

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohammed Kheider University of Biskra
Faculty of Letters and Foreign Languages
Department of Foreign Languages
Branch of English



**The Role of the Process Approach to Improve EFL Learners'
Writing Skill**
**The case of First Year Master Students of English at Biskra
University**

**A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master
Degree in Applied Linguistic**

Submitted by

Abboud Badiaa

Supervised by

Dr. Segueni Lamri

Board of Examiners

Dr. Segueni Lamri

Mr. Bechar Maamar

Mr. Elhamel Lamjad

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Dedication

I dedicate this work to:

My beloved parents

My dear brothers and my lovely sisters

All my friends and relatives

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All my thanks to Allah the Almighty for granting me the power and energy to finish this work. I would like to express my deepest appreciation to my supervisor Dr.Segueni Lamri for his invaluable guidance, advice, and help during my study and without his great efforts this work would not have been accomplished. It is an honor to me to have him as a supervisor during my research.

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Abstract

Writing is an important skill which is considered as an act of personal expression however, students always find it is very difficult to develop it because it is very often difficult to master by EFL learners. The present study deals with the role of the process approach to develop learners' writing skill. Its aim is to investigate the impact of the process approach on learners' written production and to show that learners can overcome their writing difficulties by adopting this approach. We hypothesized that if teachers adopt the process approach effectively, students will produce well-developed written composition. To carry out this research, we have followed the descriptive method where two questionnaires were administered, one for the teachers of the written expression course and another to First Year Master students of English at Mohamed Khider Biskra University. Throughout our research our aim was to examine the learners' capacities in writing and teachers' awareness about the using of the process approach to teach writing. The obtained results from this study indicate that the process approach has an effective role in fostering students' writing skill.

List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

L2: Second Language

L1: First language/ Mother tongue

LMD: License Master Doctorate

Q: Question

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General Introduction

In language teaching and learning, writing is considered as a skill to practice and master, it is seen as productive skill and as an integrative, complex process and essential in foreign language in terms of giving the learners the opportunity to improve the performance in their writing composition, and they need to write essays, letters and so on. It is tools used to shape our experiences. According to Bloomfield “writing is not language, but merely a way of recording language by means of visible marks”. So, EFL learners find lots of difficulties in writing because it requires from them to express ideas, thoughts led the researchers and educators to look for solutions to this problem which they found modern methods and approaches. One of these approaches is the process approach that sees writing as creative, discovery as a complex process which pays attention to the development of good writing rather than the imitation of models. the process approach goes back to the mid 1970’s as a reaction against the product Tribble (1996:37) considers it “ as a process approach that plays particular stress on a cycle of writing activities which move learners from the generation of ideas and the collection of data through to the publication of finished text” so, the process approach is a promising method to encourage students to develop their own writing ability .The approach helps students to produce well organized piece of composition but when students use it .Our research is interested in the process approach to improve and develop students ‘communicative abilities.

Background of the Study

Writing has become an essential tool for people .It is the process of transforming thoughts and ideas into written communication and to improve learner’s writing skill, EFL teachers adopt modern approaches and methods, one of these approach which is pedagogical method have been formulated to help learners acquire effective writing skills

in the mid 1970's , according to Zamel (1983:47) ,“ a writing is a process through which students can explore their thoughts ” he believes that composing means thinking also, the process approach concentrates on writing recursive process in which writers have the opportunity to plan, write ,revise and edit their work and writing in process approach seems predominately to do with linguistic skills such as planning ,drafting and there is less emphasis on linguistic knowledge. So, according to Karrol (2001:15) “the process approach places more emphasizes on the stages of the writing process than the final product. It is a learner centered approach and not specifically related to examinations”. So, it focus on how students develop their writing skill with the help of the teacher as a facilitator who helps students to develop strategies for generating ideas ,revising and editing .Moreover the process approach plays an important role to be good writers because it shows how to write rather than how to imitate such models. We would like to investigate that the adoptions of the process approach in teaching really help students to improve better in their composition.

Aims of Study

Through this present study, we would like to investigate the impact of the process approach on learners' written production .Our other aim is to show that learners can overcome their writing difficulties by adopting this approach. We also would like to highlight the importance of the process approach in helping learners to produce correct pieces of written English. Finally, we would like to attract teachers' attention to the usefulness of this approach in improving learner's writing skill.

Statement of the Problem

Writing is an important skill which considered as an act of personal expression which needs special attention, especially in foreign language classes .However, writing is very often difficult to master by EFL learners .Therefore, this skill needs to be developed

this led many researchers to find solution to let learners overcome their writing difficulties one of the approaches which can help learners develop their writing abilities this process in the implementation of the process approach. This approach focuses in special stages that lead the adopt of learners.

Research Questions

Throughout the present study, we intend to answer the following question:

- Do first year Master students apply the stages of the process approach in developing their written production?

- Does the application of the process approach have a positive impact on learner's writing skill?

Hypothesis

The writing process gives learners a lot of opportunities for writing a piece of composition, from this and from the above research questions .We hypothesize that:

- If teachers adopt the process approach effectively, students would produce well developed written composition.

Research Methods

The present research will be conducted the descriptive method because it helps us to describe the problem in our research.

Population

The population of this study is the first year Master English students at the University of Mohamed Khider –Biskraa. The reason for selecting this population is that during this year the written courses includes the approaches to teach writing and the most activities of student are essays writing .The selection of sampling will be randomly for both first year Master students and teachers of writing expression module at department of English.

Chapter One
The Writing Skill

Chapter One: The Writing Skill

Introduction

Compared with other skills (listening, speaking and reading) writing is an important skill. It is viewed as productive skill which makes students produce a piece of writing. Bacon (1605) emphasizes the importance of writing when he says that “writing makes an exact man”. So, in this chapter, we will present the nature of writing in general and give to the readers the purpose and objective of writing skill. In addition to that we will define writing skill and give the different types of writing. We will also compare it with other skills. Moreover, we will try to find out the connection between writing and reading skills and give some differences between writing and speaking. In this chapter, we will also explore some difficulties that the EFL learners encounter in the writing skill. Finally, it is worth shedding light on its importance in several approaches to teach writing skill.

1. 1. The Nature of Writing

Writing is an act of communication, that is considered as a skill that needs study and practice in learning a foreign language. This is because it is an important medium of conveying ideas and thoughts. In the definition of writing Harmer (2004 : 3) says that “spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned”. This means that writing as compared to speaking, the ability to write is not naturally acquired, it is usually learned as a set of activities in formal institutions, or other environments.

Furthermore, writing is a way of communicating that uses graphic symbols. According to Byrne (1991 :1) “when we write, we use graphic symbols that is, letters or combinations of letters which relate to the sounds we make when we speak. On one level, then writing can be said to be the act of forming these symbols : making marks on a

flat surface of some kind” .In this context , writing is an essential means on which we communicate our information and ideas using graphic symbols or visual marks , that is when we combine letters that produce our sounds , when we speak ,these letters are combined to form words , sentences ,and so on . Moreover, Nunan (2003) defines writing as a process of thinking to invent ideas , exploring and arranging them into statements and paragraphs , rather than a mere production of graphic symbols so , writing is not an easy process. It is not so difficult, it needs personal feelings and desire from the writer expresses his /her thoughts towards a given topic.

On this specific aspect of the nature of writing, Nunan (1991) says successful writing requires:

- Mastering the mechanics of letter formation.
- Mastering and obeying conventions of spelling and punctuation.
- Using the grammatical system to convey one’s intended message.
- Organizing content at the level of the paragraph and the complete text to reflect given /new information and topic /comment structures.
- Polishing and revising one’s initial efforts.
- Selecting an appropriate style for one’s audience.

Writing is considered as a sort of communication between writers and readers. It is an ability to express and organize thoughts about the topic that are required in any piece of writing. Writer’s needs to have the ability to define and convey writing aims that are important to them, they need also to take writing as tool of thinking and learning across the system.

Briton (1975) differentiates between three kinds of writing. First, transactional writing which is used to inform advice or convey and so on. Second the expressive writing

which depends on writer's thoughts and emotions. However, the third kind is the poetic writing which used language as art form and exists for its own sake .The present study focuses on the second kind the expressive writing. Learners in this way will use the language to express their thoughts and especially personal needs, in order to strengthen their language abilities through writing.

1. 2. The Purposes of Writing

There are many different types of writing that have different purposes , because any one has know the aim from these types of writing in order to make the writer put the aims before she /he begins to write . Hedge (2005:09) mentions that teachers ask students to write according to the following points:

- For pedagogic purposes: to provide students learn the system of language.
- For assessment purposes: as a way building the performances and capacities of learner.
- For real purposes: as an aim of learning, to meet learner's needs.
- For humanistic purposes: to allow opportunities for quieter learners to show their strengths.
- For creative purposes: to involve self-expression.
- For classroom management purposes: as a calm activity which settles students down.
- For inquisitional purposes: as a careful mode of working with language which enables students to explore and reflect on language in a conscious way.
- For educational purposes: to contribute to intellectual development and to develop self esteem and confidence.

Writing is an essential tool of communication. It is mainly the skill that is more needed in academic institutions for the following purposes. Firstly, it helps learners to learn the system of language as well as being a special means in which the performances level and capacities of language students is assessed .The major aim of learning is to meet learner's needs, therefore, we can use writing as a way to involve self-expression .It also enables learners to explore and reflect their ideas and thoughts in a conscious way. Finally, it improve self-esteem and confidence mainly for quieter learn to present their strengths.

However, the purposes for teaching writing according to Harmer (1998:79) contain reinforcement, language development, learning style, writing as a skill.

- **Reinforcement:** where some learner getting language through oral way, while the majority of students of them looking the language written down.
- **Language development:** the mental practice we have to go through to build written text in all categories of the ongoing learning experiences.
- **Learning style:** some students receive the language via looking and listening in rapidly way.
- **Writing as a skill:** students need to know to create a good piece of writing and the most sets of this skill.

1. 3. Definition of Writing

Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. In most languages, writing is a complement to speech or spoken language .Writing is not language but form of technology that developed as tools developed with human society within language system, it relies on many of the structures as speech, such as vocabulary, grammar and semantics, with the

added dependency of a system of signs or symbols .The result of writing is generally called text and the recipient of text is called a readers. Motivations for writing include publication, storytelling, correspondence and dairy. Moreover, writing has been instrumental in keeping history, maintaining culture, dissemination knowledge through the media and the formation of legal systems. In addition, it is an important medium of expressing oneself by way of writing words as do authors, poets and so on .As Harmer (2004:3) defines it, writing is making as a part of education among the societies because the capacity to write in different language is a chance, as a result writing is considered to be the measured skill. It means that teachers can measure students' language performances though writing.

According to Byrne (1988) writing is learned through a process of instruction. It means that it is conscious practice which uses strength from the student to concentrate on the organization of his ideas in order to improve an effective piece of writing. This writing production can be considered by the reader who might be unknown person.

1. 4. The types of Writing

Paragraphs and essays can be written in different types or styles. A writer will choose a type depending on what he / she wishes to accomplish, what sort of material is to be discussed, and what kind of effect s/he wants to have on the reader. Generally speaking, there are four types of writing, though normally these types are mixed together.

1. 4 .1. Narrative Writing

The narrative paragraph or essay tells a story, just like a narrator in a play (though it should be a true story, unlike a short story or a play). Narrative writing is best used to illustrate the "personal developmental path" a person (often yourself) has taken to reach a particular point in his/her life. As a result, it is normally written in a first person point of

view. True narrative writing is unusual, because it is demanding. A narrative must have a conflict that is overcome. This is the core of any narrative form of writing, be it a paragraph, an essay, or a story). In an essay, it usually means a single incident/anecdote, where the narrator experiences some brief challenge that is met and (hopefully) survived. This "overcoming" should in turn lead to some form of understanding. Simply describing or explaining one's surroundings is not a narrative. You need a (brief) establishment of setting, an explanation of the challenge, and the resolution of this challenge. In other words, you need a plot.

1.4.2. Descriptive Writing

Descriptive writing paints a picture. In its pure form, nothing much happens. "Description" tells us what something looks like, feels like, tastes like, sounds like or smells like - without action or events. It doesn't explain a relationship or a process beyond oneself; it focuses on one's immediate subjective perceptions. Thus, descriptive writing connects the outer world with our inner feelings. It is usually concerned with creating a verbal picture of what we experience and feel at one moment, and it will use many rich and vivid adjectives and adverbs. Descriptive paragraphs and essays are usually written in the first person point of view, and are much more emotional and personal than expository writing. It should be said that you will rarely write a purely descriptive passage. Normally speaking, descriptive writing is mixed in with other styles as a supplement.

1.4.3. Expository Writing

Expository writing "exposes" or explains things about a subject. It is also sometimes called "information writing" because it gives information about a person, place, thing, relationship or idea. To accomplish that, it is best developed by the use of clear reasons, facts and statistical information, cause and effect relationships, or examples. Since expository paragraphs are factual, they are written without emotion and usually written in

the third person. Nevertheless, you can use "I" in your expository writing if the focus is on external, neutral descriptions and explanations, rather than personal feelings (personal feelings move you into "descriptive writing"). Indeed, expository paragraphs and essays are sometimes confused with descriptive writing, because both can spend a lot of time describing things. But again, the big difference is that expository description tends to focus on external objects, situations and processes, in order to explain something in a neutral, matter-of-fact manner. Descriptive paragraphs, on the other hand, tend to focus on our emotional responses as we perceive the world at one point in time.

1. 4 .4. Persuasive Writing

This type of writing is probably the most common form of writing at the university level. Persuasive (or argumentative) writing attempts to convince the reader that the point of view or course of action recommended by the writer is valid. To accomplish this, the writer must develop a limited topic which is well defined and debatable, and has more than one side. It is important that the author understand other sides of the topic so that the strongest information to counter the others can be presented. You may present these opposing points of view, but they must be summarized at the beginning and then quickly refuted (to refute something means to show it is false or not particularly important). If you're not sure how to do this, then simply stick to your side of an argument. While persuasive writing attempts to prove your point of view, it's usually written in an objective, third person point of view; such a stance helps demonstrate your objectivity. It should be noted that "argumentative" writing is said by some to be more rational and empirical (i.e. based on facts), whereas "persuasive" writing will often use emotional appeals to manipulate the reader's sympathy. However, most writing experts view the two terms as synonymous; few essays are so coldly dispassionate that they will not use strong and

loaded language to win an argument, and analytic facts are always a good way to persuade the reader of one side over another.

1. 5. Writing context

Writing is played an important role for communicating our thoughts and ideas .In general, the writing context is make differences between two style of writing which are formal and informal writing.

- An informal writing style shows a level of familiarity and personality that sets it apart.
- A formal writing style which takes places on serious topics in a direct and clearly way. Each of these styles has own elements which are :

1. 5 .1. Informal writing

- **Colloquial :** informal focuses on the features of a spoken conversation and it contains things such as slang , figures of speech , broken syntax and so on , also , it takes place on a personal tone when you talk directly to your audience and it using first or third person (e.g. : you, your) .
- **Simple:** which uses incomplete sentences and the use of ellipsis to make points, in addition to that active voice is used.
- **Contractions / Abbreviations :** in informal writing we can using easy and simplify words in contractions such as(you've , don't) and in abbreviations like (T, photos)
- **First Person:** informal writing which used « I » to be more personal in an informal setting.

1. 5 .2. Formal writing

- **Complex:** in formal writing the sentences are long and ideas should be explained in details and supported and it used in passive voice is used.

- **Objective:** a formal writing shows limited range of emotions and perceived personal reflections.
- **Full Words:** there are no contractions or abbreviation to precise words.
- **Third Person:** can only use third person, the formal writer is kind of confused to make observations.

1. 6. Writing and other language skills

1. 6 .1. Writing and Speaking

Writing and speaking are both productive skills is that they have been create language output as listening and reading are both receptive skills . However, speaking and writing are two separated skills .Vygotsky (1962: 98) argues that'' written speech in both structure and mode of functioning'' this means that the students have been learned how to write is different from have been learned how to speak.

In addition to that Brown (cited in Weigle 2002 : 15) makes differences between speaking and writing in terms of performance , production time ,distance, orthography ,complexity ,formality, vocabulary that means performance refers to speaking is fleeting and must be developed in real time, while writing language is everlasting and can be read . Production time , on its part , writers have needed more time to plan , write and revise their work, whereas speakers must plan, create and distribute their utterances just in few moments when they have a conversation . Distance entails the absence of a shared context between writers and readers , there is no immediate feedback , also the orthography which takes limited amount of information contrast to the strategy that speakers have been used to augment a message (for e.g. :volume , intonation) . A side from that, complexity refers to writing language that been considered by longer clauses and more subordinators, unlike spoken language be reliable by shorter, concise clauses are joined by coordinators. In

addition, in formality writing used in different field social, culture which it is usually put, so writing is more formal than speaking. In vocabulary, written language is characterized by a large variety of words and low occurrence words than speaking .Writing is considered as more medium of communication in comparison to speech. According to that there are differences between speaking and writing which can be summed up:

- Writing is an educated performance, whereas speaking is an ordinary activity.
- Writing is a synthetic process while a speaking is not.
- Writing is a qualify as primary technology device rather than speech is unprocessed, natural earlier.
- Most writing is leisurely than most talking.
- Writing is lonely, barren as an overage, speaking is rich, abundant and superfluous.
- Speaking bend on the environment, writing supplied of its context.
- In writing usually the audience is absent whereas in speaking usually the listener is present.
- Writing typically consequences in a visible graphic product while speaking usually does not.
- Writing can be tends as product involved and committed act than speaking.

In addition to that, writing is considered as medium of communication of speech in comparison to speech. Broughely (1997: 126) argues that “writing is a lonely process requiring writers to explore , oppose and make connections between propositions for themselves a process which is conductive to learning”

Moreover , according to Harris (1993 :4), “ Speech , typically consists of chains of coordinated , weakly subordinated and adjoined clauses , while writing , by contrast , is marked by full subordination and embedding ”. He means that main arranging

unit of spoken text is not the sentences. It is composed of clauses of equal position that he summarizes the differences between the grammatical structure of speech and writing in this table:

| Speakers | Writers |
|--|--|
| <p>1. Can refer to people, objects and so on in the shared environment by pointing with gestures or by using pointing words.</p> <p>2. Can check whether they are being understood by looking at the speaker's expression, by asking, or by being directly prompted.</p> <p>3. In conversations (including telephone conversations) speakers are encouraged by listener's markers, such as "mm" and in live conversations and gestures.</p> <p>4. Can backtrack and fill in information that may have been omitted precise sequence is not a prerequisite effective communication.</p> | <p>1. Do not share an immediate environment with their readers and have to make explicit reference to people and objects.</p> <p>2. Have no means of knowing once the text is finished whether the readers will understand the message they need to anticipate potential misunderstandings and appropriate levels of shared knowledge.</p> <p>3. Have to find ways of motivating themselves to continue creating a text.</p> <p>4. Have to plan in order to achieve both a sequence and a selection that will lead to effective communication.</p> |

Table 01: Differences between speech and writing Harris (1993:4)

1. 6 .2. Writing and Reading

Writing and reading have been thought as different processes. Reading is considered as receptive and writing as productive skill. Moreover, many researchers noted that reading and writing complement each other. Byrne (1979: 10) believes that "reading

of course can be a goal in itself and in any case is likely to be a more important one than writing, but the two skills can and should be developed in close collaboration ”.He means that reading text which can makes students more interest and provides them with few vocabulary and takes them aware with the syntax of the language. In addition, Stostsky (1983) argues that “good writers tend to be good readers and that good readers tend to produce more systematically nature writing than weak readers ”. He means there is correlation between writing ability and reading achievement. Good writers tend to be good readers and there is correlation between writing quality and reading experience as report through questionnaires. Good writers read more than weak writers and there is correlation between reading ability and measures of syntactic complexity in writing. Good readers tend to produce more systematically nature writing than weak readers.

On other hand, according to Harmer (practice in language teaching) “reading texts also provide good models for English writing ”.He means that the reading texts which can helpful for English learners to be efficient in their writing production. Likewise, reading is a crucial skill as writing. It is responsible to separate reading from writing Mackay(1965 :465) argues that “ before he can write , the learners must be able to both to read and shape the letters of the alphabet, he should ideally be able to say sentences which he is expected to write ”. He means that there is relationship between reading and writing and because the learner when he reads book he had been build different vocabularies, sentences which makes him to able to create, write different subject. Finally, Manzo and Manzo (1995:113) explain the connection between reading and writing as an unified action .They identify this relation “two- way relationship between reading and writing” which it is illustrated in the table below :

| Reading to write | Writing to read |
|---|---|
| <p>1. Reading increase the knowledge individuals have to write about.</p> <p>2. Reading instills knowledge of linguistic pattern and form.</p> <p>3. Reading builds vocabulary and familiarity with writer craft.</p> | <p>1. Understanding of subjects, making subsequent reading easier.</p> <p>2. Writing helps one to read like a writer, hence, sparking insights into writer mechanism and enhancing comprehension.</p> <p>3. Revision in writing or making changes at various point in the process, involves many of the same order-high thinking strategies involved in critical reading.</p> |

Table 2: Reading and writing connection Manzo & Manzo (1995:113)

In addition to that, to become writers, students must know more about models of styles or genres in any topic to increase their level in reading and writing. Moreover, the teachers should set learners into the writers ‘role and support them to read like writer for help them to be better in writing.

1.7. Writing in the EFL classroom

According to Brown (2001) mentions that writing in the EFL classroom is less varied than for L1 users. In other words, those students in classroom are not interested one about produce a piece of writing while L1 users have been used in varied way which it has important in the L1 users. Moreover, writing depends on two needs on level of L2 and reasons for learning foreign language (English) which has consequences on the way teaching is approached.

Moreover, learners in the classroom students need to learn the formulaic language in order use it in business letters, emails like when they know about the level of formality which they uses it when he writes in academic writing English to several viewers and also, Raimes (1993) (cited in Nunan 1999: 273) points out two types of writing in the EFL classroom. Firstly, “writing for learning ” which comprised pre-writing, drafting, revision and editing, Secondly, “writing for display ” for instance, examination writing.

Besides, in display writing, most important condition which understanding of the questions because it is essential to success. This skill to be better when learners work with each other’s but the learners must be alone and retiring to make his examination lonely. Moreover, formulaic written language has to be mastered. Learners who can apply nature language like it is used by the native speakers will do, carry out in best way than whose linguistic sources are transformed from their L1, while the work with others learners /students to adjust the formulaic language to link the needs of a particular question is possible to be met with more success that coping participation in its whole.

1 .8. Difficulties of the EFL learners in Writing Skill

Learning a foreign language requires learning to write, writing is a skill, which has to be considered. Nunan (1999:271) argues that “ producing coherent discourse is an effort for many English mother tongue speakers” He adds “ for second language learners the challenges are enomorous” . White and Arndt (1991:3) agree with that “ proficiency in language does not , in itself , make writing easier” They add that “ people writing in their native language , though they may have a more extensive stock of language resources to call upon , frequently confront exactly the same kinds of writing problems as people writing in a foreign or second language”. He means that when the native speakers found

difficulties in writing in their language the L2 users or learners of EFL have alone difficult in that skill because they have less control of considerable effort .

Furthermore , second language learning has difficult of application to learning to write in a foreign language as Brown (1987: 82) states that the problem of over-generalization which “occurs as the second language learner acts within the target language , generalizing a particular rule or item in the second language – irrespective of the native language –beyond legitimate bounds”. This explains that overgeneralizations are part of the learner’s interlanguage which can summarize as follows:

- The lack of skill of writing which can be linguistic which is reason because from students in their L1 they do not write due to the lack of self-confidence , self-esteem and experiences to write to write in L2 .
- Prior learning knowledge plays an important role in learner’s sight of what they can or cannot do from this which makes them can take risks with language.
- The rise of linguistic problems as Nunan (1999) points out that “written discourse is generally not just a matter of writing down what we would say”. He adds (1999: 277) that “linguistically, written language tends consist of clauses that are complex internally” He means that learners do not have background or knowledge to produce more complex language.

Furthermore, writing entails students to master in all fields’ vocabulary, syntax and format but it that ability /skill to write in one kind does not means competence within other. Finally, all these features affect learners’ motivation which without a hesitation, participates in essential role in their success.

1.9. Approaches to teaching Writing

For many years, language teaching writing was an abandoned skill in English as a second language (E ,S,L) Brooks and Richards(1964:4) argue that “ primarily what is spoken and only secondarily what is written” . This means that speaking has more importance than other skill and famous one rather than writing skill. After the 1960’s, especially in the United States, writing for academic purposes gained interest and was essential to language learning. According to Raimes(1994) the significance of how to teach writing not what to teach and make several approaches to teaching writing as Controlled –to-free writing Approach , the Free –writing Approach, the Paragraph –Pattern Approach , the Communicative Approach , the Grammar-Syntax-Organization Approach .

Raimes (1994: 5) argues that there is no one answers to the questions of how to teach writing in EFL classes. There are as many answers as there are teachers and teaching styles, or learners and learning styles. The following foreign figure 1 represents what student / learner has been used to produce a piece of writing. It contains separated aspects for instance, content, purpose, word choice and organization which are used and needed in writing any piece of composition. Teachers have developed a different approach to the teaching of writing. These are the most known approaches to teaching writing as represented by Raimes (1994)

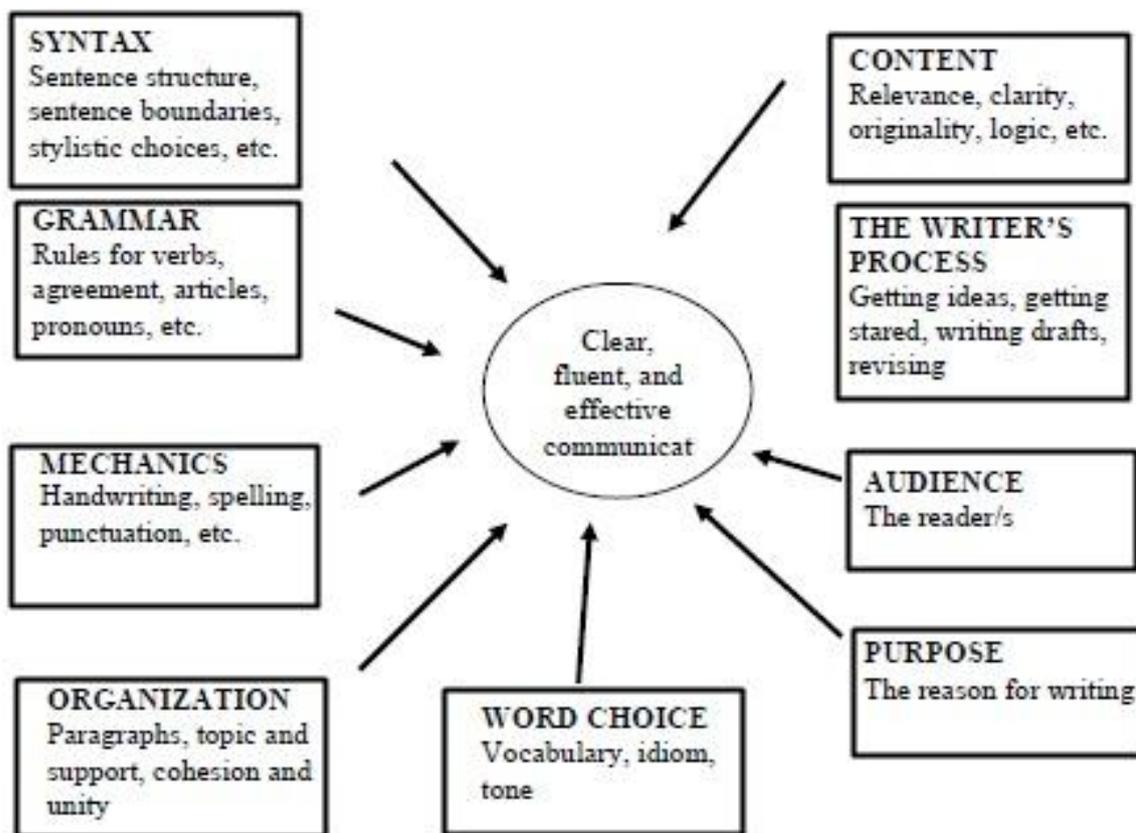


Figure1: What writers deal with as they produce a piece of writing Raimes (1983: 06)

1. 9 .1. The controlled –to-free approach

In 1950's and early 1960's the Audio-lingual Approach dominates second language learning, speaking was primary and writing was used to reinforce it. The focus was on focuses on the mastery of grammar and syntactic forms. As Raimes (1994:67) states "speech was primary and writing served to reinforce speech in that it stressed mastery of grammatical and syntactic forms". He means that the students wrote grammar exercises not generate content. According, to Leki (1992 :8) " writing is carefully controlled so that the students see only correct language and practice grammar structures that have been learned" here the students give most attention to grammatical structure of their language and they write which are not creators .

Moreover, Raimes (1994) in his approach concentrates on three features of the figure 1above, grammar, syntax and procedures. It also emphasizes accuracy rather than fluency

or originality. The controlled-to-free approach is sequential. Firstly, primary is given sentences exercises. Then paragraphs to copy or manipulate grammatically. Finally, to write a controlled piece of writing in which the teachers have a role with the help of the teachers' attention to correct errors and once students reach a certain level of ability they are encouraged to write free composition.

1.9.2. The free writing approach

The Free Writing Approach which is characterized by the teacher's focuses on quantity of writing rather than quality. It gives more importance to content and fluency which students do not worry about forms. Raimes (1994:11) reports that "the emphasis in this approach is that intermediate –level students should put content and fluency first and not worry about form. Once ideas are down on the page, grammatical accuracy, organization, and the rest will gradually follow" here the students when they started to write his piece should not be anxious about forms.

Many of EFL teachers begin many of their class by giving students question to write freely about any topic. Students find this difficult because the teachers are just reading those short piece and do not correct errors of these pieces of free writing. Therefore, Raimes (1994: 11) states that "the important in this approach, especially since the free writing often revolves around, subjects that the students are interested in, and make the basis for other more of other more focused writing tasks". This approach, concerns for « audience » and "content" against to Controlled to Free Approach which the piece of writing do not corrected by teachers but just make reading about it and give some comment about this piece of writing.

1.9.3. The paragraph – pattern approach

This approach emphasizes organization of language rather than accuracy of grammar or fluency of content. It also deals with the most important point which is the

paragraph, the sentences, the supporting ideas, cohesion and unity. In addition, the students should be copying and analyzing the model of paragraphs and imitate model of passage. Moreover as Raimes (1994: 12) argues that “they put scrambled sentences into paragraph order, they identify general and specific statements, they choose or invent an appropriate topic sentence, and they insert or delete sentences”. Here the students should write in chronological order and coherent paragraphs, selected appropriate topic sentences to produce, write well developed piece of writing.

1.9.4. The grammar- syntax- organization approach

It is the approach in which teachers concentrate on many features mentioned in the figure above. According to Raimes (1994: 13) mentions that “writing cannot be seen as composed skills which are learned one by one” the students should pay attention into organization of language and also work with grammar and syntax to convey the writing tasks. In addition, when learners write a set of instruction they need the following steps:

- Forms of verbs should be simple and clear one.
- Organization plan should be based on chronological order.
- Sequence words for examples: first, then, finally.
- Sentence construction like when, then. Also, in this approach the students observe the relation between what they are trying to write and what they need to write it. This relates the objectivity of a piece of writing to the forms that are required to convey the message.

1.9.5. The Communicative Approach

The Communicative Approach concentrates on the points of a piece of writing and the audience for it. Moreover, students are courage to ask themselves two questions: why am I writing this? And who will read it? So, the purpose in this approach is function of topic / text. Harris (1993:18) argues that “the communicative function of the text can be

grouped according to whether it intended to entertain, inform, instruct, persuade, explain, argue a case and so on” .In addition to that teachers used this approach to extended the readership in the class which make student to work with other activity only read a piece of writing, but also do something such as respond, rewrite in other form, summarize or make a comments but not correct it.

Finally, the students can write to reach to communicate between each other and also do many functions as role for making writing another tool for communication.

1.9. 6. The Product Approach

These traditionally approach to teach writing is compared to the process approach. According to Badgar and White (2000: 153) cited in Pincas (1982b) “one of the most explicit description of product approaches”. Here that writing is primarily about linguistic knowledge with attention focused on the appropriate use of vocabulary, syntax and cohesive devices. Also, the product approach which is based on linguistic knowledge. He identifies four stages to writing: familiarization, controlled writing, guided writing and free writing.

- The familiarization: this stage the students should be getting used to a certain elements of a particular text.
- Controlled Writing: at this stage the students can make some of features to produce simple sentences about their tasks/.
- The guided Writing: here the students can write a piece of writing which used some guides to write his piece such a pictures.
- Free Writing: on that stage the students uses the writing ability as authentic task for instance essay, story. Likewise, as Nunan (1999:272) argues that “consistent with sentence level structuralism linguistics and bottom-up processing”. He means that the teacher role as supplier of model of language and should put guided tasks and

correction of errors when the students complete and produce their final work. Finally , in this respect, Zamel (1992: 74) points out that “ students get very few opportunities to write , and when they do so there is still a tendency to look at texts as final products for evaluation” the students should know the purpose of writing is for evaluation rather than for communication .

1.9.7. The Genre Approach

The Genre Approach can be regarded as an extension of product approach similar to the product approach. As Badgar and White (2000: 155) state genre theory is “an extension of the product approach” the Genre Approach similar to the product both sees writing as “predominantly linguistic”. Moreover, this approach emphasizes on that language, is functional Painter (1989:21) notes that “language is a functional resource in that the language system can be viewed as having the form it does because of what it is called upon to do. The needs of language learners have shaped the linguistic system itself”. For students develop this skill in writing which they need to understand that generic task, structures help them as resources for reporting their information and making interaction between each others. Finally, the role of teachers is to give mode of language and to facilitate the students comprehends of the purpose and context of writing.

1.9.8. The Process Approach

The teaching of writing has begun to move away from concentration on the product to an emphasis on the process of writing. As Harmer in (Practice English Language Teaching) argues that in using these approach teachers is “spending time with learners on pre-writing phases, editing, redrafting, and finally publishing their work. The process approach aims to get to the heart of the various skills that should be employed when writing” .Accordingly, to learn the process approach contains four stages which make the

students write in well-structured way to produce a good piece of writing also. These stages are explained below:

Firstly, pre-writing, the students started to use his thoughts, ideas about certain subject then, drafting at this stage the students make in order to their ideas and begin to write his first draft also, revising, editing the student work to make a correction to his errors such spelling mistakes, punctuation, capitalization with the help of the teachers which they play an essential role to guide the students to produce complete and unified tasks.

Furthermore, Silva(1993) (as cited in Sadek 2007: 232) state those strategies are “finding the topics, generating ideas and information , focusing and planning structure and procedure ” this means that the teachers should give their learners those strategies for help them to develop this ability in writing such as : drafting means writing different drafts , revising means adding , deleting and reorganized ideas , also , editing means give attention to vocabulary , sentence organization , grammar and syntax .

Conclusion

Both students and teachers need the necessary information and knowledge that would reinforce and make of the teaching / learning of the writing skill easier and important. In this chapter, we have represented the concept of writing skill by giving its definition and its purposes. We had suggested different approaches to teach writing and each approach has its own benefits but, the effective way to achieve the writing production is to look the writing as a process rather which contains different stages rather than product of good range of sentences. In the following chapter, in the following chapter, we will examine the nature of writing as a process which, we believe, will serve to increase the reader awareness of what appears to happen when a student attempts to create a text.

Chapter Two

The Process Approach

Chapter Two: The Process Approach

Introduction

In this chapter, we will present one of the approaches to teach writing which is the process approach because our study is based on the significance and the role of this approach in developing EFL students' piece of writing. Firstly, we will start with its different overview, its definition, and its stages. After that we will demonstrate the main models of the writing process. Finally, we will represent its advantages and disadvantages with the importance of the process writing approach.

2. 1. Different overviews about the Process Approach

In the early 1970's, the researchers tried to find the best approach to teach writing. Early concentrated on the traditional model of writing that was based on correcting surface mistakes of grammar to produce a piece of writing. Then, they found the most appropriate approach which is the process approach from Christopher Tribble's book writing .According to Tribble (1996:160), the process approach appeared with a differently focuses more than the traditional approach (product); the writing process as "an approach to the teaching of writing which stresses the creativity of the individual writer and which pays attention to the development of good writing practices rather than the imitation of model".

Moreover, the process approach unlike the product writing approach that present a writing model; but in the process writing , teaching occurs during the writing process not only before and after , like traditional approaches .It focuses on the significance of content and organization in writing rather than form this approach have been appeared as reaction against to the product approach . Silva (1993) (cited in Sadek ,2007: 232) supports that " this approach calls for providing a positive , encouraging, and collaborative workshop

environment within which students , with ample time and minimal interference , can work through their composing process”. Here the teacher’s role is facilitator and learners to involve different strategies for getting started, more specifically, those strategies are “finding the topics, generating ideas and information, focusing and planning structure and procedure” Silva (1993) (cited in Sadek 2007: 232) .She means that the teachers should be facilitator to help the students to improve well developed piece of writing according those strategies .In addition to that, the process of writing has three main components which are :

- Pre-writing: in this stage the students become to generate of ideas which are goal referred to as planning.
- Writing: at this stage the students transform of these ideas which is goal to words.
- Revising: the constant rereading of what has been written to check his writing.

According to Brown (2001: 335) ,the written product is the result of thinking , drafting and revision process and focused on the importance of the process writing from a pedagogical perspective “students should learn how to generate and organize ideas coherently , how to revise text for clearer meaning , and how to edit text for appropriate grammar ” .He means the students should generate ideas , make drafts , then revise to produce a piece of writing .I n addition to that ,Hairston (1982)defines the process approach as it focuses on writing as a process with instruction aimed at intervening in that process; it teaches strategies for invention and discovery. It emphasizes rhetorical principles of audience, purpose, and occasion with evaluations based on how well a given a piece meets its audience’s needs. It treats the activities of pre-writing, writing, and revision as inter –viewing, recursive process and its holistic involving non-rational, intuitive faculties as well as reason. Hedge (2005: 51) states that the process writing contains numbers of activities which can be represent as follows:

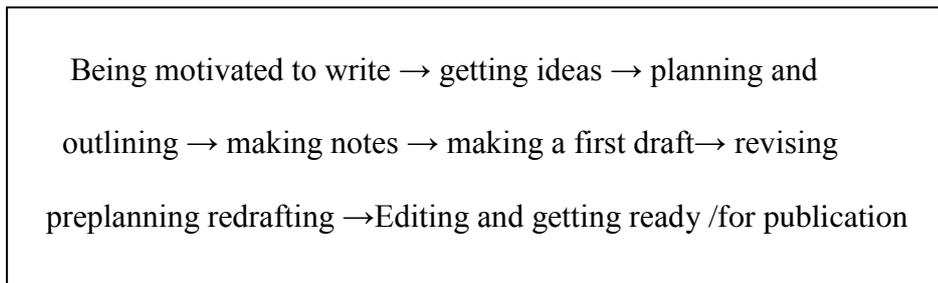


Figure 2: the process writing activities Hedge (2005:51)

This figure represent writing as a recursive activity not linear one, it refers to different stages starting by motivation, and obtain ideas, planning, and prepare notes to write first draft, moving to revise/preplan/redraft, finally edit for publication.

Moreover, the process approach is usually viewed as a positive imitation which makes both teachers and students interact more meaningfully which a as objective in mind. Also, when started to write, it is important to make the students conscious of how getting by helping, encouraging them to begin think and produce idea. The process approach is central as well as feedback as result that students can find out new ideas, sentences and words and so on. In addition as they plan and moving through primary drafts, this represents that process approach is a way of finding, creating and extending meaning.

2. 2. Definition of the Process Approach

The process approach to teaching written English has found, as a reaction to the traditional approaches methods of teaching writing .Zamel(1983) points out “ writing is a process through which students can explore and discover their thoughts , constructing meaning and then to the form ” . He means when the students start to write , they should plan , think and used their ideas , to construct meaning which they should be give more important to the content and to the form .Moreover, “ writing in process approach is seen as predominantly to do with linguistic skills , such as planning and drafting , and there is much less emphasis on linguistic knowledge such as knowledge about grammar and text

structure "Badger and White(2000: 154) . He means that the process approach contains various stages which help the students in writing their piece of writing in well- organized way. Also, in this approach the students think planning, drafting, revising, editing and publishing for writing freely and produce good piece of composition. According to that White and Arndt (1991:04) identify 6 non –linear procedures on process writing figure2 represent these procedures and how they inter-relate.

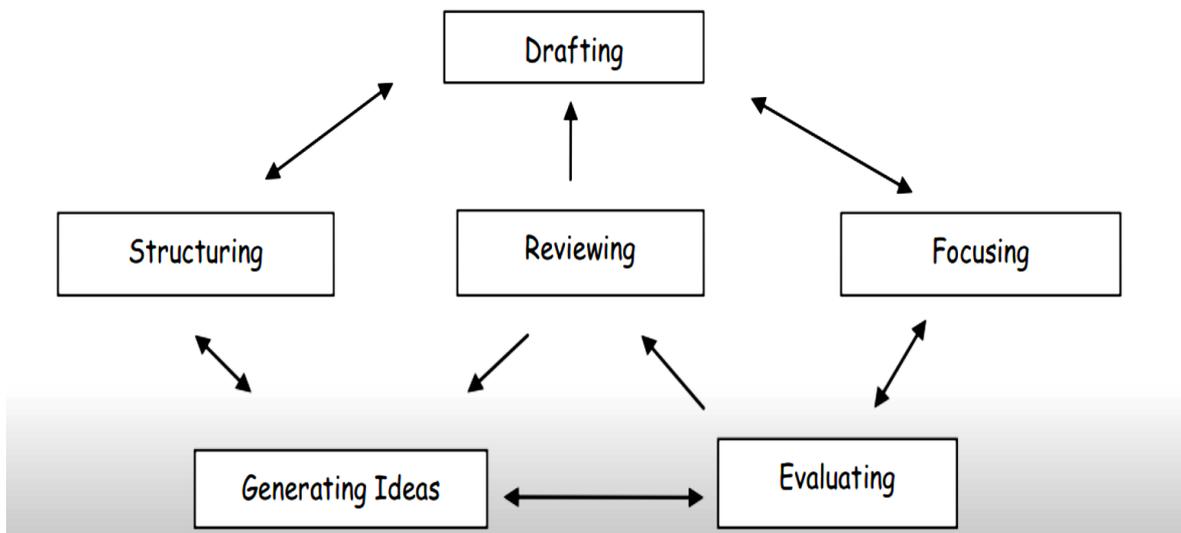


Figure 3: procedures involved in producing a written text White and Arndt (1994:04)

White and Arndt (1991: 7) have also identified a possible sequence of activities for the classroom shown in figure 3 below:

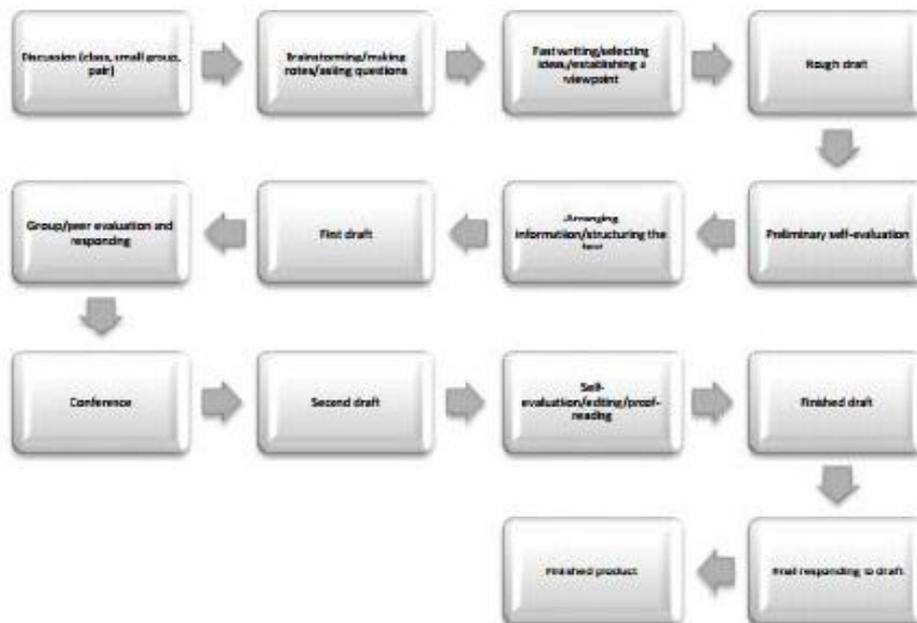


Figure 4: Sequence of activities in the process approach to writing (adopted from White and Arndt 1991)

Furthermore, the role of both the teacher and the student differs from other approaches in that, the teacher, instead of being cast merely in the role of linguistic judge, now becomes a reader, responding to what the students have written; the students, rather than merely providing evidence of mastery of linguistic forms, proffer experiences, ideas, attitudes and feelings to be shared with the reader. White & Arndt (1991: 2).

Essentially, the process approach, as its name suggests, focuses on the process one goes through when writing including generating ideas, deciding which ideas are relevant to the message and then using the language available to communicate that message in a process that evolves as it develops. In the classroom, this translates into group brainstorming exercises, general discussions, and group planning activities to decide on the content of the piece of writing. Peer correction and group evaluation are also encouraged.

In addition to that Azzoui (2009) the teacher in the process approach becomes a facilitator. He guides and helps his students at each stage of their composing process.

While the students in this orientation are asked to come up with multiple drafts of their work and to be aware that re-writing and revising are integral to writing.

Furthermore, Nunan (1989:36) argues that “those who advocate a process approach to writing is see the act of composition from a very different perspective, focusing as much on the mean whereby the completed text was created as on the end product itself”. Also, Hedge (2000: 302) the process view of writing sees it is thinking, as discovering. Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing .It is a complex process which is neither easy nor spontaneous for many second language writers.

2. 3. Stages of the Process Approach

The process writing approach contains many different stages which are represented by various scholars, those stages help the learners to produce well- developed a piece of writing. Tribble (1997:55) states that “learners who move on into composing immediately are likely to produce badly when writing”. He means that the students should followed strategies of process writing to get their product more successfully. In the coming lines we will discuss the different views that describe the stages of the process approach:

First, according to Brown and Hood (1989:06), the process of writing includes three main stages which are: Firstly, preparing to write; in this stage the students prepared for writing which is depends on (the reader, purpose, the content ...etc) then, drafting at this stage the students make of his first draft for starting to write .At last one, revising the students should be check the final draft; make a modifying on the content, structure and correcting errors of their product. These stages are summarized in the figure below:

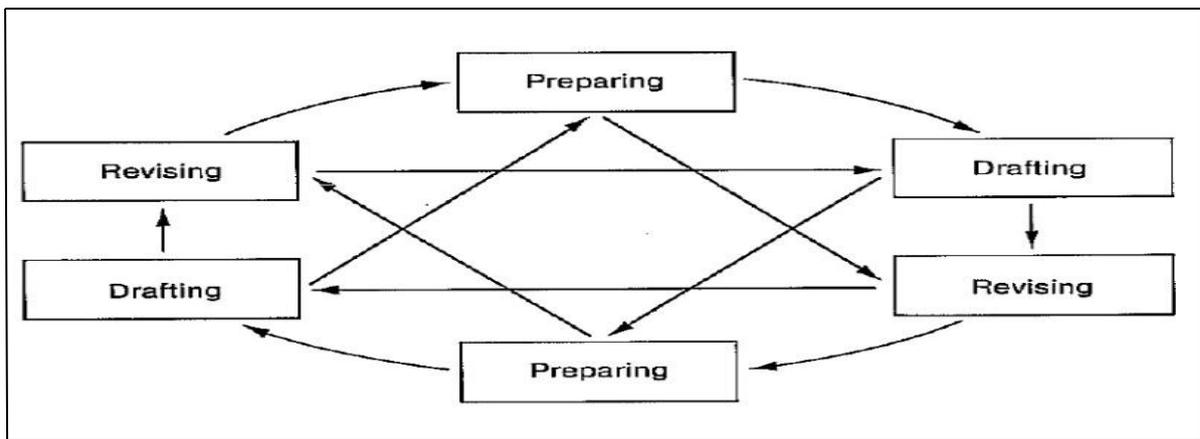


Figure 5: The stages of the process writing Brown and Hood (1989:06)

Second, according to Harmer (2004: 04), the writing process is “the stages a writer goes through in order to produce something in its final written form”. He adds “the process of writing is recursive”. He means the writers here plan, draft, and edit then often re-plan, re-draft and re-edit. Therefore, he argues that if the stages are different in number, they must be non-linear. Also, recursive this means the writer can travel forwards and back words at whatever stage in composing a text. Those stages are represented in the diagram below as follows:



Figure 6: The process of writing Harmer (2004:4, 5)

Third, according to Blanchard and Root (2004:11), The process of writing consists of three main steps which are: pre-writing, revising, and editing; firstly, pre-writing at this step which includes generating ideas, brainstorming, and clustering item then, planning i.e. making an outline of the ideas which are generated from prewriting .This step help the students to organize and make a structures to our paragraphs or sentences how it will be ,whereas “writing ” at this step the learners used their ideas, thoughts to write a first draft . the last steps is revising and editing which are important steps which the students can improve what you have written .Blanchard and Root supposed the following figure by which they shown different steps of the process of writing .

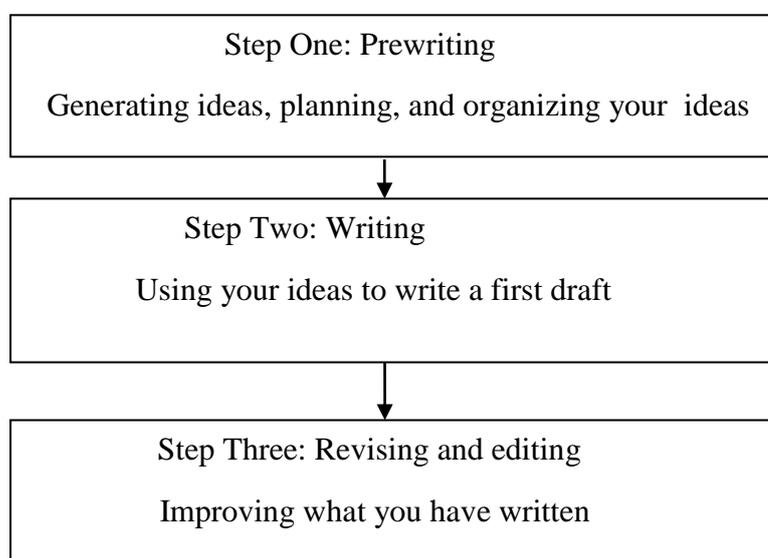


Figure 7: Blanchard &Root's Process Writing (2004:11)

Fourth, according to Becky L. Spivey (2006), researchers often teach writing to the whole class at one time. As students see and listen, the teacher models the writing lesson and encourages the learners to add their ideas as well. Sometimes writing instruction may occur in small groups with a teacher or teaching assistant. Small group instruction helps students who may need extra attention develop strategies needed to become independent writers. Moreover, this process involves several steps to guide students from the beginning of writing to creating a finished piece; teachers use these steps to provide structure and continuity in all forms of writing which are:

Firstly, prewriting - learners brainstorm to generate ideas for writing. They use charts, story webs, and graphic organizers to help develop a word list for writing, decide the type of writing, and audience, and determine the purpose for writing. Secondly, rough draft – students put their ideas on paper. At this time, they write without major attention to punctuation, grammar, or neatness. The purpose of the rough draft is for the student to focus on his/her ideas and get them on paper without the distraction or fear of making mistakes in grammar, capitalization, punctuation, or paragraph structure. After that, at this step peer- editing - classmates share their rough drafts and make suggestions to each other for improvement. They help each other understand the story by asking who, what, when, where, why, and how questions. They look for better words to express ideas and discuss among themselves how to make the writing clearer. In addition, revising –the students use the suggestions from classmates to make additions or clarify details. Learners try to improve their writing on their own. Also, the teacher steps in at this stage and gives feedback. Then, editing – students work with the teacher and/or peers to correct all mistakes in grammar and spelling. Final Draft at this step the students produce a copy of their writing with all corrections made from the editing stage and then discuss this final draft with the teacher. The teacher offers the last suggestions for improvement at this point.

Finally, publishing - The writing process is finally at its end. Learners publish their writing by making a copy in their neatest handwriting or using a word processor. This is a time for students to share their pieces with the class during story time, make a class book or a student's magazines for publication.

2.3. 1. Planning (pre-writing)

The goals of this stage is to engage the students in activities to help them generate or organize ideas for their composition, which is the essential stage in the writing process, where the students can use their thinking to explore ,generate ideas about their subject to write it. Moreover, prewriting which includes different activity that the students /writers do before getting start to write out the first draft of his text.

According to that Krashen(1984: 17) states prewriting stage as 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 information for writing. Furthermore, Hedge (1988) argues that prewriting activities are constructed as “before putting pen to paper, the skilled writer in real life considers two important questions what is the purpose of this piece of writing? And how am I writing this for? ” (cited, in Tribble 1996:103) .He means that the students / writers should have a purpose for whom to write this piece. Also, Widdowson (1983) wrote in Hedge (2000: 306) planning / prewriting as “one so frequently arrives at a destination not originally envisaged, by a rout not yet planned for in the original itinerary” (04) prewriting comes primarily to help the writers to think carefully and to produce their product in coherent and cohesive way.

2. 3.2. Drafting

In this stage, the students focus on the fluency of writing rather than grammatical accuracy, which they stable to write their ideas on first drafts. So, drafting stage is group of strategies used to organize for changing a piece of writing. Brown and Hood (1989:14) define drafting stage is “the most important part to get words into papers”. This means students can transform their ideas, thoughts into words, phrases and ordering them. In addition, D’aoust (1986: 07) argues that the writing task is simplified as “the written let go

and disappear into the act of writing “. He means the students can begin to write and make notes or change or add some details , information because it is just first version of their paper .Moreover, in the draft stage, students are expected to put the arrangement they did in the planning stage on to paper. In this stage, spelling rules for the written text are disregarded. The students primarily try to create the content Marchisan and Alber(2001).

According to that Fowler (2006:18) states “drafting is the possible advantage of postponing so far as he can an exact choice of word”. He explained that when the learner began to write certain topic he have to avoid to concentrate on the spelling, grammar, and punctuation mistakes rather than he should concentrate more on the choice of relevant vocabulary .

2.3.3. Revising

The revising stage which makes the learners for revising their piece of writing. Also it is series of steps that help the students to rethink, reexamine, and reevaluate their text (modify, omit in grammar, vocabulary ...). According to Brown and Hood (1989) points out that “the revising stage is where you check that you have said what you wanted to say in a clear and appropriate way”. This ideas means revising stage involves checking the content and the purpose that are clear and appropriate for the reader. Moreover, Beck (1984:149) suggests that the teachers collect and keep the students’ draft and ask them for rewrite “ when the students are forced to act without their original drafts, they because more familiar their purposes and their unique messages ... the writers move more ably within their topics , and their writing develops tones of confidence and authority ” . For Mather and Jaffe (1899), students at the revising stage concentrate on the clarity of their message by reorganizing their ideas and providing their text with more effective vocabulary. This stage consists of the students’ review of the written draft, sharing the draft text with a writing group that was formed in the classroom, and rearranging the

content according to feedback from friends in the writing group. In this stage, the students might expand the text with new ideas or remove the parts that they think unnecessary. Also, revising is a difficult stage for students. Kapka and Oberman(2001).

2.3.4. Editing

At this stage, the students make a final check to polish his draft, which they edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual materials such as quotations and exemplars and so on. Smith (2003:14) argues that editing stage is “once you complete proofreading you will probably need to cut words out of your piece in some places and more material in other place, repetitive words or phrases and awkward sentences can be edited”. This idea means when the students complete their drafts should read it for modifying or changing words or omit some sentences, repetitive words ...etc.

Moreover, Hedge (1988) says that good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation and grammar until later. (cited in Tribble (1996: 115). Furthermore, in this stage, the main elements of writing are corrected such as grammar, spelling, and punctuation errors. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, they flow of ideas and the quality of writing suffers. Also, in this stage spelling rules and punctuation, which are called the mechanical aspect of writing, are checked. Before sharing what they have written with others, the students review the draft for the last time and make corrections for readability.

2.3. 5. Publishing

Publishing is the final stage in the writing process; in this stage the students produce their final drafts to put it out for sharing their piece of writing to the publication .It appropriate way to help the students /writers for sharing and publishing their work.

According to Harmer (2004) suggests the publishing stage is “the final version is different from all the previous drafts”. He means that the primarily drafts different from the final one because the writers make modifications when they used the revising and editing stages which they modify , omit words , sentences and so on . In addition to that Williams (2003:107) defines the publishing stage as “sharing your finished text with its intended audience, publishing is not limited to getting the text printed in a journal. It includes turning a paper in to a teacher, a boss, or an agency”. On other hand, in this stage, the students share the text they have written with the readers they determined in the prewriting stage. What is important here is that teacher makes writing meaningful for student. It is stated that sharing what has been written is a good way for students both to recognize writing as an effective communication tool and motivate them to write Lehr(1995).

It is important for students to learn the writing process. Because the writing process is a tool used to enable students to efficiently express their feelings, thoughts and knowledge. The more students learn how to use this process efficiently, the more they can express themselves efficiently.

2. 4. Models of the Writing Process Approach

The process approach has influenced on the teaching of writing for both native speakers and foreign language students because of much interest on the writing process, researchers have proposed models that describe the cognitive functions involved in this process's. These models are based on L1 writing and have important implication for L2 instructions. In addition, those models are mainly focused on mental activities involved in writing and sources of knowledge that writers use. Models serve to clearly define the process of writing and state the differences between skilled and unskilled writers. In this section, the tow well-known models which are used: Hayes and Flower (1981), Bereiter and Scardamalia (1987).

2. 4. 1. Hayes and Flower (1981)

Hayes and Flower (1981) model are considered as influential model which is called as the cognitive process model because it's that writing does not meet occurs in steps that have a to be followed nor does each step lead directly to another in sequential order. Also, it was the first that introduced the writing process as a recursive process rather than linear one. In addition, in this context, this illustration of the meaning of writing is the result of Hayes and Flower (1981) study where they have used "think aloud" strategies to establish the cognitive and psychological processes that the writers followed to produce their final product. Moreover, the Hayes and Flower model (1981) identifies that the actual mental activities of experienced writers which include: the task environment (the writing assignment and text produced so far) and the writer long – term memory (which includes knowledge of topic, knowledge of audience and stored writing plans). Likewise, a number of cognitive processes, including planning, translating and revising. The illustration of this model is represented in the following figure:

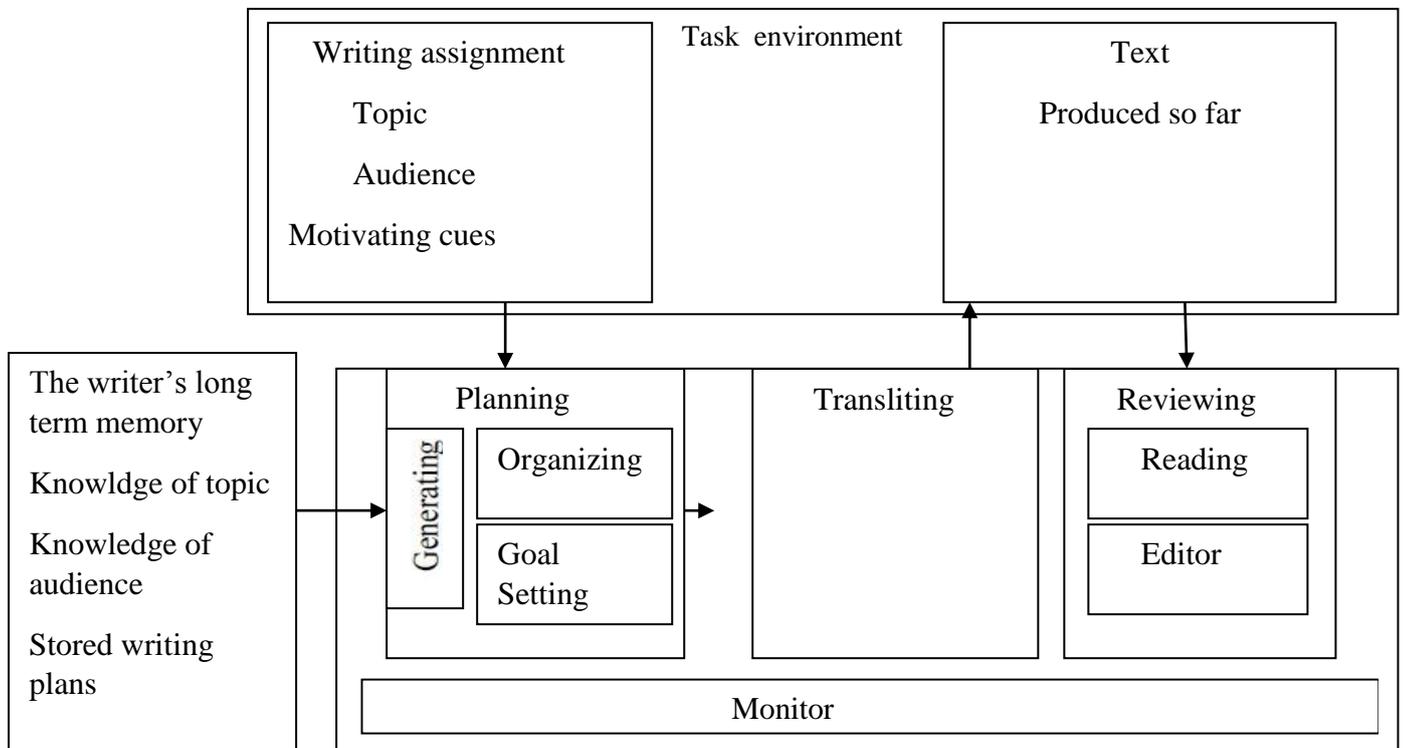


Figure 8: The cognitive process writing model Hayes-Flower (1981:370)

2.4.2. Breiter and Scardamalia (1987)

The other important model which is Breiter and Scardamalia (1987) who proposed the distinction in writing ability between skilled and unskilled writers in order to make this differences. They think that writing involved at knowledge telling level unlike unskilled writers are work at knowledge transforming level.

In addition, the distinction between knowledge telling and knowledge transforming as Bergh and Rijlaarsdam (2007: 126) state that “Bereiter and Scardamalia (1987) distinguish two basic configurations: knowledge telling and knowledge transforming. Knowledge telling involves the retrieval of information on the subject matter, and the relevant discourse schemas, for a long-term memory and translation of these ideas into language. Successive parts of the text (sentence) reflect more or less directly the speed of activation through associative memory. In knowledge transforming, both sub-processes are involved too, but now mediated by more nature problem-solving strategies by which communicative goals are imposed on the generation process”.

This idea means that knowledge telling is that the writers are regard the writing as less important act which leads to focus just on collected ideas and transform them into words , sentences without give interest to the consideration of the structural issue of the process . While Breiter and Scardamalia (1987) (cited in Dean et al (2008:35)) argue that the writing in “knowledge transforming “level is ‘recursive process’. They means that the mental efforts in this manner are more require which the writer should be follow different steps of the process like planning and revising in producing appropriate knowledge in order to achieve the goals of writing task which is thinking, elaborate, and solve problems, and choose effective content. Both diagrams of the knowledge of telling model and the knowledge of transforming model would be clearer through its graphic representation.

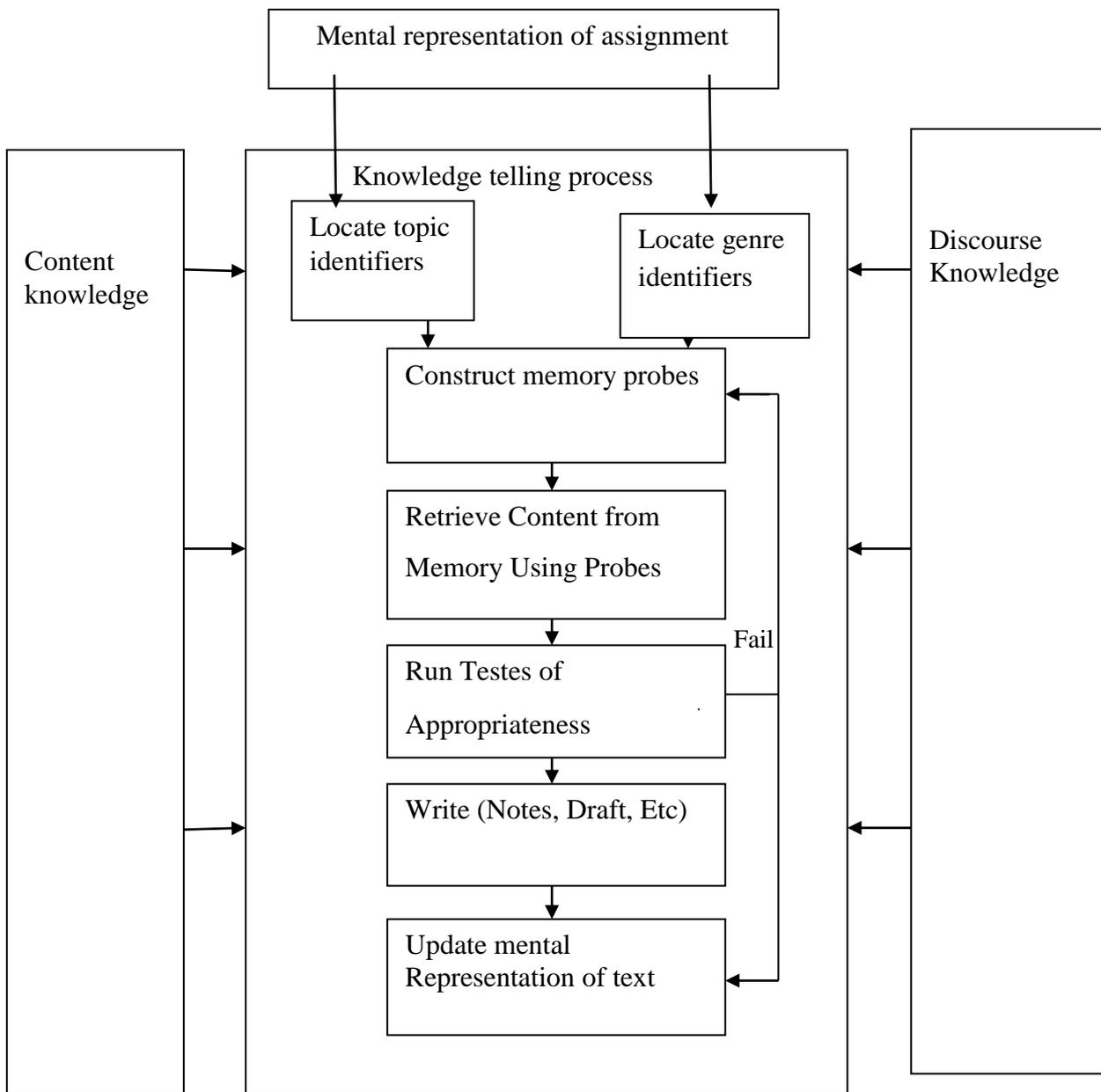


Figure 9: Structure of the Knowledge Telling Model Bereiter and Scardamalia (1987)

2. 5. The importance of the Process Approach

This approach has an important role for both the students and the teachers because it is a method of teaching writing. Therefore, the teachers should be aware of its significance in the classroom in order to transform the knowledge, information to their learners effectively.

Graham and Perin (2007:19) state that “The process writing approach involves a number of activities, including creating extended opportunities for writing, emphasizing writing for real audiences, encouraging cycles of planning, translating, and reviewing, stressing personal responsibility and ownership of writing projects, facilitating high levels of student interactions,

developing supportive writing environments, encouraging self-reflection and evaluation, and offering personalized individual assistance, brief instructional lessons to meet students' individual needs, and, in some instances, more extended and systematic instruction ” .

In this respect, they mean that the process approach has major importance for the students since these activities help learners in enhancing, developing their level at writing ability.

In addition to that, students from these activities can develop supportive writing environments, encouraging self reflection and evaluation and so on. Moreover, Hedge (2000: 307) argues “the process approach tries to provide useful support for student writers. The nature of the support will depend on the kind of learners, for instance their ages backgrounds, and needs for writing in English. It could be argued that adult learners should already have developed effective writing strategies in their first language. However, it may well be the case in their first language and will benefit from a process approach in the English language classroom, whatever their age”. She means that the process of writing which have depended on the kinds of (student, age...) needs of writing.

Furthermore, Raimes (1983:21) state that “before we can assess how much time to allow for a writing task, we have to examine what writers actually do when they write”. He puts these activities which the students / writers should follow:

- They should be identifying why they are writing.
- They should recognize why they are writing for whom they are writing.
- They should be collected data through observation, brainstorming, taking notes and so on.
- They should make a plan how to go about the exercises and how to identify the information then, they should a draft and read it in critically way and revise it. Moreover, they should prepare more draft and a final revision then, also they have proofreading the errors and mistakes.

According to Raimes (1983), the students need time to write and make evaluation for their piece of writing or in order to generate appropriate ideas with cohesively and simply language for producing good piece of writing .(ibid)

2. 6. Characteristics of the Process Approach

The process approach concentrates on writing in order to give learners the opportunity to plan, revise and edit their product. It gives less focus on grammar, vocabulary and structures. According to Hairston (1982:33), the process approach is characterized by the following:

- It concentrates on the writing process; teachers intervene in students' writing during the process.
- It teaches learners the strategies for developing and discovery, which teachers help the learners for generating the content and discovering the purpose.
- In the process writing, teachers evaluate the written product and make sure if the learners intention meet with the audience's needs or not.
- In the process approach, the students want to achieve their objective.
- It makes the writers/ students design without limitation of ideas.
- It focuses that writing is a way of learning and developing as well as communication skill.
- It comprises a variety of writing modes, expressive as well as expository.
- It is informed by other disciplines especially cognitive psychology and linguistics.
- It is focused on linguistic research and research into the composing process.
- It concentrates on the principle that writing teachers should be people who write.
- Its stage are recursive (planning, drafting, revising, editing and publishing), interactive and may be other sometime.

Writing is considered as means for helping the learners to develop and discover themselves as they write. Moreover, Briton (1983:13) sees writing as “one of the most important facts about the composing process that seems to get hidden from students is the process that creates precision is itself messy”. He means that writing is itself as a discovery, a complex process that the process writing concentrates on the generation of writers and the following of different stages that the writing process involves.

2. 7. Advantages and disadvantages of the Process Approach

In fact, the process approach came as a reaction to the previous more traditional product approaches which focused on product as their final goal. Even the process approach revealed some of its inadequacies. For instance, it requires a huge amount of class time and addressed mainly the needs of native classrooms. In such conditions, learners already orally fluent and consequently it neglects the linguistic element of written language. A remedial measure to this weakness is to introduce a reformulation stage where the teacher provides assistance in reformulating the language without losing the writer’s original meaning.

Moreover, EFL learners may lack L2 language resources but they still have possessed the knowledge and conventions their own language, which they can transfer into the learning process when using the process approach. Therefore, Brown (1987:82) “The native language of the second language learner is often positively transferred, in which case the learner benefits from the facilitating effects of the first language”. Besides, when using the process approach students can develop other skills, such as drafting and editing which are required when writing. However, it should be made clear that any approach has its own merits and demerits. Therefore, focusing on an approach rather than the other would be misleading and unhelpful for classroom practices. Following this Raimes argues

that the choice of any approach should be based on the learners' goal, level and needs and especially time constraints.

Conclusion

As a conclusion, we can say that, this chapter presented the role of the process in developing the writing skill. We have described the nature of this approach among other approaches. It is based on many stages (prewriting, drafting, revising and editing). Those steps are the most important ones. After that, the students revise and modify their production for evaluation. Not only the final production but on how they improve when they have written. So, it expresses as an important approach to teach writing because it facilitates for both teachers and learners to produce well developed piece of composition.

Chapter Three

The field work

Chapter Three : Analysis and Interpretation of the Students' and the Teachers'

Questionnaires

Introduction

This chapter is devoted to the analysis and interpretation we will analyze the student's and the teacher's questionnaire. We used the questionnaire as data gathering that suits the nature of our research. The process approach is considered as the most important means is used to improve students' writing abilities. Following that, we will investigate its role, we will include different questions that are addressed the students' of first year Master of English department as well as the teachers of the written expression course. We will discuss the result of this questionnaire according to the students' and the teachers' answers. The data collected and the obtained results will help us to improve the role of the process approach and its stages on the writing expression courses. So, those results will help us to develop different viewpoints about the use of the process approach and show its efficiency as a means in improving learners' written productions.

1. Students' Questionnaire

1.1. Description Questionnaire

The questionnaire was administered to fifty (50) of first year Master in the English department at Mohamed Kheider Biskra University. The objective of students' questionnaire is to examine their abilities in the writing skill in order to produce correct piece of writing. Our other aim to check whether they know the role of the process approach and whether they use in writing or not. Moreover, our questionnaire is divided into three sections, each dealing with different aspect of the process approach.

Section One: General information

The aim of this section was gather information about the students' profit and their personal information. The first question includes the students' gender. The second deals with students' choice to study English at the university. The third one focuses on the students' purpose for learning English language.

Section Two: Students' perceptions of learning writing

This section which starts from question (04) to question (12) aims to identify the writing ability. It consists of general information about the learners' interest in the importance of writing skill.

Section Three: Students' perceptions of using the writing process approach

The aim of this section was to identify the role of using the process approach to teach writing. It starts from question (13) to question (20) and includes a group of questions about the importance of the writing process approach and its stages and the time required in the writing of essays. It also contains the students' points of views about the improvement of their essays.

1.2. Data analysis

Section One: General information

Item 01: Gender

| | Options | Number | Percentage % |
|-----------|-----------|--------|--------------|
| a- Male | a- Male | 10 | 20% |
| b- Female | b- Female | 40 | 80 % |
| | Total | 50 | 100 % |

Table 3: Students' gender

The results in the table above shows that eighty (80%) of the whole population are females. Males represent only twenty percent (20%).The majority of females are interested and more motivated tendency towards studying foreign language English. It is common in our country that females like learning foreign languages. However, the males are not very eager to study foreign language because the majority of males like and prefer studying more scientific. For that, those results indicate more a target foreign language for girls rather than boys.

Item 02: Is learning English your choice?

a- Yes

b- No

| Options | Number | Percentage % |
|---------|--------|--------------|
| a-Yes | 43 | 86% |
| b- No | 07 | 14% |
| Total | 50 | 100% |

Table 4: Students’ choice to study English at the university

The results of this question show that (86%) participants said “yes”, only (14%) said that “no”. According to that, we can say that the majority of students’ choice to study the English language was purely their own personal choice. Our purpose to know the opinion of students towards English language their choice is to probe their attitude towards the English language.

Item 03: What is your major purpose in learning English?

a- To communicate with people

b- To get a job

c- To go for further studies

| Options | Number | Percentage % |
|------------------------------|--------|--------------|
| a-To communicate with people | 14 | 28% |
| b- To get a job | 23 | 46% |
| c- To go for further studies | 13 | 26% |
| Total | 50 | 100% |

Table 5: Students' purpose for learning English language

The results shown on the table above, we found that (28%) said is that their goal behind studying English. Twenty three students (46%) believe that learning this language can help them “to get a job”. Only (26%) of the students said to study English” to go for further studies. Those results help us to know the major purpose of students towards learning English language. For the majority of them, getting degree in English studies may help them get a job in the future.

Section Two: Students' perceptions of learning writing

Item 04: Which of the following skill you find most difficult?

a- Speaking

b- Listening

c- Writing

d- Reading

| Options | Number | Percentage % |
|--------------|--------|--------------|
| a- Speaking | 20 | 40% |
| b- Listening | 10 | 20% |
| c- Writing | 16 | 32% |
| d- Reading | 04 | 08% |
| Total | 50 | 100% |

Table 6: Students' attitudes towards language skills in terms of difficulty

As indicated in the table above, students' responses show about (40%) of them said that speaking is the most difficult skill. Then, came writing with (32%). Listening took (20%) of the students' answers. Finally came reading with (10%). Those claim that writing skill is that resulted in the second position has a high amounts of participants who believe on its difficulty. This may hinder their success to write well.

Item 05: You learn writing skill to:

- a- Develop your language proficiency
- b- Pass exam
- c- Write essay, article, and letter

| Options | Number | Percentage % |
|--------------------------------------|--------|--------------|
| a- Develop your language proficiency | 32 | 64% |
| b- Pass exam | 08 | 16% |
| c- Write essay, article and letter | 10 | 20% |
| Total | 50 | 100% |

Table 7: Students' reasons for learning writing skill

The results in the above table show that (64%) of the students their aims in learning the writing skill is developing their language proficiency. From these results, we consider that the majority of students have the desire to develop their vocabulary, spelling and grammar structure. However, only twenty percent (20%) of the students who learn writing for writing a letters, articles and essays. Only a small fraction about eight percent (10%) of students said that they learn the writing skill to pass exam. This means that they learn it in order to get marks rather than improving their writing abilities. As whole, these results indicate that the majority of students are more interested in developing their writing proficiency.

Item 06: How do you see the writing skill?

- a- As means of communication
- b- As difficult, but necessary task
- c- As a creative process

| Options | Number | Percentage% |
|-------------------------------------|--------|-------------|
| a- As means of communication | 07 | 14% |
| b- As difficult, but necessary task | 25 | 50% |
| c- As a creative process | 18 | 36% |
| Total | 50 | 100% |

Table 8: Students' definition of the writing skill

The results in the table above show that the majority of students (50%) said the writing is a difficult, but necessary skill to be developed. This means that the students

consider writing as more important skill that helps them to be well competent when they write but at some time it's difficult. (18%) of students said that writing is creative process and the rest of students said that writing is a means of communication. From those results, we consider that the students' answers indicate an agreement on the difficulty of this skill.

Item 07: Are you interested in the written Expression Course?

a- Yes

b- No

| Options | Number | Percentage% |
|---------|--------|-------------|
| a- Yes | 47 | 94% |
| b- No | 03 | 06% |
| Total | 50 | 100% |

Table 9: Students' interest towards the writing courses

Through this question we wanted to know students' attitude and reactions towards the written expression courses. In fact, (94%) of them show interest to writing courses this insight be attributed to the difficulty or the easy it is taught. We think that this due to the following reasons:

- Because most of the teachers do not provide them with good and creative tasks to do in order to be more creative and proficient writers.
- Because when they are asked to write an essay and they do not have enough knowledge about the subject they feel bored with the course.
- Because of the methods used by the teachers for me it is a dictation sessions, there is no practice and when we are in the exam the task is to write an essay.

From those results, we can understand that most of the foreign language students are aware of the importance of writing in English.

Item 08: Do you think your level in writing is?

a- Good

b- Bad

c- Average

| Options | Number | Percentage% |
|------------|--------|-------------|
| a- Good | 17 | 34% |
| b- Bad | 03 | 06% |
| c- Average | 37 | 60% |
| Total | 50 | 100% |

Table 10: Students' level in writing

The results show that the level of the majority of students in writing is average with a percentage of (60%). However, thirty four percent (34%) of students are good in writing and the rest of students (06%) are bad. From those results, we consider that most of students have the ability for writing a piece of composition with some of weaknesses of this skill.

Item 09: What do you do, when your teachers ask you to write an essay?

a- Write an outline

b- Use a draft paper first

c- Order your ideas in terms of importance

| Options | Number | Percentage% |
|--|--------|-------------|
| a- Write an outline | 17 | 34% |
| b- Use a draft paper first | 26 | 52% |
| c- Order your ideas in terms of importance | 07 | 14% |
| Total | 50 | 100% |

Table 11: Students' ways of writing an essay

There are different ways which the students make a method to start writing their essays that help the teachers know or observe various methods to write through it. From the table above, we can see that (52%) of Master students use a draft paper initially. However, (26%) of students their write an outline to collect data. And there is about (14%) of students who prefer to order your ideas in terms of importance. From those results, we can conclude that students are conscious on the writing process stages which they are using inside the classrooms in order to produce an effective written production.

Item 10: Is it easy for you to write an essay?

a- Yes

b- No

| Options | Number | Percentage% |
|---------|--------|-------------|
| a- Yes | 40 | 80% |
| b- No | 10 | 20% |
| Total | 50 | 100% |

Table 12: Students' difficulty to write an essay

Writing essays is an important task for Master students, we asked this question to see how well they write essays. Fortunately, almost all the students i.e. about (80%) said “yes”

writing is not an easy task to perform. However, (20%) of students answered “no”. According to those results there is a justification from students who stated “no” which dealt with writing is difficult task:

- It is difficult to write an essay because sometimes finding the appropriate ideas and information can be difficult. Also, to write a good essay you need to have enough time for the process of writing.
- Because they always feel afraid of not having enough information or ideas to develop a whole essay.
- Because of the lack of appropriate vocabulary and repeating ideas.
- Because the beginning is always difficult especially when do not have enough information about the topic you are going to write.
- It is difficult to find ideas and develop them in a correct way.
- Structure of ideas, we find difficulties to gather data about given topic. So, the students believe that essay difficulty may show a hindering factor to perform well.

Item 11: In your opinion, from the list of skills below, which is more important to develop?

| | Options | Number | Percentage % |
|--------------|--------------|--------|--------------|
| a- Writing | a- Writing | 25 | 50% |
| b- Speaking | b- Speaking | 15 | 30% |
| c- Reading | c- Reading | 07 | 14% |
| d- Listening | d- Listening | 06 | 12% |
| | Total | 50 | 100% |

Table 13: Students’ opinion towards important skill to develop

The table above, shows that (50%) of students claim that writing is the most important skill to develop which helps them to develop their abilities in vocabulary, grammar structure. Then (30%) of students said speaking. About (14%) of students said reading. The rest of students (12%) said listening. From those results, we can say that writing is the most important skill to develop.

Item 12: Where do you find difficulties in writing?

a- Manage your ideas

b- Tenses

c- Lack of vocabulary and grammar

| Options | Number | Percentage % |
|-----------------------------------|--------|--------------|
| a- Manage your ideas | 30 | 60% |
| b- Tenses | 04 | 08% |
| c- Lack of vocabulary and grammar | 16 | 32% |
| Total | 50 | 100% |

Table 14: Students' difficulties in writing

This question is intended to weak students' difficulties on writing. From results in table above, we find (60%) percent of students find difficulties of how to manage their ideas that the majority of student said that they have difficulties in managing ideas. however, (32%) of students they have difficulties in finding the appropriate “ vocabulary and grammar” and only (08%) of students said “tenses”.

Section Three: Students' perceptions of using the writing Process Approach

Item 13: Which one of these approaches do you prefer?

a- Product approach

b- Process approach

c- Genre approach

| Options | Number | Percentage % |
|---------------------|--------|--------------|
| a- Product approach | 27 | 54% |
| b- Process approach | 18 | 36% |
| c- Genre approach | 05 | 10% |
| Total | 50 | 100% |

Table 15: the students preferred used approach

It is observed from the table that (54%) percent of students prefer the process approach because it helps them in writing their essays in an effective way following to the main stages: planning (pre-writing), drafting, revising, editing and publishing (step by step). However, (30%) of students like the product approach when they want to write their pieces of writing. The rest of students (10%) have favorite the genre approach. From those results, the process approach is the most known approach which used by the teachers and the students when they write their writing essays.

Item 14: Do you ever use the process approach when you developing your essays?

a- Yes

b- No

| Options | Number | Percentage % |
|---------|--------|--------------|
| a- Yes | 40 | 80% |
| b- No | 10 | 20% |
| Total | 50 | 100% |

Table 16: Students' use of the process approach in developing essays

This question on targets students' knowledge and awareness about the process approach. The results in the table above show that the majority of students (80%) said "yes", and (20%) of students said "no". According to those results, all the students reported using the process approach and this reflects their familiarity with it.

Item 15: Which the following stages in the writing process takes more time?

- a- Planning
- b- Drafting
- c- Revising
- d- Editing
- e- Publishing

| Options | Number | Percentage% |
|---------------|--------|-------------|
| a- Planning | 30 | 60% |
| b- Drafting | 15 | 30% |
| c- Revising | 03 | 06% |
| d- Editing | 02 | 04% |
| e- Publishing | 00 | 00% |
| Total | 50 | 100% |

Table 17: The most difficult stage for students in the writing process

The results show that the majority of students (60%) said the most difficult stage which takes more time is planning (prewriting) because when they start to gather, collect their ideas, they need more time. However, (30%) of students said that the drafting stage is also takes time. Moreover, only six percent (06%) of students who think that revising stage that can take more time. Also, there is a few students (02%) said the editing stage takes more time but the publishing stage no one who observed it that can take more time . according to those results, we indicate that the different stages of the process approach used by the most of first year Master student of English at Mohammed Kheider University.

Item 16: Do you follow the sequence of planning, drafting, editing, revising and publishing?

| | Options | Number | Percentage % |
|--------|---------|--------|--------------|
| a- Yes | a- Yes | 35 | 70% |
| b- No | b- No | 15 | 30% |
| | Total | 50 | 100% |

Table 18: Students' values of following the sequence of the writing process

According to the majority of students about (70%) said that they follow the sequence of planning, drafting, editing and revising and publishing. However, thirty percent (30%) of students do not follow these stages. From those results, we find that the teachers of written expression courses require their students in following this sequence because of its important role for helping students to produce well organized piece of writing.

Item 17: Do you think that your level in writing will improve if you are really involved in the process?

a- Yes

b- No

| Options | Number | Percentage % |
|---------|--------|--------------|
| a- Yes | 47 | 94% |
| b- No | 03 | 06% |
| Total | 50 | 100% |

Table 19: Students' involvement in the writing process

The results in the table above, we can say that the majority of students (94%) stated “yes” which means that the students agree with the process approach in that it helps them in improving writing abilities. The rest of students (06%) said “no”. From those results, we consider that the process approach has an important role in helping students to improve writing proficiency in effectively way.

tem 18: Do you use the stages of the writing process in chronological order when you write your essays?

a- Yes

b- No

| Options | Number | Percentage% |
|---------|--------|-------------|
| a- Yes | 33 | 66% |
| b-No | 17 | 34% |
| Total | 50 | 100% |

Table 20: Students' order of the stages of the process approach

The results show that the majority of students (66%) said “yes” that they use the stages of the process approach in a chronological order when they write .While; some of them (34%) said “no”, they do not follow them in chronological way.

Item 19: do you take time in revising your essays?

a- Yes

b- No

| Options | Number | Percentage% |
|---------|--------|-------------|
| a- Yes | 37 | 74% |
| b- No | 13 | 26% |
| Total | 50 | 100% |

Table 21: Students’ time requiring in writing revision

The results show in the table above, (74%) of the students is taking time when they are writing their pieces of writing. However, (26%) of them they do not take time in their revision as consequence of limited time in the exams or in the sessions.

Item 20: Do you think that the writing process approach develop your essays writing?

a- Yes

b- No

| Options | Number | Percentage% |
|---------|--------|-------------|
| a- Yes | 50 | 100% |
| b- No | 00 | 00% |
| Total | 50 | 100% |

Table 22: The importance of the writing process approach in developing writing essays

From the table below, all the students (100%) said “yes”, no one answered “no” according to that it is a clear and direct confirmation about the respondents’ total agreement about the role of the process approach and it has high positive impact to improve EFL learners’ writing abilities which helps them to produce well essays in effectively way .

2. Teachers' Questionnaire

2.1. Description of the Questionnaire

This questionnaire was administered to six teachers to seven teachers of written expression at Mohammed Kheider university of Biskra. It aims to collect data about the methods and strategies that teachers use in teaching their writing course. We also want to know the views of the teachers towards using the process approach in teaching writing skill. This questionnaire consists of (Q13) questions divided into three main sections.

Section One: General information

This section is devoted to the teachers’ general information which consists two questions (Q1-Q2). The first question deal with the teachers’ degrees. The second one deal with teachers’ experience particular in the written expression module.

Section Two: Teachers’ perceptions of writing

This section deals with teaching writing and it contains five questions (Q3-Q7). It aims to know teachers’ views towards writing skill and the significance of this skill for helping the students to develop their levels in grammar, vocabulary.

Section Three: The Writing Process

This last section which aims to identify the teachers’ attitudes towards using the process approach in teaching writing. It contains five questions (Q8-Q13).

2. 2. Data Analysis

Section One: General information

Item 01: Gender

a- Female

b- Male

| Options | Number | Percentage % |
|-----------|--------|--------------|
| a- Female | 03 | 50% |
| b- Male | 03 | 50% |
| Total | 06 | 100% |

Table 23: Teachers' gender

The results show that (50%) of teachers are female whereas, (50%) of teachers are male. We consider from the results, both are interested in collaborating.

Item 02: How long have you been teaching written expression's module?

a- 3years

b- 5years

c- more than 7years

| Options | Number | Percentage % |
|---------------------|--------|--------------|
| a-3years | 03 | 50% |
| b- 5years | 01 | 16 ,66% |
| c- more than 7years | 02 | 33,33% |
| Total | 06 | 100% |

Table 24: Teachers' opinion of student's level in writing

From the table above, we notice that (03) teachers representing (50%) have been teaching for (03) years. (01) Participant representing (16, 66%) from the total sample said that he has been teaching English language and writing expression in particular for (05) years. However, (02) teachers representing (33, 33%) said that they are teaching more than (07) years.

Section two: Teachers' perceptions of writing

Item 03: While teaching, which of the following skills do you tend to emphasize?

- a- Listening
- b- Speaking
- c- Writing
- d- Reading
- e- All of them

| Options | Number | Percentage % |
|----------------|--------|--------------|
| a- Listening | 00 | 00% |
| b- Speaking | 00 | 00% |
| c- Writing | 00 | 00% |
| d- Reading | 00 | 00% |
| e- All of them | 06 | 100% |
| Total | 06 | 100% |

Table 25: The most important skill to emphasize

The results in the table above show that all the teachers (100%) i.e. all of them said that those skills (writing, reading, speaking and listening) are integrated. From those results, we have some justifications which precise that are:

- All of them, personally. I teach written expression but other skills are integrated unconsciously.
- It depends on the lesson activities types.
- Because they complete each other and help improving the students' language proficiency.
- They reflect the level of the students. We can evaluate the students' progress through them.
- All the skills are necessary and are related to each other. According to the results we consider that all the skills are interested for developing students' level.

Item 04: Do you think that giving more time to written task allows students to improve their skill?

a- Yes

b- No

| Options | Number | Percentage % |
|---------|--------|--------------|
| a- Yes | 06 | 100% |
| b- No | 00 | 00% |
| Total | 06 | 100% |

Table 26: Teachers' opinions about time allotted to written expression

From the table above, we can say that the majority of the teachers (100%) said "yes". While no one state "no". From the results, we conclude that the students take more time to written tasks which allow them to improve this skill. According to that, we have some justifications from the teachers ho state "yes":

- They will have enough time to practice the different steps of writing.

- The more you write, the better your level becomes ex: you will get rid of your mistakes gradually over time.
- Students need enough time in the writing tasks because many steps are required to produce a piece of writing.
- The more they practice writing, the more they become skillful in it.
- Students need to write regularly, otherwise, they will find difficulties whenever, they are assigned a written task. Practice makes perfect.

Item 05: In your point of view, your student’s general level in writing is?

a- Good

b- Average

c- Bad

| Options | Number | Percentage % |
|------------|--------|--------------|
| a- Good | 00 | 00% |
| b- Average | 05 | 83, 34% |
| c- Bad | 01 | 16, 66% |
| Total | 06 | 100% |

Table 27: Teachers’ opinion of student’s level in writing

The results show that the majority of teachers (83, 34%) said that the level of their students in writing is “average” whereas, (01) teacher said is “bad”. No one state “good” from those results, we indicate that the majority of students their level in writing is developed.

Item 06: Should the teachers correct every mistake the students make in writing?

a- Yes

b- No

| Options | Number | Percentage % |
|---------|--------|--------------|
| a- Yes | 02 | 33,33% |
| b- No | 04 | 66,67% |
| Total | 06 | 100% |

Table 28: Teachers' role for correcting mistakes

From the table above, we consider that the results show (04) teachers of (66, 67%) percent said "No". Notice (33, 33%) of teachers said "Yes". According to these results, we notice that there are some justifications from the teachers who said "Yes" i.e. the teachers should corrected every mistake that the students make in their writing which is:

- The teachers should encourage self-correction if the teachers keep correcting every mistake the learners' self-esteem and maturation decrease.
- They need constant feedback. According to that, the teachers should correct the mistakes of students written task for not repeat the same errors when they write.

Item 07: Which of the following do you think students should master before they can write?

a- Vocabulary

b- Style and mechanics

c- Grammar

d- All of them

| Options | Number | Percentage % |
|------------------------|--------|--------------|
| a- Vocabulary | 00 | 00% |
| b- Style and mechanics | 00 | 00% |
| c- Grammar | 00 | 00% |
| d- All of them | 06 | 100% |
| Total | 06 | 100 % |

Table 29: The most importance activities of students for mastering to write

As indicated in the table above, all the teachers i.e. (100%) said “all of them” (grammar, vocabulary, style and mechanics). From those result, we find that the students should master before they can write, they should have a background vocabulary, and they know grammatical structures, styles and mechanics. In addition to the previous options students should master the skill of reading to enrich their vocabulary, style and ideas .Also, punctuation, generating of ideas and correcting them logically because the lack of ideas students cannot write.

Item 08: Which of the following approaches do you adopt in the teaching of writing?

a- The product approach

b- The process approach

c- The Genre approach

| Options | Number | Percentage % |
|-------------------------|--------|--------------|
| a- The product approach | 01 | 16,66% |
| b- The process approach | 04 | 16,66% |
| c- The genre approach | 01 | 66,66% |
| Total | 06 | 100% |

Table 30: The approaches teachers adopt in the writing skill

From the results obtained in the table above, we notice that (66, 67%) of teachers said that they adopt “the process approach”. According to that the teachers are interested in using the process approach in developing their learners’ writing abilities their approach; they believe more methodological, gradual for helping students to produce their pieces of writing in a clear and a coherent way because they would follow the sequence of stages of the process approach and it is effectiveness in teaching and developing the writing skill.

However, (16, 66%) of teachers (01) said “the genre approach” and (01) teacher states the product approach. According to these results, the majority of teachers use the process approach in teaching writing abilities because it has stages which help both the students and the teachers when write their piece of writing.

Item 09: Which stage do you think is the most important stage in the process of writing?

- a- Planning (prewriting)
- b- Drafting
- c- Revising
- d- Editing
- e- Publishing

| Options | Number | Percentage % |
|---------------|--------|--------------|
| a- Planning | 02 | 33,33% |
| b- Drafting | 00 | 00% |
| c- Revising | 00 | 00% |
| d- Editing | 00 | 00% |
| e- Publishing | 00 | 00% |
| a+ b+ d | 01 | 16,67% |
| All of them | 03 | 50% |
| Total | 06 | 100% |

Table 31: Teachers' opinion of the most importance stage in the process of writing

From the table above, we notice that the results show the majority of teachers (50%) claim all the stages are important in the process of writing. While, (16, 67%) of teacher states the most important ones are planning, drafting and editing. Tow (02) Teachers i.e. (33, 33%) believe that the most important one is planning. From these results, we consider that the process approach is based on the sequence of these stages (planning, drafting, revising, editing and publishing).

Item 10: What do you think should teachers act as in writing?

- a- Observer
- b- Controller
- c- Facilitator
- d- Supervisor
- e- All of them

| Options | Number | Percentage % |
|----------------|--------|--------------|
| a- Observer | 00 | 00% |
| b- Controller | 00 | 00% |
| c- Facilitator | 01 | 16,66% |
| d- Supervisor | 01 | 16,66% |
| e- All of them | 04 | 66,68% |
| Total | 06 | 100% |

Table 32: The teachers' main role in the writing process

The above table shows that the majority of teachers (66, 68%) believe that they have the role of supervisor, facilitator, and controller, observer at the same time. According to that, the teachers guide the students about these stages for helping them to write. While (02) teachers (33, 33%) assume that is their role as controller and facilitator. Also, (01) teacher states that the role of teachers is just as supervisor. In general, the main role of the teachers is to help learners to improve their writing skills.

Item 11: In your opinion, using the process approach to improve learner's writing skill is:

a- Necessary

b- Very important

c- Not so important

| Options | Number | Percentage % |
|---------------------|--------|--------------|
| a- Necessary | 00 | 00% |
| b- Very important | 06 | 100% |
| c- Not so important | 00 | 00% |
| Total | 06 | 100% |

Table 33: The process as means to improve students' writing skill

From the table above, we can conclude that all teachers (06) of our sample said that the process approach is very important for improving students' writing capacities. From the results, we can say that using of the writing process is an appropriate technique which helps the students to improve their pieces of composition.

Item 12: Do you think that revision can help the students to improve their pieces of writing?

a- Yes

b- No

| Options | Number | Percentage |
|---------|--------|------------|
| a- Yes | 05 | 83,34% |
| b- No | 01 | 16,66% |
| Total | 06 | 100% |

Table 34: Teachers' opinion for using revising stage

The results in the table above, the results show that the over whelming the majority of teachers (83,34%) responded "yes" by that is the revising stage can helps the students to

improve their essays whereas only (01) teacher (16,66%) said “no” . According to these results, we have some justifications from the teachers who said “yes” which are:

- In the process writing approach, the form stage are recursive that is to say when learners revise their first draft, they may back to the previous stages to improve their final draft.
- Each time they revise they correct, edit, proofreading and modify more things to render their assignment more coherent and refined.

Item 13: What do you suggest as for as writing is concerned?

This question was meant to give us different advice to the students that can help them to improve their writing skills. According to this, we have some suggestions which will be mentioned as follows:

As a starting point, they suggested that if learners practice the writing process stages regularly in the classroom or at home whenever they are assigned a writing task, they will use the same stages even in timed-task but briefly. In addition, they advised students need to pay more attention to all the writing stages in order to produce good pieces of writing, they need to practice writing outside class. Furthermore, they advised to write more, and to revise their drafts so that by the end, they will be able to submit a good piece of writing. Also, teachers should use the combination of all reading writing approaches and encourage more practice of writing. In general, read intensively and write intensively to become a good writer.

3. Discussion of the Questionnaires Results

First of all, the analysis of the students’ questionnaire reveals that the writing process approach has a positive role in developing students’ writing abilities. The results indicate that the majority of students are aware of the difficulties which they face in their writing proficiency and they have a willing to improve it through intensive activities. Moreover,

the gathered data show that most of students participate in the writing expression courses in order to enhance their writing capacities but they encounter some problems such as lack of appropriate vocabulary, the lack of grammar structures and the difficulty of managing ideas. On the other hand, teachers should guide the students in the classroom about their stages of the writing process approach which helps them in developing their writing skill and also. They use different writing tasks which are effective in promoting students' capacities and proficiency.

Secondly, the teachers' answers allowed us to draw up many conclusions related to the use of the process approach in developing students' writing skill. The results revealed that most of the teachers are experienced in teaching English and their attitudes towards using the process approach when they are teaching. In addition, the majority of teachers focus on the following of sequence of the stages of the writing process. They advise the students to be aware in order to improve their writing abilities. From the findings, we have noticed that the majority of the teachers questioned face difficulties in teaching the writing skill since it is very important skill to the students for developing their levels in grammar structures, vocabulary and generating of ideas in clear way. The responses collected show that most of the teachers are actually using the process approach in their classes. In fact, all they agree that reading and writing concurrently make good writers, and that they like using it in the writing activities by acting as supervisor and facilitator. The results of teachers' questionnaire reported that the process approach has an effective role in teaching and developing students' writing skill positively.

Conclusion

To conclude this chapter, we can say that the obtained results from students' and teachers' questionnaire show that the process approach is an effective approach in developing students' writing skill. The analysis of students' and teachers' questionnaire

revealed that the process approach has positive impact on students' writing proficiency. It helps the students to develop their writing abilities because it contains different stages in which the students revise and modify their pieces of writing in order to evaluate and improve when they write. Moreover, from the findings, we consider that both students and teachers are more interested in using the writing process. The positive results affirm that the process approach has an effective role in teaching and developing the students' writing abilities.

Recommendations

On the basis of the results obtained from the present research, we can suggest the following recommendations:

- We suggest that teachers should adopt the process approach in their writing expression classes.
- EFL teachers should focus more on the process approach in developing their students' piece of writing.
- Teachers must have adequate knowledge and information about the right way of implementation of the process approach.
- Teachers should teach their learners how to apply the main stages of the process approach.
- The process approach can help the learners to be aware about achieving their poor level in writing.
- Teachers must reduce their writing time during the session to offer more opportunities to the students.
- Students should be provided with enough time to produce effective piece of writing.

General conclusion

The current study is set to investigate the role of the process approach in developing learners' writing skill. Its main focus is to investigate the effect of this approach on the improvement of students' writing abilities. Through this research, we hypothesized that if teachers adopt the process approach effectively, students would produce well-developed compositions. Moreover, this research focused on descriptive research methodology, we relied much on students' and teachers' questionnaire as data collection technique. We select our sample randomly from first year Master students at the University of Biskra.

This research includes three main chapters. The first two chapters are theoretical and the third one is practical. In the first chapter, we demonstrated the writing skill, its nature, its definition, its types and its types and the connection between reading and writing and the differences between speaking and writing. In addition to that, we identified the different approaches in teaching writing. After that, we concluded this chapter with a brief conclusion. In the second chapter, we presented the process approach in relation to teaching writing. We identified different overviews about the process approach, its definition, its different stages that students follow them in order to produce a piece of writing and its model and its merits and demerits. In addition to that, we presented the characteristics of the process approach and its importance. Our objective is to highlight to the role of the process approach in teaching writing among other approaches to teaching writing.

Furthermore, the third chapter which is the field work (practical one), we presented students' and teachers' questionnaire and we attempted to analyze and discuss them qualitatively. Our aim was to realize the different point's views of first year Master students and teachers of writing expression modules at English department about the

process approach and writing skill. This chapter also presented that the results of questionnaire and the hypothesis that the process approach can help the students to develop their written production.

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Appendices

Appendix one

Student's Questionnaire

Dear students,

This questionnaire serves as data collection tool for First Year Master students. It investigates the role of the process approach to improve learner's writing skill .Your answer will be of great help for us. Therefore, would you please tick the appropriate answer or give your own sincerely as only this will guarantee success of the investigation.

Thank you for your cooperation.

Section one: General information

1. Gender:

a. Male

b. Female

2. Is learning English your choice

a. Yes

b. No

3. What is your major purpose in learning English?

a. To communicate with people

b. To get a job

c. To go for further studies

Section two: Students' perceptions of learning writing

4. Which of the following skills you find most difficult?

a. Speaking

b. Listening

c. Writing

d. Reading

5. You learn the writing skill to:

a. Develop your language proficiency.

b. Pass exam.

c. Write essays, articles, and letters.

6. How do you see the writing skill?

a. As a mean of communication.

b. As difficult, but necessary task.

c. As a creative process.

7. Are you interested in the written Expression Courses?

a. Yes

b. No

If no, why?

.....

.....

.....

8. Do you think your level in writing is?

a. Good

b. Bad

c. Average

9. What do you do, when your teachers ask you to write an essay?

a. Write an outline

b. Use a draft paper first

c. Order your ideas in terms of importance

10. Is it difficult for you to write an essay?

a. Yes

b. No

If yes, say why?

.....

.....

.....

11. In your opinion, from the list of skills below, which is more important to develop?

a. Writing

b. Speaking

c. Reading

d. Listening

12. Where do you find difficulties in writing?

a. Manage your ideas

b. Tenses

c. Lack of vocabulary and grammar

Section three: students' perceptions of using the writing process approach:

13. Which one of these approaches do you prefer?

a. Product approach

b. Process approach

c. Genre approach

14. Do you ever use the process approach when you developing your essays?

a. Yes

b. No

If no, why? justify

.....
.....
.....

15. Which the following stages in the writing process takes more time?

a. Planning (prewriting)

b. Drafting

c. Revising

d. Editing

e. Publishing

16. Do you think that your level in writing will be improved if you are really involved in the process ?

a. Yes

b. No

17. Do you follow the sequence of planning, drafting, editing, revising and publishing?

a. Yes

b. No

18. Do you use the stages of the writing process in chronological order when you write your essays ?

a. Yes

b. No

19. Do you take time in revising your essays?

a. Yes

b. No

20. Do you think that the writing process approach develop your essays writing?

a. Yes

b. No

Thank you for your collaboration

Appendix two

Teachers' Questionnaire

Dear Teachers,

This questionnaire aims to identify the role of the process approach to improve learners' writing skill. We would be very grateful if you devote some of your time to answer the following questionnaire which is part of our research carried out at the department of English, Biskra University. We thank you in advance for your collaboration and ask you to answer the questions below and add free comments.

Section one: General Information

1. Gender

a. Male

b. Female

2. How long have you been teaching written expression's module?

a. 3years

b. 5years

c. more than 7years

Section two: Teachers' perceptions of writing

3. While teaching, which of the following skills do you tend to emphasize?

a. Listening

b. Speaking

c. Writing

d. Reading

Please , justify your answer

.....

.....

.....

.....

4. Do you think that giving more time to written task allows students to improve their skill?

a- Yes

b- No

5. In your point of view, your student's general level in writing is?

a- Good

b- Average

c- Bad

6. Should the teachers correct every mistake the students make in writing?

a- Yes

b- No

7. Which of the following do you think students should master before they can write?

a- Vocabulary

b- Style and mechanics

c- Grammar

d- All of them

8. Which of the following approaches do you adopt in the teaching of writing?

a- The product approach

b- The process approach

c- The Genre approach

9. Which stage do you think is the most important stage in the process of writing?

a- Planning (prewriting)

b- Drafting

c- Revising

d- Editing

e- Publishing

10. What do you think should teachers act as in writing?

a- Observer

b- Controller

c- Facilitator

d- Supervisor

e- All of them

11. In your opinion, using the process approach to improve learner's writing skill is:

a- Necessary

b- Very important

c- Not so important

12. Do you think that revision can help the students to improve their pieces of writing?

a- Yes

b- No

13. What do you suggest as for as writing is concerned?

.....

.....

.....

Thank you for your collaboration

ملخص

تعتبر الكتابة من أهم المهارات في اللغة التعليمية. ومن خلال ذلك , كثيرا من الطلبة لديهم صعوبات في تطويرها. وهذه الدراسة تركز على دور منهج العملية الكتابية في تطوير القدرات الكتابية للمتعلمين. يهدف هذا البحث تبين دور منهج العملية الكتابية و قدرة المتعلمين في تطوير مهارة الكتابة من خلال إتباع هذا المنهج. في هذا العمل اعتمدنا على الفرضية التالية : إذا كان أساتذة مادة التعبير الكتابي يطبقون منهج العملية الكتابية خلال حصصهم بشكل فعال, فمن الممكن للطلبة تحسين و تطوير مهاراتهم لكتابة مقالاتهم. ولذلك قمنا بتقديم استبيانين, الأول موجه الى طلبة اللغة إنجليزية سنة أولى ماستر , أما الثاني موجه إلى أساتذة التعبير الكتابي لغة إنجليزية في جامعة محمد خيضر- بسكرة و بالاضافة إلى ذلك الهدف من هذه الدراسة اختبار قدرات الطلبة في الكتابة و معرفة آراء الأساتذة ووعينهم في تطبيق هذا المنهج . النتائج المتحصل عليها من هذه الدراسة بينت انه منهج له دور فعال في تحسين و تطوير مهارة الكتابة للطلبة.