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**Developing EFL Writing Skill through the Use
of the Process Approach**

A Case Study of Second Year Students at Mohammed Kheider University of Biskra

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the Fulfillment of Master Degree in English Language: Sciences of Language

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Dedication

There is no way to express my praise to Allah who gave me health and thoughts to enable me achieve this goal.

To my dear father “Mohamed” for his belief in me.

To my tender mother “Fatma” for her never ending love and support.

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Abstract

Writing as a skill has come to play an eminent role it probably deserves in foreign language teaching because of the many benefits it provides. Despite the place that writing occupies in learning a foreign language, it is considered as one of the most complex tasks for language learners since most of them find it very difficult to produce acceptable piece of writing. The purpose of this research is to determine whether the student's writing ability would be improved when teachers use the Process Approach as a main strategy to teach writing, hence, students follow its stages. It aims also to make students aware of the fact that writing is a process that entails different stages rather than a product of accurate use of grammar and vocabulary. To reach such an aim, the study is based on two different research instruments: A questionnaire and classroom observation. The results obtained by the classroom observation and the questionnaire suggested that by following the stages of the process approach, students achieve well written production. The findings of this study confirmed the hypothesis that EFL students' difficulties in writing can be easily overcome if the teachers and students adopt the process approach. Thus, students should be aware of the fact that writing is a process; the more they work on their writing the better it will get.

List of acronyms and abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

L2: Second Language

Q: Question

%: Percentage

W-E: Written expression

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General introduction

Writing is one of the basic skills in teaching and learning a foreign language. It is a vital means of communication and one of the important ways of expressing thoughts, feelings, and knowledge. Moreover, writing is the skill for mostly used to examine learner's performance. For instance, the Algerian educational system where internal and external writing examinations are the means teachers and examiners use to determine learner's acceptance to upper classes. Although writing is a significant task in a foreign language, it is considered to be one of the most challenging and complex tasks for language learners which needs special attention and effort. Due to the complexity of this skill, many students find it very difficult to produce an acceptable piece of writing. Many researchers and writers as Zamel (1983) and Raimes (1985) and many others made studies about the writing skill. In these studies, they argued that one of the factors that seem to be obstructing learners from achieving good performance in writing is that they neglect the steps which they have to go through before dealing with their final product. For these reasons, this reasearch is conducted with the purpose to investigate the process approach as a way to overcome such a problem and to develop the students' written production.

1. Statement of the problem

Writing is one of the four macro skills. It is considered as one of the most difficult skill to be mastered by EFL students. It has been noticed that students are facing difficulties related to how to produce a meaningful piece of writing due to the lack of knowledge of English vocabulary, grammar, spelling, punctuation, and the most important reason is that most EFL students have the idea that to be a good writer should just master the grammar rules, have a lot of information, and know how to organize ideas are sufficient conditions to write well. Thus, students forget about the steps that draw for them

the right direction when they write. So, neglecting these stages as drafting, revising, editing, and proofreading paragraphs before dealing with final product makes students' poor writings. Thus, teachers as well as students should use these stages in classroom to overcome learner's writing difficulties and to develop their writing.

2. Statement of the purpose

The present study aims at investigating the role of the process approach in developing student's writing. It is supposed to cope with students' writing problems. It aims also to find out whether the use of the process approach will develop their written production. At the same time, this study tries to shed light and increase student's attention of the fact that writing is a process not a product. Because the product approach concerned only with the final results of the writing process, it is mainly based on activities that require from the learner to be engaged in imitating and transforming model texts; however, teaching writing within the process approach treats all writing as a creative act which requires time and positive feedback to be well done.

3. Significance of the study

As previously mentioned, writing is considered to be one of the most difficult and challenging process and that what proved its importance. As EFL learners, it has been noticed that many learners became confused, distressed or even bored when they asked to write. Thus, the present research aims to contribute to make this process easier for EFL learners through using the process approach with all the stages it entails during teaching and learning writing. Furthermore, the findings of this research attempt to prove that there is a strong relation between the use of the process approach and the development of the writing skill.

4. Research questions

Writing is a recursive process, where students plan, revise, draft, and edit what they produce; it is through these different stages that students can develop their writing. For this reason, the current study tries to find out the answers of the following questions:

- 1) Do students encounter composition difficulties?
- 2) Are students aware of what they should do in order to become good writers?
- 3) To what extent the adoption of the process approach and the steps it entails are important in preventing students' problems in writing?

5. Statement of the hypothesis

Based on the research questions, this research based on the hypothesis that if teachers adopt the process approach as the main strategy when they teach writing, and learners follow its stages, they will achieve better written production.

6. Method

The present research is a non experimental study in which it attempts to find out the perception of students towards the importance of following the different stages of the writing process. It aims also at describing the learners' writing style. Thus, the appropriate method which suits this aim is a descriptive.

7. Instruments

To carry out this research, two research instruments have been used to get a deeper insight into writing skill in general and into the process approach in particular. Firstly, this study is based on the use of the questionnaire for teachers, intended for the teachers of written expression, aims to get a deeper understanding of the approaches teachers use in

teaching writing, and to determining the degree of importance it is given to the process approach. Secondly, this research relied also on the use of classroom observation, intended for second year students, aims to give a clear insight about what happened in classroom.

8. Benefits

Using the process approach to teaching and learning writing is beneficial to students, in terms of improving their writing performance and that students will have more positive perception towards the use of process approach in classroom. Because by prewriting, EFL learners will be able to brainstorm and generate ideas through the use of charts and diagrams in which it helps them to decide and determine the purpose and the type of writing. By drafting, students write without paying attention to punctuation, spelling, or grammar. The purpose of drafting is to focus on ideas without the distraction or fear of making mistakes. Also, by editing students will be able to correct all mistakes in grammar and spelling and by revising and proofreading, they try to improve their writing on their own.

9. Limitation of the study

The present study is about the process approach and its role on developing EFL writing skill. It is a study that demanded a lot effort, needs a long time, and different methods to conduct it and to get reliable result. During conducting this research we faced many obstacles because of the lack of time and because of the absence of enough knowledge and experience to know the appropriate way that would help us in organizing and linking ideas with each others.

Introduction

Writing as a skill has come to play an eminent role it probably deserves in a Foreign Language. It is viewed as one of the most important skills compared to other skills: listening, speaking, and reading since writing is described as helping learners to gain proficiency in a Foreign Language possibly more than the other skills. Moreover, learning to write becomes necessary in life, writing is a communication tool that translates thoughts into language; therefore, writing is a fundamental skill in language learning rather than it is also considered to be one of the most difficult and challenging skill that requires considerable effort and practice on the learners' part to reach an acceptable level of writing and to make words convey their thoughts in understandable way. This Chapter is devoted to writing skill in general, including different definitions, the importance of writing, besides the reasons for teaching writing. It includes also the essential elements for producing an effective piece of writing. Moreover, it deals with the writing skill and the other skills than it explores the different writing approaches.

1.1. Definition of writing

In spite of the importance of the writing skill, a large number of various views of writing show that there has not yet any definite definition of writing. Nystrand et al (1993 as cited in Munoz, 2006:156) argued that “before 1970s teaching writing was mainly approached as the practice of structures and vocabulary”. This definition suggested that writing is considered as a means of communication that uses symbols with letters, and this latter produce piece of written language designed to be read. However, writing is not just a matter of using symbols but there are many objectives of using them. Aristotle (1938:115 as cited in Coulmas, n.d: 2) defined writing as:

Words spoken are symbols of affections or impressions of the soul; written words are symbols of words spoken. And just as letters are not the same for all men, sounds are not the same either, although the affections directly expressed by these indications are the same for everyone, as are the things of which these impressions are images.

Coulma(n.d) stated that Aristotle was not concerned with writing as a concept but his main focus is to clarify the relationship that exists between words and ideas because in his view words manifested themselves in two different forms: as sounds produced by the human voice and as letters.

Writing is not as simple as it seems to be. Negari (2011) claimed that writing is a difficult process which requires a number of cognitive and metacognitive strategies. Therefore, writing is always considered to be one of the most language skills to be mastered because writing is not just a matter of organizing and generalizing ideas rather than it involves a number of activities and strategies as setting goals, selecting appropriate language, brainstorming, planning, outlining, organizing, drafting, and revising. In the same direction go Richards & Renandya (2002) since they emphasized that writing is the most difficult skill to master, its complexity lies not only in generating and organizing ideas, but also in translating those ideas into readable text.

Writing needs a desire from the writer to be able to express his/her thoughts, feelings, or point of view towards a given topic. According to Broughton et al (1980), writing differs from speaking in that writing is one of the four skills which needs to be learned and taught. Because writing is not a spontaneous skill which the child born with, it is a teachable process that one has to go through much practice. Also, Dean (2004) suggested that writing is a process that can be developed through time. In addition that writing is learned in which it needs special attention and effort, it seems as a craft that only few writers are capable to achieve because it requires from the writer to ensure that their meaning are conveyed.

Moreover, writing as a concept is more related to the social context. Cumming (2001:7 as cited in Munoz, 2006:156) described writing as “process of individual in particular social context”. In this definition, there is an assert that learning to write is not just a question of developing a set of mechanical orthographic skills but it also involves learning a new set of social relations.

Consequently, the idea it is drawn from the previous definitions is that writing is means of communication that one can express his / her thoughts through using symbols that introduced into words. It is difficult, learned with more practice, effort, and desire. It is also social activity.

1.2. The importance of writing

Writing is a communication tool that translates thoughts, ideas, and feelings into language at any time and at any place as Rogers (2005:1) mentions:

Writing is one of the most significant cultural accomplishments of human beings, it allows us to record and convey information and stories beyond the immediate moment. Writing allows to communicate at a distance, either at a distant place or at a distant time.

The same idea is emphasized in the book of *writing skill success in 20 minutes a day* (2005). The importance of writing is summarized in terms of five advantages:

1-In writing, the writer can take it back. It is considered as careful, thoughtful way of communicating.

2-Writing forces writers to clarify their thoughts.

3-Writing is permanent.

4-Contrary to speaking, in writing writers may have many opportunities to revise, change, and correct what they have written before giving it to the intended audience.

5-In writing writers sometimes just sitting down and writing whatever is on their minds, and organize what they think.

In writing, writers can translate their thoughts into written language and they can record whatever they write. This view is supported by Rogers (2005) since he claimed that through writing one can record longer texts. Moreover, many learners write for specific needs and purposes such as writing academic essays, letters, or reports related to the purpose they want to achieve. Barras (2005:1) argued that:

Writing is important in studying all subjects, and in all professions. Only by writing well can you give a good account of yourself as students or when applying for employment, or in a career when writing email, memoranda, letters, instructions and reports. It is by your writing that many people judge you.

Writing is also viewed as a basic means of assessing knowledge of the language since most exams require students to answer in writing. Also, writing is certainly easier to assess than student's speaking. Bacha(2002)stated that writing is important in student's academic course since most examination, reports and research work depend on it. Coffin et al (2003) also claimed that writing is important since it uses as means of an assessment, it improves student's communicative skill, and it trains students as future professionals in particular disciplines.

1.3. Effective writing

When students write, they try to express ideas which are clear, well organized, and logically related that the reader will understand the message they want to convey. According to Starkey (2004), effective writing is mainly based on four elements: organization, clarity, word choice, and mechanics.

1.3.1. Organization

Organization is more related to how to organize ideas logically that the reader can easily follow what the writer has written. Starkey (2004:02) mentioned the advantages of organization as follows:

By following one of the organizational methods, writers will guide the reader from the first to last sentence. They will be able to see how the various points writers make in their piece of writing work together and how they support their thesis. The direction and purpose they get from organization helps their reader to believe what they are saying, and to willingly follow their lead.

There are different techniques the writer can use before starting writing. Starkey (*ibid*) posits that among the organizational technique is prewriting in which this latter includes brainstorming, free writing, mapping, and listing. According to Chesla (2006), brainstorming is the most effective technique for shaping thoughts because it allows writers to make connection with their subject and note everything that comes to mind.

1.3.2. Clarity

Clarity is an essential element of writing that makes any piece of writing readable and easy for the reader to understand what the writer wants to say. Starkey (2004:11) stated the importance of clarity “that learning how to be clear and accurate writer will help make the essay readable, and will guarantee that those who read it understand exactly what the writer mean to say”. Carrol (1990) also argued that the absence of clarity will make vagueness, ambiguity or obscurity.

Moreover, Starkey (2004:12-15) suggested how the writer can clarify his/her writing as follows:

- Eliminate Ambiguity: Ambiguity means having two or more possible meanings.

Ambiguous language can either be words and phrases that have more than one

meaning, or word order that conveys a meaning different from the one intended by the writer.

- **Modifiers add precision:** Clarity in any piece of writing also involves the thoughtful use of modifiers, which make the idea clear and add meaning and originality.
- **Powerful, Precise Adjectives and Adverbs:** One way to accomplish clarity is to use powerful, precise adjectives and adverbs.
- **Be Concise:** The writer will not score points with his reader by using five sentences that express an idea that could have been stated in one. Wordiness is boring, and it takes up valuable time and space.

1.3.3. Coherence

Coherence is also a significant element of effective writing. Carrol (1990) posits that coherence refers to the connection between ideas, sentences, and paragraphs. Harmer (2004) argued that coherence is an important element in writing because when the text is coherent the reader can understand at least two things: the writers' purposes and the writers' line of thoughts. In addition, he also claimed that coherence is achieved by the way in which a writer sequences information, and this brings the reader right back to the issue of genre and text construction. The same view is supported by Kane (2000) since he argued that coherence has a great role in making a good piece of writing. Thus, coherence plays an eminent role in any good piece of writing.

1.3.4 .Word choice

One of the best ways to influence the reader is to know how to choose words. Starkey (2004) claimed that one of the best ways to convey ideas is to choose the right words. Chesla (2006) mentioned that writers have to make a lot of decision since they have to decide what and how to say than they have to choose whether to state their ideas clearly

or just suggest them. If they decide to only suggest them, they need to think about the clues to leave for the reader.

There are certain criteria the writers should consider when they choose the words. Starkey (2004:21) stated that:

Saying what the writer means takes more than just an understanding of the denotation, or literal meaning of a word [...]. The connotation is a word's implied meaning, in which involves emotions, cultural assumption, and suggestions. Both meaning must be considered when making word choice.

Thus, writers can choose either to express their ideas literally or to use the hidden meaning.

1.3.5. Mechanics

Mechanics as defined by Kane (2000:15) “in composition mechanics refers to the appearance of words, to how they are spelled or arranged on paper. The fact that the first word of a paragraph is usually indented, for example, is a matter of mechanics”. There are various factors that students should take into account when writing. Starkey (2004:39) defined mechanics in terms of “grammar, punctuation, and capitalization mistakes”. He stated also that the rules of mechanics are complex. The same idea stated by Kane (*ibid*) argued that mechanics include punctuation, which is very complicated subject.

1.4. Writing and other language skills

Listening, speaking, reading, and writing occur naturally together in learning events, even though traditionally they were taught separately and that what most researchers were against because during the process of learning and teaching, teachers may use activities that have been specially designed to incorporate several language skills simultaneously such as reading, writing, listening, and writing. Johnson (2008:7) claimed that:

Four language process work together to enhance the development of each of the others: speaking, listening, reading, and writing. Listening and reading is receptive process (taking in information). And speaking and writing is the productive process (giving out information).

Writing does not come naturally to human being since it requires more effort and practice through listening, reading, and speaking. Thus, the four skills are strongly integrated.

1.4.1. The connection between writing and reading

Despite that reading is a receptive skill and writing is a productive one, they seem as two completed activities. Additionally, writing and reading are two of the most essential academic skills which have a very close relationship. Ghorbani et al (2003) stated that one main results of his experimental study maintain that reading passage has a great effect on writing because this study showed that many students benefited from reading passages on their writing. Williams (2003:156) supported also the previous idea by claiming that “good writers usually are good readers and good readers are good writers”.

Furthermore, reading texts and passages provide learners with new vocabulary. Richards & Rennandya (2002) pointed that reading skill has been seen as a major source to expanded knowledge and gain new vocabulary. Reading provides prior knowledge; ideas and information that help students reach their language. Also when students write, they need to be successful readers to be able to transfer their ideas from their reading to their writing. Krashen(1981:9 as cited in Williams, 2003:166) claimed that “all good writers will have done large amounts of pleasure reading”.

Krashen(1985 as cited in Williams, 2003) suggested that writing is acquired through reading than listening. Reading is seen as the appropriate input for acquisition of writing skills because reading is a major factor for which writing skill can be learned. The same view Andrews (2001 as cited in Dean, 2004:74) supported that “reading is seen to be the foundational capability in the acquisition of literacy”.

Most researchers stated that the skills are best learnt when they taught together. Graham and Herbert (2010) stated that writing is used as a tool for developing reading. Since many readers can develop their understanding through their knowledge as writers and many writers can develop their writing through reading. Krashen (1993:23 as cited in Richards & Renandya, 2002:300) states that “through extensive reading writers develop a good writing style, an adequate vocabulary, advanced grammar, and [...] become good speller”.

1.4.2. The difference between writing and speaking

Language consists of four skills: two for output which are speaking and writing and two for input that include listening and reading. Speaking and writing are rooted to the same linguistic resource and can be used in many contexts and to the same communicative goal. However, speaking and writing are two different skills. Crystal (2005:1) argued that “speech uses the transmitting medium of phonic substance, typically air-pressure movements produced by the vocal organs. Whereas writing uses the transmitting medium of graphic substance typically marks on a surface made by a hand using an implement”.

There are many features that make writing and speaking seems two different processes as vocabulary, style, formality, and content. Ur (1999) suggested that the difference between spoken and written discourse may refer to vocabulary, style, grammar, content, and the activity of the procedures. Also Harmer (2004) makes differences between speaking and writing which they are summarized in the following terms:

- **Participants:** Speakers have immediate audiences who need, interrupt, question and comment; however, audience in writing can be general rather than specific.
- **Communication:** Spoken communication is often spontaneous and unplanned; whereas in writing is planned and can be changed through editing and revision.

- Time and Space: When speaking one needs to be in the same place and time; however, when writing the words that are used are usually read by another person in a different place and at a different time.
- Process: There is obvious difference between writing and speaking concerning the process that writers and speakers go through.

In his view the main distinction between speaking and writing is more related with time and space, participants and process. However, Harmer (2004) sees that in some contexts, these differences between writing and speaking fade away. For example, the use of written language in text messaging and internet chatting seems to be more like speech than written discourse where speakers seem to be speaking while using written words.

The same idea Crystal (2005) is emphasized since he approximately mentioned the same main elements that Harmer mentioned in distinguishing between speaking and writing. Crystal summarized these elements as follows:

- Speech is time-bound, dynamic, and transient; however, writing is space-bound, static, and permanent.
- In speech the spontaneity and speed of most speech exchanged and make it difficult to engage in complex advance planning. In writing repeated and close analysis is allowed.
- In speech participants are typically in face to face interaction, they can rely on such extra linguistic clues such as facial expression and gestures, whereas writing participants cannot rely on context to make their meaning clear.
- Speech is very suited to social or phatic function, but writing is very suited to the recording of facts and ideas.

- In speech there is an opportunity to rethink an utterance while it is in progress, whereas in errors in writing can be eliminated in later drafts.

1.5. Reasons for teaching writing

Writing is not an easy task since it is not a spontaneous skill, and it requires conscious mental effort. Broughton et al (1980:115) mentioned:

When we write, unlike when we talk, we are engaged in an activity which is usually at the time both private and public. It is private because the act of composition is by its nature solitary, but it is public in that most writing intended for an audience, often one which is extremely difficult to define.

Other important things which should be taken into consideration are that writers write for a reader. Thus, they have to be clearer when we write than when they speak. Moreover, they have to be sure that what has been written will be understood by the readers, and they will enable to influence their thoughts and action.

There are many reasons for getting students to write, both in and outside class. Harmer (2007) pointed out that there are many reasons for getting students to write. One of those reasons is that writing gives them more chance for language processing which means to think about language. Also, in writing writers have enough time to think about what they have to write. Harmer (2007:112) also argued that “one should think about writing should first make a distinction between writing for learning, and writing for writing”. Thus, he suggested that: writing for leaning is used as a tool to help students practice and work with language they have been studying such as language reinforcement. However, writing for writing or what is called writing as skill is directed at developing the students’ skill as writers because learners need to know how to write essays and how to put written reports together as they need to know how to produce language appropriately.

Moreover, Harmer (1998: 79) mentioned other reasons for teaching writing as:

- Language development: The mental activity learners go through in order to construct proper written texts are all part of the ongoing learning experience.
- Learning style: For many learners, producing language in a slower way is something they appreciate. Writing provides time and ease for learners more than face-to-face communication does.

After dealing with the reasons for teaching writing, we shed light on the reasons for writing. Barras (2005) illustrates four reasons for writing summarized as follows:

- Writing helps students to remember: Writing used as an aid to remember such as making notes as a best way to remember the essentials of a subject, it is an aid to concentration and to learning. Moreover, when writers make notes they do not need to waste time rewriting them.
- Writing helps students to observe: Preparing an accurate description of thing observed using five senses helps writers to concentrate their attention on object or event.
- Writing helps students to think: Writing is used as an aid to capture thoughts since writers may think in word or picture in their imagination and then use words to capture their thoughts. Writing therefore is creative process.
- Writing helps students to communicate: Writing is considered to be one of the most important tools in communication. For instance in preparing letters, reports or any other written communication there is more time for thoughts for deciding what to say.

1.6. Approaches of teaching writing

Writing is considered to be one of the most difficult skills to be mastered by EFL learners. Tangpermpoon (2008) claimed that Writing is difficult for language learners because it requires certain amount of L2 background knowledge, appropriate language use with which they want to communicate to their readers. Thus, the fact of developing this process is not an easy task. Therefore, teaching of writing has been a central element in education and this interest in writing as a skill leads to the emergence of different conflicting views concerning the most effective approach of teaching L2 writing. Some approaches seem to be the prevailing ones in teaching writing as: the controlled –to- free approach, the free -writing approach, the product oriented approach, the process oriented approach, and the genre approach.

1.6.1. The controlled- to -free approach

Controlled writing is also known as guided writing. It focuses on imitation and repetition. Raimes (1983:95) is considered as one of the controlled writing main proponents. He states that “unlike free writing, controlled one takes place when learners are supplied with a great deal of the content and/or form such as an outline to complete, a paragraph to manipulate, or a modal to follow”. Consequently, engaging learners in controlled writing in second language can be as Silva (1990:13) mentioned “an exercise in habit formation in which EFL learner is simply a manipulator of previously learned language structures”. Controlled writing can engage learners with different tasks. According to Raimes (1983: 109), “learners read and study a passage and then write their own on a similar theme, using as a guide the vocabulary, sentence structure, cohesive devices and organization of the model passage”.

Using controlled writing for teaching composition to EFL learners is considered as an effective instrument because it has several advantages for learners. Initially, it is a useful tool for teaching composition at different levels of English proficiency especially beginner learners who are completely new to the language. As Owens (1970) claimed that there are several advantages of using controlled writing. One of these potential advantages is that it can be used with different levels. It also provides learners plenty of writing practice using correct grammar forms as opposed to free writing. In addition to that, Paulston (1972) argued that the use of the controlled writing helps learners to practice writing for different purposes such as writing letters, messages, memos, notes and others.

Although the crucial benefits that controlled writing provides for both EFL learners and teachers, certain dark sides penetrates it. In this context, Controlled Composition was criticized, according to Silva (*ibid*), for the following four aspects:

- Writing was regarded as “habit formation”, i.e., the student manipulates “previously learned language structures”.
- Readership was restricted to the teacher who focused solely on “formal linguistic features”, neglecting the quality of ideas and the organization of content.
- The notions of audience and purpose were largely ignored, because of the restriction of writing to the classroom environment.
- More importantly, writing was used as “the handmaid of the other skills” (listening, speaking, and reading)”; writing was not considered as a skill on its own but a kind of “service activity”.

1.6.2. The free-writing approach

Students in this approach are assigned large amounts of free writing for which they get little or no correction. What characterizes this approach is its emphasized on content

and fluency. It is essentially based on the belief that when students write freely, they do not have to worry about form and this encouraged them to improve their ability in writing. Raimes (1983) defined free writing as a way used when students write without teacher's correction, and when they only emphasized content and fluency. What is important in this approach is quantity rather than quality. Raimes (1983) argued that once the ideas are on paper, grammatical, accuracy, organization and the rest will gradually follow. In this approach students are also encouraged to practice their writing to the needs of an audience. In contrary to the controlled to the free approach, teacher's role is limited to reading the student's productions and sometimes making comments on the expressed ideas.

1.6.3. The product oriented approach

What characterized this approach is its focus on the final product. Coffin et al (2003) argued that the product approach focused on students' writing as final products, it is often entailed presenting students with models of writing, and asking them to imitate.

This approach emphasized the appropriate use of vocabulary, grammar, correctness, and exactness. Hyland (2003) stated that writing in this approach is seen as a product which constructed from the writer's command of grammatical and lexical knowledge, and writing development is the result of imitating texts provided by the teacher. This approach dominated from the 1940sto the mid 1960s and it still uses during teaching and learning as a main approach. Chen (2007 as cited in Hassan & Akhand, 2010:78) mentioned that "a large number of recent studies concerned with the measurement of strategy training for L2/FL learners have been product oriented". This means that most EFL teachers adapt this approach while teaching writing.

The product approach has four stages, which aim to make learners aware of certain features of a particular text. Hyland (2003:3-4) stated that an emphasize on language structure as a basis for writing teaching is typically composed of four stage process:

1-Familiarization: learners are taught certain grammar and vocabulary, usually through text.

2-Controlled writing: learners manipulate fixed patterns, often from substitution tables.

3-Guided writing: learners imitate model texts.

4-Free writing: learners use the patterns they have developed to write an essay, letters and other forms of writing.

According to Gabrielatos (2002:5 as cited in Hassan & Akhand, 2010:78), a product approach is “a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage”. Steele (2004 as cited in Hassan & Akhand, 2010) argued that the Product approach model comprises of four stages:

Stage one: Students study model texts and then the features of the genre are highlighted. For example, if studying a formal letter, students’ attention may be drawn to the importance of paragraphing and the language used to make formal requests. If a student reads a story, the focus may be on the techniques used to make the story interesting, and students focus on where and how the writer employs these techniques.

Stage two: This stage consists of controlled practice of the highlighted features, usually in isolation. Consequently, if students are studying a formal letter, they may be asked to practice the language used to make formal requests.

Stage three: This is the most important stage where the ideas are organized. Those who favor this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language.

Stage four: This is the end product of the learning process. In the last stage, students are given a topic and requested to develop any piece of writing in the same way as the model text.

The first step as previously mentioned by Hyland (2003) & Steele (2004) is always the model text which analyses from different angles as grammar, content, and sentence structure. In the second stage the different features that the students take from the model text are manipulated. Finally, the students are given a topic and asked to produce a parallel text.

1.6.4. The process oriented approach

Process writing arose in the late 1960s and the early 1970s in reaction to the dominance of product approach. Kroll (1990:14) stated that “the introduction of the process approach to writing seems to have been motivated by dissatisfaction with the product approach and the current traditional approach”. The process approach placed more emphasis on the stages of writing process than on the final product. Whitney et al (2008:220-221) defined the process approach as:

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

The same view is supported by Coffin et al (2003) that the process approach to writing gives more importance to the steps and stages of writing that any writer might go through.

It is also argued by Allman & Freeman (2000) that teaching writing as a process rather

than a product means you attempt to give students tools that are needed. Since teaching writing as a process enables students to use writing not just to produce it.

The process approach depends on giving students time to work on what they want to write and it concentrates on writing as recursive process in which writers have the opportunity to plan, edit, and revise their works. Tangpermpoon (2008:5) mentioned that the process approach is well known tools for writing instructors to teach L2 writing since they have a number of benefits:

- Learners are able to learn how to compose writing in L2.
- They can improve their writing step by step since instructors will guide them through the whole process of their writing tasks by giving them feedback and enough time .

1.6.5. The genre approach

The genre writing approach can be regarded as the extension of the product approach. Writers in this approach should have a purpose behind their piece of writing. Hyland (2003:18) claimed that “the writer is seen as having certain goals and intentions in certain relationships to his or her readers, and certain information to convey”. Likewise, Swales (1990:58) defined this approach as “a class of communicative events, the members of which share some set of communicative purposes”.

In addition, Swales (*ibid*) claimed that the genre approach starting point is the concept of discourse community and identifies a range of academic contexts. Swales describes six characteristics for identifying a group of writers and readers as discourse community: “common goals, participatory mechanisms, information exchange, community specific genres, a highly specialized terminology and a high general level of expertise”.

The genre approach has many characteristics that influence the use of language. It emphasizes also that writing varies with the social context in which it is produced. Also its main principals is that language is functional that is through language writers achieve certain goals.

Conclusion

From what has been previously mentioned, we come to the conclusion that the mastery of writing is a complex task that needs a lot of effort. Thus, both learners and teachers need the necessary information that makes the teaching/learning of the writing skill easier and important. One way to achieve this is to look at writing as process that entails different stages rather than product. The following chapter will investigate the writing as process, under the belief that the use of the process approach during teaching and learning will help EFL learners to overcome the difficulties they face when they write and; therefore, they will produce well written production.

Introduction

Teaching writing skill in a second or a foreign language has passed on different approaches as: the controlled- to- the free approach, the product approach, the genre approach, and the process approach. The Process approach arose in the late 1960s and the early 1970s in reaction to the dominance of the product approach. Many researchers of the process model recognize that it requires both knowledge and many kinds of strategies that can be directly taught; including teaching self regulation, guiding students in revising, and editing surface errors. Thus, it is difficult to imagine any language learner at any grade level not knowing about « the writing process ». This chapter will support the idea that the activity of writing is intimately related to the process that entails different stages. Then it will give a special focus to the process approach, its different steps the learner goes through to produce a piece of writing. It deals also with writing models of the process approach.

2.1. An overview of the process approach

Faigly (1986 as cited in Kroll, 1990) stated that the process approach to teaching writing has emerged from the coupling of two main theories: cognitivism and expressivism. This approach sees writing as creative and complex task as Bertin (1988:484 as cited in Kroll, 1990) claimed that “writing was considered as an art and creative act in which the process and the discovery of the true self is an important as the product”. Gebharddt (1980: 71-72 as cited in Dakhmouch, 2008:22) emphasized on the idea that writing is a complex process since he stated that “a writer must locate a subject, generate details, find a personal attitude towards the subject, define an intended audience, appropriateness to attitude, and impact on the audience”. Thus, writing is not just a matter of imitating and copying texts.

The process approach is defined by many researchers as the theory that focuses more on the stages of writing that any writer should go through rather than on the final product.

Kroll (1990:220-221) defined the process approach as follows:

The process approach serves to day as umbrella term for many types of writing courses... what the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignment without going feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their texts.

The process approach focuses on how a text is produced instead on the final product. Hyland (2003:10) argued that “the process approach to teaching writing emphasizes the writer as an independent producer of text, but it goes further to address the issue of what teachers should do to help learners perform a writing task”. Within this approach, writers choose any topic to write on and the teacher has to give them enough time to draft, revise, and edit, what they have written. Thus, teachers act in this process as facilitators who help students develop strategies for generating ideas, revising, and editing. Harmer (2001) posits that those who adapt the process approach to writing pay attention more on the various stages of writing process and spend enough time with learners on prewriting, editing, drafting, and proof reading their work. The same idea is supported by Hyland (2003) who stated that the process theory has a major influence on understanding the nature of writing and the way writing is taught; therefore, the process theory emphasizes on the importance of prewriting, drafting, evaluating, and revising.

In the process approach, writers do not oblige to follow the different stages of writing process in chronological manner, but they can go backwards and forwards between these stages. Zamel(1983:165 as cited in Hayland, 2003:11) stated that “writing is non linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning”.

The main goal of the process approach is to help the writer know what, how, and what to write. Jordan (1997 as cited in Al-Khasawneh, 2010) mentioned that this approach draws for the writers the right direction when they write by following certain techniques such as discussion, drafting, and feedback. Moreover, White & Arndt (1991:5) added that:

The goal of this approach is to nurture the skills with which writers work out their own solution to the problems they set themselves, with which they shape their raw material into a coherent message, and with which they work towards an acceptable and appropriate form of expressing it.

Spack (1984:651 as cited in Dakhmouch, 2008:22) introduced the features of the process approach as follows:

- It views writing as a recursive process.
- It uses elements from other disciplines like cognitive psychology and linguistics.
- It takes into consideration the “rhetorical context” which is embodied in audience, purpose, and occasion.
- It is regarded as “a procedure for feedback”. It offers the teacher an occasion to intervene when students are involved during the process of writing.
- It is considered as a method of evaluation which determines how well a written product adapts the goals of the writers to the needs of the reader.

2.2. Writing models of the process approach

A number of researchers proposed models of the writing process. These models attempt to make distinction between skilled and unskilled writers. Weigle (2002) stated that these models are based on first language writing as well as second language writing. Weigle (2002:24) also mentioned that these models addressed the following questions:

- What are the cognitive processes, or mental activities involved in writing?
- What sources of knowledge does the writer draw upon in writing?
- What other factors influence the writing process?

The most influential models of the writing process are: Hayes and Flower (1980) and Bereiter and Scardamalia (1987).

2.2.1. The Hayes and Flower model (1980)

Hayes and Flower model or as it is called the cognitive process model is the most influential study of writing. Weigle (*ibid*) argued that Hayes and Flower model was an early and influential model of the writing process. He stated that this model identifies writing as a complex problem solving activity in which the writer processes different types of knowledge and carries out several mental operations.

Flower and Hayes asserted that writing is not linear. As Galbraith (2009: 8-9) stated:

An important feature of this model, which distinguished it from a traditional product-based view of writing as a linear process of plan, write, and edit, was the recursive nature of the process. Planning, translating, and revising can, in principle, occur at any moment during writing they refer to cognitive processes rather than stages in the writing process.

The same view is supported by Weigle (2002) since he argued that one of the important insights brought out in the Hayes and Flower model is the fact that writing is a recursive process thus instruction in the writing process may be more effective than providing students with models to imitate them.

Galbraith (*ibid*) stated that Hayes and Flower's cognitive model has three main process: Planning, which includes generating ideas for writing and deciding how to write then, translating (turning ideas into written text), and revision (evaluating the written text and making any necessary changes). They also argued that monitoring can be regarded as the fourth components in which it plays the role of writing strategist. Besides these cognitive processes, Dean et al (2008) illustrated that Hayes and Flower model (1980) attempted to classify the various activities that occur during writing and their relation to the following three main elements: the first element is the task environment in which it includes the writing assignment(including topic, audience, and motivational elements) and

the text produced so far. The second element is the rhetorical problem which suggests that writing is an act of communication happening in a social context. The third element is more related to long term memory which includes the writer's knowledge that is to say, knowledge about topic, audience, and writing tasks and plans.

2.2.2. The Bereiter and Scardamalia model (1987)

The other significant model that came after the Hayes and Flower model is the Bereiter and Scardamalia (1987) model. It mainly concerns the difference in writing ability between skilled and unskilled writers in which it asserted that unskilled writers involved in the knowledge telling, however, skilled writers involved in knowledge transforming. Hinkel (2004) argued that in addition to knowledge telling this model also addressed other complex type of writing that calls knowledge transforming. Moreover, Bereiter and Scardamalia (1987as cited in Dean et al, 2008:3) proposed that skilled writers often problematize a writing task, adopting a strategy they called knowledge transforming.

As previously mentioned, the Bereiter and Scardamalia (1987) summed up the difference between experts and novice writers as a contrast between knowledge telling model of writing and knowledge transforming model of writing. They stated that the difference between the two is that knowledge is similar to the spontaneous act of speaking where much planning and revising are not required. Kellog (2008) stated that knowledge telling consists of creating what the writer wants to say and then generate text to say it; however, the knowledge transforming requires changing what the writer wants to say as a result of generating the text. It implies an interaction between the writer's representation of ideas and the text representation itself.

In contrast to knowledge telling, Knowledge transforming is more expert model of writing since it requires much practice and effort. As Weigle (2002:32) argued that“ in

contrast to the natural and efficient process of knowledge telling, knowledge transforming involves much more effort and skills, and is not achieved without a great deal of practice”.

2.3. The writing process in the process approach

Writing is a recursive rather than a linear process, where students plan, revise, draft, and edit what they produce; it is through these different stages that students can develop their writing. Hedge (1988:20) stated that:

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

Harmer represents the different stages of writing in the following way:



Figure 2.1: Process of writing. Harmer (2004:5)

Harmer (2004) claimed that this diagram is not satisfactory for two reasons. In the first place, it tells little about how much weight is given to each stages, by suggesting that the process of writing is linear it misrepresents the way in which the majority of writers produce written text. Furthermore, Harmer (2004:5-6) suggested that “the process of writing is not linear, as represented above but rather recursive. This means that writers plan, draft, and edit but then often replan, redraft, and reedit”. Thus, Harmer presents the following diagram in what he calls the process Wheel.

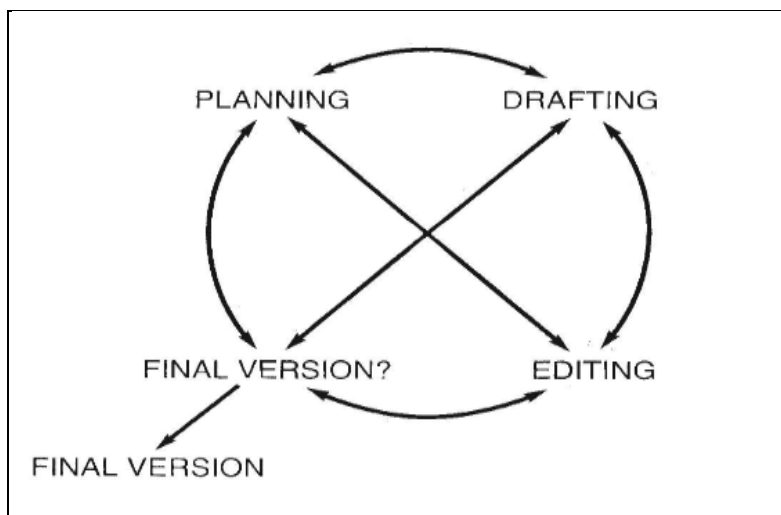


Figure 2.2: Process Wheel. Harmer (2004:6)

In this diagram, Harmer(*ibid*) explains the process wheel by claiming that in the process wheel writers can take many directions, either travelling backwards and forwards around the rim or going up and down the wheel's spokes until the final version is produced.

Moreover, the writing process is a tool used to enable students to express their feelings, thoughts, and knowledge. The more students learn how to use this process, the more they can express themselves because knowing about these steps will give the writer more confidence when writing. Allman et al (2000) argued that teaching writing through the process approach enables students to use writing not just produce it". The same view supported by Goney et al (2012:73) that "effective writing has to go through a series of stages until a final, meaningful product is produced".

2.4. Stages of the process approach

With the rise of the process approach, the focus is no longer on the final product but on the stages that writers should go through when they write. Hayland (2003: 11) stated that "the writing process most widely accepted by L2 teachers is the original planning-writing-reviewing frame work established by flower and Hayes (Flower, 1989, Flower and Hayes, 1981)". According to Zamel (1983 as cited in Hyland, 2003:11), this model sees

writing as “non-linear, exploratory, and argumentative process whereby writers discover and reformulate their ideas”.

Its main aim is to help students be aware of what they are exactly working on. In other words, students need to consider how to handle the various steps involved in the whole process. Oshima & Hogue (2007:15) claimed that:

Writing is never a one-step action, it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. You write and revise and write and revise again until you are satisfied that your writing expresses exactly what you want to say.

In fact there is no arguing on the definite number of the stages of the process approach, but the most recursive ones are: prewriting, drafting, revising/reviewing and editing, and proofreading.

2.4.1. Prewriting

Prewriting is a planning stage for writing in which it is an important step of the writing process. It helps the writer brainstorm to generate ideas for writing. The writer can use graphic like charts, diagrams, or clusters. Johnson (2008) suggested that the goal of prewriting is to generate ideas, brainstorming, and silent thinking.

In this stage, students need to be clear about the message they want to convey and the purpose they want to achieve through their writing, also they should consider their reader to whom they are writing for, and the best ideas they have to include. As Harmer (2004) claimed that when prewriting or planning writers have to consider the purpose of their writing, think of the audience they are writing for, and they have to consider the content structure of their piece of writing.

Moreover, this phase gives students more confidence when they write. It is the activity that encourages writers to go through different steps of the process of writing in order to write well written production. Richards & Renandya (2002:316) defined prewriting as follows:

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.

There are several techniques writers may use to get ideas as: listing, brainstorming, and free writing. Listing is a way in which writers use a list of words and phrases that come in their mind related to the subject they are dealing with. Oshima & Hogue(2007) defined listing as a technique writers use when they write by using a list of words or phrases quickly related to the subject area they are dealing with. Brainstorming is another way of gathering ideas and information as when students write with their pairs, they exchange ideas through discussion. In brainstorming, writers can also generate ideas and then check them and omit the ones that they think are irrelevant. According to Oshima & Hogue (1999:4), “brainstorming for ideas can get you started writing more quickly and save you time in the later stages of the writing process”. Free writing is a strategy in which the writer just starts writing quickly and tries not to stop. When he/she finished writing, the writer reads what he/she has written to modify or add the missed ideas. Jacobs (1986 as cited in Nation, 2009) claimed that in free writing the writer concentrates on content, he/she does not pay attention to errors they make, they just keep writing without stopping. Williams (2003:109) also defines free writing as:

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

Furthermore, outlining is another way the writer can use to organize his/her ideas. It is defined by Grenville (2001:69) as “a working plan for piece of writing. It is a list of all the ideas that are going to be in the piece in the order they should go”.

There are many purposes behind using outlining as limiting and organizing the ideas of the subject. Fowler (2006) posits that the aim of the outline is to determine the number and the sequence of parts.

2.4.2. Drafting

Once the writer has planned his/her ideas, the next step is to start drafting, or writing to develop his/her topic. Linderman (1987:26) defined drafting as “the physical act of writing”. Hedge (1988) also argued that drafting stage seems as the crafting stage. It is the stage where writers move from planning to writing text. Thus, during the drafting stage, the writer should concentrate on getting the ideas on paper, organizing information logically and developing the topic with enough detail and at the same time consider the audience and purpose of writing. White & Arndt (1991:99) claimed that “drafting is the stage where the writer passes from the “writer based” writing to the “reader based” writing in which the concerns of the reader should now begin to assume more significance”.

Moreover, at this stage, the writer writes without major attention to punctuation, grammar, or spelling. The purpose of drafting is for the student to focus on his/her ideas and get them on paper without fear of making mistakes in grammar, capitalization, or punctuation. Richards & Rennandya (2002) stated that at the drafting stage, writers are mainly concerned with fluency and not with accuracy. Also, Johnson (2008:179) emphasized that “drafting is the writer’s first attempt to capture ideas on paper. Quantity here is valued over quality”.

Drafting is considered to be one of the most complicated tasks because writers at this stage might be dissatisfied with what they write, because they feel that their piece of writing is full of mistakes. Thus, Pickett et al (2001:146) claimed that “writing the first draft is a hard task even for knowledgeable writers”. Moreover, drafting requires much time from the writer.

2.4.3. Revising / reviewing and editing

As its name suggests, is the stage where the students review or revise what they wrote in the drafting stage. It is the process of looking again of what they already produced. It is defined by Allman et al (2000:36) as “reevaluation and editing for content and style, take into consideration the suggestions of the peers, rearrange ideas, and make changes to make their writing more clear”. In this stage, the writer may need to change the order of the information or omit additional details. Also, the writer may need the suggestion from his/her peers or classmates because most writers find it helpful to have someone else read their writings.

Revising demands for the writer to improve the content to be clear. In this stage, the writer is focused on the content of first draft, spelling, grammar, and punctuation will come in the final stage of the writing process. Oshima & Hogue (2007) emphasized that the writer in this stage pays attention of content and organization.

In fact, to revise means to check for errors and this can be done through a number of activities based mostly on checklist. Nation (2009) argued that one way of encouraging learner to review their writing is to provide them with a checklist or scales containing points to look for in their writing. Richards & Renandya (2002:318) also suggest another activity for revising, “the students working in pairs to read aloud each others’ drafts before

they revise. As students listen intently to their own writing, they are brought to a more conscious level of rethinking and revising what they have written”.

Allman et al (*ibid*) summarizes what is previously mentioned by stating that writers during the revising stage have to take the following step:

- Reread what they wrote.
- Consider what others say about the work.
- Add or delete parts, select better words or ideas, rearrange ideas, replace any unclear ideas, and complete any ideas that are not finished.

2.4.4. Proofreading

When the writer finishes editing his piece of writing, the final stage is checking for minor errors such as: spelling, punctuation, capitalization, and grammar. Enelow and Kursmark (2004) claimed that in proofreading, the writer checks for spelling errors, punctuation, and grammar. It is defined by Smith (2003:170) that the process of proofreading means “that the writer will be correcting mistakes in his writing and looking for ways to improve and perfect his writing”.

During proofreading, the writer has to take many steps as checking for spelling, capitalization, and punctuation. Enelow and Kursmark (2004:110-111) stated the things that writers look out during this stage as follows:

Spelling: The writer can use computer’s spell-checker. The spell checker will not flag as *it* is that should be *its* or a *there* that should be *their*.

Grammar and punctuation: If the writer does not confident about his/her grammar and punctuation skills, he/ she needs to purchase an all- purpose reference guide and use it as often as he needs to.

Interesting language: The writer avoids clichés and outdated language. It is difficult to find new ways to express familiar sentiments, and it is certainly not necessary to come up with unique language for every phrase.

2.5. Techniques of feedback

Providing feedback is one of the most important tasks for L2 writing teachers. Hyland (2003:177) stated that “providing feedback is often seen as one of the ESL writing teacher’s most important tasks, offering the kind of individualized attention that is otherwise rarely possible under normal classroom conditions”. Also, Coffin et al (2003) claimed that the provision of feedback on student’s writing is a central pedagogic practice.

There are several purposes for providing feedback on student’s writing. Coffin et al (2003:104) introduced the purposes for providing feedback as follows:

- To support student’s writing development.
- To teach, or reinforce, a particular aspect of disciplinary content.
- To indicate strengths and weaknesses of piece of writing.
- To suggest how a student may improve in their next piece of writing.

There are several ways and techniques for providing feedback on student’s writing. The common types of feedback as Hyland (2003) stated are: teacher-students conferencing, peer feedback, and teacher’s written feedback.

2.5.1. Teacher- students conferencing

This type of feedback can be also referred to oral feedback, it is among the ways that encourage students to think about writing as something that can be improved and enhanced. McCarthy(1992:1 as cited in Hyland, 2003:192) argued that:

Conference can also referred to face to face, it has important advantages as it can supplement the limitation of one way written feedback with opportunities for the teacher and the student to negotiate the meaning of a text through dialogue.

This type of feedback gives writers a chance to talk about their writing in the other side, it gives the teacher as well the opportunity to listen to the suggestion of their students and negotiate the meaning together. Hyland(2003:192) argued that

Writing conferences not only assist learners with auditory learning styles, but give them a clearer idea of their strengths and weaknesses, develop their autonomy skills, allow them to raise questions on their written feedback, and help them construct a revision plan.

In addition, Zamel(1985 as cited in Hyland,2003)emphasized that both teachers and students can benefit from the opportunities for discussion that conferences offer, and research suggests that students typically receive more focused and usable comments than through written feedback.

Furthermore; Conferencing, as Hyland (*ibid*) stated does not only open the door for teacher-student interaction but it goes further to offer teachers insights into their student's needs and to give these students opportunities to negotiate meanings and clarify ambiguities. He also argued that the most successful conferences are those in which students act as active participants by asking question, clarifying and discussing meaning about what they write because students have initiated the meeting to get advice or to obtain clarification from the teacher.

This type of feedback cannot practice it in large classes, because teacher-students conferencing requires face to face interaction and that will demand more time. Also, this type of feedback requires from the participants not to be shy and anxious while interacting with the teacher. Hyland (*ibid*) argued that “conferences differ considerably from the typical classroom situation, and some students may lack the experience or interactive abilities”.

2.5.2. Peer feedback

Peer feedback means that students receive feedback on their writing from their peers. Hyland (2003:198) posits that “peer response is said to provide a means of both improving writer’s draft and developing reader’s understanding of good writing”. Peer feedback is advantageous since this type of feedback involves a kind of cooperation between students with each reading his peer’s papers and it is an opportunity to develop critical skill. Leki,1990 & Zhang,1995 (as cited in Hyland, 2003)stated that through peer feedback students not only have a chance to see how readers understand their ideas and what they need to improve, but also gain the skills necessary to revise their own writing.

However, Silva and Price (2004 as cited in Panofsky et al, 2005:24) argued that “peer review is neither positive nor negative. They cite a variety of factors influencing the effectiveness of peer interaction and response such as: language status of the participants relative to one another”. Also, Zhang (1995) posits that students are rather ambivalent about the quality of their peer’s suggestion and both mistrust them due to their poor proficiency, thus they generally prefer feedback from the teacher. The same view supported by Hyland(2003:199)since he added that “despite the potential advantages, peer evaluation has been more welcomed by teachers than students who tend to prefer teacher feedback, and whose sense of security about their writing seems to derive solely from their teachers’ comments”.

Hyland (*ibid*) summarized the advantages and disadvantages of peer feedback as follows: among the advantages of peer feedback are: active learner participation, authentic communicative context, non judgmental environment, writers gain understanding of reader needs and development of critical reading skills. Medonca & Johnson (1994 as cited in Hyland, 2003) stated that through peer feedback students have the opportunity to

participate actively in learning while getting responses from real, perhaps multiple, readers in a nonthreatening situation. Moreover, Leki ,1990 & Zhang ,1995 (as cited in Hyland, 2003:198) added that “ students not only benefit from seeing how readers understand their ideas and what they need to improve, but also gain the skills necessary to critically analyze and revise their own writing”. However, the disadvantages of peer feedback are: the tendency to focus on surface forms, students unconvinced of comment’s value, weakness of reader’s knowledge, students may not use feedback in revision and they prefer teacher feedback. Leki (1990 as cited in Hyland, 2003) stated that peers are not experienced teachers, thus, their comments may be vague and unhelpful.

2.5.3. Teacher written feed back

Another important technique whereby teachers give feedback on students’ written performance is written feedback or written comments. Hyland (2003:178) posits that:

Despite increasing emphasis on the importance of oral response and the use of peers as source of feedback, teacher written response continues to play a central role in most L2 writing classes. Many teachers do not feel that they have done justice to student’s efforts until they have written substantial comments on their papers, justifying the grade they have given and providing a reader reaction. Similarly, many students see their teacher’s feedback as crucial to their improvement as writers.

This type of feedback gives the teacher the opportunity to gather information on the progress of students over a period of time. Ferris (2003:41) claimed that “this type of feedback may represent the single biggest investment of time by instructors, and it is certainly clear that students highly value and appreciate it”.

While teachers give feedback on their students written production they may focus on grammar errors and content (ideas and information). Hyland (2003:3-18) presents the main foci of teacher written feedback as: focus on language structure, focus on text function, and

focus on creative expression, focus on writing process, focus on content, and focus on genre. Leki (1990 as cited in Hyland, 2003:179) stated that “many learners favor particularly feedback on their grammar”. Because grammar is highly interested point for many EFL learners and it represents one of the most important elements of effective writing.

Teachers’ comments towards students’ written production may be vague, ambiguous and do not provide specific reaction to what students have written. Sommers (1982 as cited in Hyland, 2003) suggests that much written feedback is of poor quality and frequently misunderstood by students, being too vague and inconsistent. Furthermore; Zamel(1985:86) argued that:

ESL writing teachers misread student texts, are inconsistent in their reaction, make arbitrary correction, write contradictory comments, provide vague prescriptions, impose obstruct rules and standards, respond to text as fixed and final products, and rarely make content-specific comments or offer specific strategies for revising the text...the teachers overwhelmingly view themselves as language teachers rather than writing teachers.

Zamel here emphasized that most teachers comments’ towards students’ written production are ambiguous, contradictory, focus only on the surface errors, and respond to their student’s text as final product rather than draft.

Teacher may use various techniques while respond to student’s writing. Hyland (2003:181-183) claimed that the most common technique teachers use while provide student’s feedback are:

Commentary: Is the most common type of teacher written feedback consists of hand written commentary on the student paper itself. This kind of feedback is best seen as responding to student’s work rather than evaluating what they have done, stating how the text appears to readers, how successful they think it has been, and how it could be improved.

Rubrics: A variation on commentary, and often accompanying it on final drafts, is the use of cover sheets which set out the criteria that have been used to assess the assignment and how the student has performed in relation to these criteria.

Minimal marking: This refers to a type of in text, form- based feedback. It follows research which suggests that indicating the location and perhaps type of error rather than direct correction, is more effective in stimulating a student response.

Taped commentary: An alternative to marginal comments is recording remarks on a tape recorder and writing a number on the student paper to indicate what the comment refers to. This not only saves time and adds novelty; it provides listening practice for learners and assists those with an auditory learning style preference.

Electronic feedback: Teachers can provide comments on electronic submissions by email or by using the comment function, which allows feedback to be displayed in separate window while reading a word processed text.

Ferris (2003) posits that teachers have to take into consideration three factors: first, students should be made aware of the significance of correction in the process of writing; second, correction should be selective and focus on the most frequent errors rather than single ones; and third, feedback should be provided on preliminary drafts than final drafts. Hyland (2003) points out that the effectiveness of feedback is highly depended on the attention to what individual students want from and the use they make of it must be varied.

Thus, Hyland (2003:180) claimed that:

Some students want praise, others see it as condescending; some want a response to their ideas, others demand to have all their errors marked; some use teacher commentary effectively, others ignore it altogether. It can be difficult for teachers to cater to all these different perceptions and expectations, but a full dialogue with individual students is often beneficial.

Conclusion

This chapter first provided an overview of the process approach by giving a set of definitions of different authors. Moreover, this chapter presented two of the most influential models in the process approach: The Hayes and Flower(1980) and the Bereiter and Scardamalia (1987). In the process approach, students have to go through different stages as planning, drafting, revising, editing, and proofreading what they have written because students within this approach are not mainly concerned with their final product, but on how they write. Finally, the chapter sheds some light on the different techniques of providing feedback such as teacher-students conferencing, peer feedback, and teacher written feedback.

Introduction

The two last chapters presented an overview of the writing skill and the importance of using the process approach as one way to overcome learners' writing difficulties. The next step of any research design is to move to something more practical in order to give this research more credibility. Due to research constraints, this research is non-experimental; therefore, the method that is selected to conduct this research is the descriptive method. This chapter is divided into two parts; the first part is mainly concerned with a detailed description of the research methodology, instruments, and procedures. The second part introduces the data analyses yielded by the research instruments. This part also includes a section for further recommendations and suggestions.

3.1. Data collection

3.1.1. Research instruments

In order to answer the research questions and to fit the aims of this research, two research instruments were used: Questionnaire for teachers to highlight the different views of teaching about the usefulness of using process approach, and classroom observation to get more accurate findings.

3.1.2. The population and sampling

This study deals with Second-Year EFL students in the English department at university of Mohamed kheider Biskra. The whole population is about 434 students in the academic year 2014-2015. Twenty-five students were selected during the process of classroom observation.

3.2. Classroom observation

The data collected in the classroom observation was through a check list. The reasons and the purposes behind the choice of classroom observation as a main gathering data tool of this research are: to give clear insights about what is happening in classroom, it is a useful tool that allows observing different behaviors, to note and describe the inside picture of teaching and learning within the process approach.

3.2.1. Rationale

The purpose of this study is to investigate how the adaptation of the process approach while teaching and learning writing is beneficial to students in terms of improving their written performance and giving them more positive perception towards following the steps of writing process. Thus, classroom observation is the most appropriate tool that enables the observer to have a close look at student's reaction towards the activities assigned by the teacher. It is also designed to measure the extent to which FL teachers are using the process approach and the extent to which students have the ability to follow its steps, as well as, to have a look for difficulties and challenges encountered by students.

3.2.2. Classroom observation: Procedures

Classroom observation has taken place from March 4th , 2015 to April 15th, 2015 with one class(group 06) of Second Year students of English at Mohamed kheider university of Biskra. Since we were restricted by time, we attended only six (6) sessions, each session took 1h, 30mn and all the sessions have been conducted by the same teacher. The class contained an ideal number of students (25) with balanced number of girls and boys.

As previously mentioned, the observation that we depended on was taken the form of a structured observation because we have prepared in advance a checklist with all the items that we were interested in to note and observe it. In addition, in class observation because we were mainly relied on discussion and raising questions while observing students.

It was observed that most of times the selection of topic for writing activities was made by both the teacher as well as by students since the teacher did not want to restrict his students with specific subject to write on. Thus, he gave them a list of different topics to choose one that they feel that they will be able to write about in terms of (previous knowledge about the topic selected, their background related to the topic, and the desire to write on that topic). It is also observed that the suggested topics were developed in forms of paragraphs and they are mainly based on practice inside classrooms.

The first four sessions that we have attended were mainly based on collective work since the teacher asked their students either to work in groups or to work individually and the response was that most of them prefer to work in groups in which students were divided by the teacher with the purpose to mix each group with good and weak writers. However, in the two last sessions, the teacher asked them to work in pairs with different assigned activity. In that time, the teacher advised us to walk around these groups whenever it is possible to observe how they write, the strategy they follow when they write, the way they exchange ideas, and in the same time ask them questions for further clarifications and explanations.

What was also observed is that the teacher relied on the use of the board to explain the lesson, to give examples, or to write the lesson plan. He also provided students with handouts in forms of activities such as (filling in the gaps with an appropriate transition signals after he provided them with table of all the transition signals, different paragraphs

to read, and detailed explanation of the steps of the writing process). As it is noted that the teacher was frequently interacting with the students individually, in groups and also with the whole class; however, more interaction was noted with groups and pairs besides that the teacher used English most of the time.

3.2.3. Classroom observation: Description of the checklist

The checklist consists of five sections: prewriting, drafting, revising/reviewing and editing, proofreading, and teacher's feedback. It contains a rating scale of three points were ranging as follows: well observed, partially observed, and not observed.

In pre-writing section, the purpose was to observe how often students brainstorm and generate ideas before they start writing, whether students used graphic as charts, diagrams, or clusters when they generate ideas and if they do so, what are the most common techniques used by them, if students used outlining to depend on it when they start writing. Furthermore, the observer aimed to know whether they considered the purpose and the audience when they write or they just write without any purpose in their minds.

In drafting section, the observer mainly concerned with noting if students are regularly moving from one stage to another, or they neglect some of these steps by observing if they rely on what they have written on their outlines and how many students move from planning to get their initial ideas on paper. It also aimed to seek information about whether students pay attention to punctuation, grammar, spelling, and other mechanics of writing (accuracy), or they only focused on the flow of ideas (fluency).

In revising/ reviewing and editing section, the observer aimed to have a close look at whether students go back to revise and edit what they have written in the drafting stage, and if they do so, whether they focus on the content and clarity of ideas while revising and editing.

In proofreading section, the observer attempted to know if students are interested in what they write and want to write a good composition or they just write because the teacher ordered them to write by observing if they are checking even the minor errors as capitalization and spelling.

In teacher's feedback section, the observer aimed to know which technique the teacher mostly used while correcting and revising his student's papers. Since teacher's feedback towards students' written productions is very important and have great influence on students' papers.

3.2.4. Analysis of classroom observation

3.2.4.1. Prewriting

The first session of the classroom observation took place in March 4th, 2015 at 9:40h. Since the session was at the beginning of the day, the observer noted that students were very active and highly motivated. Thus, when the teacher entered the class, they engaged with him positively. First, the teacher provided his students with a brief explanation about the steps of prewriting and sometimes he made clusters, diagrams, and developed a set of questions on the board or orally related to the activity as a motivating way to explain for them what they are going to do.

Students showed positive reaction towards the activity assigned by the teacher since they do the work seriously, discuss and exchange ideas in very organized way. It was also well observed that there was a tendency of brainstorming and generating ideas because the majority of students (25) who were grouped in small 08 groups of 04 were not just rely on imitating model but what was observed is that they were trying to create new ideas from their own through discussion. Moreover, it was well observed that the most common techniques used by students were: listing, mapping, and rarely clustering since during our

observation it was found that out of 25 students 9(3 groups) of them were using mapping, and 12(7 groups) were using listing, and only one group which was consisted of 3 students were using clustering. When they were asked about the reasons behind using those techniques specifically, they answered as follows:

- They write only what is related to the subject.
- They feel at ease when they use it.
- These techniques do not take time.
- It gives them the opportunity to add or delete ideas.
- It helps them to know if they have a lot of information with the topic that they have chosen.

After listing, mapping, and clustering, it was observed that most of students move directly to write their outlines to further developed into written paragraphs and occasionally most of them claim that writing an outline is something very necessary and obligatory because it helped them in organizing their ideas. Grenville (2001:69) claimed that “outlining is a working plan for piece of writing. It is a list of all the ideas that are going to be in the piece in the order they should go”.

What was not observed was that most of students did not consider the purpose and the audience when they write because of two reasons: first at their level the only reader of their paragraphs is the teacher, second they didn't study yet the different types of paragraphs.

3.2.4.2. Drafting

The second session took place in April 10th, 2015 at the same time of the first session. The teacher gave his/her students an idea about what they should do in the drafting stage. It

was well observed that the majority of students (25) moved from planning to get their initial ideas by relying on what they have written on their outlines.

Although students at the drafting stage were not concerned with grammar, spelling, and punctuation 11 students (3 groups) were mainly paying attention to these mechanisms of writing. For instance, it was observed that most of them used dictionary to check for spelling, or to search for meaning of words and 14 students (5 groups) were concerned only with the flow of ideas.

3.2.4.3. Revising/ reviewing and editing

This session took place in March 7th, 2015 at 9:40h. At first the teacher asked his students to exchange their paragraphs with the other groups and this means that the teacher at first time depended on peer editing. Richards & Renandya (2000:318) suggested that “the students working in pairs to read each other’s draft before they revise”.

It was well observed that most of students (groups) revised other colleague’s drafts this was noted through their oral discussion as it was noted that while they revised the paragraphs most of them gave importance to content because it appeared that each time they try to understand what their colleges want to say in terms of coherence, cohesion, and clarity of ideas. In addition to the revision of spelling, punctuation, and grammar (as transition signals, tenses, etc).

3.2.4.4. Proofreading

This session took place in April 14th, 2015 at 9:40h. When students finished editing and revising, it was well observed that most of them proofread their paragraphs by checking for minor errors such as spelling, capitalization, and grammar. After they finished

with this stage, the teacher asked them to write the final version of their paragraphs then he instructed them to render back their work in the next session.

3.2.4.5. Teacher feedback

As it was well observed, teacher frequently revised and corrected his student's written production from the first stage until the final stage. Because it was observed that at each session he walked around these groups to correct, revise, and discuss ideas.

What was also well observed is that the teacher was mainly concerned to revise some sentences in terms of punctuation, grammar, spelling, and more interest was on the clarity of ideas because in each time he suggested to his students to include a variety of words, to be realistic, to avoid informal and oral language. Concerning the technique that is mostly used by the teacher was written comments.

3.2.5. Discussion of the results of the classroom observation

From the observation conducted with second year students through a checklist and in class observation, certain results will be drawn as follows:

- Students showed positive response towards the activity assigned by the teacher since they were actively engaged in oral discussion with each other, they were brainstorming and generating ideas, they spent a lot of time in writing, revising, and correcting their errors with their teachers.
- The most common used techniques were: listening and mapping.
- Students followed all the stages of writing.
- The teacher created a sense of interaction with his students before the beginning of each session that the teacher maintained a friendly atmosphere of learning.

-The selection of topics was by both teacher and students as a motivating way to make students write.

-Most of students could not ignore punctuation, grammar, and spelling even they write first draft.

The following table is well illustrated the results have been previously mentioned:

Participants	Before the process of writing	After the process of writing
1	12.5	14.5
2	12	15
3	14	11
4	13.5	13
5	11	12
6	10.5	11
7	11	11
8	12.5	14
9	13	13.5
10	8	13
11	8	12.5
12	8	8
13	13	13
14	12	13

Table 3.1: Comparison between students' writing before and after the process of writing

As the table showed, the performance of most students has been improved at least two grades. These results indicate that there is a remarkable difference between students' performance before following the stages of the process approach and their performance after following the stages of the process approach; that is by following the stages of the process approach students achieve well written production.

3.3. Questionnaire for teachers

This part is devoted to the analysis of questionnaire for teachers. The purpose behind the use of questionnaire as a data- gathering tool is that it has the power to provide a useful information about teachers' views concerning teaching writing, to gain a deep understanding of the approaches teachers use in teaching writing, to know their attitudes towards the process approach, as well as the techniques most used when correcting student's written production. The different views of teachers are very important because they are familiar with this type of studies, and they are aware of the students' abilities and the writing skill difficulties. This part of research aimed at analyzing each question separately depending on the teachers' answers.

3.3.1. Administration of the questionnaire

Most of questionnaire copies were handed directly to the teachers in 15th of May 2015. It was given to ten (10) teachers from the department of English at Mohamed Kheider Biskra. All the teachers who answered this questionnaire are teaching written expression module for second- year students in the academic year 2014-2015.

3.3.2. Description of the questionnaire

This questionnaire includes fourteen questions, both open ended and multiple choice questions divided into three sections as follows:

Section one: General information (Q1- Q2): it gives information about the teachers' degrees and their experience in teaching written expression.

Section two: Writing skill (Q3- Q8): it aimed to seek information about the teachers' views about writing, the contribution of the other skills, and the different aspects that students have problems in.

Section three: The process approach (Q9- Q14): this section attempts to know the approach that teachers follow, the most difficult stage of the writing process for students, and other questions that serve as an indication of the use of the process approach by teachers.

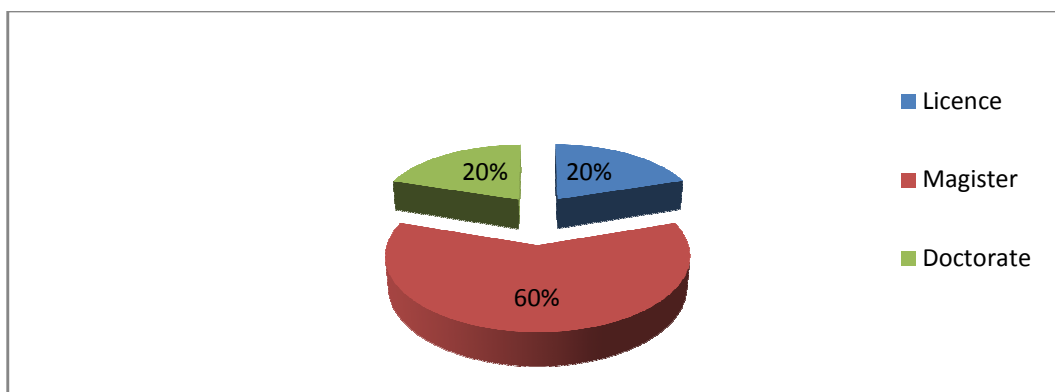
3.3.3. Analysis of the questionnaire

Section one: General information

Question one: Degree held

Degree held	Participants	Percentage
Licence	2	20%
Magister	6	60%
Doctorate	2	20%
Total	10	100

Table3.2: Teacher’s degree Held



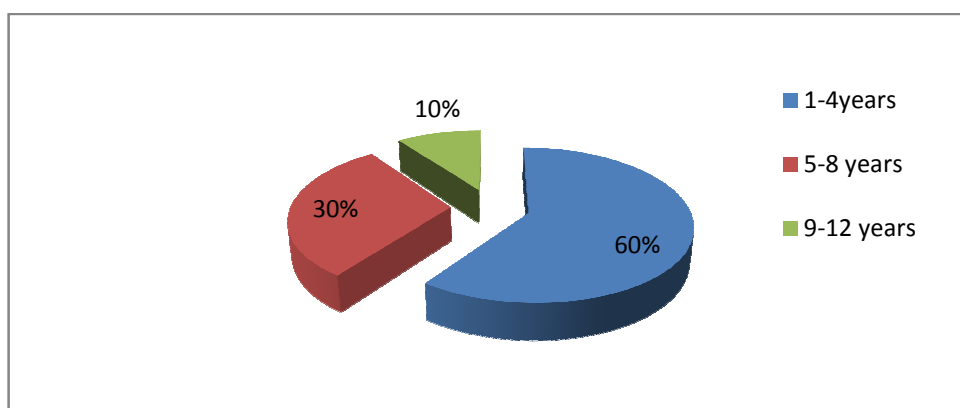
Graph 3.1: Teacher’s degree held

As it is shown in the table 3.1, 60% of the questioned teachers held Magister degree, their experience in teaching writing is from five to eight years, 20% of them held Licence degree, their experience is very short in teaching writing from one to four years, and the same percentage of the teacher’s PHD degree.

Question two: How long have you been teaching the module of “Written expression”?

Years of teaching	W.E	Number	Percentage
1 - 4		6	60%
5 - 8		3	30%
9 - 12		1	10%
Total		10	100

Table 3.3: Years of teaching written expression



Graph 3.2: Years of teaching written expression

More than half of the surveyed teachers 60% have been teaching written expression for one to four years, 30% of them have been teaching writing for five to eight years, whereas only 10% of them have been teaching writing for nine to twelve years. It is noted that only one teacher has been teaching writing from the beginning of his career in teaching English.

Section two: The Writing skill

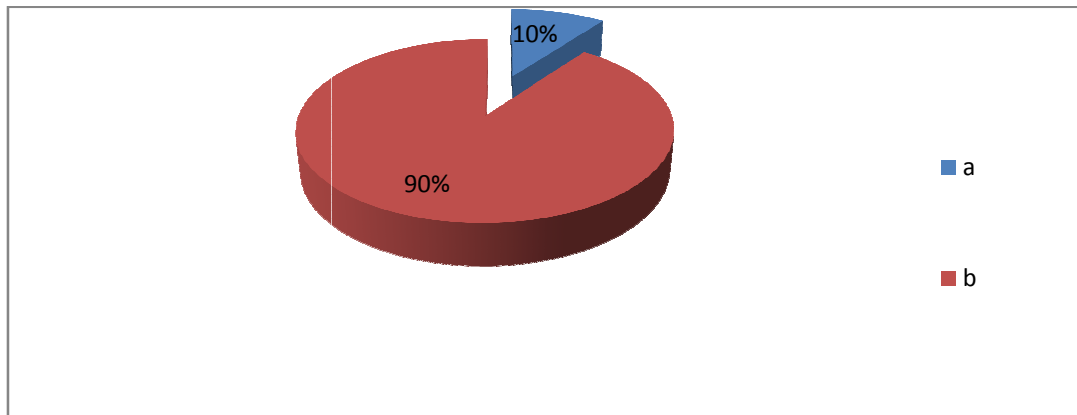
Question three: Is writing an easy task for second-year university students?

a- Yes

b- No

Options	Number	Percentage
a	1	10%
b	9	90%
Total	10	100

Table3.4: Teacher’s opinion about writing



Graph 3.3: Teacher’s opinion about writing

This question is about teachers’ opinions on the task of writing for second year students, whether it is an easy or difficult task. As it is shown in the table 3.3, 90% of the participants said that writing is a difficult task, and only 10% claimed that it is an easy task. This implies that the majority of them argued that writing is a difficult skill. Negari(2011:299) claimed that “ writing is a complicated process which involves a number of cognitive and metacognitive activities, for instance; brainstorming, planning, outlining, organizing, drafting and revising”.

Due to writing difficulty, it is considered as one of the tasks which need more practice and desire.

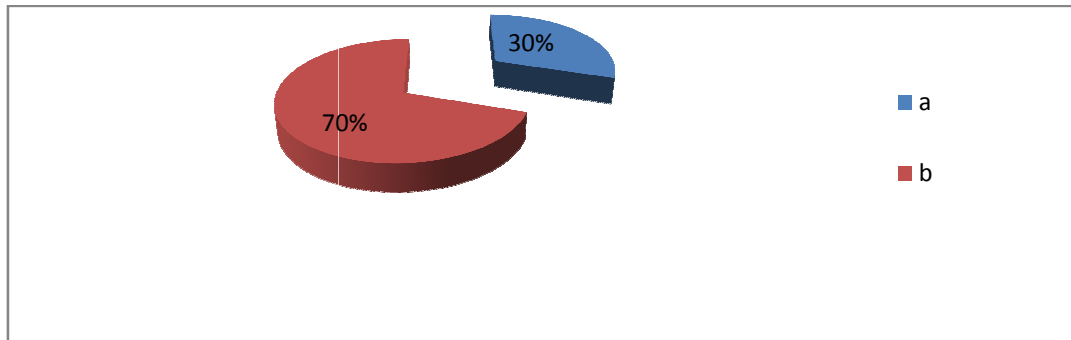
Question four: Do you think that the time allocated for written expression is sufficient?

a- Yes

b- No

Options	Number	Percentage
a	3	30%
b	7	70%
Total	10	100

Table3.5: Teacher’s opinion about the time allocated for W-E



Graph 3.4: Teacher’s opinion about the time allocated for W-E

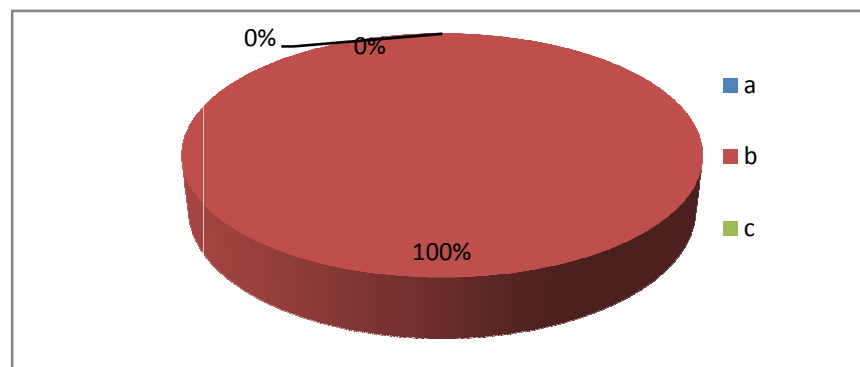
The results of table 3.4 show that most of the teachers (70%) believe that the time allocated for written expression is not sufficient and only 30% of them said that the time given to written expression is sufficient. This leads to the result that there is a relationship between time and writing since two sessions per week are not sufficient to develop writing. Thus, students should not rely only on what they produce inside the classroom but they need also more practice outside classroom.

Question five: Which skill contributes best to develop writing?

- a- Speaking
- b- Reading
- c- Listening

Options	Number	Percentage
a		
b	10	100%
c		
Total	10	100

Table3.6: The skill that contributes best to develop writing



Graph 3.5: The skill that contributes best to develop writing

As indicated in the table 3.5, all teachers 100% claimed that reading is the skill that contributes best to develop writing. However none of them say that it has a relation with speaking and listening.

As previously mentioned in the theoretical part, there is a connection between reading and writing since most of the researcher argued that there is no writing without reading. Williams (2003: 156) claimed that “good writers usually are good readers and good readers are good writers”.

When justifying their choice, teachers who say that reading is the skill that contributes best to develop writing stated the following reasons:

- The five teachers claimed that if students read more, they will gain enough vocabulary items to be used as language writing. Richards & Renandya (2002) pointed out that reading skill has been seen as a major source to expanded knowledge and gain vocabulary.
- Students will be familiar with different writing styles and develop their vocabulary knowledge, hence, improve their own writing.
- Reading enriches the learner's background where they become well-versed in a number of topics, so, this enables them to become good writers.
- It allows students to know more about styles, content, and form.
- It gives them the exposure to the language (lexis, style, grammar) in written way.

Question six: What are the aspects that your students often have problems with? (You can tick more than one box).

a- Grammar

b- Lack of vocabulary

c- Lack of ideas

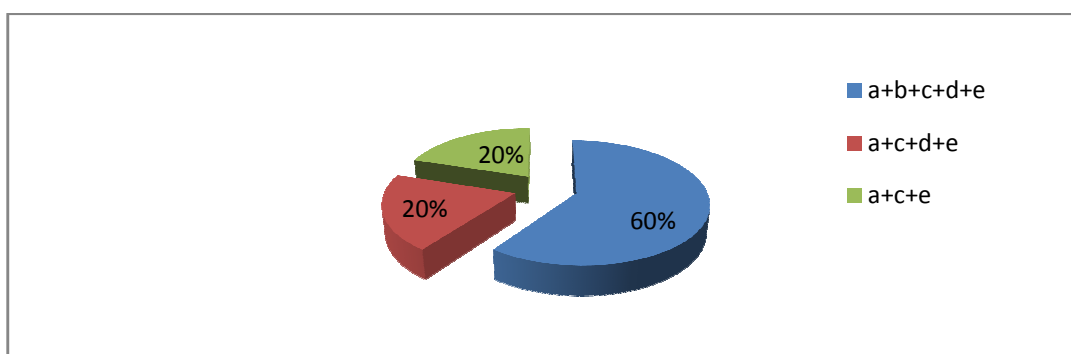
d- Lack of organization

e- Poor style

This question aimed to seek information about the aspects students often have problems with when they write. This question requires the teachers to choose one or more of the given options. The teachers' responses to this question are well illustrated in the following table.

Options	Number	Percentage
a+b+c+d+e	6	60%
a+c+d+e	2	20%
a+c+e	2	20%
Total	10	100

Table 3.7: The aspect that students have problems in



Graph 3.6: The aspect that students have problems in

As it is shown in the table above, More than half of them claimed that students have problems in all the aspects previously mentioned (a+b+c+d+e), 20% of them said that their students have problems in grammar, lack of ideas, lack of organization, and poor style, and 20% of them claimed that students have problems in grammar, lack of ideas, and poor style.

This implies that most of students have problems with all these aspects because of many reasons such as: lack of practice, lack of reading, and even the lack of desire to write since according to the results previously mentioned, students face problems in the organization of their piece of writing.

Question seven: Good writing is related to: (You can tick more than one box).

a- Correct grammar

b- Coherence and cohesion of ideas

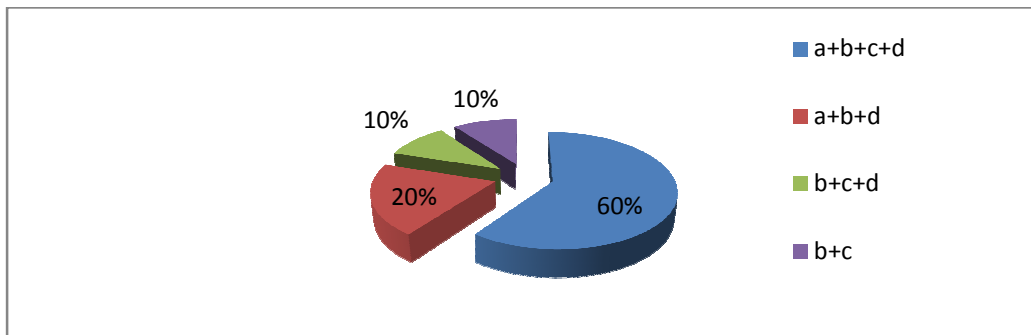
c- Clarity of ideas

d- Spelling and punctuation

This question aimed to know about teachers' views of what good writing is. It requires from them to choose one or more of the given options.

Options	Number	Percentage
a+b+c+d	6	60%
a+b+d	2	20%
b+c+d	1	10%
b+c	1	10%
Total	10	100

Table 3.8: The components of good writing



Graph3.7: The components of good writing

As it is mentioned in the table 3.2, 60% of the participants see that good writing is related to all the components previously mentioned (a+b+c+d), 20% of them claimed that good writing is more related to correct grammar, coherence and cohesion of ideas, and clarity of ideas, 10% of them said that good writing is mainly based on coherence, spelling

and punctuation. However; 10% of them claimed that good writing is related only on coherence, coherence of ideas, and clarity of ideas.

As the results mentioned, we cannot say that one element is prior to another element since all the elements are among the characteristics of good writing. Thus, most of teachers believe that these components are equally important (a+b+c+d) because they choose more than option.

Coherence and cohesion of ideas are a significant element of effective writing. Harmer (2004:22) mentioned that “for writing to be truly accessible, however, it also needs to be both cohesive and coherent”. Spelling, punctuation, grammar, and clarity as previously mentioned in the theoretical part are also the main element of effective writing.

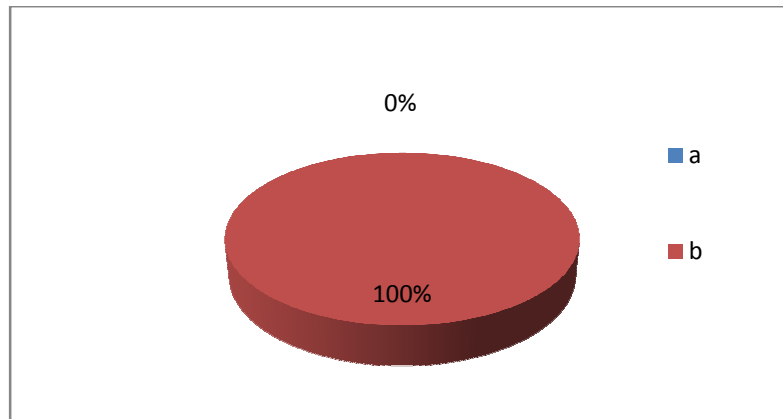
Question eight: Are you satisfied with your student’s level of writing?

a- Yes

b- No

Options	Number	Percentage
a		
b	10	100%
Total	10	100

Table 3.9 : Teachers’ satisfaction with students’ level in writing



Graph 3.8: Teachers' satisfaction with students' level in writing

All teachers (100%) said that they are not satisfied with their students' level of writing. This implies that students still yet can not perform acceptable piece of writing.

When asked to explain their opininos, teachers gave the following arguments:

- Students need more practice to reduce their writing errors.
- They lack many things
- They make a lot of mistakes in grammar, punctuation and they have poor vocabulary and style.
- They needs much refinement in terms of the university access.
- They should develop their writing competences.
- They still suffer from generating good/ appropriate ideas when they dealing with any topic. Also, they don't know how to take the reader's attention, write a good thesis statement, elaborate good topic sentences, and find out good supporting sentences.
- Only minority of them is able to write effectively.

Section three : The process Approach

Question nine: What type of approach do you follow in teaching writing?

a- Product approach

b- Genre approach

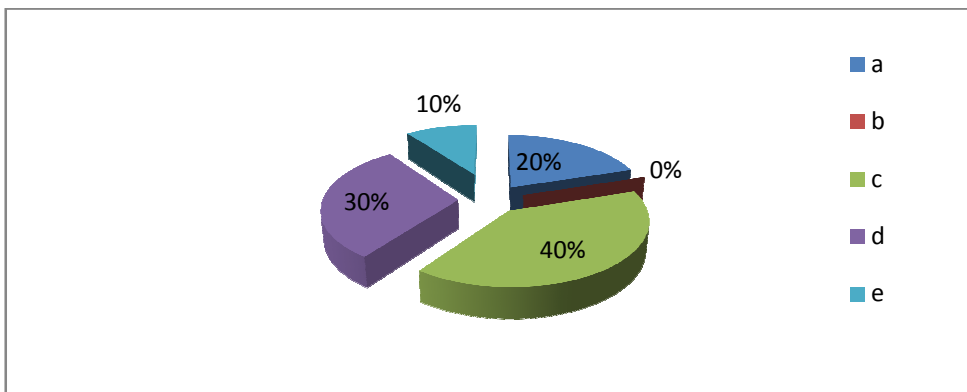
c- Process approach

d- Combination of all

e- None of them

Options	Number	Percentage
a	2	20%
b		
c	4	40%
d	3	30%
e	1	10%
Total	10	100

Table 3.10: Writing approaches followed by the teachers



Graph 3.9: Writing approaches followed by the teachers

This question aimed to know the type of approach often used by the teachers in teaching writing. As the table 3.10 indicates that 40% of the participants claimed that they follow the process approach in teaching writing, whereas 30% of them say that they followed all the approaches mentioned previously, and 20% of them say that they follow the product approach.

Only 10% of the respondents claimed that he/she didn't follow any type of the previous approaches since he claimed that he/she followed the process-genre approach through giving them a genre(model) to the students, analyse it then using the process approach by asking them to write by following the steps of writing.

Teachers are also asked to state some of the advantages of the used approach.

The four (4) teachers who are advocates of the process approach stated these advantages:

- The two teachers say that the process approach teaches students gradation in writing.
- Gradual writing and teacher/ peer feedback.
- It helps students how to choose a good topic, how to generate ideas linked to that topic, how to write an introductory paragraph (what are the strategies and techniques of writing an introductory paragraph).

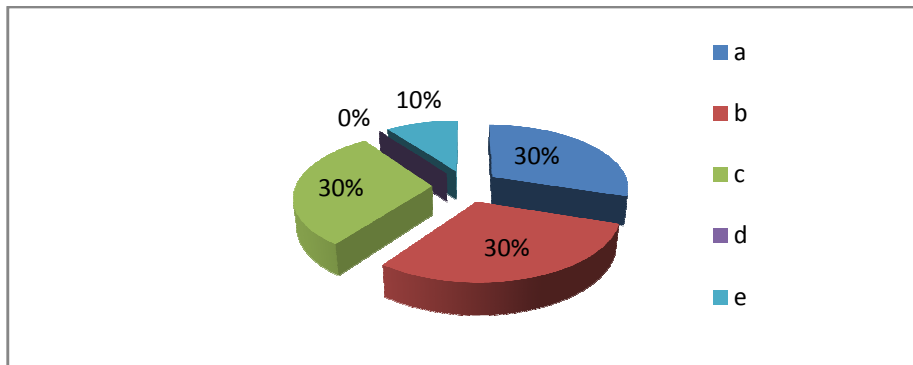
Question ten: What stage of the writing process is the most difficult for your students?

- a- Generating ideas
- b- Writing drafts
- c- Revising
- d- Editing

e- Proofreading

Options	Number	Percentage
a	3	30%
b	3	30%
c	3	30%
d		
e	1	10%
Total	10	100

Table3.11: The difficult stage of the writing process for students



Graph 3.10: The difficult stage of the writing process for students

Although, in the theoretical part found that most researchers mentioned that generating ideas (prewriting stage) gives students more confidence when they write. Richards & Renandya (2002:316) stated that “prewriting is any activity in the classroom that encourages students to write”. 30% of the respondents claimed that, students have difficulty in generating ideas, writing initial draft, and revising. Only 10% of them said that students have difficulty in proofreading.

As far as editing is concerned, it noted that editing was not considered among the difficulties that students faced when they write. Concerning writing initial draft, it is usually the most complicated task for students because how to start is the most difficult part of them. Also, how to revise is also a challenging task because in some cases students know that this sentence is wrong but they don't know how to correct it.

Question eleven: What form does your feedback take?

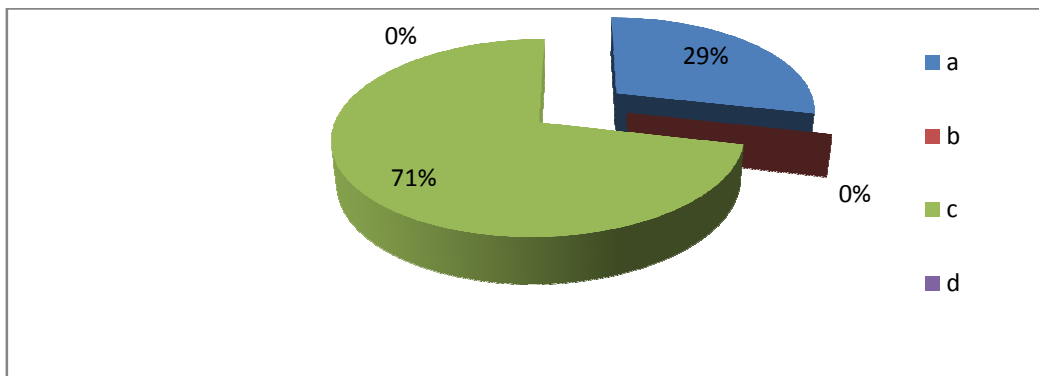
a- Written comments

b- Conference

c- Peer feedback

Options	Number	Percentage
a	8	80%
b		
c	2	20%
d		
Total	10	100

Table 3.12: The form of feedback used by teacher



Graph 3.11: The form of feedback used by teacher

The majority of the surveyed teachers (80%) claimed that their feedback takes the form of written comments. Only 20% of them said that they rely on peer feedback. As far as conference is concerned, teachers do not take it as their main form of feedback. This result reveals the fact that teachers' comments highly affect the students way of writing since the comments that teachers make on their students' papers will help them to develop their piece of writing. Also, this type of feedback gives the teacher the opportunity to gather information on the progress of students over a period of time. Hyland (2003:178) posits that "despite increasing emphasis on the importance of oral response and the use of peers as source of feedback, teacher's written response continues to play a central role in most L2 writing classes".

Question twelve: Do you often ask your students to generate their ideas by using:

a- Diagrams

b- Clustering

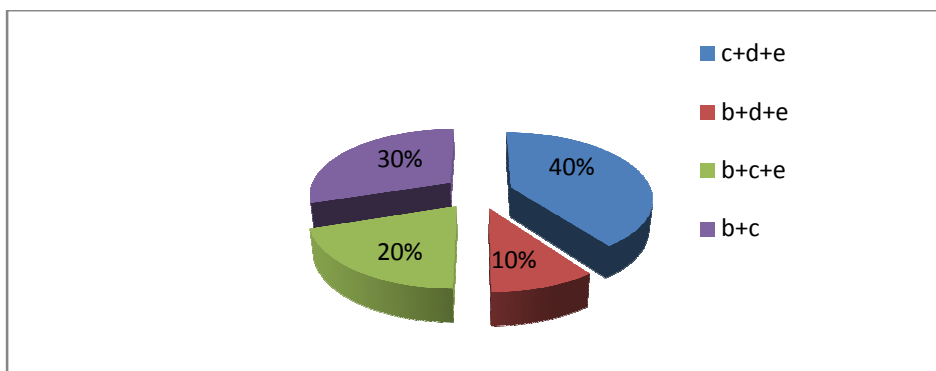
c- Listing

d - Mapping

e- Free writing

Options	Number	Percentage
c+d+e	4	40%
b+d+e	1	10%
b+c+e	2	20%
b+c	3	30%
Total	10	100

Table 3.13: Students' preferred technique of generating ideas



Graph 3.12: Students' preferred technique of generating ideas

As shown in the table above, all the teachers chose more than one option. 40% of them asked their students to generate ideas through the use of listing, mapping, and free writing, 30% of the participants preferred the use of clustering and listing, 20% of them asked their students to use clustering, mapping, and free writing, and 10% of the questioned teachers prefer using clustering, mapping, and free writing.

It was also noted that most of teachers chose at least two techniques when generating ideas. This implies the fact that teachers supported the use of these techniques because they give the students the opportunity to add or delete ideas, save time, to write only what is related to the subject.

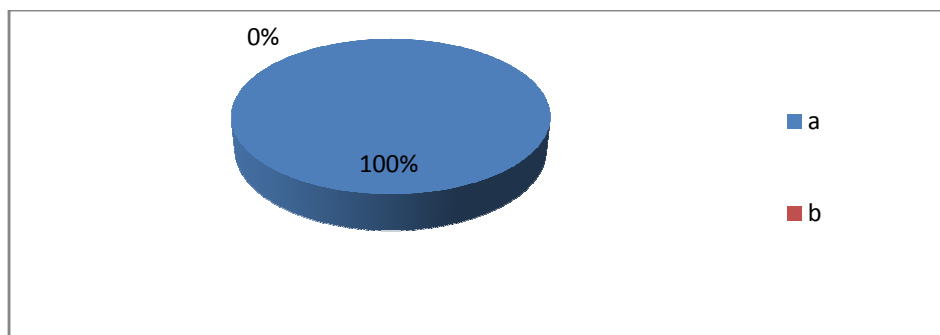
Question thirteen: While the students write, do you walk around and help them?

a- Yes

b-No

Options	Number	Percentage
a	10	100%
b		
Total	10	100

Table 3.14: Teachers' attitudes towards helping students while writing



Graph3.13: Teachers’ attitudes towards helping students while writing

All teachers claimed that they walked around and help their students while they write. None of them said that they walked around while students write. This refers to the fact that students at this level are in need to the help of their teachers in terms of giving suggestions, clarifications, and explanations.

Question fourteen: If “Yes”, do you help them in the edition of:

- a- Vocabulary
- b- Grammar
- c- Spelling and Punctuation
- d-Content (ideas)

Options	Number	Percentage
a+b+c+d	4	40%
a + b + c	3	30%
b + d	3	30%
Total	10	100

Table 3.15: Teachers’ aspects of editing students’ writings