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THE IMPORTANCE OF PROCESS WRITING APPROACH ON

ENGLISH LEARNERS ESSAY' WRITING

THE CASE OF FIRST YEAR MASTER STUDENTS - UNIVERSITY OF

BISKRA

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Dedication

In the Name of God, Most Gracious, Most Merciful

All the Pries is due to God alone, the Sustainers of all the world.

To the ones who gave birth and meaning to my life, to the persons who gave me strength

and hope:

To the memory of my father I dedicate this work.

To my beloved mother.

To my dear sister

To my brothers

To all family and friends

To everyone who help me to finish this work.

Acknowledgments

List of Abbreviations

CCCC: Conference on College Composition and Communication

EAP: English for Academic Purposes

EFL: English as a Foreign Language

ELI: English Language Institute

ESL: English as a Second Language

ESP: English for Specific Purposes

NCTE: National Council of Teachers of English

TESL: Teaching English as a Second Language

L1: First Language/Mother tongue

L2: Second Language

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Chapter Three: The Investigation about the Process Approach

Abstract

The present study aims at describing and investigating the importance of the process approach on developing student's ability in writing. The aim is to check whether the students' writing production would be improved when they use the process approach. Students should be aware of the writing process as an extensive act which entails different stages and not as a simple product of ideas or thoughts. In this research work, it is hypothesized that making students aware of the several steps of the process orientation will help them to evaluate their written texts. It is by the means of 'think aloud' questionnaire and the writing test given to First Year Master English learners at Biskra University that we investigated our hypotheses. The finding gathered in this study confirmed the set hypotheses in that the effective production can be achieved if they implement the process approach and respect the order of its steps.

General Introduction

Writing is an integrative, constructive, complex process and an essential skill in foreign language learning in terms of giving the learners the opportunity to develop the proficiency they need to write essays, letters, research papers and journals.

Scholars consider that the ability to write is the most crucial skill to acquire because writing is part of everyday life but the problem is the way somebody's writing as Grabe and Kaplan (1996:87) wrote "probably half of the world's population does not know to write adequately and effectively". From this idea it was deduced that the learner can not state information easily in his own words and writing exactly the message to the readers. What makes writing a very troublesome task is the organization of writer's production even if the content is correct the focus should be on the way of writing.

1. Statement of the problem

The teaching of written expression at Biskra University has witnessed many changes of method from the "translation method" to the so called "modern approaches" within this evolution, the latest to be adopted is the process approach. This new approach seeks to establish competences in learners for the writing skill that's why this research needs to be investigated to know if the different stages of writing process approach are used by the English learners or not and whether using this approach can improve English Learners written production.

2. Significance of the study

This research is important for the learners to be able to:

- Increase the level of their papers readability so that the readers can understand what they are writing clearly.

-Motivate the student to write an organized essay.

-Enable the student to order his ideas in a correct way.

-Help the student to concentrate more on writing structure rather than the linguistic knowledge (grammar and vocabulary).

-Enable the learner to gain time in his writing work.

-Be proficient in essay' writing in the foreign language.

3. Aim of the study

The present study deals with the learners' poor achievement to making planning and determine a well-structured piece of writing, our objective is to investigate the process approach as a way to overcome such a problem and ultimately develop the student' written production. The reason behind the choice of the process approach is that recent research on the best way to teach writing focuses on this orientation as an effective tool to develop student' writing skill.

4. Research questions

The following research aims to answering the following questions:

- Does the process writing approach improve the learner's writing ability?

- Are the students aware of the criteria that characterize a successful piece of writing?

5. Hypotheses

It is hypothesized that the students who write essays using the process writing approach, produce well organized essays unlike the students who do not use this approach.

Also, we think that if the learners are aware on how to proceed through the different stages of writing process successfully, they would write more coherent and effective writing composition.

6. Research methodology

The nature of method that will be used to collect and analyze data in this research is the descriptive qualitative one by using a think allowed questionnaire and a writing test to the learners as research instruments. On one hand, the sample of the study comprised about 60 mixed gender First Year Master students randomly selected at Biskra University to know who are the students whom use the process approach in their essays. On the other hand, the writing test will be used to know the gathered data on their written production. The research finding will be extracted from the comparison of the two groups of students written production quality.

7. Organization of the dissertation

The present research is basically divided into three main chapters. Chapters one and two will be devoted to the literature review and chapter three will be about the analysis of qualitative responses and the results obtained from the learners test and questionnaire.

The first chapter will be devoted to the writing skill of writing. It will comprise an historical of writing which include the definition of writing, the connection between writing and speaking, writing and reading, and approaches to teach writing and methods to help in students' composition. The second chapter provides deeper insight into the process approach; it includes different overviews aboutthe process approach,we will constraints on the three main techniques of the process approachnamely pre-writing, drafting, revising, and their role in raising' learnersdeveloping an effective piece of writing. Also, it contains the common models of the process approach.

Finally, the third chapter deals withinvestigation of the degree of First Year Master LMD students' commitment to the process of writing and its effects on their achievement in writing.

CHAPTERONE

The WritingSkill

Introduction

Writing has become an essential tool for people in today's global communication. It is the process of transforming thoughts and ideas into written communication. Writing has an Islamic concept, where it receives special emphasizes in the Holly Quran. The Holly Quran devotes special emphasis to writing where Allah says in Surah Al Qalam, verse 1 "*Nun. By the pen and by which they write*". Allah mentions the pen as crucial instrument to be witnessed of all the good and bad things which are done by all the human beings. In addition, in Tafsir of Ibn-Abbaâs said that the Nun is pen made especially to the angles by light which cover the distance between the sky and the land. All those incident and many others reveals the importance of writing in Islam. Furthermore, in comparison to the other skills of language recently most of scholars view that writing is the more demanded skill in learners' language proficiency because it is the basic aspect that should be mastered in order to use it in different domains in one's daily life.

1.1 History of writing

Harmer (2004:1) claims that the reason behind the change in English writing started about 5,500 years ago when the famous phenomenon spread in that time which is the raised of different letters in both the speaking and written form of language in the place named Harappa where the great Indus civilization flourished, there was different point of views about the symbols' meaning that were discovered. From that time all the population began to give attention to the writing skill.

Yancey (2009:3) in the report of NCTE who wrote that at the beginning of the twentieth century, the development of science in America lead the citizens become more interesting in writing because they think that writing is a crucial element which support the modern technologies as a result, writing in English became more demanded. Through this progress, teachers in elementary schools began to make their learners conscious about the significance of writing in their daily life and made them consider that "experiences in the use of language" are "always social contacts" (Hatfield136) which means that the language is a part of one's social community as a consequence, to write effectively, the writer needs to give attention to the audience and their social situation.

1.2 Second Language Writing in the Twentieth Century

Over the last forty years, there were an established discipline of the second language studies, furthermore during the period of 1990's many researchers believe that the idea of second language writing appeared in this time as an aspect and field of this discipline.

Matsuda (2001) argues that in the mid of twentieth century the priority was given to the spoken form rather than the written form of second language that is because the rise of applied linguistic in the late ninetieth century; exactly, in this era leaders of applied linguistic in Europe thought that the writing is just the symbolic image which represent the speech. In the same point of view, Harklau wrote in the Journal of second language writing (2003:155) that 'learning to write in second language is not simply the accrual of technical linguistic abilities but rather is intimately related to identity' this notion sees the writing as

an expressive act of writer's personality instead of group of words and sentences connected by specific system.

1.3 The Rise of L2 Studies in US Higher Education

In the late nineteenth century it is argued that English was the dominant language in many countries and the most spread language in that time. According to Crystal (1997 cited in McKay, 2002:15) there are many reasons behind this spread but the major reason is the immigration of native speakers to United States then, the second reason is the rise of technological development which make people curious to know more about the English language to use it in different domains; in economic administration and education. All those causes are help the English to be universal language.

As a result, the United States created a new program called the English Language Institute (ELI) that was used for the first time at the University of Michigan in 1941 with Charles C. Fries after the Second World War, the (ELI) began to provide instruction for international students from other countries. The goal of (ELI) was not to produce written discourse because Fries (1945), and Sweet, in manner both of them argue that the learners can write easily when they master the spoken form of language and they use the printed materials only to develop their English Language Institute (ELI). As a result, the teachers of English as a second language were not interested in writing as a crucial part on their preparation until 1950's. Since the early twentieth century, the instruction of second language writing is began to rise and spread quickly in United States higher education as the result of increasing number of students whom study English as a second language (ESL).

1.4 Second language writing in English departments

When the number of students in United States higher education continued to increase, English departments decided to establish the Conference on College Composition and Communication (CCCC) in 1949, it was the first professional forum which gathered the teachers and trained them to teach English as a second language (ESL); at the beginning the (CCCC) focused more on teaching the spoken form in their programs. Then, the teachers were used materials such as text books to make composition between First and Second language in the late of 1950's, writing in second language became a basic issue in second language studies and all the teachers should be trained to be able to prepare new programs to be taught. Consequently, Hyland (2002:217) state that L2 writing emerged as "sub-discipline". In the area of teaching English as a Second language (TESL) with several pedagogical approaches each one has a different point of view about the nature of writing which are classified briefly in five conceptions:

1.4.1- Writing as sentence-level structure

When the field of teaching English as a second language raised, most of teachers focused on the text form; they used to give several exercises and knowledge about how the written production will be structured in this perspective Hyland (2003 qtd in Language Institute Journal (2006:3) that second language writing :

"Mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts".

As for Hyland, writers in second language should give attention to all the included components within a written production rather than the focus on what are going to said; in

this case teachers need to use well designed or specific exercises to help the learners to produce correct structure text. In the same manner Pincas (1982:102) pointed out that:

> "Includes any writing for which students are given assistance such as a model to follow, a plan or outline to expand from, a partly-written version with indications of how to complete it, or pictures that show a new subject to write about in the same way as something that has been read".

This quotation is refers to the when learner who wants to write in second or foreign language, he should view a sample of writing to be able to write piece of writing without mistakes.

1.4.2- Writing as discourse-level structure

The idea of discourse Analyses raised since 1970's because the development of using English language as specific purposes (ESP) as Hyland claims in Journal of second language writing (2003:166-167) that there are many reasons which support learners to use English as specific purposes the first reason is to understand the context of the text because the language is not only utterances instead it has relation with social events that's why the content need to be analyzed to discover the heading meaning of the discourse. The third and the main reason is to promote the teachers to teach their learners to write with their own ideas in order to avoid the transfer of L1 on second language.

1.4.3- Writing as a process

Until the 1970 the focus by teaching of second language writing was on the characteristics or the structure of written text; however, in the late of 1970's there were scholars such Flower and Hayes tried to find new development in L2 composition which based on the consideration of the process writing rather than the textual form.

In 1979 Vivian Zamel introduced the idea of the writing as a process as a consequence he thought that L2 writers can be similar to L1 writers and can take advantages from the idea of process writing. In contrast, the idea of writing as discourse structures, the process-based approach see the writing as completely organization as meaning and the emphasizing in L2 classes was by teachers and students on the planning, drafting, and formative feedback. Despite the fact, there were some teachers satisfied by the process approach and start to apply it in classrooms, there are others who are against this idea of writing process such as (Susser, 1949).

1.4.4- Writing as language use in context

Language and writing have the same context in their use considering the (ESP) English for Specific Purposes which makes the courses designed for the international ESL students in English dominant countries. As a result of this movement the writing instruction was a demand to increase the number of non-native English speaking.

There was a similar point that connects the written language with its context on certain condition which is if the context of language used was available, a comprehension of the several contexts of writing should be developed first. For this reason, some researchers of (EAP) English for Academic Purposes think that the importance of academic writing should exist as tasks in the discipline, this development led to the use of writing in discourse communities rather than as composition in courses.

1.4.5- The limitation of pedagogical focus:

There were several pedagogical approaches to teach second language writing as Raimes (1983:11) think that few teachers are "So devoted to one approach as to exclude all others." This means that there are teachers who think that the basic approach which

can be used to encourage the learners' ability is productive one; whereas, others think that the process approach is the most adequate one to increase the level of writing. After this situation, teachers of L2 writing make new preparation in the programs by using textbooks as a material in their courses. According to Raimes (1986:157) "new theories and approaches are…..often slow to find their way into practice." This idea means that there are some new methods and approaches that can take period of time to use them as tool in teaching second or foreign language writing.

1.5 The importance of teaching writing

Teaching writing in English as a foreign language is very significant because it motivates learners to use their cognitive efforts inside the classroom and helps them to create an organize thoughts. As Harmer (1998:79) think that the major cause to teach writing is to understand the importance of this skill in one's daily life.

1.5.1- Writing as a skill

The most significant reason for teaching writing is 'writing as a skill' because writing is crucial, basic, and essential language skill so that, students need to know how to express their thoughts in letters, advertisements and electronic media. Therefore, student need to know the writing's components such as (punctuation, paragraph form…).furthermore, most of scholars see writing as crucial skill; in this manner Harmer (2004:3) believes that writing is taking as a part of education among the societies because the ability to write in certain language is a fortune, as a result writing is considered to be the measured skill it means that teachers can measure learner's language proficiency through writing.

According to Brown and Hood (1989:3) the aim to teach the writing skill is to build self confidence in students in order to write independently. Then, because they believe that writing is more demanded skill in language learning.

It is well-known that the teaching of writing in English as a foreign language is not an easy task because writing is the most sophisticated skill. The difficulty of writing has a relation with three kinds of problems which are supposed by Byrne (1988:4) as following: psychological, linguistic, and cognitive problems. The form of psychological point of view is began when the learner wants to write something, he is obliged to write using his own words; without using prior knowledge or interaction with others. The linguistic problems occur because the writer needs to pay more attention on sentences' structure and use to write with complete, meaningful, and correct grammatical utterances also, every writer should avoid repetition to present a coherent text that can interprets his thoughts.

Byrne (1988:5) pointed out that: generally, writing is 'learned through a process of instruction' it means that it is a conscious activity which take efforts from the learner to focus on the organization of his ideas, in order to produce an effective piece of writing. This writing production can be understand by the reader who might be unknown person.

1.6 Different of first and foreign language writing

Considering the distinguish between writing in first and second language there are many differences summarized by Byrne (1988:5) as follows: children in their first language start to learn writing between the ages of five and seven, they consider the writing as a new experience so, most of them needs to great efforts to learn such skill because they have a little and limited experience. Usually, they practice writing inside the classroom in written

session or other modules such as (history, geography…).It is difficult to be proficient in writing skill as a result, the children see the writing as a boring activity and they can neglect it outside schools as a consequence, most of them stop using this skill only for specific purposes or like a prestige in some countries. On the other side, learners of foreign language writing are familiar with the process of writing they are conscious about what they are learn because they have a prior experience about it so , it is recognized that most of adults have a curiosity to achieve their level through writing in foreign language even if they have limited amount of knowledge.

1.7 Definition of writing

It is clear that writing is an important skill that we need both inside and outside the classroom that's why there are different points of view between scholars about its definition because it is a broad term. Some scholars argue that writing refers to external and mental efforts and it is more important than speech as Harmer (2004:31) stated that in writing 'students frequently have more time to think than they do in oral activities; they can go through what they know in their minds, and even consult dictionaries, grammar books, or other references to help them'. In the same perspective Hedge (2005:7) noted that 'effective writing requires number of things: high degree of organization in the development of information, ideas or arguments a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers' considering to Hedge there are certain conditions should take account from the writer to produce meaningful, coherent, cohesion, and correct piece of writing.

Other scholars such as Weigle (2002:5) viewed that:

"Writing is not just a standardized system of communication but is an essential tool for
learning".

That is to say that learning writing is an essential part in the learner's life that should be
included as data in curriculum at schools; however, Kroll (1990:140) believed that:

"Writing is a difficult skill for any language user, that is to say that writing represents a
fairly challenging task for both native and non-native speakers for English as a second
language learners (ESL) it is difficult to write effectively".

This idea means that it is not an easy thing to master writing skill in both first and second
language learners.

Moreover, Hyland (2002:6) stated that:

"Writing, then, like language itself, is seen as an autonomous mechanism which depends
neither on particular writers or readers, but on setting out ideas using correct forms".

This quotation refers to writing as having characteristics and features that can express
ideas by the writer via language as a system of communication. In addition, Byrne (1988:1)
suggested that 'writing is more than the production of graphic symbols, it is production a
sequence of sentences arranged in a particular order and linked together in certain ways it
involves the conventional arrangement of words to sentences and sentences into paragraphs
to form coherent text'. For Byrne it is considered that writing is difficult skill in contrast to
speaking because every writer cannot transfer his ideas by using gestures or body

movement rather than, he have to send message correctly to the reader. Whereas, there are others viewed writing as social and cultural act as Hayes (qtd in Weigle 2002:15) that:

"Writing is also a social because it is social artifact and is carried out in a social setting. What we write, how we write, and who we write to: is shaped by social convention and by our history of social interaction…..The genres in which we write were invented by other writers and phrases we write often reflect phrases earlier writers have written".

It is means that writing act is part from individuals' social communication and it is important to focus on both meaning and content of the piece of written production.

1.8 Writing and Other Language Skills

1.8.1- Writing and speaking

Grabe and Kaplan (qtd.in Weigle: 2002, 15) report that attitudes separate education of researchers and linguists, as far as the distinction between writing and speaking is concerned. The educational researchers regard the written form of language as 'more correct', that is why has to be 'more highly valued than oral language'. Linguists, on the other hand, advance convert arguments and state that 'speech is primary and written language is merely a reflection of spoken language'.

Brown (qtd in Weigle: 2002, 15) distinguishes the two productive skills in terms of permanence, production time, distance, orthography, complexity, and formality. Permanence refers to the lasting nature the written medium. Whereas oral language is non-permanent and has to be processed in real time, the written medium 'leaves a trace' and is, thus, everlasting. Production time, on its part, relates to the fact that in speech, the

spontaneous nature of the medium makes that the flow of conversation has to be kept up with no enough time to totally monitor what is being said. Writers, on the other hand, go through a whole process of planning, drafting and revising; hence they have much more production time. Distance involves the absence of a shared context between writer and reader; there is no immediate feedback. Consequently, the next needs to be as clear and intelligible as possible. Furthermore, and compounding the difficult nature of writing is the orthography which 'carries a limited amount of information compared to the richness of devices available to speakers'. Among such devices, pitch, speech, and pausing can be given as examples. A side from the orthography, the written medium is complex in that it uses long clauses and subordinators, which is not the case of the spoken medium where short clauses are joined by coordinators. Last but not least, writing is considered as more medium of communication in comparison to speech.

1.8.2- Writing and reading

Despite their different characteristic, writing as a productive skill, and reading as a receptive skill, both complement each other and each skill is one results a proficient user of the other, in this perspective Stosky (1984) (qtd in Abu-Akul 1997:200) that "better writers tend to be better readers (of their own writing as well as of other reading material), that better writers tend to read more than poorer readers". As for Stosky, good readers can rich adequate writing and those who are good writers this as a result to the amount of reading materials. According to Harmer (practice in language teaching) "reading texts also provide good models for English writing" that is to say that reading task can help English learners to be effective in their written production.

Reading is important skill as writing, Burgess and Head (2005:122) noted that both of them support each other so, it is impossible to separate reading from writing because when learner read text he construct vocabularies, sentences, paragraphs and that make him able to write interesting topics and that make excite imaginative responses. Moreover, students have to be aware of this connection because of the lack of reading ability they do poorly in writing exam also, this connection can encourages to equip students with the skills they need to process written language.

1.9 Approaches to teach writing

For many years, teaching language writing was neglected because the primary focus was given to the spoken form of language but, between the 1940's until 1990's several approaches were suggested by scholars that's why teaching writing skill can take different orientations to help teachers evaluate curricula in written session and make them aware to decide which available approach can use inside and outside classroom for writing activities.

1.9.1- Product approach

Pincas (1982 cited in Badger and White: 2000, 153) describes that the product approach focus on linguistic knowledge and has four stages which are: familiarization, controlled writing, guided writing, and free writing. The familiarization: this stage makes the student aware of certain features of a particular text. Controlled writing: stage in which, the learner can produce simple characteristics of sentences about a certain topic. The guided writing: the learner can write a piece of work which is guided by some pictures.

Finally, in free writing stage the learner 'uses the writing skill as part of a genuine activity such as a letter, story or essay'.

According to Harmer (Practice English Language Teaching) the product approach is 'interested in the aim of a task and in the end product' it means that the teacher do not spend time to concentrate on the other stages that should be employed when learners write inside the classrooms. (257).

1.9.2- Process approach

There are different views about the process approach as Harmer in (Practice English Language teaching) notes that in using this approach teachers are 'spending time with learners on pre-writing phases, editing, redrafting, and finally 'publishing' their work, a process approach aims to get to the heart of the various skills that should be employed when writing' as for Harmer the process approach is characterized by four main stages that any learner focuses on to write an effective piece of writing those stages can explained as following; Pre-writing: is stage in which learner brain storming his ideas about certain topic and in the drafting stage the learner order those ideas and begin to write his first draft then, the students can discuss and make connection among each other or with the teacher to discuss and change his piece of drafting in order to correct grammatical and lexical errors until they reach a coherent and correctly piece of writing. In this approach the teacher plays a crucial role very to make the learners ready to produce complete and unit texts.

White and Arndt (1991, 5) wrote in Harmer (Practice English Language Teaching) that 'writing is re-writing; that revision – seeing with new eyes – has a central role to play in the act of creating a text' that is to say that teachers in using the process approach should

follow the several stages to facilitate writing in English and make the learners able to improve their own written productions. (258)

1.9.3- Genre approach

In genre approach Harmer (practice English language teaching) learner can choose the kind of the text that should be written that means that if a learner wants to write a piece of writing, he has to take into consideration various models of writing for instance: business letter, newspapers article, essays……because each kind of writing work has unique structure and specific language use as Harmer gives an example of writing a letter in a newspaper. In this part, he suggests that if teacher asks his learners to write a letter, they should give attention to the vocabulary and lexis patterns which they used. According to Harmer, the genre approach is considered beneficial to the student who studied English for Specific Purposes (ESP) while students who studied English in general have to focus on many factors such as 'their need to have knowledge on the topic, the conventions and style of the genre, and the context in which their writing will be read, and by whom'.

The teacher takes the role in genre approach as encouraging the learners to see writing as' reproduction' because they see a sample and imitate the text form in addition, Swales (1990:58 cited in Badger and White 2000:155) defines a genre …..'' as a class of communication events, the members who share some set of communicative purposes''. This quotation considers that the genre approach includes different kinds of writing and each kind has a purpose which may affect the writer and the way he expresses his ideas.

Conclusion

From what has been said before we came to a conclusion in which we consider that learning to write is gaining grounds in importance and is the skill that allows integration in social roles. Furthermore, writing cannot be acquired but learn through formal instruction that is why teachers have to give serious attention on the way they introduce this skill to the learners. In this chapter, we had suggested different approaches to teach writing and each approach has its own benefits but, the effective way to achieve the writing production is to look the writing as a process rather which contains different stages rather than product of good range of sentences. In the following chapter, we will examine the nature of the process oriented under the belief that increasing learner's awareness of writing as a process can help them to produce well organized, coherent, and correct piece of writing.

CHAPTER TWO

The ProcessAppraoch

Introduction

Throughout the history of teaching writing in first, second, and foreign language it was raised different pedagogical approaches to teach this skill. One of the developments that occurred in this field is the "process approach" that identifies writing as a process which includes different stages and cognitive activities. This orientation would help students not only how to edit but also to compose multiple draft and revise all the written work at all levels. This chapter explores that the act of writing is more than simple presentation of written product it includes the several steps that learners goes through to produce a piece of writing then, it deals with the main models of the writing process.

2.1 Different overviews about the writing Process Approach

It has been argued that the foreign language written form was neglected for many years till 1970 because the primary concentration was on the aural approach and the question which was spread in that time is what teachers do to improve learners' writing?

So that the reason behind the focus on the process approach is to encourage the students to correct their errors on their written production through the different stages of this approach as Frodesen and Holten (2003:156) who consider that the use of the process approach help the learners develop the writing construction in both sided grammatical and formal one i.e. (can write well-structured and correct grammatical piece of writing).

According to Brookes and Grundy (1998:11) the major reason that approves the idea of teaching writing as a skill is the raising of the different methods to teach language such as Direct and Audio lingual method that played the role to focus only on language form and neglected the use of language as a communication means, that's why most

teachers decided to use the writing approaches in their courses because they think that the effective learners should master the several kinds of writing to help them in their daily life. It has been noticed that the primary using of the approaches was on books which was including writing activities such as: gap-filling, complete the form of sentence by adding some words…., and sometimes the teachers ask their learners to write by giving them certain topics to write about or making them listen to some songs then ask them to write what they heard, but not all the books were helpful for the teachers and learners to improve writing because they not focused on the writing activities only; whereas the teachers should deal with the national books instead of the international ones because those books seems to be very helpful. Later, there were increasing of the new books which can guide the teachers to use the process approach and give some advices to make the learner develop their writing level in certain language.

Kraples (in Kroll 1990:45) mentioned that the idea of writing as a process is raised to distinguish between "poor" and "good" achievement and to encourage the student to produce well meaningful piece of writing. As Zamel (1982) think that if the learner understands and experiences composing as a process, his written production would be improved. However, Kraples though that writing in first language is differ from second language writing because of the influence of L2 on L1 this idea means that writers of L2 can use their L1 in their writing work in this case Edelsky's research about writing she observed that first language writing "forms the basis of new hypotheses rather than interferes with writing in another language" ibid. Considering the study of L1 and L2 writing process Lay (1982:406) compared between first and second language learners to find that:

"When there are native language switches (compared to the same essay without native language switches), the essay in this study were of better quality in terms of ideas, organization and details".

That is to say that one can easily learn and be proficient in his first language and can produce effective writing composition that contains all the right issues; whereas, students of second or foreign language can face troubles in learning the writing skill and they work so hard to produce organize piece of writing.

Faigley (1986) identified two groups within the process field, the expressivists and the cognitivists. The first group was developed in the first decade of the twentieth century it continuous until the late of 1960's and 1970's. In this period, writing according to Berlin (1988:484, cited in kroll 1990:26) was considering as "an art, a creative act in which the process is as important as the product". Murray, Macrorie, Coles, Elbow, and others were the leaders of expressivist who published classroom strategies which help the student to take efforts on their own prose and they believe that every learner can have the ability to write as a result of the journals and personal essays that were used by teachers to improve the students' writing fluency. On the other hand, the cognitivists consider the "writing as a problem solving" they established two key words which are thinking and process. The first was explained on Flower's text book which means when the student writes piece of writing or an essay he plans extensively, that is to say he plans and identifies the rhetorical problem at the same time placing it in larger context, making it operational, exploring its parts, generating solutions, and finally supposes a conclusion. Moreover the second term "process" means that the student translates his thoughts into words and reviewing his essay or his work by revising and editing. Generally the problem

solving activity considers the writing process as 'not linear or formulaic' but rather 'individual and recursive'.

The influence of process approach can make the teachers of (ESL) English as a second language guide the student to use pre-writing activities in his classes and encourage him to use a draft paper and revise his written production to develop his level of writing through group work to train him to correct his mistakes until he reaches final editing stage as Flower (1985:370) said that the benefit of teaching the writing process to EFL students is:

"Not only to have a large repertoire of powerful strategies, but to have sufficient self-awareness of their own process to draw on these alternative techniques as they need them. In other words, they guide their own creative process".

This idea means that the role of the teacher is to help students use several steps for finding topics, generating ideas, focusing and planning structure and procedure. In the same perspective, Silva wrote in Kroll (1990:16) that "writing is complex, recursive, and creative process" or set of behaviors that is very similar in its broad outlines for first and second language writers. The previous idea explained the role of the writing process as an approach that focuses on the content and the writing structure.

Another view about the writing process is advanced by Leki (1998:20) who wrote that writing is "solitary and demanding task" that is to say that if the learner wants to write piece of work he should follows some techniques to make the learners' ideas explored freely in their minds. In the same line, Von Goethe said in Lacone (2003:39) that "if any man wish to write in a clear style, let him be first clear in his thoughts" that is

to say to be clear and do not have chaotic thoughts. Those strategies can help the writer to organize and order his ideas about certain topics so, when the teacher asks his student to write an essay he should follow major steps which are: planning, drafting, revising, and editing. Most of scholars see this techniques as writing process the latest function as encourage second language student to produce well text form as Martin (1985) argues that the process approach to writing is "insidiously benevolent" it refers to learners who their culture may differ to their language that is to say if someone have the ability to adapt new culture the process approach can help him to acquire or learn how to write with other language.

As English learners, writing skill will be needed at university as a communication purpose so that if student want to produce an essay he needs to linear format and control or manage the whole process of his written work. In this subject there are a lot of scholars make investigation as Breiter and Scardmaila mentioned in Price and Maier (2007:282) did a research to know the difference between expert and novice writer they conclude that the reason behind the use of process stages is to improve effective final product.

In her point of view about the process approach Ferris cited in Hyland Hyland (2006:98) she thought that the different stages of process writing have a significant role for the students to prove their selves by find their errors and change them. Also, Hamp Lyons argued that 'the process writing teacher will look at all dimensions of students' learning and writing during the span of a semester' that is to say if teachers follow the different steps of writing process can observe that their students have a fluent progress in their pieces of writing. In this case, M. Johns make a research about different approaches to investigate how can different writing approaches effect on the student' writing, after a

long study he concludes that the process approach can help students to achieve and asses their writing ability and he gives an example of student who was proud from his final product in Hyland Hyland (2006:176) he wrote (……I wrote my first draft then, I start to correct my mistakes through several revisions and I use to restricted my essay when I translate my weaknesses to good work I felt that I am satisfied about my final product). From the previous information, it is considered that the process approach is beneficial aspect for both learners and teachers.

2 .2 Stages of the process approach

For many years, there were complicated views about the writing composition as a consequence most of researchers ask: in which way second language learners write a piece of work? In this research, Hedge (2000:302) explained the process approach as if 'it is a complex process which is neither easy nor spontaneous for many second language writers', it was argued that second language writing needs cognitive efforts and organization strategies which should be followed by learners.

According to Green (2007:36) used to mention that process approach 'stresses the importance of planning, multiple drafting and revising in text construction, which is seen as recursive, non-linear process' this definition focuses on the different steps that all learners should take as an essential part before and when they start writing a text. In the same perspective, Lannon (2007:166) argues that the process, means planning, drafting and revising through decision about what should be said and how it will be presented; this means that the writing process is not collection of random activities; instead it is a set of deliberate decisions take it by writers in order to evaluate the essay's model.

Because writing is demanded more than the other skills in one language proficiency, it is characterized by several steps to intermediate the level of students, for thus, Brown and Hood (1989:6) supposed the following figure by which they suggested different stages of the process approach:

Figure: 1 Stages of the Writing Process (ibid)

According to this plan, it is illustrated that the process approach focuses on three major steps to writing which are: preparing; in this stage, learner plans and organizes his idea in his mind and thinks on certain topic. Then, after a long thinking writer began to produce all his thoughts on draft paper the next step which considered the most difficult one is revising; within the learner can achieve his piece of writing by exploring his mistakes and correcting them due to reach an effective final product.

Most of the learners like to write directly but in the process approach, in order to have an organized piece of writing, one should prepare, think, and follow some conventions as Harmer (2004:4) wrote that the writing process is "the stages a writer goes through in order to produce something in its final written form" those stages are showed in the above diagram as follows:

planning ➡ drafting ➡ editing ➡ final draft

Figure 2:-The Process of Writing - Harmer (2004:5)

2.2.1- Planning

This stage is in which a writer decides what is said before by gathering different information about a topic for example there are students who make an outline or take notes; while there are others who are not interested in writing, that's why they keep their information inside their minds. In this perspective, Harmer think that before the students begin to write they should take into consideration three things; the first thing is the type of text which they will produce, the second is what they write, and finally how and to whom they write (ibid). From this explanation it is argued that planning is considered as a beneficial activity to the learners according to Hedge (2005:53); through "planning" the reader can make comparison between good and poor writer the first organizes spontaneously his work; whereas, the second sees the planning as strait-jackets it means additional thing, so he cannot improve his written production. In this line of thoughts, Widdowson (1983) wrote in Hedge (2000:306) that planning is a stage in which 'one so frequently arrives at a destination not originally envisaged, by a route not yet planned for

in the original itinerary' p (41). The idea of Widdowson means that planning comes initially to help the writers to think carefully and decide to produce coherent and cohesive essay.

2.2.2- Drafting

In this stage Fowler (2006:18) suggests that one should take into consideration that 'drafting is the possible advantage of postponing so far as he can an exact choice of word' this idea explained that when the learner began to write certain topic he have to avoid to concentrate on the spelling, grammar, and punctuation mistakes rather than he should concentrate more on the choice of relevant vocabulary. Moreover, Brown and Hood (1989:14) see that drafting is 'the most important part to get words into papers' that is to say that through it writer have a chance to translate his thoughts into words and ordering them.

2.2.3- Editing or (revising)

It comes when the writer finishes his draft exactly, the verb revise according to Means and Linder (1998:166) means "to see again" it refers that the writer should read more than one time his draft paper in order to improve his work by adding, omitting, or changing the information until he reach to effective piece of writing they gives a real example about this topic which is the famous novelist Ernest Hemingway when he wrote the end of "A Farewell to Arms" he revised it thirty nine times from this example, it is considered that revising is the secret of writing success.

According to Elbow (1981:36) the best way of editing learners' writing is "to read out loud" this idea refers to when a writer wants to achieve his work he has to hear the

hidden voice to try to make every ambiguous word in a correct form and restructured his piece of drafting again.

In the revision stage, the high achieving writers can improve their level by asking themselves several questions such as: 'Is my argument expressed though a clear set of point' or does my reader have to make conceptual leaps in order to follow me?; the reason behind those questions is to differentiate between experienced and inexperienced writers in this case Faigley and Witte (1981) made a research and they stated that:

One expert writer… made almost no revisions; another started with an almost stream-of-consciousness text that she then converted to an organized essay in the second draft; another limited his major revisions to a single long insert; and another revised mostly by pruning. (Faigley and Witte 1981:110 cited in Hedge 2000:306)

They concluded that there are students who may not consider their mistakes for the first time and do not make any change in their drafts while others take their times to revise and fit their papers by adding new ideas; whereas, others are satisfied only by omitting and cutting some phrases or sentences. As a result it is argued that writing is not an easy task instead, it is a complex process which has many strategies to go through and each step has different characteristics and different results.

2.3 The Process Models

The process approach has a widespread influence on the teaching of writing for both native speakers and foreign language students because of such interest on the writing process, a number of researchers have proposed models that describe the cognitive functions involved in this process. These models have served as a theoretical

basic for using the process approach in both L1 and L2 writing instruction. The main interest of these models is the mental activities which involved in writing and the source of knowledge that the writer uses. Moreover, these models serve to clearly define the process of writing and state the difference between skilled and unskilled writers. In this section, we have chosen to examine the two well-known models which are: Hayes and Flower (1981), Bereiter and Scardmalia (1987).

2.3.1- Hayes and Flower (1981)

In their consideration on writing Hayes and Flower (1981:367-369) see the writing as a cognitive process. The basic insight of this model is that writing does not occur in steps that have to be chronologically followed, nor does each step lead directly to another in a sequential order. Instead, writing is recursive process where the writer moves fluidly backward and forward between the stages that make up the act of writing. This illustration of the meaning of writing is the result of Hayes and Flower study where they used 'think aloud' technique to determine the cognitive and psychological processes that the writer followed to produce his final product.

This study allows Hayes and Flower to construct a model of skilled writing. Hayes and Flower deduced that the actual mental activities of experienced writers included: the task environment (writing assignment and text produced so far) and the writer's long-term memory (knowledge about topic, audience, and writing plans) beside other mental processes as it well indicated in the following figure:
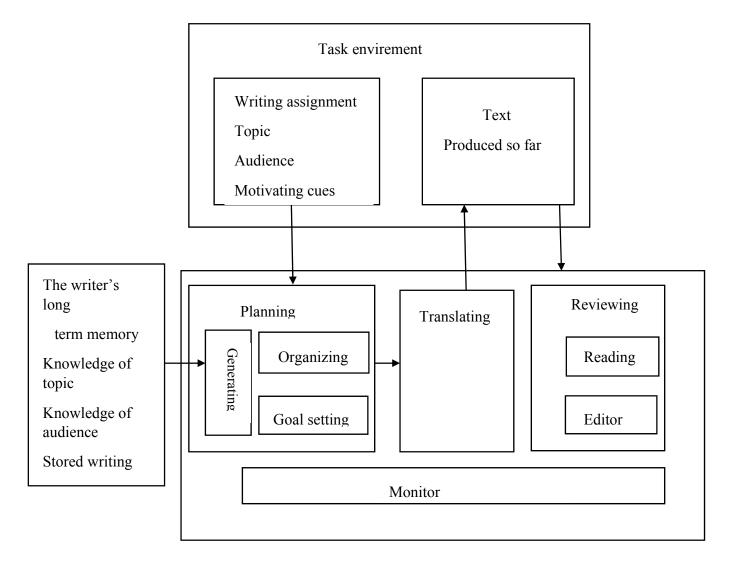
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┌─────────────────────────────────────────────────────────────────────┐
│                          Task enviremen                               │
│   ┌──────────────────────────┐      ┌──────────────────────────┐     │
│   │ Writing assignment        │      │                          │     │
│   │ Topic                     │      │          Text            │     │
│   │ Audience                  │      │     Produced so far      │     │
│   │ Motivating cues           │      │                          │     │
│   └──────────────────────────┘      └──────────────────────────┘     │
└─────────────────────────────────────────────────────────────────────┘
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┌──────────────────┐   ┌───┐
│ The writer's   │   │ ┌───────────────────┐ ┌─────────────┐ ┌───────────────┐│
│ long   │   │ │ Planning   │ │ Translating │ │ Reviewing   ││
│   term memory   │   │ │ ┌──┐┌───────────┐ │ │   │ │ ┌───────────┐ ││
│ Knowledge of   │─────▶│ │ │G ││ Organizing│ │ │   │ │ │ Reading   │ ││
│ topic   │   │ │ │e ││   │ │ │   │ │ └───────────┘ ││
│ Knowledge of   │   │ │ │n ││ Goal setting│ │   │ │ ┌───────────┐ ││
│ audience   │   │ │ └──┘└───────────┘ │ │   │ │ │ Editor   │ ││
│ Stored writing   │   │ └───────────────────┘ └─────────────┘ │ └───────────┘ ││
└──────────────────┘   │ ┌──┐ ││
                          │ │   Monitor   │ ││
                          │ └──┘ ││
                          └───┘

Figure 3: The Cognitive Process Writing Model. (Flower-Hayes. 1981:370)

2.3.2- Breiter and Scardamalia (1987)

   The other significant model that followed the Hayes and Flower model is that

Breiter and Scardamalia (1987) who propose the differences between skilled and less

skilled writers. Both of them think that skilled writing involved at the "knowledge

telling" level while the less skilled writers are operate in the "knowledge transforming"

level.

The differences between the "knowledge telling" and the "knowledge transforming" is that the writer in knowledge telling is consider the writing as less important act which leads to concentrate just on gathered ideas and transform them into words without take into consideration the structural issue of the process: however, Breiter and Scardamalia (1987) cited in Dean et al (2008:35) see that the writing in "knowledge transforming" level is 'recursive process' which means that the mental efforts in this case are more demanded and the writer should follow different steps such planning and revising in generation appropriate knowledge in order to achieve the goals of writing task which is thinking, elaborate, and solve problems, and choose effective content.

Conclusion

As a conclusion, one can state that the process approach emerged as a discipline to help the teachers and learners in writing in English. In this way, the writing skill is considered as a recursive and developmental act because, it consists of different stages in which the learners revise and modify their production in order to evaluate not only the final product but on how they improve when they write.

CHAPTER THREE

The Investigation about the Process Approach

Introduction

The present chapter is devoted to the analysis of both learners' questionnaire and the writing test. In the first part of this chapter, we will include the different questions that compose the learners' questionnaire and in the second, we will discuss the result of this questionnaire according to students' answers. The data collected and the obtained results will help us to improve the importance of the process oriented and its stages on the writing expression courses. In the next part of this chapter the test' analyses will be presented which includes amount of information about the students' strengths and weaknesses when they write an essay and at the end we will try to suggest some solutions to the finding problems.

3.1 The Students' Questionnaire

3.1.1- Administration of the questionnaire

The questionnaire was administered to sixty learners of First year Master in English department at Mohammed Kheider Biskra University. The students were very cooperative in this operation, they answered the questionnaire inside the classrooms and they did not find any difficulties to understand the questions.

3.1.2- Description of the questionnaire

The questionnaire consists of 13 open-ended and multiple choice questions divided into three parts as follows:

Part One: this part includes background information about learners' sex, age, and baccalaureate stream.

Part Two: writing skill (Q1-Q3) which includes general information about the students'

interested and the importance about writing and the kind of questions' form used by

teachers of written expression.

Part Three: writing process (Q4-Q10) it includes a group of questions about the stages

of writing process and the time requiring on the essays' writing also, it includes the

students opinion about the improvement essay. Finally, we investigate the learners'

difficulties which can be faced in foreign language writing.

3.1.3- **Analysis of the questionnaire**

Question one

According to you which skill is difficult to learn?

a- Writing   b- Reading   c-   Speaking   d-Listening

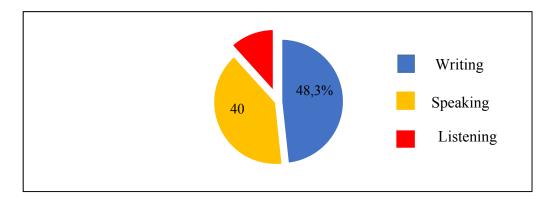| The difficult skill	Number	%
a- Writing	29	48,3%
b- Reading	0	0%
c- Speaking	24	40%
d- Listening	7	11,7%
Total	**60**	**100**

Table 1; Figure 1: **The most difficult skill for students to learn**

There is much debate about which skill is difficult to learn, the table below shows that 48,3% of the students find that the most difficult one is writing, however; 40%

believe that the difficulty lies in speaking, and others 11,7% think that they may face difficulties in the listening skill rather than in the reading one. From this result we conclude that Master students at Biskra University are aware of the importance of the writing in foreign language learning.

Question two

Are you interested in written Expression' courses?

a- Yes   b- No

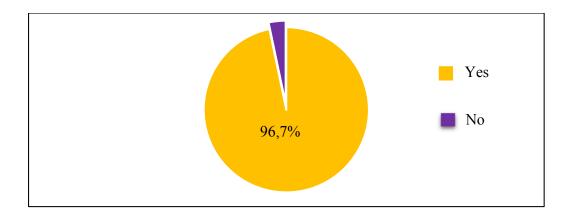| Options	Number	%
a- Yes	58	96,7%
b- No	2	3,3%
Total	**60**	**100**

Table 2: Figure 2: The interesting of the writing courses

This table shows that 96,7% of students are interested in the written expression courses , whereas there are just 3,3% of students did not care and enjoy the session of written expression courses because they claim that writing is not an easy task.

According to the recent result, we can consider that most of the foreign language learners are conscious about the significant of writing on English language.

Question three

How your written expression' exercises are designed?

a- Free topics   b- Specific topic   c- Direct question   d- Indirect question

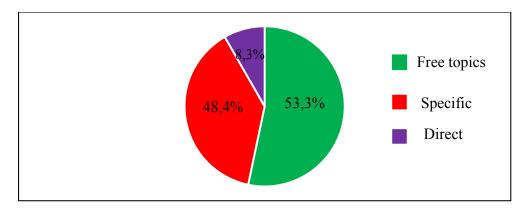| Options	Number	%
a- Free topics	32	53,3%
b- Specific topics	23	38,4%
c- Direct question	5	8,3%
d- Indirect question	0	0%
Total	**60**	**100**

Table 3; Figure 3: The questions' form in written expression courses

This table shows that 53,3% of teachers of written expression are used to ask their learners to write on free topics, while there are some teachers i.e. 38,4% used specific topics on their written exercises. In addition to that there are few teachers about (8,3%) they use to ask their learners as a direct questions' form to write a piece of writing.

From this result we conclude that most of students are enjoy when they have the chance to choose their written topics because they feel as they are free when they write; whereas, the other students they like to write on specific topics and only few students they enjoy more when they find direct questions.

Question four

When your teacher asks you to write an essay, what do you do?

a- Write outline   b- Order your ideas in terms of importance   c- Go from broad to specific   d- Use draft paper first

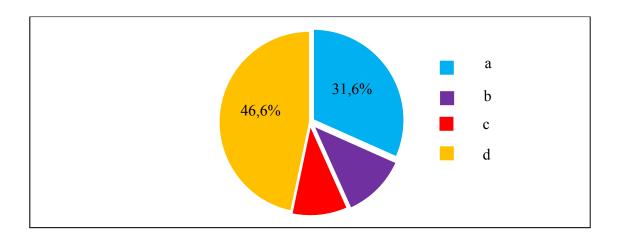| Options	Number	%
a-	19	31,6%
b-	7	11,6%
c-	6	10%
d-	28	46,6%
Total	60	100

Table 4; Figure 4: Investigation of the learners' writing way

In the written expression courses the teacher can observe that there are several methods to write through it, this table shows that 46,6% of Master learners use a draft paper initially ; while 31,6% they organize their ideas by making outline to the choosing topic. Instead, there are 11,6% of students who like to order their ideas from the most important to the less one; in contrast to the other group who used to write their broad ideas first than the specific one.

From this result, it is considered that the students are aware on the writing process stages and they applied them inside the classrooms and within the exams in order to produce an effective written production.

Question five

How much time writing an essay require?

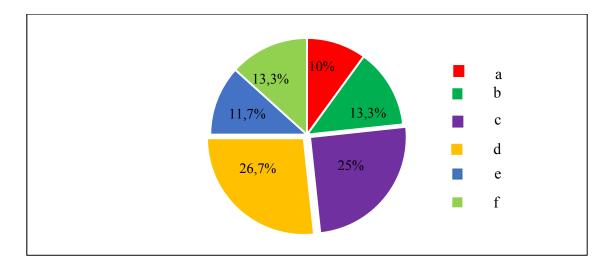| Options	Number	%
a- Half an hour	6	10%
b- One hour	8	13,3%
c- One hour and half	15	25%
d- Two hours	16	26,7%
e- More than two hours	7	11,7%
f- It depends on the topic	8	13,3%
Total	**60**	**100**

Table 5; Figure 5: **The time taking in essays' writing**

This table shows that the majority of students 26,7% require two hours to write an essay while 25% require one hour and half, but there are others11,7% who think that to write an essay, two hours required are not enough ; whereas, 10% they take only half an hour in writing their essays. Moreover, the same number of students 13,3% claim that they can write an essay only in one hour while the other group they think that to write an essay it depends on the time of session and depends on the kind of the topic.

Question six

What is the step in writing that takes more time?

a- Pre-writing   b- Drafting   c- Revising   d- Editing

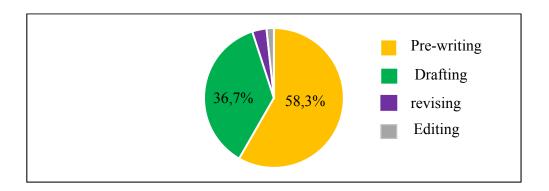| Options	Number	%
a- Pre-writing	35	58,3%
b- Drafting	22	36,7%
c- Revising	2	3,3%
d- Editing	1	1,7%
Total	**60**	**100**

Table 6; Figure 6: the most difficult stage for students in the writing Process

This table shows that 58,3% of students think that the most difficult stage in writing is before writing i.e when they gather their ideas "pre-writing"; while others, 36,7% see that the drafting is the stage which takes more time than the other one. Although, there are only 3,3% number of students who take time in revising their essays and there is few number of students 1,7% who think that in editing stage that one can take more time.

Through this result we consider that the most of Master student at Mohammed Kheider University use to write with the different stages of the process approach.

Question seven

Do you take time in revising your writig?

a- Yes   b- No

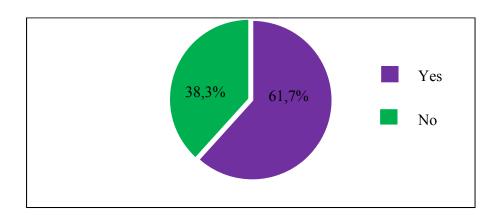| Options	Number	%
a- Yes	37	61,7%
b- No	23	38,3%
Total	**60**	**100**

Table 7; Figure 7: Time required in writing revision

This table shows that 61% of the student are taking time when they are revising their written production,wheras 38,3% they did not take time in their revision and that because of limitted time in the exams or in the session.

Question eight

How many revision do you apply? (Free answers)

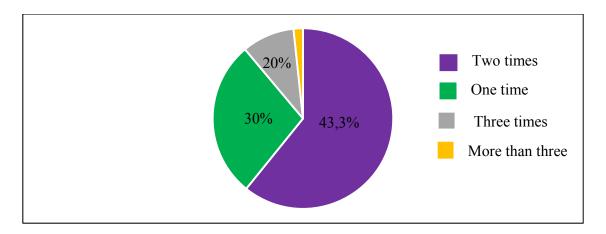| Options	Number	%
a- One time	18	30%
b- Two times	26	43,3%
c- Three times	12	20%
d- More than three times	4	6,7%
Total	**60**	**100**

Table 8; Figure 8: Learners' opinion about revision time

The above table reveals that 43,3% of students of First year Master at Biskra University apply twice revision on their essays and abuot 30% they apply just one time because the time is not enough espicially in the exam, while others 20% they think that the effective piece of writing should require at least three revision to improve the different mistakes. In addition, it still 6,7% they believe that three revisions are not sufficient to improve the written production level.

Question nine

Does your revision improve the essay?

a- Yes   b- No

Options	Number	%
a- Yes	47	78,3%
b- No	13	21,7%
Total	**60**	**100**

Table; 9 Figure 9: Revision stage efficiency in improving essays

This table shows that78,3% of students claim that when they revise their essays they can recognize their faults, whereas; there are 21,7% who think that they cannot improve their essays because of the time pressure.

Question ten

Do second language learners face difficulties in essay writing?

a- Yes   b- No

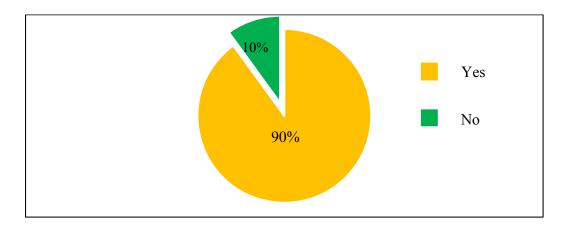| Options	Number	%
a- Yes	54	90%
b- No	6	10%
Total	**60**	**100**

Table 10; Figure 10: **English' learners opinion about writing difficulties**

From the table 10 we can consider that most of foreign or second language learners face several difficulties especially in writing skill. Those types of difficulties are differ from student to another: the quantity of 90% they wrote that they usually face difficulties in finding the appropriate terms and choosing the specific topic; in the same time there are other group of learners who find the problem in the negative transfer of their mother tongue and the correct way to organize their ideas also the majority of students think that the lack of vocabulary may make obstacle to write coherent and cohesion written composition.

3.1.4- Discussion of the Questionnaire's results

The analysis of students' questionnaire reveals a great importance and shows affective awareness about the process oriented in writing. All the learners treat with all the stages of the process approach and they agree that the revision stage is the most significant step to improve their written pieces. In the first section is considered that the most of learners are aware about the difficulty of the writing skill that is why they are interesting on the written expression courses. In relation to the time of revision the majority of students they are not satisfied on the time of exam because they cannot recognize their errors through one revision that's why they demand to add hours on the written expression exams. On the last part of this questionnaire we observe that 90% of students may face some difficulties in English writing as second or foreign language; the major reason for those difficulties is the lack of vocabulary or the linguistic background i.e. the most learners use to translate their thoughts from their mother tongue when they produce an essay or text.

Despite the problems that face foreign language learners, they believe that the stages of process oriented can help them to intermediate their level on writing.

Conclusion

From the obtained results of the questionnaire, it is concluded that the writing is complex and essential skill in knowledge part. Furthermore, it is considered through this questionnaire that the majority of Master learners are using the process approach in order to help them to organize their ideas and improve their essays when they are writing, that is why teachers of written expression should guide and support them through the different stages of the process oriented approach; as a result, to avoid such troubles and produce effective writing composition.

3.2 The test

3.2.1- Administration of the test

The test was designed to evaluate if the process approach helps in improving the writing ability of First Year Master' students of English at University of Biskra. Our test is consists of checking students' essay; students were asked to write those essays individually, by their written expression teacher. Beside, students ignore that their essays would be analyzed and taken into consideration in our research in order to make students work spontaneously.

3.2.2- Description of the test

The written test is submitted to check the presence of the process approach and the type of mistakes the learner's make while writing. This test is taking on one time after the written expression session. The participants of the written production were sixty learners who were primary selected, the majority of them were girls. Since the essays were written individually, we think that this way of testing learners' writing achievement is more faithful.

3.2.3- Analysis Process

The content of the written test is "Every day we are faced with ethical questions about what we think is right or wrong. Write a paragraph to express your opinion about whether or not it should be legal to download or share copyrighted property from the internet". The analysis will take into account two types of results:

Whether the learners use the process approach or not.

1- The type of errors they make in writing.

| Students | Type of Errors | | | |
	Grammatical	Spelling	Lexicon	Structural Aspect
S1				The common characteristics are: well structured, meaningful paragraphs; they use relevant vocabularies and order devices first, second, next, moreover, finally, to sum up...They give examples, convinced arguments, and personal point of views.
S2				
S3		all of advantage		
S4		du to		
S5		illigal		
S6	spreads			
S7		anethical		
S8		totaly		
S9				
S10				
S11		hense		
S12				
S13	he can used			
S14		benefitional		
S15		informational		

Table11: The mistakes of the process approach learners

Students	Types of Errors			
	Grammatical	Spelling	Lexicon	Structural Aspect
S1	Those works and done/ as if it was	Illigal, cobe, persentage	To me, it is……	The common characteristics are: lack of punctuation, repetition of words, expressions and ideas, use the abbreviation "net", "plagia", and "lge". They use to write incorrect sentences' structure, disorder of ideas, misused of expressions, informal way of writing which leads to incomplete and misleading paragraphs, each
S2		Fulfile, purpous, appertunities, forbeden,exposy	In the world of education,	
S3	Readers spends	Thoses, entertament, thousend		
S4	It allow, it benefit	It not illgal		
S5	writed	Informations, for exemple, inethical, successed	…so here we refer to....	
S6		Relay, noticbale, fullfill, informations	But, in contrary…	

Table 12.1; the misused of the process approach learners' mistakes

S7	It help	Knowldge, forgein, reseacher	Plagiarism help here….	written production contains all the kind of mistakes.
S8	Have helped	Informations, easilly, plagirism, proccess, in adition, shoolors, anethical, somebody elses	So all in all,….	
S9		Normaly, sertain, rather then, comming difecult, imoral	So be attention to be yours not others….	
S10	Writers depends	Others works, disertation, elecotronics, conserned		
S11	Which mean	Phenomenen, interpute, reseonse,	From here come the question….	

Table 12.2; the misused of the process approach learners' mistakes

		modifation, totaly		
S12	Would not just be..	Bouks, informations especialy, elligal, realy	Going to the internet, more than that…	
S13	Because due to…, it push	Wright, projection, unascepted	….doing that like plagiarism	
S14		Acadumic, mannar		
S15		enthuastic	We are not coming with….	

Table 12.3; the misused of the process approach learners' mistakes

3.2.4- Discussion of the of the test' result

Considering the comparative account of mistakes in the writing between the students who use the process approach and those who do not use this approach on their written productions we remarked that: students who write with the process approach they produce coherent and clean piece of writing with complete meaning and correct form of sentences; but unconsciously there are some learners ignore few spelling mistakes. Actually, the majority of them follow the stages of formal written instruction which is introductory sentence, supporting ideas, until they reach to the conclusion. On the other side, the

General Conclusion

The present study is based on investigating of the importance and role of the process approach step by step in increasing the writing proficiency.

At beginning of this dissertation, we tried to point out the importance of the writing skill and its relation with other's language skills, exactly reading and speaking that serve all in the development of each other. Moreover, we tried to mention the difference between writing in first and foreign language and we had identified the different approaches that can help teachers to produce the writing courses. As far as the writing process is concerned, we had stressed on the idea of the significant of the stages of the process oriented which are accounted as essential techniques through the writing instruction namely, planning, drafting, revising, and editing. We had explained the crucial role behind each step that should learners be conscious about in order to provide their weaknesses level in writing.

It is by the means of think aloud questionnaire and writing test to the learners that we investigated writing in EFL context and reached different findings. The findings gathered in this study shows that it is not easy to be proficient in foreign language writing because there are some difficulties that may face the learners but the process approach can improve the learners' level of writing if they are given enough time to apply its strategies. In addition, the results of questionnaire and the test confirm our hypotheses about the writing process that lead to better and effective writing compositions.

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الملخص

هذه الدراسة الحالية تهدف الى وصف وتحقيق اهمية نهج عملية في تطوير قدرة الطالب في الكتابة. و يهدف الى التحقق مما ا ذا كان استعمال هذه العملية اوالمنهجية سيفيد في تحسين انتاج كتابة الطلاب . ينبغي ان يكون الطلاب على علم بعملية الكتابة كفعل واسعة النطاق الذي ينطوي على مراحل مختلفة و ليس كمنتج بسيط من الافكار. في هذا البحث، تم الافتراض بان توعية الطلاب للعديد من خطوات هذه العملية سوف يساعدهم على تقييم نصوصهم المكتوبة. و من خلال استعمالنا لمجموعة من الوسائل منها، وسيلة الاستبيان التفكير "بصوت عال" و اختبار الكتابة التي اجريت على طلبة السنة اولى ماستر للغة الانجليزية في جامعة بسكرة تم تحقيق هذه الفرضيات . واكدت الحقائق التي تم جمعها في هذه الدراسة مجموعة من الفرضيات وهي ان يتحقق تنفيذ نهج العملية التطورية و احترام ترتيب خطواتها يساعد على تحسين القدرة الكتابية للطلاب.

APPENDICES

APPENDIX 01

Students' Questionnaire

QUESTIONNAIRE

THIS QUESTIONNAIRE SERVES AS A DATA COLLECTION TOOL FOR A PIECE OF RESEARCH TO OBTAIN MASTER'S DEGREE IN SCIENCE OF LANGUAGE, I WISH TO HELP US TO IMPROVE THIS RESEARCH BY MAKE THE TICK ( ) ON THE APPROPRIATE ANSWER. FINALLY, I GREATLY THANK YOU FOR YOUR CONTRIBUTIONS WHICH IS APPRECIATED.

Background information:

-Student age: ☐

-Student gender: Male ☐   Female ☐

- Baccalaureate Stream: Letter ☐   Science ☐   Languages ☐

1. According to you which skill is difficult to learn?

    -Writing ☐

    -Reading ☐

    -Speaking ☐

    -Listening ☐

2. Are you interested in written Expression' courses?

    -Yes ☐

    - No ☐

    If no, why?

    ----

3. How are designed your written expression exercises?

    - Free topics ☐

    - Specific topics ☐

    - Direct questions ☐

    - Indirect questions ☐

4. When your teacher asks you to write an essay, what do you do?

    - Write an outline ☐

    - Order your ideas in terms of importance ☐

    - Go from broad to specific ☐

    - Use a draft paper first ☐

5. How much time writing an essay require?

    ----

6. What is the step in writing that takes more time?

-Pre-writing ☐

-Drafting ☐

-Revising ☐

-Editing ☐

7. Do you take time in revising your writing?

-Yes ☐

-No ☐

8 .How many revisions do you apply?

----

9. Does your revision improve the essay?

-Yes ☐

- No ☐

If yes, how?

----

10. Do second language learners face difficulties in essay writing?

- Yes ☐

- No ☐

If yes, which type of difficulties?

APPENDIX 02

The Writing Test

EVERY DAY WE ARE FACED WITH ETHICAL QUESTIONS ABOUT WHAT WE THINK IS RIGHT ON WRONG. WRITE A PARAGRAPH TO EXPRESS YOUR OPINION ABOUT WHETHER OR NOT IT SHOULD BE LEGAL TO DOWNLOAD OR SHARE COPYRIGHTED PROPERLY FROM THE INTERNET.

APPENDIX 03

Students' Writing Samples

Free writing

Everyday we are faced with ethical questions about what we think
is right or wrong. Write a short paragraph to express your opinion about
whether or not it should be legal to download or share copyrighted
property from the internet.

In this world that is full of obscurity and ambiguity, we can
no longer make the difference between what is right and what
is wrong. Using others informational property in new works, like
sharing or downloading it from the internet has became the nowadays
issue; the academic copyright is no longer reserved. Plagiarism is when
you use others ideas or discoveries (especially written) without
acknowledging it, and it is a non-ethical work. The most important
reasons why we should not plagiarize are; first, it is a latercy the
ie, against all the academic values and norms. Second, it destroys
the science mechanism, and eventially no one will post his works when
he knows that they will be stolen. The last one

• Every day we are faced with ethical questions about what we think is right or wrong. Write a short paragraph to express your opinion about whether or not it should be legal to download or share copyright property from the internet

• Propably, it should be illegal to download or share copyright property from the internet because when someone want to write a paragraph about something may be can used the internet to get some information about his word to make it but not copied it as it is, also, any one can take another word from another one but he should be give his/her permission to reproduce and peforme it to another way, in addition to that, he can take a techinque or data information about his word from the internet that should developed it or make a change in his paragraph to writ it in well organized way.

Free writing:

Eeveryday we are faced with ethical questions about what we think is right or wrong. Write a short paragraph to express your opinion about whether or not it should be legal to download or share copyrighted property from the internet.

The copyrighted property from the internet may help us to discover many things that we did not know before but I think that it is not suitable way to show knowledge of other as mine I am totaly against this idea because it may lead to poor background and the student can not express his/her feelings and thoughts in addition to show something of others without acknowlegment is plagiarism in the same way The person who want

Every day we are faced with ethical questions about what we think is right or wrong. write a short paragraph to express your opinion about wether or not it should be legal to download or share copyrighted property from the internet.

— o — o —

We often download files that contain data. These files are considered as other's people property. I strongly disagree concerning illegal shares of copyrighted property from the internet. Firstly, this act is considered to be an intellectual theft and an ethical issue because we take other's people achievements and we adopt them as ours. Secondl

Everyday we are faced with the ethical questions about what we think as right or wrong. Write a short paragraph to express your opinion about wether or not it should be legal to download or share copy righted property from the internet.

We have always understood that downloading or sharing copyrighted property from internet is illigal from the others point of view. It is considered as a matter of ethical questions or a matter of habit to others who are searching for others property to adopt it as if it was their own products. I think that it is not forbiden or immoral attitude to look for information from the various web sites because some or not all could produce a good and well writing products or because and by download or share copyrighted property, researchers could have a look on how those works and done the shape, formula style and he could cite but said he should mentioning the copyrighted owner of the words. In our days there is a system existed to control the citations or if there is a plagiarism in your work or not and it gives you the persentange. To me it helps advanced learners to develop and improve learners style

Everyday we are faced with
...ethical questions about what we think is
going right or wrong. Write a short paragraph
to express your opinion about
wether or not it should be legal to
down lowd or share copy rightes
pro perty from the internet?

The internet is the best as well as
the common uts means used by the
all educated people and the most
uneducated once every day. I believe
that there is no problem from working
and down lord copyrightes from the
internet but we loueas an education
people to respect the condition.
when we have to down lowd or share copyrigh
property from the internet we have to
acknowledge the writer "author" of
the production and to cite the site that
you down lord from it. so, when we

- Writing is one of most important skills, and also it is very complicated task, that's why when it comes to writing our it it is we feel lost and blocked so we will try to find investigate something that may help us in this task so directly we go to the internet. but unfortunately some people take what they had all the information on that they had found it as it is without any making any touch on it, and this way of thinking it is an illegal, and I'm totally disagree with to download or share copyright property from the internet.

At first, to take something from the internet and you write or you use it as it is in your work it's a palagiram, as u make it your because when you check in the internet about and after you take without mentioning to whom it belong it's an unethical work.