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The Role of the Writing Process in Improving EFL Learners' Essays

A Case Study of Third Year Students at Biskra University

Thesis submitted to the Department of Foreign Languages as partial fulfillment for the Master's Degree in Sciences of languages

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Dedication

In the name of Allah, most merciful, most compassionate

Firstly, I thank Allah for enabling me to finish this humble work, which is

dedicated:

To the kindest person who gave me strength despite her weakness: My mother

To the light of my eyes: My father, may Allah bless him

To my lovely sister: Wissem

To my sweety cousin: Amina

To my brothers: Belgasem, Hichem, and Nadji

To all my family "Youb"

To all the teachers throughout my career of study, all my relatives, colleagues,

and friends especially my lovely friend Hassina.

Acknowledgments

Abstract

Due to the complexity of the writing skill, many of EFL students find it difficult to govern all its aspects in order to produce an adequate written text. This study aims to explore the role of the writing process in Third Year EFL students' essay writing in the Department of Foreign Languages at Biskra University. Besides, it is assumed that if EFL students use this tool, they would create well essays. Therefore, in order to examine this hypothesis, a questionnaire has been administered to the third year EFL students in order to analyze their answers and to know their attitudes towards the implementation of the process of writing in writing essays. Furthermore, this research does not rely merely on students' questionnaire, it also intends to interview the teachers of written expression to achieve more accurate and reliable information that show their opinions towards the adoption of the process approach in teaching writing and its function in writing essays. Thus, the obtained findings of this research confirmed its hypothesis, which supposes that if EFL students use the writing process, they would weave more effective and organized essays. Eventually, students really should give this technique the full attention for the enhancement of their writing skill in order to draft beneficial essays in the near future.

Key words: The writing process, EFL learners, Essay writing.

List of abbreviations

EFL: English as a foreign language

ESL: English as a second language

ELLs: English language Learners

FLL: Foreign language Learning

SAT: the Scholastic Aptitude Test

USA: United States of America

UK: United Kingdom

NY: New York

HTTP: Hypertext Transfer Protocol

ORG: ORGanization

COM: COMmunications

IELTS: International English Language testing System

N: Number of students

%: Percentage

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General introduction

FLL needs for EFL learners to be able to practice the four main skills reading, listening, speaking, and writing. The latter is the most difficult one because it is full of complex rules that students must apply to attain a high level in writing. One of these rules is the writing process, which can facilitate the way of writing acceptable compositions. However, Most of the students do not follow it when writing essays because they think that it is a waste of time and even if they do it, they usually disregard some of its steps.

ELLs may face a much-known topic but when they write about it, they find that they have shifted from the subject because unfortunately they did not think, revise and edit their drafts. For this reason, the use of the writing process would be as an important activity that helps to produce adequate texts in order to succeed in all domains. Therefore, students should take into consideration the writing skill as a developmental activity that goes through different numerous stages. Consequently, this research will examine the importance of the writing process in drafting essays.

Statement of the Problem

Due to the difficulty of the writing skill, students all over the world face many obstacles during writing. For example, in Algeria, most of the students do not know how to write an effective composition because when they want to write, they do not focus on the right ways and techniques.

The failure of students' writing performance is widely spread. For this reason, this study spotlights on the writing process as a principle rule of writing. Besides, this problem is one of the factors that lead us to talk about English Students in the Department of Languages of Mohamed Kheider Biskra University, where we have noticed that most of them do not follow the writing process, and even if they follow it, they always neglect some of its stages. For these reasons, we decided to conduct a research on this problem, to investigate the importance of the writing process in shaping the EFL learners' essays.

Significance of the Study

The current study intends to make the writing process as the useful basic for writing different kinds of texts like essays, paragraphs, letters, articles, stories, books, and journals. Moreover, it attempts to help students to know how to design their essay writing, and that

by setting gradually several strategies such as the prewriting, the drafting, the revising, and the editing stage. Hence, this research will enable EFL learners to manage generally writing and it seeks to gauge the extent of the adoption of the writing process as a vital way of writing perfectly.

Aims of the Study

Because of the Third Year English Students' neglect of the writing process, many difficulties and mistakes, emerge when they write. For this reason, first, this study aims to provide the students with the processes of writing that permit them to know how to examine the topic, how to write about it and how to evaluate their essays. Second, it also encourages teachers to apply the process approach when teaching writing. Third, it raises the awareness of both students and teachers about the necessity of promoting such method of writing to produce well written-texts. Hence, the objective of this study is to measure the importance of passing through the different procedures of the writing process during essay writing.

Research Questions and Hypothesis

The present work intends to answer the following questions that aim to elucidate the role of the writing process in developing essays:

1. To what extent is the process of writing important in improving students' essays?
2. Do students use the writing process when they write essays?
3. Do they follow all the writing process' stages?

According to the previous questions, we raised the following hypothesis:

If learners respect the use of the writing process, they would write easily more effective and accurate essays.

Tools of Research

Data will be gathered by the administration of a questionnaire to the Third Year EFL Students at Mohamed Kheider University of Biskra, and to interview the teachers of written expression. The purpose behind choosing students' questionnaire instrument is to know whether they made aware about the importance of the writing process in developing essays. Furthermore, the interview has been directed to teachers of written expression for the sake

to know their attitude towards the use of the process approach in teaching writing and further to get reliable information since they have been teaching writing for a long period.

Research methodology

This thesis have opted Students' questionnaire and teachers' interview tools for the sake of testing its hypothesis in the appropriate way. The purpose behind choosing the first instrument is to see if students are using the writing process or not. Besides, the choice of the second tool, which is the interview, is directed to teachers of written expression in order to know their insights towards the writing process and further because they can provide us with beneficial information about adoption the process approach.

Structure of the study

This research paper is divided into three main sections. The first one handles the writing process concept, the second chapter presents a general glance about writing essays and its principle aspects, and the third one deals with the investigation of the research hypothesis through the analysis of students' questionnaire and teachers' interview.

The first chapter is devoted broadly to the writing process moving from its presentation to the number steps it proceeds. It also comprises the various approaches to teaching writing by showing the differences between them. Furthermore, teachers' feedback as a great role that encourages students to write is discussed in this part by defining its different ways of correcting students' drafts.

The second chapter is tackled to writing essays by showing its importance in education, providing its several types, and talking about the aspects that a piece of writing should be shaped by. It covers then the basics of writing that each writer should take into consideration when getting to write.

The third one is about the analysis of both students' questionnaire and teachers' interview in which the results of both tools are presented partially aiming to achieve positive findings that support the research hypothesis and give this study a great chance to be applied in the EFL classes.

Limitation of the study

Although the positive impact of this research outcomes that assert its hypothesis, teachers, students, and time are the dominant elements that limit this study. Because, first, a questionnaire is guided to Third Year EFL Students since they study in this year about

writing essays despite the fact that Master one and two EFL Students have already learned about how to write essays. Therefore, they are able to be as participants in this thesis but the opportunity was given to the Third Year students because there are teachers who are teaching them writing essays by proceeding the writing process. Due to the lake of time, Fifty Third Year EFL Students are chosen as a sample to present the whole population. Second, an interview is directed to teachers of writing because they have virtually practiced the teaching of it throughout a long period of time. So that, they are experienced in this field.

Literature review

Using the writing process while writing is something, which is crucial to determine the ideas or arguments that are needed in any piece of writing, and it is a way to succeed in all types of writing. Most researchers have found a positive effect of the writing process on the students' writing performance. Concerning this area, Elbow (1998), in his book which is entitled "writing with power: Techniques for mastering the writing process" stated that the writing process is the use of two mental processes, creating and criticizing, which they usually conflict with each other. In other words, writing is to create words and ideas then criticize them in order to decide which one to use. He also says that if these two skills go together, the writer will create rich and well-ordered words. In addition to that, Harmer (2004) in his book "How to teach writing" speaks about the stages of the writing process that writers go through to produce something in its final written form. Thus, he shows the importance of following these steps. Moreover, Boardman and Frydenberg. "Writing to communicate paragraphs and essay" (2008). The writers stated that the writing process consists of six steps, which are the same for writing of any length such as analyzing the assignment, brainstorming, organizing the ideas, writing the first draft, rewriting the first draft, and writing the final version.

From all these researches, we have noticed that the researchers have shown the importance of the writing process in developing different pieces of writing, and they go to the same benefits that ameliorate the business of writing. However, the current research will study the use of the writing process in enhancing the EFL students' essays by showing its contribution to the learning and teaching of writing.

Chapter one

The Writing Process

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Introduction

Because teaching and learning the writing skill is a difficult task, both teachers and students should expend more efforts to facilitate it. Hence, this chapter will present an overview of the writing process, and it will explain how it works. Besides, it will highlight the different standpoints about the number of the writing process' stages, and then it will introduce the four main stages that writers have to follow to create any piece of writing. Moreover, it will discuss the different approaches that teachers use in teaching writing. Finally, it further will talk about the teachers' feedback in teaching writing.

1.1 The writing process

Taking writing as an easy task is a wrong thought because writing is considered as a difficult skill that writers have to be aware of its rules. One of the famous basics of writing is the writing process in that every person wants to write must use to facilitate the way of writing and to include the appropriate ideas in the text. As a result, writing is not putting words randomly on paper. It follows three steps: thinking about it, doing it, and doing it again as possible as you can. (Elbow, 1998)

The writing process is a technique that paves the way to writers when they decide to put down their thoughts on paper. When they face a blank sheet of paper or the computer screen, many of them get very scared about how to polish it; but this is not impossible, because experienced writers find that writing is a practice that needs to be followed by a process that facilitates the task like writing to prepare a meal, bike riding, and learning to use a cell phone. In other words, writing is like when you want to cook a delicious meal and you need the ingredients and the appropriate utensils. So, when you want to write, you also need a plan, resources, and adequate time to produce a perfect composition. Mclean (2012). Furthermore, writing is also, like when you want to build a house and you need the materials to finish the work. Therefore, when you want to write you must prepare your arguments, information, and evidence before start this business.

Accordingly, Starkey (2004) points out that "When you begin you essay with an organization, you will have guidance and direction through the writing process, especially if

you are in a timed situation" (p.1-2).Consequently, planning your writing before you begin your task is an appropriate skill that writers must use to build a good composition.

To shed more light on this idea, Elbow (1998) stated that the writing process calls on two mental processes, which usually conflict with each other: creating and criticising. Therefore, when they go on together, you find yourself writing words that are inventive and well ordered, but such magical sessions are rare because they usually go on separately. First? You write as many words as possible without worrying whether they are good then adopt a critical frame of mind and revise what you have written by taking what is good and removing what is not good then determine what is left into something strong.

Zemach and Rumisek (2003) also point out "When we write, we do more than just put words together to make sentences. Good writers go through several steps to produce a piece of writing"(p.3).Accordingly, Writing is the process which is exactly the same for the writing of any length and which goes through six steps that follow each other in order, but it is common to repeat some of them multiple times. (Broadman & Frydenberg, 2008).
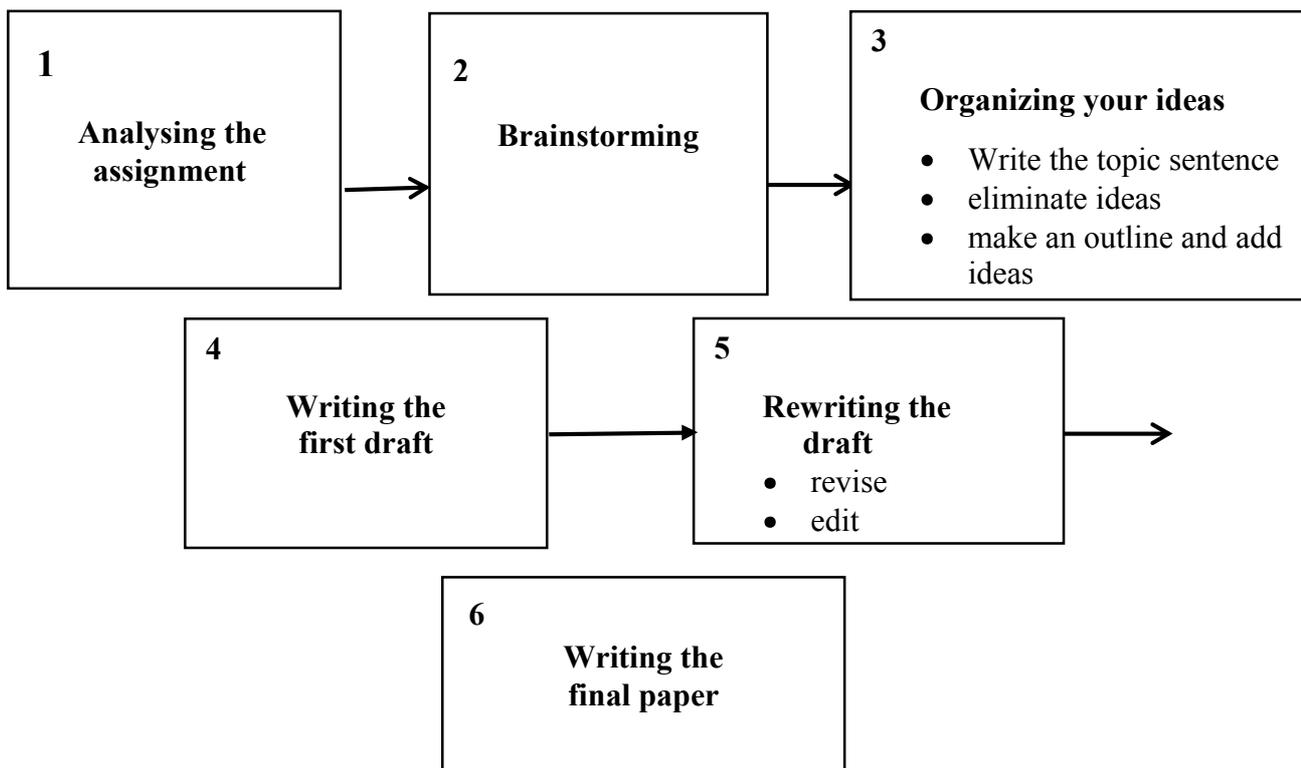
Figure 1.1: The writing process (Broadman and Frydenberg, 2008, p.31)

This figure (1.1) indicates that when writers come to write about any topic they should follow six steps. Firstly, they must analyse the assignment. In other words, they have to

collect the appropriate information about the topic. Secondly, they brainstorm their ideas, which means that they have to put the thoughts that come to their minds on paper in a particular form. Thirdly, writers must organise the ideas that they have collected previously in order to make a plan that presents the topic sentence and the supporting ideas, which they will present on their assignment. Next, they start to write their draft following this organised outline. Finally, when they finish writing they must revise their drafts in order to correct what is wrong and then to rewrite their paper.

According to Harmer (2004), the writing process goes through four stages in order to produce something in its final written form, and which can be affected by the subject, the type of writing and the medium it is written. He also represents these four steps on the following way:

Planning ⟶ Drafting ⟶ Editing ⟶ Final draft

Figure 1.2: The Process of writing. (Harmer, 2004, p.5)

This figure (1.2) shows that the writing process proceeds four stages in a linear way. These stages are planning, drafting, editing, and final draft. However, Harmer (2004) stated that this diagram is not satisfactory because it describes the writing process as a linear way. For this reason, he presented the next diagram, which called the process wheel to show that this technique is not linear, but it is recursive, which means that writers may re-plan, re-draft, and re-edit, even when they finish their writings. As a result, the writing process does not move in a linear way because writers can restart some of the stages or they can even start from the first stage "the prewriting step".
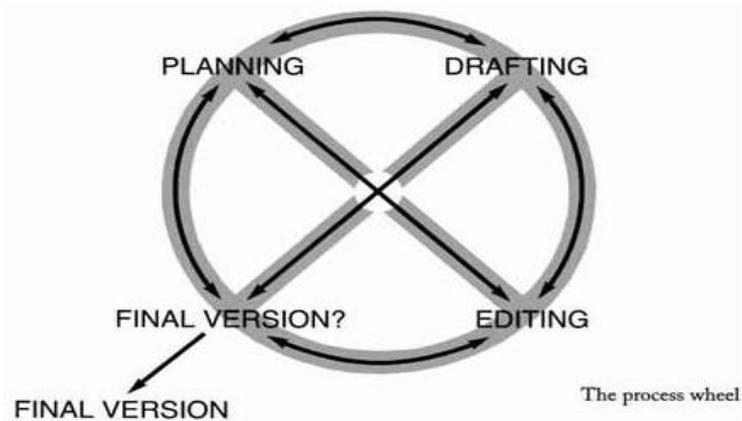
Figure 1.3: The process wheel. (Harmer, 2004, p.6)

Harmer (2004) says that this figure explains how writers may returning to the previous steps until they reach the needs to create well-written texts.

Connelly (2013) also points out that the writing process can be separated into different steps, but rather it is a repeated process. Writers may not always go along these steps; they may write the first draft and edit it before starting the other essay's parts, like in another assignment in which the conclusion may be written first. Accordingly:

> The process of composition is not a linear one, moving from
> planning to composing to revising and editing. It would be more
> accurate to characterize writing as a recursive activity in which
> the writer moves backwards and forwards between drafting and
> revising with stages of replanning and between. (Hedge, 1988, p.20).

1.2 Stages of writing

Many researchers have different views about the number of the writing process stages. Harmer (2004), points out that it consists of four steps. On the other hand, Broadman and Frydenberg (2008) declared that writing goes through six steps; but the typical model classifies four stages "prewriting; composing/drafting; reviewing, and editing". (Tribble, 1996, p.39).So, this paper will introduce these four steps such as prewriting, drafting, revising, and editing.

1.2.1 Prewriting

Prewriting is one of the writing process techniques that comes before starting to write your draft. In this stage, the writer thinks about the topic and tries to collect more ideas about it. Mclean (2012) says that the prewriting concept is a writing process stage that aims to transfer the abstract thoughts into concrete points and writing them on paper or typing them on a computer screen. Therefore, in prewriting stage writers write down their points that are related to the topic.

According to Connelly (2013) writing in a good way is not to state what to feel or to repeat what you have heard on the radio or read online. It is to engage in critical thinking about your subject carefully to collect facts and to avoid making snap decisions. Moreover, Prewriting phase is considered as an important strategy in the writing process as asserted by Parson (1985, p.105). "…students who are encouraged to engage in an array of prewriting experiences have a greater chance for writing achievement than those enjoined to 'get to work' on their writing without this kind of preparation." Thus, organising your points before

start drafting will help you to perform better. In addition to that, Zemach and Rumisek (2003) declared that "before you begin writing, you decide what you are going to write about. Then you plan what you are going to write" (p.5). Moreover, the prewriting stage is necessary because it motivates students to understand the assignment and to start writing. (Roberts, 2004, p.8). Therefore, prewriting is a stage that has a great role in developing your writing and facilitating your work. Subsequently, it is necessary to go through this step to build a good basic for your writing activity.

The prewriting strategies are divided into two different ways the first one is to generate ideas about the topic by using certain strategies like brainstorming, and the second way is to organise the collected ideas by making an outline. So, there will be a discussion of how to generate ideas and then how to organise them.

1.2.1.1 Generating ideas

1.2.1.1.1 Brainstorming

Brainstorming is to write down the ideas that you thought about concerning your topic without the care about whether they are good or not. Besides, Duigu (2002) states that brainstorming is an important strategy which means to put down the ideas that come into our minds, which are related to the suggested topic, as in a list form, and in unplanned order. Moreover, Murray (2012) also points out that brainstorming is a kind of thinking that intends to find a solution to a particular topic, and it aims to push ideas as far as possible and not censoring ones. Likewise, Starkey (2004) who declared that brainstorming is similar to free writing in that both of them take the same time, and it means to give many ideas on a given topic by creating a list of various thoughts that make sense in a particular order, and /or ideas that are linked together by association with previous ideas.

Zemach and Rumisek (2003) consider brainstorming as a way of generating ideas about a topic and writing them on paper. It is like when the raindrops come down together from the storm. Moreover, when you brainstorm, you must not care about your ideas if they are efficient or not because you are just gathering ideas. They stated also that this strategy has three types, which are making a list, free writing, and mapping. Making a list is to write the ideas that are related to the intended topic in a form of a list. Free writing is to write what comes to your head about your topic without stopping, and without controlling your grammar, spelling or checking dictionary in a short amount of time. So, this practice will help you to be fluent in your writing. Accordingly "…when you free write, don't stop to

check spelling, worry about writing in complete sentences, or prevent yourself from going off topic".(Connelly,2013,p.15).In other words, free writing is to keep writing without checking your mistakes or look at your ideas or topic.

Sims (2012) also defined freewriting as follows:

> Freewriting is a popular technique for generating and narrowing your
> topic. When you free write, you just put pen on paper and let the
> ideas flow out of you without worrying about spelling, grammar, or
> "dumb" ideas. When you free write, turn off your inner editor, just
> let the ideas flow out of you. Later you can sort out the good
> and bad stuff. (p.86).

Finally, the last strategy is mapping which means to write your topic in the middle and surround it by the ideas that have relation with it in a form of a diagram.

1.2.1.2 Organizing ideas
1.2.1.2.1 Outlining

Outlining means to classify your ideas in a logical order by indicating the main points and subtopics that suit your topic and limit your information in order to facilitate your writing.

In other words, making an outline is a technique, which comes after reading your prewriting notes. First, select the major points and the minor ones, and then organize them in a shape where there will be a relationship between the ideas. As well as, your points can be written in one word, short phrases, or full sentences. (Starkey, 2004).Outlining is to classify your topic into major points and subtitles and so on into details. (Kane, 2000).

According to Broadman and Frydenberg (2008), making an outline is the best technique, which helps the writer to add relevant ideas by writing few words to remember what to write worrying about grammar. Zemach and Yilmaz (2008) also stated that outlining is a plan that comes after gathering ideas about your essay to make it well organised and coherent essay. It also facilitates your writing; prevent you not to forget what you want to say, and not to include what is not related to your topic. Accordingly, Levin (2004) indicates that "Before you get down to writing your essay it will greatly help you to have at least a rough plan" (p.65).

To conclude, the prewriting stage involves two main phases. The first one is to collect ideas about your topic by using some strategies like brainstorming, and the second technique is to organise your ideas that you have mentioned in the previous stage in a form of a plan.

1.2.2 Composing/Drafting

After finishing your outline, you can start writing your draft, but it is essential to write for the sake of writing not for achieving a well-written draft you may also write phrases or key words to remember your thoughts and to avoid writing complete sentences. Do not care about grammatical or spelling mistakes and do not check the dictionary to look for a word, because you may break your train of thought. (Connelly, 2013).Concerning the drafting stage Galko (2001, p.49), also asserts that:

> Drafting means writing a rough, or scratch a form of your paper.
> It's a time to really focus on the main ideas you want to get
> across in your paper. When drafting, you might skip sections or
> make notes to yourself to come back and add more examples in
> certain spots or to check your facts later. As you draft, you don't
> need to worry about grammar, spelling, or punctuation. You will
> have time to refine these mechanical parts of your paper at a later stage.

Kane (2000) stated that drafting is the same as free writing in keeping writing without carrying about mistakes. Accordingly, "Drafting is the stage of the writing process in which you develop a complete first version of a piece of writing."(Mclean, 2012, p.408). Thus, in this phase writers start putting down their ideas.

1.2.3 Revising

Revising is the third step in which the writers control their draft and get the mistakes in order to correct them. Besides, revising is to control the paragraph organisation and its ideas by checking the presence of some important characteristics like unity, cohesion, and coherence. (Broadman & Frydenberg,2008) .Likewise, "You need to look at your entire essay with fresh eyes and ears, checking to see if you have achieved your goal, and if any sections of the essay need improving" (Starkey,2004, p.56).

Anker (2010) stated that revising is to think about how to create better ideas, by adding, deleting, or reformulating whole sentences or paragraphs. To shed more light on the revising stage, we will quote Mclean (2012) "When you revise, you take a second look at your ideas. You might add, cut, move, or change information in order to make your ideas clearer, more

accurate, more interesting, or more convincing."(p.424).In other words, revising is to make changes to your draft in order to make it more effective.

1.2.4 Editing

It is unlike revising, which focuses on the essay as a whole. Editing is a word-by-word and sentence by sentence task which is essential to take a pencil and control all the essay's pieces. Although there are some people can edit thoroughly on the computer, many others practice it well on a sheet of paper, but taking pencil to correct your draft is the appropriate way because it helps writers to check all your piece of writing. (Starkey, 2004)

According to Broadman and Frydenberg (2008) editing is to check the grammar, spelling, sentence structure, and punctuation, because while revising writers find many mistakes to edit. To shed more light on this point we will quote Johnson (2008),

> Basically 'editing' means making your piece as reader-friendly
> as possible by making the sentences flow in a clear, easy-to-read
> way. It also means bringing your piece of writing into line
> with accepted ways of using English: using the appropriate
> grammar for the purposes of the piece, appropriate punctuation
> and spelling, and appropriate paragraphing.(p.167)

At last, editing is to read your draft and to correct the punctuation, grammar, and spelling mistakes.

1.3 Approaches to teaching writing

There are different approaches of teaching writing skill in the classroom each approach shows its way and style of teaching writing. Besides, they emphasise different aspects that constitute any piece of writing. Raimes (1983) states the following diagram showing all the aspects that writers have to deal with to produce a piece of writing.

SYNTAX
sentence structure,
sentence boudaries,
stylistic choices, etc.

CONTENT
relevance, clarity,
originality,
logic, etc.

GRAMMAR
rules for verbs,
agreement, articles,
pronouns, etc,

THE WRITER'S
PROCESS
getting ideas,
getting started,
writing drafts,
revising

MECHANICS
handwriting,
spelling,
punctuation, etc.

Clear, Fluent, and
effective communication
of ideas

AUDIENCE
the reader/s

ORGANIZATION
Paragraph,
topic and support,
cohesion and unity

WORD CHOICE
vocabulary,
idiom, tone

PURPOSE
the reason for
writing

Figure 1.4: Producing a piece of writing (Raimes, 1983, p.06)

This figure (1.4) denotes that writer should consider the following aspects when they want to produce a piece of writing, such as syntax, content, grammar, mechanics, audience, organization, word choice, purpose, and the writer's process.

In addition to that, Raimes (1983) adds the following six approaches that teachers use to teach writing such as The Controlled-to-Free Approach, The Free-Writing Approach, The Paragraph Pattern Approach, The Communicative Approach and The Process Approach.

1.3.1 The Controlled-To-Free Approach

A controlled-to-free approach is an approach, which was neglected by the teachers because, in the 1950s and 1960s, the audio-lingual approach was the dominated one. The Writing was just a reinforcement of speech when students were taught grammar and syntax through different strategies. So, The controlled-to-free approach in writing is based on the students' imitation of the grammatical rules or the syntactic structure, by giving them first sentences' patterns and then paragraphs, and let them make the possible changes. Accordingly, "the writing is carefully controlled so that the students see only correct

language and practice grammar structures that they have learned" (Leki, 1991, cited in Ouskourt, 2008, p.43).

As a result, this controlled progression help the students to write correctly without making errors and it facilitates the teachers' job of correcting their students' papers. Hence, this approach focuses on accuracy and imitation rather than fluency and creativity.

1.3.2 The Free-Writing Approach

The free-writing approach encourages students to write freely compositions as many possible as they can, without correcting the errors. So, this approach emphasises on quantity rather than quality. Besides, students should focus first on the content and fluency and then they determine grammatical accuracy and the organisation of the text.

The ESL teachers asked their students to write freely about any topic without taking into consideration the grammar and spelling for just writing a complete piece of writing in few minutes. In addition, at first students may find it very difficult to think about that what to write, but after doing that frequently, they will then write easily and cope their problems.

Moreover, teachers present their students 'pieces of writing without correcting their mistakes, but students often read their own to the class. Audience and content are two main aspects that such an approach focuses in since students are writing about subjects of their interests, which will be then the basis of other more focused tasks.

1.3.3 The Paragraph Pattern Approach

The paragraph pattern approach considers the organisation as the main feature of teaching writing rather than accuracy of grammar and fluency of content. Students copy paragraphs and analyse their form, then they imitate the form of the model. So, they put unorganised sentences in a form of a paragraph, and they break up the general statements and the supporting details and then they select the suitable topic sentence to the topic. The principle of this approach is that people organise their ideas according to their culture, and even if students are able to order their ideas in their first language, they need to know how to organise them in their second language.

1.3.4 The Grammar –Syntax-Organization Approach

The grammar –syntax-organization approach supposes that students must use different aspects of language while writing. Thus, teachers should provide them with the tasks that lead them to focus on the organisation, the grammar the syntax. For example, when they want to write about how a machine operates, they should look for the organisation, the

chronological order, the suitable vocabulary, the enumeration words, and the structure of sentences. Moreover, students should make a relationship between what they write and what they asked to write to link the purpose of the piece of writing to the form in order to transmit the message.

1.3.5 The Communicative Approach

The communicative approach indicates that students must behave like real writers when thinking about why they are writing and for whom they are writing. In addition, teachers are the usual readers of their students' writings, but they have transferred this role to other students who do not only read their classmates' writings, they also rewrite, summarise, or comment, without correcting them. Moreover, teachers also can direct their students to other audience outside the classroom to make them think about the appropriate language and content, and the level of formality should be used.

1.3.6 The Process Approach

In the process approach, students should think about how they will prepare a good piece of writing rather than thinking about the audience or the content. Besides, the students' first draft will not be perfect, that is why they must go through certain stages to create a piece of writing. Brown (1994, p.322) points out that "the product is, after all, the ultimate goal; it is the reason that we go through the process of pre-writing, drafting, revising and editing". Furthermore, to shed more light on this approach, we will quote Murray (1992):

> The process-oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning. This teaching approach concludes with editing as a final stage in text creation, rather than an initial one as a product-oriented approach. The process-oriented approach may include identified stages of the writing process such as: pre-writing, writing and re-writing. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing.
>
> (cited in Hamadouche, 2010, p.21)

Moreover, when students work on this approach, they will have time to give their drafts to the teacher and this is beneficial for them to carry on their work on the right way through discussing the right points and the wrong one that they have done.

To conclude, this approach encourages students to think about the topic and to follow all the procedures of writing such as prewriting strategies, drafting, reviewing and editing. Besides, it gives students the full time to think about what to write, and when they finish they can give their drafts to their classmates or to the teacher in order to determine what is needed. Thus, the process approach provides learners with time and feedback in order to discover new ideas and new language forms.

Although all these different types of approaches, teaching the writing skill in the classroom requires from the teacher to adopt various techniques that come from all the approaches because they cannot limit teaching writing in one specific approach. So, these approaches are "complementary and overlapping perspectives, representing potentially compatible means of understanding the complex reality of writing" (Hyland, 2003, p.2)

1.4 Teacher's Feedback

Feedback is one of the teachers' roles in teaching writing because it is so important for the teachers to supply their students' drafts with feedback in order to help them to correct their mistakes. So, Harmer (2004) identifies two techniques of feedback in written work.

1.4.1 Ways of correcting students' work

Teachers correct their students' written work by using a number of different strategies that make the correction a more efficient task.

- **Selective correction**

In order to avoid using the red ink to correct everything, teachers choose to correct only verb tenses or punctuation, or correct the word order as well as they might correct only paragraph form or the use of formality. Moreover, selective correction allows students to know the aspects that teachers concentrate in while correcting their drafts in order to do not do something wrong. This kind of correction further makes students more cautious about their mistakes.

- **Using marking scales**

Teachers can correct their students' written work by using different marking scales. For example, teachers may give marks out of 10 for each grammar, vocabulary, or cohesion with the indication of mistakes. So, teachers use marking scales to help students to know their mistakes and to work on improve their knowledge in particular aspects.

- **Using correction symbols**

Teachers avoid the over use of the red ink while correcting by using different symbols, that help students to know what the mistake is, in order to correct it. Besides, teachers and course books have their own ways of expressing concepts because there is no a specific list of symbols that they must use. Harmer (2004) then provides the following figure, which presents the various symbols that teachers often use while correcting written tasks. For this reason, students must know them to understand easily their teachers' correction.

Symbol	Meaning	Example error
S	A spelling error	The *asnwer* is *obvius*.
WO	A mistake in word order	I *like very much* it.
G	A grammar mistake	I am going to buy some furniture_s_.
T	Wrong verb tense	I *have seen* him yesterday.
C	Concord mistake (e.g. Subject and verb agreement)	People *is* angry.
ʎ	Something has been left out.	He told ʎ that he was sorry.
WW	Wrong word	I am interested *on* jazz music.
{ }	Something is not necessary.	He was not {too} strong enough.
?M	The meaning is unclear.	That is a *very excited photograph*.
P	A punctuation mistake	Do you like London_.
F/I	Too formal or informal	*Hi* Mr Franklin, thank you for your letter …

Correction symbols

Figure 1.5: Correction symbols (Harmer, 2004, p.111)

- **Reformulation**

During the drafting stage, teachers should correct their students' wrong sentences to effective ones in order to help them to learn how to create the correct structure of sentences as a whole. Hence, teachers try to guide their learners to the right form of sentences by formulating them to show their students the formal structure.

- **Referring students to a dictionary or a grammar book**

It is to encourage students to use the dictionary or a grammar book to check some words or to look for grammar rules like verb tenses to raise their awareness. Besides, this technique reinforces students to be responsible for correcting their mistakes.

- **Ask me**

Teachers may use expressions like "ask me" when they find that it is impossible to correct many mistakes on paper. Thus, they write this expression to correct their students' mistakes directly in the classroom in order to clarify their students' mistakes.

- **Remedial teaching**

Teachers use this technique when they find that most of their students have done the same mistakes. So, they put them on the board in order to encourage the whole class to participate on correcting these common mistakes anonymously as well as it is an effective strategy because it makes students to be more confident, active, and comfortable while participating without the fear of being laughed from their classmates.

1.4.2 Ways of responding to students' work

This kind of correcting does not focus on correcting the use of the language like grammar and lexis; it works on correcting the organisation of the text and the ideas. So, teachers respond to their students' written work by evaluating these aspects.

- **Responding to work-in-progress**

In this case, teachers react to their students' written work progressively, especially when the task follows certain parts. Here, they will monitor their students work and ask them for example to rewrite certain sentences. "Feedback, therefore, emphasizes a process of writing and rewriting where the text is not seen as self-contained" (Hyland, 2003, p.177).So, teachers' comments and suggestions are useful and important in correcting the students' pieces of writing.

Students appreciate their teachers' comments and suggestions whereas others prefer to discuss their points of view before their teachers' views. For example, teachers may ask them why they have started in this way. So, here students will feel that they are responsible and free to change their work to a more effective one.

- **Responding by written comment**

In this kind of response, teachers comment to their students' papers by pointing out the good things that they have done in order to encourage them to create an effective written work in the future. "Feedback should always be positive, first pointing out what students did well" (Johnson, 2008, p.160).Thus, giving the opportunity to your students to work well occurs by pointing out their positive sides.

- **Post-task statements**

Teachers evaluate their students' written work by giving comments at the end of each assignment. Besides, they use this strategy to guide the learners to the best way in which they will develop their drafts on the future tasks.

- **Taped comments**

Teachers tape their comments about the students' drafts rather than respond to them directly as well as this way is so beneficial and enjoyable for the learners because it gives them the opportunity to be more clear and personal.

- **Electronic comments**

Teachers' feedback can also occur electronically through sending an e-mail or working on certain text programs. For example, teachers can respond to their students' work by sending comments to their students as well as students can react to them in order to do a better work.

Consequently, teaching writing needs from the teachers to supply their feedback on their students' written work, which occurs in two different way, which are correcting and responding. Teachers usually correct when feedback is concerned to the students' final production but when the task is going through the stages of writing they prefer to respond. Moreover, teachers' feedback is so important for the students' writing skill, because it helps him to correct their mistakes and to get knowledge from their teachers' comments and suggestions as well as it encourages them to correct their mistakes.

Conclusion

The writing skill is one of the four main skills that EFL students must develop as well as, it is a very difficult task for the learners because it is characterised by many different aspects that they need to follow. One of the rules that students have to deal with when producing any piece of writing is to follow the four main stages that help them to create a well-written work. In addition, Teachers also find that it very difficult to teach writing because it needs from them to choose the best approach that suits their students' needs. Moreover, it is important for them to supply their students with feedback when teaching writing, either by correcting their drafts or by responding to them by commenting or suggesting in order helping them to improve their writing skill and to create more coherent, cohesive and effective piece of writing. The following chapter will be tackled to the task of

writing essays as a whole showing that this task entails for the learners to do it carefully in order to produce a well-written text.

Chapter Two

Writing Essays

Chapter two
Writing essays

Chapter Two
Writing Essays

Introduction

This chapter is devoted to writing essays. It will deal with the importance of writing essays in general, and then it will talk about the definition of an essay. Besides, it will discuss the paragraph and essay structure to show the relationship between each of their parts. In addition, it will present some of the different types of essays such as the narrative essays, the descriptive essays, the comparative and contrast essays, the cause and effect essays, and the argumentative and persuasive essays. Moreover, it will introduce the main characteristics that a text should contain in order to be understandable and clear, such as cohesion, coherence, and unity. Finally, it will highlight the basics of writing which are: audience, purpose, tone, and content.

2.1 A review about writing essays

Writing essays is a popular task that students usually face at university because teachers prefer to ask them to write essays, especially in exams rather than asking them to write paragraphs since essays are the long piece of writing where students can express sufficient ideas and information about the suggested topic. Moreover, writers may be asked to write essays on their future for example to pass a contest. Therefore, students must know the conditions of writing essays in order to succeed in their career of life.

Warburton (2006) stated that essay writing is an essential task in education, because students are supposed to write essays in different areas like in literature, history, philosophy, and they are evaluated based on their essays. Therefore, if they do not write good essays, they will fail in their exams. Some students know the subject well, but when they come to write essays, they fail to transmit their message because simply they do not know the basics of writing them. Hence, students must write a good piece of writing based on research in order to prove their idea, rather than talking merely about what they know.

In addition to that, Mcmillan and Weyer (2007) stated that the act of writing does not stop at university days; it goes with you to your future career because it helps you to express and write your ideas that you have learned at university in a different context. Besides, the writing skill is the most important skill that you achieve from your university experience. Moreover, writing good essays is a difficult task that requires more practice and care to be

developed, because they are the best tool of communication that writers must practice to present their ideas in all sorts of fields.

In the light of this Barcker (2013) stated that essay writing is an important task that stimulate your thinking so that to develop you topic deeply and to enrich your level of writing.

In conclusion, students must enhance their knowledge about writing essays in different important areas. Therefore, in order to practice well this task, they must learn how to write essays by following the process of writing.

2.2 The definition of an essay

An essay is an important piece of writing in your university days because it examines topics deeply than another written text. Besides, it is a long piece of writing that usually consists of five paragraphs, which analyses a topic in various aspects like describing something or telling a story. Thus, an essay is the most analytic piece of writing that students write to improve their topics in different linguistic aspects.

Anker (2010) declares that an essay is a more effective composition than a paragraph because it analyses a topic more deeply. He also indicates that a short essay has four or five paragraphs that contain three hundred or six hundred words but a long essay composes of six paragraphs or more depending on what you are talking about, like, convincing someone to do something or explaining something, which is difficult in order to facilitate it to the reader. Accordingly, "An essay is a sustained piece of communication and, therefore, requires more complex planning than a single paragraph does". (Moran, 2004, p.29).

Friedman (2010) also states that an essay is a short piece of writing that is usually used in school assignments and exams to discuss and examine the topic. Accordingly, Nourse (2011) defines an essay as follows, "An essay is an analytic or interpretive literary composition usually dealing with its subject from a limited or personal point of view" (p.16).

To shed more light on this concept, we will quote Belmont and Sharkey (2011) "The Macquarie Dictionary defines an essay as 'a short literary composition on a particular subject'. An essay consists of a group of paragraphs focused on that subject" (p.263).

2.3 The essay structure

An essay structure differs from the paragraph format because it is very long than a paragraph. "...Every five paragraph essay begins with an introduction, ends with a conclusion, and features three supporting paragraphs in the middle" (Friedman, 2010, p.58).

Anker (2010) states that essays include three main parts, which are the introduction, the body, and the conclusion.

- **The introduction:** It is the first part of an essay that states the main idea or the thesis statement in which it can be one paragraph or group of paragraphs. Brandon and Brandon point out that "the introduction presents the thesis, which states the controlling idea–much like the topic sentence for (of) a paragraph but on a larger scale."(p.82).Accordingly, Moran (2004) states that the introduction is the beginning of the essay that presents the thesis statement.

Melnick (2008) points out that the introduction is an important part that gives information to the reader and attracts him to continue reading the rest of the text.

Duigu (2002) also asserts that as follows:

> The purpose of the introduction is to let the reader know
> a) the topic
> b) the aspect of the topic being dealt with
> c) the stand (attitude) taken by the writer to the topic.(p.40)

- **The body:** It generally contains three paragraphs, which supports the thesis statement. Accordingly, "A body: the middle paragraphs that develop support for the thesis" (Moran, 2004, p.27).

To shed more light on this concept, we will quote Friedman (2010):

> The introduction is then followed by three (or more) supporting
> paragraphs. These are the main body of the essay. Each paragraph
> presents and develops a subtopic that supports the essay's thesis
> statement. (Friedman, 2010, p.58-59)

- **The conclusion:** It is the last part of the essay that restates the main idea in which it can be a summary, a reinforcement to support the main idea or an observation. Brandon and Brandon (2011) confirms that "a conclusion provides an appropriate ending – often a restatement of or reflection on the thesis" (p.82).The conclusion is

the last paragraph of the essay, which summarises the points of the essay and confirms the thesis. (Moran, 2004).

To shed more light on this point, we will quote Friedman (2010, p.59):

> The conclusion is the paragraph that closes the essay.
>
> Its function is to summarize or reiterate the main idea
>
> of the essay. It may recall an idea from the introduction
>
> or briefly, examine the larger implications of the thesis.

Moran (2004) provides the following diagram to indicate the following five paragraphs of an essay that can help you to ensure effectively your support as well as to show the reader your reasonable writing skills.

Introduction
Interesting Material and Background Information on topic
Thesis Statement
The introduction should catch the reader's attention,
establish the purpose and tone, and
present the thesis statement,
or the main idea.

Body Paragraph 1
Supporting Information
Each paragraph within the body of the essay should develop a subtopic
of the main point by providing strong supporting information.

Body Paragraph 2
Supporting Information
Each paragraph within the body of the essay should develop a subtopic
of the main point by providing strong supporting information.

Body Paragraph 3
Supporting Information
Each paragraph within the body of the essay should develop a subtopic
Of the main point by providing strong supporting information.

Conclusion
Reminder of the thesis statement
Summary or Final Remarks
The conclusion of an essay should bring the essay
to a satisfactory close and remind the reader of the main point.

Figure 2.1: the five paragraphs of an essay. (Moran, 2004, p.28)

This figure (2.1) demonstrates that every essay constitutes of three main components: The introduction, which states the main topic and the points that will be discussed in the

body paragraphs. The second part often appears in three body paragraphs that introduce the supporting information. The conclusion is the last part of the essay that restates and summarises the main ideas of it.

In addition to that, Oshima and Hogue (2007) provide the following diagram to assert that the three parts of a paragraph correspond to the three parts of an essay.

Essay

1. Introduction

General statement

Thesis statement

2. Body

A. Topic sentence
 1. Support
 2. Support
 3. Support
(Concluding sentence)

B. Topic sentence
 1. Support
 2. Support
 3. Support
(Concluding sentence)

C. Topic sentence
 1. Support
 2. Support
 3. Support
(Concluding sentence)

4. Conclusion

Restatement or summary of the main points; final comment

Paragraph

Topic Sentence
 A. Support
 B. Support
 C. Support
Concluding sentence

Figure 2.2: Three parts of an essay (p.147)

2.4 Types of essays

There are many types of essays; some of them are the narrative essays, the descriptive essays, the comparative and contrast essays, the cause and effect essays, the argumentative and persuasive essays.

2.4.1 Narrative essays

In this type of essays, the writer narrates a story or an event in order to show the evidence that he found from an experience. Although the narrative essays are usually less formal, they are beneficial because they intend to give a lesson or to transmit a message to the reader. Sims (2012).Likewise, "Narrative essays tell a story, or report an event, or describe an experience. Usually, but not always, narratives are told from the writer's point of view" (*Writing in 15 Minutes*, 2008, p.121)

2.4.2 Descriptive essays

The descriptive essays describe concrete scenes like people, places, settings, or things by using many concrete descriptive words. Sims (2012).Accordingly:

> In a descriptive essay, a writer uses details to tell
> How a subject looks, sounds, smells, tastes, or feels.
> The essay should make the reader feel like responding
> To what he or she is reading. (Savage& Mayer, 2005, p.33)

2.4.3 Comparison and contrast essays

Anker (2009) stated that the comparison and contrast essays show the similarities or the differences between two or more subjects, in order to help the readers to understand the subjects or to make a decision. For instance, when you make a comparison between two characters in a book to show that you understood the differences between them, or when you compare and contrast breeds of dogs to help someone to choose among them. The main point of this type of essays states the similarities or the differences of the subjects, and the thesis statement indicates whether the writer is going to talk about the similarities, the differences, or both. Accordingly, Mclean (2012) writes, "Comparison in writing discusses elements that are similar, while contrast in writing discusses elements that are different. A compare and contrast essay, and then analyses two subjects by comparing them, contrasting them, or both." (p.512).

Concerning this type of essays, Sims (2012) also indicates that as follows,

> Comparison essays look at the similarities between two subjects,
> and contrast essays look at the differences between two subjects.
> A comparison and contrast essay looks at both the similarities and
> differences between two subjects. (p.275).

2.4.4 Cause and effect essays

Sims (2012) states that a cause and effect essay examines the causes and the effects of a particular event. Indeed, it may introduce one cause and one result, a group of effects comes due to one cause, or group of causes that lead to one effect. To reinforce this idea, Mclean states that the cause and effect essay aims at showing the reasons and consequences of different events. Accordingly, "A cause and effect essay explains why something happens. Both causes and effects are examined in longer essays. Your short essay will focus only on causes that lead to an event or situation." (Savage& Mayer, 2005, p.135).

2.4.5 Argumentative and persuasive essays

In this type of essays, you state a claim and you prove it by logical arguments that followed by certain examples and details to support it. Besides, it is to present the counter arguments to show that you are not biased to one side. Moreover, in order to ensure the evidence, you must add examples, facts and statistics or observations. Furthermore, you have to think about what others would react against your argument in order to put good counterarguments. (Sims, 2012).

Zemach and Yilmaz (2008) also asserted that as follows:

> A persuasive essay is like an imaginary dialogue between a reader
> and the writer. The writer uses arguments to try to convince the reader
> to think (about) something or to take a certain action. But the writer also
> has to imagine how the reader will argue against his or her arguments,
> and answer those objections. (p.92)

To shed more light on this concept, we will quote Friedman (2010):

> ...In the persuasive essay, the writer tries to persuade (convince)
> the reader to do something or to agree with the writer's opinion
> about something. Examples of persuasive writing are easy to find.
> advertising is one common example. Through commercial and print
> ads, companies try to convince the public to buy their products for
> specific reasons. Everyday writing is persuasive, too. Letters
> to the editor, posts from sports fans on team websites, even
> handwritten notes urging a friend to listen to a new CD- all are examples of
> persuasive writing. (p.60)

The persuasive essay (*Writing in 15 Minutes*, 2008) tends to make the reader agree on something or on a particular subject. For instance, when you make your classmates vote for you to be the president of the class.

2.5. Basics of an effective piece of writing

There are three features that every piece of writing should be characterised by, which are cohesion, coherence, and unity.

2.5.1 Cohesion

Harmer (2004) indicates that writing a text needs for the writer to make sure that the ideas are linked together. Therefore, he must use lexical repetition or words that have the same lexical set because the topic of the text requires for the writer to use the same word more than one time or by using words that have the same meaning. Besides, writers can also use grammatical devices to relate the ideas with each other and to show what is being referred to at all times. Accordingly, "…Cohesion involves the devices of reference words, substitution and ellipsis, comparison, conjunction relationships, and lexical cohesion." (Nation, 2009, p.44)

Sahanaya, Linderck and stewart (1998) affirm that "In a good essay, each sentence should be linked logically to the sentence before and the sentence after." (p.146)

Zemach and Rumisek (2003) present the following figure to show the different transition words and phrases that are used to connect sentences and ideas together.

Chronology	Comparison	Contrast	Additional information	Examples	Cause and effect	Concluding ideas
before after next since first, second while when	likewise compared to similarly as…as and	however on the other hand but yet in spite of in contrast although instead	and also in addition in fact furthermore moreover Another… is/was	for example in general generally for instance specifically in particular	therefore so thus as a result since because	in conclusion in summary finally therefore to conclude to summarize

Figure 2.3: Transitions (p.83)

2.5.2 Coherence

Coherence means that all of your ideas are linked together by transitions to form a unique idea and a coherent meaning in order to help the reader to understand the text. Anker (2010) Likewise, Savage and Mayer (2005) affirm that as follows "Coherence in a paragraph means that the ideas have a logical flow: The relationship between the sentences is clear and one idea connects to the next." (p.13)

Sims (2012) also points out that coherence means that each sentence in a paragraph and each paragraph in an essay should move smoothly orderly from one idea to another by using transitions. Accordingly, Harmer (2004) notes that " The cohesive devices we have discussed help to bind elements of a text together so that we know what is being referred to and how the phrases and sentences relate to each other." (p.24)

To reinforce this idea, Brandon and Brandon (2011) declare that coherence is the linking between the ideas that makes them go smoothly to the next. This relationship between ideas facilitates the reading task because it makes the ideas connects to the main idea either with the topic sentence for a paragraph or in the thesis statement of an essay. Likewise, Metherell and Winkler (2009) state that:

> A well-written paragraph has coherence: Its sentences are not
>
> only clear, logical, and grammatically correct, but they are also
>
> arranged so that the reader easily understands the flow of ideas. (p.51)

2.5.3 Unity

Anker (2010) claims that when you decide to write a paragraph or an essay, you must link your ideas to the main point in order to support it and to make a unified meaning. Zemach and Rumisek (2003) also argues that unity means that all the sub-ideas should be linked to the main idea like in an essay, all the ideas of the paragraphs should be related to the thesis statement, and also the supporting ideas in each paragraph should be connected to the topic sentence. Likewise,

> Unity means that each sentence you've included in your essay
>
> helps you(to) develop the point you have set out to make. In
>
> order to achieve unity, each paragraph must support and develop
>
> your essay 's thesis statement. Also, within the paragraphs, each
>
> sentence must develop or support the topic sentence or controlling
>
> idea of that paragraph. Sims (2012, p.112)

To reinforce this idea, we will quote Metherell and Winkler (2009),

> Good paragraphs have unity, meaning that they do not beat about the bush; they approach the subject directly, moving toward the main point of the topic sentence without distraction. To be unified, a paragraph must stick to its main point and never stray from it. (p.50)

2.6 Basics of writing

Writing requires to the writers to pay attention to some of the main basics and tools, which are so important in creating an effective piece of writing; here we are going to introduce three main basics of writing which are: Audience, Purpose, Tone, and Content.

Mclean(2012) presents the below figure to indicate how purpose, audience, and tone can show what the paragraph contains to support the main idea as well as it also denotes how can purpose, audience, and tone affect reading and writing paragraphs.
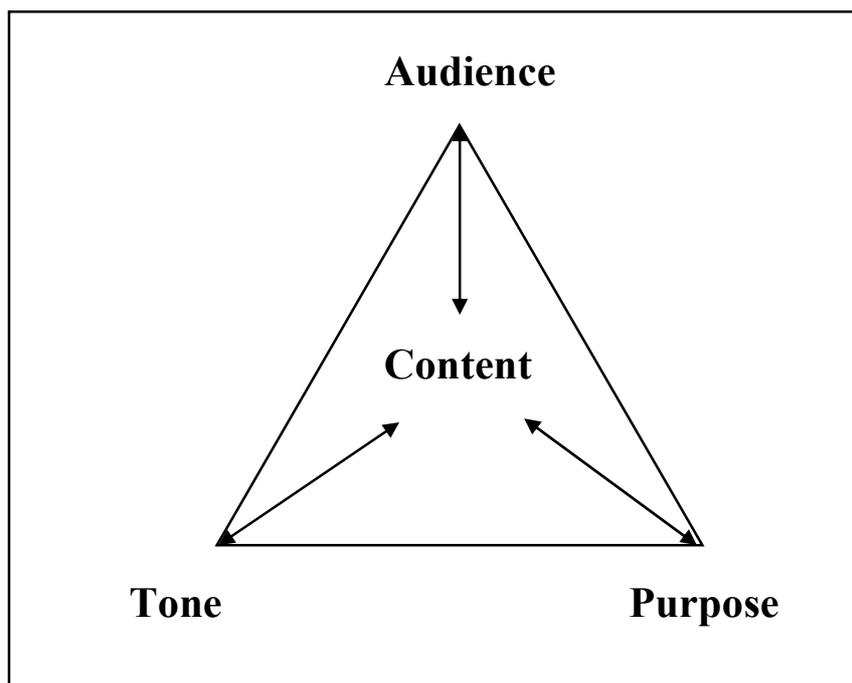
**Figure 2.4: Purpose, Audience, Tone, and Content Triangle. (p. 296)**

2.6.1 Audience

The audience is the reader of your piece of writing who is usually your teacher. So, when you want to write you have to think about who will read your composition and what he already knows, in order to write the most appropriate ideas to facilitate the reader's understanding of your main point. Anker (2010).

Elbow (1998) declares that ignoring the audience while writing is a big problem that usually occurs in the writing task. So, he also adds that "The moral of the story is obvious: pay lots of attention as you write to your audience and its needs." (p.177).Accordingly, Mclean (2012) states that:

> Although the audience for writing assignments -your readers-may
> not appear in person, they play an equal vital role. Even in everyday
> writing Activities, you identify your readers' characteristics, interests,
> and expectations before making decisions about what you write.(p.305)

Brandon and Brandon (2011) also point out that when the writer starts writing, he should consider the audience(the reader)'s needs, interests, and abilities in order to write the appropriate words as when we are speaking we must make the same considerations. Accordingly, take in consideration your audience is one of the important tasks that writers must do. (Kolin, 2010).To shed more light on this idea, Galko (2001) also points out that if writers know who is their audience, they will know what to say and how to say it.

Likewise, Connelly and Robitaille (2007) declare that:

> Good writers tailor what they have to say and how they say it
> to fit what they know about their audience. Keep in mind your
> audience's interests, concerns, values, educational background,
> and attitudes in determining what information to include and
> how to present it. (p.29)

2.6.2 Purpose

Anker (2010) indicates that the purpose is your potential reason of writing, which can be for example describing, arguing, or explaining something. Mclean (2012) also argues that "The purpose of a piece of writing identifies the reason you write a particular document. Basically, the purpose of a piece of writing answers the question "why?"." (p.296).

To reinforce this idea, we will quote kolin (2010),

> by knowing why you are writing, you will communicate better
> and find itself to be an easier process. The reader's needs and
> your goal in communicating will help you to formulate your
> purpose. It will guide you in determining exactly what you
> can and must say. With your purpose clearly identified, you
> are on the right track.(p.15)

Fulwiler (2002), also indicates that writers should think about their reason for writing, like in school where usually their purpose is to explain, report, interpret and so on. Besides, the writing task requires second purposes to affirm the first argument by explaining, defining, or describing. So, knowing your purpose of writing helps you to know why you are writing to create a clear piece of writing, but it is not essential to know all what shapes your paper, or how it will conclude. Likewise, establishing a purpose to you writing is so important either to persuade, tell a story, or entertain your audience. In addition to that, it is good to set the appropriate purpose to your topic. (Galko, 2001).Accordingly:

> Your purpose includes why you are writing, what your goals are,
>
> and what you hope to accomplish. Understanding your purpose
>
> will help you determine what to include and what to leave out of
>
> your writing and will help you shape your topic sentence or thesis.
>
> The purpose of most college writing is to inform, to persuade, or
>
> to entertain. (Robitaille& Connelly, 2007, p.28).

2.6.3 Tone

The tone is a speaker or writer's attitude towards a subject. The speakers show their attitudes from their voices when speaking, but writers express their tones by mentioning their emotions in the text. For example, they can indicate that they are sad or happy. In addition, the writer's tone is related to the audience, the author, and the subject. Consequently, this helps to create a relationship between the audience and the text. Besides, as we know that the audience and the purpose must be related together, writers can transmit their attitudes by using certain devices like word choice, sentence structure, punctuation, and formal or informal language. Mclean (2012). Accordingly, Mcwhorter (2010) declared that:

> Your tone_ how you sound to your audience _is especially important,
>
> if you want your audience to feel comfortable with your writing, be
>
> sure to write in a manner that appeals to them. (p.83).

2.6.4 Content

Mclean (2012) points out that content is all the information that is written in your piece of writing, like statistics, examples, and facts. So that focusing on the content is more important in helping to write an understandable piece of writing.

Conclusion

To sum up, writing essays is an important task in the university days but students usually fail to write good ones. Hence, students must know how to build this piece of writing as we have discussed in this chapter the form of it showing that the essay is divided into three parts such as the introduction, the body, and the conclusion. In addition to that, students must take into account the difference between the common essay types in order to know how to manage their writing when they are asked to write about one of them. Some of these essay types are the narrative essays, the descriptive essays, the comparison and contrast essays, the cause and effect essays, and the argumentative and persuasive essays. Moreover, it is essential for the learners to know the characteristics that must shape every piece of writing which are: cohesion, coherence, and unity. Furthermore, they should know the conditions and basics of writing such as the purpose, the audience, and the content that they usually affect your writing. So, writing essays is a difficult activity for the students that is why they are not merely asked to consider these previous conditions, they are also requested to focus on the process of writing in order to create a well-polished essays to succeed in their university career. Departing from writing essays, the following chapter will examine and test the hypothesis of this study.

Chapter three

The Field Work

Chapter three

The field work

Chapter three
Field Work

Introduction

This chapter aims to test the hypothesis of this study, which is if students respect the use of the writing process; they would easily produce effective and organized essays. It also indicates the attitude of teachers and students towards following the writing process when writing essays. Thus, in order to conduct this descriptive study, two instruments have been used: Students' questionnaire and Teachers' interview.

3.1 Students' questionnaire

3.1.1 Administration of the questionnaire

The questionnaire was given randomly to the Third Year English Students at the Department of Foreign Language at Mohamed Kheider University of Biskra.

3.1.2 The description of the questionnaire

The questionnaire contains eighteen closed-ended and multiple choice questions divided into three parts:

The first part (from Q1 to Q4) consists of four questions about students' general information; their level, and their attitude towards writing.

The second section (from Q5 to Q13) includes nine questions concerning the writing process, it intends to collect information to show if students use the writing process as an important basic of writing, and to see the extent to which they consider the importance of this technique.

The last section (from Q14 to Q18) is devoted to writing essays that is consists of five questions that aims to know if students are using the writing process when writing essays.

3.1.3 Analysis of Results

Section one: General Information

Question 01: How could you appreciate your level in writing?

Level	N	%
Bad	/	0
Medium	39	78
Good	11	22
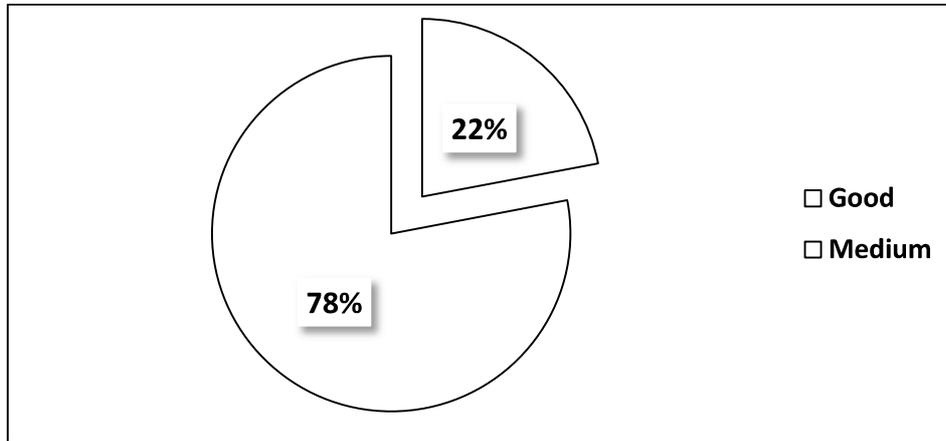
Table 3.1; Figure 3.1: Students' level in writing

The results in the table above show that the majority of the questioned students (78%) have a medium level in writing, and (22%) of them have a good level in writing. This implies that most of the third year students are capable of answering the questionnaire.

Question 02: According to you, which is the most difficult skill?

skills	N	%
Writing	32	64
Speaking	12	24
Listening	6	12
Reading	/	0
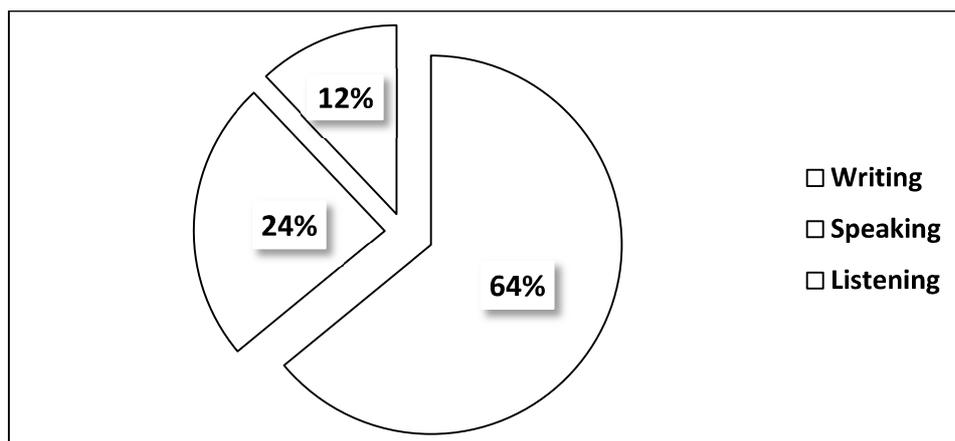
Table 3.2; Figure 3.2: The most difficult skill for students

The table above shows that the great majority (64%) of the students agreed that writing is the most difficult skill and (24%) of them consider speaking as a difficult skill; whereas only (12%) of them have indicated that listening is the most difficult skill. This confirms that writing is a difficult skill that requires a careful study.

Question 03: How do you find the module of "Written Expression"?

Options	N	%
Interesting	17	34
Very interesting	33	66
Not really special	/	0
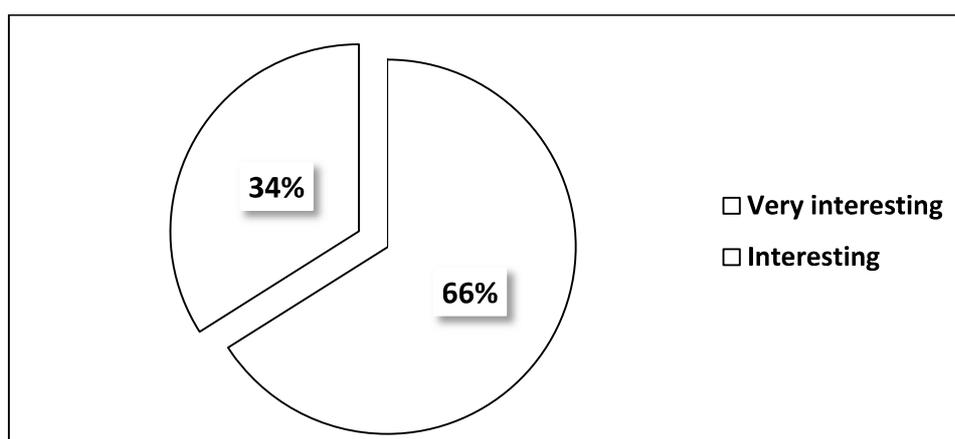
Table 3.3; Figure 3.3: Students' attitude towards the module of "Written Expression"

As it appears in the table above, (66%) of the students find the written expression module as a very interesting module, and (34%) of them consider it as an interesting module. These

results demonstrate that students are aware of the importance of the writing skill as a task, which helps them to improve their level.

Question 04: Do you think that three hours a week are enough for writing to be developed?

Options	N	%
Yes	6	12
No	44	88
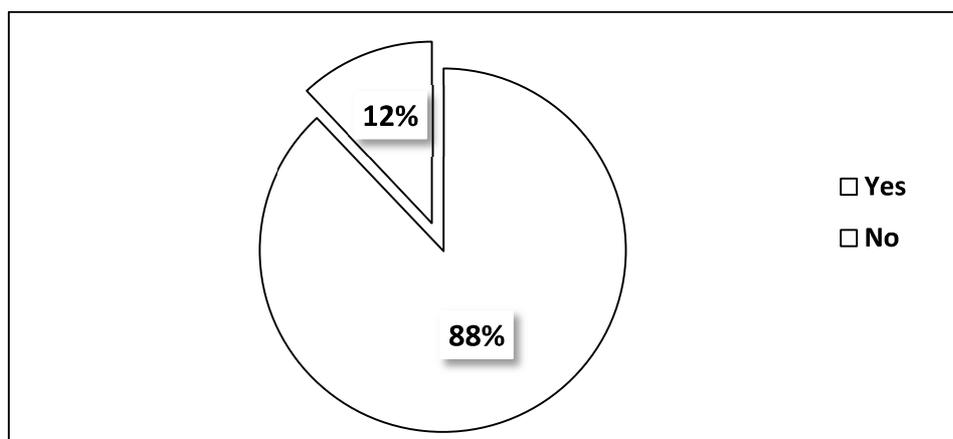
Table 3.4; Figure 3.4: Students' attitude towards the time given to "Written Expression"

From the table above, it is shown that (88%) of the students have declared that three hours a week are not enough to improve their level, and only (12%) said that three hours are enough for their writing to be developed. Apparently, this indicates that students need enough time to develop their writing skill abilities.

If "No", please, explain why

The explanation of the students who stated that three hours are not enough for writing to be developed can be summed up in the following point:

-Since writing is an important and difficult skill, students and teachers should set sufficient time to learn and teach it.

-Time is not enough to produce a good piece of writing especially when writing essays.

-Students do not need only time to study writing theoretically, they also need more time to learn it practically.

-When time is not enough, we usually neglect some stages of writing.

Section two: The writing process

Question 05: When you are supposed to write about a particular topic, do you

a-Start directly to write

b-Take a time and think about what ideas to include

Options	N	%
a	/	0
b	50	100
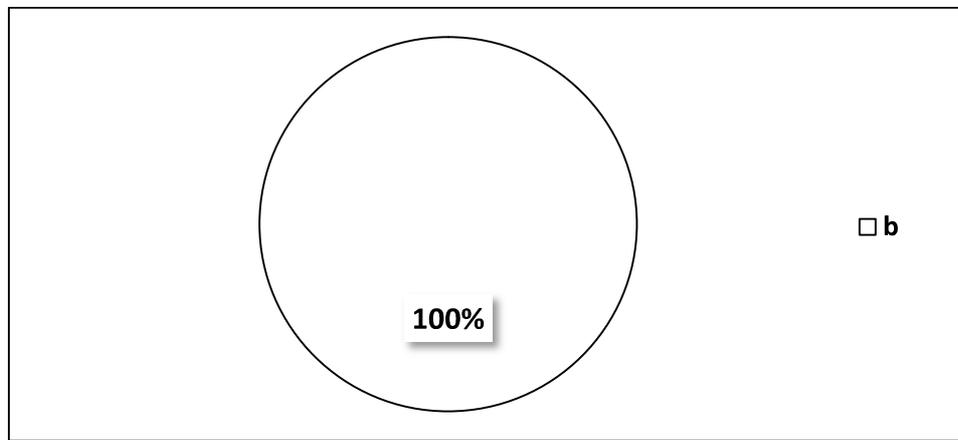
Table 3.5; Figure 3.5: What students do when they are supposed to write about a particular topic?

The results presented in the table above reveal that all the students start thinking and organizing their ideas before getting down to write. This shows that all the students are aware of the importance of the prewriting strategies.

Question 06: Does your teacher encourage you to use the writing stages?

Options	N	%
Yes	48	96
No	2	4
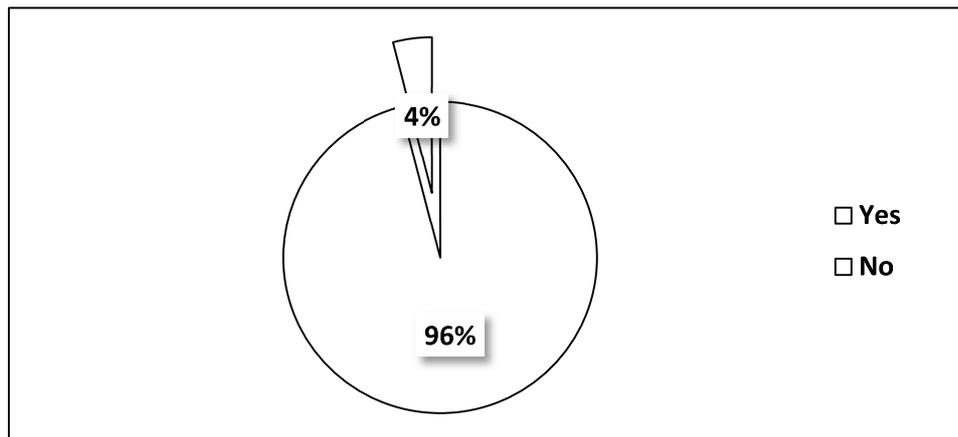
Table 3.6; Figure 3.6: Teachers' encouragement of using the writing stages

The results show that the majority of the students (96%) have said that their teacher encourages them to follow the writing stages while writing, whereas (4%) of them stated that their teacher does not encourage them to use these stages.

Question 07: Which of the following prewriting strategies do you prefer to use when you start thinking about your topic?

a-Brainstorming   b-Clustering

Options	N	%
a	31	62
b	19	38
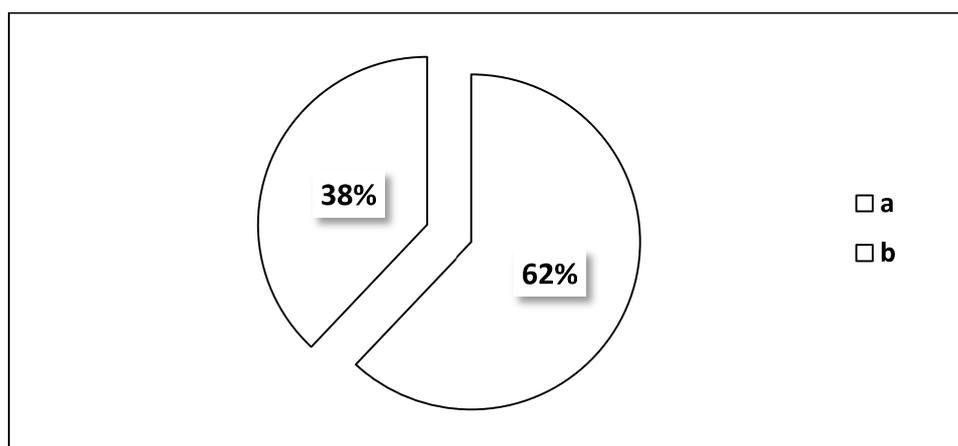
Table 3.7; Figure 3.7: the most used collecting prewriting technique

As it appears in the table, (62%) of the students prefer to use the Brainstorming strategy when they are generating ideas and (38%) of them choose to use the clustering technique.

42

This indicates that all the students are aware of the importance using these techniques in writing.

If there are other techniques, please, specify

The majority of the students indicated that they also know the free writing and listing techniques that they often use when collecting ideas.

Question 08: Which of the following stages takes more time to be developed?

a-The prewriting stage   c- The revising stage

b-The drafting stage   d-The editing stage

Options	N	%
The prewriting stage	29	58
The drafting stage	14	28
The revising stage	4	8
The editing stage	3	6
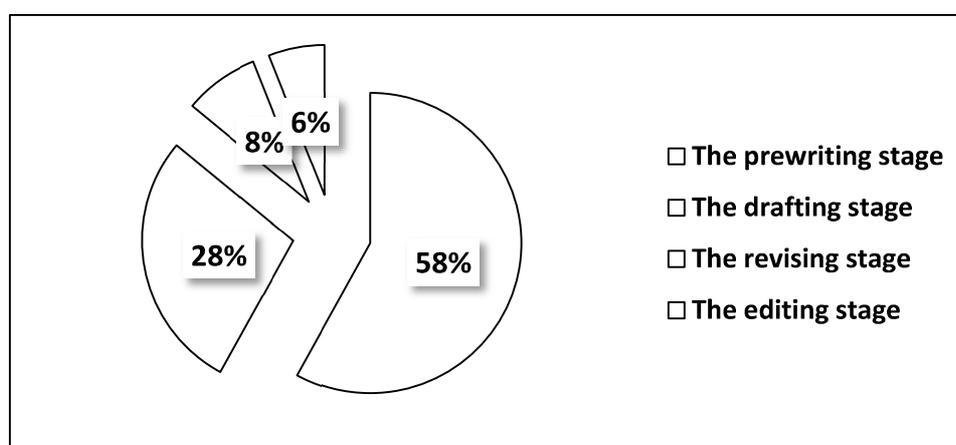
Table 3.8; Figure 3.8: the most time-consuming stage in the writing process

Apparently, it is shown in the table above that most of the students (58%) claimed that the prewriting stage is the most time-consuming stage, and (28%) of them have considered drafting as the stage that takes more time; whereas (8%) of them have stated that the revising stage is the one that is hard to be finished, and only (6%) of them have declared that editing is the stage in which they takes more time to be developed. All these results demonstrated that are aware of the importance of using these stages in writing.

Question 09: Do you follow all the writing process stages?

Options	N	%
Yes	33	66
No	17	34
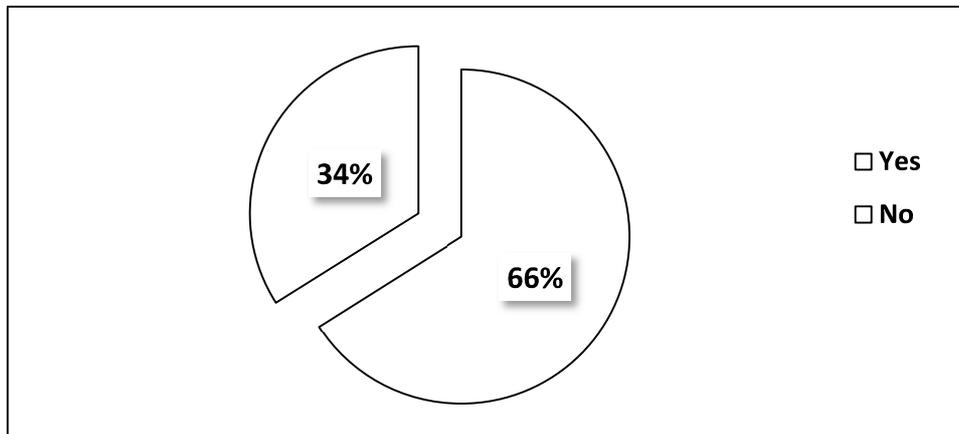
Table 3.9; Figure 3.9: Students' attitude towards using all the writing process stages

According to the table above, it is noticed that most of the students said that they follow all the writing process stages when writing whereas some of them stated that they usually neglect some of the stages.

Question 10: How do you often re-draft, re-revise, and re-edit?

Options	N	%
Always	/	0
Sometimes	42	84
Not at all	8	16
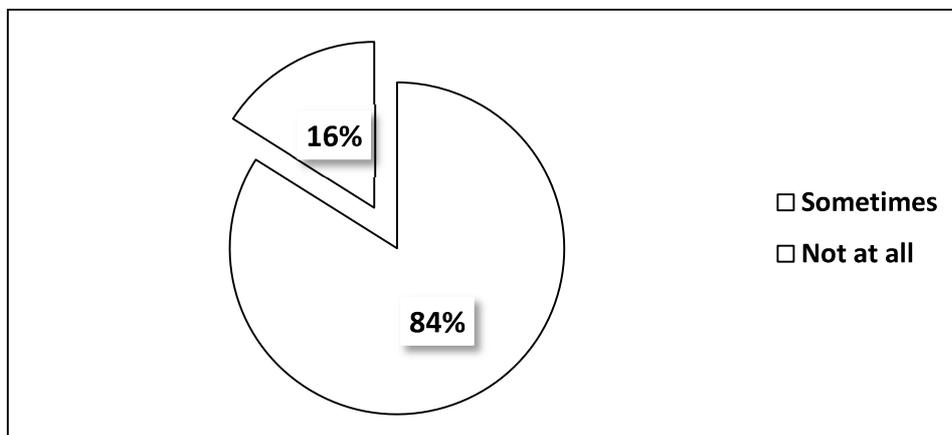
Table 3.10; Figure 3.10: Frequency of re-starting the writing process stages

As it is presented in the table above, most of the students (84%) usually re-draft, re-revise, and re-edit some of the writing stages, whereas (16%) of them do not restart these stages.

Question 11: Do you make an outline after finishing your brainstorming/clustering of ideas?

Options	N	%
Yes	37	74
No	13	26
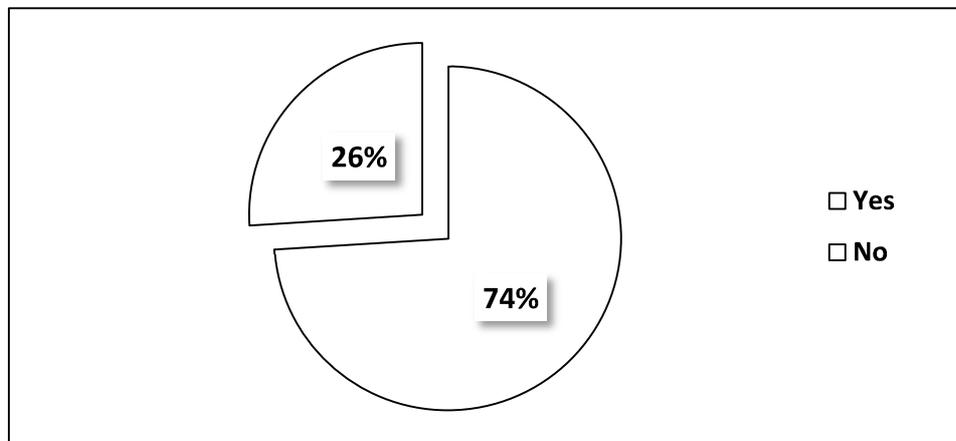
Table 3.11; Figure 3.11: Do students make an outline when they finish gathering ideas?

Table (3.11) shows that the great majority of students (74%) make an outline after finishing the brainstorming/clustering techniques, and (26%) of them do not make an outline when they finish these strategies. This revealed that most of the students consider the planning stage as an important step in writing.

Question 12: Do you revise your draft when you finish writing?

Options	N	%
Yes	50	100
No	/	0
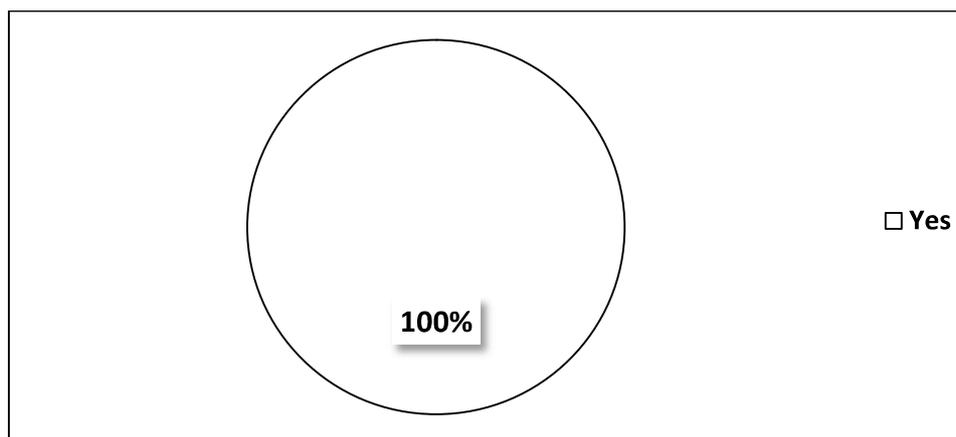
Table 3.12; Figure 3.12: Do students revise their drafts?

From table (3.12) it is revealed that all the students revise their drafts when they finish writing. The obtained results show that students consider the importance of the revising stage.

If "Yes", please, explain why

The students' justification about revising their drafts when they finish writing can be summed up in the following points:

-Because it is impossible to write proficiently in the first try, students should revise their drafts before giving them to the teacher.

-Through revising, students may find gaps that they did not see before.

-The revising stage gives students the opportunity to correct their mistakes.

-Students revise their drafts to make sure that their writing is coherent, cohesive, and unified.

Question 13: Do you make mistakes when you do not follow the writing process stages?

Options	N	%
Yes	50	100
No	/	0
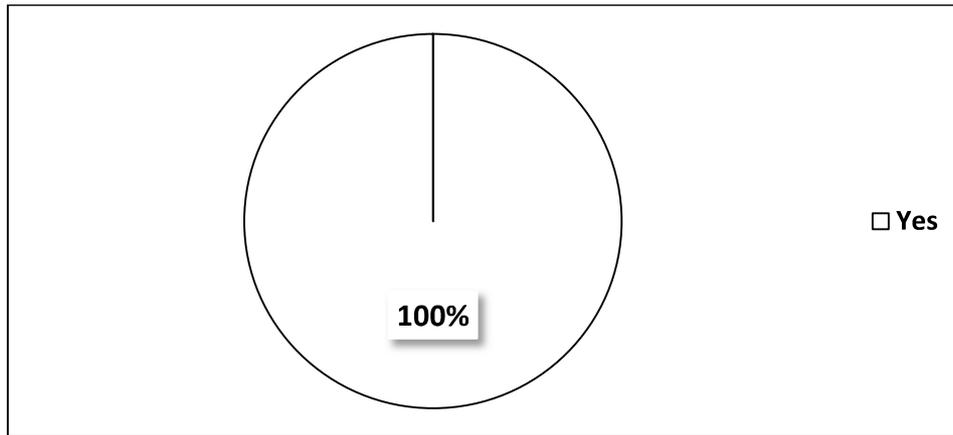
Table 3.13, Figure 3.13: Do students make mistakes when they follow the writing process?

Table (3.13) shows that all the students have agreed that when they do not follow the writing process they make mistakes. The obtained results show that students consider the importance of using the writing process in minimizing their mistakes.

Section three: Writing essays

Question 14: Which is the most difficult essay's part in writing?

The essay's parts	N	%
The introduction	26	52
The body	15	30
The conclusion	9	18
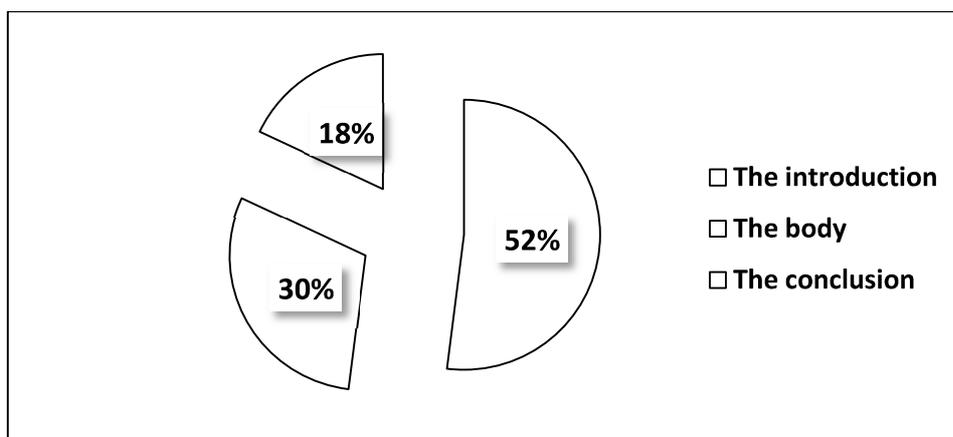
Table 3.14; Figure 3.14: The most difficult essays' part

Table (3.14) demonstrates that (62%) of the students claim that the most difficult part of the essay is the introduction, (36%) of them stated that they face more difficulty in writing the body, whereas only (22%) of them have declared that the most difficult part of the essay is the conclusion.

Question 15: Does your teacher encourage you to follow the writing process when writing essays?

Options	N	%
Yes	50	100
No	/	0
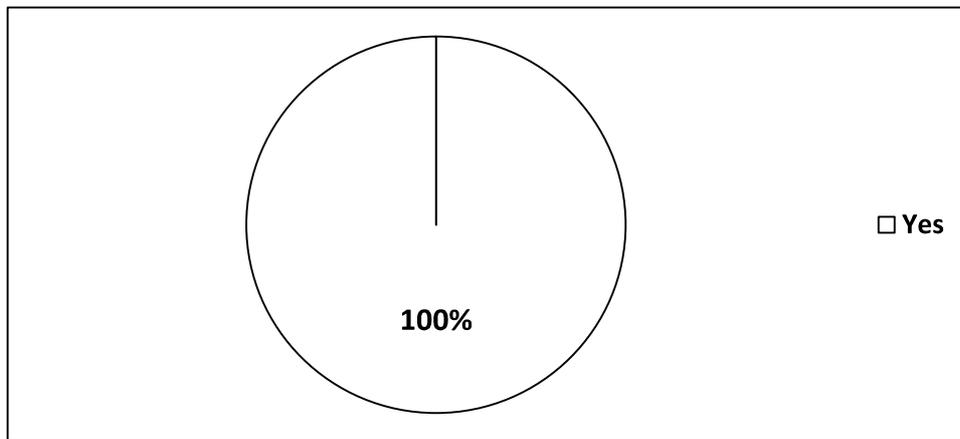
Table 3.15; Figure 3.15: Teachers' encouragement of using the writing process when writing essays

From the table above, it is noticed that all the students have claimed that their teachers encourage them to follow the writing process when writing essays.

Question 16: Do you make an outline before start writing your essay?

Options	N	%
Yes	43	86
No	7	14
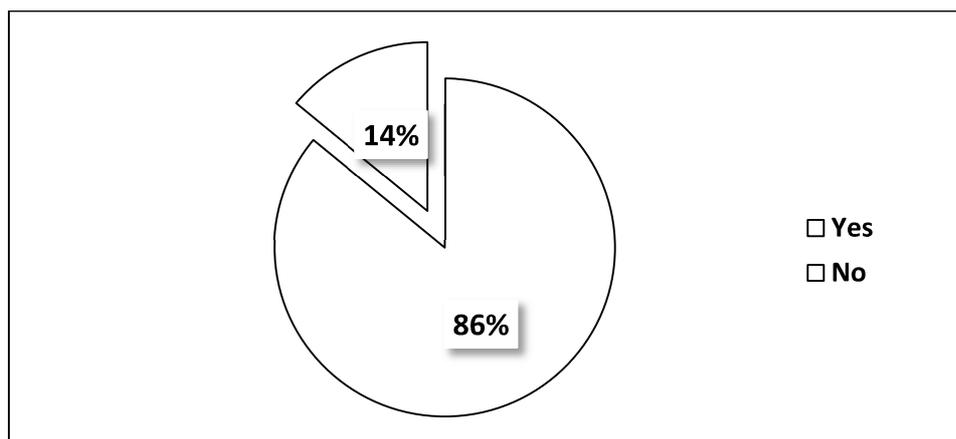
Table 3.16; Figure 3.16: Do students make an outline before starting writing essays?

As it is appeared in the table above (3.16), the great majority of the students (96%) have stated that they make an outline before starting to write their essays, while (22%) of them do not make an outline before writing. This implies that most of the students plan their essays.

If "Yes", please, explain why

All the students who said that they make an outline before starting to write their essays have explained their explanation about using this stage in the following points:

-Planning an essay helps the writer to decide what to write in the introduction, the body, and the conclusion of the essay.

-Students make an outline to their essays in order to gain time and to organize their ideas.

-Making an outline before starting to write limit their thoughts to a particular topic, and prevent them to do not shift away from the subject.

Question 17: Do you revise your essay when you finish writing?

Options	N	%
Yes	50	100
No	/	0
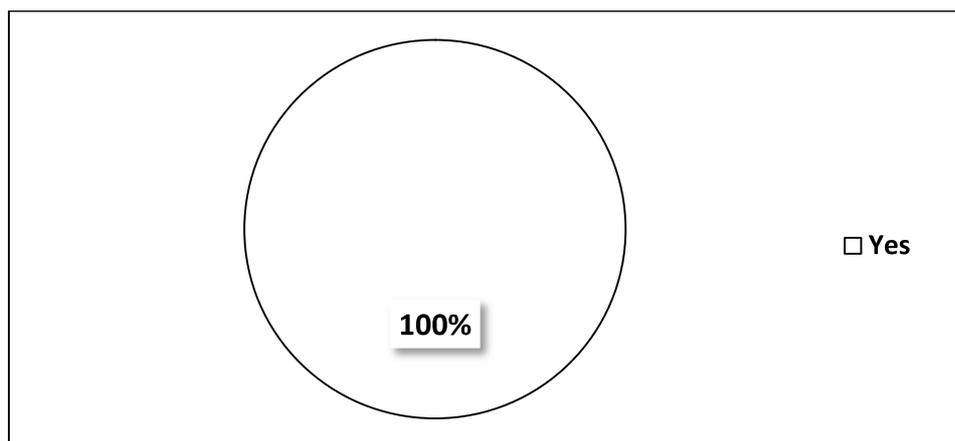
Table 3.17; Figure 3.17: Do students revise their essays when they finish writing?

The table above (3.17) indicates that all the students revise their drafts when they finish writing their essays.

Question 18: Do you think that following the writing process helps to improve your essay?

Options	N	%
Yes	50	100
No	/	0
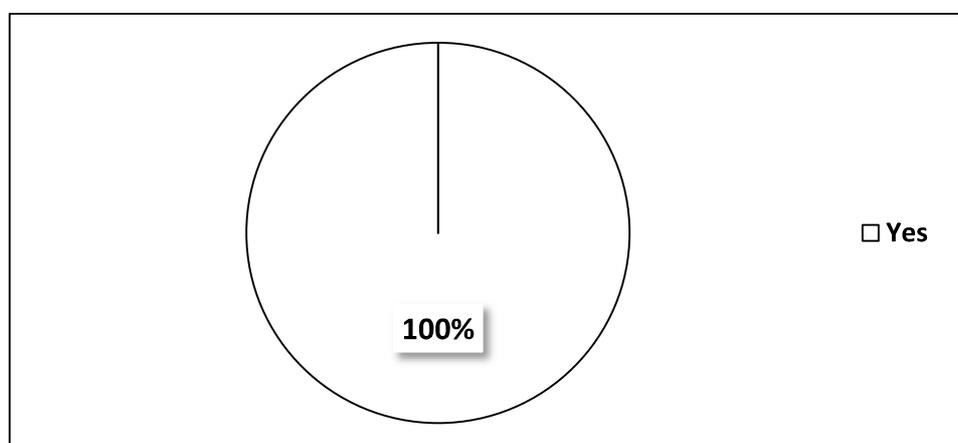
Table 3.18; Figure 3.18: Students' attitude towards using the writing process when writing essays

As it is indicated in the table above (3.18), all the students declared that following the writing process helps them in writing essays. This result shows the importance of the writing process in enhancing the students' abilities in writing essays.

If "Yes", please, explain why

Students' explanations about using the writing process as a helpful way to write essays will be presented in the following points:

-Using the writing process makes students limit their thoughts in order to create a unified essay.

-When students go through the writing stages, their essays will be well planned and manageable. So, they can produce good ones.

-By following the writing stages, students can avoid all different kind of mistakes (grammar, spelling, vocabulary…)

3.1.4 Discussion of students' questionnaire results

The analysis of students' questionnaire has inferred that most of the students are aware of the importance of the writing process steps in developing the essay writing whereas others neglect the use of some of its steps. From section one, which is about general information, students have been asked about their level of writing, and it was shown that 78% of them stated that their level is average while 22% of them said that they are good in writing. Such a finding infers that students are able to write essays. Besides, it is demonstrated also that 64% of the students have declared that writing is the most difficult skill, which indicates that this task has to be well managed by dealing with its rules in order to write perfectly. In addition to that, the majority of the students (88%) have claimed that the time given to "Written Expression" is not sufficient because the writing skill is a difficult activity that needs more care and time to be finished especially when writing essays. Besides, it is indicated that writing needs not only time to be learned theoretically but it also requires more time to be learned practically. Moreover, students have considered the less time given to writing as the first reason for the neglect of any of the writing process stages.

The second section of students' questionnaire, which is entitled the writing process, sets that all students have declared that they think before starting to write by using certain techniques like brainstorming and clustering. The analysis has shown that 62% of them prefer to use the first one while 38% of them choose to work with the clustering strategy. This result reveals that they think and put their ideas in different kind of phases. Besides, it is shown that almost all students (66%) have stated that they follow all the writing stages while some of them (34%) do not go through all the stages. This result infers that the majority of the students are aware of the importance of each step whereas the minority of them still do not trust the use of all the stages and they prefer to disregard some of them. For this

reason, students should be aware of the necessity of using all the writing procedures. Furthermore, in this section, it is also revealed that all students have agreed that using the writing process prevent them from doing mistakes in their drafts. Such a finding proves apparently that the writing process helps students to produce polished pieces of writing.

The analysis of the last section "Writing essays" affirms that although the students' awareness of the importance of using the writing process, there are some students who are still ignoring some stages especially when writing essays. As it is denoted in students' answers, 96% of them said that they make an outline before beginning to write an essay while 22% of them stated they do not make an outline. This affirms that they need to be aware of the significance of each single step. Furthermore, it is noted that the great majority of students have declared that the writing process helps to improve the essay writing, and they have further justified it by saying that it limits the students' thoughts to get unified essays. Furthermore, they also added that it prevent them from doing mistakes. As a result, EFL students have to get more knowledge about this method of writing in order to know how to manage each step and to do not neglect any of them.

3.2 Teachers' interview

To gather extra information and to test the hypothesis of this study, teachers' interview has been directed to written expression's teachers at English department of Biskra University, in order to know their attitude towards using the writing process when writing essays, and to see further if they encourage the use of this strategy.

3.2.1 The description of the interview

Teachers' interview consists of eight open-ended and multiple-choice questions, which are set to get more information about the teachers' experience in teaching writing. Moreover, it aims to know the most used approach to teaching writing and further to see if they consider the writing process as an essential strategy to teach writing. In addition, this interview is also designed to gauge the extent to which the writing process is important to produce good essays.

3.2.2 Analysis of Results

Question 01: How long have you been teaching Written Expression?

Teacher 01: Three years.

Teacher 02: Five years.

Teacher 03: Nine years.

Teacher 04: Six years.

As it is clearly stated, most of the questioned teachers have more experience about teaching writing which affirms that they can provide this study with more effective answers concerning the writing skill.

Question 02: How do you evaluate your students' level in writing?

Teacher 01: Average, good, and so bad.

Teacher 02: Overall, it is not pleasing but there are some individuals possess a talent of writing.

Teacher 03: Below the average.

Teacher 04: Average for the majority.

From teachers' answers, it is deduced that the teachers declared that their students' level in writing is generally average, good, and so bad, which reveals that most of them have the ability to enhance their writing skill.

Question 03: Do you think that three hours a week are enough to improve your students' level in writing?

Teachers have answered to this question using different complete sentences as the following:

Teacher 01: No, at least two theoretical sessions and two practical sessions.

Teacher 02: No, I do not think. Writing needs an intensive practice that might be done daily.

Teacher 03: No, students need to practice and to read more.

Teacher 04: No, this time far from being enough to improve because in two sessions a week, they cannot deal with all the rules of grammar, lexis, syntax, etc. As well as all what concern coherence, unity, good paragraph/essay structure...Moreover, they need a lot of practice to apply what they learnt theoretically (as rules). The teacher needs also time to present lessons, give an assignment, vary activities, and vary techniques (e.g. using group work) as well as to correct students' works, and present effective and appropriate feedback.

All the responses to this question denote that teachers are not satisfied with the time allotted to written expression module. For this reason, they have stated that students need to enrich their knowledge about the writing skill whether by reading, writing more, or by providing them with extra courses (theoretical and practical ones). This latter gives the opportunity to teachers to give them various tasks and to correct their works during the session.

Question 04: What approach do you usually use when teaching writing?

Teacher 01: both of the product and process approach.

Teacher 02: Both of them.

Teacher 03: The process approach.

Teacher 04: the process approach.

From teachers' response, it is demonstrated that most of them use both of the process and product approach and the others work with only the process approach. These considerations strongly prove that all of them promote the use of the process approach when teaching writing.

Question 05: Do you think that the approach you are using is enough to enhance your students' abilities to write good essays?

Teacher 01: Yes.

Teacher 02: Yes.

Teacher 03: Yes.

Teacher 04: Yes, at a certain extent.

Teachers have claimed that the approach they are using is sufficient to ameliorate the students' essay writing, which reveals that the use of the process approach helps students to create good essays.

Question 06: Do you encourage your students to follow the writing process steps when writing essays?

Teacher 01: Yes.

Teacher 02: Yes I do.

Teacher 03: Yes.

Teacher 04: Yes.

Teachers state that they encourage their students to follow the writing process steps when writing essays because they see that it is the most effective way that helps to build good essays.

Question 07: Do you think that following the writing process minimizes students' mistakes?

Teacher 01: Yes.

Teacher 02: Yes.

Teacher 03: Yes.

Teacher 04: Yes.

What is shown from the teachers' answers is that all of them have indicated that the following the writing process minimizes the students' mistakes.

The explanation of teachers who said that the use of the writing process prevents students not to do mistakes will be presented as follows:

Teacher 01: When it is systematically organized, it is highly recommended.

Teacher 02: The writing process allows them to review their products many times through to check the mistakes and the other related issues as organization and coherence.

Teacher 03: There are numerous benefits: the writing process organizes the ideas and provide different aspects like coherence, unity, and the development of words in order to avoid certain mistakes like punctuation, spelling, vocabulary, and grammar mistakes.

Teacher 04: Because students have to think critically about each step and evaluate them to see whether all the criteria have been respected. Moreover, the revising steps can be repeated many times (even between the other stages); therefore, there is more chance to obtain well-ordered and formulated ideas. Besides, using the "the editing/ proofreading" stage helps to eliminate mistakes in grammar, spelling, vocabulary, punctuation, etc.

From the teachers' answers, it is determined that following the writing process does not merely helps to organize the essay; it also gives them the chance to avoid all kinds of mistakes. Generally, when they reach the revising and editing stage they start correcting their

mistakes by using certain strategies like adding some ideas, deleting someone or reordering what is untidy.

Question 08: Do you think that using the writing process when writing essays is an essential task to create coherent, cohesive, and unified essays?

Teacher 01: For sure.

Teacher 02: Yes, I do. However, the use of the process approach needs monitoring of students' works and a constant feedback of their products to reach the desired results.

Teacher 03: Yes.

Teacher 04: Yes, definitely.

Teachers have answered with the same word "yes" which shows that they asserted that the writing process works to improve the writing of essays so that to produce coherent, cohesive, and unified ones.

The justification of teachers, who are agreed about that the writing process is essential to produce good essays, will be presented as the following:

Teacher 01: did not answer.

Teacher 02: The process of writing minimizes the issues of irrelevance, which leads to coherence. Thus, following the process permits students to check their essays for unity and coherence.

Teacher 03: Students must re-read their essays (third stage). This allows them to add (missing examples), delete (unnecessary ideas/ sentences) or reorder them.

Teacher 04: Each step has its function and importance. "Writing the draft" stage help organize ideas collected in the "pre-writing stage". The students know what ideas to keep/use and in what order they should be put (coherence), also in the drafting stage, he connects these ideas with appropriate transitions and uses varied cohesive devices to achieve cohesion as well as unity. Ideas and their order can be changed at any time. Therefore, wrong sentences can be removed, replaced, or modified through the revising stage.

It is remarked from the teachers' answers that the writing process is a good manner that intends to weave coherent, cohesive, and unified essays, especially when the students reach

the revising stage; they check their writing to correct the mistakes in order to create perfect essays.

3.2.3 Discussion of teachers' interview results

After the analysis of teachers' interview, it is appeared that almost all teachers have achieved a long period in teaching writing. This demonstrates clearly that they have provided this research with more effective and accurate information. In addition to that, teachers have affirmed that the time given to written expression module is not sufficient to write efficient drafts. This result supports the use of the writing process when writing essays since it usually requires enough time to be finished. Besides, what is derived from teachers' responses is that most of them encourage the use of the process approach when teaching writing as a method that aid students to write gradually acceptable essays. Moreover, in this interview, it is noticed that teachers support the thought of using the writing process to eliminate the students' mistakes. Such a finding is so encouraging because it gives the writing process a great positive role in creating good essays. Furthermore, Teachers have proved that students must focus on the writing process as an important guide to achieve coherent, cohesive, and unified essays. Consequently, teachers as a significant individual in the classroom and especially in the written expression module, see that the writing process as the basic rule of writing essays.

Conclusion

To investigate the research questions and hypothesis, which mainly seek to know if the writing process is an essential guide for the EFL students' essay writing, it was precisely chosen to distribute questionnaire to the Third Year EFL students at Biskra University, and to interview the teachers of written expression. After the analysis of both instruments, it has been derived from the students' questionnaire that the majority of students support the use of the writing process in writing essays, whereas some of them disregard the writing process stages. Besides, concerning the teachers' interview it is concluded that all teachers of written expression induce their students to go through the writing process procedures when writing essays. Thus, all these results strongly confirm that writing is a complex skill, which demands to be followed by various rules like the writing process. For this reason, students and teachers support the use of it when writing essays as an important basis for weaving more accurate drafts. Overall, this study shows the positive role of the writing process in developing EFL students' essay writing.

Recommendations

Although writing essays is a complicated task, the writing process helps to facilitate writing by establishing some steps that paves the way for EFL Students who aim to polish good essays. Additionally, Teachers should always urge their students to proceed all the writing process stages during drafting essays for the sake to upgrade and evolve their students' performance in writing. For this reason, it is recommended that:

1. Writing better depends in the writing process. Hence, EFL Students should utilize it in order to polish unified, coherent, and consistence essays.

2. The writing process' employment helps students to include all the aspects of writing for example, the organization of the text (coherence, cohesion, and unity), the consideration of the audience, the purpose of writing, the tone, the content, and further it leads to an understandable handwriting.

3. To minimize all kinds of mistakes (grammar, spelling, punctuation...) EFL Students should recognize the importance of following this progressive activity since when they proceed its strategies without neglecting any one of them, they will reach the editing stage (the last stage) in which they will apply their critical thinking to correct their mistakes and then to weave an optimum essay.

4. EFL Students must not ignore the use of any writing step because they must be exercised gradually and further they can be repeated multiple times since the disregard of them can lead to create a mass of incomprehensible ideas.

5. Proceeding the prewriting, the drafting, the revising, and the editing stage is not a waste of time but rather a beneficial way that afford sufficient time to the writer that aims to produce meaningful essays.

These recommendations attempt to support teachers and students to promote the importance of the writing process in ameliorating the students' level of writing essays.

General conclusion

Writing essays has different types and basics. For this reason, writers have to consider its way of writing first because when they apply this phase, they will automatically provide all its aspects and borders. Most of the students of Mohammed Kheider University have failed to write acceptable essays because they, unfortunately, neglect the use of the writing process. Accordingly, we have decided to handle this research to present its numerous steps that help to improve the writing of essays. Besides, to encourage the students to think, to search, and to evaluate their drafts (to induce the critical thinking). Thus, this study has indicated also the importance of knowing how to write essays and the role of it in the career of life. Thus, to conduct such a research, two tools have been chosen a Students' questionnaire and Teachers' interview. The questionnaire has been administered to the Third Year EFL Students to know their attitude towards using the writing process when writing essays and the interview has been made with some teachers of writing in order to know their attitude towards the role of the writing process in writing essays as well as to achieve effective responses. After the analyses of the obtained results, it is affirmed that the writing process is an effective tool that improves the Third Year EFL Students' essays.

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Appendices

Appendix 01

Students' Questionnaire

Dear student,

     You are kindly requested to fill in this questionnaire to express your attitudes towards the writing process and writing essays. Your answers are very important for the validity of the research we are undertaking. Therefore, we hope that you will give us full attention and interest.

    Please tick (√) the appropriate box (es) or give full answer(s) on the broken lines whenever necessary.

   Thank you in advance for your cooperation and time devoted to answer the questionnaire.

<div align="right">

Miss. Youb Djazia

</div>

<u>Section one</u>: General information

1. How could you appreciate your level in writing?

a-Bad   ☐

b-Medium   ☐

c-Good   ☐

2. According to you, which is the most difficult skill?

a-The writing skill   ☐   c-The reading skill   ☐

b-The speaking skill   ☐   d-The listening skill   ☐

3. How do you find the module of "written expression"?

a-Interesting   ☐

b-Very interesting   ☐

c-Not really special   ☐

4. Do you think that three hours a week are enough for writing to be developed?

Yes   ☐

No   ☐

If "No", please, explain why

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<u>Section two</u>: **The writing process**

5. When you are supposed to write about a particular topic, do you?

a-Start directly to write ☐

b-Take a time and think about what ideas to include ☐

6. Does your teacher encourage you to use the writing stages?

Yes ☐

No ☐

7. Which of the following prewriting strategies do you prefer to use when you start thinking about your topic?

a-Brainstorming ☐　　　　　b-Clustering ☐

If there are other techniques, please, specify

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8. Which of the following stages that takes more time to be developed?

a-The prewriting stage ☐　　　　　c-The revising stage ☐

b-The drafting stage ☐　　　　　d-The editing stage ☐

9. Do you follow all the writing process stages?

Yes ☐

No ☐

10. How do you often re-draft, re-revise, and re-edit?

a-Always ☐

b-Sometimes ☐

c-Not at all ☐

11. Do you make an outline after finishing your brainstorming/clustering of ideas?

Yes ☐

No ☐

12. Do you revise your draft when you finish writing?

Yes ☐

No ☐

 If "Yes" please, explain why

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13. Do you make mistakes when you do not follow the writing process stages?

Yes ☐

No ☐

Section three: Writing essays

14. Which is the most difficult essay's part in writing?

a-The introduction ☐

b-The body ☐

c-The conclusion ☐

15. Does your teacher encourage you to follow the writing process when writing essays?

Yes ☐

No ☐

16. Do you make an outline before start writing your essay?

Yes ☐

No ☐

If "Yes", please, explain why

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17. Do you revise your essay when you finish writing?

Yes ☐

No ☐

18. Do you think that following the writing stages helps to improve your essay?

Yes ☐

No ☐

If "Yes", please, explain how

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Thank you for your collaboration

Appendix 02

Teachers' Interview

Dear teachers, we would be so grateful if you accept to answer the following questions, which are very important for the validity of the research we are undertaking. So, your answers will help us in a study of the role of the writing process in improving the student's essays.

Miss. Youb Djazia

Q1: How long have you been teaching Written Expression?

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Q2: How do you evaluate your students 'level in writing?

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Q3: Do you think that three hours a week are enough to improve your students' level in writing? Why?

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Q4: What approach do you usually use when teaching writing?

a-The product approach ☐

b-The process approach ☐

c-Both of them ☐

Q5: Do you think that the approach you are using is enough to enhance your students' abilities to write good essays?

Yes ☐

No ☐

If 'Yes', please, explain why?

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Q6: Do you encourage your students to follow the writing process steps when writing essays?

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Q7: Do you think that following the writing process minimizes students' mistakes?

Yes ☐

No ☐

If 'Yes', please, explain why

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Q8: Do you think that using the writing process when writing essays is an essential task to create coherent, cohesive and unified essays?

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If 'Yes', please, explain how

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Thank you for your collaboration

ملخص البحث

نظرا لصعوبة مهارة الكتابة يعاني العديد من طلبة اللغة الإنجليزية في التحكم في جميع قواعدها لإنشاء نص مضبوط ومطروح جيدا، تهدف هذه الدراسة لكشف دور استراتيجية الكتابة في تطوير كتابة المقال لدى طلبة السنة الثالثة جامعي ـلغة إنجليزية-بجامعة بسكرة. وللتحقق من فرضيتنا التي تسعى إلى التأكد من أهمية هذا المنهج في كتابة مقالات جيدة. قمنا بتقديم استبيان للطلبة وذلك لتحليل اجاباتهم واستدراج موقفهم اتجاه إتباع عملية الكتابة أثناء كتابة المقال. ومن ناحية أخرى فقد أقمنا حوار مع أساتذة التعبير الكتابي لعدم التركيز فقط على استبيان الطلبة بغية الحصول على المعلومات الدقيقة والفعالة التي تظهر لنا موقفهم اتجاه تطبيق استراتيجية عملية الكتابة في تدريس مهارة الكتابة وكذلك لمعرفة إلى أي مدى قد تساعد في تحرير مقال جيد.

وبالتالي فإن النتائج المتحصل عليها في هذا البحث تؤكد صحة الأطروحة وذلك بأن استعمال طلبة اللغة الإنجليزية لهذه التقنية يعمل على تسهيل كتابة المقال جيدا. لهذا فعلى الطلبة أن يتبعوا هذا المنهج لتطوير مهارة الكتابة وللحصول على مقالات مفيدة في المستقبل القريب.