



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



**TEACHERS' ATTITUDES TOWARDS TEACHING
WRITING THROUGH PROCESS APPROACH
Case study of English Language Teachers of Written
Expression at Biskra University**

Dissertation submitted to the Department of Foreign Language as Partial Fulfillment of for
the Master Degree in Sciences of Languages

Submitted by:

LABBACI Souad

Supervised by:

Dr. SAIHI Hanane

Board of Examiners

President: Mrs. Benidir Samira

Supervisor: Dr. SAIHI Hanane

Examiner: Mrs. Salhi Ahlam

June 2016

Dedication

I thank Allah for helping me to finish this research.

This work is dedicated to:

My lovely mother “Bakhta” and my dear Father “Ahmed”

For everything I am very grateful.

Special dedication goes to

My beloved husband Islam Ayache

For his love, understanding, encouragement and help

thank you Islam.

My dear brothers Samir”, “Tarek”, “Bouzid” and their wives

I dedicate this work to all my best friends who have always been a source of love: Widad, Mona, Sabrina, Aycha, Zinab, Somia, Sana, samia and Khawla.

Unique thanks for “alooch” ‘ALYA’ thank you very much.

Special dedication for all my family (LABBACI (bellahrach) and my family in law (AYACHE) for their understanding.

I dedicate my work, to all who know and love Souad LABBACI AYACHE

Acknowledgments

I have to thank **ALLAH** for assisting me and inspiring me patience to complete my work. I would like to thank my supervisor **Dr. SAIHI Hanane** for her wisdom, guidance, advice, support and patience during this study without whom this research would not have been achieved.

I would also like to express gratitude to the broad of examiners Mrs. Benidir Samira and Mrs. Salhi Ahlam who spent their valuable time to read, assess this research and to provide me with useful comments.

Very exceptional thanks go to the head of English Department **Mrs. Nochwa Hassina**

In addition, I am sincerely grateful to all written expression' teachers for their cooperation in accepting and answering the questionnaires.

My thanks go to everyone who encouraged me.

Abstract

When it comes to write English language, the majority of students face many problems in terms of writing as product and as a process. Although students are able to write short sentences, they fail to write an acceptable paragraph or essay. Hence, teachers teach writing through process approach to overcome these students' writing difficulties. In other words, teachers at Biskra University use process approach to teach writing in order to make student aware of the steps they should follow to produce an acceptable piece of writing. Therefore, the aim of this research is to investigate the teachers' attitudes towards teaching writing through process approach at Biskra University. Through this research, we hypothesized that teachers may have positive attitudes towards teaching writing through process approach at Biskra University. In order to prove this hypothesis, we conducted the descriptive method and we used one main data gathering tool which is the teachers' questionnaire. It included eighteen questions and was administered to ten teachers of written expression in the department of English at Mohamed khider University- Biskra. However, the results of this investigation have confirmed our hypothesis that is teachers may have positive attitudes towards teaching writing through process approach at Biskra University. In other words, this approach adopted to teach writing by most of the teachers, because it helps them to improve the students' writing ability.

List of figures

Figure I.1: Producing a piece of writing	11
Figure I.2: A Diagram illustrates these conventional nations.....	16
Figure II.3: White and Arndt's process writing model.....	31
Figure II.4: The Hayes-Flower (1980) writing model.....	34
Figure II.5: Structure of the knowledge-telling model.....	37
Figure II.6: Structure of the knowledge-tansforming model.....	38
Figure II.6: The Hayes (1996) model.....	40

List of graphs

Graph III. 1. Teachers' degree.....	52
Graph III. 2. Teachers' experience in teaching English.....	53
Graph III. 3. Teachers' experience in teaching written expression module.....	53
Graph III. 4. Teachers' opinions about the time devoted to teaching writing.....	54
Graph III. 5. Teachers' opinions about the difficulty of writing skill.....	55
Graph III. 6. Teachers' views about the students' writing ability.....	57
Graph III. 7. Components of a good piece of writing.....	58
Graph III. 8. The most difficult type of writing for the students.....	60
Graph III. 9. The part of speaking in improving the writing skill.....	61
Graph III. 10. Reading's contribution in improving the writing skill.....	62
Graph III. 11. The importance of writing skill for improving the students' level in a language	63
Graph III. 12. Teachers' use of approaches in teaching writing.....	64
Graph III. 13. The most difficult stage for the students.....	66
Graph III. 14. Students are going through all the stages.....	67
Graph III. 15. The main role of the teacher in the process of writing.....	68
Graph III. 16. Process approach's conformance to the level of the students.....	69
Graph III. 17. Relevance of process approach in teaching writing skill.....	71

Table of content

Dedication.....	I
Acknowledgement.....	II
Abstract.....	III
List of figures.....	IV
List of graphs.....	V
Table of content.....	VI
General introduction	1
1. Statement of problem.....	1
2. Aim of this study.....	2
3. Significance of the study.....	2
4. Research question.....	3
5. Research hypothesis.....	3
6. Research methodology.....	3
6.1. Method.....	3
6.2. Sampling.....	3
6.3. Data gathering tools.....	4
6.4. Data analysis.....	4
7. Limitation of the study.....	4
8. Structure of the study.....	5
Chapter one: An over view of writing skill.....	6
Introduction.....	6
I.1. Definition of writing.....	6
I.2. Reasons for teaching writing.....	8

I.3. Components of writing.....	10
I.3.1. Mechanics of writing.....	11
I.3.2. Word choice.....	13
I.4. Types of writing.....	14
I.4.1. Persuasive writing.....	14
I.4.2. Narrative writing.....	15
I.4.3. Descriptive writing.....	15
I.4.4. Expository writing.....	16
I.5. Writing and other language skills.....	16
I.5.1. Differences between writing and speaking.....	17
I.5.2. Connection between writing and reading.....	21
I.6. Approaches to teaching writing.....	23
I.6.1. Product approach.....	23
I.6.2. Process approach.....	25
I.6.3. Genre approach.....	26
Conclusion.....	26
Chapter Two: Teaching writing through process approach.....	27
Introduction.....	27
II.1. Process approach.....	27
I.1.1. Definition of the process approach.....	28
II.1.2. Advantages of the process approach.....	29
II.1.3. Disadvantages of the process approach.....	32
II.2. Models of the writing process.....	33
II.2.1. The Hayes and Flower model (1980).....	33
II.2.2. Criticism of the Flower and Hayes model (1980).....	35

II.2.3. Bereiter and Scardamalia model (1987).....	36
II.2.4. Criticism of the Bereiter and Scardamalia model (1987).....	39
II.2.5. Hayes model (1996).....	39
II.3. Stages of the writing process.....	41
II.3.1. Prewriting stage.....	41
II.3.1.1. Brainstorming strategy.....	42
II.3.1.2. Clustering strategy.....	42
II.3.1.3. Free writing strategy.....	43
II.3.2. Drafting stage.....	44
II.3.3. Revising stage.....	44
II.3.3. Editing stage.....	45
II.3.3. Publishing.....	45
II.4. The Teacher's role in the process approach.....	46
Conclusion.....	47
Chapter three: Analysis and discussion of the results.....	47
Introduction	47
III.1. Administration of the questionnaire.....	47
III.2. Description of the teachers' questionnaire.....	47
III.3. Analysis of the questionnaire.....	48
III.4. Discussion of the results of teachers' questionnaire.....	70
Conclusion.....	73
General conclusion	73
Recommendations.....	75

References.....77

Appendix: Teachers' questionnaire

ملخص

General introduction

English becomes the most essential language in the world, because it is the language of communication. It plays an important role in education. Therefore, English foreign language (EFL) students expected to communicate ideas and information effectively with this language. But, this depends on good writing skill. In fact, learning how to write in second language is one of the most difficult aspects which require a special attention and more practice as well as an acceptable criterion.

Since writing is one of the most troubling skills in learning and teaching English language, the way to teach this skill has been approached differently via the history of language teaching. Consequently, there are many approaches to teach writing such as: product approach, genre approach and process approach. This later had considered writing as a process that contains several steps and stages which students go through it before having the final production. Although English foreign language teachers understand the sense of process approach when teaching writing, the majority of EFL students fail to write an acceptable piece of writing. That is to say, EFL teachers are teaching writing through process approach to overcome student's writing difficulties at Biskra University.

In fact, teachers at Biskra University have their own attitudes towards process approach which may be influenced by their training and work experience. Hence, this present study is an endeavor to investigate the teachers' attitudes towards teaching writing through process approach at Biskra University.

1. Statement of the problem

Writing in EFL has been considered as a difficult and complex activity. Due to the difficulties of this skill, EFL students most of the time find it not easy to master the main aspects of writing. In other words, when it comes to write English language, the majority

of students face many problems in terms of writing as product and as a process. Although students are able to write short sentences, they fail to write an essay or a good composition. To overcome these students' writing difficulties, teachers teach writing through process approach. In other words, teachers at Biskra University use process approach to teach writing, to make student aware of the steps they should follow to produce an acceptable piece of writing. The research is devoted to investigate the teachers' perceptions and attitudes towards teaching writing through process approach at Biskra University.

2. Aim of the study

Our research is an endeavor to investigate the teachers' attitudes towards teaching writing through process approach at Biskra University. In addition, we aim to confirm that the study and the examination of the teachers' attitudes towards process approach is essential in understanding the nature of writing skill and the way that should be taught. The aim of this research is demonstrate to what extent process approach is a relevant approach to teach writing skill.

3. Significance of the study

This study, we hope will be great beneficial for both students and teachers in the department of English FL at Biskra University. We think that will bring changes in the way EFL teachers perceive process approach and draw attention to the importance of this approach in solving students' problems in writing.

In fact, our study can provide a significant insight into many aspects of education because identifying and exploring teachers' views and attitudes is essential to improve teachers' development and teaching practice. In addition, may be useful for teacher education, designing, and evaluating EFL writing curricula.

4. Research question

This research attempts to answer the following question:

What are the teachers' attitudes towards teaching writing through process approach at Biskra University?

5. Research hypothesis

Throughout this study, we hypothesized that teachers may have positive attitudes towards teaching writing through process approach at Biskra University.

6. Research methodology

The research conducted a descriptive method, because we think it is more appropriate to this issue "the investigation of the teachers' attitudes towards teaching writing through process approach. The sample that we have chosen is ten teachers of written expression at Biskra University. Thus, the data were gathered from teachers' questionnaire.

6.1. Method

In the present research, we opted for the use of descriptive method because we think it is more appropriate to this issue "the investigation of the nature phenomenon" as well as in collecting and analyzing data. That is to say, we used the descriptive method to achieve our objective which is fundamentally identifying and investigating teachers' attitudes towards teaching writing process approach at Biskra University.

6.2. Sampling

Because the time constraint, we have chosen the sample randomly. The sample was ten EFL teachers of written expression. The teachers' questionnaire has transmitted to ten teachers of written expression in the department of EFL at Biskra University.

6.3. Data gathering tool

In order to prove our tentative research hypothesis and to answer our research question we based on the teachers' questionnaire. In addition, the teachers' questionnaire has the power to provide us with more useful and correct information about the teachers' attitudes. In other words, it aimed to gather reliable and valid data about the teachers' perceptions and attitudes towards teaching writing through process approach at Biskra University.

We have designed the questions carefully starting with general questions (about teachers' background information) to more specific ones (about teaching writing through process approach at Biskra University).

6.4. Data analysis

After collecting the data, we have analyzed them quantitatively and qualitatively in order to realize how the teachers perceive the importance of process approach.

7. Limitation of the study

The present research has faced several limitations as: this research is limited to teachers of written expression in English department at Biskra University in order to highlight the writing skill, the process approach and to seek for information that has relation to our study. On the other hand, because the time constraints, we have questioned only ten teachers from all teachers of written expressions. Otherwise, we hoped to engage all teachers in order to obtain more understanding sight about the teachers' attitudes towards teaching writing through process approach and to make the obtained results more valid and reliable.

8. Structure of the study

This study is mainly divided into three main chapters. Chapter one and two are concerned with literature review, whereas chapter three is devoted to the analysis and discussion of the results that obtained from the teachers' questionnaire. First of all, chapter one is titled "An overview of writing skill". It presented the definition of writing, the reasons for teaching it, and the components that constructing the writing skill. Furthermore, we tried to shed light on the most common types of writing and the relation between writing with speaking and reading. Finely, we discussed the current approaches used for teaching writing: the product, the process, the genre approach.

The second chapter is devoted to discuss the process approach to teach writing skill. We demonstrated its definition, the advantages and disadvantages of this approach. We spotlight on the main models of the writing process. On the other hand, we presented the various stages (prewriting, drafting, revising, editing, and publishing) that involved in producing a text. In the last not at least, we referred to the teacher's role in the writing process. In the last chapter, we dealt with the investigation of research findings and results. It is based on analyzing, discussing of the results and representing conclusion about the EFL teachers' attitudes towards teaching writing through process approach at Biskra University.

Chapter one: An overview about writing skill

Introduction

Learning English as a foreign language requires mastering the four skills which are reading, speaking, listening, and writing. This later is an important mean in order to communicate thoughts and ideas. It, considered also as the most complex and difficult skill among other skills which needs special attention from both learners and teachers. In this chapter, we attempt to give an overview of writing skills; starting by the definition of writing, the reasons for teaching it and the components that constructing the writing skill. In addition, we will shed light on the most common types of writing. After that, we will present the differences between writing and speaking, the relationship between writing and reading. Finely, we will discuss the current approaches used for teaching writing: the product, the process, the genre approach.

I.1. Definition(s) of writing

The subject of writing has been interested by many researchers to investigate on its nature as, Byrne (1988, 1991), Brookes and Grundy (1998), White (1981) and Hayes (1996). They have suggested many definitions to identify the nature of writing. However, each researcher has defined it according to his own perspective and no definition can covers all the writing aspects.

Writing is an activity of connecting letters to have words and connecting words to have sentences and so on. Byrne (1988) reported that “When we write, we use graphic symbols: that is letters or combinations of letters which relate to the sounds we make when we speak. On one level, then, writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind” (1). From Byrne’ definition one can understand that when we write, we use symbols to utter what we mean to say. In other

words, writing is the use of graphic symbols to record a speech. As support to Byrne, Brookes and Grundy (1998) regarded writing as the representation of spoken language. This means that, the verbal form of a language is represented by the written form.

Though, writing is more than graphic system or translating language into signs and symbols. Thus, writing is not a simple activity and that Byrne added "But writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds" (1988: 1). He is mainly talking about, writing as a way of communication; it should take into consideration some agreement, when organizing these symbols in which we shape words and from these words we shape sentences. But, we should also order and link them together in coherent and acceptable ways.

Furthermore, writing is a difficult and complex skill which needs to be learned. Within this scope, (White, 1981: 2) pointed out that "Writing is not a natural activity. All physically and mentally normal people to speak a language. Yet all people have to be taught how to write" (cited in Nunan, 1989: 36). Accordingly, writing is not inborn skill that human beings have. Therefore, we have to learn how to write in order to be good writers.

In the same vein, writing is a complex activity for both native and non-native speakers, because it is not a natural process but it is a mental effort. In supporting to this point, Byrne (1991) discussed that the problems that causing the complexity of this skill are classifying under three categories: the first one is psychological problem which arises, because there is no contact between the reader and the writer. The second one is the linguistic problem that comes from the reparation of the absence of certain strategies which the speech has such as; the body language, gestures, and tone of the voice by creating correct expressions. The third one is cognitive that caused by the fact that writing is not an inborn activity that needs conscious and process of instruction to develop, while

speech is a natural once and develops automatically. That is to say, writing is not an innate activity and does not come spontaneously.

Differently, it is asserted that writing is also not an individual act but is related to culture and social aspects. So, it is a social act which involves certain purposes. In this respect, Hayes (1996) suggested different view where he said that writing is a social behavior which is done in a social setting. Also, the social agreement as well as the history of social interaction can influence and form not just the content of writing, but also form to whom we write. This definition refers to that writing is a social process or a tactic, because it is carried out in a social setting.

Briefly, all these definitions of writing share the same idea that writing is the way of communication between people. It is a difficult and complex activity because it does not come naturally to us (we do not born with this talent). So, writing effectively requires an exceptional attention and more practices.

I.2. Reasons for teaching writing

Writing is a difficult activity which needs more attention from both learners and teachers. Therefore, there are a number of purposes to teach writing to FEL learners such as: to write for entertainment or to inform something. Moreover, another reason for teaching writing is helping students to be able to express and communicate their ideas and feelings effectively. Hedge (2005) provided more purposes to teach writing in EFL classroom which he illustrated them as follows:

- For pedagogic purposes: in terms of learning the structure of language.
- For assessment purposes: as an aid in which the progress of learners can be assessed.
- For real purposes: the students learn how to write in order to attain their needs of writing.

- For humanistic purpose: writing activity can help students to be more strength.
- For creative purposes: students will try to communicate with other people and expressing their selves.
- For classroom management purposes: as a way of managing the classroom in terms of managing the students' seats.
- For acquisitional purposes: through writing, students would be able to express language consciously.
- For educational purposes: in order to arise critical thinking and understanding as well as to develop self-confidence.

That is to say, teachers teach writing in their classes for various reasons: not just to encourage their students to learn the system of language, but also to use that language in different ways as well as in their real lives. In addition, the teacher should have a role in the writing process in order to monitor and guide the student's work.

Moreover, Harmer (1998) exemplified other reasons for teaching writing to EFL students, the first one is reinforcement: to reinforce the grammatical structure of language; student should write down that pattern of language to get benefit in a leaning writing skill. The second reason is language development: through writing process, learning experience will be continuous. Whereas, the third reason is learning style: writing can provide more time to think about a language for the learners who are slower in producing the language. In the last not at least, the forth reason is the most important one which is writing as a skill: the student should know the system of writing and how to use its techniques for example: punctuation, spelling and so on.

From that assumption, we can understand that writing can help students to enhance their handwriting and help them to develop their communication skills. Moreover, Harmer (2004) is still claiming that writing is not a natural process, it is a learned skill. He is

mainly emphasizing on the idea that writing needs to be learned and taught to acquire it. Yet, writing should have an essential part in the syllabus of teaching E as a FL. Likewise, Taylor (2009) reported that “in writing we bring knowledge into being, record and preserve it. Writing is seed, the fruit and the pickle of our problem” (2). It means that, by writing we will develop our critical thinking. Hence, it plays an important role in our lives.

Differently, Brooks and Grundy (1998) suggested other different reasons for teaching writing by saying that, we write to obtain information to someone without being contact with him at the time being, we use writing to form and shape our lives’ experiences. Guided by these assumptions, we can understand that writing is a fundamental part in education and teaching English as FL, it is an aid to develop students’ ability in doing different activities as expressing their thoughts, felling and ideas in appropriate way.

I.3. Components of writing

Writing skill involves some important elements as organization, vocabulary and the knowledge of writing’ techniques: spelling, handwriting and punctuation. Besides, it requires awareness of transition words to make coherence and mastery of grammar rules. Therefore, the FEL students should be aware of the writing components in order to write a good piece of writing. In this context, Raimes (1983) outlined the main components which needed to be taken into consideration when producing a piece of writing as he showed in the following diagram:

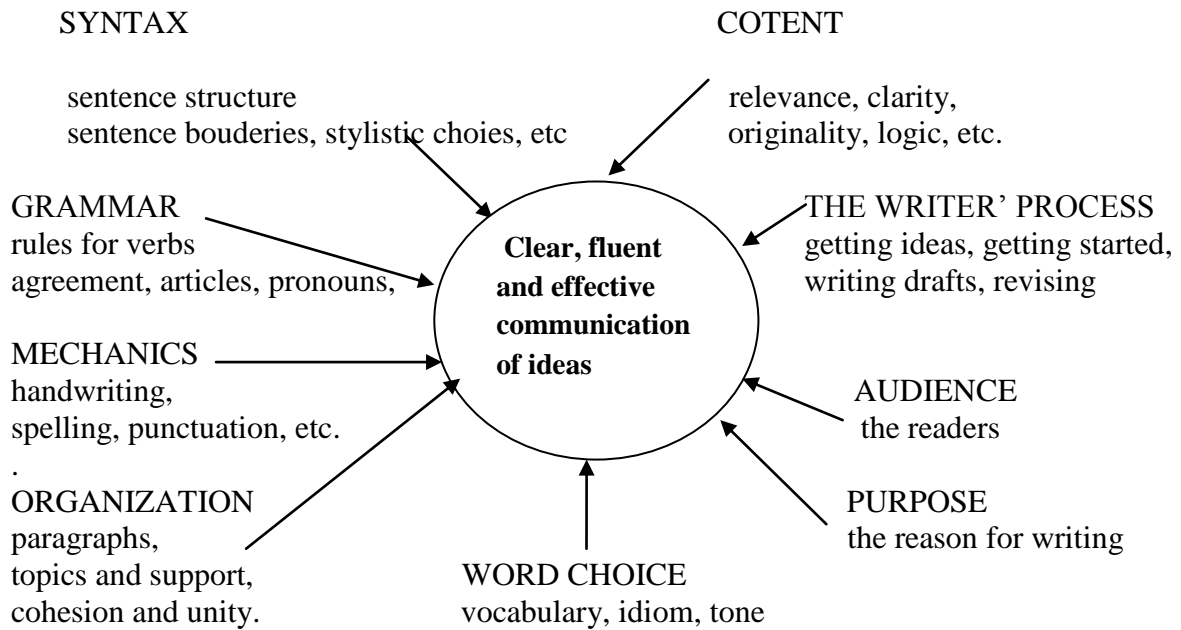


Figure I.1: Producing a piece of writing (Raimes, 1983: 6)

Here, the figure illustrated that writing skill requires a clear, relevant, and organize content. In addition, the writer should not only have audiences to write for them, but also he should have reason for his writing. Moreover, the students should master the writing aspects as: mechanics of writing (handwriting, spelling, and punctuation), word choice (vocabulary, idiom, and tone), grammar (the rules of the language, pronouns) and syntax (structure of the sentences). Another component had mentioned above is that the writer's process involves getting ideas, getting started, writing drafts, and revising.

Thus, writing skill is underlying upon two elements which are writing mechanics and word choice.

I.3.1. Mechanics of writing

In fact, mechanics of writing are spelling, punctuation, handwriting and grammar. Spelling is an essential aspect in writing. The learner needs not just to be knowledgeable about his spelling but also needs to be aware of the techniques that help him to improve it. For example, Brown and Hood (1989) asserted that the learner should enhance his spelling through extensive reading and take notes when spell the words. Besides, the learner may

use other techniques such as play word games in newspapers. That is to say, the learner needs to be able to differentiate between the wrong and the right spelling, because we spell words in different ways.

The learner should practice different methods in order to improve his spelling. Harmer (2001) shared the same viewpoint by saying that the student should enhance their spelling by focusing on extensive reading. This means that, spelling is not an easy task that should be developed by the learners through reading as much as he can.

Punctuation is the basic element in writing that helps the reader to interpret the message. However, this mechanism helps the learner's writing to be understandable by the reader. In support of this point, Alastair (2006) claimed that the writer be supposed to think that punctuation is more than a way of decoration that used in writer's writing. From this perspective, we can understand that punctuation is not a mean of decoration which the writer uses to enhance his piece of writing, but it is a necessary element that helps him to produce acceptable work.

Therefore, the learners should be aware of the rules which indicate how he can use punctuation correctly in their writing. In this respect, Seely (1998) suggested that well punctuation takes place when the learners know the rules of punctuation and applying them correctly. In other words, in order to be a good writing style, the learner needs to master the conventions of writing mechanics. In like manner, Murray and Hughes (2008) reported that punctuation shows limit's sentences and reduces words that have different interpretations. This means, punctuation helps the student's writing to be clear.

Handwriting refers to the student's styles in writing and it differs from one students to another. In other words, each student has his own style in writing letters on their papers. Moreover, Harmer (2001) claimed that the computer often used for communication but handwriting is still used for personal letters. Despite that computers are used by most

people in the world around, handwriting is important in writing some personal letters and exams.

Grammar is another fundamental part in writing. The learner needs to not only know the grammatical structures of a language, but also to know how to use them effectively in order to produce an acceptable piece of writing. In support of the point, Smith (2003) stated that “In order to communicate in standard written English, you have to pay attention to the rules. You need to understand the parts of speech when you write, and you have to combine them properly” (16). One can understand from that, the learners should be knowledgeable of the language’s structures and know how to manipulate them in order to communicate effectively. According to Kane (2000), grammar means” the rules which structure our language” (13). In other words, grammar is the rules that shape and make one’s language.

However, Heaton (1975) summarized these mechanics of writing by saying that grammatical skills take place when the students produce correct sentences. As well, mechanical skills mean using writing mechanics such as spelling and punctuation in appropriate way. While, stylistic skills are the student’s ability to use structures effectively in their writing. Judgment skills display the student’s ability to organize and classify information that is related to each other. Accordingly, the learner needs to master these aspects to be able to write correctly.

I.3.2. Word choice

Choosing the right words is an important factor in writing context. Therefore, Starkey (2004) stated that word choice is a way that displays the style of learner in choosing the words and structures of language to express his message. However, denotation and connotation are elements of the word’s meaning and should be taken into

consideration when the learner decides to select the words that tend to use it. They are linked but different as mentioned by (Kane, 2000).

From this perspective, one can understand that these two aspects are connected but they are different in their nature. Kane (2000) defined denotation and connotation as “Denotation is a words’ primary, specific sense, as the denotation of red is the color. Connotation is secondary meaning (or meanings), associated with but different from the denotation. Red, for instance, has several connotations: “socialist”, “anger”, and “danger” (246). This definition refers to that denotation is the right meaning or the basic meaning of a word. On the other hand, connotation is indirect meaning of a word which based on social and emotion assumptions. But, these indirect meanings possibly are positive, negative, or neutral meanings.

Denotation of a word is simpler than connotation. In this context, Kane (2000) added that the literal meaning of the words can be found in dictionary and it is easy to learn. On the other hand, understanding connotation of a word is not an easy task which involves knowing the surroundings of that word. That is to say, connotation of any word is more difficult which cannot be clear unless we understand its context. In short, the writer should be aware of the essential differences between these two aspects of words in order to be able to use them correctly in his writing.

I.4. Types of writing

Most known types of writing are persuasive, narrative, descriptive and expository writing.

I.4.1. Persuasive writing

Persuasive writing takes place when the writer provides facts and presents an opinion to the reader as mentioned by Smith (2003). According to him, there are two ways to organize this type of writing: the first way occurs when the writer presents weak

arguments against his opinion and the second way arises when the writer supports his opinion by giving many evidences. In addition, Smith (2003) considered that a persuasive writing is characterized by providing firstly the most important supporting information and then it comes to the less important ones. Accordingly, the writer here should take into consideration the order of importance of supporting information when he presents them in the persuasive writing.

I.4.2. Narrative writing

In fact, this kind of writing is characterized by reporting the events of a story. It has two types: simple and complex narratives. Within this scope, Smith (2003) stated that “Simple narratives tell the events that happened, usually in chronological order. Complex narratives focus on the resolution of a conflict and usually have a theme, characters, setting, and other elements of a short story” (55). Furthermore, Kane (2000) argued that narrative writing has a sense in analyzing the story. According to him, the writer should be truthful in narrating the story and he should make his reaction about that story. Although it is important to tell the events of the story as they are, it is necessary to react on these events.

I.4.3. Descriptive writing

Descriptive writing means we use words to describe something. As a support to this point, Smith (2003) claimed that a descriptive writing takes place when the writers uses information and details to state his views about specific picture. Moreover, the descriptive writing has two types objective and subjective. As Kane (2000) classified:

In the objective description the writer sets aside those aspects of the perception unique to himself and concentrates on describing the percept (that is, what is perceived) in itself. In subjective (also called impressionistic) description a writer projects his or her feelings into the percept (251).

It means that, the writer may either be objective in describing things (presents things as they are) or may be subjective (state his point of view) when describing things. In addition, descriptive writing can be sometimes as apart from narrative type. This type has many features such as it contains adjectives to describe the subject and the tense of verbs is the present simple or the past simple.

I.4.4. Expository writing

Expository writing takes place when the writer attempts to clarify ideas and to give many details about something in order to explain it. According to Smith (2003), the writer uses facts and true information to support his main ideas. In addition, this kind also uses when the writer wants to explain the process's stages of something by using transitional words such as first, next and finally as mentioned by Smith (2003). This means that, expository writing is characterized by using words to present and explain information in clear order to make it clear and comprehensible by the reader.

I.5. Writing and other language skills

Listening and reading are called receptive skills, whereas speaking and writing are called productive skills. The first two are the basic source of knowledge and experience, while the other two are involving the language production. In this respect, Widdowson (1978) claimed that productive skills are active, while receptive skills are passive as the diagrams shows:

	productive/active	receptive/passive
aural medium	speaking	listening
visual medium	writing	reading

Figure I.2: A Diagram illustrates these conventional nations (Widdowson, 1978: 57)

This figure explained that, speaking and writing are productive skill and both are actives in terms of using language. On the other hand, listening and reading are receptive skills, they using language passively. In addition, according to Widdowson (1978) with speaking and listening, we expressed our language through using the audio means. Whereas, with writing and reading we use visual means that enable us to express our language.

In addition, the four skills are related as argued by Johnson “Four language processes work together to enhance the development of each of the others: speaking, listening, reading, and writing” (2008: 7).

I.5.1. Differences between writing and speaking

Speaking and writing are productive skills, one can use them to communicate and express his feelings and ideas. These two skills seem to be similar, but they have many differences and that Brown and Yule (1983) discussed the differences between spoken and written language by saying that a written language is a highly structured which involves using much translation words, connectors, and much deeper grammar structures, while spoken language is simple and that” The vocabulary is much less specific” (Brown and Yule, 1983: 4). That is to say, the spoken language is simpler than the written one which requires the use of precise vocabulary and the use of connectors and subordinators. Also according to them, writing is well-formed sentences but speech contains incomplete utterances and short sentences. This means that, writing is more formal language than speaking.

A significant aspect of the teaching writing is taking place when the teacher has awareness about the differences between writing and speaking. For example, Grabe and Kaplan (1996) outlined that there are two different perspectives about the relationship between writing and speaking. The linguists view that written language is only a representation of oral language, because the speech is primary. The educational researchers

asserted that written language has many values and it is much more appreciated than oral language, because the form of written language is more correct than the form of verbal language. This means that, writing skill has many characteristics that make it more valued than speaking one.

From that we can understand that writing skill has many characteristics which distinguish it from other skills. In this context, Ur (1991) outlined nine important differences between written language and speech in the following list:

- Performance: written discourse is permanent and continuous; the reader can read it whenever he likes. The spoken text is momentary and always the feedback takes place through the talking's time, for example the listener can ask for more explanation or repetition.
- Explicitness: the written form is very clear which makes the relation between references appear explicitly; while in speech the knowledge requires to be not clear and not understandable between the speaker and the hearer.
- Density: the written text is provided heavily content, since it uses densely grammar structures. In the spoken language, we can find repetition of words and glosses.
- Detachment: most of the time, writing not concerns with the space and time of its reading. This means that, the reader is absent and there is no interaction between the writer and the reader. However, speech involves an immediate interaction between the speaker and the listener.
- Organization: the writing text is characterized by being well planned and structured in terms of using specific and formal vocabulary and using correct grammar rules. The oral language is commonly unorganized which may contain short sentences or even single utterances.

- Slowness of production, speed of reception: speech is faster than writing, because most of the time writing takes much time in preparing, drafting and editing. On the other hand, “we can usually read a piece of text and understand it much faster than we can take in the same text if we listen while some one reads it aloud to us” (Ur, 1991: 161).
- Standard language: the written language is characterized by using normal diversity of language that are been accepted by all languages. Speech has dialect distinctions and it can symbolize regions.
- A learnt skill: the written language comes on purposes and should be educated. But, the spoken language comes spontaneously and naturally.
- Sheer amount and importance: writing is short in terms of containing specific and accurate words that are related to the topic, while speech is long since it has many repeated words.

In other words, Ur (1991)' list symbolized that writing has many features that makes it difficult task such as: writing is permanent and it is very clear in terms of its context. Writing is a well-organized language, since it contains correct structured sentences and precise vocabulary. In the last not at least, writing is not a natural process, it should be learned and taught in formal settings.

Similar to Ur (1991), Brown (1994) provided other characteristics of writing skill as follows:

1. Performance: writing is characterized by being constant and lasting which can be found any time in order to read it again. Talking is temporary and happened on its time.

2. Production time: the written language involves much more time to prepare, revise and edit what have been written before producing the final production than the speech does.
3. Distance: in talking, the speaker and the listener contact face to face in their real time. However, there is no real connection between the writer and the reader and that there is no an immediate and a direct feedback.
4. Orthography: writing is approximately take a limited amount of information, while in oral language we find a lot of stress, repetition and pauses in order to improve one's speech.
5. Complexity: written texts is complex which contain long sentences and much subordinators as however and because. Whereas, the spoken language involves short sentences and much coordinators as so, or.
6. Vocabulary: writing is more characterized by heavy and specific vocabulary than speaking does.
7. Formality: written language is generally more formal than speaking, because it consists of unfinished utterances, pauses and repetitions.

From Brown' point of view, we can understand that writing skill is different from speaking because of: their nature; writing is stable and lasting for long time, while oral language is not permanent which lasts for a short time. Furthermore, one can have more production time with writing than with speaking in terms of preparing, drafting and revising. In writing, the feedback is not possible immediately but the writer tends to expect the reader's reaction. However, Weigle reported that:

Neither oral nor written language is inherently superior to the other, but oral and written texts vary across a number of dimensions including (but not limited to) textual features, socio cultural norms and patterns of use, and the cognitive processes involved in text production and comprehension. (2002: 15)

In short, there are many differences between writing and speaking as we learn how to write but we speak naturally. In general, we write slowly but we speak quickly. The audience is generally not presented in writing, while speech requires the presence of the listener. Speaking and writing are two productive skills and both of them are means of communication. Yet, they are two types of using a language.

I.5.2. Connection between writing and reading

Reading is a receptive skill, whereas writing is a productive skill. It seems that, they are two separated skills but they are related. However, many researchers have been confirmed the relationship between reading and writing. For example, Johnson (2008) stressed that reading skill can be a helpful way to enhance student's writing ability, since they can rich their vocabulary and reduce their grammatical mistakes. In other words, through reading practice student can perform correct rules of grammar and enhance their vocabulary. Yet, students will be effective writers.

In a like manner, Wallace, Stariba, and Walberg (2004) stated that "To become better writers, students may need to read good—even great—literature, that can serve as a model for their own efforts" (16). This means, reading about writers' lives acts as inspirational of student's writing. Since, they will discover different ways to develop their writing skill and will identify new topics which they never heard about.

However, the students should not only read about other's lives but also should read their own works. In supporting to the point, Stotsky (1983, cited in kroll, 1990: 88) summarized that:

- There are connections between reading achievement and writing ability. Better writers tend to be better readers.
- There are correlations between writing quality and reading experience. Better writers read more than poorer writers.

- There seem to be correlations between reading ability and measures of syntactic complexity in writing. Better readers tend to produce more syntactically mature writing than poorer readers.

Reading practice can provide the students with new ideas and different writing styles. Therefore, Celce-Murica (2001) “readings provide models of what English language texts book like, and even if not used for the purpose of imitation. They provide input that helps students develop awareness of English prose style” (224-225). This assumption refers to that reading helps students to develop their writing ability by introducing to them the correct grammatical structure and inspired subjects.

Despite of their different categorization, writing and reading are completing each other. In this scope, Harris (1993) pointed out that there are other different relationships between reading and writing as follows:

1. Reading and writing are personal and social activities: both of them are means of communication.
2. Reading and writing are interdependent: writers need readers to write for them and the readers need the writers’ work to read it
3. Reading and writing are reciprocal: through reading, student may improve their writing skill. On the other hand, through writing students can improve their reading skill.
4. Reading and writing are parallel: both skills are characterized by using background knowledge and having intentions.
5. Reading and writing help discover the world around us: writers should not only write but also read what they have written. In addition, readers also should sometimes try to write.

In other words, we use reading and writing skills to communicate with others. As well, both skills have aims and based on background information. Moreover, through writing we can learn reading and through this later we can learn the former. Reading and writing are depending on each other; we write something to read it and we cannot read something unless it has been written. In short, Hyland (2003) added that writing and reading are essential parts of literacy. That is to say, the students need to be able to write and read to be a literate person. Reading and writing together are essential factors to improve students' language abilities. We have to read as much as we can in order to develop our writing's ability. As a result, we have to read to be able to write.

I.6. Approaches to teaching writing

Writing skill is an importance factor for language learning tasks. Therefore, many approaches and methods of teaching writing in the classroom have emerged as product, process and genre approach.

I.6.1. Product approach

This product approach is the traditional approach to teach writing which focused on the final product. In this approach, writing skill was considered as a linear process as stated by Tribble (1996). Besides, it assumed that writing is characterized by producing model texts that need to be grammatically correct and clear. Moreover, Nunan (1991) defined the product approach as "... focuses on the end result of the learning process, what is expected from the learner is to do as fluent and competent user of the language" (86). One can understand that, the product approach is interested on the output. Students also with the product approach will be capable to write an acceptable piece of writing. However, student's writing is just an imitation of the teacher's model text.

The product approach concerned only on the written production, Harmer (2004) stated that in this approach, students give more important to the language structures of the

text rather than to the steps of construction language (how the language of the text are formed) . It means that, the students neglect the aspects of how the language are formed and focus only on what language of the text which they will use. Furthermore, the central point in the product approach is mastering the linguistic aspects of texts without paying attention to implied meanings. As supported by Hyland (2003) who argued that the product approach focuses on the form of texts and gives much more attention to the correct structures of the language than the meaning of the texts. The product approach contains four stages as outlined by Hyland (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 an essay, letter, and so forth.

That is to say, in product approach there are four stages that need to be followed by the students. In the first stage, students will learn some grammatical rules and specific vocabulary from a text that provided by the teacher. But in the second stage, the teacher should involve the students with the task by giving them an incomplete text and ask them to add the missing sentences as away to practice the learned patterns. While, the teacher may guide his students by asking them to write a piece of writing based on imitating the teacher's model. In the last not at least, the students can write freely paragraphs or essays in order to use the grammatical structures and patterns that have already learned.

Product approach based on the imitation of the model text's characteristics as expressed by Palpanadan, Bin Salm and Bte Ismail (2014) "product writing: imitating

model text features highlighted including controlled practice of those features, organization of ideas are more important than ideas themselves, emphasis on end product, individual, one draft” (791). From this assumption, we can understand that product approach is interesting on the surface of the language and on the final draft of the written production. Also, within this approach the students will work individually.

Moreover, the product approach is interesting on accuracy more than fluency. Though, the written production needs to be grammatically correct. In this context, Tribble (1996) also said that the teacher gives much important to errors and he tends to eliminate them. In fact, the product approach of teaching writing has been criticized in several points as it focuses on the linguistic structure of the language and neglects the meaning of the texts. Besides, this approach neglects the students ‘creativity and give no attention to the stages of the writing process that the writer needs to go through to reach the final draft. In this approach, there is no chance for the students to add their ideas (Raimes, 1983).

I.6.2. Process approach

The process approach has appeared as a reaction to the product approach. It focuses on the writers and the stages that he goes through in order to produce a good piece of writing. To support this point, Oshima and Hogue (1999) asserted that writing is not a product but it is a process which we can revise and edit it any time.

Contrasting to a product model, a process approach considered writing as “a non linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning” (Zamel, 1983, cited in Hyland, 2003: 11). In other words, writing is a process which includes several recursive steps as prewriting, drafting, revising and editing. Hence, a process approach gives students much opportunity to become creative writers.

I.6.3. Genre approach

The genre approach focuses on teaching specific genres of writing text. However, this approach tends to stress the assumption that the social setting of the language determined the type of the language that used by the individual. That is to say, there is a connection between the language forms and the social context where we use this language. Moreover, Lynch (1996) defined genre as a kind of text which addressed to specific readers in specific community. In other words, this approach is concerned with specific type of texts in terms of the topic, content, function of the genre and the context in which writing taking place. The students should be aware of the topic and the context in which their writing will be read as mentioned by Harmer (2001).

However, this approach has been criticized by Harmer (2001) who said that “a genre approach is especially appropriate for students of English for specific purposes” (259). It means that, this approach is not concerning with general English student’s needs, it is very limited approach.

Conclusion

To conclude this chapter, we can say that writing is a difficult skill to master it for both native speakers and non native speaker. However, students have different reasons to write such as humanistic, social, or academic purposes. The students need to be aware of the writing’s components in order to achieve success in their writing. Because writing is a complex skill, it needs more efforts rather than other skills. On the other hand, writing cannot be taught alone, but usually with the integration of the other skills. Since writing skill is a not natural process, it needs to be learned and taught. Hence, there are many approach that adopted by the teachers to teach writing as product, genre and process approach. Yet, this later will be discussed broadly in the next chapter.

Chapter two: Teaching writing through process approach

Introduction

Teaching writing field viewed the emergence of different approaches which grow, either as an extension or a reaction to one another. One of these approaches that come as a reaction to a product approach is a process approach which views writing as a developmental, generative and progressive process rather than a linear process. This approach pays attention to the different stages the student goes through in order to produce a piece of writing. In this chapter, we will discuss a process approach to teach the writing skill, by defining it and mentioning the advantages and disadvantages of this approach. We will also give much emphasis on the main models of the writing process. Then, we will present the various stages (prewriting, drafting, revising, editing, and publishing) that needed to produce a text. Finally, we will shed some lights on the roles of the teacher in the writing process.

II.1. Process approach

The process approach to teach writing emerged in the late 1960's and early 1970's as a reaction to the product approach that focused on the form and the final text rather than on the meaning and the process in which writing took place. The process approach was originated firstly, from the expressivism theory which claimed that the process of writing is a process of self discovery and expression. From this perspective, writing can be described as individual's ability to express himself freely. In this respect, Elbow (1981) reported that the writing activity is a progressive process which motivated the expression of personal ideas. Secondly, from the cognitivism theory which suggested that writing activity requires mental processes and the main focus of this theory puts on the linguistic and thinking skills as planning, drafting and evaluating the work.

Furthermore, the process approach also increased from Brookes and Grundy (1998)'s perspectives and that "If we can analyze the different elements that are involved in a longer piece of writing, and can help learners to work through them, and use this knowledge positively in their own writing, then such writing will have a lot of stress taken out of it" (7). That is to say, this approach helps the students to find out the elements that guided them to decide about what they should write and what they should not. The process approach shows a change in teaching writing from the product itself to the processes of writing that involved in producing this product.

However, Celce –Murcia reported that:

There were a number of forces that converged in the mid-1960s to change the way composition has come to be viewed and taught, starting with the call by Braddock, Lloyd-Jones, and Schoer (1963) for teachers or researchers to examine how writing is actually produced (2001: 220).

In other words, there are many researches that emphasis on teaching writing through process approach rather than the product approach in order to explore the processes of writing.

I.1.1. Definition of the process approach

With the process approach, the focus is shifting from the final product to the writing as a process. This approach focuses on the writer itself as regarded by Hyland (2003) "The process approach to teaching writing emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teachers should help learners perform a writing task" (10). In other words, this approach stresses on the writer itself as well as it focuses on the teacher's role in the process of writing as facilitator and supporter.

However, the process approach defined by Kroll (1990) "This approach calls for providing a positive, encouraging, and collaborative workshop environment within which

students with ample time and minimal interference, can work through their composing process” (15). In other words, this approach provided the students with collaborative settings which they work together in pairs or groups. Thus, it is a helpful way in encouraging students to practice writing and in developing their self confidence.

In the process approach writing is considered as a process of creativity and discovery rather than a well formed product. For example, Tribble (1996) defined the process approach as an approach to the teaching of writing that neglects the idea of text’s imitation and put more focus on the developmental processes of writing. In addition, it encourages the individuals to be creative. In like manner, White and Arndt (1991) suggested that the process approach can help in developing the writing skill, where the students try to discover and create acceptable form of writing.

In support to these assumptions, Badger and White (2000) pointed out that writing in process approaches views as mainly related to planning, drafting and revising skills rather than knowing about grammar and text structures. He is mainly talking about, the process approach that provides the students with opportunities to learn planning, drafting, revising, editing and publishing stages of the writing process to help them to produce a good writing.

II.1.2. Advantages of the process approach

In the process approach, writing regarded as an imaginative, recursive, individualized, conscious and complex process. This approach focuses on the student’s experiences and ideas. Grabe and Kaplan (1996) outlined the characteristic of the process approaches in the following points:

- The process approach to teach writing encourages the students to write on purpose.
- This approach pays more attention to the personal expression and the content of writing rather than the grammatical structures of the language and the final product.

- This approach helps the students to plan, draft and revise their writing instead of starting writing without previous planning.
- It gives the students opportunity to write about topics which they find it interesting.
- The process approach allows the students to interact with audiences to get effective feedback from their teachers and classmates.
- It helps the students to be familiar with stages of writing process that involved in creating a good writing.

Moreover, an example of some characteristics of process approach is provided by Smith (2000) and Wyse and Jones (2001) as follow:

- It includes a variety of writing models, expressive as well as expository.
- It emphasizes writing conferences in which the teacher sits with the students as they are writing and offers advice on how to progress.
- Writing normally takes place through a series of multiple drafts.
- Writing should be a cooperative activity; students assist one another composing texts.
- Errors are considered natural and are corrected in the final stages.
- Teachers respond to students' drafts with fewer judgment and more questions and suggestions.
- Grammar is learned in the context of writing for communication.
- It emphasizes revision as critical to the writing process as teachers give their students opportunities to review, clarify, and re organize what they have written.

(cited in Alodwan and Ibnian, 2014: 146-147).

That is to say, this approach has many advantages as considering errors as a natural habit and should not correct at each stage, but it is left to the last draft. In addition, with the process approach the students are exposed to different types of writing as expository. In

this approach, the teacher plays an important role in writing process. According to them, the writing process goes through several drafts before reaching the final product.

In the process approach, writing is characterized by being a recursive not a liner process and that White and Arndt (1991: 5) claimed that “writing is rewriting: that revision-seeing with new eyes-has a central role to play in the act of creating text” (cited in Harmer, 2001: 258). That is to say, the students can plan, draft, revise and re-revise their work. Thus, White and Arndt (1991) summarized these combined stages of process writing as presented in the following diagram:

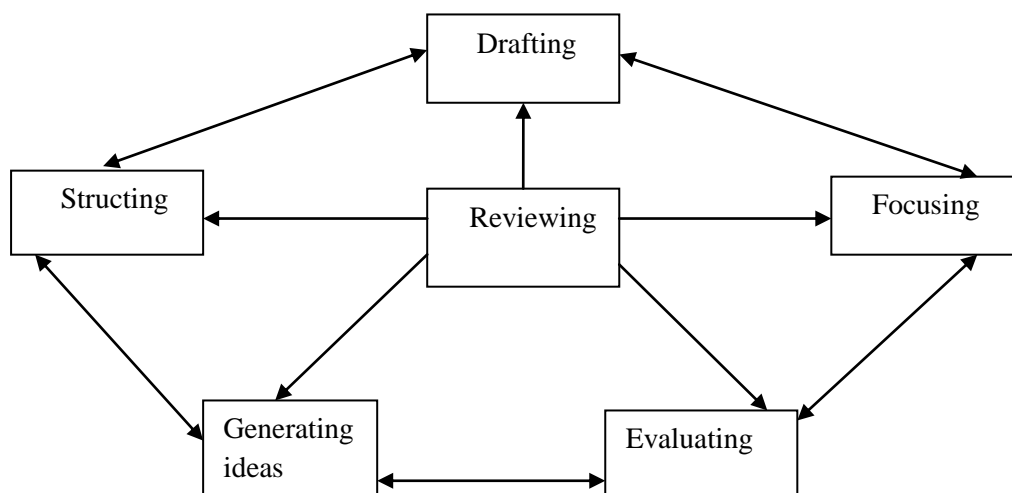


Figure II.3: White and Arndt’s process writing model (cited in Harmer 2001: 258)

The above figure represents the White and Arndt’s model of writing process which illustrates that writing is a recursive process that requires moving around the different stages. In other words, at any stage of writing process the students can reorder, add, or delete some ideas.

Hence, the process approaches presents five stages in writing process such as prewriting stage: the students generate ideas about the topic. Drafting: in this stage, the students start writing their first draft. In the revising stage: the students may either add or modify some structures and ideas. For editing phase, the students edit their work in terms

of grammar, spelling mistakes, fragment sentences and word order. In publishing stage, the students publish their work to his audience.

In sum, the process approach is characterized by:

- Focusing on the writer and on the content.
- Focusing on fluency rather than accuracy.
- Emphasizing on the students capacity.
- Pays attention to the purpose of writing and to whom we write (readers).
- Giving the students more chances to revise their work.
- The correction of mistakes is left to the end stage (editing) of writing.
- Emphasizing on the stages that involved in the writing process as generating ideas, drafting and editing.
- Providing the students with many opportunities either to share or to discuss their ideas and information with each other.
- The process approach encourages the collaborative writing that helps students to learn from each other.
- Encouraging students to be curios and creative writers.
- The main interest of the process approach is the teacher' role in the students' writing process as facilitator, motivator and demonstrator. Also, he gives the students remarks and effective feedback on their work as an attempt to improve it.
- Regarding writing as a means of communicating.

With the process approach, not only the student's writing ability will be improved but also their level in a language.

II.1.3. Disadvantages of the process approach

The process approach has been criticized in these points:

1. Time consuming as discussed by Harmer (2001) who stated that the writing process consuming time because students take much time in generating thoughts, revising and re-revising them.
2. In this approach, the students' writing is characterized by being informal because adapted to their ways of writing.

Differently speaking, despite of what has been said, the process approach still work with students who tend to learn how to write a good a piece of writing.

II.2. Models of the writing process

There are several researchers interested in the writing process. Hence, they have suggested several models of writing process. These models seek to differentiate between skilled and unskilled writers. In addition, these models of writing tried to not only describe the process that involved in writing, but also to identify the sources of knowledge that the students use when writing as mentioned by Weigle (2002). It means that, the models of writing process tend to explore how the writers write, follow certain steps when they composing writing and when they use words to express themselves in clear way. However, there are three major models of writing process: Hayes and Flower (1980), Bereiter and Scardamalia (1987) and Hayes (1996).

II.2.1. The Hayes and Flower model (1980)

Hayes and Flower constituted the model of writing that presents effective results in the field of writing. This model studied the composing process of students through using the protocol analyze approach as reported by Yi (2009). In other words, it is based on the think-loud technique that used by students when writing. However, this model views writing as a recursive process which means that during writing, the writers move backwards or forwards between the steps that involved when composing writing.

Since, the Hayes and Flower model interested on the cognitive processes that used in writing activity it is known as the cognitive process model.

The Hayes and Flower model presents the difficulty of the writing process which contains three major elements that are: the task environment, the writer's long term memory, and the process of writing. On the one hand, the task environment and the writer's long-term memory (they include writing assignment, the knowledge of the topic, the knowledge of audience, and some stored writing plans). On the other hand, the writing process consists of three main stages: planning, translating and reviewing directed by a process called a monitor process, as it is represented in the following diagram:

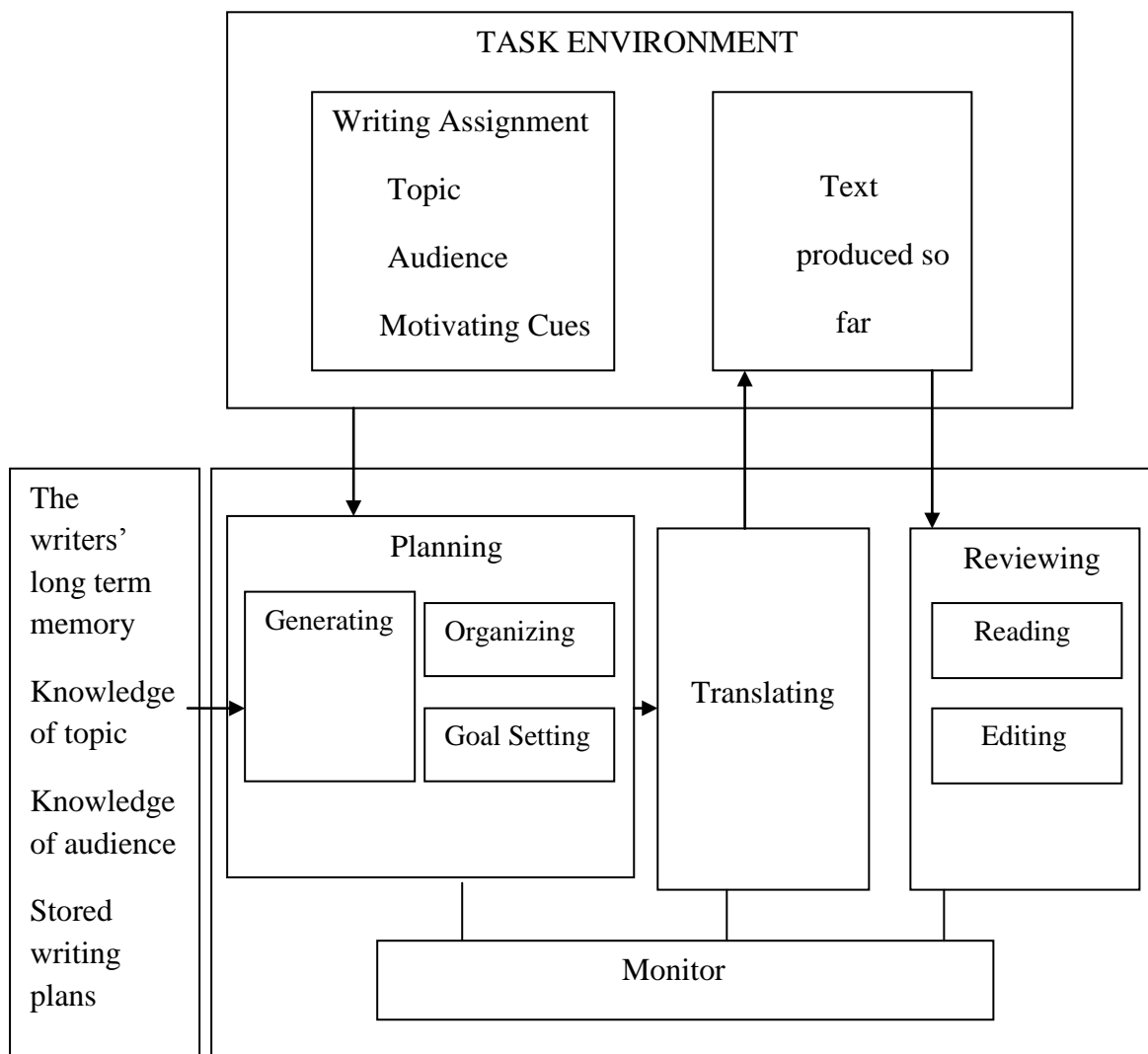


Figure II.4: The Hayes-Flower (1980) writing model (cited in Weigle, 2002: 24)

The previous figure presents the Hayes and Flower writing model which expressed the writing process that comprised three main processes as planning, translating, reviewing and sub-processes. For example, the first step is planning which contains sub-steps: generating step, where the writer generates ideas that he gets from the long-term memory about a topic. Organizing step, the writer organizes these ideas in logical order. Goal setting step means the writer's attempt to relate these ideas with his purpose of writing.

According to the Hayes and Flower (1980) model, the second step is translating; the writer tries to translate their ideas into language. Finally, reviewing in this step the writer seeks to revise his ideas. It also involved two sub-steps: the first one is reading: the writer re-reads what he has written. The second one is editing, in which the writer checks grammar and spelling mistakes. However, these three processes are gathered by a monitor process. In fact, the Hayes and Flower (1980) model based on the investigations of the writers' behaviors during process of writing which help different researchers to explore the operation of the writing process.

II.2.2.Criticism of the Flower and Hayes model (1980)

This model has been criticized by Grabe and Kaplan (1996: 923) and that:

writers are not likely to be uniform with respect to their processing preferences and cognitive abilities; [...] a protocol analysis approach [which was used by Hayes and Flower] may not be a valid primary methodology for the study of the writing process to the extent that Flower and Hayes claim [...] [or at least from a more moderate perspective] it cannot be the primary source of evidence for a theory of the writing process (cited in Yi, 2009: 58).

In other words, Hayes and Flower model (1980) have used the protocol analysis approach in order to identify how the writers do the written activity. According to Grabe and Kaplan's assumption, this approach cannot be a valid reference for the study of writing process. That is to say, it is based on the think loud techniques, where the writer talks during writing and that cannot be a reliable data.

II.2.3. Bereiter and Scardamalia model (1987)

The Bereiter and Scardamalia model contains two models of writing that tends to differentiate between the experienced and less experienced writers in terms of their writing process as reported by Weigle (2002). These models are called knowledge telling and knowledge transforming models. Weigle (2002) stated that knowledge telling process involves less linguistic skills as planning and revising, while knowledge transformation requires more skills and practice. It means that, the former is a simple process which concerned with less skilled writers, whereas the later is a complex process that demands the experienced writers.

In addition, Weigle (2002) reported that the knowledge telling process is a helpful way in solving the problems of writing which “is to generate content without the benefit of a conversation partner” (31). That is to say, the problem with writing occurs because there is no real interaction between the writer and the audience. To support this point, Bereiter and Scardamalia (1987) stated that in conversation, the people help each other in various ways as they give each other opportunities to change the topic, to make a pause and to give more explanation. (cited in weigle, 2002). It means that, in conversation, there is interaction between the elements, while in writing there is no interaction.

The important part of the writer is to know how to create the content without the audience’s existences. Besides to these perspectives, Bereiter and Scardamalia (1987: 9, cited in Weigle, 2002: provided us with more explanation about the knowledge telling process made by a student with 12 year old and he said that:

I have a whole bunch of ideas and write down until my supply of ideas is exhausted. Then I might try to think of more ideas up the point when you can’t get any more ideas that are worth putting down on paper and then I would end it (32).

In other words, that student tried to describe the process of knowledge telling which he actually engaged in it. The student said that, he keeps writing until his ideas stop coming to

his mind. Thus, the process of writing ends when the writer fails to put a new idea on the paper. Zamel (1982) discussed that the knowledge telling process requires getting back ideas and information about the topic for long-term memory and the knowledge transformation process involved interpretation of these ideas and putting them in the form of words.

However, The Bereiter and Scardamalia model (1987) of writing provided the researchers with more information about the writer's ways in generating ideas as it is explained in the following diagram:

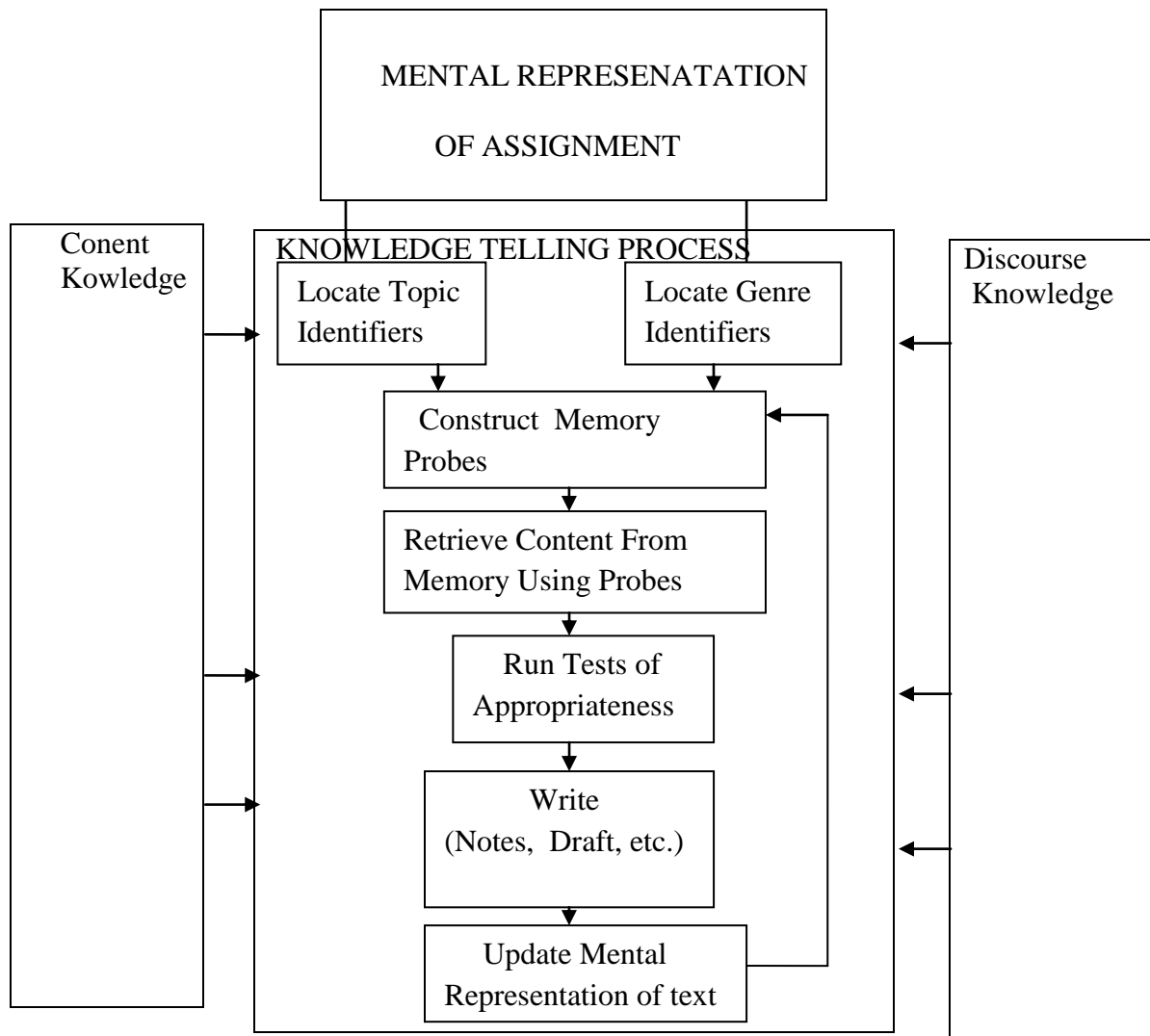


Figure II.5: Structure of the knowledge-telling model (Bereiter and Scardamalia, 1987, cited in Weigle, 2002: 3)

Differently speaking, knowledge transforming process is a difficult process in which the writer should do much effort in order to achieve it. The knowledge transforming process based on the problem-solving processes. The subsequent diagram will present more explanation to this process.

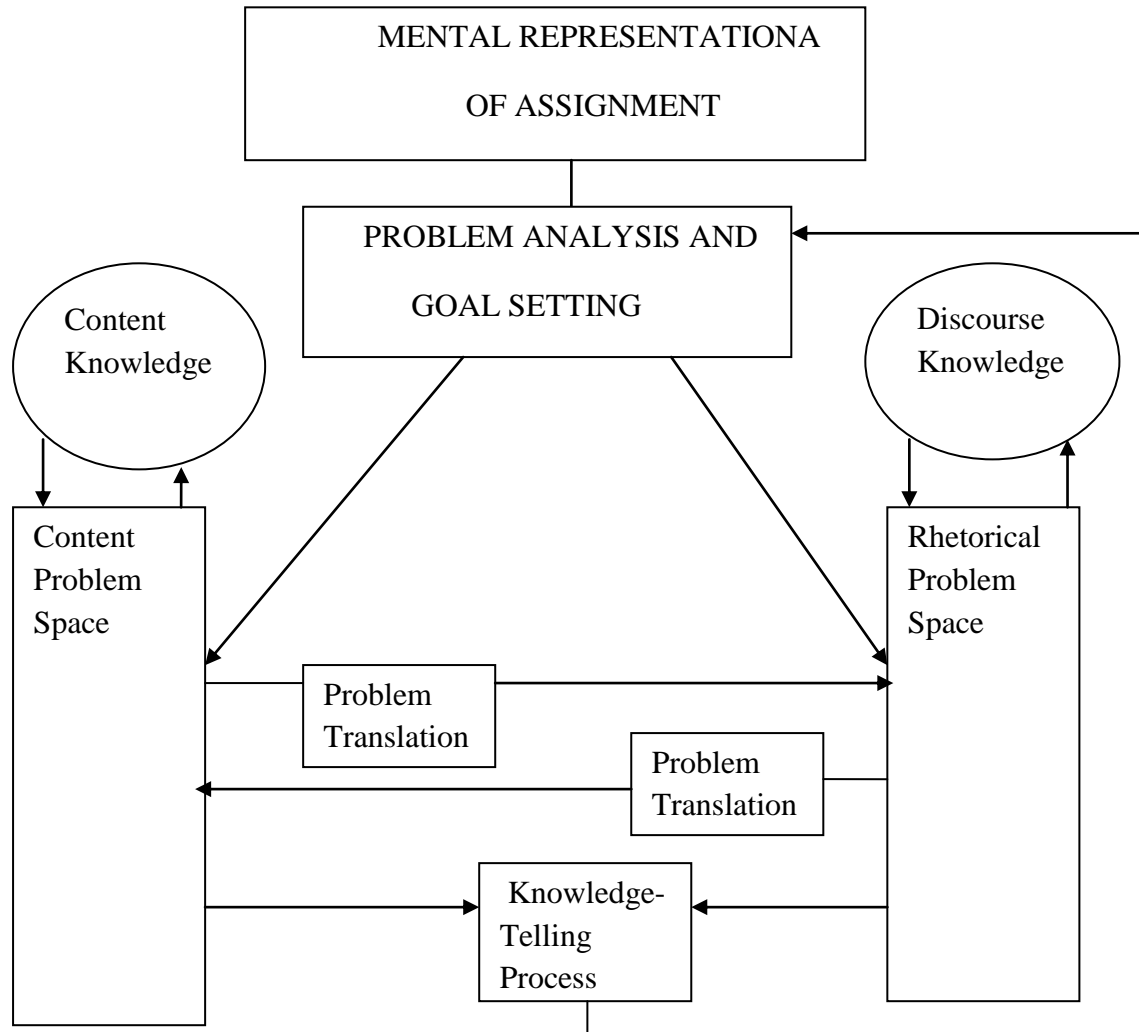


Figure II.6: Structure of the knowledge-transforming model (Bereiter and Scardamalia, 1987, cited in Weigle, 2002: 34)

This figure indicates that the knowledge transforming process requires problem analysis and goal setting. They guide to both the content problem space that includes the content knowledge and the rhetorical problem space which contains the discourse knowledge. The planning activity can help the writer to solve both content and rhetorical problems.

However, the knowledge transforming process involved the knowledge telling process, since the writer generates the content that will be transformed later on. Thus, there is no difference between the two models as reported by Yi (2009) the only difference between the two processes is:

Lies in the added part: namely, whether the model includes problem analysis, goal setting and problem translation. These meta-cognitive elements lead to problem-solving activities in two subsequent domains, the content problem space and the rhetorical problem space, both of which interact with each other in a two-way attempt to find solutions to the problems of either content or discourse (59).

Accordingly, there is no difference between both processes because both of them are means to solve the problems of writing. In fact, the Bereiter and Scardamalia model explores the differences between the experts and less expert writers as stated by (Weigle, 2002).

II.2.4. Criticism of the Bereiter and Scardamalia model (1987)

This model has been criticized by Weigle (2002) who claimed that in this model, the way that makes the writer moves from the knowledge telling process to knowledge transforming process is ambiguous way.

II.2.5. Hayes model (1996)

Hayes model (1996) is an extension of Hayes and Flower's model of writing process. Hayes model regarded writing as a process that contains two major components: task environment and the individual. On the one hand, task environment comprises both the physical and the social environments. The physical environment involves the text of the writer so far and the composing mediums, while the social environment includes the audience that going to read the writer's text and collaborators in the process of writing. On the other hand, the individual component of writing process involves four parts: cognitive processes, working memory, long term memory and motivation and affect. The following diagram will provide more explanation about this process:

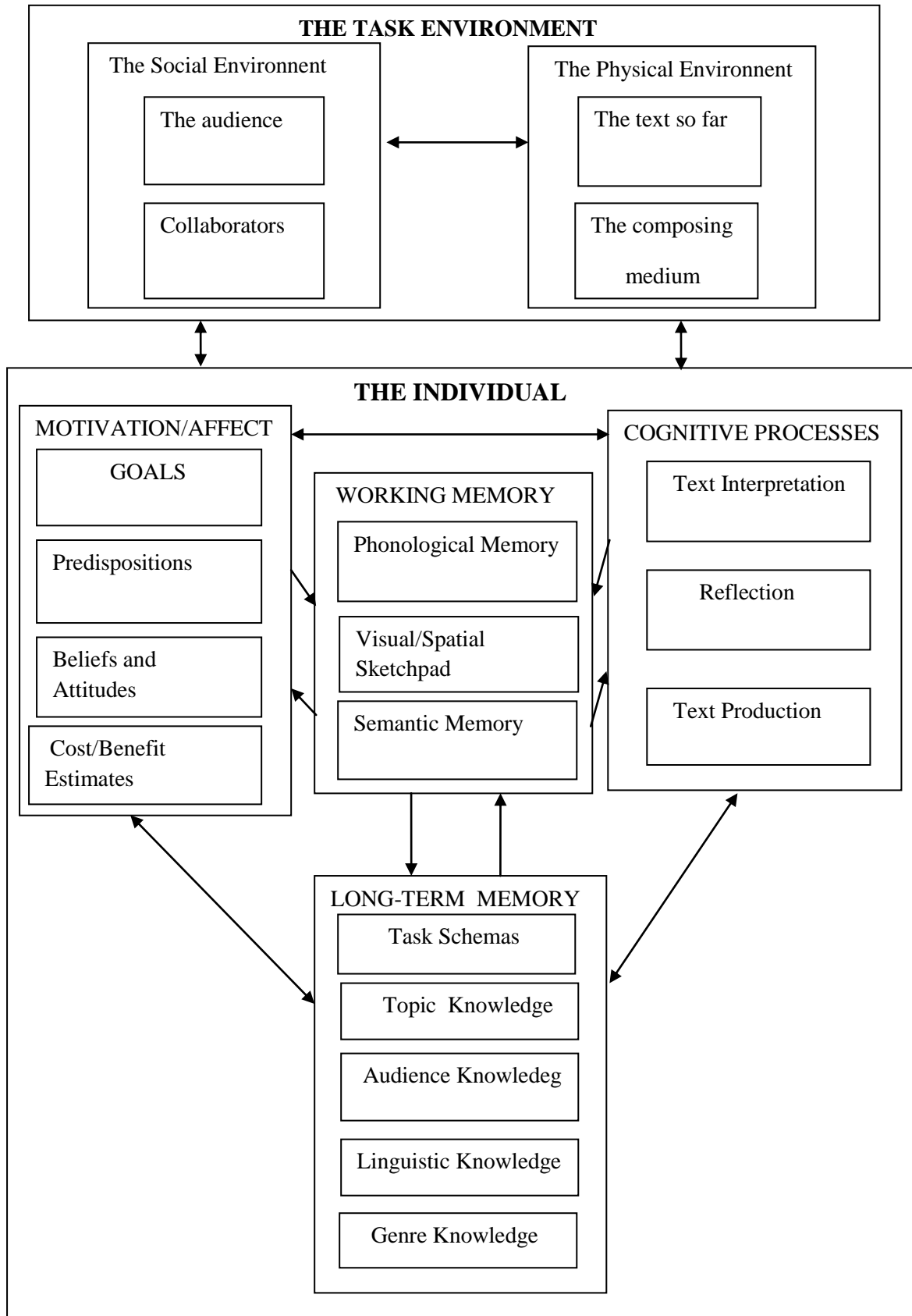


Figure II.6: The Hayes (1996) model (cited in Weigle, 2002: 26)

In short, the Hayes model (1996) is important model, since it explores the different elements which have an impact in the writing process as claimed by Weigle (2002).

II.3. Stages of the writing process

Many researchers claimed that writing is a complex process which contains a number of stages that should be followed by the writer in order to produce a good piece of writing. Hedge (2005) regarded the stages of the writing process as difficult processes. In other words, writing is a difficult process which involved different activities when producing it: prewriting, drafting, revising, editing and publishing

II.3.1. Prewriting

Prewriting stage is the first and the important stage in the writing process, in which the writer can generate information and ideas about his topic. There are three elements should be taken into consideration before starting writing as pointed out by Hedge (2005), the first one is the purpose of the writing that has an impact on the selection of students' language. It means that, the writer should set his purpose behind writing in which he is going to write formal or informal writing. In the former, the writer should choose appropriate vocabulary and ideas that organized in logical way, while in the later the writer can use any language to convey his message. The second element lies on the audience who is going to read the writer's work. Hedge (2005) added that to be a good writer, you have to be aware of the purpose, audiences and the direction.

However, prewriting stage is also known as planning stage, where the writer tries to think about what is going to say as Harmer (2004) claimed that "experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say" (4). It means that, prewriting stage should be experienced by all

types of writers even the skilled ones, need to practice this stage in order to help them to make the decision about what they are going to write down on the paper.

In the prewriting stage, the writer can use several writing techniques that help him to generate ideas about his topic. The most well known strategies are: brainstorming, clustering and free writing.

II.3.1.1. Brainstorming strategy

Brainstorming is the strategy, where the writer's attempt to bring all what is there in his mind about a topic that he is going to write about. Raimes defined the brainstorming as strategy of "producing words, phrases, ideas as rapidly as possible, just as they occur to us, without concern for appropriateness, order, or accuracy. Brainstorming can be out loud in a class or group, or individually on paper" (1983: 10). In other words, the writer tries to generate ideas as much as he can without worrying of grammar's rules and spelling mistakes. According to him, the students can brainstorm ideas with his classmates to share and change his ideas with them or he can do it individually.

In like manner, Creme and Lea (2008) stated that during brainstorming strategy, the writer tends to write his ideas quickly without taking into account their usefulness and appropriateness for the chosen topic, since these brainstorming ideas will be arranged later on. It means that, the writer should write any idea that comes to his mind about his content without worrying neither about their accuracy or importance.

II.3.1.2. Clustering strategy

Clustering is another pre-writing strategy; it is also known as mapping or webbing strategy. Clustering strategy involves drawing a diagram about the topic in which the writer puts the topic in a circle in the middle of the diagram, and then he puts his generated ideas in other small circles. On the other hand, the writer can puts other ideas and details in circles under these small circles.

The clustering strategy has many advantages such as helping the writer to identify any topic, organizing and relating all the parts of a topic together as considered by Hedge (2005). It means that, it is a valuable way to state clearly the relationship between the topic's aspects.

II.3.1.3. Free writing strategy

Free writing involves writing ideas quickly without stopping. In this strategy, the writer tries to get ideas through writing any ideas that comes to his mind without considering the form. Therefore, the main concern of the writer puts on the content of the topic as regarded by Hedge (2005).

Thus, free writing requires writing freely without taking a stop as a way that helps the learners to get ideas about a topic. According to Galko (2001), free writing strategy takes place when the writer writes his ideas in free way without taking much time in thinking about grammar and spelling mistakes.

In the prewriting stage, there are other strategies in which the students can use them to generate thoughts and ideas about their topics such as either watching a film about their topics or reading about their topics as suggested by (Alodwan and Ibnian, 2014).

Thus, the prewriting step is the core of the process of writing, since it helps the writer to not only generate ideas about his topic but also to go through other stages in the writing process.

II.3.2. Drafting stage

Drafting is the second stage in the process of writing, in which the writer starts writing his first draft based on the ideas which he gathered in the prewriting stage. According to Chesla (2006), drafting means the first version of a text. It means that, during this stage the writer begin really putting down his generated ideas on the paper. However, like prewriting stage, drafting is the stage where the writer's interest in the content rather

than checking the errors. To support this point, Galko (2001) claimed that during this stage, the writer tends to not be concerned with correction of the spelling, grammar and punctuation mistakes. Since, these mechanics of writing will be revised and edited in the next stages.

II.3.3. Revising stage

Revising is essential stage in the writing process, since it enables the students to go backward in order to revise what has been written. During revising stage, the writer evaluates and reexamines the content in terms of coherence of ideas and clarification of thoughts. In this context, Hedge (2005: 54) pointed out that revising is the stage in which the writer evaluates his drafting by considering the following points:

- Does the vocabulary need to be made stronger at any point?
- Are there some sentences which do not say much or which are too repetitive and can be missed out?
- Can I rearrange any sets of sentences to make the writing clearer or more interesting?
- Do I need to rearrange any paragraphs?

Accordingly, the revising stage involves rereading the text that has been written, rearranging ideas, adding or deleting some elements, checking the appropriateness of thoughts, and taking into consideration the reader's expectation.

Hence, the revising stage necessitates evaluating what has been written in terms of its content, while the next stage concerning with mechanics of writing.

II.3.3. Editing stage

The editing stage involves checking the mechanics of writing of the text. In other words, students need to check and correct the grammar, capitalization, punctuation and

spelling mistakes of text before published it. According to Alodwan and Ibnian (2014) editing means checking and correcting spelling, grammar and punctuation of a piece of writing.

In addition, it is also known as proofreading stage in this scope, Strauch (1998) outlined that the proofreading stage requires the writer's attempt to look for mistakes, whereas editing involves correcting these mistakes and errors. In other words, errors of a piece of writing need to be checked in the former, while should be corrected in the later.

II.3.3. Publishing

Publishing is the final stage of the writing process. In this stage, the students can publish their work after being revised and edited. The students can publish their work through using several means as giving the work to their teacher, to their classmates or even to public journals and magazine. In this respect, Harmer (2004) reported that publishing stage necessitates sending the students' work to their readers.

Furthermore, this stage provided the students with opportunities to share and exchange their works as supported by Poindexter and Oliver (1999, cited in Alodwan and Ibnian, 2014) who stated that through publishing stage, the students will increase their awareness of the readers as well as their self-belief. It means that, the students should practice this stage in order to increase their self-confidence and to be independent writers.

II.4. The Teacher's role in the process approach

In the process approach, the main focus puts on the teacher's role in developing the students' writing skill. According to Harmer (2001) teachers who teaching writing through the process approach should focus on the stages that involves in the writing process through "spending time with learners on pre-writing phases, editing, redrafting, and finally 'publishing' their work, a process approach aims to get to the heart of the various skills

that should be employed when writing” (257). It means that, the teacher plays essential roles in the writing process as motivator, facilitator, and evaluator of the process.

Furthermore, Harmer (2004) recognized five roles of the teacher in the teaching writing process as demonstrating: teachers should present the correct usage of punctuation, capitulation and grammar to his students in order to make them aware of language rules. Motivating and Provoking: the teachers must engage the students with the task by helping them to generate ideas about their topics. Supporting: teachers should help their students in solving their writing problems to make them a good writer. Responding: teachers need to react to the students’ work by providing them with suggestions in order to enhance their work. Evaluating: The students’ works need to be evaluated by the teachers in order to check and correct their mistakes.

Conclusion

To conclude, with the process approach shifts the teacher and learners’ attention to the content and the meaning rather than the form and the final product. In other words, the main interest of the process approach puts on the stages that involved in the writing process. In this chapter, we have highlighted the nation of process approach of teaching writing. Therefore, we have not only given some definitions of the process approach but also we have presented the advantage and disadvantages of this approach of teaching writing. In addition, we have focused on three models in the process approach that tended to identify the elements that have impact on the process of writing. Also, we have described the stages of the writing process that needed to be followed by the students. Consequently, the teacher plays an important role not only in making the student aware of these stages, but also in facilitating for them the writing process. Thus, by adapting the process approach, the student’s writing ability will be enhanced.

Chapter three: Analysis and discussion of the results

Introduction

Chapter three is devoted to the description, analysis and interpretation of the teachers' questionnaire. The main objective of this questionnaire is to gain a deeper understanding of teachers' attitudes towards teaching writing through process approach. In this part, we will discuss the results of teachers' questionnaire to check the validity of our research hypothesis.

III.1. Administration of the questionnaire

The questionnaire was given to ten teachers of written expression in the department of English at Mohamed khider University- Biskra. The teacher's experiences and suggestions are very important and valuable for our research.

III.2. Description of the teachers' questionnaire

The questionnaire consists of eighteen (18) close-ended questions and multiple choices. In some cases, the teachers are asked to give explanations and justification. The questions divided into three sections:

Section one: General information

From question 1 to question 4: this section aims to obtain the background information of our participants: their degrees (Q1), their experience in teaching English (Q2), and their experience in teaching the written expression module (Q3). We also, want to know the teachers' opinion about the time that is devoted to written expression module is sufficient to teach the writing skill or not (Q4).

Section two: The teacher's perceptions about writing skill

From question (5) to question (11): These seven questions allow us to find out the teachers' views about the writing skill: whether it is a difficult task to teach (Q5), whether the students' writing ability is satisfied or not (Q6), and what are the most important components that should be involved in a good piece of writing (Q7). In addition, to highlight the type of writing that is regarded as the most difficult type for the students (Q8), and the relationship between the development of writing skill and the contribution of the other skills, speaking and reading (Q9 to Q10). In the last not at least, we want to know whether they think that writing is an essential skill for improving the level of students (Q11).

Section three: Teaching writing

From question (12) to question (18): this section titled teaching writing. It intended to investigate the teachers' use of process approach in teaching writing skill (Q12) and the most difficult stage of the writing process (Q13). Moreover, we want to know whether the students go through all the stages of the writing process or not (prewriting, drafting, revising, editing, and publishing) (Q14), and the main role of the teacher in this writing process (Q15). The questions (Q16, Q17) aim to know the teachers' attitudes towards teaching writing through process approach. At the end of this section, the teachers are asked to give any suggestions concerning the use of process approach (Q18).

III.3. Analysis of the questionnaire

The teachers' questionnaire have been provided us with answers that we collected to get some results which help us to find out the teachers' attitudes towards teaching writing through process approach.

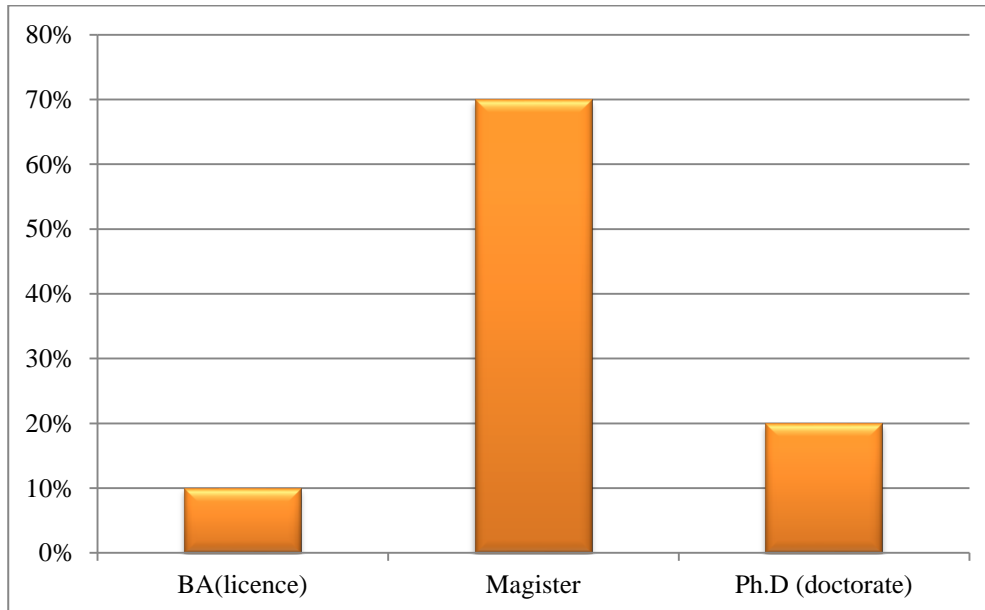
Section one: General information

1. The type of the degree you held?

a- BA (License)

b- Magister

c- Ph. D (doctorate)

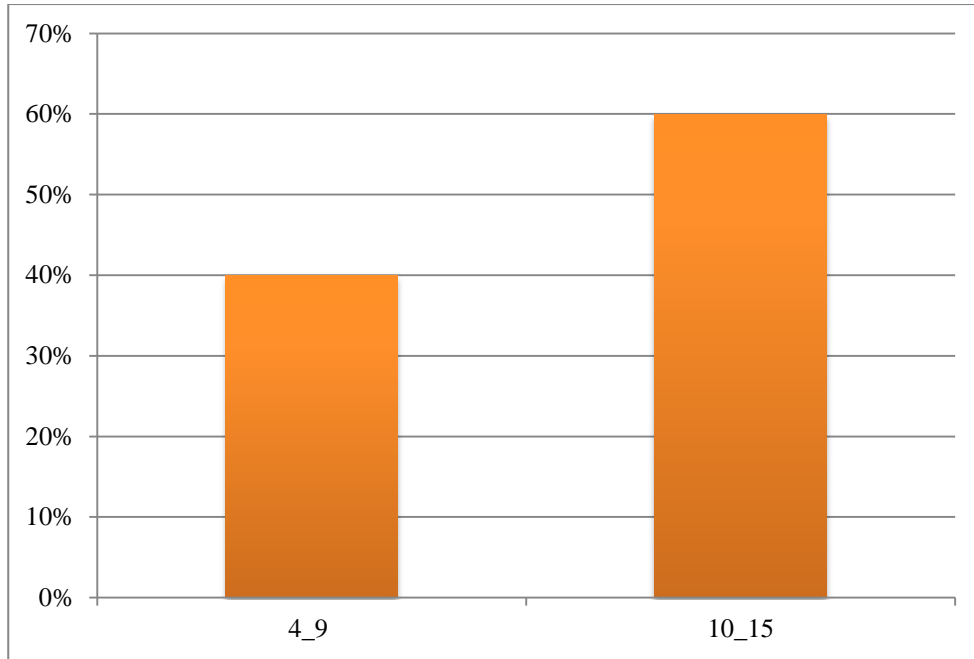


Graph III. 1: Teachers' degree

The aim of this question is to know the level of teachers (their degree) in the department of English at Mohamed Kheider University- Biskra. Thus, the above graph presents that; the majority of them held the Magister degree (70%) and (20%) of them have the Ph. D (doctorate) degree. However, only (10%) of our participants held a BA (licence) degree. From above graph, we can understand that all teachers in the department of English at Mohamed Kheider University- Biskra have university degrees.

2. How long have you been teaching English?

.....Year (s)

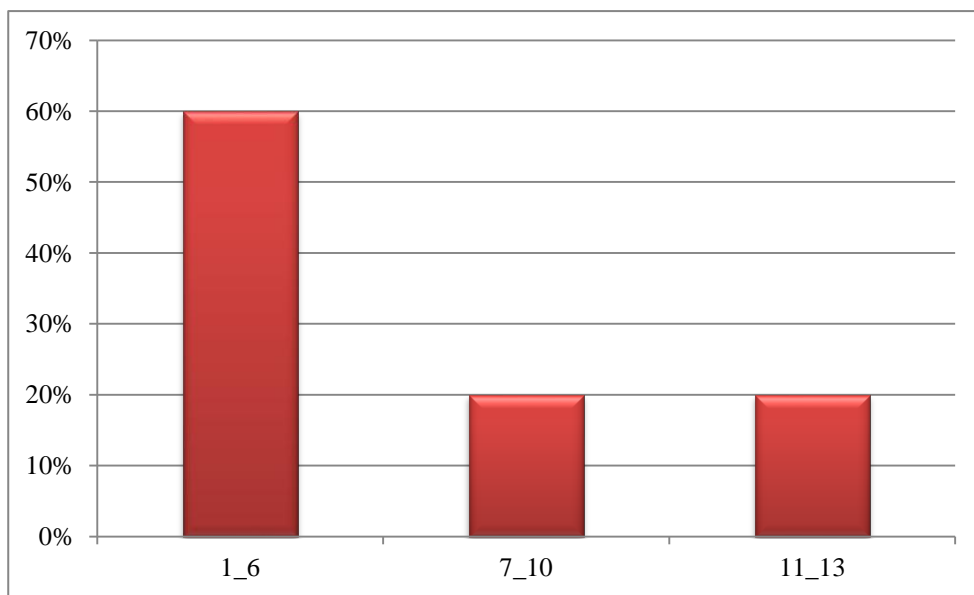


Graph III. 2. Teachers’ experience in teaching English

This question attempts to find out the work experience of our participants in teaching English. This graph shows that 60% of them have been teaching English from ten to fifteen years and 40% of them have been teaching English from four to nine years. This represents that the majority of the teachers have sufficient experience in teaching English.

3. How long have you been teaching the module of written expression?

.....Year(s)



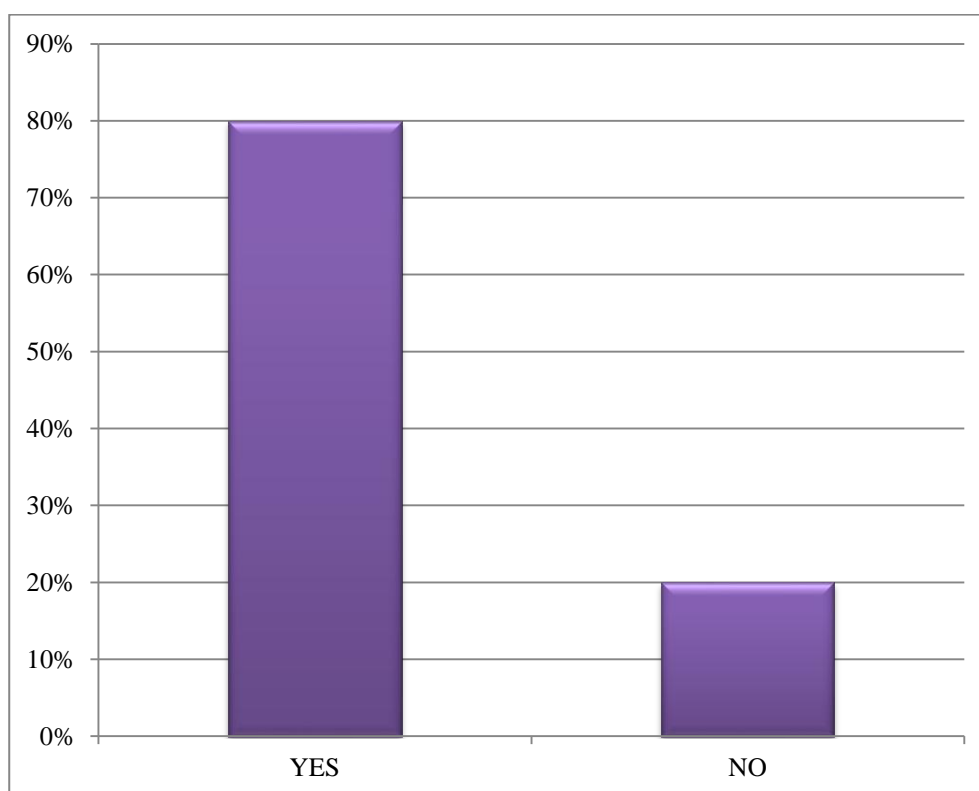
Graph III. 3. Teachers’ experience in teaching written expression module

The aim behind this question is to know the teachers' experiences in teaching written expression, in particular to provide us with reliable data about our research. As it is shown in this graph, (60%) of the teachers have been teaching written expression from one to six years, while (20 %) of them have been teaching written expression from seven to ten years and (20 %) of them from eleven to thirteen years. This indicates that the teachers in the department of English at Mohamed Kheider University- Biskra are not always teaching written expression module compared with the years of teaching English in general.

4. In your opinion, the time devoted to written expression module is not enough to teach the writing skill?

a- Yes

b- No



Graph III. 4. Teachers' opinions about the time devoted to teaching writing

The previous question aims to find out the teachers' opinions whether the time that allocated for teaching writing skill is enough or not. We can see from the above graph that, the majority of teachers argued that the time devoted to written expression module is not sufficient (80%), whereas only (20%) of them stated that the time is enough to teach writing skill.

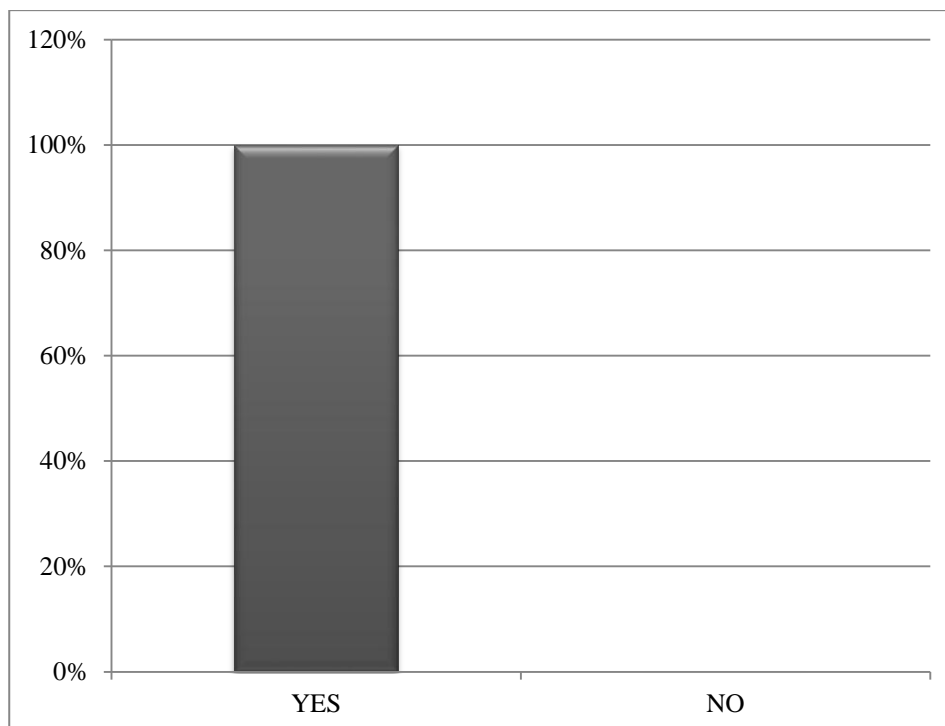
Thus, the time for teaching written expression module is not enough to develop students' writing ability, because it is not an easy skill to teach and this will illustrate clearly in the next question.

Section two: Teachers' perceptions about writing

5. Do you think that teaching writing is a difficult task?

a- Yes

b- No



Graph III. 5. Teachers' opinions about the difficulty of writing skill

This question attempts to find out the teachers' views about the writing skill whether it is a difficult or an easy skill to teach. This graph shows that all teachers

considered that writing skill is a difficult task (100%). According to them, because of various reasons:

- With the large number of groups the task became harder,
- Students do not have good vocabulary, they do not read, and they have low level in grammar generally.
- It needs more practice.
- The students find this module boring in which there is no real interaction, so it hard to motivate them.
- It takes time and effort especially in correction and providing feedback.
- It involves many stages and requires good preparation.
- It needs further research, it requires much time, and updating.

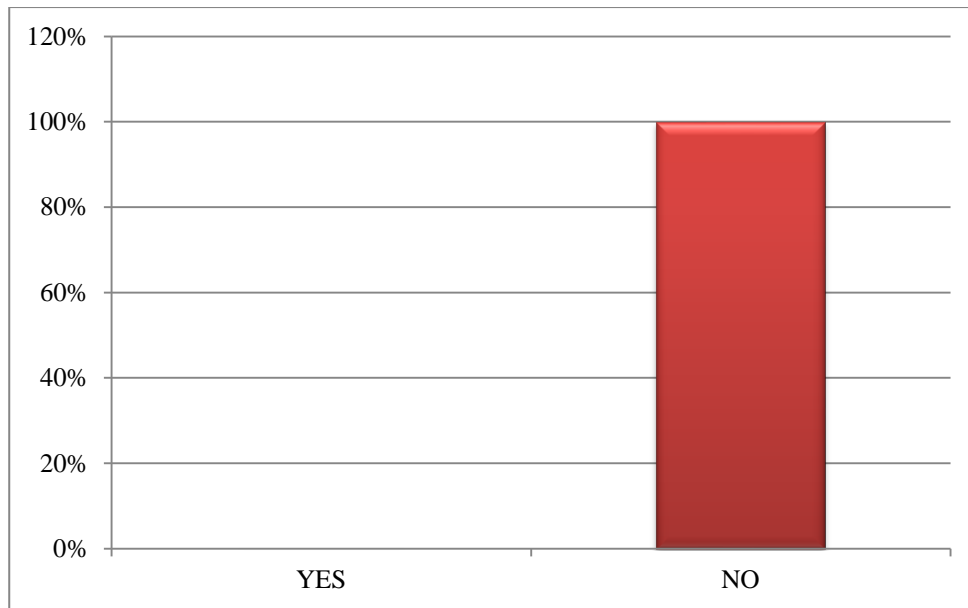
Three teachers shared the same reasons and that:

- It implies grammar with meaning, so a teacher has many variables to deal with: sentences structure, spelling and content.

Hence, writing skill is a difficult task to teach due to the absence of the real interaction and it is demanded more practice and effort. However, it is difficult because it being based on the nature of the subject, the current conditions of the course and preparation seem to be not appropriate (time, large groups). As a result, writing implies teaching a wide range of rules and techniques to improve this skill.

6. In your opinion, the students' writing ability is satisfied?

- a- Yes
- b- No



Graph III. 6. Teachers' views about the students' writing ability

The question tends to identify the teachers' views about the students' writing ability if they are convinced about it. The graph shows that (100%) all the teachers regarded that the writing ability of the students is not convinced and it is not satisfied. We think that this due to the complexity of this skill. According to our participants this is because:

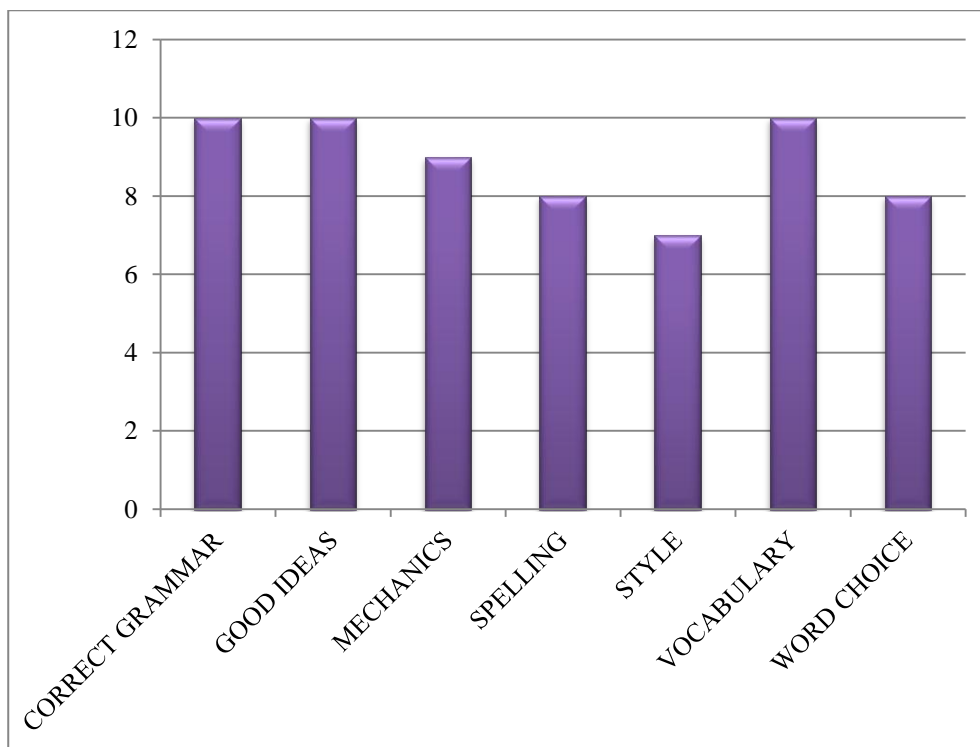
- They do not read.
- They do not write as their learning requires.
- They do not have a good mastery of the target language.
- They have much more to learn but they do not practice much.
- They do not follow the process of writing stages (prewriting, drafting and revising).
- Their style is still poor (influence of the mother tongue thinking) and the lack of vocabulary.
- They have problems in applying the rules of grammar.

The students' writing ability is not satisfied, because they make a lot of mistakes in grammar and they do not go through all the steps of writing process. In addition, students still encounter many problems at different levels (accuracy, content and form), and do not

have rich vocabulary. However, students either do not have formal styles or they have difficulties to achieve coherence and cohesion in their writing.

7. Which components do you think that a good piece of writing should contain?

- 1- Correct grammar
- 2- Good ideas
- 3- Mechanics
- 4- Spelling
- 5- Style
- 6- Vocabulary
- 7- Word choice



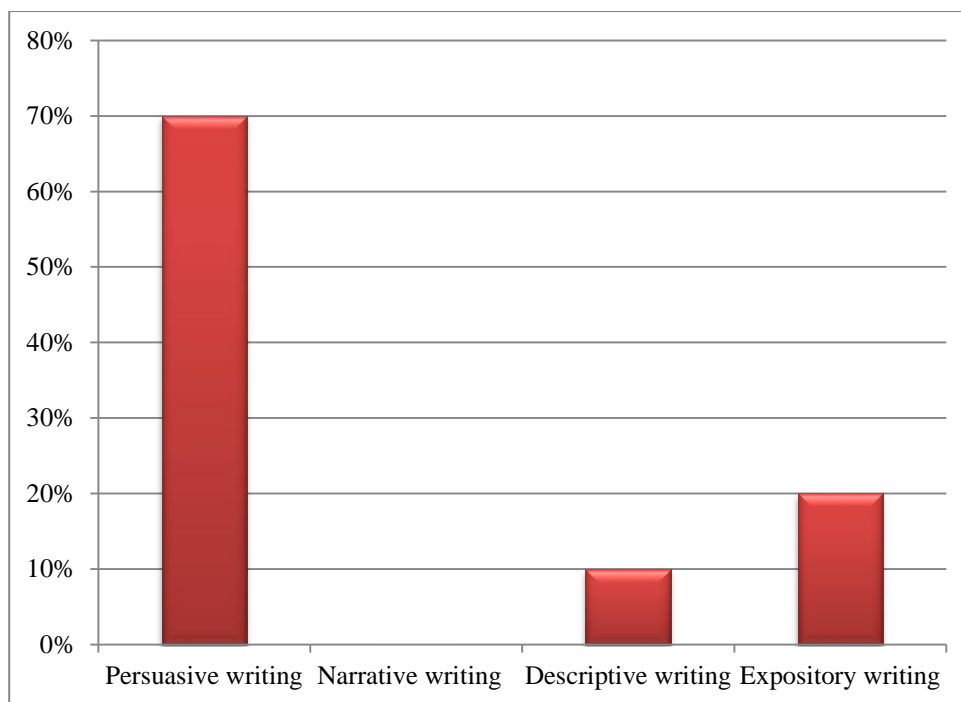
Graph III. 7. Components of a good piece of writing

The aim behind this question lies at highlighting the most important components that should be involved in a good piece of writing. As it is demonstrated in the graph, all teachers consider that correct grammar, good ideas and vocabulary should be involved to produce a good piece of writing, because teachers focus on these aspects when teaching writing. Nine teachers argued that mechanics is an important component in producing a good piece of writing. So, a good piece of writing should contain writing mechanics as punctuation and good handwriting. Eight teachers see that spelling and word choice should be considered in writing a piece of writing. In the last least, seven teachers see that a good piece of writing is one who contains the nice style. We think that these components of writing need to be considered by both the students and the teachers, because these elements usually are improved by practice and extensive reading. Hence, all of them should be integrated to have a good piece of writing. Three teachers mentioned other components as:

- Correct word order, clarity, good sentences structure, coherence and organization.

8. Which type of writing that is considered as the most difficult type for your students?

- a- Persuasive writing
- b- Narrative writing
- c- Descriptive writing
- d- Expository writing

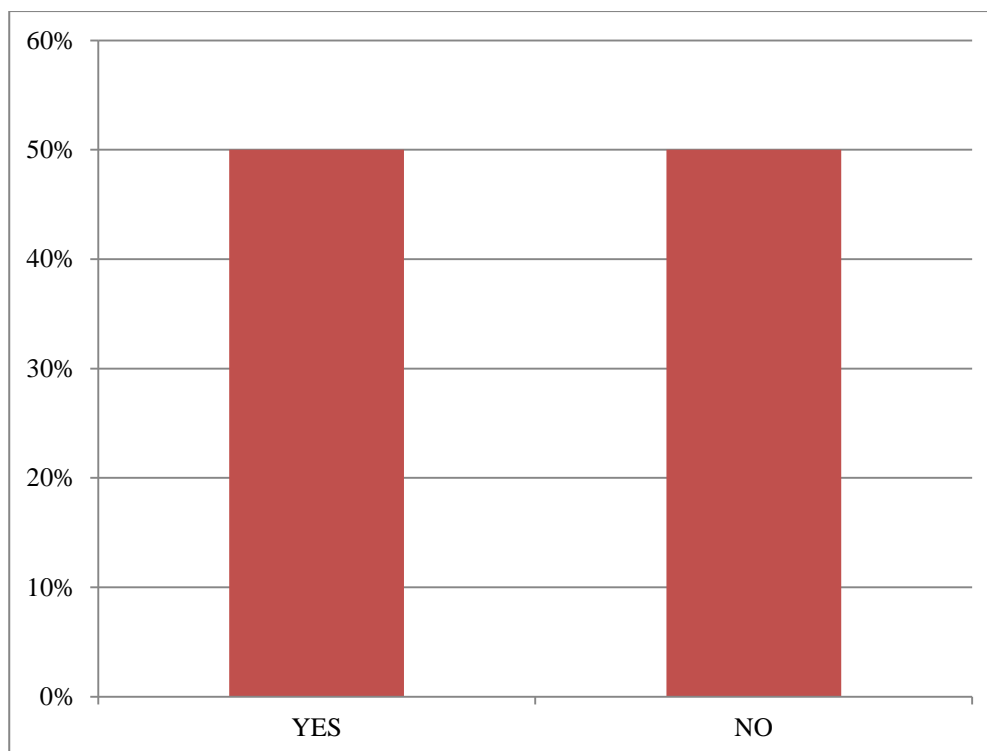


Graph III. 8. The most difficult type of writing for the students

The aim behind this question is to know the most difficult type of writing for the students. As it is shown in the above graph, on one hand (70%) of the teachers considered that persuasive writing is the most difficult type for their students, and (20%) of them confirmed that the most difficult type is expository writing. On the other hand, descriptive writing is regarded as not an easy type for the students by only (10%) of the teachers. However, none of the teachers found that narrative writing can be a difficult type for their students. Thus, the majority of our participant found that the students found many difficulties when it is come to write a persuasive writing, because they are not able to give facts and evidences to support their opinions.

9. Do you think that speaking skill has a part in improving the writing skill?

- a- Yes
- b- No



Graph III. 9. The part of speaking in improving the writing skill

The question attempts to illustrate the relationship between the development of writing skill and the contribution of the speaking skill. This graph presents that (50%) of our participants supposed that speaking has a part in improving the writing skill, whereas the other (50%) of them considered that speaking has no part in the improvement of the writing skill. the three teachers who answered “Yes” did not give any justification, while the other two teacher with the same answer justify their responses by saying:

- Fluency in speaking can help students to be coherent in writing.
- Good speakers have a good mastery of English and hence may have a good mastery of writing.

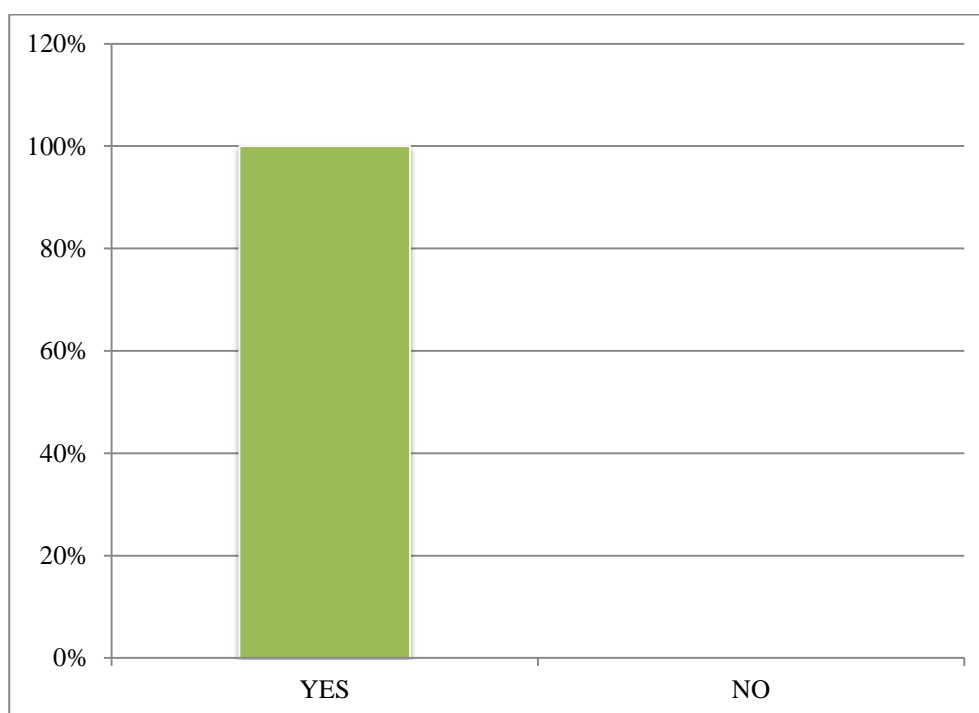
Speaking and writing are two communicative skills that learners use to express themselves. When speaking, we use vocabulary and grammar that are used in writing. This later requires more attention, because it requires using mechanics and coherence. Among

all teachers who answered “No” only one of them who provided us with justification: I guess it the opposite; writing contributes to the development of speaking.

10. In your opinion, reading has a contribution in improving the writing skill?

a- Yes

b- No



Graph III. 10. Reading’s contribution in improving the writing skill

Similar to the previous question (Q9) this one aims to identify the relationship between the contributions that reading skill may offer to the improvement of writing skill. As it is shown in this graph, the (100%) of the participants considered that reading has a contribution in developing the writing skill. Only five teachers who provided us with justification for their answers:

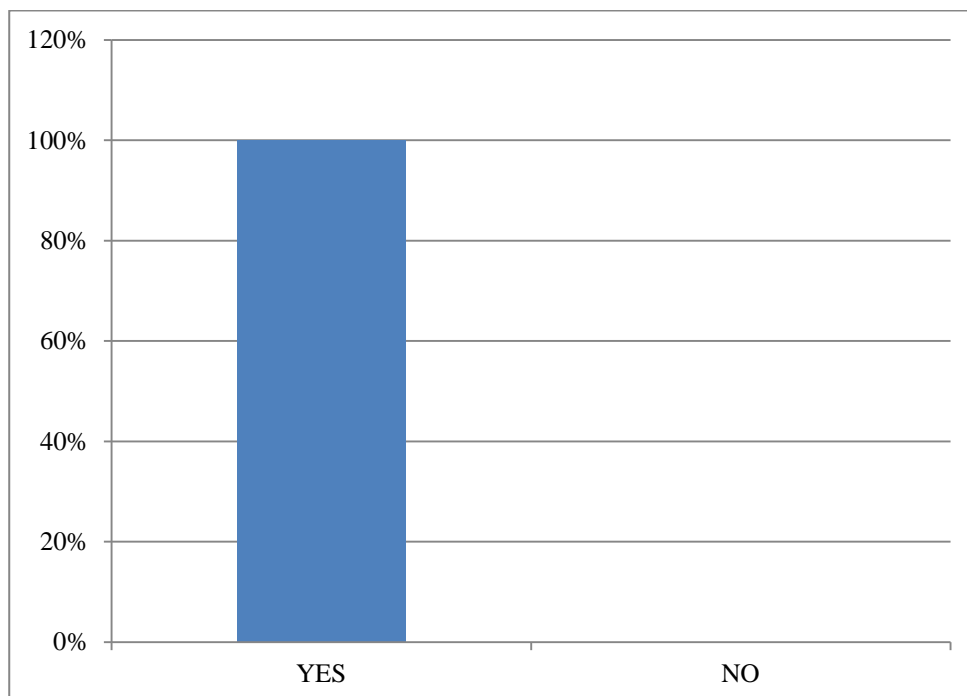
- Students when they read, they will enrich their vocabulary.
- Good readers are good writers; when students read much, they would acquire more vocabulary and have a better mastery of sentences structures.

- It assists in improving their grammar use, vocabulary use, punctuation, and organization of ideas.
- Throughout reading, students learn a correct spelling and sentence variety.

Thus, reading can be used as a source of information in writing. Therefore, students use reading as a basis for their writing. On one hand, reading texts serve as a model for correct of the target language in terms of style, vocabulary, punctuation, syntax and coherence. On the other hand, it exposes students to different written texts of different styles and language varieties. So, all skills are related to each other.

11. Do you think that writing is an essential skill for improving the level of the students?

- a- Yes
b- No



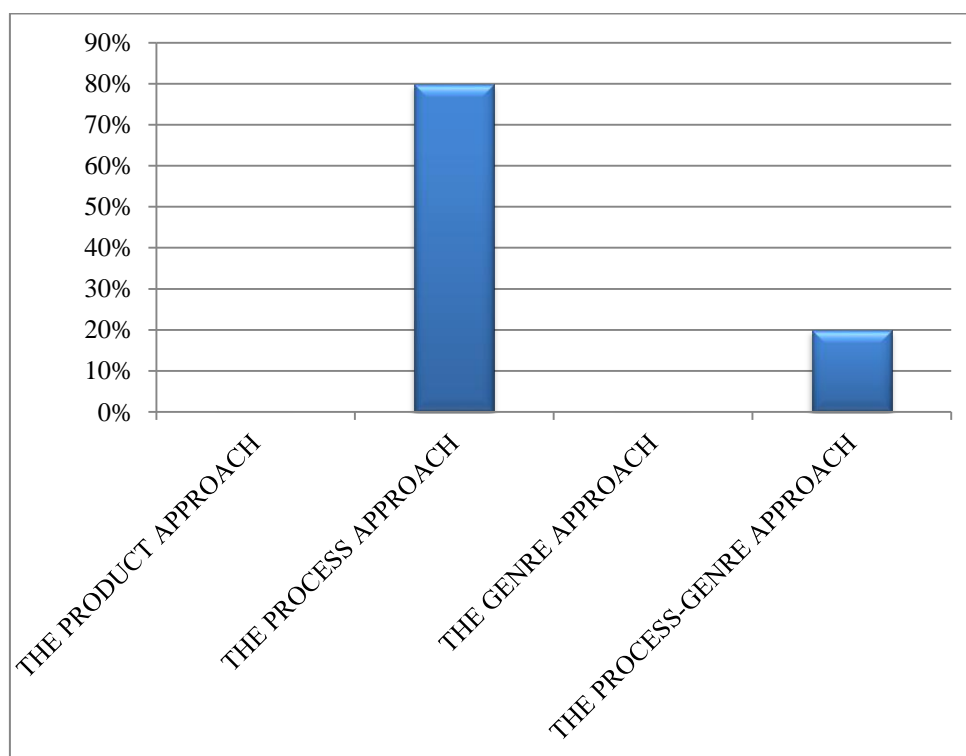
Graph III. 11. The importance of writing skill for improving the students' level in a language

This question tends to find out the teacher's opinion about the importance of the writing skill in developing the level of the students in a language. The graph illustrates that all teachers argued that writing is an important skill to improve the level of the students (100%). So, writing is needed for the development of the FL students' level, because it helps them in mastering the all aspects of a language in terms of vocabulary, grammar and styles.

Section Three: Teaching writing

12. Which of the following approaches do you use in teaching writing skill?

- a- The product approach
- b- The process approach
- c- The genre approach
- d- The process-genre approach



Graph III. 12. Teachers' use of approaches in teaching writing

This question attempts to investigate the approaches that used by the teachers in teaching writing skill. According to the graph, (80%) of the teachers use the process approach to teach writing, while (20%) of them use the process-genre approach. On the other hand, this graph presents that none of written expression's teachers use the product and genre approach. The former focuses on the final product of writing process, while the later is interested on particular language in particular situation for specific community. Only six teachers among the eight teachers who adopted process approach in teaching writing provided us with justification as follows:

- It facilitates the task for learners.
- It gives the chance to observe students' progress in writing through different stages.
- Through this approach, we systematically introduce the learners to the various stages of writing and they will have practice of each stage.
- The process approach creates positive attitudes towards the writing skill.
- It facilitates for the students the methods and techniques which will help them in producing the final written product.
- This approach helps the students to identify their difficulties in writing.
- I think it is the best approach because it teaches the students to follow steps and gives each step much importance.

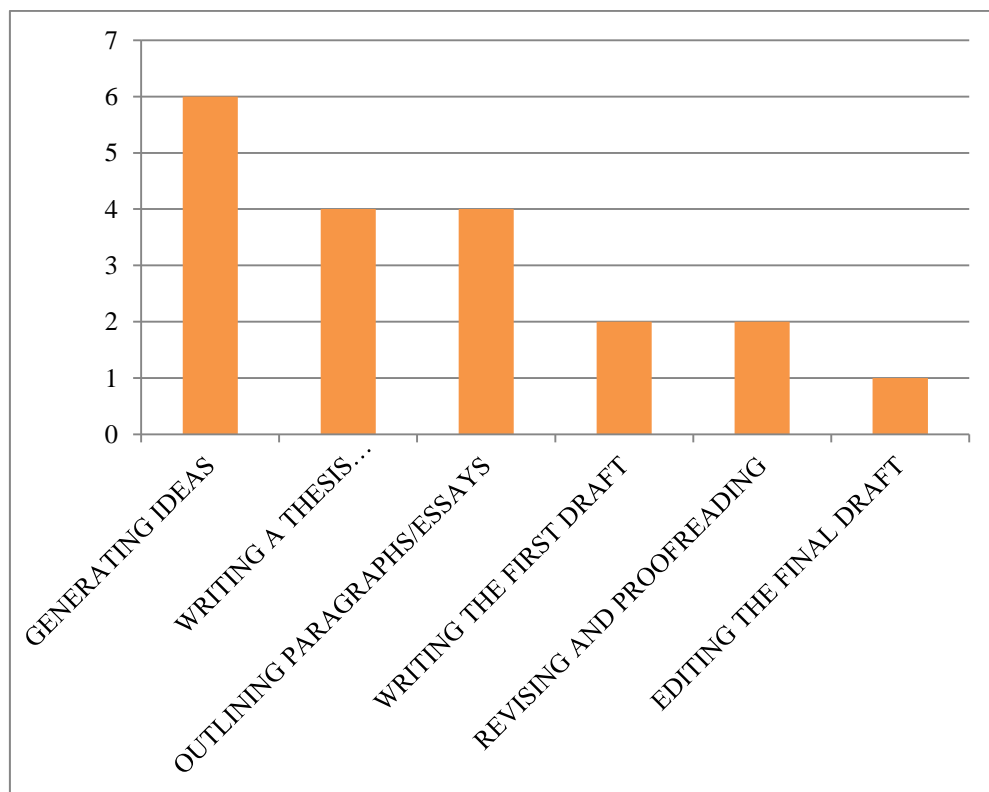
The process approach is generally used by the teachers of written expression at the department of English at Mohamed kheider University- Biskra. It is very effective in improving the writing skill, because it focuses on each step of the writing process and it facilitates comprehension. Also, feedback is given at all levels of writing production and not just at the end. Thus, students can identify their errors and weakness and will be encouraged to continue writing by avoiding such errors later.

While, teachers who used the process-genre approach justify their choices as follows:

- It provides the process of writing a genre of writing clearly.
- To present the genre explain it then show them “how” to do the same.

13. In your opinion, which stage of the writing process is considered as the most difficult stage for students?

- Generating ideas
- Writing a thesis statement (topic sentences)
- Outlining paragraphs/ essays
- Writing the first draft
- Revising and proofreading
- Editing the final draft



Graph III. 13. The most difficult stage for the students

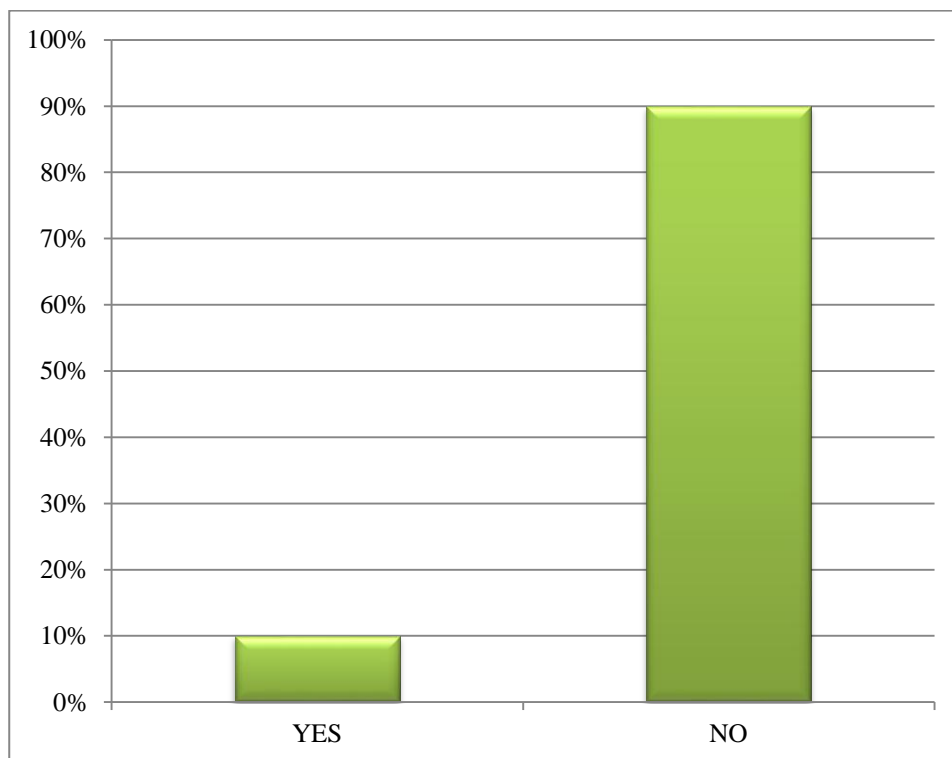
This question tends to identify the teachers’ opinion about the most difficult stage of the writing process for their students. As it is shown in this graph, one teacher has chosen more than one option. Hence, six teachers reported that generating ideas is the most

difficult stage for the students, because it is not easy for them to bring ideas about a certain topic. While, four teachers argued that writing a thesis statement (topic sentences) and outlining paragraphs / essays is also not an easy task for the students. So, they found problems at these stages due to the lack of the practice. Two teachers who stated that write the first draft, revising and proof reading are considered as difficult steps for the students: due to the worry of making mistakes when they write their first draft and they do not know how to revise what have written. Editing the final draft observed by just one teacher as the most difficult stage in the writing process.

14. Do your students go through all the stages?

a- Yes

b- No



Graph III. 14. Students are going through all the stages

This question tends to recognize whether the students go through all the stages of the writing process (prewriting, drafting, revising, editing, and publishing) or not.

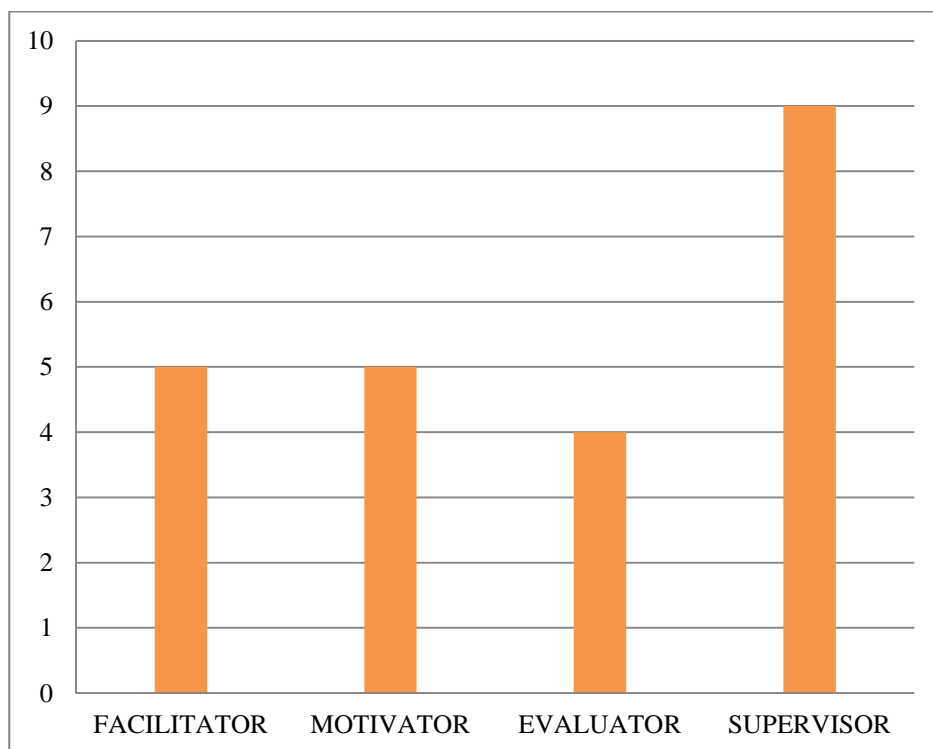
According to the above graph, (90%) of the teachers confirmed that their students do not go through all the writing's stages. Whereas, (10%) of the teachers stated that their students take into consideration all the stages and they justified their answer by saying that:

- When I am moving around (at home don not think so).

However, teachers should ensure that (prewriting, drafting, revising, editing, and publishing) stage followed by the students in order to produce a piece of writing. This confirmed the main role of the teacher in the writing process.

15. In the writing process, the main role of the teacher is:

- a- Facilitator
- b- Motivator
- c- Evaluator
- d- Supervisor



Graph III. 15. The main role of the teacher in the process of writing

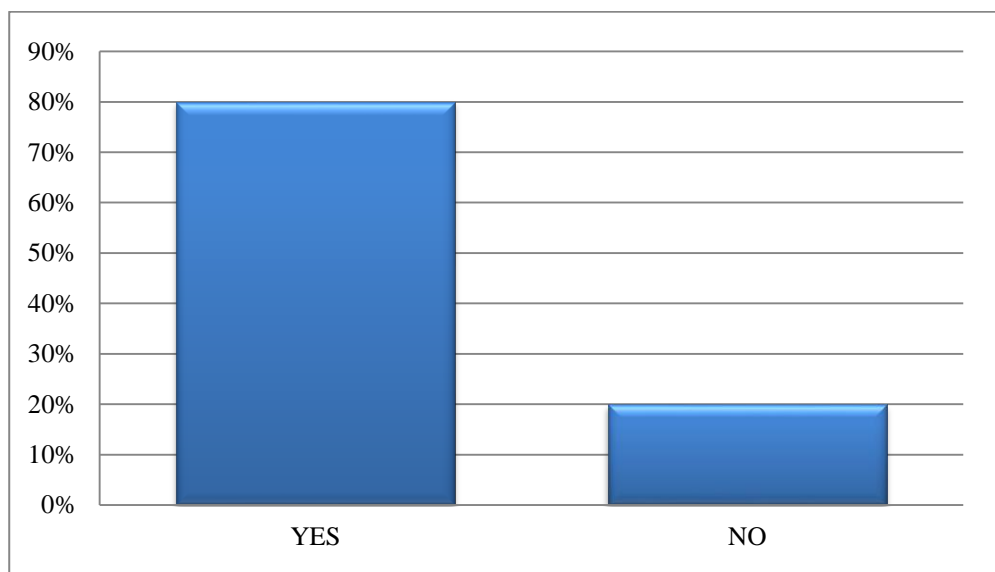
The aim behind this question is to shed some lights on the main role that the teacher may play in the writing process. As it is illustrated in the above graph, the teachers have chosen more than one role. Nine teachers see their roles as supervisors in the writing process, while, five of them regarded themselves as facilitator and motivator of the writing process. Also, four teachers have chosen the roles of evaluator and supervisor in the writing process.

In fact, many roles are chosen by one teacher; as a supervisor, the teacher should guide and manage the students' work in the process of writing. As motivator, the teacher must encourage his students to do the task. As a facilitator: the task of writing process should be facilitated by the teacher in order to make it easier for the students. As an evaluator: The teacher should evaluate the students' work in terms of correcting their mistakes.

16. In your opinion, the process approach to teach writing is conformed to the level of the students?

a- Yes

b- No



Graph III. 16. Process approach's conformance to the level of the students

This question tends to explore the teachers' opinions about the conformance of process approach to the students' level. As it is indicated in the above graph, (80%) the teachers believed in the conformance of process approach with the level of the students while (20%) of them confirmed that it is not conformed to the level of the students. Only two teachers among all teachers who reported that the process approach is conformed to the students' level, they provided us with justification:

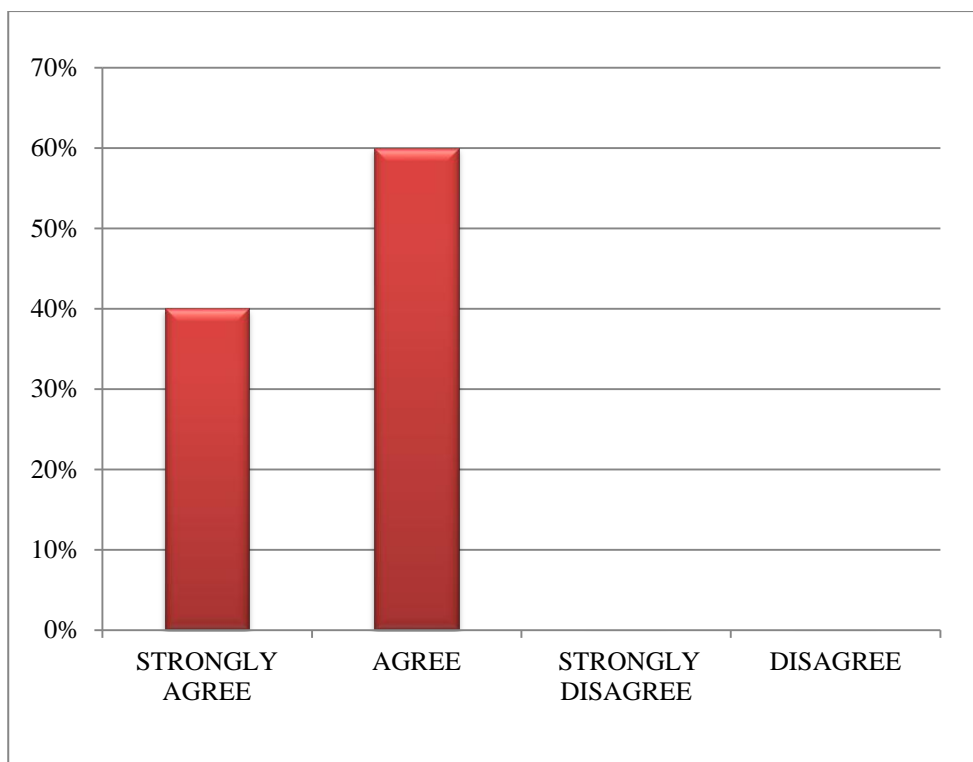
- The process approach motivates the students to write at all levels.
- With the process approach, students will obtain the essential strategies that contribute the development the students' level.

The teachers who answered "No" they gave no justification.

Hence, the majority of the teachers think that the process approach is conformed to the level of the students, because whatever their levels, it will teaches them how to produce a good a piece of writing by following the different writing steps.

17. Do you agree that the process approach is a relevant approach to teach writing skill to our students in Biskra University?

- a- Strongly agree
- b- Agree
- c- Strongly disagree
- d- Disagree



Graph III. 17. Relevance of process approach in teaching writing skill

This question aims at investigating the teachers' attitudes towards teaching writing through process approach to our students in the department of English at Mohamed kheider University- Biskra. According to this graph, (60%) of the teachers agreed that the process approach is a relevant approach for teaching writing skill. whereas, (40%) of the teachers strongly agreed that the process approach is relevant approach to teach writing skill. On the other hand, none of our participants disagree or strongly disagree the relevance of process approach to teach writing skill to our students in Biskra University.

Thus, from the teachers' answers to this question, we can understand that the process approach is considered to be the appropriate approach for teaching writing skill. All teachers have positive attitudes toward that approach

18. Other suggestions:

Only two teachers who gave us the following suggestions:

- Raising students' awareness of the importance of reading, integrating reading in a module to taught and writing can be then improved.

We should teach our students the importance of outlining because they consider that it is a loss of time. They ignore that it is the best way to obtain an organized piece of writing.

III.4. Discussion of the results of teachers' questionnaire

The analysis of the teachers' questionnaire accepted the research hypothesis that teachers may have positive attitudes towards teaching writing through process approach. Hence, in the first section, which is titled the general information about the teachers, the results showed that the majority of teachers (70%) have a Master degree. Though, all of them hold university degrees. All teachers have sufficient experiences in teaching English in general. On the opposite, all of them have limited experiences in teaching written expression due to the fact that they are not always teach this module. Concerning the time allocated to written expression module, the findings presented that the majority of the teachers (80%) confirmed that it is not sufficient time to teach all the aspects of writing skill.

The section of teachers' perception of writing showed that all the teachers (100%) find writing in English is a difficult task to teach, because of different reasons: it requires teaching many variables spelling, grammar and content. Writing also needs specific attention and more practice. In addition to that, there is no appropriate preparation of the course (large classes and time). Moreover, the results showed that (100%) all the teachers viewed that the students' writing ability is not convinced due to not just the lack of practices and vocabulary, but also due to their ignorance of different stages of writing process and their difficulties in applying the rules of grammar and punctuation. As it is shown in the most important components that should be involved in a good piece of writing are the correct grammar, good ideas, vocabulary and mechanics (punctuation and good handwriting...). Other teachers observe that spelling, word choice and style are important elements that should be involved in a good piece of writing. All of them should be integrated to have a good piece of writing.

Concerning the types of writing, most of the teachers (70%) stated that persuasive writing is the most difficult type for their students, since they cannot provide their text with full evidences. Furthermore, when discussing the relationship between the development of writing skill and the contribution of the speaking and reading skill, half of the teachers (50%) believed in the contribution of speaking to the improvement of writing skill, since good speakers use precise vocabulary and correct grammar that are used in writing. On the contrary, all the teachers considered that reading has a contribution in developing writing skill, because reading is a foundation for writing; it provides writing with correct grammar, nice style, new vocabulary, and coherence. As it is shown in graph III.11, (100%) all of teachers believed in the fact that writing is essential skill to develop the level of the students in a language.

Concerning teaching writing, the results showed that most of the written expression's teachers use process approach to teach writing, because this approach allows the students to experience different steps in order to generate their written product and it facilitates the task for them. Regarding to the results that is shown in the graph (III.13) the most difficult stage for the students is generating idea, since it is difficult for them to generate ideas about the content. However, most of the teachers (90%) considered that their students do not follow all the writing's steps. Though, the teachers should take into consideration that all the stage of writing process followed by their students to produce a good piece of writing.

In relation to the main role of the teacher in the writing process, the results illustrated that our teachers play different roles as supervisors of the students' work, as facilitator of the task, as motivator to the students and as evaluator of their works. Concerning the conformance of process approach to the students' level, the findings

presented that most of the teachers (80%) assumed that it is conformed to the level of the students.

In addition, speaking about teaching writing through process approach by teachers of written expression at the department of English at Mohamed kheider University- Biskra presented that all the teachers (100%) agreed that the process approach is a relevant approach for teaching writing skill. To conclude, the process approach is considered to be the appropriate approach for teaching writing skill, since it provides the students with recursive process that contains various stages: prewriting, drafting, revising, editing, and publishing stage. From the analysis of the results, we can accept our tentative hypothesis that is teachers may have positive attitudes towards teaching writing through process approach at Mohamed kheider University- Biskra.

Conclusion

The analysis of the teachers' questioner reveals that the process approach is generally used by the teachers of written expression at the department of English at Mohamed kheider University. Hence, the teachers have awareness of the importance of process approach in teaching writing skill. Though, they showed positive attitudes towards this approach. They assumed that it is an effective approach that facilitates their work in teaching writing. The results illustrates that writing skill is a difficult and complex task which needs special attention, more effort and practice from both teachers and their students. We also recognized that all the four skills are related to each other.

General conclusion

In foreign language learning and teaching writing skill, it is considered to be a difficult skill to be learned and taught. As a result, our students not only make a lot of mistakes, but also they fail to generate an acceptable piece of writing. To overcome these students' writing difficulties, teachers teach writing through process approach. The aim of our present research is to investigate and determine the teachers' perceptions and attitudes towards teaching writing through process approach at Biskra University. Hence, it was hypothesized that teachers may have positive attitudes towards teaching writing through process approach at Biskra University.

In relation to the structure of the dissertation, we tried to introduce an overview of writing skill in terms of its definition, the reasons for teaching it, and the components which constructing the writing skill. We have also discussed the most common types of writing, the relation of this skill with speaking and reading, and the current approaches used for teaching writing: the product, the process, the genre approach. In the second chapter we dealt with a process approach to teach the writing skill, by defined it and mentioned the advantages and disadvantages of this approach. We also gave much emphasis on the main models of the writing process and the various stages (prewriting, drafting, revising, editing, and publishing) that involved in producing a text. Finally, we have tried to demonstrate the main roles of the teacher in the writing process.

Concerning the field work, it was based on the teachers' questionnaire in order to gather the essential qualitative and quantitative information to examine and investigate the teachers' attitudes towards teaching writing through process approach at Biskra University. It also demonstrated that to what extent process approach is a relevant approach to teach writing skill to our students in Biskra University. The results collected from the teachers' questionnaire confirmed our hypothesis that is stated clearly at the beginning of the

research. In addition, the finding revealed that writing is a complex skill that requires more effort and practice. They have also proved that the process approach is used by all the teachers at Biskra University. Furthermore, the results have confirmed that the most effective approach to teach writing skill is the process approach which helps the students to improve their writing ability, since it provides them with the needed stages and techniques to develop their level. Thus, the tentative hypothesis is accepted that” the teachers may have a positive attitudes towards teaching writing through process approach at Mohamed kheider University- Biskra.

Recommendations

The theoretical part and the findings that we revealed from the teachers' questionnaire emphasize the necessity of teaching writing through process approach. Based on these results, we intend to suggest some recommendations to the teaching and writing through process approach. It is asserted that writing is a recursive process that involves different steps in which the students can move forward and backward during the writing process. We propose that:

- We should allocate much time to writing skill, because it is a difficult skill that needs more time to be improved.
- Teachers should encourage his students to follow all the stages of writing process that enable them to improve their writing ability and to give them equal attention.
- Teachers should raise the students' awareness of the important of reading to enrich their vocabulary, improve their grammar use and learn correct spelling.
- The teachers should play many roles in the writing process as facilitator, supervisor and guider to the students' work.
- The teacher should teach the writing process in simple and clear way that makes it easy to practice.
- The teacher should provide the students with many opportunities either to share or to discuss their ideas and information with each other in order to raise their self confidence.
- The process approach encourages the collaborative writing that helps students to learn from each other.
- The teacher should encourage the students to be curios and creative writers.

Through applying those recommendations, the students writing difficulties may be disappeared. The process approach is an effective way to enhance students' writing ability. This fact should be always realized by both teachers and students. We hope that these recommendations take into account by our teachers to develop the students' level in writing.

References

- Alastair, F. (2006). *How to write*. Oxford: Oxford University Press.
- Alodwan, T., A., A., & Ibnian, S. S. K. (2014). The Effect of using the process approach to writing on developing university students' essay writing skills in EFL. *Review of Arts and Humanities*, 3 (2), pp. 139-155.
- Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT journal*, 34 (2), pp. 153-160.
- Brookes, A., & Grundy, P. (1998). *Beginning to write: Writing activities for elementary and intermediate learners*. Cambridge: Cambridge University Press.
- Brown, G., & Yule, G. (1983). *Teaching the spoken language*. Cambridge: Cambridge University Press.
- Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Engle wood Cliffs, N.J, Prentice Hall Regents.
- Brown, K., & Hood, S. (1989). *Writing matters: Writing skills and strategies for students of English*. Cambridge: Cambridge University Press.
- Byrne, D. (1988). *Teaching writing skills*. Landon & New York: Longman.
- Byrne, D. (1991). *Teaching writing skills*. Landon: Longman.
- Celce-Murcia, M. (2001). *Teaching English as a second or foreign language* (3rd ed.). United States of America: Heinle & Heinle.
- Chelsa, E. (2006). *Write better essays in just 20 minutes a day* (2nd ed.). New York: Learning Express.
- Crene, P., & Lea, M. R. (2008). *Writing at university a guide for students* (3rd ed.). Open University press: McGraw-Hill Education.
- Elbow, P. (1981). *Writing with power: Techniques for mastering the writing process*. New York: Oxford University Press.

- Galko, F.D (2001). *Better writing right now: Using words to your advantage*. New York: Learning Express.
- Grabe, W., & Kaplan, R. B. (1996). *Theory and practice of writing*. London & New York: Longman.
- Harmer, J. (1998). *How to teach English: An introduction to the practice of English language teaching*. Pearson Education Limited: Longman.
- Harmer, J. (2001). *The practice of English language teaching*. (3rd ed). Pearson Education. Longman.
- Harmer, J. (2004). *How to teach writing*. Pearson Education: Longman.
- Harris, J. (1993). *Introducing writing*. London: Penguin Group.
- Hayes, J.R. (1996). *A new framework for understanding cognition and affect in writing*. NY: Lawrence Erlbaum Associates.
- Heaton, J., B. (1975). *Writing English language tests*. Longman.
- Hedge, T. (2005). *Writing*. Oxford: Oxford University Press.
- Hyland, K. (2003). *Second language writing*. United States of America: Cambridge University Press.
- Johnson, A., P. (2008). *Teaching Reading and Writing: A Guidebook for tutoring and remediating students*. United States of America: Rowman & Littlefield Education.
- Kane, T., S. (2000). *The Oxford essential guide to writing*. New York: Berkley.
- Kroll, B. (1990). *Second language writing: Research insights for the classroom*. Cambridge: Cambridge University Press.
- Lynch, T. (1996). *Communication in the language classroom*. Oxford: Oxford University Press.
- Murray, N., & Hughes, G. (2008). *Writing up your university assignments and research projects: A Practical handbook*. UK: McGraw-Hill Education.

- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (1991). *Language teaching methodology: A Textbook for teachers*. London: Prentice Hall International.
- Oshima, A., & Hogue, A. (1999). *Writing academic English (3rd ed.)*. Addison Wesley: Longman.
- Palpanada, S., T., A., P., Bin Salam, A., R., & Fauziah Bte Ismail, F. B. (2014). Comparative analysis of process versus product approach of teaching writing in Malaysian schools: Review of literature. *Middle-East journal of scientific research*, 22 (6), pp. 789-795.
- Raimes, A. (1983). *Techniques in teaching writing*. Oxford: Oxford University Press.
- Seely, J. (1998). *Oxford. Guide to effective writing and speaking*. Oxford: Oxford University Press.
- Smith, B. (2003). *Proofreading, revising, and editing skills: Success in 20 minutes a day*. New York: Learning Express.
- Starkey, L. (2004). *How to write great essays*. New York: Learning Express.
- Strauch, A. O. (1998). *Bridges to academic writing*. Cambridge: Cambridge University Press.
- Taylor, G. (2009). *How to plan and write successfully essays*. Cambridge University Press.
- Tribble, C. (1996). *Writing*. Oxford: Oxford University Press.
- Ur, P. (1991). *A Course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Wallace, T., Stariba, E., W., & Walberg, J. H. (2004). *Teaching speaking, listening and writing*. International Academic of Education.
- Weigle, S., C. (2002). *Assessing writing*. Cambridge: Cambridge University Press.

- White, R., & Arndt, V. (1991). *Process writing*. London & New York: Longman.
- Widdowson, H., G. (1978). *Teaching language as communication*. Oxford: Oxford University Press.
- Yi, J. S. (2009). Defining writing ability for classroom writing assessment in high schools. *Journal of Pam-Pacific association of applied language*, 13 (1), pp. 53- 69.
- Zamel, V. (1982). The Composing process for advanced E.S.L students: Six case studies. *TESOL Quarterly*.

Appendix

Teachers' questionnaire

Teachers' attitudes towards teaching writing through process approach

Dear Teacher,

I am currently conducting an investigation about **Teachers' attitudes towards teaching writing through process approach**. I will be very grateful to you if you answer the flowing questionnaire which is a data collection tool and part of our research carried out at Biskra University. You can choose more than one answer.

Section one: General information

1. The type of the degree you held?

a- BA (licence)

b- Magister

b- Ph.D (doctorate)

2. How long have you been teaching English?

.....Year(s)

3. How long have you been teaching the module of Written Expression?

.....Year(s)

4. In your opinion, the time devoted to teaching written expression is not enough to develop the students' writing ability?

a- Yes

b- No

Section two: Teachers' perceptions about writing

5. Do you think that teaching writing is a difficult task?

a- Yes

b- No

Please, justify your answer.....

.....

.....

6. In your opinion, the students' writing ability is satisfied?

a- Yes

b- No

Please, justify your answer.....

.....

.....

7. Which components do you think that a good piece of writing should contain?

1- Correct grammar

2- Good ideas

3- Mechanics

4- Spelling

5- Style

6- Vocabulary

7- Word choice

Others, please mention them.....

.....

.....

8. Which type of writing that is considered as the most difficult type for your students?

a- Persuasive writing

b- Narrative writing

c- Descriptive writing

d- Expository writing

9. Do you think that speaking skill has a part in improving the writing skill?

a- Yes

b- No

Please justify your answer

.....

.....

10. In your opinion, reading has a contribution in improving the writing skill?

a- Yes

b- No

Please explain your answer

.....

.....

11. Do you think that writing is an essential skill for improving the level of the students?

a- Yes

b- No

Section three: Teaching writing

12. Which of the following approaches do you use in teaching writing skill?

- a- The product approach
- b- The process approach
- b- The genre approach
- c- The process-genre approach

In each case, please explain the reasons for your choice of that approach.

.....

.....

13. In your opinion, which stage of the writing process is considered as the most difficult stage for students?

- a- Generating ideas
- b- Writing a thesis statement (topic sentences)
- c- Outlining paragraphs/ essays
- d- Writing the first draft
- e- Revising and proofreading
- d- Editing the final draft

14. Do your students go through all the stages?

- a- Yes
- b- No

15. In the writing process, the main role of the teacher is:

- a- Facilitator
- b- Motivator
- c- Evaluator

d- Supervisor

16. In your opinion, the process approach to teach writing is conformed to the level of the students?

a- Yes

b- No

17. Do you agree that the process approach is a relevant approach to teach writing skill to our students in Biskra University?

a- Strongly agree

b- Agree

c- Strongly disagree

d- Disagree

18. Other suggestions

.....

.....

.....

Thank you for your collaboration

Labbaci Souad

ملخص

عندما نقف على واقع الكتابة باللغة الإنجليزية نجد أن أغلبية الطلاب يواجهون العديد من الصعوبات، من الناحية التعبير الكتابي كنتيجة وكعملية. بالرغم من أن الطلاب يستطيعون كتابة جمل قصيرة، فهم يفشلون في كتابة فقرة أو مقال أدبي باللغة الإنجليزية. لذلك الأساتذة يدرسون مادة التعبير الكتابي من خلال نهج العملية الكتابية (يعتمد على مجموعة من المراحل في تعليم الكتابة) للتغلب على هذه الصعوبات التي يواجهها الطلبة أثناء تحريرهم للتعبير الكتابي، بعبارة أخرى أساتذة جامعة بسكرة يستعملون نهج العملية الكتابية لتدريس مادة التعبير الكتابي، لجعل الطلاب واعين بالخطوات اللازمة إتباعها للحصول على مقال مقبول. لذلك الهدف من هذا البحث هو التعرف و التحقق من مواقف الأساتذة اتجاه تدريس مادة التعبير الكتابي باستعمال هذا النهج بجامعة بسكرة. من خلال هذا البحث فرضنا أن الأساتذة عندهم موقف إيجابي اتجاه تدريس التعبير الكتابي من خلال نهج العملية الكتابية. من أجل إثبات هذه الفرضية استعملنا المنهج الوصفي و أداة واحدة من أدوات جمع المعلومات وهي الاستبيان الموجه لعشر أساتذة يدرسون مادة التعبير الكتابي بقسم اللغة الإنجليزية بجامعة بسكرة وهو يتألف من ثمانية عشر سؤالاً. على أية حال : نتائج هذا التحقيق أثبتت صحة فرضيتنا و هي أن الأساتذة عندهم موقف إيجابي اتجاه تدريس مادة التعبير الكتابي من خلال نهج الذي يعتمد على مجموعة من المراحل في تعليم الكتابة و بعبارة أخرى، هذا النهج متبنى لتدريس مادة التعبير الكتابي من طرف الأساتذة لأنه يساعدهم في تحسين القدرة الكتابية عند الطلبة.