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**THE IMPACT OF THE PROCESS-GENRE ORIENTED
INSTRUCTION ON ESSAY WRITING: A CASE OF
THIRD YEAR LMD STUDENTS OF ENGLISH
LANGUAGE AT BISKRA UNIVERSITY**

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DEDICATION

I dedicated this work

To my beloved late mother and to my beloved late father

To my sisters, Tourkia, Samia, Linda

To my brothers, Mohamed Lamine and Mohamed Redha

To my brothers-in-law, Achour Saadi and Mohamed Lamine Baaissa

To my sisters-in-law, Toufaha Bahi and Sabah Beretema

To my nephews and nieces, Imad, Saif, Manar, Afrah and Douaa

To my cousin Marcel Schüttoff

To my friend Yvonne Müller

And to all my relatives

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Abstract

Students of English at Biskra University consider essay writing as a heavy burden that they have to cope with. Essay instruction still relies on product-oriented approach, yet writing practitioners have recently highlighted its failure to develop low writing proficiency. Furthermore, it fails to develop students' writing performance and to raise their awareness of importance of processing essay writing and the target genre features. To promote their writing proficiency, an instructional approach is required to fit the needs of EFL classes of Biskra University. Hence, process-genre-oriented approach offers its practical principles that can develop writing in terms of its process and genre knowledge. The present study has been administered to investigate the effects of adopting this synthesized approach into EFL classes of writing in Biskra University. It further investigates its effects on the five aspects of effective essay writing: content, organization, vocabulary, language use and mechanics. It also explores its effects on the students' knowledge of genre features, purpose and audience. 116 students who represent third year LMD students have taken part in this study: 63 students form the experimental group, and 53 students form the control group. The experimental group has been exposed to process-genre-oriented instruction while the control group has received product-oriented instruction. A set of procedures have been taken in the light of results obtained from a pilot study that has taken place with a group of 25 volunteers from EFL classes. First, T-tests have been conducted with the two groups. Second, a post-experiment questionnaire further supports the T-tests scores, for it evaluates the students' perceptions and attitudes towards academic writing. Third, classroom observation also reports their writing performance in their classrooms. Accordingly, process-genre-oriented approach has proved to be an effective instructional approach to EFL writing classes of Biskra University starting from the first year to the third year LMD classes.

List of Abbreviations

ALM: Audio-lingualism

CLA: Communicative Language Ability

CLT: Communicative Language Teaching

CR: Criterion Referencing

CV: Curriculum Vitae

EAP: English for Academic purposes

EFL: English as a Foreign Language

ESP: English for Specific Purposes

LMD: License, Master and Doctorate

MCQ: Multiple Choices Questions

NR: Norm Referencing

PPP: present, practice and produce

TEFL: Teaching as a Foreign Language

TOEFL: test of English as a Foreign Language

VSSP: Visuo Spatial SKETCHPAD

List of Figures

Figure 1: Bloom’s Taxonomy: Cognitive Domain.....	65
Figure 2: Revised Version of Bloom’s Taxonomy.....	67
Figure 3: Structure of Writing Model.....	69
Figure 4: Bereiter & Scardamalia Knowledge Transforming Model of Writing.....	71
Figure 5: Kellogg’s Model of Working Memory in Writing.....	72
Figure 6: Chenoweth & Hayes’ Model of Text Production.....	73
Figure 7: Teaching and Learning Cycle.....	93
Figure 8: Structure of Argumentative Essay.....	132
Figure 9: Seels and Glasgow Model.....	137
Figure 10: ‘Diamond’ Model of Writing Process.....	138
Figure 11: Process Genre-Approach to Teaching Writing.....	142
Figure 12: Content of Students’ Essays in Pre-Test.....	150
Figure 13: Organization of Pre-Test Essay.....	152
Figure 14: Vocabulary of Pre-Test Essay.....	153
Figure 15: Language Use of Pre-Test Essay.....	154
Figure 16: Mechanics of Pre-Test Essay.....	156
Figure 17: Content of Students’ Essays in Post-Test.....	158
Figure 18: Organization of Post-Test Essay.....	159
Figure 19: Vocabulary of Post-Test Essay.....	161
Figure 20: Language Use of Post-Test Essay.....	162
Figure 21: Mechanics of Post-Test Essay.....	164
Figure 22: The Raters’ Mean Scores of the Post-Test Essay Score of the Experimental Group.....	296

List of Tables

Table 1: Micro-and Macro Skills of Writing.....	33
Table 2: Cognitive Development Theory versus Social Constructivism.....	63
Table 3: Structure of Academic Essay.....	107
Table 4: Structure of Narrative Essay.....	124
Table 5: Structure of Descriptive Essay.....	127
Table 6: Structure of Expository Essay.....	130
Table 7: Gender of Participants of the Pilot Study.....	146
Table 8: Gender of Participants of the Main Study.....	167
Table 9: Age of Participants.....	167
Table 10: Type of Baccalaureate.....	167
Table 11: Choice of English Studies.....	168
Table 12: Statistics of Pre-test Scores of Essays' Content Rubric of Experimental Group.....	189
Table 13: Pre-test Scores of Essays' Content Rubric of Experimental Group.....	189
Table 14: Statistics of Pre-Test Scores of Essays' Organization Rubric of Experimental Group.....	190
Table 15: Pre-Test Scores of Essays' Organization Rubric of Experimental Group.....	191
Table 16: Statistics of Pre-Test Scores of Essays' Vocabulary Rubric of the Experimental Group.....	192
Table 17: Pre-Test Scores of Essays' Vocabulary Rubric of the Experimental Group...	192
Table 18: Statistics of Pre-Test Scores of Essays' Language Use of the Experimental Group.....	194
Table 19: Pre-Test Scores of Essays' Language Use of the Experimental Group.....	194
Table 20: Statistics of Pre-Test Scores of Essays' Mechanics of Experimental Group...	195

Table 21: Pre-Test Scores of Essays’ Mechanics of Experimental Group.....	195
Table 22: Statistics of Total Scores of Pre-Test Essays of Experimental Group.....	196
Table 23: Total Scores of Pre-Test Essays of Experimental Group.....	197
Table 24: Statistics of Post-Test Scores of Essays’ Content Rubric of the Experimental Group.....	199
Table 25: Post-Test Scores of Essays’ Content Rubric of the Experimental Group.....	199
Table 26: Statistics of Post-Test Scores of Essays’ Organization Rubric of Experimental Group.....	200
Table 27: Post-Test Scores of Essays’ Organization Rubric of Experimental Group...	200
Table 28: Statistics of Post-Test Scores of Essays’ Vocabulary of the Experimental Group.....	201
Table 29: Post-Test Scores of Essays’ Vocabulary of the Experimental Group.....	202
Table 30: Statistics of Post-Test Scores of Essays’ Language Use of the Experimental Group.....	203
Table 31: Post-Test Scores of Essays’ Language Use of the Experimental Group.....	203
Table 32: Statistics of Post-Test Scores of Essays’ Mechanics of the Experimental Group	204
Table 33: Post-Test Scores of Essays’ Mechanics of the Experimental Group.....	204
Table 34: Statistics of Post-Test Total Scores of Essays of the Experimental Group.....	205
Table 35: Post-Test Total Scores of Essays of the Experimental Group.....	206
Table 36: Paired Samples Statistics of Experimental Group.....	207
Table 37: Paired Samples Correlations of the Experimental Group.....	209
Table 38: Paired Samples Test Differences of the Experimental Group.....	210
Table 39: Paired Samples Statistics of Total Scores of the Experimental Group.....	212
Table 40: Paired Samples Correlations of Total Scores of the Experimental Group.....	212
Table 41: paired samples differences of experiment group.....	213

Table 42: statistics of Pre-Test scores of essays of control group.....	215
Table 43: Pre-Test Scores of the Content Rubric of the Control Group.....	216
Table 44: Pre-Test Scores of Organization of Control Group.....	217
Table 45: Pre-Test Scores of Vocabulary of Control Group.....	218
Table 46: Pre-test Scores of Language Use of Control Group.....	219
Table 47: Pre-Test Scores of Mechanics of Control Group.....	220
Table 48: Total Scores of Pre-Test Essays of Control Group.....	222
Table 49: Statistics of Total Scores of Pre-Test Essays of Control Group.....	222
Table 50: Statistics of Post-Test Scores of Essays of Control Group.....	223
Table 51: Post-Test Scores of Content Rubric of Control Group.....	224
Table 52: Post-Test Scores of Organization Rubric of the Control Group.....	225
Table 53: Post-Test Scores of Vocabulary of Control Group.....	225
Table 54: Post-Test Scores of Language Use of Control Group.....	226
Table 55: Post-Test Scores of Mechanics of Control Group.....	227
Table 56: Statistics of Total Scores of the Post-Test Essays of Control Group.....	228
Table 57: Total Scores of Post-Test Essays of Control Group.....	228
Table 58: Paired Samples Statistics of the Control Group.....	230
Table 59: Paired Samples Correlations of the Control Group.....	231
Table 60: Paired Differences of the Control Group Scores.....	233
Table 61: Paired Samples Statistics of the Control Group.....	234
Table 62: Paired Samples Correlations of the Control Group.....	235
Table 63: Paired Differences of the Total Scores of the Control Group.....	235
Table 64: Group Statistics of the Five Rubrics.....	237
Table 65: Group Statistics of the Total Scores.....	237
Table 66: Independent Samples Test of the Five Rubrics.....	239
Table 67: Independent Samples Test of the Total Scores.....	240

Table 68: Descriptives of Raters' Total Scores of the Posttest Essays.....	242
Table 69: Analysis of Variance between the Raters Scores (ANOVA).....	244
Table 70: Gender of Participants: Experimental Group.....	246
Table 71: Age of Participants: Experimental Group.....	247
Table 72: Baccalaureate Type of Participants: Experimental Group.....	247
Table 73: Choice of English of Participants: Experimental Group.....	248
Table 74: Reasons of their Choice of Participants: Experimental Group.....	248
Table 75: Degree of Writing Difficulty.....	249
Table 76: Definitions of Academic Writing According to the Participants.....	250
Table 77: Importance of Academic Writing for the Participants.....	251
Table 78: Importance of Content: its Relevance to the Topic and its Development.....	252
Table 79: Importance of Organization: Logical Sequencing, Coherence and Cohesion..	252
Table 80: Importance of Use of Academic Vocabulary: Effective Word Choice and Usage.....	253
Table 81: Importance of Grammatical Correctness.....	253
Table 82: Importance of Punctuation, Capitalization and Paragraphing.....	253
Table 83: Importance of Spelling and Legible Handwriting.....	254
Table 84: Participants' Awareness of the Audience of Academic Paper	254
Table 85: Participants' Awareness of the Purpose of Academic Paper.....	255
Table 86: Definition of Essay according to the Participants.....	256
Table 87: Characteristics of Effective Academic Essay according to Participants.....	257
Table 88: Corresponding Part of Essay according to the Participants.....	258
Table 89: Difficulties in the Essay Parts according to the Participants.....	258
Table 90: Order of Steps of Essay Writing according to the Participants.....	259
Table 91: Pre-Writing Activities according to the Participants.....	260
Table 92: Drafting Activities according to the Participants.....	260

Table 93: Revising Activities according to the Participants.....	261
Table 94: Editing Activities according to the Participants.....	261
Table 95: Topics to be Developed.....	262
Table 96: Reasons of the Participants' Preferences of Choosing Topics.....	262
Table 97: Reasons of the Participants' Preferences of Assigned Topics.....	263
Table 98: Difficulty in Collecting Data according to the Participants.....	263
Table 99: Reasons of Difficulty in Collecting Data according to the Participants... ..	264
Table 100: Outlining before Writing the First Draft for the Participants.....	264
Table 101: Reasons behind Facing Difficulty when Outlining the Essay for the Participants.....	265
Table 102: Writing the First Draft before the Final Draft for the Participants.....	265
Table 103: Polishing Up and Proofreading the First Draft for the Participants.....	266
Table 104: Items to Polish Up and to Proofread for the Participants.....	266
Table 105: Preferred Types of Question in Exam for the Participants.....	267
Table 106: Difficulties in Regular Exams for the Participants.....	268
Table 107: Limited Number of Words in an Essay e.g. (300 words).....	268
Table 108: Detailed scale for Evaluating Essay on the Questions Paper.....	269
Table 109: Reasons of Good or Bad Marks for the Participants.....	269
Table 110: Pre-Test Essay Writing: Comparison between the Control and Experimental Groups.....	270
Table 111: Post-Test Essay Writing: Comparison between the Control and Experimental Groups.....	271
Table 112: Time Consumed for Writing Pre-Test Essay: Comparison between the Control and Experimental Groups.....	273
Table 113: Time Consumed for Writing Posttest Essay: Comparison between the Control and Experimental Groups.....	274

Table 114: Knowledge about Academic Writing.....	275
Table 115: Knowledge about Features of Academic Writing.....	276
Table 116: Knowledge about Reasons of Writing an Academic Paper.....	276
Table 117: Knowledge about Types of Academic Paper.....	277
Table 118: Definitions of Essay at the Pre-Test Stage.....	277
Table 119: Knowledge about the Number of Paragraphs in an Essay.....	278
Table 120: Knowledge about Essay Parts.....	279
Table 121: Knowledge about the Steps of Writing an Essay.....	280
Table 122: Comparison of the Statistics of the Pre-Test Content Aspect.....	282
Table 123: Comparison of the Statistics of the Post-Test Content Aspect.....	283
Table 124: Comparison of Paired Samples Differences of the Content Aspect:	
Experimental and Control Groups.....	284
Table 125: Comparison of the Statistics of Pre-Test Organization Aspect.....	285
Table 126: Comparison of the Statistics of the Post-Test Organization Aspect.....	285
Table 127: Comparison of Paired Samples Differences of the Organization Aspect:	
Experimental and control Groups.....	286
Table 128: Comparison of the Statistics of Pre-Test Vocabulary Aspect.....	287
Table 129: Comparison of the Statistics of Post-Test Vocabulary Aspect.....	287
Table 130: Comparison of Paired Samples Differences of Vocabulary Aspect:	
Experimental and Control groups.....	288
Table 131: Comparison of the Statistics of Language Use Aspect of Pre-Test	289
Table 132: Comparison of the Statistics of Language Use Aspect of Post-Test	289
Table 133: Comparison of Paired Samples Differences of Aspect of Language Use:	
Experimental and Control Groups.....	290
Table 134: Comparison of the Statistics of Aspect of Pre-Test Mechanics.....	291

Table 135: Comparison of the Statistics of Aspect of Post-Test Mechanics.....	291
Table 136: Comparison of Paired Samples Differences of Aspect of Mechanics: Experimental and Control Groups.....	292
Table 137: Comparison of the Statistics of the Total Scores of Experimental and Control Groups.....	293
Table 138: Comparison of Paired Samples Differences of Total Mean Score: Experimental and Control Groups.....	294
Table 139: Evaluating the Independent Samples Test of the Total Scores.....	295
Table 140: Overview of the Independent Samples T-Test for Hypothesis Testing#1...	312
Table 141: Overview of the Independent Samples T-Test of Content for Hypothesis Testing #2.....	314
Table 142: Overview of the Independent Samples T-Test of Organization for Hypothesis Testing #2.....	315
Table 143: Overview of the Independent Samples T-Test of Vocabulary for Hypothesis Testing #2.....	316
Table 144: Overview of the Independent Samples T-Test of Language Use for Hypothesis Testing #2.....	318
Table 145: Overview of the Independent Samples T-Test of Mechanics for Hypothesis Testing #2.....	319

Contents

Dedication	i
Acknowledgement.....	ii
Abstract.....	iii
List of Abbreviations.....	iv
List of Figures.....	v
List of Tables.....	vi
General Introduction.....	1
1. Background of the Study.....	1
2. Statement of the Problem.....	3
3. Objective of the Study.....	4
4. Research Questions.....	6
5. Research Hypotheses.....	6
6. Research Methodology.....	7
6.1. Sample.....	7
6.2. Instrumentation.....	8
6.3. Data Analysis.....	8
7. Research Structure.....	9

Chapter One: EFL Writing Ability and Assessment

Introduction.....	11
1.1. Definition of Writing Ability.....	11
1.1.1. Writing as System.....	12
1.1.2. Writing as a Skill.....	13
1.1.3. Writing as a Process.....	13
1.1.4. Writing as a Genre.....	14
1.2. Characteristics of Writing Skills.....	15
1.3. Types of Writing Performance.....	17
1.3.1. Imitative Writing Performance.....	17
1.3.2. Intensive Writing Performance.....	18
1.3.3. Responsive Writing Performance.....	18
1.3.4. Extensive Writing Performance.....	19
1.4. Genres of Writing.....	20
1.4.1. Academic Writing Genre.....	21
1.4.1.1. Format of Academic Paper.....	22
1.4.1.2. Characteristics of Academic Writing.....	24
1.4.2. Creative Writing Genre.....	26
1.4.3. Business Writing Genre.....	28
1.5. Micro versus Macro Skills.....	31
1.5.1. Micro-Skills of Writing.....	31
1.5.2. Macro Skills of Writing.....	32
1.6. EFL Writing Assessment: Definition and Purpose.....	34
1.6.1. Testing EFL Writing.....	36
1.6.2. Writing Assessment Dichotomies.....	38

1.6.2.1. Formative versus Summative Assessments of Writing.....	38
1.6.2.2. Norm-Referenced versus Criterion-Referenced Assessment of Writing...	41
1.6.3. Types of Writing Test.....	43
1.6.3.1. Diagnostic Test of Writing.....	44
1.6.3.2. Placement Test of Writing.....	44
1.6.3.3. Progress Test of Writing.....	46
1.6.3.4. Achievement Test of Writing.....	47
1.6.3.5. Proficiency Test of Writing.....	48
1.7. Approaches to Foreign Language Assessment.....	49
1.7.1. Direct and Indirect Testing.....	49
1.7.2. Discrete Point and Integrative Testing.....	51
1.7.3. Communicative Language Testing.....	52
1.7.4. Performance-based Assessment.....	54
Conclusion.....	56
Chapter Two: Writing Instruction.....	57
Introduction.....	57
2.1. Major Theories of Writing Instruction.....	57
2.1.1. Composition Theory: Product Orientation of Writing Instruction.....	57
2.1.2. Cognitive Theory and Process Orientation in EFL Writing Classroom.....	58
2.1.3. Constructivism: Writing Instruction.....	60
2.1.3.1 Cognitive Constructivism.....	61
2.1.3.2 Social Constructivism.....	62
2.1.4 Instruction between Cognitive and Social Constructivism.....	63
2.1.5 Bloom’s taxonomy: the Cognitive Domain.....	65
2.1.6 Revised Bloom’s Taxonomy.....	67

2.1.7 Cognitive Models of Writing.....	69
2.1.7.1 Hayes and Flower Cognitive Model of Composing Process.....	70
2.1.7.2 Bereiter and Scardamalia Cognitive Model of Writing.....	71
2.1.7.3 Kellogg’s Cognitive Model of Writing.....	73
2.1.7.4 Chenoweth and Hayes Cognitive Model of Writing.....	74
2.2 Approaches to Writing Instruction.....	75
2.2.1 Product- Based Approach to EFL Writing Instruction.....	75
2.2.1.1 Writing Instruction in Product-Oriented class.....	77
2.2.1.2 Criticism of Product-based Approach.....	79
2.2.2 Process- based Approach to EFL Writing Instruction.....	81
2.2.2.1 Writing Instruction in Process-oriented Classroom.....	83
2.2.2.2 Criticism of Process-based Approach.....	88
2.2.3 Genre- based Approach to Writing Instruction.....	90
2.2.3.1. Writing Instruction in a Genre-oriented Class.....	93
2.2.3.2. Criticism of Genre based Approach to Writing Instruction.....	95
2.2.4. Process-Genre based Approach to Writing Instruction: a Synthesis of Approaches.....	97
2.3. Factors Influencing Writing Instruction.....	99
2.3.1. Linguistic Factors.....	99
2.3.2. Cultural Factors.....	101
2.3.3. Educational factors.....	102
Conclusion.....	103

Chapter Three: Academic Essay Instruction.....	104
Introduction.....	104
3.1. Essay Genre: Definition between the Past and the Present.....	104
3.2. Structure of Academic Essay.....	106
3.2.1. Introduction of an Essay.....	108
3.2.2. Types of Effective Introductory Paragraphs.....	109
3.2.3. Thesis Statement in Academic Essay.....	111
3.2.4. Characteristics of Thesis Statement.....	112
3.2.5. Body Paragraphs of an Essay.....	113
3.2.6. Parts of the Body Paragraphs.....	114
3.2.6.1. Topic Sentence in an Academic Essay.....	114
3.2.6.2. Supporting Details and Developing Sentences.....	115
3.2.6.3. Concluding Sentence.....	116
3.2.7. Conclusion of Academic Essay.....	117
3.3. Unity and Coherence in an Academic Essay.....	118
3.3.1. Unity in Academic Essay.....	118
3.3.2. Coherence and Cohesion in an Academic Essay.....	119
3.4. Rhetorical Modes of Essay Writing.....	120
3.4.1. Narration Mode of Essay Writing.....	121
3.4.2. Description Mode of Essay Writing.....	125
3.4.3. Exposition Mode in Academic Essay.....	128
3.4.4. Argumentation Mode of Essay Writing.....	130

3.5. Methods of Essay Writing Development.....	133
3.5.1. Comparison and Contrast Method of Paragraph Development.....	133
3.5.2. Cause and Effect Method of Paragraph Development.....	134
3.5.3. Definition Method of Paragraph Development.....	135
3.6. Typical Approaches-oriented Essay Writing Instruction.....	136
3.6.1. Product-oriented Essay Instruction.....	136
3.6.2. Process-oriented Essay Instruction.....	138
3.6.3. Process-Genre oriented Essay Instruction.....	141
Conclusion.....	144
Chapter Four: Methods of the Study (Field Work)	145
Introduction.....	145
4.1 The Pilot Study.....	145
4.1.1. Participants of the Pilot Study.....	145
4.1.2. Instrumentation and Procedures of the Pilot Study	147
4.1.3. Results of Pilot Study.....	149
4.1.3.1. Results of Pre-test of the Pilot Study	149
4.1.3.2. Results of Post-test of Pilot Study	157
4.1.3.3. Procedures for the Administration of the Main Study.....	165
4.2. Main Study.....	166
4.2.1. Participants of the Main Study.....	166
4.2.2. Materials and Procedures of the Main Study.....	169
4.2.2.1. Instructional Materials and Procedures.....	169
4.2.2.1.1. Instructional Materials and Procedures: Principles of Academic Writing Lessons.....	169
4.2.2.1.1.1. Lesson One: Grammar in Academic Writing Genre...	170

4.2.2.1.1.2. Lesson Two: Vocabulary in Academic Writing Genre	172
4.2.2.1.1.3. Lesson Three: Spelling in Academic Writing Genre...	173
4.2.3.1.1.4. Lesson Four: Punctuation in Academic Writing Genre	174
4.2.2.1.2. Instructional Materials and Procedures: Processing Essay Genre.....	175
4.2.2.2. Testing Materials and Procedures.....	177
4.2.2.2.1. Testing Material and Procedures: Experiment Group.....	177
4.2.2.2.2. Testing Material and Procedures: Control Group.....	178
4.2.2.3. Scoring Procedures.....	179
4.2.2.3.1. Holistic Scoring Procedures for the Pilot Study.....	180
4.2.2.3.2. Analytical Scoring Procedures for Main Study.....	180
4.2.2.4. Procedures to Test Inter- raters Reliability.....	182
4.3. Questionnaire Administration.....	183
4.4. Classroom Observation Administration.....	183
4.5. Analysis of Data Collected.....	184
4.5.1. Analysis of Data Collected: Pilot Study.....	184
4.5.2. Analysis of Data Collected: Main Study.....	185
Conclusion.....	186

Chapter Five: Results of the Study (Field Work)

Introduction.....	187
5.1. T-Test Scores of Essays of Experimental Group.....	187
5.1.1. Pre-test Scores of Essays of Experiment Group.....	188
5.1.2. Post-test Scores of Essays of Experiment Group.....	198
5.1.3. Paired T-test of Experiment Group.....	207

5.2. T-Test Scores of Essays of Control Group.....	214
5.2.1. Pre-test Scores of Essays of Control Group.....	214
5.2.2. Post-test Scores of Essays of Control Group.....	223
5.2.3. Paired T-test of the Control Group.....	229
5.3. Two Independent Samples of the Control and Experiment Groups.....	236
5.3.1. Groups Statistics.....	236
5.3.2. Independent Samples Test for Equality of Variances.....	239
5.4. Inter-rater Reliability of the Posttest Total Scores.....	241
5.4.1. Descriptives of Inter-rater Reliability of the Posttest Total Scores.....	241
5.4.2. Analysis of Variances of Raters' Scores of Posttest Essay (ANOVA).....	243
5.5. Post-experiment Questionnaire towards the Implementation of Process-Genre Approach to Essay Instruction.....	245
5.5.1. Respondents' Profile.....	246
5.5.2. Conceptions of Academic Writing.....	249
5.5.3. Respondents' Perception of Essay Structure.....	255
5.5.4. Respondents' Perception of Process of Essay Writing.....	259
5.5.5. Essay Examination at Biskra University.....	267
5.6. Classroom Observation.....	269
5.6.1. Classroom Observation Checklist: Process of Essay Writing.....	270
5.6.2. Field Notes: Time Consumed for Writing an Essay.....	272
5.6.3. Follow- up Conversation.....	275
Conclusion.....	280

Chapter Six: Discussion of Results (Field Work)

Introduction.....	281
6.1. Evaluation of T-Test results.....	281
6.1.1. Comparison of the Essays' Scores of Experiment and Control Group.....	282
6.1.1.1 Comparison of the Results of Content Aspect of the Pretest Essays.....	282
6.1.1.2 Comparison of the Results of Content Aspect of the Posttest Essays..	283
6.1.1.3 Comparison of Paired Samples Differences of the Content Aspect.....	284
6.1.1.4 Comparison of the Results of Organization Aspect of the Pretest Essays	285
6.1.1.5 Comparison of the Results of Organization Aspect of the Posttest Essays	285
6.1.1.6 Comparison of Paired Samples Differences of Organization Aspect.....	286
6.1.1.7 Comparison of the Results of Vocabulary Aspect of the Pretest Essays...	287
6.1.1.8 Comparison of the Results of Vocabulary Aspect of the Posttest Essays	287
6.1.1.9. Comparison Of Paired Samples Differences Of Vocabulary Aspect.....	288
6.1.1.10 Comparison of the Results of Language Use Aspect of the Pretest Essays	289
6.1.1.11 Comparison of the Results of Aspect of Language Use of the Posttest	
Essays.....	289
6.1.1.12 Comparison of Paired Samples Differences of Aspect of Language Use	290
6.1.1.13 Comparison of the Results of Mechanics Aspect of the Pretest Essays..	291
6.1.1.14 Comparison of the Results of Aspect of Mechanics of the Posttest Essays	291
6.1.1.15 Comparison of Paired Samples Differences of Aspect of Mechanics.....	292
6.1.1.16 Comparison of the Total Scores of Experiment and Control Groups...	293

6.1.1.17 Comparison of Paired Samples Differences of the Total Scores.....	294
6.1.2. Evaluation of Independent Samples Test of the Total Scores.....	295
6.2. Evaluation of Inter-Rater Reliability of the Posttest Essays Scores.....	295
6.3. Evaluation of Questionnaire Results.....	297
6.3.1. Evaluation of Experiment Participants' Profile.....	297
6.3.2. Evaluation of Participants' Conceptions of Academic Writing.....	297
6.3.3. Evaluation of Participants' Conceptions of Essay Structure.....	300
6.3.4. Evaluation of Participants' Perception of Essay Writing Process.....	301
6.3.5. Evaluation of Participants' Perceptions of Essay Examination at Biskra University.....	303
6.4. Evaluation of Classroom Observation Results.....	304
6.4.1. Comparison of Classroom Observation Checklists of the Essay Writing Process between Control and Experimental Groups.....	304
6.4.1.1. Comparison of Process of Pretest Essay Writing Between Control and Experimental Groups.....	305
6.4.1.2. Comparison of Process of Posttest Essay Writing between Control and Experimental Groups.....	306
6.4.2. Comparison of Field Notes of Classroom Observation between Control and Experimental Groups.....	307
6.4.3. Comparison of Follow-Up Conversation of Classroom Observation between Control and Experimental Groups.....	309
6.5. The Effects of Process-Genre Oriented Instruction on EFL Students' Essay Products: Testing Hypothesis #1.....	311

6.6. The Effects of Process-Genre Oriented Instruction on Aspects of Writing Proficiency: Testing Hypothesis #2.....	313
6.6.1 The Effects of Process-Genre Oriented Instruction on Content.....	313
6.6.2 The Effects of Process-Genre Oriented Instruction on Organization.....	315
6.6.3 The Effects of Process-Genre Oriented Instruction on Vocabulary.....	316
6.6.4 The Effects of Process-Genre Oriented Instruction on Language Use.....	317
6.6.5 The Effects of Process-Genre Oriented Instruction on Mechanics.....	319
6.7 The Effects of Process-Genre Oriented Instruction on Students' Awareness of Academic Writing at University Level: Testing Hypothesis #3.....	320
6.7.1 The Effects of Process-Genre Oriented Instruction on Student's Awareness of Academic Writing Features.....	321
6.7.2 The Effects of Process-Genre Oriented Instruction on Students' Awareness of Essay Genre Processing.....	321
6.7.3 The Effects of Process-Genre Oriented Instruction on Students' Awareness of Academic Writing Purpose.....	322
6.7.4 The Effects of Process-Genre Oriented Instruction on Students' Awareness of Academic Writing Audience.....	323
6.8 The Effectiveness of Process-Genre as an Instructional Approach to EFL Classes of Biskra University: Testing Hypothesis #4.....	324
Conclusion.....	324

General Implications and Recommendations

7.1 Summary of Results.....	325
7.2 Limitations of the Study.....	327
7.3 Implications for Instructional Design.....	327
7.3.1 Implications for EFL Writing Instructors of Biskra University.....	328

7.3.2. Implications for EFL Writing Students of Biskra University	331
7.3.3. Implications for Essay Writing Program Reforms.....	333
7.4. Implications for Future Research.....	334
7.5. Recommendations.....	335
General Conclusion.....	336
Bibliography.....	339
Appendices	
Appendix 01 Marking Scale for Graders' Evaluation.....	351
Appendix 02 Post-experiment towards the Implementation of Process-Genre	
Approach to Essay Instruction.....	352
Appendix 03 Classroom Observation Checklist: Process of Essay Writing of Pre-	
test Stage and Posttest stage.....	358
Appendix 04 Classroom Observation Follow-Up Conversation.....	359
Appendix 05 Lesson One: Grammar in Academic Writing Genre.....	360
Appendix 06 Lesson Two: Vocabulary in Academic Writing Genre.....	361
Appendix 07 Lesson Three: Spelling in Academic Writing Genre.....	362
Appendix 08 Lesson Four: Punctuation in Academic Writing Genre.....	363
Appendix 09 Lesson Five: Essay Writing Process.....	364
Appendix 10 Pre-test and Posttest Essay Products: Experiment Group.....	368
Appendix 11 Pre-test and Posttest Essay Products: Control Group.....	370
Appendix 12 Posttest Essay Products: Raters Scores of Experiment Group.....	372

General Introduction

English is an important language in worldwide trade, global informational technology and globalization. These factors cannot be ignored if the Algerian government hopes to become a fully-developed nation and a highly competitive power. As a communication tool for this competition, English language had played a dominant role as a compulsory subject and a medium of instruction in higher education in Algeria. Therefore, writing is becoming a compulsory means of interaction, and it proves its existence as the most striving skill that needs much more research on its instruction and assessment procedures in the Algerian Universities.

1. Background of the Study

Algeria is a developing country that does not neglect the fact that English is the lingua franca in international and internal scenes. The Algerian Government strives to improve the standard of English language leaning through implementing different programs starting early in the middle schools. The fact is that the general proficiency of English language of Algerian students has been deteriorating is not a secret. Students are accepted in the Algerian Universities without regard to their level of proficiency to use English, and this would probably account for that many Algerian graduates are not proficient using English language, especially when speaking about writing skills. The Algerian Government has acknowledged urgent measures to improve the situation, and introduced the LMD system to English Language classes of Algerian Universities.

The LMD system emphasizes on teaching, learning and testing the four skills of language: listening, speaking, reading and writing. Although writing is a component, it is mostly stressed because it is a very important skill that undergraduate students must master. It has been suggested that how students should eventually succeed in their academic pursuit at higher education would be described to a larger extent by how well they can write from examinations and course work assignments to applications for scholarships and job (Tribble, 1996). Thus, writing has become central measure for academic success at educational institution.

Writing is such an important learning tool because it helps students to understand ideas and concepts better. A study has been carried out by Summers (2000) and a team of researchers at Harvard University have traced writing experiences of more than a hundred undergraduates undergoing different courses over a period of four years, and have revealed that an overwhelming majority of the students believe that writing helps them understand and apply the ideas of a course. Although students may read to gather information, it is eventually through writing that their ideas are clarified and their thoughts are visible. Writing is one of the important means through which the students actively transform the passive knowledge and information in their minds into their target language.

Since writing is an important skill, essay writing skill is an ultimate objective for the writing instructors and the writing students in EFL classes. Essay writing is significant to learn English as a foreign language, and its proficiency enables students to succeed in the university studies. However, essay writing constitutes a problem for EFL students and instructors alike despite the numerous approaches which have been evolved by practitioners. Thus, writing is a tool of communication which serves as a mean of learning, thinking and organizing knowledge and ideas.

2. Statement of the Problem

Although writing instruction has undergone major changes in last few years, EFL students of Biskra University still seem to be receiving inadequate or outmoded writing instruction. Writing proficiency level is of less interest, and is somewhat neglected for the entrance in the first year classes. Traditional product-oriented writing instruction is still dominant, and so does its assessment which still considers writing as product rather than a process. Hence, these classes still focus on the use of ‘good English’ that has been considered as a key to successful writing. However, ‘good’ in the context of traditional writing classes most likely alluded to linguistic features and seldom to rhetorical concerns.

Moreover, EFL students show little knowledge about how to write a contextually appropriate paper and how to develop their skills to process their essay writing. Consequently, the pressures of formative tests and summative examinations force English teachers to focus their attention on grammatical rules, linguistic accuracy and students’ final ‘pieces of work’ instead of functional language skills. Developing writing still remains neglected due to students’ low proficiency, time constraints and low motivation.

Accordingly, the essay is instructed and assessed as a product rather than as a process in its academic context. It is instructed in EFL classes of Biskra University as a tool to improve language program achievement. This situation deteriorates the communicative goals of teaching writing for EFL classes of Biskra University. Furthermore, essay writing scores are useless because they are not used to base diagnostic decisions; students’ errors and deficiencies have no chance to be remedied in writing instruction following summative assessment. As a result, no promotional decisions can be based, and writing assessment goes without benefits, but it gives scores to move from one level to another regardless to its primary objective which is to enhance essay writing instruction.

Third year LMD classes of English of Biskra University have shown numerous problems in terms of essay production that merit research. The first problem is their ignorance of the features of academic essay. The second problem is related to the unawareness of the purpose and the audience of their academic essays. The third problem is their little knowledge of its main structure and its parts, especially thesis statement which is unknown to most of them, or it is less important for some of them. The fourth problem is mainly related to the steps that they follow to write their essays; most of the students choose their topics; they draft them, and then they edit them to be submitted. Consequently, they produce irrelevant content, loose organization, little knowledge of academic vocabulary, no mastery of sentence construction rules and no mastery of conventions. All of the above problems have provoked the researcher to conduct the present study with the third year LMD students along the academic year of 2011-2012.

3. Objective of the Study

The main objective of this study is to diagnose the real causes that EFL students of Biskra University encounter in writing essays. The researcher aims to identify the causes through conducting two studies in two successive academic years: 2010-2011 and 2011-2012. In the first academic year, the pilot study has been administered to recognize the causes of their failure to write an effective academic essay. In the second academic year, the researcher has administered the main study in order to test the frequency of the problems with the students of the two successive years.

The second objective is to set an instructional approach that fits the students' needs through a traditionally- oriented instruction of the product approach with the control group. In comparison with the process-genre oriented instruction for the experimental group, the researcher aims to synthesize an instruction that goes with the needs of EFL students of Biskra University. Designing an effective essay writing instruction in the third year LMD

classes is the ultimate objective of conducting this study. Instructional and testing procedures help the researcher to achieve this objective.

The third objective is to raise the students' awareness of the features of academic writing. The researcher aims to promote students' ability to write an essay when they know the features that distinguish the academic genre from the other genres such as personal, creative or business genres of writing. The objective is to be achieved by planning a series of lessons that stress the distinctive features of the academic genre in comparison with the other genres of writing like business letters, lab reports, poems and novels.

The fourth objective is to develop student cognitive skill to process essay genre through the process-genre-oriented instruction. EFL students are to develop their skills to think, to plan, to draft, to revise and to edit their academic essays respecting the academic writing conventions. Developing their thinking skills is an objective of the present study, so the students can be independent and active learners who write their essays effectively without the guidance of the instructor. Therefore, the researcher integrates a process-genre oriented instruction which is mostly a learner-centered instruction that can fit EFL writing classes of Biskra University.

The fifth objective of the present study is to develop the essay writing skill of EFL students of Biskra University in its social context and to raise their awareness about writing as a communicative social activity. To achieve this goal, the researcher makes EFL students pre-plan their audience and their purpose of essay production in the pre-writing activities. Moreover, the peer evaluation makes the students expect the audience who read their written production in a real context. Hence, the writing student can imagine their readers before getting started.

4. Research Questions

1. How could the process-genre oriented approach to writing instruction improve essay writing skill in EFL classes of Biskra University if it is compared to the product oriented essay writing instruction?
2. What are the effects of the process-genre oriented approach on the content, organization, vocabulary, language use and mechanics of the essays written by EFL students of Biskra University?
3. Could the process-genre oriented approach raise EFL students' awareness of the essay genre process, audience and purpose?
4. Could the process-genre oriented approach be an effective instructional approach for the third year LMD classes of English at Biskra University?

5. Research Hypotheses

1. EFL students of Biskra University may obtain higher scores in a process-genre oriented writing class compared to product oriented writing class at the third year LMD level.
2. EFL students of Biskra University would obtain higher scores in a process-genre oriented writing class than the students in a product-oriented writing class in terms of content, organization, vocabulary, language use and mechanics.
3. The process-genre oriented approach would develop a certain sense of awareness among EFL students of Biskra University for the academic writing features, the essay genre process, the academic purpose of essay writing and the academic audience of essay writing.

4. The process-genre-oriented approach could be an instructional approach that help EFL students of Biskra University to achieve their essay writing effectively.

6. Research Methodology

To achieve the objectives of the present study and to test the four hypotheses, the researcher has selected a triangulation of research methodology. Moreover, she has selected a random probability sample from the third year LMD population. She also set procedures for administering experimental research in an effective manner.

6.1 Sample

In the main study, the participants were all from EFL classes of Biskra University, yet they are divided into two groups for comparison: experimental group (N=63) and control group (N=53). Therefore, the total number of the participants who take part in this research is (N=116). They represent the population of the third year LMD classes who are mainly multi-leveled classes (N=243), and they are also supposed to have been exposed to essay writing instruction during the second semester of their second year classes. The participants of the main study are undergraduate students of the academic year 2011-2012. For the pilot study, the participant volunteers are (N=25) who are the undergraduate students of 2010-2011.

6.2 Instrumentation

To obtain consistent results, the researcher relies on three research instruments for the main study: t-test, classroom observation, and post-experiment questionnaire. For testing the research hypotheses, the researcher administers a pretest classroom observation using a checklist, field notes and a follow-up conversation. For implementing the process-genre oriented approach in the writing classes, she administers certain instructional and

testing procedures with the experiment participants (N=63). Meanwhile the control group (N=53) undertake the traditional product-oriented instruction, so the results obtained can be compared to those of process-genre-oriented instruction. For further consistency, the participants (N=116) are exposed to the posttest procedures. A post-experiment questionnaire is also administered with experiment participants, yet classroom observation procedure is administered with the control group. For the pilot study, the researcher uses the same instrument except the post-experiment questionnaire.

6.3 Data analysis

For analyzing data effectively, the researcher uses the SPSS program 17.0 to interpret the data collected from the pre-test stage and the post-test stage for both experimental and control groups. She also uses the descriptive analysis techniques to interpret the frequencies of the t-test scores. The researcher also uses the paired t-test sample procedures to compare the results of each group individually. Then, she uses the independent samples procedures to compare the scores of the experimental and control groups. The researcher compares means, p-values and t-values. For further consistency, the researcher uses the procedures of analysis of variance ANOVA in order to test inter-raters reliability.

Furthermore, the researcher also uses the SPSS program 17.0 to interpret descriptively the results obtained from the post-experiment questionnaire. She describes the frequency of responses, valid percent and cumulative percent. For the classroom observation results, the researcher uses tables to interpret the results. These two last instruments assist to test the consistency of the scores obtained from the experiment.

7 Research Structure

This research consists of six chapters. The first three chapters are devoted to the literature review, yet the three practical chapters are devoted to the methods, the results and the discussion of the study. The research structure is designed to fit the objectives of the present study and to pave the way for testing the hypotheses scientifically. The literature and the field work chapters are annexed with recommendations and pedagogical implications as well as appendices. All these parts serve to test the validity and reliability of integrating the process-genre oriented approach into EFL writing classes of Biskra University.

The three chapters of the literature review are to pave a theoretical platform for implementing the process-genre oriented approach to essay instruction effectively. The first chapter is devoted to the instruction and assessment of the writing skill. The second chapter displays the approaches and the theories related to writing instruction and assessment. The third chapter describes essay writing instruction in the light of the approaches to writing instruction. The literature review displays the theories of writing and the models of its instruction.

The three last chapters are devoted to field work. The fourth chapter presents the methods used in the present study, and it displays instruction and testing procedures to administer the experiment, and it further sheds the light on the pilot study. The fifth chapter presents the results of the t-test procedures, of the classroom observation and of the questionnaire. The sixth chapter is devoted to the discussion of the results, and it shows the testing of the four hypotheses of the present study.

Chapter One: EFL Writing Ability and Assessment

Introduction.....	11
1.1. Definition of Writing Ability.....	11
1.1.1. Writing as System.....	12
1.1.2. Writing as a Skill.....	13
1.1.3. Writing as a Process.....	13
1.1.4. Writing as a Genre.....	14
1.2. Characteristics of Writing Skills.....	15
1.3. Types of Writing Performance.....	17
1.3.1. Imitative Writing Performance.....	17
1.3.2. Intensive Writing Performance.....	18
1.3.3. Responsive Writing Performance.....	18
1.3.4. Extensive Writing Performance.....	19
1.4. Genres of Writing.....	20
1.4.1. Academic Writing Genre.....	21
1.4.1.1. Format of Academic Paper.....	22
1.4.1.2. Characteristics of Academic Writing.....	24
1.4.2. Creative Writing Genre.....	26
1.4.3. Business Writing Genre.....	28
1.5. Micro versus Macro Skills.....	31
1.5.1. Micro-Skills of Writing.....	31
1.5.2. Macro Skills of Writing.....	32
1.6. EFL Writing Assessment: Definition and Purpose.....	34
1.6.1. Testing EFL Writing.....	36
1.6.2. Writing Assessment Dichotomies.....	38

1.6.2.1. Formative versus Summative Assessments of Writing.....	38
1.6.2.2. Norm-Referenced versus Criterion-Referenced Assessment of Writing...	41
1.6.3. Types of Writing Test.....	43
1.6.3.1. Diagnostic Test of Writing.....	44
1.6.3.2. Placement Test of Writing.....	44
1.6.3.3. Progress Test of Writing.....	46
1.6.3.4. Achievement Test of Writing.....	47
1.6.3.5. Proficiency Test of Writing.....	48
1.7. Approaches to Foreign Language Assessment.....	49
1.7.1. Direct and Indirect Testing.....	49
1.7.2. Discrete Point and Integrative Testing.....	51
1.7.3. Communicative Language Testing.....	52
1.7.4. Performance-based Assessment.....	54
Conclusion.....	56

Chapter One:

EFL Writing Ability and Assessment

Introduction

In this chapter, the researcher sheds the light on the significance of writing ability and its assessment. First, it demonstrates various definitions of writing ability from different angles. Second, it reports the different characteristics that distinguish writing from other communication skills mainly speaking. Third, the present chapter displays types of writing performance, writing genres and micro and macro writing skills. Fourth, writing assessment is discussed in terms of its assessment dichotomies, types of writing tests and approaches. This chapter aims to discuss writing ability and assessment from different perspectives in its written literature. The focus of the present chapter is on highlighting the features of writing ability that make scholars get attracted to, search for understanding its nature and seek for effective techniques to enhance its acquisition starting from primary to higher education.

1.1 Definition of Writing Ability

Definitions of writing diversify whenever the word ‘writing’ is attached to another term such as system, skill, process or genre. These terms make writing definitions differ between those of anthropologists and those of language scholars. As a result, definitions of writing are equivalent to the number of scholars who have searched for defining the term and covering its angles. Writing seems to have taken on different definitions for different groups of scholars in order to suit their different needs and purposes of writing. A single definition could not have satisfied scholars in English language teaching. Writing skill, writing process and writing genres are all terms for writing that denote different concepts.

1.1.1 Writing as System

Writing as a system is a method of representing language in a visible form. Writing systems use sets of symbols that represent sounds of speech, and they have supplementary symbols such as punctuation and numerals that serve to comprehend the written language. Moreover, language symbols purport to record messages which can be retrieved by everyone who knows the target language, and the rules that are encoded in units. Likewise, the definition of writing as a system is shared by commons and scholars; however, when it is linked with other terms, it notifies various meanings.

Some scholars define writing as a system to transmit messages. Among these scholars is Hornby (1974) who states that writing is in the sense of verb 'write' is to put down the letters or other symbols on a sheet of paper. Widdowson (1978) further defines writing as the act of making correct sentences and transmitting them through the visual medium as mark on paper. Clark (2007) also identifies writing as "an instrument of thinking that allows students to express their thoughts. Writing helps students understand and share their perceptions of the world around them" (4). She considers writing as being a means of thinking and communication. She narrows writing to be a concept restricted to an academic setting in order to spot light on it in a more scientific and analytical conceptualization.

1.1.2 Writing as a Skill

Writing as a skill expresses ideas, thoughts and feelings to other people in written symbols to make other readers understand the ideas conveyed. Klein (1985) describes writing as the ability to put pen on paper expressing ideas through symbols; whereas, Harris (1993) considers writing as a complex activity. It is apparently a complex skill that involves complex procedures. Skilled writers must be knowledgeable of its complexity if they are good writers. Writing as a skill represents an ultimate objective for proficiency.

Writing skills denote specific and personal abilities which help the writers to put their ideas into words in a meaningful form and to mentally interact with the message. It purely mirrors psychological and mental abilities of the students to produce the target language with comprehensibility, fluency and creativity skills. It also allows them to read what they write; moreover, the users of the same target language can understand their written text.

1.1.3 Writing as a Process

Writing as a process denotes how to write using a pen, respecting an order of stages towards producing a piece of writing. In this sense, the role of the writing instructors is to train their students how to produce quality content and to learn different writing genres (academic or practical). They teach them the different steps of writing process which are totally four steps: prewriting, drafting, revising, and editing respectively. Stone (1995) states that the writing process means to learn how to write through writing. Hence, writing instruction focuses on the process of creating writing but not on the final product of writing (Tompkins, 1990). Writing as a process demonstrates different activities that lead to a production of a text that fit certain standard of learning.

In other words, writing is a sequence of stages to come up with a final product that expresses students' ideas. Zamel (1982) points out that writings go through the process where meaning is created because writers seem to start off the process without knowing what they are going to write at all. Writing is a flow of thoughts that comes in a sequence in the writers' mind, and then they produce them in forms of symbols to keep them alive on paper. EFL student writers color the paper using black or blue ink following their flow of thoughts step by step; they generate ideas, plan, organize, proofread and edit them in their final draft.

1.1.4 Writing as a Genre

Writing is also regarded as a genre by different scholars, for it is not just symbols or steps to follow; it further presents a text that matches two different kinds of people in the same place or in different places: writers and readers. Grabe and Kaplan (1996) define writing in terms of the rhetorical triangle in writing. This triangle consists of the reader, the writer, and the text. Both the writer and the reader have to consider all the aspects while writing and reading respectively because each of them plays a significant role in comprehending meaning of the text. Paquarelli (2006) insists on the need of enhancing the students' writing skills on the basis of being knowledgeable of the purpose, audience and word choice. This decides whether writing for academic, practical or creative purposes. Furthermore, each genre has its instruction and audience and can be produced in different forms: essays, research papers, lab reports, business letters, poems and short stories.

When speaking about the writing genre, students write to involve debates about the purpose and audience that they direct out writing to. The audience and the purpose of writing a text decide the word choice that by and large decides the type of the text: academic, practical and creative purposes. Writing genres demonstrate the purposes of writing instruction which differ from one text to another. In other words, a text written by college students and read by college students and teachers is an academic text written for an academic purpose; whereas, a text which is written about job-related topics is written for practical or business purposes. On the other hand, creative writing shows more imaginative and more independent ability for producing the target language.

These various definitions on writing have enriched the field of English Language Teaching with new theories and approaches. Scholars agree on its being an important instrument for communication and on its being a difficult ability to be taught and assessed. In an international setting, EFL students are required to produce written works in all their

core subjects namely; science, math, social studies and specifically language arts. These EFL students are required to hand in reports, narrative and descriptive essays, biographies, as well as other forms of writing needed in their various class and homework assignments. Therefore, there is an important need for them to be instructed and provided with practice activities to develop their writing skills in order to ensure their success in their school or college life. So that, writing is the key of success or failure of students in their university studies.

1.2 Characteristics of Writing Skills

Writing has been defined by most of scholars through comparing it to the speaking skill. Weigle (2002) characterizes writing by being permanent, time consuming, complex and formal in comparison to speaking skills. It can be read after hours, days, months, years and even centuries; unlike, speech which disappears in the air. Writers consume time in producing their texts moving through a sequence of stages to thinking, planning, formulating, revising and editing. Written language is complex because it is featured by its longer sentences, subordinating clauses, punctuation, vocabulary and grammar construction. Furthermore, formality in writing means the degree which EFL students present in their text produced in terms of real or assumed conventions that seem apparent in the common words as opposed to colloquial and idiomatic words.

Style and structure also characterize writing in a more explicit way. Writers usually write with correct grammar and in a structured way. They organize what they write into sentences and paragraphs. Moreover, they avoid contractions in writing, and they use more formal vocabulary. In writing, they use strong words, and they do not usually use slang. Punctuation marks must be well placed such as commas, full stops and question marks.

When they are speaking, the speakers usually speak in a much less formal and less structured way. They do not always use full sentences and correct grammar. The vocabulary that they use is more familiar and slangy. They usually speak in a spontaneous way without preparation. This means that they often repeat the same speech or go off the subject. However, when they speak, other aspects are present that are not present in writing such as facial expression or tone of voice. Hence, the speakers can communicate at several levels not only with words.

All the previous characteristics make writing the most difficult skill to learn or to teach if it is compared to the other skills of communication. Writing instructors find it difficult to make their students master all the features of a good writer respecting the principles of processing and producing writing. On the other hand, college writers find it rather difficult due to these latter perspectives that their instructor impose to them. Alderson (2006) asserts its difficulty when he has written that

Writing is the most difficult to develop, and one of the least often taught, at least,... particularly in universities, students whose first language is not that of the host institution usually need to be able to write in the language that is the medium of instruction, since much of the evidence for learning and achievement at university level is provided in written form. (154)

Hence, the increasing importance of writing in foreign language instruction needs more support and reinforcement.

1.3 Types of Writing Performance

Writing indicates four types of performance. Each type reflects the student's communicative competence from one aspect to another: Imitative writing, intensive (controlled) writing, responsive writing and extensive writing performances. Furthermore, they represent stages of writing development which characterize the differences between the types.

1.3.1 Imitative Writing Performance

Imitative writing demonstrates the students' competence to use basics of the target language through simple structures. Brown (2004) identifies this type of writing performance as "the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system" (220). Hence, students imitate a target language produced by their instructor in order to obtain the word structure; they reproduce the words as they are systematically written. Moreover, it helps them to develop their capacities which further help writing instructors to diagnose their students' writing and decide their instruction for developmental role and elaboration in their first steps in the learning process.

Imitative writing performance reflects the first stage of learning a foreign language starting from letters to words then to punctuation and simple sentences. For teaching novice and beginner students of English, the instructors consider the different elements that combine to form words: morphemes and affixes. Thus, they decide on their instruction focusing on affixation to modify the word class or meaning; they also teach them inflections and derivations.

1.3.2 Intensive Writing Performance

Intensive writing performance is set for the pre-intermediate and intermediate levels. Furthermore, the students are expected to produce relevant vocabulary within a context using correct grammatical structures in long meaningful sentences (Brown, 2004). Writing instructors' tasks are set to develop their written accuracy and to increase their vocabulary in an academic context. They also help developing the summarizing abilities and learning how to take notes. Intensive writing performance also helps producing longer pieces of writing such as paragraphs.

Intensive writing demonstrates the students' ability to use the basics that they learn in their first stage and to combine them in longer structures. In this case, they use a combination of intensive language study, frequent controlled practice and close monitoring by the instructors. Graig (2013) states that intensive writing instruction concentrates on language skills, and it further emphasizes on its functional skills. Moreover, the instructors set tasks to address students' problems and focus on drafting and redrafting their written texts to achieve grammatical accuracy.

1.3.3 Responsive Writing Performance

Responsive writing requires students to connect sentences to form paragraphs and to join the paragraph to other paragraphs to form a meaningful discourse. It claims logical sequences of sentences and paragraphs in order to respond to the pedagogical guidelines. More complicated tasks are set in order to perform a limited discourse level through linking sentences in paragraph and the paragraphs in short essays (Brown, 2004). It requires further complex tasks to a further developed stage of writing performance. Murphy and Pella (2010) further set in their abstract that "responsive writing pedagogy seeks to understand and provide scaffolding and support so that all students receive high

quality writing instruction”. Hence, it reflects upper-intermediate programs to teach writing.

Responsive writing tasks are set for upper-intermediate students. For these students, form and meaning are of equal interest in responsive writing performance. They are expected to write complex sentences and strong vocabulary to abide by discourse conventions. Form serves meaning in this type of writing performance. Responsive writing can be presented in several kinds that are means of connecting literature and compositions such as: dialogue writing, letter writing and personal definitions.

1.3.4 Extensive Writing Performance

For an advanced level, extensive writing tasks are to be assigned to fit students’ needs at this level. Extensive writing performance is to use all processes and strategies of writing in order to write longer papers from an essay, a term paper, a research paper to a thesis (Brown, 2004). Ideas are to be logically organized and detailed respecting the stylistic conventions of academic writing. Hence, this type of writing performance demonstrates proficient students in writing longer texts using formal language. Extensive writing tasks determine the high proficiency in writing for academic purposes, so EFL students who perform these tasks are proficient writers.

Extensive writing performance demonstrates abilities of advanced students who use the steps of the writing process in order to obtain well-structured and organized academic papers. They think critically to select topics and narrow it as a result. They are expected to be proficient in paraphrasing, summarizing and quoting from reliable texts. They also produce their first draft focusing on meaning rather than form. They achieve their writing assignment moving through steps of processing their final paper that they purport to a certain audience whom they are knowledgeable by early steps.

1.4 Genres of Writing

Writing genres involve debates about the purpose or audience that the writers direct their writing to. The audience and the purpose of written text decide the word choice that further decide the type of the text whether academic, practical or creative writings. Paquarelli (2006) insists on the need of enhancing the students' writing skill on the bases of being knowledgeable of purpose, audience, and word selection whether writing for academic, practical or creative purposes. This author emphasizes the natural need for determining the genre of writing before assigning writing which can only set due to the purpose of processing writing.

The instructor draw a distinction between the purposes of teaching writing for EFL classes which differ from one setting to another. Writing can be taught for academic purpose at college; however, creative writing can also be taught at the same setting in order to enhance students' motivation to improve their writing skills. In other hand, writing instruction can be devoted for practical setting when it is used for business and personal life. Troyka (1987) points out that writing ability is a way of communicating messages to readers for a purpose which is to express their ideas, to provide information for their reader, to persuade their reader or to create a literary work. In this definition, Troyka gives further dimensions to writing system which are the writing genres. Whatever is the purpose of writing a text, EFL writer should decide the word choice and content selection in any genre of writing.

1.4.1 Academic Writing Genre

Designers of different approaches find it hard to come up with a definition that simplifies or complicates the meaning of academic writing. Bailey (2003) points out that "academic writing is also used for anybody who is studying (or planning to study) at English medium college or universities and has to write essays and other assignment for

exams or coursework” (1). It is then any writing that is assigned in the classrooms of a college or a university. EFL student in a writing class is expected to write academic papers for formative and summative purposes. A researcher is also expected to write an academic scientific paper to be published or to take part in a conference.

Academic documents are diversified such as books, book reports, essays, research papers, articles, conference papers, dissertations and theses. Hewings (2001) states that “academic writing is more accurately seen as a vehicle through which scholars attempt to persuade other scholars of the validity of their own arguments” (10). Therefore, EFL students need a deductive reasoning and an analytical approach to write these academic documents. They also need much planning and forethought to have a well-organized paper. Moreover, an outline is a useful tool to help them plan out the paper. In other words, academic writing appears in a well-structured written language that is produced as a result of academic planning and skillful organization. This trait makes academic writing generally aims at informing or persuading the reader, and the writers play roles of experts in their field of study to achieve this.

In an academic writing class, students write about common topics at college in a proficient manner that requires a particular style of expression that tends to be a one-topic-based written text that keeps its unity. In other words, academic writing is a thesis-driven that starts from a particular perspective, idea or thesis. In order to write academically, the students select topics or research questions that need well-established, proved or disproved answers. Hence, they are asked to answer academically consulting reliable sources of information.

This genre of writing is presented in forms of essays, compositions, term papers or research papers that follow a set of stylistic conventions mainly in vocabulary and grammar uses. For example, the students choose their vocabulary precisely by avoiding multiple verbs, abbreviations and colloquial expressions. They also choose accurate grammatical structures. They use third person rather than the first person 'I'; they also avoid the use of contractions. Moreover, EFL students avoid the use of passive and imperative forms in academic documents. Compound and complex sentences are preferred in academic writing. Furthermore, academic vocabulary and grammar keep the text academic and formal in its college or university setting.

1.4.1.1 Format of Academic Paper

Any academic paper pictures three main components. The first component is the introduction which displays the specific topic and the thesis statement. The second component is the body which presents information in a logical sequence, or it supports arguments to convince the reader. The final component is the conclusion which summarizes the whole paper, or it displays the final comment.

1.4.1.1.1 Introduction of Academic Paper

The introduction to an academic paper has three primary objectives. First, it explains the context of the paper. Second, it also gives an overall focus in thesis statement or hypothesis. Third, the introduction describes the structure and organization of the academic paper. The objectives can be given more or less emphasis depending on length and type of the paper. In other words, it raises the readers' attention to continue reading the body and the conclusion.

For the introduction, the student must grab the reader's attention and identify the thesis of the paper. "The introduction provides relevant background to the subject and forecasts the writer's main points" (Hashimoto, 1982: 69). Thus, students start with several questions or quotes from famous works to attract the reader's interest. They can also start with some interesting information or definitions of important terms related to the work. Moreover, an introduction ends with a thesis statement that controls the whole paper or a hypothesis.

1.4.1.1.2 Body of Academic Paper

For the body, the main part of the paper, the paragraphs must be clearly written and be arranged in a logical order, a time order or an order of importance. Each initial sentence links the preceding paragraph, and the whole section flows smoothly. Moore and Cassel (2011) consider "each paragraph's most duty is to explain carefully how the point developed in the paragraph helps to forge one of the logical links in the chain of the paper's argument." (9). A topic sentence can be a new introduction for each paragraph, and it controls the supporting details and the developing sentences. Finally, the paragraph ends up with a concluding sentence.

The body explains the paper's topic, and the main ideas listed in the outline become paragraphs in the paper. If the outline contains three ideas, the student will have three body paragraphs. Each main body paragraph focuses on a single idea, a reason or an example that supports the thesis. Each paragraph has a clear topic sentence which is considered as a mini thesis that states the main idea of the paragraph. Furthermore, details and examples make the idea clear and convincing.

1.4.1.1.3 Conclusion of Academic Paper

In the conclusion, the writer re-emphasizes the thesis and summarizes all the main points, and it shows the final conclusion to the reader. The purpose of a conclusion is to tie together or to integrate the various issues that are covered in the body of the paper and to make comments upon its meaning. It includes noting any implications resulting from the discussion of the topic as well as recommendations, forecasting future trends, and the needs for further research. Moore and Cassel also state that “the conclusion of the paper mirrors the introduction in a way that provides, often bringing the discussion full circle” (10). It then closes up the topic and opens further emerging topics to be discussed in a new text by the same author or another one.

1.4.1.2 Characteristics of Academic Writing

Academic writing is linear; it focuses on one central point or theme with every part contributing to the main line of argument without digression or repetition. An academic paper includes only information related to the main message. All ideas are ensured in the document and related to the overall purpose. Unnecessary details are eliminated and necessary ideas are clearly indicated within sentences. The paragraphs of an academic document do not contain more than one central idea, and its ideas are connected in understandable way. The academic document shows relationships between ideas by using linking words such as: and, if, when, before, after.

Consequently, these features make academic writing prominent in its grammar and its vocabulary. Despite of their difficulty, academic papers demonstrate original ideas and appropriate language. They develop communicative language abilities and enhance students’ creative potential (Tarnopolsky and Kozhushko, 2007). Hence, fluency and accuracy can be clearly assessed and evaluated. These two aspects make academic writing an objective that students and instructors aim to achieve especially at a university level.

Grammar distinguishes academic writing in university from the other genres of writing: creative and business. Academic writing requires more complex grammar, and written texts include more subordinating clauses and more passives. Nominalization is also useful in academic writing because it characterizes it with objectivity. In academic writing, most nouns are preceded or followed by one or more words or phrases known as modifiers. In many cases, nouns have both pre-modifiers. The academic writer uses passive voice to express exact figures. Therefore, academic grammar is required in short essays, research papers, theses and dissertations.

Vocabulary makes academic writing prominent and standard. The use of formal words and accurate vocabulary make academic writing gain formality. So that academic writers must choose words carefully; they must also use strong words and expressions to present their ideas better and to attract the readers' attention. Phrasal verbs also destabilize the academic paper, so the writers must use single verbs. Nation (2001) considers academic vocabulary as "the kind of specialized vocabulary that an English teacher can usually help learners with" (191). Academic vocabulary list represents an extension of the general services vocabulary for students who write for academic purposes.

Academic writing is also characterized by its precision, accuracy and objectivity. First, it figures out a certain precision when giving exact facts and figures. Second, accuracy characterizes academic writing, especially in terms of vocabulary which must be used accurately. Third, objectivity makes academic writing less personal, informative and argumentative. Academic writing is by and large the most used genre that requires precise lexis, grammar and format.

1.4.2 Creative Writing Genre

To enhance students' motivation for more free text writing, instructors call for a new genre of writing which is creative writing at university setting. More free tasks in writing at classroom permit more imaginative activities, mainly in fiction. Thus, EFL students produce a set of language that is different from the usual one. "when teachers set up imaginative writing tasks so that their students are thoroughly engaged, those students frequently strive harder than usual to produce a greater variety of correct and appropriate language than they might for more routine assignments" (Harmer, 2001: 259). Creative writing frees EFL students in writing classes from essay and research paper assignment.

Creative writing gives EFL students at university a chance to express their ideas in a freer context; however, instructors set its difficulty to be taught and learnt due to its level of standardization. They refer its difficulty due to subtle and non-standard use of the language and deep understanding of its expressions (Tarnopolsky & Kozhshko, 2007). It is rather of little and limited practice, for it is restricted to college which is a setting that claims the time and curriculum limitations.

Despite of all, creative writing proves its effectiveness, for it helps the students to use their intelligence and to think better. It also helps them to narrate their stories freely. It gives more chance and opportunity to demonstrate the students' potentials, and it helps them to master a variety of vocabulary and a set of complex syntactic structures. This genre of writing even helps the writing instructors to learn from their students. When EFL students express their ideas in a rhythmic way, they can evaluate their talents using the target language. On other hand, when some students narrate their stories of their experiences in life, they participate in enhancing their peers' motivation to show their experiences using new, right and appropriate words and expressions.

Creative writing purports to express thoughts, feelings and emotions rather than simply convey information. It is also defined as writing that expresses ideas and thoughts in an imaginative way. Creative writing is featured in several forms: fiction, poetry, or non-fiction which goes outside the bounds of normal professional, journal, academic and technical forms of literature. Works which fall into creative writing include novels, epics, short stories and poems. Moreover, screenwriting and playwriting typically have their own programs of study, but they are considered as creative written pieces.

1.4.2.1 Creative Writing in Educational Scheme

EFL students must be permitted to express their emotions in order to discipline their emotions. Morley (2007) states that “creating writing is the art of defamiliarization: an act of stripping familiarity from the world about us, allowing us to see what custom has blinded us to” (9). Unlike its academic counterpart of writing classes where they compose work based on the rules of language, creative writing focuses on students’ self-expression. While creative writing as an educational subject is often available at some stages in universities, it has progressively gained prominence in university setting with the beginning of formal creative writing program which is a result of continuing refinement in language program.

Creative writing programs are typically available to students from the high school level all the way through graduate school. Traditionally, these programs were associated with the English departments in the respective school, but this notion has been challenged in recent time as more creative writing programs have spun off into their own department. Most creative writing degrees for undergraduate in college are Bachelors of Fine Arts Degrees. Some continue to pursue a Master of Fine Arts in creative writing, the terminal degree in the field. On the other hand, PhD programs are becoming more prevalent in the

field as more writers attempt to bridge the gap between the academic study and artistic pursuit.

Films, theatre, screenwriting and playwriting have become more popular in creative writing programs. Creative writing program attempts to work more closely with film and theatre programs as well as English programs. Brüer (2001) states that “Within the foreign language classroom, creative writing can feed positively into the language learning experience in multiple ways. Creative writing, first of all, invites students to begin their writing experience from a personal stance” (95). Hence, creative writing students are encouraged to get involved in extracurricular writing based activities such as publishing clubs, school-based literary magazines or newspapers.

1.4.3 Business Writing Genre

Business writing, professional writing and practical writing are all terms that mean writing for business communication. This is written both for internal and external use. Examples include memorandums, reports and letters. Boros (1996) defines business writing as

The thoughtful writing of letters, memoranda, reports, presentations, proposals, plans with the purpose of communication for effective business operation and management. The main purposes of business writing are to provide pertinent information, institution or guidance for the reader. (1)

Business writing is devoted for another setting that skips university to enterprise and institutions, but it starts from it.

Business writing genre presents written language that is actively used for business and personal life. Business letters of both modified and full block format are two examples of practical genre. Moreover, business contracts and memorandums are all business papers considered as practical written texts. On other hand, CVs and letters of application

represent personal written texts for job applications. Thus, Business writing demonstrates writing ability in daily life settings far from college, yet it is taught and learnt there.

Vocabulary and grammar used in this genre are limited due to the length of the written text. As a result, the creative aspect of writing is absent in order to be strict respecting the standards and the sample formats of these documents that are already taught at college. Simple vocabulary can be used to convey simple ideas. Single verbs can be used, but first person is used as well. Moreover, simple sentences are rather used than the compound and complex ones. However, the passive and imperative forms are of little use. The less careful selection of words and faulty grammar structure may lead to erroneous business decision, for “when a text contains grammatical errors, the reader is often diverted from focusing on the context due to the presence of such mistakes” (Boros, 1996: 126). Hence, business vocabulary and grammar structure are used precisely when writing for business purpose and business audience.

Business writing is higher in level of standardization to academic writing for its practical significance. Watson (2002) has compared the significance of the two genres clearly

Academic writing differs from business writing primarily in terms of the reader and the goal. In academic writing, the writer is trying to convince a limited audience that he or she knows a great deal about a specific topic. The reader is usually an expert in the field and is paid to read and critique the document. (11)

Hence, Students, after graduation, are supposed to use business documents rather than using essays and term papers to apply for a job or to send a full block letter to an English native speaker agent in a foreign enterprise. Hence, business writing is the most used genre of writing, yet academic writing is a space-limited genre.

1.4.3.1 Characteristics of Business Writing

Business writing distinguishes from creative and academic writing in so many points. Bailey (2011) summarizes “the characteristics of good business writing can be very valuable and even contribute toward enhancing prestige, making good impressions, forming better marketing ventures, and exercising bolstered clout”. First, business documents should be brief, but they should also contain all relevant information that is easily understood by the audience. Second, it is featured by its readability, for it allows the reader to focus on the meaning. When the business writers write students write, they vary sentence length and construction, they mainly use action verbs. They carefully choose active and passive voice. Furthermore, they choose familiar and specific words; they use lists, headings and white spaces effectively. The writers keep their business documents short and simple. Third, the writers do not offend or alienate the reader, but they avoid language bias such as gender, cultural, religious and age orientation. Therefore, the business writer should ensure a non-accusatory tone in their business documents.

Business writers deliver messages to their readers rather than from the writer. They frequently use second pronouns such as ‘you’. When they use the third person, they think about how they can direct the message to the reader. They must be emphatic in writing business documents, so they consider the reader’s needs and points of view. Business writers use a tone that encourages positive interpretation, so it makes language upbeat and tone “can do”. They should highlight positive information by placing it at the beginning or end of the message. They sometimes use repetitions for emphasizing the positive interpretation when it is necessary. They should discuss the influencing factors and suggest reader benefits before introducing potentially negative information.

1.5 Micro versus Macro Skills

Taxonomy has been emerged in teaching communicative skills which is Micro-skills and macro-skills. Each one reflects a type of writing performance; these skills can be well demonstrated in assessing writing. Brown (2004) summarizes them. Accordingly, the writing skill is ability to express an idea or a view point starting from a simplest item to an advanced item of language.

1.5.1 Micro-Skills of Writing

Micro skills reflect the two types of writing performance: imitative and intensive (controlled), for they demonstrate the learnt basics of the target language. To show good micro skills, the students prove their ability to use correct spelling and punctuation. They also prove their grammar mastery using forms of words in terms of verb tenses, noun cases, genders and the correct order of words in sentences. Concerning vocabulary, EFL students show the precise vocabulary that conveys the meaning appropriately. Micro skills are not restricted to grammar and vocabulary, and they are related to the appropriateness in style. Moreover, coherence is part of micro skills in putting ideas in words, in sentences and in paragraphs. Moreover, unity in a short text shows good micro writing skills. The logical order of ideas also completes the good micro skills of writing.

1.5.2 Macro Skills of Writing

Macro skills demonstrate the successful mastery of responsive and extensive writing (Brown, 2004). They show the students' writing ability to put appropriate vocabulary and grammar in a written discourse. Macro skills show the communicative competencies through writing discourse using links and connections between the main ideas, the supporting details and developing sentences. The students also show their

fluency in summarizing, paraphrasing and quoting, and they also demonstrate their ability to revise and to edit long texts.

Long essays, term papers and research papers reflect certain stylistic conventions for their grammar and vocabulary. More complex grammatical structures reveal these texts, for the students write long and complex sentences. They further use more complex signals to move between sentences and paragraphs. Moreover, a variety of vocabulary appears in these long texts, and conveyable verbs must be set in appropriate context.

Microskills

1. Produce graphemes and orthographic patterns of English
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems (e.g. tenses, agreement, pluralization), patterns, and rules.
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written discourse.

Macroskills

7. Use the rhetorical forms and conventions of written discourse.
8. Appropriately accomplish the communicative functions of written texts according to form and purpose.
9. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, exemplification.
10. Distinguish between literal and implied meaning when writing.
11. Correctly convey culturally specific references in the context of the written text.
12. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretations, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Table 1: Micro-and Macro Skills of Writing (Brown, 2004: 221)

Writing skills cannot be acquired easily but through a lasting training. Skillful writers must be able to express their ideas in writing starting from the simplest level to the advanced one moving through a certain period of time. Micro-skills of writing can clearly be applied to imitative and intensive types of writing tasks; whereas, macro-skills are equivalent to responsive and extensive writing tasks.

Writing ability becomes an increasingly essential skill in foreign language education due to many reasons. First, according to the tenets of communicative approach to language teaching, the students' ability to write improves the communicative ability. It also predicts the good professional and academic success (Weigle, 2002). Accordingly, writing assessment functions across a large scale and across classroom contexts; it is also used to make important decisions about students, curricula and instructors. Furthermore, writing assessment places priority on the improvement of EFL teaching and learning. It should also demonstrate that students communicate effectively and provide the foundation for data-driven or evidence-based decision making.

1.6 EFL Writing Assessment: Definition and Purpose

Assessment measures what students know, but it measures daily learning. Oxford Dictionary defines assessment as “the act of judging or forming an opinion about sb or sth” (61). Accordingly, assessment is the systematic collection, review and use of information about educational programs to improve students' language learning. Assessment focuses on what students know, what they are able to do, and what values they have when they graduate. Thus, assessment is concerned with the collective impact of a program on students' learning.

To assess EFL students, a broad concept is used as a part of the teaching process. Assessing is to measure and to evaluate students' ability and knowledge continuously through classroom tasks, homework, stages or tests. Instructors are always aware of their students' advance to master the language skills. The assessor, thus, classifies the excellent, the good, the average and the bad levels. McNamara (2000) states that "language assessment is an institutional practice whether it takes the form of a large scale proficiency tests or curriculum related assessment" (775). Assessment is a continuous and an ongoing operation that involves observing, examining, testing, evaluating and scoring students' learning process. It allows the instructor to determine the effectiveness of teaching methods and language curriculum.

Assessment is a wider process, for it is not limited to time and space. In this context, Brown (2004) indicates that the instructors must assess their students incidentally or intentionally. The assessors who are the instructors responsible for a group of students are all the time aware of their reactions to questions. They are always aware of their performance from uttering words to discussing in an open discourse and from writing a word and a sentence to writing paragraphs and essays. Assessing is to use one of the procedures needed to make an evaluation of the students' competence and performance using the target language. A test is just one of the procedures needed to get this objective. As a result, "tests can be useful devices, but they are only one among many procedures and tasks that teachers can ultimately use to assess students" (4). Assessment of writing is not limited in timed tests, but it is limited by time and space.

Assessment is an ongoing process of setting high expectations for student learning, measuring progress toward established learning outcomes, and providing a basis for reflection, discussion and feedback to improve university academic programs. It is a systematic and cyclic process that makes expectations and standards explicit and public. Assessment is the process of identifying, gathering and interpreting information about students' learning. On the other hand, the central purpose of assessment is to provide information on student achievement and progress and to set the direction for ongoing teaching and learning in EFL classes of writing.

One major purpose of assessment is to inform. Thus, the results of the assessment process should provide information that can be used to determine whether or not intended learning outcomes that faculties have set are being achieved. The information can then be used to determine how programs can be improved. An assessment process can also be used to inform departmental faculties, and other decision-makers about relevant issues can impact the program and the student learning such as the need for additional faculty resources. It can be used to support assertions about department's successes and strengths. As a result, assessment activities can also serve external needs by providing data to create a body of evidence for external accreditation.

Assessment is an overall process to give feedback and feedforward to refine the teaching and learning processes. Rust (2002) claims that instructors actually assess their students for many objectives: providing motivating learning opportunities, giving feedback to students and their instructors and grading them effectively. Most fundamentally, assessment seeks to support and to improve student learning. It is the result of a movement toward accountability and involves a paradigm shift from the traditional view of what the instructor provides (input) to a concern for what students actually learn, do and achieve (output).

1.6.1 Testing EFL Writing

Oxford dictionary define the term “testing” or “to test” as “an examination of sb’s knowledge or ability, consisting of questions for them to answer or activities for them to carry out” (1342). Accordingly, a tester gives a set of tasks and items that help to know test-takers’ abilities to write using the target language and their knowledge about the target language in terms of its culture. The above definition indicates one aspect of the term; however, there are so many other definitions show other aspects of testing the process of writing.

In a broad sense, language tests are held in educational institutions, ranging from exams at school (vocabulary test, grammar test) to certificates aiming to provide the holder with some sort of standardized qualifications at university. Testing is a widely used term which indicates the process of measuring students’ ability and knowledge, or what is identified in applied linguistics as communicative competence and performance. The students are asked in a test to show that they are able to receive and to produce English language adequately. They are to speak fluently, to write relevantly, to understand when listening and to comprehend when reading. Therefore, EFL students who master these communicative skills prove their ability and knowledge to use the target language.

Various definitions have been emerged due to the ongoing research about TEFL by various scholars and practitioners. Among them, Brown (2004:5) writes that it is “a method of measuring a person’s ability, knowledge and performance in a given domain”. Hence, testing is one of the methods that instructors use to control their teaching process in any field of study. The student’s ability, knowledge and performance are the main objectives of holding a test. In other words, testing is a set of techniques used to recognise EFL students’ competence and performance in the target language. The testers use a set of questions either written or oral in order to measure and to evaluate their test-takers.

Accordingly, they are to respond according to the test form: written or oral. Then, the testers evaluate them using a scoring scheme with prescribed answers.

Furthermore, testing writing is also defined in terms of its objectives. Rea-Dickens (2000) affirms that the students' ability is the objective of testing which is a set of procedures. Language program is devoted to test its takers at any field of study to gain validity and reliability. Therefore, testing is set to score and to evaluate before, during and after achieving the target language program. Moreover, writing instructors prepare so many forms of tests like placement, diagnostic, proficiency and achievement tests. Tests are also officially and administratively prepared procedures imposed by the government to be held at a certain deadline as a final stage and after achieving the language program which is normally set by the government.

Generally, language testing is the process of diagnosing student's language competencies by placing them in their appropriate classes for the purposes of achievement and progress. Bachman (2004) summarises language testing as follows, "we use language tests to help us identify second or foreign language learners in schools, to select students for admission to universities, to replace students into language program" (3). Thus, it is a global and a useful step in the teaching process. Hence, the language test is of different types: diagnostic, placement, achievement and progress.

1.6.2 Writing Assessment Dichotomies

Along the learning process, the assessor seeks evidence of learning a foreign language through various methods which form by themselves dichotomies for being uttered in pairs: formative versus summative assessments, formal versus informal assessments and norm-referenced and criterion-referenced assessments. This typological classification has yielded from the purpose of test design and education policy.

1.6.2.1 Formative versus Summative Assessments of Writing

The assessment of teaching and learning can be viewed as two complementary and overlapping activities that aim to benefit both the quality of students' writing and the professional development of the writing instructors. Assessing writing alone is insufficient because the ultimate success of students is also dependent upon their motivation and their commitment to writing. Similarly, assessing only teaching behaviors and course activities is not sufficient because qualities of the instructors may be appreciated by students, but they are not optimally helpful to the students' learning and growth. Assessing writing can help instructors improve and refine their teaching practices and help improve students' writing performance.

1.6.2.1.1 Formative Assessment of Writing

Formative assessment is a part of the instructional process when it is incorporated into classroom practice; it provides the information needed to adjust writing processes while they are happening. Heritage (2010) defines formative assessment as it "is one of the most powerful tools teachers can have in their repertoire, provided they know how to use it" (x). In this sense, formative assessment informs both instructors and students about their understanding at a point when timely adjustments are made. Those adjustments help to ensure students' goals to achieve targeted standard-based learning within an allotted time. Although formative assessment strategies appear in a variety of formats, some distinct ways distinguish them from summative assessment.

Formative assessment refers to a continuous process that takes place in writing classroom during the process of forming students' writing. EFL students are not to be graded, but they receive feedback to ameliorate their competencies. In other words, it is a part of the programmed learning process in the classroom (Tuttle, 2009). Writing instructors use formative assessment in order to improve instructional methods in the

writing classroom and to give students feedback along their teaching and learning process. They may notice that their students cannot grasp instruction, so they design tasks to remedy this issue or to alternate the instruction altogether. As a result, they modify and validate their instructional method of writing effectively.

Generally, formative assessment is to involve writing instructors and students during instruction; it also provides explicit feedback to adjust ongoing teaching and learning to improve students' writing performance of intended instructional outcomes. Formative assessment is a method of continually evaluating students' academic needs and development within the classroom and precedes local benchmark assessments and state-mandate summative assessments. It further provides information for instructors to adjust teaching strategies and promote further learning. When it is implemented in writing classroom, it provides students with an understanding of their own writing proficiency and serves to emphasize learning and teaching process.

1.6.2.1.2 Summative Assessment of Writing

Summative assessment of writing occurs at the end of a course or a unit of instruction. It aims at summarizing what the students grasp along the period of instruction. The summative method can be interpreted in form of grades using certain test items, like essay writing and multiple choice questions (MCQ) which are programmed for a certain period. Gardner (2006) further states that “summative assessment provides, as the term suggests, a summary of achievements at particular point” (104). Summative assessment of writing summarizes the whole learning outcomes to translate them in forms of grades.

The summative assessment presents the formal testing of what has been learnt in order to produce grades which may be used for reports of various types. It can also be used to gauge how well a course has been taught. It is typically used to test and to evaluate the effectiveness of target language curriculum and teaching process at the end of its predetermined presentation. Moreover, it seeks to judge the students' ability after an instructional stage. Thus, the testers evaluate and decide if their test-takers have mastered specific language abilities, not only this but it also identifies the weaknesses in the language program.

Summative assessment is a process that concerns with final evaluation to ask if the program of writing instruction succeeds or fails. It is a means to determine student's mastery of skills. It occurs at the end of a formal learning or instructional experience either a class or a program, and it may include a variety of activities like tests, demonstrations, portfolios, internships, clinical and capstone projects.

Finally, it can be noted that both formative and summative assessments complete each other. Taras (2005) argues that "all assessment begins with summative assessment (which is a judgment) and that formative assessment is in fact summative assessment plus feedback which is used by learner". Formative assessment is a continuous assessment used to plan instruction in undetermined time while summative assessment is held at pre-determined intervals by the end of a unit or a term. In conclusion, they both complete each other; they cannot be separated neither by words nor procedures.

1.6.2.2 Norm-referenced versus Criterion-referenced Assessment of Writing

Tests are systematic procedures for assessing learning under specified conditions. Norm-referenced tests compare people to each other; whereas, criterion referenced tests compare a person's performance to a specified standard. Norm-referenced tests are especially useful in selecting relatively high and low members of a group while criterion-

referenced tests are useful in specifying those who meet or fail to meet a standard of performance. A good item on a norm-referenced test is one that some pass and some fail. An item that everybody (or most) passed would be eliminated from a norm-referenced test. A criterion-referenced test is used to evaluate instruction; such an item might be very valuable. This dichotomy in the literature of foreign language assessment refers to the last stage of assessment: scoring and grading of the student's written production.

1.6.2.2.1 Norm-referenced Assessment of Writing

Writing proficiency is the objectives of designing norm-referenced assessment. It provides results that can be compared to the scores of one student to another in a certain homogenous group. The scores resulted are interpreted using a mathematical continuum, either numerical score or percentile rank. NR assessment is considered as standardized test for the Test of English as a Foreign Language and Scholastic Aptitude Test. Brown (2004) notes that "such test must have fixed predetermined responses in a format that can be scored quickly at expense" (7). The method of assessing is merely commercial based on private education program and a certain private education policy which is also private to the assessing institution.

The Norm-referenced test measures the knowledge of the student and compares it with the knowledge of another member of the same group. The student's score is compared with the scores of the other students. According to Hughes (1989), this type of test does not show what exactly the student knows, and it does not present the real student's writing proficiency. Therefore, the best test format for the following type of testing could be a placement test, for it concerns the students' placement and division according to EFL writing proficiency, and the score is vital as well.

1.6.2.2.2 Criterion-Referenced Assessment

Criterion-referenced assessment is the more formal and official method of assessing foreign language learners, for it gives a feedback through grades after a certain period of instruction. They “are tests designed to give information on how a student performs in specific areas of knowledge or skills as measured by attainment of a standard rather than in relation to a reference group” (Rivera and Collum, 2006: 333). It is held to evaluate and score the individual learners without comparing their levels to their peers. CR assessment is mainly limited to college and school settings and held to evaluate the national language program. It is “designed to measure specific and well defined instructional objectives” (Hudson and Brown, 2001: 206). It is the form of assessment that measures the students’ writing proficiency according to a certain standard or criterion.

The students require a certain criteria to be assessed; therefore, different levels of the students’ language knowledge require various criteria. Accordingly, the aim of language testing is not to compare the grades of the students; it is rather connected with their ability to write. Hughes (1989) considers that the criterion- referenced tests check the actual language abilities of the students, for they distinguish weaknesses and strengths. They either manage to pass the test or fail; however, they never feel better or worse than their classmates, for the progress is focused and checked.

1.6.3 Types of Writing Tests

Testers gather data about their students’ levels and categorize them accordingly, so this process is of different types depending on the stage of teaching and learning process. At the beginning of the foreign language instruction, both diagnostic and placement tests should be held to identify deficiencies of the students and to classify them accordingly. During the teaching and learning process, the progress test controls and guides both the instructor and the instructed in measuring their advancement and obstacle in acquiring the foreign language. At the end, the achievement test scores these test-takers

to decide their next learning steps. In writing classes, the testers can use all of the above test types in order to evaluate and measure their students' writing performance.

1.6.3.1 The Diagnostic Test of Writing

The diagnostic test can check the students' knowledge before starting a particular course, so students' writing proficiency in this case is evaluated at the early stage of language instruction in order to diagnose deficiencies in the students' current writing ability. Any teacher and administrator are to hold such a type of testing that picture the students' real situation before setting out writing instruction. Hence, this type of testing is designed to "identify strengths and weaknesses in a student's knowledge and use of language" (Alderson, 2006: 11). It further helps writing instructor to match the designed language curriculum with the students' needs to develop their writing skills.

To diagnose the student's writing proficiency, EFL instructors analyse the deficiencies of the students through their scores, and then they set a remediation through an instructional method. They further provide documents and tasks that motivate the students for further improvement in their writing progress. It also helps discovering the students' writing needs in specified areas in the target language. Sharma (2004) states that diagnostic test "generally yields a profile which is of greater interest than a single total score" (181). In other words, it gives the instructors a C.V about their students' writing proficiency.

1.6.3.2 The Placement Test of Writing

The Placement test is given at the very start of language instruction added to the diagnostic test. It distinguishes students' writing proficiency levels. The gathered data about the students help classifying them into groups according to their levels. Furthermore, their general abilities are the points of tests through which the tester and administrator allocate elementary, intermediate, and advanced students according to their performance

(Sonnenberg, 2006: 4). Placing students in their suitable classes help match their writing needs to their writing program.

Students who are grouped according to their writing proficiency levels can form homogenous groups. Alderson (2006) also denotes the purpose of placement testing which is “to group learners in homogeneous groups in order to have a suitable basis for further teaching and learning” (5). Consequently, there will not be a class of multiple levels that hinder the language teaching process appropriately. Elementary groups will have parts of speech as a start to move along the elements of language learning progress. Whereas, the intermediate ones start from the sentence structure and move to the more complicated aspects of the target language. On the other hand, the advanced groups undertake discourse settings in the target language with its complex aspects; for example, they write essays effectively.

A comparison between placement and diagnostic test shows a great similarity. Both are given at the beginning of the study year, and both are devoted for distinguishing the students’ levels of writing. A diagnostic test of writing pictures the students’ general proficiency at the beginning of the study year in order to plan further work and design an appropriate curriculum for the students while a placement test is designed to use the information of the students’ writing for classifying them into groups according to their levels of proficiency. Indeed, both help writing instructors for planning lessons in EFL writing classes.

1.6.3.3 The Progress Test of Writing

The Progress test of writing is presented in advanced stages of the foreign language program. Alderson *et al.* (1995) state that “progress tests are given at various stages throughout a language course to see what the student have learnt.” (12). It generally occurs during the writing instruction to measure and to check the students’ progress in comprehending successfully the writing lessons. Writing instructors measure certain writing elements, so they might expect their students to get rather high scores. The progress test is used after the students have learnt either a set of units on a theme or have covered a definite topic. It clarifies whether the material has been successfully acquired or the students need additional practice instead of starting a new material.

A progress test basically displays the writing activities based on the material that the instructors are determined to measure. To evaluate it, the instructors can work out a certain system of points that later can compose a score for decision making about the proficient or deficient writers. Typically, such tests do not influence the students’ final score, but the administration demands the writing instructors to conduct progress tests and insists on the necessity of applying them. The progress test is an inevitable part of the foreign language learning process because it facilitates the material acquisition.

The progress test of writing can enhance students’ writing skills, for it gives them a feedforward. Alderson (1996) presumes that such a type of testing can function as a motivating factor for the students, for success will develop students’ confidence in their own knowledge and motivate them to study further more vigorously. If a group of students whose scores are rather low, the writing instructor should encourage them by providing support in the future and imply the idea that studying hard will allow them to catch up with the rest of the students sooner or later.

1.6.3.4 The Achievement Test of Writing

The achievement test of writing is a summative evaluation which comes at the end of a unit of instruction of a scholar year. It measures writing skills that students have mastered during a specific instruction or a specific program. The achievement test measures the acquisition of a covered material along a period of study. In addition, it is generally set to measure students' mastery of the foreign language. It is the most formal test in foreign language instruction and assessment. Sharma (2004) states that achievement test "aims at finding out the quantum of language skills acquired by a learner during the course of instruction" (180). This means that achievement tests of writing are held to measure the extent to which the students have learnt from the writing program. On the other hand, the scores resulted from this test type help evaluate the previously taught program; not only this but they also help to evaluate the teaching methods as well. In brief, the achievement test is a global test that involves all testing actors, for it can be given to more than one class in order to test and evaluate students' achievement, the instructor's work and the language program at once.

Achievement tests can be both formative and summative. As a formative test, it denotes the idea that writing instructors are able to reconsider their instruction, syllabus design and even slow down the pace of studying to consolidate the material if it is necessary in the future. Notwithstanding, these reconsiderations influence the test-takers because they undertake the future syllabus design. As a summative test, it deals precisely with the students' success or failure. The writing instructor can immediately take up remedial activities to improve the situation in EFL writing classes.

The achievement test of writing is based on a syllabus studied or a book taken during the term. This test could be described as a fair test, for it focuses mainly on the detailed material that the students are supposed to have studied. Hughes (1989) points out

that if the test is inappropriately designed, it can yield unsuccessful accomplishment, and the demands of the test may sometimes differ according to the objectives of the unit. Therefore, the achievement test should be based directly on the objectives of the unit. Consequently, it will influence the choice of books appropriate to the syllabus itself. The backwash will be positive not only for the test but also for the teaching process in general.

1.6.3.5 The Proficiency Test of Writing

The proficiency test of writing is not bound to any curriculum or syllabus, but it is intended to measure the students' writing competence. Although some preparation and administration can be done before taking the test, the test's results are what being focused on. The examples of such tests are the American Testing of English as Foreign Language test that is used to measure the students' general knowledge of English in order to allow them to enter any high educational establishment or to get a job in the United States of America. Another proficiency test is Cambridge First Certificate test that has almost the same aim as TOEFL.

Language skills are the primary objective of this test type, for it focuses on their competence and performance. Hughes (1989) provides a similar definition of proficiency tests stressing that training is not the thing that emphasizes but the language. He also declares that a proficient student is expectedly able to use the target language according to an appropriate purpose. This denotes that the student's language ability can be tested in various fields or subjects such as: art, science or medicine in order to measure whether the student could suit the demands of a specific field or not referring to TOEFL tests. Cambridge First Certificate test which is general and does not concern any specific field aims to reveal if the students' language abilities have reached a certain standard set. Any students who are interested in testing the knowledge of language can undertake this special

test. If candidates who choose this test type pass the exam, they can take another one of a different level; however, these entire tests are not free of charge because they are payable.

1.7 Approaches to Foreign Language Assessment

The history of foreign language teaching is a set of research for more effective methods of instruction. The twentieth century has witnessed endless debates around the grammar role in EFL instruction, the curriculum design, and the vocabulary role in EFL learning progress, learning theories, learning strategies and assessment process which is a decisive part of all of these issues. Debates around Foreign Language Assessment have led to the emergence of successive approaches to language assessment; each reflects an instruction method.

1.7.1 Direct and Indirect Testing

The application of the direct testing to EFL classes means that the instructors are interested in testing a particular skill. Direct testing means the involvement of a skill that is supposed to be tested (Hughes, 1989). For example, if an instructor decides to measure listening comprehension, the students are given a test that measure their listening skills, such as listening to the tape-recorder and performing accompanied tasks. This type of tests engages other skills such as reading, speaking and writing.

The instructors are free to decide what kind of material the students should be provided with. If they decide to teach their students to comprehend the real native text, they apply the authentic material in both teaching and testing. Moreover, direct testing introduces real-life language through authentic tasks. Hence, it is a task-oriented, effective and manageable test if it tests such skills as writing or speaking. Since the tasks are set to measure writing, precise information can be yielded about the students' abilities. The instructors can maintain that when they test writing, the instructor asks the students to

write a certain task such as essay, composition or reproduction. The instructors teach what they aim to measure, so certain demands are imposed on writing skill test, and the instructors might be just interested in the students' writing skill to produce the right layout of an essay without taking grammar into account. Nevertheless, they will be more concerned with grammatical and syntactical structures. The skills tested are deprived from the authentic situation that may later cause difficulties for the students in using them internally or externally.

Indirect testing differs from direct one in the way that it measures a skill through another skill. It could incorporate various skills that are accompanied with each other such as listening and speaking skills. Hughes (1989) declares that indirect tests measure using language in real-life situation, and they are relevant to all situations; whereas, direct tests are bound to certain tasks intended to check a certain skill. An indirect test can evaluate the students' ability to write a composition and their reading abilities as well as their grammar and vocabulary.

Indirect test proves its effectiveness to testing a large scale of elements. Hughes further assumes that indirect testing is more effective than direct one, for it covers a broader part of the target language. It denotes that the students are not constrained to one particular skill and a relevant exercise. In other words, they are free to elaborate all four skills, so their abilities to operate with those skills are checked and applied in various and even unpredictable situations. It is the true indicator of the student's real knowledge of the target language.

1.7.2 Discrete Point and Integrative Testing

In the early 1970's and 1980's, two approaches to language testing emerge: the discrete point and integrative testing debates. Discrete point testing assumes the usefulness of teaching the target language by breaking it into its main components. Hence, students' mastery of the individual grammatical items are to be tested, scored and evaluated (Colton-Sonneberg, 2006). In other words, the linguistic competence is the point of assessment in this trend; however, the four skills are tested separately and indirectly.

On another hand, the need toward a global test that integrates all the grammatical items and samples the four skills altogether has led to the emergence an integrative testing trend. This latter intends to measure the students' knowledge of grammar, vocabulary and spelling altogether. Lynch (2003) considers the testing-skill-together testing the more useful one and the first seed to the emergence of communicative language teaching and testing. However, the incorporation of discrete point and integrative testing yields communicative language testing.

To test EFL students' writing level, an integrating test can provide its designers to test and to evaluate its takers with a large scale of information about both students' knowledge as well as their skills. Alderson (1996) also poses that most instructors prefer using integrative testing to discrete point type because of the time allotted and the test objective. Moreover, some language skills do not require the precise investigation of the students' writing abilities such as reading. In other words, the integrative testing considers the language users' ability from a linguistic competence perspective.

1.7.3 Communicative Language Testing

Starting from the early 1970's till the mid 1980's, a new trend emerges based on the new approach that focuses on the language use rather than its broken grammatical items. Hymes (1974) has proposed the notion of communicative competence which is the ability to produce correct language in appropriate situations. Furthermore, Bachman and Palmer (1996) declare the new era in foreign language teaching and testing when they note that,

if we want to use the scores from a language test to make inferences about individuals' language ability, and possibly to make various type decisions, we must be able to demonstrate how performance on that language test use in specific situations other than language test itself. (10)

They then claim the necessity for the correspondence of language test performance and language real use since the integrative testing does not show the students' real ability to use the language but their linguistic competence. Communicative language testing involves the knowledge of grammar and its application in written and oral language.

Based on these assumptions, test designers seek authenticity to focus on communicative competence. Consequently, the literature of language testing has then been enriched by the works of Canale and Swain's model of communicative competence (1980) and the model of Bachman (1990) which comes with the notion of 'communicative language ability' (CLA). These models add more notions and concepts to the language testing and teaching. Bachman (1990) sets that the language competence, which he calls it (CLA), is divided into organizational and pragmatic competencies which are also subdivided into grammatical, textual, illocutionary and sociolinguistic competencies respectively. Bachman and Palmer (1996) also add to these competencies the strategic

competence which reflects the hidden effect of the produced language. Thus, Test designers focus on pragmatic and strategic abilities rather than on linguistic competence.

Communicative language testing (CLT) provides language users with a real-life situation. Bynom (2001) stipulates that CLT has become popular since the 1970-80s. It involves the knowledge of grammar, and how it can be applied in written and spoken language: students' knowledge of the appropriate time and situation of verbal or non-verbal language production. This type of knowledge should be successfully used in a particular situation which is based on the functional use of the target language. Moreover, CLT places the students in a real-life situation to acquire the target language.

Competence and performance of foreign language are also assessed according to the tenets of CLT. Weir (1990) asserts that the current type of testing tests exactly the "performance" of communication. He further develops the idea of "competence" since an individual usually acts in a variety of situations. He also assumes that in order to work out a good communicative language test, precision and accuracy are required in testing both skills and their performance in a certain 'real-life situation'. However, the communicative language test would not function without a real context. The real context of language use should be closer to the real-life possible.

The real-life context provides the best environment for foreign language users, for it exposes the time and the setting to speak or to write. Furthermore, Weir (1990) adds that language 'fades' if deprived of the context. He assumes that "to measure language proficiency adequately in each situation, account must be taken of: where, when, how, with whom, and why the language is to be used, and on what topics, and with what effect." (11). Moreover, he further emphasizes the crucial role of the schemata (prior

knowledge) in the communicative language tests. To test EFL students' skill and knowledge, a real context test can evaluate their real proficiency.

The tasks used in communicative language testing should be authentic and 'direct', so students will be able to perform writing as in daily life. According to Weir (1990), they have to be ready to speak in any situation, to discuss some topics in groups and to overcome difficulties faced in the natural environment. Hence, these tests are never simplified, but are exposed to be encountered like in surroundings of the native speakers. Furthermore, EFL students have to possess some communicative skills, and they must know how to behave in a certain setting.

Finally, communicative language testing involves the students' writing ability to operate with the target language and to apply it in a certain situation. They should be capable of writing in real-life situation with confidence and be ready to supply the information required by a certain situation. Thus, CLT is considered as a testing of the students' writing ability to behave as they would do in their daily life.

1.7.4 Performance-based Assessment

Instead of just producing the language using pen and paper, a trend toward performance-based assessment of writing is added to communicative competence assessment of writing. This trend involves spoken and written language, open-ended responses, integrated performance and group performance in language testing (Brown, 2004). It tends to present more extensive tasks to display students' abilities in a more real-life situation for the production of the target language. This approach is considered as time consuming approach that cannot be adapted in the formal tests which are time restricted. Testers need time and space for further interactive tasks that are to be used to measure the test-takers' communication skills whether in a separate way or integrative way. Hence,

integrative reading and writing can be involved and measured. In brief, “paper-and-pencil tests certainly do not elicit such communicative performance” (11). In other words, performance assessment is an ongoing assessment that requires an ongoing exposure to authentic material and a lasting evaluation.

Performance assessment is an alternative approach to traditional approaches to testing students’ achievement. Norris *et al.* (1998) “performance assessment will typically be based on tasks, which will be judged by raters on the basis of some form of rating scale” (9). While traditional testing requires students to answer questions correctly (often on a multiple-choice test), performance assessment requires students to demonstrate knowledge and skills, including the process by which they solve problems. Performance assessments measure skills such as the ability to integrate knowledge across disciplines, to contribute to the work of a group and to develop a plan of action when they are confronted with a new situation. Furthermore, performance assessment is also appropriate for determining if students are achieving the higher standards set by governments.

Performance-based assessment is considered as an overall assessment that involves many aspects for assessing EFL students. It refers to the "application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students" (Hibbard *et al.* 1996: 5). This type of assessment provides writing instructors with information about how a student understands and applies knowledge. Furthermore, instructors can integrate performance-based assessment into the instructional process to provide additional learning experiences for their students.

The benefits of performance-based assessment are several; however, some instructors are hesitant to implement it in their classrooms. Commonly, this is because of shortage in knowledge about how to fairly assess a student's performance (Airasian, 1991). Another reason for reluctance in using performance-based assessment may be previous experiences with them when the execution is unsuccessful, or the results are inconclusive (Stiggins, 1994). Consequently, performance-based assessment is another challenging type of assessment for EFL writing instructors who abide by the time allotted for writing instruction and testing.

Conclusion

This chapter paves the way to understanding writing ability and its assessment in EFL classes which grabs writings of scholars in teaching English as a foreign language. Accordingly, the instruction of writing becomes much more complex since it becomes a responsibility for a single instructor in EFL classes. However, it is getting a shared responsibility across disciplines such as: English, social sciences and technical sciences. Hence, writing instructors across disciplines must all collaborate to teach writing effectively if they aim to make their students learn how to write effective text genres. Moreover, this chapter displays the main features that make writing a domain for ongoing research. It further initiates the discussion of the major theories of writing and the approaches to its instruction. The present chapter clearly focuses on understanding the writing ability features that enriches literature of writing with works of a number of scholars all over the world and across the time.

Chapter Two: Writing Instruction

Introduction.....	57
2.1. Major Theories of Writing Instruction.....	57
2.1.1. Composition Theory: Product Orientation of Writing Instruction.....	57
2.1.2. Cognitive Theory and Process Orientation in EFL Writing Classroom.....	58
2.1.3. Constructivism: Writing Instruction.....	60
2.1.4. Cognitive Constructivism.....	61
2.1.5. Social Constructivism.....	62
2.1.6. Instruction between Cognitive and Social Constructivism.....	63
2.1.7. Bloom’s taxonomy: the Cognitive Domain.....	65
2.1.8. Revised Bloom’s Taxonomy.....	67
2.1.9. Cognitive Models of Writing.....	69
2.1.9.1. Hayes and Flower Cognitive Model of Composing Process.....	70
2.1.9.2. Bereiter and Scardamalia Cognitive Model of Writing.....	71
2.1.9.3. Kellogg’s Cognitive Model of Writing.....	73
2.1.9.4. Chenoweth and Hayes Cognitive Model of Writing.....	74
2.2. Approaches to Writing Instruction.....	75
2.2.1. Product- Based Approach to EFL Writing Instruction.....	75
2.2.1.1. Writing Instruction in Product-Oriented class.....	77
2.2.1.2. Criticism of Product-based Approach.....	79
2.2.2. Process- based Approach to EFL Writing Instruction.....	81
2.2.2.1. Writing Instruction in Process-oriented Classroom.....	83
2.2.2.2. Criticism of Process-based Approach.....	88
2.2.3. Genre- based Approach to Writing Instruction.....	90
2.2.3.1. Writing Instruction in a Genre-oriented Class.....	93

2.2.3.2. Criticism of Genre based Approach to Writing Instruction.....	95
2.2.4. Process-Genre based Approach to Writing Instruction: a Synthesis of Approaches.....	97
2.3. Factors Influencing Writing Instruction.....	99
2.3.1. Linguistic Factors.....	99
2.3.2. Cultural Factors.....	101
2.3.3. Educational factors.....	102
Conclusion.....	103

Chapter Two

EFL Writing Instruction

Introduction

This chapter mainly displays the different theories of writing instruction and the approaches that set the principles of its success in EFL classes. Major theories of writing instruction are ranked from composition to cognitive and social constructivist view of writing. On the other hand, the theories set the foundation of three major approaches to writing instruction. The present chapter also displays the sequence of approaches: product-oriented, process-oriented, genre-oriented and process-genre-oriented. They are normally emerged from the accumulation of theories of writing instruction. The focus in this chapter is on the importance and position of writing in the works of Aristotle, Bain, Piaget Vygotsky and other practitioners. It further displays the theories and the approaches in a certain chronological flow.

2.1 Major Theories of Writing Instruction

Attitudes toward teaching writing reflect the everlasting changes in the major concerns of foreign language educators who differ in terms of their instructional emphasis. This instructional emphasis varies from student-centered, teacher-centered and curriculum-centered trends. Hence, several writing theories have been emerged due to this diversity of attitudes, yet all of them have yielded a stock of knowledge about writing instruction that reflects the human learning style displaying their cognitive, affective and social backgrounds in EFL classes of writing.

2.1.1 Composition Theory: Product Orientation of Writing Instruction

Composition theory or product theory of writing instruction has accumulated a substantial amount of composition studies that present a starting point in the field of writing instruction. Till 1960's, writing has been taught as a product of individual endeavor, and the students are to follow a rhetorical model of Aristotle which has considered as a model of good writing. Effective writing means following the rules of Standard English. Rhetoric has been the emphasis of writing. Bain (1866) focuses on rhetoric as a standard of good writing. Composition theory has been developed through a number of theoretical paradigms. The first traditional paradigm has emphasized the five-paragraph theme. Consequently, various controversies among writing professionals have initiated and attempted to resolve through the ongoing conversations that is composition theory.

2.1.2 Cognitive Theory and Process Orientation in EFL Writing Classroom

A Composition theory has been considered as limiting pavement to teach writing. Studies by Braddock, Lloyd-Jones and Schoer (1963) entitled *Research in written composition* indicates that writing instruction lacks indentifying writing ability as a notion, and even lacks awareness of its great importance. According to these studies, writing has been considered as a process rather than a product. Berlin (1984) has further reconsidered writing from two major approaches: expressive and cognitive.

The first approach “expressive” is considered as a result of creative inspiration. It stresses writing as personal, and students express and explore their feelings. The piece of writing can then be an answer to a question which can be a cue to express their viewpoints. Moreover, it can be an account of the students’ personal experiences. In other words,

expressive writing focuses on the previous aspects rather than on the linguistic components of target language.

The second approach is the cognitive approach to writing which focuses on thinking, reasoning, remembering and imagining. It is a result of psychology that emphasizes the mental process and perception of target language production. Language is then considered as a way to explain and to understand human behavior. This orientation has been developed in the 1960's and by the end of the 20th century. Hence, writing has been conceptualized as a problem solving activities. In cognitive approach, writing instruction objective is to make the student a strategic writer, and writing is viewed as subordinate to learning and thinking.

The developing disciplines of cognitive psychology have been resulted by the Anglo-American Seminar on teaching of English at Dartmouth College which has launched the cognitive process approach to understanding and teaching writing. Two trends have derived from cognitive psychology: cognitive approach and social approach. Cognitive approach stresses on the individual process of writing, yet the social approach emphasizes the collaborative effort to learn writing. Cognitive psychology has been enriched by the works of its major theorists: Jean Piaget and Lev Vygotsky. Piaget (1967) stresses the concept that language is a tool of thinking. On the other hand, Vygotsky (1962, 1978) discusses the relation between language and society, and he also stresses that knowledge comes through language from society to individual. Hence, cognitive process theory has clearly influenced writing instruction through the steps of processing writing that are drafting, revising and editing.

Cognitive process theory is featured by being optimistic about what can be known about the mind processing. It further encourages pedagogical over-generalization by proposing an experimental model that is applicable to all students without difference. The major theme of cognitive process theory of writing is the interrelationship between thoughts and language. Piaget and Vygotsky have enacted both individual process and collaborative process in teaching and learning writing.

EFL writing paradigm has been also influenced by the cognitive model of Flower and Hayes (1981) which has enriched writing literature with a cognitive perspective of process approach. Accordingly, the process of writing is a “set of distinctive thinking process which writers orchestrate or organize during the act of composing” (Flower and Hayes, 1983: 366). These two scholars have regarded writing as a recursive process in which planning, drafting, revising and editing interact in writing a text.

2.1.3 Constructivism: Writing Instruction

EFL educators have debated the most effective method for writing instruction. Constructivism theory is one production of these long debates in EFL studies which represents a theory of learning that accompanies with Empiricism which considers mind as a blank sheet. Under this new trend, Piaget sees learning as a result of students’ activities and their exposure to the world around them (Byrnes, 2001). Constructivist theory has a major theme which considers learning a foreign language as building new knowledge upon the foundation of prior knowledge. In other words, Constructivists assume that EFL students interpret the new information by pre-existing knowledge of perception and action (Pirie and Kieren, 1992).

Constructivist theory supposes that EFL students take what they can from their experiences. Based on their partial understanding, they build more thorough and accurate understanding over time and after various exposures with the same material (Byrnes, 2001). This theory embraces several learning theories of Piaget and Vygotsky. This theory works around individual learning and developmental differences.

Individual and developmental differences in learning are mainly defended under the principles of constructivism. Writing instructors are then to teach according to student knowledge and developmentally appropriate tasks. Based on prior knowledge of students, instructors must recognize what their students already know and assist them to build increasingly complex understandings using relevant and meaningful material. Constructivism-based instruction motivates students and encourages higher-order thinking as relevance has been mutually linked to motivation (Byrnes, 2001).

In a constructivist classroom, writing instructors act as guides for their students. They ask them questions to assess their learning progress; therefore, they build profiles for their students regarding knowledge and misconceptions. This information can guide EFL writing instructors to discover their students' needs, and then assist them. Constructivist theory focuses on prior knowledge rather than on rote learning, so this theory encourages transfer of information across different contexts in EFL classroom.

2.1.3.1 Cognitive Constructivism

Piaget's theory emphasizes developmental stages of learning. It revolves around the active process of learning. Piaget considers Learning as an active process. The students who are learning experience directly, making errors, and then looking for solutions are all vital for the assimilation and accommodation of information. The way and the time that the information is presented and introduced are important, for they aid to solve problems. Hence, the information functions as a tool rather than as isolated arbitrary fact.

Piaget's theory also revolves around authenticity of learning. He assumes that learning should be whole, authentic and real. Piaget then helps EFL instructors to understand that meaning is constructed as students interact in meaningful ways with the world around them. Consequently, less emphasis is on isolated "skill" exercises that try to teach something like long division or end of sentence punctuation. On the other hand, students still learn these things in a Piagetian classroom; however, they are more likely to learn them when they are engaged in more meaningful activities; for example, writing and editing a class newspaper or a research paper. Authentic activities are normally interesting and meaningful to EFL students, and real activities that result in something other than a grade on a test are stressed in Piagetian classrooms.

2.1.3.2 Social Constructivism

Vygotsky (1962, 1978) focuses on two cognitive elements: concepts and functions. According to him, a concept is a class of things that can be labeled by a set of criteria. The students demonstrate scientific concepts when they are aware of defining criteria for the concept and understand that the words associated with the concept are arbitrary. Vygotsky stresses five cognitive functions, and he assumes the necessary integration of one or more of these functions to succeed in problem-solving and memory tasks. The five main cognitive functions are as follow: language, thinking, perception, attention, and memory (Byrnes, 2001).

Vygotsky (1978) also postulates that language helps individuals to build new strategies when they speak with others or even with themselves. It assists proficient students to use a target language for planning a strategy, or talking to themselves to solve problems. Integrating language while solving problem is an important skill that children acquire through their social interaction and self-talk (Byrnes, 2001). Meanwhile social interaction is a key idea for Vygotsky (1978) who emphasizes that each function in students' development occurred first at a social level between people, and later on an individual level. Hence, internalization is a key developmental mechanism in Vygotsky's theory (Byrnes, 2001).

Zone of Proximal Development (ZPD) is a concept introduced by Vygotsky (1978). It indicates the highest point of difficulty to solve a problem independently only with the assistance of experienced adults or capable peers. He further assumes that the process of assisting students by instructors and peers to advance from a level to another beyond their ZPD is called scaffolding (Wood, Bruner, and Ross, 1976). When these students no longer need assistance to solve a problem, the spontaneous concept changes to a scientific

concept, and the learning moves from a social process to an internal process; consequently, learning occurs.

2.1.4 Instruction between Cognitive and Social Constructivism

The two theories were built on the idea that cognition is a result of mental construction. The scholars believe that learning is mainly influenced by the context in which certain information or an idea is being taught in accordance with the students' attitudes and beliefs. Moreover, they set the boundaries of cognitive development which are supposed to be influenced by the community the students live and interact in.

	Cognitive Development Theory- (Piaget)	Social Constructivism (Vygotsky)
Knowledge	Knowledge of cognitive structures is actively constructed by students themselves based on existing structures	Knowledge is socially constructed
Learning	Active assimilation and accommodation of new information to existing cognitive structures: Discovery by students	Integration of students into knowledge community, collaborative assimilation and accommodation of new information
Motivation	Intrinsic: students set their own goals, motivate themselves to learn	Intrinsic and extrinsic: learning goals and motives are determined by students and extrinsic rewards provided by the knowledge society
instruction	The teacher facilitates learning by providing an environment that promotes discovery and assimilation/ accommodation	Collaborative learning is facilitated and guided by the teacher: Group work

Table 2: Cognitive Development Theory versus Social Constructivism (Larochele, Bednarz and Garrison, 1998)

Despite these similarities, the table above shows that Piaget's theory stresses mainly on the mechanisms of intellectual development and the knowledge acquisition. On the other hand, Vygotsky's theory contributes to understanding of the effects of culture on development through language and society structures. It differs from Piaget's theory in three main points. First, Vygotsky emphasizes on culture which according to him affects and shapes the cognitive development of the individual, yet this differs with Piaget's view of universal stages as well as content development. Hence, he does not stress the stages like Piaget. Second, he asserts on social factors that he considers as contributors to cognitive development while Piaget underestimates these social factors. Third, Vygotsky focuses on the role of language in cognitive development; however, Piaget neglects the role of language to develop language acquisition.

2.1.5 Bloom's Taxonomy: the Cognitive Domain

Benjamin Samuel Bloom is one of the greatest fathers of education in 20th century. Bloom's taxonomy (1956, 1964) stresses the affective domain of learning. It is a model of classifying thinking of an individual student into six cognitive levels. This taxonomy serves for many years as a leading model for instructors; it pushes their students to climb to the higher levels. Bloom classifies learning in terms of cognitive domain from the simple recall or recognition of facts (knowledge), as the lowest level, moving through increasingly more complex mental levels (comprehension, application, analysis, synthesis) to the highest order which is evaluation. Bloom's taxonomy has been interpreted by wide range of educators as an over-generalized model of learning objective whatever is the learning content. So that it is applicable to mathematics, physics and languages similarly.

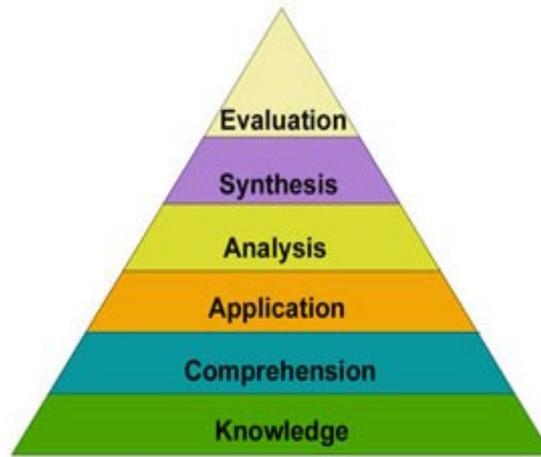


Figure 1: Bloom's Taxonomy: Cognitive Domain (Bloom, 1956)

- **Knowledge** represents the lowest level of learning outcomes in the cognitive domain which involve recalling specific facts. For example, the teachers may ask their students to recite a poem.
- **Comprehension** is to grasp the meaning of material such as the meaning of the poem. The teacher may ask them to translate material from one form to another such as interpreting material by explaining or summarizing the poem.
- **Application** includes applying rules, methods, concepts and principles. A higher level of understanding is requires in level of learning outcomes.
- **Analysis** is the ability to break down material into its main component. It includes the identification of the parts, analysis of the relationships between these parts, and recognition of the organizational principles. This level of learning outcomes requires a higher intellectual level goes beyond comprehension and application.
- **Synthesis** represents the ability to form a new whole by putting parts together. It may involve the production of a unique communication such as written discourse or spoken discourse, or a plan of operations such as research proposal. Learning

outcomes at this level encourages creative behaviors through the formulation of new patterns of structures.

- **Evaluation** is to judge the value of material (paragraph, essay, research report) for a certain purpose. Based on two levels of criteria, the student evaluates his or her learning outcomes: internal and external. The internal criteria can be in terms of organization while the external criteria can be in terms of the relevance of the written production to its purpose. At this level, student's learning outcomes are highest in the cognitive hierarchy.

2.1.6 Revised Bloom's Taxonomy

Anderson (2001), one of Bloom's students, has updated the old version of his teacher. This revision has taken six years of work; it has concluded with his publication of *A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom's Taxonomy of Educational Objectives*. This revision includes three major changes in terms of terminology, structure and emphasis. Anderson *et al.* (2001) sums up their revised taxonomy of Benjamin Bloom as follow:

- **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- **Applying:** Carrying out or using a procedure through executing, or implementing.

- **Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.
- **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.



Figure 2: Revised Version of Bloom's Taxonomy

The revised taxonomy changes the terminology of the old version from noun form to verb form. Remembering replaces knowledge, yet comprehension becomes understanding while synthesis is replaced by evaluating. Finally, the highest level of evaluation becomes creating; they are inverted. However, changes in analyzing and applying levels are merely derivational.

Other changes in Bloom's taxonomy also include its structure and emphasis. First, structural changes make the one-dimensional categories of thinking duplicate to be double-dimensional. The cognitive process in learning is accompanied with knowledge dimension which includes factual, conceptual, procedural and meta-cognitive sub-levels of thinking. Second, change involves the emphasis of the revised taxonomy on the third and final levels of thinking. This revision orients the taxonomy to much broader audience; it further emphasizes on its use as a "more authentic tool for curriculum planning, instructional delivery and assessment" (Oz-TeacherNet, 2001).

2.1.7 Cognitive Models of Writing

Academic writing instruction stresses for a long time the rhetorical modes of exposition, description, narration and argumentation. This view makes writing purely a verbal production skill to be understood only in its social and cognitive contexts (Deane *et al.*, 2008). For social purposes, EFL students write to communicate with the academic community of their educational institution. On the other hand, their writing instructors should meet their students' need to develop and to produce writing beyond their limited social context which is their limited space of educational institution. Consequently, they write for their larger community and in different organizational institution: business or creative. Hence, the writing instructors develop their students' skill to a more complex cognitive activity which needs developing students' problem-solving skill to communicate.

This view makes different scholars to think about modeling writing skill to the bases of cognitive process theory. These cognitive models of writing considers writing as a problem-solving skill which starts when the students start thinking on choosing a topic and generating ideas. Organization of content can also be a problem for both proficient and less proficient students. Moreover, other sophisticated problems in students' writing can be in terms of grammar use, vocabulary use, punctuation, spelling, and tone.

2.1.7.1 Hayes and Flower Cognitive Model of Composing Process

As it has been early considered as information processing, problem solving presents a key platform for Hayes and Flower cognitive model of writing (1981). They classify diversified activities that occur during writing, and they relate it to task environment and internal knowledge of the writer.

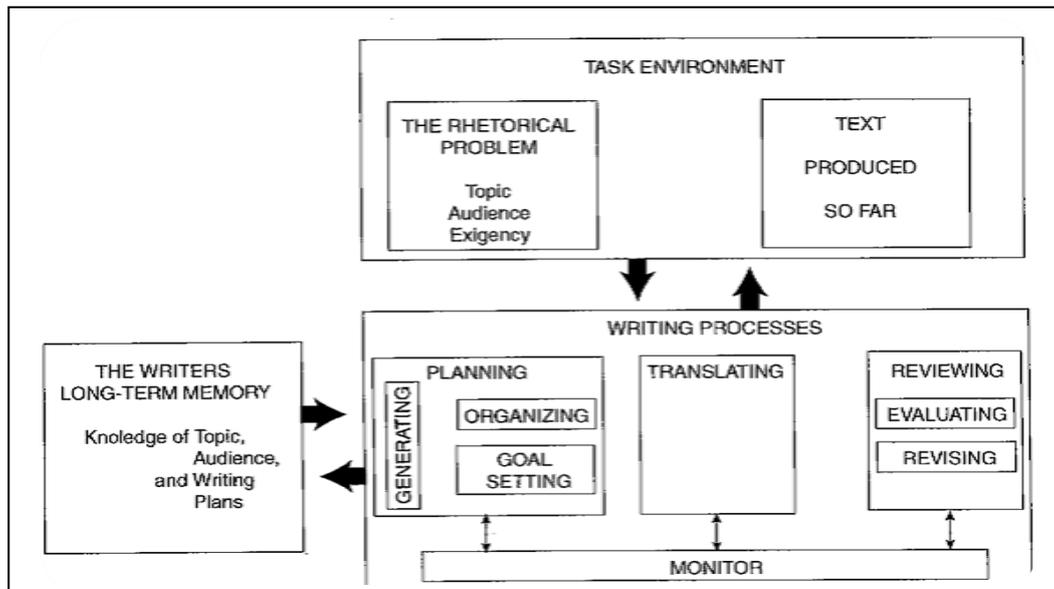


Figure 3: Structure of Writing Model

Hayes and Flower set a long term memory for EFL students which they classify into three main aspects: knowledge of topic, knowledge of audience and stored writing plans (writing schemas). In the task environment, they set apart rhetorical problem which includes topic, audience and exigency (motivational elements) from text produced so far. Concerning writing processes, Hayes and Flower identify four main processes of writing: planning, translating, reviewing and monitoring.

The four processes of writing involve a set of sub-activities under each process. First, planning presents activities of generating ideas and organizing those ideas logically, and setting the main and specific goals for organizing ideas and choosing the topic. Second, translating is related to evaluating and matching the plan to the content produced. Third, reviewing activities is related to the text so far, for it is to be read, revised and proofread. Finally, monitoring involves meta-cognitive processes to match between the above activities.

2.1.7.2 Bereiter and Scardamalia Cognitive Model of Writing

To distinguish between expert and novice writers, Bereiter and Scardamalia (1987) set their model that shows the development of ideas. Accordingly, when the students write, they basically retrieve content to achieve rhetorical goals. This model shows that novice writers employ a knowledge- telling strategy, and they use their direct retrieval of content from a long-term memory. For the expert writers, they employ what is called as knowledge-transforming strategy. These students elaborate their representation of rhetorical modes, solve communication problems, and evaluate the content of the text produced. As a result, expert writers show more reflective thoughts while writing. They can both elaborate and modify their writing. Moreover, they can revise their first drafts in order to meet their readers' needs and achieve their global communication goals.

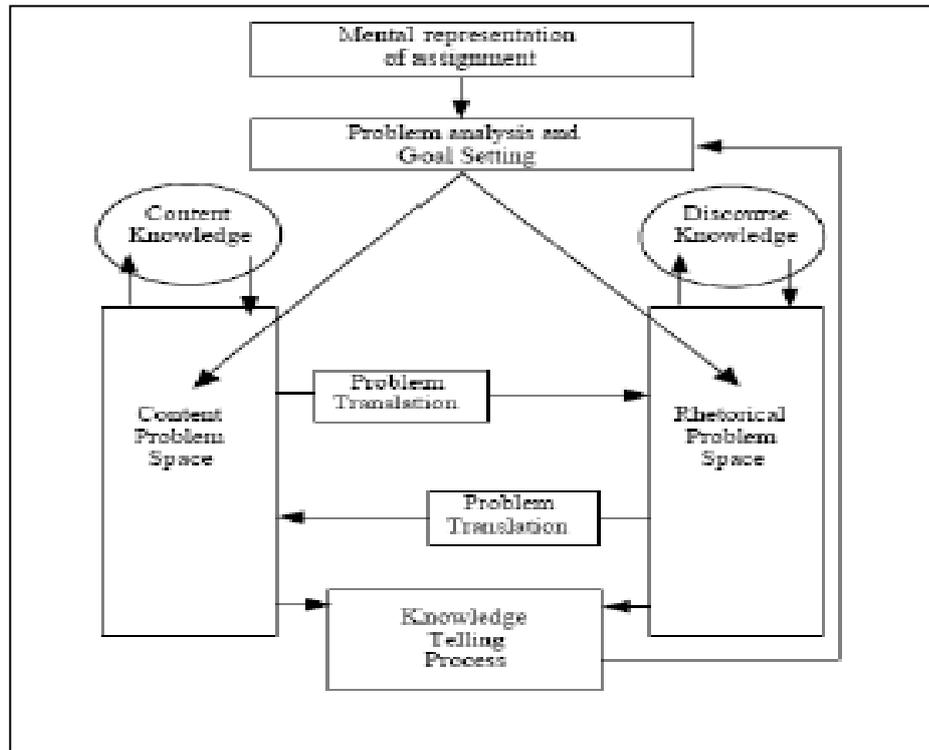


Figure 4: Knowledge Transforming Model of Writing (Bereiter & Scardamalia, 1987)

Bereiter and Scardamalia (1987) posit difference in their model that focuses on evolving the knowledge-telling model which includes a radical change which redefines the writing task. This model displays the ideas in terms of a reflection of the writer's knowledge (content space) and rhetorical function (rhetorical space). On the other hand, writing is accordingly adapting content to the rhetorical context. Hence, content is retrieved as a response to more elaborated representation to solve a rhetorical problem. Thus, it is formulated in the context leading to producing texts with a series of rhetorical acts.

2.1.7.3 Kellogg's Cognitive Model of Writing

Kellogg (1996) shows a model of working memory in writing. This model has three main components the central executive, visuospatial sketchpad (VSSP) and the phonological loop. Based on these three components, writing processes occur moving through planning, translating, programming, executing, reading and editing. Central executive is related to retrieval from long-term memory which coordinates with the other

two components. On the other hand, the phonological loop stores and maintains verbal material memory. The third component is related to storing and maintaining visual and spatial material in active memory.

Writing process	Component of working memory		
	VSSP	Central Executive	Phonological loop
Planning	✓	✓	
Translating		✓	✓
Programming		✓	
Executing			
Reading		✓	✓
Editing	✓		

Figure 5: Model of Working Memory in Writing (Kellogg, 2001)

The planning process requires VSSP and central executive which are related to pre-linguistic ideas but not with verbal component of working memory. The second process is translation which requires both the central executive for planning sentences and the phonological loop for storing and maintaining verbal material when constricting sentences. On the other hand, programming and executing require central executive resources. For reading the text, it needs the central executive and the phonological loop while editing requires VSSP, for it maintains on image of text position.

2.1.7.4. Chenoweth and Hayes' Cognitive Model of Writing

Based on their studies, Chenoweth and Hayes (2001) have developed a more detailed model of process which is based on text production in L2 in comparison with L1. This model includes four main components while it presents roles. The students can play a different role of *proposers* who create a conceptual content to be transmitted to the *translators*. This latter, then, displays a language string to be evaluated by the *evaluators/revisers*. The language string is transmitted to the *transcribers* to be switched

into texts. In case the string is not acceptable; the *revisers* can interrupt all other processes during and after writing.

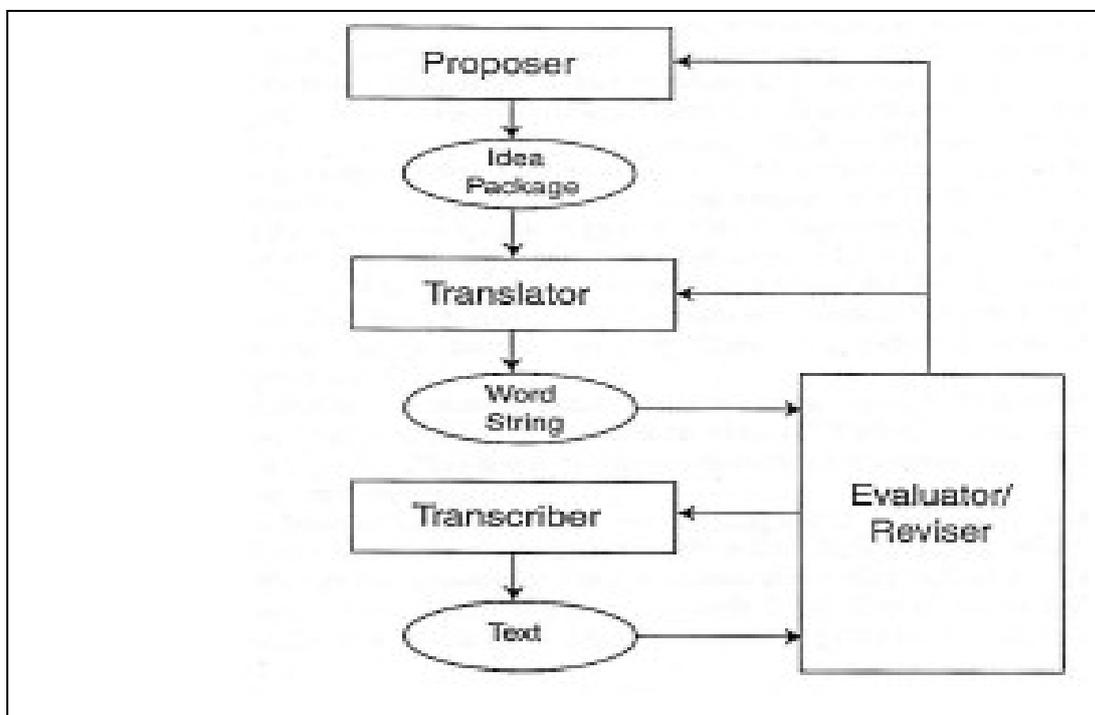


Figure 6: Model of Text Production (Chenoweth & Hayes, 2003:13)

2.2 Approaches to Writing Instruction

Practitioners in EFL writing classes have widely contributed to enrich the writing instruction literature. As a result, these contributions have yielded a sequence of approaches that view writing from different angles. The approaches have been influencing and guiding writing instruction at schools and universities all over the world.

2.2.1 Product-Based Approach to EFL Writing Instruction

During the audio-lingualism era, writing has been less important because it has been considered as a supporting skill. Therefore, EFL writing has focused on sentence structure as a support for the grammar class. The audio-lingual method which originates from the works of structural linguists of 1950's tends to focus on the sentence form rather

than its context. The language structure has been identified with its main sentence pattern and grammar structure. On the other hand, writing has been emphasized because audio-lingual view emphasizes listening and speaking skills rather than reading and writing skills.

As a natural result of audio-lingualism trend, product-based approach to writing has been emerged. It has been called differently: the controlled-to-free, the text-based, and the guided approach (Raimes, 1983; Silva, 1990). It is used to highlight form and syntax, and the emphasis is rhetorical drills (Silva, 1990). Product-oriented approach to writing focuses on forms method (Shortall 2006). Nunan (1999) also considers mastery of writing skills as knowledge about the structure of the target language. Since audio-lingualism tenets focus on extensive drill in the classroom, product approach is built on small parts of language like morphemes or words to reach the communicative purpose of the text. Nunan (1999) calls this approach as bottom-up processing, for it commences from the detached elements of the target language. On other hand, White (1987: 265) considers the goal of product writing as "...to go beyond sentence level manipulation to the production of paragraphs and subsequently of multiple compositions". Hence, the product approach to writing is the creation of grammatically accurate texts, so audience, text, and purpose of writing are not the objectives of product-based instruction in EFL writing classes.

Product-based approach has served to reinforce EFL writing in terms of grammatical and syntactical forms. A variety of activities in product based writing grade from lower level of writing proficiency to more advanced proficiency among EFL students. These activities are the use of model paragraphs, sentence combining, and rhetorical pattern exercises. In the product-based approach to writing, sentence level activities vary from copying to transforming and completion. Consequently, EFL writing

instruction focuses on grammar and sentence structure, yet its testing is summative that the text produced is evaluated by the end of the unit and on the basis of its structure.

Based on the tenets of this approach, EFL students who are normally expected to write an essay are expected to imitate a given pattern. Generally, the focus of product writing instruction is on the written product rather than on the process of writing that the students pass through. Accordingly, writing has instructed and evaluated in terms of the knowledge about the structure of target language. Furthermore, writing is developed due to the imitation of the input that the instructor provides in the form of written texts (Badger and White, 2000). Thus, writing is viewed in EFL writing class as a production of attaching imitated sentences, paragraphs and essays.

Writing is viewed as a simple linear model of writing process which proceeds systematically from prewriting to composing and to correcting (Tribble, 1990). Besides, the instructors and students believe that planning stage of writing in text-based approaches begins and finishes in the primary phase of composition. Whereas, Haiston (1982) and Raimes (1983) also assume that product- based writing is linear. Stages in writing a text are of less concern, and the students are expected to read and to imitate the text, and then the evaluators compare the product of the students to the imitated texts considering grammar and sentence structure as the primary rubric for their scoring.

The product- based approach that dominates teaching of writing until the 1980's involves model sentences and model texts that the students copy. Each model text contains examples of specific language components that writing instructors urge their students to focus on such as the passive voice. The students are then expected to read the model text and do exercises that focus on the passive voice. By the end, the students might be asked to transform the sentences in active sentence to passive sentence

. Proponents of the product approach argue that it enhances students writing proficiency. For example, Badger and White (2000) state that writing involves linguistic knowledge of texts that students can learn partly through imitation. The students follow rules and achieve technical mastery of formal conventions and modes, yet the instructors must work individually on writing tasks without forgetting the technical aspects of the text such as grammar and sentence structure.

2.2.1.1 Writing Instruction in Product-Oriented class

Since classrooms are different, Badger and White (2000) list four main stages to teach writing based on the following stages. Each stage revolves around a group of activities, and the four stages indicate the prevailing existence of the instructor which makes the EFL student attend teacher-centered classes.

2.2.1.1.1. Familiarization with Texts (Stage One)

In this stage, students are exposed to a model text, and their task is to pick out grammar or lexical points. The model text may have been specifically contrived to illustrate grammar points on which the instructors aim to focus. Students study model texts, and then the features of the text are highlighted. For example, if they study formal requests, students' attention may be drawn to the importance of paraphrasing the language used to make formal requests. If a student reads a story, the focus may be on the techniques used to make the story interesting, and students focus on where and how the writer employs these techniques.

In this stage, the instructors' role is to raise students' awareness and to activate their prior knowledge. They also involve their students to read and to discuss the text sample. They may ask them to do jigsaw activities, and they may highlight specific language features. Thus, the instructors make the students build an awareness of the common features of text by talking about its organization and its language structure.

2.2.1.1.2 Controlled Writing (Stage two)

Students practice using grammar and vocabulary drills which are the focus of the lesson, and substitution drills might also be used in this stage. This stage consists of controlled practice of the highlighted features, usually in isolation. If students are studying a formal letter, they may be asked to practice the language used to make formal requests; for example, practicing the structure of 'I would be grateful if you would...'. Hence, this structure must be used in the produced text.

2.2.1.1.3 Guided Writing (Stage three)

Students practice writing longer pieces at the levels of paragraph and essay using the target grammar and vocabulary. At this stage, form, usage and meaning are still instructor-controlled. This is the most important stage where the ideas are organized. Those who favour this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language. It is considered as an essential stage to a balanced curriculum. It provides an additional supported step towards independent writing. Accordingly, students are supported during the different stages of the writing process. They can improve their writing and work with increasing independence. Guided writing is a leading stage in a product-based writing instruction, and it enables the instructor to tailor the instruction according to their students' needs.

2.2.1.1.4 Free Writing (Stage four)

The instructor allows the students to write with much more freedom although the focus is still on form and usage. This is the final product of the learning process, and students choose from the choice of comparable writing task to show that they can be fluent and competent users of the target language. They individually use grammar and vocabulary structures that they have been taught to produce their texts. Typically, the final test will be corrected for accuracy by the instructor and handed back with a short comment (Stanley, no date). A careful look will reveal the PPP (present, practice and produce) methodology of these stages. Shortall (2006) describes PPP as a “British offshoot of ALM”. Thus, the use of PPP can be considered another common link between product approach and Audio-lingualism.

2.2.1.2 Criticism of Product-Based Approach

The product approach has proved to be an easy approach to use especially in large classes. It needs only one sample model to copy, so it is a best solution to large classes. This challenge can be then encountered, and the students can be given a set of models to imitate. Moreover, the instructors’ task is restricted to the final phase when they evaluate the produced texts. This approach further proves to be useful for evaluators to grade students because it mainly focuses on form. They evaluate their texts imitated on the bases of their grammar accuracy and sentence structure. Thus, the evaluation presents a profile of the students’ grammar skills and their knowledge about target language rather than their writing proficiency.

The product approach which refers to the current traditional rhetoric encounters a number of strong criticisms. They have led instructors and researchers to reassess the nature of writing, and the ways writing is taught. The first simple criticism is of Brakus (2003) who considers product approach as a teacher-centered approach because the teacher becomes the arbiter of the models used. Another criticism of Prodromon (1995) argues that it devalues the students' potential: both linguistic and personal. The students in an EFL writing class just imitate text models. The re-assessment of product approach has further led to view writing as a process movement. It has also yielded a paradigm shift in the field and revolutionized the teaching of writing.

Product-based approach does not teach EFL students how to think and to write independently. EFL students are dependent to the text that they have no chance to express their ideas. It further limits the students' creativity that can appear even in their own mistakes. It makes the standard of their creativity apt to the level of the text itself rather than their skills. All of these factors make product-based activity less manageable and less intentional. This approach gives little attention to audience and purpose of writing since students and instructors tend to overemphasize on the importance of grammar, syntax and mechanics. Students lack motivation in learning and have pressure in creating their writing tasks as their instructors mostly focus on the accuracy of the language structure rather than on text content. This strong criticism gives birth to a new approach which is a process-based approach.

2.2.2 Process-Based Approach to EFL Writing Instruction

After a long focus on the product-based approach to writing in educational institutions, curriculum design has been directed to the writing process rather than its product. This new trend brings several unsolved issues. The first one is related to the

amount of time and resources that should be directed to each text. The second one is related to how formative and summative evaluation should be balanced. The third one is related to writing instructors who should put into helping students to find more independence when they assign writing practices for testing requirements of each educational institution.

Process writing is an approach that requires focusing on the process by which the students produce their written products rather than on the products themselves. By focusing on writing process, they come to comprehend themselves more and find how to work through writing. They may also explore what strategies conform to their style of learning. Brown (2001) states that writing is a thinking process, and students produce their final written product based on their thinking process. Therefore, writing a paper moves through a set of steps that must be respected to produce an effective text rather than an imitation of other texts. It is rather a process of expressing ideas, so students better display their linguistic and pragmatic competencies.

In process approach, students are considered as central part in learning process, so students' needs, expectations, goals, learning styles, skills and knowledge are taken into consideration. Through writing process, they are required to make the most of their abilities with cooperation of their instructors and the other peers. It encourages them to feel free to convey their own thoughts or feelings in written messages by providing them with plenty of time and opportunity to reconsider and revise their writing. Furthermore, the students seek assistance from external resources like the instructors at each step.

The process of writing usually involves three steps that are typically arranged as follows: prewriting, drafting and revising. Some use four steps, such as thinking, planning, writing, and editing while others use five steps, prewriting, drafting, revising, editing, and evaluating. In other words, each student has a favorite way of approaching the writing process that depends on the level of the students and the purpose of their writings. These steps are generally implemented in sequence, but it is not necessarily a linear process. It is rather more a recursive or spiraling process as the students move around these steps, and it sometimes goes forward and retraces their steps. For example, brainstorming is an important skill, for the prewriting stage can be exercised again and again at different stages if the students need new ideas later in the process. Thus, students can achieve their writing goals through the process differently.

Process-based writing students are considered as independent actors, and they actually work on their writing tasks from the beginning stage to the end of the written product. O'Brien (2004) assumes that process approach as an activity that helps instructors encourage students not to deem writing as grammar exercises but as discovery of meaning and ideas. During the writing process, instructors can enable their students to explore their thoughts and develop their own writing independently.

Accordingly, students may hardly respect the fixed sequence of writing stages linearly because they have to move backward and forward through different writing stages in order to generate outstanding ideas. Flower and Hayes (1981) consider writing as a form of problem solving when they process their texts

Writing processes may be viewed as the writer's tool kit. In using the tools, the writer is not constrained to use them in a fixed order or in stages. And using any tool may create the need to use another. Generating ideas may require evaluation, as may writing sentences. And evaluation may force the writer to think up new ideas. (376)

Writing is considered as a cognitive process to produce a text. EFL students process writing without skipping a stage to write effectively.

In other part, writing is considered as a dynamic and functional operation after students generate the ideas. Tribble (1990) regards writing as a process that is both dynamic and unpredictable, for students try to express their ideas and converge the meaning of what they want through the text they produce. Process-oriented approach is beneficial to EFL instructors of writing because EFL students can master how to write a text step by step. The writing instructors guide them along the task; they give them feedback and give them enough time and chance through peer and instructor review in order to develop a sense of audience (Boughley, 1997). EFL student can consider the previous experience as well as the existing viewpoints.

2.2.2.1 Writing Instruction in Process-Oriented Classroom

This process-based writing class provides a sequence of activities such as pre-writing, drafting, revising and editing. Students can learn processing writing meanwhile they can promote their awareness of writing practice, so they are not to imitate or to copy. The four stages is a process-oriented instruction make students reconsider their writing by themselves when they choose their own topics and outline them at the pre-writing stages. They prove student-centered orientation when they draft their texts. They further revise their own drafts, and they edit them for submission to the instructor who is the evaluator by the end.

2.2.2.1.1 Pre-Writing Activities in a Process-Oriented Classroom

Brainstorming and outlining are the key components of this stage. EFL writing instructor s make their students generate their ideas and know their possible topics that can be developed in forms of paragraphs, essays or even short stories. Consequently, EFL

instructors can activate schemata for their students' topics through prewriting and planning activities (Anderson, 2003). In this stage, they are to generate their ideas as a starting point in order to decide what to write about, so they can organize their ideas appropriately. These activities enable the students to explore topics in an unstructured and non-threatening way before they work on their paragraphs or essays.

In pre-writing stage, students are to generate and to organize their ideas. Precisely, in process-oriented class of writing, students have three main tasks such as (1) choosing a topic that interests the students, (2) narrowing the topic chosen that fits a writing task, and (3) collecting information and developing ideas (Oshima and Hogue, 2006). They can be attracted by topics such as 'The Internet'; they ought to narrow it to be limited to 'The Internet drawbacks'. They may also narrow it more and more to be limited to 'the drawbacks of surfing social networking such as facebook and twitter'.

Next, the students should develop these narrowed topics into supporting details and developing sentences. Hence, the students need certain strategies for generating ideas represented through techniques like journal writing, free writing, information questions, listing, clustering, and outlining. In conclusion, prewriting stage assists the students to organize their ideas and trains them how to plan what to write, so they develop their ideas into completed essays easily and precisely (Widodo, 2006). Prewriting is a leading stage to develop a formal academic document.

2.2.2.1.2 Drafting Activities in a Process-oriented Classroom

When students generate and organize sufficient ideas at the pre-writing stage, they step to a drafting stage. They focus on the fluency of writing not on the grammatical accuracy. Therefore, they are to develop their ideas into rough drafts without considering the grammatical accuracy. As the students write their rough drafts, they keep referring to their notes and outline that are determined in the previous stage, prewriting. They may even change the outline when it is required. During drafting stage, EFL students should concentrate on organizing information logically and developing the topic with enough supporting details to fit their target audience and purpose.

While they are writing the rough draft, the students know that the drafts are not perfect. The brain processes information as they write down ideas. They make connections and discover new ideas and thoughts when they write the first draft. The only way to help them in this case is that they go back to the planning stage in prewriting activities to work on these new ideas. The students may even change thesis statement and even the direction of the topic. Vasquez *et al.* (2010) state that “in drafting stage, the focus for all students is on fluency -getting ideas on paper without concern for ‘correctness’. The goal is to draft without fear” (99). Moreover, since they write their draft for themselves, they may be unhappy with the early drafts. In other words, rough drafts are not supposed to be perfect pertaining to grammatical accuracy. In a process-based class, writing is a lasting process of cognitive discovery and develops the fluency of ideas. Consequently, any writing task can smoothly be completed.

EFL students should also know that drafting takes time. The more complicated their writing task is, the more time they should allow themselves to draft. As the students discover new thoughts and connections or even change the topic, they need much time to

incorporate them into their plan. This factor may present an obstacle for the process-oriented class which is restricted in time for instruction and evaluation.

2.2.2.1.3 Revising Activities in a Process-Oriented Class

If drafting is for the writer, then revising is for the audience who read the final draft; therefore, the students consider their writings from the readers' viewpoint. Indeed, when they revise their texts, they check again their writing. When they look at the parts of documents and ensure that introduction works together with body paragraphs and the conclusion to form a coherent essay. Richards and Lockhart (1996) define revising activities as "activities in which students focus on rereading, analyzing, editing and revising" (120). In this stage, the students may change even the order of ideas, expand other sections and drop out some details. To do so, they should turn back to the draft and rework on these parts to modify them.

Revising stage is devoted to audience interest, text purpose and general format. Students revise the level of details if they are general or specific for the readers. They also revise the logical order of ideas and their clarity for the audience. They also revise the used transitions, clarity of sentence structures, the tone and the style. Moreover, the students revise the clarity and consistency of the text purpose through words, the correspondence of the supporting details to the purpose of the text and the organization of ideas in relation to the purpose of written text. Concerning the form, they revise ideas on the level of sentences and then on the level of paragraphs. They further revise paragraphs in terms of topic sentence, supporting details and the balance of details between paragraphs of essays.

When the students revise their first drafts, they review their texts. They evaluate what have been written for the effectiveness of their texts' meanings to communicate the target audience. In other words, revising does not simply involve checking language errors but also addresses the global content and organization of ideas, so the students' intent is made clearer to the audience.

2.2.2.1.4 Editing Activities in a Process-oriented Class

While revision focuses on making clear text for audience; editing focuses on making the text meet the requirements of academic writing. During the editing stage, the students check mistakes in grammar, sentence structure, word choice, punctuation, capitalization, spelling, citation and document format. Widdodo (2008) states that

In editing, students get involved in finetuning their own drafts as they prepare the final drafts for a product assessment by the teacher. In this regard, the students are required to check minor mistakes related to grammar (i.e., tenses or subject-verb agreements), spellings, punctuations, dictions, and contractions. Thus, the goal of this activity is to produce well-written essays before the students submit the work to the teacher. (104)

In this stage, students write down their own final draft for its evaluation by their instructors. In this regard, they are expected to drop out minor mistakes in grammar and mechanics. The main objective of this final stage is to produce an effective essay or a paragraph before submission to their writing instructors in the classroom or in an external setting.

2.2.5 Criticism of Process-Based Approach

The 1980's decade witnesses the application of the process approach in EFL writing classes, for it has been considered as an alternative approach to the product approach. This latter focuses on the final stage of the writing production, for the student performs writing fluently and accurately using a target language. On the contrary, the process approach focuses on processing writing when composing texts (Nunan, 1991). On other hand, Brown (2001) considers product-based approach as a model composition that EFL students would simulate and be evaluated in accordance with certain assessment criteria including content, organization, vocabulary use, grammatical use, and mechanics. Whereas, the process approach facilitates EFL students control their own writing when they think and generate their ideas down (Brown, 2001). Consequently, students transmit their messages to their readers in a written form moving through the complex steps of writing process; prewriting, drafting, revising and editing.

Process-oriented approach helps students to create their own texts, so they foster their own writing proficiency giving themselves an opportunity to be creative writers in an academic setting. Brown (2001) also assumes that the leading position of process-oriented approach for EFL writing classes because it makes the students the producers of language who focus on content and message, and then their own intrinsic motives are valued. Accordingly, writing skill is acquired when students are intrinsically motivated. In the process approach, Raimes (1983) also shows that students do not write on an assigned topic in a restricted time and hand in the composition for the instructors 'to correct' which usually means to find errors. They rather explore a topic through writing. In process-oriented writing class, the instructors help their students foster their writing ability.

The process approach focuses on how the text should be written rather than its final product. Hyland (2003) notes that this approach has a major impact on understanding the nature of writing, and the way writing is taught. Research on writing processes has led to viewing writing as complex, recursive and non-linear. The process-based approach emphasizes the importance of a recursive procedure of prewriting, drafting, revising and editing.

Since the 1980s, when EFL writing has started to receive more attention, a large number of studies in a wide range of areas from psychology to pedagogy have been conducted. Consequently, a great deal of criticism and suggestions have been made. They have declared that the process approach is no longer perfect. The process approach mainly pays less attention to grammar and structure, and puts little importance on the final products. Reid (2001) criticizes the process approach designers, for they have developed a wrong dichotomy between process and product in a foreign language classroom.

In process-oriented approach, writing instructors encourage their students to use their internal and individual resources; however, they neglect accuracy and fluency. Whereas, in product approach, instructors focus merely on accuracy, appropriate rhetorical discourse and linguistic patterns, and exclude writing processes. EFL students need to acquire accuracy and fluency to improve their writing skill and communicate effectively in English. Therefore, accuracy cannot be minimized in foreign language learning. By neglecting accuracy or grammatical elements, the process approach does not serve the writers' purpose.

2.2.3 Genre-Based Approach to Writing Instruction

Studies on writing instruction in EFL writing classes have been emerged in the late 1960s, and most early efforts have been centered on techniques for teaching writing. These efforts have yielded the principles of the process approach which help EFL students to work through several stages for processing writing. These scholars' efforts also focus on the nature of writing in various situations which give birth to genre approach. It is an approach to writing which is based on models and key features of texts that pay much attention to their purpose and audience.

In process-based writing class, the instructors' task is typically to teach their students to follow the steps of prewriting, writing, revising and editing before achieving the final product, and this sequence teaches students how to write. Whereas, in the genre approach, samples of a specific genre are introduced to grasp some distinctive characteristics of a given genre: academic, creative and business. Therefore, EFL students are expected to decide their texts' audience and purpose at early stages of writing.

The genre framework supports EFL students' writing with generalized and systematic principles about the way to produce meaningful passages. The genre approach is defined as "a framework for language instruction" (Byram, 2004: 234) that relies on a particular genre. Swales (1990) has further defined a genre as "a class of communicative events, the members of which share some set of communicative purposes" (58). He states the central idea that a writer purports certain conventions or rules. For example, business letters describe business affairs, book reviews criticize books, and lab reports describe what happens in a lab experiment.

Writing is, thus, considered as a set of linguistic and social features that distinguish a text from another on the bases of its purpose and its audience. Badger and White (2000)

contrast the genre approach to the product approach, for it emphasizes on linguistic competence; however, it differs in its focus on social context. This reflects the two dimensions of the genre approach to writing: linguistic and social. In other words, it aims to use vocabulary and grammar for a certain social group: audience. The linguistic and social aspects of text are not the only measurements that decide the text genre. The theme links between the writer and the reader, and the organization pattern also decides the text genre.

Process approach designers have stated that the process of writing helps EFL students to enhance their ways of expressing their thoughts effectively. They strongly believe that EFL students can display their ideas more successfully moving through the stages of writing process. The process approach that has been called student-centered approach by Walsh (2004: 5) neglects linguistic aspects of language; however, it is addressed by stage of editing the final draft. Moreover, writing proficiency occurs only with the support of repeated exercises of the same writing procedures. On another hand, the amount of pre-writing activities necessary for writing a personal letter and for creating an academic research paper are different while in the process model, the practice of writing is identical regardless of what the topic is and who the writer or the reader is (Badger and White, 2000). Process-oriented approach neglects the text genre, and it unifies writing to same steps for all genres of writing.

Genre-oriented approach specifies the writing process of each text genre. Hammond and Derewianka (2001) consider this approach to writing as a promoter for students and writing instructor, for it combines students' understanding of genre with their writing instruction in EFL classes. It has been also called "English for Academic Purposes approach" (Silva, 1990: 16-17) or the "English for Specific Purposes approach" (Dudley-

Evans, 1997: 151-152), for it stresses on producing each text genre according to its purpose and audience.

In other words, genre-oriented approach has been seen as an extension to product approach because it mainly focuses on the text produced. Badger and White (2000) confirm its extension of the product-oriented approach. They stress that students can study a wide variety of writing patterns; they can be exposed to the business letter, the academic book report and the academic essay.

The genre-oriented approach is increasingly used in EFL writing classes for certain factors. First of all, the focus of writing aims to integrate the knowledge of a particular genre and its communicative purpose. Second, it helps to produce their texts that communicate to a target audience interested in the same discourse community successfully. To be socially a good communicator, EFL students must develop their writing proficiency that respond to the community conventions that use writing to communicate while at college or in external atmosphere.

To teach students a specific genre construction, EFL instructors should make them familiar with appropriate actual writing in a real-like context outside the classroom. It also develops EFL students' awareness of their text writing conventions in terms of their organization, arrangement, form and genre. According to Badger and White (2000), genre-based writing reflects a particular purpose of a social situation and allows students to acquire writing skills consciously by imitation and analysis of each writing genre.

On the other hand, the knowledge of language is intimately related to a social purpose, and based on the reader's opinion more than the writers themselves. Writing is, thus, the writers' reproduction of text based on the genre offered by the instructors. EFL students should be exposed to many examples of the same genre to develop their ability to write a particular genre such as a business letter. Following the same steps, EFL students can detect the specialized configurations of the exposed genre, and they can also restore their prior reading or writing experiences whenever they encounter the task of creating a new piece in a familiar genre (Badger and White, 2000). Genre-oriented writing instruction develops such a skill of classifying text types according to the purpose and audience that are to be chosen when the students are asked to choose their topics to write.

2.2.3.1 Writing Instruction in a Genre-Oriented Class

Genre-oriented approach provides opportunities to students to discuss how language works in a given context, and how it can most effectively be employed to meet particular goals. Hammond (1992) proposes "a wheel model of a teaching learning cycle having three phases: modeling, joint negotiation of text by learners and teacher, and the independent construction of texts by learners" (202). The wheel draws the features of each stage to produce a written text in a typical genre-oriented writing class.

The three stages are linked together and come in a sequence of activities. In the first stage, Modeling is related to the time when the writing instructors introduce the target genre that students should construct. At this stage, discussion focuses on the educational and social functions of the text genre, and analysis focuses on the text structure and language used. In the second stage, joint negotiation of text refers to the stage when students carry out exercises which manipulate relevant language forms. It fosters a negotiating process between the writing instructors and their students. Furthermore, it involves reading, research, and disseminating information, and the text genre is dependent

on those activities. In the third stage, the independent construction of texts is the final phase in which students produce actual texts through activities such as choosing a topic, researching and writing (202).

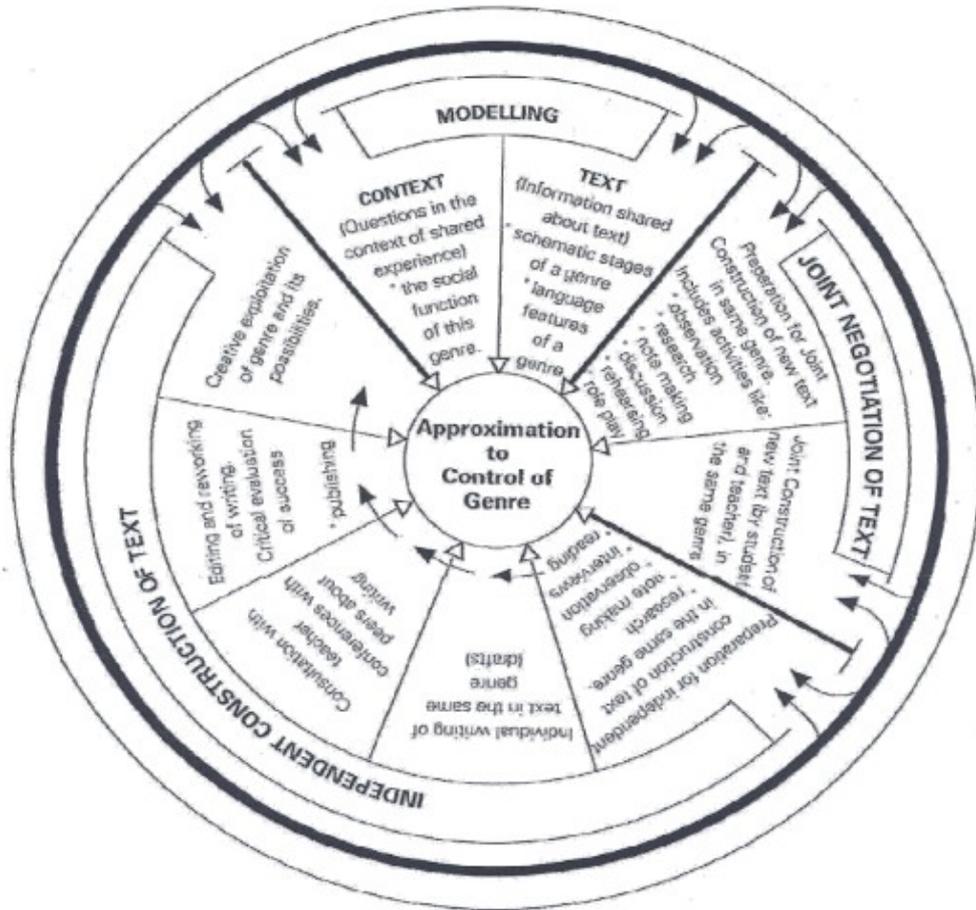


Figure 7: Teaching and Learning Cycle (Rothery, 1996: 102)

The three stages characterize the genre-oriented classroom of writing and abridge writing in three main steps. Hence, a lesson designed on the light of genre-oriented approach to writing stresses the pre-writing activities which are primarily related to the purpose and audience of the text produced.

2.2.3.2 Criticism of Genre-Based Approach to Writing Instruction

EFL students generally appreciate the models that figure linguistically the expected text to produce. An exposed text genre can make EFL students understand the style in its social context. Swales (1990) clarifies how rhetorical instruction promotes writing as prior knowledge. Accordingly, the genre-oriented approach to writing instruction combines both formal and functional aspects of a target language in writing instruction. It further acknowledges the strong associations between them as Bhatia (1993) insists that writing instructors should tie the formal and functional properties of a target language together in order to facilitate students' recognition of employing linguistic conventions in particular rhetorical effects (6). It provides vocabulary and concepts to teach explicitly the text structure to the students who are expected to produce.

If the rhetorical structure of content is analyzed by EFL students in this approach, some common patterns can be clearly recognized in each genre. Consequently, these patterns form a kind of background knowledge that they can rehearse in the next learning situation. Eventually, the prior knowledge makes it easier for them to write acceptable structures in their writing tasks. Therefore, an assigned genre serves as an influential tool for EFL writing class. Genre-based approach enhances EFL students to participate in their existing environment to comprehend writing as a tool to realize how they manage content to develop a logical organization. It also helps them to acquire more flexibility in their thinking and eventually to realize how authors of fiction or non-fiction organize their writings.

On the other hand, some proponents consider genre approach as more suitable for EFL students at beginning or at intermediate levels of proficiency rather than those at advanced levels because it releases them from deep anxieties about their writing tasks. When they are exposed to a new text, they commonly search for samples to follow,

especially in writing tasks which are more demanding than other language skills, so EFL students at low level of proficiency absolutely need something that they can rely on since they have little exposure to English writing (Kay and Dudley-Evans, 1998).

Despite of its benefits, genre approach has two main drawbacks. First, it underestimates the skills required to produce content. Second, it neglects students' self-sufficiency (Bryman, 2004). The genre approach not only places too much emphasis on conventions and genre features, but it is also less helpful for students in discovering the texts' true messages due to the targeted aspects of the specified genre. Likewise, if writing instructor focuses on the language used for a range of purposes and with a variety of readers. Thus, the genre approach restricts EFL students' creative thoughts about content and it is also criticized, for it overlooks natural processes of learning and students' creativity (Badge and White, 2000).

Finally, Bawarshi (2000) indicates that it helps students to identify and interpret literary texts; however, it interferes with the students' creativity. Accordingly, they may write meaningless texts; however, according to Bakhtin (1986), genres always evolve through incorporating a rich variety of voices, styles, discourse features and points of view. The genre approach helps EFL students to be exposed to the plurality of a genre, which implies that EFL students still have opportunity to develop their creativity in genre approach.

Another weakness in genre-oriented approach is that it undervalues the writing skills which students require to produce a written product and ignores the writing abilities that students have in other areas (Badger and White 2000). Instructors should describe clearly the genres which students have to learn at the beginning of the writing class, so they prepare ideas about the language use for each genre. Moreover, writing instructors

should help them to produce their written texts step by step. For example, they may use a brainstorming technique to help students generate their ideas and come up with the appropriate language use or specific vocabulary for what they want to communicate to people in a particular discourse community. Finally, instructors should consider the skills that help students develop their writing competence through writing process.

2.2.4 Process-Genre-based Approach to Writing Instruction: a Synthesis of Approaches

Recently, many writing instructors recognize the necessity of adopting one approach in EFL writing class by combining the three approaches. Consequently, the first pioneers who synthesize the three approaches are Badger and White. They have termed this synthesis the process-genre approach to teaching writing, and it allows EFL students to study the relationship between purpose and form for a particular genre as they use the recursive processes of pre-writing, drafting, revising and editing. Using these steps, students' awareness can be developed in different text types.

This synthesis completes weaknesses and strengths of the three approaches. Badger and White (2000) affirms that this dual approach works effectively. First, the writing cycle begins with models, description of key linguistic features, discussion of the social situation and analysis of recommended rhetorical patterns of each genre. Writing products of EFL students are subjected to the sequence of drafts in the process-based approach. Hence, the process-genre-based approach embraces teaching the appropriate language along with using a set of revision processes by which a final draft can be produced. This combined approach ensures that the writing task is reviewed from both the viewpoint of writer and of readers at the same time.

Writing instructors should be aware of three general guidelines. First, writing is so difficult; they should play the role of assistant and guide. It must work closely with their students to encourage them and offer helpful feedback and suggestions. They should further make efforts to arouse curiosity and self-confidence by freeing EFL students to choose their writing topic, and they should consider any individual differences in writing class.

Meanwhile, writing instructors ought to train directly their students about writing strategies. If they explain the way prewriting can develop outline strategies for the drafting and revision processes, EFL students will be more successful in their writing class. Furthermore, according to Hsiao and Oxford (2002), strategies can “pave the way toward greater proficiency, learner autonomy, and self-regulation” (372). This combined way emerges the necessity for involving all the actors of writing process: writer, reader, instructor, inside and outside the classroom.

Finally, writing instructors should include the rest of communication skills: listening, speaking and reading skills in writing class. Integrating these four skills promotes the expansion of EFL students’ communicative competence (Goodman, 1986). The process-genre-oriented approach makes this feasible. As background material is read during prewriting activities, speaking and listening occur during presenting lectures and when giving or receiving feedback.

2.3 Factors Influencing Writing Instruction

Plenty of factors can hinder or facilitate process of writing instruction. These factors can diversify from linguistic, educational to cultural. Accordingly, Welch (2000: 36) claims that “educators are expected to respond to student diversity by providing differentiated instruction for students with cultural, linguistic, learning, and behavioral differences”. All of them can play a great role to control writing performance in EFL classes. A diversity of students’ linguistic background can differ from target language in terms of letters to morphemes. Cultural background can affect promoting writing ability among EFL students while their educational background may ease the writing instructors to promote their students’ writing, yet it can complicate their task too.

2.3.1 Linguistic Factors

From a linguistic perspective, “students’ anxiety about L2/FL learning is likely to be a consequence of their language learning difficulties” (Sparks, Ganschow and Javorsky, 2000: 251). Effective communication in a foreign language depends on more than knowing the rules of its lexicon, grammar and phonology. It involves processing of cultural and linguistic knowledge. Since language is a form of communication, it has its own strategies. These strategies vary systematically across languages and cultures; moreover, differences in the general ethos of a community influence the strategies of its communication. Certain aspects of communicative properties of languages might be cultural and linguistic.

Foreign language students might fail to communicate effectively using foreign language. This failure results from transference of native-language communicative strategies to target language. If EFL students are allowed to compare native and foreign language, they will practically recognize the cultural and linguistic differences and similarities between two languages. Native language interference will persist, and successful performance in foreign language will not be achieved.

Arabic language can considerably influence Arab students' learning of English as a foreign language. Because the culture-educational background is almost ignored as being the second major factor influencing foreign language learning, the linguistic (or mother tongue) factor is inappropriate solutions. As a result, Arab students tend to approach foreign language meanwhile they approach their native language. They rely on memorization in their learning of foreign language when they write essay.

The second major factor influencing foreign language learning is the influence of the native language, which manifest itself on the two major levels of language. The first level of word and sentence which influence at such a level appears from the early stages of foreign language learning. The second level which is the discourse or text level. Arab students often make grave deviations from the norms of foreign language. Such deviation, their nature, and their cultural and linguistic background are discussed through the examination of the major rhetorical and textual characteristics pertaining to Arabic and English languages.

Translation is proposed as an effective approach of teaching composition to improve EFL students. If such approach is applied methodologically, it will raise students' awareness of the textual peculiarities. Such awareness sensitizes them to the general linguistic difference that exist between their mother tongue and foreign language. Besides, it certainly helps them enlarge more quickly and more practically their EFL lexical and idiomatic repertoire.

2.3.2 Cultural Factors

The cultural and linguistic disparity that exists between the two languages under study will always remain traces of interference from both students' culture and native language. Ogbu (1982) states that "...cultural differences have implications for human behavior". This can be manifest in the way they express themselves through foreign language. Unavoidably, cultural behavior interferes with linguistic behavior of foreign language. This is not negative if the students are aware of the cultural differences between their mother tongue and foreign language they study. The relationship between language and culture is rather strong. Kaplan (1977) theorizes that

The second-language learner not only lacks knowledge of the internal (phenomenological) logic of the second-language system and of the sociolinguistic constraints of the second-language culture, but he also lacks awareness of the realizable range in the second language (though he comes equipped with a knowledge of the realizable range in his native language).
(68)

In other words, Kaplan shows that culture and language are closely related. This statement may apply to many foreign language beginners, but advanced students will have encountered this culture-linguistic system of foreign language in some form, particularly if they are taught by native speakers and have read some literature and other materials from foreign language culture. Cultural background and diversity affect writing instruction, for its instructors should be able to provide information about the cultural backgrounds of their students. Content standards may also refer to exposure or knowledge about cultural or regional history or literature.

2.3.3 Educational Factors

As a vehicle of communication, language is the major concern of every foreign language instructors. One major aspect which has been almost completely absent from the classroom is the culture of target language. Included in the culture is the educational tradition which is the chain that links the generations of a particular community together. This educational tradition is the system which relates the past with the present and both with the future. It is the way through which culture and language are transmitted. In brief, the educational system determines the way by which culture and language should be transmitted.

Regarding the educational system, the main concern of teaching a foreign language is the methodology used. Since this methodology varies from one country to another, it might affect foreign language teaching in the sense that a foreign language belongs to a specific culture, and consequently to a specific educational background. It shapes the individual's cognitive style and pattern of thinking. The educational system is the forms of transmission of knowledge available in society shapes, and accommodates social and cultural change. Language as a vehicle of this transmission is patterned in such a way that it fits that particular culture and society. As a result of patterning language, the teaching materials, the language learning and teaching methodology are accordingly patterned to suit the overall social and cultural system. Consequently, it is not only the first language that affects foreign language learning but also the cultural and educational system which goes with that language.

Weir (1982) has written about overseas students in the west who face difficulties which are related to cultural problems “are differences in previous educational backgrounds” (92). Weir rightly asserts that not linguistic background alone which has a bearing on foreign language learning but also the educational background. This latter gives

students a study method. It channels their way of perceiving this knowledge and of viewing their environment and everything around them.

The Arab students' perception of learning is no doubt shaped by their educational system. Through this system, they acquire their studies' habits or learning styles. Because educational systems vary from one culture to another, the learning style also varies accordingly. The Arab students would have learning styles which are different from their English counterparts. Hence, the instructors in Arabic EFL classroom should match the Arab students' learning styles to the educational system programmed by the Arab government.

Conclusion

Theorists and approachers have enriched writing literature with a number of principles to its instruction. In this chapter, the researcher has displayed the major theories, approaches to writing instruction and the factors that influence it. Hence, writing instructors can benefit from these overwhelming approaches and theories. This chapter introduces the next chapter which is mainly directed to academic essay instruction. It gives an overview about the contributions of the scholars of writing along the history of writing teaching in higher education. These works have pushed forward writing instruction for more updates. The focus of this chapter is on the approaches that pave the way to main focus of the present study, especially the process-genre-oriented approach to writing. This approach is the instructional approach that is adopted to conduct the present work, and experiment participants are exposed to.

Chapter Three: Academic Essay Instruction

Introduction.....	104
3.1. Essay Genre: Definition between the Past and the Present.....	104
3.2. Structure of Academic Essay.....	106
3.2.1. Introduction of an Essay.....	108
3.2.2. Types of Effective Introductory Paragraphs.....	109
3.2.3. Thesis Statement in Academic Essay.....	111
3.2.4. Characteristics of Thesis Statement.....	112
3.2.5. Body Paragraphs of an Essay.....	113
3.2.6. Parts of the Body Paragraphs.....	114
3.2.6.1. Topic Sentence in an Academic Essay.....	114
3.2.6.2. Supporting Details and Developing Sentences.....	115
3.2.6.3. Concluding Sentence.....	116
3.2.7. Conclusion of Academic Essay.....	117
3.3. Unity and Coherence in an Academic Essay.....	118
3.3.1. Unity in Academic Essay.....	118
3.3.2. Coherence and Cohesion in an Academic Essay.....	119
3.4. Rhetorical Modes of Essay Writing.....	120
3.4.1. Narration Mode of Essay Writing.....	121
3.4.2. Description Mode of Essay Writing.....	125
3.4.3. Exposition Mode in Academic Essay.....	128
3.4.4. Argumentation Mode of Essay Writing.....	130
3.5. Methods of Essay Writing Development.....	133
3.5.1. Comparison and Contrast Method of Paragraph Development.....	133
3.5.2. Cause and Effect Method of Paragraph Development.....	134

3.5.3. Definition Method of Paragraph Development.....	135
3.6. Typical Approaches-oriented Essay Writing Instruction.....	136
3.6.1. Product-oriented Essay Instruction.....	136
3.6.2. Process-oriented Essay Instruction.....	138
3.6.3. Process-Genre oriented Essay Instruction.....	141
Conclusion.....	144

Chapter Three

Academic Essay Instruction

Introduction

This chapter displays essay instruction in its academic context. First, an overview on essay genre development is set across time in order to understand the current position of essay instruction. Second, essay structure is displayed in terms of introduction, thesis statement, body and conclusion, and each part is separately discussed. So that parameters of academic essay format are clear. Third, this chapter presents rhetorical modes, characteristics of essay and methods of development, and these aspects make the boundaries of essay in its academic context. Fourth, essay instruction is presented in the light of the four approaches discussed in the previous chapter. Therefore, the academic essay is applied to the major approaches to writing instruction. Accordingly, the present chapter aims to discuss the effective essay instruction in EFL classes.

3.1 Essay Genre: Definition between the Past and the Present

EFL students are expected to write an essay at university. As EFL students, they write long pieces that must be divided into several paragraphs about one topic in response to a question in a classroom assignment or in an exam requirement. Hence, they display their real writing proficiency level from novice to advanced levels. At a university level, essays are based on questions and answers to guess EFL students who write effectively and academically.

Essay is a term that has been first used by Michel de Montaigne in the 16th century to describe his piece of writing. Generally, essay is defined as any short non-fiction piece of writing that can be an editorial or a critical study. Another literary definition seeks distinction between an article which is an information source, and essay which uses

information to support ideas. Essay was and is still considered as a long piece of writing that is produced to display information in forms of paragraphs which turns around an outstanding topic.

In term of its structure, most of the early definitions focus on its loose structure. Johnson (1963) calls the essay as “irregular and undigested performance”. However, several famous essayists such as William Hazlitt and Ralph Emerson are known for their causal nature of their writing that has differed according to the occasion they write in. Despite of these differences, these essayists have followed a certain ongoing principle. This principle is the design of famous essayists writing which is described as patterns of thoughts that reflect the process of mind thinking and working rather than formal patterns of organization.

The types of essays oppose formal versus informal and impersonal versus familiar. However, essays are of common features as a kind of critical writing; they are imprecise and sometimes contradictory. The informal essay describes the format or the tone of text. Another essay type is the personal which describes viewpoint of an essayist while conversational essay refers to language of the writing piece which depends on its content and aim.

Nowadays, EFL students may encounter essay assignments in university mainly at intermediate and advanced levels. “An academic essay is a written text, rarely fewer than 500 words or more than 5000 words in length, on a topic related to a course taught at a school, college, university” (Soles, 2009: 6). Essay is then one of the most common written assignments that EFL students are required to submit at university. In addition, essays are written for various purposes: to inform, to entertain, to explore or to persuade. More precisely, essay is generally written in response to a question.

EFL students are expected to present point of view that must be stated in a thesis statement, and then they develop a supporting argument for the proposed thesis. Each student can employ an individual approach to essay writing; however, there are fundamental steps that should be involved in its process. Academic essay remains an important method of assessment and enables examiners to discriminate between EFL students' real levels. It also enables them to display the skills and the abilities they possess. As the essay writing has evolved, it has become much more demanding when posing questions which allow EFL students to display their real skills of writing.

3.2 Structure of Academic Essay

Writing an academic essay presents a coherent set of ideas that lead to an argument. Since essays are linear, they display ideas at once, yet they much present the ideas in certain understandable order that can successfully fit the readers' logic. Consequently, the academic essay has a certain structure that clearly spells the information that the reader needs to know and the order through which they require to receive it. Meanwhile, coherence and unity keep the structure consistent and comprehensible.

The essay structure is unique although there are certain guidelines for writing essay types. Connelly and Forsyth (2012) state that the challenges of writing an essay in terms of its planning and preparation. Accordingly, an academic essay has certain implicit conventions. Therefore, structure helps the students to plan their essays and to organize their material by distributing and expanding them through three elements which constitute the essay. The following table clearly describes the structure of an academic essay which fits the academic context. The introduction, the body and the conclusion are the major parts of the essay.

Essay Outline

TITLE

- I. Introductory paragraph
 - A. Gets the reader's attention (capture his/her interest)
 - B. Tells the reader what to expect in the essay
 - C. Is usually shorter than the body paragraphs
- II. Body Paragraph #1
 - A. Often begins with a topic sentence
 - B. Explains one of three major points about the topic
 - C. Might contain reasons and examples
 - D. Is linked to the following paragraph
- III. Body Paragraph #2
 - A. Might have the topic sentence as the second sentence
 - B. Discusses a second major point about the topic
 - C. Might contain quotations and statistics
 - D. Is linked to the following paragraph
- IV. Body Paragraph #3
 - A. Might have the topic sentences as the last sentence
 - B. Discusses the last major point about the topic
 1. The last point is often the most important point.
 2. The other paragraphs may have been building toward this one.
 - C. Might contain opinions and personal stories
 - D. Is linked to the following paragraph
- V. Concluding paragraph
 - A. Usually begins with a word or phrase that signals the ending
 - B. Lets the reader know that the essay is over
 1. Like *THE END* in a children's book, it signals the end.
 2. If it is done well, the reader would never turn the page.
 - C. Is frequently shorter than the body paragraphs

Table 3: Structure of Academic Essay (Mackenzie, 2007:13)

This figure shows that the essay structure maps the writing arguments in a certain logical framework. The introduction builds up a certain guide to the reader that controls the direction of the topic. The paragraphs of the body state the main ideas that each one is detailed using examples that are linked and flow down logically. The concluding paragraph states final comment and impression of the student.

3.2.1 Introduction of Academic Essay

Introduction identifies the main issues that are to be displayed in the body paragraphs, and it explains and justifies the methods of analysis to be used. It further assesses the quality of available evidence; it comments on the essay topic. Moreover, it defines and explains any difficult or ambiguous terms in the title and keywords. It directs the readers by stating which aspects of the topic that the students intend to cover and to justify. Kellogg (2004) states that the excellent introductory paragraph includes “a rather broad, attention-catching comment on the topic” (23), and it contains less ‘factual information’ which is needless in introduction and needed in body paragraphs.

The introductory paragraph is the first paragraph of any academic essay, and the last paragraph that a student writes after body and concluding paragraphs. It introduces the topic of the whole essay and its main and controlling ideas that must be clearly expressed in thesis statement. This paragraph is the most important part of an academic essay, for it provides its readers with a general overview about the following paragraphs. This is also called opening paragraph which is written in a certain manner that spurs its readers to continue reading till the conclusion.

3.2.2 Types of Introductory Paragraphs

An essay without an introductory paragraph may start too abruptly. Consequently, the students must lead their audience to the topic in a striking way that makes them read the whole essay. In other words, the introduction aims to get the readers' attention and to introduce essay topic. Accordingly, the good introductory paragraph is relevant, so the students stick to the main topic. It also contains at least three to four sentences before thesis statement. The introductory paragraph can be formalized according to the essay topic. Several ways are used to write diversified introductory paragraphs.

Funnel introduction is the most common type of introduction. Cleary (2008) demonstrates that

The beginning where the general topic is given, is very wide, becoming gradually narrower as the specific focus is introduced. The base of the funnel represents the point of transition from the introduction to the body of the essay. (265)

It starts with a general overview of the subject, and then the sentences narrow the subject until the writer gets the specific topic that is expressed in a form of a thesis statement. It is also called a general-to-specific introduction. Because it is wide at the top and narrow at the bottom, this type of introductions is called funnel. The first sentences begin with what the reader already knows and stress generalizing the topic by providing a background about it. Moving to the other sentences before the thesis statement, the readers move to what they ignore.

The attention-getter is a sentence that grabs the readers' attention and interest, and pulls them into the rest of essay. The students avoid writing clichés and overly general statements, but they can use meaningful quotations or proverbs. They can also use a thought-provoking point that is related to the thesis to catch the readers' attention to read the rest of essay. The elaboration is the longest section in the introduction which leads the

reader to the main idea stated in thesis statement. The transition to thesis statement is where the students introduce the text genre that they are to discuss in the rest of the text. Finally, thesis statement displays the thesis and its subtopics in the last sentence of the introductory paragraph.

Anecdote introduction is considered as the most effective type of introduction, and it tells a story that is closely related to the topic. Using anecdotes in essay amuses the readers with a brief story that attracts them to complete reading the essay. Anecdotes can entertain the readers and express the writers' viewpoint indirectly. Renkema (2004) states that the anecdotal introduction presents concrete and vivid evidence than the statistical evidence. The recitation of the story appeals to the readers' feeling in introduction. Thus, it is a striking method for introducing a topic, and the briefer the story is the more attractive it will be.

It is an easy technique to introduce the topic of essay. EFL students can quote lines from a reliable source that best supports the topic. The quotation can be interesting words taken from an article in a journal or from a book; it can also be a proverb. Meckenzie (2007) states that quote can be an effective start, for it gives the essential of the following content, and it helps the reader to get connected by their past experience. The quote can be direct or indirect. A direct quote normally cites authors's exact words between quotation marks; whereas, the indirect quote summarizes or paraphrases what someone has said or written.

Statistics and facts are used to introduce the essay topic; it is to present interesting facts and statistics that support the topic. Accordingly, EFL students are to aware of the commonly known. Students must enrich their knowledge with facts and statistics through

reading plenty of journals and newspapers. This type is an attractive strategy because once the readers' attention is captured using a striking fact, they will tend to keep reading.

3.2.3 Thesis Statement in Academic Essay

A thesis statement is the closing sentence of the introduction that informs the reader of the content, the argument and the direction of the academic essay. EFL students write their thesis statements to identify their topics and their views towards those topics. Accordingly, their readers can expect what should appear in the rest of lines in that essay. Eby (2013) summarizes the importance of thesis statement in that

Once you have a thesis statement that states the main point of the paper and outlines the direction in which the argument is headed, the bulk of the work is complete. These elements are the meat of a thesis statement. The rest of the work is adding the depth and finesse that get a paper noticed. (69)

A thesis statement is the sentence that guides both the students and the readers along the whole essay.

In an academic essay, a thesis statement is necessary. First of all, the students formulate a thesis that must cover the main idea in form of one declarative sentence and stress their topic. Its formulation reflects EFL students understand their topics. Their thesis statements guide to organize their essays. Second, a good thesis statement helps readers understand the rest of essay. Thus, a well-organized essay is a result of good thesis-support structure. A thesis statement declares the essay topic, and the body explains and supports it. It makes the readers expect the organization of ideas. If the body paragraphs meet the readers' expectation, the essay is well-organized. It is the core and the nucleus sentence that controls the whole essay.

3.2.4 Characteristics of Thesis Statement

A thesis statement is a declarative sentence, so it should not be in a form of title or a fragment. For example, it cannot be like “the effects of anxiety on learning a foreign language”. Furthermore, it should not be in a form of question; for instance, “how can anxiety affect students’ learning of a foreign language?” Kirszner and Mandell (2012) set that effective thesis statement has four main characteristics: it 1) communicates essay’s main idea, 2) is more general topic, a statement of fact or an announcement of the student’s intent, 3) is carefully worded and 4) suggests the essay direction, focus and significance. Hence, it is not in a form of commands; such as ‘note the differences between speaking and writing’.

A thesis statement expresses arguable idea, it is not a fact such as “Harvard University was founded in 1636”. Furthermore, it should not be in a form of announcements in part of students. For instance, they write “in this essay, I will present...” Moreover, it should not be unarguable personal opinion; for example, “I like English”. A thesis statement must be specific and narrowed, and EFL students should not write overgeneralizations; they should also narrow their thesis statements; for instance, “learning a foreign language is very difficult”. It should treat one topic; for example, the student cannot write “EFL learning and growing up children are hard tasks to do”; otherwise, the whole essay misses the unity. Furthermore, it sets boundaries for the essay and controls its direction, and it leads to its development in an academic form of an essay.

3.2.5 Body Paragraphs of Essay

The body of an essay is composed of many paragraphs that must fit the size of an assigned or chosen topic. Robitaille and Connelly (2006) state that

Each paragraph in the body of the essay develops one main point (topic sentence) that supports the thesis of the essay. The topic sentence should present an idea that can be developed in one paragraph, and the topic sentence should support the thesis of the essay. (101)

Each paragraph deals with an identifiable point or sub-point. The point is normally the topic of the paragraph, and it is clearly expressed in the topic sentence which appears as the first sentence of the paragraph. Each paragraph focuses on one point that is related to the essay topic but not on the topic of the essay itself. It must be opened by a sentence that is not a fact or an example, but it is a statement that needs supporting details using fact and examples.

The body of the essay develops EFL students' arguments or themes. They take each main point and support it with examples and details; they break the material down into paragraphs, and they write one paragraph for each aspect of the topic. A paragraph in the body may raise or develop an issue. The first sentence is often the topic sentence; it explains what the paragraph is about. As EFL students develop their arguments; they must move from one sentence to another, and so do they by moving from one paragraph to another. They involve transitions to smooth the way for the readers, and they remind them where the students have been and where they are going. They also use linking words that are used as signposts to help the readers to make transition from one paragraph to another.

3.2.6 Parts of the Body Paragraphs

Since the body is the longest part of an essay, it contains various parts that compose two, three and more paragraphs. The different parts of the body paragraphs are similar, for they are repeated in each paragraph. The topic sentence appears by the beginning of each paragraph while the supporting details or developing sentences follow it in a logical order. The concluding sentence puts an end to the paragraph, yet it indicates the subtopic in the next paragraph.

3.2.6.1 Topic Sentence in Academic Essay

If a thesis statement is a nucleus of an academic essay, the topic sentence is the guide of a paragraph. In an academic essay, topic sentence is a sub-thesis statement that organizes and requires development in each body paragraph. It pictures the organization and the content of the paragraph; it previews the main idea and its method of development. Accordingly, EFL students write their topic sentences using a certain specific language and avoid generalization that broadens the topic rather than narrows it.

The topic sentence is a linking sentence that relates the paragraph to the thesis statement. “Each topic sentence connects the material in that paragraph to the essay thesis” (Hamilton, 2011: 101). It supports the essay’s thesis statement and guides the reader to a developed series of arguments that support the whole essay topic. It also unifies the content of the paragraph and demonstrates a sense of organization. It further presents the topic to be discussed to the reader. Moreover, it establishes the pattern of organization in a maximum of one and a half line sentence.

3.2.6.2 Supporting Details and Developing Sentences

Supporting details and developing sentences are facts, examples and even statistics that lead to complete understanding the main idea that is expressed in the topic sentence. They are details that clarify, illustrate, explain, describe and expand the main idea. Moreover, they answer the indirect question raised in the topic sentence like who, what, when, why and how. The concise writing is measured by the relevance of its details; the concise paragraph does not contain irrelevant details that do not support the main idea. Hence, EFL students must be aware of selecting the details that fit and support their ideas.

Pattern of organizing the supporting details differs from one paragraph to another according to the details themselves and the nature of the topic being discussed. Scarry and Scarry (2013) declare that

The quality and number of these details will largely determine the effectiveness of the writing. You can hold your readers' attention with your choice of details or you can lose your readers' interest because your details are not compelling. (317)

EFL students can compare between two things to show the similarities; they can contrast between them to establish the differences. In other cases, they can present statistics to sensiblize the readers with a situation. Moreover, the students can use quotes from authorities that can also be summed up or paraphrased to support the main idea. They can also rely on a vivid description that pictures the real image of the topic.

Moreoever, there are two types of supporting details: the minor idea and the major supporting details. The main idea and the major supporting details are the main frameworks in the paragraph. The major details represent the primary details that mainly support the main idea expressed in the topic sentence. Paragraphs are also supported by minor details.

The major details explain and develop the main idea of the paragraph; however, they cannot be used without the minor supporting details such as examples and facts.

Major details directly support the main idea, and they can explain it in detail. Major details can list types of reasons, ways, steps, causes, differences and consequences that support the main idea. They also answer the question: how, what, where and why. They help locate the main idea, and make the readers understand the piece of writing they are reading. On the other hand, Minor details add information to the major details that support the main idea. They rather clarify the major supporting details (Zadina, 2013: 201). Thus, they explain the major details while they support the main idea. Minor details can be examples, figures, statistics and facts. They usually follow the major detail that they explain.

3.2.6.3 Concluding Sentence

A concluding sentence is important in a paragraph especially in academic essay. It shows the end of the paragraph. Griswold (2002) claims that “a concluding sentence retells the content of the paragraphs and closes the paragraph... students should create a fresh, newly-worded sentence for their concluding sentence” (34). It also leaves a final statement of the main idea of the whole paragraph. A concluding sentence summarizes the main idea in a single sentence. It also provides a definite ending point for paragraphs. Moreover, it can give an opinion, and it is usually noticed by its transition signals such as finally, in short and in conclusion.

The closing sentence also serves as transition to the next paragraph of the same essay. EFL students paraphrase their paragraphs in one sentence without details. They should keep the key ideas and words that are used in the introduction and the rest of paragraph. The closing sentence is supposed to recapitulate the main idea of the paragraph, so a quote should not be used a concluding sentence. Hogan (2011) states that “the

concluding sentence should leave the reader feeling that the writer has said everything needed to support and develop the topic sentence.” (41). EFL student is expected to make suggestions and predictions and even ask questions.

3.2.7 Conclusion of Academic Essay

The closing paragraph consists of main points, and it is a restatement of the thesis statement by using different words. In other words, it is the final comment on the essay topic. It brings the main ideas in one paragraph, so it aims to make the reader feel the end of the essay. It ends up by persuading the readers with a final balanced argument. Essay conclusion is one paragraph length. For many EFL students, conclusion is considered as a summary of the whole essay that reminds their readers with the main points discussed in the body paragraphs. This is not totally correct because it is less creative and less interesting; the conclusion may also discuss wider implications.

The conclusion is the leading part in essay; it is not merely a sum up of main points and ideas. It is the final part that the reader sees, so it tends to stick in the reader’s memory. It also tends to remind the reader of the importance of writers’ topic. “The conclusion should bring the reader back to the question and back to thesis.” (Kellogg, 2004: 33). Hence, a conclusion is not simply the lost paragraph; it is a working part in the essay. In other words, it is the place where the students push their readers to guess the consequence of the discussed topic.

An effective conclusion should not only summarize the main point of essay. It should restate the thesis, so EFL students can remind their readers that they have proved that thesis over the course of their essays. An effective conclusion should include a synthesis not just a summary. Instead of listing the main points, EFL students can draw these points together and relate them to each other. Another key function of an effective conclusion is that it

provides a context for the students' argument; thus, the reader finishes reading without understanding the importance of the argument.

3.3 Unity and Coherence in Academic Essay

EFL students can prove their writing proficiency not only through writing a block of words but through writing unified and coherent paragraphs. Skills for unity and coherence of developing paragraphs are not applicable to writing individual paragraphs in an essay, but they can also help linking between those body paragraphs of an essay. Unity and coherence are two ultimate objectives of teaching academic essays. The students who can keep them along their essays and paragraphs are considered as proficient writers.

3.3.1 Unity in Academic Essay

Paragraph unity refers to the harmony between the topic sentence and supporting details and developing sentences in a paragraph, and so does the essay as a whole. Lepionka (2008) states that

Unity is the quality of centrality and relevance, or the belongliness. That is all the paragraphs in a section relate to the purpose of that section, and all the sentences in a paragraph relate to the point set out in the paragraph's topic sentence or thesis statement. (118)

If EFL students achieve such unity, they decide on topic sentence on the level of paragraph writing. If the topic sentence is very broad, the paragraph may deal with many topics. Nevertheless, when EFL students write essay of several paragraphs, they should write specific topic sentence for each body paragraph because it deals with only one of sub-topics stated in thesis statement.

A topic sentence may vary in its position in a paragraph. Whenever students discuss it, they refer to the first sentence in a paragraph. A majority of topic sentences stand at beginnings of paragraphs, but a topic sentence may also appear at the end of a paragraph if students present the supporting details at first and conclude with the central point stated in the topic sentence. Though some topic sentences appear in the middle of a paragraph, skillful students can use of all these different positions to achieve their objectives.

Unity requires that the supporting sentences match the topic sentence. When EFL students collect materials and write their first draft, they may write one or two sentences that are irrelevant to the topic. In general, this does not present a serious problem for the students because it can be easily corrected when they revise and proofread their first drafts. Similarly, paragraphs of an academic essay may drift away from the thesis statement; therefore, they lose the unity along the essay. Hence, each body paragraph must actually support the thesis.

3.3.2 Coherence and Cohesion in Academic Essay

Coherence and cohesion are two terms used mutually to refer to semantic and linguistic flow of sentences and paragraphs in an essay. In the body of an essay, coherence exists on three levels: within a sentence, between sentence and between paragraph. Coherence refers to the proper order of ideas that is presented in space order, time order and logical order. On the other hand, cohesion refers to the use of transitional words and phrases like conjunctions, connectives and adverbial phrases. Cohesion serves to keep coherence in the text, for the repetition of a key term can keep coherence, and so do the pronouns which can be means of transition between the sentences and the paragraphs. Gelbukh (2012) shows that

Coherence defines the overall structure and meaning of the text -the discourse. In other words, cohesion is the fabric while coherence is the outfit. Obviously, same fabric could lead to very different outfits, and some are more 'coherent' than others. (450)

Coherence and cohesion keep the chain of ideas in a certain harmonic way; they further keep unity and relevance of topic development.

The order of body paragraphs is important in an academic essay which is set due to the topic and the type of the essay itself. In a narrative essay, the paragraphs follow the time order of the events, so it gives a clear line of development for its readers. In an expository essay, logical order enables the essay readers refreshing their memory. In a descriptive essay, the space order and even the order of importance can help the readers imagine the place or the person being described. Lepionka (2008) defines coherence as "the quality of sequentiality and integrity, or togetherness. Sentences and paragraphs progress in a logical or natural order, flowing smoothly from one to the next while sticking together in meaning" (118). Coherence is the semantic consistency of sentences positions in a paragraph as well as the paragraph in the essay.

Sentences should be tied together through the transitional devices to form a coherent paragraph. Accordingly, the principle is applicable to sentence and paragraph levels. In an academic essay, the paragraphs appear in such a harmonic order but not in a form of isolated blocks of words. They should be linked together in a unified whole showing the progress of thoughts supporting the essay thesis. With transitional devices, EFL students can avoid writing choppy essays, for they link the paragraph to the previous and the next paragraphs, and so do they with the sentences of a single paragraph.

3.4 Rhetorical Modes of Essay Writing

Rhetorical modes are strategies, methods and ways of presenting a topic through writing. Knowing about the modes can help EFL students to comprehend the organization of most kinds of writing. These latter are mainly related to the ways human brains process information. EFL students choose one mode that can better match to the topic, and they will better organize their writing and help their audience to process information. Rhetorical modes help the students to accomplish their purpose of writing a text. Each mode has its 'own structure and language'. Moreover, written texts are normally organized based on a certain discourse mode (rhetorical mode), yet it is supported by another mode. (Benjamin, 2006: 37). Hence, there is no text which purely uses one discourse mode; any text contains at least two modes.

Rhetorical modes are also called modes of discourse. These modes are used by students in a complex way. The simple modes include description and narration; whereas, the more complex modes include exposition and argumentation. Using these rhetorical modes is like putting together the pieces of a puzzle. In each paragraph, there is at least one mode, and one essay uses a variety of modes. Therefore, the modes are useful to help EFL students to learn how to develop paragraph and even longer papers in different subjects and settings.

3.4.1 Narration Mode of Essay Writing

Narration is a rhetorical mode used to present events in the past, the present or even the imagined future. EFL students focus on facts mainly historical; they recreate experiences for their audience as in personal essay. They tell an anecdote to introduce a discussion or illustrate a point. They envision images of the future as in a proposal for a new policy or project. A narrative relies on personal experiences; it is often in the form of a retold story. When the students use this technique, they integrate all the elements of storytelling: plot, character, setting, climax and ending. It recreates the characters in an authentic way, so the readers can understand and visualize the people or animals of the story (Wyrick, 2010). It is usually filled with details that are carefully selected to explain, support or embellish the story.

Narration aims at telling stories and narrating events or series of events. This mode frequently uses the tools of descriptive writing. It is a useful tool for sequencing or putting details and information into some kinds of chronological order. Narrative writing is shaped in forms of anecdotes, autobiographies, memories, biographies, novel and short stories. For instance, a narrative essay can be entertaining and telling a personal experience about the best day of the student's life.

This rhetorical mode is a mode that presents ideas in a certain specific and organized way that best fits the purpose and the audience of the essay. A series of events can be described chronologically from the first event till the end respecting the real order of events. Some narratives start from the middle or even from the end as an entertaining way of telling events using certain flashback. A set of indicators can be used to express the sequence of events and state the narrative mode different from other rhetorical modes such as time expressions like connectors and tenses.

3.4.1.1 Characteristics of Narrative Essay

Narrative essay describes the plot and the action expressing information using first person, second person or third person. In a narrative essay, first person tells a story on part of narrator who is placed in the text as a character referring to him through the speaker pronoun “I”. This type of narrative essay is used in memoirs and autobiographies, expressing narrator’s inner thoughts while second person is not commonly used; it is when the character is referred to using pronoun “you”. As a result, the text reader of the text is also an actor in the essay. Concerning the third person, it is the most common academic writing, and the storyteller refers to characters using third singular and plural pronouns: “he”, “she” and “they”.

In a narrative essay, students must use certain time markers that best describe the sequence of events such as yesterday, last week, next, then and after. Meanwhile, the events are commonly told in the past tense; however, the present tense is used for generalization as statements of the main ideas. On the other hand, the present perfect tense is used for actions that still continue.

3.4.1.2 Structure of Narrative Essay

Like any academic document, narrative essay consists of an introduction, a body and a conclusion. The introduction seeks introducing the story and hooking reader’s attention. The body paragraphs are organized according to the sequence of events, commonly describing an event along one paragraph by the end, a conclusion describing the closing of events. The introductory paragraph consists of sentences that state the events to be narrated, and it even demonstrates the place and the time of events. The loosely organized paragraphs break down the events into sub-events and give each one of them a full description. The conclusion is mostly brief, and it gives a final comment about how, where and when these events fit the audience on a larger scale.

Part of the essay	Purpose
Introduction <ul style="list-style-type: none"> • Hook • Setting the scene • Thesis statement 	Catches the reader attention states time and setting of onsets states the significance of the story
Body paragraphs	
Para 1 <ul style="list-style-type: none"> • Beginning • Action 	Topic sentence Detail1 Detail 2 } First major event Detail 3
Para 2 <ul style="list-style-type: none"> • Middle • Action 	Topic sentence Detail1 Detail 2 } Second major event Detail 3
Para 3 <ul style="list-style-type: none"> • End • Action 	Topic sentence Detail1 Detail 2 } Climax Detail 3
Conclusion	<ul style="list-style-type: none"> • Analyses and reflects on the event. • Restate the significance of the story • Use flashback

Table 4: Structure of Narrative Essay
 (adapted from CLRC Writing Center. Santa Barbara City College)

A narrative essay follows the structure of an academic essay, for it contains an introduction, a body and a conclusion. In the same time, it contains the main components of a story as plot, character, setting and ending. It states the story purpose in an integrative way in the context. A narrative essay is presented through a rich usage of descriptive language and certain stylistic elements.

3.4.2 Description Mode of Essay Writing

Description is a rhetorical mode used to create an image of a place or an object, to sketch a person's character or to provide images that evoke and share a feeling. A description mode is of two subdivisions: subjective and objective. Subjective description emphasizes the emotional impact of scenes like in personal essay. Objective description sticks to the physical details as in scientific or technical reports. "descriptive writing portrays people, places, things, moments and theories with enough vivid details to help the reader create a mental picture of what is being written about" (Ghaith, 2001). It concretizes the abstract ideas about the described objects or people.

Descriptive writing is a form of sensory details which appeal to readers' emotional, physical or intellectual sensibilities. It is arranged spatially, but it can be chronologically organized. Description uses tools such as figurative language, metaphors and simile to arrive at a dominant impression for the readers. In other words, it aims at recreating, inventing or visually presenting a person, a place, an event or an action. As a result, its reader can imagine the description. Descriptive writing can also come in forms of poetry, journal writing, witness statement and lab reports.

3.4.2.1 Characteristics of Descriptive Essay

Descriptive essay is mainly used in an academic context. It lists information on a subject or an idea. It further provides a platform for the feelings of essay writers on ideas or subjects. Hence, they describe an object, a person, a location or even an experience using a certain language that shows a certain expressive style. It mainly includes description, opinions, comparison, personal perception and even sensory perceptions. The descriptive essay pictures vividly and comprehensibly the unique qualities of the described people or objects.

Descriptive essay tends to express writers' ideas using a certain figurative language. Its writers use words, phrases and symbols; they further use figurative expressions such as simile and metaphor in order to evoke mental images as well as sensory experience. EFL students use simile to compare two subjects that are not similar using 'like' and 'as'; for example, 'as black as coal' and 'as busy as a bee'. Moreover, metaphors can be used by students to compare between not similar objects but without using 'like' or 'as'; for example, 'Kathy came into the shop with an army of children'; 'the wheels of justice turn slowly'. Personification is another aspect of figurative language used in descriptive essay that gives the inanimate objects a spirit of human life and qualities; for example, 'the flowers dance on the breeze music'. In descriptive writing, students paint with words, sentences and paragraphs in an essay.

3.4.2.2 Structure of Descriptive Essay

A descriptive essay is like any academic document that is composed of four main parts: introduction, thesis statement, body and conclusion. First, the introduction catches the reader's attention and explains the reason why the described object or place is important. It ends with a thesis statement that clarifies the main points to describe. Second, the body paragraphs describe each point in details in one paragraph for using a sequence of more than

two paragraphs. Third, the conclusion comes as a final paragraph that summarizes why the described object, person or place is important.

<p>Introduction (Should start with a strong opening which may be a quote that catches the Reader’s attention. At the end of the introduction the writer provides a thesis statement related to the depicted object, person, situation, experience, etc. In the thesis statement the writer reveals the reason he describes a certain object, person or situation).</p> <p>Body</p> <ul style="list-style-type: none">• <u>Paragraph 1</u>- The object itself (here the author reveals everything that he perceived referred to the object, person or situation he is describing. The author lists all the details which are important for making a vivid portrait. Uses metaphors and comparison).• <u>Paragraph 2</u>- The surroundings (The author has basically to show the reader all the surrounding of the described object, person or situation. The reader should feel like he is involved in the experience. Uses metaphors and comparison).• <u>Paragraph 3</u>- Sensual and emotional description (The writer uses his sense of taste, touch smell, sound and sight to make the experience “alive”. In other words here the author needs to “replay” the object, person or situation to the reader. Uses metaphors and comparison). <p>Conclusion (The conclusion summarizes the physical and emotional attitude of the author to the described object, person or situation. The conclusion restates the meaning and idea of this experience for the writer and the reason he actually describes it to the reader).</p>

Table 5: Structure of Descriptive Essay

Descriptive discourse mode of writing can be about a place, a person or an object. Essay can contain a description of a person who has to be imagined through words in the minds of the readers. The students of a descriptive essay should categorise the features of the described item in their essay accurately, so they could cover the physical and emotional features of the described item effectively.

3.4.3 Exposition Mode in Academic Essay

Exposition varies because it informs, clarifies, explains, defines and even instructs a topic. It presents ideas clearly using examples and definitions, so the reader can understand the writer's message. It also aims at explaining and analyzing information using relevant evidence and suitable discussion. In his introduction, Summers (2000) states that "expository writing is writing for real purposes and real audiences. These compositions must be experienced and descriptive while they are also being informative and instructive" (5). Its forms are reports, scientific papers, term papers and textbooks.

Roy and Laney (2012) state that it "it explains things, the word 'expository' comes from 'expose. When you expose something, you show what it really is... Different types of expository essays expose different things" (14). Although it is distinctively different from other types of essays, it may use the methods of writing such as cause and effect, classification and division, comparison and contrast, definition and process analysis. The expository essay further follows the standard format of introduction, body and conclusion. Thus, it provides the readers with a full understanding of a complex process or situation.

3.4.3.1 Characteristics of Expository Essay

An effective expository essay should be clearly and effectively structured, and it should be organized in a logical order. It has a clear introduction that involves a clearly stated topic followed by the arguments. Its body paragraphs state the subtopics separately and fully in each single paragraph. Each single paragraph starts with a topic sentence developed and supported by evidence, example and sometimes with quotations.

An expository essay creates effects and catch attention, for it uses specific vocabulary to specific topic and certain accurate writing conventions. It further does not use redundant language; it uses a variety of appropriate sentence patterns. Moreover, it links ideas appropriately within and between paragraphs. To do so, its writers use certain linking and transitional words and phrases. It should be written in the third person, and it should be free from errors in spelling, syntax, grammar, punctuation or paragraphing. EFL students further use appropriate formal register and avoid colloquial expressions, slangs, contractions or abbreviations.

3.4.3.2 Structure of Expository Essay

This genre of essays requires more investigation, evidence and arguments to develop and support the main ideas. It is like any other type of essays; it consists of three main parts which are introduction, body and conclusion. It is widely used in EFL classroom whether for instruction or for exam. The first paragraph introduces the exposition and ends with a thesis statement. The following paragraphs support and develop the thesis while the last paragraph puts an end to the thesis and the essay.

Introduction		Body		Conclusion
Presentation of topic	Thesis	Supporting paragraphs	Transitions	Restatement
1. Introduction of the topic 2. define the topic in the context of your paper	What will be the focus of your paper? What about the topic will you write about?	1. Maintain topic/thesis 2. Factual information 3. Examples 4. Quotes	To connect one paragraph to another Maintaining logical sequence	Restate the thesis or topic and main ideas Do not introduce new material

Table 6: Structure of Expository Essay (Eugenia Mora-Flores, 2008:47)

The parts of expository essay are held together by a clear and concise thesis statement in the first paragraph. It should be appropriately narrowed to fit the students' purpose of writing and to meet the interest of their target audience. The clear and logical transitions keep unity and coherence in and between paragraphs. The facts, statistics and examples support the expository essays with evidence. The concluding paragraph restates the thesis.

3.4.4 Argumentation Mode of Essay Writing

Argumentation is the most commonly written mode in EFL classes. It states the view and supports it persuading devices. The reader and the evidence are highly interesting for EFL students who express their opinions but objectively. They further control their propensity to convince their text readers to change their views towards the debatable topic or to take an action. In a well-written argumentation, the topic must be well-elaborated, so it indicates that the students are convinced with the view that they state in a whole essay.

Persuasion is another term to indicate argumentation mode, for it aims at proving the validity of an idea or a point of view in various forms. In persuasive writing, EFL students use sound reasoning, discussion and argument that thoroughly persuade their readers. They further urge them to take some form of action. This common genre of academic writing presents a central claim and supports it through evidence.

3.4.4.1 Characteristics of Argumentative Essay

The writing of argumentation is a formal type of argument. EFL students of the essay are required mainly to propose a debatable idea explicitly using supporting evidence and reasoning. They use formal academic terminology language. Furthermore, students should be objective and display opposite views. A convincing argumentation needs to be presented directly and straightforwardly (Podis and Podis 1996: 283). EFL students should write a well-defined, controversial and understandable issue. This issue must be arguable, and apt to be discussed fully in essay.

A convincing argumentative essay does not merely assert an opinion, and it presents an argument. It must be backed up by data that persuade readers that their opinion is valid. The data consist of facts, statistics and examples which originate from readings of article, books, interviews or even questionnaires. The students who write argumentative essay should seek to use educated sources that are not biased. They write with a reasonable tone, so they discuss the debatable topic fairly. They anticipate objections and make concessions that inspire confidence and show sincerity.

3.4.4.2 Structure of Argumentative Essay

The structure of the argumentative essay serves its readers understand the the thesis. To do this, argumentative essay is a genre of writing which requires investigating a topic, generating ideas, collecting data as well as establishing their attitudes towards the topic.

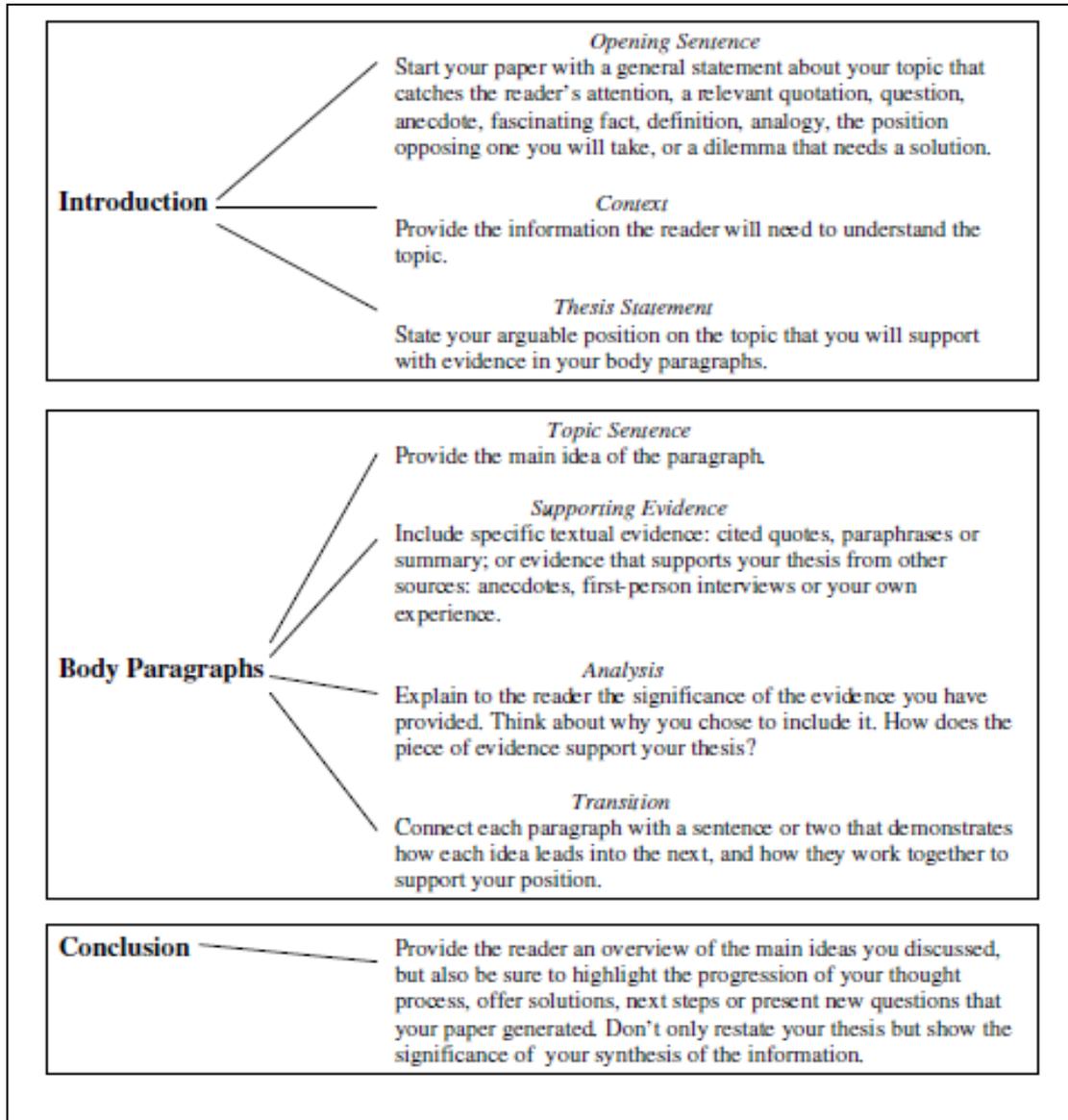


Figure 8: Structure of Argumentative Essay

(adapted from CLRC Writing Center. Santa Barbara City College)

As mentioned in the above paragraphs, the first paragraph starts with the opposing view to the student and then ends with a clear and concise thesis statement which states the students' arguable position. All the body paragraphs share the same feature which is supporting the arguable thesis statement. They include supporting evidence followed by an analysis and ends with a transition to the second evidence. The concluding paragraph includes an overview of the main ideas and shows a synthesis of the two opposing views which can be an offered solution or a raised question.

3.5 Methods of Essay Writing Development

Methods of essay development are patterns of organization that students use to organize their ideas about the topic along paragraphs of essay. Although writing does not rely on one method of development, an understanding of these patterns helps the students to organize their ideas and gets writing more quickly. A piece of writing can include comparison and contrast, cause and effect, definition, illustration and examples or process.

These methods are further several; they vary from cause and effect that employ the causes of a particular event and describes its effects. Process method also provides its results with directions and explains how mechanism and procedure work. Furthermore, definition clarifies a term or a concept to readers using synonyms and examples. Illustration also refers to the use of detailed examples to make abstract and general ideas more concrete and specific.

3.5.1 Comparison and Contrast Method of Paragraph Development

Comparison and contrast help EFL students to explore similarities and differences between two or more items, ideas, trends and works. Lindner (2005) states that

This method is frequently to highlight similarities and differences between literary features in English classes. In psychology, it is used to compare theories and treatments. It is also used in history class to compare great leaders and their actions. (266)

In comparison, EFL students point out similarities between two items; however, in contrast method, they show the differences. Furthermore, when they are writing essays, the students arrange their paragraphs either subject by subject or point by point.

A comparison and contrast essay may either discuss only similarities or only differences between two items or more. This kind of essay development can be organized in one or more types of patterns in one paragraph which must be used individually not mixing between them. The first pattern is the block method which presents details about the first compared or contrasted item, and so does with the second item. This pattern tends to work better with short essays. The second pattern is the point-by-point method which tends to present a point of similarity or difference of the first compared or contrasted item, and then it moves to the second point of similarity or difference. These patterns work mainly with longer essays.

3.5.2 Cause and Effect Method of Paragraph Development

Cause and effect method is concerned with why something happens, and it is generally a common method for organizing and discussing ideas. It demonstrates the causes of the phenomenon and its results, and it further explains the situation then traces back the causes (Bah, 2001). It helps EFL students identify, sort and display the possible causes of specified problems or quality characteristics. They mainly illustrate the

relationship between a given outcome and all the factors that influence it. Cause and effect essay is the most frequently recommended type as EFL students show their ability to connect and to concentrate on the reasons and actual and possible consequences that may happen. The cause and effect essay shows the students' ability to connect logically cause and effect of the event.

Cause and effect essay is a common technique of arranging and discussing ideas. EFL students normally discuss the reasons that make something happens, and then discuss its results. They use at least two kinds of methods for organization which are either block or chain organization. In block organization, the students discuss the cause or the causes of their topics before discussing their effects, and then they block the results separately. In chain organization, students usually follow format of discussing cause and effect in the same paragraph, so the readers will be able to see the connection between the two items more closely.

3.5.3 Definition Method of Paragraph Development

Definition method of developing an academic essay explains a term's meaning. Lindner (2005) defines this method

It is used in courses to define terminology. For instance, you may be asked to define a psychological term or condition... it can also be used as an assessment for understanding. For instance, a teacher might assign a definition essay on a topic like segregation. (276)

Some essays are written about concrete terms such as houses, forests and animals; whereas, other essays are written about abstract terms such as liberty, happiness and virtue. Using definition method, the essay writers tell their readers what term is being defined. They also present clear and basic information. Furthermore, they use facts, examples or anecdotes that help the reader to comprehend the term.

A paragraph that is developed by definition method answers the question “what is it?” It is usually used in exposition mode, yet it can be in one sentence or can exceed to a paragraph, an essay or even a book. It is usually combined with other methods of development. The definition is intended to clarify meaning; so it should identify the quality and limit the terms meaning.

Regardless of the method of development, effective paragraph keeps its unity and its coherence along its subordinate ideas which must be linked to its main ideas. The writing students further organize their ideas logically, so they can keep relevant content and logical organization along their short or long essays.

3.6 Typical Approaches-oriented Essay Writing Instruction

Essay writing instruction presents for long time a heavy burden for the scholars as well as writing instructors and assessors. Practitioners who depart from the principles of the approaches to models of writing instruction for EFL classes aim to enhance students’ writing as a communicative skill. The four major approaches to writing instruction are to be applied to academic essay instruction in this section of the present study.

3.6.1 Product-Oriented Essay Instruction

Under the tenets of this approach, teaching writing emphasizes mainly on its mechanical aspects represented in grammatical and syntactic structures using a sample model to follow. Correctness of final product is the primary concern in a product-oriented instruction. However, audience and purpose are both of less interest, and ideas are produced while writing. Product-oriented instruction largely focuses on forms of written product of the students. The exercises typically deal with sentence level and paragraph level organization. They are exposed to a framework that illustrates a pattern of rhetorical organization. Their tasks are to fit their ideas to the illustrated framework. Hence, the

content and the form are both controlled by the instructors, so this approach is to avoid errors.

As a result of audio-lingualism era, writing has been considered as the only supported skill. EFL writing classes focus on sentence structure as a support for grammar classes on students in a product-oriented classroom are to write an essay imitating a given pattern. Generally, they focus on their written products rather than on how they approach the process of writing. Writing is mainly concerned with knowledge about language structure, and writing development is primarily a result of imitating an input in forms of texts provided by the instructor (Badger and White, 2000). This approach is a teacher-centered as the instructors are the arbiters of the models (Brakus, 2003). Essay models are to be read, and EFL students draw the characteristics of model texts.

Product-oriented instruction may enhance students writing proficiency at the early stages of foreign language learning. Badger and White (2000) state that writing involves linguistic knowledge of texts that EFL students can learn partly through imitation. Arndt (1987) also argues the importance of models used in such approaches not only for imitation but also for exploration and analysis. Myles (2002:7) restates that “if students are not exposed to native-like models of written texts, their errors in writing are more likely to persist.”

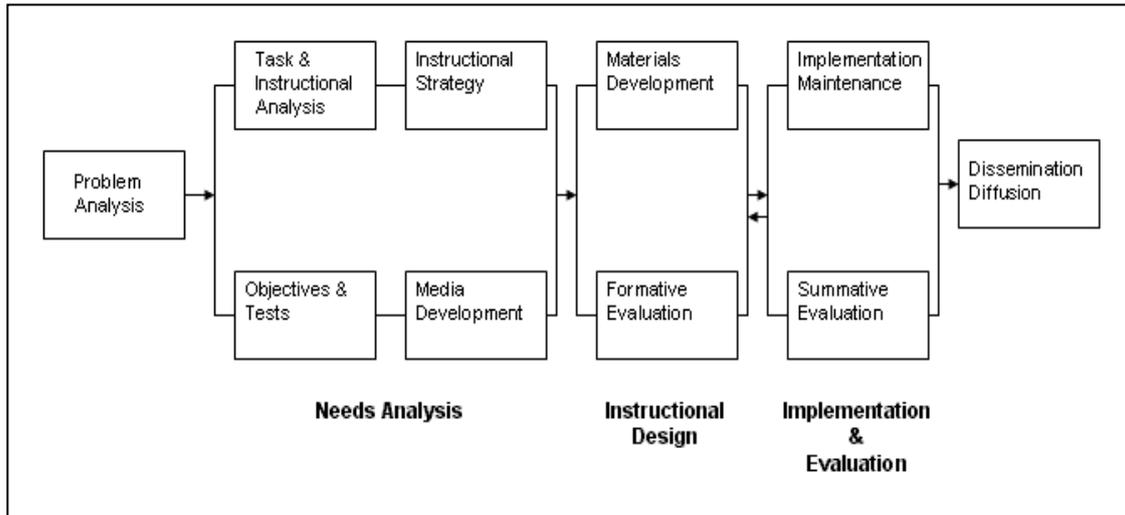


Figure 9: Seels and Glasgow Model (1998)

The above model shows that the product-oriented instructional design is composed of three phases: needs analysis, instructional design and implementation and evaluation. In the first phase, need analysis refers to both task and instruction analysis that integrate certain instructional strategy to achieve objectives and to design tests. In other words, it is the preparatory phase for the design of writing instruction. In the second phase, material development and formative evaluation characterize the instructional design phase. The implementation and evaluation of writing instruction sum up the instruction process in a product-oriented approach.

3.6.2 Process-Oriented Essay Instruction

A typical writing process moves through three main stages: pre-writing, writing and post-writing. In a process-oriented instruction classroom, the writing instructors follow the typical three stages, yet each stage is of a series of activities. The first stage is the pre-writing stage which is related to the set of activities that precede the writing of first draft. The second stage is writing of the first draft and its review by the peers while the third

stage is mainly related to post-activities of writing which revolve around revising and proofreading.

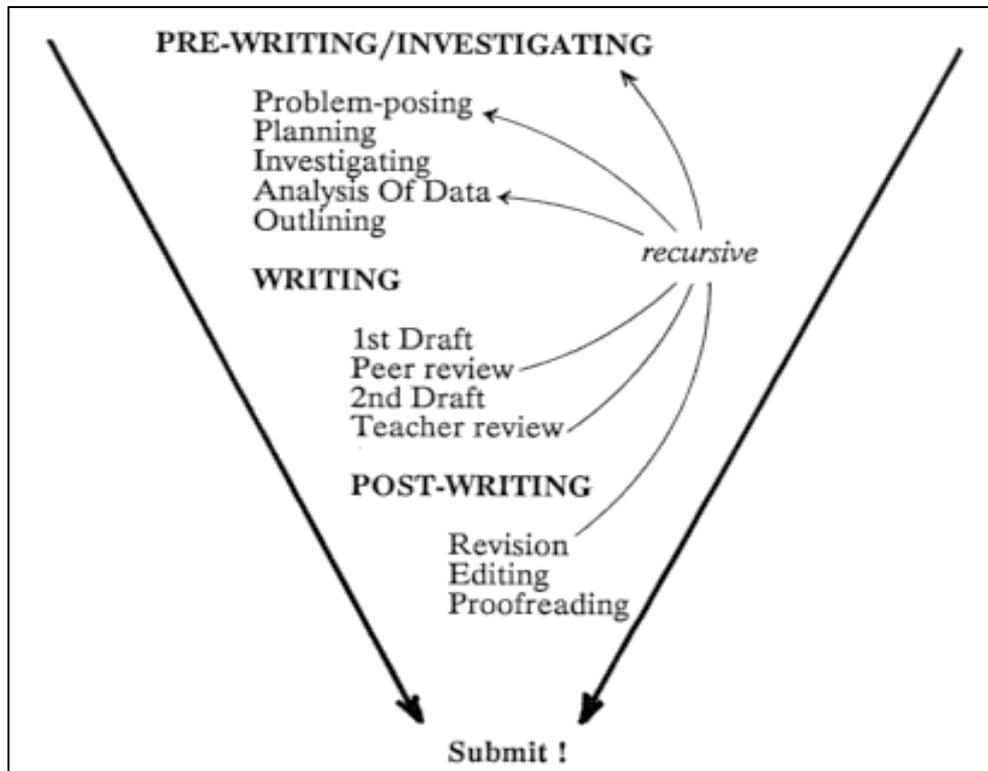


Figure 10: 'Diamond' Model of Writing Process

3.6.2.1 Pre-Writing Stage of Process-Oriented Essay Writing

Pre-writing is “any structural activities- oral, written or experimental- that influence active student participation in thinking, talking, writing and working on the topic under focus is a written lesson, stimulating higher level thinking as well as writing skills” (Oluwadiya, 1992). Pre-writing activities help the students to generate their ideas on paper. Generally, EFL students begin with vague and superficial idea of what they want to write about. Pre-writing exercises help students to remind what they know. Tyner (2007) clearly explains

Pre-writing activities differ from writer to writer, and there are a number of different activities presented in the text. You may have also discovered effective prewriting activities in other classes or through your personal writing experience. The more pre-writing options you are familiar with, the better you can tailor your prewriting to the writing task at hand. (36)

Pre-writing activities are various, and they can help students to move from their first impulse writing ideas to a well-defined topic that addresses the requirement of the assignment and the readers' needs. Most pre-writing activities are around clustering, cubing, dialoguing, dramatizing, listing and outlining. Most of these activities can be combined to fit the assignment needs.

It is generally about organizing the ideas and focus on the subject, sequence of the issues, the purpose and the targeted audience. Using an outline is one of the best means to organize and plan for best writing. An outline is general description and organization of the topic in a logical sequence and a diagrammatic summary, or it is a visual and a conceptual design of writing. In other words, an outline reflects a logical thinking and clear classification. It further aids in writing process, for it provides a snapshot of each section of the paper. It presents material in a logical form, and it shows the relationship among ideas and constructs an ordered overview of writing.

It is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering informative for writing. Planning activities represent the establishment of a scheme that lays out the important actions and the essential elements in essay writing. The students need to identify their writing purpose and to decide what information to be put.

3.6.2.2 Drafting Stage of Process-oriented Essay Writing

In this stage, the students put their ideas down in a rough form. The first draft is usually repetitive and full of mistakes, so a rough draft captures ideas and supporting details, and it is not to compose a perfect paragraph or essay on the first attempt. Drafting means writing or adding to a piece of writing composed to seem like a straightforward process. Drafting is the process of generating ideas, organizing them into a sequence, and providing the reader with a frame for understanding these ideas. Urquhart and Mcleaver (2005) have found that

In the drafting stage, writers are striving for one thing –getting their ideas down on the page in a relatively coherent way. Drafting represents the challenging transition from planning, or prewriting, to formulating the words and putting them on paper. (16)

The brain processes information as the students write their ideas down. They find themselves making connections and discovering new ideas as they are writing their first draft. Furthermore, the emphasis is on the content rather than on mechanics and conventions. It is a chance for them to put down their ideas and thoughts; they can compose rough drafts using the activities of previous stages: prewriting. The students then determine what to include and to exclude; thus, they organize their ideas effectively.

3.6.2.3 Post-writing Stage of Process-oriented Essay Writing

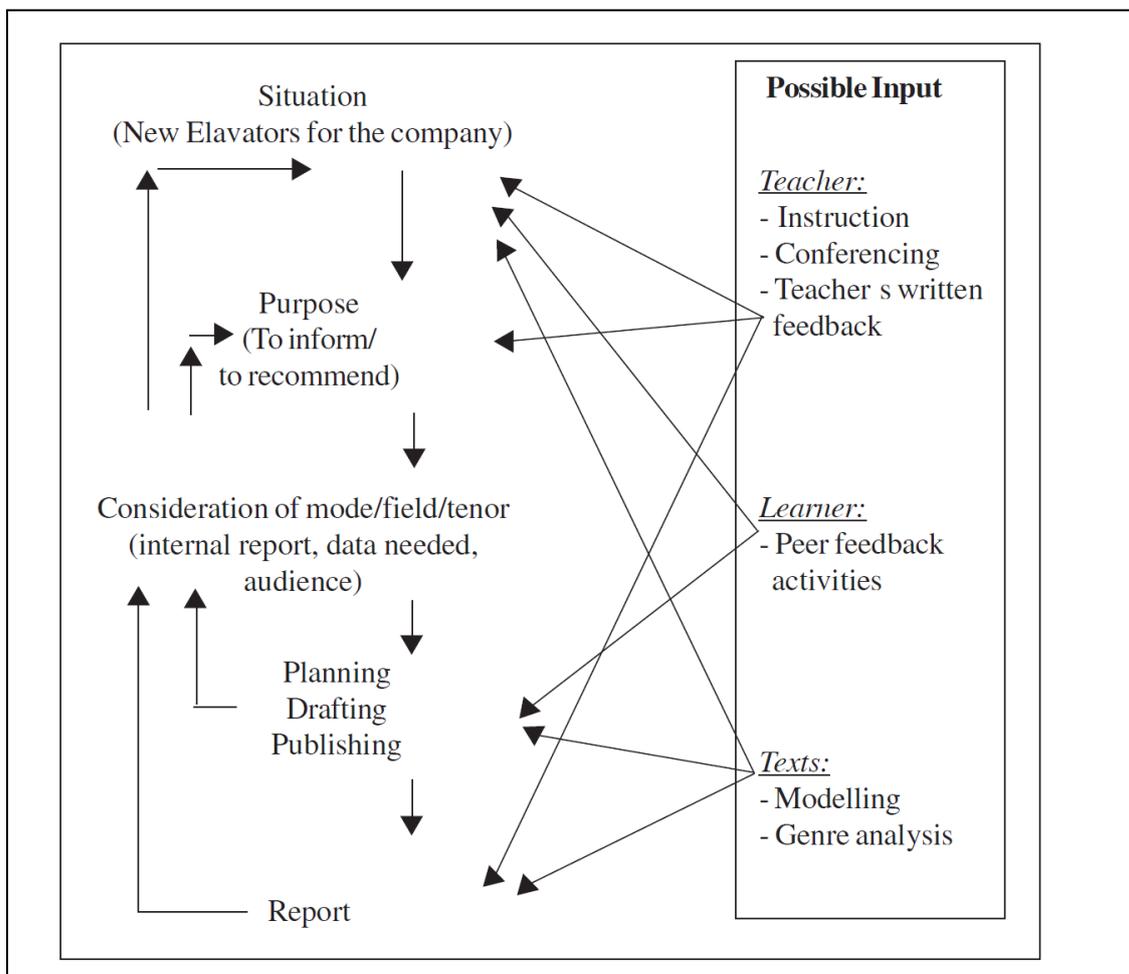
In this stage, the students revise, edit and proofread their writing. They review their texts with a view to altering and proving the entire message. They prepare their drafts by checking their style, word choice and grammar structure. They examine the final typed manuscripts to spot any last-minutes errors with a word processing program. They use a spellchecker and grammar checker if they are available. Richards and Renandya (1996) state that “post writing constitutes any classroom activity that the teacher and students can

do with the completed pieces of writing... the post writing stage is a platform for recognizing students' work as important and worthwhile" (319).

Post-writing activities help students polish their works. Many students consider post- writing and rewriting as the beginning of real writing. Teaching students to complete post-writing activities with each assignment helps them to grow as writers and gain confidence in their writing skills. In this stage, students look again at their writing to add, to substitute, to delete, or to modify the content to clarify meaning and express ideas. They also focus on the mechanics of the piece, and then they edit and proofread for spelling, punctuation, capitalization and syntax to enhance the clarity and effectiveness of writing. Students further share their work with others.

3.6.3 Process-Genre Oriented Essay Instruction

The synthesis of the three approaches makes the writing instruction emerge in a diversified model of essay writing instruction called process-genre approach. The process-genre-oriented essay instruction characterizes the students' creative thinking, and the way they form a text, their knowledge of linguistic features and specific discourse community where a particular genre performs. It combines process models with principles of genre approach. These principles draw on ideas from knowledge of context, the purpose of writing and certain text features, yet genre approach partly keeps philosophy of process like writing development and students' response.



**Figure 11: a Process Genre-Approach to Teaching Writing
(Badger and White, 2000:159)**

In this approach, writing instructors provide a real situation for EFL students to identify the purpose, mode of a written text, particular topic and intended audience. With adequate support, students can write appropriately to complete their texts. In other words, it provides them with opportunities for developing their individual creativity. Moreover, it helps them fully understand the features of target genres.

Implementing the process approach includes three stages:

- In the pre-writing stage, instructors are expected to help students generate ideas through brainstorming, reading materials and group discussion.
- In the writing stage, students are encouraged to make their first draft and express their ideas freely. When the draft is completed, students are advised to revise their drafts alone or in peer groups. At this stage, the transformation of the writer-reader role provides students with the opportunity to judge their writing from the perspective of audience.
- In the post-writing stage, with the feedback from the teacher and their peers, students are then ready for their final drafts.

Since EFL students are exposed to encounter range of genres, writing instructors raise students' awareness of a variety of genres in addition to the rhetorical modes like narration, exposition and argumentation. Instructors also need to guide their students to recognize differences between genres of different social cultural settings.

The model of process-genre-oriented instruction includes three stages: modeling, joint construction and independent construction of the text.

- In the modeling stage, a particular text genre is provided. Based on the instructors' direct instruction, text features, text context and text language of that genre are discussed and analyzed. In this model, the focus is on form, function of the genre and the process of writing a text.
- In the joint construction stage, after gathering data about genres and the writing process, EFL students are then asked to produce a similar text in loose collaboration with their writing instructor.

- In the independent construction stage, EFL students write their first drafts, and then start peer review, self-editing and teacher-student conferencing, finally constructing their own final “product” appropriately.

This teaching learning cycle helps students acknowledge the stages of writing process and also understand the way language is used contextually to express meaning.

Conclusion

In this chapter, the academic essay has been discussed in terms of its format and its instruction from different perspectives. It has been matched to the principles of approach to its instruction, so there have been product-oriented, process-oriented, genre-oriented and mainly process-genre-oriented essay instructions. The present chapter displays the objective of a typical essay instruction in EFL classes. It further paves the way to display the impact of the process-genre-oriented approach to essay instruction which represents the treatment procedures in EFL classes of Biskra University. The main focus in this chapter is the last section which gets the academic essay instruction applicable to the principles of process-genre-oriented approach to writing. Consequently, the theoretical pavement of this chapter facilitates the task of the researcher to execute these principles into third year LMD students of Biskra University. On the other hand, test the hypotheses and previous research findings that have pushed the present study forward.

Chapter Four: Methods of the Study (Field Work)

Introduction.....	145
4.1 The Pilot Study.....	145
4.1.1. Participants of the Pilot Study.....	145
4.1.2. Instrumentation and Procedures of the Pilot Study	147
4.1.3. Results of Pilot Study.....	149
4.1.3.1. Results of Pre-test of the Pilot Study	149
4.1.3.2. Results of Post-test of Pilot Study	157
4.1.3.3. Procedures for the Administration of the Main Study.....	165
4.2. Main Study.....	166
4.2.1. Participants of the Main Study.....	166
4.2.2. Materials and Procedures of the Main Study.....	169
4.2.2.1. Instructional Materials and Procedures.....	169
4.2.2.1.1. Instructional Materials and Procedures: Principles of Academic Writing Lessons.....	169
4.2.2.1.1.1. Lesson One: Grammar in Academic Writing Genre...170	
4.2.2.1.1.2. Lesson Two: Vocabulary in Academic Writing Genre172	
4.2.2.1.1.3. Lesson Three: Spelling in Academic Writing Genre...173	
4.2.3.1.1.4.Lesson Four: Punctuation in Academic Writing Genre174	
4.2.2.1.2. Instructional Materials and Procedures: Processing Essay Genre.....	175
4.2.2.2. Testing Materials and Procedures.....	177
4.2.2.2.1. Testing Material and Procedures: Experiment Group.....	177
4.2.2.2.2. Testing Material and Procedures: Control Group.....	178
4.2.2.3. Scoring Procedures.....	179

4.2.2.3.1. Holistic Scoring Procedures for the Pilot Study.....	180
4.2.2.3.2. Analytical Scoring Procedures for Main Study.....	180
4.2.2.4. Procedures to Test Inter- raters Reliability.....	182
4.3. Questionnaire Administration.....	183
4.4. Classroom Observation Administration.....	183
4.5. Analysis of Data Collected.....	184
4.5.1. Analysis of Data Collected: Pilot Study.....	184
4.5.2. Analysis of Data Collected: Main Study.....	185
Conclusion.....	186

Chapter Four

Methods of the Study

(Field Work)

Introduction

In this chapter, the researcher displays the triangulation of research methodology which has made this study a mixed research type, but mainly experimental. First, the pilot study is presented in details, and its results are discussed to administer the main study. In other words, it assists to reconsider the procedures taken to conduct the main study. Second, the methods of the main study are shown to introduce the data collection techniques used to obtain the results displayed in chapter five. Third, the present chapter describes the sample that participates in this study: experimental and control groups. Fourth, instructional and testing procedures used in the main study are clearly shown in the light of process-genre-oriented approach. These procedures are mainly t-tests that aim to test hypotheses, and so do questionnaire and classroom observation procedures.

4.1 Pilot Study

Before conducting the main study, a pilot study has been conducted to investigate the impact of adopting process-genre approach tenets to essay instruction in third year LMD classes of Biskra University. The researcher has conducted this pilot study in order to investigate better conditions for the success of the main study. On the other hand, it aims to investigate the clarity and the appropriateness of data collection tools for the participants in the main study. It also helps to control the success of the T-test design. This pilot study has been conducted during the academic year of 2010/2011 with a group of students who are volunteers.

4.1.1 Participants of the Pilot Study

Participants have been voluntarily selected from third year LMD classes of English Department of Biskra University. The researcher has chosen them without focusing on their age, gender or proficiency level, and they have been administratively divided into groups. Their total number has been 25 students from two separate groups; the volunteers have been mixed between female and male students, but the majority of them are females.

Response item	Frequency	Percentage
Male	9	36 %
Female	16	64 %
Total =	25	100%

Table 7: Gender of Participants of the Pilot Study

These EFL students attend two sessions of written expression per week, and each session lasts for 90 minutes. They have been supposed to pass their baccalaureate exam in 2008. They have been mostly enrolling literature stream program when they have been at secondary school. Most of them have chosen English Language for their studies at Biskra University willingly. Before being exposed to University Programs, they are expected to be exposed to English Language teaching since at the age of 13 to 14 in the Algerian Middle Schools. To develop their linguistic competencies in English Language, their EFL instructors intend primarily to teach them English Essentials. Hence, they have been taught mainly transforming and sentence structure. For instance, they have been taught how to transform active voice to passive voice and how to transform direct speech to indirect speech.

Due to the educational reforms in the Algerian University, these participants are supposed to study English for three years according to the LMD system integration. Along their first year at university, they study writing in combination with Grammar, Oral

Expression, Phonetics, ESP, Linguistics, Literary Text, Methodology, Culture of the Language, Second Language (French) and Computing. In the second year, they study Written Expression, Grammar, Oral Expression, Phonetics, ESP, Linguistics, Literary Text, Methodology, Culture of the Language, Second Language (French) and Computing. For their third year studies, they are mainly exposed to modules of knowledge such as Theme and Version, Pragmatics, Statistics in combination with Linguistics, ESP, Methodology and Oral Expression without ignoring Written Expression module.

In written expression module, they are supposed to study writing techniques from the first year till the third year. In the first year, they study the sentence structure for the first semester, and then they study paragraph writing in the second semester. They study paragraph development as well as its rhetorical modes. In the second year, they study the different sentence errors such as run-on sentences and fragments while in the second semester, they study essay development and its rhetorical modes. In the third year, they are supposed to study research report writing.

4.1.2 Instrumentation and Procedures of the Pilot Study

In this pilot study, the researcher asks the participants to write in the first session an essay about any topic during one session; they explore 90 minutes to write it. Participants work individually, and they sometimes use dictionaries. Meanwhile, they consult the instructor about their choices of topics. The participants (N=25) write their essays in one separate session of 90 minutes. Their essays are mainly evaluated using holistic scoring rubrics of scoring scale of Jacobs *et al.* (1981). So that the participants have written their essay only in one session in order to control their written products in a similar setting of exams which is normally 90 minutes.

Based on the pre-test essays, the participants undertake a treatment procedure. They are taught how to differentiate between writing genres mainly the Academic Genre. On the other hand, they are exposed to a certain process-genre oriented instruction to teach them how to process an academic essay at university. The participants imitate the researcher using an example to learn following the different steps to write their own essays and following the essay that the researcher processes using the board.

The participants imitate the researcher by the end of each step. In the first step, the researcher chooses a topic, and so do the participants. In the second step, they imitate her to write the thesis statement. In the third step, the researcher collects data, and so do the participants. In the fourth step, the outline is written on the board, and the participants write their outlines in their copybooks. In the fifth step, they imitate the researcher to write their first draft. In the sixth step, the researcher proofreads and revises her first draft which is already typed in a separate sheet of paper, and she asks them to proofread and revise their first drafts similarly. After this step, they are asked to exchange their copybooks for peer revision. In the final step, the researcher gives them her final draft, and she asks them to edit their final draft considering the peer revision. This treatment procedure lasts for 3 sessions: 270 minutes.

In a fifth session, the researcher asks them to write an essay without peer revision along 90 minutes. They use separate sheet of paper to process their essays before editing their final draft in another sheet of paper. They explore the ninety minutes of their session, but it is insufficient. As a result, a further session is added to complete writing the essay following the steps. According to the holistic scoring criteria, the participants' essays are evaluated by the researcher herself. According to the evaluations, the treatment tasks generally prove their clarity to conduct the main study, yet the scoring rubrics cannot give effective evaluation.

4.1.3 The Results of Pilot Study

Based on the paired *t*-test procedures, the chosen sample to conduct this pilot study performs two tests in two planned conditions: the pre-test and the post-test. The results prove that there must be an efficient planning to control the main study, especially the time constraints and students' awareness to the necessity to process their writing for an academic purpose. On the other hand, the interview with the 10 students proves that writing an essay is a heavy burden for the participants. The results partially prove that the participants benefit from the integration of process-genre instruction to fit their needs but by reconsidering the procedures differently.

4.1.3.1 The Results of Pre-test of Pilot Study

The participants undertake a pretest in this study to justify their alarming failure to write an effective essay. They choose a topic freely and individually, and then they start writing along 90 minutes. The researcher turns around the participants. By the end of the session, they finish with the task and bring their final draft with their full names to be evaluated. Remarkably, they directly start writing the first draft, they write neither a thesis statement nor an outline. Furthermore, some of them submit their first drafts as final drafts while some just rewrite the first draft in a separate sheet of paper because the first draft is written in their copybooks.

4.1.3.1.1 Scoring Scale of the Pilot Study

Based on the holistic scoring scale, the researcher has evaluated these essays. Content framework is graded from excellent to very poor, and so do organization, vocabulary, language use and mechanics. These scoring rubrics help the researcher to diagnose the students' writing deficiencies to design treatment tasks for the next sessions.

4.1.3.1.1.1 Scoring Content Rubric of Pre-Test Essays of Pilot Study

Content rubric shows a rank of fair to very poor level among participants. Lack of unity and confusing meaning make the evaluation difficult especially when thesis statement in the introduction and the topic sentences in a body paragraph level are absent. The choice of topics takes much time, and the fear of wasting time makes these participants neglect the content and show limited knowledge about the selected topics. They prepare no form of outlines, and they directly write their first draft. On the other hand, the participants are unaware of the importance of generating ideas, writing the thesis statement and outlining their essays before drafting. Hence, they ignore importance of processing writing or especially pre-writing activities before the first draft.

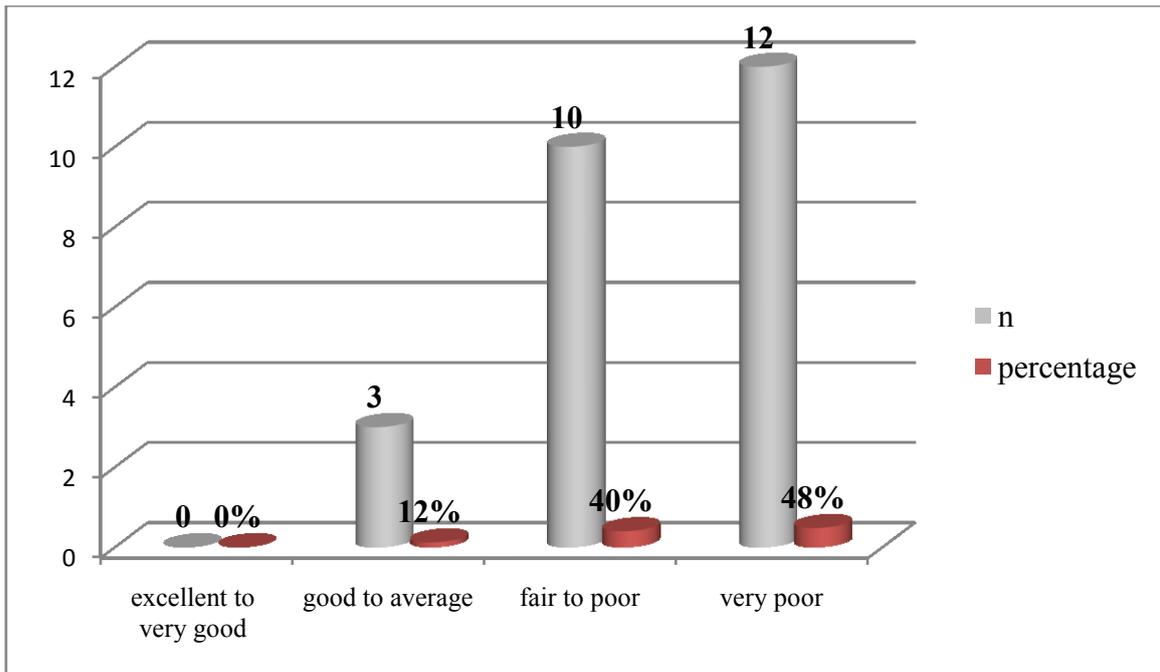


Figure 12: Content of Students' Essays in Pre-Test

As mentioned in this chart, 48 % of the average of participants proves very poor content, for they show no knowledge of subject. Furthermore, their essays expose non-substantive and non-pertinent content. In other words, they are not enough to evaluate. Meanwhile, 40% of them show fair to poor level in their essays' content. These participants show little knowledge of their chosen subject; they also show that their essays are less substantive, and they are inadequately developed. 16% of these participants in this pretest prove some knowledge of their subject with an adequate range of development. Moreover, they express mostly relevant ideas to their topics, but they lack details. Despite all of these, there are no excellent essays in terms of their content.

4.1.3.1.1.2 Scoring Organization Rubric of Pre-test Essays of Pilot Study

Organization rubric shows a large number of very poor essays from a sentence structure level to a paragraph structure level and from a paragraph structure level to an essay level. On a sentence level, essays show recurrent sentence errors such as fragments and run-together sentences. Sometimes, participants write sentences without subjects; otherwise, they do not write verbs and even their objects. They further write compound sentences with a comma splice error. On a paragraph structure level, most of the essays are loosely organized, for they lack topic sentences and sometimes are wrongly stated. Moreover, they lack supporting details, and they mostly miss the concluding sentence. Coherence and cohesion are not by and large noticed in most of the paragraphs. On the essay level, most of the essay paragraphs are less than four paragraphs including introduction, body and conclusion. In some cases, there are no conclusions. In addition, some body paragraphs are in form of one paragraph.

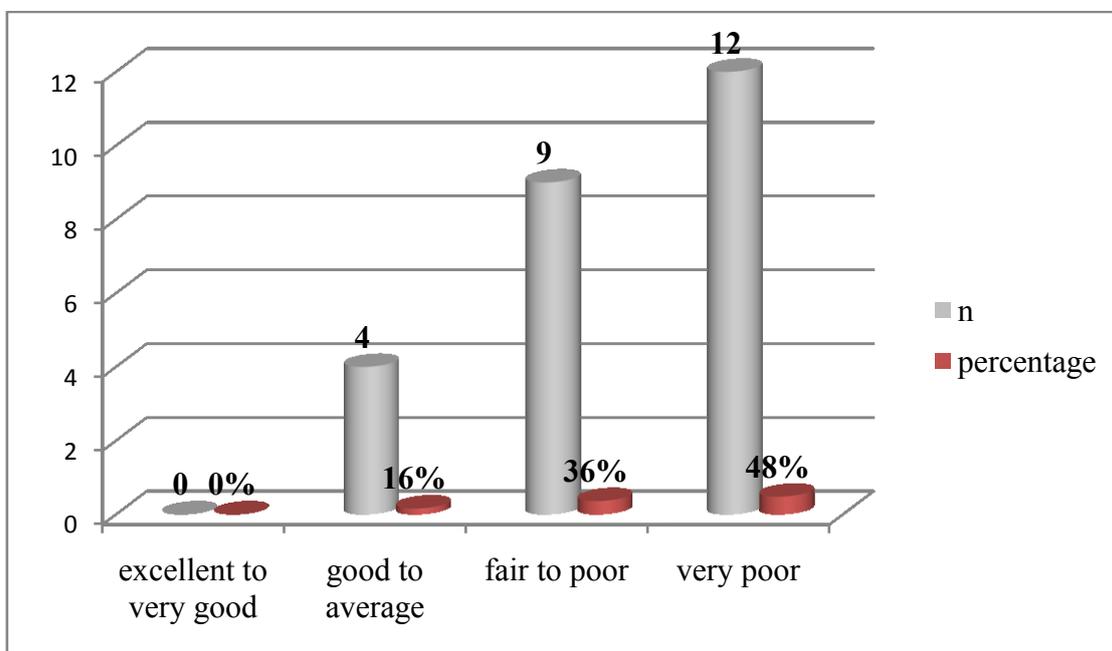


Figure 13: Organization of Pretest Essay

48% of the participant proves very poor organization of ideas, for they do not communicate; they are not sufficient to be evaluated. Moreover, 36% of them show non-fluent, confused and disconnected ideas which lack logical sequence and development. 16 % of the participants indicate choppy and loosely organized ideas, but their main ideas are mostly clear. In other words, they show limited supporting details with incomplete but logical sequencing. However, there is no excellent organization among those essays.

4.1.3.1.1.3 Scoring Vocabulary Rubric of Pre-Test Essays of Pilot Study

Added to content and organization rubrics, vocabulary rubric is of great interest for the researcher, and is less formal and mostly informal. Students participating in this study prove less knowledge in terms of academic writing vocabulary, yet they sometimes translate the words and phrases from Arabic to English without paying attention to losing meaning. The words choice is not based on the genre of writing that are supposed to write which is academic writing. Colloquial expression are used such as ‘I gonna.’ and ‘ I wanna.’ Moreover, they use first personal pronoun ‘I’; they use phrasal verbs instead of single verbs. They also use contraction such as ‘I’m’, ‘he doesn’t’ and ‘we’ll’. In other words, participants in this study ignore features of academic writing genre.

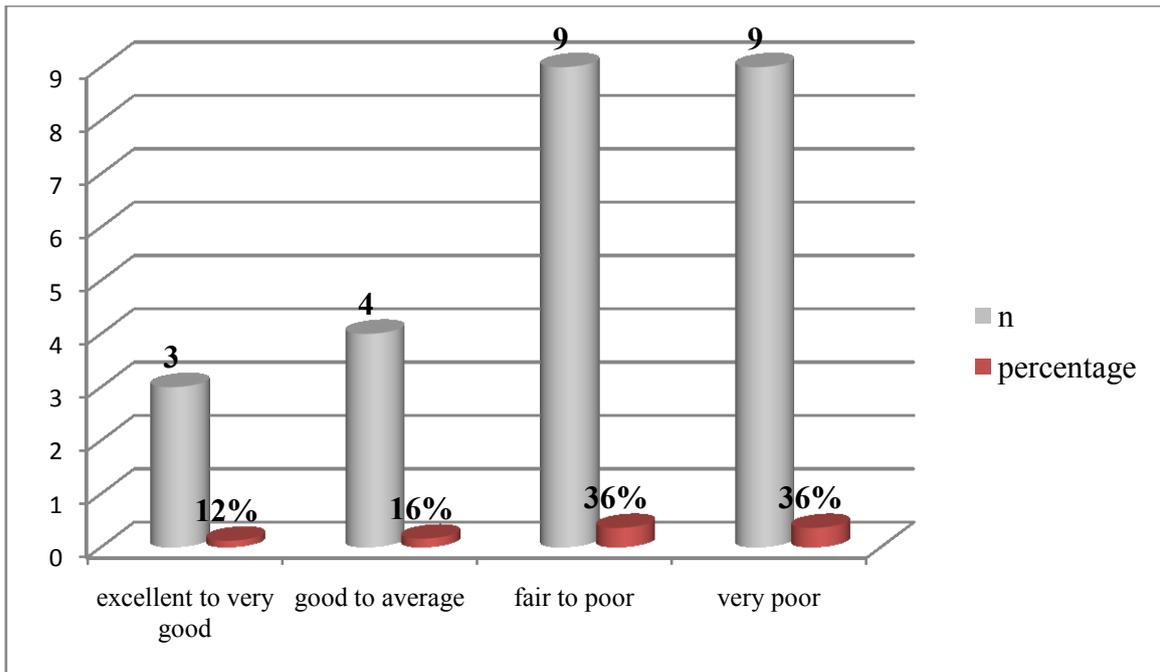


Figure 14: Vocabulary of Pre-test Essay

36% of the students prove their very poor choice of academic vocabulary, and they essentially translate from Arabic to English. They also show little knowledge of English vocabulary and word form, for they write insufficient substance to be evaluated. 36% of the participants prove that they are less familiar with academic vocabulary, so their essays indicate fair to poor levels. They have shown a limited range of vocabulary; they further show frequent errors of word forms and choices; consequently, the meaning is obscured. 16% of them use moderate academic vocabulary. They use occasional errors of words, but adequate range of vocabulary make their essay not obscured. These participants show a good to average levels. 8 % percent of the participants prove appropriate mastery of academic English vocabulary, for they prove effective word choice and usage of Academic English Vocabulary that make their essays clearer.

4.1.3.1.1.4 Scoring Language Use Rubric of Pre-Test Essays of Pilot Study

Absence of reading in EFL classes of Biskra makes students unaware of their frequent grammar errors. Through their written essays, participants show frequent errors in subject verb agreement such as 'He do' 'he have' in the simple present. They also make frequent errors in negation; they express double negation '...do not.....neither...nor'. They also express in word order, tense sequence, articles use, pronouns referencing, preposition use of 'in', 'at' and 'on'. These frequent errors make the ideas obscured in frequent cases. Sentence construction is simple along the whole essay though the ideas are complex.

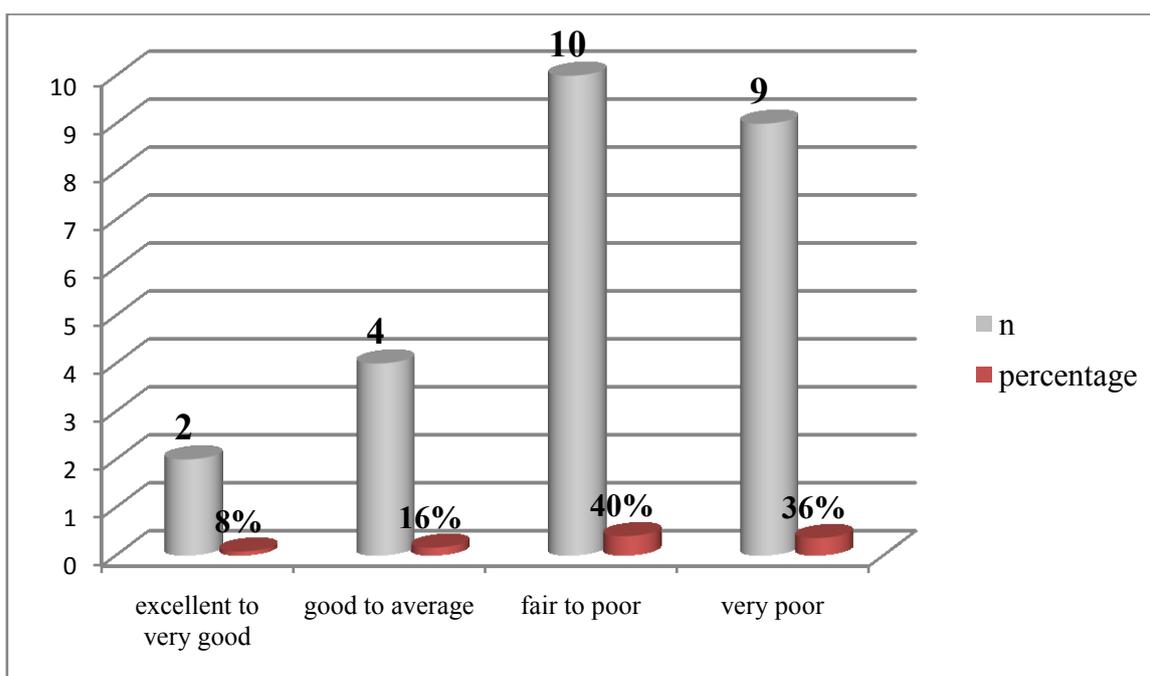


Figure 15: Language Use of Pre-test Essay

36% of them prove virtually no mastery of sentence construction rules; errors dominate their essays and make their ideas difficult to communicate. These grammar errors rank them as very poor users of English in writing. 40 % of them show fair to poor levels, they express major problems in simple and complex construction. They also show errors of

negation, subject verb agreement, tenses, number, word order, articles, pronouns, fragments, run-together and deletions. These errors make the meanings of their essays obscured. 16% of the participants rank from good to average levels; they show simple construction and minor problems to form complex constructions. Moreover, they have shown several errors of agreement, tense sequencing, word order, pronouns and prepositions. This situation makes their ideas seldom obscured. 8% of the participants show very good level; they show effective complex construction and fewer errors in subject verb agreement. They also prove fewer errors in tenses, word order, article, preposition and pronouns.

4.1.3.1.1.5 Scoring Mechanics Rubric of Pre-Test Essays of Pilot Study

Mechanics rubric demonstrates that a large number of errors in spelling, punctuation, capitalization, paragraphing and handwriting. The participants confuse between American and British spelling; they sometimes write ‘center’ and other times ‘centre’; they also write ‘organization’ and ‘organisation’ in the same texts. For their punctuation, most of the participants do not use the stops such as semicolon, colons, and sometimes full stops; commas are used wrongly. In some texts, there are absolutely no full stops at all. Capitalization in most texts is limited to the initial letter of the first word in the paragraph; proper nouns and initial letters of the sentences are not mostly capitalized. Paragraphing is loosely controlled; in some cases, the whole essay is in form of one long paragraph. Furthermore, illegible handwriting present a burden for the researcher to comprehend the participants’ ideas.

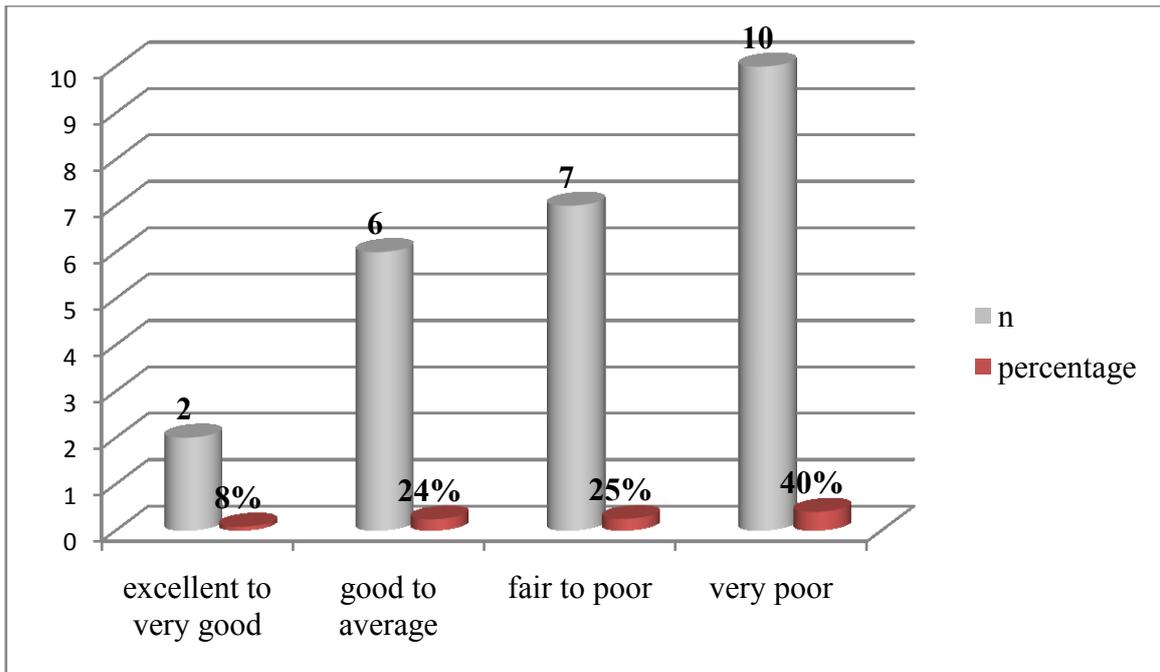


Figure 16: Mechanics of Pre-test Essay

Very poor level dominates the participants' text in terms of mechanics. 40% of the participants show no mastery of academic writing mechanics; they show many errors in spelling, punctuation, capitalization and paragraphing. Moreover, their illegible handwriting worsens the comprehension of the essay purpose. 25 % of the rest of participants demonstrate fair to poor levels, and they show frequent errors of spelling, punctuation and paragraphing. 24% of them good to average levels show occasional errors of spelling, punctuation and paragraphing. 8% of the participants demonstrate very good mastery of conventions, few errors of spelling, punctuation, capitalization and paragraphing.

4.1.3.2 Results of Post-Test of Pilot Study

The participants undertake a pre-test in this study to justify their alarming failure to write an effective essay. They choose a topic freely and individually, and then they start writing along 90 minutes. The researcher turns around the participants. By the end of the session, they finish with the task and bring their final draft with their full names to evaluate them. Remarkably, they directly start writing the first draft, they write neither a thesis statement nor an outline. Furthermore, some of them submit their first draft as a final draft while some just rewrite the first draft in separate sheets of paper.

4.1.3.2.1 Scoring Content Rubric of Post-Test Essays of Pilot Study

In the post-test, content rubric improves in terms of content coverage among participants. Unity and meaning become clearer that make the evaluation less difficult. Moreover, participants show interest in developing essays based on thesis statement in the introduction and the topic sentences of the body paragraphs. Concerning the free choice of topics, it is still a burden because of a limited knowledge about the selected topics, and the time allotted per session presents an obstacle to process an essay. Participants select their topics, and they write their thesis statements. Next, they list details about the topics, and they outline their essays. After they write the first draft, they proofread and revise their first drafts. Finally they write their final drafts on separate sheet of paper.

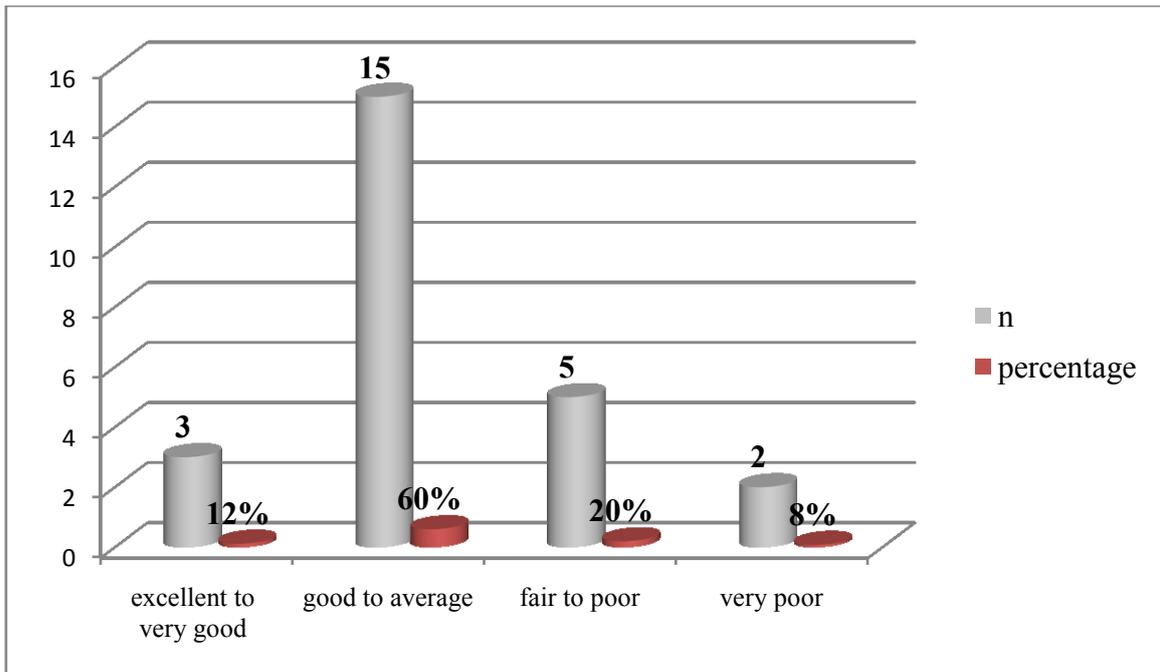


Figure 17: Content of Students' Essays in Post-Test

8 % of the participants prove very poor content, for they display no knowledge of subject. Furthermore, their essays continue exposing non-substantive and non-pertinent content. Moreover, they are not enough to evaluate. Meanwhile, 20 % of them show fair to poor level in their essays' content, for they show little knowledge of their selected topics, their essays are less substantive, and they are still inadequately developed. An increase in number of the participants who rank from good to average levels in this post-test, yet they form 60% of the sample. These participants prove some knowledge of their subject with an adequate range of development. Furthermore, they express mostly relevant ideas to their topics, but they still lack details. Excellent to very good essay in terms of content are noticed for a percentage of 12 % of the participants. They show a substantive and thorough development of their topics.

4.1.3.2.2 Scoring Organization Rubric of Post-Test Essays of Pilot Study

Concerning organization rubric, the post-test essays show improvement in sentence structure level, paragraph structure level and an essay structure level. On a sentence level, essays show a decrease in sentence errors such as fragments and run-together sentences. Participants write fewer sentences without subjects, verbs and objects. Comma splice error approximately reduces, and the compound sentences are written using semicolons, coordinating conjunctions or adverbial conjunctions. On a paragraph structure level, most of the essays are suitably organized; topic sentences are used but sometimes wrongly stated. In addition, supporting details are developed and finished with the concluding sentence. Coherence and cohesion are mostly noticed in the essays' paragraphs of the participants. In terms of the essay level, most of the essay paragraphs are between four and five paragraphs including introduction, body and conclusion.

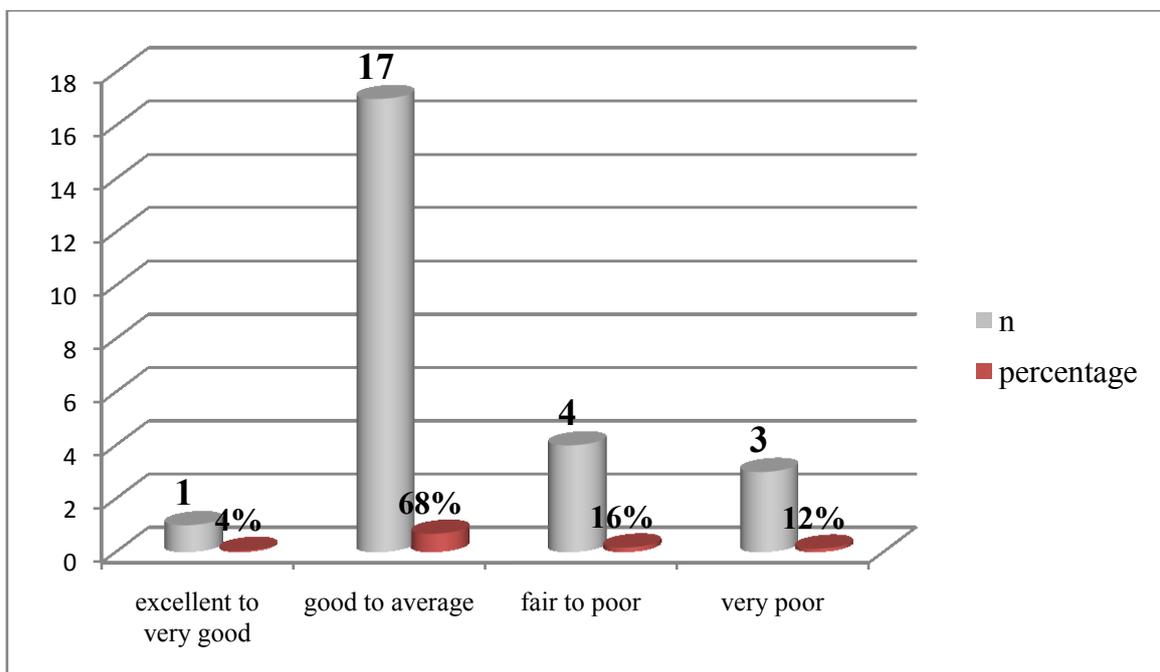


Figure 18: Organization of Post-Test Essay

12 % of the participants prove very poor organization of ideas, for they do not communicate; they are not sufficient to be evaluated. Moreover, 16% of the participants show fair to poor levels, for they show non-fluent, confused and disconnected ideas which lack logical sequence and development. On the other hand, 68 % of them indicate good to average levels for less choppy and less organized ideas, but their main ideas are mostly clear. In other words, they show limited supporting details with incomplete but logical sequencing. 4% of the participants which represent just 1 participant show an excellent organization among those essays. The participant shows clearly stated ideas and a cohesive logical sequencing.

4.1.3.2.3 Scoring Vocabulary Rubric of Post-Test Essays of Pilot Study

Since vocabulary rubric is of great interest for the researcher, it is mostly formal after the treatment unit. Participants show awareness of academic writing vocabulary; they seldom translate the words and phrases from Arabic to English without paying attention to losing meaning. The words choice is mostly based on the academic writing genre, and colloquial expressions reduce. Moreover, they rarely use first personal pronoun 'I'; they use single verbs instead of phrasal verbs. The researcher also notices fewer contractions such as 'he doesn't' and 'we'll'. In the post-test stage, the participants show awareness of features of academic writing genre.

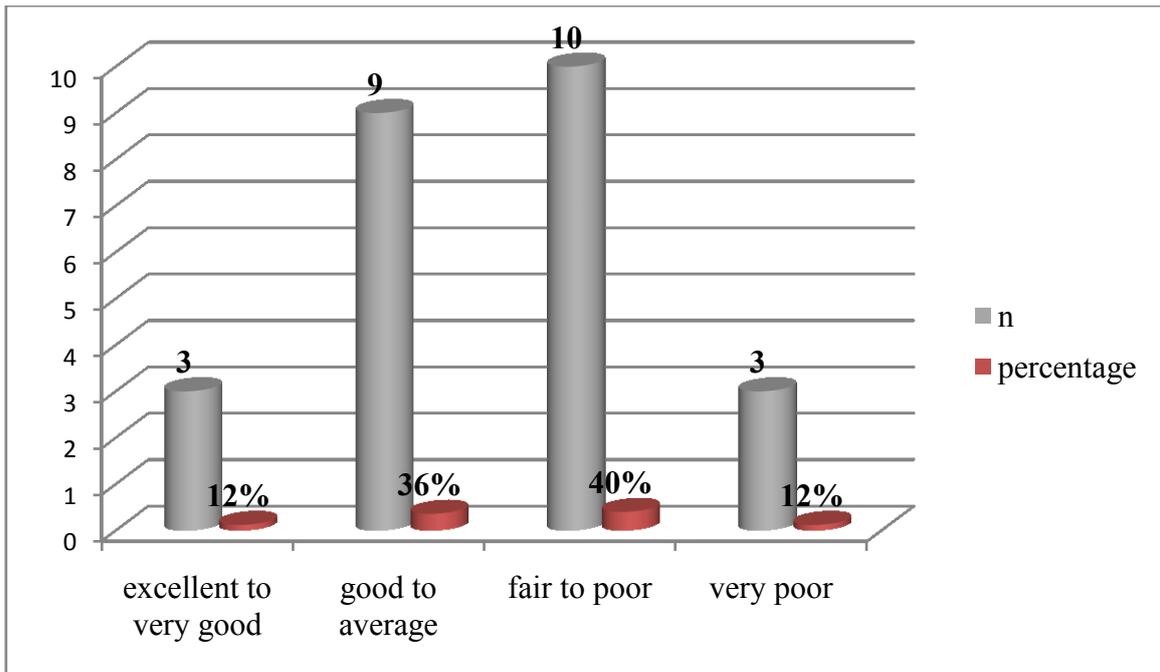


Figure 19: Vocabulary of Post-Test Essay

12 % of the students show very poor choice of academic vocabulary, for they still translate from Arabic to English. Little knowledge of English vocabulary and word form is also noticed among them, for they write less sufficient substance to be evaluated. On the other hand, 40 % of the participants prove that they are getting familiar with academic vocabulary, so their essays rank from fair to poor levels. They also show a limited range of vocabulary, and they show frequent errors of word forms and choices; consequently, their essays' ideas are still obscured. 36 % of the participants whose vocabulary becomes mostly academic show occasional errors of word choice, but that are adequate to make their essays' ideas clearer. Hence, these participants show a good to average levels. 12 % of the participants keep appropriate mastery of academic English vocabulary, for they have shown effective word choice and usage that make their essays rank from very good to excellent.

4.1.3.2.4 Scoring Language Use Rubric of Post-Test Essays of Pilot Study

Absence of reading in EFL classes of Biskra still represents a reason that makes students unaware of their frequent grammar errors. However, in their post-test essays, participants show frequent errors in subject verb agreement in the simple present. Frequent errors in negation reduce, and they mostly write with fewer double negations. Furthermore, there are fewer errors in word order, tense sequence, articles use, pronouns referencing, and preposition use of 'in', 'at' and 'on'. Complex Sentence constructions are still less used, and simple sentences are used frequently along the post-test essays.

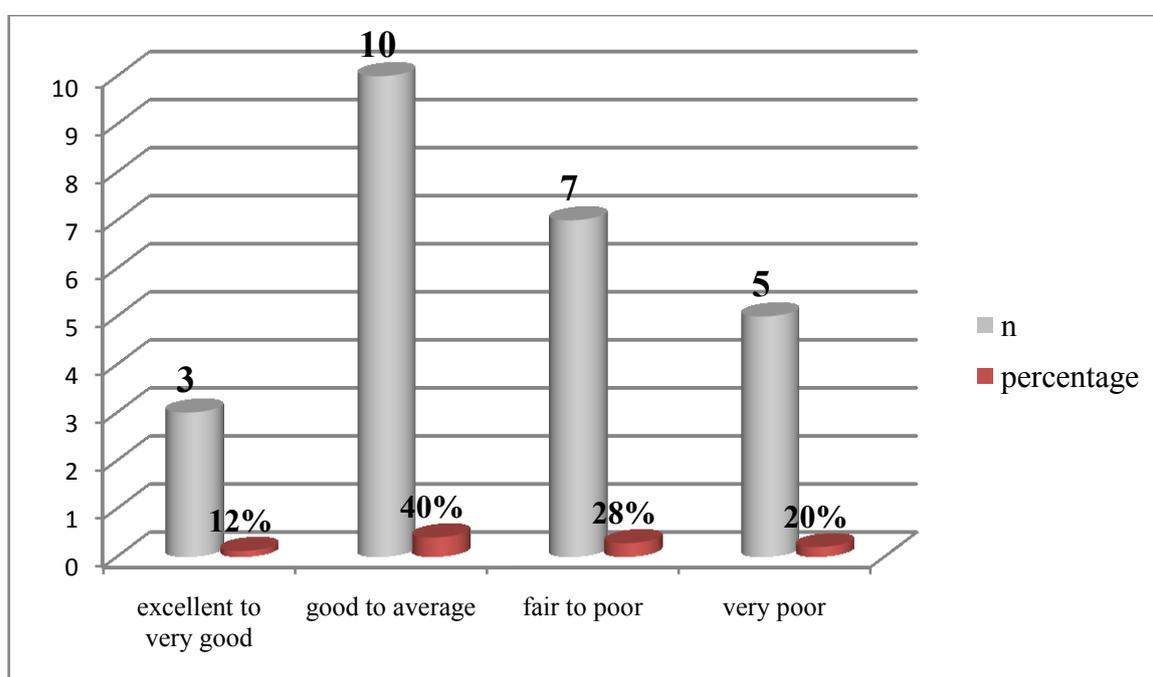


Figure 20: Language Use of Post-Test Essay

20% of the participants still show no mastery of sentence construction rules. Errors still dominate their essays, and their ideas are difficult to communicate. This situation still makes them very poor users of English in writing. Whereas, 28% of them indicate fair to poor levels, and their major problems are in simple and complex construction, errors of negation, subject verb agreement, tenses, number, word order, articles and fragments. They sometimes show run-together and deletions, so the ideas in

their essays are mostly obscured. 40% of the participants rank from good to average levels, for they show simple construction and minor problems to form complex constructions. In addition, they show several errors of agreement, tense sequencing, word order, pronouns and prepositions, but their ideas are clear and less obscured. 12% of them show very good to excellent levels because they express their ideas through effective complex construction and with fewer errors in subject verb agreement, tenses, word order, article, preposition and pronouns.

4.1.3.2.5 Scoring Mechanics Rubric of Post-Test Essays of Pilot Study

In this post-test, mechanics rubric demonstrate fewer errors in spelling, punctuation, capitalization, paragraphing and handwriting. The participants often confuse between American and British spelling. For punctuation, most of the participants pay more attention to semicolon, colons, and full stops; commas are used more clearly. In most texts, capitalization is used in the initial letter of the first word in the paragraph, proper nouns and initial letters of the sentences. Paragraphing is better controlled, and few essays are less organized. However, illegible handwriting still presents a burden to comprehend the participants' ideas.

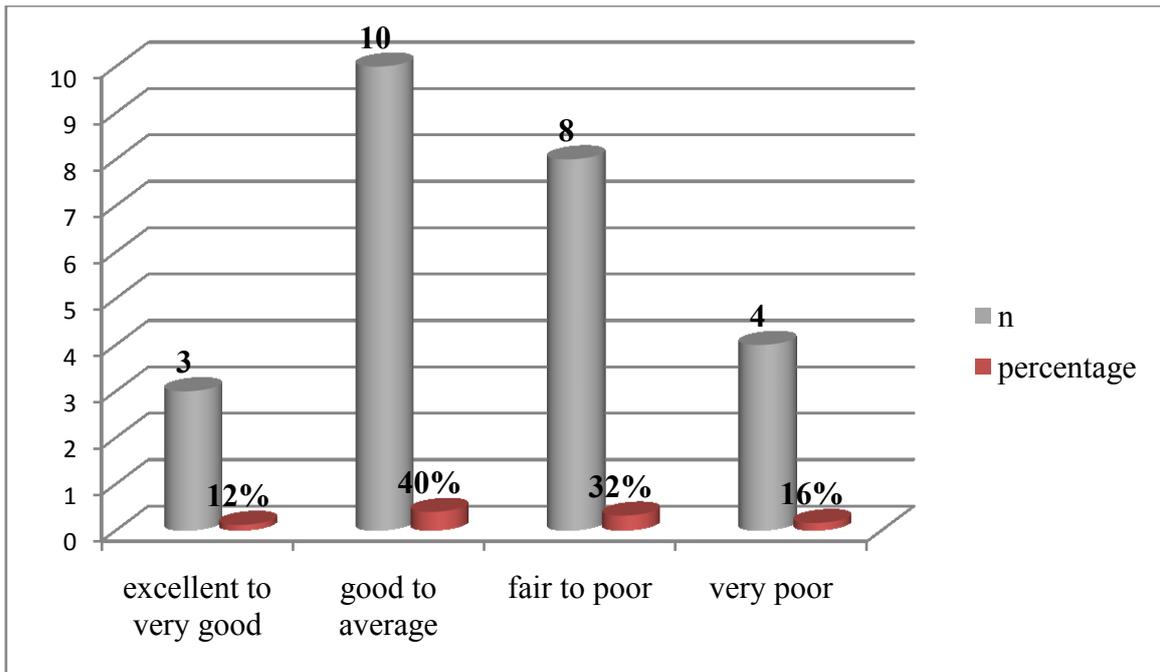


Figure 21: Mechanics of Pre-test Essay

Good to average level dominate the participants' essays in terms of mechanics in the post-test. 16% of the participants display no mastery of academic writing mechanics; they show errors in spelling, punctuation, capitalization and paragraphing. In addition, their handwriting is still illegible, so comprehending the essay purpose remains unclear with some participants. 32 % of the rest of participants show fair to poor levels, and frequent errors of spelling, punctuation and paragraphing are in their essays. 40% of them show good to average levels, for they demonstrate occasional errors of spelling, punctuation and paragraphing. 12% of them demonstrate very good and excellent mastery of conventions with few errors in spelling, punctuation, capitalization and paragraphing.

4.1.3.3 Procedures for the Administration of the Main Study

Based on this pilot study, the researcher sets a group of procedures to conduct the main study. The procedures are mainly related to the topic choice and the time constraints during the pre-test and post-test. They are further related to the treatment process and the evaluation. So that changes are to be implemented to administer better the main study in this research. Planned conditions are to be placed in the pre-test, treatment, post-test and the evaluation scoring scale.

While piloting this study, the researcher has noticed that students consume much time to think about a relevant topic to develop in a form of an essay. Since they are not aware of the importance of processing essay in the due time, the researcher assigns topics for the participants to develop essays. These assigned topics are selected carefully to fit all the students' needs and interests. As a result, these participants are able to develop directly their essay following the steps of processing their essays, and they choose their topics from a group of topics.

Concerning time constraints and scoring scales, the researcher asks the participants to write their essays, and then she measures the time consumed for writing an essay during the 90-minutes class. The results prove that the participants consume 70 minutes to write an essay following all the steps. As a result, 90 minutes is not an obstacle to process an essay, and the students are to be trained to explore the due time. While piloting the study, the researcher has also noticed that the holistic scoring rubrics do not give very precise scores, so the scoring scale must be replaced by analytical rubrics.

Concerning the post-test, the researcher sets a certain evaluation criteria in order to measure inter-rater reliability. So that the sheets of the essays are photocopied in three copies for the researcher and for two other experienced teachers in teaching writing in third year LMD classes. They use the analytical scoring rubrics which are set by Jacob *et al.* (1981), and then the scores are compared. To understand the students' cognitive processing of essays, the researcher designs a questionnaire to measure their attitudes towards writing and processing an essay in an instruction classroom or in an exam classroom.

4.2 The Main Study

According to the results obtained in the pilot study, the researcher conducts an experiment on a large scale in this main study. She selects experimental and control groups to take part in the study. The experimental group forms 63 students in the third year LMD at Biskra University, and control group forms 53. They are registered in 2011/2012. These students represent 243 of the population under study: third year LMD students of Biskra University.

4.2.1 Participants of the Main Study

Using random probability sampling technique, participants in this study are chosen from third year LMD classes of English Department of Biskra University. They are already divided into groups by the administration, and each group is composed of no more than 35 students. The total number of the students who take part in this study is 116 students divided administratively into four mixed groups, the first two groups consist of 63 students who represent the experimental group, and the second two groups consist of 53 students representing the control group. They enroll two sessions of written expression per week, and each session lasts for 90 minutes.

Response item	Frequency	Percentage
Male	32	27,58%
Female	84	72,42%
Total =	116	100%

Table 8: Gender of Participants of the Main Study

A large number of female students attend EFL classes of Biskra University. 72,42% of students form a class of a majority of female students which is a prevailing feature in the English Department of Biskra University. Meanwhile the male students present 27,58 % of the total number of EFL students who participate in this study. Both male and female students participate and collaborate equally in the study.

Age	Frequency	Percentage
20-23	80	68,96%
24-27	27	23,27%
28-35	9	7,75%
total=	116	100%

Table 9: Age of Participants

The students' age approximate between 20 to 23 years old, for the majority of them are normally born in 1991, and they are of 68,96 % of the total number. 23,27% of the students whose age approximate between 24 to 27 years old. For the rest of the students, (N=9) of the participants whose ages approximate between 28 to 35 years old.

Response item	Frequency	Percentage
Literal	83	71,55%
Scientific	30	25,86%
Technical	3	2,58%
Total	116	100,0%

Table 10: Types of Bacculaureate

Most of the above students have passed their bacculaureate exam in 2009. They are mostly of literature stream. Students of sciences of nature stream are of average 25.86 % while technical stream is represented in only one student. 71,55% of the total number of students have chosen to study English because they have the priority to choose the English Language for their university studies; whereas, the scientific stream comes at the second rank of priority in choosing English for their university studies.

Response item	frequency	percentage
Optional	102	87,93
Imposed	14	12,06%
Total	116	100,0%

Table 11: Choice of English Studies

(N=102) have chosen English Language for their studies willingly while (N=14) of the participants have been imposed to study it. (N=93) of the participants between those who have chosen English willingly justify their choice, for they like English language studies. (N=7) justify their choice, for it offers acceptable future jobs. They consider English Language as promising for future success, for they can get jobs easily. (N=27) participants consider it as a useful tool for developing their social skills, especially due to the technological advances. According to them, it helps to communicate with people all over the world through the Social Networking such as Facebook and Twitter.

The participants in this study are exposed to English Language teaching since they were 13 to 14 years old in the Algerian Middle Schools. They are expected to have studied Essentials of English, so their teachers intend to foster their linguistic competencies primarily. Moreover, they have been taught mainly transforming and sentence structure. They have been taught how to transform active voice to passive voice. They have further been taught how to report speech.

4.2.3 Materials and Procedures of the Main Study

In order to conduct this study, the researcher has designed two sets of materials for instruction and testing. The instructional material is presented in the lessons based on the pilot study and the pre-test of the main study. The lessons are planned based on the tenets of the process-genre approach to teaching academic essay, yet the example-to-follow has been also integrated to process essay genre with the help of the researcher. Concerning the testing material, the participants are exposed to sets of pre-test and post-test materials.

4.2.3.1 Instructional Materials and Procedures.

Two Instructional materials are used to conduct this study during the process-genre-based essay instruction. The first one is a series of lessons devoted for developing academic writing. They revolve around academic grammar use, academic vocabulary use, spelling and punctuation. The second instructional material is devoted to processing essay genre using an example to follow presented by the researcher who plays the role of a sample writer who uses the board instead of the paper for the students and the piece of chalk instead of the pen.

4.2.3.1.1 Instructional Materials and Procedures: Principles of Academic Writing Lessons

Based on the pilot study and the pretest during the early weeks, the researcher plans a series of lessons to develop students' academic English use in order to pave the way to the success of academic writing development in accordance with the principles of the process-genre approach. Four lessons are planned for one global objective that is acquiring the principles of academic genre of writing. The first lesson is devoted to academic grammar while the second one is devoted to vocabulary. Then the third one aims to develop the correct use of spelling, and the last one is for punctuation use. All of these four lessons are based on the technique of comparison between the formal and the informal writing.

4.2.3.1.1.1 Lesson One: Grammar in Academic Writing Genre

Grammar structure used in essay genre of writing is characterized by its standard features that differentiate it from the personal writing genre or even creative genre. On the level of the parts of speech, several features vary from correct use of pronouns referencing/use, use of conjunctions and use of adverbs. While on the level of sentence structure, the academic essay should display complete and diversified sentence such as compound, complex and compound complex sentences. It further displays passive voice use especially in expository text. In other words, academic essay shows the real linguistic competence of the students and their ability to use the appropriate grammar structure in its real context.

The objectives of this lesson are mainly to make these participants aware of the necessity to master the correct use of grammatical unit in the academic context. Furthermore, it is planned to elucidate that the grammatical units which they have learnt cannot be used in all the genres of writing similarly. The lesson aims to demonstrate what is formal and less formal to be used, so the student can be aware that the passive is more formal than the active voice especially in expository rhetorical mode. They can also be aware that the use of “I” in an academic essay is informal, so they use the definite pronoun ‘one’, ‘we’, ‘author’ or ‘researcher’ instead.

Materials used to achieve the above objectives are simply in forms of PowerPoint presentation and handouts. They include examples of formal academic writing in contrast with the less formal and informal writing in forms of tables and sometimes in forms of tips. They follow the researcher through the slides shown; she explains using examples, and they deduce the instruction from the example. The handouts are distributed before the slides presentation, so they could write down the deduced instruction down in the spaces left. The material used is for one main objective which is to develop such teacher-learner interaction and learner-learner interaction to learn academic writing principles (Vygotsky, 1978).

Warm-up activities are planned before presenting the instruction, and they are in a form of discussion and questions. The researcher asks them about reasons for studying English grammar starting from the first year at university for two sessions (180 minutes). They are also exposed to a set of examples that are mixed between sentences that are formal and fit the academic writing and those that are informal for academic genre of writing. The participants are asked to think about the examples and decide their nature: formal and informal. The examples are 20 sentences shown in a form of poster.

The Instructions that follow the warm-up activities are shown through the slides meanwhile the researcher explains. The participants compare together with the peers the examples shown in the table and guess the formal sentence that fit academic genre of writing. In their handouts, they write the instruction, so they participate in deducing the rule. Based on the error that they find, they guess what makes their writings less formal and does not fit the purpose and the audience they are writing for.

Follow-up activities are done after showing the slides which approximately demonstrate most of the errors that can make writing less formal. These are four diversified activities, and the researcher makes the participants in pair groups to work on revising the less formal and informal sentences based on the principles of grammar that best fit academic genre of writing. Two activities are in forms of separate statements that include mainly errors in verb tenses consistency, in pronouns referencing and uses, in active/passive voices, in relative pronouns and in subordinate conjunctions. In addition, two other activities are forms of texts that contain mainly fragments, unparallel structure, incomplete sentences, dangling modifiers, misplaced modifiers, run-on sentences and confusing conjunctions.

Evaluation and Feedback are immediate. The researcher also moves around the participants and evaluates their responses with the peers in their handouts. She also gives them a detailed feedback using the board. The participants who respond well are rewarded verbally and non-verbally when they participate in giving the feedback to their peers in front of the whole group.

4.2.3.1.1. 2 Lesson Two: Vocabulary in Academic Writing Genre

The lesson planned for vocabulary is similar to that of grammar in terms of procedures, but it is different in terms of content. Academic vocabulary characterizes essay genre of writing and makes it different from the personal letters genre or even short story genre. To keep formality in the academic essay, single verbs are used instead of phrasal verbs. Colloquial words and expressions are avoided such as ‘ain’t’; strong words are used instead of common informal words; for example, a student writes ‘a little’ instead of ‘a bit’, ‘obtain’ instead of ‘get’ and ‘assure’ instead of ‘promise’. Academic essay should further display objectivity when using ‘we’ instead of ‘I’ and ‘one’ instead of ‘you’. By and large, academic essay should present the real linguistic competence of the students and their ability to use the appropriate vocabulary in its real context.

The objectives of this lesson are mainly to make these participants aware of the correct usage of vocabulary in the academic context. The lesson has been planned to explain how to use English vocabulary appropriately for academic purposes. It aims to demonstrate what is formal and less formal to be used; thus, the participants can be aware of words and expressions used in an academic context and differentiate between informal and formal expression when they write an essay in instruction room and in an exam room.

The other components of the lesson are similar to the lesson of grammar in academic writing genre. Materials used are mainly PowerPoint Presentation and handouts that include the examples to compare and the follow-up activities. The warm-up activities are by the start of the lesson while the instructions are deduced. By the end of the lesson, the follow-up activities are done in pair groups, and then they are evaluated immediately in their handouts with a feedback on the board.

4.2.3.1.1. 3 Lesson Three: Spelling in Academic Writing Genre

Essay genre of writing is characterized by its formal spelling. The students avoid SMS language and online chat language in their academic writing genre such '2nite', '4', and 'U'. They also avoid contractions such as 'aren't' and 'isn't'. Spelling presents an important key trait of an academic essay that is written for academic purpose. Hence, academic spelling gives a clear word display that makes its audience understand the real meaning of the word, the sentence and the discourse in the real context.

The objectives of this lesson are mainly to raise the participants' awareness of the academic spelling. Moreover, it is planned to elucidate that the word spelling is not used similarly in all the genres of writing. The objective of lesson is also to demonstrate that the audience whom they write for are the academic representatives. Hence, they should write full words rather than SMS Acronyms which are used in personal writing: text messages and online chat.

The lesson of spelling in academic writing is presented in the similar way of the other lesson mentioned above. Materials are slides through the PowerPoint Presentation and handouts that include examples and follow-up activities. Examples and follow-up activities are preceded by the warm-up activities. Evaluation and feedback are the final steps in this lesson.

4.2.3.1.1. 4 Lesson Four: Punctuation in Academic Writing Genre

Academic genre of writing involves appropriate use of full stops, commas, colons, and hyphen. EFL students are expected to put commas and semi-colons between independent clauses of compound sentences. Furthermore, they are to put hyphens between compound nouns. They also put question marks by the end of the interrogative sentence.

The students also use quotation marks with direct reported speech, and they put full stops by the end of each sentence except questions and exclamations.

The participants' awareness of the importance of mastering punctuation in academic writing is the major objective of this lesson. Moreover, it has been planned to demonstrate paragraphing characteristics of an essay in accordance with the punctuation use. The lesson also aims to stress the necessity of punctuating the text production in accordance with the organization of ideas, and they place stops by the start of the ideas (dashes), in the middle (commas and semicolons) and by the end (full stops, question marks and exclamation marks).

The lesson of punctuation in academic writing is similar to the above mentioned lessons. Slides and handouts are the materials that the researcher used to display the warm-up activities, the examples and follow-up activities. Evaluation and feedback are integrated in this lesson. The examples that are presented in this lesson are mainly texts that lack or misuse punctuation.

4.2.3.1.2 Instructional Materials and Procedures: Processing Essay Genre

Instructional design is not only limited to principles of academic writing which can be generalized on all theses, dissertations and even business documents. Essay writing process is the following lesson and the second instruction designed in this study. Warm-up activity is in form of group discussion about the steps of essay writing, and the benefits following them to process an essay without skipping any step. They answer spontaneously, and most of them think that essay processing is of two steps: first draft and final draft.

The objective of this essay processing lesson is to train the participants how to write an essay effectively. For that reason, the researcher plays the role of the student who is considered according to them a proficient writer. The participants are unaware of processing essays, for they think that writing an essay needs only to draft first, and then they write their final drafts on a separate sheet to submit it. Training them through the researcher is a tool to achieve this goal, so they replay this role using their own pens and sheets of paper.

The material used in this lesson is just the board and the pieces of chalk used by the researcher and pens and sheets of paper used by the participants. The researcher uses the board to play her role as a proficient writer, and she chooses her topic and generates ideas on the board before the participants choose and generate their own. The participants imitate the researcher step by step using their pens and papers. By the end, they process their essays like that on the board.

Concerning the instructions, the participants are highly motivated to interact with the researcher. They and the researcher end up together writing 64 essays by the end of the lesson; however, this consumes much time (540 minutes) for that the researcher writes on the board, and the participants write on their own sheets. In the first step, the researcher chooses a topic and narrows it, and then the participants choose their own topics and narrow them. In the second step, the researcher formulates the thesis statement, and so do the participants. In third step, they imitate the researchers in generating ideas using clustering and listing techniques. By the fourth step, the researcher formulates an outline for the essay on the board, and so do they. The fifth step, they write their own first drafts after the researcher has written her own first draft.

In order to gain time for revising and proofreading, the researcher gives them the first draft in forms of handouts which includes even the previous steps because the researcher asks them to write their own essays, but she delays its delivery till the two last steps. They and the researcher work in groups in order to revise and proofread the first draft of the researcher on the board. First, they revise grammar, vocabulary, spelling, punctuation and paragraphing, and then they proofread the content and organization with the help of the researcher. Meanwhile, they take the revision and proofreading note down in their handouts. After they finish revising the researcher's first draft, she asks them to exchange their sheets that include their first drafts, and each one individually revises and proofreads their peer's essay. Based on the peers' remarks, the participants revise and proofread their own essays again to write their final drafts by the end.

The assessment of this lesson has been under the treatment procedures of the experiment that takes place with these 63 participants. The evaluation is based on the respect of these students to following up the steps without skipping anyone of them. Based on these treatment procedures, the posttest has been designed with the same participants on Tuesday 17th January 2012. After that a post-experiment questionnaire is conducted by the researcher about their perceptions on essay writing process and their overall attitudes towards writing.

4.2.3.1.3 Testing Materials and Procedures

To conduct this main study, a series of tests are implemented to measure the hypothesis. The pre-test is conducted with third year LMD students of Biskra University. Moreover, it is implemented in the light of the pilot study that is conducted in 2010/2011. Based on this pilot study, a post-test is implemented with the participants. The pre-test and the post-test are implemented on two independent samples: control and experimental groups.

4.2.3.1.3.1 Testing Material and Procedures: Experimental Group

The experimental group of 63 participants has been exposed to a pre-test by the start of the academic year 2011/2012. They are supposed to have learnt the different techniques of writing starting from the sentence structure to the paragraph structure and essay structure. Hence, the researcher tests and evaluates their essay products to measure the deficiencies that these participants may display in comparison with the products of participants who are volunteers in the pilot study. Pre-test tools are the traditional ones, and the researcher present diversified topics which are written on the board. The topics display the four main rhetorical modes that the participants get used to. The modes are exposition, narration, description and argumentation.

In the post-test phase, the same participants who undertake the treatment procedures are tested and evaluated approximately under the same procedures of the pre-test. (N= 63) participants are to produce essays based on the assigned topics that are typed and distributed in a certain examination atmosphere. They are supposed to use the rough sheet of paper to display the steps that they follow in order to process their essays. By submitting their answer sheets, they are supposed to display even their own rough sheets with the final draft sheets.

4.2.3.1.3.2 Testing Material and Procedures: Control Group

The control group undertakes a pretest similarly with the experimental group in 2011/2012. They have the same features of the experimental group because they are supposed to have learnt the techniques of writing in English from a sentence level to an essay level. The researcher tests and evaluates the essay products of participants in order to compare them with those of the pre-test essays of the experimental group. They are to

write about one of the topics that require one of the four rhetorical modes to develop their essays: narration, exposition, description and argumentation.

In the post-test phase, the control group is exposed to the same assigned topics in the same conditions of the post-test implemented in the class of experimental group. They are under approximately similar examination atmosphere; they are supposed to submit both the rough sheets and final draft sheets. Thus, the researcher can check their use of rough sheet before editing their final drafts. Both pre-test and post-test of the control group are compared using the analytical scoring rubrics.

Both experimental and control groups have the same features, and they both are exposed to same pre-test procedure in the first phase and same post-test procedures in the final phase. However, the experimental group meets treatment procedures that are previously presented in the instructional design. They are implemented during four weeks. Two sessions are programmed for each week, and each session is of 90 minutes, so participants are exposed to written expression for 180 minutes per week. For the control group, the participants are not exposed to those treatment procedures, yet they are exposed to product-based writing instruction for 180 minute per week.

4.2.3.1.4 Scoring Procedures of the Main Study

In this study, essays have been scored on analytical scoring scale. The first scoring scale has been implemented with the pilot study that was conducted in 2010/2011. The participants' scores have been set into 4-points scale from 1 to 4, and each point presents a level from excellent to very good, good to average, fair to poor and then very poor. These levels are set in terms of five rating items that are content, organization, vocabulary, language use and mechanics. Moreover, the second analytical scoring scale is used with essay products of experimental group and control group. The scoring scale adapted to this

study is that of Jacob *et al.* (1981). The rating items are also like that of the holistic scoring scale which are set in terms of five main levels: excellent to very good, good to average, fair to poor and then very poor. Furthermore, each level is presented in numerical score over 4- points divided according to the levels.

4.2.3.1.4.1. Holistic Scoring Procedures for the Pilot Study

In the pre-test phase of the pilot study, the researcher uses the holistic scoring scales to evaluate her participants' essays. These scales are overall interpretations of the participant's essay products, for they are graded from the excellent to the very poor written texts. The 4-points scale is implemented on the light of analytical scoring scale to keep the same levels. It is modified and adapted to the participants' needs; the researcher further uses this scoring scale to keep the same rating items on which she rates and scores the experimental and control groups.

Holistic scoring scale is also used in the post-test phase in the pilot study. The researcher classifies the participants' essays into four main levels: excellent to very good, good to average, fair to poor and then the very poor. (N=25) participants in the pilot study take part of the study willingly, so the remarks are not very important to decide their success or failure. So that the remarks obtained in the pre-test and the post-test of the pilot study are holistically interpreted in an overall performance assessment.

4.2.3.1.4.2. Analytical Scoring Procedures for Main Study

The detailed analytical scoring scale is used to interpret the score of the experimental group in their first phase which is the pretest. The researcher is assigned the topics to write the essays in part of the participants before they undertake the treatment procedures. After collecting their written texts, the researcher sets the analytical scale to interpret the score analytically. The essays' scores are set into five main rating items, and each item is graded in terms of four levels; each level is graded from 0 to 4.

In the post-test phase, the researcher who assigns topics to be developed in forms of essays classified her test-takers' scores using the same analytical scoring scale used in the pretest. The scores obtained with experimental group are then interpreted in terms of the rating items which rank from 0 to 4 for the content, organization, vocabulary, language use and mechanics. The scores are numerically interpreted into the marking scale of 20/20 with nominating the marks according to the levels from the excellent to the very poor.

In the pre-test phase, the control group also undertakes the same assigned topics for experimental group, and the participants' essays are then evaluated and scored using the same analytical scoring scale. The researcher classifies the participants' levels from excellent to very poor; the marking scale 20/20 is divided into 5 rating item: content, organization, vocabulary, language use and mechanics. Each rating item presents a rubric for the researcher to evaluate the participants' essays.

In the post-test, the same group is also evaluated and scored using the analytical scoring rubrics. The content rating item (content rubric) is scored from 0 to 4, and so are done with organization, vocabulary, language use and mechanics rubrics. The researcher then interprets these scores into overall performance rating levels from excellent to very poor. The obtained scores are interpreted through the marking scale: 20/20.

Scores of participants' essays are compared between the pre-test and post-test phases and between the experimental and control groups. First, the essays' scores of the pre-test have been compared to the post-test scores respecting the five rating items: content, organization, vocabulary, language use and mechanics. Second, the pre-test scores of the control group are compared to the post-test scores. Third, the scores of the pre-tests of both experimental and control groups are compared, and so are done the researcher with the posttest scores of the two samples.

4.2.3.1.4.3 Procedures to Test Inter- Raters Reliability

To test inter-rater reliability, two raters participate in the posttest evaluation with the researcher. As a result, three scores for one essay are put by the three raters; the three scores are then compared. The researcher tests inter-rater reliability only for the posttest essays. She photocopies the original texts in two copies to form three copies for the two raters and the researcher. The two raters are colleagues from the same Department of Foreign Languages; they have taught written expression in the English Language Division for more than five years. The first rater is a colleague, who has gotten her Magister Degree in 2006, and the second colleague has gotten her Degree in 2008, yet they start teaching written expression before getting their Degrees.

The first rater uses the same analytical scoring scale used by the researcher; Jacobs *et al.*'s scale (1981) is the model to be followed by this rater. She evaluates and scores 63 essays using the 5-levels scale from excellent to very poor with the marking scale from 0 to 4. Moreover, she sets the score accompanied with the level; for example, $\frac{3}{4}$ (Good) for the content and $\frac{3}{4}$ (Good) for the organization, so the total score is 20/20. She underlines and circles the different grammar errors and spelling errors. She also notes errors in paragraphing, sentence structure, organization and content relevance.

The second rater scores the participants analytically and similarly like the first rater and the researcher. She also scores 63 essays using the 5-levels scale ranking the participants from excellent to very poor. She also notes the errors in content and organization; she further highlights spelling and grammar errors. The rater puts the score in parallel with the levels: excellent, very good, good, average, fair, poor and very poor. Consequently, the scoring process is similar between the scorers among them is the researcher.

4.3 Questionnaire Administration

The researcher further administers a post-experiment questionnaire of 31 questions. It is merely directed to the experiment participants (N=63). All the participants in the experiment respond the questionnaire, and their answers are used to test the hypotheses that are previously introduced to conduct the present study. The 31 questions are divided into five main sections and an additional sixth section.

The first section is devoted to the personal profile of the respondents (N=63). The second section is set to the learning background of the participants, yet the third section is devoted to the participants' conceptions of academic writing after the experiment. The fourth section is to test their knowledge about the structure of the academic essays, and the fifth section is directed to their perceptions of the essay genre process. The sixth section is to ask them about their attitudes towards essay as an examination item. The questionnaire then helps the researcher further support accepting or rejecting the alternative hypotheses #3 and #4.

4.4 Classroom Observation Administration

Administering the classroom observation is through the three main techniques of classroom observation. First, the researcher uses the checklist which is used mainly to check the processing skills of writing among the students through the adopted steps of the process-genre oriented writing instruction. The second techniques is the field notes taken which are notes taken in terms of time exploration (90 minutes). The third technique used for the classroom observation is the follow-up conversation which consists of 8 questions all of them serve the same objectives set for the post-experiment questionnaire.

4.5. Analysis of Data Collected

The researcher uses the SPSS program (17.0 Version) to input the result to interpret data collected from the questionnaire, the classroom observation and the t-test in the main study. Moreover, she uses excel processing program to encode the results of the pilot study. She uses different analysis techniques provided by this program to interpret and to encode them. The researcher uses a paired t-test design to interpret and to encode the scores of the pre-tests and post-tests of experimental and control groups separately. To encode and to interpret the comparison between experimental and control groups, the researcher uses the independent samples t-test procedure. For encoding and interpreting the tests scores frequencies, the descriptive statistics are implemented. The classroom observation and post-experiment questionnaire are also encoded using the SPSS program.

4.5.1 Analysis of Data Collected: Pilot Study

As a first phase of analysis for the data collected in the pilot study, the researcher uses the paired t-test procedures to interpret and to encode the scores of the 25 participants. She encodes the pre-test scores at first in the frequencies descriptive statistics in order to

measure the frequencies of scores from 0 to 4 in each scored rubric: content, organization, vocabulary, language use and mechanics.

Using the instruction designed on the principles of process-genre approach to writing, the researcher records classroom observation using a checklist during the pre-test, the treatment and the posttest. She interprets them in forms of anecdotes, and she also encodes the scores of the post-test essays through descriptive statistics in a similar manner with the pre-test. Finally, she compares them to analyze the means, the difference, t-value and p-value. Based on these statistical descriptions in the pilot study, both instructional and testing procedures are reconsidered in the main study.

4.5.2. Analysis of Data Collected: Main Study

In the main study, the researcher designs a descriptive statistics to encode the pre-test and post-test scores in terms of frequencies. To compare the mean, she implements the paired t-test to compare the t-score of treatment group. The researcher gets the paired differences of both pre-test and post-test of the same group. The standard deviation is also calculated through the paired t-test statistics, and so does the SPSS program with the p-value. The statistics obtained through this statistics program are compared to those obtained with the control group.

The researcher uses the paired t-test procedures with the t-scores of control group in order to compare them to the t-scores of the experimental group. First, the pre-test scores are interpreted and encoded using the descriptive statistics procedure to calculate scores frequencies, and so does the researcher with the post-test scores. Second, the researcher compares the t-scores of the control group together. Using the SPSS program, the two groups are compared using the independent samples t-test procedures to calculate the mean, standard deviation and p-values that are provided in SPSS 17.0.

The questionnaire results are encoded and described using the SPSS program. The responses to the questions are encoded in terms of frequencies through the descriptive statistics analysis. Tables are used to encode the Participants profile while descriptive statistics are to encode the responses' to the Likert scale based questions. Concerning the open-ended questions, the researcher interprets them in form of anecdotes, yet the suggestions are integrated in the recommendation by the end of the study.

The classroom observation results are also encoded in forms of tables, and they are interpreted in forms of anecdotes. The researcher encodes the filled checklist in forms of tables to compare results of the pre-test and post-test procedures for both the control group and the experiment groups. For the field notes, the notes taken are encoded in tables that show the time consumed for processing their essays at the pre-test and post-test stages, so the researcher can compare the results of the two groups. For the follow-up conversation, the researcher interprets the results in forms of anecdotes.

Conclusion

The present chapter introduces chapter five, for it provides the procedures taken to obtain the results through the three methods of research used in the present study. On the other hand, it shows how the pilot study helps the researcher to reconsider the procedures for administering the main study. Furthermore, it makes her involve two study groups, experimental and control groups to gain validity and reliability when she tests the hypotheses. As it is mentioned in this chapter, the pilot study helps the researcher to reconsider the research procedure to conduct the experiment in many areas, especially the sample that is supposed to be both experimental and control. The treatment is to be reconsidered, so the students' awareness of academic writing genre will be raised. The focus of this chapter is on the three research instruments to be used in the present study.

The process-genre-oriented approach highlights the instruction adopted in the treatment stage.

Chapter Five: Results of the Study (Field Work)

Introduction.....	187
5.1. T-Test Scores of Essays of Experimental Group.....	187
5.1.1. Pre-test Scores of Essays of Experiment Group.....	188
5.1.2. Post-test Scores of Essays of Experiment Group.....	198
5.1.3. Paired T-test of Experiment Group.....	207
5.2. T-Test Scores of Essays of Control Group.....	214
5.2.1. Pre-test Scores of Essays of Control Group.....	214
5.2.2. Post-test Scores of Essays of Control Group.....	223
5.2.3. Paired T-test of the Control Group.....	229
5.3. Two Independent Samples of the Control and Experiment Groups.....	236
5.3.1. Groups Statistics.....	236
5.3.2. Independent Samples Test for Equality of Variances.....	239
5.4. Inter-rater Reliability of the Posttest Total Scores.....	241
5.4.1. Descriptives of Inter-rater Reliability of the Posttest Total Scores.....	241
5.4.2. Analysis of Variances of Raters' Scores of Posttest Essay (ANOVA).....	243
5.5. Post-experiment Questionnaire towards the Implementation of Process-Genre Approach to Essay Instruction.....	245
5.5.1. Respondents' Profile.....	246
5.5.2. Conceptions of Academic Writing.....	249
5.5.3. Respondents' Perception of Essay Structure.....	255
5.5.4. Respondents' Perception of Process of Essay Writing.....	259
5.5.5. Essay Examination at Biskra University.....	267

5.6. Classroom Observation.....	269
5.6.1. Classroom Observation Checklist: Process of Essay Writing.....	270
5.6.2. Field Notes: Time Consumed for Writing an Essay.....	272
5.6.3. Follow- up Conversation.....	275
Conclusion.....	280

Chapter Five

Results of the Study

(Field Work)

Introduction

This chapter presents the results obtained using the three research instruments: T-test, post-experiment questionnaire and classroom observation. First, T-test results are encoded in tables using SPSS 17.0 program, so their interpretation is stated clearly using the paired samples and independent samples procedures for analysis. Moreover, ANOVA procedures help to encode scores of raters for testing inter-raters reliability. Second, results of post-experiment questionnaire are also encoded in forms of tables that facilitate their interpretations and discussions in chapter six. Third, results of classroom observation checklist, field notes and follow-up conversation are generally encoded in forms of tables. Consequently, this chapter helps the researcher explore the results for testing the hypotheses on a larger scale.

5.1 T-test Scores of Essays of Experimental Group

In this study, the experimental group who is exposed to a process-genre essay instruction undertakes three- stages procedures. In the first stage, they are exposed to a pre-test through which they exhibit their writing skill. In the second stage, the experiment is conducted through presenting two categories of courses; the first one is a series of lessons (four lessons) about characteristics of formal academic writing while the second is on processing essays. The third stage is the post-test which takes place after the treatment, and the participants are to demonstrate the effects of process-genre-oriented instruction on their essay writing.

5.1.1 Pre-test Scores of Essays of Experimental Group

(N=63) participants in this study contribute in the pre-test stage as part of their English Language program at Biskra University. This test is considered as a diagnostic test that helps the researcher to recognize the key weaknesses in essay writing among EFL students of Biskra University. This pretest takes place on Monday October 24th, 2011 with (N= 31) participants and on Tuesday October 25th 2011 with the (N= 32) participants. The results are interpreted descriptively using SPSS 17.0 program in order to calculate the frequency, mean and standard deviation. These procedures precede the paired t-test and independent samples t-test which are used to compare the scores of each single group (pre-test versus post-test) and the scores of the two groups in parallel.

5.1.1.1 Pre-test Scores of Content Rubric in Essays of Experimental Group

The 4-points of the total scores (20-points) are based on the content rubric. In the pretest stage, the analytical scores of the participants rank from 0 to 4 points to describe the development of topic, and relevance of details to the assigned or even the freely chosen topics. The development of topics ranks the participants from excellent to very poor levels. First, the excellent to very good level reflects the substantive, knowledgeable and thorough development of topic and the relevant details along the essay, and the scores are from 3.25 to 4 points. Second, good to average level reflects some knowledge of topic, an adequate range, limited development of topic, relevance to the topic and lack of details. This level ranks from 2.25 to 3 points. Third, the fair to poor level indicates a limited knowledge of topic, little substance and inadequate development of topic and 1.25 to 2 points characterizes this level. 0 to 1 points indicate the very poor level that reflects the non-substantive development of topic, and it is not sufficient to be evaluated.

N Valid	63
Missing	0
Mean	1,1508
Std. Deviation	0,73031
Minimum	0,00
Maximum	3,50

Table 12: Statistics of Pre-test Scores of Essays' Content Rubric of Experimental Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0,00	2	3,2	3,2	3,2
0,25	1	1,6	1,6	4,8
0,50	19	30,2	30,2	34,9
1,00	18	28,6	28,6	63,5
1,50	11	17,5	17,5	81,0
2,00	5	7,9	7,9	88,9
2,25	3	4,8	4,8	93,7
2,50	2	3,2	3,2	96,8
3,00	1	1,6	1,6	98,4
3,50	1	1,6	1,6	100,0
Total	63	100,0	100,0	

Table 13: Pre-test Scores of Essays' Content Rubric of Experimental Group

With a minimum score of 0.00 and a maximum score of 3.50, the above tables display the mean scores which approximate (=1.1508) with the standard deviation of (SD= 0.73031). The mean frequencies are limited between 0.50 and 1.50 which represent (N=48) participants' scores among (N=63). These two values represent essays content which reflects two levels which are fair to poor and very poor. (N=48) participants show limited knowledge of subject with lack of details, and they do not show knowledge of the topic with insufficient account of words to be evaluated.

5.1.1.2 Pretest Scores of Organization Rubric in Essay of Experimental Group

Organization rubric is also based on the 4-points of the total scores (20-points). The obtained scores of the participants' essays rank from 0 to 4 points to describe the fluency and organization of ideas; it further reflects the clearly supported ideas. The logical sequence and cohesion are also included in evaluation of essay organization. The organization of ideas ranks the participants from excellent to very poor levels. The excellent to very good level represents fluent expression, logical sequencing of ideas and cohesion, and the scores rank from 3.25 to 4 points. Good to average level represents some choppy and loosely organized ideas, limited support but logical and incomplete sequence of ideas, yet it grades participants' scores from 2.25 to 3 points. The fair to poor level indicates non-fluent, confused and disconnected ideas; moreover, it lacks logical sequence. The organization rubric in this level grades from 1.25 to 2 points. 0 to 1 points represent the very poor level that shows no organization and insufficient account of words to be evaluated.

N	Valid	63
	Missing	0
	Mean	1,1151
	Std. Deviation	0,69536
	Minimum	0,00
	Maximum	3,50

Table 14: Statistics of Pre-Test Scores of Essays' Organization Rubric of Experiment Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0,00	1	1,6	1,6	1,6
	0,50	23	36,5	36,5	38,1
	1,00	16	25,4	25,4	63,5
	1,25	3	4,8	4,8	68,3
	1,50	10	15,9	15,9	84,1
	2,00	3	4,8	4,8	88,9
	2,25	2	3,2	3,2	92,1
	2,50	4	6,3	6,3	98,4
	3,50	1	1,6	1,6	100,0
	Total	63	100,0	100,0	

Table 15: Pre-Test Scores of Essays' Organization Rubric of Experimental Group

As shown in table14, the mean is ($=1,1151$) with standard deviation of ($SD=0,69536$) and with a minimum score of 0.00 and a maximum score of 3.50. These statistics reflect the mean frequencies between 0.50 and 1.25 which represent ($N=42$) participants' scores among ($N=63$) which represent very poor level ($N=39$) and fair to poor levels ($N=3$). ($N=39$) participants show no organization and insufficient account of words, and the rest are non-fluent, confused and disconnected ideas.

5.1.1.3 Pretest Scores of Vocabulary Rubric in Essay of Experimental Group

4-points of the total scores (20-points) are also devoted to vocabulary rubric. The participants' essays rank from 0 to 4 points to describe their mastery academic English vocabulary. The sophisticated range of words, effective word choice and usage and the word form mastery present the standardized criteria of an effectively written essay that deserves 4-points as an excellent level. The excellent to very good level represents sophisticated range of effective words that are well chosen and used appropriately, and the scores rank from 3.25 to 4 points. Good to average level represents adequate range of vocabulary, occasional errors of word form and usage yet clear meaning. Participants' scores grade from 2.25 to 3 points. The fair to poor level demonstrates limited range of

vocabulary, frequent errors word form and usage, and the meaning is confusing. The scores are graded from 1.25 to 2 points. 0 to 1 points reflect the very poor level that shows essential translation, little knowledge of English vocabulary and insufficient account of words to be scored.

N	Valid	63
	Missing	0
	Mean	1,0794
	Std. Deviation	0,56409
	Minimum	0,25
	Maximum	2,50

Table 16: Statistics of Pre-Test Scores of Essays' Vocabulary Rubric of the Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0,25	1	1,6	1,6	1,6
	0,50	20	31,7	31,7	33,3
	1,00	20	31,7	31,7	65,1
	1,25	4	6,3	6,3	71,4
	1,50	9	14,3	14,3	85,7
	2,00	6	9,5	9,5	95,2
	2,25	1	1,6	1,6	96,8
	2,50	2	3,2	3,2	100,0
	Total	63	100,0	100,0	

Table 17: Pre-Test Scores of Essays' Vocabulary Rubric of the Experimental Group

Table 16 shows a mean of ($=1,0794$) with standard deviation of ($SD= 0,56409$) and with a minimum score of 0.25 and a maximum score of 2.50. These descriptive statistics indicate the mean frequencies between 0.50 and 1.25 which represent ($N=44$) participants' scores of vocabulary rubric among ($N=63$) which represent very poor level ($N=40$) and fair to poor levels ($N=4$). ($N=40$) participants show essential translation, little knowledge of

English vocabulary and insufficient account of words while the fair to poor level demonstrate limited range of vocabulary with frequent errors in word form and usage.

5.1.1.4 Pre-test Scores of Language Use Rubric in Essay of Experiment Group

4-points of the total scores (20-points) are also to score language use rubric. The participants' essays rank from 0 to 4 points to describe effective grammatical constructions. The participants who show effective complex constructions, fewer errors of agreement, tense, number, word order, articles, pronouns and prepositions deserve 3.25 to 4-points (excellent to very good level). Good to average level represents effective but simple construction, minor errors in construction, several errors of agreement, tense, number, word order, articles, pronouns, and prepositions with seldom obscured meaning, and the participants' scores grade from 2.25 to 3 points. The fair to poor level displays major problems in complex and simple construction with frequent errors in negation, agreement, tenses, number, word order, articles, pronouns, and prepositions; it reflects fragments, run-on sentences, and deletions with confused meaning. The scores are graded from 1.25 to 2 points. The very poor level reflects no mastery of sentence construction, and shows no enough account of words to be evaluated, yet 0 to 1 points are the scores at this level.

N	Valid	63
	Missing	0
Mean		1,0635
Std. Deviation		0,59732
Minimum		0,00
Maximum		2,50

Table 18: Statistics of Pre-Test Scores of Essays' Language Use of the Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0,00	1	1,6	1,6	1,6
	0,50	24	38,1	38,1	39,7
	1,00	14	22,2	22,2	61,9
	1,25	4	6,3	6,3	68,3
	1,50	10	15,9	15,9	84,1
	1,75	1	1,6	1,6	85,7
	2,00	6	9,5	9,5	95,2
	2,25	1	1,6	1,6	96,8
	2,50	2	3,2	3,2	100,0
	Total	63	100,0	100,0	

Table 19: Pre-Test Scores of Essays' Language Use of the Experimental Group

Table 18 shows the mean ($=1,0635$) with standard deviation of ($SD=0,59732$) and with a minimum score of 0.00 and a maximum score of 2.50. The mean frequencies between 0.50 and 1.25 which represent 42 participants' scores of language use rubric among ($N=63$) which represent very poor level ($N=38$) and fair to poor levels ($N=4$). ($N=38$) participants show very poor level because they show no mastery of sentence construction rules that does not communicate. Concerning the fair to poor level, it shows major problems in sentence construction that influence the meaning.

5.1.1.5 Pretest Scores of Mechanics Rubric in Essay of Experimental Group

4-points of the total scores interpreted the mechanics rubric. The participants' essays are scored between 0 to 4 points to evaluate their mastery of conventions, spelling, punctuation, capitalization and paragraphing. The excellent to very good essays demonstrate few errors in the above mechanics while those of good to average level show occasional errors without obscured meaning, and the scores grade from 2.25 to 3 points. The fair to poor level essays demonstrate frequent errors in mechanics with obscured

meaning, the scores are graded from 1.25 to 2 points. The very poor level essays show no mastery of the conventions; 0 to 1 points are the scores interpret this level.

N	Valid	63
	Missing	0
	Mean	0,9246
	Std. Deviation	0,74140
	Minimum	0,00
	Maximum	3,00

Table 20: Statistics of Pre-Test Scores of Essays' Mechanics of Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0,00	12	19,0	19,0	19,0
	0,50	19	30,2	30,2	49,2
	1,00	11	17,5	17,5	66,7
	1,25	2	3,2	3,2	69,8
	1,50	10	15,9	15,9	85,7
	2,00	5	7,9	7,9	93,7
	2,25	1	1,6	1,6	95,2
	2,50	2	3,2	3,2	98,4
	3,00	1	1,6	1,6	100,0
	Total	63	100,0	100,0	

Table 21: Pre-Test Scores of Essays' Mechanics of Experimental Group

Table 20 displays the mean (=0,9246) with standard deviation of (SD= 0,74140) and with a minimum score of 0.00 and a maximum score of 3.00. The mean frequencies between 0.00 and 1.00 which represent (N=42) participants' scores among (N=63) that all represent very poor level (N=42). (N=42) participants show very poor level, for they show no mastery of conventions, spelling, punctuation, capitalization and paragraphing.

5.1.1.5.6 Total Scores of Pre-Test Essays of Experimental Group

The total scores of the pre-test essays are to be interpreted 20-points scale. This scale calculates the five scores of the five essays' rubrics: content, organization, vocabulary, mechanics and language use. The participants' essays are scored between 0 to 20 points to expose the overall score of each participant's essay with a clear division of score. The excellent to very good essays demonstrate thorough development of content with a fluent, logical and cohesive organization of ideas. They also show their mastery academic English vocabulary. Moreover, they demonstrate that they master the English language rules; and so do they with conventions, spelling, punctuation, capitalization and paragraphing.

N	Valid	63
	Missing	0
Mean		5,3175
Std. Deviation		3,04476
Minimum		1,00
Maximum		14,50

Table 22: Statistics of Total Scores of Pre-Test Essays of Experimental Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1,00	1	1,6	1,6	1,6
1,25	1	1,6	1,6	3,2
1,75	1	1,6	1,6	4,8
2,00	7	11,1	11,1	15,9
2,50	4	6,3	6,3	22,2
3,00	2	3,2	3,2	25,4
3,50	4	6,3	6,3	31,7
3,75	2	3,2	3,2	34,9
4,00	9	14,3	14,3	49,2
4,50	3	4,8	4,8	54,0
4,75	1	1,6	1,6	55,6
5,00	1	1,6	1,6	57,1
5,25	1	1,6	1,6	58,7
5,50	3	4,8	4,8	63,5
5,75	1	1,6	1,6	65,1
6,00	3	4,8	4,8	69,8
6,25	1	1,6	1,6	71,4
6,50	1	1,6	1,6	73,0
7,00	3	4,8	4,8	77,8
8,00	1	1,6	1,6	79,4
8,50	3	4,8	4,8	84,1
9,00	2	3,2	3,2	87,3
9,50	1	1,6	1,6	88,9
10,00	1	1,6	1,6	90,5
10,25	1	1,6	1,6	92,1
10,50	1	1,6	1,6	93,7
11,00	1	1,6	1,6	95,2
11,25	1	1,6	1,6	96,8
12,50	1	1,6	1,6	98,4
14,50	1	1,6	1,6	100,0
Total	63	100,0	100,0	

Table 23: Total Scores of Pre-Test Essays of Experimental Group

Table 22 displays the mean ($\bar{x}=5,3175$) of the total scores of essays in the pre-test stage with standard deviation of ($SD=3,04476$), and with a minimum score of 1.00 and a maximum score of 14.50. The mean frequencies that graduate between 1.00 and 14.50 represent ($N=40$) participants' scores among ($N=63$); these centralized scores between 1.00 and 5.50 represent very poor essays in the five aspects of scoring (rubrics). ($N=40$) participants show very poor level, for they totally show no effective content, organization, vocabulary, language use and mechanics.

5.1.2 Post-Test Scores of Essays of Experimental Group

After implementing the process-genre-oriented instruction, the participants are exposed to a post-test that occurs on Tuesday 17th January, 2012. They are supposed to write an essay during 90 minutes on one of the assigned topics which are to be developed through one of the four discourse modes: narration, description, exposition and argumentation. The students are asked to process their essays before submitting the final drafts. The researcher asks them to use their rough paper to facilitate observing if they follow the supposed stages to process and to produce their essays. They start at 13:10, and they finish at 14:40.

5.1.2.1 Post-Test Scores of Content Rubric in Essay of Experimental Group

Based on the same characteristics of pre-test aspects, the post-test essays are evaluated in terms of their content development and relevance to the topic. The scores are also based on a 4-points scale with four levels of criteria from excellent to very poor (excellent to very good= $3.25-4$, good to average= $2.25-3$, fair to poor= $2-1.25$ and very poor = $0-1$).

N	Valid	63
	Missing	0
Mean		2,1151
Std. Deviation		0,75646
Minimum		0,50
Maximum		3,75

Table 24: Statistics of Post-Test Scores of Essays' Content Rubric of the Experimental Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0,50	1	1,6	1,6	1,6
1,00	7	11,1	11,1	12,7
1,25	3	4,8	4,8	17,5
1,50	7	11,1	11,1	28,6
2,00	19	30,2	30,2	58,7
2,25	5	7,9	7,9	66,7
2,50	8	12,7	12,7	79,4
3,00	7	11,1	11,1	90,5
3,50	5	7,9	7,9	98,4
3,75	1	1,6	1,6	100,0
Total	63	100,0	100,0	

Table 25: Post-Test Scores of Essays' Content Rubric of the Experimental Group

The above tables display the mean scores of ($\bar{x}=2,1151$) with the standard deviation of ($SD=0,75646$). With a minimum score of 0.50 and a maximum score of 3.75, the mean frequencies are centered between 1.50 and 2.25 which represent ($N=38$) participants' scores among ($N=63$) while the scores from 2.50 to 3.75 point ($/04$) rose to 21 frequencies, and they are 4 between 2.50 and 3.50 in the pre-test. The participants show mostly relevant details for development.

5.1.2.2 Post-Test Scores of Organization Rubric in Essay of Experimental Group

Using the same aspects of pre-test, the post-test essays scores of organization are resulted to describe the fluency, organization of ideas and the logical sequence and cohesion. A 4-points scale is set to evaluate and describe the four levels of criteria from excellent to very poor. The organization scores of post-test are resulted from the process-genre-oriented essay instruction which emphasize on the aspects of an effective essay.

N	Valid	63
	Missing	0
Mean		2,1429
Std. Deviation		,79402
Minimum		,50
Maximum		4,00

Table 26: Statistics of Post-Test Scores of Essays' Organization Rubric of Experimental Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ,50	1	1,6	1,6	1,6
1,00	6	9,5	9,5	11,1
1,25	4	6,3	6,3	17,5
1,50	10	15,9	15,9	33,3
2,00	13	20,6	20,6	54,0
2,25	3	4,8	4,8	58,7
2,50	12	19,0	19,0	77,8
2,75	1	1,6	1,6	79,4
3,00	6	9,5	9,5	88,9
3,25	1	1,6	1,6	90,5
3,50	4	6,3	6,3	96,8
3,75	1	1,6	1,6	98,4
4,00	1	1,6	1,6	100,0
Total	63	100,0	100,0	

Table 27: Post-Test Scores of Essays' Organization Rubric of Experimental Group

As shown in table 26, the mean is (=2.1429) with standard deviation of (SD= 0,79402) and with a minimum score of 0.50 and a maximum score of 4.00. These statistics reflect the mean frequencies between 1.50 and 2.5 which represent (N=38) participants' scores among (N=63) which fair level (N=23) and good to average levels (N=15). While (N=14) participants get scores from 2.75 to 4.00, yet (N=11) get scores from 0.50 to 1.25 represent poor to very poor levels.

5.1.2.3 Post-Test Scores of Vocabulary Rubric in Essay of Experimental Group

Vocabulary rubric is based on 4-points of the total scores (20-points). The scores of participants' essays grade from 0 to 4 points to evaluate their mastery academic English vocabulary. Therefore, the post-test scores are obtained in the same way as the pre-test in terms of the range of words used, effective word choice and the word form mastery. The vocabulary scores are based on the lesson of academic vocabulary that is presented in the treatment phase.

N	Valid	63
	Missing	0
Mean		1,9500
Std. Deviation		0,76110
Minimum		0,50
Maximum		3,50

Table 28: Statistics of Post-Test Scores of Essays' Vocabulary of the Experimental Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0,50	1	1,6	1,6	1,6
1,00	6	9,5	9,5	11,1
1,25	6	9,5	9,5	20,6
1,50	19	30,2	30,2	50,8
2,00	10	15,9	15,9	66,7
2,25	2	3,2	3,2	69,8
2,50	7	11,1	11,1	81,0
3,00	7	11,1	11,1	92,1
3,35	1	1,6	1,6	93,7
3,50	4	6,3	6,3	100,0
Total	63	100,0	100,0	

Table 29: Post-Test Scores of Essays' Vocabulary of the Experimental Group

Table 28 shows the mean ($=1,9500$) with standard deviation of ($SD= 0,76110$) and with a minimum score of 0.50 and a maximum score of 3.50. These descriptive statistics indicate the mean frequencies which are centered between 1.50 and 2.00 which represent ($N=29$) participants' scores among ($N=63$); these scores represent fair level ($N=40$). The number of scores ($N=13$) which rank from fair to very poor levels are less than the pre-test scores of ($N=44$) participants. The very good to average levels are ($N=19$) while they are less than this scores number ($N=3$) in the pre-test stage.

5.1.2.4 Post-Test Scores of Language Use Rubric in Essay of Experimental Group

Language use rubric presents a scale of 4-points, and the participants' essays rank from 0 to 4 points to evaluate and to score effective grammatical constructions as well as the sentence structure. The scores are obtained using the same techniques of the pre-test, yet the difference between the pre-test scores and the post-test scores is due to the treatment procedures that these participants are exposed to in the lesson of grammar for academic purposes.

N	Valid	63
	Missing	0
Mean		1,9841
Std. Deviation		0,75251
Minimum		1,00
Maximum		3,50

Table 30: Statistics of Post-Test Scores of Essays' Language Use of the Experimental Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1,00	8	12,7	12,7	12,7
1,25	4	6,3	6,3	19,0
1,50	18	28,6	28,6	47,6
2,00	11	17,5	17,5	65,1
2,25	1	1,6	1,6	66,7
2,50	10	15,9	15,9	82,5
3,00	5	7,9	7,9	90,5
3,25	1	1,6	1,6	92,1
3,50	5	7,9	7,9	100,0
Total	63	100,0	100,0	

Table 31: Post-Test Scores of Essays' Language Use of the Experimental Group

As shown in table 30, the mean score is (=1, 9841) with a standard deviation of (SD= 0, 75251) and with a minimum score of 1.00 and a maximum score of 3.50. Concerning the mean frequencies are between 1.50 and 2.00 which represent (N=28) participants' scores among (N=63), and theses scores refer to fair level (N=28). The scores from 1.00 to 1.25 represent the poor and the poor very levels among fewer number of participants (N= 12). The average to very good scores that commence from 2.25 to 3.50 are (N=21) participants.

5.1.2.5 Post-Test Scores of Mechanics Rubric in Essay of Experimental Group

The mechanics rubric is evaluated the same way as the four other rubrics (4-points of the total scores). The participants' essays are evaluated in terms of their mastery of conventions, spelling, punctuation, capitalization and paragraphing in a similar way for the pre-test. The scores are obtained as a result of the lesson of mechanics used in academic writing that is part of the treatment procedures.

N	Valid	63
	Missing	0
Mean		1,9603
Std. Deviation		0,88241
Minimum		,50
Maximum		4,00

Table 32: Statistics of Post-Test Scores of Essays' Mechanics of the Experiment Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0,50	4	6,3	6,3	6,3
1,00	10	15,9	15,9	22,2
1,25	4	6,3	6,3	28,6
1,50	9	14,3	14,3	42,9
2,00	14	22,2	22,2	65,1
2,50	9	14,3	14,3	79,4
2,75	1	1,6	1,6	81,0
3,00	6	9,5	9,5	90,5
3,50	4	6,3	6,3	96,8
3,75	1	1,6	1,6	98,4
4,00	1	1,6	1,6	100,0
Total	63	100,0	100,0	

Table 33: Post-Test Scores of Essays' Mechanics of the Experimental Group

Table 33 displays the mean (=1,9603) with standard deviation of (SD= 0,88241) and with a minimum score of 0.50 and a maximum score of 4.00. The mean frequencies between 1.50 and 2.00 which represent (N=23) participants' scores among (N=63) that

represent fair level (N=23). The poor and very poor scores from 0.50 to 1.25 are (N=18) while the average to excellent scores from 2.50 to 4.00 are (N=22).

5.1.2.6 Total Scores of Post-Test Essays of Experimental Group

20-points scale refers to the total scores of the post-test essays. This scale is calculated from the five scores of the five essays' rubrics: content, organization, vocabulary, mechanics and language use. The participants' essays scores are ranked between 0 to 20 points to expose the overall score of each participant's essay with a clear division of score. The excellent to very good essays reflect a thorough development of content with a fluent, logical and cohesive organization of ideas; moreover, they indicate mastery of academic English vocabulary, English language rules, conventions, spelling, punctuation, capitalization and paragraphing.

N	Valid	63
	Missing	0
Mean		10,1190
Std. Deviation		3,62392
Minimum		3,25
Maximum		17,00

Table 34: Statistics of Post-Test Total Scores of Essays of the Experimental Group

Table 34 shows the mean (=10, 3175) of the total scores of essays in the pre-test stage with standard deviation of (SD= 3,62392), and with a minimum score of 3.25 and a maximum score of 17.00. The mean frequencies rank between 10.00 and 10.25. Among (N=63) participants' scores; (N=29) represent the average score that is 10.00. Scores from 3.25 to 5.00 are (N=4), yet scores from 5.25 to 9.50 are (N=30).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3,25	1	1,6	1,6	1,6
	4,50	2	3,2	3,2	4,8
	5,00	1	1,6	1,6	6,3
	5,25	1	1,6	1,6	7,9
	6,00	2	3,2	3,2	11,1
	6,25	1	1,6	1,6	12,7
	6,50	1	1,6	1,6	14,3
	6,75	1	1,6	1,6	15,9
	7,00	4	6,3	6,3	22,2
	7,25	2	3,2	3,2	25,4
	7,50	1	1,6	1,6	27,0
	7,75	3	4,8	4,8	31,7
	8,00	3	4,8	4,8	36,5
	8,25	1	1,6	1,6	38,1
	8,50	2	3,2	3,2	41,3
	9,00	4	6,3	6,3	47,6
	9,50	4	6,3	6,3	54,0
	10,00	2	3,2	3,2	57,1
	10,25	1	1,6	1,6	58,7
	10,50	3	4,8	4,8	63,5
	10,75	2	3,2	3,2	66,7
	11,75	1	1,6	1,6	68,3
	12,00	3	4,8	4,8	73,0
	12,25	1	1,6	1,6	74,6
	12,75	1	1,6	1,6	76,2
	13,00	2	3,2	3,2	79,4
	14,00	2	3,2	3,2	82,5
	14,50	1	1,6	1,6	84,1
	15,00	1	1,6	1,6	85,7
	15,50	2	3,2	3,2	88,9
	15,75	1	1,6	1,6	90,5
	16,50	2	3,2	3,2	93,7
	16,75	1	1,6	1,6	95,2
	17,00	3	4,8	4,8	100,0
	Total	63	100,0	100,0	

Table 35: Post-Test Total Scores of Essays of the Experimental Group

5.1.3 Paired T-Test of the Experimental Group

After calculating the descriptive statistics, the researcher used the paired t-sample procedures to compare between the pre-test scores and the post-test scores. All the rubrics' scores are compared in terms of the two stages: pre-test and post-test. Mean, standard deviation and standard error mean are stated in one table while the correlations are clearly stated in second table; the paired differences are in the third table.

5.1.3.1 Paired Samples Statistics of the Experimental Group

The following table displays the mean scores: standard deviation and the standard error mean. It displays the scores of pre-test and post-test in pairs, and there are 5 pairs. Each pair represents a rubric respectively: content, organization, vocabulary, language use and mechanics.

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test scores of content rubric	1,1508	63	0,73031	0,09201
Post-test scores of content rubric	2,1151	63	0,75646	0,09530
Pair 2 Pre-test scores of organization rubric	1,1167	63	0,69404	0,08744
Post-test scores of organization rubric	2,1429	63	0,79402	0,10004
Pair 3 Pre-test scores of vocabulary rubric	1,0794	63	0,56409	0,07107
Post-test scores of vocabulary rubric	1,9500	63	0,76110	0,09589
Pair 4 Pre-test scores of language use rubric	1,0635	63	0,59732	0,07526
Post-test scores of language use rubric	1,9841	63	0,75251	0,09481
Pair 5 Pre-test scores of mechanics rubric	0,9246	63	0,74140	0,09341
Post-test scores of mechanics rubric	1,9603	63	0,88241	0,11117

Table 36: Paired Samples Statistics of Experimental Group

As shown in the above table, the means of pre-test scores are compared to the means of post-test scores in terms of the five analytical rubrics: content, organization, vocabulary, language use and mechanics. In the content rubric, the pre-test mean is (=1.1508) with a standard deviation (SD= 0.73031) while the post-test mean is (= 2.1151) with a standard deviation (SD=0.75646). This increase in the mean scores is due to the treatment that the participants are exposed to. For the organization rubric, the mean scores is (=1.1167) with a standard deviation (SD=0.69404) in the pre-test; whereas, the mean in the post-test scores is (=2, 1429) with (SD=0, 79402). For the vocabulary rubric, the mean scores is (=1, 0794) with a standard deviation (SD=0, 56409) in the pre-test, yet the mean in the post-test scores is (=1, 9500) with a standard deviation (SD=0, 76110). For the language use rubric, the mean scores is (=1, 0635) with a standard deviation (SD=0, 59732) in the pre-test while the mean in the post-test scores is (=1, 9841) with a standard deviation (SD=0, 75251). For the mechanics rubric, the mean scores is (=0, 9246) with a standard deviation (SD=0, 74140) in the pre-test. The mean in the post-test scores is (=1, 9603) with a standard deviation (SD=0, 88241).

5.1.3.2 Paired Samples Correlations of the Experimental Group

The paired samples correlations are shown in the following table. The table displays the paired samples correlations of pre-test and post-test in 5 pairs. Each pair represents a rubric respectively: content, organization, vocabulary, language use and mechanics.

	N	Correlation	Sig.
Pair 1 pretest scores of content rubric & posttest scores of content rubric	63	0,703	0,000
Pair 2 pretest scores of organization rubric & posttest scores of organization rubric	63	0,694	0,000
Pair 3 pretest scores of vocabulary rubric & posttest scores of vocabulary rubric	63	0,622	0,000
Pair 4 pretest scores of language use rubric & posttest scores of language use rubric	63	0,747	0,000
Pair 5 pretest scores of mechanics rubric & posttest scores of mechanics rubric	63	0,676	0,000

Table 37: Paired Samples Correlations of the Experimental Group

The above table shows positive correlations between the pre-test scores and post-test scores. First, the content rubric shows a correlation ($R=0.703$) with a highly statistically significant difference ($p\text{-value}= 0.000$). Second, organization rubric shows a correlation ($=0,694$) with a highly statistically significant difference ($p\text{-value}= 0.000$). Third, vocabulary rubric shows a correlation ($=0,622$) with a highly statistically significant difference ($p\text{-value}= 0.000$). Fourth, language use rubric shows a correlation ($=0,747$) with a highly statistically significant difference ($p\text{-value}= 0.000$). Finally, mechanics rubric shows a correlation ($=0,676$) with a highly statistically significant difference ($p\text{-value}= 0.000$).

5.1.3.3 Paired Differences of the Experimental Group

The following table shows difference between the scores of the pre-test and the post-test of the experimental group. These differences are in terms of mean, standard deviation, standard error mean, t-value and probability significance ($p\text{-value}$) or Sig (2-tailed).

Pair 1	pretest scores of content rubric - posttest scores of content rubric	-0,96429	0,57301	0,07219	-1,10860	-0,81997	-13,357	62	0,000
Pair 2	pretest scores of organization rubric - posttest scores of organization rubric	-1,02619	0,58893	0,07420	-1,17451	-0,87787	-13,830	62	0,000
Pair 3	pretest scores of vocabulary rubric - posttest scores of vocabulary rubric	-0,87063	0,60299	0,07597	-1,02250	-0,71877	-11,460	62	0,000
Pair 4	pretest scores of language use rubric - posttest scores of language use rubric	-0,92063	0,50166	0,06320	-1,04698	-0,79429	-14,566	62	0,000
Pair 5	pretest scores of mechanics rubric - posttest scores of mechanics rubric	-1,03571	0,66578	0,08388	-1,20339	-0,86804	-12,348	62	0,000

Table 38: Paired Samples Test Differences of the Experimental Group

With a 95% confidence interval of the difference, the five rubrics are compared in terms of pre-test and post-test scores within the experimental group. In addition, they are expressed negatively because the posttest scores are obtained after manipulating the experimental group writing performance. First, the mean difference between pre-test and post-test scores of content rubric is ($m = -0,96429$), and the standard deviation is ($SD = 0,57301$) with a t -value ($t = 13,357$); it also prove a statistically significant difference ($p\text{-value} = 0.000$; $p < 0.05$). Second, the mean difference of organization rubric is ($m = -1,02619$) with a standard deviation ($SD = 0,58893$), with a t -value of ($t = 13,830$) and with a statistically significant difference ($p\text{-value} = 0.000$; $p < 0.05$). Third, the mean difference of vocabulary rubric is ($m = -0,87063$) with a standard deviation ($SD = 0,60299$) and with a t -value ($t = 11,460$); the table also shows a statistically significant difference ($p\text{-value} = 0.000$; $p < 0.05$). Fourth, the mean difference of language use rubric is ($m = -0,92063$) with a standard deviation ($SD = 0,06320$) and with a t -value ($t = 11,460$), and it indicates a statistically significant difference ($p\text{-value} = 0.000$; $p < 0.05$). Finally, mechanics rubric was also calculated to obtain a mean difference of ($M = -0,87063$) with a standard deviation ($SD = 0,60299$), with a t -value ($t = 11,460$) and with a statistically significant difference ($p\text{-value} = 0.000$; $p < .05$).

5.1.3.4 Paired Samples Statistics of Total Scores of Experiment Group

The following table indicates the differences in the total scores of the pretest essays and the posttest essays. It shows the mean difference, the standard deviation, the t -value, standard error mean and p -value. The total score are based on 20-point scales, so the table indicates different means.

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre-test total scores of experimental group	5,3175	63	3,04476	0,38360
post-test total scores of experimental group	10,1190	63	3,62392	0,45657

Table 39: Paired Samples Statistics of Total Scores of the Experimental Group

In the above table, the paired sample statistics display the means of both pre-test and posttest total scores. The total scores of the pre-test essays indicate a mean of (M= 5, 3175) with a standard deviation of (SD=3, 04476). It indicates poor level mean while the total scores of the post-test essays indicate a mean of (M=10, 1190) with a standard deviation of (SD=3, 62392) that proves an average level in experimental group levels. On the other hand, standard error mean is (=0,38360) in the pretest, yet it is (=0,45657) in the posttest.

5.1.3.5 Paired Samples Correlations of Total Scores of Experimental Group

The following table shows the paired samples correlations of the total scores of pretest and posttest in pair. It indicates a total collection of scores of the five rubrics: content, organization, vocabulary, language use and mechanics.

	N	Correlation	Sig.
Pair 1 pre-test total scores of experimental group & post-test total scores of experimental group	63	0,793	0,000

Table 40: Paired Samples Correlations of Total Scores of the Experiment Group

Positive correlations are clearly indicated in the above table between the total scores of both pre-test and post-test conducted with the experimental group. The total scores shows a correlation (R=0.793) with a highly statistically significant difference

(*p-value*= 0.000). This indicates the great impact of process-genre-oriented instruction on essay scores of the experimental group.

5.1.3.6 Paired Differences of Total Scores of Experimental Group

The difference between the scores of the pre-test and the post-test essays are shown in the following table. The paired differences are calculated in terms of mean, standard deviation, standard error mean, t-value and p-value. The mean of post-test total score was subtracted from the mean of pre-test scores; therefore, the mean difference has been expressed negatively.

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pre-test total scores of experimental group - post-test total scores of experimental group	-4,80159	2,21257	0,27876	-5,35882	-4,24436	-17,225	62	0,000

Table 41: Paired Samples Differences of Experimental Group

The total scores of pre-test and post-test are compared within the scores of the experimental group with a 95% confidence interval of the difference. The mean difference subtracted between pretest and posttest total scores of ($m = -4,80159$) with the standard deviation is ($SD = 0,57301$) with a *t*-value ($t = 17,225$). It also prove a statistically significant difference (*p-value*= 0.000; $p < 0,05$). This large *t*-value indicates the great impact of process-genre-oriented instruction on the participants' total scores.

5.2 T-Test Scores of Essays of Control Group

In this study, the control group who has been exposed to a traditional product instruction undertakes three-stage procedures. The first stage is pre-test in which they show their writing skill. In the second stage, the participants are to study the types of essay with samples to follow in one course; they are not exposed to the lessons of the characteristics of formal academic writing. The third stage is the post-test which takes place at the same time with the post-test that is conducted with the experimental group but in two different rooms.

5.2.1 Pre-Test Scores of Essays of Control Group

(N=53) participants in this study have contributed in the pre-test stage as part of their English Language program at Biskra University. The researcher has conducted this test to diagnose the key weaknesses in essay writing among the third year EFL students of Biskra University. This pretest takes place on Sunday October 30th, 2011 with (N= 30) participants and on Monday October 31th 2011 with the (N= 23) participants. The obtained scores are interpreted descriptively using the SPSS 17.0 program in terms of frequency, mean and standard deviation. Certain procedures are taken to display the paired t-test in order to compare the scores of pre-test versus post-test. The final scores are compared to those of the experimental group.

5.2.1.1 Statistics of Pre-test Scores of Essays of Control Group

In the pretest stage, the analytical scores of the participants are also ranked from 0 to 4 points to describe five rubrics: content, organization, vocabulary, language use and mechanics. The essays' scores are ranked from excellent to very poor levels. First, the excellent to very good level reflect are from 3.25 to 4 points. Second, good to average level reflect scores from 2.25 to 3 points. Third, scores from 1.25 to 2 indicate the fair to poor level. 0 to 1 points indicate the very poor level which is not sufficient to be evaluated.

		pretest scores of control group (content)	pretest scores of control group (organization)	pretest scores of control group (vocabulary)	pretest scores of control group (language use)	pretest scores of control group (mechanics)
N	Valid	53	53	53	53	53
	Missing	0	0	0	0	0
Mean		1,5283	1,5566	1,6415	1,5660	1,5283
Std. Deviation		0,73651	0,79458	0,66778	0,67252	0,70141
Minimum		0,00	0,50	0,50	0,50	0,25
Maximum		3,50	3,50	3,00	3,00	3,50

Table 42: Statistics of Pretest Scores of Essays of Control Group

The above table displays the pre-test score of each rubric in a separate column. With a minimum score of 0.00 and a maximum score of 3.50, the content rubric scores of (N=53) participants display a mean of (m=1, 5283) with standard deviation of (SD= 0, 73651). Second, the organization rubric scores indicate a mean of (m=1, 5566) with a standard deviation of (SD= 0, 79458) and with a minimum score of 0.50 and a maximum score of 3.50. Third, the vocabulary rubric scores demonstrate a minimum score of 0.50 and a maximum score of 3.00 with a mean of (m=1, 6415) with a standard deviation of (SD= 0, 66778). Then, a minimum score of 0.50 and a maximum score of 3.00 characterized the language use rubric which shows a mean of (m=1, 5660) with a standard deviation of (SD= 0, 67252). Finally, the mechanics rubric scores display a mean of

(m=1, 5283) with a standard deviation of (SD= 0, 70141) at a minimum score of 0.25 and a maximum score of 3.50.

5.2.1.2 Pretest Scores of Essay Content Rubric of Control Group

In the pre-test stage, the analytical scores of the content rubric are ranked from 0 to 4 points to describe the development of topic, and relevance of details to the assigned and the freely chosen topics. First, the excellent to very good levels (3.25 to 4 points) indicate the substantive, knowledgeable and thorough development of topic and the relevant details along the essay. Second, the good to average levels (2.25 to 3 points) demonstrate some knowledge of topic, an adequate range, limited development of topic, mostly relevant to the topic, and lack of details. Third, the fair to poor levels (1.25 to 2 points) indicate a limited knowledge of topic, little substance and inadequate development of topic. 0 to 1 points indicate the very poor level that is characterized by the non-substantive development of topic, and it is not sufficient to be evaluated.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0,00	1	1,9	1,9	1,9
0,50	7	13,2	13,2	15,1
1,00	10	18,9	18,9	34,0
1,50	17	32,1	32,1	66,0
2,00	11	20,8	20,8	86,8
2,50	3	5,7	5,7	92,5
3,00	3	5,7	5,7	98,1
3,50	1	1,9	1,9	100,0
Total	53	100,0	100,0	

Table 43: Pretest Scores of the Content Rubric of the Control Group

With a minimum score of 0.00 and a maximum score of 3.50, the mean frequencies (m=1, 5283) are limited between 0.50 and 2.00 which represent (N=45) participants' scores among (N=53). Their essays' content fair to poor and very poor that show limited

knowledge of subject with lack of details while others do not show much knowledge of the topic with insufficient account of words to be evaluated.

5.2.1.3 Pre-test Scores of Essay Organization Rubric Control Group

In this pre-test, Organization rubric is also ranked from 0 to 4 points to evaluate the fluency and organization of ideas, the clearly supported ideas, the logical sequence and cohesion. Furthermore, the organization of ideas places the participants from excellent to very poor levels. The excellent to very good level (from 3.25 to 4 points) demonstrate fluent expression, logical sequencing of ideas and cohesion while the good to average levels (from 2.25 to 3 points) indicate some choppy and loosely organized ideas, limited support but logical and incomplete sequence of ideas. The fair to poor levels (from 1.25 to 2 points) indicate non-fluent, confused and disconnected ideas. Very poor level (0 to 1 points) shows no organization and insufficient account of words to be evaluated.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0,50	8	15,1	15,1	15,1
1,00	14	26,4	26,4	41,5
1,50	12	22,6	22,6	64,2
2,00	9	17,0	17,0	81,1
2,50	4	7,5	7,5	88,7
3,00	5	9,4	9,4	98,1
3,50	1	1,9	1,9	100,0
Total	53	100,0	100,0	

Table 44: Pre-test Scores of Organization of Control Group

Based on a mean ($m= 1,5566$) with standard deviation of ($SD= 0,79458$) and with a minimum score of 0.00 and a maximum score of 3.50 as mentioned in the table 44, the mean frequencies center between 0.50 and 1.50 which represent ($N=43$) participants' scores among ($N= 53$) participants. These scores reflect very poor level ($N=22$) and fair to poor levels ($N=21$). ($N=10$) participants rank from 2.00 to 3.50.

5.2.1.4 Pretest Scores of Essay Vocabulary Rubric of Control Group

As the previously noticed rubrics, the participants' essays rank from 0 to 4 points to evaluate their mastery of academic English vocabulary. The standardized criterion of an effectively written essay is demonstrated in the sophisticated range of words, effective word choice and usage and the word form mastery. The excellent to very good levels (from 3.25 to 4 points) represent well chosen and appropriately used range of effective words while the good to average levels (from 2.25 to 3 points) represent adequate range of vocabulary, occasional errors of word form and usage but a clear meaning. Concerning the fair to poor levels (from 1.25 to 2 points), participants demonstrate limited range of vocabulary; frequent errors word form and usage with a confusing meaning. For the very poor level, (0 to 1 points) indicates essential translation, little knowledge of English vocabulary and insufficient account of words to be evaluated.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0,50	2	3,8	3,8	3,8
1,00	15	28,3	28,3	32,1
1,50	17	32,1	32,1	64,2
2,00	9	17,0	17,0	81,1
2,50	5	9,4	9,4	90,6
3,00	5	9,4	9,4	100,0
Total	53	100,0	100,0	

Table 45: Pretest Scores of Vocabulary of Control Group

With a mean of ($m=1,6415$) and a standard deviation of ($SD= 0,66778$), the above table 45 shows mean frequencies that centered between 0.50 and 2.00 which represent ($N=41$) participants' scores of vocabulary rubric among ($N=53$) which represent very poor level ($N=17$) and fair to poor levels ($N=26$); the very poor level essays indicate little knowledge of English vocabulary and insufficient account of words while the fair to poor level demonstrates limited range of vocabulary with frequent errors in word form and usage. On the other hand, ($N=10$) participants show good to average levels.

5.2.1.5 Pre-test Scores of Essay Language Use Rubric of Control Group

The participants' essays rank from 0 to 4 points to evaluate grammatical constructions. 3.25 to 4 points (excellent to very good level) indicate effective complex constructions, fewer errors of agreement, tense, number, word order, articles, pronouns, and prepositions. Good to average levels (from 2.25 to 3 points) indicate effective but simple construction, minor errors in construction, several errors of agreement, tense, number, word order, articles, pronouns, and prepositions with seldom obscured meaning. 1.25 to 2 points (the fair to poor levels) display major problems in complex and simple construction with frequent errors in negation, agreement, tenses, number, word order, articles, pronouns, and prepositions; moreover, they indicate fragments, run-on sentences, and deletions with confused meaning. On the other hand, the very poor level (0 to 1 points) demonstrates no mastery of sentence construction and shows no enough account of words to be evaluated.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0,50	4	7,5	7,5	7,5
1,00	19	35,8	35,8	43,4
1,50	7	13,2	13,2	56,6
2,00	14	26,4	26,4	83,0
2,50	7	13,2	13,2	96,2
3,00	2	3,8	3,8	100,0
Total	53	100,0	100,0	

Table 46: Pre-test Scores of Language Use of Control Group

Table 46 shows the mean ($=1,5660$) with standard deviation of ($SD=0,67252$) and with a minimum score of 0.50 and a maximum score of 3.00. The mean frequencies between 1.00 and 2.00 which represent ($N=40$) participants' scores of language use rubric among ($N=53$) which represent very poor level ($N=23$) and fair to poor levels ($N=21$). The number of participants with good to average levels is ($N=9$).

5.2.1.6 Pre-test scores of essay mechanics rubric of control group

Concerning the mechanics rubric, the participants' essays are scored a 4-points scale to evaluate their mastery of conventions, spelling, punctuation, capitalization and paragraphing. The excellent to very good essays that score from 3.25 to 4.00 indicate few errors in mechanics, yet good to average levels (from 2.25 to 3 points) indicate occasional errors without obscured meaning. The fair to poor level essays (from 1.25 to 2 points) demonstrate frequent errors in mechanics with obscured meaning. The very poor essays (0 to 1 points) indicate no mastery of the conventions.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0,25	1	1,9	1,9	1,9
0,50	4	7,5	7,5	9,4
1,00	16	30,2	30,2	39,6
1,25	1	1,9	1,9	41,5
1,50	13	24,5	24,5	66,0
2,00	10	18,9	18,9	84,9
2,50	5	9,4	9,4	94,3
3,00	2	3,8	3,8	98,1
3,50	1	1,9	1,9	100,0
Total	53	100,0	100,0	

Table 47: Pretest Scores of Mechanics of Control Group

Based on the previously shown mean ($=1,5283$) with a standard deviation of ($SD= 0, 70141$) and with a minimum score of 0.25 and a maximum score of 3.50. The mean frequencies centered between 1.00 and 2.00 which form ($N=40$) participants' scores among ($N=53$) who show fair to very poor levels. ($N=13$) of the participants show the other levels ($N=5$) very poor level, ($N=7$) good to average levels and ($N=1$) very good level.

5.2.1.7 Total Scores of Pre-Test Essays of Control Group

After the above detailed display of rubrics, the pre-test essays are totally interpreted according to the 20-points scale. The overall score of each participant's essay is calculated based on the five scores of the five essays' rubrics: content, organization, vocabulary, mechanics and language use. The criteria of an excellent to very good essay are the thorough development of content with a fluent, logical and cohesive organization of ideas, the mastery of academic English vocabulary. Moreover, these excellent essays demonstrate mastery of the English language rules and mastery of its conventions, spelling, punctuation, capitalization and paragraphing.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1,50	1	1,9	1,9	1,9
1,75	1	1,9	1,9	3,8
3,00	1	1,9	1,9	5,7
3,50	1	1,9	1,9	7,5
4,00	1	1,9	1,9	9,4
4,50	8	15,1	15,1	24,5
5,25	1	1,9	1,9	26,4
5,50	5	9,4	9,4	35,8
6,00	1	1,9	1,9	37,7
6,50	6	11,3	11,3	49,1
7,00	2	3,8	3,8	52,8
7,50	1	1,9	1,9	54,7
8,00	1	1,9	1,9	56,6
8,50	2	3,8	3,8	60,4
9,00	6	11,3	11,3	71,7
9,50	3	5,7	5,7	77,4
10,00	2	3,8	3,8	81,1
11,00	2	3,8	3,8	84,9
11,50	1	1,9	1,9	86,8
12,50	1	1,9	1,9	88,7
13,00	1	1,9	1,9	90,6
13,50	1	1,9	1,9	92,5
14,00	2	3,8	3,8	96,2
14,50	1	1,9	1,9	98,1
16,00	1	1,9	1,9	100,0
Total	53	100,0	100,0	

Table 48: Total Scores of Pretest Essays of Control Group

N	Valid	53
	Missing	0
Mean		7,6887
Std. Deviation		3,39467
Minimum		1,50
Maximum		16,00

Table 49: Statistics of Total Scores of Pretest Essays of Control Group

The above table 49 displays the mean ($\bar{x}=7,6887$) of the total scores of pre-test essays with a standard deviation of ($SD=3,39467$), and with a minimum score of 1.50 and a maximum score of 16.00. The mean frequencies are limited between 6.50 and 9.00 represent poor and very poor essays in the five aspects of scoring (rubrics): content, organization, vocabulary, language use and mechanics.

5.2.2 Post-Test Scores of Essays of Control Group

The control group is exposed to a post-test on Tuesday 17th January, 2012 at 13:10, knowing that the participants are exposed to a traditional product based instruction. Like the experimental group and in a different classroom, they write an essay during 90 minutes on one of the assigned topics through one of the four discourse modes: narration, description, exposition and argumentation. Moreover, the researcher asks them to use their rough paper to facilitate observing if they followed the supposed stages to produce their essays.

		posttest scores of control group (content)	posttest scores of control group (organization)	posttest scores of control group (vocabulary)	posttest scores of control group (language use)	posttest scores of control group (mechanics)
N	Valid	53	53	53	53	53
	Missing	0	0	0	0	0
	Mean	1,6038	1,6038	1,6698	1,6792	1,7075
	Std. Deviation	0,69586	0,74909	0,67185	0,65848	0,66819
	Minimum	0,50	0,50	0,50	0,50	0,50
	Maximum	3,50	3,50	3,00	3,00	3,50

Table 50: Statistics of Post-Test Scores of Essays of Control Group

The above table indicates the means of the five aspects of evaluation. The table also shows the standard deviation of aspects with the minimum and the maximum scores obtained by the control group.

5.2.2.1 Post-Test Scores of Content Rubric in Essay of Control Group

According to pre-test aspects, content development and relevance to the topic were evaluated in terms of the post-test essays of the control group. The obtained scores are also based on a 4-points scale with four levels of criteria from excellent to very poor (excellent to very good=3.25-4, good to average =2.25-3, fair to poor=2-1.25 and very poor =0-1).

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0,50	4	7,5	7,5	7,5
1,00	14	26,4	26,4	34,0
1,50	16	30,2	30,2	64,2
2,00	10	18,9	18,9	83,0
2,50	5	9,4	9,4	92,5
3,00	3	5,7	5,7	98,1
3,50	1	1,9	1,9	100,0
Total	53	100,0	100,0	

Table 51: Posttest Scores of Content Rubric of Control Group

According to the previously mentioned mean scores ($m=1,6038$) and a standard deviation of ($SD= 0,69586$), table 50 shows the mean frequencies are centered between 1.00 and 2.00 to represent ($N=40$) participants' scores among the control group. They normally indicate fair to very poor levels in their topics development. Concerning the scores from 2.50 to 3.50 point, there are ($N=9$) frequencies, yet ($N=4$) represent participants who get 0.5 for the content rubric.

5.2.2.2 Post-Test Scores of Organization Rubric in Essay of Control Group

Like the pre-test, the post-test essays scores of organization are resulted to describe the fluency, organization of ideas and the logical sequence and cohesion. From excellent to very poor, the organization scores of post-test are obtained from a traditional product-based instruction.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0,50	4	7,5	7,5	7,5
1,00	17	32,1	32,1	39,6
1,50	13	24,5	24,5	64,2
2,00	9	17,0	17,0	81,1
2,50	4	7,5	7,5	88,7
3,00	5	9,4	9,4	98,1
3,50	1	1,9	1,9	100,0
Total	53	100,0	100,0	

Table 52: Posttest Scores of Organization Rubric of the Control Group

According to the mean ($m=1,6038$) with standard deviation of ($SD= 0,74909$) and with a minimum score of 0.50 and a maximum score of 3.50, table 52 shows the statistics to reflect the mean frequencies between 1.00 and 2.00 to represent ($N=39$) participants' scores among ($N=53$) with a very poor to fair level. ($N=4$) indicate 0.5, and ($N=10$) rank from 2.50 to 3.50 (average to very good).

5.2.2.3 Post-Test Scores of Vocabulary Rubric in Essay of Control Group

Similar to previously shown rubrics, vocabulary rubric is interpreted through the 4-points of the total scores (20-points). Mastery of academic English vocabulary is evaluated to grade the scores of participants' essays from 0 to 4 points. Hence, the post-test scores that are obtained indicate the range of words used, effective word choice and the word form mastery.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0,50	1	1,9	1,9	1,9
1,00	16	30,2	30,2	32,1
1,50	16	30,2	30,2	62,3
2,00	10	18,9	18,9	81,1
2,50	4	7,5	7,5	88,7
3,00	6	11,3	11,3	100,0
Total	53	100,0	100,0	

Table 53: Posttest Scores of Vocabulary of Control Group

Based on the mean ($m=1,6698$) with standard deviation of ($SD= 0,67185$) and with a minimum score of 0.50 and a maximum score of 3.50, The above table 53 indicates the mean frequencies which are mainly between 1.00 and 2.00. ($N=42$) participants show very poor to fair level, yet ($N=10$) show good to average levels; ($N=1$) shows 0.5 (very poor).

5.2.2.4 Post-Test Scores of Language Use Rubric in Essay of Control Group

4-point scale is devoted to language use rubric. From 0 to 4 points, it is set to evaluate effective grammatical constructions as well as the sentence structure. The obtained scores are because the participants are exposed to product writing instruction. Effective complex constructions, fewer errors of agreement, tense, number, word order, articles, pronouns, and prepositions are the criteria for evaluating posttest essays of control group.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0,50	1	1,9	1,9	1,9
1,00	18	34,0	34,0	35,8
1,50	10	18,9	18,9	54,7
2,00	12	22,6	22,6	77,4
2,50	9	17,0	17,0	94,3
3,00	3	5,7	5,7	100,0
Total	53	100,0	100,0	

Table 54: Posttest Scores of Language Use of Control Group

With a mean score ($m=1,6792$) with a standard deviation of ($SD= 0,65848$) and with a minimum score of 0.50 and a maximum score of 3.00. However, the mean frequencies are between 1.00 and 2.00 to form ($N=40$) participants' scores. These scores indicate fair to very poor levels. ($N=12$) show average to good levels, yet ($N= 1$) indicate very poor level (0.50).

5.2.2.5 Post-Test Scores of Mechanics Rubric in Essay of Control Group

Finally, 4-points of the total scores interpret the mechanics rubric. The participants' essays are evaluated in terms of mastery of conventions, spelling, punctuation, capitalization and paragraphing. The scores are obtained as a result of a product-based instruction.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0,50	2	3,8	3,8	3,8
1,00	11	20,8	20,8	24,5
1,50	20	37,7	37,7	62,3
2,00	8	15,1	15,1	77,4
2,50	8	15,1	15,1	92,5
3,00	3	5,7	5,7	98,1
3,50	1	1,9	1,9	100,0
Total	53	100,0	100,0	

Table 55: Posttest Scores of Mechanics of Control Group

With a mean ($m=1,7075$) with a standard deviation ($SD=0,66819$) and with a minimum score of 0.50 and a maximum score of 3.50, the mean frequencies between 1.50 and 2.00 which represent ($N=28$) participants' scores represent fair to poor levels, yet ($N=11$) show very poor (0.50 to 1.00). ($N=12$) show average to excellent scores from 2.50 to 3.50.

5.2.2.6 Total Scores of Post-Test Essays of Control Group

The total scores of the post-test essays is a 20-points scale. The overall score is obtained from the five scores of essays' rubrics: content, organization, vocabulary, mechanics and language use. Thus, essays' scores of the control group are ranked between 0 to 20 points to expose the overall score. These overall scores also indicate the students overall levels. The excellent to very good essay reflects a thorough development of content with a fluent, logical and cohesive organization of ideas. In addition, it indicates

mastery of academic English vocabulary, English language rules, conventions, spelling, punctuation, capitalization and paragraphing.

N	Valid	53
	Missing	0
Mean		8,2642
Std. Deviation		3,16927
Minimum		3,50
Maximum		16,00

Table 56: Statistics of Total Scores of the Posttest Essays of Control Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3,50	1	1,9	1,9	1,9
4,00	1	1,9	1,9	3,8
4,50	4	7,5	7,5	11,3
5,00	3	5,7	5,7	17,0
5,50	5	9,4	9,4	26,4
6,00	4	7,5	7,5	34,0
6,50	2	3,8	3,8	37,7
7,00	3	5,7	5,7	43,4
7,50	5	9,4	9,4	52,8
8,00	1	1,9	1,9	54,7
8,50	2	3,8	3,8	58,5
9,00	4	7,5	7,5	66,0
9,50	5	9,4	9,4	75,5
10,00	2	3,8	3,8	79,2
11,00	2	3,8	3,8	83,0
11,50	1	1,9	1,9	84,9
12,50	1	1,9	1,9	86,8
13,00	1	1,9	1,9	88,7
13,50	1	1,9	1,9	90,6
14,00	3	5,7	5,7	96,2
15,50	1	1,9	1,9	98,1
16,00	1	1,9	1,9	100,0
Total	53	100,0	100,0	

Table 57: Total Scores of Posttest Essays of Control Group

As shown in tables 56 and 57, the mean is ($m=8,2642$) of the total scores of posttest essays with a standard deviation of ($SD= 3,16927$), and with a minimum score of 3.50 and a maximum score of 16.00. The mean frequencies are between 7.00 and 8.00. Among ($N=53$) participants' scores, ($N=40$) are under average score that is 10.00, yet ($N=13$) are graded from 10.00 to 16.00.

5.2.3 Paired T-Test of the Control Group

In order to test the effectiveness of the traditional product based approach to essay writing, the researcher uses the paired t-sample procedures to compare between the pre-test scores and the post-test scores of the control group. Therefore, the five rubrics' scores of the two stages are compared. This comparison integrates the mean, the standard deviation and the standard error mean in table 58; the correlations are clearly stated in table 59 while the paired differences are in table 60.

5.2.3.1 Paired Samples Statistics of the Control Group

The table 58 exposes the mean scores, the standard deviation and the standard error mean of the paired t-test. It demonstrates the scores of pretest and posttest in five pairs, and each pair represents a rubric respectively: content, organization, vocabulary, language use and mechanics.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest scores of content rubric	1,5283	53	0,73651	0,10117
	posttest scores of content rubric	1,6038	53	0,69586	0,09558
Pair 2	pretest scores of organization rubric	1,5566	53	0,79458	0,10914
	posttest scores of organization rubric	1,6038	53	0,74909	0,10290
Pair 3	pretest scores of vocabulary rubric	1,6415	53	0,66778	0,09173
	posttest scores of vocabulary rubric	1,6698	53	0,67185	0,09229
Pair 4	pretest scores of language use rubric	1,5660	53	0,67252	0,09238
	posttest scores of language use rubric	1,6792	53	0,65848	0,09045
Pair 5	pretest scores of mechanics rubric	1,5283	53	0,70141	0,09635
	posttest scores of mechanics rubric	1,7075	53	0,66819	0,09178

Table 58: Paired Samples Statistics of the Control Group

As mentioned in the above table, and based on the five analytical rubrics: content, organization, vocabulary, language use and mechanics, the means of pre-test scores are compared to the means of post-test scores. Concerning the content rubric, the pre-test mean is ($m=1,5283$) with a standard deviation ($SD= 0,73651$) while the post-test mean is ($M=1,6038$) with a standard deviation ($SD=0,69586$). The pre-test mean of organization rubric is ($m=1,5566$) with a standard deviation ($SD=0,79458$) while the mean of the post-test scores is ($m=1,6038$) with ($SD=0,74909$). For the vocabulary rubric, the pre-test mean is ($M=1,6415$) with a standard deviation ($SD=0,6677$), yet the post-test mean is ($=1,6698$) with a standard deviation ($SD=0,67185$). For the language use rubric, the pre-test mean is ($=1,5660$) with a standard deviation ($SD=0,67252$) while the post-test mean ($=1,6792$) with a standard deviation ($SD=0,65848$). For the mechanics rubric, the mean is ($=1,5283$) with a

standard deviation (SD=0,70141) in the pre-test, yet in the post-test, mean is (=1,7075) with a standard deviation (SD=0,66819).

5.2.3.2 Paired Samples Correlations of the Control Group

Table 59 shows the paired samples correlations of pretest and posttest in pairs, and there are 5 pairs. Each pair represents a rubric respectively: content, organization, vocabulary, language use and mechanics.

		N	Correlation	Sig.
Pair 1	pretest scores of content rubric & posttest scores of content rubric	53	0,960	0,000
Pair 2	pretest scores of organization rubric & posttest scores of organization rubric	53	0,967	0,000
Pair 3	pretest scores of vocabulary rubric & posttest scores of vocabulary rubric	53	0,985	0,000
Pair 4	pretest scores of language use rubric & posttest scores of language use rubric	53	0,939	0,000
Pair 5	pretest scores of mechanics rubric & posttest scores of mechanics rubric	53	0,941	0,000

Table 59: Paired Samples Correlations of the Control Group

As shown in the above table the five rubrics pairs indicate positive correlations between the pre-test scores and post-test scores. First, the content rubric pair shows a correlation (R=0,960) with a statistically significant difference (p-value= 0.000). Second, organization rubric pair indicates a correlation (R=0,967) with a statistically significant difference (p-value= 0.000). Third, vocabulary rubric pair indicates a correlation (R=0,985) with a statistically significant difference (p-value= 0.000). Fourth, language use rubric pair displays a correlation (R=0,939) with a statistically significant difference

(p-value= 0.000). Finally, mechanics rubric pair displays a correlation ($R=0,941$) with a statistically significant difference (p-value= 0.000). The correlations indicated in table 59 demonstrate large correlations between pre-test and post-test values in the product-oriented class.

5.2.3.3 Paired Differences of the Control Group

Table 60 shows difference between the scores of the pre-test and the post-test of the control group. These differences are stated in terms of mean, standard deviation, standard error mean, t-value and probability significance (p-value) or Sig (2-tailed).

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
						Lower	Upper		
Pair 1	pretest scores of content rubric - posttest scores of content rubric	-0,07547	0,20560	0,02824	-0,13214	-0,01880	-2,672	52	0,010
Pair 2	pretest scores of organization rubric - posttest scores of organization rubric	-0,04717	0,20249	0,02781	-0,10298	0,00864	-1,696	52	0,096
Pair 3	pretest scores of vocabulary rubric - posttest scores of vocabulary rubric	-0,02830	0,11665	0,01602	-0,06045	0,00385	-1,766	52	0,083
Pair 4	pretest scores of language use rubric - posttest scores of language use rubric	-0,11321	0,23291	0,03199	-0,17740	-0,04901	-3,539	52	0,001
Pair 5	pretest scores of mechanics rubric - posttest scores of mechanics rubric	-0,17925	0,23706	0,03256	-0,24459	-0,11390	-5,505	52	0,000

Table 60: Paired Differences of the Control Group Scores

With a 95% confidence interval of the difference, the researcher compared the five rubrics in terms of pre-test and post-test scores within the control group. Moreover, most of the above scores were expressed negatively because the posttest scores were obtained after exposing the control group to product oriented approach instruction. First, content rubric shows a mean difference between pretest and posttest scores of ($m = -0,07547$) with a standard deviation ($SD = 0,20560$), with a t -value ($t = -2,672$), and (p -value = 0,010; $p > 0.05$). Second, the mean difference of organization rubric is ($m = -0,04717$) with a standard deviation ($SD = 0,20249$), with a t -value ($t = 1,696$) and (p -value = 0,096; $p > 0.05$). Third, the mean difference of vocabulary rubric is ($m = -0,02830$) with a standard deviation ($SD = 0,11665$) and with a t -value ($t = -1,766$); the table also shows p -value ($p = 0,083$; $p > 0.05$). Fourth, the mean difference of language use rubric is ($m = -0,11321$) with a standard deviation ($SD = 0,23291$), with a t -value ($t = 3,539$), and p -value ($p = 0,001$; $p > 0.05$). Finally, mechanics rubric is also calculated to obtain a mean difference of ($m = -0,17925$) with a standard deviation ($SD = 0,60299$), with a t -value ($t = 0,23706$) and with p -value ($p = 0,000$; $p < 0.05$). The t -values indicate the weak influence of the product-oriented instruction on the essay scores of the control group.

5.2.3.4 Paired Samples Statistics of Total Scores of Control Group

The differences in the total scores of the pretest essays and the posttest essays are shown in the following table. It demonstrates the mean difference, the standard deviation, the t -value, the standard error mean and the p -value. The total scores are displayed on 20-point scales, so the table indicates different means.

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest total scores	7,6887	53	3,39467	0,46629
posttest total scores	8,2642	53	3,16927	0,43533

Table 61: Paired Samples Statistics of the Control Group

The above table of the paired sample statistics indicates the means of both pre-test and posttest total scores. The total scores of the pre-test essays indicate an approximate mean of (M= 7, 6887) with a standard deviation of (SD=3,39467) which indicates poor level mean while the total scores of the post-test essays indicate a mean of (M=8,2642) with a standard deviation of (SD=3,16927) that proves an average level in control group levels. On the other hand, standard error mean is (=0, 46629) in the pretest, yet it is (=0,43533) in the posttest.

5.2.3.5 Paired Samples Correlations of Total Scores of Control Group

The following table shows the paired samples correlations of the total scores of pretest and posttest in pair. It indicates a total collection of scores of the five rubrics: content, organization, vocabulary, language use and mechanics.

	N	Correlation	Sig.
Pair 1 pretest total scores & posttest total scores	53	0,951	0,000

Table 62: Paired Samples Correlations of the Control Group

Positive correlations are indicated in the above table between the total scores of both pre-test and post-test conducted with the control group. The total scores shows a correlation (R=0,951) with a statistically significant difference (p-value= 0.000). This large correlation indicates the close values obtained in the two tests.

5.2.3.6 Paired Differences of Total Scores of Control Group

The following table shows the difference between the scores of the pretest and the posttest essays. The paired differences that are displayed are: mean standard deviation, standard error mean, t-value and p-value. The mean difference is expressed negatively because the mean of post-test total score is subtracted from the mean of pretest scores.

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest total scores - posttest total scores	-0,57547	1,04994	0,14422	-0,86487	-0,28607	-3,990	52	0,000

Table 63: Paired Differences of the Total Scores of the Control Group

The total scores of both pre-test and post-test are compared within the control group with a 95% confidence interval of the difference. The mean difference posttest total scores is subtracted from pretest total scores ($m = -0,57547$) with a standard deviation ($SD = 1,04994$), with a t -value ($t = -3,990$) and p -value ($p = 0.000$; $p < 0.05$). This small t -value indicates the weak impact of product-oriented instruction of essay scores of control group.

5.3 Two Independent Samples of the Control and Experimental Groups

The descriptive statistics that demonstrates the scores frequencies of two randomly selected groups: experiment and control group do not sufficiently test the alternative hypothesis of this study, and so do the paired t -test procedures. Therefore, the researcher has implemented another procedure to test her hypotheses effectively, and to test the effectiveness of the process-genre oriented approach to teaching essay in EFL classes of Biskra University. This procedure is the independent sample t -test. Both scores of the control and experiment groups are compared in terms of mean, standard deviation, standard error mean, t -value and p -value.

5.3.1 Groups Statistics

The following table displays statistics of the two groups in parallel. The pre-test scores of each single rubric of scores of experiment group are compared to the scores of the control group, and so do the post-test scores. The same operation is implemented with all the five rubrics: content, organization, vocabulary, language use and mechanics. The main elements that are shown are: Mean, Standard deviation and standard error.

Groups		N	Mean	Std. Deviation	Std. Error Mean
Pretest scores of content rubric	experimental group	63	1,1508	0,73031	0,09201
	control group	53	1,5283	0,73651	0,10117
posttest scores of content rubric	experimental group	63	2,1151	0,75646	0,09530
	control group	53	1,6038	0,69586	0,09558
pretest scores of organization rubric	experimental group	63	1,1167	0,69404	0,08744
	control group	53	1,5566	0,79458	0,10914
posttest scores of organization rubric	experimental group	63	2,1429	0,79402	0,10004
	control group	53	1,6038	0,74909	0,10290
pretest scores of vocabulary rubric	experimental group	63	1,0794	0,56409	0,07107
	control group	53	1,6415	0,66778	0,09173
posttest scores of vocabulary rubric	experimental group	63	1,9500	0,76110	0,09589
	control group	53	1,6698	0,67185	0,09229
pretest scores of language use rubric	experimental group	63	1,0635	0,59732	0,07526
	control group	53	1,5660	0,67252	0,09238
posttest scores of language use rubric	experimental group	63	1,9841	0,75251	0,09481
	control group	53	1,6792	0,65848	0,09045
pretest scores of mechanics rubric	experimental group	63	0,9246	0,74140	0,09341
	control group	53	1,5283	0,70141	0,09635
posttest scores of mechanics rubric	experimental group	63	1,9603	0,88241	0,11117
	control group	53	1,7075	0,66819	0,09178

Table 64: Group Statistics of the Five Rubrics

Groups		N	Mean	Std. Deviation	Std. Error Mean
pretest total scores	experimental group	63	5,3175	3,04476	0,38360
	control group	53	7,6887	3,39467	0,46629
posttest total scores	experimental group	63	10,1190	3,62392	0,45657
	control group	53	8,2642	3,16927	0,43533

Table 65: Group Statistics of the Total Scores

As indicated in the above tables, the five rubrics are displayed. (N=63) participants of the experimental group show an important shift from a mean of (m=5,3175) with (SD=3,04476) in the pre-test total scores to a mean of (m=10,1190) with (SD= 3,62392) in the posttest total scores. The exposure of these participants to the process-genre-oriented essay instruction is the reason of this duplicate shift. (N=53) representatives of the control group show a moderate change in producing their academic essay knowing that they have been exposed to the traditional product based approach. The obtained mean in the pre-test is (m=7,6887) with (SD= 3,39467) while the posttest mean shows a mean of (m=8,2642) with (SD=3,16927).

5.3.2 Independent Samples Test for Equality OF Variances

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
pretest scores of content rubric	Equal variances assumed	0,153	0,697	-2,763	114	0,007	-0,37751	0,13665	-0,64821	-0,10681
	Equal variances not assumed			-2,761	110,305	0,007	-0,37751	0,13675	-0,64851	-0,10651
posttest scores of content rubric	Equal variances assumed	0,221	0,639	3,761	114	0,000	0,51131	0,13596	0,24197	0,78064
	Equal variances not assumed			3,788	113,064	0,000	0,51131	0,13498	0,24389	0,77872
pretest scores of organization rubric	Equal variances assumed	1,363	0,245	-3,183	114	0,002	-0,43994	0,13822	-0,71376	-0,16612
	Equal variances not assumed			-3,146	104,179	0,002	-0,43994	0,13985	-0,71726	-0,16261
posttest scores of organization rubric	Equal variances assumed	0,249	0,618	3,737	114	0,000	0,53908	0,14424	0,25335	0,82482
	Equal variances not assumed			3,756	112,478	0,000	0,53908	0,14351	0,25475	0,82342
pretest scores of vocabulary rubric	Equal variances assumed	1,993	0,161	-4,915	114	0,000	-0,56214	0,11436	-0,78869	-0,33559
	Equal variances not assumed			-4,845	102,262	0,000	-0,56214	0,11604	-0,79230	-0,33199
posttest scores of vocabulary rubric	Equal variances assumed	1,176	0,280	2,083	114	0,040	0,28019	0,13453	0,01369	0,54669
	Equal variances not assumed			2,105	113,720	0,037	0,28019	0,13308	0,01654	0,54383
pretest scores of language use rubric	Equal variances assumed	2,293	0,133	-4,261	114	0,000	-0,50255	0,11793	-0,73617	-0,26892
	Equal variances not assumed			-4,218	105,099	0,000	-0,50255	0,11915	-0,73880	-0,26629
posttest scores of language use rubric	Equal variances assumed	0,439	0,509	2,300	114	0,023	0,30488	0,13255	0,04229	0,56747
	Equal variances not assumed			2,327	113,810	0,022	0,30488	0,13103	0,04530	0,56446
pretest scores of mechanics rubric	Equal variances assumed	0,606	0,438	-4,477	114	0,000	-0,60370	0,13484	-0,87081	-0,33658
	Equal variances not assumed			-4,499	112,404	0,000	-0,60370	0,13419	-0,86957	-0,33783
posttest scores of mechanics rubric	Equal variances assumed	3,974	0,049	1,712	114	0,045	0,25277	0,14760	-0,03963	0,54517
	Equal variances not assumed			1,753	112,826	0,041	0,25277	0,14417	-0,03285	0,53839

Table 66: Independent Samples Test of the Five Rubrics

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
pretest total scores	Equal variances assumed	1,068	0,304	-3,964	114	0,000	-2,37122	0,59814	-3,55614	-1,18630
	Equal variances not assumed			-3,927	105,626	0,000	-2,37122	0,60381	-3,56837	-1,17406
posttest total scores	Equal variances assumed	1,261	0,264	2,906	114	0,004	1,85490	0,63820	0,59062	3,11917
	Equal variances not assumed			2,940	113,815	0,004	1,85490	0,63085	0,60517	3,10463

Table 67: Independent Samples Test of the Total Scores

The researcher compares between the scores of control and experimental groups in terms of the pre-test and the post-test. The above table summarizes the previous table in terms of the total scores of the two groups in the pretest and the posttest essays. As it is indicated above, the first column indicates the Levene's test for equality of variances that demonstrates the significance level of the pretest total scores (=0,304) while the significance level of the posttest total score is (=0,264) in terms of the equal variances assumed. Concerning the second column, t-test for equality of means indicates a statistically significant difference between the groups with a p-value of (p=0,000) in the pretest total scores with a mean difference of (m= -2,37122); 95% Confidence Interval of the Difference a lower value of (= -3,55614) an upper value of (= -1,18630) for Equal variances assumed, and a lower value of (= -3,56837) an upper value of (= -1,17406) for Equal variances

not assumed. For the posttest total score, the difference between the experiment and the control groups proved to be highly statistically different. The t-test for equality of means shows a highly statistically significant difference between the groups with a p-value of (p=0,004) with a mean

difference of ($m = 1,85490$); 95% Confidence Interval of the Difference a lower value of ($= 0,59062$) an upper value of ($= 3,11917$) for Equal variances assumed, and a lower value of ($= 0,60517$) an upper value of ($= 3,10463$) for Equal variances not assumed. These posttest total score indicate a highly significant difference between the scores of the control group and the experimental group, for this latter proves the positive effect of the integration of process-genre approach to essay writing instruction of EFL classes of Biskra University.

5.4 Inter-Rater Reliability of the Posttest total Scores

The researcher has tested reliability of the post-test score to give the study a further dimension in terms of the impact of process-genre approach on writing proficiency of the experiment group. She and two raters have scored and evaluated the same final drafts of the experiment group. The three raters state a five rubrics scale that describes the essays in terms of the content, organization, vocabulary, language use and mechanics. Hence, they mark them separately then collectively to give a total remark from excellent to very poor, and 4-points scale is directed to each rubric separately to be 20-points for total scale.

5.4.1 Descriptives of Inter-Rater Reliability of the Posttest Total Scores

The following table indicates the descriptive statistics of the raters' scores. It shows the mean of each rater's scores of each rubric separately, followed by the standard deviation, with 95% confidence interval for mean with minimum and maximum scores. This division is applied to all the five scores: content, organization, vocabulary, language use and mechanics. The table below is part of ANOVA procedures to test inter-rater reliability.

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
content rubric scores of posttest	rater 01(researcher)	63	2,1151	0,75646	0,09530	1,9246	2,3056	0,50	3,75
	rater 02	63	2,2302	0,76898	0,09688	2,0365	2,4238	1,00	4,00
	rater 03	63	2,4683	0,87355	0,11006	2,2483	2,6883	0,75	4,00
	Total	189	2,2712	0,81064	0,05897	2,1548	2,3875	0,50	4,00
organization rubric scores of posttest	rater 01(researcher)	63	2,1429	0,79402	0,10004	1,9429	2,3428	0,50	4,00
	rater 02	63	1,9286	0,80501	0,10142	1,7258	2,1313	1,00	4,00
	rater 03	63	2,1389	0,81044	0,10211	1,9348	2,3430	0,50	4,00
	Total	189	2,0701	0,80518	0,05857	1,9546	2,1856	0,50	4,00
vocabulary rubric scores of posttest	rater 01(researcher)	63	1,9500	0,76110	0,09589	1,7583	2,1417	0,50	3,50
	rater 02	63	1,8968	0,78627	0,09906	1,6988	2,0948	1,00	4,00
	rater 03	63	1,8611	0,76567	0,09646	1,6683	2,0539	0,50	4,00
	Total	189	1,9026	0,76785	0,05585	1,7925	2,0128	0,50	4,00
language use rubric scores of posttest	rater 01(researcher)	63	1,9841	0,75251	0,09481	1,7946	2,1736	1,00	3,50
	rater 02	63	1,6984	0,69729	0,08785	1,5228	1,8740	1,00	3,50
	rater 03	63	1,7778	0,75950	0,09569	1,5865	1,9691	1,00	3,50
	Total	189	1,8201	0,74290	0,05404	1,7135	1,9267	1,00	3,50
mechanics rubric scores of posttest	rater 01(researcher)	63	1,9603	0,88241	0,11117	1,7381	2,1825	0,50	4,00
	rater 02	63	1,6270	0,76579	0,09648	1,4341	1,8198	1,00	3,50
	rater 03	63	1,5992	0,81263	0,10238	1,3945	1,8039	0,50	4,00
	Total	189	1,7288	0,83368	0,06064	1,6092	1,8485	0,50	4,00
total scores of posttest	rater 01(researcher)	63	10,1190	3,62392	0,45657	9,2064	11,0317	3,25	17,00
	rater 02	63	9,2063	3,50131	0,44112	8,3246	10,0881	2,75	18,00
	rater 03	63	9,8492	3,60235	0,45385	8,9420	10,7564	3,75	18,50
	Total	189	9,7249	3,57783	0,26025	9,2115	10,2383	2,75	18,50

Table 68: Descriptives of Raters' Total Scores of the Posttest Essays

The table above indicates the raters' means of the five rubrics. First, the content rubric scores indicate approximate mean between the three raters with a total mean of (m=2, 2712) with a standard deviation of (SD=0, 81064) with a minimum score of 0, 50 and a maximum score of 4,00. Second, organization rubric also demonstrates approximate mean between the three raters with a total mean of (m=2, 0701) with a standard deviation of (SD=0, 80518) with a minimum score of 0,50 and a maximum score of 4,00. Third, with a minimum score of 0, 50 and a maximum score of 4, 00, vocabulary rubric scores shows a total mean of (m=1, 9026) with a standard deviation of (SD=0,76785) between the three raters. Fourth, a total mean of (m=1, 8201) with a standard deviation of (SD=0, 74290) with a minimum score of 1,00 and a maximum score of 3,50 indicates the language use rubric evaluation between the three raters. Finally, mechanics rubric demonstrates a total mean of (m=1, 7288) between the three raters with a standard deviation of (SD=0, 83368) and a minimum score of 0, 50 and a maximum score of 4,00. For the overall scores of the participants, the total mean is (m= 9, 7249) with a standard deviation (SD=3, 57783) and a minimum score of 2, 75 and a maximum score of 18,50.

5.4.2 Analysis of Variances of Raters' Scores of Posttest Essay (ANOVA)

The following table indicates the variances between the raters' scores of the posttest essays that have been conducted in EFL classes of Biskra University. It demonstrates the variances between groups of the same participants and with the same groups. The table indicates sum of squares, degree of freedom (df), mean square, f-value and significance level that represent the p-value.

		Sum of Squares	df	Mean Square	F	Sig.
content rubric scores of posttest	Between Groups	4,088	2	2,044	3,183	0,044
	Within Groups	119,452	186	0,642		
	Total	123,540	188			
organization rubric scores of posttest	Between Groups	1,894	2	0,947	1,468	0,023
	Within Groups	119,990	186	0,645		
	Total	121,884	188			
vocabulary rubric scores of posttest	Between Groups	0,252	2	0,126	0,212	0,809
	Within Groups	110,592	186	0,595		
	Total	110,844	188			
language use rubric scores of posttest	Between Groups	2,741	2	1,370	2,523	0,083
	Within Groups	101,018	186	0,543		
	Total	103,759	188			
mechanics rubric scores of posttest	Between Groups	5,088	2	2,544	3,768	0,025
	Within Groups	125,577	186	0,675		
	Total	130,665	188			
total scores of posttest	Between Groups	27,701	2	13,851	1,083	0,341
	Within Groups	2378,867	186	12,790		
	Total	2406,568	188			

Table 69: Analysis of Variance between the Raters' Scores (ANOVA)

The above table clearly shows the five rubrics variances with the total score. The first rubric which is content indicates a mean square of (=2,044) for the between groups variance, and (=0,642) for the with the group variance that gives a significance level of ($p=0,044$; $p < 0.05$). The organization rubric displays a mean square of (=0,947) for the between groups variance, and (=0,645) for the with the group variance that gives a significance level of ($p=0,023$; $p < 0.05$). The mean square of Vocabulary rubric is (=0,126) for the between groups variance, and (=0,595) for the with the group variance that gives a significance level of ($p=0,809$; $p > 0.05$) for the Language use rubric, its mean square is (=1,370) for the between groups variance, and (=0,543) for the with the group variance that gives a significance level of ($p=0,083$; $p > 0.05$). Then, the mean square of Mechanics rubric is

(=2,544) for the between groups variance, and (=0,675) for the within the group variance that gives a significance level of ($p=0,025$; $p < 0.05$). The p-values clearly state that there are no differences between scores.

Finally, Overall scores of posttest essays of the experimental group displays a mean square of (=13,851) for the between groups variance, and (=12,790) for the within the group variance that gives a significance level of ($p=0,341$; $p > 0.05$). Consequently the overall score clearly indicates that there is no significant difference between the groups and within the groups which proves the reliability of these scores between the three raters. They score and evaluate the essays of the posttest stage similarly with a significance level ($p=0,341$) at alpha value which is ($= 0.05$). It indicates that the three raters agree on the positive effects of the process-genre-oriented approach on essays' scores of experimental group.

5.5 Post-Experiment Questionnaire towards the Implementation of Process-Genre

Approach to Essay Instruction

To understand the participants' reaction towards the process-genre based approach, the researcher has conducted a questionnaire to be responded by the participants who have taken part in the treatment stage. The aim of this questionnaire is to detect these informants' awareness of the importance of processing their essays and their awareness of the genre that they are to write. 31 questions have been posed in this questionnaire are divided into 6 sections.

5.5.1 Respondents' Profile

In this section, the researcher has asked about the informants' personal information and their learning background. For the personal information, the researcher has asked them to fill in their names and their ages. For their learning background, she has posed two main questions: the first question is about their baccalaureate while the second one is about their English language studies at Biskra University.

5.5.1.1 Personal Information

In the following table, the researcher displays the gender and the age of the participants in this study. In the first table, there are descriptive statistics that clearly state the number of the male and female participants. In the second table, the age limitations are also shown to indicate the frequency of participants' ages from 20-23, 24-27 and 28-35 years old.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	21	33,3	33,3	33,3
female	42	66,7	66,7	100,0
Total	63	100,0	100,0	

Table 70: Gender of Respondents: Experimental Group

The table above shows that the number of the male participants is (N=21), so they compose 33.3% of the total number of participants. On the other hand, the female participants are (N=42) who consist 66.7 % of the total number. The majority of the participants are female students because they prefer to study English language while the male students mostly prefer to study in the technical streams.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20-23	47	74,6	74,6	74,6
24-27	13	20,6	20,6	95,2
28-35	3	4,8	4,8	100,0
Total	63	100,0	100,0	

Table 71: Age of Respondents: Experiment Group

The age of participants ranks from 20 to 35 years old. Hence, all the participants are young adults for their ages is between the age limits of 18 and 35 years old. 47.6% is the percentage of young adults whose ages are from 20 to 23 years old (N=47), yet 20.6% of the total number of participants whose ages are from 24 to 27 with (N=13). 28 to 35 years old represent 4.8% of the total number with (N=3).

5.5.1.2 Learning Background

In the following three tables, the researcher has asked two main questions. The first one is about the type of baccalaureate degree, and they are supposed to tick the appropriate answer (three choices are suggested). The second question is of two sub-questions: the first one is closed and the second one is open. Therefore, two tables are for second question (table 72 and table 73).

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Literary	48	76,2	76,2	76,2
scientific	14	22,2	22,2	98,4
technical	1	1,6	1,6	100,0
Total	63	100,0	100,0	

Table 72: Baccalaureate Type of Respondents: Experiment Group

The table above indicates the participants' streams before they enter the university. 76.2% of them have been registered in the literature stream with (N=48); the sciences stream consists 22.2% of the participants with (N=14). Concerning the technology stream, it is

represented in one participant that forms 1.6% of the total number. The literature stream is ranks the first because they have the priority to register in the English language division at first year LMD at Biskra University because they study English as a main module.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid optional	51	81,0	81,0	81,0
imposed	12	19,0	19,0	100,0
Total	63	100,0	100,0	

Table 73: Choice of English of Respondents: Experimental Group

(N=51) of the participants willingly have chosen English language for their studies at Biskra University to represent 81% of the total number while (N=12) represent 19% of the participants who are imposed to study English language at University.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid they like it	37	49,3	49,3	49,3
to get a job	9	12,0	12,0	61,3
to use it	27	36,0	36,0	97,3
no other choice	1	1,3	1,3	98,7
no reasons	1	1,3	1,3	100,0
Total	75	100,0	100,0	

Table 74: Reasons of Their Choice of Respondents: Experiment Group

(N=63) participants who have chosen English willingly state that they have chosen English for many reasons as an answer to an open question. (N=37) justify their choices writing that ‘they like it’ while (N=27) justify their choice that they need ‘to use it’ in their daily lives. (N=9) write that ‘to get a job, we must learn English’. (N=1) writes that he has no other choice, yet (N=1) write no reasons.

5.5.2 Conceptions of Academic Writing

In this section, the researcher measures the participants' awareness of academic writing features. This section deals mainly with their conceptions of the academic writing, the course of academic writing, the purpose of academic writing and discourse modes in academic writing. The researcher also asks them about their membership in the academic writing and the features of an effective academic piece of writing. To measure all of the previously stated items, she asks 4 questions.

5.5.2.1 Degree of Difficulty of Writing at University

The following table indicates the participants' views towards writing while at university. The question posed is multiple choices questions. They express the degree of difficulty of writing at university, and the degrees are set from easy, less difficult or difficult.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid difficult	11	17,5	17,5	17,5
easy	5	7,9	7,9	25,4
less difficult	47	74,6	74,6	100,0
Total	63	100,0	100,0	

Table 75: Degree of Writing Difficulty according to the Respondents

As it is clearly mentioned above, (N=47) state that writing at university is not completely difficult (less difficult) to represent 74.6% of the total number of participants. (N=11) state that it is difficult to represent 17.5%, yet (N=5) state that it is easy.

5.5.2.2 Respondents' Conception of Writing

The following table indicates the participants' definitions of academic writing. They are supposed to have been exposed to course of academic writing features, so their definitions are diversified. The answers to the open question about the definition of academic writing are divided into 7 main definitions knowing that some participants defines academic writing through more than one answer.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Set of grammatically correct sentences	48	25,1	25,3	25,3
	Clear ideas, knowledge and information	48	25,1	25,3	50,5
	Form of personal expressions (viewpoint)	14	7,3	7,4	57,9
	Writing about academic subject that cannot be expressed in personal genre of writing	30	15,7	15,8	73,7
	Expressing ideas in a sophisticated style that not everyone can understand	13	6,8	6,8	80,5
	Writing done by scholars for other scholars	16	8,4	8,4	88,9
	Writing devoted to topics and questions that are of common interest in the academic community	21	11,0	11,1	100,0
	Total	190	99,5	100,0	
Missing	System	1	0,5		
Total		191	100,0		

Table 76: Definitions of Academic Writing according to the Respondents

As shown above, (N=48) state that it is a set of grammatically correct sentences and clear ideas, knowledge and information. This frequency forms a cumulative percentage of 50.6 %. 7.3% states that it is a form of personal expressions. 15.7% with (N=30) write that it is writing about academic subject that cannot be expressed in personal genre of writing. (N=13) write that it is a writing genre that is based on expressing ideas in a sophisticated style that not everyone can understand; they form 6.8% of the total answers. (N=16) with a valid percentage of 8.4% write that it is writing done by scholars for other scholars, yet (N=21) with 11.0% state that it is writing devoted to topics and questions that are of common interest in academic community. Consequently, most of the participants are not so far from the core meaning of academic writing.

5.5.2.3 Importance of Academic Writing Course

The table below shows the importance of academic writing course according to the participants. The choices that are proposed ranked from very important, important, less important and unimportant.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very important	44	69,8	69,8	69,8
important	17	27,0	27,0	96,8
less important	1	1,6	1,6	98,4
unimportant	1	1,6	1,6	100,0
Total	63	100,0	100,0	

Table 77: Importance of Academic Writing for the Respondents

(N=44) with a valid percentage of 69.8% of the total number of student tick the choice “very important” which means that they are aware of the importance of academic writing in their university studies. 27% with (N=17) tick “important”, yet (N=1) chooses “less important” to form a percent of 1.6%. (N=1) states that it is unimportant.

5.5.2.4 Importance of the Five Aspects for Respondents' Academic Paper

In response to question (6), participants tick the items proposed for their importance in their academic papers. The items are normally the same items that they are evaluated on; content, organization, vocabulary, grammar (instead of language use), spelling and punctuation (instead of mechanics). Each item is to be considered with a high, medium or low importance.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High	39	61,9	61,9	61,9
Medium	22	34,9	34,9	96,8
Low	2	3,2	3,2	100,0
Total	63	100,0	100,0	

Table 78: Importance of Content: its Relevance to the Topic and its Development

The table above indicates that (N=39) of the total number consider content an important item for their papers; this number forms 61.9% of the total number. (N=22) consider it as of medium importance to form 34.9%. By the end, 3.2% forms (N=2) of the total responses state its low importance in their papers.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High	41	65,7	65,7	65,7
Medium	22	34,2	34,2	100,0
Total	63	100,0	100,0	

Table 79: Importance of Organization: Logical Sequencing, Coherence and Cohesion

According to the same group, the organization which is represented in the logical sequencing, coherence and cohesion is of high importance for 65.7 % of the responses to represent (N=41) of the total number of the respondents. A medium importance is given to organization of academic papers by (N=22) to represent 34.2%. No low importance is given to organization.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High	52	82,5	82,5	82,5
Medium	10	15,9	15,9	98,4
Low	1	1,6	1,6	100,0
Total	63	100,0	100,0	

Table 80: Importance of Use of Academic Vocabulary: Effective Word Choice and Usage

Vocabulary is of high importance among (N=52) of the total responses with a percentage of 82.5%, yet (N=10) state its medium importance with 15.9%. Only response indicates a low importance of academic vocabulary in their academic paper.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High	53	84,4	84,4	84,4
Medium	10	15,6	15,6	100,0
Total	63	100,0	100,0	

Table 81: Importance Grammatical Correctness

Grammar correctness is highly important for 84.4% of the total responses to represent (N=53) of the participants. (N=10) show its medium importance with 15.6% of the total responses. For low importance of vocabulary, there are no responses.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High	42	65,6	65,6	65,6
Medium	19	30,1	30,1	95,7
Low	2	4,3	4,3	100,0
Total	63	100,0	100,0	

Table 82: Importance of Punctuation, Capitalization and Paragraphing

Punctuation, capitalization and paragraphing are highly important for (N=42) of the total responses to form 65.6% of the total participants. (N=19) show medium importance with 30.1% of the total responses. (N=2) state low importance of punctuation, capitalization and paragraphing to represent 4.3% of the total responses.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High	39	60,9	60,9	60,9
Medium	19	30,0	30,0	90,9
Low	5	9,1	9,1	100,0
Total	63	100,0	100,0	

Table 83: Importance of Spelling and Legible Handwriting

Spelling and legible handwriting are highly important for (N=39) of the total responses to present 60.9% of the total participants while (N=19) show medium importance with 30.0%. On the other hand, (N=5) show low importance of punctuation, capitalization and paragraphing to represent 9.1% of the total responses.

5.5.2.5 Respondents' Awareness of the Audience of Academic Paper

In the following table, the researcher displays the answers to the posed questions to measure the participants' awareness of the audience they write for. The question is open, and the answers are divided into two parts.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid teachers	47	74,6	74,6	74,6
other	16	25,4	25,4	100,0
Total	63	100,0	100,0	

Table 84: Respondents' Awareness of the Audience of Academic Paper

The answers displayed above indicate that the majority of the students are clearly aware that their only reader is the teacher who assigns tasks or designs tests. The majority forms (N=47) with a percentage of 74.6 % of the total responses. On the other hand, (N=16) of the total responses show that their audience are other people apart from the teacher. Their audiences according to them are: any academic member, anyone able to evaluate, supervisor, English users and colleagues.

5.5.2.6 Respondents' Awareness of the Purpose of Academic Paper

The table below indicates the participants' awareness of the purpose of any academic paper that they write at Biskra University. The question is an open question, so the participants answer freely. The answers are around two main purposes, as shown below.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid an assessment tool of students' knowledge	24	38,1	38,1	38,1
a clear and concise presentation of understanding and writing ability of the student	39	61,9	61,9	100,0
Total	63	100,0	100,0	

Table 85: Respondents' Awareness of the Purpose of Academic Paper

As shown above, (N=24) of the total responses indicate that the participants think that the academic paper is an assessment tool of the student's knowledge. This number represents 38.1% of the total responses. (N=39) think that it is a clear and precise presentation of understanding and writing ability of the student; it represents 61.9% of the total responses.

5.5.3 Respondents' Perception of Essay Structure

In this section, the researcher asks the participants to respond to a group of questions about the essay structure, for she can measure the extent they master essay genre. The questions are 7 questions, and all of them are about the essay structure.

5.5.3.1 Definitions of Essay according to the Respondents

The following table indicates the participants' conception toward an academic essay. They are asked to define the essay according to what they have learnt. The total answers are around two main definitions as shown in the table below.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid It is an academic piece of writing that consists of a group of paragraphs (at least 4 paragraphs). It consists of an introduction, body and conclusion that is characterized by its unity and coherence along the paragraphs	56	88,9	88,9	88,9
group of sentences	7	11,1	11,1	100,0
Total	63	100,0	100,0	

Table 86: Definition of Essay according to the Respondents

(N=56) of the total number of participants define essay as an academic piece of writing which consists of a group of paragraphs (at least 4 paragraphs). It consists of an introduction, body and conclusion that are characterized by their unity and coherence along the paragraphs. This represents 88.9% of the total responses. 11.1% of the total responses define an academic essay as a group of sentences with (N=7).

5.5.3.2 Characteristics of Essay according to Respondents

The table below shows the characteristics of an effective essay according to the participant; the responses below are around 7 items. The participants give many answers since there are 93 total responses.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid -Its structure: introduction/body/conclusion	45	48,4	48,4	48,4
-Formal and academic grammar, vocabulary, spelling and punctuation	17	18,3	18,3	66,7
-Unity and coherence between paragraphs	1	1,1	1,1	67,7
-Its discourse modes: argumentation, description, exposition and narration	2	2,2	2,2	69,9
-Its effective organization	7	7,5	7,5	77,4
-Comprehensibility, clarity and simplicity & its elimination of wordiness and irrelevant sentences	10	10,8	10,8	88,2
-Content: effective, brief, concise, well-developed, independent and interesting	11	11,8	11,8	100,0
Total	93	100,0	100,0	

Table 87: Characteristics of Effective Academic Essay according to the Respondents

The majority of the participants describe the essay by its parts with (N=45) to form a percentage of 48.5%. (N=17) with a percentage of 18.3% describe it by its formal and academic grammar, vocabulary, spelling and punctuation. (N=1) with a percentage of 1.1% restricts its features to unity and coherence among the paragraphs. (N=2) with a percentage of 2.2% insist on its discourse modes: argumentation, description, exposition and narration.(N=7) with a percentage of 7.5% show its effective organization feature. Comprehensibility, clarity and simplicity and elimination of wordiness and irrelevant sentences characterize essay according to 10.8% of the total response with (N=10). Finally, effective, brief, concise, well-developed, independent and interesting content is the characteristic of an essay for (N=11) with 11.8% of the total responses.

5.5.3.2 Corresponding Terms to the Essay Parts

In a response to a question, the participants fill the gaps with a corresponding term to each definition. The parts that are supposed to be filled in the gaps with are: introduction, thesis statement, body and conclusion. This question is posed in order to measure their understanding of the essay part.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid correct	49	77,8	77,8	77,8
incorrect	14	22,2	22,2	100,0
Total	63	100,0	100,0	

Table 88: Corresponding Part of Essay according to the Respondents

(N=49) of the total responses are correct to form a percent of 77.8%, yet (N=14) are incorrect with a percent of 22.2%. The incorrect correspondence is not on the level of all of the parts. The majority of the incorrect responses are confusing between the thesis statement and the rest of the parts.

5.5.3.3 Difficulties in the Essay Parts

In the following table, the researcher shows the difficulties that face the participants when they write the first draft. The question is posed as a closed question.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Introduction	19	30,2	30,2	30,2
Thesis statement	20	31,7	31,7	61,9
Body	16	25,4	25,4	87,3
Conclusion	8	12,7	12,7	100,0
Total	63	100,0	100,0	

Table 89: Difficulties in the Essay Parts according to the Respondents

In the table 89, the participants tick mainly the thesis statement with a percent of 31.7 % with (N=20). The introduction is a difficult part to be written by 30.2% with (N=19) of the total responses. In part of the body, (N=16) of the responses show difficulty with body

paragraphs, so it forms 25.4% of the total percentage. The conclusion presents a difficulty for eight participants (N=8) to form 12.7% of the total responses.

5.5.4 Respondents’ Perception of Process of Essay Writing

In order to measure the participants’ real mastery of the steps of essay genre writing, the researcher asks her participants to answer a set of question in this section for further hypothesis testing. The 14 questions are mainly close.

5.5.4.1 Steps of Essay Genre Writing

The table below indicates the participants’ mastery of the steps to write an effective essay genre. The researcher has asked them to organize the steps from (a to h) in a table. The order of the steps is either totally right or partly wrong.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Right order	54	85,7	85,7	85,7
Wrong order	9	14,3	14,3	100,0
Total	63	100,0	100,0	

Table 90: Order of Steps of Essay Writing according to the Respondents

As shown above, the majority of the participants show their understanding and mastery of the steps to process essay genre. (N=54) of the total responses show a right order with a percentage of 85.7%; whereas, (N=9) with a percentage of 14.3% who show wrong order. The wrong order is mainly around the step of narrowing the topic with the step of writing thesis statement, the step of making an outline with step of collecting data and the step of writing the thesis statement with the step of collecting data. It is clear that the confusion is between the sequenced steps.

5.5.4.2 The Activities of the Four Stages of Essay Genre Writing

The four tables below show the participants comprehension of the 8 steps to process essay genre: pre-writing, drafting, revising and editing. The respondents are to classify the eight steps according to these four stages.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Choose and narrow the topic	54	24,4	24,4	24,4
Formulate the thesis statement	54	24,4	24,4	48,9
Collect data	50	22,6	22,6	71,5
Organize ideas: outlining	63	28,5	28,5	100,0
Total	221	100,0	100,0	

Table 91: Pre-Writing Activities according to the Respondents

As shown above, the participants know that pre-writing stage include four main activities. (N=54) with a percentage of 24.4% state the activity of choosing and narrowing the topic, yet (N=54) with a percentage of 24.4% state that formulating a thesis statement is included in this stage. For collecting data activity, (N=50) include this activity in this stage, and (N=63) state that they organize their ideas through a formal outline.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Write the body	63	36,0	36,0	36,0
Write the introduction	51	29,1	29,1	65,1
Write the conclusion	61	34,9	34,9	100,0
Total	175	100,0	100,0	

Table 92: Drafting Activities according to the Respondents

The table above indicates that the majority of the participants are aware of the activity to be done during the second stage. 36 % with (N=63) state that they write the body; (N=51) state that they write the introduction. (N=61) state that they write the conclusion.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid -Polish up: grammar, vocabulary, spelling and punctuation	62	59,0	59,0	59,0
-Proofread the first draft: revise the content and reorganize the ideas	43	41,0	41,0	100,0
Total	105	100,0	100,0	

Table 93: Revising Activities according to the Respondents

Polishing up and proofreading activities are in the revising stage. (N=62) state that they polish up their first draft in terms of grammar, vocabulary, spelling and punctuation. (N=43) among (N=62) participants state that they proofread their first draft in terms of content and organization.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Edit the final draft	61	100,0	100,0	100,0

Table 94: Editing Activities according to the Respondents

Editing the final draft is the activity at the editing stage. (N=61) state the activity of editing the final draft before submitting the essay paper while (N=2) do not answer.

5.5.4.3 Topics of Essays

Concerning the choice and the assignment of the topics of the essay, the researcher asks her participants about the preferred topics to be developed. The participants are asked to state their preference of the assigned and chosen topic. Moreover, they justify their answers according to their preference.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Assigned topics	14	22,2	22,2	22,2
Chosen topic	49	77,8	77,8	100,0
Total	63	100,0	100,0	

Table 95: Topics to Be Developed

(N=14) state that they prefer to write essay about assigned topics by their writing instructors; this number of participants forms a percentage of 22.2%. 77.8% of the total responses state that they prefer to choose their essays' topics by themselves, and this percentage represent (N=49).

5.5.4.4 Reasons of the Respondents' Preferences

The following table indicates the reasons that make the participants prefer to choose their own topics freely, and the second table indicates the reasons that make participants prefer assigned topics. Multiple responses are chosen by the participants.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Purpose of the essay	37	37,8	37,8	37,8
Audience to be addressed	16	16,3	16,3	54,1
Mode of writing	44	44,9	44,9	99,0
All of them	1	1,0	1,0	100,0
Total	98	100,0	100,0	

Table 96: Reasons of the Respondents' Preferences of Choosing Topics

(N= 37) among the participants justify that choosing topics freely facilitate their recognition of the purpose of their essays while (N=16) among them justify that it also help designing their audience. (N=44) of the total responses justify that it helps them to design their mode of writing while (N=1) states that it is because of all of them.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Formulate a thesis statement	32	37,2	37,2	37,2
Collect data	37	43,0	43,0	80,2
Make outline	17	19,8	19,8	100,0
Total	86	100,0	100,0	

Table 97: Reasons of the Respondents' Preferences of Assigned Topics

As shown above, (N=32) justify their preference, for it facilitates their formulation of thesis statement. (N=37) justify their choice, and they state that it is because it eases collecting data. (N=17) prefer to make an outline of assigned topics by their teachers.

5.5.4.5 Difficulties of Collecting Data according to the Respondents

The following two tables demonstrate the difficulties of collecting data in part of the experimental group. The first table demonstrates the responses to the direct question posed about the possibility of difficulties in collecting data. The second table shows their reasons of confirming that there is a difficulty in collecting data.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	10	15,9	15,9	15,9
No	13	20,6	20,6	36,5
Somehow	40	63,5	63,5	100,0
Total	63	100,0	100,0	

Table 98: Difficulty in Collecting Data according to the Respondents

(N=10) have chosen “yes” for the existence of a difficulty when they collect data for their essays, yet (N=13) have chosen “no”. (N=40) shows that there is no a real difficulty, for they have chosen “somehow”.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Chosen by yourself	31	49,2	49,2	49,2
Assigned by the teacher	28	44,4	44,4	93,7
No response	4	6,3	6,3	100,0
Total	63	100,0	100,0	

Table 99: Reasons of Difficulty in Collecting Data according to the Respondents

(N=31) justify their choice for the reason of choosing their topics by themselves, but (N=28) state that it is because the topics are assigned by the teacher. (N=4) state no reasons, and they all choose “no” in the previous table.

5.5.4.6 Difficulties in Making an Outline according to the Respondents

The following table shows the number of EFL students of Biskra who outline their first drafts. As one of the main activities in the prewriting stage, the participants are asked to tick ‘yes’ or ‘no’ for outlining before writing their first drafts.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	50	79,4	79,4	79,4
No	13	20,6	20,6	100,0
Total	63	100,0	100,0	

Table 100: Outlining before Writing the First Draft for the Respondents

79.4% among the total responses have ticked ‘yes’, for they make an outline with (N=50). 20.6% have ticked ‘no’, for they do not outline their essays. The respondent who tick ‘No’ have justified their choices as in the following table.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Time consuming	8	61,5	61,5	61,5
Preferring freewriting	5	38,5	38,5	100,0
Total	13	100,0	100,0	

Table 101: Reasons behind Facing Difficulty When Outlining the Essay for the Respondents

The majority of the respondents have justified their answers, for it is time consuming (N=8) with a percentage of 61.5 %. (N=5) prefer free writing instead of outlining with a percentage of 38.5%.

5.5.4.7 Difficulties in Writing the First Draft

EFL students of Biskra University face difficulty when they write their first drafts. The respondents are also asked to approve or to deny the existence of any difficulty when they write their first drafts.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	53	84,1	84,1	84,1
No	10	15,9	15,9	100,0
Total	63	100,0	100,0	

Table 102: Writing the First Draft before the Final Draft for the Respondents

The table above indicates 84.1% of the total responses assert that they write their first drafts after the posttest; this percentage translates (N=53) of the total responses. (N=10) of the total responses affirm that they do not write their first drafts because of time restriction. The 10 respondents form 15.9% of the total number of the participants.

5.5.4.8 Difficulties in Polishing Up and Proofreading the First Draft

The following two tables demonstrate the respondents' situation when they finish writing the first draft; it displays their situation in the post-writing stage. The first table is based on a question that is about the possibility of following or skipping the activities of the post writing stage while the second table is about the different items that these respondents focus on while polishing up and proofreading the first draft before editing the final draft at the fourth stage.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	61	96,8	96,8	96,8
No	2	3,2	3,2	100,0
Total	63	100,0	100,0	

Table 103: Polishing up and Proofreading the First Draft for the Respondents

The above table demonstrates that the majority of the respondents polishes up and proofreads their first draft before editing. The majority is represented in (N=61) of the total responses with a percentage of 96.8%. On the other hand, (N=2) state that they neither polish up nor proofread their first drafts before editing to form a percentage of 3.2% of the total responses; the two respondents have justified their answers by the reason of time restrictions.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Grammar	56	22,1	22,1	22,1
Spelling	40	15,8	15,8	37,9
Punctuation	48	19,0	19,0	56,9
Vocabually	35	13,8	13,8	70,8
Content	33	13,0	13,0	83,8
Organization	41	16,2	16,2	100,0
Total	253	100,0	100,0	

Table 104: Items to Polish Up and to Proofread for the Respondents

Table 104 indicates the items that the respondents focus on when they polish up and proofread their first drafts. The respondents tick many items. Among (N= 61) responses, (N=56) have chosen grammar, (N=40) have chosen spelling, (N=48) have chosen punctuation, and (N=35) have chosen vocabulary. Concerning proofreading, (N=33) state that they focus on content at the revising stage, and (N=41) revise organization.

5.5.5 Essay Examination at Biskra University

The EFL students of Biskra University in the third year LMD classes consider essay examination as a heavy burden. In this questionnaire, the researcher pose five main questions about the use of the essay test item in their examinations in the different modules that they study during their years of study, especially in second and third years.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MCQ	40	18,9	18,9	18,9
Essay	19	9,0	9,0	27,8
True/false	50	23,6	23,6	51,4
Matching	44	20,8	20,8	72,2
Gap-filling	30	14,2	14,2	86,3
Open questions	11	5,2	5,2	91,5
Error correction	18	8,5	8,5	100,0
Total	212	100,0	100,0	

Table 105: Preferred Types of Questions in Exam for the Respondents

The above table demonstrates the types of question proposed by the researcher that they are asked to choose more than one answer. (N=40) have chosen Multiple choices questions, yet (N=19) have chosen essay. True /false test item is the favorite for the majority of respondents (N=50). Matching item is preferred by (N=44) of the total respondents, and gap-filling is chosen by (N=30). Open question and error correction are not favored by the rest of respondent except (N=11) for the open question and (N=18) for the error correction.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid -Time allotted is insufficient (90 minutes)	40	30,3	30,3	30,3
-Topics assigned are unknown	52	39,4	39,4	69,7
-Different types of questions on 90 minutes long together with an essay question	40	30,3	30,3	100,0
Total	132	100,0	100,0	

Table 106: Difficulties in Regular Exams for the Respondents

The above table indicates the set of difficulties that the respondents face when they are asked to answer an essay question in an exam. As shown above, the respondents' answers are around three major difficulties, yet many answers are stated by each respondent. (N=40) state that they do like to write essays, but time allotted is insufficient, and (N=52) state that it is because of unknown topics assigned, especially in written expression module. Different types of question with the essay question is a heavy burden for (N=40) of the total respondents.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	13	20,6	20,6	20,6
No	50	79,4	79,4	100,0
Total	63	100,0	100,0	

Table 107: Limited Number of Words in an Essay

For limiting the number of words by the test designer, the respondents answer the question by ticking 'yes' or 'no'. (N=13) have chosen 'yes' for limited number of words in one essay, yet (N=50) do not prefer limiting the number of words for their essay. They have justified their answers for one main reason which is limitation of ideas.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid -Do not care about	13	20,6	20,6	20,6
- Admire	50	79,4	79,4	100,0
Total	63	100,0	100,0	

Table 108: A Detailed Scale for Evaluating Essay on the Questions Paper

The above table shows the responses of the participants to the benefits of the evaluation rubrics in the exam paper. (N=13) do not care about the exposition of the evaluation rubrics in combination with the total mark of the essay. (N=50) admire the exposition of the evaluation rubrics in the exam paper, so they know the reason they get bad or good mark for their essays.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	55	87,3	87,3	87,3
No	8	12,7	12,7	100,0
Total	63	100,0	100,0	

Table 109: Reasons of Good or Bad Marks for the Respondents

The respondents of these questions are asked to answer if they know the reasons of the good or the bad marks for their essays. (N=55) answer 'yes' and state that they know the reasons if they are shown the evaluation rubrics. (N=8) answer 'no' because they cannot understand the evaluation rubrics.

5.6 Classroom Observation

In order to test the hypotheses, the researcher has conducted a classroom observation in the pre-test stage and in the post-test stage with both control group and the experiment group. Using a checklist and a field notes techniques, she has registered writing behavior of the third year LMD student of English in Biskra University. A follow-up conversation is also integrated with the above observation techniques.

5.6.1 Classroom Observation Checklist: Process of Essay Writing

In order to test their cognitive process of writing, the researcher has controlled the participants' writing performance using a checklist. The checklist used is based on their process of writing moving from pre-writing, drafting, revising and then editing activities. In the following tables, the researcher demonstrates the extent that the control and experimental groups process their writing before editing final drafts at the pre-test and post-test stages.

5.6.1.1 Classroom Observation Checklist: Process of Essay Writing of Pre-Test Stage

In the following table, the results of observation checklist are shown in terms of the pre-test stage of essay writing. The table demonstrates results of the two groups: control and experiment. It shows the seven steps of essay writing according to the tenets of the synthesized approach to writing, the process-genre approach.

	Control group (N=53)		Experiment group (N=63)	
	Yes	No	Yes	No
1. Pre-writing stage:				
a. Choose and narrow topics	53	0	63	0
b. Write a thesis statement	4	49	5	58
c. Collect data	1	52	3	60
d. Make an outline	2	51	4	59
2. Drafting stage:				
e. Write the first draft	47	6	56	7
3. Revising stage:				
f. polish up and proofread	8	45	9	54
4. Editing stage:				
g. write the final draft	53	0	63	0

Table 110: Pre-Test Essay Writing: Comparison between the Control and Experiment Groups

The above table shows clearly that the two groups are in the same situation. At the first stage, the control and experimental group choose and narrow their topics, but both of them do not write a thesis statement. Collecting data step is approximately ignored among the two groups, yet it is similar with the step of making an outline. At the second stage, the majority of the participants write the first draft directly after choosing their topics. At the third stage, a few number of participants who polish up, and some proofread their first drafts. At the fourth stage, all the participants write their final drafts to be submitted in separate proper papers.

5.6.1.2 Classroom Observation Checklist: Process of Essay Writing of Post-Test Stage

The table below demonstrates the checklist results of the post-test stage concerning the two groups. It is also about the effects of implementing the process-genre approach to writing in the classes of the experimental group in contrast with the control group who have been exposed to a product-based approach to writing.

	Control group (N=53)		Experiment group (N=63)	
	Yes	No	Yes	No
1. Pre-writing stage:				
a. Choose and narrow topics	53	0	63	0
b. Write a thesis statement	8	45	44	19
c. Collect data	3	50	50	13
d. Make an outline	5	48	45	18
2. Drafting stage:				
e. Write the first draft	49	4	57	6
3. Revising stage:				
f. polish up and proofread	8	45	36	27
4. Editing stage:				
g. write the final draft	53	0	63	0

Table 111: Post-Test Essay Writing: Comparison between Control and Experimental Groups

Table 111 demonstrates the effects of the treatment on the experimental group in contrast with the control group, especially at the prewriting stage. As shown above, the two groups still start with the first step: choose and narrow topics; however, only (N=8) of the control group do write their thesis statements in the second step while the experiment group participants do write their thesis statements with (N=44). For collecting data, (N=3) who collect data in control group, yet (N=50) collect data in the experimental group. Making an outline attracts only (N=5) participants (control group), but (N=45) do make an outline before their first drafts. (N=36) of the total number of experimental group polish up and proofread their first draft, yet the same group of the control group still polish up and proofread their first draft (N=8) at the pretest stage. The two groups edit their final drafts, but each group follows a different way.

5.6.2 Field Notes: Time Consumed for Writing an Essay

To measure the extraneous variable of time constraint, the researcher has compared the consumed time for participants of control and experimental group. This procedure has been executed at the pretest stage and the post-test stage. The following tables indicate exact time of each step for the two groups.

	Control group (N=53)	Experiment group (N=63)
	Time allotted /90 minutes	Time allotted /90 minutes
1. Pre-writing stage:	13 minutes	14 minutes
a. Choose and narrow topics		
b. Write a thesis statement		
c. Collect data		
d. Make an outline		
2. Drafting stage:	39 minutes	41 minutes
e. Write the first draft		
3. Revising stage	10 minutes	11 minutes
f. polish up and proofread		
4. Editing stage:	28 minutes	24 minutes
g. write the final draft		

Table 112: Time Consumed For Writing Pre-Test Essay: Comparison between the Control and Experiment Groups

As it is mentioned in the above table, the two groups in the pre-test approximately consume the same periods of time at each stage of writing process. At the first stage, the two groups consume no more than 14 minutes. At the second stage, they both consume less than 41 minutes, and they consume less than 11 minutes at the third stage. At the final stage, they

consume no more than 28 minutes. So that they consume much time in drafting, but it displays little time in prewriting activities despites of its four steps.

	Control group (N=53)	Experiment group (N=63)
	Time allotted /90 minutes	Time allotted /90 minutes
1. Pre-writing stage: activities	14 minutes	40 minutes a.10 minutes (13:10 – 13:20) b.10 minutes (13:21 – 13:30) c.10minutes (13:31 – 13:40) d.10 minutes(13:41 – 13:50)
a. Choose and narrow topics		
b. Write a thesis statement		
c. Collect data		
d. Make an outline		
2. Drafting stage:	34 minutes	e. 20 minutes (13:51 – 14:10)
e. Write the first draft		

Table 113: Time Consumed for Writing Post-Test Essay: Comparison between the Control and Experimental Groups

According to the above table, the control group is still at the same level of time consuming to write an essay by skipping unconsciously the step of processing essay genre. The experiment group consumes 40 minutes for the prewriting stage without skipping the steps by the majority of the participants: choose the topic (N=63), write a thesis statement with (N=44), collect data (N=50) and make an outline (N=45). On the other hand, the control group consumes no more than 14 minutes focusing on the first step of choosing the topic with (N=53), yet the number of participants at the rest of three steps in this stage do not exceed (N=8). At the drafting stage, experimental group consumes around 20 minutes to write their

first draft with (N=57); whereas, (N=49) write it in 34 minutes. Concerning the revising stage, during a maximum of 15 minutes, (N=36) of the experiment group polish up and proofread their first drafts while (N=8) of the control group does the same. 25 minutes is the period of writing the final draft for the entire experimental group, yet 30 minutes is for editing the final drafts of the entire control group. Following all the steps, the experimental group consumes 100 minutes to write an effective essay, but the control group consumes only 88 minutes.

5.6.3 Follow- Up Conversation

While they are writing the pre-test essay, the researcher is posing certain questions to the participants of the experimental and control groups. 11 questions are posed while the participants are writing their pre-test essays. The questions are mainly about academic writing, essay structure and essay writing process.

5.6.3.1 Item One: What Is an Academic Writing?

The first question has been posed to both control and experimental groups; however, among (N=53) participants and (N=63) participants only few of them who have tried to define it but their answers were not completely correct.

Experiment group (N=63)		Control group (N=53)	
Know	Do not know	Know	Do not know
(N=14)	(N=49)	(N=11)	(N=42)

Table 114: Knowledge about Academic Writing

The above table clearly indicates that EFL students of Biskra University are unaware of the genre of writing that they are supposed to master at a university level. This large number keeps silent as if it is for the first time they have heard the term “academic writing”, yet they have been studying English for Academic Writing (EAP). Since they are not using this term at a functional level, the participants find a difficulty to establish an understanding of the term used by them.

5.6.3.2 Item Two: What Are the Features of Academic Writing?

In order to measure the knowledge of the features that distinguish academic writing from other genres, the researcher asks an oral question during the pre-test about the different features that characterize their writings at university.

Experiment group (N=63)		Control group (N=53)	
Know	Do not know	Know	Do not know
(N=4)	(N=59)	(N=5)	(N=48)

Table 115: Knowledge about Features of Academic Writing

The above numbers are natural results of the previous question, for they find a difficulty to define academic writing. Among the total number of participants of the two groups, (N=9) who have tried to identify the features which are not totally correct. The second question helps the researcher to rethink about the treatment procedures, for they are mainly about developing the functional skills of the participant to perform academic writing.

5.6.3.3 Item Three: Why Do You Write an Academic Paper at University?

Reasons of writing an academic paper is the third question asked to the participants of the two groups. The question aims to measure the participant's knowledge about the purpose of their writings, yet the answers are similar.

Experiment group (N=63)		Control group (N=53)	
Know	Do not know	Know	Do not know
(N=45)	(N=18)	(N=33)	(N=20)

Table 116: Knowledge about Reasons of Writing an Academic Paper

(N=78) of the total participants in the two groups know why they write an academic paper. Their answers indicate that they know that the academic paper is just a tool to score and to evaluate the students' writing ability. All of the answers are around the same point.

5.6.3.4 Item Four: What Are the Types of Academic Papers?

The two groups have been asked about the academic paper types. Their answers are mainly restricted to research papers or term papers. They think that these are the only two academic papers that are supposed to be the tools to assess their knowledge at a university level.

Experiment group (N=63)		Control group (N=53)	
Research paper (N=20)	Term paper (N=63)	Research paper (N=21)	Term paper (N=53)

Table 117: Knowledge about Types of Academic Paper

As shown above, the two groups know that a term paper is an academic paper because they are supposed to submit this paper by the end of their sixth term at third year level. The control and the experimental groups know that the term paper is an academic paper (N=126), yet (N=41) do know that the research paper is an academic paper. On the other hand, they exclude other academic papers like an essay.

5.6.3.5 Item Five: What Is an Essay?

The question posed here is to measure participants' awareness of the relationship between academic writing and essay. The majority of them misconceive the nature and the features of an essay at a university level. The following table demonstrates the different definitions of essay according to these participants.

	Experiment group (N=63)	Control group (N=53)
1. It is a Group of words	23	18
2. It is a group of sentences	20	16
3. It is a group of paragraphs	5	3
4. It is a long paragraph	15	16

Table 118: Definitions of Essay at the Pre-Test Stage

(N=8) between the experimental and the control group who have defined the essay as a group of paragraphs; however, the entire groups stress that it is either a group of words or group of sentences (N=75). Its relationship with academic writing seems to be unknown by these two groups. Hence, they think that essay is just blocks of words that express an idea, and they ignore its characteristics and academic setting.

5.6.3.6 Item Six: How Many Paragraphs Are in an Essay?

Different answers are resulted from this question, but they are not all correct. The question is mainly posed to measure their understanding and their thinking of the academic structure of an essay. From one long paragraph to four short paragraphs are the responses to this question by the two groups.

	Experiment group (N=63)	Control group (N=53)
1. One long paragraph	15	16
2. Two paragraphs	8	9
3. Three paragraphs	33	26
4. Four paragraphs	7	2
5. Five paragraphs	0	0

Table 119: Knowledge about the Number of Paragraphs in an Essay

The above table clearly shows that the participants ignore the expected number of paragraphs per essay. (N=31) of both groups think it is a long paragraph that starts with an indentation and ends with a full stop. In addition, (N=59) of them think it is of three paragraphs, but only (N=9) who think it is of four paragraphs. The overlapping interpretations of the number of paragraphs make the researcher rethink about how to train the experimental group on the essay writing.

5.6.3.7 Item Seven: What Are the Parts of An Essay?

The question aims to measure the participants' knowledge about the main parts of an essay: introduction, thesis statement, body and conclusion. The responses are mainly similar in all the parts except in thesis statement, for the majority does not know what it is.

	Experiment group (N=63)		Control group (N=53)	
	Know	Do not know	Know	Do not know
Introduction	63	0	53	0
Thesis statement	4	59	2	51
Body	60	3	52	1
Conclusion	61	2	52	1

Table 120: Knowledge about Essay Parts

As shown above, most of the participants of the two groups know all the three parts of the essay despite their confusing understanding of these parts. However, the thesis statement is clear that it is not considered as a part of an essay. The main sentence in the whole essay is of less concern in the essays of these participants.

5.6.3.8 Item Eight: What Are the Steps of Writing an Essay?

The question posed is to measure these participants' way of processing their essays; it is to measure their cognitive process of essay writing. The responses do not exceed a number of 4 steps to write an essay.

	Experiment group (N=63)		Control group (N=53)	
	Follow	Do not Follow	Follow	Do not Follow
1. Pre-writing				
a. Choose a topic	63	0	53	0
b. Write a thesis statement	4	59	2	51
c. Collect data	2	61	3	50
d. Make an outline	3	60	5	48
2. Drafting				
e. Write the first draft	61	2	50	3
3. Revising				
f. Polish up and proofread	10	53	7	46
4. Editing				
g. Write the final draft	63	0	53	0

Table 121: Knowledge about the Steps of Writing an Essay

As mentioned in the above table, the participants do mainly follow three main steps to write an essay. They choose the topic for the prewriting stage (N=116), and then they write the first drafts at the drafting stage (N=111). At the revising stage, (N=17) who revise their first drafts, and (N=116) write the final drafts. The other steps are not followed, so the essays are less effective and do not reveal the characteristics of an academic paper.

Conclusion

The present chapter displays the results obtained using the triangulation of research methodology. The t-test results offer details about the scores of experiment and control groups. The use of SPSS 17.0 program further helps to encode the scores efficiently and accurately through the paired t-samples and independent samples procedures. The ANOVA procedures assist the researcher to encode and interpret the raters' scores of the posttest essays of experiment group. The questionnaire and the classroom observation further help to test the hypotheses significantly. The results further help the researcher test the hypotheses in the chapter six. The t-values and the p-values are the main focus in the present chapter in terms of paired sample and the independent samples tests.

Chapter Six: Discussion of Results (Field Work)

Introduction.....	281
6.1. Evaluation of T-Test results.....	281
6.1.1. Comparison of the Essays' Scores of Experiment and Control Group.....	282
6.1.1.1 Comparison of the Results of Content Aspect of the Pretest Essays.....	282
6.1.1.2 Comparison of the Results of Content Aspect of the Posttest Essays..	283
6.1.1.3 Comparison of Paired Samples Differences of the Content Aspect.....	284
6.1.1.4 Comparison of the Results of Organization Aspect of the Pretest Essays	285
6.1.1.5 Comparison of the Results of Organization Aspect of the Posttest Essays	285
6.1.1.6 Comparison of Paired Samples Differences of Organization Aspect.....	286
6.1.1.7 Comparison of the Results of Vocabulary Aspect of the Pretest Essays...	287
6.1.1.8 Comparison of the Results of Vocabulary Aspect of the Posttest Essays	287
6.1.1.9. Comparison Of Paired Samples Differences Of Vocabulary Aspect.....	288
6.1.1.10 Comparison of the Results of Language Use Aspect of the Pretest Essays	289
6.1.1.11 Comparison of the Results of Aspect of Language Use of the Posttest	289
Essays.....	289
6.1.1.12 Comparison of Paired Samples Differences of Aspect of Language Use	290
6.1.1.13 Comparison of the Results of Mechanics Aspect of the Pretest Essays..	291
6.1.1.14 Comparison of the Results of Aspect of Mechanics of the Posttest Essays	291
6.1.1.15 Comparison of Paired Samples Differences of Aspect of Mechanics.....	292
6.1.1.16 Comparison of the Total Scores of Experiment and Control Groups...	293

6.1.1.17 Comparison of Paired Samples Differences of the Total Scores.....	294
6.1.2. Evaluation of Independent Samples Test of the Total Scores.....	295
6.2. Evaluation of Inter-Rater Reliability of the Posttest Essays Scores.....	295
6.3. Evaluation of Questionnaire Results.....	297
6.3.1. Evaluation of Experiment Participants' Profile.....	297
6.3.2. Evaluation of Participants' Conceptions of Academic Writing.....	297
6.3.3. Evaluation of Participants' Conceptions of Essay Structure.....	300
6.3.4. Evaluation of Participants' Perception of Essay Writing Process.....	301
6.3.5. Evaluation of Participants' Perceptions of Essay Examination at Biskra University.....	303
6.4. Evaluation of Classroom Observation Results.....	304
6.4.1. Comparison of Classroom Observation Checklists of the Essay Writing Process between Control and Experimental Groups.....	304
6.4.1.1. Comparison of Process of Pretest Essay Writing Between Control and Experimental Groups.....	305
6.4.1.2. Comparison of Process of Posttest Essay Writing between Control and Experimental Groups.....	306
6.4.2. Comparison of Field Notes of Classroom Observation between Control and Experimental Groups.....	307
6.4.3. Comparison of Follow-Up Conversation of Classroom Observation between Control and Experimental Groups.....	309
6.5. The Effects of Process-Genre Oriented Instruction on EFL Students' Essay Products: Testing Hypothesis #1.....	311
6.6. The Effects of Process-Genre Oriented Instruction on Aspects of Writing Proficiency: Testing Hypothesis #2.....	313

6.6.1 The Effects of Process-Genre Oriented Instruction on Content.....	313
6.6.2 The Effects of Process-Genre Oriented Instruction on Organization.....	315
6.6.3 The Effects of Process-Genre Oriented Instruction on Vocabulary.....	316
6.6.4 The Effects of Process-Genre Oriented Instruction on Language Use.....	317
6.6.5 The Effects of Process-Genre Oriented Instruction on Mechanics.....	319
6.7 The Effects of Process-Genre Oriented Instruction on Students' Awareness of Academic Writing at University Level: Testing Hypothesis #3.....	320
6.7.1 The Effects of Process-Genre Oriented Instruction on Student's Awareness of Academic Writing Features.....	321
6.7.2 The Effects of Process-Genre Oriented Instruction on Students' Awareness of Essay Genre Processing.....	321
6.7.3 The Effects of Process-Genre Oriented Instruction on Students' Awareness of Academic Writing Purpose.....	322
6.7.4 The Effects of Process-Genre Oriented Instruction on Students' Awareness of Academic Writing Audience.....	323
6.8 The Effectiveness of Process-Genre as an Instructional Approach to EFL Classes of Biskra University: Testing Hypothesis #4.....	324
Conclusion.....	324

Chapter Six

Discussion of Results

(Field Work)

Introduction

In this chapter, the researcher discusses the results and tests the four hypotheses. For testing the first hypothesis, she discusses mainly the effects of the process–genre oriented instruction on essay writing performance; she stresses the results of the t-test scores and classroom observation. The researcher also discusses the effects of product-oriented instruction on essay writing performance compared to the process-genre-oriented instruction based on the previously stated instrumentation. In addition, the aspects of writing proficiency are also discussed in order to test the second hypothesis, so content, organization, vocabulary, language use and mechanics have been evaluated in the two stages: pre-test and post-test with the two groups: control and experimental groups. Concerning the third hypothesis on the students' awareness of essay genre process, it is discussed in this chapter. Finally, the researcher also discusses the further impact of the process-genre-oriented instruction on essay writing proficiency in EFL classes of Biskra University, so it helps testing the fourth hypothesis of the present study.

6.1 Evaluation of T-Test Results

The researcher has conducted an experiment with (N=63) of participants from the third year LMD classes of English at Biskra University in order to test the effects of the process-oriented writing instruction on the essays written by them. Meanwhile, there has been a comparison group (control group) who has been exposed to a product-oriented writing instruction. Hence, there have been two sets of results: those of the experiment group and those of the control group. In this section, the researcher evaluates the results of the experiment in comparison with the results in the control group.

6.1.1 Comparison of the Essays' Scores of Experiment and Control Groups

At the pretest stage of this study, the participants (N=116) have been expected to write the essays as they have been supposed to have been taught how to write it at the second semester of the second year. All the participants write their essays in 90 minutes (one session). The results are not influenced by any instruction presented to them at the previous year, so the results have been obtained in a similar manner for the two groups (experimental group and control group).

6.1.1.1 Comparison of the Results of the Content Aspect of the Pretest Essays

	Experiment group (N=63)	Control group (N=53)
Mean	1,1508	1,5283
Std. Deviation	0,73031	0,73651
Minimum	0,00	0,00
Maximum	3,50	3,50

Table 122: Comparison of the Statistics of the Pretest Content Aspect

As it is mentioned, the experimental and the control group results seem to be similar. There is no clear difference between the mean score of content rubric (4-points) between the experimental and control groups. The two groups show poor level in content, yet the control group shows better results in content of the essays if compared to the results of the experimental group. On the other hand, the participants have obtained scores that do not exceed 3.50, yet there are participants who get 0.00 among the two groups. Consequently, the participants who represent 243 of the total population face a difficulty to choose their topics and to develop them in a form of an essay whether at a classroom setting or at an external setting.

6.1.1.2 Comparison of the Results of Content Aspect of the Posttest Essays

	Experiment group (N=63)	Control group (N=53)
Mean	2.1151	1,6038
Std. Deviation	0,75646	0,69586
Minimum	0,50	0,50
Maximum	3,75	3,50

Table 123: Comparison of the Statistics of the Posttest Content Aspect

As it is stated above, the experimental group, who have been exposed to a process-genre-oriented instruction, show higher mean score ($m=2.1151$) compared to the mean score of the control group ($m= 1, 6038$). The experimental group shows average and fair levels (4-points scale), but the control group still keeps the same level: poor level for the content aspect. The difference between the means indicates that the experiment participants react positively to the process-genre-oriented instruction, yet the control group shows no considerable shift when exposed to the traditional product-oriented instruction to essay writing. As a result, the integration of the principles of the process-genre approach into the essay writing instruction has enhanced EFL students' essay writing skills at Biskra University despite the fact that it is not an immense shift, but it is considerable. On the other hand, the traditional approach can no longer help them to process effective essay at an academic setting.

6.1.1.3 Comparison of Paired Samples Differences of the Content Aspect

	Experiment group (N=63)			Control group (N=53)		
	Mean difference	t-value	Sig.(2-tailed)	Mean difference	t-value	Sig.(2-tailed)
Pair 1 pretest scores of content rubric & posttest scores of content rubric	-0,96429	-13,357	0,000	-0,07547	-2,672	0,010

Table 124: Comparison of Paired Samples Differences of the Content Aspect: Experiment and Control Groups

The above table clearly states the paired samples difference for the two groups. The scores of the pre-test essay and the posttest essays indicate a mean difference ($=-0,96429$) for the content of essays of experimental group which is higher to that of control group ($=-0,07547$). The scores prove that the adopted approach has influenced the content of the post-test essay with a t-value of ($= 13,357$), and it denies the effectiveness of the traditional approach to writing with a t-value of ($=-2,672$). Moreover, the p-values ($p= 0,00$; $p < 0, 05$) of the scores of the experimental group proves a highly statistical significance of the results, so the process-genre-oriented approach is a highly significant approach to enhance essays produced by EFL students of Biskra University. However, p-value of control group ($p=0,010$) means that the product-oriented approach cannot help the participants to choose their topics effectively, and it is not likely to be in a speedy manner like that of the process-genre-oriented approach.

6.1.1.4 Comparison of the Results of the Organization Aspect of the Pretest Essays

	Experiment group (N=63)	Control group (N=53)
Mean	1,1151	1,5566
Std. Deviation	0,69536	0,79458
Minimum	0,00	0,50
Maximum	3,50	3,50

Table 125: Comparison of the Statistics of Pretest Organization Aspect

As it is shown above, experimental group displays a mean score of ($m=1,1151$) which is less than the mean score of control group ($m=1,5566$) at pre-test stage. These scores reflect the organization rubric through a 04-points scale. However, the two groups show poor level in organizing ideas using a logical sequence. The scores of essays organization of participants ($N=116$) fluctuate between 0.00 to 0.35, and the large number centers on 1.00 and 1.50. Consequently, the participants who represent 243 of the total population also face a difficulty to organize their ideas in an essay whether at a classroom setting or at an external setting.

6.1.1.5 Comparison of the Results of the Organization Aspect of the Post-test Essays

	Experiment group (N=63)	Control group (N=53)
Mean	2.1429	1,6038
Std. Deviation	0,79402	0,74909
Minimum	0,50	0,50
Maximum	4,00	3,50

Table 126: Comparison of the Statistics of the Post-test Organization Aspect

The experimental group shows higher mean score of ($m=2.1429$) in terms of organization aspects, for they have been exposed to a process-genre-oriented instruction. When they are compared to the control group, the mean score is ($m= 1, 6038$). Average and fair levels characterize the organization of essays written by experiment participants

meanwhile the control group keeps the same level: poor level. Consequently, a process-genre-oriented instruction for organizing their essays has enhanced EFL students essay writing skills at Biskra University, yet it is not an immense shift. On the other hand, the product-oriented essay writing instruction does not help the control participants to process logically their ideas in their academic essays.

6.1.1.6 Comparison of Paired Samples Differences of Organization Aspect

Pair 2	Experiment group (N=63)			Control group (N=53)		
	Mean difference	t-value	Sig.(2-tailed)	Mean difference	t-value	Sig.(2-tailed)
pretest scores of organization rubric & posttest scores of organization rubric	-1,02619	-13,830	0,000	-0,04717	-1,696	0,096

Table 127: Comparison of Paired Samples Differences of the Organization Aspect:

Experimental and Control Groups

The table of the paired samples differences compares the scores of organization of pretest essays and posttest essays for the two groups. The experimental group has shown a higher mean difference of (= -1, 02619), yet the control group shows a mean difference of (= -0, 04717). Process-oriented approach has influenced positively the organization of ideas in the posttest essays with a t-value of (= -13,830). With a t-value of (= -1,696), it proves that the product-oriented instruction to essay writing could not help the control participants in their posttest essays' organization. Moreover, the p-values ($p=0.00 < 0, 05$) of scores of the experiment scores prove statistical significance of results; therefore, process-genre-oriented approach is a highly significant approach to enhance essays produced by EFL students of Biskra University. On the other hand, p-value ($p=0.096 > 0.05$) makes the researcher deny effectiveness of product-oriented instruction for third year LMD students.

6.1.1.7 Comparison of the Results of Vocabulary Aspect of the Pretest Essays

	Experiment group (N=63)	Control group (N=53)
Mean	1,0794	1,6415
Std. Deviation	0,56409	0,66778
Minimum	0,25	0,50
Maximum	2,50	3,00

Table 128: Comparison of the Statistics of the Pre-test Vocabulary Aspect

With a minimum score of 0.25 and a maximum score of 2.50, experiment participants have obtained a mean score of (m=1.0794) which is inferior to the mean score of vocabulary used in the essays of the control group (m=1, 6415) with a minimum score of 0.50 and a maximum score of 3.00. However, all the participants (N=116) show poor level in expressing their ideas using strong academic vocabulary; they demonstrate limited range of vocabulary with frequent errors in word form and usage.

6.1.1.8 Comparison of the Results of Vocabulary Aspect of the Post-test Essays

	Experiment group (N=63)	Control group (N=53)
Mean	1,9500	1,6698
Std. Deviation	0,76110	0,67185
Minimum	0,50	0,50
Maximum	3,50	3,00

Table 129: Comparison of the Statistics of Posttest Vocabulary Aspect

Higher mean score of (m=1, 9500) in vocabulary usage indicates the positive effects of process-genre-oriented instruction on post-test essays of experimental group. Despite their inferior mean at the pre-test stage, experiment participants show higher mean score at the post-test when they have been compared to the mean score of control group which is (m= 1, 6698). Hence, experiment participants display average and fair levels meanwhile control group keeps the same level: poor level. As a result, a process-genre-oriented essay instruction has improved the use of academic vocabulary in essays of EFL students of Biskra University,

but it needs an ongoing instruction. On the other hand, the product-oriented essay instruction does not help the control participants to process logically their ideas in their academic essays since the mean score does not shift in a considerable manner.

6.1.1.9 Comparison of Paired Samples Differences of Vocabulary Aspect

	Experiment group (N=63)			Control group (N=53)		
	Mean difference	t-value	Sig.(2-tailed)	Mean difference	t-value	Sig.(2-tailed)
Pair 3 pretest scores of vocabulary rubric & posttest scores of vocabulary rubric	-0,87063	-11,460	0,000	-0,02830	-1,766	0,083

Table 130: Comparison of Paired Samples Differences of Vocabulary Aspect: Experiment and Control Groups

The paired samples differences, in the table above, compares the scores of vocabulary aspect of the pre-test essays and the post-test essays for the two groups. The experiment participants display a higher mean difference of (= -0, 87063), so they react positively process-oriented instruction to choose vocabulary and to use it appropriately in their post-test essays, and a t-value of (= -11,460) clearly proves its positive effect. On the other hand, the control group shows a mean difference of (= -0, 02830) with a t-value of (= -1,766). These results prove that product-oriented instruction to essay writing does not help the control participants to enhance vocabulary used in their post-test essays. For the experiment participants, p-values ($p=0.00 < 0, 05$) proves that process-genre-oriented approach is a highly significant approach to enhance essays produced by EFL students of Biskra University. On the other hand, p-value ($p=0.083 > 0.05$) makes the researcher deny effectiveness of product-oriented instruction on vocabulary used by control participants.

6.1.1.10 Comparison of the Results of Language Use Aspect of the Pretest Essays

	Experiment group (N=63)	Control group (N=53)
Mean	1,0635	1,5660
Std. Deviation	0,59732	0,67252
Minimum	0,00	0,50
Maximum	2,50	3,00

Table 131: Comparison of the Statistics of Aspect of the Pretest Language Use

For the language used in their pretest essays, experiment participants have obtained a mean score of ($m=1.0635$) with a minimum score of 0, 00 and a maximum score of 2.50. These results are clearly inferior to the mean score of language used in pretest essays of control group ($m=1, 5660$) with a minimum score of 0.50 and a maximum score of 3.00. Control participants show approximately fair to poor levels, yet experiment participants display a poor level, for they demonstrate no mastery of sentence construction.

6.1.1.11 Comparison of the Results of Aspect of Language Use of the Posttest Essays

	Experiment group (N=63)	Control group (N=53)
Mean	1,9841	1,6792
Std. Deviation	0,75251	0,65848
Minimum	1,00	0,50
Maximum	3,50	3,00

Table 132: Comparison of the Statistics of Aspect of Posttest Language Use

With a minimum score of 1,00 and a maximum score of 3,50, experiment participant obtain higher mean score of ($m=1, 9841$) in language usage. Despite the inferior mean of the language use of their pretest essays, experiment participants show higher mean score at the posttest when they have been compared to the mean score of control group which is ($m= 1, 6792$) with the same minimum and maximum scores. The positive effects of process-genre-oriented instruction on the posttest essays of experiment group have led to get a fair level (mean score) meanwhile control group keeps the same level: poor level. Consequently,

process-genre-oriented instruction has enhanced language used by EFL students of Biskra University, but it also needs an ongoing instruction.

6.1.1.12 Comparison of Paired Samples Differences of Aspect of Language Use

	Experiment group (N=63)			Control group (N=53)		
Pair 4	Mean	t-value	Sig.(2-tailed)	Mean	t-value	Sig.(2-tailed)
pretest scores of vocabulary rubric & posttest scores of vocabulary rubric	-0,92063	-14,566	0,000	-0,11321	-3,539	0,001

Table 133: Comparison of Paired Samples Differences of Aspect of Language Use:

Experimental and Control Groups

The scores of language use of the pre-test essays and the post-test essays of the two groups have been compared on in the table of the paired samples differences. Experiment participants have obtained a higher mean difference of ($= -0,92063$), for they react positively to process-oriented instruction to use academic grammar appropriately in their posttest essays, and a t-value of ($t=14,566$) clearly proves its positive effect. Meanwhile control participants have got a mean difference of ($t= 0,11321$) with a t-value of ($=-3,539$); therefore, product-oriented essay instruction cannot be a healing instruction to the language used by control participants. Furthermore, p-values ($p=0.00<0,05$) prove the highly statistical significance of process-genre-oriented approach to enhance essays produced by EFL students of Biskra University. On the other hand, p-value ($p=0.001<0.05$) makes the researcher accept that the product-oriented instruction may help the participants to use appropriate grammar construction, but it is not as effective as the process-oriented instruction because of the t-value.

6.1.1.13 Comparison of the Results of Mechanics Aspect of the Pretest Essays

	Experiment group (N=63)	Control group (N=53)
Mean	0,9246	1,5283
Std. Deviation	0,74140	0,70141
Minimum	0,00	0,25
Maximum	3,00	3,50

Table 134: Comparison of the Statistics of Aspect of the Pretest Mechanics

For punctuation and spelling used in their pre-test essays, experimental group has obtained a mean score of ($m=0,9246$) with a minimum score of 0, 00 and a maximum score of 3,00. On the other hand, the control group demonstrates a higher mean score of ($m=1, 5660$) with a minimum score of 0.25 and a maximum score of 3.50. Control participants (N=53) show approximately fair levels, yet experiment participants display very poor level in using mechanics for their pre-test essays. They show no mastery of conventions, spelling, punctuation, capitalization and paragraphing.

6.1.1.14 Comparison of the Results of Aspect of Mechanics of the Posttest Essays

	Experiment group (N=63)	Control group (N=53)
Mean	1,9603	1,7075
Std. Deviation	0,88241	0,66819
Minimum	0,50	0,50
Maximum	4,00	3,00

Table 135: Comparison of the Statistics of Aspect of the Posttest Mechanics

In the post-test stage, experiment participants exceed the scores of control group a minimum score of 0,50 and a maximum score of 4, 00 and a higher mean score of ($m=1, 9841$) in language usage. In contrast, control group keeps similar level and scores of mean score of ($m= 1, 6792$) with the same minimum and maximum scores. Consequently, process-genre-oriented instruction has topped product-oriented instruction in enhancing the participants' use of mechanics of posttest essays. Experiment group who gets a fair level

(mean score) masters a certain range of conventions, spelling, punctuation, capitalization and paragraphing.

6.1.1.15 Comparison of Paired Samples Differences of the Aspect of Mechanics

	Experiment group (N=63)			Control group (N=53)		
Pair 5	Mean	t-value	Sig.(2-	Mean	t-value	Sig.(2-
pretest scores of	difference		tailed)	difference		tailed)
vocabulary rubric &						
posttest scores of	-1,03571	-12,348	0,000	-0,17925	-5,505	0,000
vocabulary rubric						

Table 136: Comparison of Paired Samples Differences of Aspect of Mechanics: Experimental and Control Groups

The table of the paired samples differences compares mechanics scores of pre-test essays and posttest essays of the two groups. The experiment participants have obtained a higher mean difference of (= -1,03571) with a t-value of (t= 12,348), for they have been positively influenced by process-oriented instruction to use appropriately conventions, spelling, punctuation, capitalization and paragraphing in their posttest academic essays. Concerning the control participants, they get a mean difference of (= -0, 17925) with t-value of (t=5,505) which proves that the product-oriented instruction to essay writing could barely help EFL students of Biskra University. Moreover, p-values (p=0.00<0, 05) prove that process-genre-oriented instruction is highly statistically significant to enhance essays produced by EFL students of Biskra University. Meanwhile, p-value (p=0.000<0.05) for the control participants' essays make the researcher accept that product-oriented instruction may help the participants to use appropriate mechanics, but it is less effective if it is compared it to the process-genre-oriented instruction.

6.1.1.16 Comparison of the Total Scores of Experiment and Control Groups

	Experiment group (N=63)		Control group (N=53)	
	Pretest scores	Posttest scores	Pretest scores	Posttest scores
Mean	5,3175	10,1190	7,6887	8,2642
Std. Deviation	3,04476	3,62392	3,39467	3,16927
Minimum	1,00	3,25	1,50	3,50
Maximum	14,00	17,00	16,00	16,00

Table 137: Comparison of the Statistics of the Total Scores of Experimental and Control Groups

The above table indicates pretest and posttest total score obtained by experiment participants and control participants. For the pretest essays, experiment group obtains the pretest total mean score of (m=5, 3175) with a minimum score of 1, 00 and a maximum of 14,00 reflects an overall very poor level among them. It indicates the overall score of the five aspects: content, organization, vocabulary, language use and mechanics. On the other hand, control participants have obtained higher total mean score of (m=7,6887) with a minimum score of 1, 50 and a maximum of 16,00. They show poor level in their five aspects of effective essay. Concerning the posttest total scores, process–genre-oriented instruction significantly has influenced the total scores of experiment participants (N= 63) to exceed those of control participants (N=53). A total mean score of (m=10,1190) for the posttest essays of experiment participants with a minimum score of 3, 25 and a maximum of 17,00. They show an average level in the five aspects: content, organization, vocabulary, language use and mechanics. In contrast, the product-oriented instruction could not enhance control participants who show less considerable shift in their posttest total mean score (m= 8, 2642) with the same minimum and maximum scores, so they keep the same poor level.

6.1.1.17 Comparison of Paired Samples Differences of the Total Scores

	Experiment group (N=63)			Control group (N=53)		
	Mean difference	t-value	Sig.(2- tailed)	Mean difference	t-value	Sig.(2- tailed)
Pair pretest total scores and posttest total scores	-4,80159	-17,225	0,000	-0,57547	-3,990	0,000

**Table 138: Comparison of Paired Samples Differences of Total Mean Score:
Experimental and Control Groups**

The above table of the paired samples differences compares the total mean scores of pre-test essays and posttest essays of the two groups. A higher total mean difference of (= -4,80159) with a large t-value of (t=17,225) is obtained by experiment participants. These overall mean score proves that they are totally and positively influenced by process-genre-oriented instruction to write effective academic essays for academic purpose and for academic audience. On the other hand, control participants has got a mean difference of (= -0,57547) with a small t-value of (t=-3,990) which proves that product-oriented instruction to essay writing could hardly improve skills of EFL students of Biskra University to write effective academic essays at their academic setting.

6.1.7 Evaluation of Independent Samples Test of the Total Scores

		t	Lower	Upper
Pretest Total Scores	Equal variances assumed	-3,964	-3,55614	-1,18630
	Equal variances not assumed	-3,927	-3,56837	-1,17406
Posttest Total Scores	Equal variances assumed	2,906	0,59062	3,11917
	Equal variances not assumed	2,940	0,60517	3,10463

Table 139: Evaluating the Independent Samples Test of the Total Scores

The researcher has compared the scores of the two groups using the SPSS program 17.0 in order to get exact evaluation. As it is stated above, process-genre-oriented instruction to essay writing makes a difference of scores of the posttest essays written by EFL students of Biskra University. The sig. 2-tailed value (2 p-value=0,004) has been obtained. These scores prove that process-genre-oriented approach has a high positive impact on EFL students' essays.

6.2 Evaluation of Inter-Rater Reliability of Posttest Essays Scores

To test the scores reliability, the researcher and two raters from the English language division have sought to evaluate the same participants' essays using the same scoring scales. The five aspects of evaluation of the essays were scored by the three raters.

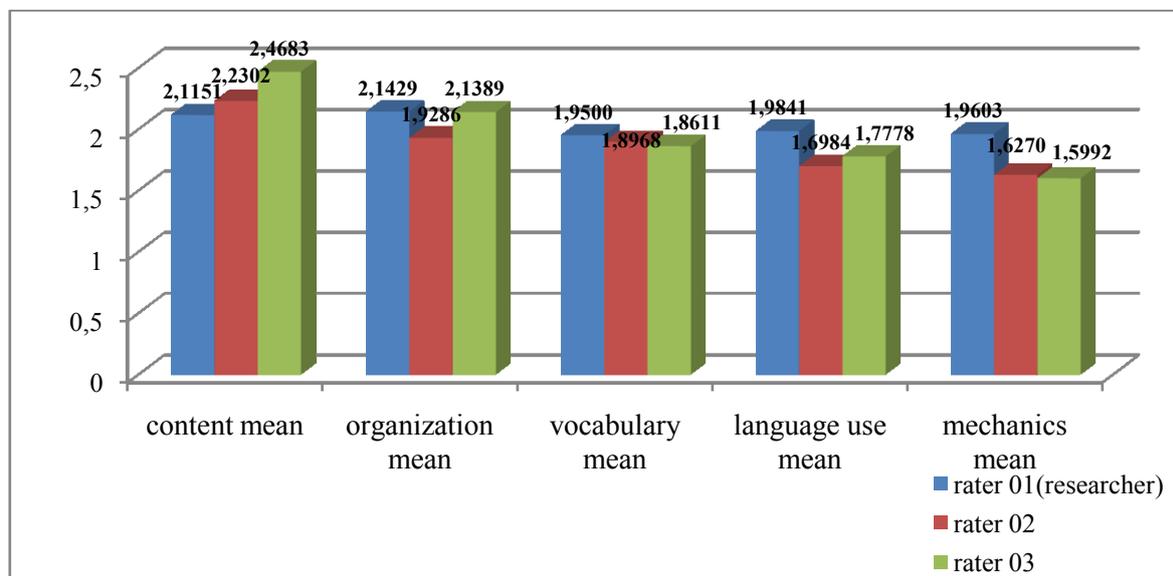


Figure 22: The Raters' Mean Scores of the Posttest Essay Score of the Experimental Group

As it is stated above, the one-way analysis of variance of the three raters clearly indicates the means of the five rubrics (aspects) of essay evaluation. The means of the content aspect are convergent to indicate the average level of the participants (3.00-2.25). The three raters agree on the positive impact of process-genre-oriented instruction on the content of the essays of third year classes of English at Biskra University. Concerning the organization of essays, the scores of the three raters are also convergent, so the raters agree on the fair and average level (1.50– 2.25) of the participants (N=63). For the vocabulary rubric, the three raters agree on fair level of participants (1.50 - 2.00). The three raters' scores of language used are also convergent to reflect the fair level of the experimental group (1.50 – 2.00). Mechanics aspect has been also scored approximately in a similar way; the convergent scores are between (1.50 -2.00). Hence, the three raters agree on their fair level in using conventions,

spelling, punctuation, capitalization and paragraphing. Finally, it can be realized that the three raters have agreed that process-genre-oriented essay instruction has highly enhanced the participants' essays.

6.3 Evaluation of Questionnaire Results

The questionnaire that has been conducted with experiment participants (N=63) proves the positive impact of process-genre-oriented instruction on academic essay writing in EFL classes of Biskra University. Furthermore, it gives them the opportunity to express their attitudes towards integrating process-genre principles as an instructional approach. The sections of this questionnaire are five; they all serve to evaluate the real impact of the principles of process-genre-oriented instruction on the third year LMD classes of writing.

6.3.1 Evaluation of Experiment Participants' Profile

The personal information and the learning background of the participants are convergent. For their personal information, participants are all young adult students of English whose ages are from 20 to 35 years old, and the majority of them are female students which are the case in foreign languages classes of Biskra University. Concerning their learning background, the majority of participants are for literature stream at their secondary school years (76, 2%), yet (23, 8%) of them are from classes of sciences and technology streams. (81%) of them choose English language for their university studies willingly because they like to use it in their daily life especially for getting a profession; however, (19 %) of them choose it unwillingly. These results clearly indicate that the participants become aware of their objectives when they choose to study English, and they know its current necessity in the scientific research and higher education.

6.3.2 Evaluation of Participants' Conceptions of Academic Writing

The participants' awareness of academic writing features has been tested through this questionnaire by asking six questions. These questions are mainly about their knowledge of academic writing, the benefits of the courses of academic writing and its processing. They also respond on the five aspects of effective essays, and the section ends with a question about their awareness of the audience and the purpose of their written essays.

For their answers to the first question, the participants think that writing in English is less difficult (74, 6 %); yet a minority of them who either consider it as easy (7,9%) or consider it as difficult (17,5%). The majority of participants consider their academic writing less difficult, for they follow the steps of process-genre-oriented instruction. The respondents have assumed the written expression module as a heavy burden before they are exposed to process-genre-oriented instruction. Hence, the researcher has realized that the respondents have got aware of the importance of being a proficient writing.

For the second question, the respondents define academic writing in terms of its features, purpose and audience. As a result, the researcher considers that the participants who were unaware of the objective of written expression module; they now become aware of features of academic writing as well as its audience and its purpose. The participants can then differentiate between writing genres. The results mean that the four courses of academic writing presented by the researcher have raised the participants' awareness of studying academic writing at university.

For the third question in this section, the responses of participants (N=63) have proved that they become aware of the importance of four lessons of academic writing course that they have been exposed to before being exposed to process-genre-oriented instruction. Thus, the respondents become aware of the benefits of being exposed to the academic writing course

which is supposed to be presented along the three study years. The participants were previously unaware of learning English for the academic purposes, especially after the educational reforms under the LMD system in Algeria; they think it is just restricted to ESP module (English for specific purposes) in the first and the second years at university. In other words, the four lessons have clearly influenced their attitudes towards writing at university.

For the fourth question in this section, the respondents were previously unaware of the way they were being evaluated, but they become aware of the five rubrics based on which they have been supposed to be scored and evaluated using their scores of the pretest essays. First, a cumulative percent of (96,8%) of the total responses support the importance of the content of their essays and its relevance to the topic and its development. Second, a cumulative percent of (100%) support the importance of essay organization in terms of its logical sequencing, coherence and cohesion. Third, (98,4%) of the responses now care about the importance of effective choice and usage of academic vocabulary in their academic essays. Fourth, another cumulative percent of (100%) is on importance of grammar correctness in terms of its agreement, tense, number, word order/function, articles, pronouns and prepositions. Fifth, (95,7%) of the responses stress the importance of punctuation, capitalization and paragraphing. Finally, (90,9%) of the responses state the importance of spelling and legible handwriting in their academic essays. The results indicate that participants' awareness has raised, and they now know the five aspects that they must focus before they draft, while they are drafting, when they revise and when they edit their essays. Therefore, academic writing course and process-genre-oriented course have influenced positively participants' attitudes towards writing at EFL classes of Biskra University.

For the fifth and the sixth questions, participants prove that they become aware of their audience and their purpose of academic writing. As a cumulative percent, (100%) of the responses indicate that their audience are members of academic community who are teachers, evaluators, supervisors and peers. Concerning purpose of academic writing, (61, 9%) of respondents stress that it is to give a clear and concise presentation of students' real ability of writing, yet (38, 1%) of the respondents stress that it is an assessment tool of students' knowledge and ability. Therefore, the researcher realizes that participants could be able to determine their audience and their purpose of writing an essay, a book review or any academic piece of writing.

6.3.3 Evaluation of Participants' Conceptions of Essay Structure

In this section, participants (N=63) prove that they perceive the structure of academic essays. Answering four questions, they define essay genre, and they set its characteristics according to them. Moreover, they match the terms to the essay parts; they determine the difficulties that they face in writing each essay part: introduction, thesis statement, body and conclusion.

For definition of essay genre, (88,9%) of responses share the opinion that essay is an academic piece of writing. Moreover, they all think that it consists of more than four paragraphs that are divided into four parts: introduction, thesis statement, body and conclusion. These respondents also stress the traits of unity and coherence along the paragraphs of the essay. Consequently, the researcher can consider that exposing the participants to a sample of essay genre which is being processed in writing class has influenced positively on participants' understanding of academic essay.

Answering the question 10, the respondents state that the characteristics of academic essay genre. The majority focuses on its structure, and they state that it has 3 parts. Moreover, they stress its formal academic grammar, vocabulary, spelling and punctuation. Other respondents focus on its unity and its coherence along the paragraphs. The four discourse modes characterize the essay genre according to some of the respondents. On the other hand, most of the respondents stress its distinctive organization, comprehensibility, clarity and simplicity. They also describe its elimination of wordiness and irrelevant sentences to fit its content which must be effective, brief, concise, well-developed, independent and interesting according to them. Based on these results, the researcher can consider process-genre-oriented instruction assist the researcher to help the participants comprehend and distinguish the characteristics of writing genres.

(77,8%) of the respondents display correct matching of the corresponding terms to the four essay parts, yet (22,2%) are confusing between thesis statement and the other essay parts. This means that the respondents face a difficulty for formulating effective thesis statement, and this is clearly stated in the next question. The researcher realizes that the participants become aware of their writing problems, so they can overcome them through further coordination between the instructors and testers.

(N=20) of the respondents stress difficulty of writing a thesis statement, and then (N=19) also stress difficulty of writing the introduction; however, (N=24) have difficulties in writing body paragraphs and concluding paragraph. These responses clearly indicate that the respondents get aware of the importance of thesis statement and introductory paragraph since it is the part that includes it. The respondents then understand that thesis statement is the main part that guarantees the effectiveness of mastering academic essay.

6.3.4. Evaluation of Participants' Perception of Essay Writing Process

Due the fourth section of this questionnaire, the researcher has tested the participants' mastery of the steps of the essay genre processing. (85,7%) of the respondents ordered correctly the eight steps of the four stages, yet (14,3%) of them disorder the steps. As a result, the researcher can consider that training participants on processing their essay genre in the class has influenced their essay writing production in the post-test stage.

For choosing their topics, the researcher has asked the respondents whether they prefer their free choice of topics or the assigned topics by writing instructors for their essays. (77,8%) of the respondents prefer to choose their topics by their own, yet (22,2%) of them prefer assigned topics. They prefer choosing their own topics state that it helps them to choose their audience, purpose and discourse mode, so it even facilitates their essay process, especially in terms of collecting data. If they choose a topic by themselves, they will be knowledgeable about it. On the other hand, the respondents who prefer assigned topics state that it helps them to gain time, especially in examinations. These reasons clearly indicate that the treatment has influenced positively the participants' understanding and attitude toward writing an essay, especially in terms of choosing and narrowing their topics which is their initial step.

Collecting data is a challenge for some of the participants. (N=40) think it is not a real challenge, especially if they choose their topics by their own or if the assigned topic is known for them. (N=10) think that it is a real challenge when the topic is assigned, yet (N=13) think that it represents no challenge if it is chosen by themselves. The respondents become aware of the relationship between the sequenced activities of prewriting stage. Moreover, they have shown through this question that they are able to process essay genre only through following the prewriting activities.

Making an outline is an obligation for (N=50) of the respondents, for they state that it facilitates their drafting activities. Meanwhile, (N=13) respond that they do not outline their drafts. They think it is a time consuming, so they prefer free writing. Briefly speaking, the respondents are aware of the importance of planning their first drafts at the prewriting stage. Consequently, the treatment courses further prove their impact on the respondents' writing ability.

The first draft has to be written by (N=53) of the respondents while (N=10) have written their first drafts as their final drafts, for they also think it is time consuming. Drafting activities become an obligation for the most of experiment participants, so the researcher can guess that their awareness of importance of drafting activities has risen. Furthermore, the respondents now comprehend that revising and proofreading activities facilitate editing their final drafts.

(N=61) of the respondents revise and proofread their first drafts, for they think that they are important activities before editing and submitting the final drafts. They mostly focus on the five aspects. They mainly revise grammar, vocabulary, spelling, and punctuation; they also proofread content and organization of their essays. These results clearly indicate that the treatment courses have raised the participants' awareness towards the benefits of these activities before handing their final drafts.

6.3.5 Evaluation of Participants' Perceptions of Essay Examination at Biskra University

In this section, the participants are mostly against essay test item in exams. Most of them prefer multiple choices questions, true/false questions, matching and gap-filling questions. Only (N=19) of them who support the use of essay test item. For many of third year LMD students, essay writing is a heavy burden, especially when it is set with other test items, so the time restriction can lead to their failure to write effective academic essays. The respondents prefer to have only essay test item for an exam, so they consume time allotted sufficiently to write their essays effectively.

(N=50) do not appreciate the limitation of words number to write their essays, for they think that it hinders their ideas flow. As it is clearly stated the respondents do not have a problem to write an essay at a classroom setting, they have a problem with the essay during the exams. (N=50) of the respondents admire the detailed scale for evaluating essay on the exam paper. Therefore, they can understand their writing deficiencies exposed through their produced essay. Moreover, (N=55) guess that they can understand why they get good or bad marks only if they have detailed marking scale. Therefore, they get aware of the importance of knowing their weaknesses in writing an essay, and this is an indicator of the success of treatment courses that have taught them the aspects of effective academic essays.

6.4 Evaluation of Classroom Observation Results

The researcher has used classroom observation as another data collection instrument, for it supports the data collected through the t-test and the questionnaire. In the following section, she evaluates the results of classroom observation obtained through the checklist, the field notes and the follow-up conversation which are conducted with control group and experimental group.

6.4.1 Comparison of Classroom Observation Checklists of Essay Writing Process between Control and Experimental Groups

In this part, the researcher compares the results obtained through the checklists that has mainly controlled the steps followed by the participants (N=116) to write their academic essays. The four stages have been controlled at the pretest stage as well as the posttest stage. Therefore, she compares activities of prewriting stage, drafting stage, revising stage and editing stage of control group to those of experimental group.

6.4.1.1 Comparison of the Process of the Pretest Essays Writing between Control and Experimental Groups

The pre-writing activities are not all respected and followed by the majority of participants (N=116) when they write their pretest essays. All the participants choose and narrow their topics; however, few of them follow the rest of the three prewriting activities. (N=9) of the participants who write a thesis sentence, yet (N=107) do not write any sentence that presents thesis statement. (N=4) of the participants collect data for their essays while only (N=6) who make outlines for their essays. Accordingly, the researcher considers the same situation between experiment and control groups. Furthermore, the two groups have shown that they are unaware of the prewriting steps of an essay, so they do not know how to process their essays.

For the drafting stage, the two groups think that writing the first drafts is the first stage, and then comes writing the final drafts. (N=47) of control group write their first drafts, and most of them do not even make an outline before drafting, and so do (N=56) of experiment group. In other words, the researcher considers that the participants think that effective academic essay is written starting from the second stage. Therefore, she guesses their failure because of this misconception of essay writing process.

For the activities of revising stage, (N=17) of the participants who polish or sometimes proofread their first drafts before editing, yet (N=99) rewrite their first drafts on another separate sheets of paper to submit their essays. They show little attention to revising their first drafts before they submit their final drafts. Therefore, the researcher understands the reasons of having inferior scores for their essays in terms of content, organization, vocabulary, language use and mechanics. These results further indicate that the participants are unaware of exact steps to follow to write an effective essay, especially this important step before editing the final draft.

For editing stage, (N=116) edit their final drafts, but they do not revise them. The participants think that writing the first drafts is the first stage, and editing the final draft is the second and final stage. They think that each of these two stages is written on separate sheets of paper. Hence, it is considered that the participants are still unaware of the steps of writing academic essay.

6.4.1.2 Comparison of Process of Posttest Essay Writing Between Control and Experimental Groups

Pre-writing activities become important activities in the posttest stage for the majority of experiment participants, yet the situation is similar to the pretest stage for the control group. All the (N=116) choose and narrow their topics. Only (N=8) of control group who write their thesis statements, yet (N=44) of experiment participants write their thesis statement directly after choosing and narrowing their topics. (N=3) of control participants collect data to make an outline, yet (N=50) collect data for their outlines among experiment participants. (N=5) of the control participants make outlines for their posttest essays while (N=45) of experiment participants make their essays' outlines before they start writing their first drafts. Accordingly, the treatment courses have influenced the processing of essay

writing among (N=63) participants; they show their raised awareness of the importance of pre-writing activities for producing effective academic essays.

For the drafting stage, the two groups are still respecting the steps of writing the first draft. (N=49) of control group and (N=57) of experimental group write the first drafts; however, control group considers it as the second step after choosing their topics, yet experimental group considers it as the fifth step in writing their essays. Treatment courses further influence processing of essay writing among experiment participants (N=63); they raise their awareness towards the close relationship between this step and the previous steps of the first stage.

For revising stage, (N=8) of control participants polish up and proofread their first drafts, yet (N=36) of experiment participants who polish up and proofread their first drafts. They mainly polish up language used, vocabulary and mechanics, and then they proofread the logical organization of the ideas and eliminate the irrelevant content. Consequently, the revising stage is now an important stage for these participants (N=63) especially when the time allotted is sufficient to respect steps of processing essay genre.

For editing stage, all the participants (N=116) of the two groups edit their final drafts on a separate sheet of paper; however, editing is differently conceived for the two groups. The control group thinks editing is directly after the drafting stage, and the experiment group considers editing as the final step after the sixth step which is revising. Therefore, they consider editing as a stage that cannot be performed unless they revise the first draft. Treatment courses for (N=63) participants have influenced positively participants' perception towards editing their final drafts.

6.4.2 Comparison of Field Notes of Classroom Observation between Control and Experiment Groups

Field notes have been taken during the classroom observation of the two groups when they are writing their pretest essay and posttest essays. The field notes are mainly around the time consumed to process their essay genre. Control participants (N=53) consume the same time in each of the four stages for writing the pretest essays or the posttest essays. However, the experiment participants (N=63) consume time differently to write the pretest and the posttest essays.

For writing their pretest essays, (N=116) participants consume the same periods of time among the four stages despite the fact that they do not respect all the steps of essay processing. For pre-writing activities, they consume (13-14 minutes) from the allotted time (90 minutes). For the drafting activities, they consume (39 – 41 minutes) to draft their first drafts. For their revising activities, the few number of participants who revise their drafts consume (10-11 minutes) of the allotted time (90 minutes). For the editing stage, they write their final drafts in a period of time of (24-28 minutes). Accordingly, the participants consume most of time allotted in drafting and editing activities (59 minutes). This clearly indicates that the participants do not explore their time allotted effectively. Thus, the researcher understands another extraneous variable that justifies their failure to write effective essays: time consumed.

For writing their posttest essays, the (N=63) of experiment participants who have been trained how to explore their time to write their essays consume (40 minutes) for the pre-writing activities, for they recognize their importance before getting started to write their first drafts. They consume around (20 minutes) to write their first drafts because they have already planned their drafting activities. For revising activities, they polish up and proofread their drafts during (15 minutes). For editing their final drafts, (25 minutes) is consumed to edit their

essays to be submitted to the researcher, so there are (10 minutes) added to the time allotted. These added minutes are mainly consumed with participants who do not respect the sequence of steps to process their essays. Accordingly, the (90 minutes) which is allotted for one session or for an exam can be sufficient to write an academic essay following the four stages. Moreover, process-genre-oriented essay instruction has enhanced to explore time effectively.

6.4.3 Comparison of Follow-Up Conversation of Classroom Observation between Control and Experimental Groups

During the process of pre-test essay writing, (N=116) participants have been asked eight questions about academic essay writing in order to test their knowledge about writing for academic purposes. The participants have similar answers, yet each group has been in a different classroom. The questions have been asked about their knowledge about the academic writing, essay structure and its process.

“What is academic writing?” is the question asked to the participants (N=116) in this study when they were writing the pretest essays. (N=25) between control and experimental groups who know about academic writing. They consider it as a new term used in their classes. This situation indicates that the participants who present third year LMD students of Biskra University are unfamiliar with the reasons of being exposed to written expression module.

Another question is related to the first one “what are the features of academic writing?” the situation results from the ignorance of meaning of academic writing. (N =9) of the participants who have tried to guess its features, yet the rest of them have responded negatively. This situation is a serious indicator for the necessity of integrating the course of academic writing and its features which are in a form of four lessons. The majority of the participants (N=107) are studying written expression, but they ignore the genre of writing

they are supposed to master. Moreover, they ignore the expected features of their produced pieces of writing whether it is a paragraph or an essay. Accordingly, they are unaware of the purpose of being exposed to written expression module for the two previous years.

“Why do you write an academic paper? Is another question asked to these participants, and the majority answer. (N= 78) think that it is an assessment tool used by the administration. However, they think that it is to show their knowledge in a block of words without targeting the audience or being sure about its main purpose. The participants ignore the reasons of academic papers.

Another question is also related to the previous is “what are the types of academic papers?” They know only two types; (N=116) think that they are term papers, and (N=41) add the research paper. However, no participant states that the essay is an academic paper. These clearly indicate that they could not perform academic writing unless they know the academic papers. In other words, the participants are unaware of the nature of essay genre and purpose although they start studying essay in second year classes.

For knowing about their knowledge about essay genre, the researcher has posed the question “what is an essay?” The question has been to check if these participants can make a link between essay and academic writing. No one of them states that it is an academic document. Their answers are limited to its form, and they agree on its being a group of words, a group of sentences, a group of paragraphs or a long paragraph. Accordingly, (N=116) of participants cannot establish a relationship between essay and academic writing. Accordingly, they know essay genre; however, they cannot recognize its placement among the academic documents.

Another question has been about the number of paragraphs in one essay. (N=31) from the control and experimental groups think that it is one long paragraph, yet (N=17) think it is two paragraphs. (N=59) think that the essay consists of three paragraphs while (N=9) state it consists of four paragraphs. The majority of the participants consider that essay is a longer piece of writing than a short paragraph.

For the seventh question, the participants have been asked about the parts of the essay; the majority knows the introduction, the body and the conclusion. However, (N=6) who know about the thesis statement. (N=110) have no idea about thesis statement and its importance. Accordingly, the participants could not identify thesis statement, and this situation is critical that requires a certain treatment procedure. This is another factor that makes them write loosely organized essays for classroom assignment and examinations.

For the eighth question, the researcher has asked about participants' awareness of the steps to follow for writing the essay. The responses further confirm the results obtained through classroom observation checklist of pretest procedures. The participants move through three main steps to write their final drafts. They choose their topics, and then they write their first drafts before they write their final drafts in separate sheets of paper.

6.5 The Effects of Process-Genre Oriented Instruction on EFL Students' Essay

Products: Testing Hypothesis #1

“EFL students of Biskra University may obtain higher scores in a process-genre oriented writing class if compared to product oriented writing class at the third year level.”

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

$$p\text{-value (sig.2tailed)} > \alpha$$

$$\alpha = 0.05$$

H_0 = There is no difference between total scores of the posttest essays between the process-genre oriented writing classes of Biskra University (μ_1) and product-oriented writing classes (μ_2)

H_a = There is a difference between total scores of the posttest essays between the process-genre oriented writing classes of Biskra University and product-oriented writing classes.

Mean	Pretest scores – Posttest scores	
	$\mu_1 : 5,3175 - \mu_1 : 10,1190 = -4,8015$	
	$\mu_2 : 7,6887 - \mu_2 : 8,2642 = -0,5755$	
95% Confidence Interval of the Difference	Lower	Upper
- Equal variances assumed	0,59062	3,11917
- Equal variances not assumed	0,60517	3,10463
t-value		
- Equal variances assumed	2,906	
- Equal variances not assumed	2,940	
p-value	0.004 > α	

Table 140: Overview of the Independent Samples T-Test for Hypothesis Testing #1

Hypothesis #1 is accepted when its p-value is equal to ($=0.004$). Moreover, the means difference of the total scores ($m=-4.8015$) that are obtained in the posttest further support accepting the alternative hypothesis and rejecting the null hypothesis. Process-genre-oriented essay instruction can further assist EFL students of Biskra University to enhance their essay writing proficiency. Meanwhile, product-oriented essay instruction may help them to enhance their essay writing but in a humble manner with a mean difference of ($=-0.5755$).

6.6 The Effects of Process-Genre Oriented Instruction on the Aspects of Writing

Proficiency: Testing Hypothesis #2

“EFL students of Biskra University would obtain higher scores in a process-genre oriented class than the students in a product-oriented class in terms of content, organization, vocabulary, language use and mechanics.”

$H_0: \mu_1 = \mu_2$

$H_a: \mu_1 \neq \mu_2$

p-value (sig.2tailed) > α

$\alpha = 0.05$

Hypothesis#2 is more specific than hypothesis #1, for it mainly focuses on the five rubrics of evaluating academic essays. Content, organization, vocabulary, language use and mechanics are tested in terms of the impact of process-genre approach on essay production.

6.6.1 The Effects of Process-Genre Oriented Instruction on the Content aspect

H_0 = There is no difference between content of the posttest essays between the process-genre oriented writing classes of Biskra University (μ_1) and product-oriented writing classes (μ_2)

H_a = There is a difference between content of the posttest essays between the process-genre oriented writing classes of Biskra University and product-oriented writing classes.

Mean	Pretest scores – Posttest scores $\mu_1 : 1,1508 - \mu_1 : 2,1151 = -0,9643$ $\mu_2 : 1,5283 - \mu_2 : 1,6038 = -0,0755$	
95% Confidence Interval of the Difference	Lower	Upper
- Equal variances assumed	0,24197	0,78064
- Equal variances not assumed	0,24389	0,77872
t-value		
- Equal variances assumed	3,761	
- Equal variances not assumed	3,788	
p-value	0.000 > α	

Table 141: Overview of the Independent Samples T-Test of the Essays' Content for Hypothesis Testing #2

With a p-value of (=0.000), hypothesis #2 is accepted. In addition, means difference of the content scores ($m = -0.9643$) in the posttest also support accepting the alternative hypothesis and rejecting the null hypothesis. Accordingly, process-genre oriented essay instruction can further help EFL students of Biskra University to enhance the content of their essay; it assists them to choose and narrow their topics and eliminate the irrelevant content in their essays. With a mean difference of ($= -0.0755$), product-oriented essay instruction could

not help the EFL students of Biskra University to enhance the content of their essays effectively, for it does not offer them revising activities.

6.6.2 The Effects of Process-Genre-Oriented Instruction on the Organization aspect

H_0 = there is no difference between organization of the posttest essays between the process-genre oriented writing classes of Biskra University (μ_1) and product-oriented writing classes (μ_2)

H_a = there is a difference between organization of the posttest essays between the process-genre oriented writing classes of Biskra University and product-oriented writing classes

Mean	Pretest scores – Posttest scores $\mu_1 : 1,1167 - \mu_1 : 2,1429 = -1,0262$ $\mu_2 : 1,5566 - \mu_2 : 1,6038 = -0,0517$	
95% Confidence Interval of the Difference	Lower	Upper
- Equal variances assumed	0,25335	0,82482
- Equal variances not assumed	0,25475	0,82342
t-value		
- Equal variances assumed	3,737	
- Equal variances not assumed	3,756	
p-value	0.000 > α	

Table 142: Overview of the Independent Samples T-Test of Organization for Hypothesis Testing #2

A p-value of (=0.000) makes the researcher accept the alternative hypothesis #2 for the impact of process-genre-oriented approach on the organization of essay production of third year LMD students of Biskra University. Furthermore, means difference of the posttest content scores ($m = -1.0262$) leads to accept the alternative hypothesis and to reject the null

hypothesis. Therefore, process-genre-oriented essay instruction can further assist writing instructors of Biskra University to enhance the organization of their students' essay. It helps them to organize logically their ideas expressed in their academic essays, especially following pre-writing activities and revising activities set by this approach. On the hand, a mean difference of ($=-0.0517$) for product-oriented essay instruction cannot enhance the organization of ideas in the essays of EFL students of Biskra University of the absence of prewriting and revising activities.

6.6.3 The Effects of Process-Genre Oriented Instruction on Vocabulary Aspect

H_0 = There is no difference between vocabulary of the posttest essays between the process-genre-oriented writing classes of Biskra University (μ_1) and product-oriented writing classes (μ_2)

H_a = There is a difference between vocabulary of the posttest essays between the process-genre-oriented writing classes of Biskra University and product-oriented writing classes

Mean	Pretest scores – Posttest scores $\mu_1 : 1,0794 - \mu_1 : 1,9500 = -0,8706$ $\mu_2 : 1,6415 - \mu_2 : 1,6698 = -0,0183$	
95% Confidence Interval of the Difference	Lower	Upper
- Equal variances assumed	0,01369	0,54669
- Equal variances not assumed	0,01654	0,54383
t-value		
- Equal variances assumed	2,083	
- Equal variances not assumed	2,105	
p-value		
- Equal variances assumed	0.040 > α	
- Equal variances not assumed	0.037 > α	

Table 143: Overview of the Independent Samples T-Test of Vocabulary for Hypothesis Testing #2

A p-value of ($=0.040$) at the equal variances assumed and ($=0.037$) at the equal variances not assumed make the researcher accept the alternative hypothesis #2, and it rejects the null hypothesis related to the impact of process-genre oriented approach on the vocabulary of produced essay of EFL students of Biskra University. The means difference of vocabulary scores ($m=-0.8706$) obtained in the posttest also confirm accepting the alternative hypothesis and rejecting the null hypothesis. Hence, process-genre-oriented essay instruction can help EFL students of Biskra University to write academic essays using a certain range of academic vocabulary that fits purpose and audience of their academic essay. With a mean difference ($=-0,0183$), product-oriented essay instruction cannot influence the vocabulary aspect of the academic essays written by the control group.

6.6.4 The Effects of Process-Genre Oriented Instruction on Language Use Aspect

H₀ = there is no difference between language use of the posttest essays between the process-genre-oriented writing classes of Biskra University (μ_1) and product-oriented writing classes (μ_2).

H_a = there is a difference between language use of the posttest essays between the process-genre-oriented writing classes of Biskra University and product-oriented writing classes.

Mean	Pretest scores – Posttest scores $\mu_1 : 1,0635 - \mu_1 : 1,9841 = -0,9206$ $\mu_2 : 1,5660 - \mu_2 : 1,6792 = -0,1132$	
95% Confidence Interval of the Difference	Lower	Upper
- Equal variances assumed	0,04229	0,56747
- Equal variances not assumed	0,04530	0,56446
t-value		
- Equal variances assumed	2,300	
- Equal variances not assumed	2,327	
p-value		
- Equal variances assumed	0.023 > α	
- Equal variances not assumed	0.022 > α	

Table 144: Overview of the Independent Samples T-Test of the Language Use for Hypothesis Testing #2

With a p-value of ($=0.023$) at the equal variances assumed and ($=0.022$) at the equal variances not assumed, the researcher accepts the alternative hypothesis #2 related to the language used by EFL students of Biskra University, and she rejects the null hypothesis. Furthermore, the means difference of the language use scores ($m=0.9206$) resulted from the posttest procedures also support accepting the alternative hypothesis. Hence, the process-genre-oriented essay instruction can improve the language used by EFL students of Biskra University in their essays, and it helps them through revising activities to polish up grammar mistakes and false sentence structure. However, product-oriented essay instruction could not ameliorate the language used by the students in the control classes because of the absence of polishing up activity as an important step in processing essays, and the mean difference ($=-0.1132$) further affirm this hypothesis #2

6.6.5 The Effects of Process-Genre-Oriented Instruction on Mechanics Aspect

H_0 = there is no difference between mechanics of the posttest essays between the process-genre oriented writing classes of Biskra University (μ_1) and product-oriented writing classes (μ_2).

H_a = there is a difference between mechanics of the posttest essays between the process-genre oriented writing classes of Biskra University and product-oriented writing classes.

Mean	Pretest scores – Posttest scores $\mu_1 : 0.9246 - \mu_1 : 1.9603 = -1.0357$ $\mu_2 : 1.5283 - \mu_2 : 1.7075 = -0.1792$	
95% Confidence Interval of the Difference	Lower	Upper
- Equal variances assumed	0,03963	0,54517
- Equal variances not assumed	0,03285	0,53839
t-value		
- Equal variances assumed	1.712	
- Equal variances not assumed	1.753	
p-value		
- Equal variances assumed	0.045 > α	
- Equal variances not assumed	0.041 > α	

Table 145: Overview of the Independent Samples T-Test of Mechanics for Hypothesis Testing #2

A p-value of (=0.045) at the equal variances assumed and (=0.041) at the equal variances not assumed prove accepting the alternative hypothesis #2 related to the mechanics used in the posttest essays of EFL students of Biskra University. Furthermore, the means difference of mechanics scores of the posttest essays ($m=1, 0357$) supports rejecting the null

hypothesis. Accordingly, process-genre-oriented essay instruction can improve their use of conventions, spelling, punctuation, capitalization and paragraphing in the essays of EFL students of Biskra University. This approach has raised their awareness towards the importance of mechanics through revising activities. However, the mean difference (= -0.1792) obtained from product-oriented essay instruction proves that it ameliorates the students' mastery of mechanics.

6.7 The Effects of Process-Genre Oriented Instruction on Students' Awareness of Academic Writing at University Level: Testing Hypothesis #3

The process-genre oriented approach would develop a certain sense of awareness among EFL students of Biskra University for the academic writing features, the essay genre process, the academic purpose of essay writing and the academic audience of essay writing.

H₀: the process-genre oriented approach would not develop any sense of awareness among the EFL students of Biskra University for the academic writing features, the essay genre process, the academic purpose of essay writing and the academic audience of essay writing.

H_a: the process-genre oriented approach would develop a certain sense of awareness among the EFL students of Biskra University for the academic writing features, the essay genre process, the academic purpose of essay writing and the academic audience of essay writing.

Added to the t-test scores, the researcher has tested hypothesis #3 through the questionnaire and the classroom observation. These research instruments help to test the effect of integrating process-genre-oriented approach on EFL students' awareness of academic writing, essay genre processing, its purpose and its audience when they write their academic essays.

6.7.1 The Effects of Process-Genre Oriented Instruction on Students' Awareness of Academic Writing Features

H₀: the process-genre oriented approach would not develop any sense of awareness

among EFL students of Biskra University for the academic writing features.

H_a: the process-genre oriented approach would develop a certain sense of awareness

among EFL students of Biskra University for the academic writing features.

The four lessons in treatment stage help the researcher to raise students' awareness towards academic writing features. The participants show little knowledge of academic writing before being exposed to these lessons. Through the classroom observation during the posttest, the researcher has noticed that the majority of experiment participants know the characteristics of essay genre that they are expected to abide by. For further testing the hypothesis #3, the researcher has asked them through the questionnaire about their perceptions of essay genre or any other academic document. The results obtained through these last two instruments make the researcher accept the alternative hypothesis; thus, she rejects the null hypothesis. Consequently, process-genre-oriented approach has developed a sense of awareness among EFL students of Biskra University in terms of academic writing features

6.7.2 The Effects of Process-Genre Oriented Instruction on Students' Awareness of Essay Genre Processing

H₀: The process-genre oriented approach would not develop any sense of awareness among EFL students of Biskra University for the essay genre process.

H_a: The process-genre oriented approach would develop a certain sense of awareness among EFL students of Biskra University for the essay genre process.

The treatment course of essay genre processing has trained the participants (N=63) to develop their cognitive processing skills of writing effectively. Through the field notes and checklist of classroom observation, the researcher accepts the alternative hypothesis and rejects the null hypothesis, for the large number of experiment participants follow the activities of the four stages, yet the control participants keep following the same steps yielding no clear shift for the pretest and the posttest essays. Meanwhile the responses to the questionnaires by these participants show mastery of the activities for each of the four stages. Process-genre-oriented instruction has enhanced the participants' cognitive skills to process their own academic essay.

6.7.3 The Effects of Process-Genre Oriented Instruction on Students' Awareness of Academic Writing Purpose

H₀: The process-genre oriented approach would not develop any sense of awareness among EFL students of Biskra University for the academic purpose of essay writing and the academic

H_a: The process-genre oriented approach would develop a certain sense of awareness among EFL students of Biskra University for the academic purpose of essay writing.

Based on the responses of the questionnaire by experiment participants, the researcher rejects the null hypothesis and accepts the alternative hypothesis. The participants show little knowledge of the importance of targeting their written production for the pretest follow-up conversation, and so do the control participants. However, the experiment participants show that they become aware of their writing purpose before they start writing. They show that become able to choose their relevant content, logical organization, academic vocabulary, academic grammar structure, conventions, spelling, and punctuation which fit the academic purpose of essay genre, or any other specific purpose of a written genre. Process-genre-oriented instruction can raise students' awareness of the purpose of academic writing.

6.7.4 The Effects of Process-Genre Oriented Instruction on Students' Awareness of Academic Writing Audience

H₀: The process-genre oriented approach would not develop any sense of awareness among EFL students of Biskra University for the academic audience of essay writing.

H_a: The process-genre oriented approach would develop a certain sense of awareness among EFL students of Biskra University for the academic audience of essay writing.

Moreover, based on the responses of the questionnaire, the researcher accept the alternative hypothesis of the impact of the process-genre-oriented approach on raising the experiment participants' awareness towards the audience whom they are targeting the pieces of writing. Process-genre-oriented approach has taught (N=63) of the total participants how to select their audience and how to fit their interests and levels. In the pretest stage, they show little concern to their audience, so they write their essays using less formal language, irrelevant content, loosely organization, less formal mechanics and colloquial vocabulary. In

the posttest, the participants show more attention when they are selecting their relevant content, logical organization, academic vocabulary, academic grammar structure, conventions, spelling, and punctuation which fit the academic audience of essay genre.

6.8 The Effectiveness of Process-Genre as an Instructional Approach to EFL Classes of Biskra University: Testing Hypothesis #4

The process-genre oriented approach could be an instructional approach that would help EFL students of Biskra University to achieve their essay writing effectively.

All the results obtained by the research instruments involved in this study make the researcher accept the research hypothesis #4. Process-genre-oriented essay instruction has influenced positively EFL students writing achievement and performance. Moreover, it impacts their cognitive processing skills, so they can pre-plan their essays before they get started, while they are writing and after they finish writing. On the other hand, it impacts their writing performance, for it helps them explore their time allotted (90 minutes) effectively. Process-genre-oriented approach is an effective instructional approach that can improve essay writing skills among EFL students of Biskra University.

Conclusion

The present chapter displays the discussion of the results obtained through the triangulation of research methodology. Discussion of the results has led to accepting the alternative hypotheses and accepting the significant impact of process-genre-oriented approach to enhance writing deficiencies of EFL students of Biskra University. Hence, this chapter focuses on testing the hypotheses of the present study in terms of their significance level. The significance of level is the maximum value of probability ($p > 0.05$), and the major aspects of effective academic essay mostly gain this significance level with scores of experiment participants at the post-test stage. The focus of this chapter is on the hypothesis testing which revolve around the impact of process-genre-oriented approach in comparison with product-oriented-approach. The discussion and the evaluation of the results clearly demonstrate that the adopted approach can be an effective instructional approach to enhance the essay writing skills among EFL students of Biskra University.

General Implications and Recommendations

In this section, the researcher summarizes the results in forms of anecdotes. First, a summary of the results obtained in both pilot and main studies are displayed in the light of the three research instruments. Second, limitations of the study are displayed mainly in terms of time constraint and population. Third, Implications are set for instructional design, for EFL students writing, for essay writing program reforms and future suggestions. Finally, recommendations are set for ameliorating essay writing skills and instruction. This section indicates the main objectives and the future perspectives along the present study.

7.1 Summary of Results

The results of the present study highlight the low proficiency of essay writing among the EFL students of Biskra University in the pilot study and in the main study. This foreshadows the writing problems of EFL students, and it indicates the decontextualization of the academic purpose of teaching English in higher education. The research instruments to collect data administered in the present study have all contributes to accept the four hypotheses. In the pilot study, the volunteers show similar problems in the pre-test to the participants of the main study, and they show similar results when they are exposed to the process-genre-oriented essay instruction to those participants of the main study. Moreover, the results obtained from pilot study have assisted to reconsider procedures of the t-test, the classroom observation and the post-experiment questionnaire in the main study. Based on the pilot study, the sample has been divided into two groups of comparison: control and experimental. Furthermore, it has assisted to reconsider the importance of raising the students' awareness of the academic purpose of studying English at university. It then helps to stress the importance of following the steps of essay writing process for a classroom assignments or examination requirements.

For the t-test results, the experimental and control groups generally show similar low essay writing proficiency at pre-test stage, but they show different results in the post-test stage. The total mean difference between the pre-test essay scores and the post-test essay scores proves the positive impact of process-genre-oriented instruction on content, organization, vocabulary, language used and mechanics of their academic essays. The t-test procedures also indicate the inter-raters reliability of the posttest scores when they have been compared between three raters for the same test-takers.

For the questionnaire results, the experiment participants show awareness of the academic writing features, its process, its audience and its purpose. The participants (N=63) respond positively to a sequence of open and close questions, and they get knowledgeable about terminology of essay genre writing and the process of essay writing. The questionnaire has given them an opportunity to express their attitudes towards essay writing at classroom and at examination context. Moreover, the responses further prove the positive impact of process-genre-oriented approach on developing essay writing skill among EFL students of Biskra University.

For the classroom observation, experimental and control groups show similar low essay writing proficiency at pre-test stage, yet they show different results in the posttest stage. Through the checklists, the field notes and the follow-up conversation, the two groups prove that they have problems to write academic essays in terms of content, organization, vocabulary, language use and mechanics. The classroom observation also affirms that they display little knowledge about essay genre process, academic writing features, audience and purpose. However, experiment group shows better performance and competence at the post-test stage, yet the control group displays a humble shift in product-oriented writing class.

7.2 Limitations of the Study

Like any research conducted in the social and human sciences, this study has confronted a range of limitation which are mainly related to the time constraint and the sample representative of the third year LMD population of 2011-2012. First, the time constraint has been a challenge to the researcher for the instructional procedures and the testing procedures because the students are supposed to study other academic papers. Second, the researcher has sized the number of the students who have been supposed to represent the population because they are divided administratively into groups of 30 to 35 students. Therefore, the control group are (N=53) and the experiment group are (N=63).

The time constraint has made the researcher reconsider the time exploration effectively. The time allotted for one session (=90 minutes) has not been sufficient for controlling 30 to 35 students per group. Hence, the researcher has consumed much time for the treatment procedures (instructional procedures). For the testing procedures, she has scheduled carefully the time allotted especially for the posttest procedures. However, the time allotted for posttest procedures have reached to (100 minutes), especially with the students who have not followed the steps correctly.

The population number has made the mean scores of the pretest essay of the control group higher to that of the experimental group. This has affected the p-value of the paired t-test sample procedures which has indicated that there is a difference between the scores of the two groups; however, this has not affected the p-value due the posttest mean scores which have indicated that the experimental group has obtained higher score to those of the control group.

7.3 Implications for Instructional Design

The implementation of process-genre-oriented approach into the essay instruction proves its impact on developing the students' cognitive skills to process writing. It further develops independent learning, and it promotes EFL students' abilities of self-evaluation. The process-genre oriented approach also helps to engage the students into a certain social context when it makes the participant target the academic community they write for. Therefore, it has helped the researcher to embed in the principles of social constructivist theory of Vygotsky. The process-genre- oriented approach implies for effective instructional design, so the essay writing skill can be promoted in EFL classes of Biskra University. It can help the essay writing instructor to promote cognitive and socio-constructivist skills for writing.

7.3.1 Implications for EFL Writing Instructors of Biskra University

Based on the present study, the researcher has found that process-genre -oriented approach is profitable for EFL writing instructors of Biskra University in terms of essay skill instruction and its assessment criteria. The synthesized approach provides a real and a meaningful writing environment, so the essay instructor can explicitly teach writing students the text features and its process in a sequence of activities that develop their cognitive skills of essay writing. It further facilitates the essay instructor to assess the students' essays, for they revise their first drafts before they edit them. Therefore, process-genre-oriented approach to essay writing instruction can provide a positive environment for EFL writing Instructors of Biskra University.

7.3.1.1 Providing an Instructional Approach to Essay Writing at Biskra University

Process-genre oriented approach provides EFL writing instructors with a clear understanding of systematic processing essay genre and essay genre features. First, it facilitates the task of the instructor to develop writing performance through its four explicit stages of essay writing which also facilitate student's creation of their pieces of writing step-

by-step. Second, it provides EFL writing instructors with an insight into the way that makes a text meaningful; it helps them talk about the text features with essay writing students. Hence, the instructor can explicitly discuss with them content, organization, vocabulary, language used and mechanics that distinguish the academic essay from other genres.

EFL writing instructors can improve writing proficiency among the third year students of Biskra University by training them on following the four stages of essay writing. First, the pre-writing stage provides the students with a set of activities that make them think about the topic to write about and generate the ideas and to support it, and it also facilitates formulating thesis statement before outlining the draft. Second, drafting stage is easy to implement since it is already pre-planned in the first stage. Third, revising stage gives the students an opportunity to self-evaluate the first draft in terms of its five aspects, so this stage can facilitate evaluating essays for EFL writing instructor of Biskra University. Fourth, editing stage makes the instructors receive essays produced in an effective way which are already revised, so there will be essays with less irrelevant details, less confused ideas, less errors of word form and usage, less errors in sentence and grammar structure, and less errors in spelling and punctuation. Consequently, process-genre-oriented approach can be an effective instructional approach to EFL essay writing instruction at Biskra University.

Process-genre-oriented cannot only provide EFL writing instructors with techniques to process essay genre but can also provide them with techniques to make writing students differentiate between features of writing genres. As a result, they can help their students choose the content that better suit their academic audience. Process-genre-oriented instruction can help the students distinguish organizing ideas of an essay genre from that of the business letter or lab report. Moreover, it facilitates the task of EFL instructors to select effectively the vocabulary that fits the target genre. EFL instructors can help the students select the sentence structure that better fit the purpose and audience of the essay genre. Furthermore, this

approach can help writing students to administer the flow of their ideas through teaching them the convention that better fit the target audience and purpose of essay, so they discuss their punctuation, spelling, capitalization and paragraphing which characterize the essay.

7.3.1.2 Providing Explicit Criteria for Assessing Essay Writing Skill at Biskra University

Process-genre-oriented approach can provide essay writing instructors of Biskra University with explicit criteria for assessing text structure and its linguistic features. They can provide an explicit feedback for EFL students, so they demonstrate for EFL writing students a concrete feedback to improve their produced essays. Hence, they can achieve the academic purpose of essay genre instead of pointing out grammar and vocabulary errors. Process-genre-oriented approach offers useful and clear criteria for assessing EFL students' essay in terms of linguistic feature of academic essay genre.

Furthermore, the synthesis of the two approaches; process and genre can provide EFL instructors with an assessment criterion for the discourse features of the produced essay, so they can guess the students' awareness of the purpose and audience to address through the essays. The essay writing instructors cannot only assess and evaluate the visible texts, but they can also assess and evaluate the further dimensions of the target text genre which is the sense of audience and the sense of genre purpose. Furthermore, the adopted approach to writing instruction can provide an analytical approach for essay writing instruction. It can match the essay writing program and the students' needs.

7.3.1.3 Developing Essay Writing Process Skill through Cognitive and Meta-Cognitive Learning Strategies

Process-genre oriented instruction can facilitate developing writing process skill in balance with cognitive learning strategies. Since writing skill is not instinctive talent, its learning needs certain cognitive learning strategies. Writing is considered as complex process which reflects cognitive and meta-cognitive activities which are represented pre-writing, drafting, revising and editing activities. Process-genre-oriented approach provides a continuum of activities that ranges from simple linguistic aspects to the complex composition activity.

7.3.2 Implications for EFL Writing Students of Biskra University

The implementation of the process-genre oriented approach to essay instruction can develop the writing performance of the EFL students of Biskra University, and it further change their attitudes towards essay writing. Process-genre oriented instruction can develop a positive relationship between students' attitudes and their writing performance especially among the students who show low essay writing proficiency. Being self-evaluators of their essay texts, process-genre-oriented instruction raises self-confidence among students before their submission to EFL writing instructor as assessor.

7.3.2.1 Promoting Autonomous Learning

Because process-genre oriented instruction has changed EFL students' attitudes towards essay writing performance, the researcher realizes the importance of teaching essay writing skill as a process which pushes EFL writing students of Biskra University to become good essay writers. Therefore, the students have become active participants rather than passive students who receive information without taking part in its acquiring, so the synthesized approach makes the students become participants in their learning. Process-genre

oriented approach can develop autonomy among EFL writing students of Biskra University, and decrease dependence on the writing instructor in the class.

Process-genre-oriented instruction can make the autonomous writing students of Biskra University process their essay genre independently. First, since they are required to take charge their essay writing, they select their topics, and their development method fit them. Second, they take charge of drafting and revising their own products individually. Third, they can focus on the process of writing abiding by the sequencing steps of essay writing. Process-genre- oriented instruction raises their writing performance, for it provides them with a non-threatening climate to develop their sub-skills related to develop their styles and their choices. This approach can change writing instructor's role from the traditional role as the sole evaluator of the students' written products to the role of writing students, and then comes the instructor whose role as a facilitator and consultant helps the students to write effective academic essays.

7.3.2.2 Making Essay Writing Purposeful among EFL Students of Biskra University

Process-genre- oriented approach can make EFL students better writer because it raises their sense of audience and purpose. This latter can be improved through peer revision and through submitting their final drafts to other instructors. Recognizing the target audience make the students select the features of their essay genre by themselves. Moreover, essay genre purpose is raised when the students write about their chosen topics which really attract their attention. Hence, their essay writing will be purposeful and meaningful.

7.3.2.3 Providing a Motivating Environment for EFL Students of Biskra University

Process-genre oriented approach can provide a motivating climate to write their essays. EFL student can then feel support and acceptance from the instructor and their peers; thus, they can take risk to process their essay safely. Being free from criticism, EFL writing students can react positively to their study needs in a supportive writing climate. A motivating environment can be provided when the students express their ideas and discuss them with the writing instructor whose role is a consultant and a facilitator; they can also discuss them with the writing peers.

7.3.3 Implications for Essay Writing Program Reforms

The present study implies for the certain reforms in the essay writing program based on the learner-centeredness. Process-genre-oriented approach provides a learner-centered approach for EFL writing instruction of Biskra University. To change the instructor-centered to a student-centered, the instructors' role must be reconsidered. This approach can determine the degree of the instructors' intervention; it further makes their role authoritative rather than authoritarian. The instructors can then balance the roles in the classroom by supporting and guiding their students to be responsible for developing their essay writing skill.

The process-genre-oriented approach can make the students practice integrated skills like reading skill. It makes the writing students understand the text genre for its structure and meaning. The students' understanding of the text through reading enables students to write enriched essays. The synthesized approach cannot only integrate the reading skill, but it can also integrate listening and speaking skills.

7.4. Implications for Future Research

The present study suggests further research in the following areas:

1. Investigating the attitude of essay writing instructors towards low writing proficiency.
2. Investigating the effects of process-genre oriented approach on the development of coherent and cohesive written essays.
3. Exploring the relationship of learning styles and writing performance of the EFL students of Biskra University.
4. Investigating the classroom interaction techniques on developing essay writing performance.
5. Exploring the effects of process-genre oriented approach on the different writing genres such as business writing.

7.5 Recommendations

1. Adjusting teaching material helps to teach EFL students to read longer authentic texts. The authentic texts provide enriched language resources with new linguistic structures. The authentic texts further familiarize EFL writing students who are unfamiliar with short texts with longer authentic text.
2. Training writing instructors on the principles of process-genre approach is advisable, so they can administer the students' writing process skill in relation to cognitive and meta-cognitive strategies to write.
3. Reminding the students for the further purpose of academic writing which exceeds the university community such as publishing and communicating inside Algeria or all over the world.

4. Reminding the writing students with benefits of prewriting activities before drafting the essay and the benefits of revising activities before editing the final drafts.
5. Applying process-genre oriented approach to essay writing instruction in other Algerian Universities, and this can be only through certain educational reforms in EFL writing program.
6. Involving the principles of ESP courses in the study modules can further develop writing proficiency, for they can help the English Language instructors in all module to develop the sense of English language learning purpose which is mainly academic (EAP).
7. Reconsidering reading skills in the courses of EFL classes can promote writing proficiency if it is integrated in the core courses starting from their first year at university.

General Conclusion

For guessing EFL students' writing proficiency, they should show their awareness of the communicative goals relate to the genre, the purpose, the audience and the process of writing any paper. Both writing students and writing instructors face a major challenge in learning and teaching writing skill. For many writing instructors, acquiring writing skill is more demanding if it is compared to the other communication skills. Therefore, numerous approaches are offering remedial instruction to develop writing skill in its academic context. Essay writing skill in higher education is ultimately significant to English Language Learning, for it facilitates EFL students' acquisition of the main study skills required for university studies. Since higher education system emphasizes writing skill for taking any examination, essay writing skill helps EFL students avoid memorization, rote learning and plagiarism which may influence negatively their evaluation.

Under the ongoing technology advances and the challenges of globalization, the Algerian University has got involved to the ongoing changes of English Language teaching, and so has done essay writing teaching. Therefore, essay writing proficiency has become the ultimate objective of English language program designers at the Algerian University. In the present study, (N=116) participants for third year LMD classes of Biskra University show major problems in writing essays in terms of content, organization, vocabulary, language use and mechanics. They also show unawareness of the genre characteristics, its processing, its audience and its purpose. Accordingly, the researcher has implemented the principles of process-genre-oriented approach to solve their major problems of essay writing. The selection of this approach has been due to three main perspectives of writing: cognitive, socio-cultural and linguistic. The adopted approach gives essay writing skill a multi-dimensional process of the cognitive activity which is influenced by linguistic and contextual factors. These factors

are represented in EFL linguistic proficiency, instructional practices, psychological background and socio-cultural context. To make writing an unforgettable experience among EFL students of Biskra University, these factors should be reconsidered in EFL writing classes of Biskra University as well as the other Algerian Universities.

The present study has diagnosed the real causes that hinder academic essay writing among EFL students of Biskra University. The pilot and the main studies assist to identify the causes clearly. The pilot study has demonstrated the causes of their failure to write an effective academic essay with a group of 25 volunteers. In the main study, the researcher has further proved the students' failure to writing effective academic essay that fit their text genre, purpose and audience. Hence, the first objective has been achieved successfully.

An instructional approach to essay instruction has helped EFL students to match their needs. It helps EFL students to minimize their essay writing errors. Hence, the researcher who has set this ultimate objective has designed an effective essay writing instruction in the light of this synthesized approach. Therefore, the second ultimate objective has further achieved. On the other hand, the researcher has managed to raise the students' awareness of the features of academic writing. She promotes students' ability to write an essay because they can now distinguish the academic genre from the other genres such as personal, creative or business genres of writing. Consequently, the third objective has been achieved especially due to the series of lessons which have stressed the distinctive features of academic genre.

According to the significance level obtained from the results, EFL students of Biskra University have generally developed certain cognitive strategies to think, to plan, to draft, to revise and to edit their academic essays that fit academic writing requirements. The fourth objective of the present study has been achieved when the researcher has helped the students to develop their thinking skills, so they have become independent and active learners who write without guidance of their writing instructor.

However, EFL students of Biskra University could not conceive essay writing skill as a communicative social activity because it is not totally required in their daily life. They could only use it inside the classroom. Their audience and purpose of essay production in the pre-writing activities is then restricted to the teacher and the classmates. The peer evaluation has helped them to imagine their essays in their social context but not in its real context. Hence, the fifth objective could not be ultimately achieved.

The process-genre-oriented approach is an instructional approach that suit EFL students of Biskra University. The present study clearly indicates that it can succeed in Biskra context. Largely speaking, the collaboration among the writing instructors and other contributors in language program can help implement it in a larger context. On the other hand, EFL students who can be exposed to its principles early at middle schools and high schools would find no difficulty to study essay writing at university in the light of process-genre-oriented approach.

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Appendix 01

Marking Scale for Graders' Evaluation

(The scale consists of 5 aspects with 4 levels for each)

aspects	level	Criteria
Content	4-3.25	EXCELLENT TO VERY GOOD: Knowledgeable; substantive; thorough development of topic; relevant to assigned topic
	3-2.25	GOOD TO AVERAGE: Some knowledge of subject; adequate range; limited development of topic; mostly relevant to the topic, but lacks detail
	2-1.25	FAIR TO POOR: Limited knowledge of subject; little substance; inadequate development of topic
	1-0	VERY POOR: Does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate
Organization	4-3.25	EXCELLENT TO VERY GOOD: Fluent expression; well-organized; ideas clearly stated/supported; logical sequencing; cohesive
	3-2.25	GOOD TO AVERAGE: Somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	2-1.25	FAIR TO POOR: Non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	1-0	VERY POOR: Does not communicate; no organization; or not enough to evaluate.
Vocabulary	4-3.25	EXCELLENT TO VERY GOOD: Sophisticated range; effective word/ idiom choice and usage; word form mastery; appropriate mastery
	3-2.25	GOOD TO AVERAGE: Adequate range; occasional errors of word/ idiom form, choice, usage <i>but meaning not obscured</i>
	2-1.25	FAIR TO POOR: Limited range; frequent errors of word/ idiom form, choice, usage; <i>meaning confused or obscured</i>
	1-0	VERY POOR: Essential translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language use	4-3.25	EXCELLENT TO VERY GOOD: Effective complex constructions; fewer errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	3-2.25	GOOD TO AVERAGE: Effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	2-1.25	FAIR TO POOR: Major problems in simple/ complex constructions; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions; <i>meaning confused or obscured</i>
	1-0	VERY POOR: Virtually no mastery of sentence construction rules; dominated by errors, does not communicate; or not enough to evaluate
Mechanics	4-3.25	EXCELLENT TO VERY GOOD: Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	3-2.25	GOOD TO AVERAGE: Occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>
	2-1.25	FAIR TO POOR: Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; <i>meaning confused or obscured</i>
	1-0	VERY POOR: No mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible, or not enough to evaluate

adapted from Jacobs et al.'s (1981) cited in *Assessing Writing by Sara Cushing Weigle*

(2002)

	High	Medium	Low
Content: its relevance to the topic and its development			
Overall organization: logical sequencing, coherence and cohesion			
Vocabulary: effective word choice and usage			
Grammatical correctness: agreement, tense, number, word order/function, articles, pronouns and prepositions			
punctuation, capitalization and paragraphing			
spelling and legible handwriting			

7. Do you recognize your readers before you get started writing and who are they?

- a. Yes
- b. No

.....

8. What do you think is the purpose of academic writing?

.....

Essay Structure

9. What is an essay in English?

.....

What are the specific characteristics of an essay?

.....

10. What do the following definitions refer to?

Definition	Corresponding term
It stands out as an indicator of the clear direction in which you will take your essay; it must be supported, discussed or proven in the body.	
It starts with a 'hook', continues with a transitional sentence	
It explains your essay's topic. Each of the main ideas that you listed in your outline will become a paragraph in your essay. If your outline contained three main ideas, you will have three paragraphs.	
It summarizes the evidence in support for the essay and if proved restates its main topic. It is a final glance at the presented facts	

11. Which of the above terms, in the table, presents a difficulty for you? Clarify.

.....

Essay Writing Process

12. classify the following steps to write an essay

- | | | |
|---|--|---|
| <p>a. Make an outline</p> <p>b. Choose a topic</p> <p>c. Write a first draft</p> <p>d. Collect data</p> | <p>e. Write a thesis statement</p> <p>f. Edit the final draft</p> <p>g. Narrow the topic</p> | <p>h. Polish up & proofread the first draft</p> |
|---|--|---|

1.	2.
3.	4.
5.	6.
7.	8.

13. What do you focus on when you have to write an essay?

a. Before you start writing?

.....

b. While you are writing your essay?

.....

c. When you have finished your first draft?

.....

d. Before editing the final draft?

.....
.....
14. Do you prefer

- a. To choose a topic by yourself
- b. Or To be assigned by your teacher.? JUSTIFY YOUR ANSWER

.....
.....
15. If the topic is **assigned**, do you a find a difficulty in

- a. Formulating a thesis statement
- b. Collecting data
- c. Making outline
- d. Other.....

.....
.....
16. If you **choose** the topic, do you consider the following:

- a. Purpose of your essay
- b. Audience to be addressed
- c. Type of writing

17. Other.....

.....
.....
18. Do you find difficulty to collect data to write you essay?

- a. Yes
- b. No
- c. Somehow

19. Is it because

- a. you choose the topic by yourself
- b. It is assigned by your teacher
- b. Other, specify

.....
.....
20. Do you make an outline before you write a first draft?

- a. Yes
- b. No

21. If no why?

.....
.....
22. Do write a first draft for your essay?

- a. Yes
- b. No

23. If no why?

.....
.....
24. Do you polish it up and proof read it before you copy it in its final paper?

- a. Yes
- b. No

25. If yes ? Which of the following do you focus on?(many answers are possible)

- a. Grammar
- b. Spelling
- c. Punctuation
- d. Word choice
- e. Content
- f. Organization

26. If no why?

.....

.....

.....

Essay Examinations

27. Which type of exam questions do you prefer?

- a. MCQ (multiple choice questions)
- b. Essay
- c. True/False
- d. Matching
- e. Gap-filling
- f. Open questions
- g. Error correction

28. What are the difficulties that you find in writing essays in regular exams?

.....

.....

.....

29. Do you support it when your teacher asks a limited number of words in your essay e.g. (500 words)? Justify your answer

- a. Yes
- b.No

.....

.....

.....

30. Do you prefer to have a detailed scale for evaluating your essay on the questions paper?

- a. Yes
- b. No

31. Do you know why do you get good or bad marks for your essay? Clarify

.....

.....

.....

.....

Thank you for your collaboration

Appendix 03

Classroom Observation Checklist:

Process of Essay Writing of Pre-test Stage and Posttest Stage

	Control group (N=53)		Experiment group (N=63)	
	Yes	No	Yes	No
1. Pre-writing stage: activities				
a. Choose and narrow topics				
b. Write a thesis statement				
c. Collect data				
d. Make an outline				
2. Drafting stage:				
e. Write the first draft				
3. Revising stage:				
f. polish up and proofread				
4. Editing stage:				
g. write the final draft				

Appendix 04
Classroom Observation
Follow-up Conversation

Question 01: what is an academic writing?

Question 02: what are the features of academic writing?

Question 03: why do you write an academic paper at university?

Question 04: what are the types of academic papers?

Question 05: what is an essay?

Question 06: how many paragraphs are in an essay?

Question 07: what are the parts of an essay?

Question 08: what are the steps of writing an essay?

Appendix 05

Lesson One: Grammar in Academic Writing Genre

Author: Hanane Saihi

Due time: 90 minutes

Materials needed: handouts and slides

Student level: third year LMD

Objectives: mastering the correct use of grammatical units in the academic context.

Training content:

1. Warm-up activities:

- a. Discussing the reasons of designing the lesson of grammar
- b. Distinguishing between the informal and formal English grammar structure

2. Instructions:

- a. Comparing together with the peers the examples shown in the handouts
- b. Guessing the formal sentence that fit academic genre of writing in the slides
- c. Guessing what makes their writings less formal and not fitting the purpose and the audience they are writing for.

3. Follow-up activities:

- a. **Activity 01:** revising separate statements that included mainly errors in verb tenses consistency, in pronouns referencing and uses.
- b. **Activity 02:** revising separate statements that included active/passive voices, in relative pronouns, and in subordinate conjunctions.
- c. **Activity 03:** revising texts that contain mainly fragments, unparallel structure, incomplete sentences.
- d. **Activity 04:** revising texts that contain mainly dangling modifiers, misplaced modifiers, run-on sentences and confusing conjunctions

Assessment (the success of the lesson):

Excellent work (verbal reward for the pair work)

Detailed feedback using the board

Appendix 06

Lesson Two: Vocabulary in Academic Writing genre.

Author: Hanane Saihi

Due time: 90 minutes

Materials needed: handouts and slides

Student level: third year LMD

Objectives: mastering the correct use of Academic vocabulary characterizes essay genre of writing and makes it different from the personal letters genre or even short story genre.

Training content:

4. Warm-up activities:

- a. Discussing the reasons of designing the lesson of vocabulary
- b. Distinguishing between the informal and formal English vocabulary

5. Instructions:

- d. Comparing together with the peers the examples shown in the handouts
- e. Guessing the formal words used that fit academic genre of writing in the slides
- f. Guessing what makes their writings less formal and not fitting the purpose and the audience they are writing for.

6. Follow-up activities:

- e. **Activity 01:** revising colloquial words and expressions
- f. **Activity 02:** revising phrasal verbs
- g. **Activity 03:** revising texts mainly for subjectivity

Assessment (the success of the lesson):

Excellent work (verbal reward for the pair work)
Detailed feedback using the board

Appendix 07

Lesson Three: Spelling in Academic Writing genre

Author: Hanane Saihi

Due time: 90 minutes

Materials needed: handouts and slides

Student level: third year LMD

Objectives:

1. elucidating that the spelling is not used similarly in all the genres of writing
2. Demonstrating that the audience whom they write for are the academic representatives
3. Writing full words rather than the SMS Acronyms which are used in personal writing: text messages and online chat.

Training content:

7. Warm-up activities:

- a. Discussing the reasons of designing the lesson of spelling
- b. Distinguishing between the informal and formal English spelling

8. Instructions:

- g. Comparing together with the peers the examples shown in the handouts
- h. Guessing the formal words used that fit academic genre of writing in the slides
- i. Guessing what makes their writings less formal and not fitting the purpose and the audience they are writing for.

9. Follow-up activities:

- h. **Activity 01:** revising SMS language and online chat language
- i. **Activity 02:** revising phrasal verbs
- j. **Activity 03:** revising texts mainly for contractions such as 'aren't' and 'isn't'.

Assessment (the success of the lesson):

Excellent work (verbal reward for the pair work)

Detailed feedback using the board

Appendix 08

Lesson Four: Punctuation in Academic Writing genre

Author: Hanane Saihi

Due time: 90 minutes

Materials needed: handouts and slides

Student level: third year LMD

Objectives:

1. mastering punctuation in academic writing
2. Demonstrating paragraphing characteristics of an essay in accordance with the punctuation use.
3. Stressing the necessity of punctuating the text production in accordance with the organization of ideas

Training content:

1. Warm-up activities:

- a. Discussing the reasons of designing the lesson of punctuation
- b. Distinguishing between the informal and formal English punctuation and conventions

2. Instructions:

- j. Comparing together with the peers the examples shown in the handouts
- k. Guessing the formal words used that fit academic genre of writing in the slides
- l. Guessing what makes their writings less formal and not fitting the purpose and the audience they are writing for.

3. Follow-up activities:

- k. **Activity 01:** revising full stops, commas, colons, and hyphen in two short paragraphs.
- l. **Activity 02:** revising commas and semi-colons between independent clauses of compound sentences.

Assessment (the success of the lesson):

Excellent work (verbal reward for the pair work)

Detailed feedback using the board

Appendix 09

Lesson Five: Essay Writing Process

Author: Hanane Saihi

Due time: 540 minutes

Materials needed: handouts and board

Student level: third year LMD

Objectives:

Training the students how to write an essay effectively

Training content:

4. Warm-up activities:

- a. Group discussing about the steps of essay writing, and the benefits following them to process an essay without skipping any step. .

5. Instructions:

- a. Training them through the researcher was a tool to achieve this goal, so the students replay this role using their own pens and sheets of paper.
- m. Imitating the researcher to write their different essays following the essay written by the researcher on the board

6. Follow-up activities:

Writing activity: Let's start: Steps to write an essay,

- a. **I Choose my topic** from a subject that interest you; for example,

CARS → OWNING CARS (who? WHEN) → STUDENTS OWNING AT UNIVERSITY

You do it now

- b. **I Write a thesis statement:** "Owning a car while in university is a waste of money and actually causes more problems than it solves."

You do it now

- c. **I Collect data:**

- This cost a lot of money.
- Must pay for food
- must come up with money for gas, insurance and repairs
- give students a lot of trouble
- goes wrong with his car
- like the red cars
- how to repair it himself.
- gain time
- pushing it to a service station to have it checked

- easily one can go wherever he wants
- becomes a time and money-wasting inconvenience.
- friends often ask if they can borrow the car to pick up someone from the airport
- they ask to run to the mall to do some shopping

You do it now

I revised the above list of items; I found some items that are irrelevant.

These are the main points to discuss in my essay

- This cost a lot of money.
- Must pay for food
- must come up with money for gas, insurance and repairs
- give students a lot of trouble
- goes wrong with his car
- ~~like the red cars~~
- how to repair it himself.
- ~~gain time~~
- pushing it to a service station to have it checked
- ~~easily one can go wherever he wants~~
- becomes a time and money-wasting inconvenience.
- friends often ask if they can borrow the car to pick up someone from the airport
- they ask to run to the mall to do some shopping

You do it now

d. I Make an outline:

I. Some students feel that a motor vehicle is an absolute necessity.

T.S.: "Owning a car while in university is a waste of money and actually causes more problems than it solves."

II. Talk about money

A. students work twenty hours a week at \$7.00 an hour

1. Paying for food,

- 2. Housing and tuition.
- B. A typical used car costs between \$5000 and \$9000.
 - 1. coming up with money for gas,
 - 2. insurance and repairs
- III. Also give students a lot of trouble.
 - C. goes wrong with his car
 - 1. Calling friends from campus to help him fix the vehicle
 - 2. Ignoring how to repair it himself
 - D. Spending valuable time and money taking care of the car
- IV. everyone else wants to use it
 - A. Borrowing the car to pick up someone from the airport
 - B. Running to the mall to do some shopping
- V. An automobile, therefore, is definitely not essential for a university student unless he is a super rich man.

You do it now

e. I Write the first draft

Should University Students Have their Own Cars?

Some students feel that a motor vehicle is an absolute necessity. They say that having a car makes life easier and gives them freedom to travel wherever they want. I completely disagree with this idea. Owning a car while in university is a waste of money and actually causes more problems than it solves.

First of all, let's talk about money. On the average, students work twenty hours a week at \$7.00 an hour. From their wages, they must pay for food, housing and tuition. A typical used car costs between \$5000 and \$9000. In addition to the initial price of the car, students must come up with money for gas, insurance and repairs, which often amount to hundreds of dollars a month. By the time they finish paying for their cars, students have little money left for daily expenses.

Not only are cars expensive, but they also give students a lot of trouble. If a student drives downtown, for example, and something goes wrong

with his car, he have to call friends from campus to help him fix the vehicle; unless, of course, he knows how to repair it himself. The students gets admired by the red new car, they like to get in. He ends up spending valuable time and money taking care of the car or pushing it to a service station to have it checked. Instead of the car being a time-saving device, it becomes a time and money-wasting inconvenience.

Another disadvantage of owning a car is that everyone else wants to use it. So-called "friends" often ask if they can borrow the car to pick up someone from the airport or run to the mall to do some shopping. If they don't drive they ask you to take them in *your* car. You end up being a taxi driver instead of concentrating on your school work.

An automobile, therefore, is definitely not essential for a university's student. Unless, of course, he is super-rich and has a lot of time to waste running around. Otherwise, it can be a great burden which will end up costing the student a lot of time, money, and unnecessary trouble.

- f. **Polish it up:** revise the grammar and spelling mistakes, the organization of ideas and the content

Practice: polish up the above essay

- g. **Write the final draft**

Assessment (the success of the lesson):

Excellent work (verbal reward for the pair work)

Detailed feedback using the board

Appendix 10

Pre-test and Post-test Essay Products: Experimental Group

Student	Pretest essay products						Pretest essay products					
	Content	Organisation	Vocabulary	Language use	Mechanics	Total scores	Content	Organisation	Vocabulary	Language use	Mechanics	Total scores
	0,5	0,5	0,5	0,5	1	3	1,25	1,5	1,5	1,5	2	7,75
	2,5	2	1,5	1,5	1,5	9	1,5	1,5	2,5	2,5	2,5	10,5
	0,5	0,5	0,5	0,5	0,5	2,5	2,5	2,75	1,5	1,5	2,5	10,75
	0,5	0	0,5	0	0	1	1,5	1,5	1,5	1,25	1,5	7,75
	2	2,5	2	2	2	10,25	3,5	3,5	3	2,5	3	15,5
	1,5	1,5	1,5	1,5	1	7	1,5	1,5	1,25	1,5	1,25	7
	0,5	1,25	0,5	1	0,5	3,75	2,25	2,25	2,25	2,5	2,5	11,75
	0,5	0,5	0,5	0,5	0	2	1,5	1,25	1,25	1,5	1,25	6,75
	0,5	0,5	0,5	0,5	0	1,25	1,25	1,25	1,25	1,25	1,25	6,25
	0,5	1	0,5	0,5	0,5	3	1,5	1,5	1,5	1,25	1,5	7,25
	0,5	0,5	1,25	1,25	1,25	4,75	1	1,5	1,5	1,5	1,5	7
	2,25	2,25	1,5	1,5	2,5	10	3	3	3,35	3,5	3,5	16,5
	1,5	1,5	1,25	1,5	1,25	7	2	2	1,5	2	2,5	10
	0,5	0,5	1	0,5	1	3,5	2,25	2,5	2	2	2	10,75
	1,5	1,5	1	1,25	1	6,25	2	2	2	1,5	2	9,5
	0,5	1	1	1	1	4,5	2	2,5	2	2	2	10,5
	2,5	2	2	2	2,5	11	3	3,5	3,5	3,5	3,5	17
	0,5	0,5	0,5	0,5	0,5	2,5	2	2,25	2	2	2	10,25
	2	2	1	2	1,5	9	3	3,5	3,5	3	3,5	16,5
	0,5	0,5	0,25	0,5	0	1,75	1	1	1	1	1	5
	3	3,5	2,5	2,5	3	14,5	3,5	3	3,5	3,5	3,5	17
	1,5	1	1,5	1,5	1,5	7	2,5	2,5	2,5	2,25	2,5	12,25
	0	0,5	0,5	0,5	0,5	2	2,5	2,5	2	2,5	2	10,5
	2,25	1,5	1	1,25	0,5	6,5	3	2,5	3,5	3	2,5	14,5
	3,5	2,5	2,5	1,75	2,25	12,5	3,5	3,5	2,5	3	3	15,5
	1	1	1	1	0	4	2	2	1,5	1,5	1	8
	0,5	0,5	0,5	0,5	0	2	2,25	2,5	2,25	2,5	2,5	12
	2	2,25	1,25	1,5	1,5	8,5	3,5	3,25	3	3,25	3	15,75
	1,5	1,5	1,5	1,5	1	6	2,5	2,5	2,5	2,5	2	12
	0,5	0,5	0,5	0,5	0,5	2,5	2	2	1,5	2	2	9,5
	1,5	1,25	1	1	1	5,75	3	3	3	3	3	15
	1,5	1,25	1	0,5	1	5,25	2,25	2,5	1,25	1,5	2	9
	0	0,5	0,5	1	0	2	0,5	0,5	0,5	1,25	0,5	3,25

2	1,5	2	2,5	1,5	9,5	3	2,5	3	3	2,5	14
1,5	1,5	1,5	2	2	8,5	2,5	3	2,5	2,5	2,5	13
2	2,5	2	2	2	10,5	3,5	4	3	3,5	3	17
0,5	0,6	1	1,5	1	4,5	1	1	1	2	2	7
1	1,5	0,5	0,5	0,5	4	2	2,25	1	1	1	7,75
1	1	1	0,5	0,5	4	2	2	1,5	1,5	1,5	8,5
1	1	1	0,5	0,5	4	1,5	2	2	1	0,5	7
1,5	1	1,5	1	0,5	5,5	2	2	2	1,5	1,5	9
0,5	0,5	0,5	0,5	0	2	1	1	1	1	0,5	4,5
1	0,5	1	0,5	0,5	3,5	2	1	1	1	1	6
1	1	1,5	1	1,5	5,5	2,5	2,5	2,5	2,5	2	12
1	1	1,5	1	1,5	6	2	2	1,5	1,5	2	9
1	0,5	1	0,5	0,5	3,5	1,25	1,25	1,25	1	1,25	6
0,5	0,5	0,5	0,5	0	2	1	1	1	1	0,5	4,5
1	0,5	1	1	1	4,5	2	2	1,5	2	1,5	9
0,5	0,5	0,5	0,5	0	2,5	1	1,5	1,5	1,5	1	6,5
1	1	0,5	1	0,5	4	2	2	1,5	1,5	1	8
1	1	0,5	0,5	0	2	2	1,25	1,5	1,5	1	7,25
1	0,5	1	1	0,5	4	2	2	1,5	2	2	9,5
1	1	0,5	0,5	0,5	3,5	2	1,5	1,5	1,5	1,5	8
1	1	0,5	1	0,5	4	2	2	2	2	2	10
0,5	0,5	1,25	1,25	0	4	3	3	3	2,5	4	14
1	1	1	0,5	0,5	4	2,25	1,5	2	1,5	1	8,25
0,25	0,5	1	0,5	0,5	3,75	1	1	1,25	1	1	5,25
1,5	1,5	2	1,5	1,5	8	2	3	3	2	3	13
1	1	1	1,5	1	5,5	2,5	2	1,5	1,5	1	8,5
1	0,5	1	1	1,5	5	1,5	1,5	1,5	1,5	1,5	7,5
1	1,5	1	1	1,5	6	2	2,5	1,5	2	1,5	9,5
1,5	1	2	2	2	8,5	2,5	2,5	2,5	2,5	2,75	12,75
2,25	2,5	2,25	2,25	2	11,25	3,75	3,75	2	3,5	3,75	16,75

Appendix 11

Pre-test and Post-test Essay Products: Control Group

Student	Pretest Essay Products						Pretest Essay Products					
	Content	Organisation	Vocabulary	Language use	Mechanics	Total scores	Content	Organisation	Vocabulary	Language use	Mechanics	Total scores
1.	1	1	0,5	1	1	4,5	1	1	1	1	1	5
2.	0,5	0,5	1	1	1,25	5,25	0,5	0,5	1	1	1,5	4,5
3.	2	2	1,5	1,5	1,5	6,5	2	2	1,5	2	1,5	9
4.	0,5	0,5	1	0,5	1	3,5	0,5	1	1	1	1	4,5
5.	1,5	1	1,5	1	1,5	6,5	2	1	2	1	1,5	7,5
6.	0,5	1	1	1	0,5	4	1	1,5	1	1,5	1	6
7.	2,5	2	3	2,5	2,5	12,5	2,5	2,5	3	3	3	14
8.	1,5	1	1,5	1	1,5	6,5	1,5	1,5	1,5	1	1,5	7
9.	0	0,5	0,5	0,5	0,25	1,75	1	0,5	0,5	1	0,5	3,5
10.	1	1	1	1	0,5	4,5	1	1	1	1,5	1	5,5
11.	0,5	0,5	1	1	0,5	4,5	1	0,5	1	1	0,5	4
12.	1,5	1	1,5	1	1,5	6,5	1,5	1	1,5	1,5	1,5	7
13.	2	1	1	0,5	1	5,5	2	1	1	1	1	6
14.	1,5	1	1,5	1	1	6	1,5	1	1,5	1	1,5	6,5
15.	1	0,5	1	1	1	4,5	1	0,5	1	1,5	1,5	5,5
16.	2	2,5	2	2	1,5	10	2,5	2,5	2	2,5	1,5	11
17.	1,5	2	1,5	2	1,5	8,5	1,5	2	1,5	2	1,5	8,5
18.	1	1,5	1,5	2	1	7	1	1,5	1,5	2	1,5	7,5
19.	2	2,5	2,5	2	2	11	2	2,5	2,5	2,5	2	11,5
20.	2,5	3	2,5	2,5	2,5	13	2,5	3	2,5	2,5	2,5	13
21.	1,5	2	2,5	2	1,5	9,5	1,5	2	2,5	2	1,5	9,5
22.	0,5	1	1	1	1	4,5	0,5	1	1	1	1	4,5
23.	1	2	1,5	1,5	1,5	7,5	1	2	1,5	1,5	1,5	7,5
24.	1,5	2	2	1,5	2	9	1,5	2	2	1,5	2,5	9,5
25.	2,5	3	3	2,5	2,5	13,5	2,5	3	3	2,5	2,5	13,5
26.	3,5	3	3	3	3	14,5	3,5	3	3	3	3	15,5
27.	1	1	1,5	1	1	5,5	1	1	1,5	1	1	5,5
28.	0,5	1	1	1	1	4,5	0,5	1	1	1	1,5	5
29.	1,5	2	1,5	2	2	9	1,5	2	1,5	2	2	9
30.	2	2	1,5	2	2	9,5	2	2	1,5	2	2	9,5
31.	1	1,5	1	1	1	5,5	1	1,5	1	1	1,5	6
32.	1,5	1,5	1,5	2	1,5	8	1,5	1,5	1,5	1,5	1,5	7,5
33.	1,5	2	1,5	2	2	9	1,5	2	1,5	2	2	9

34.	2	2,5	2,5	2	2	11	2,5	2,5	3	2,5	2	12,5
35.	1,5	1,5	2	2	2	9	1,5	1	2	2	2,5	9
36.	2	1,5	2	2,5	2	10	2	1,5	2	2,5	2	10
37.	1,5	1	1	1,5	1,5	6,5	1,5	1	1	2	1,5	7
38.	1,5	1,5	2	2	2	9	1,5	1,5	2	2	2,5	9,5
39.	2	2,5	2	2,5	2,5	11,5	2	2	2	2,5	2,5	11
40.	3	3,5	3	3	3,5	16	3	3,5	3	3	3,5	16
41.	3	3	2,5	2,5	3	14	3	3	2,5	2,5	3	14
42.	3	3	3	2,5	2,5	14	3	3	3	2,5	2,5	14
43.	1,5	1,5	1,5	1,5	1,5	1,5	1,5	1,5	1,5	1,5	2	8
44.	2	1,5	2	2	1,5	9	2	1,5	2	2	2	9,5
45.	0,5	0,5	1	0,5	0,5	3	1	1	1	0,5	1	4,5
46.	1	1	1,5	1	1	5,5	1	1	1,5	1	1	5,5
47.	2	1,5	2	1,5	1,5	8,5	2	1,5	2	1,5	1,5	8,5
48.	1,5	1,5	1,5	1,5	1	7	1,5	1,5	1,5	1,5	1,5	7,5
49.	1	0,5	1	1	1	4,5	1	1	1	1	1	5
50.	1,5	1	1	1	1	5,5	1,5	1	1	1	1,5	6
51.	1,5	1,5	1,5	1	1	6,5	1,5	1,5	1,5	1	1	6,5
52.	1	0,5	1	1	1	4,5	1	1	1	1	1,5	5,5
53.	2	1,5	2	2	2	9,5	2	1,5	2	2	2,5	10

Appendix 12

Post-test Essay products: Raters Scores of Experimental Group

Student	Rater 02						Rater 03					
	Content	Organisation	Vocabulary	Language use	Mechanics	Total scores	Content	Organisation	Vocabulary	Language use	Mechanics	Total scores
1.	2,50	2,00	1,25	1,50	2,00	9,25	3,00	2,00	1,50	1,50	1,00	9,00
2.	2,00	2,50	1,50	2,00	1,50	10,00	2,00	2,25	1,25	2,25	1,25	9,00
3.	2,50	2,00	2,00	1,50	1,50	9,50	2,50	1,50	1,50	1,50	1,50	8,50
4.	1,50	2,00	1,50	1,50	2,00	8,50	1,50	1,50	1,50	1,00	1,00	6,50
5.	3,00	3,00	3,00	2,50	3,50	15,00	4,00	3,50	3,50	3,25	4,00	18,25
6.	3,00	2,50	1,50	1,00	1,00	9,00	3,50	2,50	1,50	1,00	1,25	9,75
7.	3,00	3,50	3,00	1,50	1,50	12,50	3,00	3,50	2,25	1,50	1,50	11,75
8.	1,50	1,50	1,50	1,50	1,00	7,00	1,25	1,50	1,25	1,50	1,00	6,50
9.	2,00	1,50	1,50	1,00	1,00	7,00	2,00	2,00	1,50	1,25	1,00	7,75
10.	3,00	2,00	1,50	1,50	1,00	9,00	3,00	2,00	1,50	1,50	1,50	9,50
11.	2,50	1,50	1,50	1,50	1,00	8,00	2,50	2,00	1,25	1,00	1,25	8,00
12.	3,50	3,00	4,00	3,00	3,50	17,00	3,50	4,00	3,50	3,25	3,50	17,75
13.	3,00	3,00	2,50	2,00	1,00	11,50	3,00	3,00	2,50	2,00	1,50	12,00
14.	2,00	2,50	2,50	2,00	2,00	11,00	3,00	3,00	2,50	2,00	1,00	12,00
15.	2,50	2,00	2,00	1,50	1,00	9,00	3,00	2,50	1,50	1,50	1,00	9,50
16.	2,50	2,00	2,00	1,50	1,50	9,50	3,00	2,00	2,00	1,00	1,50	9,50
17.	4,00	4,00	4,00	3,50	2,50	18,00	4,00	4,00	3,50	2,50	3,50	17,75
18.	1,00	1,00	1,00	2,00	1,00	6,00	3,00	2,00	2,00	1,50	1,00	9,50
19.	3,00	3,00	2,25	2,25	2,25	2,75	4,00	3,50	2,50	3,00	2,50	15,50
20.	2,00	1,00	1,00	1,00	1,00	6,00	3,00	1,50	2,00	1,50	1,00	9,00
21.	3,00	3,00	3,00	3,00	3,00	15,00	4,00	3,50	4,00	3,50	3,50	18,50
22.	2,50	2,50	1,50	1,50	1,50	9,50	3,00	2,00	1,50	1,50	1,50	9,50
23.	2,50	2,50	2,00	1,50	1,50	10,00	3,00	2,00	1,50	1,50	1,00	9,00
24.	3,00	3,00	3,50	3,00	2,50	15,00	3,25	3,50	2,25	3,25	2,50	14,50
25.	3,00	2,00	3,00	3,00	3,00	14,00	3,00	2,25	2,25	3,00	2,50	13,25
26.	2,00	2,50	1,50	1,00	1,00	8,00	2,00	2,25	1,00	1,00	0,50	6,75
27.	2,50	2,50	3,00	2,00	1,50	11,50	3,00	2,50	3,25	2,00	1,00	10,50
28.	3,00	3,00	3,00	2,50	3,50	15,00	3,00	3,50	2,50	3,00	0,50	14,50
29.	2,25	2,25	2,00	2,25	2,25	11,00	3,50	3,00	2,00	2,50	2,00	13,00
30.	1,00	1,00	1,00	1,00	1,00	5,00	2,00	1,50	1,00	1,00	1,00	6,50
31.	2,00	2,00	1,50	2,00	2,00	9,25	3,50	2,50	2,00	2,00	1,25	11,25
32.	1,25	1,00	2,00	1,00	1,25	6,50	2,00	1,50	1,50	1,25	1,50	7,75

33.	1,00	1,00	1,00	1,00	1,00	5,00	0,75	0,50	0,50	1,00	1,00	3,75
34.	3,25	3,00	3,00	2,25	2,25	13,75	3,25	2,50	3,00	2,25	2,50	13,50
35.	3,00	2,25	2,25	2,00	2,00	11,50	3,00	2,50	2,50	2,25	2,50	12,25
36.	3,00	2,25	2,00	3,00	2,25	12,50	3,50	3,00	2,50	3,00	2,50	14,50
37.	1,25	1,00	1,00	1,00	1,00	5,25	1,50	2,00	1,00	1,00	1,00	6,50
38.	2,00	1,00	1,25	1,00	1,00	6,25	2,00	2,00	1,00	1,50	1,00	7,50
39.	1,25	1,00	1,00	1,00	1,00	5,25	1,50	1,00	1,50	1,00	1,00	6,00
40.	2,00	2,00	1,25	1,50	1,00	7,00	1,50	1,50	1,50	1,00	1,00	6,50
41.	2,00	2,00	1,00	1,00	1,25	7,25	2,00	1,50	1,50	1,50	1,50	8,00
42.	1,25	1,00	1,25	1,00	1,00	5,50	1,00	1,00	1,00	1,00	1,00	5,00
43.	2,00	1,00	1,25	1,00	1,00	6,25	2,75	1,50	1,25	1,00	1,00	7,25
44.	3,00	2,25	2,00	2,00	2,00	11,25	2,50	2,50	2,50	2,00	2,00	11,50
45.	2,00	1,50	1,50	1,50	1,50	8,00	2,00	2,00	2,00	1,50	2,00	9,50
46.	2,00	1,25	1,00	1,25	1,00	6,50	1,50	1,25	1,00	1,25	1,50	6,50
47.	1,25	1,00	1,00	1,00	1,00	5,25	1,00	1,00	1,50	1,00	1,00	5,50
48.	2,00	1,25	2,00	1,00	1,00	7,25	2,00	2,00	1,25	1,25	1,25	7,75
49.	1,00	1,00	1,00	1,00	1,00	5,00	1,00	1,25	1,00	1,50	1,00	5,75
50.	2,00	1,25	1,00	1,00	1,00	6,25	2,00	1,50	1,50	1,00	1,00	7,00
51.	2,00	1,00	1,00	1,00	1,00	6,00	2,00	1,50	1,00	1,50	1,50	7,00
52.	2,00	1,25	1,25	2,00	2,00	8,50	2,00	1,50	1,50	2,00	2,00	9,00
53.	1,25	1,25	2,00	1,00	1,00	6,50	1,50	2,00	1,50	1,00	1,00	7,00
54.	1,25	1,25	2,00	1,25	1,25	7,00	1,50	1,50	2,00	1,50	1,50	8,00
55.	3,25	3,00	3,00	2,25	2,25	13,75	3,00	2,50	2,50	3,00	2,00	13,00
56.	2,00	1,25	2,25	2,25	1,25	9,00	2,50	1,25	2,00	2,00	1,00	8,75
57.	1,00	1,00	1,25	1,25	1,00	5,50	1,00	1,00	1,00	1,00	1,00	5,00
58.	2,25	2,00	2,25	2,00	3,00	11,50	2,00	2,50	2,00	2,50	3,00	12,00
59.	2,25	2,00	2,00	1,25	1,00	8,25	2,50	2,00	1,50	1,50	1,00	8,50
60.	1,00	1,00	1,50	1,00	2,00	6,25	1,50	1,50	1,00	1,00	2,00	7,00
61.	2,00	1,00	2,00	2,00	1,00	8,00	1,50	1,50	2,00	2,00	1,50	8,50
62.	3,00	2,25	2,25	2,25	2,25	12,00	2,75	2,25	2,50	2,50	2,50	12,50
63.	4,00	3,50	3,00	3,50	3,50	17,50	4,00	3,50	3,50	3,50	3,50	18,00

ملخص

يعتبر طلاب الانجليزية لجامعة بسكرة مهارة الكتابة عبئا ثقيلا يجب مواجهة من اجل نيل شهادة الليسانس. من جهة أخرى، تدريس طرق كتابة المقال لا زالت تعتمد على المقرب التقليدي رغم ان الدارسين و المنظرين في هذا الميدان يؤكدون فشل هذا المقرب في تطوير مهارة الكتابة بصفة عامة. و نتيجة لذلك؛ ارتأينا من خلال هذا البحث أن ندمج المبادئ التطبيقية المنصوص عليها من خلال مقرب « process-genre » من اجل تطوير مهارة كتابة المقال لدى طلبة جامعة بسكرة. هذه الدراسة تبحث في تأثير هذا المقرب المركب في مظاهر فعالية المقال من الناحية اللغوية و التواصلية. و تركز الدراسة على تأثير المقرب على محتوى المقال، تنظيمه، مفرداته، قواعد اللغة المستعملة، و قواعد التنقيط المنصوص عليها. كما تبحث هذه الدراسة في كيفية تطوير استراتيجيات الفكرية و العملية من اجل كتابة مقال أكاديمي جيد؛ و كذا رفع مستوى وعي الطلبة بهدف كتابة المقال الأكاديمي و كذا أهمية معرفة طبيعة قراء المقال. من انجاز هذا البحث، تم اختيار عشوائيا مجموعة من الطلبة بلغ عددهم 116 طالبا من أقسام السنة الثالثة ل.م.د. و لقد تم تقسيمهم إلى مجموعتين؛ المجموعة الأولى هي مجموعة التجربة تتكون من 63 طالبا خضعت للتجربة؛ أما المجموعة الثانية فهي مجموعة المراقبة تتكون من 53 طالب خضعت للمقرب التقليدي. و من اجل الحصول على نتائج دقيقة؛ تم اختيار ثلاثة طرق للبحث العلمي: التجربة، الملاحظة العلمية، و استطلاع لما بعد التجربة. و من اجل ترميز و تحليل النتائج المحصل عليها تم الاعتماد على برنامج الإحصاء SPSS program 17.0 من اجل حساب المتوسط الحسابي و معيار الانحراف و كذا التكرار. و في الاخير، تم التأكيد على فعالية المقرب في تطوير مهارة الكتابة لدى طلبة السنة الثالثة ل.م.د لجامعة بسكرة.