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The Impact of the Process Approach on Improving

Students' Writing Skill

A Case Study of Second Year EFL Students at Mohammad Kheider University of Biskra

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Dedication

In the Name of God, Most Gracious, Most Merciful

All the praise is due to Allah alone, the sustainer of all worlds

This work is dedicated to:

My father who helped me

My mother for her support

My sisters Souad, Leila, Merzaka, and Aicha, especially Sara for her help and support

My brother Houcein for his encouragement

My wonderful nephews Ibrahim, and Hanadi;

All members of my family

All my friends

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Abstract

Writing is considered as an important skill for teaching and learning foreign language. It is a complex skill that learners find some difficulties to produce an effective piece of writing. This research aims to investigate the effectiveness of the process approach on enhancing students' writing skill. The study is based on two research tools: Questionnaire and interview. Questionnaire for second year students, while the interview for teachers of written expression. The results showed that many students face difficulties when writing; teachers follow the process approach and its stages in order to improve students' writing text. Also, the findings confirmed the hypothesis that students can achieve a good written production if the teachers adopt the process approach in teaching writing. Thus, the stages of planning, drafting, revising, and editing can enhance the written task before publishing the final version that is well produced and clear for the readers. Finally, writing involves more practice from students, experience and guide from teachers.

List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

P (%): Percentage

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Introduction

Writing is an important skill in teaching and learning foreign language; so that, it helps students to express their thoughts, feelings, and knowledge. Hence, writing encourages students to focus on accurate language use. (Harmer, 2004, p.31) Therefore, creating a good level in writing is the major focus of writing instruction. Teaching writing to the students of English as a second language (ESL) needs various fundamental changes of writing techniques. In terms of complexity of the writing, most students face difficulties to produce an effective piece of writing. The reason is that students neglect steps of the writing process in order to achieve an acceptable final production. In this case, the research aims to investigate the validity of the process approach as a way to enhance such problems and to develop the students' written achievement.

1. Statement of the Problem

EFL students view writing as difficult skill that they feel failure, anxiety, and less motivation in writing class. Most of the time, we write on our own and "without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult."(Byrne, 1991, p.4)

Most EFL learners regard writing as a chore: something that is difficult, which they delay or try to avoid (Hilton and Hyder,1992, p.7).Writing in English as a second language (ESL) or English as a foreign language (EFL) is depending on content, meaning, and then form; this why students are always tried to avoid writing because of fear to make mistakes.

2. Significance of the Study

Writing is an essential productive tool for students to communicate and to develop their thinking skills. Thus, the research contributes to use the process approach with stages during teaching and learning writing. Furthermore, there is a relationship between the use of the process approach and the development of the writing skill.

3. Aim of the Study

The main aim of the study is to investigate the effectiveness of the process approach to improve students' writing ability. The study also seeks to discover the role of teachers towards using the process approach in teaching writing skill through classroom activities.

4. Research Questions

This study is relied on the following questions:

1- Does the process approach improve the problems that most students face when writing?

2- Does the process approach improve the students' ability to write correct and complete sentences?

3- Does the process approach improve students' ability to use specific and appropriate vocabulary that makes the written language clear?

4- Does the process approach improve the students' ability to use effective and correct spelling, punctuation and capitalization?

5- Does the process approach improve the students' ability to manipulate sentences and use language effectively?

6- What is the teachers' role when using the stages of the process approach?

5. Research Hypothesis

We hypothesize that if teachers adopt the process approach, students will create a good written production.

6. Research Methodology

The present study is descriptive research which attempts to find out the importance of different stages of the writing process. This study is based on interview for teachers; intended for teachers of written expression and questionnaire for second year students.

6.1. The Population

This study deals with teachers of written expression and second year students of English department at Mohammed Kheider University- Biskra-. The population under this survey is about (449) students in the academic year 2016/2017, organized in (10) groups with an average of (45) in each group, and (37) teachers.

6.2. The Sample

From the population of about (449) students, sixty students responded the questionnaire, and from (37) teachers, ten teachers answered the interview.

7. Structure of the Study

The study is composed of two chapters. In chapter one, we have presented a literature review consists a section one of theoretical overview of writing which includes the nature of writing, the importance of writing, psychological, linguistic, and cognitive problems of writing, and such approaches to teach writing.

Section two provides a deeper insight into the process approach; it includes an overview of the process approach, characteristics of the process approach, its significance stages when writing and cognitive models. It also introduces the role of teachers in using process approach, its advantages and criticism which represent the strengths and weaknesses of this approach. Chapter two deals with field work which includes data analyses of both teachers' interview and students' questionnaire.

I. A Theoretical Overview of the Writing Skill

Introduction:

This chapter includes the definition of writing and its importance in order to communicate. Then, it identifies some psychological, linguistic, and cognitive problems that students face when writing. Finally, we suggest some approaches to teaching writing (product approach, process approach, free writing approach, and the genre approach).

I.1. The Nature of Writing

Writing is a means of communication that uses such graphic symbols; so that, these symbols or letters are combined by some conventions in order to achieve sentences, and sentences are connected to create an understandable written task. Byrne (1991, p.1) mentions that symbols have to be arranged in terms of particular conventions in order to form sentences.

Writing depends on a surface kind of topic which contains visual marks that represents written expressions. Brown (2001) describes this nature of writing in terms of written products:

> The compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them cohesivelyinto a written text,how to edit text for appropriate grammar, and how to produce a final product.
>
> (Brown, 2001, p.335)

In addition, these symbols have to be arranged according to certain conventions to form sentences till we produce the meaningful text that can expresses our thoughts and communicates a message.

Writing is one of the productive skills which is considered as a complex skill. Thus, it involves learning about various conventions and rules which consists of grammar, vocabulary, ideas organization, and so on. In this context, Raimes (1983, p.4) mentions that "written language generally demands standard forms of grammar, syntax, and vocabulary." Writingas a process can develop through time which contains several activities and practices such as planning, organizing, drafting, and revising.So that, it may need cognitive, psychology, and linguistic skills for given topic that express thoughts of the writer.

Moreover, writing is a concept which related to the social context (Chandler, 1995). Also, Hayes (1996, p.5) argues that writing is social "because it is a social artifact that carried out in social setting." Thus, students interact with their social environment; so that, there is a relationship between student and social context.

Consequently, writing is a means of communication using letters in order to express our thoughts inthe formof written words. It is a skill that needsmore activitiesand mental efforts. It is also considered as a social act.

I.2. The Importance of Writing

Writing is a major tool of communication that helps us to translate our thoughts, ideas into language which differ in terms of place and time. Rogers (2005, p.5) states that "writing allows to communicate at a distance, either at a distinct place or at a distinct time". He also summarizes the importance of writing into such advantages as:

- Writing is viewed as a way of communication which need consciousness and forces of the writers in order to clarify their thoughts.
- Writing is permanent.
- Writers have to revise, edit, and correct their work before giving it to the reader.

- Writers have to write freely without thinking and then organize their ideas.

In addition, writers can transform their thoughts intowritten language. William in the 19th century observes that "the more a man writes, the more he can write." (Cited in Graham, 2008, p.3) Moreover, writers write for particular purposes and objectives such as reportsabout purpose that they wants to achieve. Bailey (2011) argues that "in writing, writers have to report a piece of research, answer a question, discuss a subject, and synthesize record on a topic. (p.3)

Furthermore, writing is seen as a basic means that can help students to answer in the exams in terms of writing. Thus, writing is easier to record than speaking. Raimes (1983) constructed that:

> Learning to write is not just "natural" extension of learning to speak language. We learnedto speakour first language at home without systematic instruction, whereas most of us have to be taughtin schoolhow towrite thesame language. (p.4)

Writing is considered as a limitation of information and ideas that created by students during learning language. Thus, they can record these ideas according to its organization by using linguistic and logical links. It is also a means for expressing the students' background knowledge that they have in their minds. Dolan (2000) argues that "some people will see they have much background information so they will able to put the message into proper context." (p.55) Moreover, writing helps studentsto construct a report, message, an essay, and even a dissertation; so that, it is more academicthan other skills (listening, speaking, and reading). Writers can record everything that wants to say or have listen or read in a particular context. Writing becomes the final skill because it provides grammar rules, syntax, and vocabulary in order to achieve a successful piece of writing.

I.3. Writing Problems

EFL students view writing as a difficult skill; so that, it involves learning process in which is demanded in L2 or FL. Byrne (1991) suggests three categories of writing problems. The first category of writing is the psychological problem; it requires the interaction of students and feedback. The second category is the linguistic problem, it concerns selectingwords and structures. The third category is the cognitive problem which indicates organization of ideas and coherence.

I.3.1. Psychological Problems

I.3.1.1.Anxiety

According to Ellis (1994, p.2) "anxiety is an emotional state that emerges accordingto the powerlessness felt while preparing for recognize danger." Anxiety is a situational context where writer feel anxious, and fear inclassroom practices. Whereas, it is state which represents personal quality of the students. According to Grabe (2003) "anxiety is an emotion which involves an element of worry and fear. It is a stateof mind that can affect our thoughts, behaviors, and physically reactions in our body." (p.4)

Moreover, researchers see anxiety as not a physical or mental damaging, but it is the normal reactions to stress or danger and only become a problem. (Kennerley, 2009) Also, Elliot and Smith (2010) argue that "studentsare organized into a variety of complex structures or circuits. Some of these structures involve producing feelings of anxiety, fear, and stress." (p.37)

There are many reasons that made students feel anxious in classroom activities. Most of them are that students fear to write about a subject becausethey have mistakes of

grammar, spelling, weak vocabularies, and so on.Another reason is about thenegative evaluation of the teacher.

Furthermore, there is a relationship between self-confidence and feeling anxious. In this context Matthews and Matthews (1996) describe this relation in which "feeling anxious causes you losing confidence and losing confidence causes to feel anxious. However, feeling confident lessens anxiety, and lowered anxiety increases confidence." (p. 93) Thus, students with low confidence feeling anxious in which they cannot develop a piece of writing because of making mistakes during writing. Students with high confidence reduce the quality of anxiety. Students will achieve successively, if anxiety is ceased. So that, students whose feel anxious cannot write and motivate freely in classroom practices.

I.3.1.2. Self-Confidence

Self-confidencefocuses on thelearner's abilities whetherthey have been able to perform the task successively or not. (Notwendig, 2010, p.14) Self-confidence is feeling of trust that students appreciate their abilities and qualities in which is important for writing. According to Bénabou & Tirole (2001) self-confidence is "valuable in which improves the individual's motivation to undertake projects and persevere in the pursuit of his goals."

Likewise, Somekh & Devis (1997) identified that students in writing have a motivational value that they see writing as a presentable product and feel as professionalism in their work. That is, made explicit reference to the relationship between attitude and writing development. (Spilka, 1993, p.49) Thus, low confidence makes students hate writing in which they cannot express what they want to say or record.

I.3.1.3. Motivation

Banks (1997) defines motivation as "an internal state, like emotionsand attitudes that

only the individual can control." (p.7). Thus, motivation is internal state and external state. Researchers indicate that struggling writers are more motivated to write when teachers offer choices, provide background experience and knowledge. Boscolo & Gelati (2007; cited in Peterson, 2014) Motivation consists of a wide range of practices and strategies that are hard to analyze. Furthermore, students are responsible for their motivation; thus, teachers are just encouraging them and guide them by advising. The reason is that students with low confidence having less motivation that they have make a lot of mistakes in grammar, spelling, punctuation, capitalization, and so on.

I.3.2. Linguistic Problems

I.3.2.1. Mechanics

Mechanics refers to the surface side of the composition which depends on how words are spelled and arranged on a paper. Kane (2000, p.15) argues thatconventionsof writing require that a sentence begin with a capital letter and end with full-stop punctuation (period,question mark, or exclamation point).These typesofmechanicsor conventionsare fundamental marks for making a piece of writing clear and understandable. Starkey (2004) described writing mechanics in terms of grammar, capitalization, punctuation, and spelling.

Grammar is the rules that students use in order to create meaningful compositions. According to Kane (2000) grammar is the rules in which studentscan structure their language. So that, writing requires the rules about parts of speech, the language structure, and how to manipulate sentences in order to create a comprehensive piece of

writing.Williams (2014) explains the importance of grammar as follow:

> Grammar is the tool people use toexplore language, and without that tool students are limited to superficial analyses of what is nothing less than the foundation of human culture […] Grammar has been taught for generations on the assumptions that when students know grammar, they write better.
> (P.124-125)

Capitalization and punctuation are two important marks in academic writing. Starkey (2004) claims that punctuation and capitalization make writing composition more polished, technically correct, and to be clear and read for the readers. Similarly, spelling is necessary element in which students should take into account when writing. It is the most aspect that teachers focus on in order to evaluate students' work.Consequently, students whose have mistaken about mechanics or conventions cannot produce an understandable piece of writing.

I.3.2.2. Clarity

Clarity is an essential concept of writing in which writers should take for achieving readable piece of writing. Starkey (2004) argues that the writes'goal is to convey information, including the fact that they can write well. Thus, a composition should be clear, accurate, and easy for readers in order to understand what writers want to say. According to Starkey (2004, p.12-9), in order to achieve a clarity writing, learners should:

- Eliminate ambiguity: should avoid words or phrases that have more interpretation. Students should focus on what they mean by their piece of writing.

- Use powerful, precise adjectives and adverbs. Students should use powerful and specific adjectives and adverbs in order to accomplish clarity. The right modifiers (adjectives and adverbs) can also get your message across in fewer, more accuratewords. For example: *Chihuahua* can take the place of little; *exhausted* can

take the place of *really tired*; and *late* can take the place of *somewhat behind schedule.*

- Be concise, which means that students should avoid wordiness and repetition. Starkey (2004, p.15) states that "wordiness is boring, and it takesup valuable timeand space…There are two equally important approaches to more concise writing: eliminating unnecessary wordsand phrases, and using active and passive voice whenever possible."

Furthermore, he suggested two possibilities for avoiding repetition of ideas and information through writing:

> The first is that unnecessary repetition is a sign of sloppy writing. It's easy to say the same thing a number of times, varying it slightly each time. It is harder to saysomething well once, and continuewriting about your next idea or example. Second, wordinesswastesvaluable time and space. If you are writing while theclock isticking, or are limited to a number of words or pages, say it right the first time and move on.
>
> (Starkey, 2004, p.17)

In short, without clarity of the text, the reader cannot understand the message that the writer wants to receive their ideas.

I.3.2.3. Coherence

Coherence is another importance concept of effective writing. Knoch (2009, p.91) argues that coherence resides at "textual level (not sentence level), where it creates links between ideas to create meaning, show organization and make a text summarizable. Coherence is created not only by the writer's purpose but also the readers' expectation." In addition, Grabe and Kaplan (1996) posit that coherence should derive its meaning from what a text is and how a text is constructed. This means that coherence take meaning from the text genre and the text composition. Kane (2000) argued that coherence is a significant element for making a good piece

of writing. Finally, without liking of ideas, students cannot produce the final composition.

I.3.3. Cognitive Problems

I.3.3.1. Ideas Organization

In the process of writing, students need to construct their information and thoughts in a correct format. Organization of ideas is important concept for effective writing and that these ideas should be structured and ordered logically. Starkey (2004) states that:

> By following one of the organizational methods, you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your essay work together and how to support your thesis.
> (Starkey, 2004, p.2)

Organization is helpful way for readers to understand andbelieve what writers are saying, and willingly follow their lead (Starkey, 2004, p.2). Organization includes certain techniques thatcomebeforethe actof writing. Writersorganize their writtenwork using prewritingtechniques which contains free writing and brainstorming. The prewriting techniques help students to plan their notices. The planning strategy comes usually after reading for sharing ideas.

According toChesla (2006, p.32) argues that brainstorming is "the most effective technique for focusing and shaping your thoughts. Brainstorming includes free writing and listing."Brainstorming or listing involves creating list of ideas that writers have abouta particular subject. It works well in a limited time. Whereas free writing is the best known prewriting technique which involves students write down everythingthat come in their minds. It works in specific period of time. (Starkey, 2004, p.2-3) Organization of ideas is a fundamental concept; that is, ignoring organization of these ideas makes the written text dispersing.

I.3.3.2.Word Choice

Word choice isa significant element for teaching/ learning language. It is the way students have to choose the right words or phrases in order to constructa readable piece of writing. Starkey (2004) and Kane (2000) suggest two aspects students should use when choose the words: denotation and connotation.

Denotation is the basic meaning of the words in which students use fluent and correct words. The confusion may stem from words that sound and look similar (but have very different meanings), words and usages that sound correct (but in fact are not considered standard English), or words that are misused so often that their usage is though t to be correct. (p. 22). Connotation "involves emotions, cultural assumptions, and suggestions. It is a word's implied meaning." (Starkey, 2004, p.30)

I.4. Approaches to Teaching Writing

EFLlearnersneed to master theirwritten language; that is, develops through times andis provided L2 knowledge when writing. From 1940s' to 1970s', writing wasdeveloped in which there aremany approaches appeared in order to teach writing. This development was started with thefree writing approach, theproductapproach, the process approach, and the genre approach.

I.4.1.The Product Approach

From the mid-1940s' to the mid-1960s', the product approach has been used to teach writing. This approach is focused on the students' final product of writing. Thus, its emphasis is at the end of the process approach in which a written text is ready and correct. In the product approach, the teachers' role is to examine students' weaknesses and strengths about writing. According to Hyland (2003) mentions principles of the product approach which emphasis on the language form that consists three main points: grammar accuracy, vocabulary building, and second language proficiency.

Richards (2003) composed three stages of the product approach which based on the language structure for teaching writing that aim to make students aware of a particular text.

- Familiarization: this stage aim to make learners aware of certain features of the particular text.

- Controlled writing: learners controlorfixedpatterns from substitution tables.

- Guided writing: learners' imitate give texts.

- Free writing: Pincas (1982: 24) views learning as "assisted imitation" andadopted many techniques. However, at the stage of free writing students should "feel as if they are creating something on their own." (Ibid: 110).writers goal is to master the linguistic style of the language in a particular context.

Badger and White (2000) indicated that the product oriented approach provides imitation of input in which this approach concerns knowledge about language structure the development of writing.

Steele (2004) suggests some characteristics of the product approach as follows:

- Imitate model texts

- Organization of ideas is more important than ideas themselves

- One draft

- Feature highlighted including controlled practice of those features

- Individual

- Emphasis on the end of product

Finally, product based approach see writing as a skill that provides knowledge about the language construction in which writing isdeveloped concerning input imitationthat is provided by the teacher.

I.5.2. The Process Approach

The process approach is became as a reactionof the product approach for teaching writing. According to Sun (2009) the process approach "has been advocated for teaching writing in contrast of product oriented method." Hence, process oriented approach view writing as a complex skill and involves the writers' creativity as an individual. This approach focuses on the importance of good writing not imitation of the text structure of the product approach. So that, its emphasis is onthe final product which involves different stages that writer goes through in order to achieve this product.

The process approach sees writing as a recursive process that is concerned different activities. This approach depends on who are the reader, what is the purpose of writing, what is the content of writing, and the situation (where, how much, and how we feel…). (Brown& Hood1989, p.6) In this approach, students haveto develop their work by using a various practices (drafting, revising, and editing) in order to publish the final version that is understandable for the audience.

I.5.3.The Free Writing Approach

Free writing isa way used when students emphasized on content and fluency in which teacher concerns minimal correction of error. (Raimes, 1983) Teacher in this approach look for the quantity of the students' writing ratherthan the quality. Furthermore, Raimes claims that once ideas are down on a paper grammatical accuracy, organization, and the rest gradually follow. Thus, this approach involvescontent and audience that are important parameters.

The free writing approach helps students to write freely which do not provide feedback which means that students write without thinking because there is no time. Anderson (1992) argues that "the writer should not reread what they have already written. They have to continue writing anything that comes to their minds."(Cited in Nemouchi,

2014) Moreover, students sometimes find difficulties about existence of words on their head. Then, they are invited to read his writing aloud for an audience. (Raimes1983, p.7) Teachers' role in this approach is to read the student's written product and they sometimes make comments.

I.5.4. The Genre Approach

The genre approach was seen as an extension of the product approach. In this approach, writers are written for a purpose. Hyland (2003) argues that "Genre writing is not about students' writing but it provides purpose achievement in which writing is a way of getting things done." (p.6)

Moreover, in the genre approach learners started to write in distinct genres and for distinct purposes. Swales (1990, p.58) defined the genre approach as "a class of communicative events, the members of which share some set of communicative purposes." So that students use particular genre in order to communicate with their audiences. Thus, they can take a lack of knowledge from teacher, other students, or written texts.

In addition, the genre oriented is like the product approach that regards writing as predominantly linguistic, but unlike product approach that emphasizes on writing varies the social context in which is produced (Badger and White, 2000). Furthermore, this approach is based on explicit genres and understanding how to construct knowledge in different academic disciplines. (Brindley, 1994) It involves being explicit about the way of constructing language to produce meaning that emphasis on "content, structure, and sequence."

Consequently, the genre approach has benefits to teaching writing that helps students improve their dispositions toward writing, clarifies the various elements of genre, and improves writing achievement (Pasquarlli, 2006).

Conclusion

In short, writing as a complex skill requires knowledge and informationof teachers and learners for teaching and learning writing skill. It involves different strategies andstages that make a written achievement easier and accurate by using mechanics, well organization of ideas, and powerful vocabularies. In the following section, we will explain the writingas a process which helps students to produce an effective written text.

II. The Process Approach

Introduction

This section presents an overview of the process approach, its characteristics and the teachers' perception about using the process approach. We will show also the most cognitive models of the process approach that involves the mental representation of the writer. Students have using step by step strategy for achieve the final production. Then, we mention some strengths and weaknesses of this approach.

II.1. An overview of the Process Approach

From the mid-1960s' to 1970s', researchers concentrated on the several practices of the students in which the requirements for learning a language differ from one student to another. Thus, the development of the process approach came to consider writing as a process that involves steps for producing the final version.

The process approach to teaching writing has been emerged as a "pedagogical approach" (Mac Arthur, Graham, and Fitzgerald, 2006, 275) which was a paradigm shift of the product approach. It was established as a result of two theories: cognitivism and expressivism. Cognitivism theory based on choice the appropriate words, ideas organization, and capturing the cognitive processes during the writing process. (Johns, 1997) While expressivism considered writing as a creative act in which students can express what they think, and also based on self-discovery. (Johns, 1997) This approach sees writing as creative and complex task that 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, 484; cited in kroll 1990)

The process approach focuses on the individual written text and the discovery of writing as a complex process which emphasis on achieving a good final piece of writing rather than the imitation of text models. (Badger and White, 2000)

Applebee (1986, p.96) argues that the process approach emphasizes on the way of generating ideas and using appropriate forms of sentences rather than looking for language patterns (Cited in Kroll, 1990).

The process of writing provides stages of prewriting, drafting, revising, rather than looking for the final production. Moreover, the process approach concentrates on the different stages that writer goes through in order to achieve the final product. These stages of the process approach do not order chronologically; that is, the process of writing is recursive in which the writer can move backwards and forwards between these stages. Zamel (1983, p.165) constructed the writing process as a recursive which students can discover and reformulate their ideas in order to approximate meaning (Cited in Kroll, 1990).

Teachers use the process approach in order to help students generating ideas, revising, editing, and so on. According to Murry (1982), the process approach emphasizes on the recursiveness of writing in which writers have the opportunity to plan, draft, edit, and revise their work. Similarly, Harmer (2004) constructed the stages of the process approach as:

Planning⟶ drafting⟶ editing ⟶ final draft
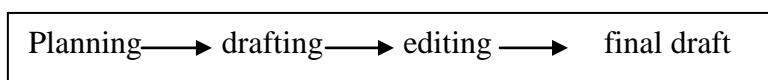
Figure 1.1: Process of Writing (Harmer 2004, p.4)

Harmer (2004, 4-6) the process of writing is recursive which means that writers plan, draft, and edit but then re-plan, re-draft and re-edit. Thus, the previous diagram is not

satisfactory for Harmer, this why he presented the process of writing in the form of "wheel".
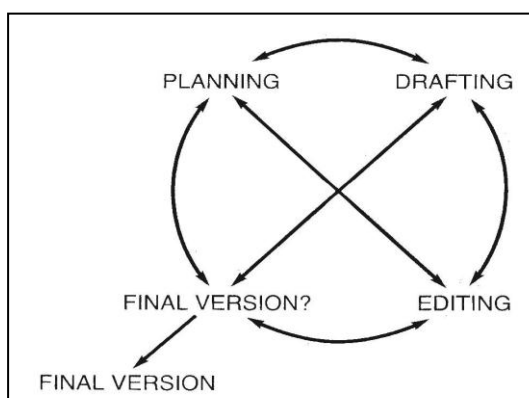
Figure 1.2: The Process Wheel (Harmer 2004, p.6)

Figure 1. 2 shows that writers can move backwards and forwards until they produce the final version; hence, they do not follow a direct sequence of planning, drafting, and revising.

II.2. Characteristics of the Process Approach

Writing is a creative process and as a means of communication provides stages of the process approach that focuses on the instruction of producing a series of papers. D'Aoust (1980) states that:

> When writers and linguistic researchers describe writing   as a process, they are attempting to describe the incredibly complex system of transforming thought into written communication.[…] it has meant utilizing the stages process model pre-writing, writing, sharing/ responding, revising, editing, and evaluating as a teaching tool to facilitate students' writing.

> (Cited in Olson, 1987, p.7)

So that, students tried to share their ideas and thoughts using words. Starback (1981; cited in Olson, 1987, p.10) has learned process model to teach his students and helps them to "acquire" written language skills through meaningful, social interaction. She observes that the model is circular rather than linear.
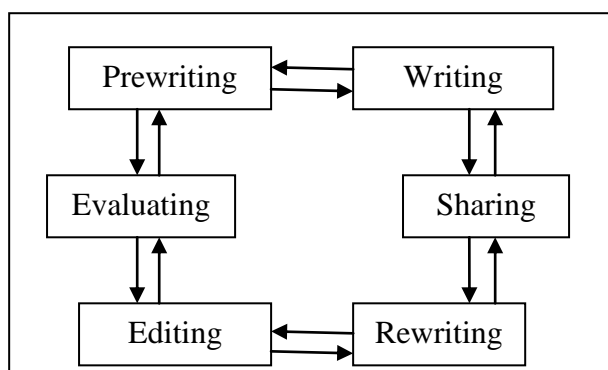
Figure 2.3: The writing interaction (Starback 1981)

This figure shows the recursiveness of group writing which lead to "the development of three types of composing skills: fluency, form, and correctness." (Olson, 1987, p.22) Urquhart and Melver (2005) suggest stages of the process approach that help students produce an effective piece of writing:

- Pre-writing stage: the period where writers get ready to write (gathering information, organizing ideas, identifying audience and purpose, and selecting genre).

- Drafting stage: The production stage of getting ideas down using complete sentences and reflecting the general conventions of writing.

- Revising stage: the time when writers review their work, checking for clarity of message, word choice, and organization.

- Editing stage: the process of checking written work for the conventions of writing, tone, and style.

(Urquhart and Melver, 2005)

The stages of the process approach improve the students' written achievements that make the final production clear and understandable for the readers (teachers and classmates).

II.3. Stages of the Writing Process

Since the development of the writing approaches, the process approach was focused mainly on the stages that EFL writers goes through in order to produce a text. Leki (1991) argues that "the process approach is an approach to teach writing that places more emphasis on the stages of the writing process than on the final product." This orientation aims to help students be careful about what they want to write down. Thus, students need various steps in order to achieve the final composition of writing. In addition to considering writing as a recursive, the writing process includes stages of prewriting, drafting, revising, editing, and publishing.

II.3.1. Prewriting

Prewriting is the first stage in the writing process before starting writing. In this stage, the writers generate and develop ideas and information about the topic that they decide on. Murry (1982) pointed out that "prewriting, or planning out what is going to be written, is an essential step in the writing process and should account for 70 percent of the writing time." (p.4)

Prewriting activities may include brainstorming, drawing, listing, free writing, clustering, and mapping. These techniques can be helpful in all stages of the writing process. The most activities are used in the academic writing are brainstorming and free writing. (Mc Lean, 2012) Brainstorming is an activity to gather ideas and information. It is like "list making" that students can make a list on their own or in a group in order to write a general topic. (McLean 2012, p.389) In brainstorming activity, writers begin to mention

words or phrases and let thoughts come in the rest of time. Similar to brainstorming, free writing is a strategy where the writer lets his sentences flow freely without thinking whether the ideas are appropriate or not. McLean (2012) mentions that free- writing is an exercise in which students write freely about any topic for a set amount of time (usually three to five minutes). During the time limit, they may jot down any thoughts that come to their mind without worry about grammar, spelling, or punctuation.

In the prewriting stage, students can "generate global ideas based on the manageable topic and supply supporting details for the topic."(Byrd, 2011) Thus, prewriting activities should focus on "the audience, the generation of ideas, the organization of the text, and its purpose." (Badger and White, 2000)

II.3.2. Drafting

Drafting is the second step of the writing process in which students "develop a complete first version of a piece of writing." (McLean, 2012, p.408) Thus, after generating ideas and information in the prewriting activity, the writers have to write first draft that contains main points about the topic; hence, the writers have to write down their ideas focusing on content and meaning and neglect mechanics and conventions. So that, drafting involves a series of activities for organizing and developing a piece of writing. Mc Kenzie and Tomkins (1986) constructed that the goal of the drafting stage is that students develop their ideas, the content of the composition. During this stage, students write quickly to pace with their thinking, and they often use invented spelling, and neglect punctuation, capitalization, and other mechanical conventions.

In this context, Murry (1987) calls the first drafts "discovery drafts" in which "writers use a language as a tool of exploration to see beyond what they know." (Cited in Mc Kenzie and Tomkins, 1986)

II.3.3. Revising

Revising is the following step that comes after drafting strategy. . Leki (1998) argues that revising "is not a punishment for writing a bad text. All experienced writers revise. . It is more interesting than writing first draft."(p.140). the revising stage is the way to re-look, re-think, and re-evaluate the previous draft that writers want to add, omit, and change the structure of sentence in order to achieve a piece of writing. Melzer, et. al. (2009, p. 43) claim that when students revise their work, they have to change the focus of their topic, delete and add examples, and so on. Also, they have to ask such questions as:

➢ Is the purpose and assertions of the writing clear to the reader?

➢ Is the writing organized in a way that readers will be able to follow these ideas without becoming lost or confused?

➢ Is the style and tone appropriate for rhetorical situation (the purpose, audience, and genre)?

(Melzer, et. al. 2009, p.44)

II.3.4. Editing

The editing stage is concentrated on the formulation of text. So that, the writers have to check about correct grammar, punctuation, capitalization, and sentence structure. This stage refers to "what students write" (Ozagac, 2006) in which students taking care of any problems that they have with writing conventions (Peha, 2002). Similarly, Leki (1998)

described this stage in which if students are satisfied that their draft is ready, they should take care about mistakes which can find in grammar, spelling, or punctuation. If they are not satisfied, return to any of the parts of the process they have gone through and try again.

In the editing stage, writers taking care about mechanics and paid attention toward that there is no errors of spelling, punctuation, word order, and so on; that is, polished draft from mistakes.

II.3.5. Publishing

Publishing is the last stage in the writing process that comes after carrying out about mechanics, and grammar in which writer publishes his written text and find out the point of views of others about this work. This stage improves writing achievement and motivation of writers; that is, helps them fix their piece of writing. Piondexter and Oliver (1999) point out that "the purpose of publishing is to share and celebrate students' finished product. By sharing their writing, students develop sensitivity to an audience and confidence in themselves as authors." (Cited in Alodwan and Ibnian, 2014)

According to Paha (2002), publishing is "preparing a piece of writing so that it can be read, understood and enjoyed by the public." Thus, writers publish their piece of writing using different practices like reading aloud, and web publishing.

II.4. Models of the Process Approach

The process approach has broadly influenced the teaching of writing for both native and foreign speakers. Researchers have proposed models that are more interested on the writing process which describe the cognitive functions involved in this approach. These models as a theoretical element are concerned using the process approach in both L1 and L2 writing instruction. Also, these models involve the mental activities and the source of knowledge that the writer uses. Moreover, these models concentrate on the process of

writing and the difference between skilled and unskilled writers. This section deals with two known models: the Hayes and Flower (1980), Bereiter and Scardamalia (1987).

II.4.1. Hayes and Flower (1980)

Hayes and Flower's cognitive process model is the significant study of writing. This model is concerned with mental process that requires practices rather than stages of the writing process. Thus, the composing process involves broad mental activities and seeks to describe individual distinction in writing strategies. Hayes and Flower (1981) argue that major units of analysis are elementary mental process, such as the process of generating ideas. And these processes have a hierarchical structure. Each of these mental acts may occur at any time in the composing process.

Moreover, Hayes and Flower's model makes distinction between three processes. First, the task environment that concentrates on the development of the text itself. Second, the writer's long-term memory which has protected knowledge such as topic knowledge, a model of the audience, and the various writing plans. Third, the writing processes which involved processes of planning, translating, and revising that occur at any time during writing. All these elements are controlled by monitor that played "a vital role in controlling the writing process." (Galbraith, 2009, p.8)

Hayes and Flower's model focuses on "think aloud" protocol analysis which is "successfully used to study other cognitive processes." (p.368). Hayes and Flower (1981, p.476) describe that a good writer can solve their rhetorical problems in which they respond and represent the problem in depth, and creating a particular goals for effecting reader.

II.4.2. Bereiter and Scardamalia (1987)

Bereiter and Scardamalia's model (1987) came as a critical view to Hayes and Flower's model (1980). This model is described the difference between skilled and less

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skilled writers. Less skilled writers follow knowledge telling model where as more skilled

writers employ the knowledge transforming model. These two models are suggested by

Bereiter and Scardamalia

study. Tangkiengsirisin (2006, p.14) argues that:

> Bereiter and Scardamalia's model focuses on the developmental view of writing. The researchers suggest two important models: less skilled writers are involved in a knowledge-telling model, whereas more skilled writers operate at the level associated with a knowledge-transforming model. (Tangkiengsirisin, 2006, p.14)

Knowledge telling model based on the way of receiving content from memory. Thus,

the writer says what he knows and comes to his mind about the topic. . Kellogg (2008)

stated that knowledge telling model "consists of creating what the writer wants to say and

generate text to say it."(Cited in Galbraith, 2009) In this model, the writer uses a cognitive

representation of writing assignment to describe the content knowledge which represents

the amount of knowledge about the topic and the discourse knowledge which provides the

types of discourse that he has to use. Then, the writer has to choose the appropriate idea

that wants to write down. Bereiter and Scardamalia (1987) note that:

> Novice writers are assumed to employ a knowledge-telling strategy in which text production is guided by the direct retrieval of content and is organized solely by the associative relationships between content as it is stored in long-term memory.
> (Cited in Galbraith, 2009, p.9)

Knowledge transforming model is another model of writing which views as more

expert than knowledge telling model. This model includes problem-solving and goal

setting. The knowledge transforming model involves more effort and skill. Galbraith (2009, p.9) states that by contrast, expert writers employ a knowledge-transforming strategy, which involves elaborating a representation to guide the generation and evaluation of content during writing.

So that, this model is achieved with the importance of practice which involves stage of problem analysis and goal setting that lead to three problem activities: the content problem space, the rhetorical problem space, and the extent of content. Bereiter and Scardamalia (1987) mention that knowledge transforming model, discovery through writing is a consequence of rhetorical problem solving in which includes three main features:

> The first is an emphasis on the explicit thinking processes involved in the generation and evaluation of content rather than on the processes involved in translating though into language. Second, and following from this emphasis, the crucial contrast between knowledge telling and knowledge transforming processes is the goal toward which is directed.[…] by contrast in the knowledge transforming model, content retrieval and evaluation is mediated by the writer's communicative goals.[…]Third, the extent to which writers are able to engage in this reflective evaluation of content depends on how they manage the interaction between high level thinking processes and the formulation of content in text.
>
> (Cited in Baaijen, Galbraith, and Glopper, 2009, p.1)

In short, writers with expert degree are likely to manage their thoughts for different communicative goals in which they transform what they know into writing in order to suit their goals and their readers.

II.5. The teachers' Role in Using the Process Approach

Teaching writing concerns feedback and experience from the teacher; hence, teacher as a guide helps students to develop their written composition to be more understandable. Deckenson, Keough, and Courduff (2016) argue that "the role of teacher is to structure the workshops, model the writing activities, and to support the students in the writing process." The teachers should guide students and help them in the process of writing for achieve a composition. Thus, teacher in the pre-writing stage as adviser and mediator help students understand their objectives, and encouraging them to be independence. (Shehadeh, and Coombe, 2012) In the drafting stage, students will need guidance and feedback from the teacher (Cohen, and Cowen, 2008), in which teacher give them suggestions and information for getting more ideas about a topic. Also, teachers in the revising stage should help students understand the feedback for using appropriate knowledge by considering the readers' point of view. (Donoghue, 2009) Finally, teachers help students in the editing of grammar, vocabulary, spelling, and mechanics. (Donoghue, 2009) After passing these stages, students can publish the final production that is ready.

II.6. Advantages of the Process Approach

Since the 1980s, researchers have applied the process approach on EFL and ESL writing in class activity because of its importance and strengths. The process approach has various advantages that differ in many ways. First, the process approach emphasis on the process of writing rather than what students write that writers go through in order to achieve a piece of writing (Badger and White, 2000; cited in Al-Mahrooqi, Thakur, and Roscoe, 2015, p.100), which means that the process approach focuses on the recursiveness of stages which are related in terms of writing interaction in which a written text is developed in each stage of the writing process. Bayat (2014) claims that the division of the

writing act into parts and phases for writing instruction allows students to focus on each stage, one at time, and improves communication with the reader through language; by allowing students go through the different steps according to their necessity. That is, in order to publish the final piece of writing writers have to go through steps of the writing process (prewriting, drafting, revising, editing, and publishing) which help them communicate with various classroom activities.

Another advantage of the process approach is that focuses on the writer's cognitive view of writing. (Hussein and Mohammad, 2013), in which writer when create language needs to focus on content, purpose, and his experience. Peha (2002) summarizes common problems that can be solved by using the writing process:

o Students do not know to get started in the pre-writing stage such as: free writing, listing, and mapping.

o They have a chance to make corrections during the editing stage.

o Low productivity; students do not write very much in which the knowledge can be changed during revising that does not need effort.

o No attention to detail in final drafts.

Hyland (2003, p.24) mentions that "the process approach makes process of writing transparent and provides basis for teaching."

Despite to the advantages of the process approach that helps students share and discuss their writing work, express their experience which focuses on the different classroom practices; there are also some critical sides against the process approach.

II.7. Criticism of the Process Approach

 Elbow (1970) claims that the idea of a linear, two steps writing and editing was counterproductive that writers do not have a clear idea about the final version before start to write. In this context, Badger and White (2000) point out that the process oriented approach focuses on student's processing skills and ignores the final product. Moreover, the approach does equip students with necessary of linguistic knowledge to enable them to communicate effectively their thoughts and ideas in writing. Thus, it is widely used so that it "focuses on the process of writing and ignoring content and form."(Al-Mahrooqi, Thakur, and Roscoe 2015, p.100)

Researchers like Grigorenko, Mambrino, and preiss (2012) criticize Hayes and Flower's model (1980) in which "the process approach was rightly contended that composition must be viewed from social rather than a purely cognitive perspective." (p.110)

Also, Grabe and Kaplan (1996, p.92) state that "writers are not likely to be uniform with aspect to their processing preferences and cognitive abilities". Furthermore, Bayat (2014) added the process writing approach does not account for the mental processes used by the writer during text production, and that it ignores grammar structure and the written product. Graham and sandamell (2011, p.397) point out disadvantages of the process approach:

a. The instruction provided in a process writing classroom is not powerful enough to ensure that students, especially students experiencing difficulty with writing, acquire needed writing skills and processes.

b. Not enough attention is devoted to mastering foundational skills like: spelling and hand writing.

c. Very little time is devoted to explicitly teaching students strategies for carrying out basic writing processes such as planning and revising.

(Cited in Lima, 2015)

In short, this criticism of the process approach should not take into account; that is, this orientation assumes to use language accuracy in writing achievement. (Hyland, 2003, p.24) Hence, teachers have to use the process approach as a method for improving students' writing skill.

Conclusion

The process approach is seen as a significant way that improves students' writing skill and helps them to communicate their ideas and goals in which the purpose and the readers are considered. Furthermore, students go through the stages of pre-writing, drafting, revising, and editing where linguistic and cognitive aspects are involved for publish a good piece of writing.

Introduction

After presenting the literature review in the previous chapter about the impact of the process approach on improving writing skill, it is possible to shift to the practical field which aims to get data in order to investigate the purpose of this research. Therefore, in the present chapter two sections are provided. The first one deals with research instruments, and the analysis of students' questionnaire. This chapter also presents the analysis of the teachers' interview which deals with collecting data about the problems that EFL students encounter while writing. It also deals with the importance of the process approach and how the different stages can help students to develop a good piece of writing. For answering the research questions and to confirm the aim and hypothesis of this research, two methodologies were used: Interview for teachers to find out their views about the importance of using the process approach in teaching writing, and questionnaire for students to get more data.

2.1. Students' Questionnaire

2.1.1. The Population and Sample

This study deals with second year students in the English department. The population is about (449) students in the academic year 2016/2017. Sixty students chosen randomly responded the questionnaire. The study also deals with teachers of written expression in the English department at University of Mohammad Kheider Biskra of all levels. The whole population is about (14) teachers of written expression.Ten teachers conducted the interview.

2.1.2. Description of the Questionnaire

The questionnaire contains (16) closed-ended and open-ended questions separated into three sections as follow:

Section One: Personal Background Information (Q1-Q3): It is to have an idea about students' gender, age, and their choice to study English.

Section Two: The Writing Skill (Q4-Q9): Aims to get information about students' view of writing. This section is concentrated on whether writing skill is easy or not and what the problems that students have faced when writing.

Section Three: The Process Approach (Q10-Q16): It is about the writing process. It aims to understand how the different stages of the writing process can improve the students' writing skill.

2.1.3. Administration of the Questionnaire

The questionnaire was given to 60 second year students from the English department at Mohammed Kheider University –Biskra-. The students responded the questionnaire in the classrooms, and this number of students considers the sample of this study. The administration of this questionnaire discusses the problem that is shared by most students.

2.1.4. Analysis of the Questionnaire

Section One: Personal Background Information

From question (1) to question (3), we have seen that all second year students are studied in Mohammed Kheider University, and all of them are between 20 to 23 years old. The most of second year students are female with 97%; whereas, 3% are male. 98% of the students have been chosen English personally, while 2% of the students are imposed to study English.

Section Two: The Writing Skill

Question Four

Is writing an easy skill for you?

- Yes   - No

Table 2.1: Students' attitudes towards writing skill

Options	Number	P (%)
Yes	31	51.67
No	29	48.33
Total	60	100
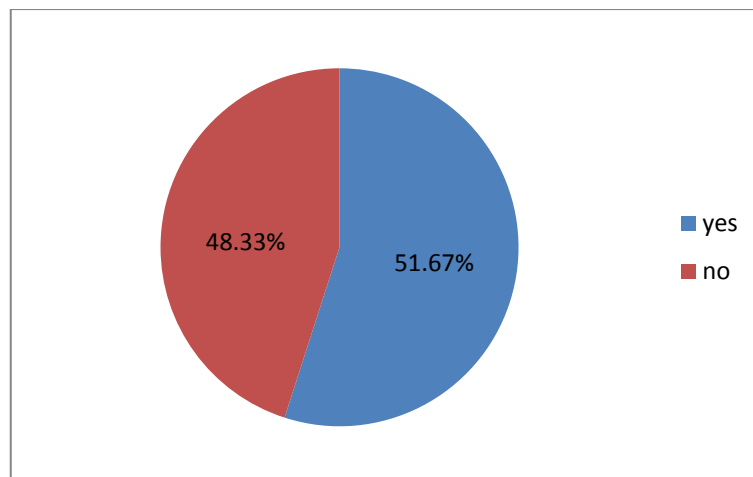
Figure 2.1: Students' attitudes towards writing skill

Table 2.1 shows the students satisfaction towards writing skill. The percentage differs in which 51.67% of the students sad that writing is an easy skill, 48.33% of the students are not. The results demonstrate with the easiest of the writing skill which help students express their thoughts and ideas in the written form.

Question Five

Whatever your answer, please justify?

The justification of the 25 students whose view writing as an easy skill was as follow:

- During writing, they can develop a piece of writing by putting what they have in their minds.
- Writing improves and masters students' abilities.
- It includes stages that helps student going through for achieving a good final product.
- It involves a lot of practices in both inside and outside classroom.

While 29 students view writing as a difficult skill that:

- Writing concentrates on correct grammatical rules, spelling, and punctuation.
- It involves a lot of vocabularies and teachers' feedback in order to write down the appropriate words.
- It provides more mental effort for generating more ideas and information about a subject.

Finally, 6 students do not answer this question.

Question Six

What is the aspect that you have problems with?

(You can tick more than one box)

1- Ideas organization 2- Content   3- Grammar   4- Vocabulary

5- Coherence/cohesion   6- punctuation/Spelling

Table 2.2: Aspects that students have problems with

Options	Number	P (%)
1	3	5
2		
3	4	6.67
4	6	10
5	2	3.33
6	2	3.33
1+5	2	3.33
3+4	12	20
4+5	4	6.67
4+6	13	21.67
1+2+4	9	15
1+2+3+4+6	3	5
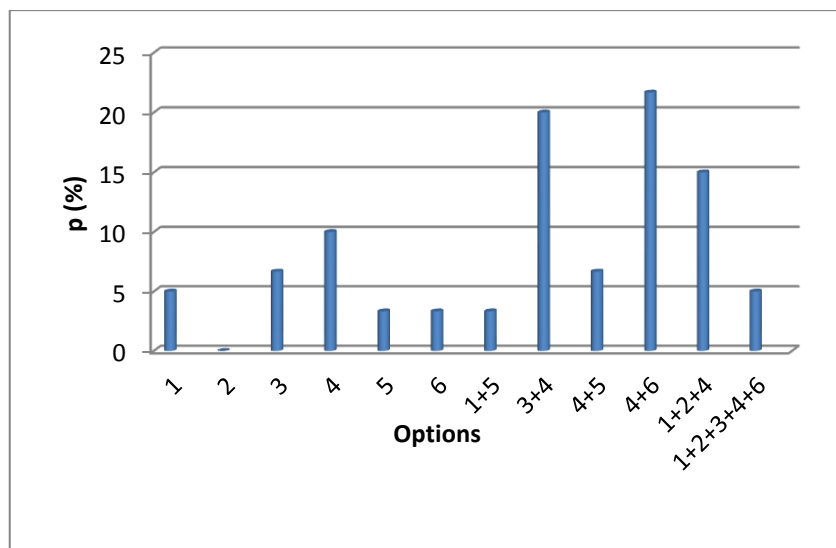
Figure 2.2: Aspects that student have problems with

Table 2.2 shows that the most students of second year face the same problems when writing. Vocabulary and punctuation/spellingof writing come at the same choice in the first rank with 21.67%. Grammar and vocabulary at the same time come in the second rank with 20%. The reason in this aspects is primarily provides a lot of practices and training somerules. Ideas organization, content, and vocabulary come in the follow rank with the multiple choice(15%). 10% of the students said that the most reason of making writing difficult is vocabulary.The results in the table 2.2 represent the students' answers to the question (4) where 48.33% of the students viewed writing is a difficult skill in which vocabulary, punctuation, and grammar are the most problems for students.

Question Seven

Does your teacher of written expression motivate you?

- Yes   - No

Table 2.3: Teachers' motivation to students

options	Number	P (%)
Yes	45	75
No	15	25
Total	60	100
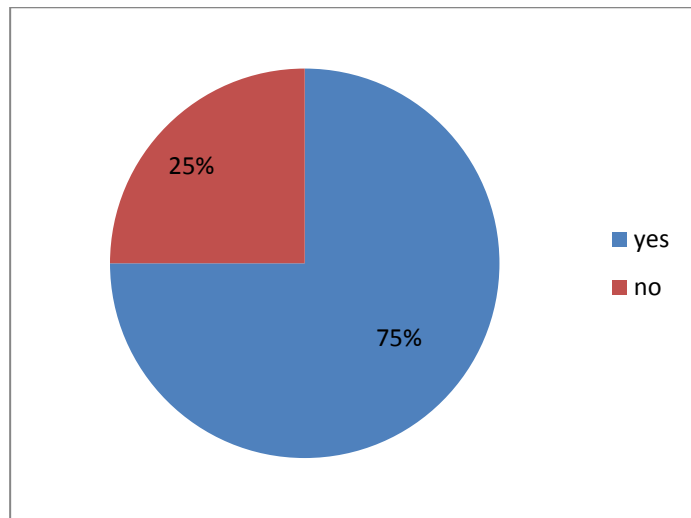
Figure 2.3: Teachers' motivation to students

Table 2.3 shows the importance of teachers' motivation towards students.75% of the respondents said that most teachers of written expression motivated them. 25% of the students said that they do not motivate them. The results of the table 2.3 represent that motivation from teachers help students to practice writing in the class.

Question Eight

Do you feel anxious about writing?

- Yes   - No

Table 2.4: Feeling anxious about writing

Options	Number	P (%)
Yes	30	50
No	30	50
Total	60	100
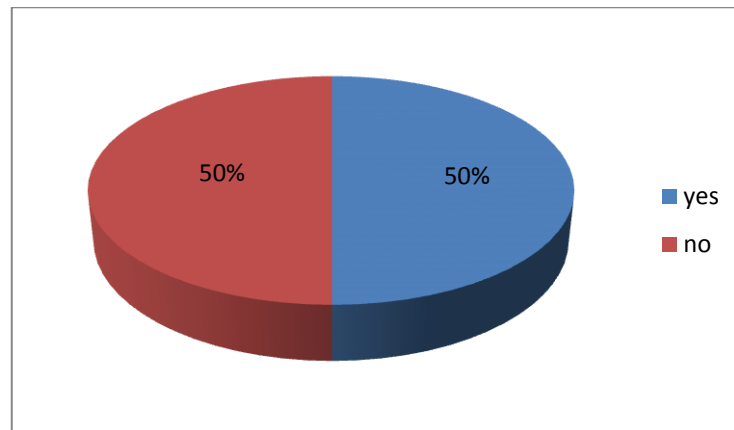
Figure 2.4: Feeling anxious about writing

Table 2.4 shows the degree of feeling anxiety about writing. The percentage is equal divided for both answer (1) and (2) in which 50% of the respondents said that they feel anxious before start writing; whereas, 50% of the students do not feel anxious that they see writing as an easy skill. The findings represent that anxiety is a key reason in which students make mistakes when develop a piece of writing.

Question Nine

If yes, please tell me why?

The justification of 30 participants claim that they have many reasons that make them feel anxious when writing:

- Problems of grammatical mistakes, punctuation, spelling, vocabularies.

- Students feel fear for teachers' negative evaluation.

- Low confidence and motivation.

Section Three: The Process Approach

Question Ten

When you are writing, what do you often use to generate ideas?

a- Diagrams   b- Mapping   c- Free writing   d- Clustering

Table 2.5: The techniques for generating ideas

Options	Number	P (%)
a	7	11.67
b	11	18.33
c	35	58.33
d	7	11.67
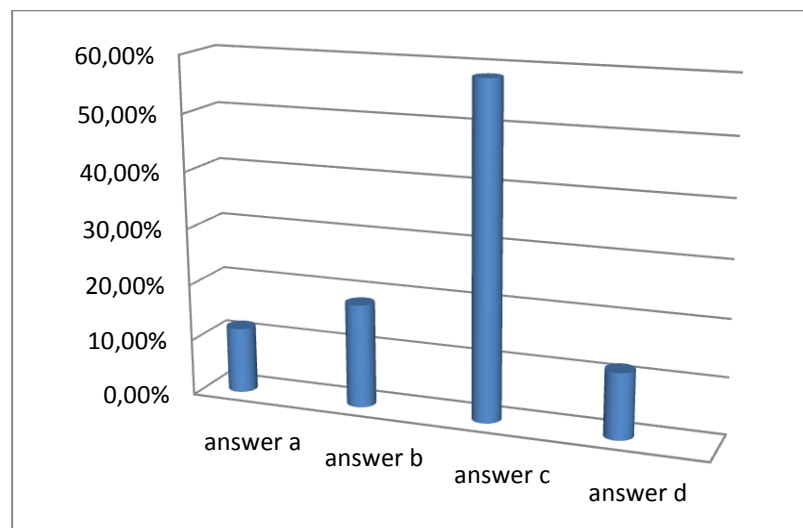
Figure 2.5: The techniques for generating ideas

Table 2.5 represents the most techniques that students use for generating ideas. 58.33% of the students using free writing, mapping comes in the second rank with 18.33%.

Diagrams and clustering come in the last rank with 11.67%. The results show that all techniques are considered for generating more ideas about a particular subject; however, the most used one is free writing because students do not learn about the other techniques.

Question Eleven

Do you think that one hour is enough to develop and organize your ideas logically when writing?

- Yes   - No

Table 2.6: Students' opinions about the time
given to written achievement

Options	Number	P (%)
Yes	40	66.67
No	20	33.33
Total	60	100
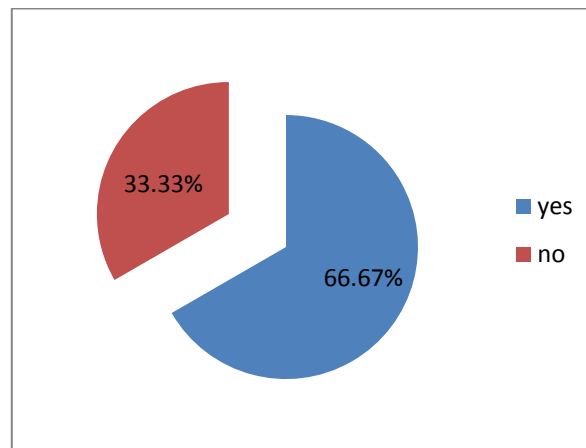
Figure 2.6: Students' opinions about the time
given to written achievement

From table 2.6, responses show that if one hour is enough or not for written achievement. 66.67% of the students said that one hour is sufficient for writing skill; only

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33.33% of them think it is not. These results demonstrate that writing draft is not important for the respondents; they write without looking for mistakes of grammar, spelling, and punctuation.

Question Twelve

If no, please justify.

The justification of the 20 students who responded that the allocated time is not sufficient to organize and develop ideas logically can be summarized as follow:

- We do not have enough time to create a written text.

- We have limited time to practice writing this why studying mechanics, vocabulary, and punctuation are not mentioned.

- The little time of practice is not sufficient for writing drafts that involves more time in order to put the ideas that we have planned before.

Question Thirteen

Do you try to re-look at your writing after considering reader's (teachers and classmates) point of view about your production?

- Yes   - No

Table 2.7: Students' opinion after consideringreader's point of view

Options	Number	P (%)
Yes	50	83.33
No	10	16.67
Total	60	100
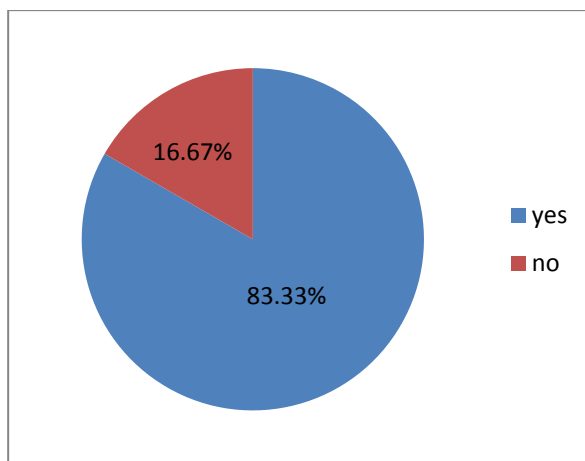
Figure 2.7: Students' opinion after considering reader's point of view

The percentages of the table 2.7 show the students' attitudes towards considering the readers opinions about their production. 83.33% of the respondents said that reevaluating the written text is of much importance; only 16.67% of the students do not like to re-evaluate their work in classroom. The results of table 2.7 represent the importance of the revising stage in which the structure of sentences and changes of ideas are considered.

Question Fourteen

Does your teacher of written expression help you in the edition of?

1-Vocabulary   2- Grammar   3- Spelling   4- Content

5- Word choice

Table 2.8: The aspects that teachers help students in the editing step

Options	Number	P (%)
1	2	3.33
2	4	6.67
3	6	10
4	6	10
5	7	11.67
1+2	9	15
1+3	9	15
1+5	10	16.67
3+5	4	6.67
1+2+3+4+5	3	5
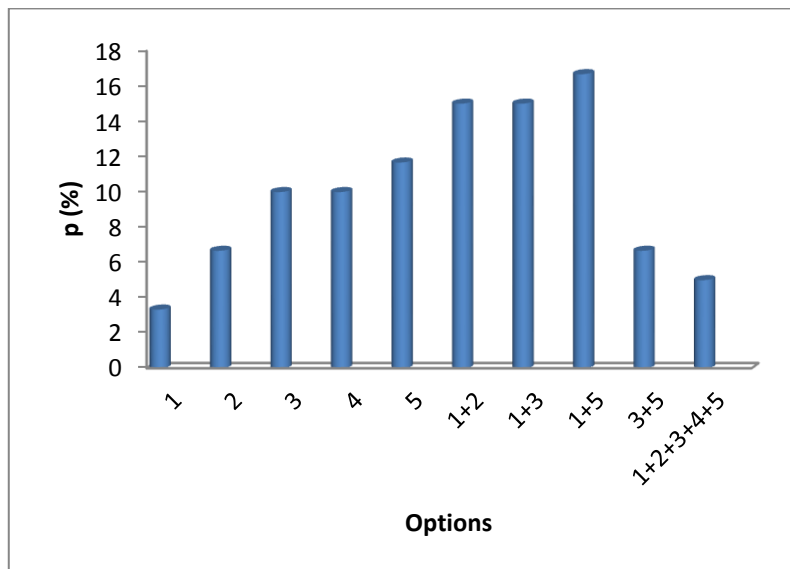
Figure 2.8: The aspects that teachers help students

in the editing step

The responses demonstrate that 16.67% of the students with multiple choice said that teachers of written expression helped them in the edition of vocabulary and word choice. In addition to vocabulary, spelling and grammar come in the second rank with 15%. Content and spelling come in the last rank with the same percentage (10%). The findings represent the teachers aids in the editing stage which is important for changing or omitting words before publishing the final production.

Question Fifteen

What is your teacher's role in the writing process?

a- Supervisor   b- Participant   c- Observer   d- Facilitator

Table 2.9: Teachers' role in the process approach

Options	Number	P (%)
a	8	13.33
b	11	18.33
c	19	31.67
d	8	13.33
A+C	4	6.67
B+C	6	10
C+D	4	6.67
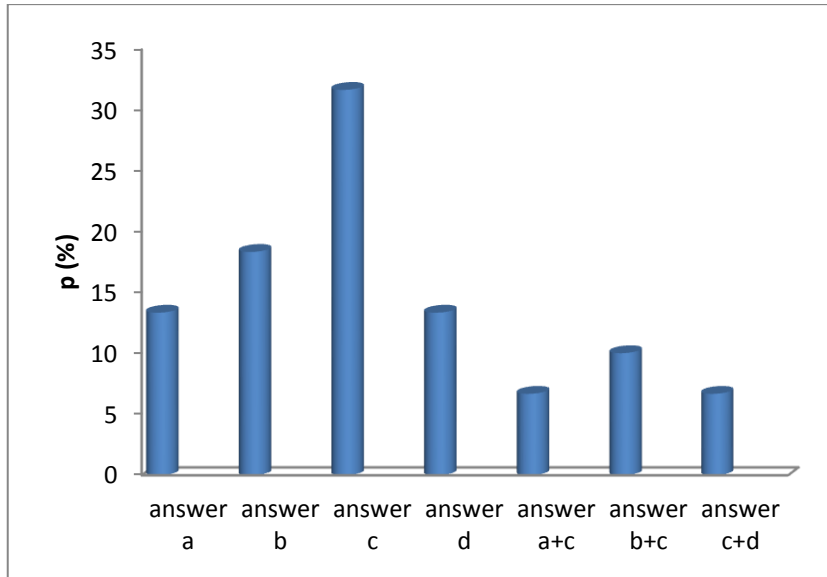
Figure 2.9: Teachers' role in the process approach

Table 2.9 demonstrates that 31.67% of the respondents have chosen option (c) in which the teacher plays the role of an observer, whereas 18.33% of the students prefer that the teacher plays the role as a participant. The role of the teacher as a supervisor and facilitator come in the follow rank with 13.33%.The findings represent that the teacher's role is to guide students during writing and improving their written achievement.

Question Sixteen

Does your teacher of written expression discuss the topic with you before start writing?

-Yes   - No

Table 2.10: Teachers discussing the topic with students

Options	Number	P (%)
Yes	50	83.33
No	10	16.67
Total	60	100
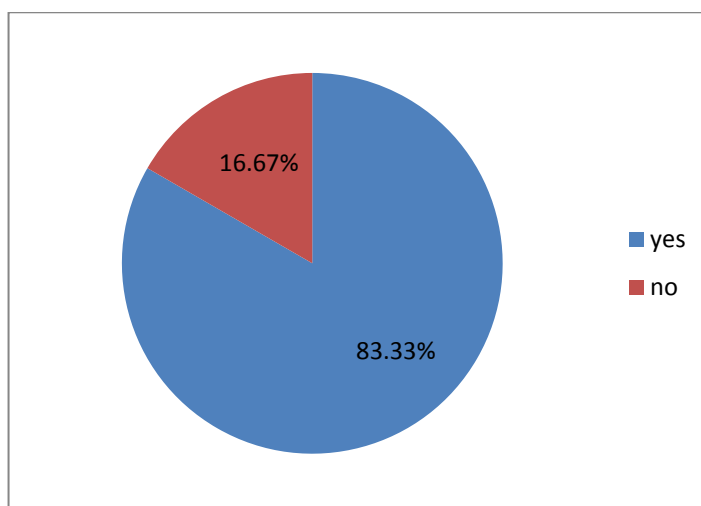
Figure 2.10: Teachers discussing the topic with students

As table 2.10 shows, 83.33% of the respondents said that the teachers of written expression discuss the topic before starting writing; only 16.67% of the respondents said that they do not. The results show the importance of brainstorming in which students can generate more ideas and information about a particular subject or topic.

<u>Question Seventeen</u>

Do you like to add any comments or suggestions?

18.33% of the respondents have answered this question said that writing is an easy task that involves many techniques to develop a written text. Moreover, the role of teachers in classroom practices is important for guiding and motivating their students in order to

achieve a good piece of writing. So that, writing involves more practices in which students can brainstorm, write a draft, revise, and edit the work within using the writing process.

2.4. Discussion of the Results of the Questionnaire

The analysis of students' questionnaire shows that students have different difficulties in the process of writing. From the results 51.67% of the students consider writing as an easy skill in which it improves their abilities that includes different techniques for achieving a piece of writing. Writing as a complex makes students full on the different problems. As the results show that 20% of the students are face problems of vocabulary, punctuation/spelling, and grammar in which students need to rich their ideas and thoughts by using appropriate and strongest words. Also, writing provides using correct mechanics in order to make clearly text. Moreover, students have to learn more about rules of grammar for using correct forms of sentences (table 2.2).Students with high psychological attitudes are likely to motivate in the class. Thus, students with high self-confidence have good motivation to practice writing. Furthermore, anxiety is a reason in which students make errors when writing like grammatical mistakes, mechanics, and negative evaluation from teachers, and even less confidence.

The findings of the study also shield the importance of the process approach in which 58.33% of the students using free writing technique for generating ideas and information; hence, students write freely without thinking because of time limited and also because teachers do not teach them other techniques of generating ideas like clustering and mapping (table 2.5). After generating ideas, students try to write a draft. As the results show, 66.67% of the respondents are satisfied with one hour for write a draft in which they write without thinking about mistakes (table 2.6). Also, the process approach provides the readers (teachers and students); hence, considering readers' point of view helps students to

re-look their written achievement in which they can make changes of ideas sentence structure. In addition, teachers help students in the editing of vocabulary and word choice that guide students to rich their written text by reading more about a topic and to choose more academic words in order to create a comprehensible written production. Most students claim the role of teachers as an observer in which they observe what students do and they can give them a usefulfeedback; so that, the teachers' role is depend on the stages of the writing process. Thus, all the roles aims to guide and support students to improve their written achievement (table 2.9). Finally, as a results show that before starting writing teachers have to discuss the topicwith students. Thus, the importance of discussing the topic is due to the fact that discussion helps students develop the main ideas in the correct way.Finally, the findings confirmed that students view writing as a difficult skill that make them encounter a lot of mistakes when writing.

2.2 Teachers' Interview

2.2.1. Description of the Interview

The interview includes seven questions:

Question One: It aims to find out the problems that students face when writing.

Question Two: Collects data about which approach teachers of written expression followed to teaching writing.

Question Three: Was provided to find out the importance of the approach that teachers are following in teaching writing.

Question Four: It aims to collect data about how can teachers of written expression define the process approach.

Question Five: Aims to find out how the stages of the process approach can help students to produce a piece of writing.

Question Six: Is to find out the helpful stage in which students can achieve a composition and either one hour is enough.

Question Seven: Includes teachers' suggestions and comments about using the approaches to teaching writing.

2.2.2. Administration of the Interview

This interview was given to ten teachers of "written expression" in the Department of English at Mohammed kheider University-Biskra- who have more experiences about the writing skill in which their responses are considered a vital for the aim of this research.

2.3. Analysis of the Interview

Question 01: What are the problems that your students encounter while writing?

Table 2.12: Problems that most students face when writing

Teachers	The responses	Analysis
01	Most students face problems of grammar, lack of vocabulary, and mechanics.	The response shows that most students make errors, and mistakes when writing. Thus, they should learn about rules of grammar, using correct punctuation and reading for using appropriate words.
02	In addition to the grammar, vocabulary, and mechanics problems students are thinking in Arabic when writing.	The response shows that some students think in the way of Arabic that they cannot translate the ideas and thoughts into English.

Teachers	The responses	Analysis
03	Most students face problems of grammar, lack of vocabulary, mechanics, and ideas organization.	The response shows that students should do a lot of practices and activities for make a clear written text.
04	In addition to the grammar, vocabulary, and mechanics problems students are thinking in Arabic when writing.	The response of the teacher shows that thinking in Arabic way what makes students view writing is a difficult skill in which sentence errors when writing are considered.
05	Most students face problems of grammar, lack of vocabulary, and mechanics.	As the response shows, students have weaknesses when write in a formal way. They have strong ideas but they cannot link them.
06	Most students face problems of grammar, lack of vocabulary, and mechanics in addition to cohesion and coherence.	The response of the teacher shows that the most frequent difficulty is the way to organize ideas cohesively.
07	Most students face problems of grammar, lack of vocabulary, mechanics, and selecting a topic.	As the response shows, in addition to grammar, vocabulary, and mechanics, students face problem of choosing a significant topic that they have relaxation with, and to achieve unity.
08	Most students face problems of grammar, lack of vocabulary, and mechanics.	The response shows that students need more training and practice both in and outside class.
09	Most students face problems of grammar, lack of vocabulary, and mechanics in addition to cohesion and coherence, and language use.	The response of the teacher shows that students do not use transitional signals to make coherent paragraph, and using appropriate sentence structure.
10	Most students face problems of grammar, lack of vocabulary, mechanics, and paragraph structure.	As the response shows, in addition to grammar, vocabulary, and mechanics, students have difficulties to structure a paragraph in a correct form.

Question 02: Which approach do you follow when teaching written expression?

Table 2.13: The approaches that teachers follow when teaching writing

Teachers	The responses	Analysis
01	The process approach	The response shows that the teacher follows the process approach to teach writing which aims to show the steps towards achieving a piece of writing.
02	The process approach	As the response shows, this approach helps students achieve a good piece of writing after considering the steps.
03	The process- product approach	The response shows that the teacher (03) prefers to use selective approach that he does not follow a specific approach to teach writing. He use approach depends on the task of writing.
04	The process approach	The response shows that the process approach focuses on the recursive of writing which presents the interaction between teacher and students.
05	The process approach	The response of the teacher shows that the process approach helps teachers and students to communicate and participate.
06	The process approach	As the response shows, the process approach develops students' ability in order to be aware about their errors, and also motivates them to improve their level.
07	The process approach	As the response shows, the process approach is like workshop approach which helps students to plan, write drafts, revise, and edit their work.

Teachers	The responses	Analysis
08	The process approach	The response shows that the process approach helps students generate more ideas and information, and write drafts.
09	The process approach	The response shows that this approach focuses on the purpose of the writing, content, and situation.
10	The process approach	As the response shows, encourages students develop their cognitive, and linguistic connectors for achieve a clear piece of writing.

Question 03: What is the importance of this approach? And how can it help students in the written achievement?

Table 2.14: The importance of the process approach on improving written product

Teachers	The responses	Analysis
01	Students can achieve a unified, coherent, and well developed piece of writing.	The response 01 shows that following stages of the process approach helps students to move from generating ideas, revising the form, and content in order to achieve a better product.
02	The process approach helps students to produce their work in a gradual way.	The response 02 shows that the stages of the process approach are move from stage to another in order to develop a piece of writing.
03	The process approach fosters collaboration and interaction between teacher and students.	The response 03 shows that it helps teachers and students to discuss the topic as well as fluency, form, and correctness of the writing are considered.

Teachers	The responses	Analysis
04	The process approach treats writing as a process to be experienced and as possible shared.	The response 04 shows that students can develop sensitivity to the readers and build confidence by producing a good final product.
05	The process approach helps students to increase their ability to produce a better composition.	As the response 05 shows, each stage of the process approach are useful to develop and enhance students' written composition.
06	It teaches students that writing is a recursive process in which they can go back to improve, revise, and edit.	The response 06 shows that students can move forwards and backwards in order to improve their piece of writing. Stages of the process approach are in terms of circular.
07	Steps of the process approach help students produce better passages.	As the response (07) shows, students revise their draft, and correct mistakes to achieve a ready piece of writing.
08	The process approach makes students enjoy when writing.	The response (08) shows that the process approach helps students to plan, revise, then edit before achieve the final product.
09	It encouraged students to be more autonomous, and to think about the readers, and the purpose of the written production.	The response (09) shows that the process approach focuses on the reason of writing, and considering the views of teachers and classmates that makes students create a piece of writing individually.
10	It provides feedback between the various phases.	The response (10) shows that the process approach provides the teachers' feedback and their role in each stage.

Question 04: In your opinion, what is the process approach?

Table 2.15: Teachers' opinion about the process approach

Teachers	The responses	Analysis
01	The process approach came as a reaction to the product approach which emphasizes both fluency and accuracy as it deals with ideas, as well as the form which is achieved in the revising and editing steps.	The response (01) shows that the process approach concentrates on the steps which focus on the correct form, sentence accuracy, and correct structure rather than final product.
02	It is an approach followed by the teachers to enhance their students' skills and capacities.	The response (02) shows that the teacher evaluates students' written achievement.
03	It is the approach that follows the steps of writing process: Brainstorming, drafting, revising, and final draft.	As the response (03) shows, the process approach provides steps to write composition.
04	It is an approach that considers writing a complementary process which needs preparation, practice, and correction.	The response (04) shows that writing is a complex process that provides to practice the stages of the process approach.
05	It is an approach to writing which focuses on the steps involved in making a piece of writing.	The response (05) shows the importance of the phases that help students achieve a piece of writing.
06	It is an approach that includes important stages. These stages are: Prewriting, drafting, revising, editing, and publishing.	The response (06) demonstrates the stages in order to produce a good piece of writing.

Teachers	The responses	Analysis
07	It is an approach that fosters the division of writing into many steps which would help students to produce better compositions.	As the response (07) demonstrates, writing is a process which includes steps to produce an understandable piece of writing.
08	It is an approach to writing where preceded through prewriting, drafting, revising, editing, and publishing.	As the response (08) shows, writing establishes through steps of the process approach.
09	It is an approach that proved its effectiveness in improving students' linguistic competence as well as creativity and critical thinking.	The response (09) shows that the effectiveness of the process approach in improving students' ability when writing.
10	It is an approach that includes phases which help students produce final product.	The response (10) demonstrates that after considering the steps of the process approach, students can achieve a better final composition.

Question 05: Do you think that stages of the process approach will help your students to produce better compositions? And why?

Table 2.16: Teachers' attitudes towards the
importance of stages

Teachers	The responses	Analysis
01	Students have to think carefully about each step and evaluate what they have achieved in one step before moving to the next.	The response (01) shows that the teacher satisfied with the stages which consider evaluating students' skill, providing teachers' feedback, correctness, and some changes.
02	Students are urged to respect the different stages which serve to organize their writing.	The response (02) demonstrates that the teacher satisfied with the steps. They provide correct grammar, spelling, vocabulary, and so on to produce better compositions.
03	Students revise and edit their written production and this will certainly lead to improvement in their performance.	The response (03) shows that the teacher satisfied with the steps which improve students' interaction with the teachers.
04	Students will be able to organize ideas, write a first draft, and recognize errors.	The response (04) demonstrates that the teacher satisfied with the importance of the stages which provide correctness, and organization of the composition.
05	Students feel more comfortable when writing.	As the response (05) shows, the teacher demonstrates that the steps of the process approach make students enhance their skill.
06	The stages of the process approach help weak students in writing to take their time.	The response (06) shows that the stages of the process approach improve the ability of the students when writing.
07	Students have the chance to check for their errors and correct them to produce a better composition.	As the response (07) demonstrates that students can achieve a good piece of writing considering revising and editing stages.

Teachers	The responses	Analysis
08	The stages of the process approach direct students to follow certain steps that guide them to fulfill the task of writing properly.	The response (08) shows that the process approach views writing as a recursive in which includes steps in order to achieve a verified piece of writing.
09	Students must acquire the knowledge step by step.	The response (09) shows that the stages help students to develop ideas to be more precise.
10	The teachers facilitate the students' organization of ideas, and correctness form.	The response (10) shows that the role of the teacher in each stage which help students develop their piece of writing.

Question 06: Which stage of the process approach is most helpful for your students? And is one hour sufficient for written expression?

Table 2.17: Teachers' attitudes towards the useful of the stage process approach and the time allocated

Teachers	The responses	Analysis
01	All stages are important. The time allocated is not sufficient.	The response (01) demonstrates that the importance of stages of the process approach that need more time to practice.
02	All stages are important. The time allocated is not enough.	The response (02) represents that the stages help students to organize his content and focus more on technical matters which provide more time to produce final production.
03	Revising and proofreading. The time is not enough.	The response (03) shows that revising and proofreading allow students to find their mistakes and correct them. The time is not sufficient because students need to practice writing outside class schedule.

Teachers	The responses	Analysis
04	All stages are significant. The time is not enough.	The response (04) represents that all steps help students generate ideas, write drafts, and checking for errors, this why one hour is not enough for students and teachers.
05	All stages are important. The time allocated is not enough.	The response (05) shows that the stages help students enhance their skill. One hour is not enough that need time to express the ideas.
06	Brainstorming is the main step. One hour is not enough.	The response (06) demonstrates the significance of brainstorming stage; hence, to gather information need time to write final plan.
07	Pre-writing is the most important. One hour is not sufficient.	The response (07) represents that the prewriting is a main step in which student can generate ideas and make an outline for the topic.
08	All stages are equally important. One hour is not enough.	As the response (08) demonstrates, all stages are helpful for students that facilitate them the way to writing; however, they need more time to practice.
09	All steps are significant. One hour is not sufficient	The response (09) represents the importance of the stages which need time to practice.
10	All stages are significant. One hour is not enough.	The response (10) shows the significant of the steps in which require practice in each stage that need time.

Question 07: Do you like to add any suggestions?

Table 2.18: Teachers' suggestions

Teachers	The responses	Analysis
01	Students should write about any topic in order to enhance their writing.	The response (01) demonstrates that writing need more practice outside the class.
02	The process approach should practically from the beginning of the lesson.	The response (02) shows that the process approach requires practice from the first to the end of the lesson of the year.
03	We hope to develop more techniques in teaching to help students avoid many problems.	The response (03) represents that the teacher suggests adding more techniques in the process approach for help students elaborate their abilities to writing.
04	Writing is a basic skill, so we have to devote more time and effort to improve it.	The response (04) represents that writing is a process that needs experience and guidancefrom teachers.
05		
06	The process approach alone is not sufficient.	The response (06) shows that the process approach requires other approaches like the product approach to continue its effect.
07	Practicing writing in classroom is not sufficient; students should practice a lot at home.	As the response (07) shows, writing requires more practice not only in the class, but also outside class.
08		

Teachers	The responses	Analysis
09	Writing better composition needs a lot of practice on writing inside and outside class.	The response (09) shows that writing is a complex skill that requires doing activities.
10	Students can also practice reading to help them write better.	As the response (10) demonstrates, the more students read, the more they generate ideas in order to write a good composition.

2.5. Discussion of the Results of the Interview

The analysis of teachers' interview shows the main problems and difficulties that EFL students find during writing. The findings represent that most students ignore linguistic and cognitive connectors in order to construct correct sentences such as grammar, vocabulary, spelling, punctuation, and mechanics because writing is a complex skill that needs activities, and practice; it also provides more training about the rules in order to use correct form of sentences, and appropriate mechanics to link between ideas. In addition, students face difficulties to organize their ideas, and using appropriate transitions to write a coherent composition as well as achieving a clear written product (see table 2.12). The results also show the importance of the process approach in writing in which most teachers of written expression follow this approach; that it helps students go through different steps in order to achieve a good piece of writing, also it provides teachers' feedback that help them generating more ideas and information about the topic which represents the effectiveness of the process approach in teaching writing (see table 2.13).

Moreover, the results demonstratedthe significant of the process approach that guide students to enhance their skill and to practice the different stages in order to achieve a

precise piece of writing. As the findings show, teachers defined the process approach as an approach that includes stages (pre-writing, drafting, revising, editing, and publishing) which help students write compositions(see table 2.14). As table 2.15 represents, all teachers are not satisfied with the time allocatedfor the written expression because writing is a process that needs more practices and activities in each stage of the process approach. Furthermore, students need time to practice the steps of the process approach, and teachers to give appropriate feedback. Thus, they need to do practice outside the class. The time allocated should be taken into consideration that students need more time for developing the written production; hence, the role of teachers is important in each stage. Teachers as guider and facilitator help students improve their workby considering stages of the process approach. The findings represents that the teachers suggest writing is a complex skill needs more practice and time for enhance it; also the more students read, the more they can develop their abilities in order to achieve an effective piece of writing.

Also, acquiring students the phases of the process approach, will improve their psychological aspects in which encourage them to be write with high self-confidence and more motivated; hence, these stages help them to elaborate their piece of writing in each stage which make them more comfortable at the same time carefully about the mistakes. Finally, the results of theteachers' interview confirmed that adapting teachers the process approach helps students achieve a better composition.

Conclusion

Our research revealed that teachers and students are believed by the effectiveness of the process approach in enhancing writing skill. The analysis of the questionnaire as well as the interview indicated that most of the students face difficulties when writing. In this case, the complexity of the writing is considered in which requires more time and practice

from learners, and experience, feedback, and guiding from teachers. Thus, the results showed that the process approach helps students to develop a piece of writing in which needs time and practice. Moreover, teachers perceived that using different steps of the writing process improve the students' writing ability. Furthermore, students should be aware about stages of the process approach that help them achieving a better composition. The results showed that considering the role of teachers in using the process approach is important that they facilitate and help students to generate ideas and information. In general, the acquired results of the students' questionnaire as well as teachers' interview confirmed our hypothesis that adopting teachers the process approach will help students achieve an effective piece of writing.

General Conclusion

The research is based on an investigation of the writing skill, and the effect of the process approach on improving students' writing ability. Writing is a complex skill that provides approaches for engaging students' written production. Thus, the process approach is an orientation that involves steps of pre-writing, drafting, revising, and editing in which help students to produce an effective piece of writing.

At the beginning of the dissertation, we tried to demonstrate the importance of the writing skill and its relation with other language skills (reading and speaking) that serve all in the development of each other. We tried also to identify the psychological, linguistic, and cognitive problems that most students face when writing and present the major approaches that enable students produce an effective piece of writing. Then, we have presented the characteristics of the process approach and the significance of the different stages.

The study based on two research methodologies: interview for teachers of written expression, and questionnaire for second year students.From the analysis of the interview and questionnaire, we found that teachers are aware about the problems that most students face when writing such as: vocabulary, grammar, and mechanics in which writing considered as a complex skill. Moreover, the findings showed the utility of the stages and the teachers' role in each stage in enhancing students' written achievement. Thus, the results confirmed that using teachers the process approach help students to construct a good piece of writing with appropriate use of words, correct punctuation, spelling, and forms of sentences.

Recommendations

1- The stages of the process approach should be taught and teachers should explain to students the utility of each stage on improving the writing product.

2- The writing process should be introduced gradually in which teachers should encourage students to think about what they are going to write by planning the content. Also, teachers should encourage students to write drafts. Teachers should help them treat the first drafts in which modifications are considered. Finally teachers should help and guide students to correct mistakes.

3- The recursive of the writing process involves practices when writing composition which help students to develop automacity in writing organizing, and connecting the different stages of the writing activity.

We hope that these recommendations will help students and improve their level in order to become good writers. We wish that they have taken into consideration about the importance of understanding writing and rearranging the ways of approaching this task.

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Appendix 01

Students' Questionnaire

This questionnaire aims to collect data about students' writing skill through using the process approach. We would highly appreciate if you could take the time and energy to share your opinions by answering the questions below. Your answers are very important and will be great help. Please answer the following questions by ticking the appropriate box or by making a full statement if necessary.

We rely on your collaboration as far as your honesty.

Section One: Personal Background Information

1-Gender:

      a- Male   ☐

      b- Female   ☐

2-Age………………years old

3-Your choice to study English was:

      a- Personal   ☐   b- Imposed   ☐

Section Two: The Writing Skill

4-Is writing an easy skill for you?

      - Yes ☐   - No ☐

5-Whatever your answer, please justify?

………

……

6-What is the aspect that you have problems with?

(You can tick more than one box)

- Ideas organization ☐

- Content ☐

- Grammar ☐

- Vocabulary ☐

- Coherence/ cohesive ☐

- Punctuation/ spelling ☐

7-Does your teacher of written expression motivate you?

- Yes ☐

- No ☐

8-Do you feel anxious about writing?

- Yes ☐

- No ☐

9-If yes, please tell me why?

…………………………………………………..

....

Section Three: The Process Approach

10- When writing, what do you often use to generate ideas?

a- Diagrams ☐

☐

b- Mapping

c- Free writing ☐

d- Clustering ☐

11- Do you think that one hour is enough to develop and organize your ideas logically when writing?

- Yes ☐

- No ☐

12- If no, please justify.

…………………………………………………………………………………………………

………………………………………………………………………………………………

12- Do you try to re-look at your writing after considering reader's (teachers and classmates) point of view about your production?

- Yes ☐

- No ☐

13- Does your teacher of written expression help you in the edition of?

- Vocabulary ☐

- Grammar ☐

- Spelling ☐

- Content ☐

- Word organization ☐

14-What is your teachers' role in the writing process?

a- Supervisor ☐

b- Participant ☐

c- Observer ☐

d- Facilitator ☐

15- Does your teacher of written expression discuss the topic with you before start writing?

- Yes ☐   - No ☐

16- Do you like to add any comments or suggestions?

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Thank you for your contribution

Appendix 02

Teachers' Interview

Dear teachers,

This interview aims to collect data about the impact of the process approach on improving students' writing skill. I would highly appreciate if you could take the time and energy to share your opinions by answering the following questions.

1- What are the problems that your students encounter while writing?

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2- Which approach do you follow when teaching written expression?

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3-   What is the importance of this approach? And how can it help students in the written

     achievement?

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4- In your opinion, what is the process approach?

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5- Do you think that the stages of the process approach will help your students to produce better compositions? And why?

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6- Which stage of the process approach is most helpful for your students? And does one hour is sufficient for written expression?

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7- Do you like to add any suggestions?

……

……..

Thank you

ملخص

تعتبر الكتابة أهم مهارة لتعليم وتعلم اللغة الأجنبية. الكتابة هي أصعب مهارة ذلك أن الطلبة يواجهون صعوبات لإنتاج نص مضبوط. يهدف هذا البحث الى التحقق من فعالية نهج العملية الكتابية في تحسين مهارة الطلبة أثناء الكتابة. اعتمدت الدراسة على منهجيتي البحث: الاستبيان و المقابلة. فالاستبيان لطلبة السنة الثانية والمقابلة لأساتذة التعبير الكتابي. بينت النتائج ان العديد من الطلبة يواجهون صعوبات أثناء الكتابة، لهذا السبب اتبع الأساتذة المنهجية العملية ومراحلها من اجل تحسين اداء الطلبة لكتابة النص. أثبتت نتائج البحث أيضا الفرضية المطروحة أن بإمكان الطلبة إنشاء نص مضبوط إذا تبنى الأساتذة النهج العملي في تعليم الكتابة. وبالتالي هذه المراحل يمكن أن تعزز مهمة الكتابة قبل نشر النسخة الأخيرة التي أنتجت بشكل جيد و مفهوم للقراء. في الاخير الكتابة تتضمن اكثر نشاط من طرف الطلبة، خبرة وتوجيه من طرف الأساتذة.