, spelling and punctuation because when we write something we should respect all the rules grammar, spelling and punctuation.

**Section three:** Awareness of the writing skill

**Question nine:** Do you know that writing is a developmental activity that contains different steps ?

a-yes

b-No.

<b>Options</b>	<b>N</b>	<b>%</b>
A	55	79%
B	15	21%
Total	70	100%

**Table 3.23: Students Awareness about the Writing Process.**

This question aims the awareness of writing process to the students.

Table 3.23 shows that the great majority of the students (79%) know that writing is a developmental process that contains different steps while only 21% do not know this. Even if

it is not a big percentage that of those who do not consider writing as a process, teachers should put more emphasis on this issue since it is very important in writing to develop some awareness of how the process works.

**Question ten:** What are the writing stages you are mostly familiar with?

a-pre-writing.      b-Drafting.

c-Revising.          d-Editing.

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
A	60	85%
B	65	92%
C	30	42%
D	20	28%
Total	70	100%

**Table 3.24, Students' Familiarity with the Writing Stages.**

This question aims that show the writing stages that are familiar to the students.

As Table 3.24, shows, drafting is the most familiar stage to students with 92% followed

by the prewriting stage with 85%. The revising and the editing stages gained 30% and 20%

respectively. It is expected that the drafting stage gains the highest percentage of familiarity to

students as known by everybody as the actual act of writing. However, the other stages should

not be neglected since they all together contribute to improving the quality of students'

writings.

**Question eleven:** When writing compositions, do you proceed through all the writing steps?

a-yes b-No.

options	Number	percentage
Yes	60	85%

No	10	15%
Total	70	100%

**Table 3.25: Students' proceeding through all the Writing Steps.**

This question aims that students follow the stages when producing the composition.

Table 3.25, reveals that the great majority, 85% of the students follow all the writing

stages when producing composition, an attitude that is very encouraging because it is very important for students to emphasize the process of writing rather than the product when they write, especially when the process approach is adopted. However, 15% of the students do not follow all the writing steps when producing compositions. Here, and because of the great benefits of following the writing process, we advise teachers to help students stick to all the writing steps when they produce compositions.

**Question twelve:** Does your teacher ask you to follow the writing steps?

a-yes                      b-No.

options	Number	Percentage
A	70	100%
B	/	/

Total	70	100%
-------	----	------

**Table 3.26, Teachers Asking Students to Follow the Writing Steps.**

This question aims that teachers make students the following of the writing steps.

All the students agree that their teachers ask them to follow all the steps while writing.

Because proceeding through all the stages of the process is very helpful in improving

students' writing, teachers should always encourage students to approach writing in terms of

the process that contains several steps.

**Question thirteen:** Do you revise your writing to improve its development and organization ?

a-yes

b-No.

options	Number	Percentage
A	55	79%
B	15	21%
Total	70	100%

**Table 3.27, students revise our writing to improve the development and organization.**

This question aims the benefit of revising our writing when you write to get the organization.

In this question 79%, most of the students see that should revise the writing to improve its development and organization, and 21% see that do not revise your writing its development and organization.

The writing skill is one of the most skills for the students to revise it for the organization and to develop it in order to avoid errors.

**Question fourteen:** Do you think that following the writing steps will help you to produce better compositions?

a-A lot.

b-A little.

c- Not at all.

options	Number	Percentage
A	55	78%
B	10	15%
C	5	7%
Total	70	100%

**Table 3.28: Following the Writing Steps for Better Compositions.**

This question aims that writing steps are important to follow it to the good writing.

From Table 3.28, we see that the majority of students 78% see that following the writing steps will help a lot to produce better compositions. 15% of the students see it will help just a little, and only 7% of them see it will not help at all.

#### **3.2.4. Discussion of the Results of the Questionnaire**

The analysis of the students' questionnaire reveals that students still have the traditional tendency to center their attention on the mechanics of grammar and writing and to neglect content and organization. The section about general information shows that almost all students (100%) find the module of writing interesting. Such a finding is very encouraging, and the teacher has to get students more motivated and interested. This section also demonstrates that the great majority of students (85%) enjoy the writing skill, but there are some difficulties in this module specially in many rules.

When speaking about the writing process, we find that 57% of the students who answered the questionnaire face most difficulty during the pre-writing and 28% drafting. This finding is reasonable since drafting is the actual act of writing. However, students can overcome this difficulty if they keep in mind that whatever they write is not the final product; they should consider the first drafts as first attempts that serve for achieving an adequate final product. From the analysis of students' responses about the writing process section, we can see that grammar is the most important component. This result does not support the claim of adopting the process

approach which focuses mainly on the expression of meaning and self-discovery; i.e. ideas and content organization.

The analysis of the last section awareness of the writing skill reveals that the majority of students have some awareness of the writing process; however, they lack the necessary awareness about the importance of the writing stages and the efficiency of multiple drafts in improving their writing. From students' responses, we can see that the majority of them consider prewriting and drafting as major stages while they view revising and editing as minor ones and thus disregard them when they write. Students should be made aware of the importance of each single stage; because all the stages of the process contribute to help students produce a good piece of writing.

## **Conclusion**

The obtained results show that the writing skill is a complex activity that requires much time and practice from the learner's part and a lot of experience and guidance from the teacher's part. A focus should be put on the process approach rather than the product approach since the product is the result of any process of writing. Teachers should guide students through the writing process avoiding an emphasis on form to help them develop strategies for generating, drafting and organizing ideas. Awareness of the importance of the writing process, as the results showed, is essential in the writing activity..



The analysis of students' questionnaire reveals that students have a little difficulty in approaching the writing task. It confirms that writing is a challenging and complex skill because students showed that they have difficulties in dealing with the different aspects like grammar, vocabulary, content and ideas organization as well as the other mechanics of writing, spelling and punctuation.

The results of the study also strongly support the importance of the process approach where recursiveness is applied, going through the different stages of prewriting, drafting, revising and finally editing. Furthermore, the results show that students have a little awareness about the writing process, but they lack the necessary awareness about the importance of going through all the writing stages for producing better compositions.

## **Recommendations**

In the light of the obtained results, we recommend the following:

-The process approach to teaching writing should be generalized and adopted by the teachers of written expression in the Department of Foreign Languages. In other words, teachers should be sufficiently trained till they master the different phases of the writing process.

- Teachers should devote enough time and effort when dealing with the numerous stages of the writing process.

- Teachers should not teach the various writing stages as a set of rigid and fixed steps; rather, they should bear in mind that these stages are recursive and dynamic.

In other words, students can return to any stage of the writing process several times during the act of composing.

- Students should recognize the importance of using the writing stages, and should be

told regularly that the more they go through them, the more they produce better writing.

- Students should also be aware of the fact that each writing task requires different portions

of cognitive operations.

- The process instructions should be introduced gradually but firmly. First of all, and before getting students to write, teachers should encourage them to think about what they are going to write by planning the content and the sequence of what they will put down on paper. Second, teachers should encourage students to draft and reflect especially the ones who are unused to the writing process.

- Teachers should get learners to treat first drafts as first attempts and not as finished products.

- One way to involve students in revising is to provide them with revision 'checklists' to use when looking through what they have written with an intention to make the appropriate modifications, teachers should encourage students to go through the different stages of the writing process by creating activities that involve students to make use of these stages. For instance, a teacher may ask his/her students to write journals.
- Teachers should also motivate students to move through the several stages of writing by giving good marks to those students who apply these stages.
- The recursive aspect of the writing process should be exercised through essay writing activities which will help learners to develop automaticity in writing by manipulating, organizing and connecting the different stages of the writing activity.
- Last but not least, students should be provided with enough time when they write so that they could go through the stages of the writing process.

We hope that these recommendations and other researchers' recommendations ameliorate the level of our learners; in this case, we wish our learners become good writers.

Finally, future studies should go deeper and make investigations relative to emotional and affective factors such as motivation and feedback which were not given much importance in this research, but, we

believe, have great importance in understanding writing and rearranging the ways of approaching this task.

## **General Conclusion**

The present study is based on an investigation of the writing skill, the effectiveness of the step-by-step writing within the process-orientation, and the importance of increasing awareness about the process that underlies the writing activity for improving the writing proficiency.

At the beginning of this dissertation, we tried to demonstrate the importance of the writing skill and the relation of this skill with other language skills, namely reading and speaking that serve all in the development of each other. We tried also to identify the main reasons for teaching writing and to present the major aspects that enable the student writer to build up an effective piece of writing.

As far as the writing process is concerned, we have stressed the idea of recursiveness and the significance of the different stages that lie beneath the writing process, namely prewriting, drafting, revising and editing. We have also tried to show the importance of awareness in writing stressing the idea that the students should develop some consciousness

about the importance of each single stage in the activity of text production. In other words, we tried to prove that all the stages are significant, crucial and helpful in the activity of production and that they are not just a time-consuming sequence of procedures.

It is by the means of two questionnaires devised to both teachers and students that we investigated writing in an EFL context and reached some findings. The findings gathered in this study confirm that writing is a challenging skill and an activity that most of the students find difficulties when dealing with. They have also shown that the adoption of the process approach is effective and can prove the students' level of writing if they are given enough time and the necessary strategies to deal with the writing activity.

Moreover, the results of the questionnaire confirm our hypothesis that awareness about the writing process will lead to better compositions and prove that students lack the necessary awareness about the recursive nature of writing and the importance of proceeding through the different writing stages for more effective writing.

This study attempts to provide the Algerian university teachers and students with an understanding of an effective way that leads to improve writing. Teachers should always urge their learners to follow the writing process and to proceed through the different stages it entails. Learners should know that this progressive activity is not a waste of time but rather a valuable practice that leads to the improvement of their level in writing.



## References

Atkinson, D. (2003). *L2 writing in the post-process era: Introduction*. Journal of Second Language Writing.

Anderson, c. (1992). *Free/style: a direct approach to writing*. Boston: houghton.

Bereiter, c. And scardamalia, m. (1987). *The psychology of written composition*.

Bereiter, c. & scardamalia, m. (1982). From conversation to composition: *the role of*

*instruction in a developmental process*. Advances in instructional psychology, 2.

Braddock, r. lloyd-jones, r. & schoer, l. (1963). *Research in written composition*. Urbana, i

*national Brooks, a and c. Penn. (1970). Study english: a course in written english for academic And professional purposes*. Cambridge university press.

Brown, h.d. (1994). *Teaching by principles: an interactive approach to language Pedagogy*.

Engle wood cliffs, n.j, prentice hall regents.

Brown, k and s. Hood. (1989). *Writing matters: writingskills and strategies for students Of*

*english*. Uk: cambridge university press.

Brown, H.D. (2001). *Teaching principles: interactive approach to language pedagogy* (2<sup>nd</sup>

ed.).New York: Addison Wesley Longman.

Byrne, d. (1991).*Teaching writing skills*. Hong kong: longman.

Badger, R, and White, G. (2000).*A process genre approach to teaching writing*. ELT Journal, 34 (2),153-160.

Caudry, t. (1998).*Increasing students' awareness of genre through text transformation*

*Exercises: an old classroom activity revisited*. Tesl-ej.

Chenowith, n.a. (1987). *The need to teach rewriting*.*E.I.t journal*. 41, (pp. 25-9).

Collins, a and d. Gentner. (1980). *A framework for a cognitive theory of writing*. In l.w

Flower, l.,&hayes, j. R. (1981).*plans that guide the composing process in c.h.*

Flower, l.And j. Hayes.(1981). *A cognitive processtheory of writing*.College Compositionand

communication, (pp.365-87).

Flowerdew, L. (2000). *Using a genre-based framework to teach organizational structure in academic writing*.ELT Journal, 54(4): 369-378.

Glazier, t.f. (1994). *The least you should know about english writing skills*.

Usa: harcourt

brace college publishers.



Harmer, j. (1998). *How to teach english: an introduction to the practice of english Language*

*teaching*. Uk: pearson education.

Harmer, j. (2001). *The practice of english language teaching* (3rd ed).  
England: Pearson

education limited.

Harmer, j. (1992). *The practice of english language teaching*. London:  
longman.

04). *How to teach writing*. Uk: pearson education.

Harmer, j. (2004). *How to teach writing*. England: longman.

Hedge, t. (1988). *Writing*. Oxford university press.

Hedge, t. (1991). *Writing*. Hong kong: oxford university press.

Hedge, t. (2000). *Teaching and learning in the language classroom*. Oxford: oxford University press.

Hyland, k. (2003). *Second language writing*. Usa: cambridge university  
press.

Hyland, f. (2000). *Esl writers and feedback: giving more autonomy to students*. Language

teaching research 4(1), 33-54.

Hyland, f. (2003). *Focusing on form: student engagement with teacher feedback*. System,

31(2), 217-230.

Hyland, k. (2002a). *Authority and invisibility: authorial identity in academic writing*. Journal

of pragmatics, 34, 1091-1112.

Hyland, k. (2002b). *Directives: argument and engagement in academic writing*. Applied

linguistics, 23(2), 215-239.

Hyland, k. (2003). *Genre-based pedagogies: a social response to process*. Journal of second

language writing, 12, 17-29.

Hartley, j. (2008). *Academic writing and publishing: a practical handbook*. New

York : Routledge.

Hyland, k. (2003). *Second language writing*. Cambridge: Cambridge University Press.

[Http://enl. Wikipedia.org /wiki/ awareness](http://enl.wikipedia.org/wiki/awareness).

Hamp-Lyons, I. & Heasley, B. (2006). *Study writing* (2nd ed.). Cambridge: Cambridge University Press.

Hale, g.taylor, c.bridgeman, b.carson, j.kroll, b.&kantor, r. (1996). *A study of writing tasks*

*assigned in academic degree programs* (toefl research report no. 54). Princeton, nj:

educational testing service.

Johnson, a. P. (2008). *Teaching reading and writing: a guidebook for tutoring an Remediating*

*students*. Usa: rowman&littlefield education.

Johnson, A. P. (2008). *Teaching Reading and Writing: A Guidebook for Tutoring and*

*Remediating Students*. USA: Rowman & Littlefield Education.

Johnson, d., johnson, r., & smith, k. (1991). *Active learning: cooperation in the college*

*classroom*. Edina, minnesota: interaction book company.

Krashen, s. (1984). *Writing: research, theory and applications*.

Krashen, s. D. (1984). *Writing: research, theory and applications*. Oxford: pergamon institute of english.

Kroll, b. (1990). *Second language writing. Research insights for the classroom*. New york:

Cambridge university press.

Lagan, j. (2000). *College writing skills*. London: longman.

Murray, d.h. (1982). *Learning by teaching*. Montclair, nj: boynton/cook.

Murray, n.And g. Hughes. (2008). *writing up your university assignments and research*

*projects: a practical handbook*. Uk: mcgraw-hill education.

Murray, N.and G. Hughes. (2008). *writing up your University Assenments and Research*

*Projects: Apractical Handbook*. UK: McGraw-Hill Education.

Muncie, J. (2000).*Using Written Teacher Feedback in EFL Compositon Classes*.ELT

Journal, 54(1):47-53.

Mackay, I. (2003).A summary of linda flower and john r. Haye3' "a *cognitive Process theory*

*of writing*". Retrieved june, 2009, from [http:// members, shaw-ca / leigh Mackay / portfolio / flower](http://members.shaw-ca.com/leighmackay/portfolio/flower).

Nemouchi, a. (2008).*Writing connection with grammar and literature in the study*

*organization of the lmd system at the university of constantine .*

Unpublished phd

Dissertation, univesity of constantine.

Nunan, d. (1999).*Second english teaching and learning*. Boston: heinle&heinle publishers.

Nunan, d. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge university press.

Raimesa (1983). *Techniques in teaching writing*. New york: oxford university press.

Peterson, s. (2003). *Peer influences on students' revisions of their narrative writing. L-1*

*educational studies in language and literature*, 30, 239-272. 3.

Perl, s. (1979). *The composing process of unskilled college writers*. Research in the teaching Ofenglish. 13.

Pennington, m.c. And cheung, m. (1993). *Managing contextual factors in educational innovation: process writing in hongkong*. Journal of english and foreignlanguage 2, 20-33. Peyton, j. & staton, j (1996). *writing our lives* (2nd edition).

Raimes, a. (1983). *Techniques in teaching writing*. Oxforduniversitypress.

(1987). *Language proficiency, writing ability and composing strategies*. A study of

*eslcollegestudentwriterslanguagelearning*. 37, (pp. 439-68).

Read, c. (1978). *Children's awareness of language with emphasis on sound system*. In a.

Robinson, p. (2008). *Attention and awareness*. In j, cenoz&n.i-l.hornberger (eds.),

*Encyclopedia of language and education: knowledge about language* (2nd ed.). (vol. 6,

Pp. 133-142). Springer science + business media.

Smith, s. (1997). *The genre of the end comment: conventions in teacher responses to student*

*writing*. College composition and communication, 48, 249-268. 2.

Starkey, L. (2004). *How To Write Great Essays*. New York : Learning Express.

Tho, l.n.m. (2000). *A survey of writing problems of ussh first-year students of english*. Ho chi minh city.

Tribble, c. (1996).*Writing*. Oxford: oxford university press.

White, r. & arndt, v. (1991).*Process writing*. London: longman.

Weigle, c.s. (2002).*Assessing writing*. Cambridge: cambridgeunvversity press.

White, r.v. (1988). *Process and product*.In p. Robinson (ed.) *Academic writing*.Elt Document.

129, (pp. 4-16).

Washington, dc & mchenry, il: cal and delta systems, inc pincas, a. (1984) *writing in english*.

Chanderasegaran, a. (2002).*Intervening to help in the writing process*.Relc portfolio series7.

Zamel, v. (1983).*The composing processes of advanced esl students: six case studies. Tesol quarterly, 17, 165-187.*

Zamel, v. (1987).*Recent research on writing pedagogy. Tesol quarterly, 21, 697-715.*

Zamel, v. (1998).*Strangers in academia: the experiences of faculty and esl students across the curriculum.*

Zamel,v.& r. Spack (eds.), *negotiating academic literacies: teaching and learning acrosslanguages and cultures* (pp. 249-264). Mahwah, nj: lawrenceerlbaumassociates.

# Appendices

## Appendix 1

### Teacher's Questionnaire

#### Dear teachers

This questionnaire is a data collection tool for a research work that aims at investigating the development the writing skill through increasing student's awareness of the writing process.

I would appreciate very much if you accept to take time and energy to share your experience by answering the questions below.

Please, mark (√) the appropriate box (es) or give full answer(s) on the broken lines.

Thank you, in advance, for your collaboration.

#### Section one: General information:

1) Would you specify your degree?

- a. License
- b. Master
- c. Magister
- d. Doctorate

2) How long have you been teaching English?

  
  

.....year(s)

3) How long have you been teaching the module of written expression?

.....year(s)

4) Is writing an easy task for the third year university student's?

a- Yes

b- No



5) Which skill contributes best to develop writing?

- A. Speaking
- B. Reading
- C. Listening

  
  

**Section two:** Overview about the writing skill

6) What are aspects of the language that your students often have problems with? (you can tick more than one box)

A-Grammar

B-Lack of ideas

C-Lack of organization

D-Lack of vocabulary

E-Poor style

7) Good writing is related to:( you can tick more than one box)

A-Correct grammar

B-Coherence and cohesion of ideas

C-Clarity of ideas

D-Spelling and punctuation

8) Are you satisfied with your students' level of writing?

a-Yes

b- No

**Section three:** General information about the writing process

9) What type of approach do you follow in teaching writing :

- A. Product approach

  
1

- B. Genre approach
- C. Process approach
- D. Combination of all
- E. None of them

10) What stage of the writing process is the most difficult for your students?

  
  


- A. Generating ideas
- B. Writing drafts
- C. Revising
- D. Editing

11) Do your students follow all the writing stages?

  


a-Yes

b- No

12) If "No", please specify the stages your students



proceed through (you can tick more one box)

- A. Per-writing
- B. Drafting
- C. Revising
- D. Editing
- E. Outlining

13) How much do you think following the stages within the writing process will help your students to produce better compositions?

  
  


a- A lot

b- A little

c- Not at all

14) Do you think that making learners aware of writing as a process is essential in

writing?

Yes

No

15) How can you raise your student's awareness of the importance of the writing process?

.....

.....

.....

.....

## Appendix 2

### Student's Questionnaire

#### Dear Students

This questionnaire is a data collection tool for a research work that aims to investigate the development of the writing skill through increasing student's awareness of the writing process.

I would appreciate very much if you accept to take time and energy to share your experience by answering the question below.

Please, mark (√) the appropriate box (es) or give full answer(s) on the broken lines.

Thank you, in advance, for your collaboration.

#### Section one: General information

1. Do you enjoy writing?

a-Yes                       b- No

2. Do you find the module of written Expression interesting?

a-Yes                       b-

3. Does your teacher of written expression encourage you to write at home?

a-Yes                       b-No

4. On a topic of interest to you, can you generate lots of:

a-Ideas

107

b- Words fairly quickly

**Section two:** overview about the Writing process

5. Good writing is :( you can tick more than one option)
- A. Correct grammar
  - B. Good ideas
  - C. Precise vocabulary
  - D. Spelling
  - E. Others
  - F. All of them
6. What is the most difficult step in writing according to you ?
- A. Pre-writing (generating ideas)
  - B. Writing first drafts
  - C. Revising
  - D. Editing
7. When you re-read what you have written in the first draft do you make changes in :(you can choose more than one option)
- A. Content organization
  - B. Vocabulary
  - C. Grammar
  - D. Punctuation
  - E. Spelling
8. Can you get rid of errors
- A. grammar
  - B. Spelling
  - C. Punctuation

**Section three:** Awareness of the writing skill

9. Do you know that writing is a developmental activity that contains different steps?

a- Yes                       b- No

10. What are the writing stages you are mostly familiar with?

- A. Pre-writing
- B. Drafting
- C. Revising
- D. Editing

11. When writing compositions, do you proceed through all the writing steps?

  

a-Yes b- No

12. Does your teacher ask you to follow the writing steps?

a-Yes

b-No

13. Do you revise your writing to improve its development and organization?

a- Yes

b- No

14. Do you think that following the writing steps will help you to produce better compositions

a- A lot

b- A little

c- Not at all

## ملخص

إن التعبير الكتابي باستعمل لغة أجنبية من بين أهم النشاطات وأكثرها تعقيدا وأشدّها تحديا لطلبة اللغات بجامعة محمد خيضر-بسكرة. كما تعد الكتابة من بين أصعب المهارات التي تتطلب مجهودا معتبرا وممارسة متواصلة من طرف الطالب لكي يبلغ مستوى مقبول في الكتابة. ونظرا لصعوبة التحكم في هذه المهارة فإن كثيرا من الطلبة يواجهون متاعب في إنشاء مقال مضبوط و صحيح و مفهوم.

تحاول هذه الدراسة أن تعرف أثر وعي الطلبة بمراحل الكتابة في الممارسة الكتابية . بما أن الكتابة عبارة عن عملية مكونة من عدة خطوات ' يهدف هذا البحث إلى تبين إلى أي مدى استوعب الطلاب مراحل الكتابة وإذا ما يمكن لهذا الوعي أن يؤدي إلى نتائج أحسن و أفضل، لهذا سوف نجري استبيان سبعين طالبا في تخصص اللغة الإنجليزية سنة ثالثة (ل . م . د) وثمانية أساتذة في قسم اللغة الانجليزية بجامعة محمد خيضر- بسكرة .

سيتم تفحص إجابة الطلبة والأساتذة ثم تقييم للتأكد إذا كان هناك نقص في وعي الطلبة بمراحل الكتابة وعلى ضوء النتائج التي نتحصل عليها نقتراح مجموعة من التوجيهات التي نظن أنها يمكن أن تكون مفيدة لكل من الأساتذة والطلبة

