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The Importance of Using the Process Approach in Enhancing EFL Learners' Academic Writing

A Case Study: Third year EFL students at Biskra University

**A Dissertation Presented to the Department of Foreign Languages of Biskra As a Partial
Fulfillment of the Requirements for the Master's Degree in Language Sciences**

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Dedication

There is no way to express my praise to Allah who gave me health and

thoughts that enable me to achieve this goal.

To my dear father, "Mohamed", for his devotion to my education.

To my tender mother, "Djamila", for her never ending love and support.

To my lovely brothers, "Dhia Eddine, Taky Eddine, Ahmed and Omar".

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I cannot thank everyone by name, I just want you to know that you count so much.

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Abstract

Writing in a foreign language or second language is quite different from writing in the target language in terms of style, vocabulary, organization of ideas and punctuation. All these components have to be taught to EFL learners using the appropriate methods and strategies. For that, this research study is conducted to investigate the importance of adopting the process approach as a main strategy to enhance EFL learners' academic writing. The aim of this research study is to confirm our hypothesis that, if learners go stage by stage, they will significantly improve their writing and achieve a better academic composition. To confirm the validity of the research hypothesis, we designed two main questionnaires; one for six teachers of the written expression courses, and the second is for fifty five participants selected randomly from the whole population of the third year LMD student at the English Division in Mohammed Khieder University of Biskra. After the analyses of the gathered data, we found that implementing the process approach eliminates and helps the students to overcome the different writing difficulties and develop their academic written production. In addition, we have suggested for written expression teachers to raise their students' awareness about the importance of the process approach and its stages as a writing tool. So, the obtained results confirmed that there is a strong relation between the adoption of the process approach and the improvement of the academic writing.

List of Abbreviations

FL: Foreign Language

EFL: English as a Foreign Language

ESL: English as a Second Language

%: Percentage

Q: Question

SL: Second Language

TL: Target Language

L1: First Language

ESP: English for Specific Purposes

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General Introduction

English language becomes a lingua Franca that is used by more than two billion of speakers over the world. As a language system, English has four major skills: speaking, reading, listening, and writing. One of the most important skills that students of English need to develop is writing. This latter is a crucial skill in learning and teaching foreign languages. It is still an area of lively debate and research due to the complexity of this productive skill. Thus, many students find it very difficult to produce an acceptable composition.

Writing is not taking a pen and putting down random thoughts; writers must take into consideration the process in which they write. So, the difficulty of writing related to the process that the writers follow when they write. In that way, many students faced several problems when they are stating their ideas academically, it is represented in the students' belief that the good production comes just from mastering the grammar rules; they neglect the process in which they should go through. So, they ignore the main stages of the writing process as drafting, revising, editing, and proofreading. It would be essential to involve the process approach and its stages as a useful technique to teach writing in general, and the academic ones in a particular. Students need to be aware about the importance of the process approach through the different stages that enable them to be skilled writers. They should be also aware of the effective use of that writing technique. Moreover, they must pay attention to the steps that draw for them the best direction when they write, such as drafting, revising, editing, and proofreading.

In short, teaching academic writing within the process approach in EFL classes is useful technique to overcome learners' difficulties and enhance their academic performance. This research study is conducted to shed light on the importance of using the process approach as a way to develop EFL learners academic writing skill. Also, it provides both

learners and teachers to interact within that space, and also to reach them with new ways to teach and learn writing by using the process approach instead of the other approaches.

1. Statement of the Problem

Writing is one of the four major skills in foreign language classes, it is classified as one important skill to be learned or taught. Despite the assiduity given to that skill in EFL classes. The majority of the students have difficulties in producing a good academic piece of writing. We think that the cause of this problem is the students' belief that the good production comes just from mastering the grammar rules and acquiring a lot of information. They neglect the process in which they should go through. So, they ignore the main stages as drafting, revising, editing, and proofreading; this makes it hard for teachers to minimize and help their students overcome writing difficulties and develop their formal written production.

2. Aim and Objectives of the Study

This study aims to explain the importance of how can teachers raise their students' awareness to produce a good academic composition by using the process approach as a teaching tool. In other word, it emphasizes the importance of adapting the process approach in enhancing EFL students' academic written production.

This aim underlines two main objectives:

1. Determining how does the process approach and its stages helps EFL learners to become a good writers
2. Making student aware of the different stages of the process approach such as drafting, revising, editing, and proofreading to prevent the several writing problems.

3. Research Questions and Hypothesis

Writing is an important process in which students plan, revise, draft, and edit what they produce. Through these different stages, students carried out to develop their academic

perceptions. This proposed study tries to find out the answer and address one main question which is:

To what extent the use of the process approach and its steps develop the EFL learner academic writing proficiency?

This question consists of the following sub-questions:

1. Do teachers adopt the process approach to develop their students' academic writing skill?
2. Are students aware of the stages of the process approach to become a better writers?
3. How does the process approach enable students to overcome the several problems in writing?

Based on the research question, we hypothesize that if the teachers adopt the process approach and raise their students' awareness of its stages; they will produce a good academic composition and minimize the different writing problems.

4. Significance of the Study

This research study is very important because it will tell us about the best way to make the process of writing easier for EFL learners through the adoption of the process approach in teaching and learning writing. In addition to that, it will talk firstly about the effect of the process approach on enhancing students' academic writing abilities. Furthermore, this study will provide the proof to accept or ignore the idea of using the process-oriented approach as means of helping EFL learners to enhance their academic writing. Also, the finding of this study aims to confirm that there is a strong relation between the use of the process approach and the development of the academic writing.

5. Research Methodology and Data Gathering Tools

In order to reach a better answer and enjoined by the essence of this study, this research study will be conducted using the qualitative approach to verify our hypothesis.

Due to the limited period time and the nature of the subject, we have supposed to choose the descriptive method rather than the experimental one.

Since this study is intended to offer insights into the importance of the process approach in writing, and its role in developing EFL learners' writing proficiency, we have decided to choose our population among the third year students (453) and, as well as their teachers which equal (15) teachers. We will choose our respondents (55 students) among the third LMD students at the division of English at Biskra University as a sample of this study with a variety of age, gender, and social status. There will be a random selection for the participants and they will be given questionnaires which are prepared for the purpose of getting a close look into the situation. In addition, we have selected (06) teachers of written expression from the population and giving them questionnaires to help us realizing the aims of this research study.

We decide to use the questionnaire as means of our data collection because it is the most suitable one in the descriptive method, it is going to give us a general idea about our topic. The data that are going to be provided by the learners' questionnaire will be reliable in order to see how EFL learners at Mohamed Kheider University of Biskra are looking to the importance of the process-oriented approach and its impact on their written production.

Another questionnaire will be given to the teachers of written expression module at Biskra University in order to gather information and get a deeper understanding about the importance which is given to the process approach. By this questionnaire, teachers will be required to answer some questions concerning the teaching of writing, the writing process in general, and

the process approach in particular in the process of developing their students' capacities in producing a good piece of writing.

6. Data Analysis

We have chosen to deal with the data findings manually by entering them in Microsoft Excel 2010 on Windows 7. The results are going to be presented in a form of: Diagrams, Tables, and Figures.

7. Research limitations

This research study investigates the importance of the process approach in improving the EFL learners writing skill. This research needs a lot of effort, enough time, and different methods to reach a reliable result. During this research we also faced other obstacles because of lack of time, and because of the absence of the enough experience and knowledge about the best way that would make us organize and connect the different ideas to each others.

It was expected to finish writing my work in the due time and in a perfect or acceptable way, but losing my Laptop on 23/02/2016 was a major obstacle in delaying the writing process. This problem made me rewrite and reorganize my work from the beginning.

8. Literature Review

Like other languages, a successful communication in English depends on the four skills; i.e., listening, reading, speaking, and writing. Among these skills, writing is considered to be the most important skill in the EFL educational system. Its importance attracted the interest of many researchers whom made several studies about that, and how it can benefit EFL learners in the learning processes. From Weigle's point of view (2002), "Writing is not just a standardized system of communication, but it is an essential tool for learning". He asserts that learning writing plays an important role in students' learning process, and it should be involved in the syllabus of schools. Because of the importance of this skill, different studies made by different scholars aimed to look for new and effective ways in order to

enhance the writing skill of EFL learners. According to White and Arndt (1991, p. 3), “writing is far from being a simple matter of transcribing language into written symbols; it is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of time”.

Writing skill is very important as a learning tool since most of exams require students to answer in written form. Within the same point of view, Bacha (2002) states that writing is important in students' academic courses since most examinations, reports, and research works depend on it. Moreover, Neman (1995) stated the importance of writing as means of assessment. They claimed that writing affects positively student's communication and makes them skilled in different disciplines.

For the sake of overcoming such problems and enhancing the students' written production, many researchers such as Clark (2003) and Raines (1985), claimed that achieving better performance in writing needs to look at this skill as process that entails different steps to go through it, such as prewriting, revising, and drafting. In recent years, many research studies interested in the effectiveness of the different approaches on teaching and learning writing. One of the most effective approaches is the process approach. According to Harmer (2004), “the process approach aims to get the heart of the various skills that should be employed in writing” .Hence, the teacher should play the role of facilitator in order to make their students aware of the different stages of this approach.

There are many research studies which investigate the adaption of the process approach in teaching writing as well as its importance in EFL learners' written production. The process oriented-approach spotlights on how the text is written instead of the final draft. Hyland (2003) asserts that the process approach has a strong influence on realizing the nature of writing and the procedure of how writing is taught.

Since 1980's, the process oriented-approach started to be applied to EFL classes due to its importance in enhancing the writing skill. Thus, this study aims to explain how teachers

can raise their students' awareness to produce a well composition by using the process approach as a teaching tool. Besides, it emphasizes the importance of adapting the process approach in enhancing EFL students' written production. Moreover, the finding of this study aims to confirm that there is a strong relationship between the use of the process approach and the development of the writing skill.

Chapter One:

Academic Writing

Introduction

University students are usually required to write at least one academic paper. For that, many students are still confused about how to write an academic documents of several types in English. Therefore, the Academic writing must be differentiated from other formal styles of writing such as official and business ones. The main characteristics of “good academic writing” have been the focus of much examination in the general field of writing skills and the importance of a good academic writing. In this chapter, we are going to define the writing skill, making clear the writing process and its stages. Then, we are going to deal with the academic writing, its types, its main characteristics as well as its importance. In addition, the role of the teachers in the field of writing will be taken into consideration.

1. Definitions of Writing

Writing is a means of conveying ideas or messages in a visual form by making marks on a certain surface (paper, screen, wall, floor...). Specifically, writing is one kind of expression in language that is created by a specific set of symbols, having conventional values for a particular language. Pincas asserts that “writing is a system of graphic symbols, i.e., letters or combinations of letters which relate to the sounds we produce while speaking” (1962, p. 125). Similarly, Widdowson (2001) states that "writing is the use of visual medium to manifest the graphological and grammatical system of the language. That is to say, writing in one sense is the production of sentences as instances of usages"(p. 62).

From another perspective, writing is a form of expression and communication that enables people to communicate ideas, feelings, and different attitudes in a written manner. Besides, the complexity of the writing is explained by Hayes (1996) as a way of communicating and expressing clearly ones thoughts and feelings. He adds:

Writing is a social act that represents one of many forms of communication i.e. that it enables the writer to share this information, his views, or his feelings with the others and it can be done within different contexts, example writing e-mails to friends, or relatives, making a shopping list or showing knowledge to what have been learned (as cited in Price and Maier, 2007, p. 280).

Several scholars and researchers defined writing in different ways. Crystal (2006) for example, states: “writing is a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression” (p. 257). It proves that the writing skill is a sequences of symbolic graphs collected together to shape a comprehensible text that is a necessary tool of communication. Besides, Lado (1983, p. 248), views that writing is a tool by which human beings exchange languages and thoughts.

Some scholars differentiate “writing” from “composition”. They argue that “writing” is a broad term that usually refers to fiction and journalism, whereas “composition” refers to academic writing, particularly the sort of writing that students produce in an English or composition class.

From the same perspective, Writing is a productive skill that urges the writer to carry out the meanings or messages in a written form. In the writing process, the writer tries to interact with the readers by exploring the ideas in the written form which usually contain the context, prior knowledge, and discourse. As writing is a way of communication, the writer must be able to express the ideas explicitly using an effective language and avoiding the ambiguous words.

The writer must be aware that the readers cannot confirm the ideas being delivered to them immediately as what they can do in speaking process. Therefore, it is the writer’s duty to make his writing clear enough before the readers. Writing is a recursive process that enables the writer go from one step to another step and back to the previous one. The writer has the ability to modify his or her writing. All of us know that the writer should plan the writing before revising it, but he has the chance to re-plan the writing after revision. (Romadhonim, 2014).

2. The Writing Process

Since writing involves many, and complex, mental operations, it is better to break it down into its component parts in order to reduce the stress and frustration for EFL learners and to enable them to achieve better results. A process approach is highly recommended by scholars for students, whether the paper is long or short. Richards and Schmidt (2002) debated that “writing is viewed as a result of complex processes of planning, drafting, reviewing and revising” (p. 529). That is to say, the final product is the result of various operations. However, Hedge (2000) stated that “Writing is the result of employing strategies to manage the composing process. . . it involves a number of activities: setting goals, generating information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process”(p. 302). This idea is supported by Harmer claiming that:

The stages the writer goes through in order to produce something in its final form. This process may, of course, be affected by the content of the writing, the type of writing, and the medium it is written in . . . this process has four main elements: planning, drafting, editing, and final draft. (2004, p. 4)

Also, Harmer (2004, p. 5) defines the process of writing as "recursive" and a way that all writers go through to produce a well composed text. Also, it may involve many directions between the different stages.

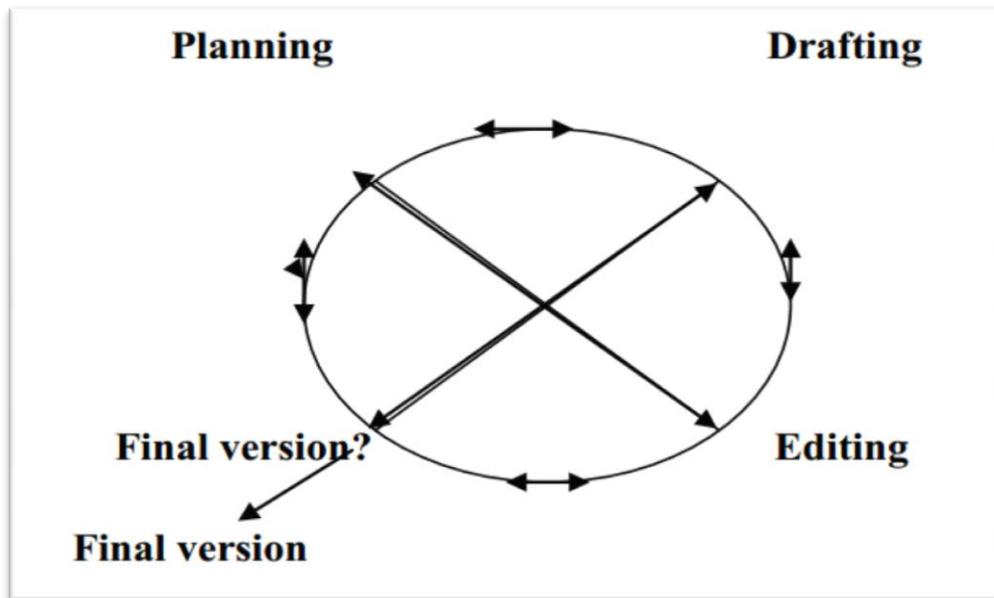


Figure 1.1:The process wheel (Harmer, 2004, p. 06).

Through this figure, Harmer explains that the process wheel indicates the dimension that any writer should go through to achieve a good written product such as: planning, drafting, editing even forwards or backward until they reach the final draft.

1.1 Prewriting

Prewriting is all what you do before you begin to draft the paper. Prewriting is the first writing stage where learners generate ideas. At this stage, learners do not start writing, but they prepare themselves to write. The prewriting stage is when the learner commence generating ideas on the topic without concentrating too much on accuracy and organization. Prewriting stage involves “choosing a subject, narrowing the topic, analysing audience as well as generating ideas” (Roberts, 2004, p. 8). Hogue (2007) claims that the writer is not interested neither about the appropriateness of planning and organising ideas nor about the correct use of grammar, spelling, and punctuation.

“Prewriting” is a blanket term for a wide range of strategies to start thinking about. It includes five strategies: freewriting, journalist questions, listing, and clustering/mapping.

2.1.1 Freewriting

Freewriting is a technique that facilitates learners generate content for an essay or any written composition. It is writing continuously, letting thoughts flow without regard to spelling, grammar, style...etc. Freewriting gives learners an easy way to begin any piece of writing, and helps them surpass writer's block. In addition, it provides them with the fresh material to help in writing their work. It gives confidence in the learners' ability to explore a topic and helps them develop their own unique writing voice and promote a solid flow, or rhythm, to sentences.

2.1.2 Listing

Listing helps learners to select certain ideas and organize them by grouping related concepts together. This is the most informal kind of outline in which learners write down the main supporting points and possible evidence and analysis. Many students find this kind of outline helpful in taking timed essay exams because it is brief, and it does not take much time to produce. Listing is important because it takes all the free-form ideas and it helps the learners to see how they could narrow and focus the material to present a convincing, logical argument.

2.1.3 Journalist Questions

Journalist questions are the "WH questions"-who, what, when, where, and especially why and how. Through answering these questions, learners can discover interesting information that they can use for writing.

2.2 Drafting

Drafting is the second stage in the writing process, when learners begin to put ideas in a paragraph form based on the generated ideas during the prewriting stage. The drafting stage is categorized by less tentative efforts toward applying a specific written plan for communication(Bell, 2001). In this stage, the writer focuses on content and meaning, and not on the mechanics.

Furthermore, drafting is not an easy task as it may sound since writing the first draft is a hard task even for knowledgeable writers. Galko (2001, p. 49) states:

Drafting means writing a rough or scratch form of your paper. It is a time to really focus on the main ideas you want to get across in your paper. When drafting, you might skip sections or make notes to yourself to come back and add more examples in certain spots to check your facts later. As you draft, you do not need to worry about grammar, spelling or parts of your paper at a later stage.

The first draft takes shape according to the thesis or hypothesis, which acts as a clearly defined and articulated purpose for the work. With each successive draft, the work begins to take a more definitive shape. According to Katz (2006, p. 52), “As you translate your plans and records into words [...]; you will see what you are doing in a clearer light”. This means that ideas are made clearer and more understandable if they are written on a paper.

2.3 Revising

Revising is the reorganization of a well-developed draft; so that the thesis is aligned with the writer’s purpose, the development of the argument and its persuasive conclusion, and the reader’s needs and characteristics.

Revising a piece of writing resembles the multiple drafting stage of the writing process. The main difference between drafting and revising probably lies within the completeness of the document itself (Bell, 2001. p. 7). Rough drafts are characterized by varying degrees of completeness, which the writer attempts to complete. The task during the rough draft stage is to include all the features of the proposed thesis and supporting details.

During the revising stage, the writer considers the succinctness of the thesis, the relevance and adequateness of the supportive facts, the fluency of development, paragraph structure and transitions and the concluding final additions (ibid). Sometimes, these considerations could lead the writer to rewrite the entire piece, including the thesis or hypothesis, once the writer realizes that the purpose and the reader require a more focused or different written expression. Many writers engage in a recursive process of drafting and

revising, often simultaneously, as Johnson states: “the majority of time should be spent reading, rereading, moving things around, and getting feedback from others.” (2008, p. 194).

The need to revise undeniably acknowledges that a student’s writing is not perfect as presented in the latest draft. In other words, the writer willingness to revise means that he recognizes the dynamic nature of communication, which requires revisions in order to clearly articulate ideas and meet the expectations of the readers (Bell, 2001). Effective written expression is the result of careful revisions.

2.4 Editing

The editing stage involves the identification and correction of factual errors, deletion or revision of lateral issues, and refinement of omissions in a written document. Editing involves looking at each sentence carefully, and making sure that it is well designed and serves its purpose, including checking grammar, spelling, punctuation and capitalization. It is not easy to check all these things together, so it is better to do them one at a time. In other words, editing is best done in stages, in which you check for different things.

The more times you can read through your work, focusing each time on a different aspect and correcting where necessary, the better it will become. “Editing involves looking at your work with a critical eye, measuring it against certain standards and then changing it to meet those standards” (Gillett, Hammond & Martala-Lockett, 2009, p.272).

3. Types of Academic Writing

3.1 Description

According to Jordan (1999), there are three types of description that accure in the field of academic writing:

- ✓ Physical description which may be used in different disciplines.
- ✓ Descriptions of places or people, or the other social ideas prepared by sociologist and anthropogists.

- ✓ Descriptions of apparatus, measures and equipment arise in scientific fields.

This kind of the academic writing almost is used to introduce and clarify ideas and topics.

3.1 Definition

Definitions are very significant in the academic writing because they make our ideas clearer to the reader. Hamp-Lyons and Heasley (2006, p. 50-51) believe that definitions are essential because readers may not always have the adequate knowledge of a specialised domain. Therefore, they identify definitions as “The basic tool for ensuring clarity in referring to concepts. Definitions are important because wherever [...] we write academic texts- we must be clear”(p. 51).

Definition plays an important role in helping the readers to comprehend the meaning of certain words that may be unknown to them. Furthermore, it makes the text more comprehensible and clearer, and it can support the reader to continue reading the text.

3.2 Narrative

According to Jordan(1999), the form of narrative is a necessary part in the academic writing because the introductions to various pieces of academic writing comprise some kinds of “historical background or development”(p. 27). He explained the narrative form as a description of actions in the past which entails following a description in chronological order.

Jordan also points out the language that is commonly employed in the narrative is in the past simple act such as (it recognised) and past simple passive such as (it was established) and past perfect active (it had improved....).

The next phrases and terms can help to produce good chronological order which is an important part in narration (ibid):

- The order: Firstly, secondly, after that, then,..... finally.
- The connectives: behind, before, when, while, during, as soon as.....

This type gives a logical sequence of an action or event. Thus, it will make the text more arranged and coherently.

3.3 Cause and Effect

This kind of academic writing specifies the cause that makes an effect (or result). Many procedures and actions are often interrelated by cause and effect in academic writing. Jordan (1999, p. 58) suggests that “the language that is used to make cause and effect relationships plays an important role in creating a good academic text”.

The organization of a cause and effect writing falls into two vital pattern outlines: the cause-to-effect pattern and the effect-to-cause pattern, each of which is determined by the topic sentence. In the first pattern, the topic sentence of a paragraph incorporates the main idea in such a way that some cause generates some effects. The topic sentence point to the cause first, and then the discussion of the essay concerns the effects resulting from that cause. Similarly, in the effect-to-cause-pattern, the topic sentence of the essay will also clearly state some effect or result comes from some causes. The topic sentence indicates the effect and the essay discusses its causes and reasons.

Cause and effect models can be used in many types of writing as well as can be used for any of the writer's purposes. For example, to justify the various acts, to accept or ignore an idea, belief or assertion, to explain or to give an account of something or situation, to convince, or to draw a conclusion. The role of this type is to describe why something happens. It facilitates to convince the reader of the student’s point of view, by giving the explanations behind his hypothesis. It is significant to proof our opinion by providing evidence, consisting of cause and effect.

3.4 Comparison and Contrast

Jordan (1999, p. 51) concentrates on the importance of comparison and contrast in most academic subjects, especially when we study tables and other statistical information. He adds that it is essential to point out the similarities and differences in such texts (ibid).

Comparison and contrast help the reader comprehend the text by making the idea very clearly. They contribute to making the text coherent. Highlighting the main points can guide the reader to the most relevant and important information.

Jordan(1999), recommended These examples by show equivalence (i.e. the same), non-equivalence (i.e. not the same) and one item compared with a group (i.e. the best, the most, the highest). It is obvious that the language that is used relies on comparative or superlative statements.(p. 52)

This type has two main functions. The first is to show the similarities and differences in ideas which has already been presented or, it can be introduced as new information. The second is to highlight the most significant differences which give weight to an argument.

3.5 Argumentation

The argumentative form is very important in academic writing. Jordan (1986, p. 66) asserts that it is the way that writers discuss positive and negative points about a particular idea. The writers have to measure the different opinions, comparing and contrasting, and eventually give their views.

Hamp-Lyons and Heasley (2006, p. 104) state that “knowledge is created by original research, and original research requires original thinking. If someone is to think originally, they have to think critically and be able to argue”. They consider that it is essential that the academic argument starts with a thesis that is debatable (ibid). In other words, it is an idea you believe in, but other people might disagree. Hamp-Lyons and Heasley, also declare that the writers’ aim is to persuade their readers of the correctness of their thesis by providing evidence.

There is no academic writing without argument since it focuses on an academic problem, and wherever we have a problem, we have different opinions. As a result, we have an argumentation. Hamp-Lyons and Heasley (2006, p. 109) mention examples of the language of argument that can be used including, personalization using pronouns, formulaic phrases

and connectives. Argument is an important discourse function because it is used to show that the writer agrees or disagrees with something, someone or an idea. It is a way of showing how or why the writer agrees or disagrees by providing reasons or examples to prove a hypothesis. argumentative verbs, emotionally charged words,

This type of writing presents a fundamental claim and supports this claim using an argument based on evidence. Within the argumentative essays, for example, the writer has an opinion and he argues to convince the reader on his opinion by discussing an agreement or disagreement with someone on something. Argumentative writing literally means everything that involves debate and possible disagreement, and to opinion as opposed to the uncontested facts of exposition (ibid). It means agreeing or disagreeing with a given suggestion, strongly or tentatively.

In more general terms, it refers to a more subjective style of writing, where writers engage in defining their terms or interpreting and evaluating the views, evidence or data very clearly from their own perspective or viewpoint. (Reznitskaya, Anderson & Kuo, 2007)

It is most useful when we use exemplification to support our argument. It is the gateway to convince the readers of our point of view by providing examples. Jordan (1999, p. 32) mentions the popular language that is used for this purpose. Examples of its use would be: exemplification helps the writer with clarifying definitions, as well as to support an argument

3.6 Classification

“The classification is normally made according to criterion or several criteria (standards or principles) on which judgments are based” (Jordan 1999, p. 43). This type of academic writing is outlined by Jordan who declares that we need classification when we divide things into classes or groups. Classification can be used at the beginning of an essay as a means of sub-dividing topics which will be discussed. This is a form of ‘mapping’ and it helps guide the reader.

From the point of view of Vandermeijer et al. "Classification is an organizational strategy that helps writers make sense of large or complex sets of things. A writer using this strategy breaks the topic into individual items or members that can be sorted into clearly distinguishable groups or categories." (2014, p. 200). Besides, this process assists the writer in organizing the text by decomposing it to its main points. therefore, those elements follow a logical order in order to tackle the main topic separately. In a classification writing, the writer arranges items into categories. There are three steps to remember when writing an effective classification writing suggested by Swales & Feak(2004, p. 35):

- Organize the items into useful categories.
- apply a one organizing principle.
- offer appropriate examples that fit into each category.

4. The Main Characteristics of Good Academic Writing

4.1 Organisation

In the academic writing context, organisation means an understandable introduction, body and conclusion(Greetham, 2013). The development of ideas and paragraph must be clear and support with examples. Also, it occupies presenting a number of alternative points of view and achieving a sense of argumentation.

Greetham (2013, p. 182) spotlights on the significance of the organisation (the introduction, paragraphs and conclusion) in a sense that the composition must be comprehensible and coherent. He asserts that the introduction is a key part in which the writer must interpret the title or question(p. 183). In addition, he emphasises that the paragraphs must follow the outlined map in the introduction(p. 185). He informs that the writer should have a topic sentence for each paragraph which gives a brief description about what is next. Regarding to the conclusions, Greetham (2013. p. 197) states also that "the opinions you express in the conclusion must reflect the strength and balance of the arguments that have preceded them in the body of the essay."

In the same concern, Anderson and Poole (2001) recommend that we should have an introduction, body and conclusion. They think that the introduction has to start with a clear statement of the problem (p. 17). Also, they state that the body “should be an attempt at a progressive solution to the problem stated in the introduction” (ibid). Furthermore, they believe that the conclusion should cast the results of the investigation and offer a solution to the problem that has been set.

4.2 Relevance to Question

In the academic context, it is essential that the work should be directly relevant to the title. The writer has to give the task in a direct and efficient method. The expansion of the argument must be relevant, appropriate and accurate.

Davies (2008) believes that successful academic writing must address a topic or title clearly. He suggests that writers must be careful what to include in their written products, noting that “interesting information” may not necessarily be relevant to the question that is being asked (p. 53).

4.3 Cohesion and Coherence

In every kind of writing, it is important for students to show how clearly have organized their ideas, linking words to connect the ideas, and the good usage of ‘signposting words’ to show the development of your argument. According to Carter and Nash (1999, p. 245) “A text is perceived as coherent when it makes consistent sense “. They describe cohesion as “the demonstrable pattern of the text’s integrity, the marks of its ‘hanging together’”(ibid).

In other words, coherence entails that the text must make sense and cohesion means that it must be correctly planned and interlinked by suitable linking words. Murray and Hughes (2008) claims that a good writer is the one “who sticks his ideas together as links in a chain, each link connecting the one before it with the one after. If any links are missing the connection becomes unclear and the argument structure breaks down” (p. 45).

4.4 Accuracy

Accuracy is strongly recommended to have a high standard of grammar, vocabulary, spelling, word choice, and punctuation.

From Brown and Hood points of view(1998, p. 26-34), spelling and punctuation are essential writing skills, They make writing clear and well organized for readers to receive the messages. In addition, Jordan (1986, p. 10-18) also gives many examples and exercises that show the importance of grammar, vocabulary, spelling and punctuation.

Spelling and punctuation marks are a significant part of the academic writing. According to Murray & Hughes,“ They indicate pauses and sentence boundaries and also eliminate ambiguity as well punctuated and capitalized piece of writing should make your work easier to read and understand and will therefore help it make a more favourable impression on your reader” (2008, p. 185). That is to say, spelling is a feature on which teachers focus more during evaluating their students' productions. It should be taken into consideration by the learners to reach a good composition.

4.5 Style and Vocabulary

It is a significant to avoid repetition and to show a diversity of vocabulary and sentence structures. Writing with a good style, The meaning will be clear to follow without effort on the part of the reader.

Using a limited vocabulary and insufficient sentence structures are an indication of weakness in the field of writing. Besides, repetition seems to be inappropriate in English as compared to the other languages such as Arabic. In other perspective, The style of writing is an important feature of a good academic writing, Davies (2008) counts five constituents for “good style” which are summarised as follows:

- **The writer should be explicit:** Although the reader may have a general background in the general subject, it is vital to plainly state the conclusions.
- **Use signposts:** These help guide the reader across the text.

- **Avoid long sentences:** Avoid over complicated syntactic structures.
- **Avoid long paragraphs:** Excessively long paragraphs can have a negative impact on the reader.
- **The reader does not know what you mean:** incorporate clear definitions to avoid ambiguity.

4.6 Appropriateness and Referencing

The language must be appropriate to the academic context. A good academic writing involves certain criteria and measures of acceptability that the learners should focus on during their work such as, appropriateness and referencing. For that, the writers have to make correct use of source texts as well as, have to provide adequate references and bibliography details.

Jordan (1986, p. 18) states the most essential features in academic writing. He outlines them as follows:

- Written academic English rarely contains contractions: (I do not think /I don't think); (I am writing/ I'm writing..),
- Hesitation fillers: (er, um, well, you know,... which are common in spoken English)
- The use of personal pronouns (I).

Thurstun and Candlin (1998, p. 19-52) identify the value of referencing and the use of proper vocabulary while referring to others' work by using words like 'state', 'claim' and 'suggest'. Furthermore, Trzeciak and MacKay (2000, p. 56) state "The insertion of references and quotations in academic work is an important part of your writing, particularly in research work". They claimed that referencing is one of the main characteristics of a good academic writing , because it expresses that writers have done substantial amounts of reading into the subject they are talking about, and are able to select appropriate information from this as well as, it gives credit to work that others have done and show how writers have approached their works.

According to Bailey (2003)“Referencing is an acknowledgement that you are making use of other writers' ideas or data in your writing”. He mentioned three main reasons for referencing the work:

1. To avoid the charge of Plagiarism
2. To give more authority to the production.
3. Helps readers to find the original sources by using the reference section.

4.6.1 Paraphrasing

Paraphrasing is a referring technique that involves making changes on a given information from the original source or passage. According to Bailey "Paraphrasing involves changing a text so that it is quite different from the source, while retaining the meaning”(2003, p. 29).

It makes the writers to avoid the risk of plagiarism, by changing the whole form of the original products and without altering the meaning.

4.6.2 Summarizing

Summarizing is the common technique of referencing that used by all writers. It is an important skill in the academic work, where writers choose only the needed information, instead of writing everything. According to Bowker (2007, p. 12), summarizing includes selecting the main ideas or key features of the original text, and using rewriting them in short version.

Like paraphrasing technique, summarizing also lead the writers to prevent any kind of plagiarism and produce a good referenced composition.

5. Importance of Academic Writing

Academic writing plays a major role in higher education, both in student understanding and in the subsequent assessment of student knowledge. Recent studies have highlighted that academicians are aware of the importance of writing, with one survey emphasising that almost 90% of staff felt that it was essential to teach writing skills to university students

(Ganobscik Williams, 2004. p. 28). Maintaining principles of academic writing have significant implications for both teachers, and learners in higher education. The aptitude to express themselves successfully is a fundamental skill for students, which can be mastered and developed through their higher learning.

In order for students to learn and contribute to their subject field, an understanding of the language used and the ability to communicate in such dialogue is vital. Therefore, it is the role of teaching staff to assist students in their discipline and to support them during their academic growth. The progress of effective academic writing support offers mutual benefit to both students and staff. Nonetheless, the methods in which it is integrated into subject disciplines creates a challenge for the higher education sector (Hyland, 2004).

6. Teachers' Role in the Field of Writing

The English language or any foreign language (FL), teacher plays a major role in enhancing his students' level and this is exactly what the teacher is asked to do. The role of writing teacher appears when the students are asked to write. We can introduce the role of the teacher in the following points:

6.1 Motivator

This is a vital and effective role that could any teacher play to raise the students' self-confidence and other circumstances which put up the student to be more comfortable and to be able produce better academic writings with superior benefits. Number of students face various difficulties, specially at the level of creativity and imagination, they find themselves incapable to make ideas, here the teacher is supposed to put forward lines for them as a way to assist them going on their productions.

6.2 Resource Provider

The role of the teacher as a resource means that he should be always ready to provide students with the required information specially during more extended academic writing

tasks, the teacher should offer a helping hand and he should be aware of his students' improvement, offering advices and information as well as giving a set of instructions.

6.3 Feedback Provider

This character seems to be the most important role for EFL/EL teachers. When students finished their composition, here appears the next step which is correction and when students request for correction. As a teacher, you should deal with their writings positively and try to support them in order to compose better next time. That is to say that that teachers should take into account that the degree of correction depends on the period of the students' studies.

Conclusion

To conclude, it is clear that “good academic writing” occupies many researchers finding out about its main characteristics, mainly organization, coherence, cohesion, and referencing, as well as the role that language discourse functions play in such texts. Many of those researchers such as Jordan, Anderson, Hamp-Lyons and Trzeciak also point out the problems that students may face, especially Arabic students to achieve accuracy in writing academic texts such as, dissertations or a business letter. The different features of academic writing that mentioned in this chapter can be used by the writers to draw their readers' attention to follow the development of the argument. Finally, I strongly agree with the crucial importance of having the characteristics above, particularly having a logical argument throughout the text.

Chapter Two:
The Process Approach to Teach Writing

Introduction

Writing is an important skill in teaching and learning a foreign language since most of exams requires students to answer in a written form. There are several approaches to teach writing, and the instructor needs to choose the appropriate for his/her students in order to help them write more effectively. Since our study focuses on one of these approaches which is the process approach to teach writing. First, we present the different approaches to teach writing. Second, we try to shed more light on the process oriented approach, starting with its definition, then its stages such as, prewriting, drafting, revising and editing. In addition, we will explain models of the process approach, coming to its importance in teaching writing. Third, because of the crucial role the teacher plays in that approach, we demonstrate briefly the different feedback the teacher may play while using this approach in the classroom.

1. Approaches to Teach Writing

Writing is one of the most difficult skills for EFL learners to be mastered. During 1940's until 1990's, different approaches to teach writing were suggested by several scholars. Before that time, writing was neglected because it was believed that speaking is the most important form of the language. These suggested approaches help writers to prevent EFL/ESL learners' difficulties and make them better writers. For that, teachers need to choose one of them that is acceptable and comfortable in the writing classes. Rivers (1968, cited in Nemmouchi, 2008) said that none of these approaches can be classified as an ideal one, because each approach is considered as a successful in one place but not in another.

1.1 The Controlled-to Free Approach

The controlled-to-free approach seems to be a sequential, as Raimes (1983) asserts that students were guided by a series of multiple activities. They may follow sentence exercises, moving to paragraphs to be manipulated grammatically. Also, he asserts that "it is relatively easy for students to write a great deal yet avoid errors. The teachers' work of marking papers is quick and easy"(ibid, p. 94).

This approach is also known as guided writing, which focuses more on repetition and imitation. Applying the controlled to free approach to EFL learners is viewed as useful technique due to its advantages, especially for beginners.

One of the most important features of the controlled to free approach is the development of accuracy more than fluency (Gaith, 2002) which means that it focuses on the structured aspect of the language, and ignore its communicative aspect. Raimes also mentioned this point when he said that this approach stresses three main features: grammar, syntax and mechanics (1983, p. 76). Basically, this approach seems to emphasize more on grammar rather than fluency. It was said that mastering grammar rules lead directly to be a good writer. Moreover, controlled-to free approach provides both learners and teachers with many benefits according to their needs.

The controlled-to free approach was criticized by Silva (cited in Djedel, 2014) from different aspects which mainly are:

- Student manipulates "previously learned language structure"(p. 78). So, the writing skill is directly regarded as a habit formation.
- Writing was not classified as a crucial skill, but rather a matter of "service activity" to the other skills (speaking, listening and reading).
- The role of the teacher was focused only on "formal linguistic features", but not on learners' ideas and content
- For Silva, the audience on that approach was neglected because of the limitation of writing to the classroom environment.

1.2 The Free Writing Approach

Free writing approach is based on motivating students to write without any intervention from teachers, which mean that creation was the main feature of the free writing approach. In

addition, this approach focuses more on the quantity of students' works rather than their quality. The teacher gives the floor for students to write freely on given topics.

According to Raimes (1983), teachers' guidance seems to be forbidden. So, students write more on their own, by focusing on the content and fluency of the language rather than the form and accuracy. Gaith (2002) argues that free writing approach is based on the belief that when learners write freely, they improve their written production. When the learner takes pen and put down his ideas, teachers here are not likely to give any guidance or instructions. When learners' thoughts are putting down gradually, the different aspect of language will gradually be followed, such as, grammar, accuracy and organization (1983).

The role of the teacher in the free writing approach is not like his role in the controlled approach. S/he just attempts to read the students' composition, which means that s/he should correct, and possibly could give notes related to the content.

1.3 The Product Approach

The product approach is based on the belief of the final draft. According to Nunan (1989, p. 36), who said:

The product approach to writing focuses more on the end result of the composition, i.e. the letters, essay, story, and so on. The writing teacher who subscribes to the product approach will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main point, supporting details and so on. The focus in class will be on copying and imitation, carrying out sentences expansion from cue words and developing sentences and paragraphs from model of various sorts

For Nunan, the product approach is basically based on the final result of the written production, and teachers should mainly focus on the language system (grammar and discourse conventions). Also Harmer in his book *Practice English Language Teaching* said that this approach concentrates on the 'end product'; that is to say teachers may not take time to the other stages that learners followed when they write inside the classroom.

Like other approaches, the product approach was criticized in the notion of "creation", i.e. it does not allow learners to create and put their own ideas with own style of writing; they

need the guidance of teachers. Thus, students lose the ability to discover self-expression. (p. 257)

1.4 The Process Approach

All the approaches to teaching writing are useful in teaching writing; each one has its own opportunities and features that allow teachers to choose the most appropriate for their students in the classroom. One of the most important approaches is the process approach. This latter comes as a reaction to the product approach. It provides the learners with time to examine their ideas and manipulate them to a piece of writing. According to Hedge (2000), the process approach seems to be “complex process” where the writer follows a number of activities and stages, such as: highlight goals, gathering ideas, organizing information, selecting preferable language, writing drafts, reading and revising it, then the final revising and editing. (p. 302). Also, he adds:

The process approach view of writing sees it as thinking, as discovery. 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 (p. 302).

In addition, Harmer in his book *Practice English Language Teaching* claims that the process approach depends on four main stages or steps that all learners go through to write effectively. The first stage is prewriting, deals with learners' brainstorming ideas that are related to given topics. Followed by drafting where learners organize their ideas in order to put down the first draft. After that, the student is likely to discuss and introduce the connection among teachers or classmates to reorder and change his/her draft. This leads the learner to correct the grammatical errors, and any misuse of grammar rules in order to reach a good piece of writing.

Not like the other approaches, the role of teachers in the process-oriented approach is crucial. That is to say that a teacher who uses the process approach in EFL/ESL classes plays a major role in making students write under the different stages of the process approach.

White and Arndt (1991) said that teachers should follow the different stages of the process approach in order to improve their learner' capacities and make writing in English more effectively (p. 258).

The aim of the process approach is to make learners follow the different stages, to write a good piece of writing, such as, prewriting, drafting, revising and editing; as well as to make them aware of the writing process and its steps that involves. According to Nemouchi (2008), the essential goal of the process approach is to make learner practice how to generate ideas, plan, draft and redraft in order to get the final production.

1.5 The Genre Approach

This approach deals with teaching learners specific genres in specific situations. It is beneficial for students who studied English for specific purposes (ESP). Basically, the genre approach deals with different genres that the students need in specific purposes. As Nemouchi (2008) said that, the genre approach stresses on the language of a given text and context where produced and developed (p. 92-3).

Learners select the kind of the text; that means, if a writer wants to write, he has to pay attention to the various models of writing, i.e. letters, essays, and articles..etc. Because each kind has a specific structure and a unique vocabulary (Harmer, 2004). The genre approach was regarded as an extension of the product oriented approach. Swales (1990, p. 58) claimed that the genre approach is “a class communicative event, which share some set of communicative purposes, these purposes are recognized by expert members of the parent discourse community, and thereby constitute the rationale for the genre”. That is to say that the genre approach emphasizes writing as a ‘communicative activity’, which may enhance students compositions. A Teacher who adopts the genre approach in EFL classes takes the role as encouraging students to imitate and reproduce a text, because the main aim of this approach is teaching particular genres according to the needs of students.

2. Overview of the Process Approach

From the literature, it has been said that the process approach comes as a reaction to the product approach in the 1960's. It follows different stages where learners go through when they write rather than on the final product. That is to say that the process approach depends on all steps before reaching the final draft. For that, Ur (1996) and Tessemma (2005) said that "most people progress through a number of unity drafts before reaching a final version"(p. 93). Also, this approach sees writing as creative tasks, "writing was considered as an art and creative act in which the process and the discovery of the true self is an important as the product" (Bertin 1988, p. 484, cited in Djidel, 2015).

The raise of the different methods in teaching language plays a crucial role to develop writing as a skill. Direct and Audio lingual methods concentrate only on the form without paying attention to the communicative side. For that, teachers attempt to use different approaches to teach writing in the classroom, because they believe that good learners should master all side of a given language, and use it effectively in their daily life (Brookes and Grundy, 1998, p. 11).

The process approach was adopted to EFL learners since 1980's. It plays an effective role in learners' written production, as well as it gives opportunities to teachers to encourage their students to produce a meaningful piece of writing. Frodesen and Holten (2003) claim that the adoption of the process approach allows learners to develop their writing contraction grammatically as well as the form; they have the chance to write a well structured piece of writing (p. 156). The use of the process approach makes EFL/ESL learners followed different stages, beginning with prewriting; then, using drafts and revising their papers; moving to make them correct their mistakes, by revising and editing the correct ideas until they reach the final correct draft. According to Flower (1985), the main aim of the different stages of the process approach is to make student, "guide their own creative process" (p. 370). Also, Silva

said that "writing is a complex, recursive and creative process" (cited on Kroll, 1990, p. 16). He explains that writing as process focuses more on content and language structure.

Another overview about the process approach is advanced by Ferris in Hyland Hyland (2006), she argued that the stages of the process writing play a significant role in preventing EFL learners' errors and making them change these errors by themselves. In addition, Green (2007) wrote "[...] stress the importance of planning, multiple drafting and revising in test construction, which seen as recursive, nonlinear process" (p. 36). He asserts that learners before they write, they should follow the several stages as an essential steps before and after they write. Also, Coffin et al (2003) demonstrating that the most important elements in the process approach are its stages, that any learner carried out to write an acceptable composition.

The process approach to teach writing is not like the traditional approaches. It gives the writer the occasion to follow the various stages such as revising, editing, and generating ideas. Hedge(2005) claims that the process of writing is "recursive" in the nature.

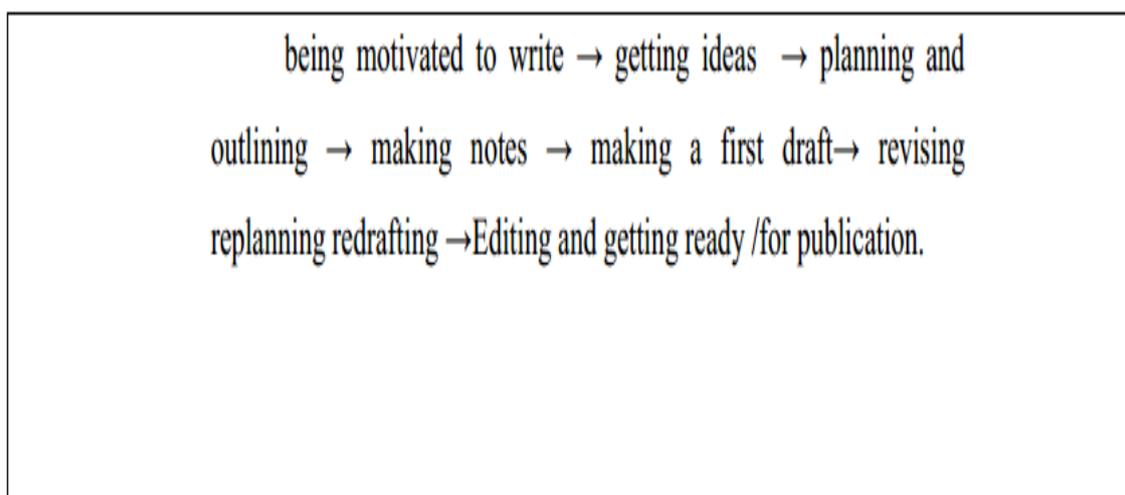


Figure 2.1: The process of writing (Hedge 2005. P. 51)

The figure (Hedge, 2005) shows that the process approach is a recursive process that entails different stages that allow writers to move around, change ideas, rewrite and correct.

2.1 Definition of the Process Approach

The process approach comes as a reaction to the product approach. Many research studies were made about the different approaches to teaching writing, especially the process approach. The importance of this approach attracts scholars to write about it. Thus, the process approach was defined by different scholars whom interest in the field of teaching writing as a crucial skill.

One of the main definitions of the process approach was proposed by Harmer (2004) who said that “the process approach of writing is recursive”. He refers to the mechanics of writing which writers go through when they write. He plans, revises, drafts and he can moves backward or forward when he needs to (p. 5). Furthermore, Whitney et al (2008, p. 220-221) defined the process approach as:

The process that involved many types of writing courses. This process engages students to write through cyclical approach rather than a sing-shot approach, they are not expected to produce any piece of writing without going through the stages of writing

This quotation investigates that the process approach is based on stages that any writer goes through when they write. Besides, this point of view was supported by Coffin et al (2003); they argued that the stages of the writing process plays a significant role if writers carried them out when they compose. Another definition was made by Hedge (2000), he said, "It is a complex process which neither easy nor spontaneous for many second language writers" (p. 302). In the same perspective, Lannon (2007, p. 166) defines the process approach as a means of stages such as, planning, drafting and revising. As well, it is related to what should write and how it is presented. Lennon asserts that there are no random activities, but a set of decisions take by learners when they write.

Furthermore, Tribble (1996) gives a good definition about the process approach, he said “[...] an approach to teaching writing which stresses the creativity of the individual writer, and which pay attention to the development of good writing practices rather than the imitation of models”(p. 160). Because he argued that the writing process is “complex and

cyclical process”, he suggests different stages of the process approach, such as prewriting, drafting, revising and editing in order to produce a good piece of writing, and the writer may go forwards or even backwards between the different stages.

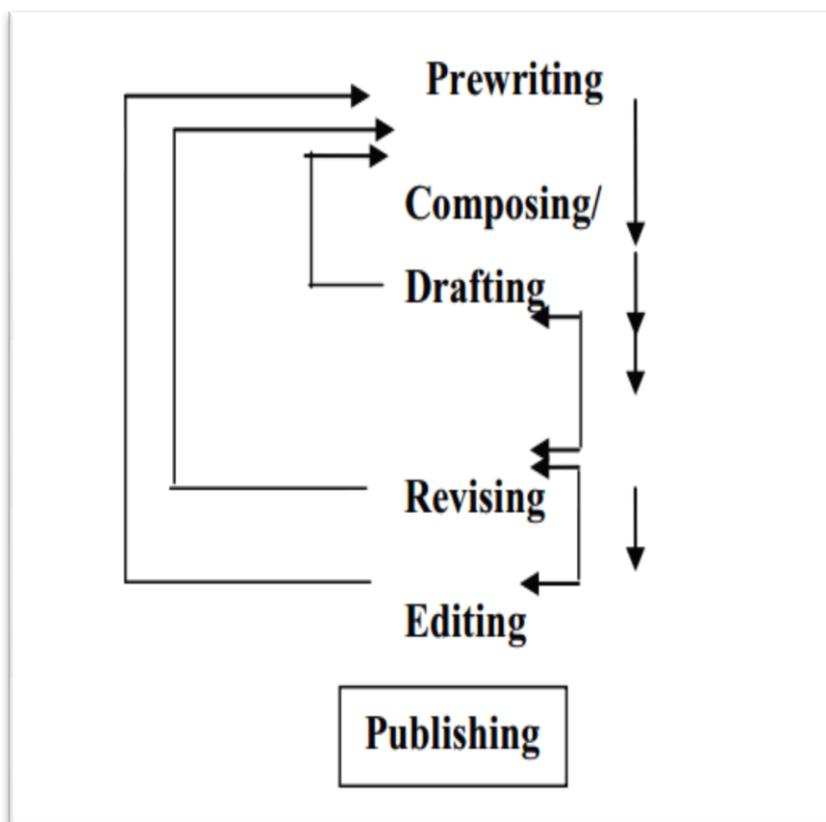


Figure 2.2: The writing process (Tribble, 1996, p. 39)

The figure shows the dynamics of the writing process (recursive process). Thus, at any stage in the writing process, writers have the chance to loop backwards or forwards between the several stages of the writing process.

The process approach makes learners write more effectively, and encourage them to write as much as possible without paying attention to the different mistakes. This orientation achieved a better proficiency to write in an academic way and, master the composing process. From this point, Zamel (1982) asserts that mastering the composing process leads writers to improve their written performance. He adds “Competence in the composing process was more important than linguistic competence in the ability to write proficiently in English”(p. 67).

Writing with the process approach offers writers to write freely on the different topics. Also, they can add any word, new ideas or new sentences, even in the final draft, because the composing process did not develop in straight way but rather a recursive manner. According to Dornan and Dees (2007, p. 47)

The composing process is not linear, step by –step process in which creative and critical thinking are neatly divided. Instead, it is a recursive process of exploration, inquiry, and evaluation that engages both modes of thinking at different times.

Dornan and Dees argued that writing would be enhanced at any step that writers follow. Also, they can rewrite or improve their drafts at any stage. Thus, teachers should give students enough time to redraft, revise, edit and recognize their work. Teacher who adopts the process approach to teaching writing has to act as facilitator, and should helps students at any stage. In the same manner, Harmer (2001) pointed out that:

Those who advocate a process approach to writing; however, pay attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phases, editing, redrafting, and finally publishing their work. A process approach aims to get the heart of the various skills that should be employed when writing (p. 257).

The definition above describes the process approach as multiple stages and activities that writer followed and teachers adopted in the classroom. Moreover, the process approach is not like the product approach which focuses only on the final draft, but on the different stages that may enhance the students' written production.

2.2 Stages of the Process Approach

The process approach incorporates many features; one of the most principle feature is the focus on the stages that writers follow when they write. According to Hyland (2003, p. 11)“, the writing process most widely accepted by L2 teachers is the original planning, writing, reviewing framework established by Flower and Hayes (Flower and Hayes, 1981)”. Flower and Hayes model explained that writing is a “non-linear”, and also it is an “exploratory and generative process whereby writers discover and reformulate their ideas”(ibid). That is to say

that these stages are followed in non-linear sequences, because they are “recursive”, which make all the activities be reviewed, evaluated and revised.

The stages of the process approach to teach writing are presented differently by different scholars. According to Hedge (2005, p. 17), the four main stages are: communicating, composing, crafting, and improving.

1. **Communicating:** this stage where teacher creates a context for classroom and explains to the students the style of writing, which learners go through according to the needs of the audience and the purpose of writing.
2. **Composing:** this stage shows the techniques that make writers compose a good production and follow a good pre-writing and drafting strategies.
3. **Drafting:** the different activities where the teacher helps students to compose paragraphs coherently by using different activities i.e. using suitable activities.
4. **Improving:** this stage deals with the cooperation of both teacher and student to improve the clarity and organization of writing. It allows writers to reviewing, revising and editing the final draft.

In addition, Hedge argued that the process of writing includes many activities which are presented in his figure (The Process of Writing, 2005, p. 51). He sees writing as recursive activities but not as linear ones, beginning with motivating students to write, generating ideas, preparing notes to write the first draft, moving to replan and redraft, finally editing and publishing. From the same perspective, Clark (2003) suggests five stages of the composing process. He adds that "the composing process as consisting of five-invention (generating ideas), arrangement (organizing ideas), style (selecting the appropriate language in order to present ideas), memory (memorizing the speech), and delivery (present the speech verbally)"(p. 05). Also, he said“discreet stages sometimes called planning, drafting and revising”(ibid).

It has been noticed that there is no total consent on the different number of stages within the process approach. Different overviews were made by different scholars about the different stages, but most of them recognize that these stages are the most recursive ones.

2.3.1 Pre-writing Stage

In this stage, students need to gather and generate as much as possible information. It may include multiple activities, such as: brainstorming, clustering, mapping techniques, talking, thinking, and reading. Also, students may use graphic organizers, such as: diagrams or clusters. The pre-writing stage is a crucial stage in the process approach, where writers generate the information about the topic they decided on. According to Richards and Renanya (2002):

Pre-writing is an activity in 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 towards generating tentative ideas and gathering information for writing (p. 316).

Despite the importance of the pre-writing stage, teachers should make students aware of the effectiveness of this stage, by using several activities and techniques that guided them to generate the needed information individually or even in a group work. The nature of the activities that teachers select to learners play an important role in that stage, because the pre-writing stage affects the later stages of the composing process, as well as it makes writers produce a good composition.

Many scholars stated that pre-writing is the first and the central stage in the process of writing. It helps writers to identify the topic, gather information, ideas and thoughts. Also, it makes them move easily to other stages and understand the nature of the topic. There are many strategies and techniques that teachers can adopt in the classroom in order to help learners to gather and generate information and write confidently. Here some techniques that writers may apply to build acceptable information when they write: brainstorming, free writing, and clustering.

2.2.1.1 Brainstorming

This technique is one of the most important ways in the pre-writing stage where writers generate ideas and information effectively. Brown and Hood (1989) said that brainstorming means you ‘storm’, or make your brain search for ideas. In this technique, writers should:

- Put down their ideas in a quick way.
- Do not pay attention about their effectiveness.
- Do not pay attention to the neatness and correctness of ideas.

In brainstorming, writers have the ability to gather information, check them, and omit the irrelevant ideas. From the same point, Galko (2001) defines Brainstorming as a technique that strongly helps the writer to generate quickly the appropriate information or data. He adds:

Brainstorming is a way to come up with ideas either alone or in groups. The main principle behind brainstorming is to let your ideas flow without judging them. First, you come up with ideas, then you can come back to them later and toss out the ones that sees not working (p. 20).

2.2.1.2 Free Writing

Free writing is another strategy that writers may use in the process of composing a piece of writing. Galko (2001) argues that free writing technique is writing all what is in your mind that is related to the topic, without paying attention to the correctness of the ideas or grammatical structures. In the free writing, writers do not worry about any aspect. They just write what comes in their mind and try not to stop. When they finish writing, they choose the appropriate and the interesting ideas that are related to the topic to use them later on. From this point of view, Williams (2003, 109) defines free writing as:

This technique involves writing nonstop for 5, 10 or 15 minutes. During this period, students keep generating words, even if they cannot think of anything meaningful to say. The rationale is that, eventually, they will be producing ideas that they can develop later into an effective paper

Another suggestion with free writing was made by Brown and Hood (1989); they define free writing as a warm up activity that makes you write freely. For them, writers in this technique should:

- Do not waste time (only two or three minutes).
- Exploring ideas as much as possible they can.
- Put down every single word that related to the topic with non stop.
- Do not stop until the time of writing is finished.
- Forget about the different spelling and grammatical correctness.

2.3.1.3 Clustering

Clustering is another useful technique in the pre-writing stage. Many ideas come to the writers' mind when he writes. Thus, clustering helps the writer to make connection between these ideas. According to Galko (2001), clustering is also called “mapping or webbing”. He explains the term clustering as a means of making diagrams about the given topic. Generally, the topic is centered on the page; whereas, all the ideas that are related to the topic are stated around the topic, and connected with lines.

According to Lyons and Heasley (2006), “Clustering is valuable for understanding the relationships between the parts of a broad topic and for developing sub-topics” (p. 73).

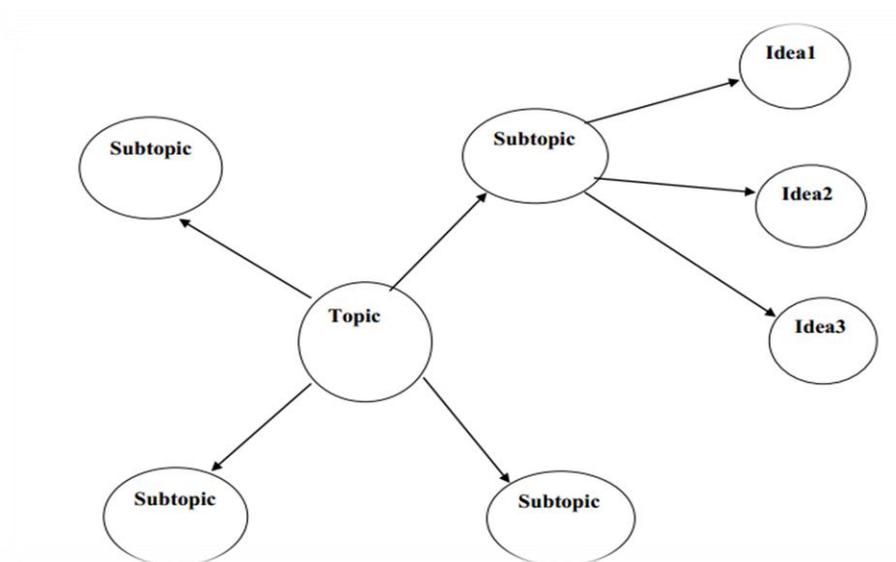


Figure 2.3: Brainstorming and Clustering (Lyons and Heasley, 2006, p. 73)

Lyons and Heasley (2006), assert that to reach effective clustering, writers should follow many steps. First, the student should put down the title of the topic in the centre of the page with circle around it. Second, he puts down all the main parts that are related to the topic, and draw a circle to each one in order to make them clear. Third, each sub-title should be surrounded by a number of examples that are related to it. Finally, he has to match ideas by arrows in order to indicate that there is a close connection with the next idea. All these steps help writers to get a close look to the topic. Even if the information are not sufficient, they try to search for additional information.

The pre-writing is based on the idea that writers have only to generate as much ideas as possible. In general, there are many techniques that students may use to generate ideas. Therefore, the pre-writing stage is the first stage and the most important one in the process approach to teaching writing, that makes writing more successful (Richard, 1992).

2.2.2 Drafting

Drafting is based on the pre-writing stage and the strategies that the writer has used. In this stage, the student gets his thoughts, ideas and information and begins to choose what is reliable to include or to exclude. Also, the student makes the decision of how ideas will be organized in the draft. According to Galko (2001), he defines drafting as making a rough of writing. It means that writers have the chance to make notes, record ideas, or even add some details and information. At this stage, conventions and mechanics are not important to deal with; the writer concentrates more on the content and meaning (the first version of the paper).

According to Harmer (2004), the drafting stage is related more to the first version of a given writing. Moreover, any composition that is made by students at this stage can be changed or modified later until reaching the final one. In the same perspective, Flower (2006) explains that student should rely only on the appropriate placement of the relevant vocabulary, rather than on grammar, spelling and punctuation mistakes (p. 18). Consequently,

the important objective for learners is to concentrate on the content, and ignore the other language aspects. For that, Galko (2001) adds:

Drafting means writing a rough or scratch, far of your paper. It is a time to really focus on the main ideas you want to get across in your paper, when drafting, you might ship sections or make notes to yourself to come back and add more examples in certain spots or to check your facts later. As you draft, you do not need to worry about grammar, spelling or punctuation, you will have the time to refine these mechanical parts of your paper at a later stage (p. 49).

The drafting stage seems to be a difficult stage for learners; they feel frustrated and unmotivated to write due to the different mistakes and false starts that they have done. At this point, Pickett et all (2001) argued that drafting stage is a painful task in the process approach to teaching writing, even for expert learners (p. 146).

2.2.3 Revising and Editing

Revising or editing, comes after writing the first draft where writers have to edit their papers from many angels, such as: grammar usage, spelling and punctuation (quality aspects). According to Harmer (2004), when writers compose the draft, they have to check the appropriate from what they write. Moreover, they can rewrite different form of words, or even produce a new words or sentences. In addition, Grenville (2001), argued the idea that when you revise, you will look for modification that may help readers later to receive your ideas and understand your points. He adds,“ Once you have found the places that need fixing, you have to decide to cut, add or move”(p. 140).

Many studies claimed that revising is an essential stage in the process writing approach. According to Johnson (2008), the revising stage is crucial in the writing process since it contains input and knowledge from teachers or peers. Hence, peer review is an important field in EFL classes because it reinforces students to revise their compositions. Besides, writers during revising their drafts should check them from the different aspect of language, such as:

grammar, spelling and punctuation. For Brown and Hood (1989), reviewing is a stage where writers should:

- Check the ideas and the messages that you need to say.
- Check the appropriateness of words (writing conventions).
- Have to know the importance of revising in the writing process approach.

The revising stage is considered as the secret of good composition. The writer should read and check more than one time in order to improve his/her writing. A good example of this point from reality, is the novelist Ernest Hemingway. When he wrote "*A Farewell to Arms*", the end of this novel was revised thirty nine times by him, which means that revising considered as a useful stage to enhance the final composition. In this stage, writer has to check if the composition is acceptable or not by correcting all the rewriting conventions (i.e. Grammar, spelling and organization of ideas). In addition, Starkey (2004) said that revising is to look at your draft with "fresh eyes and ears" to get make a good organization, support for main ideas, examples and connections between ideas. In addition, Noskin (2000) asserts that revising is a crucial stage in the process of writing, where ideas and meaning are checked.

2.2.4 Proofreading

Proofreading is the final stage where the writer has to check for the different minor mistakes, such as grammar, spelling, punctuation, and capitalization. Smith (2003), defines proofreading as " simply careful reading. As you review every word, sentence, and paragraph, you will find errors. When you locate them, you can use proofreading symbols to shorten the amount of time you spend editing "(p. 15).

This technique allows writers to check the different aspects of their writing (grammar, capitalization, punctuation). The same point was argued by Starkey (2004), he adds "the proofreading step puts your essay under the strongest lens. You will check word for errors in spelling and correct any other mechanic mistakes, such as grammar and punctuation " (p. 55).

The main principle of the proof reading step is to allow writers to find and correct the different errors in order to reach a good composition. According to Bailey (2003, p. 60), "proof reading is vital final step, which can prevent confusion or misunderstanding due to simple errors". Proofreading comes after the editing stage. It helps the writer to detect errors before publishing the composition. Many strategies that may help the students get a good proofreading and prevent the different errors which are presented as the following:

- Read every word and sentence aloud because it will allow you to spot mistakes that your eye cannot observe (ibid).
- Give sufficient time for close readings of the text, with break time in between to give you a fresh perspective on your essay (ibid).
- Request friends to read your composition in order to check for errors, as an additional strategy; sometimes, outside readers can spot errors that the writer can miss (ibid).

3. The Importance of the Process Approach

Based on the different overviews on the subject of the process approach to teaching writing, it seems to be a very useful approach. It tends to teach students how to write good compositions through the different stages and steps; thus, offering enough time to practice on this approach makes EFL learners reaching a good result.

Writing as a process is the main focus of the process approach to teaching writing, where learners go through different stages in order to achieve a better composition. This what Zamel (1982) asserts that if the student composes as a process, logically his writing performance be improved, and this prevents the different writing difficulties.

Through the process approach, teachers found that the process writing is a process of discovery for the learners, finding the appropriate ideas and language form to explain those ideas. Also, it is advantageous to the learners since the approach stresses more on the several

classroom activities. For Nunan (1991), the process approach also supports collaborative groups work among learners as a way to motivate and develop positive attitudes towards the writing skill.

4. Models of the Process Approach

The raise of the different methods in teaching language in the late of 1970's, plays a crucial role to develop writing as an important skill. Many researchers suggested models of the writing process which tried to make a distinction between trained and untrained writers. Weigle (2002) argued that these models are based on first language writing as well as second language writing.

The focus of teaching second language writing was on the characteristics of written text; whereas, there were famous scholars, such as Flower and Hayes, as well as The Bereiter and Scandamalia models. They tried to discover new improvement in L2 composition which based on the idea of the process writing rather than the textual form.

This study allows Hayes and Flower to construct a model of skilled writing. Hayes and Flower (1981), assumed that the actual mental activities of knowledgeable writers included: the task environment, such as writing assignment and text produced, and the writer's long term memory, which is related to the comprehension about the given topic, as well as the audience and writing plans besides to other mental processes.

4.1 Hayes and Flower Models

Hyland (2003) stated that Flower and Hayes' (1981) model is the original cognitive model of writing, affirming that writing is a "problem-solving, goal-directed and recursive activity". Depending on three interweaving and composing elements, namely the task environment, the cognitive writing process, and long-term memory, writers move from writer-based texts to reader-based texts.

The task environment is composed with some outside factors linked to the writer, such as the assignment and text writing that is being performed. The Cognitive and mental process

of writing includes three categories of programming, text composition, and edition. Eventually, the author's information on a topic, his or her information about the readers and the writing strategies piled up in the memory shape the writers' long term memory (ibid).

4.2 The Bereiter and Scardamalia Models

The Bereiter and Scardamalia model is the model that tries to describe a distinction among the process used by inexperienced students and the ones that is used by the expert students. Depending on this model, less experienced learners are worked at the “knowledge telling” level while more experienced students are included in the “knowledge transforming” level. Bruce (2008, p. 82) explains that Bereiter and Scardamalia (1987) model is:

Distinguish between writing, which involves simple knowledge-telling and more complex knowledge-transforming writing. Their model for knowledge-transforming writing identifies a rhetorical-problem need, which draws on what they refer to as discourse knowledge in order to create more complex types of written text

The distinguish between the knowledge telling and the knowledge transforming is that the former is more or less similar to the natural act of speaking where much planning and revising are not needed. In other word, the difference between "knowledge telling” and the “knowledge transforming” is that the writer in knowledge telling regarding writing as less important work, which directs to focus just on collected ideas and transform them into words and forget about the structural issue of the process. Breiter and Scardamalia (1987) notice that the writing in “knowledge transforming” level is ‘recursive process’, the mental efforts are more stipulated and the writer should go behind diverse stages (i. e. planning, revising, generating knowledge) in order to accomplish the objectives of the writing task: thinking elaboration, and problem solving.

5. Teachers' Feedback in Writing

Hedgcock (2005) asserts that the frequent perception that exists about teachers' corrections and scripts on writing has been considered by all experts as both error correction

and feedback. He reviewed that a several aspects can influence experts' feedback, such as the talent of the students, their educational prospect and needs, the writing task itself, the trainer, etc. Thereby the conclusion regarding the result of feedback in second language writing may be elusive "long way off"(p. 58).

Ramaprasad (1983) claimed that feedback is the difference between knowledge of the actual level and reference level of a factor, which is used to change the differences in some ways. It is suggested that feedback is the knowledge about the students' performance, value and excellence which is given to him or her. Other studies also have introduced feedback as an experience which generates self-managed learning.

Guenette (2007) asserted that there has been an argument about the importance of teachers' feedback in research studies concerning second language writing. Yet, different overviews may exist on giving the remedial feedback to writing learners in order to improve their writing accurateness.

Conclusion

As a conclusion, the process approach to teach writing is very important for EFL classes as a useful technique to overcome the different difficulties and enhance their production. The process approach consists of different stages which any writer should go through from drafting to proof reading the production. This makes it easier for teachers to help their students to minimize and overcome writing difficulties and develop their written production.

Chapter Three

Field Work

Introduction

Since we are conducting to use the descriptive method in collecting data and verifying our hypothesis. This practical chapter is devoted to the analysis of both students' and teachers' questionnaire, It gives students the chance to express their ideas freely. The aim of this questionnaire is to determine how the students perceive the importance of the process approach and its Impact on their academic production as an important part in teaching writing skill as well as to get an overview about teaching and learning the written expression module.

1. Students' Questionnaire

1.1 Administration of the Questionnaire

The questionnaire was administered to the third year LMD students in the English division at University Mohamed Kheidar-Biskra. We selected them randomly with a variety of age and gender. We intended to accumulate different opinions about the adoption of the process approach on the writing skill in general and the academic writing in specific. The students answered without a problem, they had not found difficulties just a few of them (4 participants), they have missed understanding of two questions but we provide them with enough explanation. We gave them the questionnaire on free time in order to answer carefully, and with more concentration. The number of the copies is 60 given to Third LMD students, but we collected just 55 questionnaire.

1.2 Description of the Questionnaire

The questionnaire is designed to get a close look into the importance of adopting the process approach on students' academic writing. Basically, the questionnaire includes sixteen of open- ended and multiple choice questions separated into three main sections, every section arranged with a particular aspect as follows:

Section one: General information (Q1- Q4): it gives information about the students' level and their familiarity to writing in general and written expression in specific.

Section two: Academic Writing skill (Q5- Q10): it designed to look for information about the students' perception about academic writing, its features, time allocated, and the different aspects that students have problems in the academic writing.

Section three: The process approach to teach writing (Q11-Q16): it includes six questions which may provide us the extent to which the learners are aware of the process approach on the writing skill, the different approaches that teachers adopted, the effect of the process approach, and the application/importance of its stages as well as their reaction to the effectiveness of this approach on their written competence.

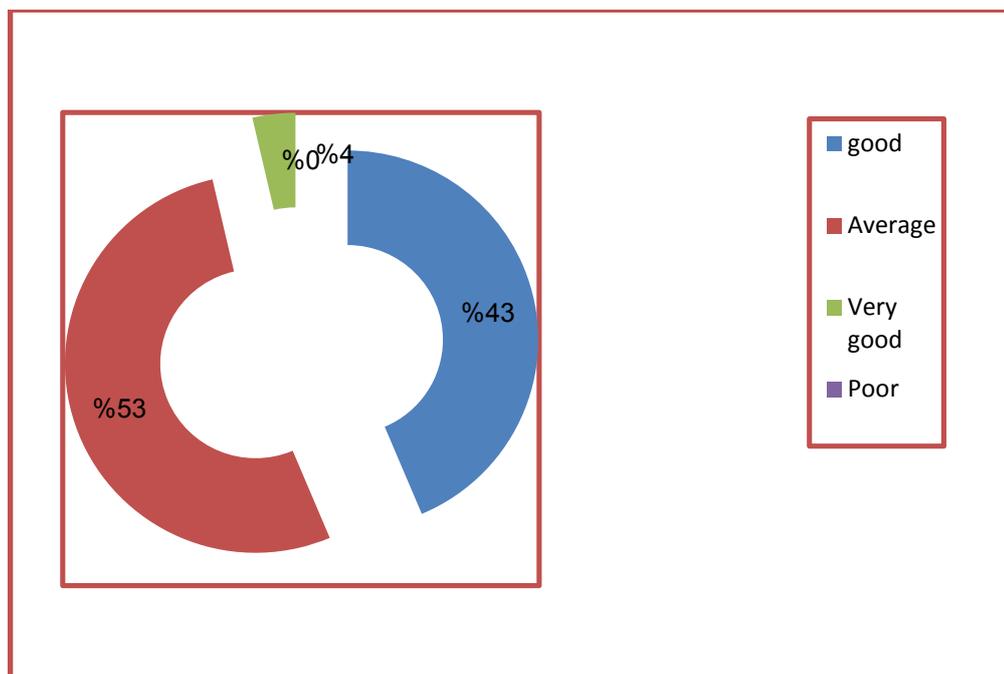
1.3 Analysis of the questionnaire

Section One: General Information

Q1. How do you consider your level in writing?

	Very good	Good	Average	Poor
N	2	24	29	
%	3.63	43.63	52.72	

Table 3.1: Students' estimation of their writing level.



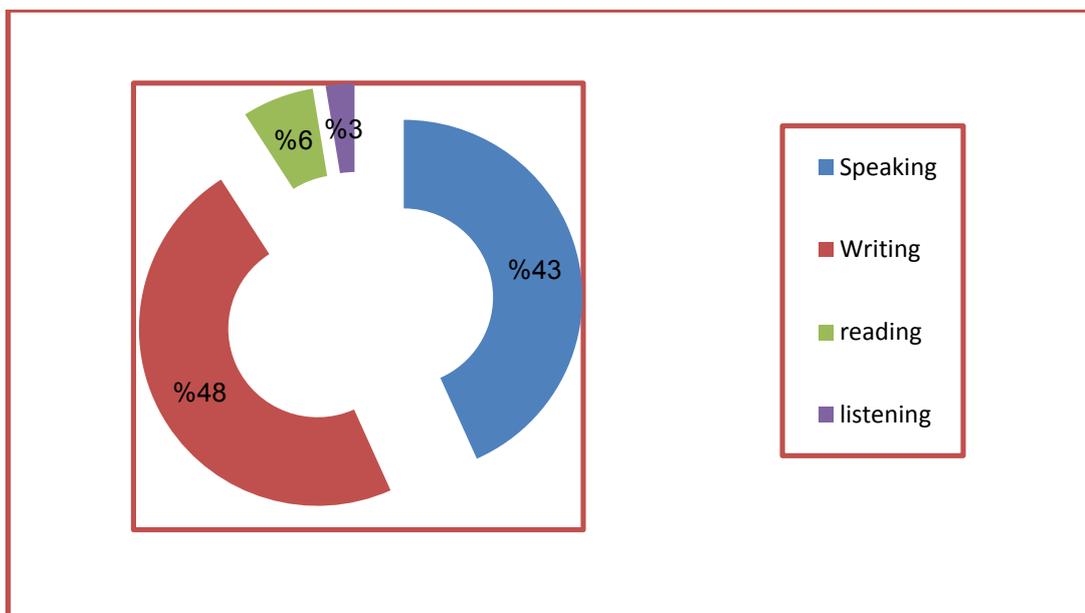
Graph 3.1: Students' estimation of their writing level.

As accounted by (52,72%) of the students, they evaluate their level in writing as “average”, (3,63%) as “excellent”; whereas (43,63%) of the participants consider that they have a “good” level. This denotes that they sufficiently satisfied with their level in writing. That is to say that all the participants believe in their writing competence.

Q2. In your opinion, what is the most difficult language skill?

Rank	Speaking		Listening		Writing		Reading	
	N	%	N	%	N	%	N	%
1	20	36,36	10	18,18	22	40	03	5,45

Table 3.2: Students' opinions on the most difficult language skill.



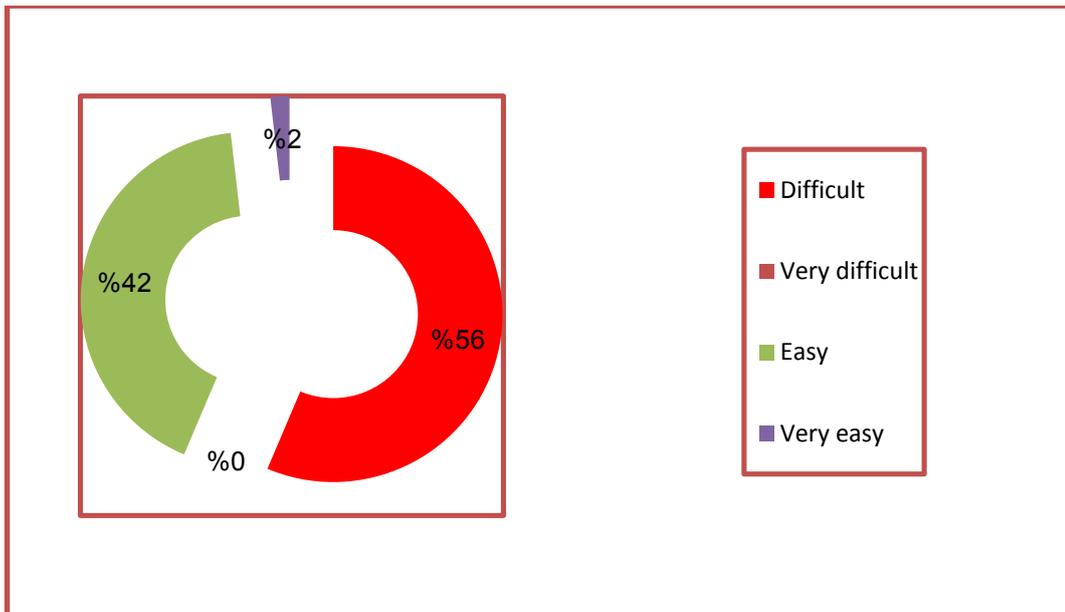
Graph 3.2: Students' opinions on the most difficult language skill.

As it is illustrated from the graph, (20. 36,36 %) of the students classified speaking as the difficult skill, (22. 40%) classified Writing as the most difficult skill to be mastered. ten Participants(18,18%) ranking the Listening skill as the difficult ones. Wherease, three participants (5,45%) said that they recognizes reading task as the difficult skill. This means that the majority of the students find difficulties on the speaking and writing task, because of the comlexcity of these two difficult skill .

Q3. How do you find the writing tasks?

	Very difficult	Difficult	Easy	Very easy
N		31	23	1
%		56.36	41.81	1.81

Table 3.3: Students' evaluation of the writing tasks.



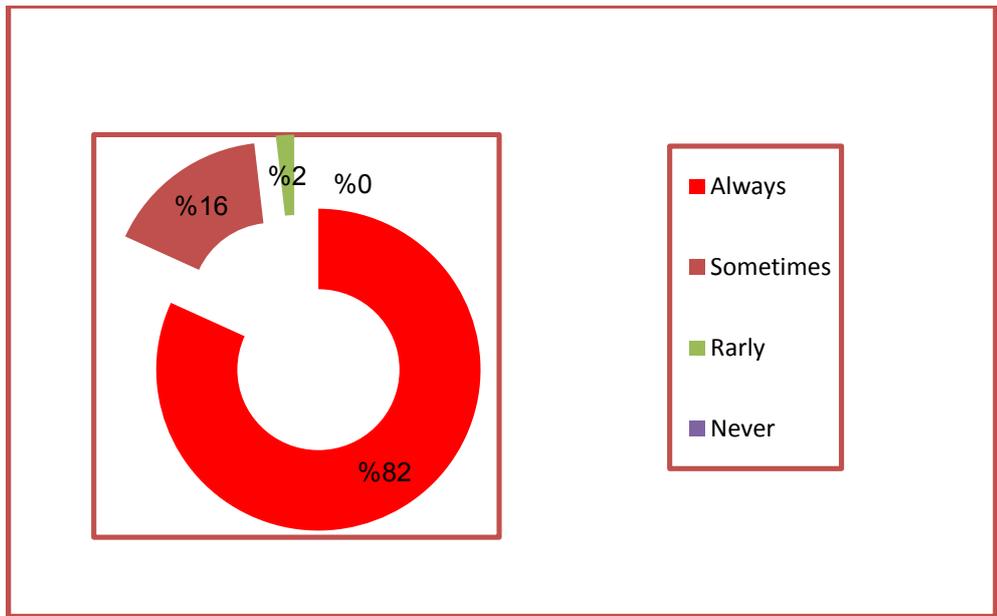
Graph 3.3: Students' evaluation of the writing tasks.

Asking this question lead us to determine the students' evaluation of the writing task, we reveal that (31. 56.36%) of the students evaluated writing task as “difficult”, (23. 41.81) % as “easy” except one participant (1.81%) said that he/she recognizes writing task as “very easy”. This means that the majority of the students are conscious of the difficulty of the writing task.

Q4. How often do you attend the written expression session?

	Always	Sometimes	Rarely	Never
N	45	9	1	
%	81.81	16.36	1.81	

Table 3.4: Students' writing session attendance frequency.



Graph 3.4: Students' writing session attendance frequency.

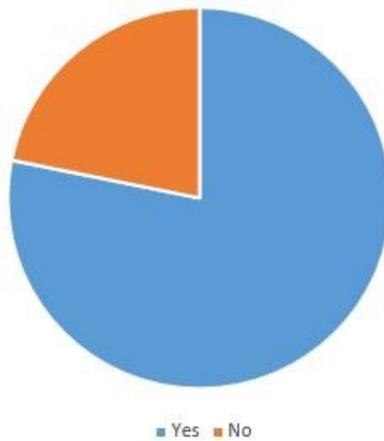
The aim of this question is to appraise the value or the interest that is given by students to the written expression module. It is observed that the majority of the participant (45.81.81%) said that they attend ‘Always’, as well as nine participants (16,36%) said ‘Sometimes’, whereas, only one option (1.81) indicates Rarely. This outcome helps us to find the main goal we need. If we read between lines, we may interpret that learners' seriousness to attend the course is useful factor to motivate them and to show their interest.

Section Two: Academic Writing

Q5. Are you motivated to write academically in English?

	Yes	No
N	43	12
%	78.18	21.81

Table 3.5: Students' aspiration to write academically.



Graph 3.5: Students' aspiration to write academically.

78, 18% of the participants stated that they are motivated to write academically. 21, 81 % of them said that they are not motivated to receive academic production. Students who answered “yes”, most of them justify their answer as follows:

- Because it develops my proficiency in the formal English Language.
- We are obliged to master the academic writing.
- It ameliorates my level to write more academically.
- It is the appropriate way to be a skilled writer.
- It makes my production more precise and conscious.
- It is more organized and formal.

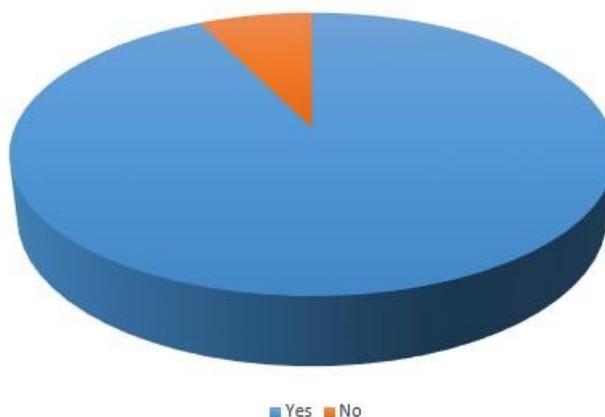
Students who answer with no explain their lack of motivation as follows:

- It is more difficult to write with formality.
- It restricted me by some rules that discourage me to write,
- I prefer the free writing style because it gives no boundaries when you compose.
- We are not ready yet to write more academically, because we produce many errors.

Q6. Do you have some difficulties while writing?

	Yes	No
N	51	4
%	92.72	7.27

Table 3.6: Students' beliefs as to whether they have some writing difficulties.



Graph 3.6: Students' beliefs as to whether they have some writing difficulties.

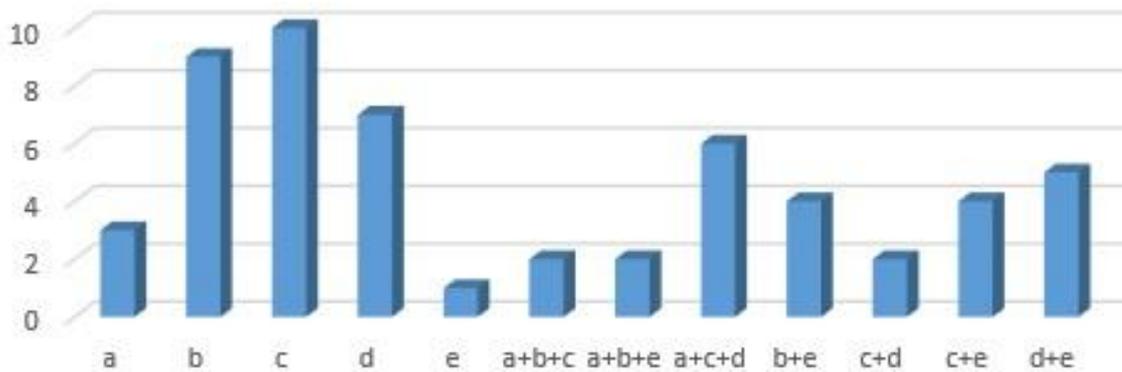
The aim of this question is to realize the students' attitude as to whether they have some writing difficulties. From the above Graph, the greater part (51. 92, 72 %) of the students states that they have difficulties while writing, whereas, four students(7.27%) said they did not account any difficulties.

Q7. What are the main difficulties that you have?

	N	%
a. The organization of the production (essays, compositions...)	3	5.45
b. The organization of ideas.	9	16.36
c. Vocabulary	10	18.18
d. Grammar	7	12.72
e. Conventions of ideas (punctuation, capitalization...)	1	1.81
a+b+c	2	3.63
a+b+e	2	3.63
a+c+d	6	10.9
b+e	4	7.27

c+d	2	3.63
c+e	4	7.27
d+e	5	9.09

Table 3.7: Students' main writing difficulties.



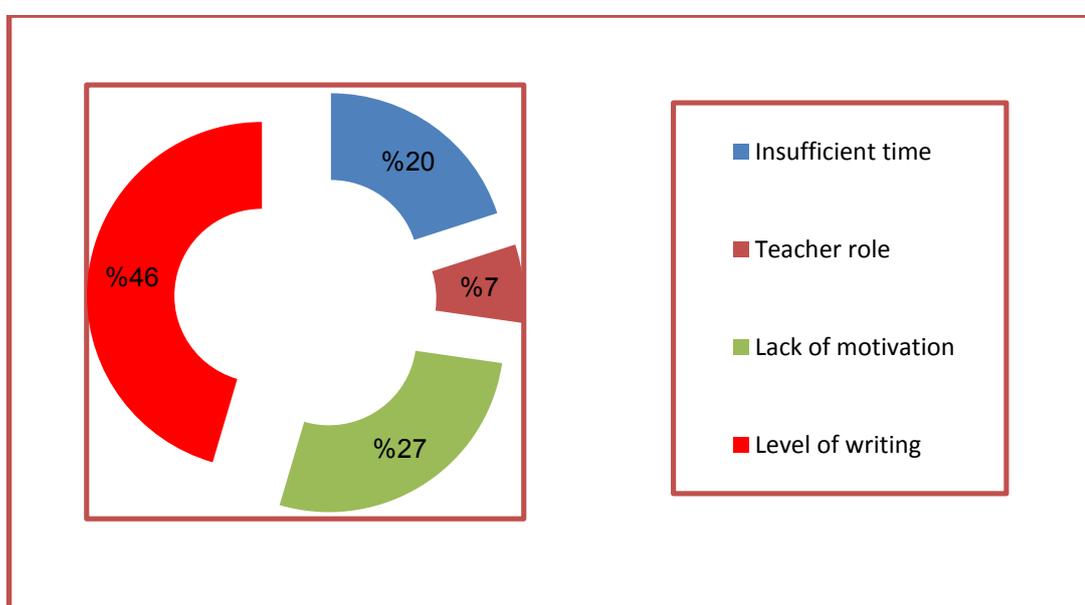
Graph 3.7: Students' main writing difficulties.

Most of EFL learners believe that vocabulary(c) is the most difficult component of writing skill (18,18%). Also, (16.36%) think that The organization of ideas(b) is difficult component and (12.72%) of them see that Grammar(d) is difficult for them. Whereas, there are many options that students selected, six of them (10.9%) select the option (a+c+d) which are the common difficulties that they faced, (5. 9.09%) selected (d+e, i.e. grammar and conventions of ideas). Four students (7,27%) pick (c and e). In addition, three student presents 5.45% of the sample argued that The organization of the production (essays, compositions...) is not an easy task for them. The other students select the options as follow: (2/2/2, 3,63% choose c+d/a+b+c/a+b+e. Only one student (1,81%) selects convention of ideas (e). In general, the results show that students' difficulties differ from one to another, it may caused by their competence or their level.

Q8. Do you think that these difficulties are due to:

	N	%
Insufficient time	11	20
Teachers' role	04	7.27
Lack of motivation to write	15	27.27
Your level in writing	25	45.45
Total	55	100

Table 3.8: Writing difficulties causes



Graph 3.8: Writing difficulties causes.

The students classified the writing difficulties causes as follows: their level in writing (25. 45.45%), lack of motivation to write (15. 27,27%). Then insufficient time (11 times, 20%), and finally the teacher's role (4 times, 7.27%). They justify their answers by This indicates that students probably did not satisfied with their level in the academic writing.

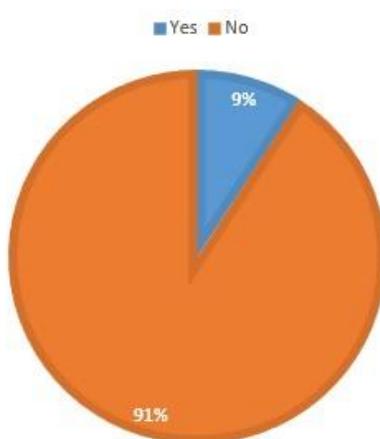
In addition to this, many students give other difficulties that they personally faced while write

- Lack of practise outside the classroom.
- Lack of self-confidence of our capacities.
- No suitable methods and teaching tools that followed by the teachers which makes the process of writing more difficult.

Q9. As third year students, do you think that two sessions a week are enough to develop your academic writing?

	Yes	No
N	05	50
%	9.09	90.9

Table 3.9: Students' views on the portion of writing sessions in terms of the adequacy.



Graph 3.9: Students' views on the portion of writing sessions in terms of the adequacy.

This question is about the students' overview about the time allowed to develop your academic writing in term of adequacy. The majority of students (50. 90.9%) assert that it is not enough, while five (9.09 %) students think that it is. We may suggest that students should be given much more time to work and write without pressure.

The students who answered with **NO**, justify their answers as follows:

Most of the participants here assert that in any language, we are supposed to be acquainted with the written form of that language. So, we need to devote enough to master the academic writing. Also, they stated that two sessions a week is not enough to cover all the aspects of the writing.

In addition, students who answered with **YES**, they justify their answers by saying that, writing is not a big deal if we compare it with the speaking skill in term of difficulty.

Whereas, three of them did not justify their answers.

Q10. Do you think that teachers' feedback on your assignments plays a crucial role in developing your academic writing level?

	Yes	No
N	49	06
%	89.09	10.9

Table 3.10: Students' appreciation of teachers' feedback for an advanced academic writing.



Graph 3.10: Students' appreciation of teachers' feedback for an advanced academic writing.

As it is expected from the question, 49. 89.09 % of the participants claimed that the teachers' feedback on their written assignments seems to be important in the development of their academic writing, only six students(10.9%) do not give any importance to the teacher feedback. This absolutely means that students need to receive the teacher's feedback on every single academic written production they formulate.

Why, justify your answer?

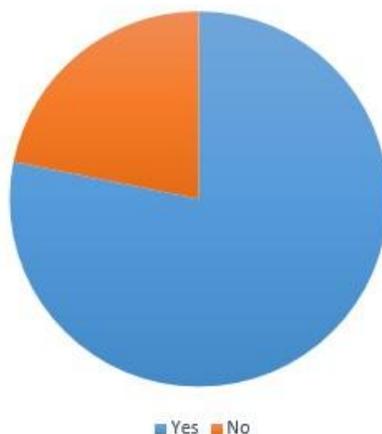
The participants who agreed with the importance of the teachers' feedback explained that, the teacher is the guider in the classroom, his comments and helps play a crucial role in ameliorating the level of the students and eliminate the different mistakes.

Section Three: The Process Approach

Q11. As a third year student, does your teacher adapt The Process Approach in teaching writing?

	Yes	No	Total
N	43	12	55
%	78.18	21.81	100

Table 3.11: Students beliefs as to whether teachers adapt The Process Approach.



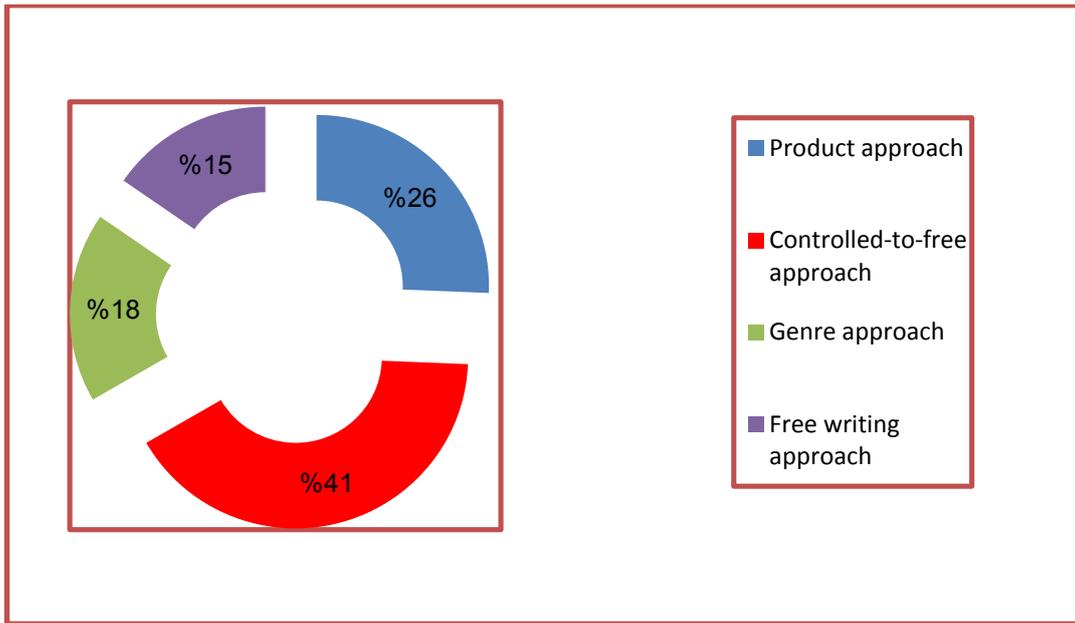
Graph 3.11: Students' beliefs as to whether teachers adapt The Process Approach.

The results of graph show that most of participant(43. 78.19) be acquainted with the adoption of the process approach, whereas, twelve (21.81%) of them said that their teachers do not implement the process approach to teach writing. We may take this result as proof to say that the majority of students are aware of the different teaching tool that teachers use in the classroom.

b. If no, which approach s/he often uses?

	N	%
a. Product Approach (the final result of writing, focus more on grammar)	02	16.66
b. Controlled-to Free Approach (manipulate a paragraph)	02	16.66
c. Genre Approach (imitating particular written genres according to the needs of learners)	02	16.66
d. Free Writing Approach (without any intervention of teachers).	06	50

Table 3.12: Alternative approaches applied by teachers.



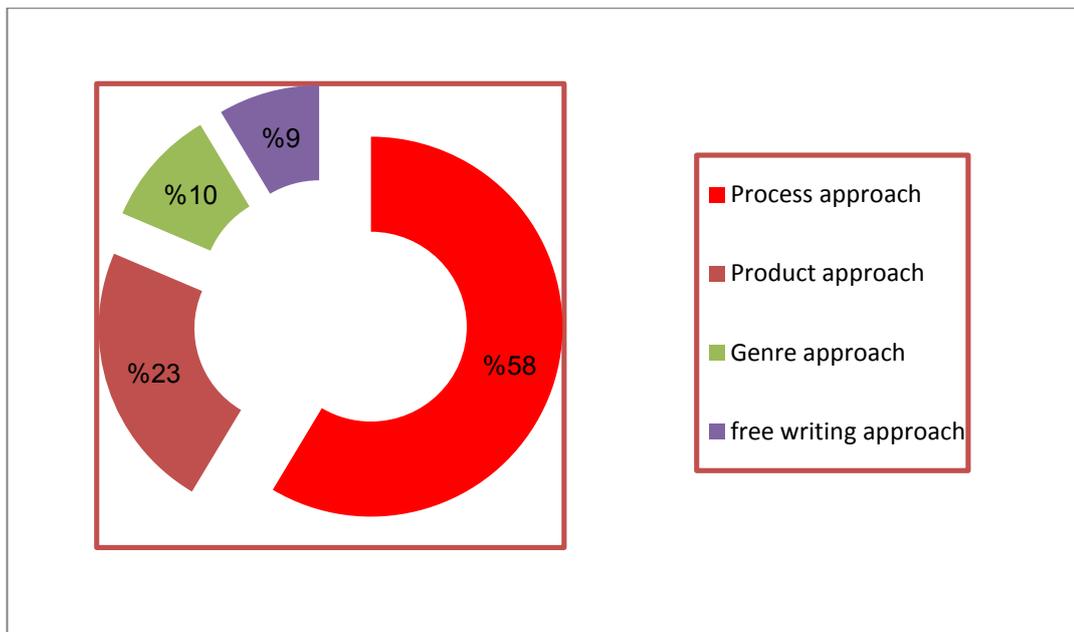
Graph 3.12: Alternative approaches applied by teachers.

This question seeks to determine the alternative approaches applied by teachers. 12 students whose answer was NO, six (50%) said that the free writing approach used frequently by teachers, whereas, another answered differently from one to another, it confined between the other approach (Product 16.66%, Controlled 16.66% and Genre approach 16.66%).

Q12. In your opinion, which approach is more effective?

	N	%
Process Approach.	29	52.72
Product Approach.	06	10.9
Genre Approach	3	5.45
Free writing Approach	17	30.9

Table 3.13: The most effective writing approach according to students.



Graph 3.13: The most effective writing approach according to students.

The result achieved from the table 13, reveals that most of the participants (29. 52, 72%) choose the Process Approach as an effective approach, (17. 30.9) the free writing approach. Whereas, six participants choose the Product approach, and finally Genre Approach. Our participants reflect their familiarity with the different approaches, they justify their answers as follows:

Process approach:

- It provides us with different steps to follow that enhance our production.
- It gives a full understanding of what we write and explain the ideas easily.
- It helps us to improve our capacities at any stage of it.

Product Approach:

- Helps us to write with fewer mistakes.
- Concentration on grammar that the majority of students have problems with.

Genre Approach:

Three participants select the Genre approach, only one justify his/her view by said that the Genre limit your writing and make you acquire new experience and knowledge by imitating such models.

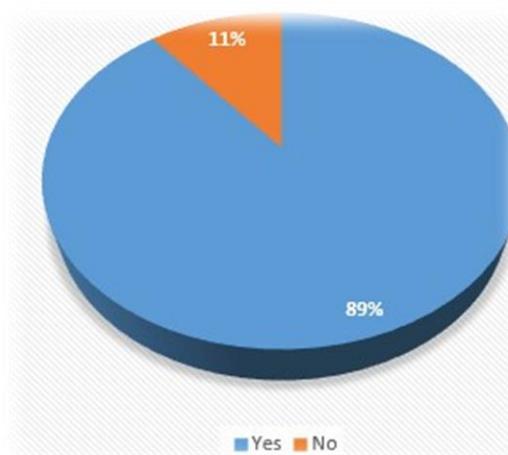
Free Writing Approach:

- We prefer to write without any guidance or instruction from the teachers.
- Being free to write makes the ideas flow in the paper (appropriate for beginners).
- No limitation that stopped you and we are free to use our styles.

Q13. Do you think that the process approach helps you to enhance your writing skill?

	Yes	No
N	49	06
%	89.09	10.9

Table 3.14: Students' evaluation of the process approach impact on improving their writing.



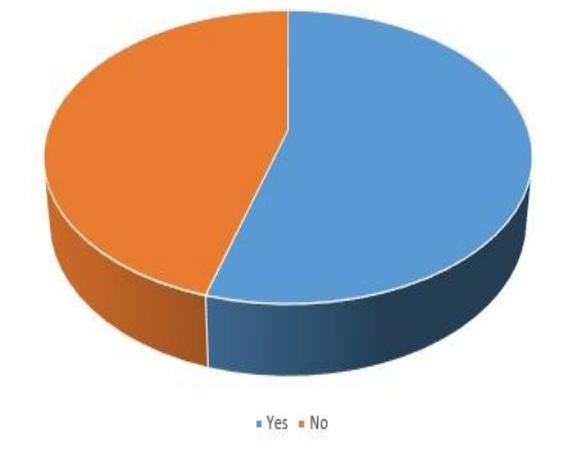
Graph 3.14: Students' evaluation of the process approach impact on improving their writing.

The aim of this question is to look for the learners' awareness about the importance of this approach. The outcome of graph(14) shows that the majority of participants (89%) said the process approach is a helpful, and (11%) have an aversion to the adoption of the process approach. It means that they do agree about the efficiency of the process approach on enhancing their written production.

Q14. Did you follow all the stages of the process approach?

	Yes	No
N	30	25
%	54.54	45.45

Table 3.15: Students' attestation as to whether they follow all the stages of the process approach



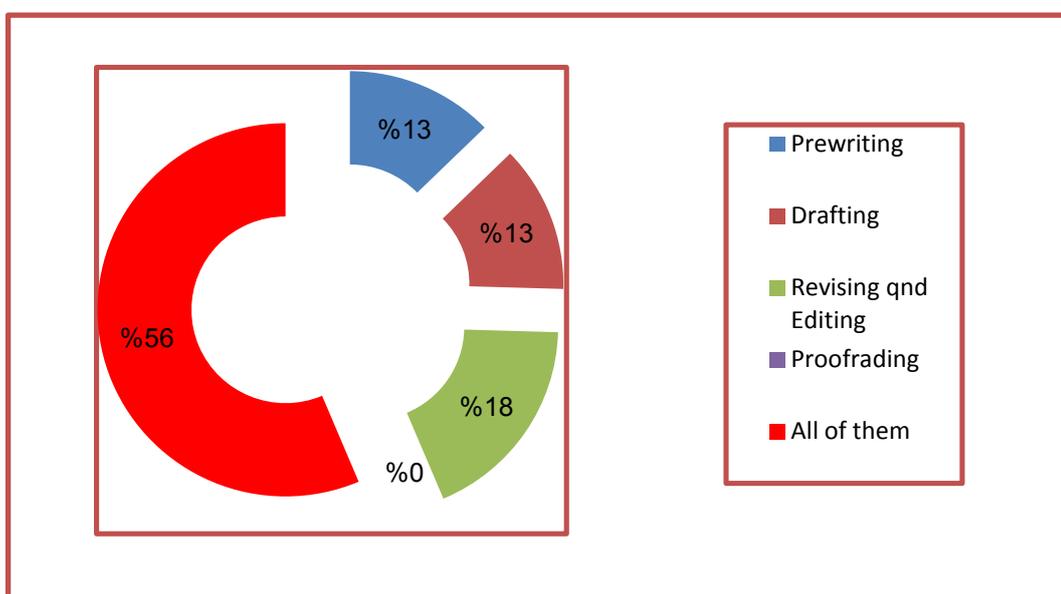
Graph 3.15: Students' attestation as to whether they follow all the stages of the process approach.

The aim of this question is to realize the students' attestation as to whether they follow all the stages of the Process Approach. Thirteen of the participants(54,54%) said they follow all the stages of the Process Approach. Whereas, other (25. 45.45%) said that they did not pursue all the stages of the Process Approach to teach writing.

Q15. Which stage(s) do you think that is/are more important?

	N	%
Prewriting	07	12.72
Drafting	07	12.72
Revising and editing	10	18.18
Proofreading		
All of them	31	56.36

Table 3.16: The process approach most important stages according to students.



Graph 3.16: The process approach most important stages according to students.

(31. 56,36%) of the participants believed that all the stages of the process approach are vital element . Ten (18, 18%) supposed that revising and editing is more important steps. Also, seven of the students(12,72%) said drafting. Other participants said that prewriting, their percentage is about (12, 72%). Our aim is to see the different attitudes regarding the importance of the different stages, and this through asking why? The different justifications are:

- Following all the stages eliminates the different mistakes, and each step completes the other.

- Prewriting is the most important stage because it is difficult to start, so we need to focus more on that stage to facilitate the other stages later.
- Writing the first draft is the important step in the writing process, for that, the drafting stage is the most important stage.
- Revising and editing is more important since it makes you revise and correct the different mistakes.

Q16. Do you feel that your writing competence is enhanced through this approach?

	Yes	No
N	47	08
%	85.45	14.54

Table 3.17: Students' appreciation of the Process Approach as for their writing competence.



Graph 3.17: Students' appreciation of the approach as for their writing competence.

As it is expected from the question. The majority (47.85,45) of students said that their composition is enhanced fully when adopting the process approach, and others (8.14,54%) enhance their academic writing competence partially. Our aim here is to see the students' gratitude of the process approach as a teaching tool in their academic writing.

1.4 Discussion of the students' Questionnaire

This part of the practical chapter deals with the analysis of the students' questionnaire which directed to them to investigate the importance of using the process approach as a teaching tool to enhance their academic writing. From the obtained results, we can say that the students in the writing skill face many difficulties. Furthermore, the process approach has a crucial role in the development of the academic writing. From the analysis of the first section (Personal information), we confirmed that most of the students are satisfied with their level in writing. That is to say that all the participants believe in their writing competence. Therefore, the majority of them classified the writing task as a difficult skill to master and they are frequently attending the written sessions (81.81%), they are serious in the attendance of the written courses.

In the results of section two about the academic writing, (78,18%) of the students stated that they are inspired to write academically. Most of them (92.72%), are aware of the different main difficulties, which differ from one to another which may caused by their proficiency or even their level. According to them, these difficulties are due to a different aspects such as: their level in writing (25. 45.45%), lack of motivation to write (15. 27,27%). Then insufficient time (11 times, 20%), and finally the teacher's role (4 times, 7.27%). However, the majority of them (89.09 %) stated that the teacher's feedback plays a crucial role on every single academic written production they formulate.

The results in section three about the process approach illustrated that, all the students are aware of the different teaching tool that teachers use in the classroom particularly the Process Approach. According to the majority of the students (89%), this approach, and its stages are very important, useful, and helpful in developing the students' academic writing. Also, they are aware about the other approaches to teach writing, they reflect their familiarity with these different approaches. In addition to that, (85,45%) of students said that their writing is enhanced fully when adopting the process approach. Hence,

we can say that the process approach plays a significant role in developing students' academic writing.

As a result, we reveal that these results helped us to reach the main goals and supporting our research hypothesis about students' appreciation of the approach as an important tool to enhance their academic writing competence, and it confirms the research question and hypothesis.

2. Teachers' Questionnaire

2.1 Administration of the questionnaire

The questionnaire was administered to six teachers of the written expression module in the English division at University Mohamed Kheidar-Biskra. We attempted to gather different opinions about the importance of using the process approach on the academic writing skill as a teaching tool. They answered without problems or any difficulties. Also, they provide us with the needed information from their experience on that field. We gave them the questionnaire on free time in order to answer carefully all the questions to make us reach the completion of our work. The questionnaire was given on April 13/14, 2016 to (6) teacher. The teachers were collaborative by sharing their experience with us in which they answering the questionnaire in a short period.

2.2 Description of the Questionnaire

Like the students' questionnaire, this questionnaire was planned to investigate the value of implementing the process approach as teaching tool on students' academic writing. The questionnaire incorporates seventeen questions (open-ended/ multiple choices) divided into three main sections as follows:

Section one: Personal information (from Q1- Q3): it gives information about the teachers' diploma degree as well as their experience in teaching the written expression module.

Section two: Academic Writing (from Q4- Q10): questions in this section make us get an overlook about the teachers' opinion about their academic written production such as, the

different errors made by students when they compose, time required in writing as crucial skill. In addition, the writing process and its stage, and their view about the writing in FL as well as the appropriate task for their students used in the classroom to teach writing. .

Section three: The process approach (from Q11-Q17): Particularly, this section includes group of questions in relation to the process approach, its importance, effectiveness on students' performance, its stage and their opinion about the improvement of the academic writing.

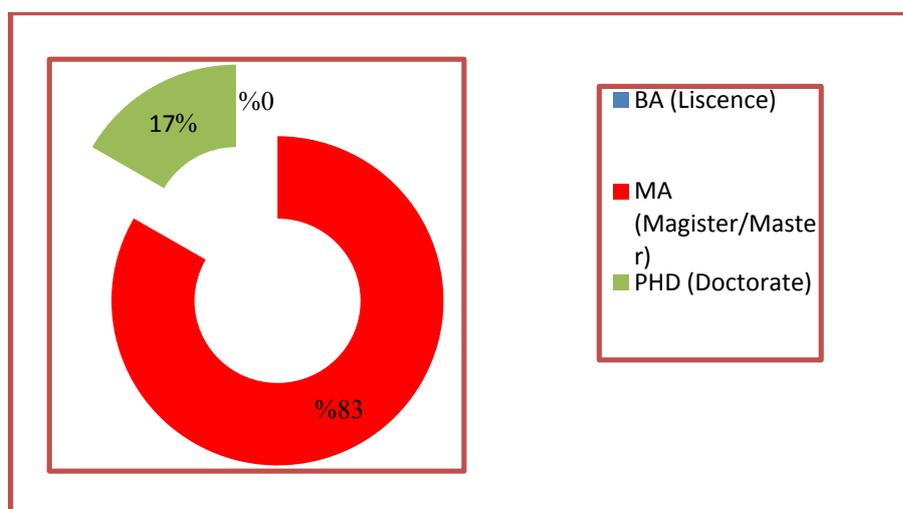
2.3 Analysis of the Questionnaire

Section One: General Information

Q 1: Degree (s) held

Degree held	Participants	Percentage
BA (Liscence)	00	00
MA (Magister/Master)	05	83,33
PHD (Doctorate)	01	16,67
Total	06	100

Table 3.18: Teacher's degree Held.



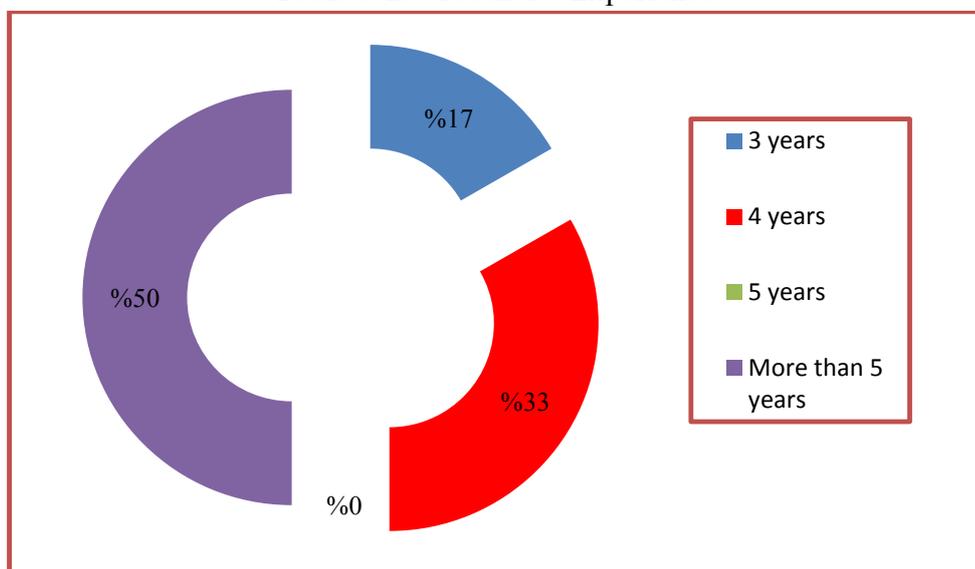
Graph 3.18: Teacher's degree Held.

The aim of this question is to show the teachers' degree held in term of qualification and proficiency in the profession of teaching. The majority of the teachers (5. 83,33%) have a Magister diploma, whereas, one teacher(17,67%) who has a Doctorate degree.

Q 2: How many years have you been teaching written expression module?

Options	3 years	4 years	5 years	More than 5 years	Total
Participants	01	02	00	3	6
Percentage	16,67%	33,33	00	50	100

Table 3.19: Teachers' Experience.



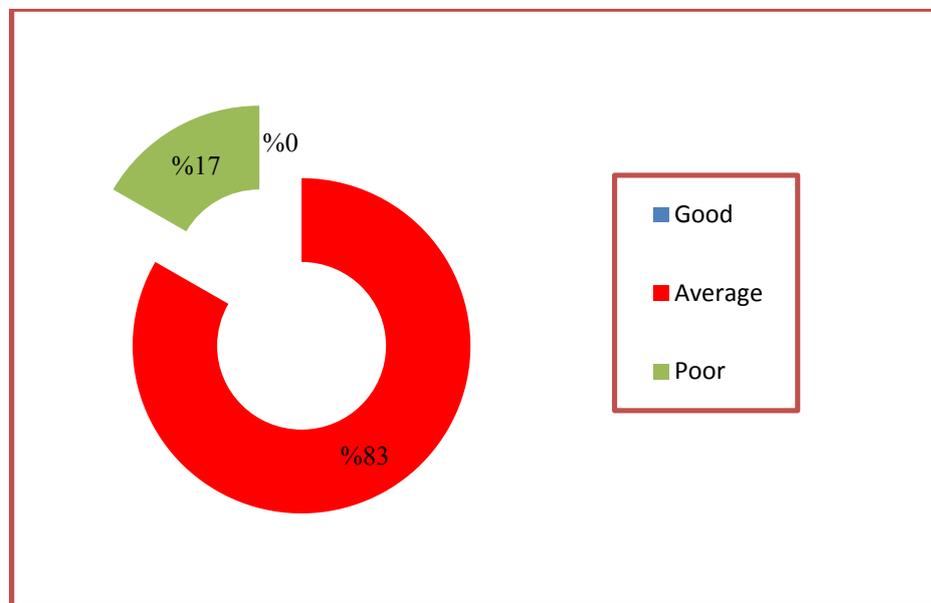
Graph 3.19: Teachers' Experience.

From the above graph, three (50%) teachers have been teaching written expression module more than 5 years; whereas, (2. 33,33%) taught for four (4) years. Only one teacher (16,67%) taught for 3 years. We can say that our teacher are qualified enough in that field. Thus, it will be helpful for the students in order to clarify the reality of the written expression.

Q 3: How can you describe your students' level?

Options	Participants	Percentage
Good	00	00
Average	05	83,33
Poor	01	16.67
Total	100	100

Table 3.20: Teachers' evaluations of their students' level.



Graph 20: Teachers' evaluations of their students' level.

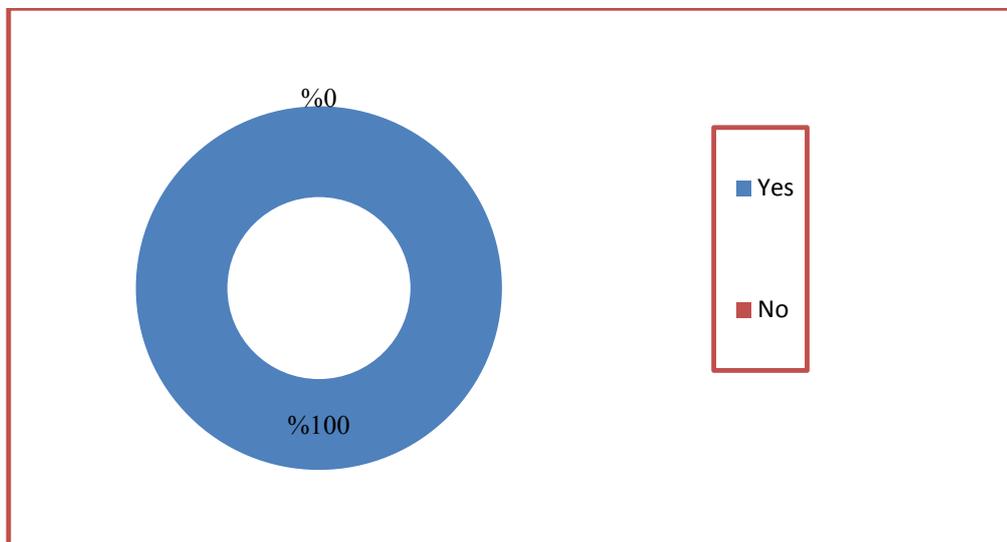
The results show that five teachers(83,33%) reviewed their students' level as an average, just one teacher (17,67%) classified his/her students' level as poor. The finding reveals that the students' level is medium.

Section Two: Academic Writing

Q4: Do your students make mistakes when they are required to write an essay?

Options	Participants	Percentage
Yes	06	100
No	00	00
Total	06	100

Table 3.21: Teachers' observations as to whether students make mistakes whilst writing.



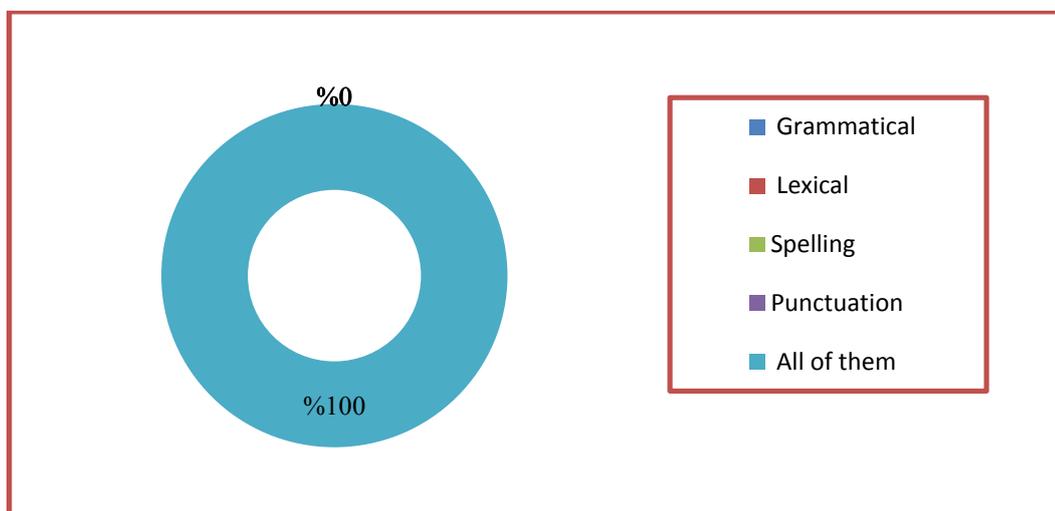
Graph 3.21: Teachers' observations as to whether students make mistakes whilst writing.

As it is expected from the question(04), All teachers (100%) who participated in this questionnaire reported that all the students make mistakes when they write. So, this result supports our assumption that the writing is a difficult skill to be mastered.

Q5: What kind of mistakes they make?

Options	Participants	Percentage
a- Grammatical	00	00
b- Lexical	00	00
c- Spelling	00	00
d- Punctuation	00	00
e- All of them	06	100
Total	06	100

Table 3.22: Sorts of mistakes students make.



Graph 3.22: Sorts of mistakes students make.

The result presented on the table 05 aimed to seek the different mistakes that made by students. All the teachers (6. 100%) claim that all the students make a diverse error when they write. So, the observed result reveals that most of the students have inaccuracy in their writing skill.

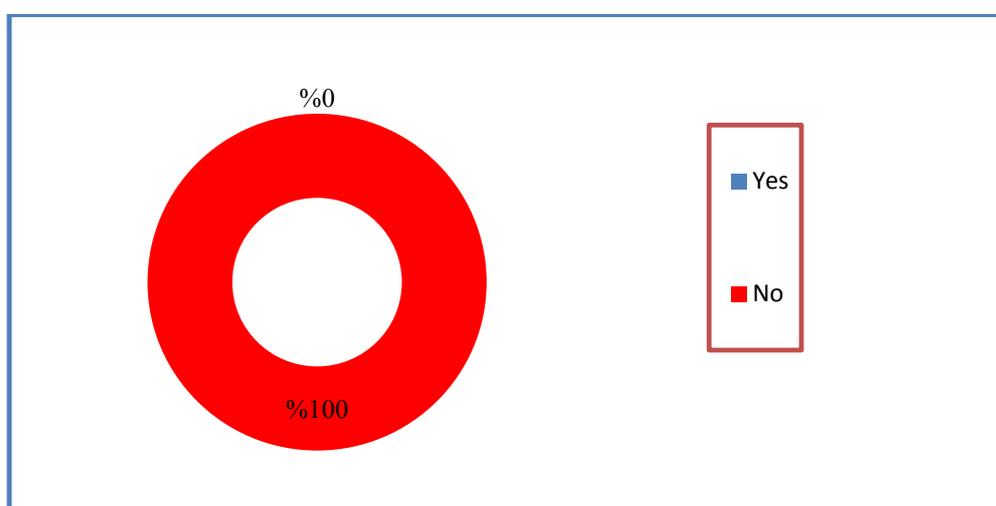
Other mistakes, mention them:

Teachers provided other mistakes produced by the students such as: word choice, word form, organization of ideas, coherence and cohesion.

Q6: Do you think that two sessions a week are enough for helping students understand and receive more practices about the academic writing process?

Options	Participants	Percentage
Yes	00	00
No	06	100
Total	06	100

Table 3.23: Teachers' perception on the portion of writing sessions in terms of adequacy.



Graph 3.23: Teachers' perception on the portion of writing sessions in terms of adequacy.

All the teachers (6. 100%) said that time allotted for teaching the written expression module is not enough to make the students more practical in the academic writing courses. That is to say that all the teachers have shown their dissatisfaction towards time allotted.

Teachers, who said No, explain their choice by saying:

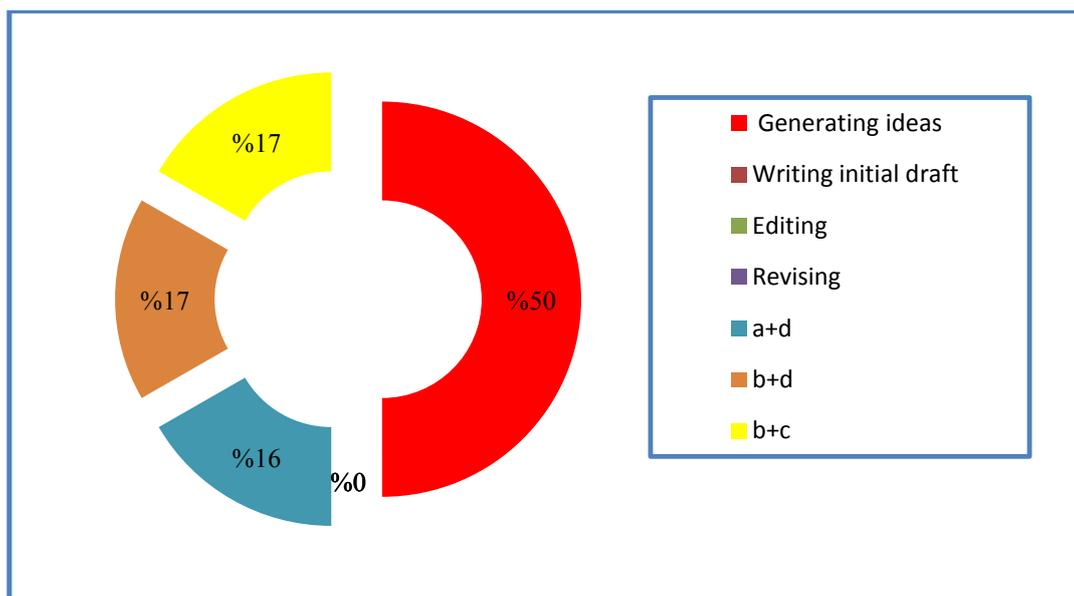
- Writing is a task that needs regular and sustained practice as well as intensive works.
- The students are not given much opportunities to practice.
- Students need more than the allotted time because of the large size of classes. For that, teachers can not provide them with timely and effective error correction.

- The teachers need more time to make the students work, correct them and teach all the notions related to writing.
- Students need more practice to master the academic writing.

Q 7: What stage of the writing process is most difficult for your students?

Options	Participants	Percentage (%)
a- Generating ideas	03	50
b- Writing initial draft	00	00
c- Editing	00	00
d- Revising	00	00
a+d	01	16,67
b+d	01	16,67
b+c	01	16,67
Total	06	100

Table 3.24: Teachers' beliefs on which writing stage is the most difficult for students.



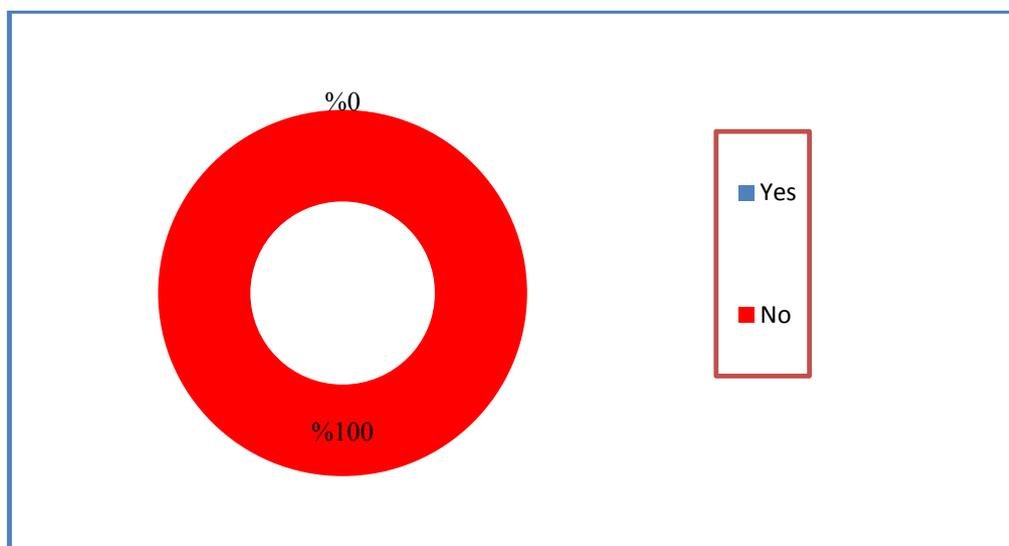
Graph 3.24: Teachers' beliefs on which writing stage is the most difficult for students.

All the teachers stated that their learners have many weaknesses and difficulties when they following the different stages of the writing process. This weakness differs according to their level, three teachers (50%) said that generating ideas or the prewriting stage is the most difficult stage. Also, one teacher mentions the option (a+d) which are the most difficult stages in the process of writing. Another teacher selects (b+d), he argues that writing the first draft and revising are not an easy task for EFL students. Another option classified by one teacher (b+c) concerning the drafting and editing stages in term of difficulty. This result reveals that all students faced difficulties at any stages of the writing process.

Q 8: Is writing in a second language an easy task to teach?

Options	Participants	Percentage (%)
Yes	00	00
No	06	100
Total	06	100

Table 3.25: Teachers views on teaching writing with reference to difficulty.



Graph 3.25: Teachers views on teaching writing with reference to the difficulty.

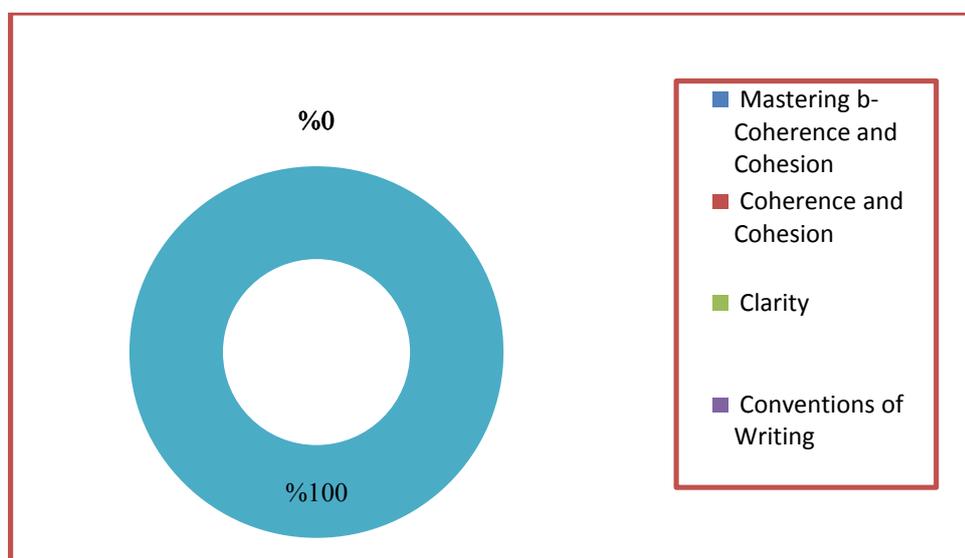
All the teachers (6. 100%) consider that writing in a second language (SL) is not an easy task to teach. For that, we reveal that the task will not be easy too for learners. It needs efforts and cooperation between teachers and learners. They justify their answer as follows:

- ✓ Most of learners find difficulties to write effectively in the foreign languages.
- ✓ Writing in FL/SL is quite different from writing in the target language TL in term of style, vocabulary, organization of ideas and punctuation.
- ✓ It asks more time and efforts from the students and need a mastering at many levels; accuracy, fluency and mechanism.
- ✓ Because the of L1 interference and students' orientation to translate when they write.

Q 9: Do you think that a good writing is concerned with:

Options	Participants	Percentage (%)
a- Mastering Grammar	00	00
b- Coherence and Cohesion	00	00
c- Clarity	00	00
d- Conventions of Writing	00	00
e- All of them	06	100
Total	06	100

Table 3.26: Properties of a good writing according to teachers.



Graph 3.26: Properties of a good writing according to teachers.

As it is mentioned in the table 9, related to the features of good writing. All teachers(6. 100%) claimed that good writing includes all these characteristics, beginning with the correct grammar, coherence and cohesion of ideas, and clarity of ideas moving to all the convention of writing.

A sub question about if there another features of academic writing, four teachers said that the writing style, appropriate use of vocabulary, and well stated and developed arguments are also a feature that makes an effective writing.

Q 10: What kind of task is preferable for you to conduct written activities?

	Participants	Percentage (%)
a- Paragraph	04	66,67
b- Composition	00	00
c- Essay	02	33,33
Total	06	100

Table 3.27: Preferable tasks to teachers for written activities.



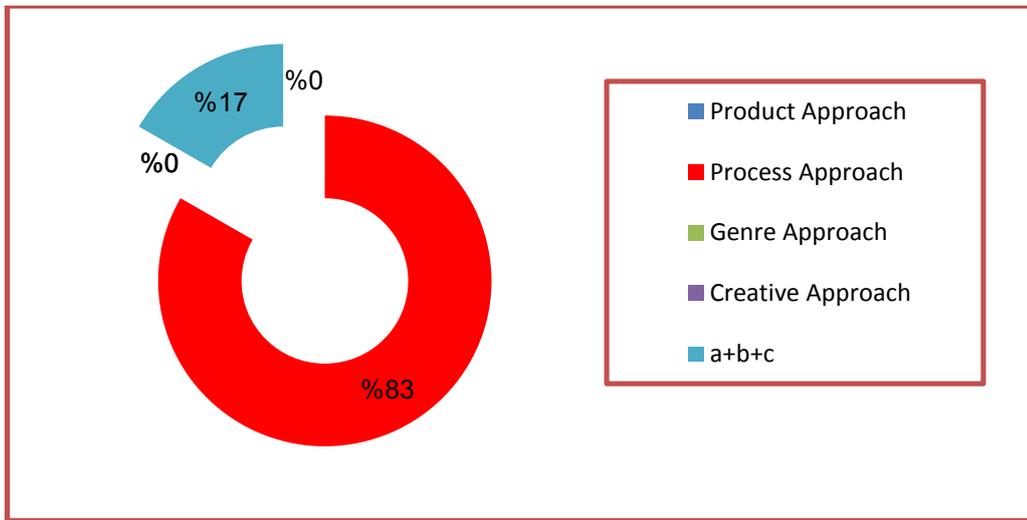
Graph 3.27: Preferable tasks to teachers for written activities.

From the above graph, four (66,67%) teachers said they prefer using paragraphs in teaching writing expression module. Whereas, (2. 33,33%) two teachers said that the essay is the preferable task to practicing writing effectively . The majority of our teacher justifies their answers by saying that the writing process is done gradually from the simple sentence to the longest essay. i.e it needs to go along all of them to conduct written tasks.

Q 11: In teaching writing, which approach do you use often?

	Participants	Percentage (%)
a- Product Approach	00	00
b- Process Approach	05	83,33
c- Genre Approach	00	00
d- Creative Approach	00	00
e- None of them	00	00
a+b	01	16,67
Total	06	100

Table 3.28: Writing approaches applied by teachers.



Graph3.28: Writing approaches applied by teachers.

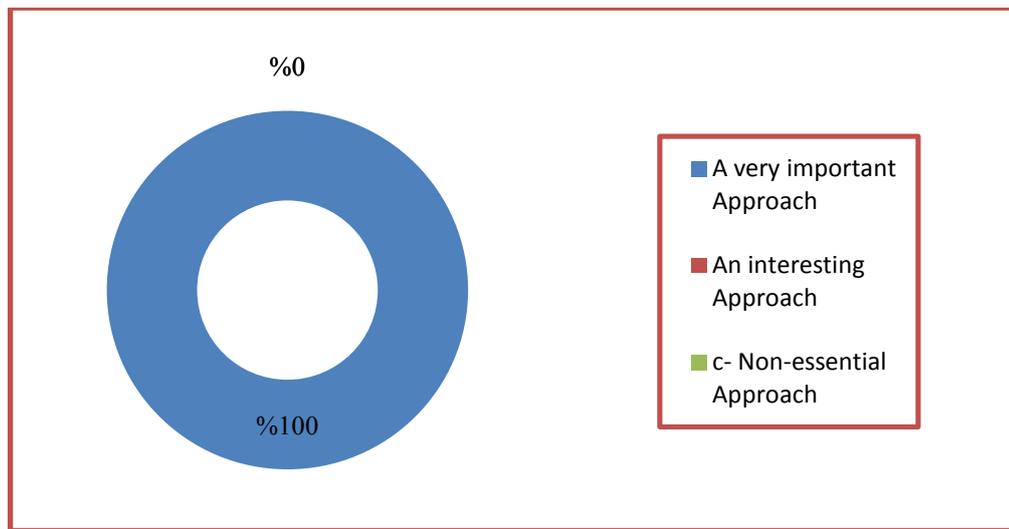
This question intended to know the suitable approach often used by the teachers in teaching writing. As the from the table 11 indicates that the majority (5. 83,33%) of the teachers stated that they often adopt the process approach , whereas, only one teacher(16,67%) said that he/she used a mixture(a+b+c) of the approaches mentioned previously. From five (5) teachers who advocate of the process approach, only two of them justify their answers and as follows:

- It gives students opportunities to write gradually with less errors.
- It facilitates for students choosing a good topic, how to generate ideas linked to that topic, and how to write an introductory paragraph.

Q 12: What do you think about the process approach?

	Participants	Percentage (%)
a- A very important Approach	06	100
b- An interesting Approach	00	00
c- Non-essential Approach	00	00
Total	06	100

Table 3.29: Teachers' perceptions of the process approach.



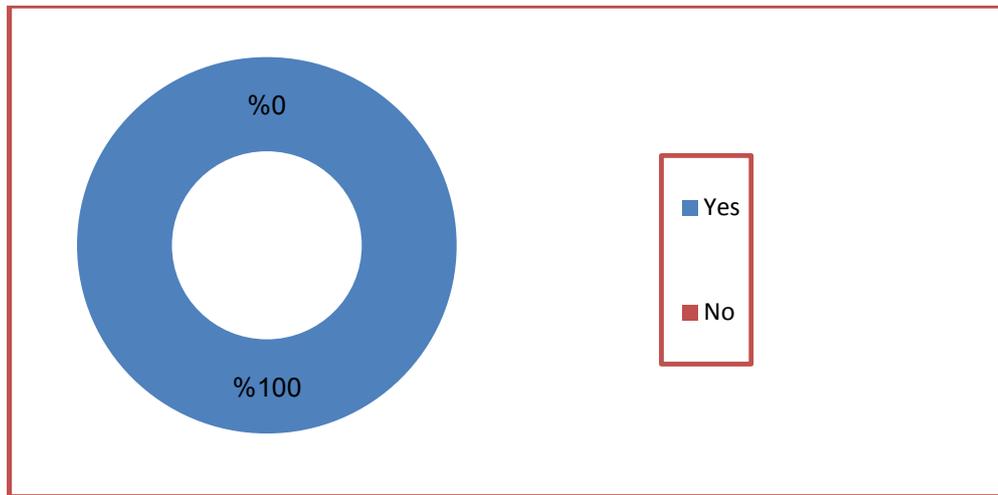
Graph 3.29: Teachers' perceptions of the process approach.

All of the teachers (6. 100%) affirm that the process approach is a very important approach. That is to say that all participants have the same opinion about the importance of the process approach and the great significance it has in enhancing the learners' writing skill.

Q 13: Do you think that the process approach enables your students to write with fewer errors?

	Participants	Percentage (%)
Yes	06	100
No	00	00
Total	06	100

Table 3.30: Teachers' beliefs as to whether the process approach helps decreasing errors.



Graph 3.30: Teachers' beliefs as to whether the process approach helps decreasing errors.

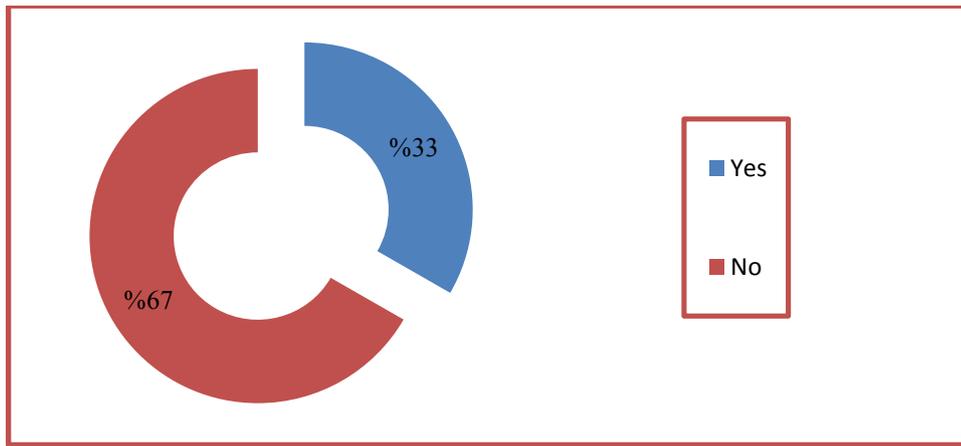
From the figure 13, all the teachers said that the process approach is the appropriate approach in term of helping the students to write with less mistakes. Basically, this results show a clear indication to the teachers aware about the process and its importance in the written classrooms. Teachers justify their options as follows:

- Learners go bit by bit and stage by stage to cover all what is important. It enables them to revise and modify what is needed.
- Following the different stages of the process approach enables students to fix all the deficiencies in their compositions.
- In this approach, feedback is given much importance because it is provided between the stages of the writing process. Therefore, students are shown their mistakes right from the beginning and try to avoid making more.

Q 14: Do you think that your students follow all the stages of the process approach?

	Participants	Percentage (%)
Yes	02	33,33
No	04	66,67
Total	06	100

Table 3.31: Teachers' beliefs on whether students follow all the process approach stages.



Graph 3.31: Teachers' beliefs on whether students follow all the process approach stages.

From the Table 14, we reveal that four teachers (4. 66,67%) believe that their learners do not follow all the stages of the process approach, whereas, only (2) teachers (33,33%) see that their students do follow the stages that are included in the process approach.

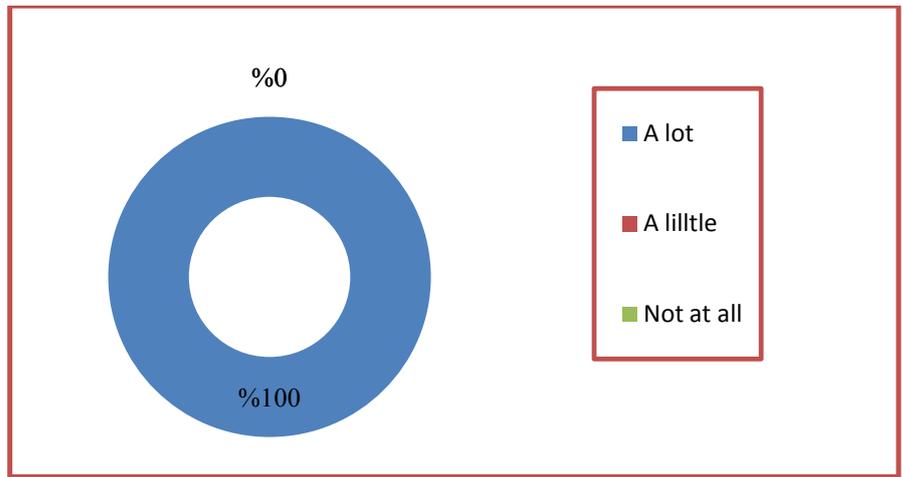
If no, which one is missing, and why:

From the four teachers who said No, two of them said that the Revising/ Proofreading are most missing stages by the students, they said that students hand back the first draft as the final one they do not revise or proofread it. The two other teachers assumed that Revising/ Editing did not followed by students, they said that all the students do not bother themselves to correct or improve their composition.

Q 15: Do you believe that following stages may enhance and reinforce your student's level in producing academic compositions?

	Participants	Percentage (%)
a- A lot	06	100
b- A little	00	00
c- Not at all	00	00
Total	06	100

Table 3.32: Teachers' views on the impact of following stages for better academic writing.



Graph 3.32: Teachers' views on the impact of following stages for better academic writing.

All the teachers (6. 100%) believe the stages of the process approach will enhance and reinforce learners to write an effective academic composition. It reveals that All the teachers are in agreement on the positive effect of the different stages on the students written performance.

Q 16: In your opinion, which stage of that approach is more important?

	Participants	Percentage (%)
a- Prewriting	01	16,67
b- Drafting	00	00
c- Revising/Editing	01	16,67
d- Proofreading	00	00
e- All of them	04	66,66
Total	06	100

Table 3.33: Teachers' opinions on the most important stage of the process approach

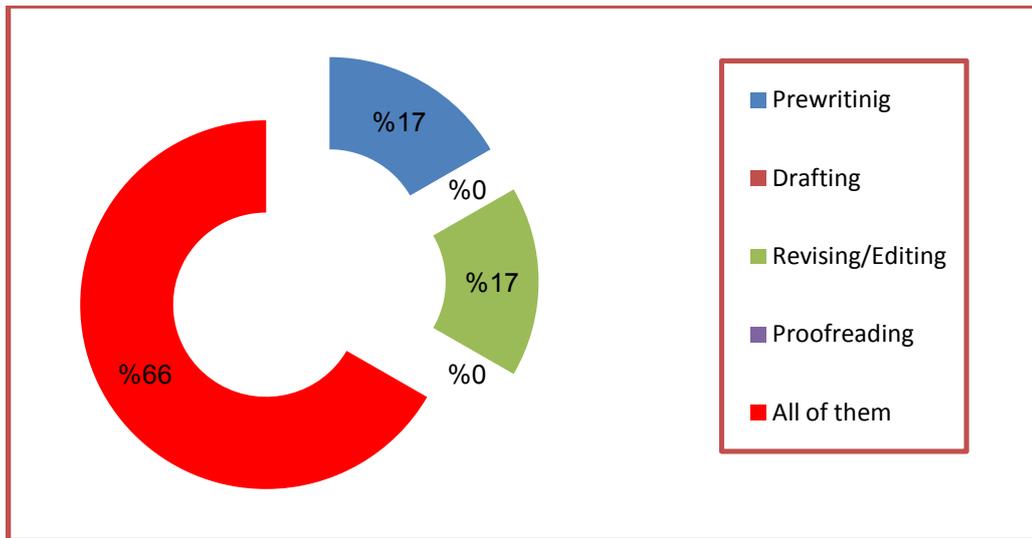


Figure 3.33: Teachers' opinions on the most important stage of the process approach.

Our aim is to distinguish the different teachers' attitudes regarding the importance of the different stages. From the figure, (04. 66,66%) of the teachers assumed that all the stages of the process approach are important to get a good composition . One teacher (16, 67%) supposed that Revising and Editing is more important steps. Also, another teacher (16,67%) said Prewriting.

Q 17: According to your experience in teaching written expression module, how could you improve the students' academic writing?

Concerning this question, the teachers gave a several opinions and suggestions about how they can help the students to develop their academic writing.

- Make the students practice (write a lot of compositions of different types and topics).
- Encourage them to read outside or inside the classroom (extensive reading).
- Give them more time devoted to the subject, at least one essay a week.
- Use workshop, problem-solving activities, and reading polycopies to be able to write properly.

2.4 Discussion of the teachers' questionnaire

From the first section of the teachers' questionnaire, we interpret that our teachers have a sufficient level as well as they are experienced enough in the written expression module which will be helpful for the students in order to clarify the reality of the written expression module. (83,33%) confirmed that their students have a medium level (average).

In the section two about the academic writing, all of the teachers reported that all third year students make mistakes and they are still facing different academic writing problems in the classroom which differ from one to another. Also, they argued that time allotted for teaching the written expression module is not enough to eliminate these mistakes which means that students do not practice enough in the academic writing courses. According to them, all the stages of the writing process are difficult for learners to follow, students have more difficulties in generating ideas (50%), writing initial draft, revising, editing and proofreading. Furthermore, (100%) of the participants considered writing in a second language a difficult task to teach. For that, It needs efforts and cooperation between the teachers and learners.. In addition, teachers assert that good writing includes different characteristics, such as: correct grammar, coherence and cohesion of ideas, and clarity of ideas... However, the majority of the teachers, claims that using Paragraph activities is preferable task, because the writing process is done gradually from the simple sentence to a long essay.

The interpretation of the third section about the process approach proved that, this current approach to teach writing, and its stages are classified as a helpful approach in developing the students' academic writing. All the teachers (100%) believed that their students' writing are developed through this approach. So, we find the process approach play an important role in reducing the different errors because students go bit by bit and stage by stage to cover all what is important which enables them to revise and modify what is needed.

It reveals that all the teachers are in agreement on the importance of the different stages on the students' production.

Finally, we can say that the results of the teachers' questionnaire make us reaching the main objectives about teachers' attitudes on the effectiveness of the process approach on EFL learners' academic writing, it confirms our research question, and hypothesis. From these results, we can infer, the teachers' satisfaction with the effective role of the process approach on writing in general, and the academic writing in particular.

Conclusion

In conclusion, our research based on the importance of adopting the process approach as teaching tool on the students' academic writing. This practical chapter is divided into two main parts, the first deals with the administration of the student questionnaire, the statistical analysis of the questions, and the discussion of the results. The second part, deals with the teachers' questionnaire that contains a mixture of questions about the process approach and writing in general, and the academic writing in particular. Questionnaire for both students and teachers provides us with a reliable answers and knowledge about our research question. According to the gathered data, we can confirm that the students and teachers are aware about the positive effects of the process approach on the improvement of the academic writing. Moreover, we affirmed that there is a strong relation between the process approach and the improvement of the academic writing, thus, we can say that the obtained results from this practical chapter confirmed our hypothesis.

General Conclusion

Since writing is a productive skill, EFL learners need to follow a basic rule of this skill in order to make them write more effectively and coherently. Teaching this crucial skill in a foreign language needs to follow a variety of techniques and tools. For that, this study investigates the effectiveness of adopting the process approach on EFL learners' academic writing. It aims to make our students and teachers aware of the importance of this teaching technique on writing in general, and in the academic writing in particular. Our study is based on one main hypothesis that is, if the teachers adopt the process approach and raise their students' awareness of its stages, they will produce a good academic composition and reduce the different writing problems. Basically, we conducted our study using the descriptive method since it is the appropriate research method for the nature of this study. Therefore, two main questionnaires were employed, for both students and teachers as the most suitable data collection tools. We directed this study to the third year LMD students and teachers at Mohamed Khieder University of Biskra, which were chosen randomly as a sample.

The current study is divided into three main chapters, the first two chapters enclose the theoretical part of the research, whereas, the third chapter includes the practical part of the dissertation. We devoted the first chapter to talk about the first variable, which dealt with the academic writing. It started with the definition of writing, then the writing process and its stages. In addition, the academic writing, its characteristics, its types, and its importance. As a final point, we presented the role of the teachers in the field of writing. The second chapter deals mainly with the process approach to teach writing, as a second variable of our dissertation. We presented different approaches to teach writing, and we shed more light on the process approach and its stages, focusing on its definition, its importance, as well as its models. Also, because the teachers' feedback plays a crucial role in teaching writing, we explained briefly the effectiveness of this element. In the third chapter, we analyzed and

discussed the collected data from both students' and teachers' questionnaire about the importance of using the process approach in the academic writing.

The collected findings give us the proof and the validity to confirm our hypothesis that implementing the process approach to EFL students, will develop their academic writing. Also, the findings of this study confirmed that there is a strong relation between the use of the process approach and the development of the writing skill.

Recommendations

From the obtained results and our analyses of the two questionnaires of both teachers and students, we can provide some suggestions and recommendations related to the present study in order to prevent the different weaknesses and difficulties which are the following:

- Teachers need to adopt the process approach as the appropriate tool in the improvement of the EFL academic writing.
- The process approach needs more time. For that, teachers should know how to manage their allotted time and their effort to cover all the needed knowledge for the students.
- Teachers should make their students more aware about the importance of the process approach and its stages
- Teachers should give the student enough time to practice all the mechanisms of the academic writing, following all the different stages of the process approach.
- Teachers should give them the needed guidance in every single written course.
- Students should go through all the stages of the process approach in order to get an effective composition.
- Students need to practice writing outside and inside the classroom.
- Teachers should make their students aware about the importance of the different stages, particularly the proofreading stage.
- Teachers should make them practice more extensively in order to understand the importance of each step in the process approach.

- The teacher is the leader in the classroom. Therefore, his feedback plays a crucial role in the improvement of the students' proficiency.
- Teachers should make the students go through the different stages of the process approach to make them fix all the deficiencies in their compositions.
- Teachers need to make students practice a lot, correct their works, and give appropriate feedback.
- Academic writing requires students to read more. Therefore, they should encourage them to read (extensive reading).
- Students need more than the allotted time because of the large size of classes. For that, teachers should provide them with timely and effective error correction

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APPENDICES

Appendix 1

Students' Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate about *The Importance of Using the Process Approach in Enhancing EFL learners' Academic Writing*. We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Please, put a tick “√” in the appropriate box, give a full answer whenever necessary.. and justify your answer wherever it is needed.

Thank you for your time and for your collaboration.

Section One : Personal Information

1- How do you consider your level in writing ?

Very good

Good

Average

Poor

2- In your opinion, what is the appropriate order of the following skills in terms of

difficulty.

- Speaking.

- Writing.

- Reading.

- Listening.

3- How do you find the writing tasks ?

Very difficult

Difficult

Easy

Very easy

4- How often do you attend the written session?

Always

sometimes

rarely

never

Section Two : Academic Writing

5- Are you motivated to write academically in English?

Yes

No

In both cases Please, explain:

.....

.....

.....

6- Do you have some difficulties while writing?

Yes

No

7- What are the main difficulties that you have?

a- The organization of the production (essays, compositions,....)

b- The organization of ideas.

c- Vocabulary.

d- Grammar.

e- Conventions of ideas (punctuation, capitalization,...)

8- Do you think that these difficulties are due to:

Insufficient time Teacher's role

Lack of motivation to write Your level in writing

Other obstacles ? please, mention them

.....

.....

.....

.....

9- As third year students, do you think that two sessions a week are enough to develop your academic writing?

Yes No

10- Do you think that teacher's feedback on your assignments plays a crucial role in developing your academic writing level?

Yes No

Section Three : The process approach

11- As third year student, does your teacher adapt the process approach in teaching writing?

Yes

No

If no, which approach s/he often use?

- e- Product approach.
- f- Controlled-to free approach
- g- Genre approach
- h- Free writing approach

12- In your opinion, which approach is more effective?

- a- Process approach.
- b- Product approach.
- c- Genre approach
- d- Generative approach

13- Do you think that the process approach helps you to enhance your writing skill?

Yes No

14- Did you follow all the stages of the process approach?

Yes No

15- Which stage (s) do you think that is/are more important?

- a- Prewriting
- b- Drafting
- c- Revising and editing
- d- Proofreading
- e- All of them

Please, Justify your answer

.....

.....

.....

.....

16- According to you, the use of the process approach in writing is:

- a- Very important
- b- Important
- c- Not useful

17- Do you feel that your writing competence is enhanced through this approach?

- Yes No

Why? Why not?

.....

.....

.....

.....

You are free to add any comments/suggestions

.....

Please accept my sincere gratitude.

Appendix 2

Teachers' Questionnaire

Dear teacher,

This questionnaire is prepared to investigate *the importance of using the process approach in enhancing EFL learners' academic writing*. It will be very kind of you if you answer the following questions which are an attempt to gather information needed for the accomplishment of a master dissertation. I would very much appreciate if you could take the time and the energy to share your experience by answering the questions below. Your answers are very important and will be of much help for the completion of this work.

You are kindly requested to answer the following questionnaire by ticking (✓) the appropriate box(s) or giving full answer in the space provided.

Thank you very much in advance.

Section One: Personal Information

1- Degree (s) held:

- BA (Liscence)
- MA (Magister/Master)
- PHD (Doctorate)

2- How many years have you been teaching written expression module?

- 3 years
- 4 years
- 5 years
- More than 5 years

3- How can you describe your students' level?

- a. Good
- b. Average
- c. Poor

Section Two: Academic Writing

4- Do your students make mistakes when they require writing an essay?

Yes

No

5- What kind of mistakes they make?

a- Grammar

b- Vocabulary

c- Spelling

d- Punctuation

e- All of them

6- Do you think that two sessions a week are enough for helping students understand and receive more practices about the academic writing process?

Yes

No

In both cases, please explain.

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.....

7- What stage of the writing process is most difficult for your students?

a- Generating ideas and writing initial drafts

b- Revising

c- Editing

8- Writing in second language is an easy task to teach?

Yes

No

Justify.....
.....
.....
.....

9- Do you think that a good writing is concerned with:

- a- Mastering grammar
- b- Coherence and cohesion
- c- Clarity
- d- Conventions of writing (spelling, punctuation,.....)

10- What kind of task is preferable to you to conduct written activities?

- a- Paragraph
- b- Composition
- c- Essay

Other tasks?

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

Section three: the Process Approach

11- In teaching writing, which approach do you use often

- a- Product approach.
- b- Process approach
- c- Genre approach
-

d- Creative approach

e- None of them

12- What do you think about the process approach?

- A very important approach

- An interesting approach

- Not essential approach

13- Do you think that the process approach enables your students to write with fewer

errors?

Yes

No

Why?

.....

.....

.....

.....

14- Do you think that your students follow all the stages of the process approach?

Yes No

15- Do you believe that following stages may enhance and reinforce your student's level in producing academic compositions?

a) A lot

b) A little

c) Not at all

16- In your opinion, which stage of that approach is more important?

a- Prewriting.

- b- Drafting.
- c- Revising/editing.
- d- Proofreading.
- e- All of them.

17- According to your experience in teaching written expression module, how could be improve the students' academic writing?

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Again, my gratitude thanks go to you for your time and collaboration.

ملخص

يختلف التعبير الكتابي باللغة الأجنبية او اللغة الثانية اختلافا كبيرا على نظيرتها باللغة الام او اللغة الرسمية و ذلك من ناحية المفردات, و ترتيب الافكار, و حتى من ناحية علامات الوقف, كل هذه المكونات تقدم لدارسي اللغات الأجنبية باستعمال طرق و وسائل مناسبة لهم. تهدف هذه الدراسة الى ابراز اهمية العملية الكتابية في تحسين و تطوير الكتابة الاكاديمية لطلبة اللغة الانجليزية بجامعة محمد خيضر ببسكرة. هدفنا تأكيد الفرضية التي تقول: اذا اعتمد الطالب على العملية الكتابية و اتبع كافة مراحلها, فانه يطور مستواه و يصبح قادر على كتابة مقالات اكااديمية نموذجية. لتأكيد فرضيتنا قمنا بتقديم إسبيان(اسئلة متنوعة),الاول موجه لأساتذة التعبير الكتابي(6), والثاني موجه لطلبة السنة الثالثة لغة انجليزية(55) بجامعة محمد خيضر ببسكرة, تم اختيارهم عشوائيا بعد تحليل النتائج المستقاة من الاستبيان وجدنا ان ادماج او اتباع العملية الكتابية و كافة مراحلها يؤدي الى التقليل من الصعوبات و الاخطاء الكتابية لدى الطالب, و تطوير مهاراته في الكتابة الاكاديمية بشكل كبير. وقد قمنا بتقديم مجموعة من الاقتراحات و التوجيهات للأساتذة التي من شأنها رفع مستوى الوعي لدى الطلبة بهذه العملية كأداة تعليمية فعالة ومفيدة. كل هذه النتائج يمكن القول انها اكدت لنا ان هناك علاقة وطيدة بين دمج العملية الكتابية كأداة تعليمية و تحسين الكتابة الاكاديمية لدى المتعلمين.