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**THE IMPACT OF THE PROCESS – BASED INSTRUCTION ON
ENGLISH FOREIGN LANGUAGE STUDENT’S WRITING
IN BISKRA UNIVERSITY**

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DEDICATION

**IN THE NAME OF GOD.MOST CRACIOUS, MOST MERCIFUL ALL THE PRIES
DUE TO GOD ALONE,**

THE SUSSTAINER OF ALL THE WORLDS

This work is dedicated to:

*My Mother, the dearest person to my heart, thank you for all your sacrifices,
your encouragement; and all your love*

My Father who helped me to achieves my dream

My Husband BouBaker Nouari for his help and support

My Sisters, Afaf, Hind and Ikram

My Brothers, Souheil and Bachir

For all my second family Nouari

The babies of my family, Malek, Maram and Nazim

For my best friends, Amina and wassila

All my teachers and classmates at the University of Biskra.

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ABSTRACT

Our study about the effect of process approach on improving students writing, the purpose of this study is to determine whether the students writing developed when teachers use the process approach in their lectures. In our study we use an experimental study it mean quantitative method and t-test as a tool of this method at the English department in Biskra University with eighteen students in academic year 2015/2016. This study is used in order to test the hypothesis if the teacher adapt an effective writing process approach will achieve better written production. All the participants have been randomly selected and they go through certain stages (pre-test, treatment period, and post-test). They firstly pre-tested through paragraph writing and after three weeks of treatment period the participants have been post-tested through the same toll. Results of the pre-test and the post-test are given in mean scores. The result of pre-test and post test are different, the mean of pre-test are less than the post-test mean. To determine the validity of these result. When we finish The t-test we get a result and this result are statistically significant, This investigation confirmed that the process approach is an important tool to improve students writing skill. and it can help third year students to develop the ability of writing. In addition it has an effective role rather than the others approaches because it focus on the role of the teacher to guide students in each stage and help the students in each stage on their composing process and the learners in process approach come up with multiple draft of their work.

LIST OF ABBREVIATION

EFL: English as a Foreign Language.

ESL: English as a Second Language.

L1: First language

L2: Second language

SD: Standard deviation.

V: Variance.

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GENERAL INTRODUCTION

Writing is one of the four skills that have proved its importance in most language syllabuses in first, second and foreign language classes. The way to teach this skill has been approached differently throughout the history of language teaching. Within the different developments that occurred in this field, the process approach that identifies writing as a process which includes different stages and cognitive activities. This orientation has been originally developed for native language learners and adapted later on for second language and foreign language classes. The process approach has had a widespread influence on the teaching of writing throughout the English-speaking world. In this dissertation we want to develop the level of student in writing skill.

1. Statement of the problem

Writing is so important in our life which needs special attention, especially in foreign language classes because it is considered as the most difficult skill to be acquired or taught. We think that the primary cause of these problems in this skill is that students still believe and feel that the only sense of good written production comes from what they have learned about grammar. So, students often rush towards more grammar practice and tend to forget about the specific steps and techniques which they have to go through before reaching their final product. Hence, we believe that the best way to teach writing is that the teacher guides his students through the process of writing step by step.

2. Aim of the study

Our objective is to investigate that the process approach has an effective role to develop students writing ability. The objective of this study is to show if the implementation of process approach can help students overcome the current writing difficulties. The last point is to indicate the role of the teachers in guiding students from generating ideas, collecting data, and producing the final draft.

3. Research question

Many teachers and students ask about the role of the process approach in writing skill .so from these believes we can ask this question:

What is the effect of using process approach on teaching writing in third year student of Biskra University?

4. Hypothesis

As the aim of the current study is to examine the effects of the process approach on students' writing ability, we hypothesize that. If the teacher adapts an effective writing process approach learners will achieve a better written product.

5. Significant of the study

The importance of this research is to develop the level of students in writing skill specially third year student at Biskra university. and in order to know which is the best and good techniques helps learners in writing skill because writing consider the most difficult skill to be acquired or thought and it need special attention especially in foreign language classes..

6. STRUCTURE OF THE RESEARCH

This research divided in three parts:

First chapter about theoretical issues on writing.

Second chapter about the process approach.

Third chapter about discussion and analysis of the results.

Chapter One: Theoretical Issues on Writing

Introduction

In this chapter, we present background to teaching writing and its importance as a mean of communication, shows the relationship between writing, speaking and reading as well as their shared cognitive process. Then, we present the purpose of writing, then we want to present the types of writing, and we cast some light on the approaches of teaching writing the product approach, the process approach and the genre approach and the creative approach.

I.1. Background of teaching writing

Writing is a way of communication that uses graphic symbols; we combine letters that represent our sounds when we speak, these letters are combined to form words, and words also combined to form sentences and so on. Then, when we need to teach writing we must consider in two separate areas of development the physical skill and the cognitive skill. According to Caroline (2005:99)

When we are teaching to children who are four to seven years old .we must consider two separate areas of development, first do you students have the fine motor or physical skills necessary to hold pencil firmly in their hands and form letters on paper? second, do you they have the cognitive skills necessary to formulate ideas and write them onto paper, the physical act of forming letters as well as the act of expressing one self. In written form are both challenging for young learner.

Of course the meaning of writing does not stop of the graphic symbols or visual marks .We must follow others conditions like the physical and cognitive skills, when we need to write should follow others steps like we need to select interest topic, which audience, what is our Purpose and others procedures, according to Ilona (1998 :25)(writing

is communicating; good writing helps your readers understand your ideas clearly as possible)

And she suggested others steps in order to make the task of writing easier:

- When ever possible, write on subject that actually interest you.
- Write a subject that you know about or want to know about .
- Before you begin to write a draft .explore your ideas freely with help of invention techniques.
- Have an idea of the audience you are writing for, and keep that person or group of people in your mind as you write .
- Decide what your purpose is and what you want your writing to accomplish. Will it inform? Persuade? Entertain? will it help your discourse your own idea ?
- Don't worry about details in your first draft can shape your ideas later try just to get your ideas down in paper .you can shaper your ideas latter.
- Reread your own writing frequently .try to read objectively, as through you where not be author and you were seating it for the first time.
- Let others read what you have written and give your feedback.
- Don't be afraid to add, delete, or move your ideas around.
- Once your ideas are on paper, check the grammar, vocabulary, spelling, and punctuation to make the writing as correct as you can.

Another thing which is very importance in the writing skill is that we write for reader, so there is another actor implicated in the whole process. that we translate our thoughts into written language as a channel of communication with the reader who is absent and in sometimes not known .to this end we are obliged to be clearer when we write then when we speak .moreover, we have to make sure that has been written will be understood by the reader without any further help from as.

I. 2. The difference between writing and speaking

English language is based on four main skills which are listening, speaking, writing and reading, and each one has its own features and characteristic. When we talk about

writing, we find ourselves obliged to mention its differences with other productive skill, as an example writing and speaking are different in the following points, time and space, participants, sign and symbol, organization and language and the product.

Harmer (2004) wrote about the previous differences between speaking and writing both in terms of their forms and in the process that writers and speakers go through to produce language.

I.2.1 Time and space in writing and speaking

Writing takes time more than speech, when we need to write we need specific time in order to follow certain process and to correct our errors and to organize our ideas. Harmer J (2004) shows that writing is different from speaking in terms of time and space in the next main points, firstly writing transcends time and space whereas spoken occurs immediately (here and now). Second point about spoken words fly away on the wind is often transient whereas writing tends to be more permanent.

I.2.2 Participant in writing and speaking

When we speak about writing and speaking, we find ourselves obliged to speak about the participant or the second part who receives our messages (written or spoken). In many cases when we speak the participant is present because we cannot speak alone, and in many other cases when we write the participant is absent. So we write in order for others to read. Harmer (2004) suggests that the audience may often be general rather than an individual addressee who we can see and interact with, and may be represented as a type (a bank manager, a possible business partner). Whereas, concerning the spoken communication our addressee is often known to us.

I.2.3 Process in writing and speaking

One of the most obvious differences between writing and speaking has to do with the processes that writer's and speaker's go through, Harmer (2004), the third difference between writing and speaking is represented in the process that both writers and speakers go through to produce language. In the spoken interaction, speakers can go back and try to add or modify something by using lots of repetition, rephrasing or some expressions as well, you

know, I mean and others in order to clarify their messages. Unlike writing is totally different because the final version is the last unchangeable product of the writer.

In this point we can sum up the two productive skills go through certain processes, but in general the process of writing is more complex than the process of speaking, but not always.

I.2.4- Sign and symbols in writing and speaking

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

I.2.5 Organization and language in writing and speaking

Writing is more organize than the speech. In writing we have very correct sentences without any grammatical or spelling mistakes but in speaking we may find spontaneous sentences without carry about grammatical or spelling mistakes, Harmer (2004) states another significant difference between writing and speaking which is organization and language. Firstly, writing consists of fully developed sentences that have a systematic organization. , Whereas, speech consists of small chunks of language.

Second, written texts are full of content words such as nouns, main verbs, adjectives, and others than grammatical words as if, were, but, and others. Unlike in speech the content words are significantly smaller. Moreover, the mispronunciation and the deviant grammar are accepted without judgment in speech, whereas spelling and grammatical mistakes are more judged in writing. Besides that, phrasal verbs are much more likely to occur in conversation than in writing. In addition, there are certain grammatical features that are less common in writing than in speech such as contracted verb forms (isn't, wasn't, etc), tag questions (you're Chinese, aren't you?), and echo questions (A : I'm really happy. B: You are really happy?).

I.2.6 The Product in writing and speaking

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

I.3. The purpose and the importance of writing

Any writers in our world have aim in their mind, and when teachers ask student to write any piece of writing they also have purpose in their brain, Caroline Coffine and marry Jane and all (2003:20) (If we consider why ask students to write, you may find a variety of reason, including the following, as assessment; as an aid to critical thing; understanding and memory ; to extend students learning beyond lectures and other formal meeting ; to improve student communication skills, and to train students as future professional in particular disciplines. This rang of reasons for writing may not be apparent to students, who may see writing as mainly assessment) therefore, the assessment is not only the purpose of teachers when ask students to write. The purpose of writing and the importance of writing always complete each other. Writing is so important in education, and each level of education need writing.

According to Barbara Kroll (1990) (most context of life (school, the work place, proficient writer's can adapt their writing flexibly to the context in which it take place) in the school setting, writing plays to distinct but complementary roles). First, it is skill that draws on the use of strategy (such as planning, evaluating, and revising text) to accomplish a variety of goals such as writing a report or expressing opinion with the support of evident. Second, writing is a mean of extending and dealing students knowledge, it act as tool for learning a subject matter. Each writer's should put their purpose in their mind; and each one should know the importance of writing in order to develop and improve our writing skill.

I.4. Types of writing

Paragraph and essay can be written in different types, a writers will choose a type depending on what he or she wishes to accomplish, what sort of material is to be discussed, and what kind of effects he or she wants to transmit to the reader, generally speaking there are four types of writing, and the most known are the narrative; expository; descriptive; and persuasive writing.

I.4.1 Narrative writing

In a narrative paragraph or essay always the writers tell a story, just like a narrative in a role play, and the structure of this type is different from the other's types because, it has different purpose. Always the narrative describe an events happened. According to Smith (2003) (narrative writing tells story. The structure and methods for organizing narrative writing are different from expository writing because narrative writing has different purpose, and it describe the event happened in chronological order. Narrative writing always have a theme; character; setting).

I.4.2 Expository writing

Expository writing "expose" 'explains things about the subject, and it also called information writing because it give information about a person; place; things; relationship idea. In this type we write without emotion and we use the third person, nevertheless, you can use "I". in expository the students focus in the external objects, situation and processes in order to explain something in a neutral. Smith (2003) explained expository writing as:

If your paragraph explains something or presents information, it is an expository paragraph. If it explains a process, it usually does so in chronological order. Transitional words such as first, next, and finally make the order clear. Paragraphs that define are also expository paragraphs. Paragraphs that give reasons are also expository paragraphs. This kind of paragraph supports the main idea with facts. It may explain that something is true because of certain facts, or it may explain that an action or opinion is right because the facts support it.

I.4.3 Descriptive writing

Descriptive writing paints a picture, In it's pure form, nothing much happens. Descriptive tells us what something looks like, feels like, tastes like, sounds like or smells like. Without action or events. Descriptive writing connects the other world with our inner feeling. And it will use many rich and vivid adjectives and adverbs. Descriptive paragraphs or essay are usually written in the first person points of view, and are more emotional and personal than the

expository writing. Smith (2003) (using a words to create a picture is called descriptive writing, descriptive paragraphs often contains many adjectives to describe the subject at hand clear).

I.4.4 Persuasive writing

This type of writing is probably the most common form of writing at the university level. Persuasive (or argumentative) writing attempts to convince the reader that the point of view or course of action recommended by the writer is valid. To accomplish this, the writer must develop a limited topic which is well defined and debatable, and has more than one side. It is important that the author understand other sides of the topic so that the strongest information to counter the others can be presented. In argumentative writing always use the third person points of view, and it based on facts. Smith (2003) defined persuasive writing as:

Persuasive writing is expository because it gives facts, but it also presents an opinion.

There are many ways to organize persuasive writing. One common way is to present possible arguments against your opinion and show why these arguments are weak; then give the arguments in your favor. Another way is to state an opinion and then give evidence to support it. A persuasive technique gives your supporting information in order of importance, with the last fact or statistic being the strongest or most effective reason.

Argumentative writing is difficult sometimes, because it is not easy to convey any reader; some audience needs strange arguments, and most of student in the university feel failure when teachers ask in the exam to write argumentative task, and most of them prefer the narrative or descriptive writing

I.5. Approaches to teaching writing

In the last decades, The teaching writing has been a central element and principle means of education. This interest in writing as a skill leads to the emergence of different conflicting views of the best way to teach writing. Harmer (2001: 257) “There are number of different approaches to the practice of writing skill in and outside classroom. We need to choose between them. Deciding whether we want students to focus more on the process of writing or its product, whether we want them to students different written genre and whether we want to encourage creative writing”. Harmer suggest different approach and each students have the ability to choose one and focus in it, and each one choose the approach according to the own styles and way of writing.

I.5.1 The Product writing Approach

The product approach is the first approach, and it's called by different name like the controlled - to – free approach, the text-based approach, and the guided composition. ABAC Journal (2008)” product based writing approach have been called by several names ; the controlled – to – free approach, the text based approach, and the guided composition (Raimes ,1983. Siliva 1990) basically, writing in product- based approach has served to reinforce l2 writing in terms of grammatical and syntactical forms”. Product approach deal with linguistic forms, this approach help the written skill in forms of grammar and syntactic, and it is study just this side. And According to another article Namochi, A (2014) says:

The product oriented approach is concerned with the final result of the writing process; it gives precedence to classroom activities which require from the learner to be engaged in imitating and transforming model text, in other words , the product approach has its origin in the traditional of rhetoric and focus its study on model text, in order to make students aware of the text features, in fact it attempts to make the student familiarized with the conventions of writing through a model, before he gets his final draft

The product approach are interested in the final product and the main role of this approach to make students familiar with a topic and more aware about the text features, and also his point of view deal with linguistic features like structure of grammar, content and sentences organization.

Another explicit descriptive of the product approach is proposed by Pincas (1984) who see writing as being about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax, and cohesive devices, she identifies four stages in the approach, familiarized, controlled writing, guided writing and free writing. She has the same idea like the other writers, Pincas see writing about linguistic knowledge and anything related to the verbal language, and she suggests that the product approach has certain steps. The students should be familiar with a topic it means they should know more about any topic, and explain how students invented to write before handing their writing to the teacher, then in other step speak about the role of the teacher in order to help and guide them to write better.

Harmer (2007) explained (when concentrating on the product, we are only interested in the aim of a task and in the end product. As we shall see below, a consideration of writing genre has a lot in common with a product approach to writing; i.e. an approach which values the construction of the end. Product as the main thing to be focused on rather than the process of writing itself) According to Harmer the product approach has a big relationship with a genre approach and he said that the product approach are focus in the final result or the end of the product, and it focus in the objective of the text.

I.5.2 The process writing approach

The process approach comes after the product approach, in this stage the teachers become facilitator, and they guided and help students in each stage of their composing process. Whereas; the students in this orientation are asked to come up with multiple drafts of their works and to be aware that rewriting and revising are integral to writing. ABAC Journal (2008) "process based writing as the way writers actually work on their writing tasks from the beginning stage to the end of the written product". The process of writing focus in certain stages or steps and the teachers should help students in each stage in order to get a good piece of writing in the end. O'Brien (2004) define the concept of this approach as an activity in which teacher, encourage learners to see writing is not grammar exercise. during the writer process teachers, can enable learner to explore their thoughts and develop their own writing by using the five step writing process: O'Brien (2004) presented five step writing process :

- 1- **Prewriting:** in this step the teacher help learners to generate vocabulary and ideas.
- 2- **First draft:** learners ideas use this ideas and develop in piece of writing.
- 3- **Feedback:** learners receive comment from real audience and move into new ideas in another draft.
- 4- **Second draft writing:** learner revise and modify their previous draft.
- 5- **Proofreading:** in final stage learners use the appropriate vocabulary, grammar; and discover new ideas.

In the process approach should follow these stages in order we get correct and good writing. And it is not matter of grammar or linguistic knowledge like the product approach is a matter stages more drafting more revising and editing the more we have appropriate paragraph or essay or any piece of writing.

I.5.3 The genre writing approach

Since 1980, the genre approach to teaching writing has taken place under different forms in different part of the words, it has also different underlying goals as well as focused on different teaching situation, the genre approach not only focused on form and textual conventions, but more importantly on the rhetorical purpose of that text and every component of the text that contribution of the fulfillment of that process. Hammand And Derewianka (2001) define the genre-based approach (as the way to language and literacy education that combines an understanding of genre and genre teaching together in the writing class, the genre-based approach can be called differently such as the English for academic purpose) (cited by Thanatkun Tangpermpoon,2008)

This point of view is about the purpose of writing in our society or in our pedagogical life. Each learners in the world have all the right to write anything, and they didn't obliged to write about something did not like it. And in our life we have many approaches, and we may choose each one and write about it if inside or outside class room. (milller, 1993 ; candlin,1999) genre-based writing reflects a particular purpose of social situation and allows students to acquire writing skills consciously by imitation and analysis of each writing genre.(cited by Thanatkun Tangpermpoon,2008).

The imitation of each skill helps student to acquire it, of course the classroom helps student to acquire the writing skills, but also the social situation has a big roles to develop this skills. According to J Harmer (2001:259)

A genre approach is especially appropriate for students of English for a specific purpose, but it is also highly useful for general English students if we want them, even at low levels to produce written work they can be proud of. Students who are writing within a certain aim genre need to consider a number of different factors, they need to have a knowledge of the topic, the conventions and style of the genre; and the context in which their writing will be read, and by whom.

the genre approach is writing for a specific purpose, and it is appropriate for students who write for academic purpose, but also most of the general students use this style, written genre needs certain conditions, it need to be more familiar with a topic, and it need to have more knowledge about it. And it needs specific audience and certain style. The genre approach is different to other's approach, but it is still one of the most important style in writing skill.

1.5.4 The Creative writing approach

The creative writing approach refers to imagination task such as poetry, stories novels and plays. When teacher's ask students write a creative task, they feel so fear because it is difficult sometimes, and they may be do not find the appropriate and correct language, then the most of students like to focus in the narrative task ;for example to tell stories about childhood, all of these in order to avoid creative writing. Harmer J (2007: 28) suggested:

When teacher set up imaginative writing tasks so that their students are thoroughly engaged. those students frequently strive harder than usual to produce a greater variety of correct and appropriate languages. Then they might for more routine assignments. While students are writing a simple poem about someone they care about, or while they are trying to construct a narrative or tell stories of their childhood.

The creative writing needs a good writer's with appropriate vocabulary, and it need appropriate readers audience. The students may find writing imaginative difficult, and they having nothing to say, and the most of creative writer's feel failure. The teacher's must always helps and motivate the students to focus in this style of writing because writing is not only possible but can also be great fun.

Conclusion

Both learners and teachers need the necessary information and knowledge that would reinforce and make of the teaching / learning of the writing skill easier and important. This has to be made clear if we look more explicitly to the process of writing as a new paradigm. In this chapter, we have introduced the concepts of writing by discussing the background about teaching writing and its importance, then we have explained the difference between the two productive skills (speaking and writing), we have clarified the purpose of writing. The fourth section had show the common types of writing which are narrative, expository, persuasive; descriptive. The last section presents the current approaches in writing which are product, process, genre, creative writing approach.

Chapter Two

The Process Approach

Introduction

Writing is one of the four skills, it is so important in most language syllabuses in first, second and foreign language classes. The way to learn this skill has been approached differently throughout the history of language teaching. In this chapter, first we will present historical overview of the writing process approach. Then, we will produce the definition of writing process approach. After that, we will show models of writing process approach and finally we will speak about different stages of writing.

II.1. Historical overview of writing process approach

Earliest work in the teaching writing were about the product approach. In 1960s, however, teachers began to feel that the product approach was not enough, until the 1970s most of studies of writing about the written product, during this decade the focus changed from product to process. And the main reason for this change was the new awareness that each piece of writing had its own history and its own development, the process approach was not, and before engaging in this presentation of the process approach to writing, one should put in the mind that the act of writing is a complex individualized process. All the traditional approaches to teaching writing focus on the product, it mean all studies about the grammatical and rules and how to practice the language , Mahon (1992) as explained previously, product approach centred on “ one short correct writing for the purpose of language practice” cited by Dr Namochi A .

During 1980s the process approach become more important than the product approach, and all writers focus on writing as a process and de-emphasising writing as a product. The writers who focus on process approach must follow certain steps, like setting the goals, generating ideas, organize information, selecting appropriate language drafting, revising, writing, editing and publishing. Only one thing must put in our mind the students and any writers must follow all the steps in order to produce a good paragraph or essay.

Most instructional models of the process approach are based on Hayes and Flowers (1980) original descriptive of the process approach (which consists three sub-processes: planning, translating and reviewing) (cited by Carolyn Ericksen hill), and the main aim of process approach to make learners aware of, and it helps students to clarify their thinking and become more familiar with a topic, Mary (1998:10)

The subject matter of writing is largely strategic and purposeful, therefore we want students to be more familiar and comfortable with the way in which their ideas are generated and transformed into text and to be able to use the process of writing to refine and clarify their thinking.

The process approach helps students through various stages of composing, and each one helps to develop the thinking of learners; Bunting (1998) (In a process approach teachers recognize that writing not just a product but a process that involves thinking and shaping meaning, it also views students as authors and treats their written work as a meaningful) cited bay (Humaria Irfan khan and others (2012)).

Through the product approach comes the process approach, and it has a various stages and in each stage there is a positive side, the process approach helps students to improve their writing skill, and it helps them to produce a good piece of writing and according to many researchers it's better to follow the process approach rather than the product one because it focus in many sides not like the product approach focus only in the grammatical side and the final product.

II.2. Definition of writing process approach

The process of writing is not easy at all, it is so complex English language teachers have always tried to improve students writing ability by using the best way for approaching the skill. Most of the researchers see that only the process approach can helps students to develop their writing, and it is one of the main approaches that largely used for teaching writing, the focus shifted from the final product itself to the different stages the writers goes through in order to create this product, the different stages of process approach that are mostly used in the academic writing, setting the goals,

generating ideas, organize information, selecting appropriate language, drafting, revising, editing and publishing, Evans D and ST.joh (1998 : 117) stated that

The process approach, although extremely valuable in helping students organize and plan their writing has failed to tackle the actual texts that students have to produce as a part of their academic a professional work and they also noted that in united states most of those who advocated a process a see the teaching of generalized strategies of planning, writing, revising. (cited by Eli Hunkel (2004)

One of the most important principle of the process stage do not develop in a straight line, it mean that the writers do not follow the stages step by step in chronological order, the writers can began in any stage, Doran and dees (2007: 47) “the composing process is not a liner step-by-step process in which creative and critical thinking are neatly divided, instead, it is recursive process of exploration, inquiry and evaluation that engages both modes of thinking at different time”

There are point of view agree with the point that the process approach has different stages, Brian and SUE(2007) “ the process of writing go through as they write conceptualized writing as a process involving prewriting or planning drafting, getting feedback, revising and editing before submitting”

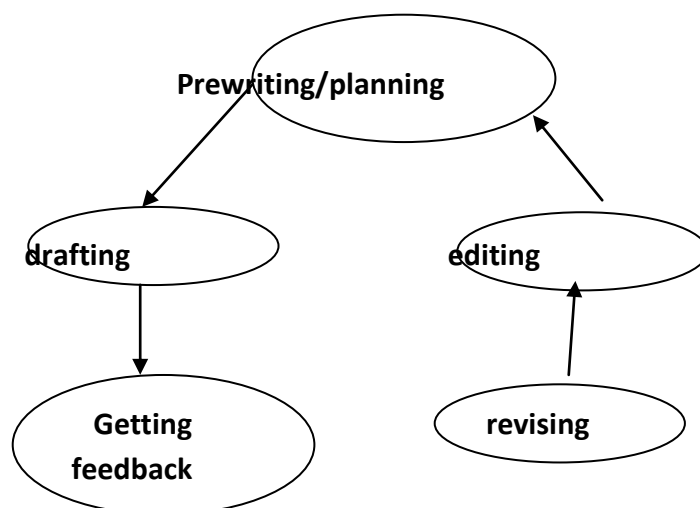


figure 1: a simplified model of writing process, (Brian and sue 2007:46)

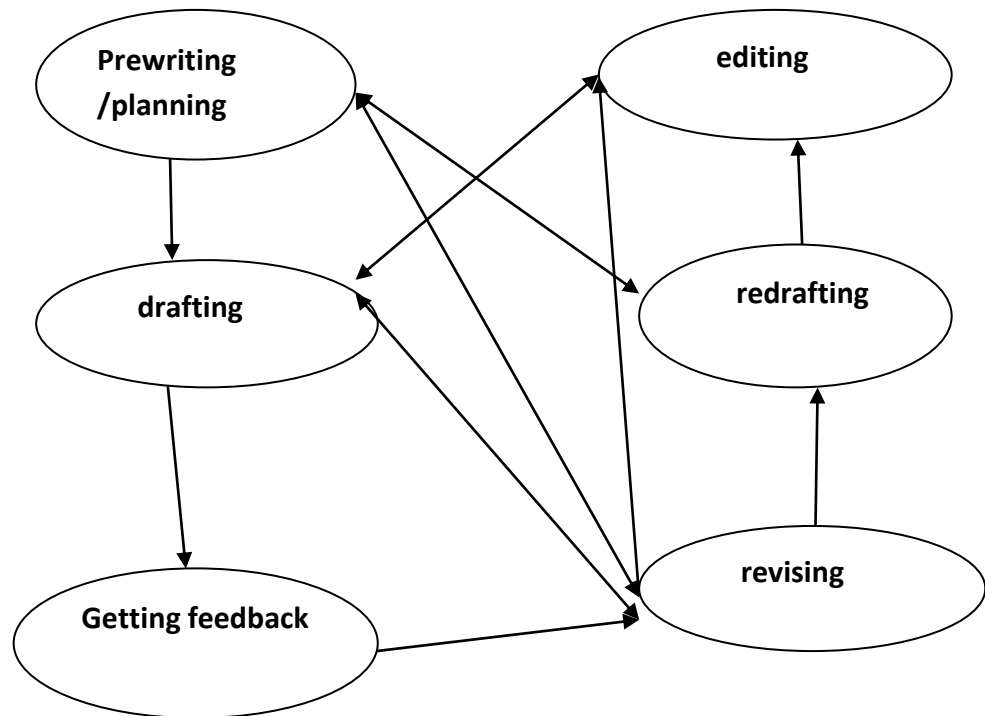


Figure 2: more realistic model of the writing process

(Brian and Sue 2007: 47)

Also Rosa .M (2009) define process approach “it include different activities such as prewriting, using the multiple draft, revising, teacher and peer feedback” while White and Arndt (1991:5) view process writing as interrelated set of recursive stages which include

- Drafting
- Structuring (ordering information)
- Revising (checking context, connection, assessing impact, editing)
- Focusing (that is making sure you are getting the message across you want to get across)
- Generating idea and evaluation (assessing the draft, subsequence the drafts)

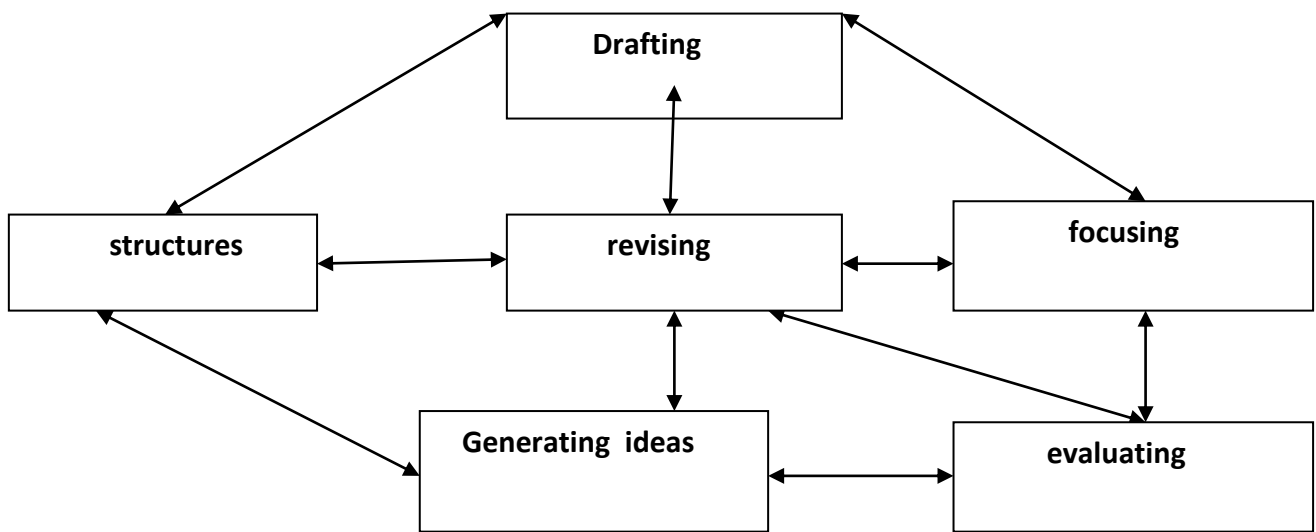


Figure 3: white and Arndt process writing (Harmer,2001: 258)

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

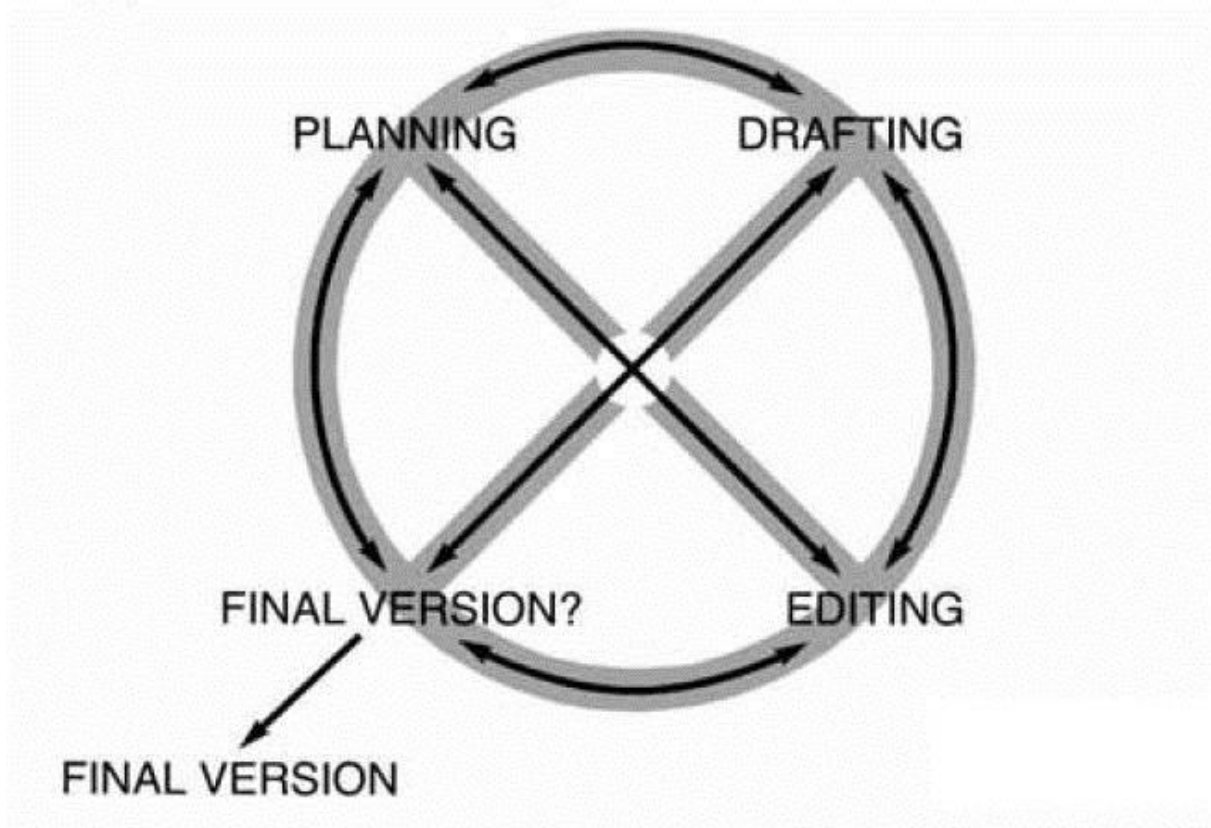


Figure 4: the process wheel (Harmer,2004:p06)

The process wheel indicate the direction that writers follow either back words or for words around the rim or going up and down the wheels spokes.

Must all teachers follow the role of facilitator in the classroom , and each one must give learners enough time to draft, redraft, review, clarify and recognize, and also should all teachers helps students develop strategies for generating ideas. Revising and editing, Harmer (2001:257) states that

Those how advocate a process approach to writing, however, pay attention to the various stages that any piece of writing g go through. By spending time with learners on prewriting phases, editing, and redrafting and finally ‘publishing’ their work, a process a aims to get to the heart of the various skill that should be employed when writing.

II.3.Models of writing process approach

Researcher concerned with the development of writing provided us with the useful information about skilled and unskilled. They tried to capture the difference between them, these models have served as a theoretical basic for using the process approach in

L1 and L2 writing instruction, the main interest of these models is the mental activities involved in writing and the source of knowledge that the writers uses.

In this section we have chosen to examine three models which are mostly used. Hayes and Flower (1980), Bereiter and Scardamalia (1987) and Hayes (1996).

II.3.1.Hayes and Flower (1998)

According to the "cognitive process theory of writing" assumed by Flower and Hayes (1980) the basic insight of this model is that writing does not occur in steps that have to be chronologically followed, nor does each step lead directly to another in sequential order. Instead, writing is recursive process where the writers move fluidly backward and forward between the stages that make up the act of writing, Hayes and Flower believe that the writing process is term of task environment, which include the writing assignment and text produced so far, the writers long term memory, including knowledge of (topic, audience, stored writing plan) beside to a number of the other cognitive processes planning, translating, revising.

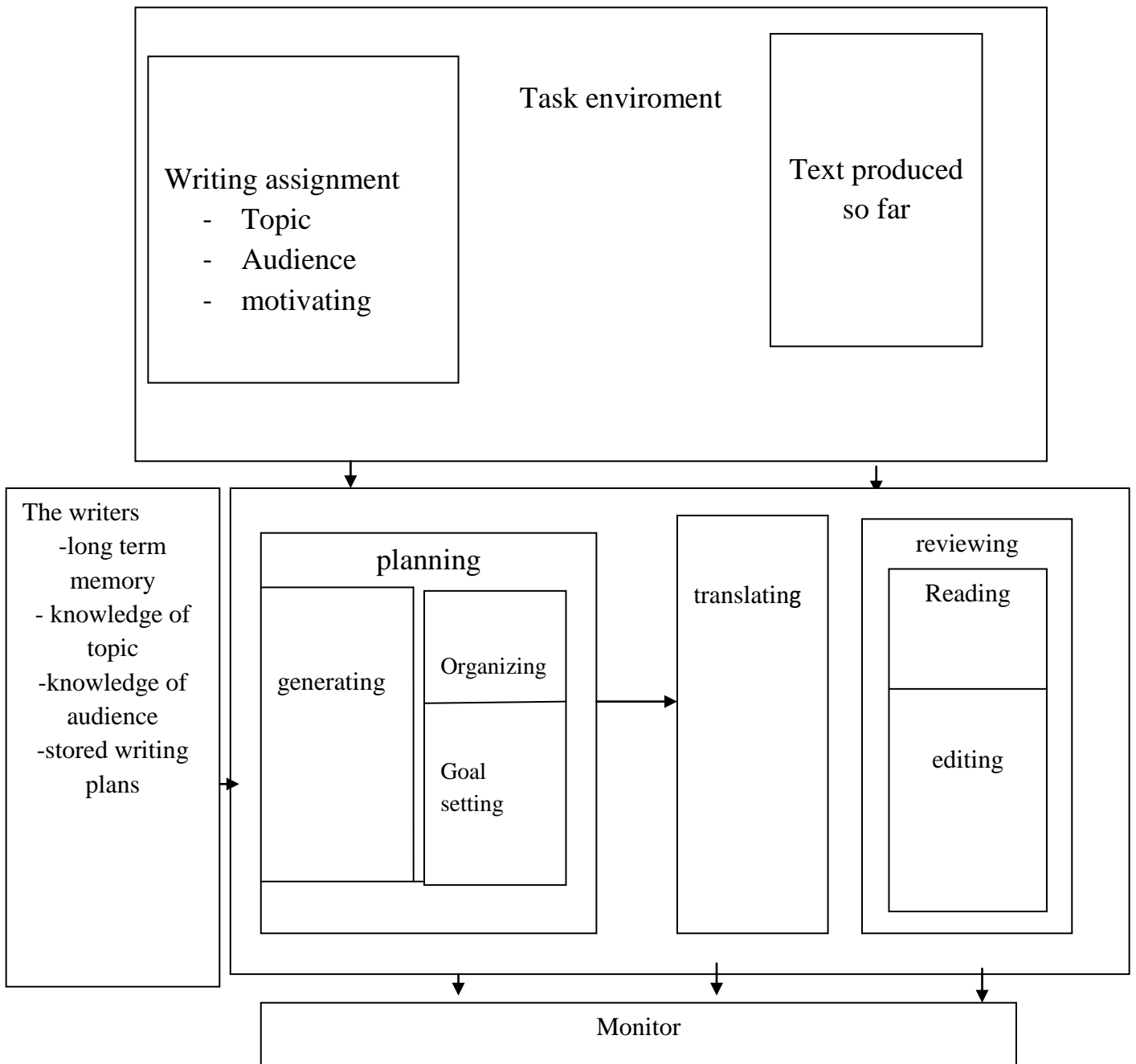


Figure 05: The Hayes- Flower (1980) writing model. (Weigle,2002: p.24)

The cognitive process theory of writing assumed by Flower and Hayes (1980) explained the steps of process approach step by step and it include that do not necessary to follow the steps in chronologically you can move between the steps fluently.

II.3.2. Bereiter and Scardamalia Model (1987)

Another influential model of writing is that of Bereiter and Scardamalia (1987). Bereiter and Scardamalia propose a distinction between knowledge telling and knowledge transforming. Knowledge telling is similar to impromptu speaking; it involves very little planning or revision. This kind of writing is called “natural” or “unproblematic”. It is a process that can be used to solve one of the fundamental problems of writing, the purpose of knowledge telling. It is represented graphically; the writer uses the mental representation of the writing assignment to call up both content knowledge (what is known about the topic) and the schema for the type of discourse required by the assignment.

Knowledge transforming involves much more effort and skill, and it is not achieved without a great deal of practice. In the process of knowledge transforming, both problem analysis and goal setting, which lead to problem-solving activities in two domains called the content problem space and the rhetorical problem space, are required (Weigle, 2002, p.12). In the words of Bereiter and Scardamalia, there is a two-way interaction between continuously developing knowledge and continuously developing text.

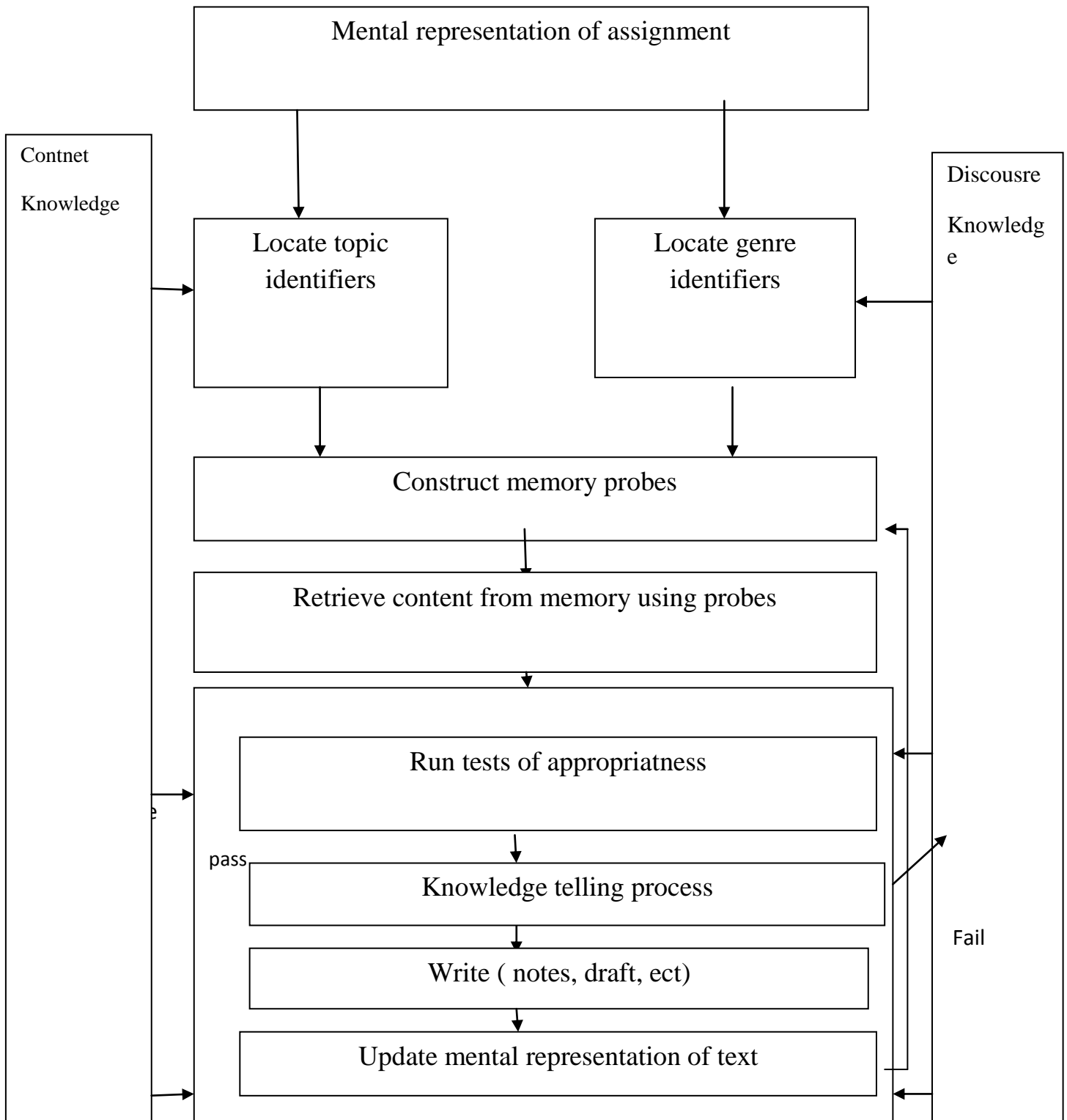


Figure 06: structure of knowledge –telling model (Bereiter and scardamalia, 1987)
 (weigle, 2002, p

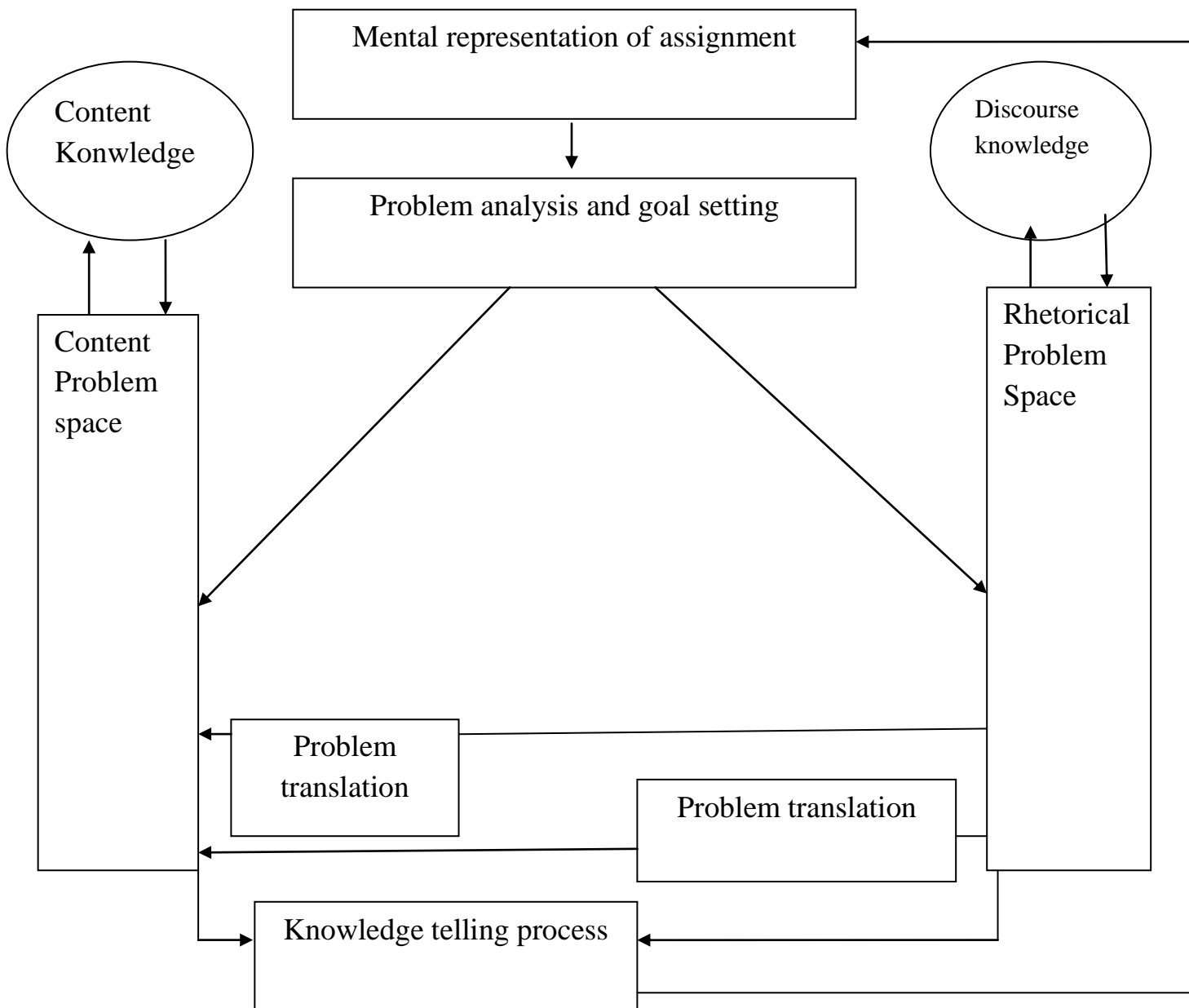


Figure 07: Structure of the Knowledge- Transforming Model (Bereiter and Scardamalia, 1987) .(Weigle, 2002, p.34)

II.3.3. Hayes Model (1996)

According to Weigle (2002) see that the writing process as consist two main part, task environment and individual. The task environment itself divided in two the social environment and physical environment, the first one consist of the audience (real or imagined) for one's writing, and the second one include the text written so far.

The focus of this model is centered on the individual rather than the task environment. Individual aspect of writing entail interaction among for components which is working memory, motivation and effects, cognitive processes and long term memory. Hayes model of working memory is based up on, a well known conception working memory developed by Baddeley (1986) with some modification, and Hayes conceptualizes working memory as being composed of three components : phonological memory (auditory, verbal information), visual- spatial sketchpad (visual-spatially coded information) and semantic memory (conceptual information).

Motivation and effect components play in writing. Specifically, a writers goals, predisposition, beliefs and attitudes, and may influence the way of writers goes about the task of writing and the effort that will put into the writing task, and the third individual components in hayes model is concerned with the cognitive process, it consist of text interpretation, reflection and text production. Weigle (2002; p25.26) defines these components text interpretation, which include listening , reading, and scanning graphic, is the process which internal representation are created linguistic and graphic input, reflection is the process which new internal representations are created from existing internal representations, finally in text production, new linguistic (written or spoken) or graphic output is produced from internal representations. These three procedures are involved not only in drafting a piece of writing but in revising one's writing as well.

Hayes gives an importance of the reading as a central process in which the writers can read and evaluate his text critically to detect the possible problem and to discover the potential improvement.

The third components in Hayes (1996) model about long term memory. According to weigle (2002) it is the place which all information and knowledge that s relevant to writing task are stored and it includes: schemas, topic knowledge, audience knowledge, genre knowledge and linguistic knowledge. According to Weigle (2002, p.28), task schemas are defined as: " a packages of information stored in long term memory that specify how to carry out a particular task". It incorporates information about task M2goals, the processes necessary for accomplishing the task, how to sequence the processes, and how to evaluate the success of the task.

II.4.Stages of the writing process approach

Teacher should help students to go through the recursive stages of the process approach, in order to produce a good written product. And the most known stages are prewriting, writing, revising, editing and publishing.

II.4.1. Prewriting stage

Prewriting is the first stage which includes All the thing the writer does before he get ready to write out the first version of his text. In this stage the students do not pay attention to what is written down because this stage is just considered as a warm up activity for the brain. Caroline. T.L (2005) for every piece of writing there is always a prewrite activity, if you are writing a grocery activity list. For example, your prewrite could be a simple a going to the refrigerator to see what you have inside. In the classroom, prewriting can be a simple as a drawing activity. As prewrite, the teacher review what the children have been doing related to writing news paper, articles. He ask a number of question to focus on what they already done. Next, he ask them to link about current events, he write down the children's ideas on the board.

As second prewriting activity. He ask the children to draw a picture for different news paper stories. The teachers walks around the room and watches to see the students work. through the prewrite activity the students engaged to work. The prewriting stage may also include reading, mapping, listing, clustering, role play, interviews, problem-solving, decision-making activities, listening to tapes and records and so on.

II.4.2 Writing stage

Caroline (2005) after you have done prewriting. The next step is to get thoughts and ideas down on paper. For instance; If a child is going to be writing a manual on how to use her favorite toy. She/ He could write down the steps she does when she plays with it. At this point, it doesn't matter if she leaves out a step or repeats herself. The point is to get thoughts down on paper. Young learners need to that at this point in the writing process, they can write down any idea related to the topic. The idea can rearranged, added to, and edited later on, some young learners may get silly and write things that they think are funny but completely unrelated to the writing topic. These young learners will need to be reminded that what they write must be related to the chosen topic.

In addition, you can help eliminate the silliness factor if you make sure learners are writing about topics which are interest to them. Young learner need to have enough blank paper and pencils or makers at their disposal to facilitate rearranging information, young learners may want to write each sentence on different index card so that they can put their sentences in a different order without having to copy every things over. Nothing should slow down the child's process momentum.

II.4.3. Revising stage

In order to get sure that your composition is correct and acceptable, you have to revise it carefully. Revising is an integral part in the writing process so that you should give it some time and attention in all your writing. This stage may happen while you are drafting or after you have finished the draft. Caroline. T.L (2005) revising occurs when a writers looks for feedback from a teacher or another student (vaca, vaca, and Grove, 2000). Children, in fact most writers have a tendency to think that once words are down on paper they are finished writing, they also often see the teachers role as either saying that every things is fine or being a copy editor and fixing all spelling and grammar errors.

Instead, you want to establish yourself in the role of consultant for your learners. Your role is to help them. Learn how to make their writing interesting and comprehensible to the reader.

You do not need to be the only person to give students feedback. Beside learning to revise on their own, their classmate, caregivers, or classroom aides can help students revise. However, at this stage most teacher do review their students work. Your comments should focus content and not grammatical and spelling errors. Children need to know what ideas and organization should keep, as well as what they should change. Praise as well as suggestions for improvement should be specific. Finally, your feedback should both compliment and provide suggestions where the students come make improvements.

II.4.4. Editing stage

Editing is the final step before the student submits the final draft to the reader (here the teacher). It is the phase in which there is a great emphasis on language in terms of grammatical accuracy and correctness of form as well as focus on surface points such as spelling and punctuation.

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

Caroline (2005) children have a hard time accepting that editing is necessary. They are very honest about how painful it can be to rework a piece they feel is already finished. As one young learners explained, correcting children’s errors and helping children find and correct their own errors presents a real dilemma for teachers, on one hand, you do not want to dampen their enthusiasm for writing .on the other hand, they need to know how to write using standard conversation of spelling, grammar and punctuation.

II.4.5. Publishing stage

Caroline (2005) after a piece of writing has been edited, it is ready to be published. Publishing refers to putting the writing in a final finished format where it can be shared with others. Publishing can be a great motivator for young learners. For example, young learners might write a poems about the rain that they encountered on their way to school. The children then could publish their poems raindrop-shaped paper and hang them from the ceiling as mobiles. Or children could make posters with suggestions for doing home work and decorate them with drawing or pictures out of magazines.

A process approach to writing can easily be done in both ESL Or EFL classrooms with young learners. The amount of time that you devote to the development of writing skill will depend upon the overall objectives of your program. Regardless of the program objectives, children should be give opportunities and encouragements to jot their ideas down several techniques and activities for implementing different aspect of process writing are discussed in the section.

Conclusion

In the process approach, writing is recursive and developmental in that students constantly revise and modify their production. Students are not only evaluated on the final production but on how they improve when they write. As a conclusion we may say that, this chapter introduced and presented the process approach in relation to teaching writing. Firstly, we have clarified the circumstances and causes of the emergence of this orientation in the historical overview of the process approach. Then, we have define the process approach by giving a collection of definition of different authors .moreover, this chapter presented three models in the process. We have also discussed the stages and the strategies that writers follow from generating ideas to the publishing of the final draft.

Chapter Three

Analysis and Discussion of Results

Introduction

This study is designed to investigate, if the process Approach help in improving the writing skill in third year EFL students to test if this approach would have a significant effect in developing the ability of writing. An experimental design has been established, the writing development has been exhibited in piece of writing by third year students at university Mohamed kheidher Biskra. From which the data of this study was selected between ten groups we selected one group randomly, in this group we have 30 students but only 18 students are participate. The first step in this experimental is the pre-test, all the participant pretested via introduction of essay writing, after the pre-test, the treatment period begin during three weeks, and within six section in the treatment period the teacher of written expression explains all the steps of the process approach. Then, after three weeks the participant have post-test through the same tool of measurements as in the pre-test. The correction of this piece of paragraph, follow certain condition like content, vocabulary, organization of ideas and other elements. And when he correction finished we analysis the scores according to the t-test analyses, and finally the hypothesis accepted or it is not significant consequently the hypothesis could be rejected

III.1. The population

This study deal with third year students in the English department at Biskra university. The population include 360 students in academic year 2015/2016 organized in 10 groups, we select one group randomly, which is group 09 and it include 30 students.

III.2. The sample

From the population of about 360 students, 30 students have been invited to participate in this experimental design. We have randomly selected 18 participate. The majority of student were girls, so in this study sex will not be taken into accent.

III.3. The method of scoring students writing

Correction of written production must be conducted carefully. The teacher should be objective in the correction of paragraphs. Students writing are scored on five essential dimension of writing:

- Content of writing
- Organization of ideas
- Vocabulary
- Language use
- Mechanics

III.4. description and analysis of pre-test

The eighteen students are pre-tested via introduction of essay writing. Each students is asked to take 90 mints to produce an introduction of essay about “social net work”. The aim behind choosing this accessible and relatively essay topic is that third-year EFL learners have short experience is essay writing. In addition the theme is related to their daily life experience. To calculate the mean of scores in pre-test, the sum of scores of this group have to dived on the number of the participants as show the following table.

Participants	Scores
1	3
2	2
3	1.5
4	2.5
5	1
6	2
7	2.5
8	1.25
9	2.25
10	2.5
11	2
12	3
13	1.5
14	1.5
15	1.5
16	1
17	2.5
18	2
The mean	1.97

Table 01: The mean of the content in pre-test

The previous table include the scores of student of the content. Our comment about the previous table are: most of students get bad marks, and most of the mark between 3 and 1. In addition the majority of the students out the subject, there no excellent mark 4. Third year students need to read more in order to build information about any topic.

The participants	The scores
1	2
2	2.5
3	1
4	3
5	0
6	1.25
7	2.5
8	1.25
9	2.25
10	2.5
11	1
12	.25
13	1.5
14	2.25
15	2
16	1
17	2
18	2
The mean	1.80

Table 02: the mean of the organization in pre-test

In the last table we remark that: we find different level, the scores between 3 and 0. Very poor organization of ideas, the majority of students do not write the thesis statement. The absent of excellent mark 4.

The participants	The sores
1	2
2	1
3	2
4	2.5
5	1.25
6	1.25
7	2
8	2
9	2
10	1.25
11	1
12	2.5
13	1
14	2
15	2
16	1
17	2
18	1.5
The mean	1.68

Table 03:the mean of the vocabulary in pre-test

After calculating the mean of the vocabulary in pre-test we comment that: we find different level of the students, the majority of the scores comes between 2.5 and 1. Most of the students use informal vocabulary, there are no formal an academic words. The

same vocabulary repeated in many paragraphs, vocabulary are fair to poor or very poor. The absent of excellent mark.

The participant	The scores
1	1
2	1
3	1
4	3
5	1.25
6	1
7	1.5
8	2.25
9	2
10	1.25
11	1
12	3
13	1
14	2
15	2
16	1
17	2
18	2
The mean	1.62

Table 04: the mean of the language use in pre-test

The previous table include the scores of the participants in the language use, we observe that The scores of students comes between 3 and 1. Most of students use errors in tenses. And they use fragments and run-ons sentences, we see that no mastery of sentence and construction rules. The majority of problem in simple, and complex construction.

The participants	The scores
1	1
2	1
3	1
4	2
5	1
6	1
7	1.5
8	0.25
9	2.5
10	2.25
11	1
12	3
13	2.5
14	2
15	2.5
16	1
17	2.5
18	2.5
The mean	1.80

Table 05: the mean of the mechanics in pre-test

We observe in the last table that: the scores comes between 0.25 and 2.5.the spelling mistake in the whole of paragraphs. In addition most of sentences without punctuation. the majority of words without capitalization, and we remark very poor handwriting.

The participants	The scores
1	9
2	7.5
3	6.5
4	13
5	4.5
6	6.5
7	10
8	7
9	11
10	10
11	6
12	14
13	7.5
14	9.75
15	10
16	5
17	11
18	10
The mean	8.79

Table 06: the mean of the general scores in pre-test

We remark that the scores of the participants comes between 14 and 5. The majority of students get bad marks, may be because do not know much information about the topic or do not follow the process of writing.

After calculating the mean of the general scores, the next step we should calculate the variance of the scores. In order to calculate the variance we should follow the certain steps:

Participants	Scores	mean	differences	difference squared
1	9	8.79	0.21	0.04
2	7.5	8.79	-1.29	1.66
3	6.5	8.79	-2.29	5.24
4	13	8.79	4.21	17.72
5	4.5	8.79	-4.29	18.40
6	6.5	8.79	-2.29	5.24
7	10	8.79	1.21	1.46
8	7	8.79	-1.79	3.20
9	11	8.79	2.21	4.88
10	10	8.79	1.21	1.46
11	6	8.79	-2.79	7.78
12	14	8.79	5.21	27.14
13	7.5	8.79	-1.29	1.66
14	9.75	8.79	0.96	0.92
15	10	8.79	1.21	1.46
16	5	8.79	-3.79	14.36
17	11	8.79	2.21	4.88
18	10	8.79	1.21	1.46
				$\Sigma = 118.90$ Variance= $118.90 \div 18 = 6.60$

Table 07: the variance of the students in the pre-test

The variance = \sum difference squared \div the sample

The variance = $118.90 \div 18 = 6.60$

The following steps we should calculate the standard deviation:

The standard deviation: squared root of the variance: $SD = \sqrt{6.60} = 2.56$

After calculating the variance and the standard deviation of students in the pre-test, we observe that the level of students near to each other. We mean the level of participants is convergent near to each other, because we find 2.56 deviation of the level and this result is not far to the 0.

III.5. Treatment description

The treatment period of this study lasts for three weeks. The treatment period has started in the middle of November 2015 and ended in the first week in December 2015. In this period the teacher of written expression explain all the steps of process approach to their students. We selected one group in third year students, which is group (09). In the first week the teacher explain the differences between essay and paragraph writing, and the main difference between essay and paragraph in the following table.

Essay writing	Paragraph writing
The introduction in form of paragraph (in order to attract the reader attention) It introduce the topic and it include the thesis statement in the last sentence	The introduction in form of sentence , it has one sentence introduce the main idea (Topic sentence)
The body: two paragraphs or more , each paragraph developing or supporting the ideas	Supporting, developing sentences
The conclusion in form of paragraph	One sentence concluding the idea, we can find open ended sentences.

In the second week, the teacher of written expression explains the types of introduction for essay, and the students build information about the types of essay introduction. In addition, the following weeks the teacher presents the steps of processing essay writing. The famous steps are:

- Choosing a topic or narrow a topic
- Write a thesis statement
- Collect data (information)
- Make an outline
- Write the first draft
- Revise and proofread the first draft
- Edit the final draft

During the treatment period, we used to give the topic to third year students, and we ask our students to write an introduction of essay with following the previous steps. Since the process approach need available time, we use to give students to write their activity as a homework.

III.6. description and analysis of post-test

Third year students are pos-tested after the three weeks of the treatment period, the same tool of measurement (essay writing) that has been used in the pre-test. Not only the tool of measurement was the same, but also the time allocated to each students to produce his introduction of essay (90 minutes), with the same topic which is “social net work”. Students writing are scored on the previous five dimension, which is the content of writing, organization of ideas, vocabulary used, language use and mechanics.

The mean of the students scores in the post-test has been calculated in the following tables:

The participants	The scores
1	3
2	2.5
3	2
4	3.5
5	2.5
6	3
7	2
8	2.5
9	1
10	0.5
11	1.5
12	1.25
13	2
14	3
15	1.25
16	3
17	1.5
18	2
The mean	2.11

Table 08: the mean of content in post-test

We remark that the scores of participant in content comes between 3.5 and 0.5, the content of student are very good to good. The majority of students write better than the pre-test, and there are good marks rather than the pre-test.

The participants	The sores
1	2.5
2	2
3	2.5
4	3
5	2
6	2.5
7	2
8	2
9	1
10	1
11	2
12	1.25
13	1.5
14	2.5
15	1.25
16	2.5
17	2
18	2.5
The mean	2.11

Table 09: the man of organization ideas in post-test

We observe in the last table the scores comes between 3 and 2.5, most of students organize their ideas. We remark cohesive sentences, and in the same time logical sequencing.

The participants	The scores
1	2.5
2	2
3	2
4	3
5	2
6	3
7	1.5
8	2.5
9	1
10	1
11	2
12	1.5
13	2
14	3
15	1
16	2.5

17	2
18	2.5
The mean	2.05

Table 10: the mean of vocabulary in post-test

In the previous table we observe that the scores of students comes between 3 and 1.5, the majority of students used effective words. In addition, most of avoid the informal vocabulary, and they used formal academic words.

The participants	The scores
1	3
2	2
3	1.5
4	4
5	1.5
6	2.5
7	1.5
8	2
9	1
10	1
11	2
12	1.5
13	1.5
14	2.5
15	1
16	2.5
17	1.5
18	2
The mean	1.91

Table 11: the mean of the language use in post-test.

The students scores comes between 4 and 1.5, the majority of participants used complete construction. They use fewer errors of agreement tense, third year students use

the pronouns, preposition and article in logical way. Most of students get excellent to very good language use.

The participants	The scores
1	3
2	2
3	2
4	3
5	1.5
6	3
7	1.5
8	3
9	1.5
10	1
11	1.5
12	2
13	2
14	3
15	1
16	3
17	2
18	1.5
The mean	2.08

Table 12: the mean of mechanics in post-test

The previous table include the scores of the participants in mechanics, the scores comes between 3 and 1.5. The majority of students mastery of convention, and fewer errors of spelling. Most of student respect the capitalization and punctuation.

The participants	The scores
1	14
2	10.5
3	10
4	16.5
5	9.5
6	14
7	8.5
8	12
9	5.5
10	4.5
11	9
12	7.5
13	9
14	14
15	5.5
16	13.5
17	9
18	10.5
The mean	10.16

Table 13: the mean of the general scores in post-test

In the last table we observe that third year students have different level, the scores comes between 16.5 and 4.5. After treatment period we remark most of the scores

has been developing, and the majority of students used the steps of process approach in their writing.

After calculating the general scores of the students in the post-test, the next step we should calculate the variance and the standard deviation in the post-test.

Participants	Scores	Mean	Difference	Difference squared
1	14	10.16	3.84	14.74
2	10.5	10.16	0.34	0.11
3	10	10.16	-0.16	0.02
4	16.5	10.16	6.34	40.19
5	9.5	10.16	-0.66	0.43
6	14	10.16	3.84	14.74
7	8.5	10.16	-1.66	2.75
8	12	10.16	1.84	3.38
9	5.5	10.16	-4.66	21.71
10	4.5	10.16	-5.66	32.03
11	9	10.16	-1.16	1.34
12	7.5	10.16	-2.66	7.07
13	9	10.16	-1.16	1.34
14	14	10.16	3.84	14.74
15	5.5	10.16	-4.66	21.71
16	13.5	10.16	3.34	11.15
17	9	10.16	-1.16	1.34
18	10.5	10.16	0.34	0.11
				$\Sigma = 188.9$ Variance= $188.9 \div 18 = 10.49$

Table 14: the variance of students in post-test

After calculating the variance of students in the post-test, we should calculate the standard deviation:

$$\text{Variance} = \Sigma \text{ difference squared: the sample}$$

$$\text{Variance} = 188.9 \div 18 = 10.49$$

$$\text{We follow the same steps as in the pre-test: } SD = \sqrt{10.49} = 3.23$$

Through our calculating the variance and the standard deviation in the post test, we note that the scores of students improve from pre-test to the post-test from 2.56 to 3.23, and the deviation of students still near to each other, but more than the pre-test.

The following tables present the mean difference between the pre-test and the post-test:

M pre-test	1.97
M post-test	2.11
M difference	-0.14

Table 15: The difference between the mean of pre-test and post-test in content

M pre-test	1.80
M post-test	2.11
M difference	-0.31

Table 16: The difference between the mean of pre-test and post-test in organization of ideas

M pre-test	1.68
M post-test	2.05
M difference	-0.37

Table 17: The difference between the mean of pre-test and post-test in vocabulary

M pre-test	1.62
M post-test	1.91
M difference	-0.29

Table 18: The difference between the mean of pre-test and post-test in language use.

M pre-test	1.80
M post-test	2.08
M difference	-0.28

Table 19: The difference between the mean of pre-test and post-test in mechanics.

M pre-test	8.79
M post-test	10.16
M difference	-1.37

Table 20: the difference between the mean of pre-test and post-test in general scores.

After our presentation to the previous tables (tables of mean difference between pre-test and post-test).we note that all the scores are successful and it improved from pre-test to the post-test.and we notes most of participants get good marks in post-test rather than the pre-test for example the mean of pre-test in content 1.97 and in post-test 2.11 from these data we remark there difference between the two steps.

III.7.Discussion of results and testing the hypothesis

The findings of the present study indicate that the process approach can help third-year learners improve different aspects of their proficiency level in writing. In the present research we have hypothesized that students writing ability would be improved if the process approach is followed. This hypothesis has been tested bay comparing the mean of pre-test and post-test. Through our experiment we find group of scores and we analyze this scores through many tables. We calculating the mean of students in many steps and after that we get result, and through this result we can judge if our hypothesis is significant or not significant.

The hypothesis is tested through a statistical procedures using t-test, and we choose paired samples t-test (dependent t-test) because we compared two set of scores obtained from the same group before and after the treatment which mean that every student has two scores. The main aim of the statistics test is to calculate the probability of the result that may have accrued under the null hypothesis, if the calculated probability is less or equal to **0.05** the null hypothesis will be rejected in favor to the alternative hypothesis.

In this study the null hypothesis states that the process approach has no effect in students writing, in other word there is no remarkable difference the mean of the pre-test and the mean of post-test. However, the alternative hypothesis states that students writing would be improved and increase, if the process approach is followed and there is a remarkable difference between the mean of the pre-test and the mean of post-test. Having a probability value equal 0.05 mean that only 05% means that only 05% of the result due to chance while 95% of the result are approved and confirmed.

The t-test calculation procedures is conducted for ensuring that there is a relationship between the hypothesis variables. And to prove that the independent variable which is the process approach has strong impact on the dependent variable which is students writing.

$$*P*-value \longrightarrow 0.05$$

$$*Mean difference between the pre-test and post-test* \longrightarrow 1.37$$

$$0.05 < 1.37 \text{ or } 1.37 > 0.05$$

So we accept the alternative hypothesis and we reject the null hypothesis. The hypothesis “if the teacher adapts an effective writing process approach learners will achieve a better written product” or if the learners followed the steps of the process approach will be succeed. The last hypothesis is accepted since the results are in the direction of the present research hypothesis, we can say that the process approach has a positive effect on the writing of third year EFL learner.

CONCLUSION

We have designed an experimental study and we followed certain steps in the t-test which is pre-test, treatment period, and post-test. In order to know if our hypothesis is accepted or not. After finished the steps of the t-test and after all the result finding. We can say the process approach is an effective strategy and all teachers should teach it, and the learners if forget this strategy never be succeed in the writing skill. The use of the t-test confirmed that these results are statistically significant and not a mere chance finding. All in all, this experiment has demonstrated the need to embed the process oriented approach within the teaching of written expression courses so that third year EFL students could improve their writing ability.

RECOMMENDATION

- Writing is important skill, we should focus on it specially in foreign language classes.
- The process approach has an effective role to improve students writing.
- The students should follow their teachers during the explain the steps of process approach because:
 - Prewriting stage helps learners to collect data.
 - Writing stage helps learners to get thoughts and ideas in their paper.
 - Revising stage helps learners to get sure that your composition is correct and acceptable.
 - Editing stage helps learners to emphasis on language in terms of grammatical accuracy and correctness of form. As well as focus on surface point such as spelling and punctuation.
 - Publishing stage helps learners to put the writing in final finished format wher it can be shared with others.
- The teachers should give time to students in order to write good paragraphs and follow all the steps.
- The students should write more outside the classroom in order to develop their writing skill.
-
- Each stage has a benefits, so we should follow all the steps step by step.

GENERAL CONCLUSION

Writing is a complex skill and entails a series of difficulties, most of learners believe that the problem in writing is grammar errors and choosing the good vocabulary but they forget the correct and necessary strategies. Many writers suggest group of technique and strategy in order to develop the level of students in writing. We believe, is mainly due to the fact that our students lack the necessary strategies that enable them to tackle the different writing tasks and communicate through writing in an effective way.

The present study is based on the investigation of the writing skill and the effectiveness of the strategies of the process approach. In our dissertation we focus on the role of the process approach to improve students writing ability. In our study we chose one level in the department on English language at Mohamed kheidher University, and we present an experimental study. After collecting the data and analysis the scores we find the process approach has an effective role in teaching writing skill Specially in the lecture of written expression and the Process Approach stimulates the students to write and as they write more, they improve not only in content, but in language as well. When they deal with writing, we should not expect our students to produce an accurate piece of writing right from the beginning because English as a Foreign Language composition performance is an interaction between a student's writing proficiency and the different stages that constitute the Process Approach. Even the process approach has an affective role and it can help the teachers and learners but until now most of learners do not use this approach and follow all steps.

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Appendices

Appendix 01

Marking Scale for Graders' Evaluation

(The scale consists of 5 aspects with 4 levels for each)

Aspects	level	Criteria
Content	4-3.25	EXCELLENT TO VERY GOOD: Knowledgeable; substantive; thorough development of topic; relevant to assigned topic
	3-2.25	GOOD TO AVERAGE: Some knowledge of subject; adequate range; limited development of topic; mostly relevant to the topic, but lacks detail
	2-1.25	FAIR TO POOR: Limited knowledge of subject; little substance; inadequate development of topic
	1-0	VERY POOR: Does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate
Organization	4-3.25	EXCELLENT TO VERY GOOD: Fluent expression; well-organized; ideas clearly stated/supported; logical sequencing; cohesive
	3-2.25	GOOD TO AVERAGE: Somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	2-1.25	FAIR TO POOR: Non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	1-0	VERY POOR: Does not communicate; no organization; or not enough to evaluate.
Vocabulary	4-3.25	EXCELLENT TO VERY GOOD: Sophisticated range; effective word/ idiom choice and usage; word form mastery; appropriate mastery
	3-2.25	GOOD TO AVERAGE: Adequate range; occasional errors of word/ idiom form, choice, usage <i>but meaning not obscured</i>
	2-1.25	FAIR TO POOR: Limited range; frequent errors of word/ idiom form, choice, usage; <i>meaning confused or obscured</i>
	1-0	VERY POOR: Essential translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language use	4-3.25	EXCELLENT TO VERY GOOD: Effective complex constructions; fewer errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	3-2.25	GOOD TO AVERAGE: Effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	2-1.25	FAIR TO POOR: Major problems in simple/ complex constructions; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions; <i>meaning confused or</i>

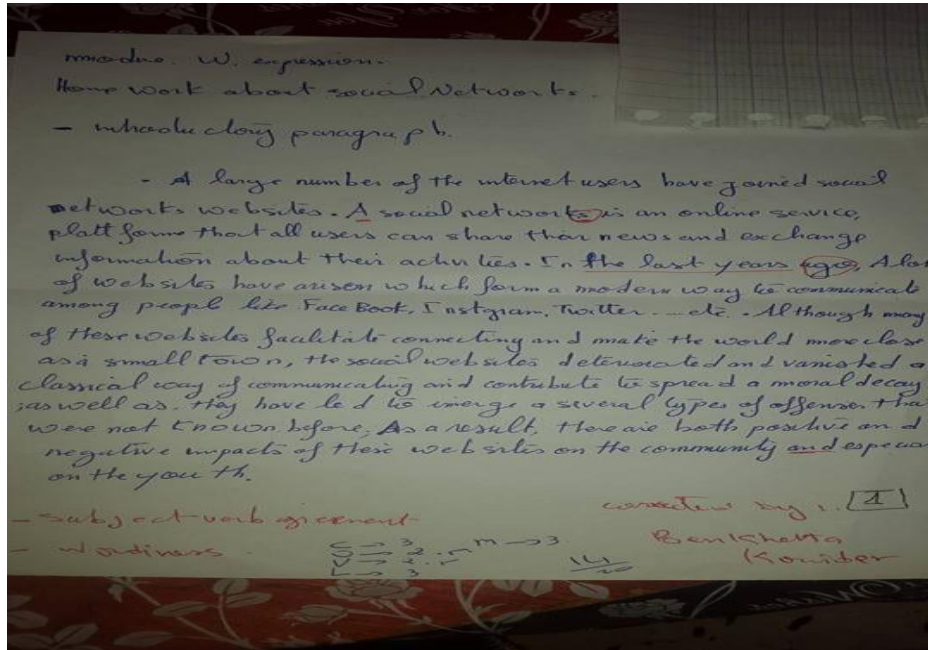
		<i>obscured</i>
	1-0	VERY POOR: Virtually no mastery of sentence construction rules; dominated by errors, does not communicate; or not enough to evaluate
Mechanics	4-3.25	EXCELLENT TO VERY GOOD: Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	3-2.25	GOOD TO AVERAGE: Occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>
	2-1.25	FAIR TO POOR: Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; <i>meaning confused or obscured</i>
	1-0	VERY POOR: No mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible, or not enough to evaluate

Table 21: Adapted from Jacobs et al.'s (1981) cited in *Assessing Writing* by Sara Cushing Weigle (2002)

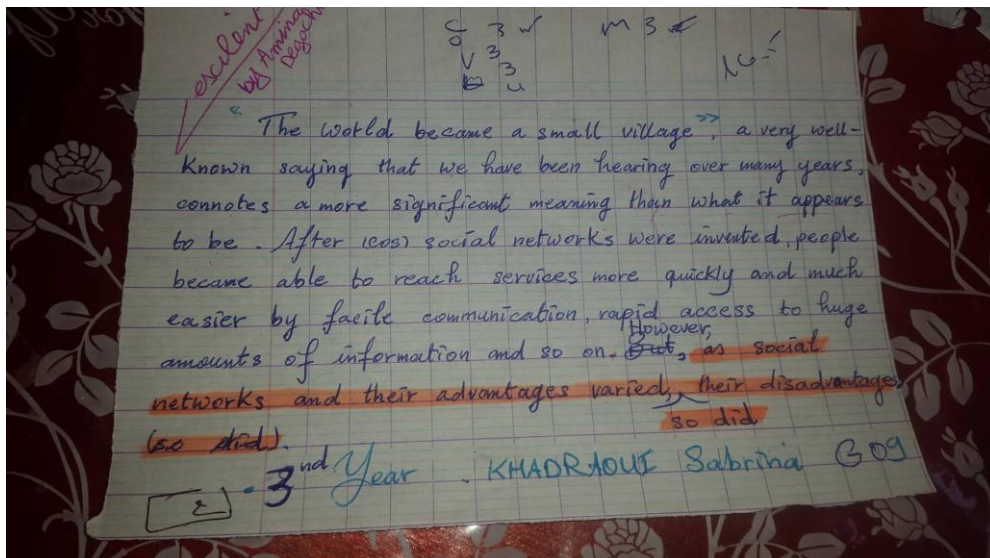
Appendix 02

1. Pre-test paragraphs

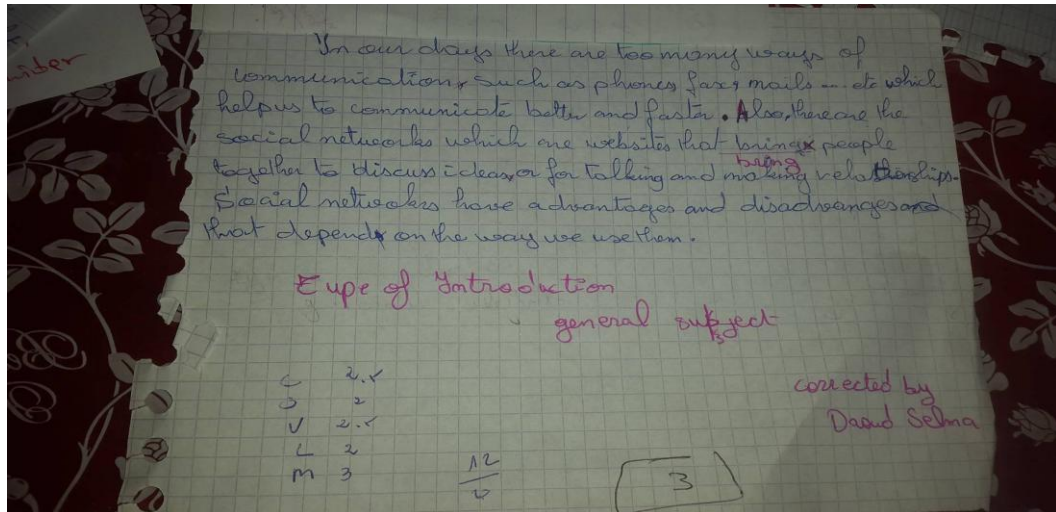
Student 1



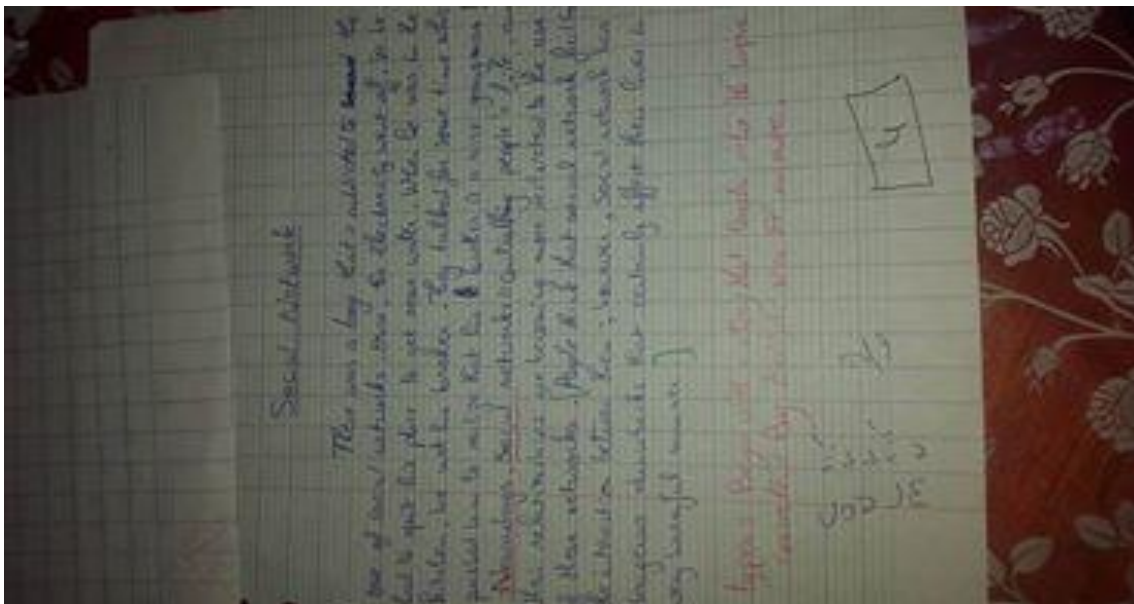
Student 02



Student 03

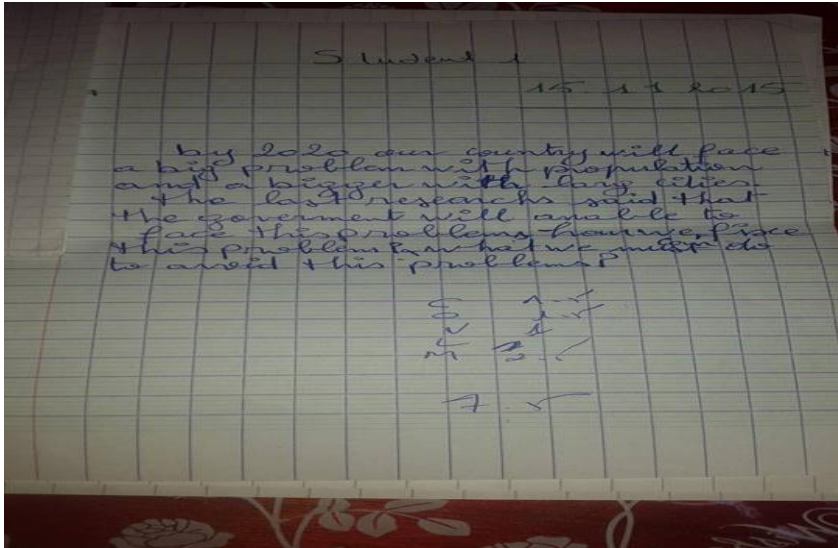


Student 04

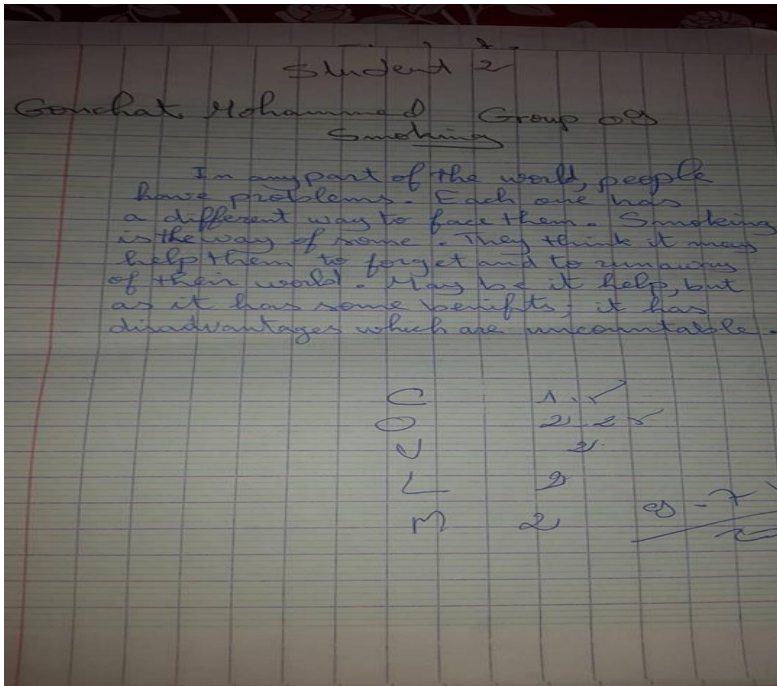


2. Post-test paragraphs

Student 01



Students 02



Student 03

Student 3

How children spend their time

Now days people become a more aware about the value of time, and how they grasp the maximum of time in doing useful things and acquire knowledge, so they start teaching their children how to be successful in their life, by planning the time according to their education needs, and others that the best way is to try to minimize the free time. in my opinion children must be the time of their study and the free time, and take the both into consideration

Zachari wa el Imane
0200

C	2.5	
O	2	
V	2	
L	2	
M	2.5	M

student 04

Student 4

Life is a short but any person can make it long by his side and he make it great, any one can make his life beautiful, strong or awful nightmare. He can be inflexible or he can make people cry for his death, what can someone do to be happy and successful?

Life

C - x	
O → 2.5	
V → 2	
L → 1	
M → 1	
	7.5
	20

not
 all are
 one half
 medical