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**THE ROLE OF THE PROCESS APPROACH IN IMPROVING LEARNERS'
WRITING SKILL:**

**A CASE STUDY OF SECOND YEAR LMD STUDENTS OF ENGLISH AT
MOHAMED KHEIDER UNIVERSITY OF BISKRA**

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Degree in Science of Language

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Dedication

In the Name of God, Most Merciful

All the praise is to Allah, the Sustainers of all the worlds.

This work is dedicated to:

My mother, the dearest person to my heart. Thank you for all your sacrifices, your encouragement, and all your love.

My father who helped me achieves my dream.

My dear brothers and sisters for their continuous moral support: Fayçal, Chouki, Adnane, Sana, and Ahlem.

All my extended family.

My best friends: Wafa, Yassmine, Nadia, Wahiba, Iman, Leila.

All my teachers and classmates at the university of Biskra.

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General Introduction

Writing is an important means used to communicate our ideas and thoughts. In the 20th century, this productive skill was neglected by many linguists from De Saussure to Chomsky because they believed that writing is putting spoken language into written form. However, others viewed writing is more than that because it has a specific nature, purposes and techniques. According to Brookes and Grundy (1998) writing is useful to get information about someone we cannot talk to. Therefore, it permits us to transcend time and space. Moreover, it is a tool used to shape our experiences.

EFL/ESL learners have lots of difficulties in writing, this led researchers and educators to adopt approaches to improve students writing performance such as the product approach, the process approach and many others. In this study, we are going to investigate the role of the process approach in improving learners' writing abilities. The aim then is to determine whether students' will improve their writing skill if teachers apply the process approach. Historically, it goes back to the mid 1970's as a reaction against the product approach. In this sense, Tribble (1996, p.37) defines it as a process which "...lays particular stress on a cycle of writing activities which move learners from the generation of ideas and the collection of data through to the 'publication' of a finished text". So, teaching the writing skill using the process approach helps students to make connection between the topic and the process that they go through in order to produce such piece of writing. In general, it is an important way to follow in order to be a good writer because it shows how to write rather than how to imitate such models.

1. Background of the Study

Writing is a basic skill in teaching English as a foreign language. It plays a crucial role in academic, professional, and social context. To improve learners' writing skill, EFL teachers adopt many approaches to facilitate the tasks. The process approach is one of these approaches. In the mid 1970s, Zamel (1982) states the process approach began to replace the product approach because the latter did not take into account the act of writing itself so many researchers and teachers worked under the assumption that before we know how to teach writing, we must first understand how we write.

In teaching writing, there are various models of writing process but the most

widely spread by the second language writing teachers is the one that identifies four stages: Prewriting, composing/ drafting, revising, and editing (Tribble, 1996). These stages are established by Flower and Hayes (1981) who see it as a recursive, or non linear, and can interact with each other throughout the writing process (Hyland, 2003).

Zamel states that in the application of the process approach, teachers primarily facilitate the learners writing. Therefore, teachers should provide students with opportunities to act with the process of writing and to understand that writing is “the making of meaning out of chaos” (qtd. in Freeman & Richards, 1996, p.97-98). Moreover, teachers should help and guide students to each stages of their composing process. Whereas, the students are asked to produce multiple drafts of their work. In this sense, we would like to examine whether the adoption of process approach in teaching writing would really help students to perform better in their composition?

2. Aim of the Study

The aim of this research is to explore teachers' awareness and knowledge about the effectiveness of adopting the process approach in teaching writing as a means of improving students' writing skill. The objective of this study is to show if the implementation of process approach can help students overcome the current writing difficulties. The last point is to indicate the role of the teachers in guiding students from generating ideas, collecting data, and producing the final draft.

3. Statement of the Problem

To write a piece of composition, English language learners have lots of difficulties in terms of this productive skill. Since the teaching of writing has long been a central element in all educational systems, educators and researchers look for solutions to these problems by adopting approaches in teaching writing. Some of them view the imitation of models is the best way to teach writing. However, others react against this view because it prevents student's creativity and imagination. Therefore, the best approach to help student overcome their difficulties in writing is to make them as independent producers of texts. According of what has been mentioned before, to reach

this goal it is better to adopt the process approach. The research is: how can this approach affect on student writing? In other words, to what extent the implementation of the process approach in teaching writing can help students improve their writing skill?

4. Research Questions

This study aims to answer the following questions:

- What are the main problems that face second year LMD students in writing?
- Would the use of the process approach really help in improving students' writing abilities?
- What are the advantages of implementing this approach in teaching writing?
- What is the main role of the teacher in the writing process?

5. Hypothesis

Since one of the main objectives of teaching a foreign language is to improve students' writing production, teachers have always looked for the most appropriate techniques for teaching this skill. In this sense, we hypothesize that if teachers adopt the process approach effectively, students would improve their writing skill.

6. Research Method

This research will be conducted through the descriptive method which we believe is the most appropriate method to test the above hypothesis.

7. Population and Sampling

7.1. Population

In this investigation, we are going to explore the effectiveness of the process approach in teaching writing skill. Both teachers of written expression of the department of English and students of second year LMD at Mohammed Kheider University of Biskra are involved in the study.

7.2. Sampling

- Teachers' Sample

This work concerns written expression teachers at Mohammed Kheider University of Biskra who can provide an insight into the effectiveness of adapting the process approach in teaching writing. Furthermore, they are the best source of data because they are engaged in the field of teaching.

- Students' Sample

The study deals with second year LMD students who are enrolled in the academic year 2011/2012 at the department of foreign languages, branch of English, at Biskra University. From a population of (560) students, we randomly select one hundred (100) students as a sample.

8. Limitation of the Study

The present work is going to investigate the effectiveness of adopting the process approach in teaching writing to the second year LMD students of English at Mohammed Kheider University of Biskra. The scope of this study concerns only teaching essays by adopting the process approach and not teaching the other activities of written expression.

9. Data Gathering Tools

The data of the study will be gathered through administering questionnaires to both teachers and students. The first questionnaire will be distributed to get information on the teachers' perceptions about the role of the process approach in improving second year LMD students' writing abilities. The second questionnaire will be administered in order to obtain data about students' attitudes towards learning writing in general and following the sequence of the process approach in particular.

10. Structure of the study

This research is basically divided into two parts. The theoretical one which contains two chapters. The first chapter is concerned with the writing skill; it discusses its nature, its purposes and its relationship with reading in addition to the current approaches in teaching writing. Chapter two is concerned with teaching writing using the process approach; it is devoted to present the process approach in relation to the teaching of writing. In this chapter, we first introduce its historical overview, its definition, its models and finally the different stages used for producing a piece of writing. Concerning the field work, it deals with the analysis and the interpretation of both students and teachers questionnaires. Both are designed to gather data about the extent to which learners' abilities would be improved as a result of adopting this particular writing process.

Chapter One: The Writing Skill

Introduction

In this chapter, we will provide a general introduction and discussion of some technical aspects related to the writing skill in English. We will begin with explaining the nature of writing. Then, the purpose of writing, the differences between writing and speaking, the relationship between writing and reading, types of writing, writing context (formal and informal), the current approaches in teaching writing and the last point will be the methods used in assessing students' compositions. The aim of discussing those points is to get in an overall idea of what theorists in the field of education have highlighted as far as writing in the foreign language is concerned. In fact, This chapter will serve as a notional terminological reference in measure of assuring better assimilation of the whole subject.

1. The Nature of Writing

Writing is usually one of the major skills involved in learning a foreign language, because it is an important medium of conveying language as well as speaking. At the beginning of the study of language in the twentieth century, written language was thought by some to be spoken language put into written form. So, this form of expression is a fairly recent. Moreover, writing has remained for most of its history a minority occupation. This is in part because although almost all human beings grow up speaking their first language (and sometimes their second or third) as a matter of course, writing has to be taught. As Harmer (2004, p.03) explains: "Spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned.". In this context, writing, as compared to speaking, is acquired consciously in a well planned situation or what we called official institutions. Thus, it is seen as a more standardized system that requires special instructions.

At a surface level, writing is using graphic symbols to form words, sentences paragraphs, and so forth. Byrne (1991, p.01) says:

When we write, we use graphic symbols that is, letters or combinations of letters which relate to the sounds we make when we speak. On one level, then writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind.

Writing is an important tool on which we communicate our ideas and thoughts using graphic symbols or visual marks. In fact, when we write, we are only trying to combine letters that represent our sounds. These letters are combined in order to form words, sentences, paragraphs, and so on.

According to Spratt, Pulvernes, and William (2005), writing is one of the language four skills based on producing language rather than receiving it. Simply, it is a way of communicating a message by using signs on a page. In order to communicate that message, we need not only someone to communicate it to, but also the ability to form letters, words, sentences, and so on.

Writing is viewed by Delillo as a concentrated form of thinking. It is also a convenient that requires the simplest tools (qtd. in Dornan&Dawe,2004, p.01). While Fabb and Durant (2005) considers writing or they called transferable skill as a tool and a resource to think with. It can help the writer to organize and manipulate his ideas into sequences or systems.

2.The Purpose of Writing

Hedge in her book '*Writing*' (2005, p.09) mentions that English language teachers ask their students to write in the classroom for the following purposes:

- For pedagogic purposes, to help students learn the system of language.
- For assessment purposes, as a way of establishing a learner's progress or proficiency.
- For real purposes, as a goal of learning, to meet students' needs.
- For humanistic purposes, to allow quieter students to show their strengths.
- For creative purposes, to develop self- expression.
- For classroom management purposes, as a calm activity which settles students down.
- For acquisitional purposes, as a careful mode of working with language which enables students to explore and reflect on language in a conscious way.

- For educational purposes, to contribute to intellectual development and to develop self esteem and confidence.

Writing is an important means of communication; it is probably the skill that is most needed in academic communities for the following purposes. As a starting point, it helps students to learn the system of language as well as it remains the most practical means through which the proficiency level of language learners is assessed. In addition, the major goal of learning is to know the students' needs, we can use writing as a way for self- expression. It also enables students to communicate ideas and thoughts in a conscious way. As a final goal, it may develop self-esteem and confidence specially for quieter students who depend on writing to show their strengths.

Harmer (2004) in his book '*How to Teach Writing*' says that writing has always formed part of the syllabus in the teaching of English so that it can be used for a variety of purposes. As a starting point, writing is an important means that can help students with their handwriting, spelling, and punctuation difficulties as well as it guides them to communicate real messages in an appropriate manner. In addition, most of the teachers use writing as a means of reinforcing language that has been taught. It also encourages students to be more aware about the accurate forms of language because they think and write at the same time.

Brooks and Grundy (1998) suggest different purposes for writing. First of all, it can get information to someone we cannot presently talk to. Second, writing permits us to transcend time; for example, our desk drawers, filing cabinets and computer hard disk are full of previously recorded written information that we think we may need at some time in the future. Or space; for instance, when a head teacher is busy in the office and needing to communicate with a member of staff may send a message in the form of a written note. Third, writing can help us to solve the problem of volume because it is a means that can store more information than the human brain can remember. The final reason for needing the writing skill that is used to filter and shape our experience.

3. The Differences between Writing and Speaking

As a general fact, language is based on the four main skills which are listening, speaking, reading, and writing. Each skill has its own features and principles; as an

example, writing and speaking are different in the following points: time and space, participants, process, organization and language, signs and symbols, and the product.

Harmer (2004) states those six differences between writing and speaking, both in terms of their forms and in the process that writers and speakers go through to produce language.

3.1. Time and Space

Harmer (2004) shows that writing is different from speaking in terms of time and space in the following main points. First of all, writing transcends time and space, whereas spoken communication occurs immediately (here and now conversation). Moreover, written words stay around for many years, unlike spoken words fly away on the wind. In addition, writing tends to be more permanent, whereas speaking is often transcended.

3.2. Participants

In the case of writing, Harmer (2004) states that the audience may often be general rather than an individual addressee who we can see and interact with, and may be represented as a type (a bank manager, a possible business partner...etc). Whereas, concerning the spoken communication our addressee is often known to us.

3.3. Process

According to Harmer (2004), the third difference between writing and speaking is represented in the process that both writers and speakers go through to produce language. In the spoken interaction, speakers can go back and try to add or modify something by using lots of repetition, rephrasing or some expressions as well, you know, I mean and others in order to clarify their messages. Unlike writing is totally different because the final version is the last unchangeable product of the writer.

3.4. Organization and Language

Harmer (2004) states another significant difference between writing and speaking which is organization and language. Firstly, writing consists of fully developed sentences that have a systematic organization. Whereas, speech consists of small chunks of language. Second, written texts are full of content words such as nouns, main verbs, adjectives, and others than grammatical words as if, were, but, and others. Unlike in speech the content words are significantly smaller. Moreover, the mispronunciation and the deviant grammar are accepted without judgment in speech, whereas spelling and grammatical mistakes are more judged in writing. Besides that, phrasal verbs are much more likely to occur in conversation than in writing. In addition, there are certain grammatical features that are less common in writing than in speech such as contracted verb forms (isn't, wasn't, etc), tag questions (you're Chinese, aren't you?), and echo questions (A : I'm really happy. B: You are really happy?).

3.1. Signs and Symbols

Concerning signs and symbols, Harmer (2004) says that both writing and speaking have their own devices to make the communication more effective. In the spoken interaction, speakers always tend to use the paralinguistic features (gestures, stress, intonation, pauses, and others). Whereas, writing has fewer devices as question marks and exclamation marks; for example, you are cold. You are cold? You are cold! Or even you are cold!

3.2. The Product

According to Harmer (2004), the last difference between writing and speaking is represented in the product. In a face to face conversation, the participants can change or modify their messages by using questions, interruptions, and reformulations. However, the final product is the last consistent version of the writer.

4. The Relationship between Writing and Reading

As a general fact, language is based on the four main skills listening, speaking, reading and writing. Each skill contributes on the improvement of the other one i.e. each skill complement the other skill. As an example, the receptive skill reading has a close connection with the productive one writing because the more you read the more your writing will be better. Stotsky (1983) supports this idea in which that better writers tend to read more than poorer writers, and that better readers tend to produce more systematically mature writing than poorer readers.

Tribble (1996, p.09) states that the main similarity between these two skills in which both of them are not picked up by exposure because they require some form of instructions even though their social role is very different. He also argues that “reading is a survival skill which enables you to react to a range of social demands. Writing, in contrast, is a less necessary skill but one which can lead to more proactive roles”.

5. Types of Writing

There are several types of writing that have been created on one hand with regard to topic or content and on the other hand to the purpose of the writer and also for the audience he or she is writing for. The most known types are: narrative, expository, descriptive, and persuasive writing.

5.1. Narrative Writing

According to Smith (2003), this type of writing is simply telling a story which may be factual or imaginative. It is characterized by specific structure and methods for organizing the events because narrative writing has different purposes in comparison with the other types of writing. Generally, the tense of verbs is past simple. Narrative writing is divided into two main types; simple narratives which describe the events that happened usually in chronological order, and complex narratives that focus on the resolution of a conflict and usually have the main characteristics of short stories as theme, character, setting...etc.

5.2. Expository Writing

According to Smith (2003), expository writing explains something or presents information. It is also used to explain a process of something by using transitional words such as first, next, and finally in order to make the order clear. In this kind of writing, writers usually try to support their main ideas by using facts.

Alkhuli in his book “Teaching English as a Foreign Language” (2006) states that the purpose of expository writing is to explain and clarify ideas directly through definition, analysis, comparison, or information.

5.3. Descriptive Writing

Smith (2003) views that descriptive writing is to use words in order to create a picture. Writers are usually used sensory details to establish a mood and point of view. Most importantly, it contains adjectives to describe the subject clearly. Generally, descriptive writing can be either stand alone as a descriptive piece or can be included as part of a narrative writing so that the tense of verbs is usually present simple or they may be past simple if the described thing is no more existent. Descriptive topics may be the easiest types to begin free writing with.

5.4. Persuasive Writing

It is also called argumentative writing. According to Smith (2003), this kind of writing is characterized by giving facts and presenting opinions. One of the most common ways of organizing the persuasive writing is to present possible arguments against your opinion and show why these arguments are weak. Another way is to state an opinion and then give evidence to support it. Most importantly, a persuasive technique gives your supporting information in order of importance, with the last fact or statistics being the strongest or most effective reason.

In order to make a clear distinction between argumentative and persuasive writing, Dornan and Dawe (2004) state the main characteristics of them as attempts to change and influence someone’s opinion or to convince someone to take action.

Argumentative writing bases on logical and rational thinking. However, persuasive one focuses on emotion. In general, most of the time argumentative writing mixes logical thinking with emotion, thus we use the term argument to reflect both argumentation and persuasion.

6. Writing Context

Writing is considered as one of the major skills used for communicating our ideas and thoughts. It is similar to the other language skills in the way that its use differs from one person to another according to the person whom we are writing for and the purpose of writing in itself. In general, the writing context is divided into two main types which are formal and informal writing.

6.1. Formal Writing

It is a means of contact used between the well educated people or a group of people who have a higher degree of education as directors, businessmen...etc. According to Guides (2007), formal writing has specific characteristics as follows:

- It is found in the academic papers, business reports and others.
- It is less personal and more objective.
- It is well structured and organized.
- It is written in a polite, clear, and appropriate way without using contractions.
- Formal writing is known with its complexity in writing that is not only good but often required.
- Formal writing is characterized by a high style that mostly demands using the third person as well as the active voice in writing.

6.1.1. Formal Letters

Formal letters defined by Guides (2007, p.05) as an organizing and structuring writing that we may send to responsible person such as: local councilor, Member of Parliament or prospective employer. The language of formal letter should be polite and easy for the receiver to extract the point that the writer want to deliver.

Formal letters must include the following six standard parts:

- Your name, address and contact details.
- The name and address of the person of the organization you are writing to. If you are writing for a specific person include their titles or positions.
- The date
- A greeting or salutation.
- The form it takes depends on how well you know the correspondent
- A heading that will help the recipient to see at a glance what your letter is.
- The main part of the letter.
- The ending or complimentary close like the greeting.

6.1.2. Job Applications

In order to get a job, we must write a letter that includes specific conventional steps to show our qualities and competences in that domain for the person whom we write for. Guides (2007) says that job application letters are kind of documents and letters that are sent for the purpose of getting a job. It is a means used to help the employer to evaluate the qualities of each participant in order to select the best group to invite for the interview.

6.1.3. Complaint Letters

Layan (2011) says that this kind of letters is also called protest letters. In this type of formal letters, writers try to express or to manifest their objection or disapproval against something. Generally speaking, it is a formal and a solemn declaration of objection that is written to express dissatisfaction about something such as commenting

on poor services or products on the part of the customer. In short, it ends with a suggested conclusion.

6.2. Informal Writing

This second type of writing is also called casual, ordinary and relaxed writing. Lombardi(2012) views that the informal writing is different from the formal one in terms of its varied use i.e. it does not follow the proper grammar guidelines. In general, it is more appropriate for use in spoken language rather than the written one.

6.2.1. Notes and Messages

Informal writing includes two important forms of writing, messages and notes, which are widely used in our daily life. Burt (2006) tries to describe them as follows:

- **Messages:**

The message is described as a short communication that is transmitted by words, signals or other means from one person, station or group to another. It is usually contains new information sent by a messenger.

- **Notes:**

It is a short personal letter or any brief written record. It is a notice that we used to observe with care or close pay attention to something. In short; it is any brief informal summary or record in writing.

6.2.2. Personal Letters

According to Burt (2006), personal letters are types of letters that are used for communication between small number of people as friends, members of the family in order to express our feelings and ideas.

Guides(2007, p.06) defines personal letters as follows” when writing to friends and relatives you can write in any way you like used, relaxed, conventional styles.

Informal letters may be more loosely structured than formal letters. The letter may be hand written or typed”

6.2.3. Post Cards

They are usually sent either for the business purpose or the social one so that post cards have two main forms which are the plain post cards and pictures post cards. Burt (2006) describes them as:

- **The Plain Post Cards:** it is a short letter that generally used for business purposes. When you are making a brief request, it is preferable to use post cards rather than letters.
- **The Pictures Post Cards:** this kind of post card is chosen to share some of the pleasure of your holidays that will illustrate an aspect that you are enjoying. Picture post card sent to friends or relatives when on the holiday are away from you.

The table below presents the differences between academic and non academic writing at the level of reader, content, style, organization, grammar and vocabulary and which show great differences that lead us to make a clear distinction between the two types of writing. In this context, we can say that formal writing is more standardized system which requires a specific rules and guidelines whereas informal writing is simply to put a simple words or expressions in order to express something to your family or friends.

	Academic	Non academic
Reader	Academics	family and friends
Content	Serious thought	Conversational
Style	complex sentences showing considerable variety in construction	mostly simple and compound sentences joined by conjunctions such as and or but
Organisation	clear and well planned	less likely to be as clear and as organised
Grammar	likely to be error free	may not always use complete sentences
Vocabulary	technical and academic language used accurately	use of short forms, idioms and slang

Table 01: Distinguishing Between Academic and Non Academic Writing.

(Lyons & Heasley, 2006, p. 17).

7. Current Approaches in Teaching Writing

Since the teaching of writing has long been a central element in all educational systems, teachers have always tried to look for the best ways of approaching the task. They have usually focused on the form, on the writer, or on the reader. In this light, there are three different approaches to the practice of writing skill both in and outside the classroom which are the product, the process and the genre approach.

7.1.The Product Approach

In the mid 1960s the product or the so called “controlled writing approach” was established as an approach to teach writing. With the product approach, teachers focus on presenting authoritative texts for students to imitate them as models. (Tribble, 1996).

Richards and Rodgers (2001) explain that teachers who present this type of approach are interested in the final product and measure it against criteria of vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation, as well as content and organization. Moreover, they viewed errors as something that have to be continuously corrected. Most importantly, they paid more attention to the surface structure of language rather than its meaning. The product approach has received much criticism because it ignores the actual process used by students to produce a piece of writing. Another criticism is that this approach requires constant error correction and that affects students’ motivation and self esteem. It also considered language as a habit formation that hindered students’ imagination and creativity.

7.2. The Process Approach

In the mid 1970’s the process approach has emerged as a reaction against the product approach. According to Tribble (1996), it is characterized by focusing on the writer as an independent producer of the text as well as it stresses on a cycle of writing activities that move learners from generating ideas to the publication of the final draft. The process approach identifies four stages in writing which are: prewriting, composing/drafting, revising, and editing. These stages are recursive or nonlinear and they can interact with each other throughout the writing process.

Harmer in his book ‘*the Practice of English Language Teaching*’ (2001) criticized the process of writing as it takes time. Thus, students spent a lot of time to generate ideas, collect them, draft, revise, and edit them. Another criticism is that the process approach is adopted as the same for all writers without taking into the consideration what is to be written and who is going to write. So, it does not give much more importance to the social context and the purpose of writing.

7.3. The Genre Approach

In the mid 1980s the genre approach began to flourish as a result of criticizing both the product and the process approach. Tribble (1996 ,p.37) describes this approach as “more socially oriented and focuses on the ways in which writers and texts need to interact with readers”. Since the genre approach is based on an assumption that the more the reader recognizes the purpose of a text the more the communication will be successful. So, teachers who adopt this kind of approach aim at developing the learners’ communicative competence in relation to a specific genre.

According to Harmer (2001), there are a number of different factors that students should take into their consideration when they are writing within a certain genre as the knowledge of the topic, the conventions and style of the genre, the context in which their writing will be read, and by whom. As the previous ones, the genre approach has also been criticized by Harmer (2001,p.259) who claims that “a genre approach is especially appropriate for students of English for specific purposes.

8. Methods of Assessing Students’ Compositions

Since writing is the result of a very complex, highly individualized process, it is not only difficult to be taught and mastered, but also it is more difficult to be assessed. For that reason, teachers are unable to give valid and reliable marks for their students’ written product. Three main methods used in assessing students’ compositions are as follows: analytic, impression, and error-count method.

8.1. The Analytic Method

In the analytic method, written texts are rated on several features as content, organization, cohesion, register, vocabulary, grammar, or mechanics depending on both teachers’ purposes and students’ level. Weigle (2002) states that the analytic method is more preferred by many teachers for the reason that it provides more detailed information about their students’ productions in different aspects of writing. Although, the analytic method is a waste of time, it helps teachers to get more useful diagnostic information about their students’ writing abilities. Moreover, it is useful for

inexperienced teachers who can easily apply the criteria in separate scales. All in all, this method considers the most reliable method that allows students to discover their areas of weaknesses.

8.2. The Impression Method

It is also called holistic scoring. In this method, the teacher gives a single score to the student's production based on his or her overall impression of it. Weigle (2002) says that the impression method is characterized by giving the mark according to the general and personal impression of teacher to the whole text. Moreover, it depends on quick reading which leads to a quick judgment. Thus, it is considered less reliable method in comparison with the analytic one.

8.3. The Error-Count Method

It is also called the mechanic accuracy method. To use this method, teachers count the number of mistakes made on the paper and then deduce marks from a given mark. Heaton (1975) defines this method as a procedure, in which the total mark results in counting the number of errors that the test taker made on his or her paper. The criticism to the error-count method is that it leads students to be afraid of making grammatical mistakes and getting low marks. For this reason, they find it difficult not only to get beyond the first sentence, but also to get beyond the first paragraph. Raimes (1984: 83) points out:

“They worry about accuracy; they stop after each sentence and go back and check it for inflection, word order, spelling and punctuation, breathe a sigh of relief and go on to attack the looming giant of the next sentence. (qtd. in Freeman & Richards, 1996, p.102).

In this context, Raimes shows that such emphasis on mistakes makes students stop at each sentence in order to check the accuracy of word order, spelling and punctuation. In short, we can say that following this method lead students to concentrate more on the grammatical accuracy rather than communication of ideas.

Conclusion

In this chapter, we have tried to introduce the concept of writing by discussing its nature and its purposes. Then, we have explained the differences between the two productive skills; writing and speaking. We have also clarified the close connection between writing and reading. The fifth section had shown the common types of writing which are narrative, expository, descriptive, and persuasive writing. The sixth section provides insights about the writing context or the so called formal and informal writing. The seventh section presents the current approaches in teaching writing. Finally, the last section deals with the methods used in assessing students' compositions.

Dedication

In the Name of God, Most Merciful

All the praise is to Allah, the Sustainers of all the worlds.

This work is dedicated to:

The dearest person to my heart: **My mother**

Thank you for all your sacrifices, your encouragement, and your love.

The person who helped me to achieve my dream: **My father**

My dear brothers and sisters for their continuous moral support

Fayçal, Chouki, Adnane, Sana, and Ahlem.

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Abstract

The present study focuses on the role of the process approach in improving learners' writing skill. As we know, writing skill is one of the most difficult skills among the language four skills. In order to reduce the difficulties encountered in writing by the learners, we attempt to investigate to which extent the process approach can help students to improve their writing abilities. The main objectives then is to explore teachers' awareness and knowledge about the effectiveness of adopting the process approach in teaching writing as a means of improving students' writing skill. In order to reach this aim, we designed two questionnaires. One was administered to the students and another one to teachers. The first questionnaire consists of seventeen items and was administered to one hundred second year LMD students at the department of foreign languages, branch of English, Mohammed Kheider University. The second questionnaire contained twenty-one questions and was distributed to seven teachers of the written expression module. The results obtained from the two questionnaires have shown that the process approach is an efficient teaching tool in the written expression course and can really improve learners' written production. We also found out that despite its efficiency most students' still do not follow the sequence of planning, drafting, editing and revising.

List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

L1: First language

L2: Second language

LMD: Licence Master Doctorat

MA: Magister

N: Number

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Summary(ملخص)

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

Introduction

Language teachers perform many roles in EFL classrooms, among them using the best ways in order to approach the task. The process writing approach is considered as the most important means that is used to improve learners' writing abilities. To investigate this role, we found it necessary to involve second year students and teachers of written expression course in this study by including their view point's concerning the subject under investigation. As stated in our methodology design, we investigated the issue following the descriptive approach based on questionnaires to both teachers and students. This chapter is devoted to give a general description of the questionnaires in addition to the thorough analyses about the data obtained from the respondents which will allow us to build up our view points about the use of the process approach as a means for improving learners' writing skill and its effects on students' written production.

1. Students' Questionnaire

1.1. Description of the Questionnaire

The questionnaire was administered to the second year LMD students in the branch of English at Mohammed Kheider university of Biskra. The number of these students is one hundred (100).The questionnaires' main objectives wereprobe the students' attitudes towards learning writing.In addition to their perceptions of the writing process and its strategies as a means of improving the quality of writing. The

students' questionnaire contains seventeen questions which are divided into three sections.

Section One: Background Information

The aim of this section was to identify the students' personal information. The first question covered the students' age. The second section dealt with students' gender. The third one covered the type of baccalaureate students hold, and finally the last question focused on the students' choice to study English at the university.

Section Two: Students' Perceptions of Learning Writing.

The first question of this section aimed at identifying the importance given by the students to the learning of the writing skill. The second question of the writing section dealt with the students' reasons for learning the writing skill. The third question of this section covered the students' different levels in writing. The fourth and the fifth question of this section aimed at identifying the students' attitudes towards learning writing. Question ten (10) of the writing section dealt with the students' attitudes towards the written topics as a motivating factor for developing their self confidence. Question eleven (11) concentrated on the students' opinions about their teachers' corrections.

Section Three: Students' Perceptions of Using the Writing Process.

The first question of this section dealt with the students' knowledge about the process writing approach. The second question of the writing process covered the students' rates of following the stages of the writing process. Question fourteen and fifteen (14-15) demonstrated the students' replies about the sub process they concentrate on. Question sixteen dealt with the student's improvement through following the writing process, while the last question covered the students' attitudes towards their teachers' roles.

1.2. Data Analysis

Section One: Background Information

Item 01:Age

Responses	19	20	21	22	23	24	25	N.A	Total
Respondents	3	46	30	7	5	2	1	6	100
Percentages(%)	3	46	30	7	5	2	1	6	100

Table 02:Students' Age.

The results in the table above demonstrated that students are aged between nineteen (19) and twenty-five (25) years old. The majority of the students are twenty (20) years old (46%) whereas thirty percent (30%) of them are twenty-one (21) years old. The remaining percentages vary slightly as follows: Three percent (3%) are nineteen years old, seven percent (7%) are twenty-two years old, five percent (5%) are twenty-three (23) years, two percent (2%) are twenty-four (24) years old and only one student who is twenty-five (25) years. For unknown reasons, six students (6%) did not mention their age. In general, students' age is between nineteen (19) and twenty-five (25) years.

Item 02:Gender.

Gender	N	%
Male	7	7
Female	93	93
Total	100	100

Table 03:Students' Gender.

As it is shown in the table above, females constitute ninety-three (93%) of the whole population whereas males represent only seven percent (7%). The over presence of females proves the common belief that females have more tendency towards studying foreign languages and English in particular. It is a means for getting a profession as a teacher or an interpreter which are commonly considered as feminine jobs in our

country. However, males tend to prefer scientific and technical branches (computing, mathematic, architecture, technology...). In general, these rates indicate that English is the target foreign language for girls rather than boys.

Item 03: Which type of Baccalaureate do you hold?

- a- literary and philosophy
- b-scientific
- c-technical
- d-literary and foreign languages.

Responses	a	b	C	d	Total
Respondents	79	19	1	1	100
Percentages(%)	79	19	1	1	100

Table 04: Students' Type of Baccalaureate.

It seemed from the results obtained in the above table that seventy-nine percent(79%) of the students, who were given the questionnaire, hold their baccalaureate degree in literary and philosophy stream. This high percentage confirmed the fact that the literary students are more interested in studying foreign languages specially the English language. While the remaining percentages are distributed on different streams as follows nineteen percent (19%) for the scientific one, one percent(1%) for the literary and foreign languages streams and the same percentage (1%) for the technical one.

Item 04: Your choice of English was:

- a-Personal
- b-Imposed

Responses	A	B	Total
Respondents	90	10	100
Percentages(%)	90	10	100

Table 05:Students' Choice to Study English at the University.

As indicated in the table above, the majority of the respondents (a percentage of nineteen percent(90%)) claimed that English is their personal choice. Only ten percent(10%) of them seemed to be obliged to study English. In general, this high percentage shown that students have strong desire and willingness to learn the language. As a result, the majority of the respondents are motivated since they have an intention to study English.

Section Two: Students' Perceptions of Learning Writing.

Item 05: When learning the English language, do you think that learning writing is?

a - Very important

b - Important

c - Not so important

Responses	A	b	c	Total
Respondents	82	18	/	100
Percentages(%)	82	18	/	100

Table 06: The Importance of Learning the Writing Skill.

The students' responses on question six(6) about the importance of learning the writing skill is as follows: eighty two students (82%) think that learning writing is very important whereas eighteen percent (18%) think it is just important. These rates indicated that learning the writing skill has a great importance which represents one way to help students learn the language.

Item 06: You learn the writing skill to:

a- develop your language proficiency

b -Pass exam

c - Write articles, essays, letters, messages.

Responses	A	b	c	Total
Respondents	76	19	5	100
Percentages(%)	76	19	5	100

Table 07: Students' Reasons for Learning Writing Skill.

From the results shown in the previous table, we notice that seventy-six percent(76%) of the students' who were given the questionnaire are learning the writing skill for the sake of developing their language proficiency. This means that most of students have the desire to improve their vocabulary, grammar and spelling. While nineteen students (19%) said that they learn writing in order to know how to write such types of writing as articles, essays, letters, and messages. This indicated that those students have the desire to learn the different forms of writing context i.e. formal and informal writing. However, only five percent(5%) confessed that they learn writing in order to pass their exams. This demonstrated that they learn writing for the sake of getting marks rather than improving their writing abilities. In general, those results shown that the majority of students have the intention to develop their writing capacities.

Item 07: Do you think your level in writing is:

a - Excellent

b - Good

c - Average

d - Low

Responses	A	b	C	d	Total
Respondents	/	44	48	8	100
Percentages(%)	/	44	48	8	100

Table 08: Students' Different Levels in Writing.

From the results obtained in the table above, we noticed that forty-eight (48) students from one hundred(100) students believed they have an average level in writing (48%); forty- four(44) students think they have a good level (44%) and only eight(8) students inform they have a poor level in writing (8%). These results indicated that most of students have the ability to write acceptable pieces of writing.

Item 08:Do you think that learning writing is:

a-Interesting

b -Compulsory

c- Boring

Responses	A	B	C	Total
Respondents	78	18	4	100
Percentages(%)	78	18	4	100

Table 09: Students' Attitudes towards Learning Writing.

As it is shown in the table, eighteen (18) students (18%) believed that learning writing is compulsory. The majority, seventy-eight (78) students (78%), reported that it is interesting and only four(4) students (4%)said that learning writing is boring. Thus, learning writing is considered as an interesting task rather than compulsory and boring one.

Item 09: If it is interesting, say why?

Theseventy-eight(78) students who said that learning writing is interesting in the previous question explained their opinions by encouraging them to be very familiar with many wordsi.e..learning writing help students for most of the time to check out the

unknown words. They also stated that learning writing is interesting in the way of completing the other language skills. In addition, it is considered the only chance for learning how to write such type of writing. Furthermore, they reported that learning writing is interesting to develop their styles in order to be good writers in the future. To sum up, it helps them to express their ideas in other modules.

Item 10: Do you think that the topics suggested in the written expression course develop your self-confidence?

- Yes

- No

	N	%
Yes	82	82
No	18	18
Total	100	100

Table 10: Students' Attitudes towards the Topics Suggested as a Motivating Factor for Developing their Self-Confidence.

As displayed in the table above, the majority of the students eighty- two percent (82%) claimed that the topics suggested in the written expression module are motivating factors for developing self-confidence. Only eighteen percent (18%) of the students who were given the questionnaire were against this fact. This high percentage means that writing such topics would provide them new and different points they do not know about before. In this sense, students can build a strong confidence in themselves. Thus, they will have the ability to improve their vocabulary, grammar, spelling, punctuation...etc. These results also shown clear evidence that teachers should provide their students with many topics in different fields.

Item 11: Do you think that your teacher's correction is:

a-Useful

b-Obligatory

c-Useless

Responses	A	b	C	Total
Respondents	66	29	5	100
Percentages(%)	66	29	5	100

Table 11: The Student's Opinion about the Teacher's Correction.

The replies given by the respondents to this question as shown in the table above indicated that the majority of population sixty-six percent (66%) reported that their teachers' corrections are useful for them in order to avoid such current mistakes as spelling, grammar, capitalization...etc. Twenty-nine (29) students informed that it is obligatory and only five percent(5%) who claimed that their teachers' corrections are useless. In general, the teacher's correction is useful for improving the quality of the students' writing.

Section Three: Students' Perceptions about Using the Writing Process.

Item 12:Do you have an idea about the process writing approach?

-Yes

-No

	N	%
Yes	72	72
No	28	28
Total	100	100

Table 12: Students' Knowledge about the Process Writing Approach.

It is observed from the table that seventy-two percent (72%) of the respondents have an idea about the process writing approach whereas the rest (28%) have no idea about this approach. These answers indicate that the majority of the respondents knows the process approach as a strategy based on the following stages: planning, drafting, editing, revising and publishing the final version (stage by stage strategy).

Item 13:Do you follow the sequence of planning, drafting, editing, revising and publishing?

-Yes

-No

	N	%
Yes	63	63
No	37	37
Total	100	100

Table 13 : Students' Rates of Following the Sequence of the Writing Process.

The replies given by the respondents to this question as demonstrated in the table above show that sixty- three(63) students follow the sequence of planning, drafting, editing, revising and publishing, whereas thirty- seven (37%) of them do not follow it. This high percentage reveals a clear indication that teachers of written expression course involve their students in following this sequence because of its effective role inhelpping students to produce well pieces of writing.

Item 14: Which sub process do you concentrate on?

a - Planning

b- Drafting

c- Editing

d - Revising

Responses	a	b	C	D	Total
Respondents	37	33	8	42	100
Percentages (%)	37	33	8	42	100

Table 14:The Sub Process that Students Concentrate on.

The students' responses on question fourteen(14) about the sub process that they concentrate on are as follows:Thirty-seven percent(37%) reported that they focus on the planning stage. This means that those students concentrated on generating and gathering their ideas. Thirty-three percent (33%) of them give more importance to the drafting of their thoughts and ideas. Forty-two percent (42%) of the respondents pay more attention to the revising or checking what they wrote while only eight (8) students who concentrated on the editing stage. In general, we noticed that the majority of students take into their considerations the planning, revising and drafting sub processes whereas the editing one is nearly excluded.

Item 15: In each case, say why?

The thirty-seven (37) students, who focus on the planning sub process, argued their concentration on that stage by helping them to gather and organize their ideas. It also allows them to simplify their work because planning is the basic step of any good work. Thirty-three students (33%) explained their choice of drafting by avoiding waste time. Furthermore, they claimed that drafting is an important step to reflect their ideas on the paper so that it is considered the heart of the process writing. The eight (08) respondents who concentrate on editing sub process said that it helps in omitting and editing the less important information , while the rest population i.e.forty-two percent (42%) reported their choice of revising by allowing them to check the information whether it is correct or not.

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

- Yes

- No

	N	%
Yes	88	88
No	12	12
Total	100	100

Table 15: Students' Involvement in the Writing Process.

According to the results shown in the table, we noticed that the majority of students i.e. eighty-eight percent(88%) do agree that following writing process would help them not only to better understand the material, but also to stimulate their thinking. This high percentage indicated that the process writing has an important role in improving students' writing abilities; especially, in the way of helping students to organize and revise their information.

Item 17:Do you want your teacher to act as:

a- Helper

b-Instructor

c-Supervisor

d-Guide

Responses	a	b	C	D	Total
Respondents	23	15	55	7	100
Percentages(%)	23	15	55	7	100

Table 16: Students' Views about their Teachers' Role.

It is revealed from the results obtained in the above table that fifteenpercent (15%) of the students wanted their teachers to act as instructors. This means that instructions help them to know how to use or to do something. Twenty-three percent(23%) of them said that the main role of the teacher is to be helper because they are not only needed for more explanation, but also for more extra information. Fifty-five students(55%), who preferred their teachers to act as supervisors, know the great importance of control and advice in learning the writing skill, while the rest seven percent (7%) viewed the guidance as a principal role for the teacher because it helps them to find the right ways or directions to go through. So, guidance is very necessary for students who follow different stages in order to achieve the final dra

2. Teachers' Questionnaire

2.1. Description of the Questionnaire.

The questionnaire was administered to seven teachers of written expression at Mohammed Kheider university of Biskra. The main objectives of the questionnaire are to gather data about the methods and strategies that teachers use in teaching this course. Besides, we wanted to know about their attitudes towards students' problems in writing. We also wanted to probe their views about the role of the process approach as a means of improving second year students' writing skill. The teachers' questionnaire contains twenty one items which are divided into three sections.

Section One: Background Information.

This section aimed to identify the teachers' professional background. The first question dealt with the teachers' degrees, while the other two questions dealt with the teachers' experience in the English language teaching in general and the written expression in particular.

Section Two: Teachers Perceptions of Writing.

The first question of this section aimed at identifying the teachers' views about teaching the writing skill and the difficulty in teaching writing in comparison to the other language skills. The second question of the writing section dealt with the components of the writing skill. The third question of this section explored the common problems that the second year students face in their writing. Question seven (7) sought to identify the teachers' views about the factors that are responsible for such problems, while the last question of the writing section covered the methods used in assessing students' compositions.

Section Three: The Writing Process.

The first question of this section dealt with the approaches that are used in teaching writing for second year students. The second and the third questions of the writing process covered the teachers' views about the stage that is more important in the process writing approach and the reasons behind such choice. The fourth question of this section explored the main role of the teacher in the writing process. Questions thirteen and fourteen (13-14) covered the teachers' views about the process approach and its prewriting strategies as a means used for improving students' writing skill. Questions fifteen and sixteen (15-16) dealt with the teachers' opinions about whether their students work with the prewriting strategies or not. Questions (from 17 to 20) investigated the teachers' opinions about whether their second year students draft, edit and revise their production or not. While the last question of this section dealt with the teachers suggestions as far as writing is concerned.

2. 2. Data Analysis

Section One: Background Information.

Item 01: What degree do you hold?

- a- BA(licence)
- b- Master
- c- Magister
- d- Ph.D (doctorate).

Responses	A	b	c	d	Total
Respondents	1	/	6	/	100
Percentages(%)	14,28	/	85,71	/	100

Table 17:Teachers' Degree.

All teachers are from Mohammed Kheider University and all of them have university degrees; six(6) teachers (85.71%) have MA (Magister degree), whereas fourteen point twenty-eight percent (14.28%) of them hold BA(licence degree). These results indicate that our sample is composed of two different degrees and this would be the cause of having different opinions and different answers.

Item 02: How long have you been teaching English?

- a- 2 years
- b- 5 years
- c- 7 years
- d- More than 7 years.

Years	Number	%
1 —————→ 5	2	28,57
6 —————→ 10	5	71,42
Total	7	100

Table 18: Teachers' Teaching Experience.

According to the results shown in the table above, the majority of the population are experienced teachers i.e. a percentage of seventy-one point forty-two (71.42%). They have been teaching English for more than seven years, whereas only two teachers (28.57%) who have an experience of five years. In general, this result indicated that our population has an acceptable experience. As a result, they have a good command of their job including the best ways in order to approach the tasks (the process approach).

Item 03: How long have you been teaching Written Expression module?

- a-2years
- b-5years
- c-7years
- e- More than 7years.

Years	Number	%
1 → 5	5	71,42
6 → 10	2	28,57
Total	7	100

Table 19: Teachers Experience in Teaching Written Expression Course.

Concerning the answers about the third statement of the first section, we observed that only two(2) teachers (28.57%) have an experience of more than seven years, while the rest of the teachers (5) i.e. a percentage of seventy-one point forty-two percent (71.42%) have experience from one year to five years. This rate reflected the small experience time when it comes to compare with the previous percentage. Generally speaking, those years of experience are enough to teach a course such as written expression. Thus, it may allow them to come out with some effective techniques and strategies.

Item 04: Rank, in order of difficulty the teaching of the four language skills

a-Listening

b-Reading

c-Speaking

d-Writing

Rank	1st		2nd		3rd		4th	
Skills	N	%	N	%	N	%	N	%
Listening	1	14,28	1	14,28	4	57,14	1	14,28
Reading	1	14,28	2	28,57	1	14,28	3	42,85
Speaking	0	0	4	57,14	1	14,28	2	28,57
Writing	5	71,42	0	0	1	14,28	1	14,28
Total	7	100	7	100	7	100	7	100

Table 20: The Teacher's Opinion about the Difficulty of Teaching the Language Four Skills.

The results on table 20 shown that five (5) teachers (71.42%) believed that writing is the most difficult skill to teach. Four (4) teachers (57.14%) considered the speaking skill as a second skill in difficulty to teach. After speaking, four(4) teachers (57.14%) viewed that listening is the third difficult skill to teach. Other three(3) teachers (42.85%) considered reading to be the last difficult skill to teach. These results shown that, knowing a language is being able to write it or speak it. So, teachers think that writing is the first skill and speaking as being the second one to be taught. All in all, complexity of the writing skill makes teaching writing a challenging task for the teachers so that they always seek for the effective techniques as the process writing approach in order to improve their students' writing abilities.

Item 05: Which skills do you think students should master before they can write?

a-Expression of ideas (content)

b-Organization of ideas (form)

c-Grammar

d-Vocabulary

e-Style and mechanics

Others, please mention them

.....

Options	N	%
a-Expression of ideas(content).	0	0
b-Organization of ideas (form).	0	0
c-Grammar.	0	0
d-Vocabulary.	0	0
e-Style and mechanics.	0	0
f-Others.	0	0
a+b	1	14,28
a+b+c+d	2	28,57
all of them.	4	57,14
Total	7	100

Table 21: Teachers' Perception about the Components of the Writing Skill.

Concerning the teachers' opinions about the components of the writing skill, we noticed that four (4) teachers (57.14%) recognized the need of the students to master all of these components in order to write skillfully. Only one teacher reported that, to master the writing skill, students have to be able to express and organize their ideas. Theother two teachers (28.57%) added the mastery of grammar and vocabulary to these two skills. None of them mentioned that the mastery of writing requires just one single skill. In fact, since all teachers are aware of the complex nature of writing, they stated that students have to master all the skills (expression of ideas, organization of ideas, grammar, vocabulary, style and mechanics) in order to be able to write skillfully.

Item 06:What are the common problems that the 2nd year students face in their writing?

a-Grammar

b-Vocabulary

c-Mechanics

Options	N	%
a-Grammar	0	0
b-Vocabulary	0	0
c-Mechanics	1	14,28
a+b	2	28,57
all of them	4	57,14
Total	7	100

Table 22: The Common Problems that the Second Year Students Face in their Writing.

As indicated in the table above, the majority of the teachers i.e. a percentage of fifty-seven point fourteen(57.14%) agreed that the second year students face all these problems (grammar, vocabulary, and mechanics). In grammar, teachers discover the problem through the grammatical errors that students make in their writing. In vocabulary, most of them have lack of new words (poor vocabulary). Concerning the problems in mechanics, most of them have a great problem especially with the misuse of some punctuation marks.

Item 7: Which of the following do you think that is responsible for such problems?

a-Lack of practice

b-Lack of guidance

c-Lack of reading

Responses	a	B	c	a+b	Total
Respondents	/	/	1	6	7
Percentages(%)	/	/	14,28	85,71	100

Table 23:Factors Responsible for Students' Problems.

From the results obtained in the table above, we noticed that only one teacher (14.28%) viewed the lack of reading as the main factor that is responsible for their students' problems. This means that reading is very important in order to acquire new ideas, vocabulary...etc. Thus, the more students read the more they produce good pieces of writing, while the majority of population seen the lack of practice and reading as main factors for their students' problems. This shown that the extensive practice of language help students to become better users of it. All in all, the more students practice the more they will be accustomed to discover their faults.

Item 08: Which one of the following methods do you use in assessing your students' compositions?

- a -The Analytic Method (using scoring procedures).
- b - The Impression Method (the total impression of the essay).
- c -The Error-count Method (deducing marks according to the number of errors).

Responses	A	b	c	Total
Respondents	4	2	1	7
Percentages(%)	57,14	28,57	14,28	100

Table 24 : Methods Used in Assessing Students' Compositions.

The teachers were to some extent unified in agreeing about the method they use in order to assess their students' written productions. Statistically, four(4) teachers(57.14%) use the analytic method. This means that they rate the production on several aspects as content, organization, cohesion, vocabulary, grammar, or mechanics depending on the purpose of the assessment. Two teachers (28.57%) follow the impression method. In this case, they give a single score to the production based on the overall impression of it. Only one teacher uses the error- count method. This means that the assessment based on the number of mistakes made on each paper. These results indicated that the analytic method is the widely used method because of its effective role in allowing students to see their areas of weaknesses.

Item 09:How do you teach writing for second year EFL students?

- a- Give writing task and ask directly for the final product (the product approach).
- b- Give a writing task and follow the students through the different stages of writing (the process approach)
- c-Use the genre approach
- d- Others, please specify

.....

Responses	a	B	c	D	Total
Respondents	1	3	1	2	7
Percentages(%)	14,28	42,85	14,28	28,57	100

Table 25:Teachers' Approaches to Teaching Writing.

According to the teachers' responses to these questions, we noticed that six percent(6%) of them teach writing skill through the process approach: Three teachers (42.85%) solely rely on it, and two other teachers (28.57%) use it together with other strategies. Only one teacher seems to be using the genre approach. The answers also revealed that only one teacher uses both the product and the process approach in teaching writing.In the latter case, the respondent reported that the choice of the approach depends on the kind of activity.

The two teachers who added extra strategies, mentioned: giving pictures or other visuals and asking students to develop a piece of writing (guided), imagining or completing a story(free writing), giving an individual task to check the personal understanding and using a collective tasks to cooperate together and exchange ideas.In general, these results indicated that the majority of teachers go with their students stage by stage and accompany them with other techniques in order to improve and promote their writing abilities.

Item 10: In the process of writing, which stage do you think is more important

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

Options	N	%
a-Planning	2	28,57
b-Drafting	0	0
c- Revising.	0	0
d-Editing	0	0
e-Others	0	0
a+ c	1	14,28
all of them	4	57,14
Total	7	100

Table 26: Stages of the Writing Process.

The above table 26 shown that the majority of teachers i.e. a percentage of fifty-seven point fourteen (57.14%) give importance to all the stages (planning, drafting, revising, and editing). Other two teachers (28.57%) think that planning is the most important stage in the process writing. Only one teacher (14.28%) views both planning and revising as the most important stages. As a general fact, the effectiveness of the process writing is based on the sequence of these stages so that most of the respondents give importance to all of them.

Item 11: In each case, please say why?

The four (4) teachers who give importance to all the stages argued their answers as follows: first, planning is important in order to put hints and framework of the topic.

Second, drafting is made to gather and put the information naturally on the paper. Third, revising is to read and check what you have written. Fourth, editing is made to make the self evaluation before publishing the final version. In this light, we conclude that all the stages are important and complete each other.

Item 12:What do you think is the main role of the teacher in the writing process?

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

Options	N	%
a-Facilitator	0	0
b-Observer	0	0
c-Controller	0	0
d-Supervisor	0	0
a+d	4	57,14
b+c	2	28,57
b+d	1	14,28
Total	7	100

Table 27: The Teachers' Main Role in the Writing Process.

In the question related to the teachers' main role in the writing process, the majority of teachers i.e. a percentage of fifty-seven point fourteen (57.14%) informed that they assume the role of supervisor and facilitator at the same time. This means that they not only clarify to their students how to go through these stages, but also they guide them during each stage of the writing process. Only two teachers (28.57%)

preferred to play the role of an observer and controller. It is indicated that through these roles they can recognize their students' weaknesses in writing. One teacher has chosen to be observer and supervisor at the same time. As a general fact, the writing skill concerns as individual process that focuses on the level of each student so that the teacher's role depends on the students' individual needs. All in all, the main role of the teachers is to help students to improve their writing abilities.

Item 13: What do you think about the use of the process approach as a means of improving learners' writing skill?

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

Responses	A	b	c	Total
Respondents	5	2	/	7
Percentages (%)	71,42	28,57	/	100

Table 28: The Process Approach as a Means of Improving Learners' Writing Skill.

As indicated in the table above, the majority of population, more than seventy percent (71.42%) claimed that the use of the process approach is very important in improving learners' writing skill. Only two teachers (28.57%) reported that it is an important means. These results indicated that whenever the teacher uses the process approach whenever the feedback is convincing. It means that this technique helps to improve the learners' writing capacities.

Item 14: Do you think that prewriting strategies can help students to make good pieces of writing?

- Yes
- No

	N	%
Yes	7	100
No	0	0
Total	7	100

Table 29:Prewriting Strategies.

The answers revealed that all of the respondents (seven teachers) viewed the prewriting strategies as an important means that help students to make good pieces of writing. This is because of its effective role in helping students to generate and organize their ideas, to make connections among these key ideas and finally, to get students close to the topic.

Item 15:Do your students work with this strategy?

-Yes

- No

	N	%
Yes	3	42,85
No	4	57,14
Total	7	100

Table 30:Teachers' Opinions about Using the Prewriting Strategies.

Through the statistics above, we observed that the majority of teachers i.e. a percentage of fifty-seven point eighty-five (57.85%) said that their students do not work with the prewriting strategies. Three teachers (42.85%) informed that their students use this strategy. These results indicated that students go directly to write on the paper without going through the prewriting strategies as: brainstorming, listing, asking wh questions...etc.

Item 16: If no, say why?

The four (4) teachers who said No in the previous question confirmed their answers as follows: most of students pretend that it is a waste of time. Besides that they are not accustomed to use it. In short, they do not use the prewriting strategies only if they are imposed to do it.

Item 17: Do all your students make the first draft or do they jump directly to the final version?

-Yes

-No

	N	%
Yes	3	42,85
No	4	57,14
Total	7	100

Table 31: The Use of the Drafting Paper.

The teachers' responses on question seventeen (17) about the use of the drafting paper are as follows: fifty-seven point fourteen (57.14%) of them said that their students do not make the first draft. The rest confirmed that their students draft when they are writing. Generally speaking, this means that the majority of students neglect the drafting stage, in that they prefer to go directly to the final version. So, they produce disorganized and mixed up ideas because one missing stage in the writing process means which you will find yourself at the starting point.

Item 18: If no, please say why?

The teachers, more than fifty-seven point fourteen (57.14%) who said No in the previous question argued their replies as follows: most of students are used to the product approach and they find it time consuming to go through the drafting stage. They also reported that their students are in hurry because of time allotted (ninetyminutes).

Item 19:Do students edit and revise their production to make sure that it is all right before they submit it?

-Yes

-No

	N	%
Yes	1	14,28
No	6	85,72
Total	7	100

Table 32: Editing and Revising.

As demonstrated in the table above, we observed that the majority of the respondents i.e. eighty-five point seventy two (85.72%) reported that most of students do not edit and revise their papers before they submit it. The remaining confirmed that their students edit and revise their papers in order to make sure that it is all right before they submit it. Generally, these results confirmed that the editing and revising stages are nearly neglected by the second year students that is why that their teachers find plenty of mistakes; especially, in grammar, spelling and punctuation.

Item 20:If no, say why?

From the replies given by the teachers, we noticed that most of students argue that time was not enough in order to strictly follow such stages as editing and revising.

Item 21: What do you suggest as far as writing is concerned?

This question was asked for the sake of providing students with different advice that can help them to improve their writing abilities. Teachers reported valuable suggestions which will be mentioned as follows:

As a starting point, they suggested that the students should make more reading and they have to practice as much as they can. In addition, they advised students to ask for their teacher's help whenever needed and use dictionaries whenever they doubt about the spelling of a word. Furthermore, they claimed that writing should not only be

taught as a distinct module. It should be integrated with other modules of licence degree, i.e. writing practices should be included in linguistics, literature, culture of language, ESP. They also suggested including more activities on reading comprehension, using group work, and making correction on the board. To sum up, writing is a skill not a gift as all the teachers said that it can be improved through extensive reading, practice, and collaboration between teachers.

Conclusion

This chapter is concerned with getting real data about students' attitudes and opinions and teachers' perceptions concerning learning and teaching writing skill, as well as, about implementing the process approach as a means of improving students' writing abilities. The data was gathered through administering questionnaires to both teachers and students. Students' questionnaire is distributed randomly to one hundred (100) students of second year LMD at Mohammed Kheider university of Biskra. Teachers' questionnaire is administered to seven (7) teachers of written expression course. After having analyzed the questionnaires, we have found that both teachers and students have great interest towards working with the process writing and its positive effects in developing the writing skill. So, the interpretation of the questionnaires appeared to be with the direction of our hypothesis.

General Conclusion and Implications

This study attempted to investigate the role of the process approach in improving second year LMD students' writing skill. The aim then is to determine whether students' writing abilities would be improved when teachers apply the process approach.

To reach this aim, we started by theoretical review composed of a chapter concerning the writing skill: It describes its nature, its purposes, the differences between writing and speaking, the relationship between writing and reading, types of writing, and the writing context (formal and informal writing). It also deals with the current approaches in teaching writing, methods used in assessing students' compositions. Throughout the whole chapter, we tried to highlight two main facts. First, compared to the other skills writing is the most difficult to teach and to learn. Second, assessing the students' written production is not an easy task for the teachers because it requires a long process and a long time.

In the second chapter, we presented the process approach in relation to the teaching of writing. We first introduced its historical overview, its definition, its models and finally, the different stages that writers go through in order to produce a piece of writing. We concluded this chapter by making a relationship between process approach and teaching writing through stating the most recursive stages that direct students from generating ideas to publishing the final draft.

The second part of this dissertation was devoted to the field work which is in turn divided into two chapters: students' questionnaire, its description and its analysis; and teachers' questionnaire, its description and its analysis. The results obtained from the questionnaires help us in presenting some pedagogical recommendations. We concluded this chapter by confirming the hypothesis for the two chapters of the field work.

All in all, the results obtained from this study cannot be generalized on the whole population for the following reasons. The first one is the number of the sample which did not reflect all the characteristics of the population. The second reason is the nature of the research itself because it is concerned with teaching the most difficult skill (writing) through the process approach. It is difficult because in learning writing and

using the process approach other variables such as personality and past experience may influence learner's written production.

After having analyzed the data gathered through administering questionnaires to both teachers of written expression and students of second year LMD at Biskra University, we will try to suggest some implications concerning teaching and learning writing. First, Teachers should devote enough time to each stage of this approach. Second, they should advise students not only to read extensively at homes, but also to record their daily events (diaries). In addition to decrease the difficulty of learning writing, teachers should provide students with weekly homework. That is the more students practice the more they improve their writing abilities. Furthermore, teachers should try to implement grammar course in written expression activities. This means that writing should not only be taught as a distinct course, but also integrated other courses such as grammar.

Before getting students to write, teachers should encourage them to follow these two main points. Firstly, they should think about the topic in order to give a plan for the content. Furthermore, they should take into their consideration not only the content, but also the purpose behind their writing as well as the audience for whom they write. In order to help students follow the sequence of planning, drafting, editing and revising, teachers should accustom them to go through these stages by making an extensive team works because working together enable them to share ideas, to make suggestions for changes, and finally to produce a well formed piece of writing. All in all, Teachers should select interesting topics that fit students' needs, age, personality, and social status. They also should encourage them to check dictionaries whenever they face difficult words because this strategy of teaching helps them to be familiar with new words.

Chapter Two: Teaching Writing Using the Process Approach

Introduction

The language teaching field has witnessed the emergence of various approaches which have risen, either as an extension or a reaction to previous ones. In this chapter, we will try to discuss one of those approaches which are the process approach. Firstly, we will start with its historical background, its definition and its models. Then, we will introduce the main strategies that writers use to generate their ideas. Finally, we will explain the different stages that writers go through in order to produce a piece of writing.

1. An Overview on the Writing Process Approach

Over the last 30 years, most of the studies focused on the written products that students composed. Researchers, writing teachers and methodologists, realizing that this focus on product did not take into account not only the act of writing itself, but also the practical needs of each student. Thus, they began to investigate about the process of composing texts. (Raimes 1985; Shaughnessy 1977; Silva 1990; Zamel 1983, 1987) point out:

This shift in focus has enabled us to perceive writing as a process of creating, discovering and extending meaning rather than a process of putting down preconceived and well-formed meaning. (qtd. in Freeman & Richards, 1996, p.97)

In this context, researchers shift their attention from imitating model texts to the way of producing a piece of writing. Thus, they changed their direction from producing purely grammatical patterns to the following highly cognitive process. This leads to the birth of new trend in teaching the writing skill which called the process approach.

Tribble (1996) defines the process approach as an approach to teaching writing which stresses the creativity of the individual writer because he is an independent producer of the text. Moreover, this approach is mainly focused on different stages that writers go through in order to publish the final product.

According to Zamel (1982), several researchers and writers as Murray (1978), Perl(1980), Sommers (1980) and Rose (1980) made studies of the composing process of their students, but Emig's (1971) classic study 'think aloud' represented one of the first attempts to investigate what writers do when they compose. Her findings shown that writing involved a continuing attempt to discover meaning which is the main feature of the writing process. So that, the latter entails several stages that interact together and repeatedly in order to create, discover and extending meaning.

2. Definition of the Writing Process Approach

Because of the complex nature of writing, English language teachers have always tried to improve students' writing abilities by using the best ways for approaching the skill. The process writing approach is one of the main approaches that is largely used for teaching writing. Harmer (2004) describes the process writing as a way that writers follow in order to compose well formed texts. It is recursive and may involve many changes of directions while the writer changes between the different stages.

Tribble (1996, p.37) suggests that the process writing approach stresses on "...writing activities which move learners from the generation if ideas and the collection of data through to the' publication 'of a finished text". In this context, he explains that writers must go through different stages in order to produce a piece of writing which are prewriting; composing/drafting; revising; and editing. (qtd. in Harmer, 2001, p.258)He also sees the process writing as a complex and cyclical process in which writers may loop backwards and move forwards between these various stages. While White and Arndt (1991) view the process writing as an interrelated set of recursive stages which include:

- Drafting
- Structuring (ordering information, experimenting with arrangements, etc.)
- Reviewing (checking context, connections, assessing impact, editing)
- Focusing(that is making sure you are getting the message across you want to get across)

- Generating ideas and evaluation (assessing the draft and /or subsequent drafts).(qtd. in Harmer,2001, p.258)

Fellag (2004) stated the different steps that the writer may need to repeat as he /she writes, rethink, and rewrite:

- Getting ideas.
- Organizing ideas.
- Writing the first draft.
- Revising the content and the organization.
- Editing for language errors.

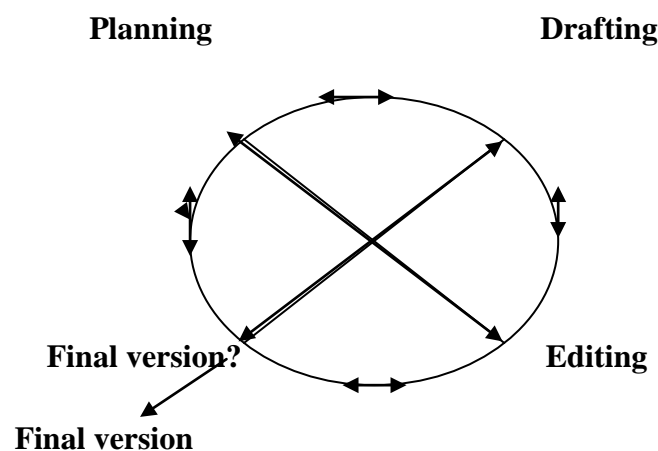


Figure 01: The Process Wheel (Harmer, 2004, p. 06).

The process wheel indicates the directions that writers follow either backwards or forwards around the rim or going up and down the wheels spokes. We can not say that this model reach its highest point, only if the writer ends up his final draft.

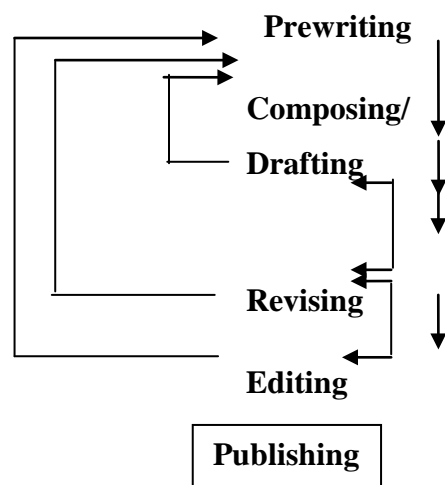


Figure 02: The Writing Process (Tribble, 1996, p. 39)

This figure shows the process writing not as a linear process but as a dynamic and unpredictable one (recursive process). It means that at any step in the preparation of a text, writers can loop backwards or forwards between these recursive stages.

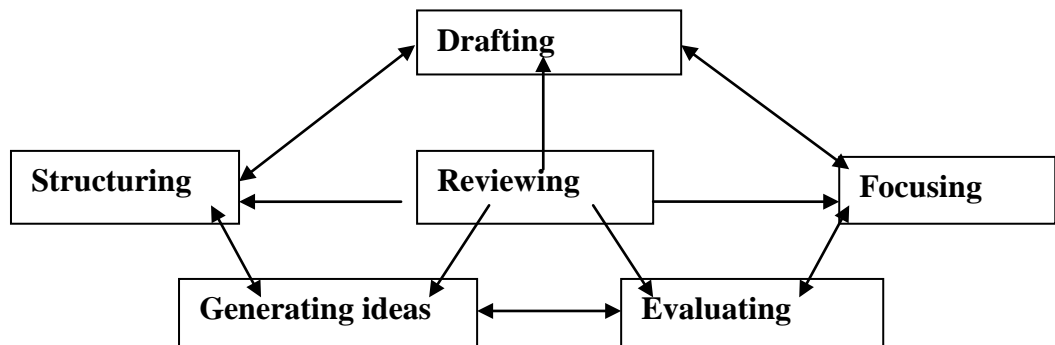


Figure 03: White and Arndt's Process Writing Model (Harmer, 2001, p.258).

Through this model, White and Arndt describe the process writing as an interrelated set of recursive stages which are: drafting, structuring, reviewing, focusing, and generating ideas and evaluation.

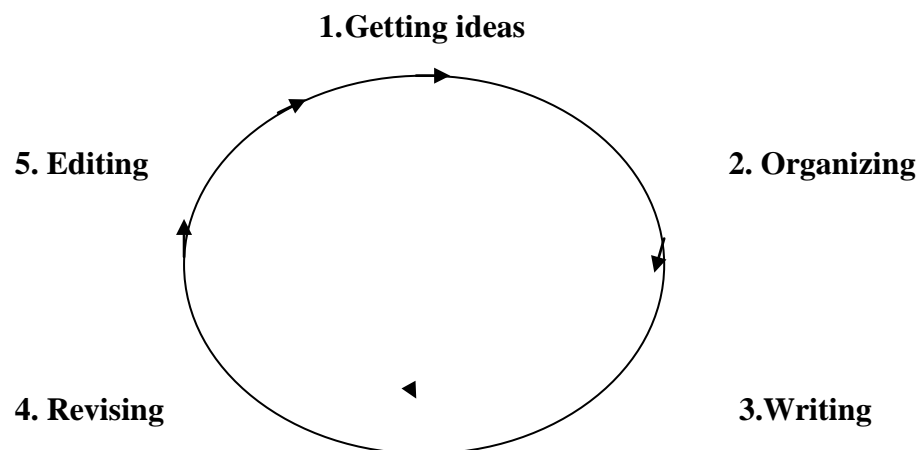


Figure 04: The Writing Process (Fellag, 2004, p.10)

This model also describes the process writing as a recursive process which includes the following steps: getting ideas, organizing, writing, revising and editing. During each step, the writer needs to write, repeat and rethink of his ideas.

3. Models of the Writing Process Approach

In order to distinguish between skilled and unskilled writers and to describe the factors that influence on the writing process, researchers have proposed models that describe the cognitive functions involved in this process. These models are mainly interested in both mental activities involved in writing and sources of knowledge that writers use. As a general fact, these models are based on L1 writing and have important implications for L2 instructions. The three widely used models are Hayes and Flower (1980), Bereiter and Scardamalia (1987) and Hayes (1996).

3.1. Hayes and Flower (1980)

According to Weigle (2002), it is considered an early and influential model because it was the first model that introduced the writing process as a recursive process rather than a linear one. This means that its stages can interact with each other throughout the writing process. In this context, Hayes and Flower's model is more effective in teaching writing than providing students with model texts and asking them to imitate it. The description of this model is maintained in the following figure.

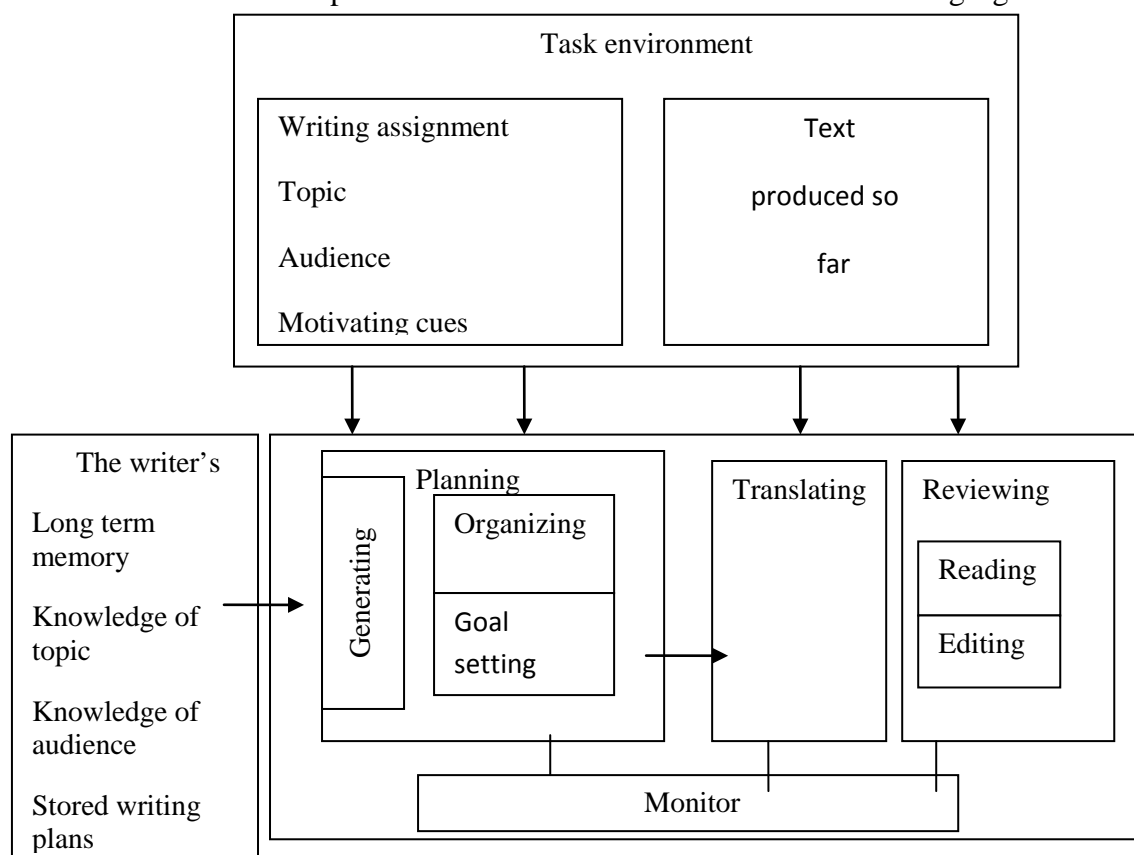


Figure 05: The Hayes-Flower (1980) Writing Model. (Weigle, 2002, p.24)

The Hayes-Flower writing model (1980) described the writing process in terms of the task environment, which included the writing assignment and the text produced so far, the writer's long-term memory, which included the knowledge of topic, knowledge of audience, and stored writing plans, and a number of cognitive processes, including planning, translating thought into text, and revising.

3.2. Bereiter and Scardamalia (1987)

Bereiter and Scardamalia's (1987) model of writing propose two model description of writing which are interested in making the distinction between skilled and unskilled writers in terms of their writing abilities. In order to make this distinction, Bereiter and Scardamalia propose making a difference between what they called the knowledge telling and the knowledge transforming. In the process of knowledge telling, writers use their mental representation of the writing assignment to call up both content knowledge and schema for the type of discourse required by the assignment.

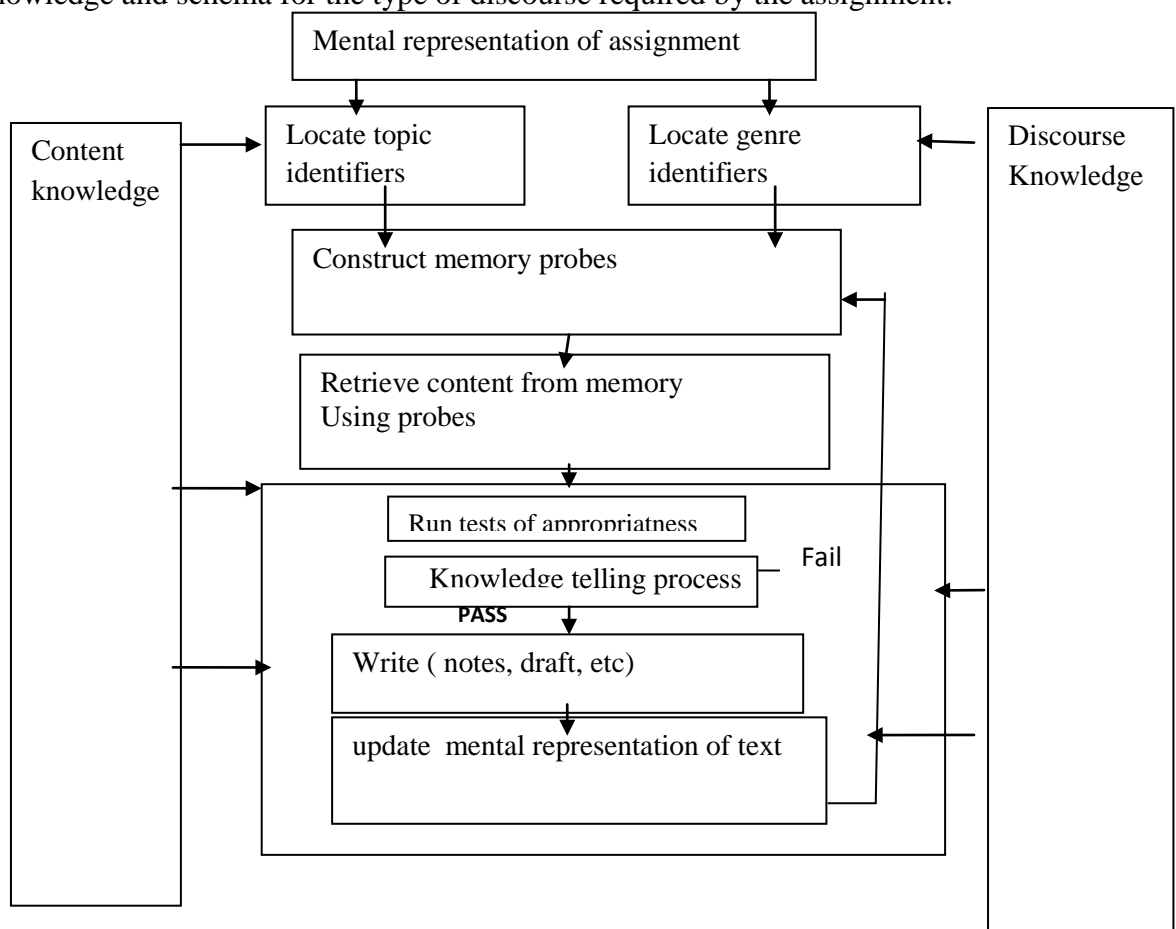


Figure 06: Structure of the Knowledge- Telling Model(Bereiter and Scardamalia,

1987). (Weigle, 2002, p.33).

While knowledge transforming is achieved after a long practice, thus it requires much effort and skill. In the process of knowledge transforming involves both problem analysis and goal setting, which lead to problem solving activities that are related to issues as belief and knowledge (content problem space) or issues on how to best achieve the goals of the writing assignment (rhetorical problem space). Weigle (2002, p.12) states: "In the words of Bereiter and Scardamalia, there is a 'two- way interaction between continuously developing knowledge and continuously developing text'. The solutions to the rhetorical and content problems become the input for the knowledge-telling process, during which the actual written text is produced.

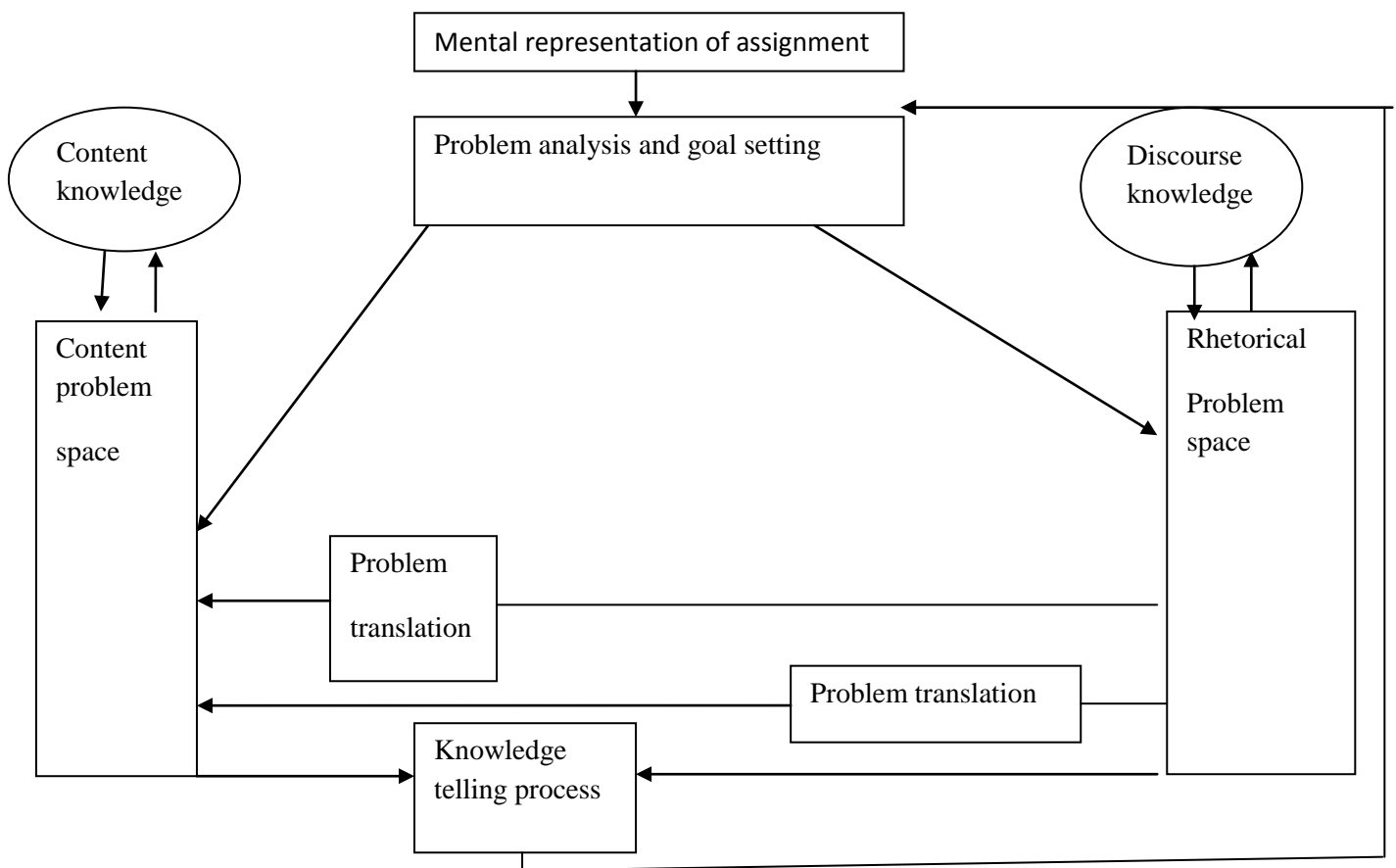


Figure 07: Structure of the Knowledge- Transforming Model (Bereiter and Scardamalia, 1987) .(Weigle, 2002, p.34).

3.3. Hayes (1996)

According to Weigle (2002), it is an updated version of the Hayes-Flower model. It describes the writing process as composed of two main parts: the task environment and the individual. The task environment in itself is divided into two types: the social environment and the physical environment. The first type is composed of the audience for whom the writer is going to write, as well as any collaborators in the writing process. While the physical environment contains the text written so far.

The focus of this model is centered on the individual rather than the task environment. Individual aspects of writing entail interactions among four components: working memory, motivation and affect, cognitive processes, and long-term memory. Hayes' model of working memory is a modification version of Baddeley's (1986) conception of working memory. It is composed of three components: phonological memory (auditory/verbal information), visual-spatial sketchpad (visually or spatially coded information), and semantic memory (conceptual information).

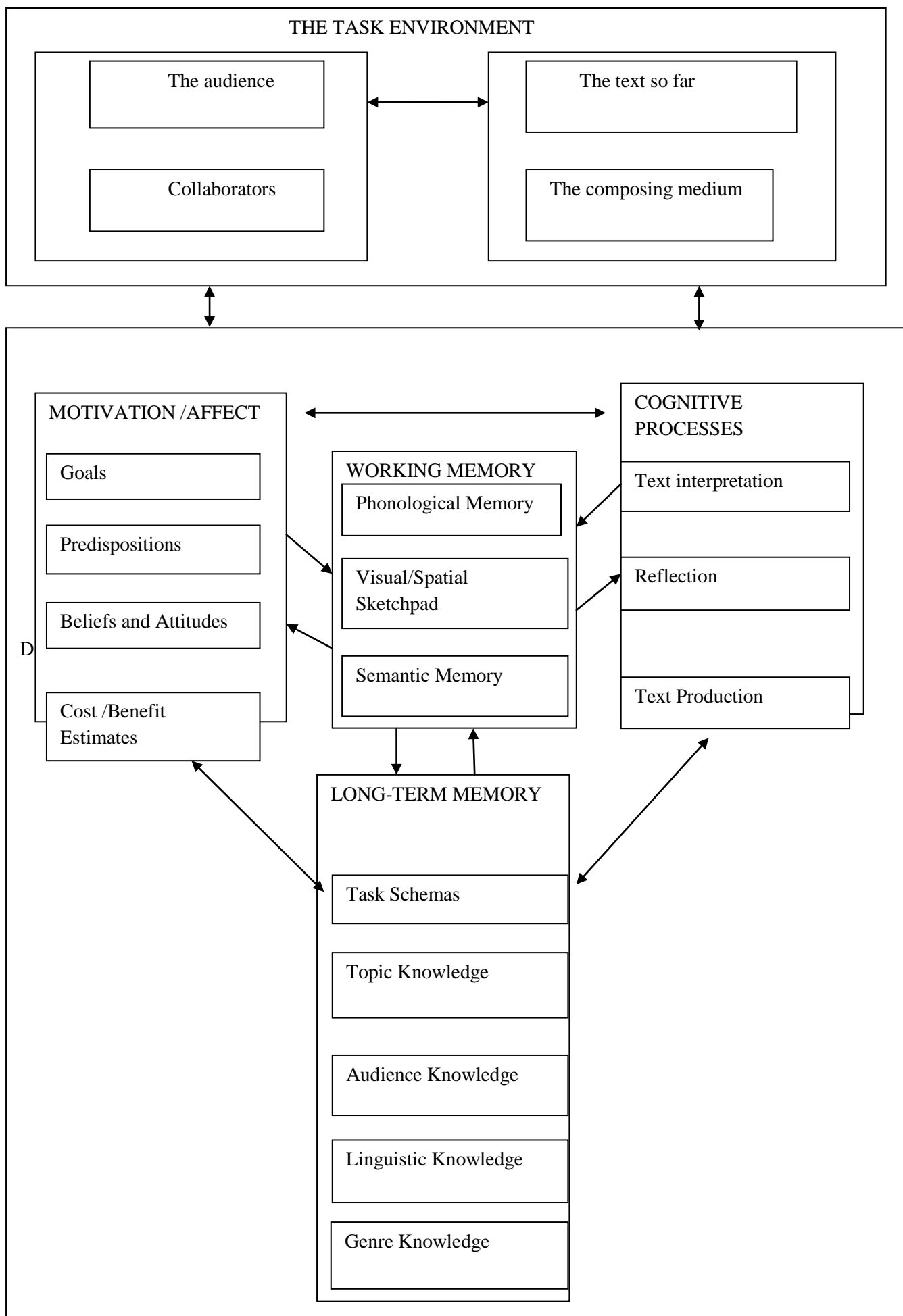


Figure 08: The Hayes (1996) Model (Weigle, 2002, p.26).

Concerning motivation and affect component, such factors as: a writer's goals, predispositions, beliefs and attitudes play an important role in influencing not only the way a writer goes about the task of writing but also the effort that will be put into the writing task. The third individual component in Hayes model is concerned with the cognitive processes. It consists of text interpretation, reflection, and text production. Weigle (2002, p.25-26) defines these components by starting with the text interpretation as: "the process by which internal representations are created from linguistic and graphic input. Reflection by which new internal representations are created from existing internal representations. Finally, in text production, new linguistic (written or spoken) or graphic output is produced from internal representations."

Weigle (2002) states that all of these components are involved in both drafting and revising stages. Concerning the first component which is the text interpretation, it includes listening, reading, and scanning graphics. In text interpretation, Hayes gives an importance to the reading as a central process, in which the writer can read and evaluate his text critically to detect the possible problems and to discover the potential improvements.

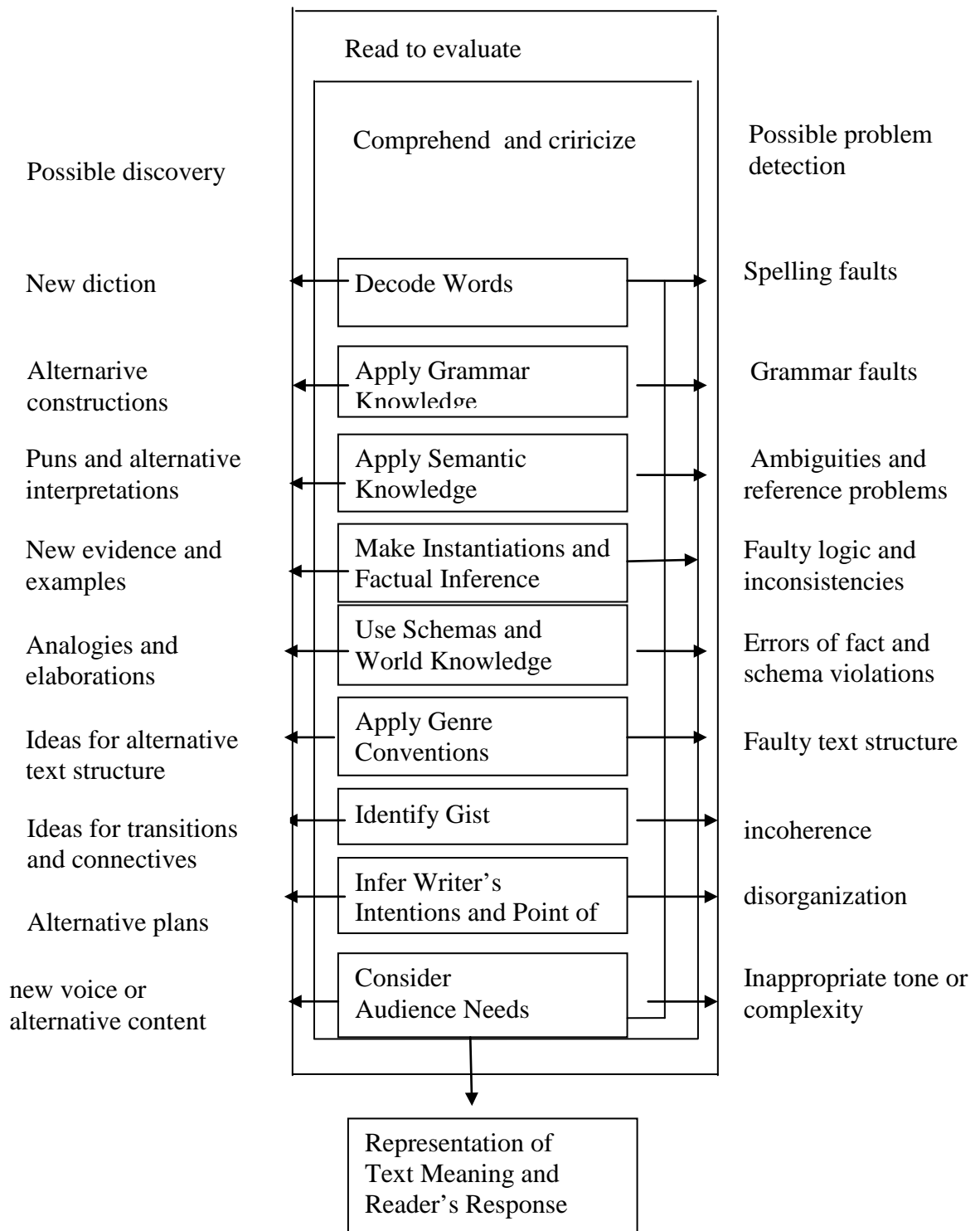


Figure 09: Cognitive Processes in Reading to Evaluate Text (Hayes, 1996).

(Weigle, 2002, p.27).

The last component in Hayes' (1996) model is concerned with long-term memory. According to Weigle (2002), it is the place in which all the information and knowledge that is relevant to the writing task are stored. It includes: schemas, topic knowledge, audience knowledge, genre knowledge, and linguistic knowledge. According to Weigle (2002, p.28), task schemas are defined as: "a packages of information stored in long-term memory that specify how to carry out a particular task". It incorporates information about task goals, the processes necessary for accomplishing the task, how to sequence the processes, and how to evaluate the success of the task.

4. Stages of the Writing Process Approach

In order to produce a good written product, teachers should engage students to go through the recursive stages of the process approach which are prewriting, drafting, editing, revising and publish.

4.1. Prewriting Stage

Before beginning to write the first draft, students have to go through a stage which called the prewriting stage. They do not pay much attention to what is written down because this stage is just considered as a warm up activity for the brain. According to Hedge (1988), prewriting activities are described as: "before putting pen to paper, the skilled writer in real life considers two important questions what is the purpose of this piece of writing? And who am I writing this for?" (qtd. in Tribble, 1996, p.103)

Brown and Hood (1989) support going through the prewriting stage. They emphasized that most of the writing requires some preparation but the time spent on this preparation and what you conveyed onto the paper depends on who you are writing to (reader), why you are writing (purpose), what you are writing about (content) and where you are, how much time you have, how you feel (situation).

4.1.1. Prewriting Strategies

Before going to write about any topic, we must not only generate ideas but also organize and make connections among them. Several techniques used in order to build a strong basic for such production are as follows: brainstorming, free or speed writing, mapping, asking wh questions and listing.

4.1.1.1. Brainstorming

One of the most important strategies for generating ideas and information is brainstorming. This technique is also called listing. It is defined by Dornan and Dawe (2004) as a creative way to write out your thoughts. Brainstorming strategy starts by concentrating on the problem and then quickly write down your associations. During this stage, writers or learners must jot down their ideas with enough details in order to review them later on.

Brown and Hood (1989) say that brainstorming means you ‘storm’ or search your brain for ideas. In this stage, writers have to

- Write their ideas down very quickly. They don’t have to be in English.
- Don’t worry about their usefulness.
- Don’t worry about neatness and correctness.

Galko (2001, p.20) describes brainstorming as a one of the prewriting techniques that helps the writer to gather quickly any kind of useful information or ideas that later on he can use them. In this scope, He says:

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

4.1.1.2. Free or Speed Writing

Like all prewriting strategies, free writing plays an important part in the process of composing a piece of writing. This technique is valuable during any part of the information gathering phase. Galko (2001) defines free or speed writing as to write all of your thoughts that are related to the given topic without taking into your consideration its appropriateness to the topic or its grammatical correctness. During this

stage, writers have to write anything without reading or stopping because later on they will gradually try to associate one bit of information with another.

While Fellag (2004, p.10) sees free writing as:

Writing whatever comes into your mind about a topic in order to get ideas. When you free write, you write without stopping. You don't stop to correct your grammar or spelling; you let your ideas flow onto the page.

In this turn, Leki (1998) gives another clarification for free writing technique by dividing it into two types. The first one may help you to empty and to clear your mind when you are not concentrated. The second type of free writing helps you begin to explore your ideas on a subject. Furthermore, it allows you to decide what aspect of the subject you wish to explore.

According to Brown and Hood (1989), free writing means warm up activity to get you writing freely. In this prewriting stage, writers have to

- Limit the time (only two minutes)
- Write as much as possible they can about the given topic.
- Write anything with nonstop.
- Keep writing until the time is finished.
- Don't take into their account the spelling and grammatical correctness.

Starkey (2004) thinks that free writing is the well known prewriting technique. It works when you handed a topic, you must come up with every single idea about it but you cannot avoid them as an essay. Free writing functions as a development tool, nurturing isolated ideas into a well formed composition.

4.1.1.3. Mapping (Clusters and Branches)

When you start writing, different ideas come across your mind and it makes you confused. Thus, the technique of clustering can help you to make connections among key ideas. From the point of view of Galko (2001), Mapping is also called clustering or webbing. To map your ideas, it means to make a visual diagram about your topic. In

general, the topic is circled in the center of the page, while the major ideas are arranged around the topic in orbits and connected by lines.

Lyons and Heasley (2006, p.73) say that “clustering is valuable for understanding the relationships between the parts of a broad topic and for developing sub-topics “. To make a useful clustering, writers have to follow the following steps:

Step one: Write down your topic in the center of the page and draw a circle around it.

Step two: Write down the main parts of the topic and draw a smaller circle around each one.

Step three: Each main part circle must be surrounded by any details, examples or facts.

Step four: Connect your ideas by lines in order to show that one idea has a close relationship with the next one.

Step five: Clustering should help you to tell if the information you have clustered is sufficient for developing an essay or you need to search for additional information.

Starkey (2004) explains the term of mapping as graphic (visual) organizers that allow you to investigate the relationships between a number of diverse ideas and concepts. This strategy begins by writing what you have determined to be your problem in the middle of the page. Draw a circle around it and then add subtopics or related ideas around the main topic without judging yourself during this prewriting stage.

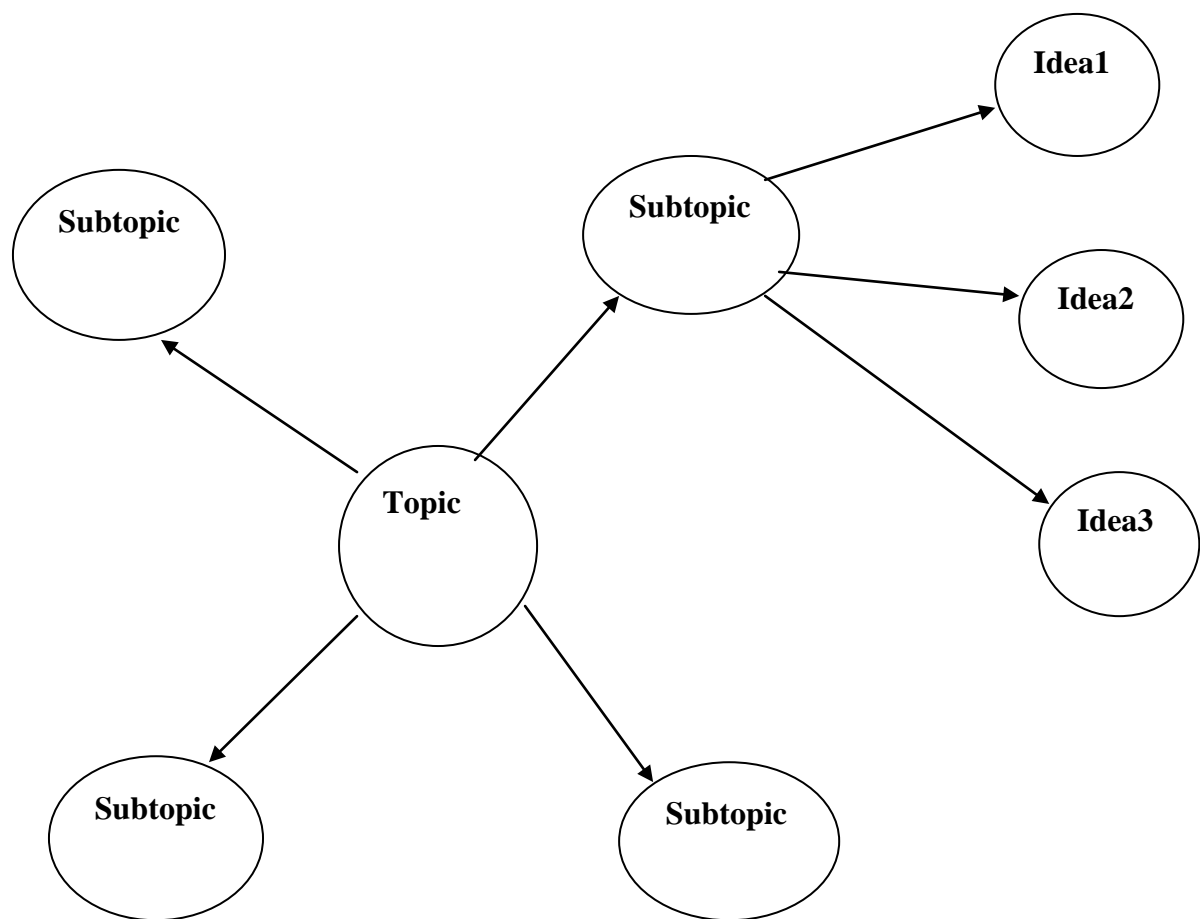


Figure 10: Brainstorming and Clustering (Lyons& Heasley, 2006, p.73).

4.1.1.4. Asking Wh Questions

Asking wh questions as who, what, where, when, why, and how is another technique used to generate ideas. Generally, this strategy is useful for longer pieces of writing as newspaper articles as well as for producing compositions. Galko (2001) shows that this strategy is a way of getting you close to your topic. You are the one who both asks and answers the following questions who, when, where, what, why, and how.

Leki (1998) states that this technique is useful for helping students to clarify exactly what subject they are going to discuss and is also good for finding details about the topic. Asking these questions may help the students to view the problem from different perspectives.

4.1.1.5. Listing

In general, listing is all about writing some words or hints that you will develop later on into simple or complex sentences, this will help you to find out what you know about the topic and anything related to it. Starkey (2004) states that listing contains various individual thoughts or ideas that make a sense in particular order or ideas that are linked to gather by association with the previous ones.

Leki (1998) says that listing is faster than free writing but operates on the same general principle. Listing means to write down everything that is related to your topic in the form of words or quick phrases. It is particularly useful for getting examples or specific information about the subject.

4.2. Drafting

The second stage in the writing process is called drafting. After using the prewriting techniques, writers get directly to the first draft. The latter is considered the basis you will build on your final piece of writing. Galko (2001) defines drafting as a means to make a rough of your writing. During this stage, you can make notes to come back later on in order to change a particular point or to add some details, facts, or information. In addition to that, there is no need to check the writing conventions because it is just a first version of your paper. Most interestingly, a rough draft is considered to be the foundation for your final production.

Harmer (2004) argues that we can refer the term of drafting to the first version of a piece of writing. This stage is based on the assumption that what is written can be changed or modified later on. So, writers produce a number of drafts on the way to the final one.

Brown and Hood (1989) say that the drafting stage is where you really begin writing or getting words onto paper. At this stage, students should not worry about spelling, grammar, punctuation or the best wording. In general, there is no one way to do drafting because some writers make a few changes as they draft, others make changes constantly and others leave all changes until the end of the first draft. At the first draft stage, it is useful to take into your consideration the following points:

- Make changes on the blank line above your writing.
- Leave a wide margin for rough wording, comments, etc.
- Cross out rather than use typing fluid or a rubber because you may need the original words if you change your mind again.

4.3. Editing

After getting the first draft, the next stage is to edit your paper from different angles as spelling, grammar, and punctuation. Harmer in his book '*How to Teach Writing*' (2004) suggests that when writers produce the first draft, they need to read it in order to check where it works and where it does not. Perhaps the order of information and the way on which are written is ambiguous. They may use a different form of words for a particular sentence or they may write a new introduction at all.

According to Smith (2003, p. 14) point of view, editing is "once you complete proof reading you will probably need to cut words out of your piece in some places and more material in other places. Repetitive words or phrases and awkward sentences can be edited".

Leki (1998) says that reading the draft carefully and many times is the best way to look for any possible mistakes whether in grammar, spelling, or punctuation. Starkey (2004) adds another view about editing; he says that when you edit your writing, you need to go deeper through each paragraph of your essay. Writers should try to re-read the draft once more in order to verify the sentences and the words that comprise them. Hedge (1988) says : " Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation and grammar until later". (qtd. in Tribble, 1996, p.115).

4.4 Revising

In order to get sure that your composition is correct and acceptable, you have to revise it carefully. Revising is an integral part in the writing process so that you should give it some time and attention in all your writing. This stage may happen while you are drafting or after you have finished the draft. According to Brown and Hood (1989), the

revising stage is where you check that you have said what you wanted to say in a clear and appropriate way. To revise a piece of paper effectively, writers should take the following points into consideration:

- Revising is the most important stage in the writing process.
- It involves checking the content and the purpose that are clear and appropriate for the reader in a particular writing situation.
- In addition to checking the writing conventions, it involves arranging, changing, adding, leaving out words, and so on.

For Starkey (2004) revising means to look at your entire essay with fresh eyes and ears in order to check if each part of the essay needs an improvement or not. Galko (2001) suggests some steps that the writer can follow in order to revise his paper. Firstly, he should read the paper carefully as he is one of the intended audiences. Then, he decides what must be done to his draft and finally makes the important changes to that draft.

4.5 Publishing

Once writers have edited and revised their draft, making the changes they consider to be necessary, they produce their final draft. At this final stage, all the previous efforts from prewriting to revising will appear in a clear manner and it will show whether you had made a good job or not. Harmer (2004) states that the final version is different from all the previous drafts i.e. the original plan and the first draft because many things have changed during the editing and revising stage. In this step, the final copy can be sent to its intended audience. While Williams (2003, p. 107) defines publishing the final version as “Sharing your finished text with its intended audience, publishing is not limited to getting the text printed in a journal. It includes turning a paper in to a teacher, a boss, or an agency“.

Conclusion

As a conclusion we may say that, this chapter introduced and presented the process approach in relation to teaching writing. we have presented a brief historical overview about this approach. Then, we have explained different views about the notion of this concept. After that, we have described the distinction between skilled and unskilled writers and the factors that influence on the writing process under three main models. We have also discussed the stages and the strategies that writers follow from generating ideas to the publishing of the final draft. In the last point, we have focused on the purpose of teacher behind the implication of this approach in teaching the writing skill.

ملخص

تركز هذه الدراسة على دور "The process approach"، المنهج الذي يعتمد على مراحل في تعليم الكتابة، في تحسين المهارة الكتابية للمتعلمين. لمعرفة إلى أي مدى يمكن أن تتطور القدرات الكتابية للمتعلمين بعد تبني هذا المنهج قمنا باستبيانين، الأول موجه إلى الطلبة أما الثاني فإلى أساتذة التعبير الكتابي في جامعة محمد خيضر بسكرة. الاستبيان الأول يحتوي على سبعة عشر سؤالاً وزعت على مائة طالب في السنة الثانية إنجليزية LMD جامعة محمد خيضر بسكرة. أما الاستبيان الثاني يتكون من واحد و عشرين سؤالاً وزعت على سبع أساتذة التعبير الكتابي. النتائج المتحصل عليها من هذه الدراسة بينت أن هذا المنهج فعال في تدريس مادة التعبير الكتابي وتحسين إنتاج الكتابة لدى الطلبة. إضافة إلى ذلك وجدنا أنه رغم فعاليته و أهميته إلى أن أغلب الطلبة لا يتبعون مراحل.

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Appendices

Apendix1:

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohammed Kheider University. Biskra

Faculty of Letters and Foreign Languages

Department of Foreign Languages

Branch of English

Students' Questionnaire

Dear Students,

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

Section One: Background Information

1. Age: ☐
2. Gender: male☐ female☐
3. Which type of Baccalaureate do you hold?
 - a- literary and philosophy☐
 - b-scientific☐
 - c-technical☐
 - d-literary and foreign languages ☐
4. Your choice of English was:

- a- Personal ☐
- b- Imposed ☐

Section Two: Students' Perceptions of Learning Writing

5. When learning the English language, do you think that learning writing is?

- a - Very important ☐
- b – Important ☐
- c - Not so important ☐

6. You learn the writing skill to:

- a- develop your language proficiency ☐
- b - Pass exam ☐
- c - Write articles, essays, letters, messages ☐

7. Do you think your level in writing is:

- a - Excellent ☐
- b – Good ☐
- c - Average ☐
- d - Low ☐

8. Do you think that learning writing is:

- a - Interesting ☐
- b - Compulsory ☐
- c - boring ☐

9. If it is interesting, say why?

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10. Do you think that the topics suggested in the written expression course develop your self-confidence?

Yes ☐

No ☐

11. Do you think that your teacher's correction is:

a- Useful ☐

b- obligatory ☐

c- Useless ☐

Section Three: Students' Perceptions of Using the Writing Process

12. Do you have an idea about the process writing approach?

Yes ☐

No ☐

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

Yes ☐

No ☐

14. Which sub process do you concentrate on?

a - Planning ☐

b- Drafting ☐

c- Editing ☐

d - Revising ☐

15. In each case, say why?

.....

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

Yes ☐

No ☐

17. Do you want your teacher to act as:

a- Helper ☐

b-Instructor ☐

c-Supervisor ☐

d-Guide ☐

Thank you for your collaboration

Apendix2:

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohammed Kheider University.Biskra

Faculty of Letters and Foreign Languages

Department of Foreign Languages

Branch of English

Teachers' Questionnaire

Dear Teachers,

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

Section One:Background Information

1. What degree do you hold?

a-BA(licence) ☐

b-Master☐

c-Magister☐

d-Ph.D (doctorate) ☐

2. How long have you been teaching English?

a- 2 years ☐

b- 5 years ☐

c- 7 years ☐

d- More than 7 years ☐

3. How long have you been teaching Written Expression module?

a-2years ☐

b-5years ☐

c-7years ☐

d-More than 7years ☐

Section Two: Teachers' Perceptions of Writing.

4. Rank, in order of difficulty the teaching of the four language skills

a-Listening ☐

b-Reading ☐

c-Speaking ☐

d-Writing ☐

5. Which skills do you think students should master before they can write?

a-Expression of ideas (content) ☐

b-Organization of ideas (form) ☐

c-Grammar ☐

d-Vocabulary ☐

e-Style and mechanics ☐

f-Others, please mention them

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.....
.....

6. What are the common problems that the 2nd year students face in their writing?

a-Grammar ☐

b-Vocabulary ☐

c-Mechanics ☐

7. Which of the following do you think that is responsible for such problems?

a-Lack of practice ☐

b-Lack of guidance ☐

c-Lack of reading ☐

8. Which one of the following methods do you use in assessing your students' compositions?

a -The Analytic Method (using scoring procedures) ☐

b - The Impression Method (the total impression of the essay) ☐

c -The Error-count Method (deducing marks according to the number of errors)

Section Three: The Writing Process

9. How do you teach writing for second year EFL students?

a- Give a writing task and ask directly for the final product (the product approach) ☐

b- Give a writing task and follow the students through the different stages of writing (the process approach) ☐

c-Use the genre approach ☐

d- Others, please specify

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10. In the process of writing, which stage do you think is more important

a-Planning ☐

b-Drafting ☐

c-Revising ☐

d-Editing ☐

11. In each case, please say why?

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.....

12. What do you think is the main role of the teacher in the writing process?

a- Facilitator ☐

b- Observer ☐

c- Controller ☐

d- Supervisor ☐

13. What do you think about the use of the process approach as a means of improving learners' writing skill?

a-Very important ☐

b-Important ☐

c-Not so important ☐

14. Do you think that prewriting strategies can help students to make good pieces of writing?

Yes ☐

No ☐

15. Do your students work with this strategy?

Yes ☐ No ☐

16. If no, say why?

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.....

17. Do all your students make the first draft or do they jump directly to the final version?

Yes ☐ No ☐

18.If no, please say why?

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.....

19.Do students edit and revise their production to make sure that it is all right before they submit it?

Yes ☐

No ☐

20.If no, say why?

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21. What do you suggest as far as writing is concerned?

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Thank you for your collaboration