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**Improving Learners' Writing Skill via Implementing the
Product Approach**

A case study of Third year of the literary stream at Chohra Mohamed High
School-El Meghaier-El Oued

A Dissertation Submitted to the Department of Foreign Languages in Partial of the
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Dedication

This work is dedicated to my parents (Oum elkheir and Mebrouk) who helped and supported me from throughout my life.

It is also dedicated to my family and friends

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First I thank Allah, the Almighty who strengthened me to accomplish
this work.

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Abstract

The present study aims at describing and investigating the effects of the product approach in enhancing learners' writing ability. The aim then is to determine whether the learners' writing ability would be improved when teaching writing by implementing the product approach. Following a descriptive method, we could confirm the hypothesis that if teachers use the product approach, the students' writing achievement will be improved. In order to test this hypothesis, 88 students who represent third year at Chohra Mohamed high school have taken part in this study in addition to four teachers of English. We have analysed the teachers' questionnaire from which we get insights about the approach (es) used in teaching writing at Chohra Mohamed high school. In addition, we analysed the students' questionnaire. Moreover, we come up with a set of results, both teachers and students agree that writing is a difficult skill to be taught or learned. Product-oriented approach has proved to be an effective instructional approach to ESL writing classes.

List of Abbreviations

EFL: English as Foreign Language.

ESL: English as Second Language

L1: First Language.

L2: Second Language.

PA: Product Approach.

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General introduction

Writing is a form of communication that allows learners to put their feelings and ideas on paper, to organize their beliefs into convincing arguments, and to convey meaning through well-constructed text. In addition, according to Nunan (2003) "writing is physical and mental act, it is about discovering ideas, thinking about how to communicate and develop them into statement and paragraph".

There are a number of different approaches to the practice of writing skills both in and outside a classroom so; it is needed to choose between them deciding whether we want students to focus more on the process than its product, to study different writing genre or encourage creative writing either individually or cooperatively. Among these approaches the product one. Pincas (1982) sees writing as being primarily about linguistic knowledge with attention focused on the appropriate use of vocabulary, syntax, cohesive devices. She also sees writing as assisted imitation and adopts many techniques (substitution tables where learners respond to a stimulus provided by teacher however she comments that at the stage of free writing, students should feel as if they are creating something of their own

1-Statement of the Problem

Actually, writing is a skill that everyone needs and it is so difficult to tackle. Unfortunately, many learners ignore how to write a piece of writing. According to my experience as a learner of the English language, I realized that the third literary stream learners have difficulties in developing a written product. Despite the teacher's hard efforts, learners still find problems to write a coherent and clear paragraph. In addition, they have shown low results during tests and exams and they make a lot of grammatical mistakes. So, it is suggested that teaching writing via implementing the product approach will enhance the learner's writing skill.

2- Aim of the Study

This study aims to find out that the product approach can help learners to write effectively through giving a sample to follow.

3- Research Questions

This study attempts to answer the following questions:

- ✓ What is the product approach?
- ✓ To what extent could the product approach develop the learner's writing skill?
- ✓ Does this approach help teachers to teach courses of writing effectively?
- ✓ To what extent could the use of the product approach minimize the grammatical mistakes?

4- Research Hypothesis

The present research is based on one hypothesis that we will try to confirm through our dissertation. It is hypothesized that if teachers teach writing via integrating the product approach, this will gradually improve the learners' writing skill.

5- Methodology

5-1 The Choice of Method

The choice of method depends on the nature of the problem. This research aims at describing the way learners approach writing, the way they write in the classroom, their reactions to the written task given, their fear and experiences. On this ground, the method which fits the research aim is the descriptive method.

5-2 Data Gathering Tools

The questionnaire is considered as a data collecting tool since it has the power to provide us with useful information about a large population. It also has the advantage of not being time consuming.

5-3 Population and Population

The population targeted by this research is third year literary stream learners and teachers of English language at Chohra Mohamed high school in El meghaier-El oued. The number of learners is 88 and 4 teachers. Since it is a small population, it is considered as a sample.

6- Significance of the Study

This current study is significant for many reasons. First, writing is a crucial skill in learning and teaching process. Second, implementing the product approach in teaching writing is powerful means to enhance learners' writing skill. This research also can help researchers who are going to tackle the same topic.

7- Limitation

It is so difficult to get information from all secondary schools. In addition to time limitations.

8- Delimitation

This study is delimited to the low level of learners' writing skill. It is narrowed to third year literary stream at Chohra Mohamed high school on the academic year 2015/2016.

9- Structure of the Study

The thesis consists of three chapters distributed in two parts. The first Part is reviews relevant literature related to the issue under investigation and it is presented in two chapters. Chapter one discusses the main theoretical considerations relate to the issue of writing in English as a foreign language. Chapter two is mainly devoted to discuss the product approach in details.

The second part is the third chapter which presents the field work of the obtained results through the quantitative studies (questionnaires). It also provides the analysis of the

Students and teachers responses on the questionnaire on the light of which some recommendations are made.

Chapter one

Writing skill

CHAPTER ONE

WRITING SKILL

Introduction

Writing is a crucial skill in education generally and in EFL or ESL classes specifically. It is considered as a means of communication. It is also a complex process that needs an accurate selection of the suitable approach as well as recognizing the importance of certain issues such as grammar in the writing course. There are many points that will be discussed in details in this chapter among them the definition of writing ,writing and other skills, the approaches to teaching this skill and the different stages of the writing process.

1.1 Definition of writing

Simply, writing may be just using graphic symbols or reproducing in written form something which has been heard or read .It becomes more complex when it involves producing meaningful segments to carry a message in the language .Writing ,in Oxford Advanced Learners' Dictionary (1996),is explained as "the activity of writing or the skill of producing linear sequences of graphemes in time" .Likewise ,in the Cambridge Encyclopaedia of the English Language ,writing is seen as a graphic system used for communication as defined by Crystal (1995:257)most obviously writing is"a way of communication which uses a system of visual marks made on some kind of surface .It is one kind of graphic expression".

From the above definitions, writing is a means of communication and mechanical activity neglecting the cognitive processes .Accordingly, Nunan (1989) points out that writing cannot be just a pen and paper; in fact it is complex mental activity. In fact, writing is not taking a pen and jotting down one's ideas, it takes into consideration the mental activity which is the most essential part in the writing process .Another definition was given by

Crystal (1999:214) who stated that "writing is not a merely mechanical task, a simple matter of putting speech down on paper .It is an exploration in the use of the graphic potential of a language – a creative process- an act of discovery" .Writing is a form of expression which enables learners to communicate ideas, feelings, and different attitudes in a written mode. This skill can be an individual and social endeavor .As it is reported by Miller (2001)"even though the writing production is an expression of one's individuality and personality , it is important to remember that writing is also a social endeavor ,a way of communicating with people " (cited in Richards and Renanya ,2003:25)

Moreover Harmer (2007:4) defined writing as follows: "writing is a process - that is, the stages – the writer goes through in order to produce something in its final form. This process may, of course, be affected by the content of the writing, the type of writing and the medium it is written in ... this process has four main stages: planning, drafting, editing, and final draft". Richards and Schmidt (2002:529) agree with Harmer in the point that "writing is viewed as a result of complex processes of planning, drafting, reviewing and revising. That is to say, and the final product is the result of different stages and operations".

1-2 Writing and other Skills

1-2-1 Difference between writing and speaking

Even though writing and speaking are productive skills, they are totally different. That is why this part focuses on that .Consequently, Raimes (1994:14) points out that we learn to speak our first language without any instruction, while most people are taught how to write in their mother tongue given the complexity writing represents for them .He also claims that "speaking is spontaneous and unplanned, while writing is planned and requires people to take time when producing it" .So, speaking is natural while writing should be learned and taught. Other differences include the level of formality ,i.e., "writing is formal

and compact , while speaking is more informal , and uses phrases such as "you see", "what I mean ",etc.(Raimes ;1994:35).Besides ,speech is more simple in terms of connectors such as "and "and " but"which are used frequently , while in writing sentences are more complex when using connectors and subordinators .

In addition, other scholars state some other differences. Among them Brown and Yule (1983:28) who stated that " the elaborated and dense pack of information at the structure and the text level in written language ,i.e., the use of heavy grammar structures , connectors ,syntax ,etc. whereas spoken language is more simple and therefore less elaborated". Speaking has simple structures while writing has a complex grammar and syntax.

Some of commonly perceived differences between speech and writing are summarized by Hyland (2003:50) in the table below:

Writing	Speech
More subordinations and passives.	More hesitations, interruptions, and self-
Longer sentences.	corrections.
More explicit coding of logical relations.	No spelling and punctuation conventions.
Less modal modifications.	Relies and gestures and paralanguages.
Structurally elaborate, complex, abstract and formal.	Concerte, fragmented , informal and contex-dependent .
Characterized by monologue.	Characterized by turn-taking.

Table 1: The differences between speech and writing (Hyland, 2003)

Even writing and speaking are productive skills; they are different in many points.

1-2-2 Writing and Reading

"The more you read, the more you learn. The more you write, the more you develop"

John Hewitt (cited in Dianne, 2006:7)

Writing and reading are two crucial academic skills that everyone needs. They have a very close relationship. Reading helps writers assimilate stylistic choices, tones, structures, grammatical features, markers of cohesion and coherence which help students improve their writing. Accordingly, Thomas (1976) claims that: "a significant relationship existed between writing achievement and the amount and variety of reading experiences". Differently stated, there is a considerable relation between the two skills so that the more the student reads the more he/she improves his/her writing ability.

Moreover, Tierney and Pearson (1983) claim that "reading and writing involve similar, shared, linguistic, and cognitive elements". Readers and writers follow the same stages, they plan, draft, revise, and monitor as they read and write. From another perspective, reading is an important tool to evaluate the written production. When the writer reads his text carefully, he finds out and corrects problems in grammar, word choices, structure and other aspects of language. Reading enables writers to produce a good piece of writing from the point that it helps them to identify mistakes in the written text.

1-3 Elements of the Writing Skill

Writing in English is so complex, it should follow some criteria. Accordingly, Starkey (2004) stated that an effective piece of writing should consist of organization, clarity coherence, word choice and mechanics.

1-3-1 Organization

Organization is the first step in the writing process. Starkey (2004:2) points out that "the direction and purpose you get from organization helps your reader to believe what you are saying and to willingly follow your lead" .the main objective of organisation is to make readers interested with what the writers wrote. In this step, information should be prearranged carefully in order to direct writers in the writing process.

In the same vein, it includes some techniques such as brainstorming and free writing which are called the pre-writing technique. These techniques are valuable elements since they contribute in the development of the written composition.

1-3-2 Clarity

Any piece of writing should be clear because writers do not write for themselves, they write to others. It also should be readable in order to make it easy for readers to understand the message. In the same perspective, Starkey (2004:15) stated that there four elements to make writing accurate.

- Eliminate ambiguity: all words and sentences in the written text should be clear in order to help readers recognize what is written.
- Powerful, precise adjectives and adverbs: Writers should choose the appropriate words according to the context.
- Be concise: Starkey (2004:15) claims that "There are two equally important approaches to more concise writing: eliminating unnecessary words and phrases, and using the active (as opposed to passive voice) whenever possible". In other words, learners should avoid the unnecessary elements.
- Avoid unnecessary repetition: learners should not repeat information and ideas.

1-3-3 Coherence

" Coherence is perhaps the single most important element in any kind of writing" Murray & Hughes (2008:45). The ideas of the written text should be connected logically. They also should stick together; the idea is related to the previous and the following one. Coherence plays a major role in producing a good piece of writing; it enables readers to understand the text and evaluate it.

1-3-4 Word Choice

In the writing process, learners have to choose the appropriate items since it shows the learners' style. According to Starkey (2004:22) there are two aspects the learner should consider while choosing the words: denotation and connotation. The former is "literal meaning of the word" and the latter involves emotions, cultural assumptions, and suggestions. Learners should choose the correct words and use them in their context.

1-3-5 Mechanics

Mechanics refer to the conventions of writing and include spelling, grammar, punctuation, capitalization, and paragraphing. The accurate application of these mechanics makes writing easier for readers. Accordingly, Brooks and Penn (1970: 20) states that "For one thing, in writing, we must understand the structure of the language, what the parts of speech do, how the words relate to one another, what individual words mean, the rules of grammar and punctuation". Learners should respect the grammatical rules and use the capitalization in the right way. It is necessary for specific words and to start sentences. They also have to use proper punctuation because it makes their written composition more polished, technically accurate and easy to be understood.

1-4 Approaches to Teaching Writing

A number of approaches have emerged after the 1960's to develop practice in writing skill both in classroom and outside. Applying one approach or another depends on what learners are supposed to do: Whether teachers want them to focus more on the final product than its process, or they want to encourage creative writing, either individually or cooperatively, whether to study different genres(Harmer.2004) Only three approaches will be discussed ;the process approach ,the genre ,and the product one which will be described deeply in the second chapter .

1-4-1 The Product Approach

The product approach is one of the approaches that used to teach writing skill. It focuses on the final product or produced composition as its name indicates. This approach emphasizes the study of model text to make learners aware of grammatical aspects through imitating the model text. This approach has four stages as it is described by Richards (2003: 3-4):

1-Familiarization: Learners are taught certain grammar and vocabulary usually through a text.

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

3-Guided writing: Learners imitate model texts.

4-Free writing: Learners use the patterns they have developed to write a new composition.

From another perspective, White (1988:5) points out that the model based approach is as follows:

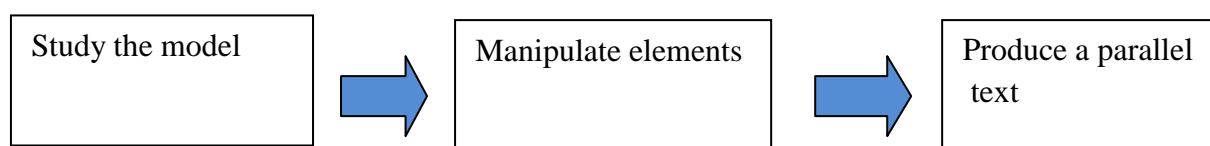


Figure 1: The Product Approach Stages (White, 1988)

The first stage is the model text which should be studied from different points such as grammar, content, and sentence structure. The second step is changing words according to the given topic. The last one is to write a text seems like the imitated one with different elements.

1-4-2 The Process Approach

The process approach considers writing as a creative act which requires time and positive feedback to be done well (Kroll, 1990). In the writing process, the teachers find themselves required to smoothly alter their roles from being the source of knowledge to a facilitator of learning. The teachers also should encourage learners to emphasize on both the content of what they write and how to produce it. Furthermore, Raimes (1985:229) suggests that "the process that produces is not linear at all, instead it is recursive". In other words, learners pass through a number of stages in order to write a full comprehensible production.

In the same point, Murray (1992: 16) defines this approach in the following terms:

"The process-oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning.

This teaching approach concludes with editing as a final stage in text creation, rather than an initial one as a product-oriented approach. The process-oriented approach may include identified stages of the writing process such as: prewriting, writing and re-writing. Once the rough draft has been created, it is polished into subsequent drafts with the assistance

of peer and teacher conferencing " .

The process approach makes the student more creative, imaginative, purposeful, interested in writing on different topics, and personal in their writing. That approach also focuses more on the content rather than on the form (Steele, 2004). In addition, it gives more importance to the stages involved in the process .In fact; there is no agreement on the definite number of the stages that characterize the writing process. But the most known five stages are prewriting, drafting, revising, editing and publishing.

1-4-3 The Genre Approach

The genre- based approach can be regarded as an extension of the product approach like product approach ,genre approach regards writing as predominantly linguistic but unlike product approach , it emphasizes that writing varies with social context in which it is produced .This approach is especially appropriate for students of English for specific purposes that is why it has been called ‘English for academic purposes approach ’. According to Harmer(2001:258)“In a genre approach to writing learners study texts in the genre they are going to be writing before they embark in their own writing ” . In other words, learners are provided with a typical model text before they start writing their own composition.

Another explicit description of the genre approach is proposed by Swales (1990:58) who defines it as:

A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for genre. This rationale shapes the schematic structure of the discourse and influence

constrains choice of content and style.

In other words, to become competent writers, students need to acquire discourse knowledge about the different purposes and writing forms as well as knowledge about the topics.

1-5 Stages of the Writing Process

Any piece of writing requires some thoughts before committing pen to paper. Writing was one of the language skills examined as early as the seventies. Researchers were interested in the common steps and strategies undertaken by successful writers. They highlighted a number of them with different appellations. Those steps were grouped under five stages, each comprising several strategies (Frederick, 1987): the pre-writing stage, the drafting stage, the revision stage, the editing stage and the publishing or presentation stage.

1-5-1 Prewriting

Prewriting is a successful technique to explore and develop the learner's ideas. According to Gallo (2001) who notices that there are many useful strategies included in prewriting that make the learner approach their writing and develop their ideas such as; brainstorming, free writing, asking questions, mapping, journaling and listing. Similarly, Zamel (1982, cited in Nunan, 1995) argues that skilled writers spend much time in planning but unskilled writers do not follow this stage. As already mentioned, this stage comprises several strategies such as brainstorming and planning.

1-5-2 Drafting

William (2006:33) points out that drafting includes putting ideas on paper and exploring new ideas. Drafting strategies include:

- Identifying the most important ideas generated by prewriting activities and elaborating on them.
- Using the identified audience and purpose for writing to guide the creation of a draft
- Additional conferencing with instructor and peers to refine and clarify ideas.
- Considering various ways of organizing ideas, depending on purpose and form, such as: chronological or step-by step arrangement of ideas by time or sequence, order of importance, comparison and contrast, cause and effect, problem and solution, or pros and cons.

In this stage, students should not focus on grammar, spelling and punctuation because they can correct their mistakes during the following stages, but they should emphasize on how to put down ideas or thoughts on paper.

1-5-3 Reviewing/Revising

Revising is the third stage after drafting. Which means revising what the student have written to rearrange the written draft by revising the content, also the structure if it is organized or not and the mechanics such as spelling, grammar, punctuation. In this stage, learners' revision is finished when students feel that their writing is correct. Similarly, Galko (2004: 75) sees that reviewing must be done with four basic steps which are:

- Read your paper very carefully and very critically as if you were the intended audience.
- Content revision checklist.
- Decide what needs to be done.
- Make the needed changes.

In other words, in this stage students should read their first draft and look for problems in terms of spelling and grammatical mistakes. Moreover, they should check the appropriateness of the

words. Once students have all the words, sentences, and paragraphs organized, they are ready to move on to the editing phase of writing.

1-5-4 Editing

Editing is the fourth stage that includes sentence structure, subject-verb agreement, wordiness, punctuation, and word choice. Johnson (2008:167) defines editing as follows:

" Basically 'editing' means making your piece as reader-friendly as possible by making the sentences flow in a clear, easy-to read-way. It also means bringing your piece of writing into line with accepted ways of using English: using the appropriate grammar for the purposes of the piece, appropriate punctuation and spelling, and appropriate paragraphing".

In this stage, students read for conventions rather than content. It also involves correcting errors in sentence structure, usage, spelling, punctuation, and capitalization.

1-5-5 Publishing

Publishing is the final stage in the writing process which involves sharing or publishing the student's writing to the teacher. Accordingly, Harmer (2004:5) describes publishing as final version in how students produce their final writing. Similarly, Johnson (2008: 199) states that publishing is "Having an audience responds to your writing makes it comes alive".From another perspective, in this stage students have edited their draft, making the necessary changes and send their final written text to the teacher.

The writing process can be summarized in the following:

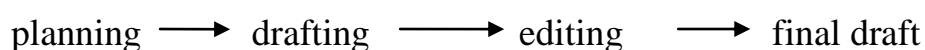


Figure 2: Stages of the Writing Process (Harmer, 2004:5)

Harmer (2004:5) stated that however, there are two reasons why this diagram is not entirely satisfactory .In the first place, it tells us little about how much weight is given to

each stage, but, more importantly, by suggesting that the process of writing is linear it represents the way in which the majority of writers produce written text. The process of writing is not linear, as indicated above, but rather recursive. This means that writers plan, draft, and edit but then often re-plan, re-draft, and re-edit. In other words this process is recursive so the student can finish the written text then return back to the first stage which is prewriting. Other scholars such as Flower & Hayes and Perl (1980) agree with Harmer in the point that writing is not linear but recursive (i.e. the writer comes back to various stages) as shown in the following figure:

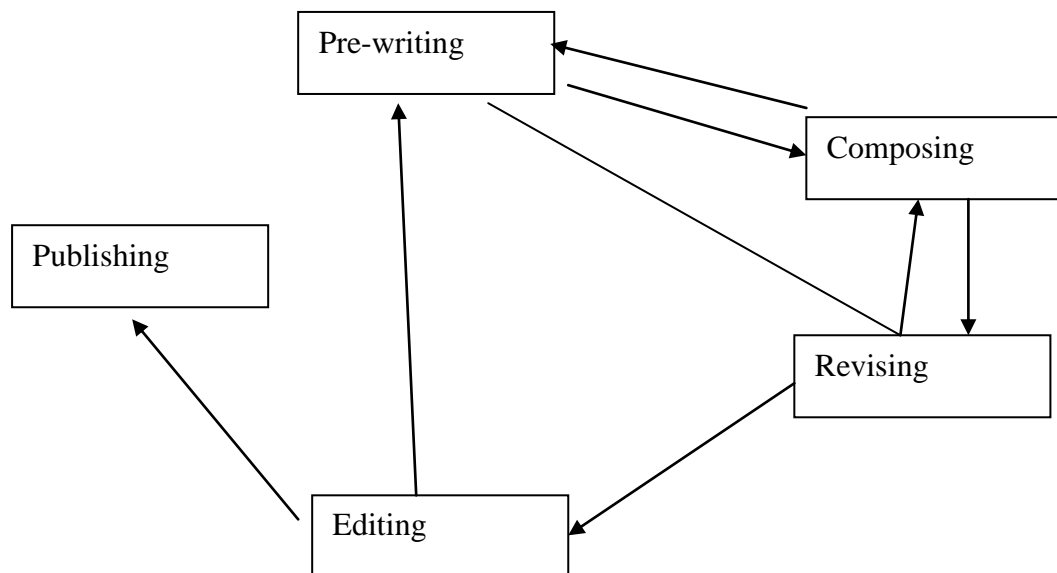


Figure 3: The process of writing (Perl and her successors, 1980:43)

1-6 Writing as a Social and Cultural Phenomenon

Writing is like the other skills can be viewed from different perspectives social and cultural ones.

1-6-1 Social Aspect of Writing

Weigle (2002:19) claims that "the physical act of writing is sometimes thought of as mainly the result of cognitive effort on the part of an individual writer. Indeed, the

traditional approach to writing assessment has been to focus primarily on the cognitive aspects of writing. However, it is important to view writing not solely as the product of an individual, but as a social and cultural act". In a similar vein, writing has been as product of both individual and social act. Moreover, Hamp-Lyons and Kroll (1997:8) (cited in Weigle, 2002:19) point out that 'writing is an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience'. In other words, students' writing depends on the intended audience and context.

In addition, writing as social phenomenon has been discussed by many researchers such as Sperling(1996, cited in Weigle,ibid)who notes that writing, like language, is a meaning-making activity that is culturally and socially shaped .From this perspective, writing is similar to language from the point that they are considered as social activities. Much of the current studies on academic writing in English focus on the social aspects of writing. Among these researches those of Hayes (1996:5) who states:

Writing is also social because it is a social artefact and is carried out in a social setting .What we write ,how we write ,and who we write to is shaped by social convention and by our history of social interaction ...The genre in which we write were invented by other writers and the phrases we write often reflect phrases earlier writers have written. (cited in Weigle, 2002:19)

Differently stated, writing involves much more than learning the grammar and vocabulary of the language. It may involve social aspects which influence the choice of the writing genre.

1-6-2 Cultural Aspect of Writing

Culture is commonly defined as a set of rules and patterns shared by a given community. Specialists claim that every language is rooted in the culture of its speaking

community. Thereafter, discourse and writing are believed to be embedded in culture as pointed out in Rivers (1968: 315) “Language cannot be separated from the culture in which it is deeply embedded”. The teacher has to draw his/ her students’ attention to the cultural implications of language learning, and language using whether in speech or in writing. It is believed that learning to understand a foreign culture helps students use words and expressions more appropriately. Now, culture in foreign language learning has become an important field of research.

Researchers have shown that students from different cultures have different types of background knowledge, which influences communication. As far as English writing is concerned, the following review of research works highlight some important findings. Cultural differences that exist between languages affect students’ interpretation and comprehension of reading texts and written products (cited in Bouyakoub, 2012).

To summarize, the writing skill is considered as a social and cultural act, so that acts of writing cannot be looked at in isolation but must be seen in their social and cultural context.

1-7 Effective Writing

The teaching of writing is a complex subject since the writing skill is a complex activity in which the writer has to master different variables simultaneously. Accordingly Nunan (1991: 37) stated that successful writing involves:

- Mastering mechanics.
- Mastering and obeying conventions of spelling and punctuation.
- Using the grammatical system to convey one’s intended meaning.
- Organizing content at the level of paragraph and the complete text to reflect
given/new information and topic.
- Polishing and revising one’s initial efforts.

- Selecting an appropriate style for one's audience (cited in Bouyakoub, 2012:43)

In other words, students should master several skills in order to be effective writers. These skills are grammar, spelling, style and other conventions.

1-8 The Importance of the Writing Skill

Writing is an important skill that everyone should master. It is needed for the sake of learning and communicating.

1-8-1 Writing for learning

Writing is needed to learn how paragraphs and essays are constructed. Learners also require this skill to answer questions after a reading passage, or to write a composition on a given topic. The purpose of teaching writing is to teach the writing of research papers, reports, essays. In addition, writing can be a way to support academic learning because of many reasons, as has been stated by Harmer (1998, 2004) writing help to:

- Reinforce language use and enhance understanding and memory, mainly when the writing assignment is given shortly after a vocabulary or a grammar lesson.
- Allow learners create and modify meaning through the manipulation of forms.
- Develop learners' ability to think explicitly how to express thoughts and organize ideas in accordance with the reader's expectations.
- Enhance learning strategies through individual, pair or group work.
- Urge learners use dictionaries and grammar books as they focus on accuracy while writing.
- Develop learning experience as learners go through mental activities in order to write.
- Make learners think as they write; they develop their language and resolve problems which writing poses. To sum up, writing is the skill that learners need to express their thoughts. It also encourages them to acquire vocabulary.

1-8-2 Writing for communicating

Writing is basically a communicative activity. People communicate with other by written messages and e-mails. Accordingly, Raimes (1983) sustains that writing should be primarily a means of communication. Differently stated, this skill is considered as a way of interacting with others. Harmer (2001) also notes that when teaching productive skills either writing or speaking, we should do with a communicative goal, and so, activities with no communicative ends are not of productive skill category. So, writing has to fit the given purpose and audience. Writing is crucial skill so that it should be learned and taught effectively in order to communicate effectively.

Conclusion

From the review of literature, one can deduce that writing is a difficult and a complex skill that requires the mastery of organizational devices and conventional writing mechanics in order to be effective and successful in writing. Learners have to be taught this skill because of its importance for their language learning, for their language use and their future prospects at university or for their future job and career. This is why writing has to be carefully taught, keeping a balance between accuracy and fluency. Moreover, writing is a tool of practice and reinforcement of grammatical and lexical patterns .So, both teachers and learners need to know the necessary knowledge that would make the teaching of the writing skill easier. This can be realised by implementing the product approach that will be discussed in the second chapter.

Chapter two

The Product Approach

CHAPTER TWO

THE PRODUCT APPROACH

Introduction:

In many countries, teaching English writing and its instruction have been the main interest of researchers and teachers. In the same perspective, there are a number of approaches that are applied in English classrooms .Some of them focus on the writing process itself such as the process approach while others like the product approach that focuses on the final draft .

This chapter introduces a historical view about the product approach, what is it, its stages and limitation, and the major differences between the process and the product approach.

2.1. Historical View about the Product Approach (PA)

The product approach is dominated from the mid 1940's to mid 1960's and still in use .White (1988:5)states that the model based approach or in other words the product-oriented approach is:

Study the model → Manipulate elements → Produce a parallel text

Figure 4: Model based approach White (1988)

In other words, students should first study the text from different angles such as grammar, syntax, thesis statement, and other aspects of language. Then they should imitate the model with some changes in order to produce a text that is similar to the given model. The product based writing is also called the controlled to free approach. In the 1950's and early 1960's the audio-lingual approach dominated second language learning which emphasizes speech and writing through mastering grammatical and syntax forms

(Raims,1983)(cited in Chelli.S,2012:74).Similarly, the product approach sees writing as process that proceeds from the controlled to free stage.

2.2. What is the Product Approach?

The product approach is one of the practiced approaches in EFL/ESL classes.The product-oriented approach to the teaching of writing emphasizes mechanical aspects of writing, such as focusing on grammatical and syntactical structures and imitating models. According to Tribble (1966)"with the product approach, teachers focus on presenting authoritative texts for students to imitate them as models".As it stated above, teachers of ESL/EFL who use the PA while teaching writing introduce a model text then students merely imitate some simple sentences to get familiarity with the content. They also copy and transform the models into a new essay to be as perfect as the one that they have imitated by focusing on the correct language (grammar and syntax).

In this approach correction is the major type of response that teachers provide for a piece of writing. Teachers view students' text as a final composition. Accordingly, Nunan(1991:88)points out" the major function of writing is to produce text for teachers to evaluate ,not to communicate meaningfully with another person".In other words, the product approach is concerned with "correctness" .Moreover, it fails to recognize the contextual dimensions(to whom they write and why)

Product-oriented approaches to writing largely concern the forms of the written products that students compose. The writing exercises that are applied in this approach deal with sentence-level writing and paragraph-level organization. Students are often given a framework which illustrates a pattern of rhetorical organization; then, they are asked to fit

their ideas into this framework (model). Both the content and the form which the students deal with are highly controlled by the teacher. Since the main focus of these approaches is on written form, grammar is emphasized and errors are particularly avoided.

In addition, Nunan (1999) calls this approach as bottom-up processing, for it commences from the detached elements of the target language. On other hand, White (1987: 265) considers the goal of product writing as "...to go beyond sentence level manipulation to the production of paragraphs and subsequently of multiple compositions" (cited in Saihi.H.2014:78). In this type of writing the main focus is on the linguistic accuracy rather than fluency and the context is largely neglected.

Based on the principles of this approach, EFL/ESL students who are asked to write a paragraph or an essay are expected to imitate a given text. Generally, the emphasis of product writing instruction is on the final composition rather than on the process of writing that the students follow. Accordingly, writing has evaluated in terms of the knowledge about the structure of target language. Moreover, writing is developed as a result of imitating the input that the teacher provides in the form of written texts (Badger and White, 2000) (cited in Saihi.H.2014). Hence, writing is viewed in EFL writing class as a production of attaching imitated sentences, paragraphs and essays.

The controlled to free approach enhances students' writing since it emphasizes on the linguistic aspects.

2.2.1 Writing as Sentence-Level Structure

In the product approach, readers should act as teachers an examiner or editor. Accordingly, Kroll (1997) claims that "the reader's main interest is not in the quality of ideas or expressions, but in the correct use of formal linguistic features". Differently stated, readers focus on the linguistic knowledge of language and neglect the ideas. This approach

view writing as a means of teaching grammatical accuracy. Hyland (2003) points out that "foreign or second language writing mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of text". In other words, the main emphasis of the PA is the linguistic knowledge.

Furthermore, Pincas (1982:91) stated that the focus on this approach is on the sentence-level structure. It includes copying and substitution exercises which make learning of sentence structure easier for learners. They are exposed to a model text then asked to imitate it with regard to the structures. Hyland (2002, 2003) agree on the point that syntactic complexity and grammatical accuracy are the most effective criteria of good writing. Any piece of writing should be grammatically and syntactically correct.

2-2-2 Writing as Discourse-Level Structure

In this approach, texts are considered as discourse. It also view functions as a means of reaching the purpose of writing. These functions are performed according to the language forms. Hyland (2003:6) claims that "student can be taught the functions most relevant to their needs". Teachers should teach their students what fit their styles and needs. The aim of the product-oriented approach is to allow students to write various types of texts. This may happen by analysing a text then create another one that is similar to the imitated one.

2-3 Stages of the Product Approach

Hyland(2003) indicates that there are four stages of the product approach which are as follows:

2-3-1 Familiarization (Stage One)

In this stage, students are exposed to a model text, and their task is to select grammar or lexical points. The model text may have been specifically contrived to illustrate

grammar points on which the instructors aim to focus. Students study model texts, and then the features of the text are highlighted. For example, if a student reads a story, the focus may be on the techniques used to make the story interesting, and students focus on where and how the writer employs these techniques. Moreover, in this stage, the instructors' role is to raise students' awareness and to activate their prior knowledge. They also involve their students to read and to discuss the text sample. They may ask them to do activities, and they may highlight specific language features. Thus, the instructors make the students build an awareness of the common features of text by talking about its organization and its language structure.

2-3-2 Controlled Writing (Stage two)

Students practice using grammar and vocabulary drills which are the focus of the lesson, and substitution tables might also be used in this stage. This stage consists of controlled practice of the highlighted features, usually in isolation. If students are studying a formal letter, they may be asked to practice the language used to make formal requests; for example, practicing the structure of "I would be grateful if you would...". Hence, this structure must be used in the produced text.

2-3-3 Guided Writing (Stage three)

Students practice writing longer pieces at the levels of paragraph and essay using the target grammar and vocabulary. At this stage, form, usage and meaning are still instructor- controlled. This is the most important stage where the ideas are organized. Those who favour this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language. It is considered as an essential stage to a balanced curriculum. It provides an additional supported step towards independent writing. Accordingly, students are supported during the different stages of the writing process. They can improve their writing and work with increasing independence.

Guided writing is a leading stage in a product-based writing instruction, and it enables the instructor to tailor the instruction according to their students' needs.

2-3-4 Free Writing (Stage four)

The instructor allows the students to write with much more freedom although the focus is still on form and usage. This is the final product of the learning process, and students choose from the choice of similar writing tasks to show that they can be fluent users of the target language. They individually use grammar and vocabulary structures that they have been taught to produce their texts. Typically, the final text will be corrected for accuracy by the teacher and handed back with a short comment. A careful look will reveal the PPP (present, practice and produce) methodology of these stages. Shortall (2006) stated that the use of PPP can be considered another common link between product approach and Audio-lingualism.

2-4 The Product Approach vs. the Process Approach

" One of the most controversial aspects of writing pedagogy has been the tension between process and product approaches to the teaching of writing".Nunan (1999:272)

The product-process debate has always been one of the most important issues in the teaching of writing. It concerns whether the teachers should focus on the writing process or on the correct final product.

2-4-1 Principles of the Product Approach

Writing in the mid-1960s was closely related to literary study, and writing meant "responding in writing to literary texts"(Kroll 1991: 245). At a more advanced level, very little time was devoted to teaching writing on its own. However, teaching writing at

that time meant “correcting papers”, because the time allocated to writing was after students’ papers had been written. Kroll (246) summarises the steps of this approach as follows:

- The students are taught to write according to fairly rigidly defined principles of rhetoric and organization which are presented as rules for writing.
- The teacher gives a reading text for classroom discussion, analysis, and interpretation.
- The teacher requires a writing assignment (accompanied by an outline) based on the text.
- The teacher reads, makes comments, and criticises the papers of the students before beginning the next lecture.

These practices had taken place under an approach called “the traditional paradigm” or the “traditional approach”; but it came to be widely known as the “Product Approach”, because it was concerned with the finished written product, and not in the ways it was generated (Kroll 1991, Nunan 1995). The Product Approach emerged from “the marriage of Structural Linguistics and the behaviourist learning theories of second language teaching” (Hyland 2003: 3), and was principally based on a controlled composition model.

Accordingly, Silva (1990: 20) explains that the principles of the Product Approach were derived from Controlled Composition which “focuses on the lexical and syntactic features of a text”, and Current-traditional Rhetoric which “focuses on discourse-level text structures.” According to Hairston (1982), advocates of this approach believed that a writer knows what s/he is going to write before s/he writes. Hyland (ibid: 3) summarises the principles of the Product Approach in the following points:

- It encourages a focus on formal text units or grammatical features of texts.

- It views writing as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher.
- Writing is viewed as an extension of grammar- a means of reinforcing language
- patterns through habit formation and testing learners' ability to produce well-formed sentence.
- The writer in the Product Approach is supposed to have a high degree of "linguistic knowledge and the vocabulary choices", and to master "syntactic patterns" and "cohesive devices that comprise the essential building blocks of texts."

Young (1978: 31 cited in Pett 1987: 48) describes the Product model as traditional, stressing the product of writing rather than the process of composing. Writing is further seen as a linear process progressing from pre-writing to writing and re-writing" (Hairston 1982: 78 cited in Pett 1987: 48).

2-4-2 Principles of the Process Approach

Teaching writing in the traditional paradigm focused only on the final product, creating misconceptions and false impressions about how this product is generated. Taylor (1981) argues that writing is more complex than it seems; it is rather a process of discovery and a tool for making meaning. Therefore, according to Friedlander (1990: 110)"traditional approaches to writing, such as modes of discourse or grammar-based approaches" are seen mainly from process adherents as obstacles to learning writing. Such approaches make students emphasize on grammatical accuracy and imposed formats right from the beginning of the writing process.

Significant studies started by the end of the 1970's and the beginning of the 1980's. Krapels (1990: 38) suggests studies by Zamel (1976) and Raimes (1979) who

proposed “treating L2 writing as a process in the L2 classroom”. Writing is no longer considered the “straightforward plan-outline-write process that many believe it to be” (Taylor 1981: 5-6). This shift from the Product Approach to the Process Approach was mainly due to “a change in first language composition methodologies motivated by a shifting paradigm in L1 composition teaching” (Kroll, 1991: 246).

Research in process writing began with the assumption that “a writer’s product is presented in lines”, but “the process that produces it is not linear at all. Instead, it is recursive” (Raimes 1985: 229). Moreover, the process approach “provided a way to think about what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, grammar). The Process Approach acknowledges that writing is a complex process, in the sense that a writer must locate a subject, generate details, find a personal attitudes toward the subject, define an intended audience, select appropriate organizing strategies, and revise for greater clarity, appropriateness to attitude, and impact on the audience (Gebhardt 1980: 71-72). In addition, the Process Approach seeks to make students perceive problems in their own writing and make accurate decisions about revision (Rubin 1983: 373).

Spack (1984: 651) summarises the features of the Process Approach in the following points:

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

product adapts the goals of the writer to the needs of the reader.”

The Process Approach is very inclined towards learner-centred teaching. The students are involved actively all along the process. Johns (1990: 26) argues that the students are involved actively in:

- Preparing writing through invention and other prewriting activities
- Revising their papers at the macro levels, generally through group work,
- Postponing concerns with error correction of the sentence-level until the final stage (editing). Grabe and Kaplan (1996 cited in Brookes and Grundy 1998: 9-10) consider that the Process Approach is characterised by:

- Self-discovery.
- Meaningful writing on topics of importance to the writer.
- Writing as a goal-oriented and contextualised activity.
- Invention and planning strategies.
- Multiple drafting with feedback between drafts.
- A variety of feedback alternatives provided by peers, the teacher, or through evaluation strategies like conferencing.
- Content information and personal expression as more important than final grammar and usage.
- The ability to move forward or backward in the stages of the process as often as
- necessary.
- The development of students’ awareness of the process of writing and the concepts of audience, purpose, and making plans.

2-5 Characteristics of the Product Approach

Generally, the product approach is over used by teachers because of its advantages and characteristics. Accordingly, Hunter, W.J and J .Begoray (1990) (cited in Sarala et al, 2014:793) point out:

- This approach focuses on linguistic aspects (syntax, grammar, word choice and cohesive devices).
- Organization of ideas is more important than ideas themselves.
- Imitate model text by manipulating some elements of this model.
- More focus on the final product rather than the process of writing.
- The PA helps students in terms of reducing grammatical mistakes.
- The writer in the Product Approach is supposed to have a high degree of linguistic knowledge and to master syntactic patterns.
- A high priority is given to correctness, style, usage, and grammatical accuracy (Young 1978, Spack 1984).
- In this approach, the teacher's feedback plays a major role in terms of correcting the mistakes of their students.
- It emphasizes on rhetorical drills and substitution tables as well as on forms method.

2-6 Limitation of the Product Approach

There are many scholars who criticise this approach from different perspectives. In this orientation, teachers focus only on the grammatical and mechanical errors and neglect the students' writing. It also focuses on accuracy rather than fluency and neglects the students' own freedom to write or communicate. As it is a product-based, this method seems not to highly value the inner mechanisms that students manipulate to end up writing

correctly. Rather, and depending on the already set objective, what is more required and evaluated is the final production.

The Product Approach was attacked on the basis that it was uncertain that “error correction and grammar teaching” could effectively help learners to improve their writing (Hyland 2003: 12) and that it “engenders complacency, fails to acknowledge the complexity of the writing process, and leaves no room for a critical examination of ideas” (Yarnoff 1980 cited in Spack 1984: 654). Sommers (1980 cited in Spack 1984:654) adds that the Product Approach represents writing as a linear process, “proceeding from pre-writing to writing, and does not incorporate the concept that thinking occurs in every stage of the process”. One of the main weaknesses of the Product Approach was its ignorance of the psychological implications.). Overall, the Product Approach was criticised for its principles derived from Audio-lingualism and its stress on grammar and habit formation. It concentrated on the development of the grammatical competence, and almost excluded other components like content information and thinking skills (Mohan 1979, Tarone and Yule 1989).

In addition, Brakus (2003) criticises this orientation from the point that it is a teacher-centered approach because the teacher becomes the one who control the process of writing. Another criticism of Prodromon (1995) argues that the product approach devalues the students’ creativity. The students in this approach just imitate model texts. This orientation gives a little attention to the audience and purpose.

Conclusion

In this chapter, we have introduced and defined the product-based approach in relation to the teaching of writing. Firstly, we have clarified the circumstances and causes of the emergence of this orientation in the historical overview of the product approach. Then, we have defined this approach by giving a collection of definitions of different authors followed by explanations, clarifications and comments made by others. Moreover, this chapter presented the different stages of the product approach which help aiding the actual practice of writing. We have also introduced the differences between the product and the process approach as well as the characteristics and the limitation of this approach.

Chapter three

Analysis and Interpretation of the Results

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF THE RESULTS

Introduction

The current chapter is devoted to the analysis of both students' and teachers' questionnaires. It is divided into two sections; the first one will deal with the students' questionnaire and the second section is devoted to the analysis of the teachers' questionnaire. The analysis of the students' questionnaire will help us to know the students attitudes about the writing skill and to what extent the product approach can help them to improve their writing. Moreover, In addition, the obtained results from the teachers' questionnaire will help us to encounter the difficulties and weaknesses that students face when they write their composition. This section also enables us to know to what extent the teachers use the product approach and how this approach help teachers of English simplify writing skill to students.

3-1 The Students' Questionnaire

This questionnaire is directed to students of high school in order to know if the use of the product approach enhances the writing ability.

3-1-1 The Sample

The students who responded to the questionnaire represent the whole population since the number is small. They are students of third year at Chohra Mohamed high school in El meghaier. The choice of this level was based on the consideration that they will pass baccalaureate exam and they are exposed to writing in English at university. We also assume that they have learned some basic skills of writing like producing different types of

sentences, clauses and paragraphs because teachers focus on writing which is needed more than the other skills. All the questionnaires were returned for the reason that I attended the two sessions and collect them by myself.

3-1-2 Description of the Questionnaire

The questionnaire devoted for students are divided to three sections .This questionnaire paper contains twelve questions about writing and the product approach to teaching this skill.

3-1-2-1Section One

This section includes factual questions about the students' age and gender. It aims to make students feel at ease and to start with simple questions and easy to be answered.

3-1-2-2 Section Two

This part is about the writing skill. It contains eight close- ended questions. These questions are asked to know the students' opinions about writing skill and its difficulty. The aim of this section is to know the level of learners in English. This part also contains students' justifications and explanations of their answers.

3-1-2-3 Section Three

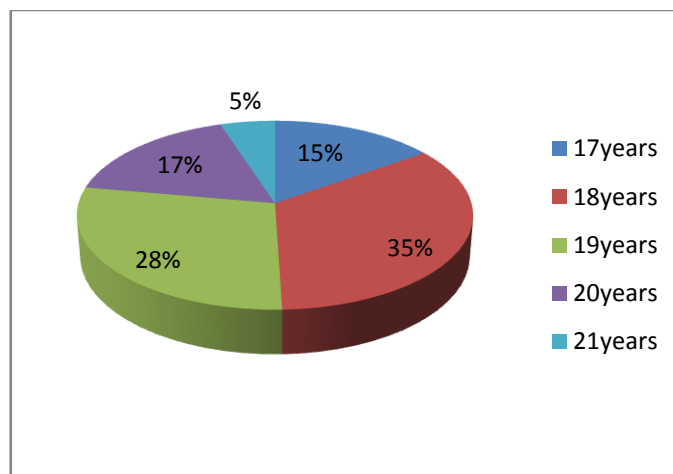
The third section is about the product approach. It includes close-ended questions. They are only two since learners do not know what does it mean by the product approach.

3-1-3 Analysis of the students' questionnaire

Question 01: Your age?

Age	Frequency	Percentage
17	14	15%
18	30	34%
19	25	28%
20	15	17%
21	4	5%

Table 2: Students' Age



Graph 1: Students' Age

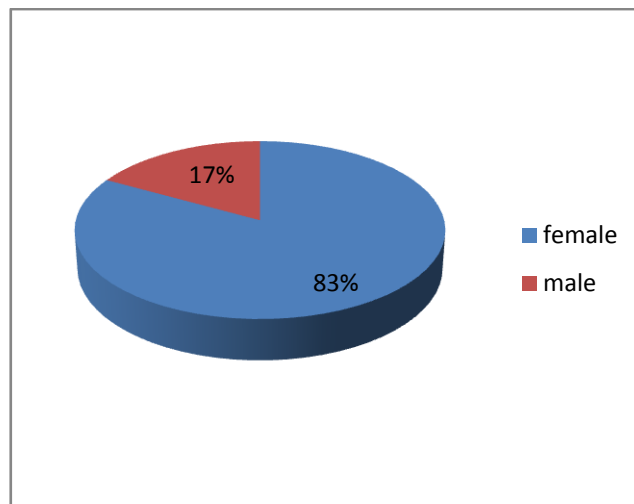
The table 1 shows that respondents' age ranged from 17 to 21 years old. Thirty students are aged 18 years (35%) and 25 students are aged 19 years old are about 28%. While those whose age 17 are only 14 students (15%) and 15 students are aged 20 years (17%). However, we have just 4 students who aged 21 years old respectively, which is shown on

graph1 by (5%) from the whole population. This means that our respondents are form a mixed age students and this will help us to get different points of view.

Question 02: Specify your gender?

Gender	Number	Percentage
Female	73	83%
Male	15	17%

Table 3: Students' gender



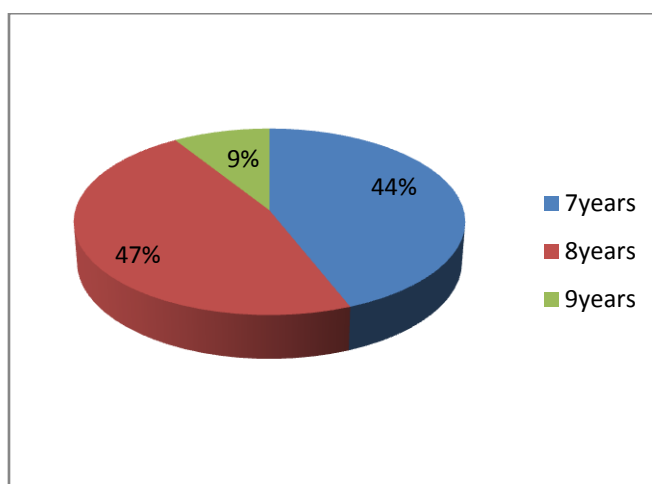
Graph 2: Students' Gender

This high number of females (73) proves the common belief that females have more tendency towards studying literature and philosophy stream. However, male students prefer to study technical and scientific streams so that they are only 15 out of 88.

Question03: How many years have you been studying English?

Years	Number	Percentage
7	39	44%
8	41	47%
9	8	9%

Table 4: Years of studying English



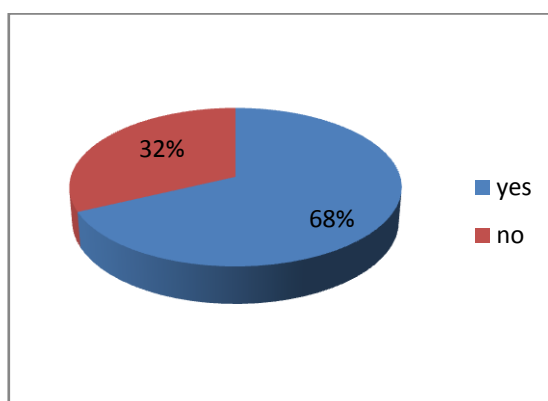
Graph 3: Years of Studying English

The table03 above shows that the majority of students (41) studied English for eight years. It also shows that 39 students have been studying it for seven years, and only eight students who study nine years. Normally, they study seven years; 4 years at middle school and 3 years at secondary school and who answered 8 or 9 years have repeated one or two years.

Question04: Do you like English?

Attitude	Number	Percentage
Yes	60	68%
No	28	32%

Table 5: Students' attitude towards English



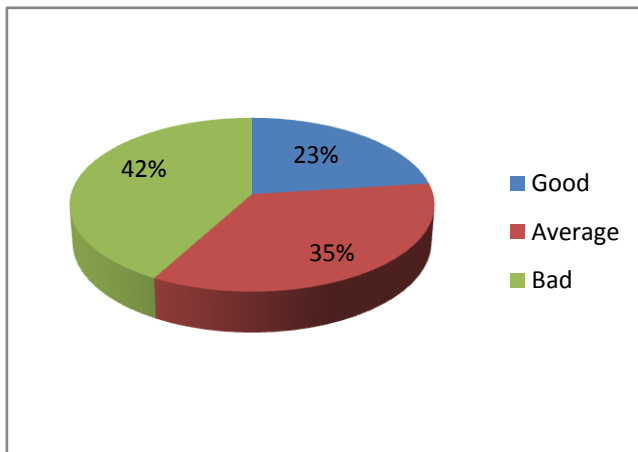
Graph 4: Students' attitude towards English

Table04 represents the students' attitude towards learning English as a foreign language. In this respect, some students (28) do not like English because they have difficulty in learning English; whereas, the majority of students which represents 60students reported that they like English. They like it from the point that it is easy and enjoyable language.

Question05: Your marks in English

Marks	Number	Percentage
Good	20	23%
Average	31	35%
Bad	37	42%

Table 6: Students' Marks in English



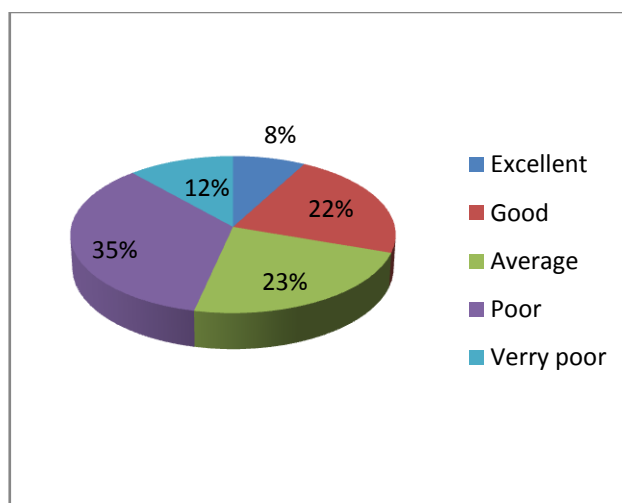
Graph 5: Students' Marks in English

Graph 05 shows that 37 students reported that their marks are bad while (31) students consider their marks in English average. It also shows that 20 out of 88 students get good marks during tests and exams. There are various reasons of getting bad marks such as psychological means that they worry during exams, in addition that they do not focus on the annual exams since they will pass the national exam.

Question06: How would you rate yourself as an English learner?

Level	Number	Percentage
Excellent	4	5%
Good	20	23%
Average	21	24%
Poor	32	36%
Very poor	11	12%

Table 7: Students' Level of English



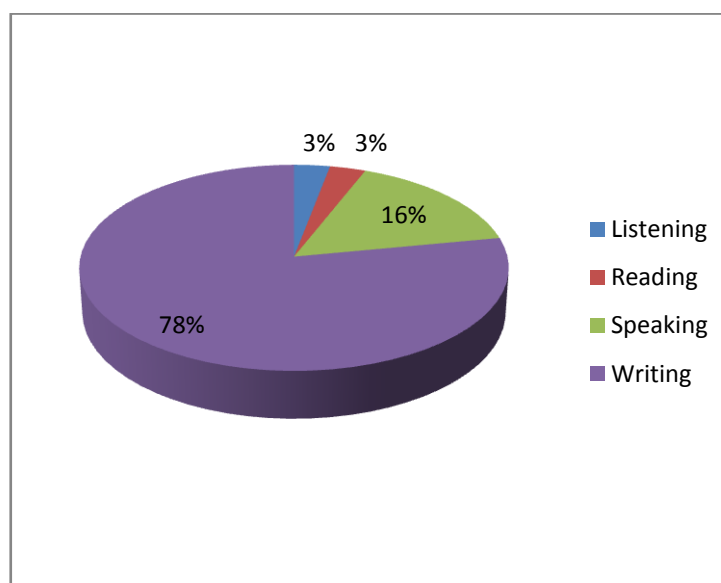
Graph 6: Students' Level of English

Investigating the level of high school students as English learners from the students' perspective, 35% reveals that learners classify themselves as poor English learners, 12% as very poor, 23% as average or fair, 22% as good and just 8% as excellent learners. This indicates that they are not pleased and have great worries about their situation.

Question07: Which skill(s) do you have problems with?

Skills	Number	Percentage
Listening	3	3%
Reading	3	3%
Speaking	14	16%
Writing	68	78%

Table 8: Skills' Difficulty



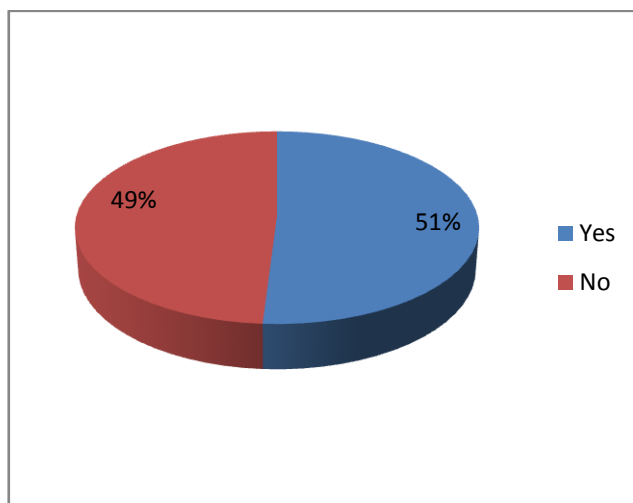
Graph 7: Skills' Difficulty

Table 07 indicates that the most difficult language skill that was cited by the students is writing which got the most difficult skills which presents by (78%) then speaking skill (16%) the last are reading and listening (3%). They explained that writing requires many competencies and long time to be learned. Consequently, third year students are novice writers.

Question08: Do you like writing?

Responses	Number	Percentage
Yes	45	51%
No	43	49%

Table 9: Students' Attitude towards Writing



Graph 8: Students' Attitude towards Writing

The table shows that a percentage of 51% reveals that the students like writing. However, 49% indicates that they are not willing to write or not motivated to write. The percentages are nearly equal. Those who answer with yes they acknowledged that like writing even it is so difficult.

Question09: Is writing an easy task to learn?

Opinion	Number	Percentage
Yes	17	19%
No	71	81%

Table 10: The Students' Opinion towards Writing Easiness

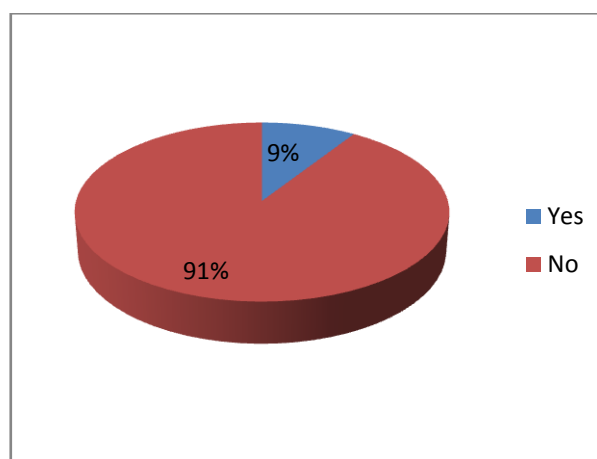


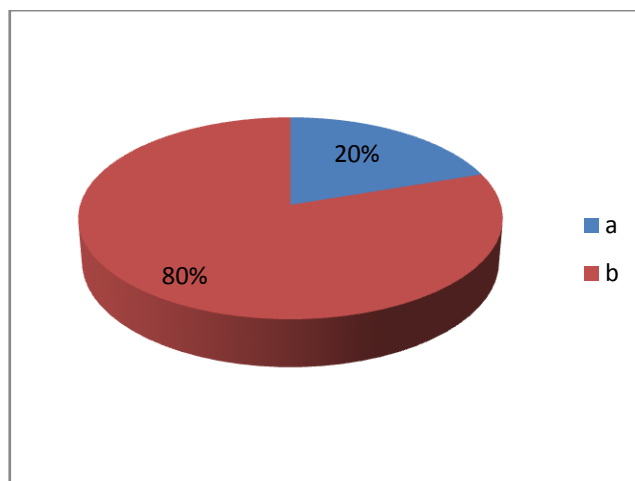
Figure 9: The students' opinion towards Writing Easiness

The question above aims to know the learners' attitude toward the difficulty of writing. The graph shows a high percentage 91% which reveals that the students find that writing is so difficult while only 9% say that it is easy. They justify that writing skill need more efforts and the mastery of language aspects such as grammar and vocabulary.

Question10: When would you prefer to be corrected?

Response	Number	Percentage
a-During the course	18	20%
b-At the end of the instructional unit	70	80%

Table 11: Time of Correction



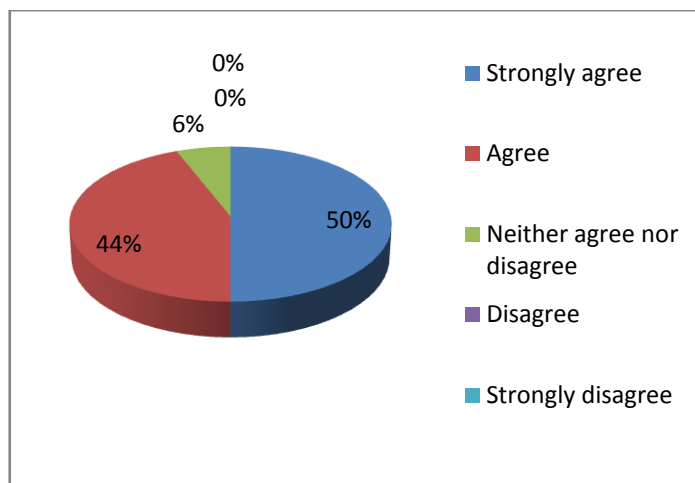
Graph 10: Time of Correction

Table10 above indicates that the majority of students (80%) prefer to be corrected at the end of the instructional unit whereas only 20% prefer the correction (feedback) during the course. They prefer the final correction because they want teachers to correct everything at one time.

Question11: Following a model text helps you to write better?

Response	Number	Percentage
Strongly agree	44	50%
Agree	39	44%
Neither agree nor disagree	5	6%
Disagree	0	0%
Strongly disagree	0	0 %

Table 12: The students' opinion about the importance of the model text



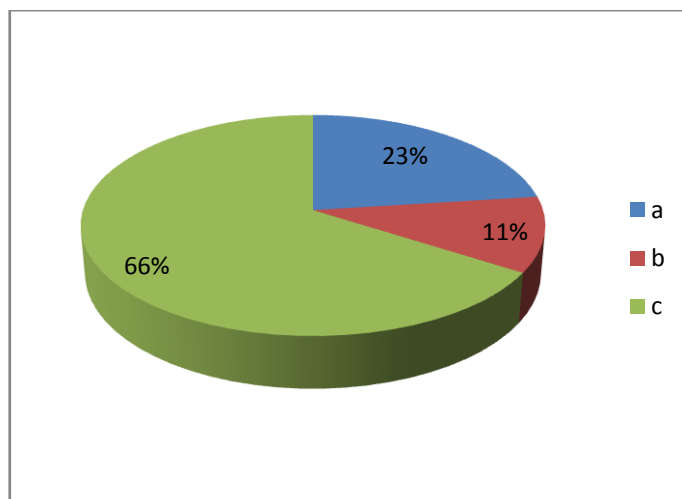
Graph 11: The students' opinion toward the easiness of writing

From the figure above, we deduce that 50% students strongly agree with the point that following a model text can help them to write better, 44% agree, 6% neither agree nor disagree, and no one disagree or strongly disagree. This indicates that the model text helps them to write which means that the product approach can develop their writing.

Question12: Why this model can help you?

Responses	Number	Percentage
a-Make you avoid grammatical mistakes	20	23%
b-Provide you with ideas	10	11%
c-Both	58	66%

Table 13: The Importance of the Model



Graph 12: The Importance of the Model

This graph shows that 23 %of students say that the model can help them in terms of making them avoid grammatical mistakes and 11% indicates that it is helpful from the side of providing them with ideas while the majority (66%) agree that both of them. So the majority choose both which are the main principles of the product approach.

3-1-4 Discussion and Results

After the analysis of the students' questionnaire, we come up with a set of results. First, the analysis of section one showed that third year students are from different ages (18, 19, 20 and 21 years old). It also indicated that the majority of students are female with high percentage (83%). Second, the following section dealt with writing skill from different perspectives. The level of learners is average in English the same thing with their marks. They agreed on the point that writing skill is a complex skill and they have problems with such skill. Students also stated that it is not easy to tackle the writing process since it requires a lot of competencies.

Finally, they said that following a model text helps them to write better because it provides them with ideas in addition to the reduction of grammatical mistakes.

3-2 The Teachers' Questionnaire

This questionnaire is directed to teachers of English at high school in order to know their opinions towards writing and if the use of the product approach enhances the writing ability.

3-2-1 The Sample

The teachers who responded to the questionnaire represent all the teachers of English language at Chohra Mohamed high school in El meghaier. Four questionnaires were handed in by the researcher and all the questionnaires were returned. Therefore, four represents our sample.

3-2-2 Description of the Questionnaire

The questionnaire devoted for teachers are divided into two sections .This questionnaire paper contains eighteen questions about writing and the product approach to teaching this skill.

3-2-2-1 Section One

This section includes eleven questions about writing skill, its difficulty and the level of students in English. The majority of questions are closed-ended.

3-2-2-2 Section Two

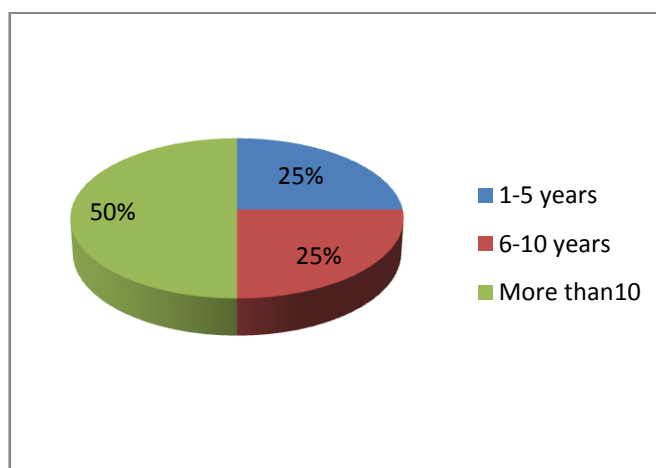
This part is about the approaches to teaching writing. It contains seven questions. These questions are asked to know the teachers' opinions about these approaches. This section includes four closed-ended and three open-ended questions. This part also contains teachers' justifications and explanations of their answers.

3-2-3 The Analysis of Teachers' Questionnaire

Question 01: How long have you been teaching English?

Responses	Number (N)	Percentage
1 – 5 years	1	25%
6 – 10 years	1	25%
More than 10	2	50%

Table 14: Years of teaching English



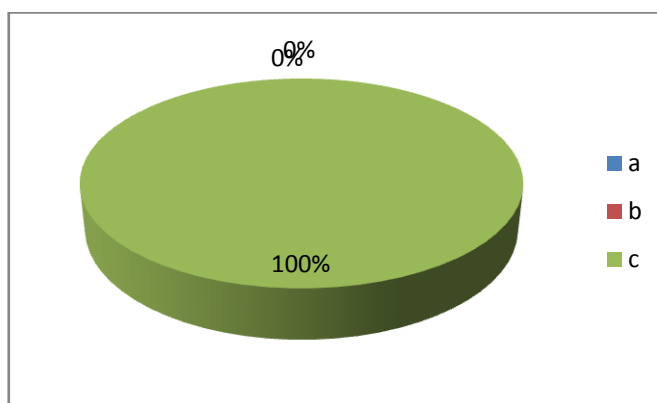
Graph 13: Years of Teaching English

The table shows that 50% of teachers have been teaching English for more than 10 years and 25% of teacher taught between 1 and 5 years and the same percentage whom between 6 and 10 years. This indicates that the responses are taken from experienced teachers who faced challenges through the years of teaching. Getting information from such teachers is reliable.

Question02: How many hours do you normally spend in teaching Writing?

Responses	Number	Percentage
a-One hour a week	0	0%
b-One hour a month	0	0%
c-Two hours a month	0	100%

Table 15: Time of teaching writing



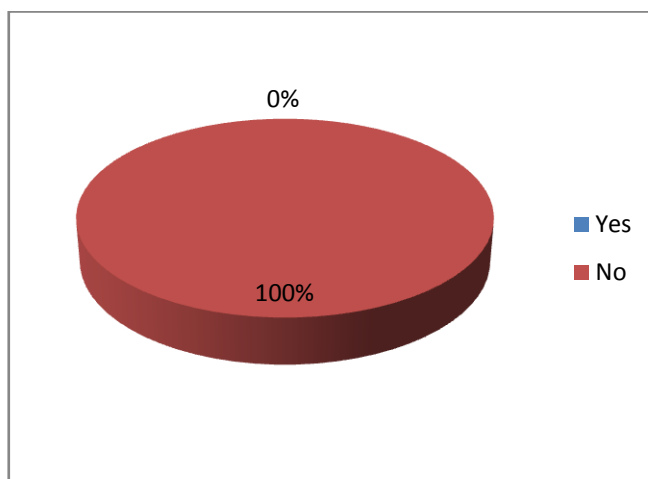
Graph 14: Time of Teaching Writing

Teachers' responses to this question reveal that all of them (100%) teach writing two hours per month. This may be due to time constraints and programme pressure. Even they are two hours, it is not sufficient to teach the writing skill effectively.

Question03: Are you satisfied with the time allocated?

Responses	Number	Percentage
Yes	0	0%
No	4	100%

Table 16: Teachers' opinions about the amount of time devoted to writing.



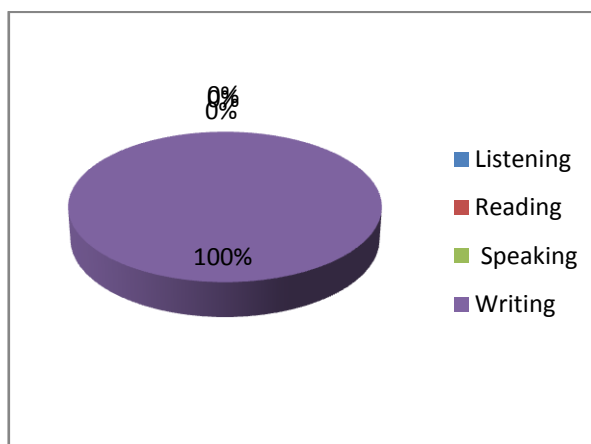
Graph 15: Teachers' opinion about the amount of time devoted to writing

Concerning the time allocated to writing skill, all the teachers (100%) agreed that it is not enough and they would like to spend more time to teach writing. This indicates that they want to specify more time since it is so important and requires more efforts.

Question04: In your opinion, which language skill is the most difficult for students to master?

Responses	Number	Percentage
Listening	0	0%
Reading	0	0%
Speaking	0	0%
Writing	4	100%

Table 17: Ordering skills in terms of difficulty



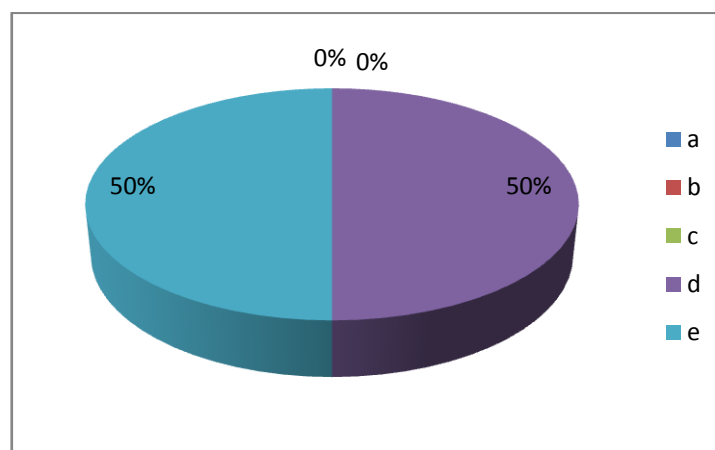
Graph 16: Ordering skills in terms of difficulty

This question aims at investigating the degree of difficulty of teaching the productive and the receptive skills. All the teachers agreed on the point that writing skill is the most difficult and so complex. This skill demands a lot of grammatical and syntactic aspects. It also requires a good knowledge of new vocabulary items in order to use them in an adequate form/content. Teachers should attend courses, study days and seminars that can aid them in order to master this skill.

Question05: Which of the following describes your students' level of writing in English?

Responses	Number	Percentage
a- High	0	0%
b-Above average	0	0%
c-Average	0	0%
d-Below average	2	50%
e-Low	2	50%

Table 18: Teachers' opinion toward the students' level.



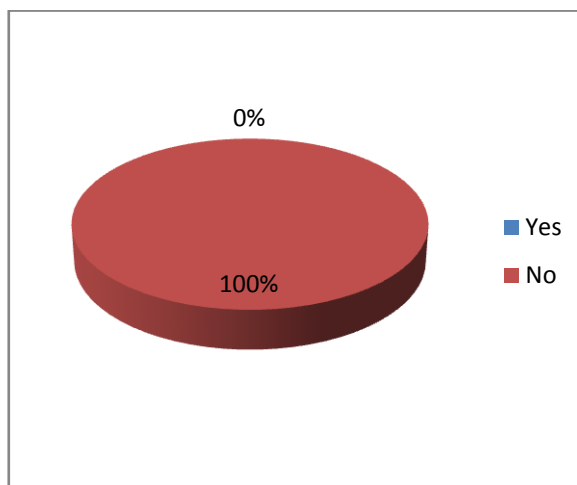
Graph 17: Teachers' opinion toward the students' level.

This table shows that 50% of teachers answered (d) and 50% said that the level of their students writing is low. They justify their answers by the low level in English in general. Even they acknowledge that English is easy language to learn, the students' marks still poor.

Question06: Is writing an easy task for third year students?

Responses	Number	Percentage
Yes	0	0%
No	4	100%

Table 19: Teachers' opinion toward writing skill.



Graph 18: Teachers' opinion toward writing skill.

The table shows that all teachers (100%) agreed that writing is not an easy task to learn.

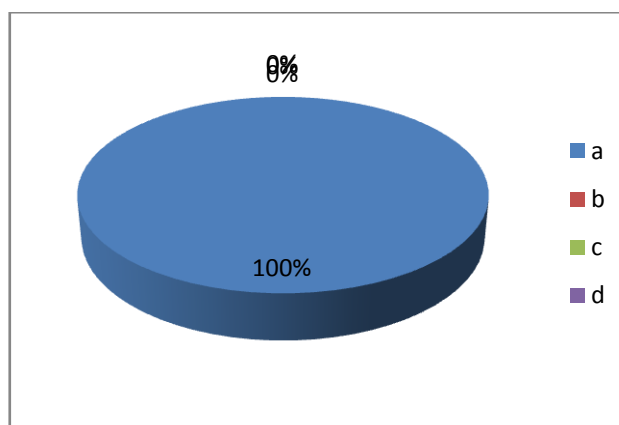
They pointed out some reasons:

- No sufficient time allocated.
- It needs complex structures.
- The teachers' limited knowledge about the approaches to teaching writing.

Question07: Classify the following items according to the importance you give them while teaching writing; you can use 1-2-3 or4

Responses	Numbers	Percentage
a- Organization of ideas	4	100%
b-Grammar	0	0%
c-Vocabulary	0	0%
d-Punctuation	0	0%

Table 20: Teachers’ opinion about students’ background



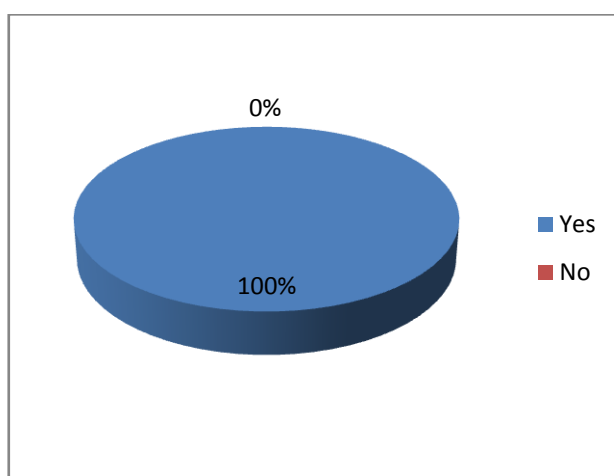
Graph 19: Teachers’ opinion about students’ background

The teachers’ response indicates that teaching writing is difficult task since it requires teachers to deal with many issues in order to develop the students’ writing ability. All the teachers (100%) agreed that organisation of ideas was the most frequently classified. Then it is followed by the other mechanics (grammar, vocabulary and punctuation).

Question08: Do your students face problems during writing?

Responses	Number	Percentage
Yes	4	100%
No	0	0%

Table 21: Students' Writing Problems



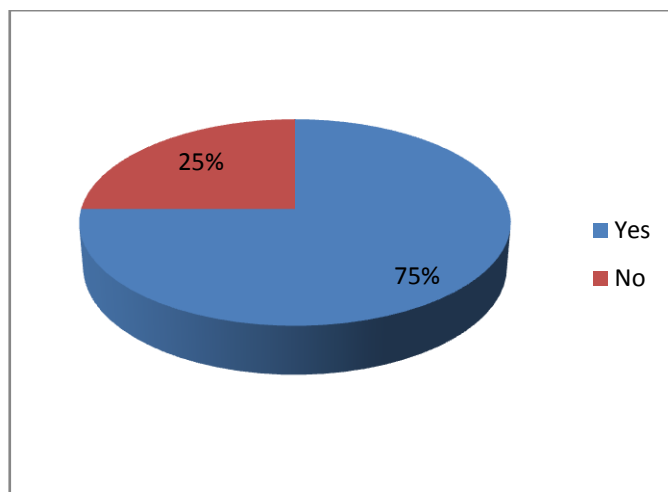
Graph 20: Students' Writing Problems

This table shows that the four teachers believe that their students suffer during writing. They face various problems which hinder their writing. These problems may be grammatical or word choice.

Question09: If yes, are the grammatical mistakes the predominant problems?

Responses	Numbers	Percentage
Yes	3	75%
No	1	25%

Table 22: Students' main Problem



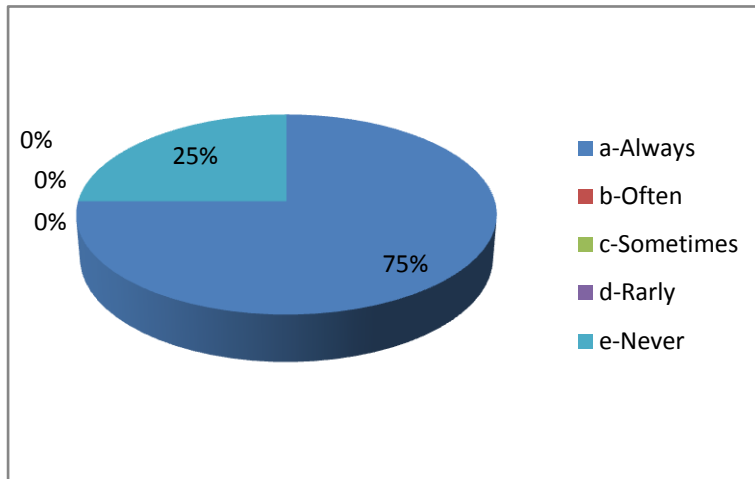
Graph 21: Students' main problem

The responses to this question were somehow in harmony since the highest percentage (75%) was that the grammatical mistakes are over used during tests and exams. While (25%) acknowledge that the grammar mistakes are often made by learners.

Question10: If yes, is it?

Responses	Number	Percentage
a-Always	3	75%
b-Often	0	0%
c-Sometimes	0	0%
d-Rarely	0	0%
e-Never	1	25%

Table 23: Frequency of making grammatical mistakes



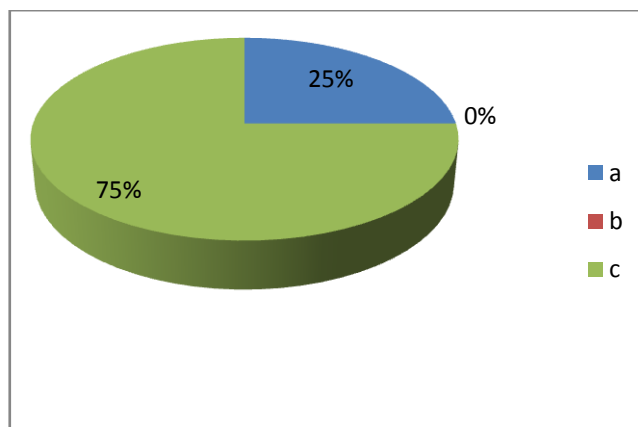
Graph 22: Frequency of making grammatical mistakes

Those teachers who answered with yes in the question above (Q09), they agreed on the point that the grammatical mistakes are always happened (75%). While those who answered with no they stated that the never find such mistakes in students' piece of writing (25%).

Question11: What is the biggest challenge that learners face when passing final exam?

Responses	Number	Percentage
a-Grammar	1	25%
b-Vocabulary	0	0%
c- Situation of integration	3	75%

Table 24: The biggest challenge in final exams



Graph 23: The biggest challenge in final exam

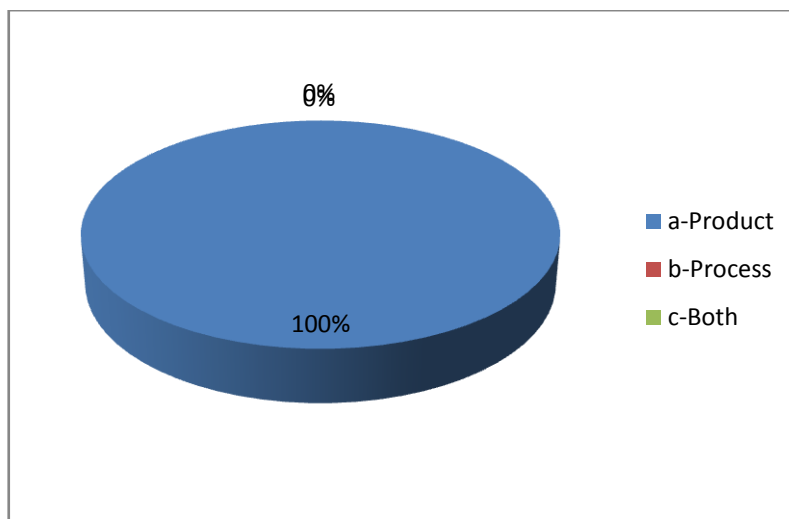
Graph 23 shows that the highest rate was given to the situation of integration that causes a big challenge for third year students in final exam. The latter is marked six points out of twenty. The percentage of 75% proves that level in writing is not satisfying at all. Moreover, teachers claim that students do not know how to choose the appropriate vocabulary items needed and lack mechanisms of writing. The teachers carry on by explaining that the students need to produce simple accurate sentences to cover their needs. Teachers agreed that if students master the grammatical rules and vocabulary, their piece of writing will be correctly stated.

Section two: Implementing the Product Approach

Question12: What is the approach (es) you use to teach writing?

Responses	number	percentage
a. Product	4	100%
b.process	0	0%
c.both	0	0%

Table 25: The most used Approaches to Teaching Writing



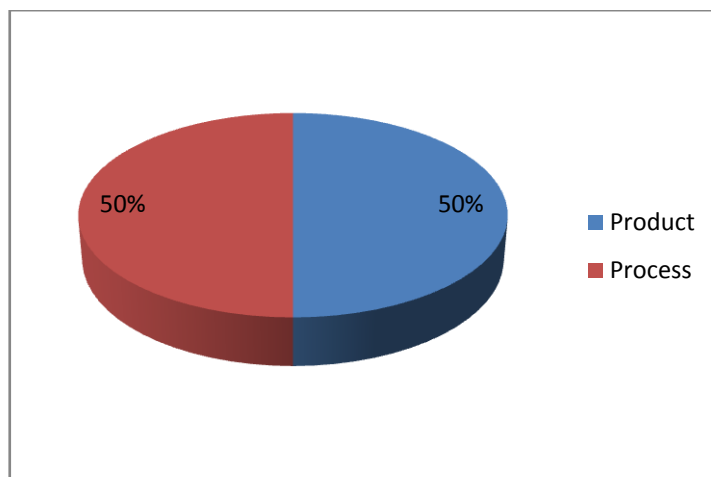
Graph 24: The most used approaches to writing

The table3-24 shows that the teachers (100%) agreed on the point that they use the product-oriented approach to teaching writing. They use such approach because they recognize that the level of students is low. This percentage shows the importance of the model-based approach.

Question13: What is the approach that enables your students to write with fewer errors?

Responses	Number	Percentage
a-Product	2	50%
b-Process	2	50%

Table 26: The approach that students benefit from.



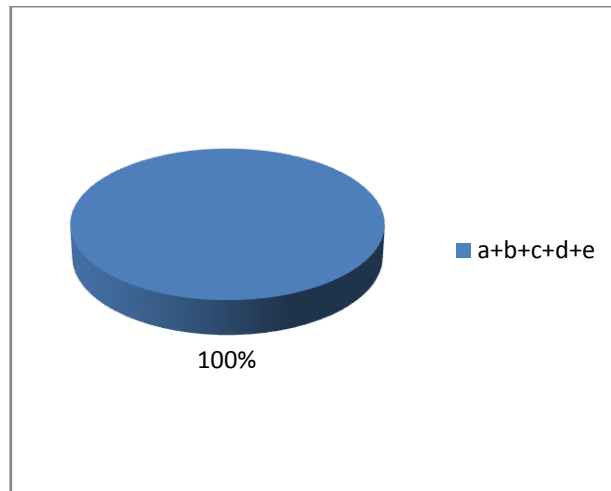
Graph 25: The approach that students benefit from.

The table 3-25 shows that 50% of teachers choose the product approach while others (50 %) choose the process approach. This indicates that teachers have different points of view concerning the use of approaches to teach writing skill. They also suggested that is better to integrate both approaches.

Question14: Which skills do you think learners should master before writing?

Responses	Number	Percentage
a-Content	04	100%
b-Form	04	100%
c-Grammar	04	100%
d-Vocabulary	04	100%
e-Style and mechanics	04	100%

Table 27: Skills needed before writing



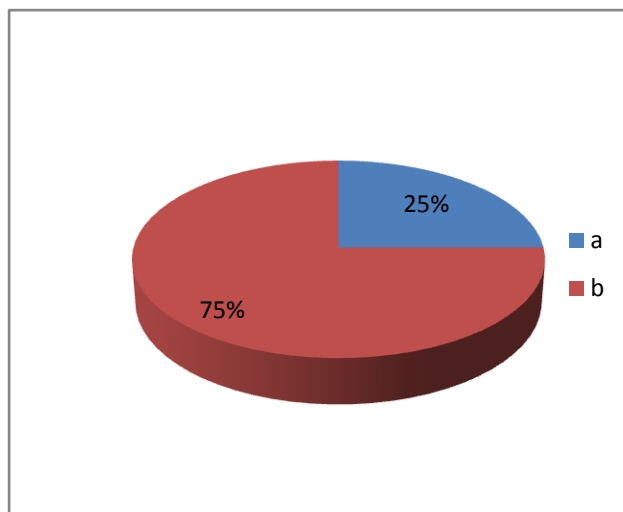
Graph 26: Skills needed before writing

In response to this question item, teachers opted for all the choices. This clearly indicates that teaching writing is complex task and requires many language aspects (content, form, grammar, vocabulary, style and mechanics). Any piece of writing should be grammatically accurate. Moreover, content should be addressed to a particular audience.

Question15: When do you provide feedback?

Responses	Number	Percentage
a-While the students are writing	02	25%
b-Until they present the final draft	02	75%

Table 28: Time of providing feedback



Graph 27: Time of providing feedback

This is a close-ended question that was designed to know the teacher's role in the writing task. Three teachers opted for (b) that is related to the product approach. They present the highest percentage (75%). Only one teacher opted for (a). This indicates the majority provide feedback at the end of the written task since it is difficult to correct each one during the task. It also consumes time.

Question16: To what extent could the use of product minimize the grammatical mistakes?

Answer:

Teachers agree that the product approach reduces the grammatical mistakes. The students just manipulate elements of a written text and keep the same tense of verbs .

Question17: What are the characteristics of the product approach?

Answer:

The four teachers stated some characteristics of the model-based approach which are as following:

- Imitate a model text.
- Focus on grammatical accuracy.

- Help beginners to write in a good way since it provides them with ideas which are an obstacle for writing.

Question18: What are the advantages of the product approach that are missing in the process approach?

Answer:

The advantages are as follows:

- This approach does not consume time.
- It is easy to be applied.

3-2-4 Discussion and Results

After the analysis of teachers' questionnaire we figure out some results. First, in section one; teachers were asked general questions as well as questions about writing skill. The majority of teachers have been teaching English for more than ten years. This indicates that they are experienced. Moreover, teachers agreed on the point that writing is difficult skill and their students fail to produce a written composition. Second, the second section showed that the four teachers use the product- oriented approach to teach writing. They said that the product approach is not enough and it should be integrated with the process approach in order to enhance the students' writing. They also assumed that students should master grammar, vocabulary and other mechanics before they get rid for writing.

Conclusion

We have designed and implemented the present study to answer the statement of the

problem: whether the use of product-oriented approach helps third- year students at high school to improve their writing ability. From the result of the analysis of the questionnaires of teachers and students, two main conclusions can be drawn. The first one is that writing is a difficult skill either to be taught or learned. Moreover, both teachers and students are not satisfied about the amount of time allocated to writing skill. The second conclusion is that the use of the model-based approach helps students to improve the students' writing skill. But the product approach should be integrated with the process approach to better enhance the writing ability. So, the research hypothesis is accepted to some extent since it does not work alone.

General Conclusion

This study aims at studying the correlation between implementing the product approach and development of students' writing skill, in third year students at Chohra Mohamed high school. We hypothesized that if teachers use the product approach to teach writing skill, the students' writing will be improved.

Basing our research on investigating this hypothesis, we begin by a section of theoretical review composed of two chapters: chapter one discussed the writing skill. It also dealt with its' relation with other skills (speaking and writing) as well as the main approaches to teach this skill such as the product, process and the genre approach. In addition to the stages of writing process and its importance. The second chapter explored the product approach. It also included its' characteristics, the most stages, and the limitation of this approach.

The last chapter of this dissertation is devoted to the field work which is in turn is divided into two parts: part one involves a detailed description of the students' questionnaire and its' analysis. The second one included the analysis of teachers' questionnaire. In addition, the discussion of findings of both questionnaires is included. So we can deduce that our hypothesis was accepted.

This study becomes personally significant since it opens the door on teaching and learning process. It also gave me the opportunity to think sincerely about teaching.

Suggestions and Recommendation

After the analysis of students' and teachers' questionnaires we found that both students and teachers suffer from the difficulty of writing skill. In order to reduce this problem some suggestions and recommendation are proposed as follows:

- ✓ The teachers of English should give the writing skill great importance.
- ✓ The time allocated to writing should be adequate in order to cope with all aspects of language.
- ✓ Teachers should teach grammar either deductively or inductively for the sake of enhancing writing ability. In other words, grammar plays major role in the writing process.
- ✓ Teachers also should be aware of the limitations of the product-oriented approach in order to cover its deficiencies.
- ✓ The product approach should be integrated with the process one to for the sake of enhancing the writing skill. Accordingly, Supong(2006:21) points out that" to enhance our EFL writing curriculum, both of the approaches should be merged and go hand in hand, although the product approach has still dominated our writing classroom".
- ✓ In the writing process, teachers should be as supporters in order to motivate students to write more rather than examiners.
- ✓ Teachers should provide feedback as much as possible since it helps students to recognise their mistakes.
- ✓ Encouraging students to collaborate as writers in order to create an engaged community of writers.
- ✓ Encouraging students to read more in order to reach their vocabulary as a result their writing will be improved.

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Appendices

Appendix (1)

Students' Questionnaire

Dear students

We would be very grateful if you answer the following questions for the sake of our study about the importance of the product approach in enhancing students' writing skill.

Please tick (✓) in the corresponding box and make full statements whenever necessary. Some questions may have more than one answer. We inform you that your answers will absolutely remain confidential. Thank you for your cooperation.

Section one: General Information

Age:years

Gender: a. Male

b. Female

Section Two: Learning Writing

1-How many years have you been studying English?

.....

2-Do you like English?

Yes

No

3-Are your marks in English?

a. Good

b. Average

c. Bad

4-How would you rate yourself as an English learner?

a. Excellent

b. Good

- c. Average
- d. Poor
- e. Very poor

5-Which skill(s) do you have problems with?

- a. Listening
- b. Reading
- c. Speaking
- d. Writing

6-Do you like writing?

- a. Yes
- b. No

Please, justify

.....

7-Is writing an easy task to learn?

- Yes
- No

Please, explain why

.....

8-When would you prefer to be corrected?

- a. During the course
- b. At the end of the instructional unit

Justify your answer, please

.....

Section Three: Importance of the Product Approach

9-Following a model text helps you to write better. Circle the appropriate answer

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

10-Why this model can help you?

a. Make you avoid grammatical mistakes

b. Provide you with ideas

Thank you for your collaboration

Appendix (2)

Teachers' Questionnaire

Dear teacher

This is a questionnaire constructed especially for teachers. It aims at investigating the importance of the product approach in enhancing learners' writing skill .It is a part of a research submitted for the Master Degree at Mohamed Kheider University Biskra.

You are kindly invited to tick (√) the appropriate box or make a full statement where necessary. Your contribution is important, and I would appreciate your collaboration.

Thank you very much.

Section One: Teaching Writing Skill

1-How long have you been teaching English?

- a. 1 – 5 years
- b. 6 – 10 years
- c. More than 10

2-How many hours do you normally spend in teaching writing?

- a. One hour a week
- b. One hour a month
- c. Two hours a month

3-Are you satisfied with the time allocated?

- Yes
- No

If no, what would you suggest?

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4- In your opinion, which language skill is the most difficult for students to master?

- a. Listening
- b. Reading
- c. Speaking
- d. Writing

Please, explain.....

5-Which of the following describes your students' level of writing in English?

- a. High
- b. Above average
- c. Average
- d. Below average
- e. Low

If it is below average or low, please, explain why?

6-Is writing an easy task for third year students?

- Yes
- No

Please, justify

7-Classify the following items according to the importance you give them while teaching writing, you can use 1-2-3 or4.

- a. Organization of ideas
- b. Grammar
- c. Vocabulary
- d. Punctuation

8-Do your students face problems during writing?

- Yes
- No

9-If yes, are the grammatical mistakes the predominant problems?

- Yes
- No

10-If yes, is it?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

11-What is the biggest challenge that learners face when passing final exam?

- a. Grammar
- b. Vocabulary
- c. Situation of integration

Section Two: Implementing the Product Approach

12-What is the approach (es) you use to teach writing?

- a. Product
- b. Process
- c. Both

13-What is the approach that enables your students to write with fewer errors?

- a. Product
- b. Process

Please, justify your answer

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14-Which skills do you think learners should master before writing?

- a. Content (Expression of ideas)
- b. Form (organization of ideas)
- c. Grammar
- d. Vocabulary
- e. Style and mechanics

15- When do you provide feedback?

- a. While the students are writing
- b. Until they present the final draft

16- To what extent could the use of product approach minimize the grammatical mistakes?

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17- What are the characteristics of the product approach?

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18- What are the advantages of the product approach that are missing in the process approach?

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Thank you for your collaboration.

ملخص

تهدف هذه الدراسة إلى البحث عن دور منهج المقاربة بالكفاءة في تحسين مهارة المتعلمين الكتابية.و
لقد اقترحنا أن إتباع هذا المنهج من طرف معلمي اللغة الانجليزية يطور ال مهارة الكتابية.لقد سلطنا
الضوء في دراستنا على تلاميذ سنة الثالثة آداب و فلسفة في ثانوية شهرة محمد المغير. اعتمدنا على
المنهج الوصفي للتأكد من صحة الفرضية و ذلك من خلال استبيانين الأول للتلاميذ (88 تلميذا) و
الثاني لأربعة معلمين. لقد أظهرت النتائج أن هناك علاقة ايجابية بين تبني منهج المقاربة بالكفاءة و

تطور مهارة الكتابة.