

Peoples' Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Section of English



**EFL Learners Awareness of the Process Approach in Developing
Writing Skill**

The Case of Second Year Students of English– University of Biskra

**Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment
for the Masters' Degree in Science of Languages**

Presented by: Imene ATHMANI

Supervised by: Mrs. Imene GUETTAL

Board of examiners

President: Dr.Saliha CHELLI

University of Biskra

Examiner: Miss.Warda KOUNI

University of Biskra

Supervisor: Mrs.Imene GUETTAL

University of Biskra

June 2015

Dedication

Allah knows how much I worked to finish this dissertation.

To the memory of my heart, my dear mother (god bless her soul).

To the one from whom I took my power, to the one who taught me the patience, my dear father.

To the spirit of my dear husband, Adel (god bless his soul).

To the people who believe in me, my brothers: ISLEM, ILYES, ANISS, ADEM, AYOUB.

To my dear uncles: YOUCEF, MOKHTAR, MOHAMMED...

To my dear grand parents

To my dear teacher who still pushes me to do my best, Mr. ABDI MESSAOUD

To my dear friends: NADJAH, ATTIA, ZINA, MERIEM, SABRINA, HANNAN, WAFFA, and ABIR.

To my close relatives: HADJER, AMANI, FATIMA, RAMZI, HABIBA, and NEDJMA.

To all people who know me.

I dedicate this work

Acknowledgement

First of all, I would thank ALLAH for giving me the power, the patience, and the will to study and reach this level.

This work could not be completed without the help of my teacher and supervisor Mrs. Imene GUETTAL to whom I would like to express my truly thanks, I am grateful for her supports and I really appreciate her efforts that she provides to complete this work.

I am so grateful to all the teachers of English language without exception.

Of course, I am so grateful to the examining member of the jury Dr. Saliha CHELLI and Miss. Warda KHOUNI for reading my work and for their observations that will push me to do my best.

Absolutely, without forgetting; I express my truly thanks to all the teachers and the students who answered the questionnaire.

Thank you all.

Abstract

Among the four major skills, writing in Foreign Language is the most challenging and complex skill for EFL learners. It is a very difficult skill because it needs considerable efforts and practices that EFL learners need to be aware of in order to reach a good level. Due to its complexity, EFL learners suffer from producing an appropriate piece of writing. This research aims to make EFL learners know that the development of this skill is based on the different steps and stages which they should be aware of and not a matter of the accurate use of grammar and vocabulary. We hypothesized that EFL learners issue in this skill might be due to their lack of awareness about the different stages and steps that the skill involves. To find the validity of this hypothesis, we relied on two main questionnaires designed to (7) teachers of written expression module and (80) second year LMD students in the Department of Letters and Languages, English Division, at Mohammed Khieder University of Biskra. We analyzed data and we arrived at all results to find that EFL learners' lack of awareness of the different stages that the process of writing is based on was the cause behind their poor achievement in their writing skill, so the stated hypothesis has been confirmed; therefore, we have suggested that EFL learners should realize the importance of the process approach and they should believe that the more they work on the more they can develop their writing skill. Also, teachers of written expression have to work as motivators for the students more than being instructors through the use of different intensive activities.

List of Abbreviations

EFL: English as Foreign Language

ESL: English as Second Language

L1: First Language (Mother Tongue)

N: Number

W. Ex: Written Expression

%: Percentage

List of Tables

Table 3.1: Teachers' teaching experience	35
Table 3.2: Teachers' experience in teaching the Written Expression module.....	36
Table 3.3: Teachers' attitudes towards time allotted for teaching Written Expression	36
Table 3.4: Teachers' attitudes towards the program of Written Expression	37
Table 3.5: Teachers' evaluation to W. Ex in terms of learning difficult	38
Table 3.6: Teachers' attitudes towards Learners Ability in Writing Skill	38
Table 3.8: Teachers' adopted writing Approaches to help learners overcoming their difficulties	39
Table 3.9: Teachers' believe about the Process Approach importance.....	39
Table 3.10: Teachers' attitudes towards the importance of the process approach's stages...	40
Table 3.11: Teachers' interest in asking their students to go along all the process approach stages.....	40
Table 3.12: Students' following of the Writing stages	41
Table 3.12: The stages that the students go through.....	41
Table 3.13: Teachers' attitudes towards Students Awareness of the Process Approach	42
Table 3.14: Teachers' believe in making their students aware of the Process Approach	42
Table 3.1: Students' Age distribution.....	46
Table 3.2: Students' Gender	47
Table 3.3: Students' choice to study English	47
Table 3.4: Students' level in English	48
Table 3.5: Students' Will to study English	49
Table 3.6: Students' BAC Stream.....	49
Table 3.7: Learners' attitudes towards the Writing Skill.....	50
Table 3.8: Students' attitudes toward the time specified in taking the Written Expression module.....	50

Table 3.9: Students' interest in Writing Skill.....	51
Table 3.10: Teachers' support in Writing	51
Table 3.11: Students' attitudes towards what a good writing is?.....	52
Table 3.12: The most important component of the writing process.....	53
Table 3.13: The difficult steps that challenges EFL Learners	54
Table 3.14: The different aspects that students' writing revision improves.....	54
Table 3.15: EFL Learners first step when they write	55
Table 3.16: Students'' knowledge about the writing skill approaches	56
Table 3.17: EFL Learners attitudes towards the Process Approach.....	56
Table 3.18: Learners' knowledge about the process approach	57
Table 3.19: The different writing stages that EFL Learners know.....	57
Table 3.20: Students' application of the writing steps.....	58
Table 3.21: Teachers' interest in asking students to follow the writing steps	58
Table 3.22: Students' attitudes towards the Process Approach.....	59

Table of Content

Dedication	II
Acknowledgment	III
Abstract	IV
List of Abbreviation.....	V
List of Tables.....	VI
Table of Content	VIII

General Introduction

Statement of the Problem.....	01
Significance of the Study	01
Aim of the Study	01
Research Questions	02
Research Hypothesis	02
Research Methodology.....	02
Structure of the Dissertation.....	03

Chapter One: The Writing Skill

Introduction	05
1.1 Definition of the Writing Skill.....	05
1.2. Causes for Teaching the Writing Skill.....	06
1.3. Stages of the Development of the Writing Skill.....	07
1.3.1. Copying	07
1.3.2. Reproduction	07
1.3.3. Reproduction with Minor Adaptations.....	08

1.3.4. Guided writing	09
1.3.5. The composition	09
1.4. Aspects of Effective Writing.....	10
1.4.1. Organization	10
1.4.2. Clarity.....	11
1.4.3. Coherence.....	12
1.4.4. Word choice.....	12
1.4.5. Mechanics.....	13
1.5. Writing and Other Language Skill.....	13
1.5.1. The Language Skills are Working together	14
1.5.2. The Deference between Writing and Speaking	14
1.5.3. Writing and Reading	15
1.6. Approaches to Teaching Writing.....	16
1.6.1. The Controlled- to- Free Approach.....	17
1.6.2. The Free- Writing Approach.....	17
1.6.3. The Product- Oriented Approach	18
1.6.4. The Process- Oriented Approach.....	18
1.6.5. The Genre Approach.....	19
Conclusion	20

Chapter Two: The Process Approach

Introduction.....	21
2.1. The Writing Process.....	21

2.2. The Process Approach	21
2.3. Characteristics of the Process Approach	22
2.4. Advantages of the Process Approach	23
2.5. Benefits of the Process Approach.....	24
2.6. Models of the Writing Process Approach	25
2.6.1. The Flower and Hayes Model (1981).....	25
2.6.2. Bereiter and Scardamalia Model (1987).....	26
2.7. Stages of the Process Approach.....	26
2.7.1. Pre-writing.....	27
2.7.2. Drafting.....	28
2.7.3. Reviewing	28
2.7.4. Editing	29
2.8. The Process Approach Instruction.....	29
2.9. Awareness	30
2.9.1. Definition of Awareness.....	31
2.9.2. Types of Awareness	31
2.9.3. Raising EFL Learners Awareness to Write.....	32
Conclusion.....	33

Chapter Three: Data Analysis

3.1. The Teachers' Questionnaire's Results Analysis

Introduction.....	34
-------------------	----

3.1.1. Description of the Questionnaire.....	34
3.1.2. Administration of the Questionnaire.....	35
3.1.3. Analysis of the Questionnaire.....	35
3.1.4. Discussion of the Questionnaire’s Results	43
Conclusion	43

3.2. The students’ Questionnaire’s Results Analysis

Introduction.....	45
3.2.1. Description of the Questionnaire	45
3.2.2. Administration of the Questionnaire.....	46
3.2.3. Analysis of the Questionnaire	46
3.2.4. Discussion of the Questionnaire’s Results.....	60
Conclusion	60
General Conclusion.....	62
References	66
Appendices	72

General Introduction

General Introduction

1. Statement of the problem.....	01
2. Significance of the Study.....	01
3. Aim of the Study	01
4. Research Questions	02
5. Research Hypothesis.....	02
6. Research Methodology	02
7. Structure of the Dissertation	

1. Statement of the Problem

One of the most important aims of teaching any foreign language is to enable the learners to communicate. This communication is based on the four major skills that are listening, speaking, reading and writing. Listening and reading are taught to be as receptive skills whereas speaking and writing considered as a productive skills. Writing gives the students the power and the opportunity to share their ideas and thoughts; however, it is the one that seems to be the most difficult skill for the majority. Developing this latter is considered as a challenge for EFL learners for this they have to follow the appropriate approach which allows them to move from a blank sheet of paper to the final version of writing and this what the process approach aims to provide.

The problem is that learners believe that writing skill is very difficult to develop since they thought that a good writing is the one which is based on grammar accuracy and the appropriate use of vocabulary. Teachers' examination of the students papers show us that their achievement was poor in the content and the form, the ideas were not clear and the grammar mistakes, the absence of parallelism are the common errors in their productions; therefore, these observations make us believe that the students are not aware of the process approach different stages and steps as well as its essential role in providing a well-polished compositions.

2. Significance of the Study

Even if many studies tried to deal with this productive skill which is writing, as they tackled its main aspects such as accuracy and fluency. Others went deeper to examine the main constraints that EFL learner encounter, but still one gap is shown as they all do ignore the great value that raising student's awareness could have on improving their written performance. This research comes to put light on the learner himself and to show that the latter is a key for a successful achievement in writing.

3. Aim of the Study

Because of the complexity of the writing skill and the difficulties which prevent students from achieving a good writing, this study aims to make the students know that the

development of the writing skill is based on the different steps and stages which they should be aware of and not a matter of the accurate use of grammar and the appropriate use of vocabulary, we want to make them conscious and aware of the different writing stages that the process approach involves; also, making them master their writing skill by discovering the different stages will be taken into our consideration.

4. Research Questions

It is obvious that the writing process is not a simple process. Successful pieces of writing are based on planning, drafting and revising. In a foreign language, writing is considered as a difficult aspect to be learned and that is challenging the learners, for this, it is important to put the following questions:

- 1- Are the students aware of the different stages that the process approach includes?
- 2- To what extent are the students aware of the writing process approach?
- 3- Does raising the student's awareness of the writing process approach help them to overcome the problems they face?
- 4- Is the focus on raising the students awareness of the process approach leads to develop their writing skill?

5. Research Hypothesis

Based on the above questions, the hypothesis will be as follow:

If the learners are made aware of the different stages that the process approach involves, they will develop their writing skill.

6. Research Methodology

6.1. Research Method

Basically, this research will rely on the descriptive method that is a method in which the researcher describes a situation or a phenomenon. It is the appropriate method because our

research has an aim, seeks to answer the what and the how by providing descriptive information about the phenomena or the problem.

6.2. Population

The population is the second year LMD students of the English Language Division in the University of Biskra and they are 527, we have chosen to deal with them because students at the first year study grammar rules more than writing and the second year is the starting point to know about the basics of writing and at this stage they should be made aware of process approach.

Teachers' population is taken as a part of the research. We have been taken (7) teachers of the second year as participants. Since it is impossible to deal with this huge number of students, it is preferable to have a random sample which has been include 80 students to take part in the research project.

6.3. Research Tools

Concerning the instruments which have been used in this research, they were two questionnaires. One for the teachers of written expression and the other for the participants, the purpose behind teacher's questionnaire is to make sure that those teachers have been experienced in teaching the written expression as well as the results which we will find are the facts of many teaching- studying years, and to realize the teachers' role in making their learners aware of the process approach. The purpose behind the student's one is to investigate their awareness about the importance of the process approach in developing writing skill.

7. Structure of the Dissertation

The present study is divided into three main chapters. Chapter one and two are devoted to the literature review and chapter three to the field work.

Chapter one deals with Writing Skill, it includes its definitions, causes for its teaching, its different stages of development, aspects of an effective writing, writing and other language skills as well as its teaching approaches.

Chapter two is about the process approach, it involves the writing process, the process approach, its characteristics, its advantages, its benefits, its models, its stages, the process approach instructions and awareness that will take part in this chapter.

The third chapter deals with data analysis, it includes a detailed analysis of the teachers and the students' questionnaire.

CHAPTER ONE

The Writing Skill

Chapter One

The Writing Skill

Introduction	05
1.1. Definition of the Writing Skill.....	05
1.2. Causes for teaching the Writing Skill.....	06
1.3. Stages of the Development of the Writing Skill.....	07
1. 3.1. Copying	07
1.3.2. Reproduction.....	07
1.3.3. Reproduction with Minor Adaptations	08
1.3.4. Guided writing	09
1.3.5. The composition	09
1.4. Aspects of Effective Writing.....	10
1.4.1. Organization.....	10
1.4.2. Clarity.....	11
1.4.3. Coherence.....	12
1.4.4. Word choice	12
1.4.5. Mechanics.....	13
1.5. Writing and Other Language Skills.....	13
1.5.1. The language Skills are Working Together.....	14
1.5.2. The Difference between Writing and Speaking	14
1.5.3. Writing and Reading.....	15
1.6. Approaches to Teaching Writing.....	16
1.6.1. The Controlled –to-Free Approach	17
1.6.2. The Free-Writing Approach	17

1.6.3. The Product –Oriented Approach	18
1.6.4. The Process – Oriented Approach.....	18
1.6.5. The Genre Approach.....	19
Conclusion	20

Chapter One: The Writing Skill

Introduction

Teaching any language is based on teaching its four language skills. Teachers of foreign language tend to follow the same order in teaching those skills, they seem to start by listening skill, speaking, reading and leave writing at the end of this organization, the cause behind leaving this productive skill at the end is that it seems to be the most difficult skill for EFL/ESL classes when comparing it to the other language skills; therefore, it needs considerable efforts that enable the learners to reach a good level in writing; hence, in this chapter, we are going to make clear the writing skill by providing simple definitions, telling why writing should be taught, in addition, we are going to deal with the stages of its development as well as its aspect; also, writing and the other language skills and its approaches will be taken into consideration.

1.1. Definition of the Writing Skill

Writing is one of the four major skills, it is a productive skill through which human being could transmit their ideas and thoughts; a medium of communication that reflects language via the use of symbols. For many scholars, writing skill defined as an activity of producing a piece of written language which is created in order to be read, Collins (2003) believed that writing in general is a group of letters or symbols written or marked on the surface as a means of communication, nevertheless, writing is more than transcribing language into symbols just like speech that is more than uttering sounds and utterances, writing is more than the creation of graphics symbols, as White and Arndt (1991, p. 3) see, they think that writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of time.

For Collins and Genter (1980, p. 62), the writer should be aware of the four structural levels of writing starting from the word structure, paragraph structure till the text structure, and linking those structural levels of writing is more difficult than linking the symbols together; in addition, writing skill has a great value in social context; immediately, it has the relation with peoples role in the society because it is a compliment to speech. According to Tribble (1996), being poor from the opportunity to learn how to write is “being excluded from

the wide range of social roles, including those which the majority of people in industrialized societies associated with power and prestige”.

Kress goes with Tribble (Kress, 1989, in Tribble, 1996) focusing that learning to write is not just a matter of improving a set of mechanical orthographic skills; however, it also includes learning a new set of cognitive social relations, thus, the writing process is a basic element in the language teaching setting as learners need to write down notes and take their written exam; but, in the past it seemed that writing has been only as a reinforce and a support system for learning grammar and vocabulary rather than being a skill as any other skill yet, methodologists have looked at the writing matter in the foreign language classes and acknowledged the importance of writing as a vital skill for speakers and learners of the foreign language as much as for every one using the first language (Harmer, 2004).

The obtained idea from the previous definitions is that writing refers to the ability to communicate with language via a graphic representation of the ideas, also, with the respect of the correction of the different structures and vocabulary items. It is a difficult activity of communication as well as an important skill for language learners and for the native speakers as White (1988) claimed “writing is the first and perhaps the most difficult skill students learn if they ever do”.

1.2. Causes for teaching the Writing Skill

By nature, all human being growing up by speaking their first language and sometimes second or third language since it is a matter of conserve. The spoken language is acquired easily because the mankind is exposed to it; whereas, the written language has to be learned consciously. Harmer (2004, p. 3) argues that writing should be learned because it could not be naturally acquired as speaking. For this, he provides more causes to teaching writing for EFL learners. Harmer (1998, p. 79) makes clear the causes as follow:

- **Reinforcement:** some students acquire a language orally or aurally but most of them benefits from seeing the written form of a language.
- **Language development:** the cognitive activity student go through is all part of ongoing learning experience in order to continual the proper texts.

- **Learning style:** for many students, producing language in a slower way is something they appreciate, writing provides time and ease for learners more than face to face communication
- **Writing as a skill:** students need to know how to write essays, how to put written reports together and how the writing system operates (for example; in terms of confections such as punctuation, paragraph construction) just as they need to know how to pronounce language appropriately. Harmer (1998, p. 79).

1.3. Stages of the development of the Writing Skill

To improve student's ability in writing, learners should move systematically through the different stages of the writing skill, Rivers (1968) believes that there are five stages in developing the writing skill:

1.3.1. Copying:

Teachers of foreign language think that coping is a worthless activity because student already had known the script; however, we believe that coping is quite an essential skill "The work set for coping should consist of sections of work already learned orally and read with the teacher asks the students in coping, he should repeat to himself what he is writing. In this way he deepens the impression in his mind of the sounds the symbols represent dialogue or pattern sentences" River and Temperly (op. cit: 263).

The reality of repeating to themselves what the learners are copying, it makes the impression deepening in their minds. Moreover, copying is a task that allows the learners to distinguish between the conventional graphics forms to represent the various sounds they have already learned, at this stage students of English do not have difficulties in changing the shapes of English alphabets since they have already dealt with them in French courses where the roman script is used, however, letters such as "a", "o", "b" and "h" are often misshaped.

1.3.2. Reproduction: after copying, it comes the reproduction stage. Rivers pointed out:

“during the second or reproduction stage the student will attempt to write without originally, what he has learned orally and read in his text book, thus he will able to do all the more successfully if

he has been trained in habits of accuracy during the copying stage". Rivers (1968, p. 264).

This stage is made up of writing or reproducing sentences already copied or learnt without returning to the original, the task which leads to this stage is dictation, where the learners improve two skills, listening and writing in the sense that the learners have to differentiate between the sounds aurally and writing the corresponding symbols appropriately.

1.3.3. Reproduction and Minor Adaptations

Reproduction and minor adaptation stage is a stage in which learners should work on some writing activities that can take different forms it made up of reproduction of a model presented by the teacher with minor adaptations. Rivers claimed that:

“...at this stage, writing practice may take a number of forms. Students will write out structures drills of various kinds making substitutions of words and phrases, transforming sentences, expanding them to include further information with the limits of learned phrases, contracting them by substituting pronouns for the nouns or simple words for groups of words.” Rivers (1968, p. 248).

In this stage, the learners carry out some drills through the different forms such as:

- Transformation: for example; complete the second sentence in the same meaning of the given one.
- Substitution: for example; supply the appropriate relative pronoun (that, which, who...) in the following sentences

When the tasks are sufficient, the students introduced to the activity in this stage which is of recombination “When the students have acquired some confidence in writing substitutions and transformations they may be asked to make recombination around a theme presented to the class in a picture or a series of pictures”. Rivers (op. cit: 248).

The activities which aim to present the learners with situations where structures, phrases and vocabulary items are learned have to be applied orally, then take the written form when the instructor see that the learners have had enough tasks to guarantee success, for example:

- Reorder the following sentences in coherent paragraphs using the appropriate connectors.
- Rearrange the following dialogues then act it with your friend(s) (pair or group wok).

1.3.4. Guided writing:

It is the stage where the learners write with the guidance and the instructions of their language teacher “all the fourth stage, guided writing the student will be given some freedom in the selection of lexical items and structural patterns for his written exercise, but with a frame work which retains him from attempting to compose at a level beyond his state of knowledge”. Rivers (op. cit: 250).

The teacher at this stage needs the students to write according to the instruction with the freedom of the choice of structural patterns as well as the lexical items to be used. Example the teacher gives a model paragraph and asks the students to write their own paragraphs following the given model.

In this stage the task of writing is still controlled by the teacher’s intervention. When the students are well trained to write, they are ready to move to the final stage which is the composition stage.

1.3.5. The Composition

The students in this stage choose their vocabulary and structure to express their ideas, as Rivers (op. Cit: 252) claimed: “the final stage of composition involves individual selection of vocabulary and structure for the expression of personal meaning.”

In writing, compositions rely on enough training in the previous four stages which are, copying, reproduction, reproduction with minor adaptation and guided writing. The learners cannot write correctly, concisely and meaningfully unless they show a complete master of the structure and the vocabulary they use to express their ideas, it is noticeable that in this stage, the learners develop the writing skill gradually until they reach a good writing level as Rivers (1968, p. 254) state: “The students will be asked merely to describe, narrate and explain, or to summarize, as he becomes accustomed to expressing himself with consciously accepted restriction he will be asked to comment on or develop ideas beyond those in the material read”. Therefore, in order to develop the writing skill, learners should realize these main five stages of the development and pass through them during their work to improve their ability in writing.

1.4. Aspects of effective writing

In English, academic writing needs some criteria and measures of acceptability relative to various aspects of writing include: the organization, vocabulary, language use, punctuation, accurate capitalization and paragraphing. For Starkey (2004), an effective piece of writing is the one which is organized, clear and coherent with accurate language and effective word choice.

1.4.1. Organization

This aspect is an aspect in which information should be presented for readers in much arranged format; even short versions of writing have the structured system of organization. The advantage of the organization is to help the audience to believe what the writers are saying and to follow their direction. Starkey (2004, p. 2) pointed out: “by following [an organized method of writing], you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your [piece of writing] work together and how they support your thesis”.

After certain techniques which precede the act of writing, organization should be decided, this denotes that the learners decide about the organization of their work before engaging into the act of writing via some pre-writing techniques involving mainly free-writing and brainstorming, the use of the pre-writing helps the students to make an effective plan which ensures the organization of the written work; since the plan is always comes after reading and classifying the notes gathered from the pre-writing tasks.

Free-writing and brainstorming for Chelsa (2006), Crème and Lea (2008), Galko (2002) are effective for forming the learner’s ideas enabling some time to make relation with the assigned noting everything and anything which comes to mind. The two previous techniques are similar in that they are timed and follow activities to make clear thoughts and ideas on a given topic; nevertheless, the pre-writing needs putting all the sentences or phrases on a paper whereas the brainstorming includes creating a list which may involve different individual ideas that make sense in a specific organization.

1.4.2. Clarity

Concerning the academic writing, the student's goal is to convey information including the fact that they can write well-polished compositions (Starkey, 2004, p. 11). Clarity is a basic element of writing. For this, the learners should be skilled at in order to make their production readable, and reassure that readers understand exactly what they want to say. Murray and Hughes (2008, p. 86) focus on the importance of the clarity as an essential foundation in making one's writing easy to be read and accessible. For them, the key to success in applying the clarity is to make sentences short, direct and to the point. The learner should be relevant, counted every word and attempt not to express more than one idea in each sentence. According to Starkey (2004, p. 12-19) the students in order to achieve clarity in writing should:

1. ***Eliminate ambiguity*** by avoiding words or phrases that have more than one possible interpretation. The learners should emphasize on what they mean and keep away from any language structure that could mislead the audience.
2. ***Use powerful, precise adjectives and adverbs***, one way to achieve clarity is to use powerful adjectives and adverbs. The right adjectives and adverbs help out the students to convey their ideas across in fewer, more accurately. For example Chihuahua can take the place of little dog, exhausted can take the place of really tired and late can take the place of somewhat behind schedule.
3. ***Be concise***, this denotes that the students have to go immediately to the point in order to avoid wordiness or repetition. Starkey (2004, p. 15) believe that "wordiness is boring, and it takes up valuable time and space...there are two equally important approaches to more concise writing: eliminating unnecessary words and phrases and using active (as opposed to passive) voice whenever possible." Moreover, he believed that there are two causes for avoiding repetition of the ideas and the information in one's production:

The first that unnecessary repetition is a sign of sloppy writing. It is easy to say the same thing a number of times, varying it slightly each time. It is harder to say something well once and continue writing about your next ideas or example. Second wordiness wastes valuable time and space. If you are writing while the clock is ticking, or are limited to a number of words or pages, say it right the first time and move on. Starkey (2004, p. 17).

Clarity is the foundation of the learner's work, for this; they should focus on making their ideas clear as well as making their production more readable to avoid the misunderstanding.

1.4.3. Coherence

Any kind of writing requires coherence. It is a crucial element in an academic writing where success or failure may rely on how clearly the students have organized to communicate their ideas. It plays a major role in writing; Kane (2000) Greme and Lea (2008) agree that coherence has a great role in creating a good piece of writing. For them, coherence has to do with the organization and the linking of one's ideas in an easy way to be more understood for the audience. Murray and Hughes (2008, p. 45) see that a good writer is the one "who sticks his ideas together as links in a chain, each link connecting the one before it with the one after. If any links are missing the connection becomes unclear and the argument structure breaks down".

1.4.4. Word choice

Choosing the right words is the best way for learners to convey their ideas; it helps them to make the readers understand what they write. According to Starkey (2004) and Kane (2000) there are two aspects the students should consider during choosing the words to be used: Denotation and Connotation?.

- a) **Denotation:** is the basic or the literal meaning of a word. Students should make sure of the correction of the words they deal with since sometimes some misunderstanding may appear from words that sound or look similar (however they have different meaning) words and usages which sound correct (but reality are not considered standard English), or words that are misused so often which usage is thought to be exact. For Connotation it is "a word's implied meaning which involves emotions, cultural assumptions, and suggestions". (Starkey, 2004, p.21). The students should make sure that each word they are using means exactly what they are intending.
- b) **Connotation** is based on the student's thinking beyond the dictionary to what might be implied or inferred by his writing; thus, Connotation and Denotation should be taken into consideration during learner's choosing of the words as well as student's avoidance of the informal language use.

1.4.5. Mechanics

The term mechanics refers to the appearance of words, and how those words are organized and spelled. The reality that the first word of a paragraph is always indented; for example, is a matter of mechanics (Kane, 2000, p. 15). Conversational writing agrees that a sentence should begin with a capital letter ending by full stop punctuation. These conventional mechanics are very important in creating a good piece of writing since the student's ideas are not so important than the application of those mechanics if they cannot express them in a clear comprehensible way. Starkey (2004) dealt with the writing mechanics in terms of grammar, spelling, punctuation and capitalization.

Grammar is a basic element in writing and in language in general as a system of communication, having a good knowledge of parts of speech, language structure and using them comprehensively is what writing skill needs. Brooks and Pen (1970, p. 20) pointed that: "... For one thing, in writing, we must understand the structure of the language, what the parts of speech do how the words relate to one another, what individual words mean, the rules of grammar and punctuation".

Capitalization and punctuation marks are significant parts of the writing process. " they indicate pauses and sentence boundaries and also eliminate ambiguity as well punctuated and capitalized piece of writing should make your work easier to read and understand and will therefore help it make a more favorable impression on your reader" (Murray & Hughes, 2008, p. 185). *Spelling* also should be taken into consideration by the learners since it is an aspect on which EFL teachers focus more during evaluating student's work. Correcting spelling mistakes gives one's work credibility, not for showing the learner's level of educating but also it is for showing the carefulness about one's own work.

Writing is an effective means of communication and self-expression, a good writing requires certain criteria and measures of acceptability that the learners should focus on during their work such as, organization and clarity...

1.5. Writing and other Language Skills

Writing is one of the four major skills; it is a productive skill through which human being could transmit their ideas and thoughts via the use of different graphs. The relationship of this skill with the other skills is that it completes the other skills because it interrelated with them.

1.5.1. The Language Skills are working together

Basically the writing skill is not an isolated skill, it works with other language skills to enhance its development since the two receptive skills (listening and reading) complete the two others productive skills (speaking and writing) in becoming a skilled learner. According to Johnson (2008), language skills enhance each other: denotes that the development of individual language skills improves that development of others. For example, listening and hearing other people use language reinforces one's ability to speak, reading helps in developing phonic knowledge and enhances reading fluency in such language.

1.5.2. The Difference between Writing and Speaking

These two productive skills complete each other. They cannot work alone since the relationship between them is complementary, as it comes to communication, Kress (1989, cited in Tribble, 1996, p. 12) believes that speaking and writing are complementary skills and focuses that "the person who commands both the forms of writing and of speech is therefore constructed in a fundamentally different way from the person who commands the form of speech alone". Nevertheless, the act of speaking and writing very different what is coming is a summary of some differences between writing and speaking as Brown (1994) believed:

- 1. Performance:** oral language is transitory should be processed in real time; whereas, written language is enduring can be read and re-read as one likes.
- 2. Production time:** writers have enough and more time to plan, write and revise their pieces of writing; whereas, speakers cannot because they have no time to do so.
- 3. Distance between the writer and the reader** in both time and space eliminates much of the shared context which is present between speaker and listener in face to face context and this necessitates greater explicitness from the part of the writer.
- 4. Orthography** in writing carries a limited amount of informative compared to the richness of devices available to speakers to enhance message (for example; stress, intonation, pitch, volume, pressing).
- 5. Complexity:** written language tends to be characterized by longer clauses and more subordinators while spoken language tends to have shortened clauses connected by coordinators as well as more redundancy (repetition of nouns and verbs).
- 6. Formality:** because of the social and the cultural uses of which writing is ordinarily put, writing tends to be more formal than speaking

7. **Vocabulary:** written texts tend to contain a wider variety of words, and lower frequency words than oral speech.

The difference between writing and speaking was the main focus of Harmer (2004, p. 7-10) in which he sees that these two skills are different in term of time and space as well as the participants and the organization; but, he carried out to believe that in some contexts, the difference may disappear for example, when human being use the language in text messaging to chat, it seems to be more like a speech rather than a written discourse while the speaker's aim is to speak using those written words.

Despite of these differences between writing and speaking, the relationship between them still complementary because they can be used in many situations to achieve the same communicative goals as well as a person who master the forms of these two skills is constructed in different ways rather than from the one who commands only the form of speech, Kress (1989).

1.5.3. Writing and Reading

Over the past, reading was given much more focus than writing in term of education. In Britain; for example, in the eighteen and the nineteen centuries, Reading took the main focus in education before writing and this is because like Foggart (1993; cited in Tribble, 1996, p. 11) pointed out: "it is desirable that the majority should read in the way they can be given instructions and can be educated into a particular ideology, writing on the other hand, assumes the giving of instructions and the formation of views about society". In an industrialized society, reading is the main skill that enables human being to react, to range of social demands in contrast writing is less necessary skill however one which can lead to more proactive roles.

The nature of writing and reading can give the idea that the two skills are separated because reading is a passive activity and writing is a productive one; however, these two language skills are complementary and can be closely developed. As Johnson claims (2008, p. 7) he believes that the relationship between these two skills is that reading helps learners become better writer. Via reading, learners have the contact with the rules of grammar, consequently they develop a meaning for the language structure, grammar and increase their vocabulary; hence, reading in the writing classroom is understood as the appropriate input for acquisition of writing skills since it is believed "that reading passages will somehow function

as primary models from which writing skills can be learned, or at least inferred” Eisterhold (1990, p. 88).

The nature of the relationship between those skills is not well known and defined; it tends to be more taught like Krashen’s notion of study. Krashen (1984: cited in Eisterhold, 1990, p. 88) believes that the writing abilities development occur through the comprehensible input with a low effective filter, he claims that writing competence comes from large amounts of self-motivated reading for interest and, or for pleasure .

The proof that there is a link between reading and writing is the result of associational study which is made by Stotsky (1983) that came out with the coming ideas:

1. There are correlations between reading achievement and writing ability. Better writers’ tend to be better readers.
2. There are correlations between writing quality and reading experience. Better writers read more than poorer writers.
3. There seem to be correlations between reading ability and measures of syntactic complexity in writing. Better readers’ tend to produce more syntactically nature writing than poorer readers.

1.6. Approaches to Teaching Writing

Writing was a neglected skill in the early 60s; it was believed that the spoken form of language is the most important form of language. For this; it was not studied; it was viewed as a simple reinforcement of “what students learned to say” (Rivers, 1968); when it was included in teaching a curricula. After this period of time, writing becomes an important skill in learning language context; its understanding and use become disciplined. Consequently several approaches and methods of teaching have developed although none of these approaches can be considered as ideal; they have all proved to be successful in one period of time or another. Rivers (1968; cited in Nemouchi, 2008).

1.6.1. The controlled –to-free approach

When the audio-lingual approach developed in over 50s-60s, writing was taught only to enhance speech where speech was the main interest, it was claimed that the control of grammar rules would lead to the development of the spoken form of a foreign language, and this is the cause for why grammar was the main focus in teaching writing. In this approach, learners are not supposed to create their own texts; they just write grammar exercises (Leki, 1992). The controlled-to-free approach is sequential: learners are first given sentence exercises, then paragraphs to copy or change grammatically by changing questions to statements, present to past, or plural to singular. Only after having developing this type of controlled- writing students can move to free composition in which they may express their own ideas and beliefs.

Maybe, one of the most studying features of the controlled-to- free approach is that it focuses on accuracy rather than fluency (Ghaith, 2002), it concentrates on the structured aspect of the language and neglect its communicative aspects as Raimes (1983, p. 76) pointed out (this approach stresses three features: grammar, syntax and mechanics).

The controlled to free approach is an approach that seems to emphasize on grammar accuracy rather than language fluency because it was believed that the key to develop the spoken form of language is to master the grammar rules.

1.6.2. The free-writing approach

Writing without any guidance in order to develop one's own skill is the idea of the free-writing approach; therefore, it is based on the belief that when learners write freely and frequently they improve their writing skill. Free writing denotes that the students write without teachers' guidance or instructions, and they are supported to focus on the content and the fluency of the language first (Raimes, 1983).

The free writing approach focuses on the writing quantity rather than quality, teachers who use this approach leave a vast amounts of free-writing on a given topics with only minimal correction. The focus in this is on the content and fluency rather than on accuracy and form (Ghaith, 2002). According to Raimes (1983), ones ideas are down on paper, grammar accuracy, organization and the rest of the language aspect will gradually follow. In contrast to the controlled to free approach the role of the teacher is limited to reading student's writing

productions and often making guidance and instruction on the expressed ideas. That means that pieces of writing should not be corrected, but possibly some instructions and notes on the content can be included.

The free writing approach is based on supporting students to write, teacher's intervention almost is forbidden, because the creation of good writers was the first aim of this approach.

1.6.3. The product- oriented approach

This approach is concerned with the final result of the writing process, it is based on the activities which require from the student to be engaged in imitating and transforming model texts; also, the imitation of a model was seen crucial. The product –oriented approach focuses on the correct use of form, the role of the model is important in the sense that it leads students to reach the last point in their writing production. The model then comes first and shows a completed text as White (1988, p. 6) claimed “what the model does not demonstrate is how the original arrived at that particular product. In other words, it gives no indication of the process.”

1.6.4. The process-oriented approach

The process oriented approach modifies the attention from the traditional belief of looking at writing purely as a product to focus on the process of writing. Learners need to recognize that what is first written down on paper is not the final product, it is just the beginning. The process approach depends on giving learners time to work on what they want to work on, for Nemouchi (2008), the main goal of this approach is to train learners how to gather ideas and thoughts for writing, plan them, take into their consideration the types of readers, draft and redraft in order to produce a final written paper to communicate and present their ideas as well as their beliefs.

For many scholars, this approach may involve different stages of the writing process such as; prewriting, writing and rewriting, when the first draft is created, it is refined into drafts with the help of peer or teacher interventions (Murray, 1992). For Gocsik (2007), during the process- oriented approach, the students should ask several questions before plunging into the activity of writing “ranging from what do I write about? To Who is my audience? To How do I structure my essay? To What sort of language and voice should I use”?.

For more clarification about the process oriented approach here is Murray's (1992, p. 16) definition:

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

The process oriented approach stresses the importance of the stages which the writers should follow to produce effective writing as well as it gives much more importance to the fluency rather than accuracy; therefore, making the students aware of the different steps that the writing process involves is the first aim of this approach.

1.6.5. The genre approach

Basically, this approach tends to deal with teaching particular genres that students need control of in order to succeed in a specific situations this might include a stress on the language and discourse characteristics of the texts and the context in which the text is produced and developed (Nemouchi. 2008, p. 92-3).

The main principal of this approach is that the language is functional, that is via language students achieve certain goals; in addition, language is always occurring in particular social and cultural context, it cannot be understood outside of its context. The need for teaching writing via this approach then, is because language is functional: it is meant to serve functional goals as Painter (1989, p. 21), states that: “Language is a functional resource in that the language system can be viewed as having the form it does because of what it is called upon to do. The needs of language learners have shaped the linguistic system itself”.

The genre approach is considered as an extension to the product oriented approach, its first aim is to make learners understand that writing has a great relation with the social context.

Conclusion

Writing skill is a difficult skill which needs both students and teachers' knowledge and information to enhance and make the teaching- learning process of this skill becomes easier and essential. The way to achieve this is to look at this skill as a process which includes various stages and steps rather than as a product of the accurate use of grammar and the appropriate use of vocabulary; therefore, this chapter is considered as an overview of the writing skill, it deals with the different definitions of writing skill, the causes for teaching it, the various stages and aspects of an effective writing; also, it concerned with writing and other language skill as well as the different approaches that the skill involves.

CHAPTER TWO

The Process Approach

Chapter Two: The Process Approach

Introduction

Writing was seen as a linear sequence of events, learners deal with the writing activities by planning and reflecting on their topic then start to write, they tend to improve their writing by checking the errors and correcting them. Recent studies focus on the movement of EFL / ESL writing instruction from the product approach to the process approach that would teach learners how to edit, develop strategies for the ideas and produce a well comprehensible versions through particular stages, in this chapter we will go through the idea that writing is connected with a process that the learners should realize; also, the process approach will be the main focus as well as its characteristics, advantages and benefits ; in addition to the main models ,stages and the teaching instruction of the writing process. Awareness of the process approach also will take part in this chapter.

2.1. The Writing Process

The writing process was the interest of many scholars and researchers; since the early 70's. They were interested in exploring the new idea which has to do with exploring the different phases via which the learners go to reach their objective that of the product (Kroll, 1990).

Several researchers such as Raimes (1987), Chenowith (1987), Hedge (1988), Kroll (1990) and Harmer (2004) believe that writing is a recursive rather than a linear process, which learners rarely write to realize plan or model and the process of writing creates its own form and meaning, during talking about writing as a process; the understood idea is that the ideas are generated, the first draft is created, and they are organized, arranged, revised, corrected as well as written in the final draft “The process of composing is not a linear one, moving from planning to composing to revising and editing, it would be more accurate to characterize writing as a recursive activity in which the writer moves backwards and forwards between drafting and revising with stages of preplanning and between”. Hedge (1988, p. 20).

2.2. The Process Approach

The process approach was developed in the 1960's in the L1 classrooms as a reaction to the product oriented approach where the emphasize in writing was on the product rather than

on how the students should provide a well-polished production; therefore, the main concern of the researches was about how learners should go through their activities and different stages to reach their goals during their writing.

The focus of the process approach is on the stages which the learners should go through to create a text instead of the emphasize on the final product, that means that the process approach realizes that “most people progress through a number of untidy drafts before reaching a final version” when they develop their thoughts and add new ideas (Ur, 1996; Tessemma, 2005, p. 24). The process approach realizes that learners can discover what they want to say when they think and write about their topics that is why it is mentioned that teachers “accept messy drafts as a positive, even essential stage in writing” and “to treat early draft as transition stages”.

Content and organization in the process approach are more essential than the accurate use of grammar, spelling, vocabulary and punctuation that occurs through the writing process. Tessemma (2005, p. 24) claims that correcting these types of errors “is a part of the language instruction, but too much of it can be discouraging and demoralizing”.

As a main feature of the process approach, it deals with writing as an act of meaning, creation and discovering. Murray (1978) believes that when drafting, learners find out what they have to say and when revising they tend to check the meaning they have discovered; in addition to Murray (1978), Perl (1979) sees that writing itself is an act of discovery and that learners invent or discover the appropriate words, details and syntactic structures when they start putting down their ideas on the papers.

2.3. Characteristics of the Process Approach

The process approach concentrates on writing as a recursive process in which learners have the opportunity to plan, edit and revise their work as well as it gives much less focus on grammar, vocabulary and structures. Researchers focus on this approach and tend to identify its main characteristics; Hairston (1982, p. 33) believes that the process approach is an approach that is

- It emphasizes on the writing process, teachers intervene in learner’s writing during the process.

- It teaches students the strategies for invention and discovery, the teachers help students to generate the content and to discover the purpose.
- In the process approach, teachers evaluate the written product and make sure if the students intention meet with the audience's needs or not.
- It deals with writing as a recursive process rather than as a linear process; pre-writing is an activity which involves the intuitive and the non-rational as well as their national faculties.
- It focuses that writing is a way of learning and developing as well as communication skill.
- It involves a variety of writing modes, expressive as well as expository.
- It is informed by other disciplines especially the cognitive psychology and linguistics.
- It deals with writing as a disciplines creative activity that can be analyzed an described, its practitioners believe that writing can be taught.
- It is based on linguistics researcher and research into the composing process.
- It gives much more importance to the principle that writing teachers should writers.

Writing enables students to develop and discover themselves as they write. It is in itself a discovery, a complex process which is neither easy nor natural for several EFL/ESL learners, in this direction, we find Britton (1983, p. 13) who believes that writing itself is a discovery “one of the most important facts about the composing process that seems to get a hidden from students is the process that creates precision is itself messy”; therefore, the process approach focuses on the creation of the writers and on the clarification of the different stages that the writing process involves.

2.4. Advantages of the Process Approach

Since 80's, the process approach applied to EFL learners because of its effectiveness, several scholars believe in the process approach advantages, Nunan (1991) sees that the product approach focuses on the result of learners writing; whereas, the process approach emphasizes the process which the students can go through in composing texts, also, Brown (2001, p. 335) pointed out that [in the product oriented approach] a great deal of attention was placed on “ the model” composition which students will emulate and how the learner's final product is measured up against a list of criteria which included content, organization, vocabulary use and punctuation. In contrast, the process approach makes the students

organize their writing by giving them a chance to think when they write (ibid, p. 336). That means that students convey their ideas in a written form via the writing process stages, pre-writing, drafting, revising, and editing in addition to this, Brown (2001, p. 335) see that the process approach is advantageous to learners since they are the creators of the language, they need to focus on the content and the messages as well as their ideas.

Raimes (1983, p. 10) also sees that in the process approach learners do not write on a given topic in a restricted time and hand in the composition rather , they explore a topic via writing, she carried on to say that via the process approach teachers find that the process writing is a process of discovery for the learners, discovery of new ideas and language form to express those ideas than it is beneficial to students since the approach stresses more on the different classroom activities; in addition, Nunan (1991) also argues that the process approach also supports collaborative groups work between learners as a way of reinforcing motivation and developing positive attitudes towards the writing skill.

The process –oriented approach to teaching writing is a very advantageous approach, it tends to teach EFL learners how to write good compositions based on different stages and steps; therefore, providing enough time to practice on this approach is an essential element to reach good results and guaranteed the advantages.

2.5. Benefits of the Process Approach

The process approach to teaching writing in EFL classrooms is an idea that began three decades ago as a reaction on the product approach; it provides several benefits, it:

1. Focuses on integrating and linking processes effectively to achieve planned goals and objectives.
2. Allows the organization to focus on improving processes effectiveness and efficiency.
3. Facilitates consistent performance which in turn provides assurance to customers about the organization's quality and capability.
4. Promotes the smooth and transparent flow of the operations within the organization.
5. Contributes to lower costs and shorten cycle times, through the effective use of resources.
6. Focuses on continual improvement of the processes results in improved, consistent and predictable results.

7. Facilitates the involvement and empowerment of people and clarification of their responsibilities.

The process approach is a beneficial approach for EFL/ESL learners for this it is very important to make teaching the writing process based on this approach.

2.6. Models of the Writing Process Approach

Since 1980's, research focused on the writing process and its different stages; therefore, it was the period of model's development and the well-known are Flower and Hayes (1981) model as well as Bereiter and Scardamalia model (1987).

2.6.1. The Flower and Hayes model (1981)

This model was the first model that divided the writing into three parts, planning, translating, and reviewing. According to this model, learners should generate and organize ideas before translating them into text, Flower and Hayes (1981) model divides the planning stage into three sub-stages; generating, organizing and setting. Learners during the generating of the ideas tend to use the information from their long-term memory that should be identical to the topic, in the organizing sub- stage, students concerned with the selection of the most important information and organize them into a plan; finally, the setting sub-stage aims to develop the criteria that will evaluate the retrieved information in relation to the criteria of the goals and the readers.

In the Flower and Hayes model (1981), the drafting stage is a translating stage in which the learners translate the information into correct discourse, it focuses on the importance of pauses during this stage because they provide the learners with the power and the opportunity to use the best ideas and gives them the chance to make decisions about what should be written after. This model believes that reviewing stage is a process in which the learners move backwards during the writing activities with the goal of evaluating and revising the thoughts, it consists of two sub-stages, reading and editing that is the procedure which allows the students to place and correct mistakes and misuses in writing conventions and meaning expressions; also, it evaluates the use of the ideas in relation to the goals (Flower and Hayes, 1981).

2.6.2. Bereiter and Scardamalia model (1987)

The Bereiter and Scardamalia model is the model that attempt to draw a difference between the process used by inexperienced students and the ones that is used by the experienced learners. According to this model, less skilled learners are operated at the “knowledge telling” level; whereas, more skilled students are included in the “knowledge transforming” level.

The distinguish between the knowledge telling and the knowledge transforming is that the former is more or less similar to the natural act of speaking where much planning and revising are not needed, for Grabe and Kaplan (1996, p. 119) the main interest of unskilled learners is to transform their ideas into words; therefore, the procedure they take is “converting oral language experiences into written form without having to worry about issues that will confound the processes”.

In contrast to the “knowledge telling” process, “knowledge transforming” is far more complex, more skill and practice demands the simple activity of using thoughts and ideas, according to Bereiter and Scardamalia model the “knowledge transforming” process is a problem solving task where writers deal with two basic aspects “ the content problem space” and “the rhetorical problem space” that means that the learners should deal with the problems related to the generation of the knowledge and the way to use that knowledge in order to reach the aims of the writing activities (Bereiter and Scardamalia, 1987).

2.7. Stages of the Process Approach

EFL learners tend to work more on Flower and Hayes (1981) model because they believe that writing based on planning- writing- reviewing framework and basically this is the idea of this model. According to Zamel (1983; in Hayland, 2003, p.11), Flower and Hayes model (1981) claimed that writing is a “non-linear, exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning”. In this direction, Hyland (2003, p.11) believes that these stages of the process approach do not happened in a linear sequences since they are recursive, interactive and probably simultaneous, that means that all the activities can be reviewed, evaluated and revised, even before any kind of text production.

2.7.1. Pre-writing

Pre-writing stage is a stage in which students gather and generate information, it may include brainstorming, free-writing, clustering, mapping or listing as techniques, learners may also use graphic organizers such as; charts, story maps, diagrams or clusters. This stage is an important stage in the writing process because as Parson (1985, p. 105) pointed out: "...students who are encouraged to engage in an array of pre-writing experiences have a greater chance for writing achievement than those enjoined to 'get work' on their writing without this kind of preparation".

Murray (1988, p. 16) believes that pre-writing activities do not only help learners to find what to say about their topic, but they also help them to improve their skill in writing in which they provide them with power and opportunities to generate ideas and thoughts as well as write by confidence, he pointed out "practice in writing, no matter how short the exercise is to make yourself confident about your writing and to improve your skills" (ibid). The task of generating ideas finished by making a plan or an outline, planning a piece of writing is based on reading, organizing and classifying the pre-writing notes, a good plan may guaranteed the organization, clarity and the coherence for the written form because it provides and shows the direction to the work via the following of the logical order during dealing with ideas and information.

In focusing on the importance of planning Zemach and Rumisek (2003) link the importance of the outline in writing with the importance of skeleton in the human's body, they believe that just like the skeleton encourages human's body without being able to see it, the outline will encourage learner's writing by giving and providing structures of witting.

Teachers should tend to make student aware of the importance of the pre-writing stage by using different activities that could be practiced in groups or with the whole class as a group work or individually, here it depends on the nature of the activities which the teacher choose to work on and they are advised to support their learners by taking much more time in this stage, it is the activity that enhances the various steps of the process as well as it makes the students have a desire to write a good composition.

Pre- writing is the first and the most important stage in the writing process; because, it is the stage in which the learners identify their topic, ideas and thoughts, and by which they can move to the next stage easily since it helps them to understand their topic better.

2.7.2. Drafting

Several scholars believe that drafting is the real and the physical action of writing in which students do their best to write what they have generated, organized and planned before. Linderman (1987, p. 26) believes that drafting is “the physical act of writing”, for him it is the real writing step where the students can develop their topic on their papers; in addition, Hedge (1988, p. 89) see that drafting is a stage in which the writer “puts together the piece of the next [through] developing ideas [into] sentences and paragraphs within an overall structure”.

Learners during writing their first draft should stress on the content without taking into consideration the other language aspect such as grammar, spelling and punctuation, they only should write freely and focus on the ideas, Galko (2002, p. 49) pointed out concerning the drafting stage

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

Drafting should be repeated when necessary until reaching a good drafting. During drafting learners are helped to use the appropriate words and ideas as well as they are supported to work individually; however, group composition is very essential techniques which may help them in their writing tasks.

2.7.3. Reviewing

Immediately after the drafting stage, reviewing stage comes as a process of looking again and discovering the drafts, it is the stage during which the learner correct their errors, recognize and realize the changes in their writing, it may include addition, deletion and organization as Grenville (2001, p. 153) stated “[as you revise], you will be looking for changes that will help readers understand the information better or be more convinced by your argument. Once you have found the places that need fixing, you have to decide whether to cut, add or move”. For Brown and Hood (1989), reviewing is a stage where learners:

- They have to check what they wanted to say.
- They have to check if they said their words in a clear and appropriate way.

In addition, Brown and Hood (1989, p. 20) focus on reviewing and believe that it includes more than the checking of the spelling, grammar and punctuation, it is also includes the checking of the content and the purpose for the readers in a given situation.

For Johnson (2008), reviewing is the basic of the writing and it may be more productive if it involves input and information from teachers or peers; also, peer review is a very important task in EFL classes because it reinforces the learner's ability to revise their writing.

Reviewing is an essential stage, it is through which learners can discover their drafts and check them in order to make sure that spelling, grammar, organizations and ideas are the wanted ones.

2.7.4. Editing

Editing is the final stage where the drafts are polished, it is the final before submitting and handing out the drafts, the students give attention to the different mechanics like punctuation, spelling and grammar, it includes the exact checking of the texts to make sure that there are no errors or mistakes in spelling, punctuation, word choice and word order. It is the final step in which the students reform the content prior to publication.

2.8. The Process Approach Instructions

For being successful in teaching writing skill, several instructions should be taken into consideration. The teacher's role in the writing process plays a crucial role in developing learner's writing activities because they guide and help them to write effectively, the following instructions are reposed by many scholars; they believe that teachers should:

- Motivate students to write a lot without threatening with bad marks. The topic can be proposed but if learners want to work on, they can, it depends on the student's desire.
- Raimes (1992; cited in Hyland, 2003, p. 12) emphasizes on the teacher's role in the process approach, he stated that:

“The teacher's role is to guide students through the writing process, avoiding an emphasize on form to help them develop strategies for generating, drafting and refining ideas, this is

achieved through setting pre-writing activities to generate ideas about content and structure, encouraging brain storing and outlining, requiring multiple drafts, giving extensive feedback, seeking text level revision facilitation peer responses and delaying surface corrections until the final editing". Raimes(1992).

Here, Raimes gives much more focus on the context rather than the form since when the ideas are put down on the papers it becomes easier to edit them; also, he stresses on the feedback and its role in developing and encouraging students to write.

- Give the learners the power, the opportunity and the chance to ask questions about their writing.
- Ask the students to read their writing to their classmates in order to make them aware of the interaction that may occur between them and their readers (audience).
- Discuss with learners the type of the difficulties that they may face at any stage of the process approach.
- Negotiate with the students the errors and the mistakes that they have done in order to avoid them.

Teacher's role in the writing process is important and they should work and behave as facilitators and as correctors.

2.9. Awareness

Awareness of the process approach is a key element that leads learners to succeed in developing their skill; since, it refers to the state of being aware of something. Absolutely if EFL learners are made aware of the different stages and steps that the process of writing involves; immediately, their skill will be developed.

Awareness of the process approach identifies as one of the main characteristics of good writers which would lead them to write effectively because lack in awareness of the different stages and steps of the writing process means lack in reaching good level in writing; however, awareness could be increased via different instructions in order to produce well-polished compositions.

2.9.1. Definition of Awareness

The term awareness refers to the state of being aware, having clear knowledge and perception about something. It is also defined as the power, the state or the ability to realize, recognize, and feel or to be conscious of events, objects or sensory patterns; generally, it is the state of being aware of something.

Concerning learners, several researchers such as Read (1978), Donmall (1985) interested in the subject of awareness in relation to language. The term language awareness was defined by the British Association of centers for language awareness as "...a person's sensitivity to and conscious awareness of the nature of language and its role human life". (James and Garrett, 1992, p8; cited in Cenoz and Hornberger, 2008; p3).

For something that learners already know, it refers to making the implicit knowledge and information become explicit; in addition, the term language awareness can be defined as an "explicit knowledge about language and conscious perception and sensitivity in language learning, language teaching and language use" (Association for Language Awareness). In other words, language awareness concerned with making students conscious, and able to use the language patterns appropriately, in this direction Donmall (1985, p. 7) argued that the language awareness is "a person's sensitivity to and conscious perception of the nature of language and its role in human life".

2.9.2. Types of Awareness

Language awareness was the main focus of several scholars. Garvie (1990) divided the language awareness into six interrelated types:

- ***Linguistic awareness:*** in which the purpose is to make the students aware of the different aspects of language components (phonemes, morphemes and lexical items) and the various rules that collect them in the sentences.
- ***Psycholinguistics awareness:*** in that the students should be conscious about the study of the language acquisition and use in relation to the psychological factors mastering its use, recognition and realization.
- ***Discourse awareness:*** which helps the students to be able aware about the discourse level rather than the sentence level.

- ***Communicative awareness***: the first aim of this type is making the students aware of the language use in a specific context.
- ***Sociolinguistic awareness***: by which students could be aware of the influence of the social content on language use.
- ***Strategic awareness***: where learners may apply different strategies to solve different learning issues.

2.9.3. Raising EFL learners' Awareness to write

Raising the student's awareness about the language learning was the main focus of several scholars; they believed that raising learner's awareness of language learning stresses on particular language aspect such as (grammar, culture, pragmatics...).

The writing skill is based on some kind of awareness that lead to a good writing, effective writing includes different areas of skills and knowledge, it includes the power and the ability to gather and to generate the appropriate content and to organize that content correctly; also, it is based on the knowledge of a wide range of a vocabulary and syntactic items and pattern to express a different concepts; however, this is not sufficient since one of the most important factors in improving this skill is to develop learner's awareness of writing as a process and the importance of going through different stages in order to achieve a well-polished productions as well as to reach a good level in writing.

EFL learners need to be aware that effective writing is based on dealing with writing as a process and not just as a product of the accurate use of grammar, syntax and vocabulary, they should be aware via intensive practice of writing that leads to the effective use of the different techniques that the writing process includes which enable them to take decision a about what they are going to say and how.

Teacher's role in making students aware of this skill is considered as a crucial element in this process, Cenoz and Hornberger (2008, p. 5) stress on the role of the teachers in helping the students to be aware of their first language patterns and aspects, they pointed out that

“It is our aim to turn the youngster into a keen observer and shrewd judge of language use by teaching him how to compare and how to distinguish by making him find things out of himself so that through process of growing awareness and increasing self confidence that continues throughout life, he becomes the

authoritative controlled of his own language use". Cenoz and Hornberger (2008, p. 5).

In foreign language learning this can be applied in which when the teachers teach their students how to observe, compare and differentiate between their native language pattern and those of foreign language, this leads to help the students to understand and become aware of the foreign language patterns; moreover, deeper explanation considered as a means to enhance and reinforce the learner's to be aware of the foreign language use, also, practice is an important key factor which help the students to be aware of the foreign language patterns because it reinforces and fixates those pattern in student's mind and memory to memorize them easily, in this direction, Robinson (2008, p 135) claimed that "with practice, explicitly learned knowledge becomes restricted, and access become less effortful and eventually authentic"; therefore, making the learners aware of the different processes that the writing skill involves will help them to overcome the difficulties they face when they write and thus produce well- polished compositions.

Conclusion

For the process approach, writing is a recursive, developmental as well as an essential act of discovery since learners tend to revise, modify and organize their composition, they are not just evaluated on the final product; but also they are evaluated in term of the ways they follow to improve their written production; therefore, making them aware that the writing skill is a process that is based on different stages and not a matter of the accurate use of grammar and the appropriate use of vocabulary is an important aim that teachers should take into their consideration because their awareness will motivate and enhance them to write effectively.

CHAPTER THREE

Data Analysis

The Students' Questionnaire's Results Analysis

Introduction.....	45
3.2.1. Description of the Questionnaire.....	45
3.2.2. Administration of the Questionnaire.....	46
3.2.3. Analysis of the Questionnaire	46
3.2.4. Discussion of the Questionnaire's Results.....	60
Conclusion.....	60

Chapter Three: Data Analysis

The Teachers' Questionnaire's Results Analysis

Introduction

This chapter is specialized to the analysis of both the teachers and the learners' questionnaires. Teacher's questionnaire will be analyzed in the first section of this chapter as well as in the second section of the same chapter student's questionnaire will be analyzed.

The collected data and the obtained results will allow us to diagnose the teaching-learning process of the writing skill with its strengths and weaknesses passing from a real situation to suggest the appropriate solutions to the existing problems faced by learners as they write. The participation of the teachers is very important since they are aware of the learner's capacities and the writing skill problems.

3.1.1. Description of the Questionnaire

The questionnaire is designed to determine the extent to which the students are aware of the process approach based on teachers' attitudes, and to discover their main weaknesses concerning their writing skill.

Basically, the questionnaire includes (15) open- ended and multiple choice questions divided into three main sections, each section dealt with particular aspect although they are all interrelated. The results will be discussed below.

Section One: General Information.

The questions in this section start from question (1) to question (4). It shows the teachers 'profile. It aims to get general information about teachers' experience in teaching written expression and their attitudes towards the time and the program of the written expression module.

Section Two: The Writing Skill in EFL Classes

It starts from question (5) to question (9), this section is about teacher's point of view towards teaching the writing skill for EFL learners and their main weaknesses concerning this skill, it is also tends to know if the teachers adopt the process approach to help their learners overcoming their difficulties or not as well as to what extent they do believe in teaching writing skill based on the use of the process approach.

Section Three: EFL learners Awareness of the Process Approach.

It from the question (10) to question (15), they tend to clarify the extent to which the learners are aware of the process approach when teaching the writing skill, the different stages and steps that the process of writing includes and the importance of the application of these stages as well as their attitudes towards the topic under investigation.

3.1.2. Administration of the Questionnaire

The teacher's questionnaire was given directly on April 14, 2015 to (7) teachers who teach the written expression module. Their suggestions and observations were helpful and effective for the aim of the present research; the teachers were very collaborative with us in which they answered the questionnaire in a very short time.

3.1.3. Analysis of the Questionnaire

Section One: General Information

1) How long have you been teaching English?

Years	N	%
4 to 10 years	5	71.42%
11 to 20 years	2	28.57%
Total	7	100 %

Table: 3.1. Teachers' teaching experience

The table shows that the majority of the teachers have been teaching English for a period of 4 to 10 years; while, only (2) teachers have taught it for 11 to 20 years. This means that most of our participants have an acceptable experience in teaching English and the latter responses will be of a great value in enhancing the research topic.

2) How long have you been teaching the module of Written Expression?

Teaching years of W. Ex	N	%
1 to 5 years	3	42.85%
6 to 10 years	4	57.14%
Total	7	100 %

Table: 3.2. Teachers' experience in teaching the Written Expression module

According to the above, a big proportion of the teachers have been teaching W. Ex for 6 to 10 years (57.14%); whereas, (3) teachers (42.85%) taught the module for 1 to 5 years. The results shown indicate that our respondents are experienced enough in teaching their targeted subject, so they will be a rich source of information and their responses will be helpful in clarifying the reality of W. Exp.

3) Do you think that three hours per week are enough for teaching Written Expression?

Option	N	%
Yes	2	28.57 %
No	5	71.42 %
Total	7	100 %

Table: 3.3. Teachers' Attitudes towards time allotted for teaching W. Ex

Most of the teachers (71.42%) believe that time allotted for teaching the written expression module is not enough to fully develop the students' writing skill ;whereas, only (2) teachers (28.57%) think that (3) hours are enough for the teaching as well as the improvement of the learner's skill. More than half of participants have shown their dissatisfaction towards time allotted.

4) What do you think about the program of the Written Expression module, is it qualified to reinforce the level of the students' writing?

Option	N	%
Yes	5	71.42%
No	2	28.57%
Total	7	100 %

Table: 3.4. Teachers' Attitudes towards the program of W. Expression

From the above, (5) teachers (71.42%) think that the taking program of written expression is qualified to develop and reinforce EFL learners' level in writing; whereas, only (2) teachers (28.57%) think that the program cannot go in parallel with the course's aims; so, according to the results shown, this program is designed to be a good basis to reinforce the learners' writing level.

- If No, please, say why.

Teachers who believe that the taking program is not qualified for reinforcing students' level in writing have justified their answers by insisting that the program is suffering from the lack of activities variety and it really should be based on practice more than theory.

Section Two: The Writing Skill in EFL Classes.

5) According to your experience, is writing difficult to teach?

Option	N	%
Yes	7	100 %
No	0	0 %
Total	7	100 %

Table: 3.5. Teachers' evaluation to W. Ex in term of learning difficulties

All the teachers (7. 100%) believe that written expression is really difficult to teach which means that it is not an easy task to present for the learners, so the task will not be easy too for learners. It needs efforts and collaboration between teachers and learners.

6) Are your learners good writers?

Option	N	%
Yes	0	0 %
No	7	100 %
Total	7	100 %

Table: 3.6. Teachers' Attitudes towards learners' ability in writing skill

All the teachers (7. 100%) believe that their learners are not good writers. This is a logical interpretation to what has been clarified within the previous question. According to this majority agreement, learners suffer from many weaknesses.

7) What are their main weaknesses?

All the teachers believe that their learners have many weaknesses concerning writing skill and this weaknesses differ according to their level, generally they suffer from lack of organization, grammar mistakes, spelling, punctuation problems, lack of organization of the ideas, lack of practice, problems with style...etc.

8) What approach you adopt to help them overcoming their difficulties?

Teachers' adoption of the approaches	N	%
The product approach	0	0 %
The process approach	4	57.14%
Both	3	42.85%
Total	7	100 %

Table: 3.8. Teachers' adopted writing Approaches to helping Learners overcoming their difficulties.

Most of the teachers (4. 57.14%) when they teach writing they prefer to adapt the process approach; while, (3) of them (42.85%) tend to teach writing based on both, the product approach as well as process approach.

8.1. Why!

When being asked about the reasons behind their choice they responded as follows:

Teachers who prefer to work with the process approach they justify their answer by saying that the process approach presents the writing process through steps where learners move logically from the basic step to the final production and it provides space to practice each step, it is suitable to learners since they have many constraints. While, those who prefer to adopt the process approach and the product approach they believed that some types of writing demand the product approach such as letters and others which require the process approach for example essays. In fact, it depends on the nature of the writing's types.

9) Do you believe that the process approach in teaching writing is:

Teachers' believe	N	%
A very important approach	5	71.42 %
An interesting approach	2	28.57 %
Not essential approach	0	0 %
Total	7	100 %

Table: 3.9. Teachers' believe about the process approach's importance

Most of the teachers (5. 71.42%) believe that the process approach is a very important approach and (2) teachers (28.57%) think that the process approach is an interesting approach.

It means that all participants agree on the importance of the process approach and the great value it has in developing the learners writing skill.

Section Three: EFL Learners Awareness of the Process Approach

10) How much do you believe that the following the stages within the writing process will enhance and reinforce your student’s level in producing better compositions?

Teachers’ believe	N	%
A lot	7	100 %
A little	0	0 %
Not at all	0	0 %
Total	7	100 %

Table: 3.10. Teachers’ Attitudes towards the importance of the process approach’s stage

All the teachers (7. 100%) believe the stages of the process approach will enhance and reinforce their learners’ level in producing better compositions. All of them agree on the positive impacts those stages have on the EFL learners written performance.

11) Are you interested in asking your students to go through all the writing process stages?

Option	N	%
Yes	7	100 %
No	0	0 %
Total	7	100 %

Table: 3.11. Teachers’ interest in asking their students to go along all the process approach stages

All the teachers (7. 100 %) are interested in asking their students to go through all the process approach stages. This reflects their agreement on the necessity of all approach stages as well as their interrelated relationship.

12) Do your students follow all the stages?

Option	N	%
Yes	2	28.57%
No	5	71.42%
Total	7	100 %

Table: 3.12. Students' following of the Writing stages

The majority of the teachers (5. 71.42%) believe that their learners do not follow all the writing process stages, while, only (2) teachers (28.57%) see that their students do follow the stages that are included in the process approach to go deeper to the real context, a sub question was asked:

- **If No, please, identify the stage(s) that your students go through (you may choose more than one box)**
 - a) Pre- writing
 - b) Drafting
 - c) Revising
 - d) Editing

The aspect	N	%
A	1	20 %
B	1	20 %
C	1	20 %
D	2	40 %
Total	5	100 %

Table: 3.12. The stages that the students go through

Pre-writing, Drafting and Revising are the stages which (20%) of the teachers believe that their students go through; whereas, (40%) of them see that their learners go directly to the Editing stage when they write which means that students think that Editing is the only stage that the process of writing involves. So a total ignorance by learners about the importance of the other stages was noticed by teachers

13) According to you, do you think that your students are aware of the process approach in writing?

Option	N	%
Yes	2	28.57%
No	5	71.42%
Total	7	100 %

Table: 3.13. Teachers' attitudes towards students' Awareness of the Process Approach importance

(71.42%) of the teachers see that their students are not aware of the process approach; while, only (2) teachers think that their learners are aware of the stages of process approach. This big proportion reaction reflected the unawareness of our learners about neither the different stages of writing nor their importance.

- **If No, please mention some of their attitudes towards the writing process approach**

Teachers who believe that their learners are not aware of the process approach they said that their students may think that this approach is so complicated, take time, and it is too long.

14) Do you think that making the students aware of the process approach is necessary for developing the writing skill?

Options	N	%
Yes	7	100 %
No	0	0 %
Total	7	100 %

Table: 3.14. Teachers' believe about the necessity of the process approach importance

All the teachers see that making the students aware of the process approach is very necessary for developing students' writing skill. So as participants, they claimed that the learners' failure to write good may be composted by raising their awareness towards the importance of the process approach in developing their skill of writing and all stages train them to go along.

15) A closed question that called for the teachers' attitudes towards the topic under study in general, within this latter all teachers find it a very interesting topic because the process approach is an effective way in enhancing EFL learners writing proficiency.

3.1.4. Discussion of the Questionnaire's Results

The analysis of teachers' questionnaire allowed us to draw the following results:

The majority of the teachers (71.42%) believed that the program of Written Expression is qualified to reinforce the level of their students' writing. All of them are complaining about the insufficient time and all agree that W. Ex should be a practical subject more than being theoretical

Other findings show that all the teachers believe that writing is difficult to learn for this their learners are not good writers, they suffer from many weaknesses concerning grammar, vocabulary, style, punctuation, spelling and organization...etc.

Most of the teachers adopt the process approach in teaching writing since for them it is the appropriate one that can present the writing process logically therefore they do believe that the process approach is a very important approach.

All the teachers believe that following the stages within the process approach enhance and reinforce the students' level when writing, also they are interested in asking their learners to go through all the writing process stages; however, most of them see that their students do not follow them because they think that writing is editing. The majority of the teachers believe that their learners are not aware of the process approach; therefore, making them aware of it is necessity for developing their writing skill would be of a great importance and value to improve their writing performance.

Conclusion

According to the data achieved, writing is a complex skill which is difficult to learn, it needs a lot of experience and instructions from the teachers in one side and time for practice on the other side. The emphasize should be on the process approach since it is the only approach that lead students to write logically following different stages. Awareness about the importance of the process of writing is very important in the writing tasks, EFL learners have

to know that following and applying the steps that writing is based on is not complicated and not a waste of time, because the stages complete each other in order to produce a better compositions.

The Students' Questionnaire's Results Analysis

Introduction.....	45
3.2.1. Description of the Questionnaire.....	45
3.2.2. Administration of the Questionnaire.....	46
3.2.3. Analysis of the Questionnaire	46
3.2.4. Discussion of the Questionnaire's Results.....	60
Conclusion.....	60

The Students' Questionnaire's Results Analysis

Introduction

Giving the students the opportunity to express their attitudes and ideas towards the research topic through the questionnaire is one of the most important basics in any research; therefore, the questionnaire was designed and created in order to explore and know the extent to which EFL learners are aware of the process approach in writing and how they find the importance of the awareness of the process approach in this productive skill. To check the validity of the hypothesis a students' questionnaire will be analyzed.

3.2.1. Description of the Questionnaire

The questionnaire is made up of 22 open –ended and multiple choice questions divided as the following:

Section One: General Information

It is from question (1) to question (6). It is concerned with EFL Learners' Age, Gender, Choice of studying English, their Level in English, their Will to study English as well as the Nature of their BAC Stream.

Section Two: the Writing Skill in EFL Classes

This section starts from question (7) to question (15), it is about Learners' views towards the Writing Skill, the time allotted to study the course of written expression, the most important component of the writing process and the difficult steps that they may face during their writing.

Section Three: EFL Learners Awareness of the Process Approach

It is from question (16) to question (22) it tends to explore the Learners Awareness of the Process Approach by asking them to give their attitudes toward the approach, the different stages they know, and their believe concerning it.

3.2.2. Administration of the Questionnaire

Second year LMD English Language Students at Mohammed Khieder University of Biskra is the population of this study and they were (80) students selected randomly. The questionnaire was answered only by (66) students. The cause for choosing this population is that students at the first year study grammar rules more than writing and the second year is the departing point to know about the basics of writing, and at this stage they should be made aware of the process approach as well as different writing approaches should be introduced.

3.2.3. Analysis of the Questionnaire

Section One: General Information

1) Your age is:

Students' Age	N	%
20 to 25	64	96.96%
26 to 40	2	3.03%
More than 40	0	0 %
Total	66	100 %

Table: 3.1. Students' Age distribution

As the table shows, the students' age vary from 20 to 25 years (96.96%), with an exception of two students whose age is between 26 and 40 years (3.03%) that means that the majority of the students are young; this faction is positive and motivating spall.

2) Your gender is:

Students Gender	N	%
Male	10	15.15%
Female	56	84.84%
Total	66	100 %

Table: 3.2. Students' Gender

Concerning the gender of students, the majority of them are female (84.84%). There are of (10) male students, this denotes that female over presentation is present within our respondents. It can be interpreted in terms of intention to learn this foreign language, males may have other choices.

3) Your choice of studying English is:

Students Choice	N	%
Free	62	93.93%
Imposed	4	6.06 %
Total	66	100 %

Table: 3.3. Students' Choice to study English

From the table above, we can say that the majority of the students choose to study English Language freely (93.93%) and they are (62) students, only (4) students who claimed that they were obliged to do so.

- In both cases, explain.

The students who choose to study English Language freely their explanation of their choice was that they love English Language and those who study English Language obligatory was because of their marks which were not qualified to study other branches.

4) How do you describe your level in English?

Students' Level	N	%
Very poor	1	1.51 %
Poor	24	36.36 %
Average	31	46.96 %
Good	5	7.57 %
Very good	4	6.06 %
Excellent	1	1.51 %
Total	66	100 %

Table: 3.4. Students' Level in English

“Average” is the level of the majority of the learners, it is (46.96%) which means that (31) students are average in English language; whereas, (24) of the students their level was “Poor” (36.36%) and only (5) of them were “Good” (7.57%); while, (4) of the student were “very good”. “Very poor” and “Excellent” was the level of only (1) of the students (1.51%). That means that the learners’ level is “Good” in English Language in general. The learners’ response vary, one confirmation could be drawn which is that a big part of them consider themselves not to be very good and excellent writers. It is a direct announcement that they may have constraints which prevent them from being good writers.

5) Your will to study English is:

Students' Will	N	%
Very strong	17	25.75%
Strong	17	25.75%
Uncertain	28	42.42%
Weak	3	4.54%
Very weak	1	1.51%
Total	66	100 %

Table: 3.5. Students' Will to study English

The table shows that the Will of (28) of the students to study English was “uncertain”; whereas, “strong” and “very strong” were the Will of (17) students. Only (3) students' Will in studying English was “weak” and (1) student's Will in studying English was “very weak”. That means that most of the students want and like to study English. The biggest part of participants declare their uncertainty about the will to study English, the latter may be one factor that goes behind their weaknesses in writing.

6) Your BAC stream is:

Students' BAC Stream	N	%
Scientific	32	48.48%
Literary	20	30.30%
Foreign languages	14	21.21%
Total	66	100 %

Table: 3.6. Students' BAC Stream

According to the table, most of the students were scientific (48.48%), (20. 30.30%) of them were Literary; whereas, only (14. 21.21%) of them were enrolled in Foreign Languages stream. A big part was enrolled in a scientific stream means that they lack many of the skills being compared to those with the literary stream. This may affect their written production.

Section Two: The Writing Skill in EFL Classes

7) What do you think about the writing skill?

Students' Attitudes	N	%
Very important	40	60.60 %
Interesting skill	26	39.39 %
Not essential	0	0 %
Do not know	0	0 %
Total	66	100 %

Table: 3.7. Learners' Attitudes towards writing skill

From the above results, most of the students believe in the importance of the writing skill (60.60%); while, only (26) (39.39%) students see that writing is just an interesting skill. That means that the students are fully aware about the importance of writing, so it presents an essential part of the tackled curriculum.

8) Is time allotted to the course of written expression enough to fully develop your skill?

Options	N	%
Yes	28	42.42%
No	38	57.57%
Total	66	100 %

Table: 3.8. Students' Attitudes towards the time specified in taking W. Ex

According to the above table, (57.57%) of the students think that the time allotted in taking written expression is not enough to develop their skill; whereas, (42.42%) of them believe that the time that is specified for taking written expression is enough for developing their skill. A big majority of our participants claimed their insatisfaction towards time allocated to the written expression subject.

- If No, please, clarify why

Students who think that the time allotted in taking written expression is not enough to develop their skill have justified their answers saying that the nature of the skill is based on taking different activities and practices, time is the main constrains that prevents them from finishing those practices and activities.

9) Are you interested in writing?

Options	N	%
Yes	41	62.12%
No	25	37.87%
Total	66	100 %

Table: 3.9. Students' interest in writing skill

The table shows that (41. 62.12 %) of the student are interested in writing skill, this denotes that the majority of them like writing and like practicing; whereas, only (25. 37.87%) students are not.

- If No, please, explain why

Students who are not interested in the writing skill have given their reason saying that they are interested in other skills such as reading, listening as well as speaking, and they think that writing is somehow difficult being compared to the other skills.

10) Does your teacher of written expression support you to write?

Options	N	%
Yes	59	89.39 %
No	7	10.60 %
Total	66	100 %

Table: 3.10. Teachers' support in writing

(89.39 %) Of the students said that their teachers support them to write through the use of the different activities, only (10.60%) students declare that their teachers do not support them to do so

- If No, please clarify why

Students who believe that their teachers do not encourage them to write have justified their answers saying that their teachers focus on other skills especially speaking and listening, improving these two skills is their first aim and because of time constraints that challenges them in taking the whole program of written expression courses they do prefer not wasting time on giving different activities.

11) According to you, a good writing is (you may choose more than one answer).

A good writing	N	%
Correct use of grammar	31	46.96 %
Good ideas	5	7.57 %
Appropriate use of vocabulary	20	30.30 %
Spelling	5	7.57 %
Others	5	7.57 %
All of the above	0	0 %
Total	66	100 %

Table: 3. 11. Students' attitudes towards what a good writing is?

Most of participants believe that a good writing is a matter of the correct use of grammar rules (46.96%), which means that they just focus on grammar rules without taking into their consideration the other aspects of a good writing. Others believe that a good writing is a matter of obtaining a good ideas (7.57%) and appropriate use of vocabulary (30.30%); whereas, (7.57%) of the learners think that a good writing is the one which is based on spelling and only (7.57%) think that a good writing based on other principals such as organization, punctuation....(0%) of the learners think that a good writing is based on all of the above option. The results obtained confirm that our learners have different views about

what a good writing is, they have many interpretations but no one recognizes that a good writing is a combination of all language aspects.

12) According to you the most important component of the writing process is: (you may choose more than one box)

The important component	N	%
Organization	5	7.57 %
Vocabulary	20	30.30 %
a Grammar	31	46.96 %
Punctuation	5	7.57 %
Spelling	5	7.57 %
All of the above	0	0 %
Total	66	100 %

Table: 3.12. The most important component of the writing process

Most of EFL learners believe that grammar is the most important component of writing skill (46.96%) this denotes that they think that only grammar is the basic of a good writing, (30.30%) of them think that vocabulary is the most important component and (7.57%) of them see that organization is the one that is most important; whereas, (0%) of the students believe that writing is based on all of those aspects and (7.57%) of the students think that punctuation which is important as well as only (7.57%) of EFL learners believe that spelling is the one that is should be the most important in writing skill.

13) What is the most difficult step that challenges you in the writing process?

The difficult step	N	%
Ideas formation	39	59.09%
Making drafts	14	21.21%
Revising	9	13.63%
Editing	4	6.06%
Total	66	100 %

Table: 3.13. The difficult step that challenges the students

The majority of participants suffer from “ideas formation” as a difficult step when they write (59.09%) which means that they do not know even how to start and get ideas. (21.21%) of them find “making drafts” is the most challenging step for them; while, (13.63%) of the students find “revising” as a difficult step which they cannot master, only (6.06%) of them believe that “editing” is the one that is the most difficult in writing. it is clearly stated that respondents have difficulties when writing at different levels this implicates a hard job that should be done by teachers among which designing the suitable approach is concerned.

14) What does your writing’s revision improve? (You can choose more than one answer)

The aspects	N	%
Organization	10	15.15%
Vocabulary	20	30.30%
Grammar	23	34.84%
Punctuation	8	12.12%
Spelling	5	7.57 %
Total	66	100 %

Table: 3.14. The different aspects that students’ writing revision improves

(34.84%) of our participants think that writing revision improves only grammar rules, this denotes that they just believe that a good writing is the one which is based on the correct use of grammar. Others see that the revision process improves their vocabulary for this they have

to focus on use it appropriately (30.30%); while, (15.15%) think that revision develops their organization and (12.12%) believe that it develops their punctuation, the rest see that spelling is the aspect that revision develops (7.57%). Our participants have different views about the role of revising their writing and its role in developing writing, many among them believe that revising may develop potency one language aspect; but, many and this is positive.

15) When you write, you

- a) Try to make your ideas and style good from the beginning.
- b) Just writing without stopping then revises and improves your writing.

The aspects	N	%
A	40	60.60%
B	26	39.39%
Total	66	100 %

Table: 3.15. EFL Learners' first step when they write

Most of respondents when they start to write they attempt to make their ideas and style good from the beginning this denotes that they prefer to focus on their style and ideas from the beginning without trying to make a plan and first draft. They just work on editing; whereas, only (26) of them believe that they have to write without stopping then they have to develop their work that means that they feel that a good writing should start by a plan and the first draft in order to become revised so that improved. No one among participants was consistent to decide about the logical step that should be taken into consideration when starting to write.

Section Three: EFL Learners Awareness of the Process Approach

16) Do you know that the writing skill includes several approaches?

Options	N	%
Yes	13	19.70%
No	53	80.30%
Total	66	100%

Table: 3. 16. Students' knowledge about the writing skill approaches

From the table, the majority of EFL learners do not know that writing skill involves a number of approaches. This means that they do not have any idea about teaching writing is based on the use of approaches; whereas, only (13) of them have an idea about the approaches in teaching writing. The results can be taken as a basis for interpreting the learners' failure to write good and their unsystematic way of tackling to the writing process.

17) Do you think that the process approach is:

Students' attitudes	N	%
An important approach	18	27.27%
An essential approach	30	45.45%
No idea	18	27.27%
Total	66	100%

Table: 3. 17. EFL Learners attitudes towards the process approach

Most of participants believe that the process approach is just an essential approach. This denotes that they do not know more about the importance of the process approach; however, only (18) of them think that it is important, no idea was the answer of (18) students. The results show a clear indication to the students unawareness about the neither the process nor its importance.

18) Do you know that the writing process includes various steps?

Option	N	%
Yes	30	45.45%
No	36	54.54%
Total	66	100 %

Table: 3.18. Learners' knowledge about the process approach stages

A big proportion of participants (54.54%) do not have an idea about the process approach's stages (36). Only (30) students claimed having ideas about these stages. This result shows that the students' failure in writing may be due to this neglect and unawareness.

19) What are the stages you know?

The stages	N	%
Pre-writing	20	30.30%
Drafting	25	37.87%
Revising	11	16.66%
Editing	10	15.15%
Total	66	100 %

Table: 3.19. The different writing stages that EFL Learners know

Most of EFL learners are familiar with "drafting" (37.87%) stages and this is obvious since students when they write the first thing they used to do is to start writing drafts without any plan. "Pre-writing" is the next stage which the students are familiar with. Only (30.30%) know that a good writing should start by pre-writing that is based on planning, "revising" and "editing" are two stages that they seem to be ignored from them especially the "editing" stage.

20) When you write, do you apply all the steps?

Options	N	%
Yes	24	36.36%
No	42	63.63%
Total	66	100 %

Table: 3.20. Students' application of the writing steps

As the table shows, (42) of EFL learners do not apply all the writing skill steps. Only (24) of them seem to be more interested in the application of those steps.

- If No, please, say why

Students whose answer was NO, they explained their answer by saying that time constrains is the first reason that prevent them from applying the writing stages and they carry on to say that the application of all those steps is just a matter of wasting time. They just have to get the ideas and start writing. Others believe that following the steps may prevent them from getting good ideas because it takes time when they follow them and they may lose their focus on the ideas since they concentrate more on understanding the steps for this they prefer to write randomly. As a result of this question, we deduce that learners neglect going through stages in their writing and each one takes it as a personal initiative.

21) Does your teacher ask you to follow these steps?

Options	N	%
Yes	60	90.90%
No	6	9.09%
Total	66	100 %

Table: 3.21. Teachers' interest in asking students to follow the writing steps

The majority of EFL Learners believe that there teachers are interested to ask them to follow the writing steps which means that our teachers do their duty perfectly and do their

best to reach a good learners performance when writing. Only (6) students see that their teachers do not ask them to follow the writing steps.

- **Please, explain**

According to the students, teachers ask them to follow the writing steps by encourage them to write through different home activities and a best explanation of the steps; also, via different class practices that facilitate the process of the understanding of the steps. So the learners' neglection of the process approach steps is a learner's part. The teachers' role is to reinforce the learners' awareness about the importance of the approach.

22) Do you think that the writing steps (the process approach) are helpful to develop your writing?

Students' attitudes	N	%
A lot	11	16.66%
A little	53	80.30%
Not at all	2	3.03%
Total	66	100 %

Table: 3.22. Students' attitudes towards the process approach

According to the table above, the attitudes of (53) of the students towards the process approach is "a little" that means that they believe that the process approach could be helpful to a big extent in developing their writing skill in order to reach a good level and master that productive skill; while, (11) of them think that it should be helpful in developing their skill, only (2) of them see that it is not and it could not be helpful in improving their skill. A total majority of learners do not really believe on the importance of that approach, it means that they do agree about the efficiency of the stages; but, separately they ignore the interrelation between those stages. It is necessary to make them aware about this approach.

3.2. 4. Discussion of the Questionnaire's Results

The analysis of the students' questionnaire allowed us to draw the following results:

The majority of EFL learners 'Will (42.42%) in studying English was uncertain and a big part of them were scientific which means that their weaknesses in writing may be due to their uncertainty in studying English and their BAC stream which confirms their lack in written performance when being compared with those of the literary stream.

Based on the gathered findings, students believe in the importance of the writing skill for this they are interested in taking the written expression course and the first reason that pushes them to be interested in writing is their teachers' support to write via taking different activities; however, the time that is allotted in taking the written expression module is not enough to fully develop their writing performance. According to them, a good writing is a matter of the correct use of grammar and the appropriate use of vocabulary because for them the most important component of the writing skill is grammar and vocabulary; therefore, the most challenging step for them when writing is "ideas formation" step. This denotes that they have a lack in forming ideas and starting to write for this they do agree that their writing revision can only improve grammar rules and vocabulary use.

The obtained results in the last section shows that the majority of EFL learners have no idea about the process approach they just know that writing process is based on several steps and involves different stages; however, because of time constrains they cannot apply all the steps even if their teachers are interested in asking them to follow the steps in addition the data shows that most of students believe that the process approach should be helpful in developing their skill.

Conclusion

Based on the analysis of the students' questionnaire results, EFL learners have difficulty in controlling their writing skill, it shows that writing is a challenging and complex skill; because, they suffer from many weaknesses concerning grammar, vocabulary, content, organization of the ideas, spelling and style problems. The findings focus on the importance of the process approach in teaching writing that enables the students to move logically from the first stage to the final stage; in addition, the results show that EFL learners have a little awareness about the process of writing; but they do lack the necessary awareness about the

importance of moving logically from one step to another using different stages in order to produce well-polished compositions

General Conclusion

General Conclusion

This study is undertaken to identify the effect of EFL learners' Awareness of the different stages that the process of writing involves on the development of their writing skill. Based on the hypothesis which states that students' writing skill will be developed if they made aware of the process approach, the sample has been chosen to be (80) second year LMD English language students at the University of Biskra in order to confirm or reject it, and the study has been relied on two main questionnaires one for the teachers to give us their views towards the extent to which the students are aware of the process approach and the other one for the students themselves in order to identify the fact about their awareness of the process approach.

The dissertation is made up of two main parts, the first part is a theoretical part that includes two different chapters; the first chapter is an overview about the writing skill and its various approaches which are used in its process of teaching; the second one is about the process approach. The second part of the dissertation is specialized to data analyses of the study, it has been divided into three main sections, the first one is about the description of the questionnaire; whereas, the second and the third sections deal with the data analysis and the evaluation of EFL learners' Awareness.

The information in the first chapter are about the writing skill; its definition, its causes for teaching, its stages and aspects; also, its relationship with speaking and reading as well as its approaches of teaching which aims to raise EFL learners' Awareness to develop their skill. Concerning the second chapter, the emphasize is on the exploration of the process approach in term of its definition, its advantages, benefits, models, its teaching instructions as well as awareness that takes part in this chapter. It makes sure that writing skill in a foreign language considered as one of the most important skills that should be looked at by focusing on making different studies on it; since, it needs both teachers and students' knowledge and information to enhance its process of teaching and learning; therefore, relying on the process approach seems to be more suitable for mixing those information because it is based on different stages that requires different efforts from the teachers in one side and the students in the other side.

The second part of the dissertation deals with data analysis based on the use of the questionnaire that is designed for the 2nd year LMD English language students, it has made up of three sections; the first one is concerned with the description of the questionnaire, the second section deals with the learners' analysis papers to identify the extent to which they are aware of the different stages of the writing process as well as the third section is designed for

the evaluation of the learners to check if there is any relationship between their level in writing skill and their awareness of the different stages that the process of writing involves. According to the gathered findings, EFL learners suffer from many weaknesses, one of the causes which was behind those weaknesses is their lack of awareness of the process approach, they do agree about the efficiency of the stages but separately, they ignore the interrelation between those stages; hence, it is necessary to make them aware about this approach

The gathered findings confirm and make sure the validity of the hypothesis which states that EFL learners will develop their writing skill if they will be made aware of the different stages that the process of writing involves in the way that the majority of the learners who showed a complete or a partial awareness of the different stages of the writing process have got a good level and good marks in their writing achievement.

Recommendations

Based on the analysis of the two questionnaires, different weaknesses have been found which have a great relation with the present study; therefore, in order to eliminate those weaknesses, we recommended the following:

- Written Expression as an important module should be provided by enough time in order to become more understood for EFL Learners.
- Written Expression should be practical subject more than theoretical one in order to reinforce students' metacognitive opportunities in understanding the courses.
- Teachers should facilitate the courses of W. Ex as possible as they can in order to become somehow easy for the students.
- The process approach should be facilitated for the learners using different ways according to their levels.
- The process approach should be generalized in the teaching –learning process of the writing skill which means that teachers should focus on teaching the different stages.
- EFL learners must realize the importance of the process approach, and should believe that the more they work on the more they develop their writing and success in providing better compositions.
- Learners should know that the writing skill activities need more cognitive efforts; therefore, they have to be more practical.
- Support the exchanging of different cultures among the universities, so that students can have new ideas to think about writing skill seriously.
- Students should be supported to write through the use of different tools such as, making clubs and seminars to raise their awareness about writing and change their idea which says that writing is a matter of wasting time.
- Teachers should have a good pedagogical method through which they can raise students' knowledge of the process approach.
- Teachers of written expression have to provide enough time during teaching the different stages and steps that the process of writing is based on in order to become well understood for the learners.
- Teachers should support their learners to go through all the stages in order to avoid the interference between the different stages.
- The different process approach stages should be taught clearly for the learners and teachers should explain for them how the stages are complete each other's.

- Teachers have to explain the stages gradually and individually.
- Supporting group work and pair work among EFL Classes is a very effective way to raise students' knowledge about the process approach stages so that the ideas would be exchanged.
- Teachers should support their learners to go through all the stages in order to avoid the interference between the different stages.
- Giving learners enough time to practice on the process approach is very important element in order to work on all the different stages so that they become clearer.
- Teachers should work as motivators for their learners by giving them good marks and encouraging them to practice on the process approach so that they write based on the use of the process approach

References

References

- Association for Language Awareness. (nd). ALA Definition. Retrieved March 15, 2015, from www.Lexically.net/ala/-defined.htm
- Bereiter, C. and Scardamalia, M. (1987). *The Psychology of Written Composition*. Hillsdale, NJ: L. Erlbaum.
- Britton, J. (1983). Shaping at The Point of Utterance from Freedman A, Pringle I and Yalde, J, (eds.) *Learning to Write First Language / Second Language*. pp. 13-19.
- Brooks, A and C. Penn. (1970). *Study English: A Course in Written English for Academic and Professional Purposes*. Cambridge University Press.
- Brown, H.D. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Engle Wood Cliffs, N.J, Prentice Hall Regents.
- Brown, H.D (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). New York: Addison Wesley Longman.
- Brown, K and S. Hood. (1989). *Writing Matters: Writing Skill and Strategies for Students of English*. UK: Cambridge University Press.
- Cenoz, J, and Hornberger, N. H. (eds.). (2008). *Language Awareness and Knowledge about Language: A Historical Overview*. *Encyclopedia of Language and Education: Knowledge about Language* (2nd ed.). (Vol.6, pp.133-142). Springer Science+ Business Media.
- Chelsa, E. (2006). *Write Better Essays in Just 20 Minutes a Day*. New York: Learning Express.

Chenowith, N. A. (1987). The Need to Teach Rewriting. *E.L.T. Journal*. 41, (pp. 25-29).

Collins, A. and D. Gentner. (1980). A framework for a cognitive theory of writing. In L. W. Gregg and E. R. Steinberg (Eds.) *Cognitive Process in Writing*. Hillsdale, N, J: Erlbaum.

Collins, w. (2003). Writing Defined. Retrieved March 10, 2015, from www.thefreedictionary.com/writing

Creme, P and M.R. Lea. (2008). *Writing at University a Guide for Students*. UK: McGraw-Hill Education.

Donmall, B. G. (1985). *Language Awareness*. NCLE Reports and Papers. 6, London: CILT.

Eisterhold, J. C. (1990). Reading-Writing Connections: toward a description for second language learners. In B. Kroll (Ed), *Second Language Writing. Research Insights for the Classroom* (pp. 88-108). New York: Cambridge University Press.

Flower, L. and J. Hayes. (1981). A cognitive process theory of writing. *College Composition and Communication* (pp. 365-87).

Galko, F. D. (2002). *Better Writing Right Now Using Words to Your Advantage*. New York: Learning Express.

Garvie, E. (1990). *Story as vehicle: teaching English to young children*. Multilingual Matter. LTD, Clevedon.

Chaith, G. (Feb.2002). *Approaches to Teaching Writing*. Retrieved March 20, 2015 from www.nadabs.tripod.com/writing.

Gocsik, K. (Jan. 2007). Integrating Reading and Writing. Retrieved Apr 10, 2015, from www.dartmouth.edu/writing.

Grabe, W. and R.B Kaplen. (1996). Theory and Practice of Writing. An Applied Linguistic Perspective. Addison Wesley Longman Limited.

Grenville, K. (2001). Writing from Start to Finish: A Six- Step Guide. Australia: Griffin Press.

Hairston, M. (1982). Winds of Change: Thomas Kuhn and the Revolution in the Teaching of Writing. College Composition and Communication. 33-77-88.

Harmer, J. (1998). How to Teach English: An Introduction to the Practice of English Language Teaching. UK. Pearson Education.

----- (2004). How to Teach Writing. UK: Pearson Education.

Hedge, T. (1988). Writing. Oxford University Press.

Hyland, K. (2003). Second Language Writing. USA: Cambridge University Press.

----- . Writing and Teaching Writing. In J.C. Richards (Ed.), Second Language Writing. Cambridge: Cambridge University Press.

Johnson, A. P. (2008). Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students. USA: Rowman & Littlefield Education.

Kane, T. S. (2000). The Oxford Essential Guide to Writing. New York: Berkley.

Kress, G. (1989). *Linguistic Process in Socio-Cultural Practice*. Oxford and New York. Oxford University Press.

Kroll, B. (1990). *Second Language Writing. Research Insights for the Classroom*. New York: Cambridge University Press.

Leki, I. (1992). *Understanding E.S.L. Writers. A Guide for Teachers*. London and Portsmouth, N. H: Heineman.

Linderman, E. (1987). *A Rhetoric for Writing Teachers*. New York: Oxford University Press.

Murray, D. M. (1978). Internal revision: a process of discovery. C. R. Cooper and L. Odell (eds.), *Research on Composing: Points of Departure*. (pp. 5-103).

------(1988). *Read, Write Revise. A Guide to Academic Writing*. University of Tampa. New York: St. Martin Press.

------(1992). Writing as a process: how writing finds its own meaning. In T. R. Donovan and B. W. McClelland (eds.), *Eight Approaches to Teaching Composition*. (pp. 3-20). National Council of Teachers of English.

-----, N. and G. Hughes. (2008). *Writing Up Your University Assignments and Research Projects: A Practical Handbook*. UK: McGraw-Hill Education.

Nemouchi, A. (2008). *Writing Connection with Grammar and Literature in the Study Organization of the LMD System*. Unpublished Doctorate Thesis.

- Nunan, D. (1991). *Language Teaching Methodology: A Text book for Teachers*. Edinburg, Harlow, England: Longman.
- Painter, C. (1989). Learning language. A functional view of language development. In R. Hasan and J. Martin (Eds.), *Language Development: Learning Language, Learning Culture*. Norwood, N. J. Ablex.
- Parson, G. (1985). *Hand in Hand: the Writing Process and the Microcomputer*. Juneau, AK: Alaska State Department of Education.
- Perl, S. (1979). The composing pocess of unskilled college writers. *Research in the teaching of English*.13.
- Raimes, A. (1983). *Techniques in Teaching Writing*. Oxford University Press.
- (1987). Language proficiency, writing ability and composing strategies. *A Study of ESL College Students Writers Language Learning*. 37, (pp. 439-68).
- Read, C. (1978). Children's awareness of language with emphasis on sound system. In A. Sinclair, R.J. Jorvella and W.J.M. Levelt (eds.), *The Child's Conception of Language*. (pp. 65-82). Berlin and New York: Springer Veriag.
- Rivers, W. M. (1968). *Teaching Foreign Language Skills*. The University of Chicago and London.
- Robinson, p. (2008). Attention and awareness. In J, Cenoz & N. I-1. Hornberger (Eds.), *Encyclopedia of language and education: Knowledge about language* (2nd ed.). (Vol. 6, pp. 133-142). Springer Sciences + Business Media.

Starkey, L. (2004). *How to Write Great Essays*. New York: Learning Express.

Stotsky, S. (1983). Research on reading / writing relationship: a synthesis and suggested directions. *Language Arts*. 60, (pp. 627-42).

Tessema, K. A. (2005). Stimulating Writing Through Project-Based Tasks. *English Teaching Forum*. 43, (pp. 23-9).

The Process Approach. Retrieved Apr 25, 2015 from <http://askartsolutions.com/iso-9001-process-approach.html>

Tribble, C. (1996). *Writing*. Oxford University Press.

White, R. V. (1988). Process and Product. In P. Robinson (Ed.). *Academic Writing*. *ELT Document*. 129, (pp. 4-16).

White, R. and Arndt V. (1991). *Process Writing*. Longman.

Zamel, V. (1983). The Composing Process of Advanced ESL Students: Six Case Studies. *TESOL Quarterly* 17. P. 165.

Zemach, E. D and L. A. Rumisek. (2003). *Academic Writing from Paragraph to Essay*. Oxford: Macmillan Education.

Appendices

The Teachers' Questionnaire

Teachers' Questionnaire

Dear teacher,

You are kindly invited to fill in the following questionnaire as part of a Master research entitled: *“EFL Learner’s Awareness of the Process Approach in Developing the Writing Skill”*. Case study: *second year students of the English Language Division at Mohammed Khieder University. Biskra”*.

Your contribution is of a great help for us to spot light on the process approach.

Please, mark (√) in the appropriate box (es) or give a full answer (s) in the blank section.

May I thank you in advance for your collaboration and the time you provided to answer this questionnaire.

Section one: General Information

1- How long have you been teaching English?

.....year (s)

2- How long have you been teaching the module of written expression?

.....year (s)

3- Do you think that three hours per week are enough for teaching written expression?

Yes

no

4- What do you think about the program of the written expression module, is it qualified to reinforce the level of the students' writing?

Yes

no

- If no, please say why

.....
.....

Section two: the Writing Skill in EFL Classes

5- According to your experience, is writing difficult to teach?

Yes no

6- Are your learners good writers?

Yes no

7- What are their main weaknesses?

-
-
-
-

8- What approach you adopt to help them overcoming their difficulties?

- The product approach
- The process approach
- Both

Why!

.....
.....

9- Do you believe that the process approach in teaching writing is

- A very important approach
- An interesting approach
- Not essential approach

Section three: EFL Learner's Awareness of the Process Approach

10-How much do you believe that following the stages within the writing process will enhance and reinforce your student's level in producing better compositions?

- a) A lot
- b) A little
- c) Not at all

11-Are you interested in asking your students to go through all the writing process stages?

Yes no

12-Do your students follow all the writing stages?

Yes no

- If no, please, identify the stage (s) that your students go through (you may choose more than one box)

- a) Pre-writing
- b) Drafting
- c) Revising
- d) Editing

13-According to you, do you think that your students are aware of the process approach in writing?

Yes no

- If no, please mention some of their attitudes towards the writing process approach

.....
.....

14-Do you think that making the students aware of the process approach is necessary for developing their writing skill?

Yes

no

15- What do you think as far as the topic of “EFL Learner’s Awareness of the Process Approach in Developing the Writing Skill” is concerned with?

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

Thank you for your contribution

Miss. Imene ATHMANI

Master Researcher

English Division

UMK Biskra

2014-2015

The Students' Questionnaire

Students' Questionnaire

Dear students,

You are kindly invited to fill in the following questionnaire as a part of a Master research entitled: "*EFL Learner's Awareness of the Process Approach in Developing the Writing Skill. Case Study: Second Year Students of the English Language Division at Mohammed Khieder University. Biskra*".

Your contribution is of a great help for us to spot light on the process approach.

Please, mark (√) in the appropriate box (es) or give a full answer (s) in the blank section.

May I thank you in the advance for your collaboration and the time you provided for us to answer this questionnaire.

Section one: General Information

1- Your age is:

- 20-25
- 26-40
- More than 40

2- Your gender is:

- Male
- Female

3- Your choice of studying English is:

- Free
- Imposed

- In both cases, explain.

.....
.....

4- How do you describe your level in English?

- Very poor
- Poor
- Average
- Good
- Very good
- Excellent

5- Your will to study English is

- Very strong
- Strong
- Uncertain
- Weak
- Very Weak

6- Your BAC stream is

- Scientific
- Literary
- Foreign languages

Section two: the Writing Skill in EFL Classes

7- What do you think about the writing skill?

- Very important skill
- Interesting skill
- Not essential
- Do not know

8- Is time allotted to the course of written expression enough to fully develop your skill?

Yes

no

- If no, please, clarify why

.....
.....

9- Are you interested in writing?

Yes

no

- If no, please, explain why

.....
.....

10- Does your teacher of written expression support you to write?

Yes

no

- If no, please, clarify why

.....
.....

11- According to you, a good writing is: (you can tick more than one answer)

- Correct use of grammar
- Good ideas
- Appropriate use of vocabulary
- Spelling
- Others...

12- According to you, the most important component of the writing processes is: (you may choose more than one box)

- a) Organization
- b) Vocabulary
- c) Grammar
- d) Punctuation
- e) Spelling
- f) All of the above

13- What is the most difficult step that challenges you in the writing process?.

- a) Ideas formation
- b) Making drafts
- c) Revising
- d) Editing

14- What does your writing's revision improve? (you can choose more than one answer)

- a) Organization
- b) Vocabulary
- c) Grammar
- d) Punctuation
- e) Spelling

15- when you write, you:

- a) Try to make your ideas and style good from the beginning
- b) Just writing without stopping then revise and improve your writing

Section three: EFL Learner's Awareness of the Process Approach

16- Do you know that the writing skill includes several approaches?

Yes no

17- Do you think that the process approach is

- An important approach
- An essential approach
- No idea

18- Do you know that the writing process includes various steps?

Yes no

19- What are the stages you know?

- a) Pre-writing
- b) Drafting
- c) Revising

d) Editing

20- When you write, do you apply all the steps?

Yes

no

- If no, please, say why

.....
.....

21- Is your teacher interested in asking you to follow the steps of writing?

Yes

no

- Please, explain

.....
.....

22- Do you think that the writing steps (the process approach) are helpful to develop your writing?

a) A lot

b) A little

c) Not at all

Thank you for your contribution

Miss. Imene ATHMANI

Master Researcher

English Division

UMK Biskra

2014-2015

ملخص

من ما لا شك فيه ان التعبير الكتابي المبني على استخدام لغة اجنبية يعتبر من بين اهم النشاطات و اكثرها تعقيدا وتحديا لطلبة اللغات الاجنبية, وهذا ما كان ملحوظا في طلبة اللغة الاجنبية- بجامعة محمد خيضر بسكرة- باعتبارها تتطلب مجهودا كبيرا من الطلبة. حيث انه يجب عليهم الاستمرار في ممارسة اللغة الاجنبية في جميع الميادين لبلوغ مستوى معتبر و مقبول في الكتابة . ونظرا لعدم امكانية الطلبة في التحكم في مختلف تقنيات و مهارات هذه الاخيرة فان اغلبهم يواجهون مختلف المتاعب و المصاعب في محاولة كتابة مقال صحيح شكلا ومضمونا.

تهدف هذه الدراسة الى معرفة وعي الطلبة بمختلف المراحل التي تبني عليها الكتابة الصحيحة, كما وتسعى الى تحديد اثر رفع وعي هذه المراحل على مستواهم الانشائي.

تحديد مدى وعي الطلبة لمراحل الكتابة و اذا ما يمكن رفع وعي الطلبة لهذه المراحل ان يؤدي الى نتائج افضل وبسهل عملية الكتابة في اللغة الاجنبية هو الهدف الاول والاساسي لهذا البحث فان هذا الاخير اعتمد على استبيان ل (80) طالب في تخصص اللغة الانجليزية سنة الثانية ل م د و (7) اساتذة في قسم اللغة الانجليزية بجامعة محمد خيضر بسكرة.

النتائج المتوصل اليها سيتم تحليلها و تقييمها للتأكد من ان نقص وعي الطلبة بمراحل الكتابة يؤثر على تطوير هذه الاخيرة تأثيرا كبيرا, و بناء على هذه النتائج والتحليلات سنقوم باقتراح مجموعة من التوجيهات و التوصيات و الاقتراحات التي نظن ان بإمكانها ان تكون مفيدة للأساتذة كما للطلبة, بهدف تطوير القدرات الفكرية و التطبيقية لديهم.