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An Investigation of Use the Product Approach in Developing EFL Students' Paragraph Writing

Case Study: Second Year Students at University of Biskra

Dissertation Submitted in Partial Fulfilment of the Requirements for the Master Degree in Sciences of Languages

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Dedication

To the most precious people to my heart:

To my dear father, "Mohammed Salah" for his endless love and support

To my beloved mother "Zineb" for her encouragement, love and ever patience, support and pray

To my dear brothers Salim and Amar and dear sisters tounes, Hanene, and Ihcen, Nasira,Bakhta and Rima,

Special thanks to my soul and beloved friends Rim Boughrara, Iman Beladjelet, and Bassma Sboula, Khadija Azouz Bousalem, Salma Benbrika.

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My special thanks for written expression teachers and the students of second year

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Finally, my huge thanks go to all my Dear teachers who have been teaching me through the past years.

Abstract

The present study aims to investigate the teachers' use of the product approach in developing EFL student's paragraph writing. This study is based on two hypotheses including: product approach may affect positively students' paragraph writing production, and EFL teachers may not give much importance to product approach. To confirm or reject this study two research tools are adopted including an interview for teachers of written expression to identify their attitudes about the product approach. The questionnaire is administered to 50 EFL second year students of English at Biskra University. It aims at finding out the students' attitudes towards paragraph writing and product approach. Indeed, the questionnaire result shows that the students have positive attitudes towards the product approach to develop paragraph writing. In addition, the results of interview shows that teacher's emphasis on combination of approach's more than the product approach alonerelies on students' needs and abilities. Therefore, theyexplain that product approach alone marginalize the process of writing.

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General Introduction

In foreign language learning, writing is an important part of communication that allows students to express their ideas, thoughts, and feelings. Also, it helps students to convey messages through well-organized constructed texts. Teaching how to write paragraphs to foreign language students (EFL) is very complicated task. Actually, many students face many problems in developing paragraph writing, because it is included a number of important steps like discovering thesis, developing support for the thesis, planning, organizing, revising, and finally editing to get a good piece of writing. Teachers play a core role in improving EFL students' paragraph writing through adopting different approaches. As a matter of fact, teachers should adopt the effective approach in order to enhance students' production and correct form of paragraphs.

1. Statement of the Problem

Writing paragraphs as productive skill is very complex task that requires the mastery of grammatical and lexical system of language. In fact, the majority of EFL students at University of Biskra face many issues in developing paragraph writing. Indeed, it was noticed that the majority of EFL students considered that imitating another passage is helpful to enhance their production of written form. For that reason it is necessary to investigate the teacher's use of the product approach to achieve student's paragraph writing in EFL classrooms. Actually, this approach is a traditional method focuses on the final product with giving a great importance to the correctness of grammar. Teachers' who adopt this approach aims to make their students more competent on paragraph writing. For that, teacher's role is to control, guide and judge what students write to avoid errors. As a matter of fact, in the past there was a good result when teachers adopt this approach. So, it is noticed that neglecting its effectiveness and its usage is the main reason for the bad results of students in writing

paragraphs. For this reasons, the current study aims to investigate teachers of written expression using this approach in order to develop student's paragraph writing skill.

2. Significance of the Study

The main significance of this study is to investigate EFL teachers of written expression at university of Biskra of using the product approach and to provide them with a theory and practice. Rely on the benefits of product approach as an effective method in developing student'sparagraph writing. Moreover, this research aims to provide them with a clear understanding about their student's needs, abilities and problems that face them in theirparagraph writing. Actually, this study would be significant if teachers use the product approach depending on the advantages of adopting this approach in their classrooms to develop the written paragraphs production.

3. Aim of the Study

The main aims of this study are:

- ✓ To investigate the teacher's use of product approach on achieving student's paragraph writing.
- ✓ To provide written expressionteachers with insights towards the importance of using the product approach in developing paragraph writing.

4. Research question

The present study is based on the following main question:

- ✓ Do teachers of written expression use product approach in developing student's paragraph writing?
- ✓ To what extent, the product approach may develop EFL student's paragraph writing?

5. Research Hypothesis

To answer our research questions we hypothesize that:

- ✓ EFL teachers of written expression may not give much importance to the product approach in order to enhance paragraph writing.
- ✓ The use of product approach may develop EFL student's paragraph writing.

6. Research Methodology

6.1 The Choice of Method

The present research is conducted through the descriptive method as an appropriate way to investigate our hypothesis and to investigate the teacher's using of the product approach in EFL classroom to develop paragraph writing.

6.2 Population of the Study

The population of our study is second year EFL students and EFL teachers of written expression at University of Biskra at the Department of foreign languages during the academic year 2015/2016.

6.3 Sample of Study

Our sample of study is composed of 50 second year EFL students and group of teachers consists of 6 teachers of written expression. They are chosen randomly at University of Biskra at Department of English.

7.4 Data Gathering Tool

In order to investigate research question there are two data gathering tools which are used a questionnaire for students of the second year and teachers' interview to have an overview about their opinion on the product approach and their usage in EFL classrooms.

8.5 Structure of the Study

The current research is basically divided into three main chapters. The first two chapters are related to literature review and the third chapter highlighted the field work.

Chapter one deals with paragraph writing. It includes the definition of paragraph and it importance. Moreover, its main parts, features, good characteristics' of a good paragraph, its methods of development and some important errors that student make when writing a paragraph.

Chapter two shed light on the product approach. This includes definition of an approach, different approaches to teach writing. In addition, it presents definition of product approach and its advantages, stages, principles, and the main roles of the teacher through adopting this approach.

Finally, third chapter deals with data analysis. This chapter includes a detailed analysis of student's questionnaire and teacher's interview. Moreover, this chapter includes the results obtained in this research.

7. Limitation of the Study

It would have been better if the study has included a large number of students and teachers from the University of Mohamed Kheider of Biskra. The researcher has time constraints, as a result; the sample size of the study is limited to 50 students and 6 teachers

from University of Mohamed Kheider of Biskra. Moreover, there are many factors that affect student's achievements in paragraph writing. These factors could refer to the program, the techniques, teachers, students and others like motivation, anxiety and others. This study is limited to what we think are the main factors that are related to the teacher and student.

Developing EFL Students Paragraph Writing

Introduction

Developing EFL students' paragraph writing is the major aim of EFL teachers. Actually, the emphasis should be paid to paragraph writing because all the kinds of writing such as essays, composition, and research paper are based on. EFL students have to master paragraph writing to form a good one while teachers have to be aware about student's paragraph writing content, structure, punctuation, spelling mistakes and others. Indeed, this chapter highlights the definition of paragraph moving to its importance and main parts; as well it covers its features and good characteristics'. Beside, various methods and errors that EFL students make when they are writing their paragraphs are included.

1.1 Paragraph Definitions

Teaching how to build good paragraphs to FLL students is not an easy task. Actually, most EFL students face many difficulties to develop significant paragraphs, especially at University level. EFL teachers need to teach their students how to write good paragraphs because all types of writing such as essay report and composition depend on it. Connelly (2014, p. 29) claims that "paragraph is a series of sentences that develop one idea" which means that paragraph is a block of sentences connected to each other and speaks about a single topic. Another definition of paragraph in words of Lindner (2005, p. 242) that paragraph is 5 to 12 sentences in length grouped with each other and expands an idea. According to him essential part of writing is a paragraph which should be meaningful, short, and obviously and developed in a structured way to make it more understandable by the reader. Moreover, it takes place in a long piece of writing such as essays, articles and others.

Monippally and Shanker (2010, p. 107) defines Paragraph as "block of text separated from one another by a line space or indentation in the first line". Here, indentation and the space between lines are very important in order to inform the reader that there is a new paragraph and keep the form structured.

According to Boardman and Frydenbey (2008, p. 3), the paragraph is the essential part of writing and it has a unique arrangement. It starts with a main sentence that introduces the topic of the paragraph which is named the topic sentence. The second part of the paragraph is the body which contains supporting sentences. The last part of the paragraph is called the concluding sentence.

1.2. The Importance of the Paragraph Writing

As previously mentioned, a paragraph is the basic part of prose. Kane (2011, p. 80) claims that paragraph is the most important part of any writing task and it serves two important purposes. Firstly, well arranged paragraphs encourage readers to read more without getting confused. Many readers are frightened when they are exposing to read long expansion text without subdivision and paragraphs. On the other hand, well written paragraphs give insights that the writer is thinking and organizing clearly. Secondly, paragraphs help the writer to arrange his thoughts and ideas in a systematic way. Furthermore, in order to help the readers' to be interested of the writers' distinct points each new paragraph should be developed individually.

1.3. Elements of the Paragraph Writing

All the paragraphs have their specific elements to develop. According to Boardman and Frydenberg (2008, p. 4 - 9) there are three main separates parts that should be existed in any paragraph.

1.3.1. The Topic Sentence

Generally, a topic sentence placed at the beginning of the paragraph, but it can be in the middle or in the end of the paragraph. It works to inform the reader's what the paragraph is expressing. Furthermore, a good topic sentence has a controlling idea. According to Reid (2000, p.18) controlling idea is phrases and words that inform the readers' about the specific aspects of the topic and restrains the information in the paragraph.

A good topic sentence has some important features as Folse, Voulcoun, and Solomon (2010, p. 47) Point. Firstly, a good topic sentence controls the entire paragraph; this means that when the readers read the paragraph, they must have a clear idea about the content. Secondly, when a good topic sentence is a general fact or true that everyone accepts as in this example "libraries have books" the topic sentence in this example is not effective one because the information is true and general fact. Thirdly, a topic sentence is specific here, the information should not be too general or too specific as in this example "tea is delicious" thus, a good topic sentence should be more limited such as Green tea has many health benefits.

1.3.2. The Supporting Sentences

Learning how to write good supporting sentences is an essential skill. Usually, supporting sentences takes place after the topic sentence which means in the body of the paragraph. Furthermore, they come to give more explanation, support and, more details about the topic sentence and its controlling idea. Paragraphs without good supporting sentences are meaningless and difficult to understand.Folseet al (2010, p.63) states that good supporting sentences have a number of features. They are connected to the topic sentence and the controlling idea. Furthermore, they offer information and details that explain the topic of the paragraph. Thus, they answer questions of who, what, where, why, how, and when. There are

many types of supporting sentences such as explaining, describing, give reason, give facts, give examples and definitions.

1.3.3. The Concluding Sentences

Bernier (2008, p. 34) states that concluding sentences come at the end of the paragraph. They summarize the points that writer dealt with in his paragraph writing or restate the topic sentence in a different way. Most importantly, it works to develop the paragraph in a logical order. Indeed, good concluding sentences do not offer new ideas. There are many kinds of developmental concluding sentences like restating, give suggestions or opinions, and make predictions. Most concluding sentences start with transitions such as in conclusion, in short and finally.

1.4. Paragraph writing Features

Paragraph writing is the core of any written task. Usually, learning how to develop good paragraphs is the objective of many EFL students especially at University. Most of them face many challenges when asked to write good paragraphs. There are many features that can paragraph takes some of it will be discussed. According to Folse et al (2010, p. 9), good paragraph has some basic features such as the topic sentence that states the main ideas , all of the sentences in the paragraph are about one topic, the first line of a paragraph is indented, and the concluding sentence brings the paragraph to a logical order.

Firstly, good paragraph has a topic sentence that states the main ideas. The main element in the paragraph is the topic sentence which gives an overview about what the paragraph speaks about and helps the readers to get clear directions. Usually, a topic sentence comes at the beginning of the paragraph, but it can be in the middle or the end. Moreover, the topic sentence is the broadest sentence in the paragraph because the sentence does not contain

more details. Furthermore, the topic sentence is divided into two parts such as the topic which is the word or phrase that the writer will speak about and the controlling idea that limits the topic. The topic sentence can include more than one controlling idea.

Secondly, all the sentences or supporting details in the paragraph are about the same topic. Here, there is some kind of unity in whichallthesentences in the paragraph are related to each other and refers to the topic of the paragraph. In other words, the irrelevant sentences can take the paragraph in many directions and make the paragraph unified. The writer can determine the extra sentences by looking at the ideas of the topic sentence if all the sentences relate to the topic sentence. Also, the paragraph should be coherent, which means that the sentences in the paragraph developed according to logical manner and arranged plan.

Thirdly, good paragraphs should be indented in the first line. Indentation is a short distance or gap from the margined and it is very necessary and easy step. Shewan (2003.p.130) notes that indentation "is the offsetting of a paragraph, a specified distance to the right of the left margin". According to him indentation is about one-quarter of an inch and it makes paragraph mechanically correct. Since the paragraph is a collection of sentences developing in single idea, indentation help the readers' to know the beginning and ends of ideas easily.

Finally, the concluding sentences take place at the end of the paragraph. Concluding sentence is the most complex features of a good paragraph. Also, they restate the main ideas and bring paragraphs in a different way and logical order. Moreover, they can give an opinion, suggestion or prediction. Most of concluding sentences begin with transition phrases like in sum, in short, or in the conclusion.

Finally, all the major features of the paragraph, such as topic sentence that speaks about the topic of the paragraph and all the sentences should be connected to the topic

.Moreover, indentation and concluding sentences work as chain to develop effective paragraphs. Furthermore, teachers have to explain the elements and how it works in order to make their students get them to write solid paragraphs.

1.5. Characteristics of Good Paragraph Writing

Teaching EFL students how to achieve a good paragraph is very important. Good paragraph must have certain important elements such as Coherence, cohesion, Unity and emphasis.

1.5.1. Paragraph Coherence

Checkett and Checkett, (2014, p. 17) suggest that coherence means "that the elements in the paragraph should stick together". According to him, coherence in a paragraph achieved through five elements such as logical order of events, transitional   expression, key concepts repetition, substituting pronouns for nouns and parallelism. Making coherence in a paragraph meansto put supporting sentences in logical order and makes the sentences move smoothly from one sentence to another. In other words links, ideas in an understandable and readable way to the readers. There are important techniques that help students to achieve coherence in the paragraph by using transitional words and phrases.

1.5.2. Paragraph Cohesion

Cohesion is an important characteristic in developing well written paragraphs. Cohesion means to make all supporting sentences in the paragraph connected logically to the main idea. Sarada (2006, p. 8)defines cohesion as "a kind of device that join sentences together logically and argumentatively by using appropriate connectives". In other words, it is the use of some elements that link sentences to each other semantically like a chain. Achieving cohesion in paragraph need to link sentences with each other by using cohesive

devices like: but, and, furthermore, connectors, and definite articles like "the" or personal pronouns and demonstrative pronouns.

1.5.3. Paragraph Unity

Unity is the most essential feature of good paragraphs. Checkett and Checkett (2014, p.140) note that "unity means that all the paragraph information in your body Paragraph should act as one unit". Unity is defined that all sentences in the paragraph speak about the same topic and there are no irrelevant sentences. This means that all sentences should be unified. That is, building unity needs to link the supporting details and concluding sentences to one central idea.

1.5.4. Paragraph Emphasis

Generally, writers give more importance to the main ideas of the paragraph to make it significant. Taygi and Misra (2011, p. 117) emphasis can be achieved through position, space, and sentence structure. In the emphasis by position the beginning and end of the paragraph takes more emphasis while emphasis by space occurs with a lot of numbers of sentences. In the sentence structure, emphasis takes place when sentences are simple, short, and clear while the long sentences create ambiguity. There are some important mechanical devices that help to create emphasis like quotation mark, paragraph breaks, italic and punctuation marks.

1.6 Methods of Developing Paragraph

There are a number of important methods of developing paragraph should be used by EFL students to inform, explain, and persuade the readers and make their paragraphs logically organized. Selecting the appropriate method of development refers to the purpose, an analysis of the audience and the available supporting material you have collected.

1.6.1 Extended Definition Method

Heller (2009, p.251) notes that words can be defined in short sentences. They have three parts: the word itself (the term), its general category (class) and the distinguishing detail. Extended definition paragraphs begin with a short statement that included the three parts and then explaining the term by using more than one technique of support (facts, examples, physical description or personal experiences) to explain what the term is in a complete paragraph of information. In this method the writer can adopt any method of development, such as give examples, description or by comparison and contrast. Furthermore, the topic sentence of paragraphs of extended definition includes the term that the writer will define.

1.6.2. Comparison and Contrast Method

According to Scarry and Scarry (2010, p.474) methods of comparison and contrast are used to develop the similarities and differences among two ideas, things, and places in a paragraph. Paragraphs of comparison begin with how two things are commonly different and then they describe the ways they are uncommonly similar. However, contrast method state how two things are alike, then describe the different points between them. Effective contrast and comparison paragraphs should analyze the audience carefully in order to have an overview about the readers interested in the topic. Moreover, be clear about purposes to explain similarities and differences and using unique features to entertain and convince the reader. Using a comparison and contrast connectors like: similarly, compared to, likewise, in contrast, however, on the other hand and others are very important to help the readers to understand.

1.6.3 Classification Method

McNeely (2014, p. 120) Paragraphs developed by classification method are explaining what kinds of or classes of things according to their characteristics and qualities. Generally, it is the answer what question.This classification is depending on, the purposes of the writer and the audience. Moreover, good classification paragraphs state clear purposes, to inform the reader with new information about a topic. The classification method starts with the topic that states the subject clearly. There are some transitions expressions are used by the writer to link the kind of classification together like the first type, the second, the first category can be divided etc. The topic sentence of the classification paragraph must contain the topic of the paragraph.

1.6.4 Analogy Method

According to Sorenson (2010, p. 49), the analogy is a common method of achieving different types of writing. Analogy means explaining the similarities of two different things and how they work and appear. This method is used to compare abstract things with concrete one to make it more understandable. Actually, an analogy is used to compare two things don't belong to the same class. Therefore, there are some characteristics that analogy contains. Firstly, it deals with long explanation of two things in different classes. Secondly, analogy, use the simple things to make the difficult thing easy. Thirdly, the writer can use imagination, mood, and drama in order to encourage the reader's interests and conception.

1.6.5 Cause and Effect Method

Cause and effect paragraphs are achieved by explaining why something looks like this or why something happens and its effects. Sorenson (2010, p. 57) defines the cause and effect method as the best method that is used for explaining what made an event takes place and its

outcomes. Cause and effect methods have certain characteristics such as analyzing the cause and effect of a situation. Moreover, cause and effect examine clear evidence and logical relationships. Furthermore, cause and effect method starts with good introduction with a clear topic sentence and supporting details. In addition, it employs effective transitional devises obvious organization and use vocabulary related to the subject with preserving unity.

1.6.7 Process Method

In this method the students are required to explain how something happens. In a process method, the writer uses separate steps and describes each step chronologically. Developing process paragraphs using chronological connectors like:first, second, which help the readers to understand the order of ideas. Scarry and Scarry (2010, p. 411) defines process method "is a method of development that provides step by step explanation of how something is done or how something works". In a process method the writers' flow a direction pattern to achieve something, or informational one by state and giving information on how something works.

1.6.8 Descriptive Method

According to Heller (2009, p. 139), descriptive method is an important way to develop an idea unfamiliar to the readers. Description method occurs when features of person, place, or things are explained by the writer in a piece of writing. It is the answer of the question "what". So, the description paragraph shows how something appears or how it feels. Moreover, they deal with descriptions and impressions not defined. Furthermore, in this method the writers are exposed to use their five senses to make the readers to understand by providing them with information and details about a topic.

1.6.9 Examples and Details Method

Checkett andCheckett (2014, p.120) using examples is one of the most effective strategies to develop a topic. Actually, the topic is quickly and clearly achieved through this method. Often, this method is used to keep the readers' attention and to interpret, explain a topic. Moreover, it aims to construct a general idea about the topic of the paragraph by using concrete examples to make the readers understand easily. Moreover, the topic sentence in the example and details paragraph indicates the general topic and how it will be achieved. There are a number of transitional expressions that writers used in this method in order to create rhythm and connect ideas such as: to illustrate, for instance, another, and, eventually to make the paragraph writing organized and the ideas well connected.

1.6.10 Opinion Method

Folse et al (2010, p.177) opinion paragraphs are used to explain the writer's point of view about a certain topic. Writers use facts, examples, and reason to illustrate their opinion and make it stronger. The writer's opinion should be statedclearly. In addition, this method offering the writers point of view, and make readers think because it is dealing with argumentative subjects. However, the concluding sentence should restate the writer's opinion that was stated in the topic sentence. There are some important points that students should be aware when they write their opinion paragraphs such as, the opinion of the writer should be stated in the main idea. Also, the writers support the opinion by giving strong reasons, facts and examples. There are some transitions that help the writers to build an opinion paragraph, such as there are many, many reasons for this.

1.6.11 Narration Method

Checkett and Checkett (2014, p. 104) narration is one of the most common methods of developing a paragraph. Narration simply means telling a story to inform the readers. Moreover, the topic sentence in this type of paragraphs indicates the subject and the

controlling idea. In addition, the supporting sentences that used to develop the subject are specific details. Furthermore, narrative method the writer uses clear purposes to develop the topic and the controlling idea. And, facilitate the development of the point of the story in order to motivate the readers. There are some transitional expressions related to the narrative paragraphs like after, first, as soon as, now when in order to make the paragraph events expressed chronologically and keep the way how events occurred.

1.6.12 Persuasive Method

Checkett and Checkett (2014, p. 265) persuasive paragraph is used to convince the reader about an idea. Persuasion can take three forms informal, formal and semi-formal. In informal the writer convinces the reader about a point of view. The formal is called argumentation which means the writer's state arguments against someone's beliefs directly. The semi-formal persuasion occurs between informal and formal. Actually, effective topic sentence in persuasive paragraphshould statethe writers' point of view about a specific topic. The writer's point of view can be against or for.

Moreover, the writers achieve persuasive paragraph using different kinds of support to convince the readers. For instance, the writers give examples to develop an idea quickly and clearly. It is a succuful way to convince the reader about a topic. Moreover, referring to an authority which is referring to a person, group that offer a fair opinion about a subject that they are experienced in. The writers use some transitional expressions that help to connect ideas and make paragraph move smoothly like nevertheless, therefore, next, since and others.

1.8 Errors in Writing a Paragraph

EFL students make many errors when they write paragraphs. Paragraph writing involves many linguistic and organization abilities of ideas. Moreover, this skill works together when

students write their paragraph. It is noticed that EFL students make many errors when they produce a short pattern. In addition to indentation, spelling and capitalization, there are a number of serious errors that students have made. EFL students face many problems when they are asked to produce paragraph writing. So, these errors will be discussed in the following points

1.8.1 Run on Sentence

According to Sharon (2003, p. 54),run on sentence occurs when two or more independent clauses are joined to gather without a correct punctuation or conjunction. Moreover, this error makes the sentence meaningless. Students need to read aloud to find the error. Actually, there are two ways to avoid this error. Firstly, replace the missing mark or comma by semi-colon or a period and capital letter. For example: run-on: He introduced me to one of the most important produce's in TV, unfortunately, I forget his name. The correct example is: He introduced me to one of the most important producer's in TV; unfortunately, I forget his name. Secondly, using a comma and coordinating conjunction as in this example he introduced me to one of the most important producers in TV, but unfortunately, I forget his name.

1.8.2 Misplaced and Dangling Modifier

Sharon (2003, p.28-29) indicates that misplaced and dangling modifiers are two common errors that students make when they are writing. Misplaced modifier takes place when it is incorrectly used in the sentence. A misplaced modifier can be a word, phrase or clause that describes another word that is separated from. Moreover, misplaced modifier makes the subject unclear and makes the reader confusion about the sentence meaning. For example: Fred cut himself when shaving badly. Here, the word badly (adverb) is misplaced modifier because it modifies the meaning of the verb cut. Moreover, it is separated from the

word it modifies. So, correct form should be: Fred cut himself badly while shaving. Here the modifier changed so the meaning of the sentence changed and intend what the writer wants to say and the modifier is beside the word it modifies.

While dangling modifier refers to the absence of the word or words that refer to modifier for example: At ten, my parents took me on a trip to France. Students can avoid this error by introductory phrases immediately with the word it modifies. So, the correct form is when I was ten, my parents took me on a trip to France.

1.8.3 Comma Splice

According to Anderson (2005, p. 87), Comma splice is a major error in writing paragraphs. Firstly, comma splice occurs when there is not a comma in a compound sentence. Moreover, when join two main sentences with a comma while the comma is not strong to link two main sentences. Therefore, to avoid these error students need to share their paragraph writing with each other. Moreover, the comma must be used with coordinating connections like: for, and, but, or to join two main sentences. For example, you have been playing around too much, but you need to do your work.

Conclusion

In sum, writing effective paragraphs is not an easy task for most EFL students. Many EFL teachers work to make their students more competent in their writing skill specially paragraph writing. Indeed, EFL students are encouraged by their teachers to produce well written paragraphs because it is needed in their student career. As a matter of fact, EFL teachers play a vital role in guiding and controlling studentsinthe classroom to facilitate the writing task.Moreover, teachers need to be more aware about   the needs of their students to

provide them with the necessary information to complete an authentic writing task and encounter their difficulties.

Chapter Two

The Product Approach

Introduction

Generally, language learning requires the mastery of certain skills, one of them is writing. Actually, teachers who teach writing need to feel free to adopt the suitable approach that affect student's written performance, especially paragraph writing. Hence, this chapter will introduce a definition of an approach, different approaches to teach writing. Therefore, this chapter highlights the product approach, its definition, stages, principles, Advantages, disadvantages, and the main roles of the teacher in teaching paragraph writing through using the product approach.

2.1 Definition of Approach

Before moving to the different approaches to teach writing, it is important to define the approach. According to Anthony model (1965, cited in khelil, 2008, p.12), the word approach means "the sum of assumptions course designers make about language. It describes the nature of the subject matter to be taught". In other words, it means the level at which assumptions and beliefs about language and language learning specification.

2.2. Different Approaches to Teach Writing

There are a number of approaches that EFL teachers can provide to teach paragraph writing in English learning classrooms. Therefore, EFL teachers can decide which one is more appropriate to improve EFL student's written production and abilities.
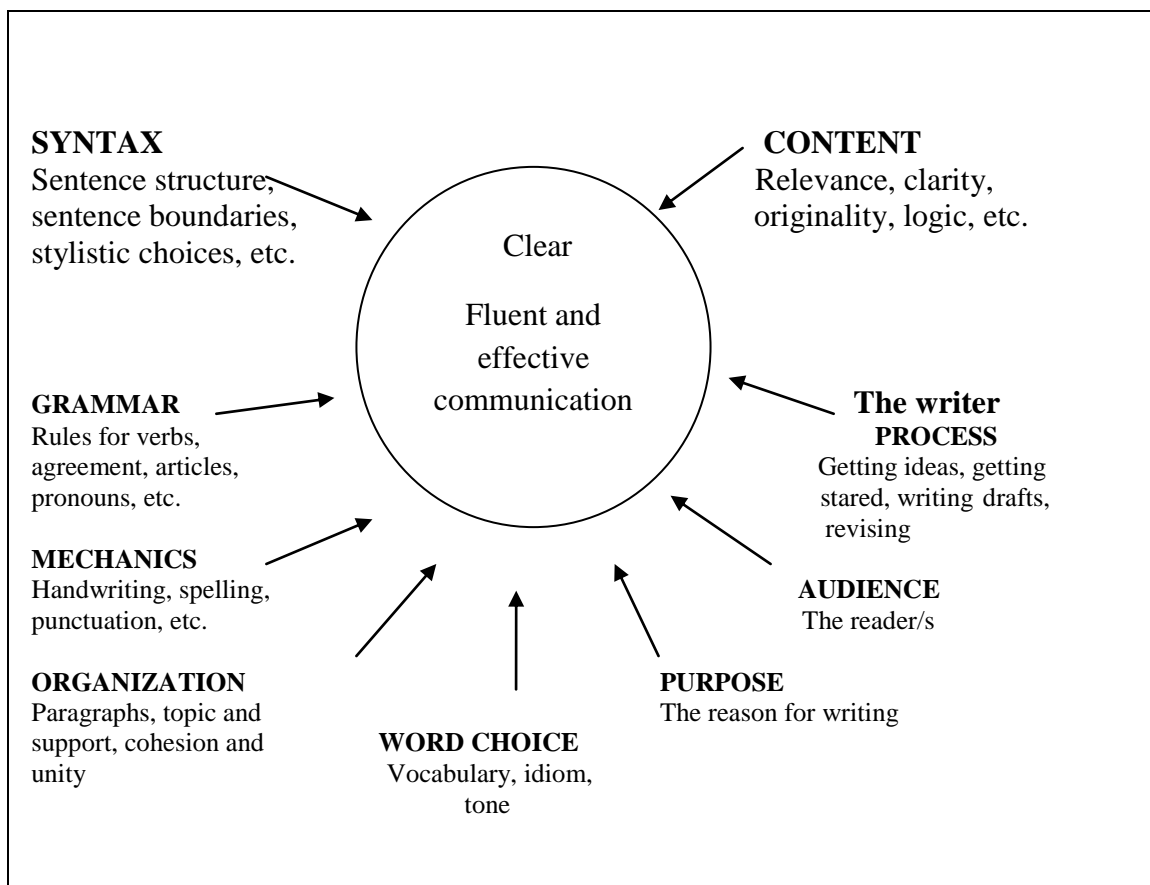
Figure2. 1. Producing a Piece of Writing (Raimes, 1983, p.6)

According to Raimes (1983, p. 6), there are important elements that writers need to include when they produce pieces of writing such as: syntax, grammar, word choice, content, and purpose, in order to communicate clear and fluent ideas. Therefore, the writers should deal with when they produce a piece of writing in order to communicate clear, fluent, and effective. Moreover, this component is shown in the above diagram.

2.2.1 The Controlled- to-Free Approach

According to Raimes (1983, p.6), this approach focuses on three elements of the diagram which are grammar, syntax, and mechanics. In the past language teaching give more concern to the speech while writing is used to reinforce speech through mastering grammatical and syntactic of language forms. This approach is sequential. Here the teacher gives students sentence exercises, then paragraphs to manipulate grammatically and flowed

by correction of errors. Furthermore, this approach focuses more on accuracy than fluency and classroom activities are designed to improve student's ability to achieve several structures.

2.2.2 The Free Writing Approach

As Raimes (1983, p.7) states that the free writing approach gives importance to writing quantity rather than quality. In addition, it gives the priority to the content and fluency rather than accuracy and form. Furthermore, teachers who use this approach depend on giving students free topics with minimal correction of errors. Once, the students put ideas on the paper, grammatical and accuracy and organization flow. In this approach, teachers emphasis more on reading some pieces of writing aloud and comment on the ideas that student write.This approach regards content and audience as two important elements.

2.2.3 The Paragraph -Pattern Approach

The main purpose of this approach is organization. Here students imitate patterns; analysis the form of model paragraphs and imitates model passages to develop new ideas. Moreover, this approach is dealing with the principles that communication is constricted depends on the culture that language belong. Furthermore, this approach is dealt with some important point such as paragraph, sentence, supporting sentences, cohesion, and unity. In addition, teachers can give some activities such as scrambled sentences to be ordered into coherent paragraphs or to identify the general statement or find the topic sentence (ibid)

2.2.4 The Grammar –Syntax-Organization Approach

According to Raimes (1983, p.9), in this approach there are some important features that some teachers take into consideration when students write. Moreover, students can convey messages only when they have background at least about grammar, syntax, vocabulary, and organization. In other words, this approach gives a big emphasis to the organization of paragraphs level. Because of paragraphs is the basic unites of large pieces of writing. Therefore, there some activities dealt with this approach such as coping, imitating, analyzing, reordering, and developing paragraphs.

2.2.5 The Communicative Approach

This type of approach tended to give more focus on the purpose of a piece of writing and the audience for it. Therefore, teachers adapt this approach to extend the readership to other students in the class. In addition, teachers who use this approach are convinced that real writing involves the real reader. Furthermore, students do not read their classmates patterns but they respond, summarize, rewrite, or make comments(ibid). According to Harries (1993, cited in Ouskourt, 2008, p.45), the purpose of the communicative function of the text "according to whether it is intended to entertain, inform, instruct, persuade, explain, argue a case present arguments".

2.2.6 The Genre-Based Approach

Swales (1990, p. 58) define word genre as "a class of communicative events, the members of which share some set of communicative purposes. That is means that the writer purposes are related with certain conventions and rules. Most genres use conventions related to communication purposes. Badger & White (2000, p. 155-165) state that students writing production is based on the genre given by the teacher. In other words, teaching writing in this approach is based on imitation, and students are exposed to many examples of the same genre before writing their final production in order to develop their skills and abilities. According to

Hammond (1992, cited in Burns, 2001, p. 202) there are three main stages such as modeling, joint negotiation of text by learners and teachers, and the independent construction of text by the learner.

2.2.7 The Process Approach

Process approach to teaching writing take different definitions from different scholars, one of them Nunan (1989, p.36) who states, "those who advocate a process approach to writing see the act of composition from a very different perspective, focusing as much on the mean whereby the completed text was created as on the end product itself". That is to say, there several stages and processes which students go through while writing.This approach focuses on the process of writing. So, this approach has three stages such as pre-writing here, students brainstorming initial ideas. Second stage is focusing ideas, here students write their pieces of writing without attention to the accuracy and organization while the teachers focus on the coherent of content of the writing. The final stage is editing here students edit their final product and give importance to the form.

In the process approaches the teachers need more time to examine students individually because students with this approach ask the question how start and how organize the task. But, this can lead to wasting time and they cannot fulfill their purposes.

Figure: 2.3. The Process Wheel. (Harmer, 2004, p. 6)

According to Harmer (2004, p. 5), "the process of writing is recursive". This means the writers plan, draft, and edit. Then, re-plan, re- draft, and re-edit. Harmer compares writing process to a "wheel". Writers can move backwards and forwards only when the final product is reached as showed in the following wheel.

2.3 Product Approach Definition

Among the above approaches to teach writing there is a traditional one which is the product oriented approach in which this current study is based on. According to Hyland (2003, p. 5), this orientation also called the functional approach and current-traditional rhetoric. Actually, this approach is a result of the mixed of structural linguistics and the behaviorists learning of second language teaching. Before 1970s product oriented approach was a popular method of language and widely used as writing instruction.

As Gabrielatos (2002, cited in AL-Mahrooqi 2015, p. 96) defines the product approach as "a traditional approach in which students are encouraged to mimic a model text which is

usually presented and analyzed at an early stage". In other words, the teacher firstly provides a student with model texts that have been written by native sparkers and encourage students to produce a new piece of writing depends on the previous model.

Another definition in words of Nunan (1991, p.86 cited in Selman 2006, p.14) " the product oriented approach focus on the end result of the learning process, what is that the learner is expected to be able to do as a fluent and component users of language". In other words, thisapproach gives more importance to the final product of the written production to make students fulfill objectives. According to Birthous (2011, p. 22-25) teachers who use this approach in their classrooms need to teach how paragraphs are structured by presenting models. In order to teach the students' the schematic structure of the different paragraphs. Moreover, they focus on improving student's paragraph writing because all kinds of written production contain paragraphs such as essay, report, and others.

Furthermore, Al-Mahrooqi (2015, p. 93) the product approach, emphasis many important elements to produce a piece of writing such as the imitation of model texts and the accurate production of mechanical aspects of writing such as grammatical accuracy and the form of final text. Indeed, this approach is associated with correctness at the end of the writing activity. Grandner and Jhonson (1997, cited in Al-Mahrooqi 20015, p.95) state that there are important factors that teachers should be aware when adopting this approach in the classroom such as: proficiency, competence level, and learning styles. In addition, the product approach does not lay much attention to the communication, audience, and composition skills.

Moreover, Teachers who integrate this approach in classroom bay attention to the organization of ideas than ideas themselves. Generally, content and the form is the main concern of this approach with the avoidness of errors. Actually, teachers who adopt this

approach need to encourage their students how paragraphs are structured by providing models. Moreover, teachers are more involved in the students' activities.

According to Silva (1997, p. 14), this approach aims to make students able to create different types of paragraphs effectively, and this occurs when students produce sentences, supporting sentences, and transition. Actually, this approach gives more importance to classroom activities to make students engaged in the task and be able to transform model text to make students aware about text features. Essentially, students rely on the model to create a new piece of writing of their own.

According to Selman (2006, p. 15), there are a number of activities that teachers involved in this approach such as: coping, imitation, carrying out sentences, expressions from cue words, and write sentences and paragraphs from models given by the teacher. In addition to this activities teachers can ask EFL students to list and group facts relevant to provided topic, devise topics and supporting sentences from this facts or give an outline for example the paragraph contains of introduction , body and conclusion . Here, the teacher taught students with particular patterns such as narration, description and others.

2.4 Advantages of Product Approach

According to Al-Mahrooqi (2015, p. 97), there are many advantages of the traditional approach. In this method the teachers play a core role to make students discover their errors by correcting them. This way gives students the opportunity to learn grammar and paragraph structure. Furthermore, teacher's credibility can be appears in their responsibility and knowledge ability. Moreover, students have the chance to learn grammar and sentence structure relies on teachers' feedback. The application of this method in the EFL classrooms can develop the students' writing, production by increasing the student's errors and engaging them in the task. Furthermore, the application of this approach is not difficult.

2.5 Disadvantages of Product Approach

Besides the advantages of the product oriented approach to teach writing it many drawbacks. Naunan (2004, p. 83) indicate that "the product approach is mechanical and cripples the creativity of the writer". Thus, product approach to teach writing is a conscious process because is based on imitation and neglect the critical thinking. In addition, it limits the student's creativity because it is dealing with unchangeable organization of patterns. Moreover, teachers' who adopt this approach are wasting the time of their students' by studying and analyzing the model patterns rather than composing writing Process. However, the main objective of this approach is to provide the linguistic knowledge about language and neglect the other components of language.

According to Palpanadan, Bin Salma, Bte Ismail (2014, p. 792) written production in this approach is based on only one draft. Therefore, in this approach teacher' neglect the communicative aspect of the language and focuses on teaching grammar. Furthermore, teachers' feedback is based on the grammatical and lexical errors. Teachers, who adopt this approach, focus on the text features with neglecting the process of writing such as generating ideas, planning, editing etc. Tangkiengsi (2006, p. 10) state that "product approach views writing as a linear one" which means that the writer flow an organized and ordered stages and the writer need not return to the previous one. Moreover, this approach, emphasis students' capacity to memorize and use the grammatical rules. Nevertheless, this approach is unsuccessful to make students' generate ideas in writing.

2.6 The Stages of Product Approach

According to Badger and white (2000, cited in Al-Mahrooqi 2015, p. 97) there are four important stages that teachers should flow when teaching paragraph writing through the

product approach such as: familiarization stage, controlled writing stage, guided writing stage, and finally, free writing stage.

2.6.1 Familiarization Stage

This stage is the initial phase of the writing process. It comprisesa model pattern that teachers are given to students to read and analyze. It includes the grammar, and lexical points to deal with. Here, teachers plan previously the model with focus on the grammar and lexical points that the teacher going to teach.

2.6.2 The controlled writing

Controlled writing stage is the Second and the most important phase. This stage consists of controlled practices of the main features of the model text. In other words, teachers encourage students to practice grammar and explore vocabulary. Moreover, teachers can use the substitution tables to reinforce some important points.

2.6.3 The Guided Writing Stage

Thirdly, the guided writing stage includes the organization of ideas. Indeed, Teachers who adopt this approach give more importance to the organization of ideas than the ideas themselves. Furthermore, students using grammar and vocabulary that studied in the classroom in their writing paragraphs and texts. In this stage, students are not independent in their writing, however; the role of the teacher is to control the form, usage, and the meaning.

2.6.4 The Free Writing Stage

Finally, the fourth stage is where students write their own paragraphs. In other words, the students have the freedom to write. But, with adapting the same form and usage they studied in the class. Furthermore, in this stage student's show what they can be as competent

users of language. And they use skills to produce the product depends on structure, vocabulary which they learned before.

The product approach describes paragraph writing as an effort which involve the logical organization of ideas. Moreover, this approach composed of four important stages that ELL students go through in their production of paragraphs. Indeed, this stage makes students go gradually with the task to produce well paragraphs.

2.7 The Product Approach Principles

According to Silva (1990, cited in Dakhmouch, 2008, p. 20),the product approach, principles emphasized the lexical, and syntactic features of a text, Moreover, this current-traditional rhetoric focuses on the discourse level-text structure. While Hairston (1982 cited in Dakhmouche, 2008, p. 18) states that teachers who adopt this approach in their classrooms knows what they write before write which means that students organize their ideas before start writing. Hyland (2003, p. 3) pointed the principles of product approach in the following points:

- The product approach gives more emphasis on the form of the text and grammatical features of texts.
- It sees writing process as "a product constructed from the writers command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher".
- Product approach writers should have a high level of linguistic knowledge and vocabulary to control the syntactic patterns and cohesive devices that construct the building blocks of the text.

Mitchell and Taylor (1979, cited in Al- Mahrooqi, 2015, p. 19) state that in addition to the absence of errors in this approach writers need to avoid comma splice, fragment, and complicated sentences to create better written production. However, Young (1978) state that the product approach focuses more on the product of writing rather than the process of constructing the text. According to him the core goal of writers is arranging the content and finds the suitable words of expression (ibid).

According to Hayland (2003, p. 12), the correction of errors and teaching of grammar could help students to produce their writing skill. Moreover, Hiarston (1982 cited in Dakhmouche 2008, p. 18) states that the product approach deals with two parts. The first one is about analyzing discourse into words, sentences and paragraphs while the second part deals with the classifying discourse into narrative, descriptive, and argumentative types.

2.6 The Teachers Role

According to Li waiching (2000 cited in Zitouni 2015, p. 18), "teachers' role in product approach is limited as corrector, directive of errors, but not a facilitator of a learning to write activity since he ends up writing session abruptly without providing the feedback to help students revise their work . Moreover, Silva (1990 cited in Belaid 2013, p.30) the main role of teachers is to focus only on the formal, linguistic form of language production with teachers' comments.

In other words, the teachers evaluate and give feedback on student's written production. In addition, the teachers are center and responsible of the classroom interaction. Moreover, the teachers' is a source knowledge while students' are notactive just listening to the teachers explanation. So, the common role of the teachers' in this approach is to marking errors and gives his students the direction to build their own paragraphs depends on the models they analyzed.

Conclusion

Basically, master paragraph writing skill involves fundamental and theoretical principles of writing. Moreover, the teachers' role is very important to improve the students' level. Thus, the teachers' method of teaching writing takes different forms depending on various approaches, and one of them is the product approach which has its own specific features. This chapter presents different approaches that teachers use to develop the students' competence in paragraph writing according to their needs. Moreover, this chapter provides an in depth discussion about the product approach to teach paragraph writing skills. Beside the main features and advantages of this approach, it speaks about the main roles of teachers to develop paragraph writing through this approach.

Chapter Three

Discussion of Data

Introduction

This chapter is concerned with the data collection and analysis. It provides a description of the research tools used in this research which is divided into two instruments. Moreover, this study is conducted at the University of Biskra in the department of English. It presents the analysis of data governed by student's questionnaire and teachers' interview. Besides, it aims to validate the research hypothesis. The data analysis will be described in tabular presentation.

3.1 Research Instruments

In the present research there are two data gathering tools are used: a questionnaire administered to second year students and an interview for teachers of written expression, at University of Mohamed Kheider of Biskra, in order to confirm or reject our hypothesis and to find out the aim of this study.

3.1.1 Students' Questionnaire

The student's questionnaire aims to find out students' views about the paragraph writing skill, and their teacher's method "product approach" to develop their paragraph writing skill.

3.1.1.1 Piloting the Questionnaire

The students' questionnaire was piloted on the 10 February 2016. It was addressed to 9 students randomly. They give it back when they finished answering the questions. Noticeably, the students respond to the proposed questions. Moreover, there are several modifications were done for those questions.

3.1.1.2 Administration of the Questionnaire

The student's questionnaire was distributed at the 18 February 2016. It was addressed to the sample of 50 second year EFL students at the department of foreign languages, the brunch of English, University of Biskra. It has been distributed randomly to the students, and they give it back as they have finished the answering of the questions.

3.1.1.2 Description of Student's Questionnaire

The questionnaire involves (18) questions divided into two sections. It is semi-structured questionnaire. The first ten questions contain of the students' attitudes about paragraphs and their opinions about the teacher's method in developing paragraph writing skill. The second section consists of eight questions about using the product approach to improve student's paragraph writing, to what extent it is useful, and the main roles of teachers when using this approach.

3.1.1.3 Results of Students Questionnaire

Section One: Paragraph writing

Question One: How often do you attend the written session?

Opinion	N° of students	Percentage %
Always	45	90%
Sometimes	4	8%
Rarely	1	2%
Never	0	0%

Total	50	100%

Table 3.1: Student's Attendance of Written Session

The results show that the great majority of students (45) students with the percentage (90%) attend written session. While just (04) students with percentage (8%) said that they sometimes attend the written session. Whereas, just (01) student with (2%) of present said that they rarely attend the written session. However, (0%)said that they never attend written session. This means that students are interested in learning writing skill.

Question 2: Which of the following four skills you find difficult?

Opinion	N° of Students	Percentage%
Speaking	16	32%
Writing	22	44%
Reading	02	4%
Listening	10	20%
Total	50	100%

Table 3.2: Student's Views of Difficult Skill

The results in the table show that the biggest part of EFL. Number (22) of students with, 44% said that writing is a difficult skill. Also, (16) of students with percentage of 32% said that speaking is hard skill. While around 4% of students with only (2) students claim that reading is difficult one. However, listening skill takes 20% of the students' percentage with (10) students. That's to say, writing is the hardest skill among all skills. This indicates that EFL students are aware that writing is a hard skill because it includes code linguistic of language.

Question 3: Do you think that your level in paragraph writing is?

Opinion	N° of students	Percentage %
Good	10	20%
Bad	06	12%
Average	34	68
Total	50	100%

Table 3.3: Students Level in Paragraph Writing

The above table, show that (34) of students with 68% of the percentage said that their level in paragraph writing is average. While 20% with (10) students said that they can achieve good paragraphs. However, (6) of students with 12% of percentage said that they have bad level in writing paragraphs. Thus, most EFL students have not good level of paragraph writing this may refer to the lack of vocabulary, organizing ideas, miss use of grammatical rules.

Question 4: Do you face difficulties in paragraph writing at the level of:

Opinion	N° of students	Percentage %
Sentence writing	9	18%
Paragraph writing	25	50
Both of them	16	32
Total	50	100%

Table 3.4: Student's Difficulties in Paragraph Writing

Half of students with percentage (50%) said that they face difficulties in paragraph writing. While just (09) students with, (18%) said that they find difficulties in the level of sentence. However, (16) students with (32%) of percentage state that they find difficulties in the level of both. This interprets that students find difficulties to produce good and acceptable paragraphs may because of misunderstanding or luck use of mechanism of writing, or they may not more interested in writing lesson.

Question 5: have you been taught how to write a paragraph?

Opinion	N° of students	Percentage%
Yes	47	94%
No	3	6%
Total	50	100%

Table 3.5: Students Taught How to Write Paragraph Writing

This table indicates that (47) with (94%) of respondents claim that they have been taught how to develop paragraphs. However, (03) students with, (6%) said that they have not learned how to develop paragraphs. This means that the majority of students attend written session, and they like it. However, others may because of the number of absentees.

Question 6: Is it easy for you to write a paragraph?

Opinion	N° of students	Percentage%
Yes	21	42%
No	29	58%
Total	50	100%

Table 3.6: Views of Student's Easiness of Paragraph Writing

Theabove result indicates that, (21) with (42%) of thestudents' percentage said that developing paragraph writing is an easy task. However, the majority of students (29) with (58%) of percentage claim that writing a paragraph is not an easy task. So, this means that they need more practice inside and even outside classroom. Moreover, they need intensive and extensive reading.

If "No" because of

Opinion	N° of student	Percentage%
Organization of ideas	22	44%
Type of paragraph	21	42%
Difficult topics given by the teacher	7	14%
Total	50	100%

Table3.6.1: Student's Views about the Causes of Paragraph Difficulties

The above table, indicate that (44%) of the respondents state that organization of ideas is the most difficult step. However, (42%) of participants indicate that type of paragraph that makes it more difficult. While, (14%) of students said because of teacher difficult topics. This indicates that an organization of ideas is the most difficult step in developing paragraphs for the majority of students.This may refer to the limited time of the written session.

Question 3.7: What is the most difficult part of a paragraph to write?

Opinion	N° of students	Percentage %
Topic sentence	21	42%
Supporting sentences	25	50%
Concluding sentences	04	8%
Total	50	100%

Table 3.7: Students Difficult Part of a Paragraph to Write

The above table, states that half of students (25) with 50% of percentage claim that the most difficult part of developing paragraph is the topic sentences; while, (21) of students with (42%) percentage state that supporting sentences is the most difficult one. Just (04) students with 8% refer to concluding sentences. Consequently, it seems that most students cannot write a good topic sentence for their paragraphs and this may be appearing due to the lack of training. The researcher has asked students to state their reasons behind their choices of the difficulties of developing a topic sentence. These reasons are because of

- The topic sentence is the main sentence that covers the ideas of the whole paragraph and it is the first part of the paragraph that should be written well.

   However, students who state that supporting sentences is the difficult part of the paragraph it is because of lack of organization of ideas and vocabulary to express their thoughts because it needs more details.While students who indicate that concluding sentences is the difficult part it is may because of lack of training to formulate concluding sentences.

Question 8: What is the feature of a good paragraph?

Opinion	N° of students	Percentage%
Coherence	22	44%
Cohesion	08	16%
Unity	18	36%
Emphasis	02	04%
Total	50	100%

Table 3.8: Student's Views towards the features of a Good Paragraph

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The results show that (22) of students with (44%) of percentage indicate that coherence is the main feature of good paragraph, while (36%) of the percentage with (18) of students' claim that unity is the most important one. (08) students with (16) of percentage state that good paragraphs have to contain cohesion. However, only (02) students with, (04%) said emphasis is the main characteristics of good paragraphs. Accordingly, this may because lack of extensive reading or lack of understanding, and interest in writing

Question 9: What is your preferable method to write a paragraph?

Opinion	N° of students	Percentage%
Cause and effect	26	52%
Process	03	6%
Analogy	01	2%
Narration	21	42%
Opinion	16	32%
Comparison and contrast	13	26%
Classification	05	10%
Descriptive	21	42%
Examples and details	06	12%
Extended definition	02	04%

Table 3.9: Students Views about the most Preferable Method to Develop

The number of answers seems to be more than the number of students because of multiple choices. The results show that more than half students (26) with (52%) prefer to develop paragraphs with cause and effect method, while narration and descriptive takes the same number (21) with (42%) of the percentage. (16) With (32%) of students choose opinion paragraph while, (26%) percentage with (13) of students claim that they prefer comparison and contrast method. Example and details paragraph takes (12%) of student's choice. However, (6%) with (03) students state that process is the preferable method. The extended definition takes (4%) with only (02) students. However,analogy method takes (02%) of percentage with (01) student responses. This means that every student has his easy and preferable method to develop a paragraph.

Question 10: What kind of errors do you often make when you write a paragraph?

Opinion	N° of students	Percentage%
Run on sentence	20	40%
Comma splice	13	26%
Misplaced modifier	17	34%
Total	50	100%

Table 3.10: Students Kinds of Errors in Writing a Paragraph

The present table indicates, that the majority of students (20) with, 40% said that the common errors that they face when writing a paragraph is a run on sentence. However, (34%) by number (17) of students claim that comma splice is the common one. Misplaced modifier takes (26%) of students' views with (13) students'. Accordingly, this indicates that the student's may lack of understanding and reading or because of first language interference

Section Two: Using Product Approach

Question12: Which one of the following do you prefer?

Opinion	N° of students	Percentage%
Imitate model patterns	16	32%
Follow writing process	12	24%
Free writing	22	44%
Total	50	100%

Table 3.12: Students Views of Preferred Stage

(22)students' with (44%) of percentage indicated that student's preferred free writing stage, while (16) students with (32%) of percentage state that they preferred imitating model patterns given by the teacher. However, (24%) of students said that they like to follow writing process.

Question13: Have you ever use the product approach to develop your paragraph writing?

Opinion	N° of students	Percentage%
Yes	27	54%
No	23	46%
Total	50	100%

Table 3.13: Student's Use of Product Approach to Develop a Paragraph Writing

It is clear from the above table, that more than half (27) with 54% of students claim that they use the product approach to develop student's paragraph writing; However, (23) of

students' with (46%) of percentage state that they don't use product approach to develop their paragraph writing. This means that EFL students use the imitation of models to produce a new piece of writing.

Question 14: what is the most important stage in the product approach?

Opinion	N° of students	Percentage%
Familiarization	12	24%
Controlled writing	08	16%
Guided writing	06	12%
Free writing	10	20%
All of them	14	28%
Total	50	100%

Table14: Students Views of the Important Stage in the Product Approach

In this above table, the results show that (28%) of percentage with (14) students indicated that all the stages of the product approach are important. However, (24%) of percentage with (12) students said that familiarization is the important stage; while, free writing takes (20%) of percentage with (10) student's choice. However, (16%) of percentage with (08) students prefer controlled writing stage. Whereas, (12%) of percentage withjust (06) students claim that guided writing is the main one. This indicates that stages of product approach are very important to organize students' ideas logically. After the researcher has asked the students to justify their answers. Their responses are summarized as follows:

Students who said that all stages of product approach are important they justify their answer that there is a logical order between all the stages should be followed from imitating to producing   a piece of writing. While students who said that familiarization is the important stage their justification was that model text gives clear idea about what they are going to produce. However, students who declared that controlled writing is the main stage because of the teacher play an important role to guide and encourage students to write. Students who said that guided writing is the essential stage give their justification that in this stage the students organize their ideas. While students who state that free writing is the main stage, and this because of they feel free to write independently.

Question15: How do you see the product approach to teach writing?

Opinion	N° of students	Percentage%
Very useful	05	10%
Useful	41	82%
Not useful	04	8%
Total	50	100%

Table 3.15: Students Views of Usefulness of Product Approach

The data show that (82%) with (41) of students claim that product approach is useful in improving student's paragraph writing. While (10%) with (50) students state that product approach is very useful. However, the last one takes (08%) of the percentage, with only (04) students'. This is indicating that product approach is not neglected to teach paragraph writing.

Question 16: Does the product approach develop your paragraph writing?

Opinion	N° of students	Percentage%
Yes	42	84%
No	08	16%
Total	50	100%

Table 3.16: Students Views if Product Approach Develops their Paragraph

The above graph shows that (84%) of percentage with (42) students' indicate that product approach is useful to develop their paragraph writing; while (16%) of percentage with only (08) state that this approach did not develop their paragraph writing production.

Question 3.17: Through this approach, is your teacher assistance makes you more competent to develop your paragraph writing?

Many students claim that their teachers play a core role in developing their paragraph writing, and minimize their difficulties by correcting errors, and motivating them to write inside and outside classroom. Since, the time allotted to written expression in not sufficient. However, few students state that writing paragraphs is very difficult process because it needs more practice and it is a combination of many elements such as mastery of grammar, rich vocabulary, and writing techniques and high motivation. Furthermore, some teachers of Witten expression are less experienced to encounter student's difficulties in writing.

Question 18: Other suggestions?

As far as, this question is the last one, students are requested freely to provide the study with other suggestions that may serve our investigation. Firstly, many students suggested that their teachers should change their adoption of approaches to meet their students' needs and to find the most succuful method according to their experiences. Secondly, some of them add

that teachers should use a combination of approaches to develop their student's paragraph production.

3.1.1.4 Interpretation of Results

Section One: Paragraph Writing

In this section, the obtained results show that the most of the students (90%) attend written session, which means that students are aware, give their interest to written session. It also shows that students face difficulties in writing skill as the result shows (44%); while, speaking skill takes the second difficulty with (32%). However, listening and reading skill are less difficult ones because they are receptive skills. Furthermore, the level of many students in paragraph writing is average as the result shows (68%). However, (20%) of them have a good level, and just (12%) of them have bad levels.

In other words, students lack using the mechanism of writing and the organization of ideas; as well as, they have an insufficient amount of vocabulary in brainstorming, and developing ideas. Also, the majority of students lack editing their paragraphs. Besides, they lack the ability to achieve coherence, cohesion and unity in their written production. Moreover, (50%) of students argued that they face difficulties in paragraph writing. So, the reason behind it refers to the limited time of practices. Furthermore, (58%) of students claimed that developing good paragraphs is not an easy task, and (44%) of them said that organization of ideas is the main cause that make paragraphs difficult to develop and (42%) of students said that because of type of paragraph. However, (12%) of students referred the cause to the complex topics given by the teacher.

In addition, half of the students (50%) declared that the hardest part of developing paragraph is supporting sentences and this is because of lack of vocabulary to express their

thoughts and give arguments. Nevertheless, (42%) of them who stated that the topic sentence is the most difficult part is because it is the main and first sentence that covers the whole paragraph and needs more attention to attract the reader. However, concluding sentences takes the lowest number of students (8%), this appears due to the lack of training to restate the topic sentence so that they rich the concluding ones. Another question is answered by students about what makes a good paragraph and the majority of them said that coherence (44%). The reason behind that refers to the miss-use of mechanics (punctuations and transition words) which are important to achieve coherence. Furthermore, students are asked about the main errors that are made while writing their paragraphs. (40%) of students reported that run on sentence is the common errors that students come through, and (34%) of them said that misplaced modifier; while, comma splice takes (26%). All these errors that students make in their writing paragraph are a result of misunderstanding of grammar rules, lack of reading, and the first language interference.

Section Two: Using of the Product Approach

This section is about investigating the students' views on the teacher's use of product approach to develop their paragraph writing skill. (76%) of students agree that product approach is an effective method to develop paragraph writing; while, (12%) of the students' are strongly agree. Whereas, (8%) of the students' are strongly disagree. However, disagree takes (4%) of the students' percentage. These results are interpreting that students are aware of the importance of product approach. Furthermore, (44%) of students prefer free writing, which means that students feel free and independent to produce well written paragraphs. However, (54%) of students answer the question of using a product approach to develop paragraph writing positively which indicates that EFLs students learn to write paragraphs effectively when using product approach.

Accordingly, after the researcher asked students about the important stage in this approach, (28%) of students claim that all stages of product approach are important. This refers to the logical order of stages which put students in the direction to write succuful paragraphs. In addition, the majority of students, (82%) state that product approach is useful. Because this is based on imitation, which is appropriate for them. It also makes them discover, edit, and even correct their errors through imitating others' work. Moreover, (84%) of them, confirm that the product approach develop their paragraph writing. As it was stated before, many EFL students prefer to imitate other models than create new ones. This is because of their limited abilities, but they believe that through imitation, they can develop writing abilities in paragraphs. Nevertheless, students give clear clarifications which argue that their teachers help them in developing their paragraphs through correcting them majority of their errors.

3.2 The Teacher's Interview

Teacher's interview seeks to identify the effectiveness of using the product approach to develop EFL students' paragraph writing skill and the main roles of the teacher's during writing course. It also aims to identify the main problems that face them when teaching paragraph writing.

3.2.1 Administration of the Interview

The teachers' interview was conducted on 4 of April 2016. It was addressed to 6 teachers of the second year of written expression at the University of Biskra, at the Department of English. Teachers handed it back as they finished answering the questions only one teacher did not give it back.

3.2.2 Description of Interview

The interview questions are semi structured. It consists of 8 questions which in turn aim to gather background knowledge about teacher's adoption and attitudes towards the product approach to develop students' written paragraph production.

3.2.3 Analysis of Teacher's Interview

Question One: What is your most difficult part of paragraph for your students to develop?

Teacher 1: "topic sentence and brainstorming supporting sentences".

Teacher2: "supporting sentences".

Teacher 3: "Topic sentence and supporting sentences".

Teacher 4: "body (supporting sentences) but they find difficulty to write the three parts".

Teacher 5: "all parts of the paragraph"

The above answers show that the majority of teachers', state that the most difficult part of developing a paragraph for students' are the supporting sentences. In addition, they add that their students face problems in writing a good topic sentence. However, one teacher claims that all parts of paragraph are difficult to develop for many students as well. And one teacher doesn't give an answer. Thus, it is the result of teachers' limited time for further practice since; it is just one hour and half. Furthermore, Lack of reading and poor background of vocabularies is an obstacle that hinders their abilities.

Question Two: What are the common features of paragraph writing your students fail to develop (coherence, unity etc.)?

Teacher 1: "Coherence and unity"

Teacher 2: "Coherence and unity"

Teacher 3: "Unity"

Teacher 4: "Unity, coherence, accuracy"

Teacher 5: "Unity and coherence"

The majority of teachers claim that EFL students face difficulty to make their paragraphs coherent and unified. Moreover, many students fail to achieve cohesion and accuracy in their paragraphs. That is to say, this problem is a result of the absence of activities to practice writing, and the lack of attention during writing their paragraphs, or it may refer to the approach that teachers adopt.

Question Three: What are the most common errors that your students commit when writing a paragraph?

Teacher 1: "Grammar, punctuation".

Teacher 2: "Miss use of punctuation, grammatical mistakes".

Teacher 3: "punctuation, grammatical mistakes, ran on sentences, capitalization"

Teacher 4: "grammatical mistakes, paragraph form, capitalization, punctuation"

Teacher 5: "transition devices, punctuation, grammatical errors"

The results imply that, the most common errors that students make when writing their paragraphs are punctuation and grammatical mistakes. Besides, all this there are transition devices, paragraph form, and capitalization errors. This indicates that students are not able to formulate accurate sentences due to first language interference, misunderstanding of

grammatical rules, and students themselves are not motivated to produce the linguistic code of language.

Question Four: Which approach do you use in teaching paragraph writing? Explain?

Teacher 1: "The product approach and the process approach".

Teacher 2: "The process approach and sometimes product approach"

Teacher 3: "process approach"

Teacher 4: "process approach sometimes product"

Teacher 5: "product approach"

In order to make sure about the use of product approach most teachers declare that they use a mixture of approaches (process and product approach) toaccomplishstudents' needs. However, one teacher adopts the process approach because it trains students to write through gradual stages and gives them the chance to revise and edit their paragraph. In addition, it is interested in the content. Besides, one teacher supports the use of product approach in his teaching because this later gives the students the opportunity to pass along all the steps of writing with fewer errors and discover how ideas are organized and linked. Furthermore, one teacher did not give an answer.

Question Five: Do you provide model texts to your students to produce paragraph writing when using the product approach?

Teacher 1: "yes"

Teacher 2: "yes"

Teacher 3: "yes, write in the bored sometimes give samples for individual"

Teacher 4: "yes"

Teacher 5: "not all the time"

In the above answers, teachers claim that when using product approach they tend to give their students model texts because they respond to their instruction effectively. While, two teachers declare that they sometimes do. Thus, to make students familiarized with the structure and type of the given paragraph.

Question Six: Do your students move smoothly through stages of product approach?

Teacher 1: "yes, always"

Teacher 2: "sometimes"

Teacher 3: "all the time"

Teacher 4: "not very smoothly but they tend to go bit by bit through the stages"

Teacher 5: "yes they do"

This question aims to identify the effectiveness of stages of the product approach. Thus, the majority of teachers state that students go smoothly through the stages of product approach. This means that when they familiarized with the text then, feel controlled and guided by the teacher after that they start free writing effectively. In addition, following these stages helps them to achieve their goals and achieve their paragraph writing.

Question Seven: Do you think that product approach is an effective method to teach paragraph writing? Explain?

Teacher 1: "Sometimes"

Teacher 2: "yes".

Teacher 3: "Sometimes".

Teacher 4: "to a certain extent yes but the teacher has to use verity of approaches".

Teacher 5: "yes but not always".

Accordingly, teachers answer this question differently, teacher one indicate that the effectiveness of this approach rely on the type of the paragraph that students are dealing with. However, just one teacher claims that it is a useful approach. The other teachers believe that this approach is useful to a certain extent because it is not enough alone and students are just imitating other works Moreover, teachers have to use a combination of different approaches to fulfill student's needs.

Question Eight: If you were teaching paragraph writing through product approach what is your most important role?

Teacher 1: "Resource, evaluator and feedback provider".

Teacher 2: "Guider, feedback provider".

Teacher 3: "Corrector of mistakes".

Teacher 4: "To guide the students and help them to be free writers".

Teacher 5: "To act as a guide and corrector of errors".

The results shows that teachers play different roles in teaching paragraph writing through using product approach and the main ones is acting as a guide and correcting errors. Moreover, they evaluate, give feedback and source of knowledge. Thus, teachers play their roles to help students in developing their writing abilities and make them to write independently.

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3.2.4 Interpretation of the Teachers' Interview

The obtained results from the teachers' interview showed that most teachers give the same answers about the questions. The first three teachers answered the question one about the most difficult part of paragraph to develop for his students is the topic sentence and brainstorming supporting sentences and the other two teachers state that all parts of paragraph are complicated for his students. The difficult of topic sentence is because it should be well developed and organized to support single controlling idea. Moreover, a topic sentence should make the whole paragraph unified and give the reader a clear guidance how the paragraph is discussed. In addition, the topic sentence is more difficult because it determines the subject and unified all the paragraph content to a single topic.

The difficulty behind brainstorming supporting sentences refers to that student's lack of background information to express and expand the topic of the paragraph. Moreover, most students find difficulty to write supporting sentences in relation to the topic sentence. Usually, the majority of students suffer from the problem of first language interference with the problem of writing long sentences. Furthermore, students develop supporting sentences by talking around the topic and repeat phrases with neglecting the important points.

Teachers who indicate that all parts of paragraph are difficult this is because of EFL students still have problems to relate the ideas in a logical order with the misuse of cohesive devices. In addition, many students find difficulty to restate concluding sentences by repeating the same words in the topic sentence with conveying the same meaning and summaries different points in different way and words. Thus, this is a result of the student's lack of training and practices during the lesson since it are just two sessions in a week and lack of reading. However, the teacher's method plays a core role to enhance student's paragraph writing.

Accordingly, the second question refers to the common features of a paragraph that students fail to master. The majority of teachers claim that the majority of students face difficulty to achieve unity and coherence in their paragraphs. The reasons behind failing to achieve coherence is because of students did not use an outline and the absent using of transition words, of to make the sentences related to each other in a logical order and smooth way. In addition, the lack of transfer the key words with determiners, pronouns, and synonyms.

Moreover, teachers claim that unity and coherence is the most problem that most students encounter in their writing paragraphs. The main cause of less unified paragraphs is the use of irrelevant sentences that are not related to the main idea of the paragraph. This is a cause of students thinking about quantity rather than quality. Besides, achieving coherence is great challenges for teachers who diagnose their students fail. The main cause of students fail to create coherence refers to the students inability to relate sentences with each other in a smooth way. And this is because of absence of transition words, pronouns, repetition, and use of key words.

In the third question, teachers indicate that the main errors their students encounter while writing a paragraph are grammatical mistakes, punctuation, capitalization, paragraph form and run on sentences and cohesive devices. Thus, the main reasons of committing these problems are the lack of knowledge about the second language structure, the incorrect transfer of the mother tongue rules, and student's lack of practice paragraph writing.

The majority of teachers indicate that in teaching paragraph writing they adapt a combination of approaches such as product and process approach. Because, the product approach give more focus on the linguistic code and form of the language Moreover , this approach tend to emphasis on the final product and one possible draft. Similarly, the product

approach alone is not enough to accomplish students' needs and abilities. Thus, teachers should emphasis on students as active participant more than passive. While the process approach is more interested in content and its stages help students to improve their paragraph writing gradually.

Accordingly, the majority of teachers state that when they use the product approach they provide model texts for their students. On one hand, giving model patterns give students confidence to write effectively relies on basis. On other hand, model patterns help them to write quickly with less grammatical errors. Basically, teachers who use model texts help students to identify the structure and feature of the given text. This later makes students monitor their comprehension to write a paragraph flow to the common features. However, imitation is effective way to communicate some structures of the text easily. Furthermore, providing a model text can be used with large numbers of the class.

In this question, the majority of teachers declared that most students move smoothly through stages of the product approach because they studied all the steps of the writing process. First they get familiar with the sample .here, students study the model with the teachers and highlights its features. Second, controlled writing stage which is consists of controlled practices here students guided by the teacher. The third stage is the most important because ideas are organized. Finally, the last stage students write freely their paragraphs rely on the skills and vocabulary they learned.

Basically, most teachers agree that product approach is helpful to teach paragraph writing at a certain extent. Besides, this approach has some strength it has some weaknesses such as: does not teach students how to write independently and how to think. Moreover, this approach focuses on the form and correctness of grammar and lexical knowledge. So, this

approach is insufficient to fulfill paragraph writing objectives. Thus, teachers have to adapt combination of approaches to accomplish student's needs.

The last question the most teachers indicated that their main roles are summarized in the following points. Firstly, they act as a resource by providing model texts (paragraphs) in order to make students familiarized with the structures of the text (cohesive devices, vocabulary, grammar).Secondly, acting like an instructor by explaining different components of the paragraph and all the important information on the form used. In addition, students' write their paragraphs, the teachers' behave as guider to examine how students move smoothly through the stages of this approach. Finally, teacher plays the role of evaluating student's final draft by providing feedback and checking student's mistakes. Thus, teachers provide constructive feedback to develop student's accuracy and enhance their linguistic competence.

Conclusion

This chapter has presented the results collected by the two research tools used in this present study. Moreover, the analysis of students' questionnaire and teachers' interview showed that there is a controversy between students' responses and teachers' answers. In other words, students argued that the product approach is the most suitable one for developing paragraphs; however, teacher's demonstrated that they focus more on the process approach, and they sometimes use the product one in accordance to their experience and to students' needs. The fact that shows students interest in writing accurately without committing the common errors since the product approach emphasizes on this, on one hand. On the other hand, it presents teachers interest on the other approaches paying attention to the product one whenever it is necessary.

General Conclusion

The current study highlighted the investigation of using the product approach to develop EFL student's paragraph writing. It aimed at investigating teachers' use of product approach to achieving students' paragraph writing; as well, it attempted at providing teachers with insights about the importance of using the product approach in developing paragraph writing.Throughout this study, two chapters were designed as a theoretical work. On one hand the first chapter contained the definition of paragraph writing and its main parts, features and methods. On the other hand, the second one covered the product approach definition, stages advantages, and the main roles of the teacher through this approach. Furthermore, the third chapter is related to the practical and it is includes the description and analysis of students questionnaire and teachers interview.

Accordingly, the obtained results declared that students had positive attitudes concerning the product approach, arguing that it is an effective method to enhance their paragraph writing skills. Thus, many teachers focused on adopting a variety of approaches, arguing that it is not enough alone to enhance student's paragraph writing skill. And there is no an approach is more important than the other one.

In clearer words, teachers play an influential role in directing their students and creating a positive atmosphere to enhance student's paragraph written production. Moreover, teachers' role should be extended to determine the suitable approach that suits students' needs. So, to enhance students written production teachers should merge distinct of approaches and go hand in hand as an effective method in accordance to students' needs, abilities to increase paragraph written performance.

Recommendations

According to the previous chapter "student's questionnaire and teachers interview" and depending on the analysis of the results, there are several important recommendations and suggestions for further research:

1. Teachers should know how to help their students to include the three parts of a paragraph: topic sentence, supporting sentences, and concluding sentences. The ideas should be organized logically to keep the following of ideas.

2. As far as students prefer the product approach, teachers should integrate it in teaching paragraphs whenever necessary.

3. Teachers should give more focus on correcting their student's grammatical errors in order to facilitate their paragraph writing production.

4. The finding of this study showed that teachers should use a variety of approaches to enhance paragraph writing production.

5. Teaching students' paragraph writing through the product approach should be in accordance with their needs and abilities.

6. Teachers should encourage students to write inside and outside classroom since one hour and half is insufficient.

7. Teachers who adopt this approach should focus on practices.

8. Teachers should train their students to write new paragraphs through mimic a model text (paragraphs) and to teach them how ideas are arranged.

9.For further research, similar work is proposed to investigate the role of mixing approaches to develop written production.Besides; further research may be conducted to identify the effect of product approach to develop student's accuracy.

10. Teachers' of written expression should be aware of limitations of this approach and other approaches so that they would determine the best method to teach paragraph writing and suits students' needs'.

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Appendix 01

The Students Questionnaire

Dear Students

This questionnaire is a part of a master degree dissertation that is under the title "An Investigation of Using Product approach in developing EFL Paragraph Writing". We would be so grateful if you could answer the following questions which are designed to gather information about the effectiveness of the product approach in developing EFL student's paragraph writing. Please, mark (√) in the appropriate boxes or give full answer(s) whenever necessary.

Thank you for your contribution.

Section One: Developing Paragraph Writing

1) How often do you attend the written session?

Always ☐   Sometimes ☐   Rarely ☐   Never ☐

2) Which of the following four skills you find difficult?

Speaking ☐   Reading ☐

Writing ☐   Listening ☐

3) Do you think that your level in paragraph writing?

Good ☐   Bad ☐   Average ☐

4) Do you face difficulties in paragraph writing at the level of?

Sentence writing ☐   Paragraph writing ☐   both of them ☐

5) Have you been taught how to write a paragraph?

Yes ☐ No ☐

6) Is it easy for you to write a paragraph?

Yes☐   No☐

If no, because of:

a) Difficult topics given by the teacher

b) Organization of ideas

c) The type of paragraph

7) What is the most difficult element of paragraph to develop?

a) Topic sentence

b) Supporting sentences (details)

c) Concluding sentence

Why?...
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8) What is the feature of a good paragraph?

a) Coherence

b) Cohesion

c) Unity

d) Emphasis

9) What method of paragraph do you prefer to write? (You can choose more than one)

Cause and affect☐ Comparison and contrast ☐

Process ☐ Classification ☐

Analogy ☐ Descriptive☐

Narration☐ Examples and details☐

Opinion ☐ Extended definition☐

10) What kinds of errors do you often make when you write a paragraph?

Run on sentence ☐ Comma splice ☐ Misplaced modifier ☐

If others

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Section Two: Product Approach

11) Which one of the following do you prefer?

a) Imitate model patterns ☐

b) Follow writing process ☐

c) Free writing ☐

12) Have you ever use the product approach to develop your paragraph writing?

Yes ☐   No ☐

13) In your point of view, what is the most importantstage in the product approach?

a) Giving model patterns (familiarization) ☐

b) Encourage students by practice (controlled writing) ☐

c) Organization of ideas (guided writing) ☐

d) Free writing with the same pattern ☐

g) All of them ☐

Why?..
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                              ....

14) How do you see the product approach to teach paragraph writing?

a) Very useful ☐

b) Useful ☐

c) Not useful ☐

15) Does the product approach develop your paragraph writing?

Yes ☐   No ☐

16) Through this approach, is your teacher assistance makes you more competent to develop paragraph writing?

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17) Please, add any other suggestions

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Thanks for your collaboration

Appendix 02

Teachers Interview Questions

Dear Teachers

Interview is a part of master degree dissertation that entitled 'An Investigation of Using Product Approach to Develop EFL Student's Paragraph Writing'. Thus, it is designed to know about your attitudes to get deep information about the use of product approach to improve paragraph writing production in EFL classrooms.

1. What is the most difficult part of paragraph for your students to develop?

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2. What are the common features of paragraph writing your students fail to master (coherence, unity etc.)?

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3. What are the most common errors that your commit while writing a paragraph?

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4. Which approach do you use in teaching paragraph writing? Explain?

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5. Do you provide model texts to your students to produce paragraph writing when using product approach?

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6. Do your students move smoothly through stages of product approach?

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7. Do you think that product approach is helpful to teach paragraph writing?

Explain?…..………………………………….…………………………….……………………..……

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8. If you were teaching paragraph writing through the product approach what is your most

important

role?……………………………………………………………………………………………

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Thanks for your collaboration

الملخص

يعد التعبير الكتابي من ابرز المشاكل لدى الطلبة خاصة اذا كان الامر يتعلق بكتابة فقرة بلغة اجنبية كما هو الحال بالنسبة لدراستنا الحالية التي تهدف الى فحص عملية التدريس من خلال استعمال المنهج المنتج لتحسين مهارة الطالب في كتابة فقرة. ويهدف هذا العمل الى استنباط استعمال الاساتذة للمنهج المنتج لتطوير كتابة فقرة للطلبة و لتزويد الاساتذة بخلفيات حول اهمية هذا الاخير . ولتحقيق هذا الهدف اعتمدنا على وسيلتين للبحث هما : الاستبيان و المقابلة مع الأساتذة.

الاستبيان لطلبة سنة ثانية قسم انجليزية جامعة محمد خيضر بسكرة ويهدف هذا الاخير الى معرفة انطباع الطلبة حول مهارة كتابة فقرة وكذلك أراءهم بخصوص المنهج المنتج خلال عملية التدريس لتطوير اداء كتابة فقرة اما المقابلة مع اساتذة التعبير الكتابي فتهدف الى معرفة فعالية المنهج المنتج لتطوير كتابة فقرة. وكذلك دورهم خلال استعمال هذا المنهج .كما اوضحت هذه الدراسة على عدم اعتماد المنهج المنتج وحده و بضرورة اعتماد عدة مناهج حسب قدرات الطلبة