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**The Importance of the Process Approach in Developing EFL
Learners Essay Writing
Case of First Year Master Students of English at Biskra
University.**

A dissertation submitted in partial fulfilment of the requirements for the degree of
Master in Sciences of Languages.

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Dedication

I dedicate my work,

To my parents,

To my brothers and sisters,

To all my dear teachers,

To all my friends,

To everyone who knows me.

Acknowledgments

Above all, I would thank ALLAH.

My gratitude goes to my supervisor Mrs. Imene GUETTEL, who helped me in my work. I would to thank her for her support and encouragement.

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Abstract

Writing is one of the basic skills in language learning. However, students always find it difficult to develop it. This study deals with the importance of the process approach in developing the writing skill in general and more specifically the essay writing. Its aim is to develop EFL learners' awareness of essay writing by demonstrating the importance of the process approach in writing. We hypothesized that if learners recognized and they are made aware of the importance of this approach in writing, they will develop their essays writing. Its main goal is to investigate to develop essay writing by first year Master students at the University Mohamed Khider Biskra. During the academic year 2015/2016 we opted for descriptive method. We designed students' questionnaire in order to help us if the hypothesis rejected or accepted. Also, its aim was to examine the students' abilities in writing. So, the total population of this study includes (309) students and we selected our sample randomly that consists of (52) students from this population. The final results analyzed qualitatively. Thus, the findings showed that the importance of the process approach as an effective way in the development of essay writing. Also, the students were more aware about the importance of the process approach in developing their essay. So, through the obtained results, we suggested some recommendations to learners and teachers.

List of Abbreviations

| | |
|-----|--------------------------------|
| EFL | English as a Foreign Language. |
| GOS | Great Opening Sentence. |
| GFS | Great Finishing Sentence. |
| LMD | License Master Doctorate. |

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General introduction

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General introduction

English is one of the most famous languages all over the world. It depends on four skills:(speaking, reading, writing and listening.), and each one of them is based on specific rules, systems, characteristic and so on...At the same time they are related to each other. Among the four skills we have writing. This latter is a productive skill where all people communicate between each other in a written way. Also, it is very important and a necessary task, but a complicated process, it is based on the knowledge of grammar, vocabulary, spelling, punctuation, and so on. Therefore, EFL learners find a lot of difficulties in writing because it requires from them to express ideas, thoughts, feeling ... in a sort of paragraph, poem, essay and so on.

Concerning the essay writing, most of learners face many difficulties at this level, because it consists of a number of features such as (planning, analyzing, information, examples, answer questions...) to expend the ideas. In addition, the difficulties of essay writing in developing each part in isolation (introduction, body, and conclusion). In developing essay writing, always students need to focus on four main elements (the reader, the message, the purpose, and the plan), because they need to translate the plan to an acceptable essay with an appropriate style by using correct sentences and choosing only the main ideas to make it clear and more interesting for readers.

In this case, the process approach to teach writing and its stages are very important; because essay writing involves developing other skills such as (planning, revising, editing...). So, this approach deals with a number of activities. In this way, teachers through these activities, provide the learners with enough knowledge to show them the function of each step, because they play an effective role in students' writing success. Moreover, teacher should train their students how to draft, how to revise, and how to edit in order to meet their needs to help them developing their essays. Also, helping their self-correction by using problem-solving techniques; it seems a helpful way. Generally, in writing we need to learn effectively, also we need sufficient time and more practices. For this reason, we choose the importance of the process approach in developing students' essay writing.

1. Statement of the Problem

In writing skill, EFL learners deal with many issues such as (grammar, vocabulary, spelling, punctuation...). Therefore, our study focuses on the importance of the process approach in developing essay writing. So, the problem is observed among first year Master LMD students because in this year learners are expected to write different essays, and most of their activities includes essay writing. This latter requires from them to follow the three main structures (introduction, body, and conclusion). However, most of them face a lot of difficulties in developing its parts. Also, they ignore its main features; because most of them focus only on the information without take consideration to the form and the content.

2. Aim of the Study

This study is based on the importance of the process approach in developing essay writing. It aims to:

1. Demonstrate the importance of the process approach in order to use it in a good way to produce organized essay.
2. Help students in developing their essays' writing.
3. Know the different opinions of first Master students about the process approach in writing and essay writing.

3. Significance of the Study

This work is intended to offer insights into process approach in writing, and its importance in developing essay writing. The significance of this study may benefit teachers of written expression to focus on the process approach at classroom. Also, it can be useful for first year Master LMD students to show them the importance of th process approach in developing essay writing. In addition, to EFL learners to see the effects of this approach in developing essay writing.

4. Research Questions and Hypothesis

1. How can teachers develop students essay writing?
2. Does putting more focus on the importance of the process approach develop learners essay writing?
3. Do first year Master LMD students apply the stages of the process approach in developing their essays?
4. To what extent can the importance of the process approach develop first year Master LMD students' essay writing?

According to these questions, we hypothesize that if students are more aware of the importance of the process approach, they would ameliorate their essays writing.

5. Research Methodology

In this study, we relied on the descriptive method to verify our hypothesis because it helps us to describe the problem in our research.

5.1 The population

The population of this research was first year Master students (309) at the University of Biskra. The reason for choosing this population is that during this year the written courses includes the approaches to teach writing. Also, the most activities of students are essays writing.

5.2 The sample

We selected our sample (52) students randomly from this population.

5.3 Tools

The gathering data used through questionnaire that distributed to first year Master students in order to achieve our objectives to see their attitudes about the importance of the process approach in developing essay writing. After collecting data, we analyzed them. The results aimed to accept or reject the hypothesis.

6. Structure of the study

This research is divided into three chapters, the first two chapters are theoretical and the third chapter is practical.

The first chapter includes information about the writing skill, and essay writing.

The second chapter contains the importance of the process approach in writing with its stages and so on.

The third chapter is the field work where we investigated and analyzed of the students' questionnaire.

CHAPTER ONE

Developing EFL Learners Essay Writing

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CHAPTER ONE

Developing EFL Learners Essay Writing.

Introduction

We know that writing is a productive skill and most of the students always face a lot of difficulties in writing essays. So, this chapter provides some elements about this skill, starting by the definition of the writing process, its types, and the elements of good writing. After that, essay writing definition, and its types. In addition, the main structures of essay (introduction, body and the conclusion), and including each part with the function, the techniques, and the purpose, moving to the purpose of the whole essay and the strategies to develop it. This chapter also includes the needs of students to write with the different steps of writing, and how can adopting in the essay. Finally, we demonstrate the reasons for writing.

1.1. Definition of the writing process

Because the writing process is a productive skill where learners express their thoughts, ideas, feelings..., we can say that this latter is not an easy task to learn and to teach. Thus, it has many definitions by different scholars,

According to Kane (2000), there are two broad assumptions about writing (1) writing is a rational activity, and (2) it is a valuable activity. Writing is rational means nothing more than that it is an exercise of mind requiring the mastery of techniques any one can learn. The second assumption is that writing is worth learning. It is of immediate practical benefit in almost any job or career (p.3).

The first definition presented the process of writing as different activities, and this is not an easy task to do because it requires mental activities to achieve the main objectives.

In addition, Clark (2003, p.8) wrote that writing is a reflection of what already has been formulated in the mind of the writer and, by implication, suggested that writing can occur only after the main ideas are in place.

This definition refers to creativity and discovery. So, the aim of the writer is about how to say what has been discovered.

So, we can say that the writing is an essential skill for learners to express their needs in a written way, and it includes varying definitions; it is not only limited to one definition. Also, it is based on different rules and practices

1.1.1 Elements of good writing

Before students write essays, they should know the main elements of writing, because these elements can motivate them to create a good piece of writing. In this way, Blanchard & Root (2004, p.4) demonstrate these elements:

- **Subject:** means choosing the appropriate topic that you know and understand.
- **Purpose:** the goal for writing is: to entertain, to inform, and to persuade.
- **Audience:** the two previous elements are affected by whom you are writing, in order to communicate the ideas effectively.

We can say that these three main elements are very useful and helpful for learners to think about their topics before start writing; because it is an essential way to put purposes in order to convince their readers about the chosen topic.

1.1.2 The reasons for writing

Different types of writing have different objectives, because no one produce a good essay, poem, paragraph and so on without know the goal from these types of writing because the writer should put the aim before start writing. Hedge (2005, p.9) investigated set of purposes for writing by asked some students, which includes the following points:

- ❖ For pedagogic purposes, to provide learners to learn the system of language.
- ❖ For assessment purposes, as a way of building the abilities and the capacities of students.
- ❖ For real purposes, as an objective of learning, to know the needs of the learners.
- ❖ For humanistic purposes, to give opportunities for quieter students to present their strengths.
- ❖ For creative purposes, to improve self-expression.
- ❖ For classroom management purposes, as a calm activity which settles students down.
- ❖ For acquisitional purposes, as a careful mode of working with language which enables students to explore and reflect on language in a conscious way.
- ❖ For educational purposes, to contribute to intellectual development and to develop self-esteem and confidence.

Moreover, Raimes (1983, p.3) said that First, writing reinforces the grammatical structures, idioms, vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.

While the reason for teaching writing according to Harmer (1998, p.79) include reinforcement, language development, learning style, writing as a skill.

- a. **Reinforcement:** where some learners pick up language through oral/aural way. However, the majority of them benefit from looking the language written down.
- b. **Language development:** the mental activity we have to go through to construct proper written texts in all parts of the ongoing learning experience.
- c. **Learning style:** some learners acquire the language via looking and listening in a faster way.
- d. **Writing as a skill:** learners need to know to produce a good piece of writing and the most aspect of this skill.

All learners need to know these reasons, because both the reason of writing and for teaching writing is an important way to think about in order to meet students' needs.

1.2. Essay Writing

In the writing skill, learners need to communicate between each other, but in a written way. There are a number of different types of writing such: letters, paragraphs, essays... Among the different types of writing, there is essay, in which EFL learners face many difficulties to write and to develop.

1.2.1 Definition of Essay

The essay is one kind of writing where students express their ideas or other things. In fact, it is a long paragraph and defined by many scholars. According to Zemach & Ruimsk (2005, p.56), "An essay is a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs." In addition, Kane (2000, p.45) defines it as a "relatively short composition ... essay can be speculative or factual or emotional; they can be personal or objective, serious or humorous." Moreover, Starkey (2004, p.1) came to describe it as "rarely that tortuous. However, it is important to recognize that in order to do it well, you must commit yourself to a process." Whereas Grenville (2001, p.4-5) said that essay generally ask you to do one of four things:

1. They might ask you for straight information.
2. They might ask you to discuss different points of view.
3. They might ask you to argue for a particular point of view.
4. They might ask you to compare or contrast several different things.

1.2.2. Types of Essay:

There are many kinds of essays, and each type of them has different objectives. Blanchard and Root (2004, p.79) classified essay into five main types:

1. **Process:** the objective of this essay is to inform the readers and to describe the order of steps in a procedure.
2. **Classification and Division:** its aim is to organize a topic for an essay; by divided a topic into groups of things that share similar characteristics (ibid).
3. **Cause and Effect:** the aim here is to analyze the reasons (causes /factors) or the result (effect, disadvantages, benefits) of something (ibid).
4. **Comparison/contrast:** its aim is to show how ideas, people, or things are similar or different (ibid).
5. **Problem/Solution:** this type is to describe a problem and evaluate possible solutions and it is very useful in academic writing (ibid).

| Essay types | Purposes |
|--------------------------|---|
| Process | To describe the sequence of steps in a procedure. |
| Classification /Division | To describe the logical divisions of a topic or the parts of an object. |
| Cause/Effect | To analyze the causes or effects of a situation. |
| Comparison/contrast | To show the qualities that is similar or different between two things. |
| Problem/Solution | To describe a problem and evaluate possible solution. |

Table 1.1: Types of Essay Blanchard & Root (2004, p.78).

On the other hand, Starkey (2004, p.87) presents two types of essay:

1. **Expository:** this type gives directions, instructions, or explanations. It informs by showing the writer's knowledge about the topic to the reader. You might be asked to define, compare and or contrast, or explain cause and effect.
2. **Persuasive:** it also called argument essay, where you select one idea and present why it is more legitimate or worthy than another.

The different types of essay writing are classified according to the different subjects; it means when we need to discuss a scientific topics or literature topics, we need to choose the appropriate type of essay.

1.2.3 The Structure of Essay

The essay consists of three main parts (introduction, body, and conclusion) where the most EFL learners face many difficulties to develop and each part has many features.

1.2.3.1 The introduction

It is the first part of essay to introduce the general idea. According to Zemach & Ruimsk (2005, p.56), “Introduction is the first paragraph of an essay. It explains the topic with general ideas. It also has a thesis statement.”

1.2.3.1.1 The functions of the introduction

The introductory paragraph has an important function in the essay. According to Blanchard & Root (2004), the function of the introduction is to capture the reader’s interest, and to provide background information, then to state the main idea of the essay in a thesis statement (p.63).

1.2.3.1.2 Techniques for writing an introductory paragraph

There are some techniques which can help the learners writing the introduction. Blanchard & Root (2004, p.64) describe five techniques:

Move from general to specific,

- Use anecdote,
- Use a quotation,
- ask a question,
- Present facts and statistics.

1.2.3.1.3 Thesis statement

In fact, the introduction contains an important element that called thesis statement, is defined by Zemach & Ruimsk (2005) is, “The sentence that tells the main idea of the whole essay.” It can be compared to a topic sentence. This gives the main idea of paragraph. It usually comes at or near the end of the introductory paragraph (p. 58).

1.2.3.1.3.1 The importance of the thesis statement

Thesis statement is the most effective part of essay, because it demonstrates the main idea, and it represents the core of the whole essay. Thesis statement plays an effective role and the writers cannot avoid it. Zemach & Ruimsk (2005) stated that thesis statement offers the author’s opinion or states the main idea about the subject (p.59). They added it

should not be a sentence, which only gives a fact about the topic. Third, it should not state two sides of an argument equally (ibid).

We can say the thesis statement gives the readers directly the whole of the theme.

Whereas, Galko (2001, p.35) point out a good thesis statement will:

- Tell something attract both you and the readers.
- Be precise and limit.
- focus and narrow your subject.
- Explain the general idea.
- Show your readers what is coming up.
- Guide you to examine your thoughts about your subject.
- Help you organize what you want to say in your draft.
- Give you and your readers the conclusion of the topic
- Give respondents to questions.

1.2.3.4 The purpose of the introduction

Galko (2001) describes two main objectives. First, pay attention of the audience. Second, represent and explain thesis statement (ibid).

1.2.3.2 The body

It is the second paragraph. According to Zemach & Ruimsk (2005), the main body that explains and supports the thesis statement, it comes between the introduction and conclusion (p.56).

1.2.3.3 The conclusion

This is the last paragraph of an essay; it summarizes or restates the thesis and the supporting ideas of the essay (Zemach & Ruimsk, 2005, p.56).

1.2.3.3.1 Techniques for writing a concluding paragraph

The conclusion based on some techniques that can help student to produce it. Blanchard & Root (2004, p. 86) state three main techniques:

1. Restate your main points.
2. Ask a question.
3. Suggest a solution; make a recommendation.

1.2.3.3.2 The purpose of the conclusion

Galko (2001, p.68) stated that your conclusion should accomplish these objectives:

- Remind your reader of your thesis statement.

- Summarize the main ideas of your topic.
- Give your reader a take-home message.

Generally, essay writing depends on these three main parts. First the introduction is the opening paragraph. Second, the main body which includes the supporting details. Third, the conclusion is the final part that summarizes the whole topic.

1.2.4 The purpose of essay writing

According to Duigu (2002,p.1), in order to be able to write good essays , first of all it is important to make sure that you recognize the goal of the task. It may appear obvious: the goal is to assess your competence to write essays for university or college in English. Therefore, these can be summarized in:

- a) To represent that you are able to choose relevant thoughts and information to answer a question.
- b) To give your knowledge and understanding of the subject.
- c) To demonstrate your competence in presenting a logical evidence.
- d) To demonstrate your skills in organizing your ideas systematically.
- e) To demonstrate your competence to use sophisticated English.
- f) To represent your basic grasp of English grammar and vocabulary.

In addition, Starkey (2004, p.11) said that

Your essay goal is to convey information, including the fact that you can write well. That goal will not be achieved if your readers do not understand your first few sentences or paragraphs, and stop reading, or if they finish reading but fail to grasp your message.

Moreover, Grenville (2001) stated that the aim of the essay is to persuade or to inform the reader (p.28).

1.2.4 Strategies to develop essay writing

EFL learners face many difficulties in developing essay writing, because this latter requires different strategies. For this reason, the following strategies by some scholars can facilitate the process of essay writing:

In fact, Galko (2001, p.19) said that here are some strategies; you can use to develop your topic: brainstorming, free writing, asking questions, mapping, journaling, and listing.

Brainstorming

This step requires from learners to activate their previous knowledge, this latter comes from reading. Starkey (2004, p.3) said, “It might contain various individual thoughts or ideas that make sense in a particular order, and/or ideas that are linked together by

association with previous ideas.” In addition, Brown & Hood (1989, p. 8) stated, “It means you storm or search your brain for ideas.” Also, Crème & Lea (2008, p.19) said that the idea of brainstorming your ideas is that simply note down as many ideas as possible about a topic, in words or phrases.

Free writing

Free writing technique is the most appropriate way; it seems easier one among students, because it allows them to put all what they want to write. According to Galko (2001), “Free writing is writing down your thoughts as they come to you (p.21). Starkey (2004, p.3) said, “Free writing means spending a predetermined period of time writing nonstop, focusing on a specific topic. In fact, free writing might better be called “flow writing.”

In addition, Elbow (1981, p.14) said that

Free writing makes writing easier by helping you with the root psychological or existential difficulty in writing: finding words in your head and putting them down on a blank piece of paper. So much writing time and energy is spent *not* writing: wondering, worrying, crossing out, having second, third, and fourth thoughts.

He summarizes its benefits as follows:

- Free writing is the best way to learn-in practice, not just in theory-to separate the producing process from the revising process.
- Free writing helps you learn to write when you don't feel like writing.
- Free writing teaches you to write without thinking about writing.
- Free writing is a useful outlet

Free writing helps you to think of topics to write about. Just keep writing, follow threads where they lead and you will get to ideas, experiences, feelings, or people that are just asking to be written about (ibid).

Moreover, Starkey (2004, p.3) describe the main keys to successful free writing in the following points:

1. Resist the temptation to look back at what you have written during the process.
2. If you cannot stay on topic, keep writing anything to maintain the flow.
3. Do not censor yourself; your free writing is not going to be seen by others, so commit every thought to paper.
4. Follow your ideas wherever they lead you.
5. When finished, read your free writing with a highlighter, noting the most interesting and strongest ideas.
6. Try the process again after you has focused your topic; more ideas may be generated.

Asking questions

In this phase, we ask several questions about the whole topic. According to Starkey (2004), “Asking who, what, where, when, and why is a formula used by journalists, detectives, and researchers for getting a complete story.” he add that

This technique is particularly useful for choosing an essay topic, and for focusing a topic once you have made a selection. There are two sets of questions for taking stock; one suited for an impersonal or research-type essay, and the other geared toward a personal essay (ibid).

Mapping

“The concept **mapping** is a simple process best used for exploring topics that are not complex. To make one, draw a circle, and add spokes radiating from it” (Starkey, 2004, p.4).

Journaling

The final technique is **journaling**, Starkey (2004) point out, “A journal is the perfect raw data from which to begin the essay writing process (p.69)

Listing

According to Starkey (2004, p.9-10), this technique is based on the following strategies:

1. Order of Importance: organize the ideas from the most important to least important.
2. Chronological: organize your ideas in the order in which they did occur or will occur.
3. List: produce items with the same important.
4. General to Specific: starting with the main ideas to supporting details.

These strategies are a very important way to guide EFL learners before, during, and after writing their essays. So, these strategies are related to each other, and all of them work together. Learners need to follow them to the same above order, because they cannot use the brainstorming step in the end.

1.2.6 Methods for writing essay

EFL learners need some organization methods in order to produce an organized essay; we focus on the following methods:

1.2.6.1 The SLOWER method

According to Carroll (1990, p. 20), one of the more successful method for beginning essay writers is known as the SLOWER method. The method introduced here is a variation on that method; it might be called the SLOWWER method. It is an acronym for
Select a topic.

List your ideas.

Organize your ideas.

Outline your essay.

Write your first draft.

Edit your first draft.

Rewrite your essay.

This method is very important and helpful for students; it facilitates the essay writing task. Carroll (1990, p. 31) summarized that the SLOOER method recommended here will serve many of you as it is; some of you may benefit from your own modified version of the method. Others may be confident enough as writers to begin by outlining essay or by writing the first draft.

1.2.6.2 Outline definition

According to Zemach & Ruimsk (2005, p.63), “Outline is a list of the information you will put in your essay.” In addition, Starkey (2004) stated that

Creating an outline begins with a reading of your prewriting notes. First, group related ideas together, looking for major topics (which can be headings) and minor ones (which can be subheadings, examples, or details). Define your major points, and rearrange them until they make sense and follow a logical progression (p.7).

Whereas, Raimes (1983, p.116) divided outline in two types: the first is when the writer makes before writing the text and the second, when the writer makes of what has already written.

We can say, outline phase is the design and the plan of the essay, it describe the whole structure of essay in a list, by organizing the ideas from the most important to the least, and from general to specific. Also it requires following the logical development, so, this method is very important.

1.2.6.2.1 The importance of outline

Outline is the best way to demonstrate the ideas of the writer in a logical order, because it refers to the whole plan of the essay. According to Galko (2001, p.40), he stated that

An outline helps you think through what you will say, so it can save you time when you actually start writing. In addition, it can show omissions in your paper. An outline can even help you avoid writer’s block! One of the most important reasons to do an outline before you start writing is to help you evaluate your thesis.

He describes it in the following points:

-If you have more to say than you can fit in your outline, you probably need to refocus your thesis statement. It is too broad.

-If you cannot find enough to say in your outline, your thesis is probably too narrow. You should consider making it broader.

-If you have tried different ways of exploring and researching your topic and you still cannot find enough evidence to support your thesis, you should reconsider your thesis. You might want to write a new thesis that you can support.

-If your outline is still sound after putting it to this test, then you are ready to start writing.

In addition, Zemach & Ruimsk (2005, p.63) argued that an outline will:

- 1- Present you what to write before you presently start writing.
- 2- Help make your essay well organized and clearly focused.
- 3- Keep you from forgetting any important points.

1.3 The needs of students to write essay

Before any type of writing, students or writers on general need some key to produce good expressions. Harmer (2004, p62-63) stated that students need information & task information, language, ideas, and pattern & schemes.

1. **Information & task information:** learners need to recognize clearly what we need them to perform and they need to be clear about any of the subject detail that we give them.
2. **Language:** If learners need precise language to finish writing activity we need to give it them. This may require offering them, phrases, parts of sentences, or words.
3. **Ideas:** teachers should have abilities to suggest ideas to help students when they get stuck.
4. **Pattern & schemes:** this will frequently occur when learners first learning a writing genre and then create their examples of the same genre.

1.3.1 Steps for students to write

In addition, when students come to write a piece of writing, they need to follow some steps, in order to produce a clear and correct ideas, expressions...Grenville (2001,p.19) explained that if you memorize the Six Steps, you can adapt them to even the most out-of-the-ordinary writing job you might have to perform.

Step One: Getting ideas

You must begin by collecting all the ideas that you can think of about the topic.

Step Two: Choosing

You must select the most important topics to attract your readers.

Step Three: Outlining

All parts of writing are like a journey. It begins at the **Beginning**, travels along through the **Middle**, and **Ends** up at its destination.

Step Four: Writing

This is where you follow your Beginning, Middle, End outline of ideas and flesh them out to give yourself a first draft.

Step Five: Revising

Revising starts from the first draft looking for big structural problems—changes where you omit something, changes where you add something, or changes where things are in incorrect order.

Step Six: Editing

In this step you should, looking for grammar and spelling mistakes, messy layout and presentation that makes the parts difficult to read.

In addition, Starkey (2004, p. 93) stated that every essay should include: planning, writing, and revising.

1.3.2 Adopting the main steps in essay:

The above steps are very useful for students to develop their essays, before, during, and after their production. Grenville (2001, p.28) demonstrates these ways:

1.3.2.1 Getting ideas for essay:

In getting ideas there are three ways: making a list, making a cluster diagram, and free writing.

A. Making a list

Grenville (2001) stated that writing an essay takes many types of skills, but the easiest one is the first. We are able to write a list. We begin with the major elements from the assignment, after that using all the ideas.

B. Making a cluster diagram

Grenville (2001) maintained that a cluster diagram is another type of list; it summarizes the main points of the subject. These points are grouped in many circles; you list in clusters around a key word. So, the main topic is in the center, and the minor points refer to the topic sentence of each paragraph, also the supporting details. You can jump around from cluster to cluster, adding ideas here and there. When you write an essay, you are usually expected to find out what other people have already thought about the subject. Your own ideas are important too, but they should be built on a foundation of what is gone

before. In brief, cluster diagram is a way used to classify the important points in many circles about your topic (ibid).

C. Free writing

Free writing is just a fancy word for talking onto the page—a way of thinking aloud about the topic in an unstructured way. It is like the ‘free association’ exercises that psychologists use: it is just nonstop writing (ibid).

1.3.2.2 Revising an essay

Brown & Hood (1989, p. 20) defines it as where you check that you have said what you wanted to say, and you have said it in a clear and appropriate way. Also, Galko (2001, p.73) comes to define it, “As you read the first draft of your paper you might come across number of problems.”

In this phase, there are three main steps according to Grenville (2001), you have to decide whether to **cut**, **add** or **move**.

a) Cutting

In cutting phase, you need these elements:

1. Padding: too little information or argument taking up too much space;
2. Waffle: pompous or over-elaborate sentences with no real purpose;
3. repeated ideas or information;
4. Irrelevant material (even if it’s brilliant or took you hours to write, it has to address the assignment);
5. Words, sentences or even the whole ideas, if the essay is longer than required.

b) Adding

When you decide to select the adding step, you need the following points:

1. Information that you’ve assumed but not actually stated (don’t rely on the reader to fill the gaps);
2. A step in your argument that you have left out;
3. Details or explanations that show how your ideas relate to the assignment
4. connectors or pointers that smooth the flow between your ideas;
5. The introduction and conclusion: this is the moment to compose a GOS and a GFS.

c) Moving

Those who decided to choose this stage, they need these points:

1. Information that’s not in the most logical order (for example, from most important to least important, most distant in time to most recent, or any order that works and is consistent);

2. Information that's important, but is given to the reader at the wrong time (for example, background information that should go before the main argument);
3. Steps in an argument that are not, in the most logical order (an argument has to build up step by step, with the evidence for each step, and then a final, convincing statement);
4. Something that is good in itself but interrupts the flow;
5. The arrangement in a two pronged essay; you may decide now that you made the wrong choice and need to rearrange some of the parts (ibid).

1.3.2.3 Editing an essay

According to Hedge (2005, p. 54), the editing process makes the final readjustments and checks accuracy so that the text is maximally accessible to the reader. In addition, Grenville (2001, p.185) describe tow steps:

A. Editing for grammar

In editing grammar, we attempt to ask several questions as follows:

1. Have I written any **sentence fragments**?
2. Have I written any **run-on sentences**?
3. Do my **subjects agree** with my verbs?
4. Have I **changed tense** or person?
5. Have I dangled any **modifiers**?
6. Have I shown the pause I intended by using **commas**?
7. Have I used **apostrophes** in the right places?
8. Have I used **colons or semicolons** correctly?
9. Have I used **inverted commas or brackets** correctly?
10. Are there plenty of **paragraphs breaks**, and are they in the most natural places?

B. Editing for presentation

Try to ask yourself the following questions

1. Have I checked spellings? (Be careful of sound-alike such as their/there/ they are.)
2. Is my layout orderly and well spaced?
3. Have I found the best title for my piece, which prepares the reader for the essay?
4. Have I acknowledged sources of ideas and information in a bibliography?

Finally, we can say, if learners attempt to adopt all these steps in their essays successfully, they will develop their levels in writing generally, and in essay specifically. Also, the different questions in editing stage are helpful way to check all the points of the treatment topic.

Conclusion

Summing up, writing is not an easy task for both teachers and learners. Therefore, developing essay writing requires many strategies, and the teachers should know the needs of their students in order to motivate them by using different techniques, that can facilitate the way of developing essay writing. Thus, writing requires reading, learning, acquiring languages, and then writes. In the next chapter, we will demonstrate the process approach as a tool for developing essay writing in order to help learners to overcome their difficulties.

Chapter two

The importance of the Process Approach in Writing

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The importance of the Process Approach in Writing

Introduction

In this chapter, we will present one of the approaches to teach writing, which is the process approach, because our study is based on the importance of this approach in developing EFL learners essay writing. First, we will demonstrate the different approaches to teach writing. After that, the information about the process approach, starting by the history of this approach, then the definition, moves to the stages, the characteristics, and the importance. Finally, we will present the role of the teacher.

2.1. Approaches to Teaching Writing

In teaching writing, there are a number of approaches where the teacher decides which one of them is more appropriate in the writing class, in order to help their students.

2.1.1 The Product Approach

According to Nunan (1989),

The product approach to writing focuses on the end result of the act of the composition, i.e. the letter, essay, story, and so on. The writing teacher who subscribes to the product approach will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting details and so on. The focus in class will be on copying and initiation, carrying out sentence expansions from cue words and developing sentences and paragraphs from model of various sorts (p.36).

This approach is based on the final draft as Nunan mentioned above, and the role of the teacher focus on the system of language (grammar, discourse conventions).In order to achieve the goal of the students. However; this approach does not allow students to create and write with their own language and style, they will always depend on the teacher. Thus, learners lose their abilities in discovering the self-expression.

2.1.2 The Genre Approach

According to (Swales 1990, p.58 cited in Hedge, 2000, p.320),

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

This approach emphasizes that writing as a communication activity. Writers deal with the objectives of communication, because it has an effective role in developing their writing.

The other approaches, Raimes (1983, p.6), describe six approaches to teach writing:

2.1.3- The Controlled-to-Free Approach

According to Raimes (1983), the controlled-to-free approach is sequential. Learners in this approach follow a series of activities. First, sentence exercises, then paragraphs to copy or manipulate grammatically, for example, changing questions to statements, present to past...with these controlled compositions, He adds, "It is relatively easy for students to write a great deal yet avoid errors. The teacher's job of marking papers is quick and easy". This approach based on three characteristics: grammar, syntax and mechanics. It focuses on accuracy rather than fluency (p. 6).

2.1.4- The Free-Writing Approach

The features of the second approach as Raimes stated, the content and fluency at the same time, students do not worry about form. Once ideas are down on the page, grammatical accuracy, Organization and the rest will gradually follow. He adds, Free writing often revolve around the subjects that the students are interested (ibid).

2.1. 5-The Paragraph Pattern Approach

In the third approach Raimes (1983) write, "It is based on the principle that in different cultures people construct and organize their communication with each other in different ways". This approach emphasizes organization where students copy paragraphs, analyze the form of model paragraphs, and imitate model passages (p.7).

2.1.6-The grammar -Syntax -Organization Approach

This approach deals with three main features: organization, grammar, and syntax. Teachers devise writing tasks that lead the students to put these characteristics into consideration. This approach, then, links the purpose of piece of writing to the forms that are needed to convey the message (ibid).

2.1.7-The Communicative Approach

The communicative approach works on the purpose of a piece of writing and the audience. Teachers using this approach, therefore, have extended the readership. They extend it to other students in the class, who not only read the piece but do something with it, such as respond, rewrite in another form..., but not correct (ibid).

2.1.8-The Process Approach

Teachers who involve this approach provide learners with time to examine their thoughts and feedback about their pieces of writing (Raimes, 1983). He adds, “Recently, the teaching of writing has begun to move away from a concentration on the written product to an emphasis on the process of writing” (ibid).

All these approaches are very important in teaching writing, because each one of them has a number of features, which allow teachers to use the more appropriate between them at classroom in order to develop the abilities of their students in the writing skill.

Raimes(1983) in the diagram shows the components of writing (grammar, syntax, context, mechanisms, audience, purpose, word choice, organization, and the writer’s process.) therefore, the writers should deal with when they produce a piece of writing in order to communicate clearly, fluently, and effectively. He added, they have developed a variety of approaches to the teaching of writing.

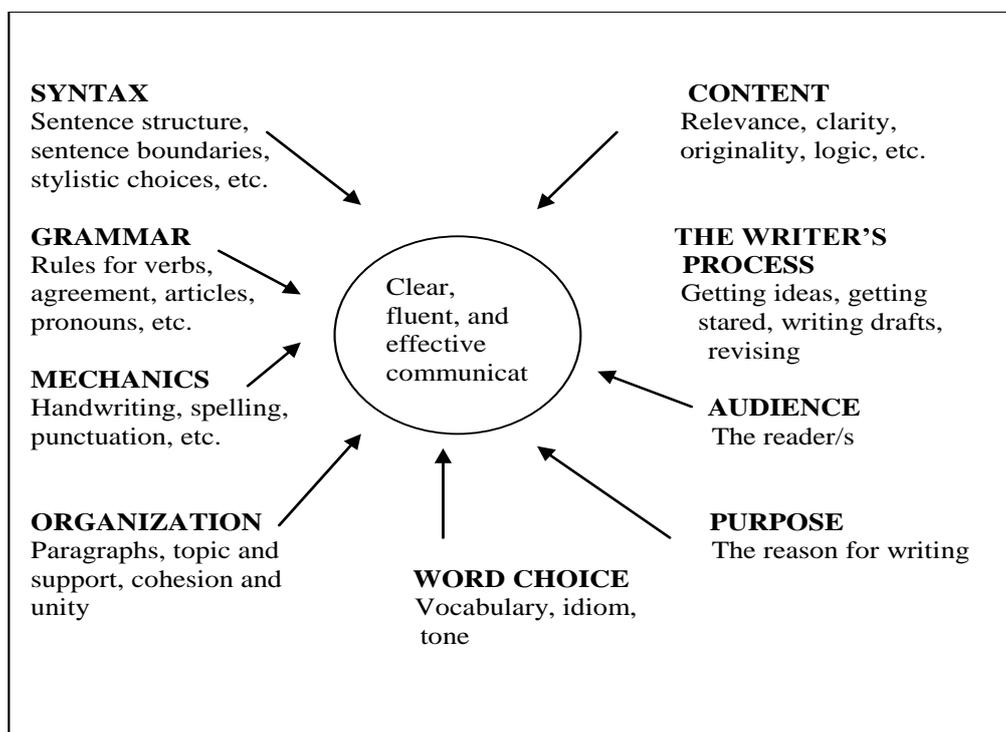


Figure. 1. Producing a Piece of writing (Raimes, 1983, p.6)

2.2. The Process Approach

2.2.1. The Birth of the Process “Movement”

Among the above approaches to teaching writing, there is the process approach, which our study is based on. So, the beginning of this approach Clark (2003) stated that the product-oriented view of writing finished through the 1950s and 1960s. Then, in 1963, at

the Conference of College Composition and Communication, it is claimed that the different feeling had changed, and the concentration became in rhetoric and composition theory. Therefore, new researchers interested with how people write and learn to write. This interest led to the development of a number of process-oriented methods and techniques-staged writing, conferencing, strategies of invention, and revision-activities that are applied now at writing class. He said that writing teachers started to include a “process” approach to writing, tossing out their handbooks and grammar exercises in order to be based on the process-oriented teaching. Clark also said, “The sentence “Writing is a process, not a product” became a mantra. “Process” was in; “product” became almost a dirty word” (p.5).In addition, Hyland (2009, p.18) claimed that three focuses led to hugely influential process writing movement:

- The personal creativity of the individual writer
- The cognitive processes of writing
- The writer’s immediate context.

2.2.2. The definition of the Process Writing Approach

Process approach to teaching writing has many definitions from different scholars, one of them Nunan (1989) who states, “those who advocate a process approach to writing see the act of composition from a very different perspective, focusing as much on the mean whereby the completed text was created as on the end product itself ”(p.36).Also Hedge(2000,p.302)argued,

The process view of writing sees it as thinking, as discovery. Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process which is neither easy nor spontaneous for many second language writers.

In addition, (Applebee, 1986.p96, cited in Kroll, 1990.p.8) notes, “The process approach provided a way to think about writing in terms of what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, grammar).”

The above definitions demonstrate the process writing approach as a number of stages and activities that teachers followed and applied at classroom. Also, it is not a focus on the final draft like the product approach. So, the main task of the teacher is to develop their students’ writing through the different stages of this approach. In this case, the teacher can be aware about their weaknesses and he attempts to enhance it. However, teacher in the

process approach need more time to examine the learners one by one. So, this reason can lead to a wasting time during one section, and he cannot realize his goal.

2.2.3. The importance of the process approach

Teachers, who choose this approach as a kind of teaching writing, should be aware about its importance in the classroom, in order to transmit the information to their students successfully. According to Graham and Perin (2007:p.19),The process writing approach involves a number of activities, including creating extended opportunities for writing; emphasizing writing for real audiences; encouraging cycles of planning, translating, and reviewing; stressing personal responsibility and ownership of writing projects; facilitating high levels of student interactions; developing supportive writing environments; encouraging self-reflection and evaluation; and offering personalized individual assistance, brief instructional lessons to meet students' individual needs, and, in some instances, more extended and systematic instruction. In addition, Hedge (2000) stated that:

A process approach tries to provide useful support for student writers. The nature of the support will depend on the kind of learners, for instance their ages, backgrounds, and needs for writing in English. It could be argued that adult learners should already have developed effective writing strategies in their first language. However, it may well be the case that students have not received the necessary support in their first language and will benefit from a process approach in the English language classroom, whatever their age(p.307).

He added that the primary goal of the process approach is to improve learners manipulation of the mental processes used in composing. This led to many basics for the teacher to include into the teaching of writing (2000).

The first point of the importance of the process approach is the main activities. This approach in the first tow quotations is very important for learners, because these activities can help them in enhancing their level at writing. Also, learners through these activities will build their supportive writing environments; encouraging self-reflection and evaluation; and offering personalized individual assistance as Graham and Perin said (2007). In addition, it attempts to supply them a useful support, but depending on the kinds of learners (ages, backgrounds, and needs for writing) as Hedge said (2000). Thus, we can say the process approach deals with developing the process of learning writing.

Also, Raimes (1983) notes that:

A student who is given the time for the process to work, along with the appropriate feedback from readers such as the teachers or other students will discover new ideas, new sentences, and new words as he plans, writes a first draft, and revises what he has written for a second draft. He added many teachers in ESL classes now give their students the

opportunity to explore a topic fully in such pre-writing activities as discussion, reading, debate, brainstorming, and list making (p.10).

He said, " Before we can assess how much time to allow for a writing task, we have to examine what writers actually do when they write" (p.21).Raimes put these exercises that many writers tell to perform:

- They identify why they are writing.
- They identify whom they are writing for.
- They gather material through observing, brainstorming, making notes or lists, talking to others and reading.
- They plan how to go about the task and how to organize the material.
- They write a draft.
- They read the draft critically.
- They revise.
- They prepare more drafts and a final revision.
- They proofread the errors.

(Raimes, 1983, p. 21).

The second point of the importance this approach in writing is the time. During writing in the process approach, students need sufficient time to write and evaluate their writing, because it allows them to create good ideas, and good language with clear information and style.

According to Hyland (2009, p.19), the expressivist view strongly resists a narrow definition of writing based on notions of correct grammar and usage. Instead it sees writing as a creative act of discovery in which the process is as important as the product to the writer.

The third point in terms of the importance, we can say it focus on the main aspects of writing such as grammar. As Hyland (2009) state in his quotation, " the process is important as product". Here, it focuses on the act of the writer rather than the final draft.

2.2.4 The stages of the process approach

The process writing approach involves many stages. These stages are presented by different scholars:

1. According to Clark

Clark (2003:p5), "The composing process as consisting of five stages-invention (the discovery of ideas), arrangement (putting ideas in a persuasively effective order), style (finding the right language in which to present the ideas),

memory (memorizing the speech), and delivery (using voice and gesture to present the speech effectively)”, He stated, “ One perspective that gained prominence during the early days of the process movement was that the writing process consisted a series of sequenced”, Clark also said,” discreet stages sometimes called “planning, drafting, and revising,” although today they are often referred to as “prewriting, writing, and rewriting.”

2. According to Hedge

Whereas Hedge (2005:p17) describes four stages, communicating, composing, crafting, improving.

- 1) **Communicating:** where the activities demonstrate ways in which the teacher can create contexts for classroom writing and showing students how the style of writing differs according to the purpose and the audience.
- 2) **Composing:** where the activities present a range of techniques for encouraging good pre-writing and drafting strategies in the process of composing.
- 3) **Crafting:** the activities suggest ways in which teachers can help learners to develop paragraphs coherently, use cohesive devices, use a range of appropriate vocabulary.
- 4) **Improving:** teachers and learners work together to improve the clarity and quality of writing. It includes ideas for involving students in the activities of reviewing work, revising it, and then editing the final draft.

Moreover, he adds the process of writing contains a number of activities which can be represented as in figure:

being motivated to write → getting ideas → planning and
outlining → making notes → making a first draft → revising
replanning redrafting → Editing and getting ready /for publication.

Figure 2.2 the process writing activities. Hedge (2005, p.51-52).

This figure represent writing as a recursive activity not linear one, it refers to different stages starting by motivation, and obtain ideas, planning, and prepare notes to write first draft, moving to revise/replan/redraft, finally edit for publication.

3. According to Harmer

Harmer (2004), “the process of writing is recursive.” This means the writers plan, draft, and edit but then often re-plans, re-draft, and re-edit. Therefore, the process wheel shows the writers can move backwards and forwards only when the final version has the process reached its culmination ((p.5).



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

4. According to Brown & Hood

Brown & Hood (1989:p6) stated that the process of writing involves three main stages:

1. **Preparing to write:** where the most of writing requires preparation, and it depends on (the reader, purpose, the content, and the writing situation.)
2. **Drafting:** this stage is the beginning of writing.
3. **Revising:** is used to check the final draft; the content and the purpose is clear and appropriate for the readers.

The diagram below describes how the process writing is function.

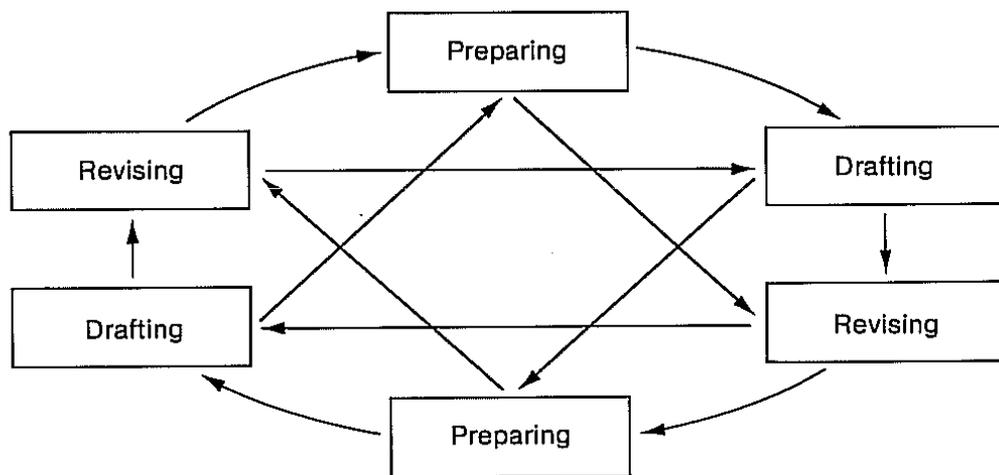


Figure 2.4. The process of writing (1989,p.6)

5. According to Blanchard & Root

According to Blanchard and Root (2004), the writing process consists of pre-writing, writing, and revising and editing. Pre-writing includes generating ideas which refers to brainstorming, clustering, free writing, and keeping a journal. It also includes planning and organizing ideas. Writing includes using your ideas to write a first draft, whereas revising and editing refer to improving what you have written (p.11).

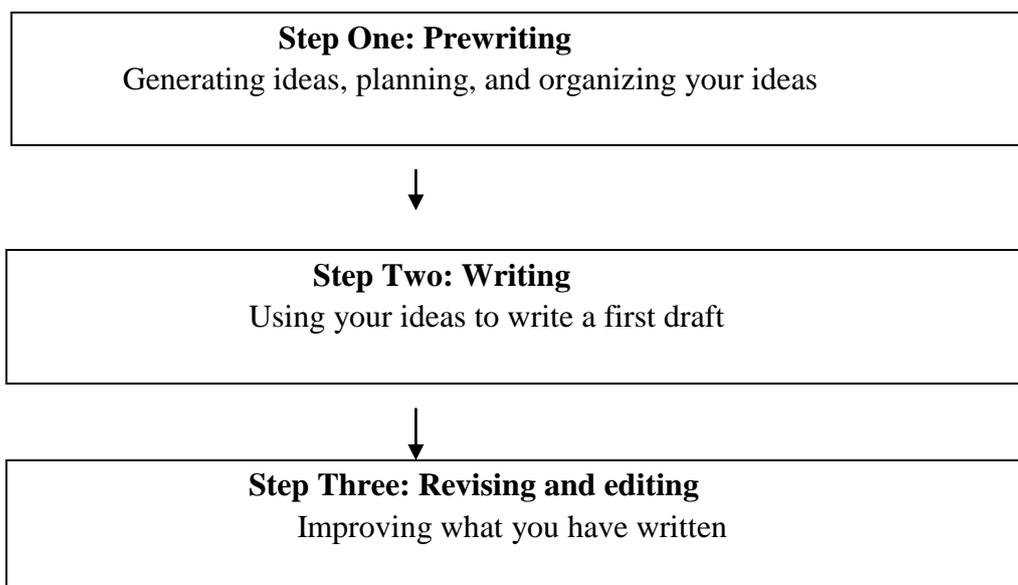


Figure 2.5. Blanchard & Root's Process Writing (2004, p.11)

6. According Graves

According to Graves (1983 cited in Johnson, 2008) the process approach involves five-step (prewriting, drafting, revising, editing, publishing and sharing):

Step 1: Prewriting: The main objective of this step is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power all the time writing are to generate ideas (ibid).

Step 2: Drafting: first, the writer tries to take thoughts on paper. If no mistakes, the draft is a rambling, disconnected accumulation of ideas. These writing activities in the classroom include only prewriting and drafting steps (ibid).

Step 3: Revising: it represents the core of the writing process. All parts of writing is revised and reshaped more than one time. It is a step where you add elements, omitting parts, and removing and so on.

Graves recommends that learners have their way in choosing the draft that needs revision. Finally, learners find only one product without revision then write the final draft (ibid).

Step 4: Editing: in this stage, the main elements of writing are corrected such as grammar, spelling, and punctuation errors. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, they flow of ideas and the quality of writing suffers (ibid).

Step 5: Publishing and sharing: This is where learners contribute their writing audience. Writing is real at this level. Publishing can include with each other class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community (Graves (1983 cited in Johnson, 2008).

To conclude, we can say that all those scholars go through the same stages, and all of them deal with the important steps (prewriting, drafting, revising, and editing).

2.2.5 Characteristics of the process approaches

In fact, the process writing approach incorporates different features, which some scholars suggest the main characteristics. Flower and Hayes' (1981), cited in Hyland (2009) stated that the process of writing is influenced by the task and the writer's long term memory. Its main characteristics are:

- Writers want to achieve their objectives.
- They design without limitation of ideas.

- designing uses the definition of rhetorical problem, changing it in a context, then examine its pieces, find answers to translate thoughts on to the page.
- All production must be examined first (reviewed, evaluated and revised).
- Its stages are recursive (planning, drafting, revising and editing, interactive and may be at the same time.
- . • Designs and text are assessed in a feedback loop.
- The general process is manipulated by a monitor.

Thus, this approach provides us with understanding the writing skill. In addition, it pays attention to inside factors (psychological), and it ignores the main elements (forces) which participate in produce good writing (problem solving).

2.2.6 Characteristics of the good writers

Good writers are those who master the basic elements of writing, also they have the abilities to write a large number of productions. Hedge (2000, p. 305) describes three main features of the good writers.

1-Planning

There are two main features in which successful writers based on (the meaning and the organization of the text, and in designing exercises. So, this will engage thinking about the objectives of the writing (ibid).

2-Revising

In writing, successful writers continue step by step with argument. During reflection, writers concentrate on the reading skill or the previous original design to express their thoughts. When they finish a piece of writing, they revise and ask themselves questions (ibid).

3-Producing 'reader-based' prose

Good writers attempt to achieve the needs of their audience, by writing with a good style, and good language, clear information and so on. Good writers always think about their readers in their writing. Hedge (2000, p. 305).

In this case, (Zamel 1980, p.169 cited in Hedge (2000) reports many results appeared:

- Planning is not only the step, but also the act of using mind. Writers do this more than one time during composing.

- Writers have their own way for 'getting into' writing. Some of them, their students spent time at the beginning, but two of the best writers did not write until they begun the essay.
- The process of writing is recursive and generative, it follows several steps, (students re-reading their work, assessing it, reacting, and moving on). The interesting between the poor and the best writers was on the way of reading skill.
- Revising step used from the beginning to the end of writing such as, composing new elements, omitting sentences, and changing paragraphs around and sometimes removing them.
- All of the writers take consideration only to the main features, but the best one work with these at the final process. Previously, the poor writers waste time in replacing words and phrases.
- The obstacles of the language system appeared the task of the writers smallest. The best writers used different phases to paid attention as they improve thoughts.
- Once thoughts had been written down and improved, the writers started to edit the main features such as accuracy in grammar, word-choice, spelling, and punctuation.

2.2.7. The Role of the Teacher in Writing Lessons

In writing class, teachers play an effective role, especially for those who apply the stages of the process approach. Hyland (2009, p.19) said, Writing is learnt, not taught, and the teacher's role is to be non-directive and facilitating, providing writers with the space to make their own meanings through an encouraging, positive, and cooperative environment with minimal interference. Because writing is a developmental process, teachers are encouraged not to impose their views, give models, or suggest responses to topics before-hand.

This definition represents writing as a learning process, which means students can acquire and learn writing without to be taught. In this reason, the role of the teacher is a facilitator, non-director as Hyland said.

In addition; Harmer (2004:p41-42) state five tasks which teachers have to perform before, during, and after, student starting their writing:

- 1- Demonstrating:** students need to be aware of writing conventions and genre constraints in specific types of writing, teachers have to be able to draw these features to their attention.
- 2- Motivating and provoking:** this is where the teacher can help, provoking the student into having ideas, enthusing them with the value of the task, and persuading them what fun it can be.
- 3- Supporting:** teachers need to be supportive when students are writing in class, always available... and prepared to help students overcome difficulties.

- 4- **Responding:** we react to the content and construction of a piece supportively and make suggestions for its improvement.
- 5- **Evaluating:** when evaluating our students' writing, we can indicate where they wrote well and where they made mistakes, and may award grades.

Raimes (1983) in the diagram below, describe that responding to students' writing is very much a part of the process of teaching. He adds, the sequence of classroom writing follows this common pattern:

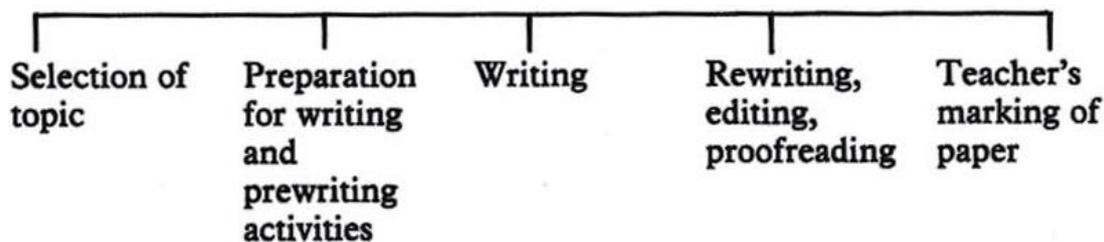


Figure 2.6. The sequence of classroom writing (Raimes, 1983, p.139)

We can say that, these elements summarize the whole parts of the process approach to teach writing, because it includes the stages at the same times the role of the teacher. In this reason, Raimes (1983) point out in the process line above; the teacher's response is to the finished product only. The teacher can only decide and assess, not effect the part of writing (ibid). Thus, we can add, the main concern of the teacher always is positive, because his way in teaching writing increases the level of their students in writing with many advantages. These activities in the diagram are very important for students to develop the main aspects of writing.

Conclusion

In conclusion, this chapter represented the importance of the process approach in writing. We demonstrated the nature of this approach among other approaches. It focused on many activities (pre-writing, drafting, revising, and editing), these stages are the important one. Thus, both teachers and learners follow the main steps of the process approach at writing class. So, we can say this approach is very important because it facilitates the process of teaching writing for teachers and the process of learning writing for learners.

Chapter three: Students questionnaires' results and analysis.

| | |
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Chapter three: Students questionnaires' results and analysis.

Introduction

In this chapter, we are going to analyze the students' questionnaire findings. This latter is used as a tool of gathering data in this study. We choose this tool, because it seems an appropriate way that can help us to evaluate the level of the students in writing different kinds of essay, and to check within their points of views about the importance of the process approach in writing. So, the results obtained from the students' questionnaire will be analyzed qualitatively and examine the validity of our hypothesis.

3.1.1. Administration of the Questionnaire

The questionnaire was given to Master one LMD students at University Mohamed Kheidar. We selected them randomly. We aimed to collect different opinions about the writing skill .especially, essay writing, and the process approach.

The students answered without problem, they did not find difficulties. We gave them the questionnaire on free time in order to answer carefully, and with more concentration. The number of the copies is 60 given to Master one LMD students, but we collected 52 and we analyzed them as follows.

3.1.2. Description of the Questionnaire

The aim of students' questionnaire is to examine their abilities in writing, how to write essays, and to check whether they know the importance of the process approach in writing or not. It consists of three sections, and each section has different questions. The number of all questions is twenty (20) questions. They can be summarized in the following:

Section one: general information: it consists of four (4) questions.

Section two: developing essay writing: it includes nine (9) questions.

Section three: the importance of the process approach: it includes seven (7) questions.

3.1.3. Analysis of the Students Questionnaire

Section one: general information

The first and the second questions are about age and gender. The results show that most of students are females (48) their ages between 22 -26 years old and the remaining students

are four males their ages between 22 – 24 years old, and all students answered about the two questions. So, our aim from the first two questions is to know the majority of students in our sample. The target population is characterized to be a young population with a female overgeneralization. This can be taken positively as a motivation to see their stand points towards the process approach and its role in developing essay writing.

Question Three

Do you like the English language?

Yes

No

Why?

| Options | Number of students | Percentage |
|---------|--------------------|------------|
| Yes | 51 | 98,07 % |
| No | 1 | 1,92 % |

Table 3. 1: Students Attitudes towards English language

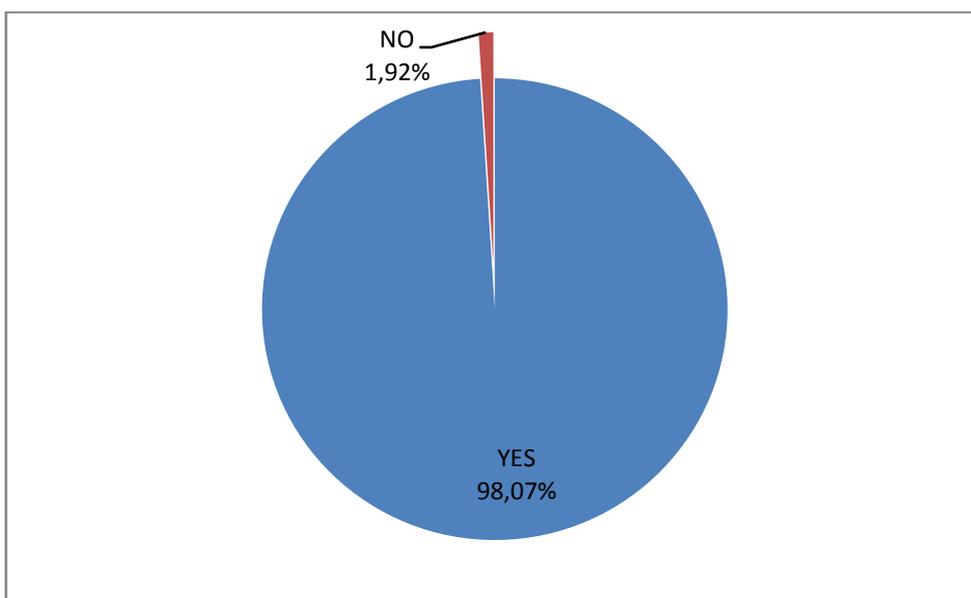


Figure 3. 1 : Students Attitudes towards English language

The results show that (98, 07 %) participants said, “Yes” only (1, 92 %) who said, “No”. So, we can say, the majority of students like the English language. Our aim here is to know the attitudes of students towards English language. Concerning the justification, there are forty seven (47) students who gave the answers, their percentage (90, 38 %). Whereas, five students did not gave the justification for unknown reasons. Some of responses:

The student who answered “no”, he said, ” I am obliged to learn it”. It was because of my baccalaureate average.

Students who answered “yes”:

- Because English is an international language and most countries speak it.
- Because it is a widely famous language, and I love it so much because it is totally different from other languages.
- To get a job (financial issues.)
- It is easy language to learn.
- I enjoy when other native speakers pronounce the words and intonations they are making.
- Since I am English student, of course I like the English language; firstly, it is international language of all branches. Secondly, my dream is to reach the PHD degree in the English language.

Question Four

How often do you attend the written session?

Always sometimes rarely never

| Options | Number of students | Percentage |
|-----------|--------------------|------------|
| Always | 47 | 90,38% |
| Sometimes | 5 | 9,61% |
| Rarely | 0 | 0% |
| Never | 0 | 0% |

Table 3. 2:Students’ Attendance of the Written Session

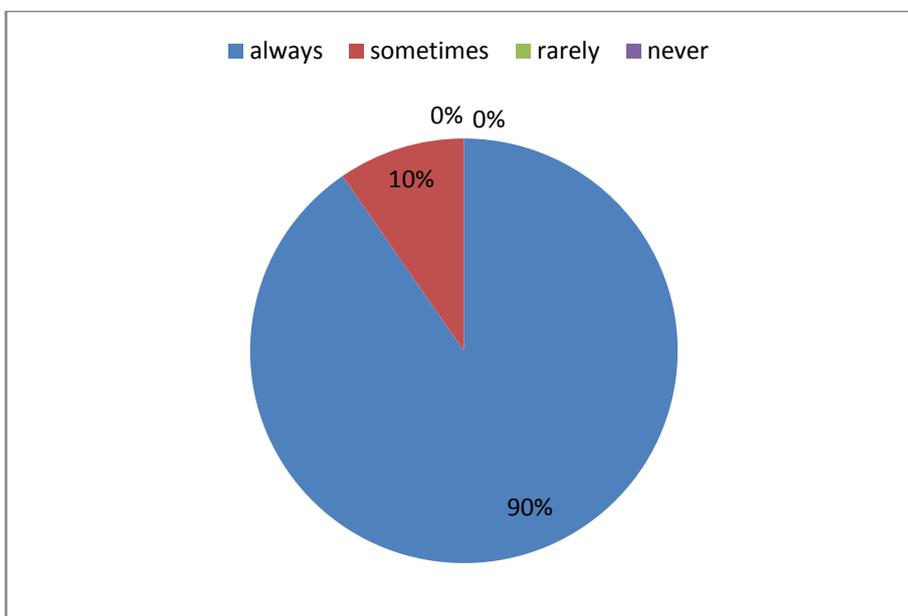


Figure 3. 2 : Students' Attendance of the Written Session

From the above table, we found that (90, 38%) students said, “Always”, and five students (9, 61%) said, “Sometimes”, the other options zero answers. These results help us to get the main goal we need. This can be interpreted in the fact that the learners’ seriousness to attend the course will be a helpful factor to motivate them and to show their interest.

Section two: developing essay writing

Question Five

Which of the following four skills you find difficult?

Writing

Speaking

Reading

Listening

| Options | Number of students | Percentage |
|-----------|--------------------|------------|
| Writing | 16 | 30,76% |
| Reading | 4 | 7,69% |
| Speaking | 19 | 36,53% |
| Listening | 13 | 25% |

Table 3.3: The learners' attitudes towards language skills in terms of difficulty

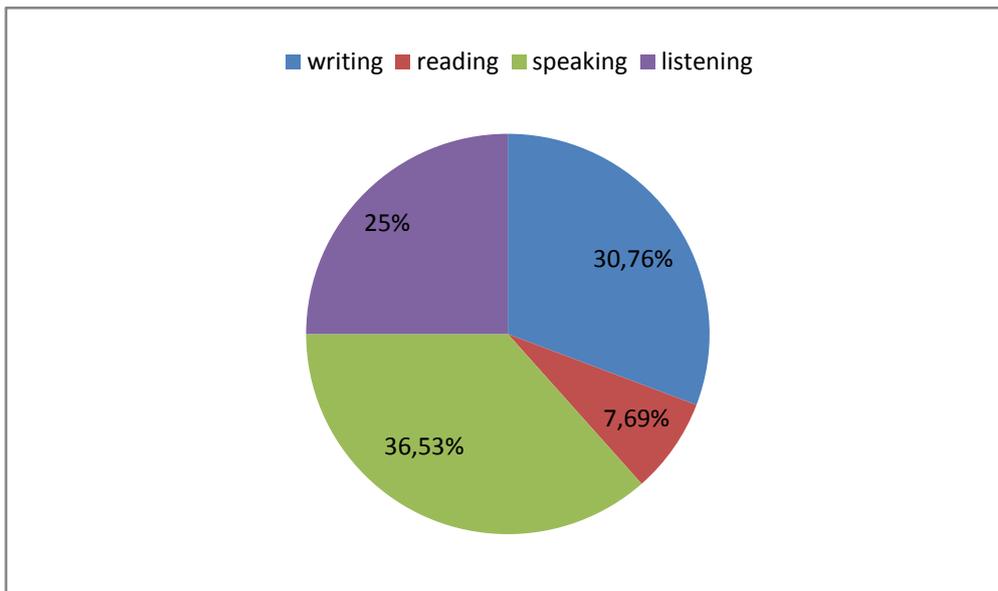


Figure 3.3: The learners' attitudes towards language skills in terms of difficulty

In the above table, the result show that speaking is the most difficult skill (36, 53%), then writing (30, 76%), listening (25%), and the final skill is reading (7, 69%). The writing skill is ranked the second with a high proportion of respondents who believe on its difficulty. This may hinder their success to write well.

Question Six

How do you see the writing skill?

- a) As difficult, but a necessary task.
- b) As a creative process.
- c) As a mean of communication.

| options | Number of students | Percentage |
|---------|--------------------|------------|
| A | 30 | 57,69% |
| B | 22 | 42,30% |
| C | 0 | 0% |

Table 3. 4: The Definition of the Writing Skill

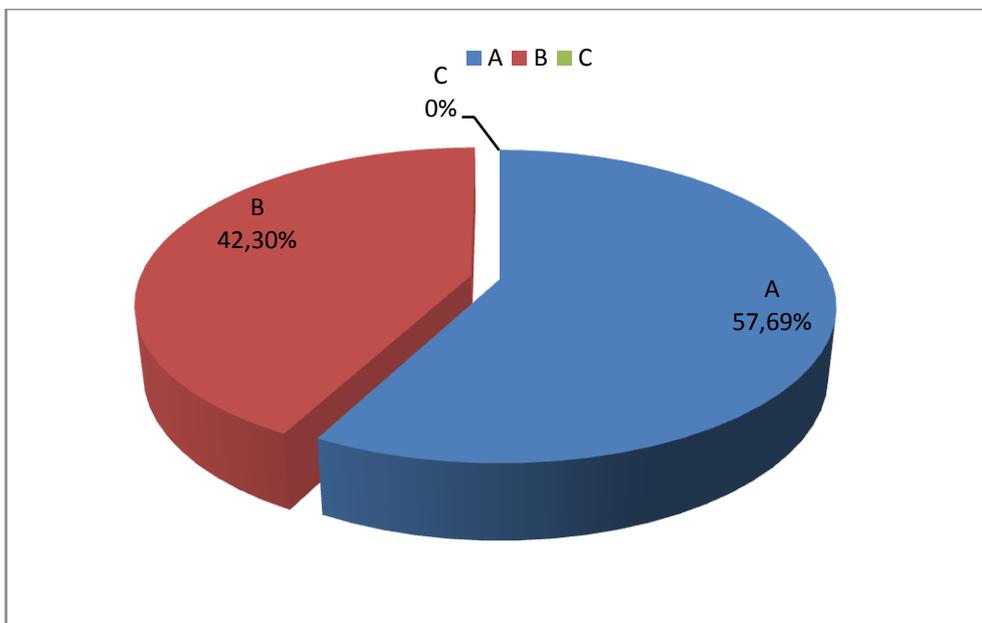


Figure 3.4: The Definition of the Writing Skill

From the results shown above, 30 students (57, 69%) consider the writing process to be difficult, but necessary. The rest said it is a creative process. It is clear that the learners' responses indicate an agreement on the difficulty of this process.

Question Seven

Do you think you that your level in writing is?

Good bad average

| options | Number of students | Percentage |
|---------|--------------------|------------|
| Good | 8 | 15,38% |
| bad | 3 | 5,76% |
| Average | 41 | 78,84% |

Table 3.5: students' level in writing

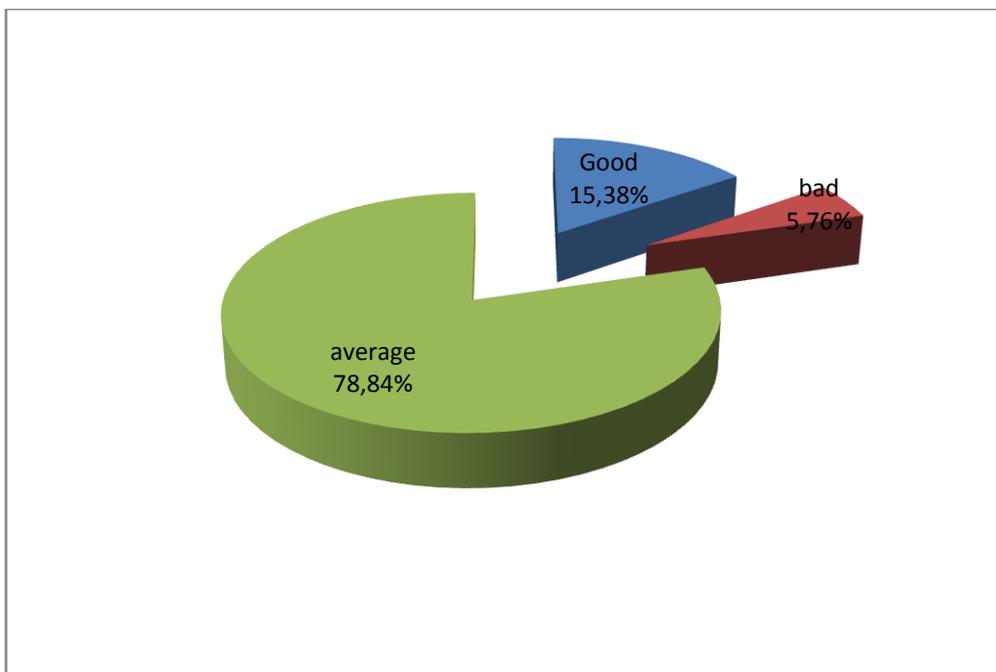


Figure 3.5 : students' level in writing

The results show that the level of the majority students in writing is average with a percentage of (78, 84%). Eight students are good in writing (15, 38%).whereas, three students claimed their writing to be bad (5, 76%). Having an average level in writing indicate that they may have some weaknesses within that skill.

Question Eight

Are your difficulties in writing at the level of?

Sentence paragraph essay all of them

| Options | Number of students | Percentage |
|-------------|--------------------|------------|
| Sentence | 1 | 1,92% |
| Paragraph | 6 | 11,53% |
| Essay | 40 | 76,92% |
| all of them | 4 | 7,69% |

Table 3.6: levels of writing

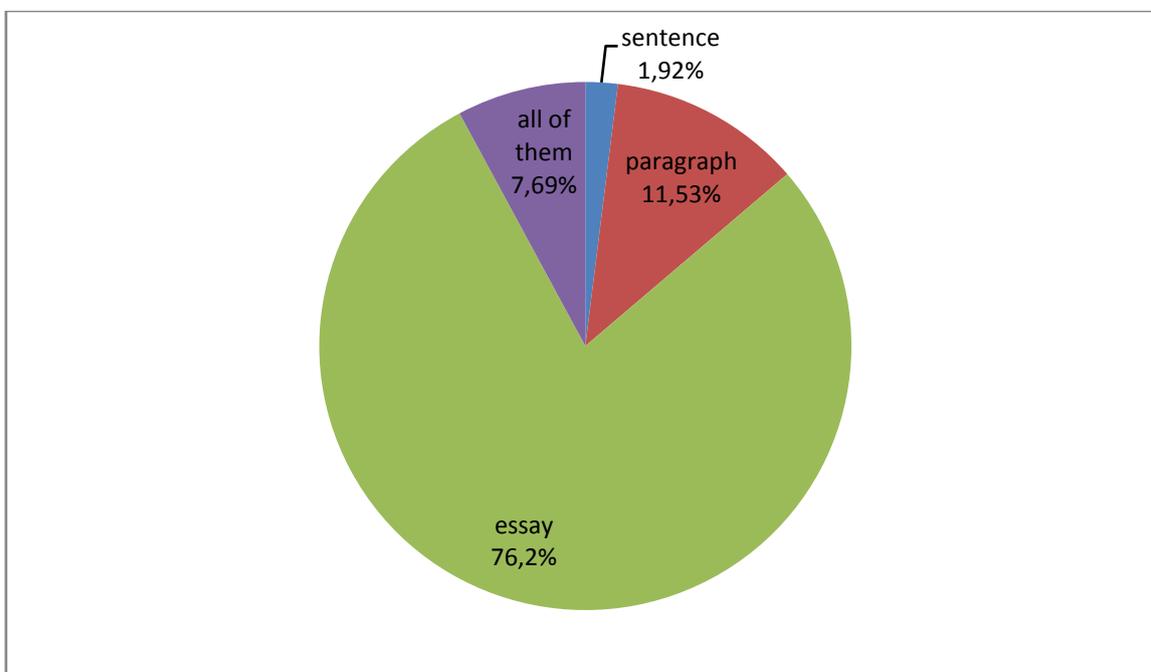


Figure 3.6: levels of writing

According to the majority of the students (76, 92%) as the results show, the most difficult level in writing is essay. the second level is paragraph (11, 53%) as six students said. We find only one student who has a difficulty in writing the sentence (1, 92%). In the final option, four students face difficulties in all levels of writing. As it is shown, almost a big majority consider the essay writing to be their area of difficulty. This call for urgent rewarding that should be adopted by teachers.

Question Nine

Have you been taught how to write essays?

Yes No

| Options | Number of students | Percentage |
|---------|--------------------|------------|
| Yes | 42 | 80,76% |
| No | 10 | 19,23% |

Table 3.7: The Teaching of Essay Writing

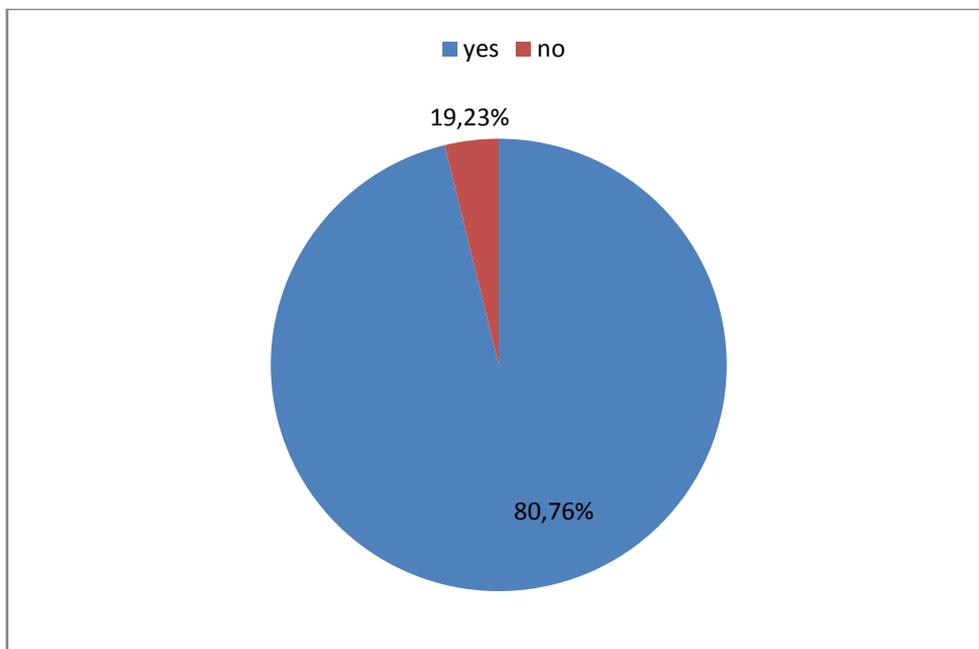


Figure 3.7 : The Teaching of Essay Writing

The result in table (7) show that (80, 76%) of students study essay writing. However, (19, 23%) of students did not study essay writing. So, normally, the majority have been introduced to the basics of writing essays, and even those who claimed not being taught, this is mainly due to their absences.

Question Ten

Is it easy for you to write an essay?

Yes

No

| Options | Number of students | Percentage |
|---------|--------------------|------------|
| Yes | 10 | 19,23% |
| No | 42 | 80,76% |

Table 3.8: Difficulty of Essay Writing

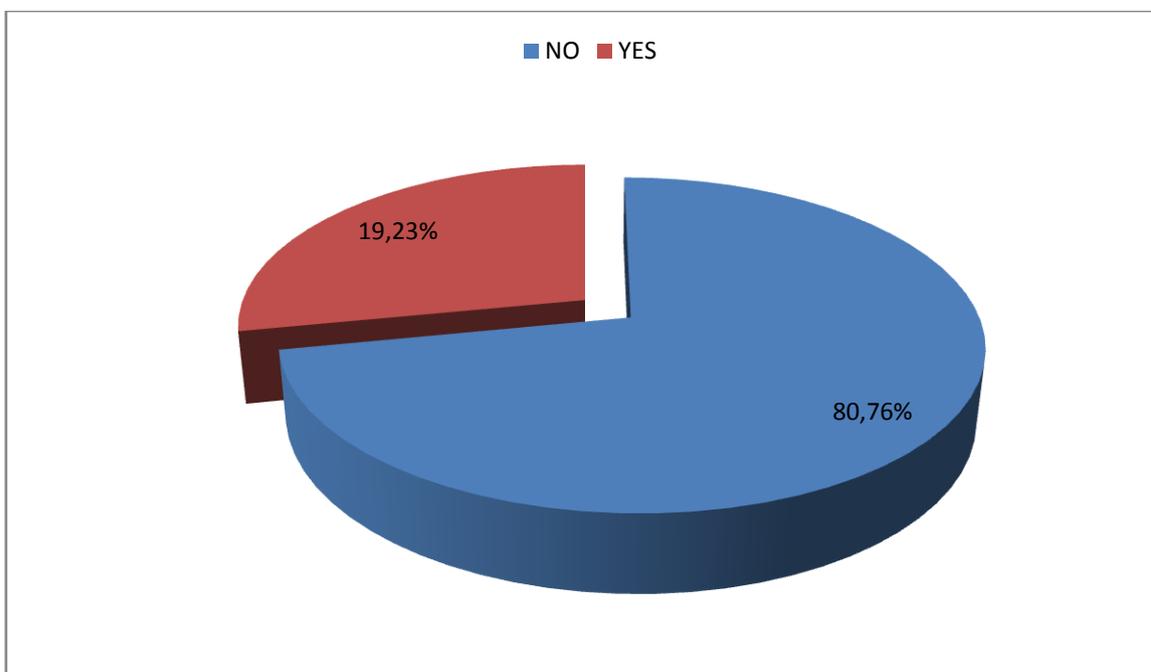


Figure 3.8: The Difficulty of Essay Writing

The results in table (8) show that (80, 76%) of students said that essay writing is not an easy task to perform, and (19, 23%) of students answered “yes”. The giving information indicates a confirmation to question (8). So, students believe the essay difficulty may present a hindering factor to perform well.

Question Eleven

What type of essay do you prefer to write?

Cause and effect comparison and contrast Process
 classification and division
 Others.....

| Options | Number of students | percentage |
|-----------------------------|--------------------|------------|
| Cause and effect | 20 | 38,46% |
| comparison and contrast | 18 | 34,61% |
| Process + Others | 11 | 21,15% |
| classification and division | 3 | 5,76% |

Table 3.9: Different Types of Essay

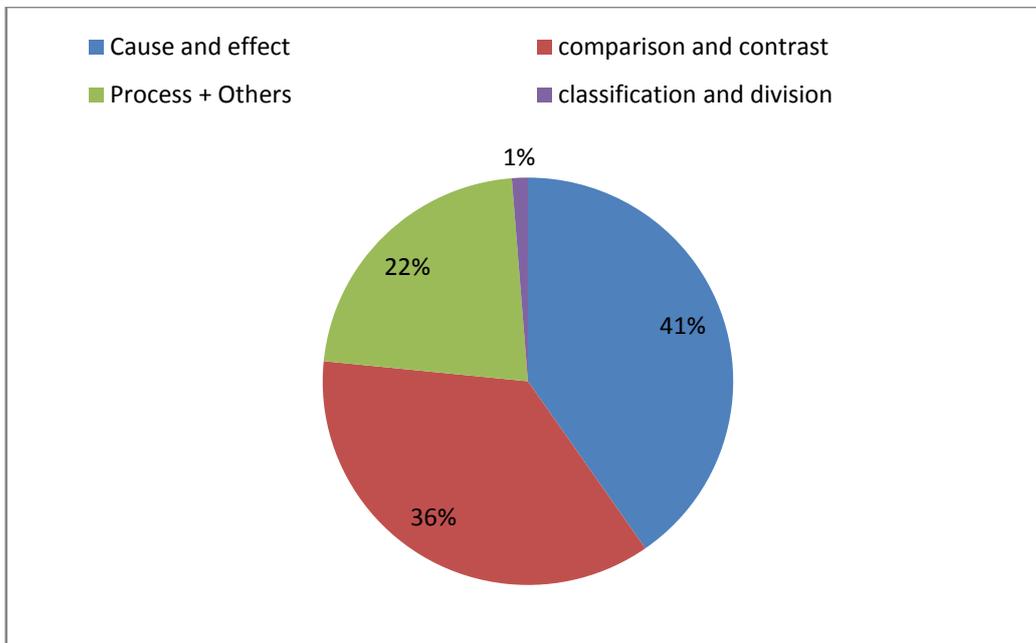


Figure 3.9: Different Types of Essay

The results show that most of students prefer the type Cause and effect essay (38, 46%), then comparison and contrast (34, 61%). While (21, 15%) of students select two options the process type and other types: Their suggestions were: argumentative, narrative, descriptive, persuasive, and free essays. However, only three students prefer classification and division type, their percentage (5, 76%) as table 9 shows. The aim of this question is, to know the most preferred type of essay among students. The results indicate the learners' choices within the essay writing contexts. This choice is mainly based in terms of difficulty.

Question Twelve

In your point of view, what is the most difficult part of the essay to develop?

- a) The introduction b) The body
 c) The conclusion

Why?

| options | Number of students | percentage |
|---------|--------------------|------------|
| A | 18 | 34,61% |
| b | 31 | 59,61% |
| c | 3 | 5,76% |

Table 3.10: learners' attitudes towards the essay components in terms of difficulty.

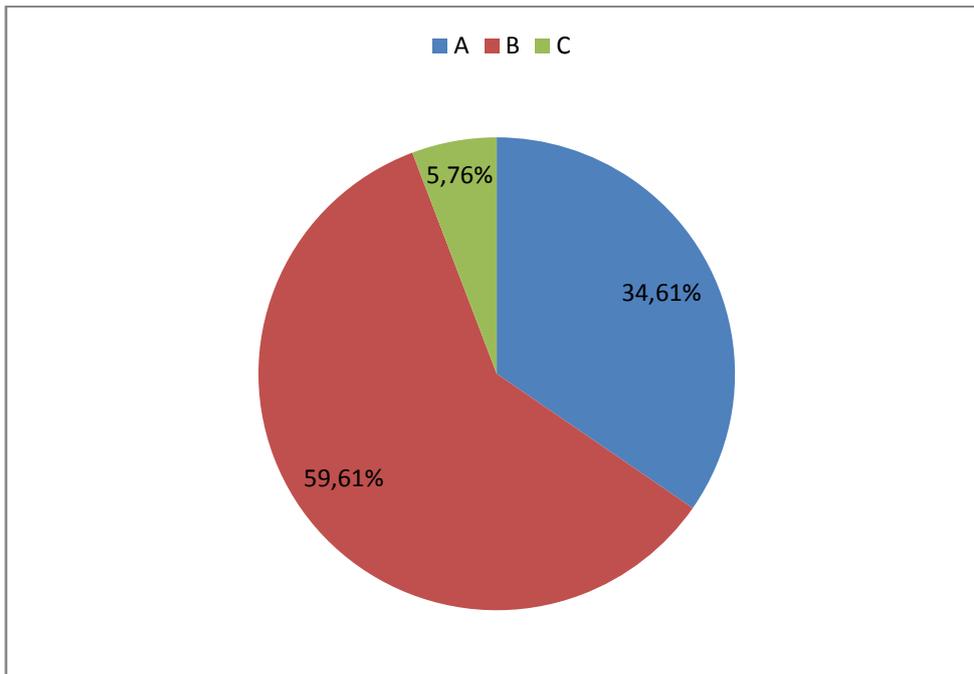


Figure 3.10: Learners' attitudes towards the essay components in terms of difficulty.

In table (10), we find most of students have difficulties in writing the body paragraph of essay (59, 61%). Thirty one students said that the introduction is difficult part of essay, and (5, 76%) of students said the conclusion. Concerning the justification, some of their explanations:

❖ **Student who said the introduction:**

- The introduction gives the reader the opportunity to evaluate your essay.
- It is very hard to attract reader and convince him to read your production.
- It is a hard to put a focus.
- It needs background knowledge.
- In stating the thesis statement.
- It is the first part of essay, so, it should be written well.
- The part of introducing the topic (many rules should be applied concerning the thesis statement).

❖ **Student who said the body:**

- I don't have a rich vocabulary and language to deliver brilliant piece of writing.
- It needs more details and ideas that should be linked together.
- It makes many techniques; we should take it to write the body in a well organized way.
- It is the longest part.
- It needs more clarification.

- It should have specific structure with specific word order.
- It is the fruit of essay and not easy to develop.
- It needs to relate supporting ideas to each other and to develop it in different aspects.

❖ **Student who said the conclusion:**

- The conclusion is the most difficult thing to close the topic which I wrote in it.
- When I are reformulate the thesis statement in other words. I find it difficult to do so.

Question Thirteen

Have you ever tried to cope of the essay writing difficulties?

Yes No

If “yes”, please, explain how?

If (no) why?

| Options | Number of students | Percentage |
|---------|--------------------|------------|
| Yes | 22 | 42,30% |
| No | 30 | 57,69% |

Table 3.11: Students’ efforts to cope with the essay writing difficulties.

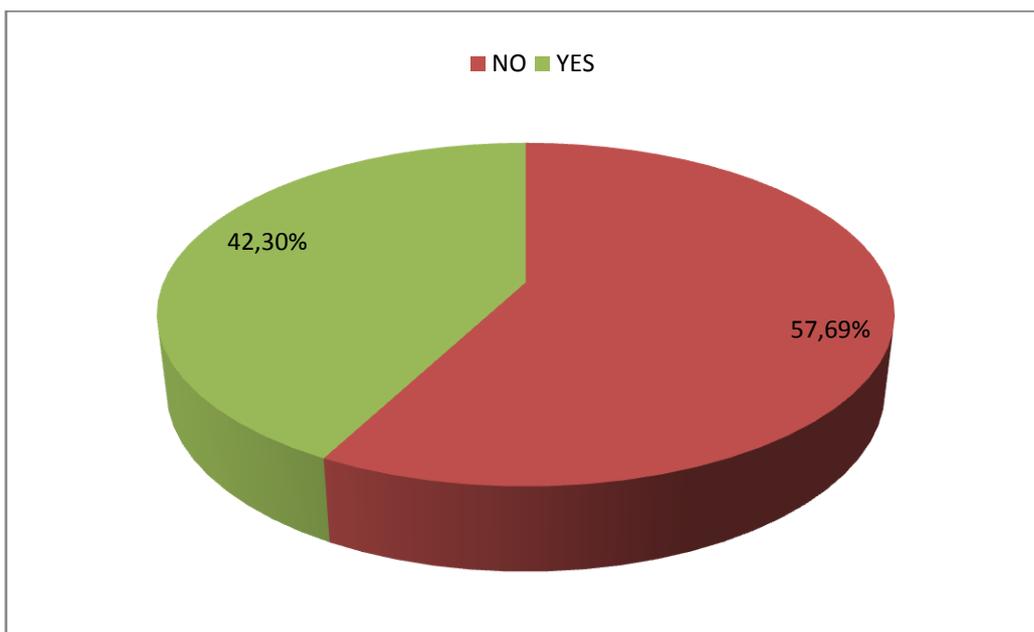


Figure 3.11: Students’ efforts to cope with the essay writing difficulties.

The results show that the majority of students said, “NO” their percentage (57, 69%) and others said, “YES” their percentage (42, 30%). The results indicate insufficient efforts made by learners to overcome their weaknesses.

❖ **Those who answered yes:**

- knowing how to write from different techniques and knowing the limitations of that we should pay attention to it when we are writing.
- By learning how to make essay, its steps and procedures.
- With training many times I will discover.
- write some essays and compare it.
- Through reading to enlarge my background.
- Try to avoid spelling mistakes by writing more.
- Write essays at home for time to time without correction of the teacher.
- Collect some ideas in various topics and connectors.
- Study well.

❖ **Those who answered no:**

- Really, I have never coped with any of the difficulties, but I do not know why.
- I think, without a teacher I cannot do anything as a Principe.
- It is so difficult and it needs more training.
- I do not have much time to develop my level in written expression.
- Not yet, I have a lot of problems, unfortunately.
- It is hard for me.

Section three: the importance of the process approach in writing.

Question Fourteen

Which of the following approaches does your teacher use?

- a) Process approach. b) Product approach. c) Others

(please specify).

| Options | Number of students | percentage |
|---------|--------------------|------------|
| A + c | 25 | 48,07% |
| B | 26 | 50% |
| c | 1 | 1,92% |

Table 3.12: The Most common approaches used by teachers to teach writing

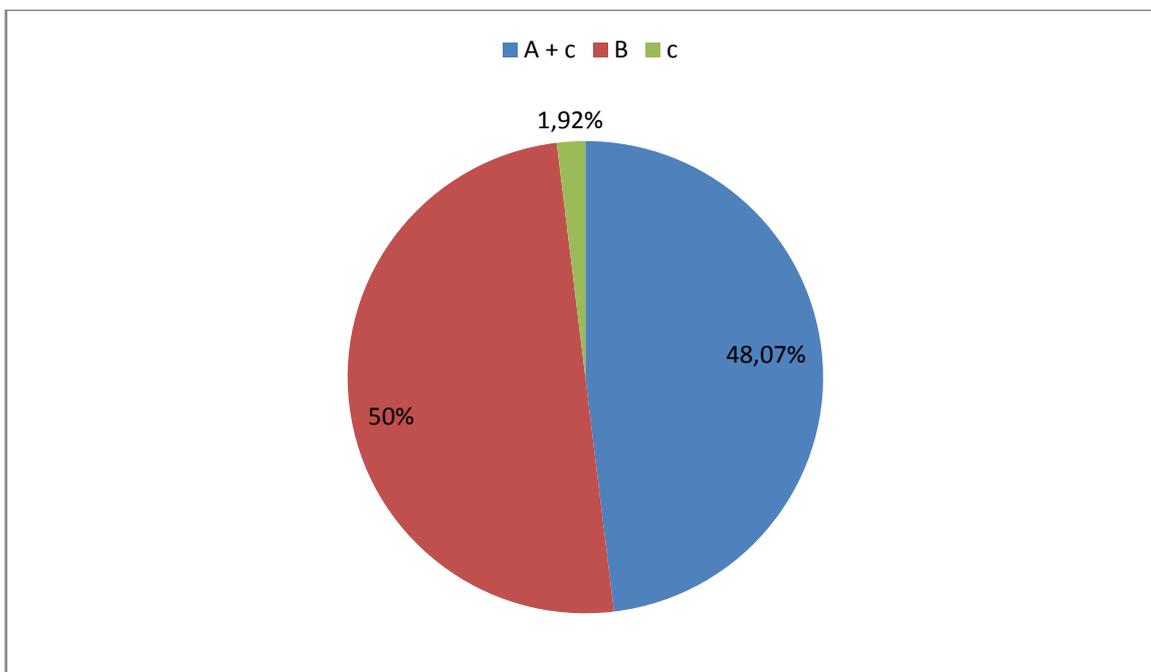


Figure 3.12: The Most common approaches used by teachers to teach writing

The results show that most of students (50%) said the product approach, and (48, 07%) stated, the process approach+ others, but only one student (1, 92%) selected the third option, and he said cooperative approach. The other approaches as students said, the creative approach, genre approach, and so on.

The process approach as a core of research is mentioned to be one common used approach to be presented for students to teach them how to write.

Question Fifteen

Which one of these approaches do you prefer?

- a) Process approach. b) Product approach. c) Others
 (please specify).

| options | Number of students | percentage |
|---------|--------------------|------------|
| A | 19 | 36,53% |
| b | 30 | 57,69% |
| c | 3 | 5,76% |

Table 3.13: the learners preferred used approach.

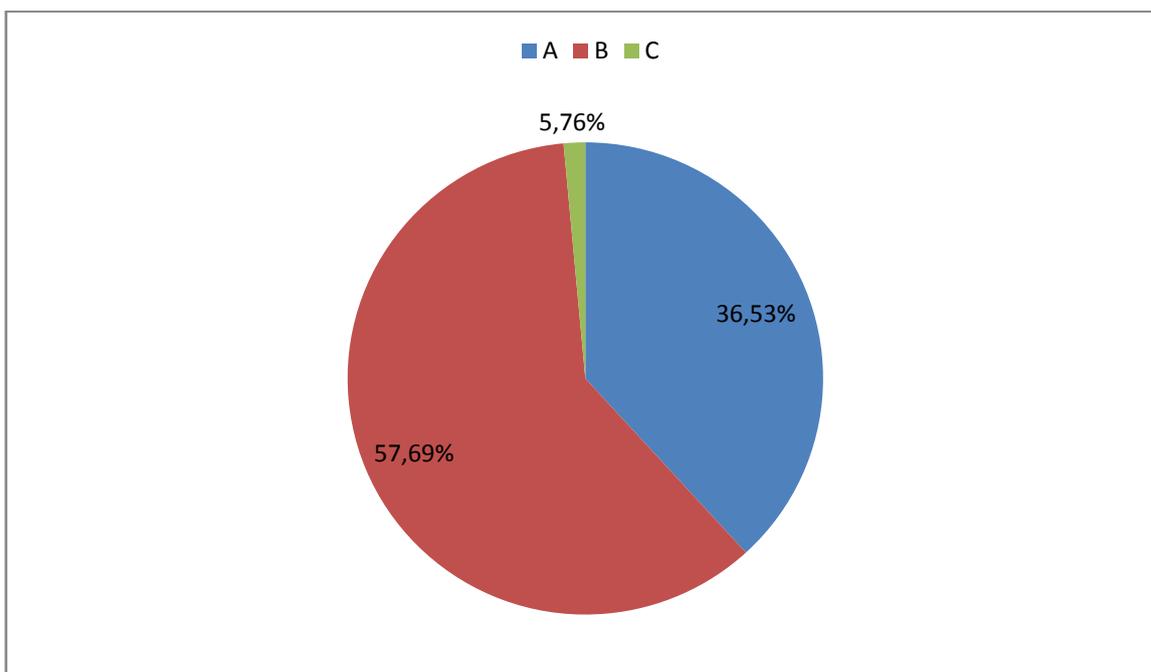


Figure 3.13: the learners preferred used approach.

Some students (57, 69%) prefer the product approach as the results shows in table (13). (36, 53%) prefer the process approach. Three students suggest other approaches such as, the creative approach, genre approach and so on. So, the product approach is the preferred one may be it seems to be easy, and time consuming.

Question Sixteen

Have you ever used the process approach when developing your essays?

Yes No

| Options | Number of students | Percentage |
|---------|--------------------|------------|
| Yes | 41 | 78,84% |
| No | 11 | 21,15% |

Table 3.14: Students use of the process approach in developing essay.

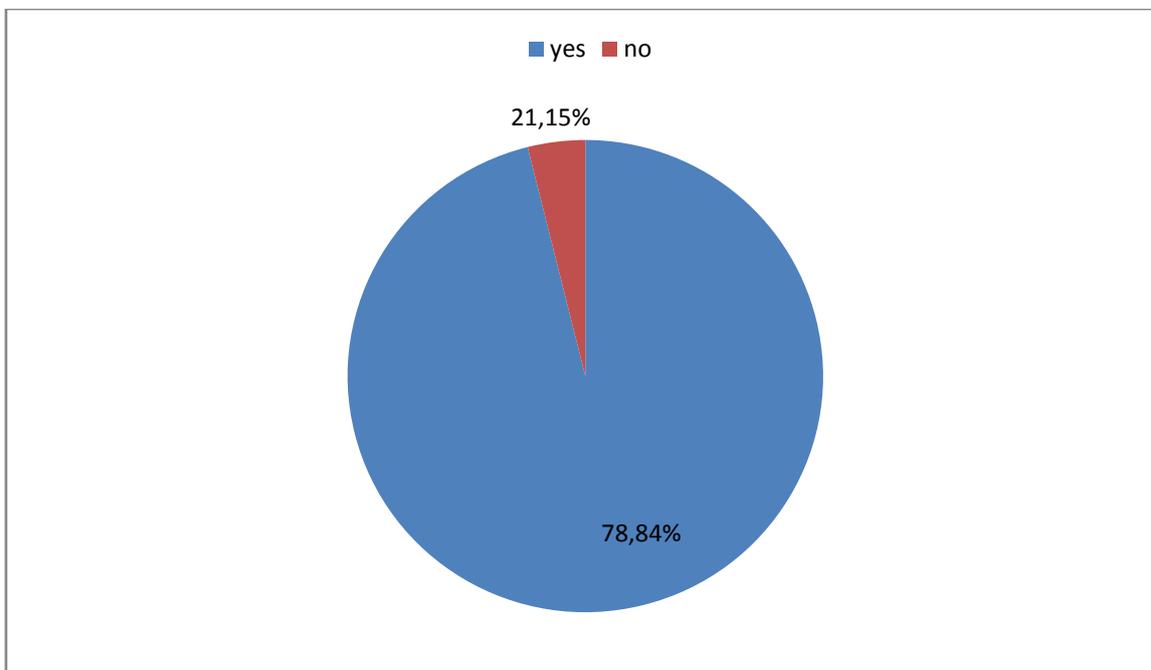


Figure 3.14: Students use of the process approach in developing essay.

The majority of students (78, 84%) stated, “Yes”, and (21, 15%) said, “No”, as the results shown in the above table. Our participants declared using the process approach and this reflects their familiarity with it.

Question Seventeen

In your point of view, what is the most important stage in the process approach?

- a) Prewriting b) Drafting c) Revising d) Editing
 e) All of the above

Why?

| Options | Number of students | Percentage |
|---------|--------------------|------------|
| A | 20 | 38,76% |
| B | 8 | 15,38% |
| C | 1 | 1,92% |
| D | 2 | 3,84% |
| E | 21 | 40,38% |

Table 3.15: The Most Important Stage in the Process Approach

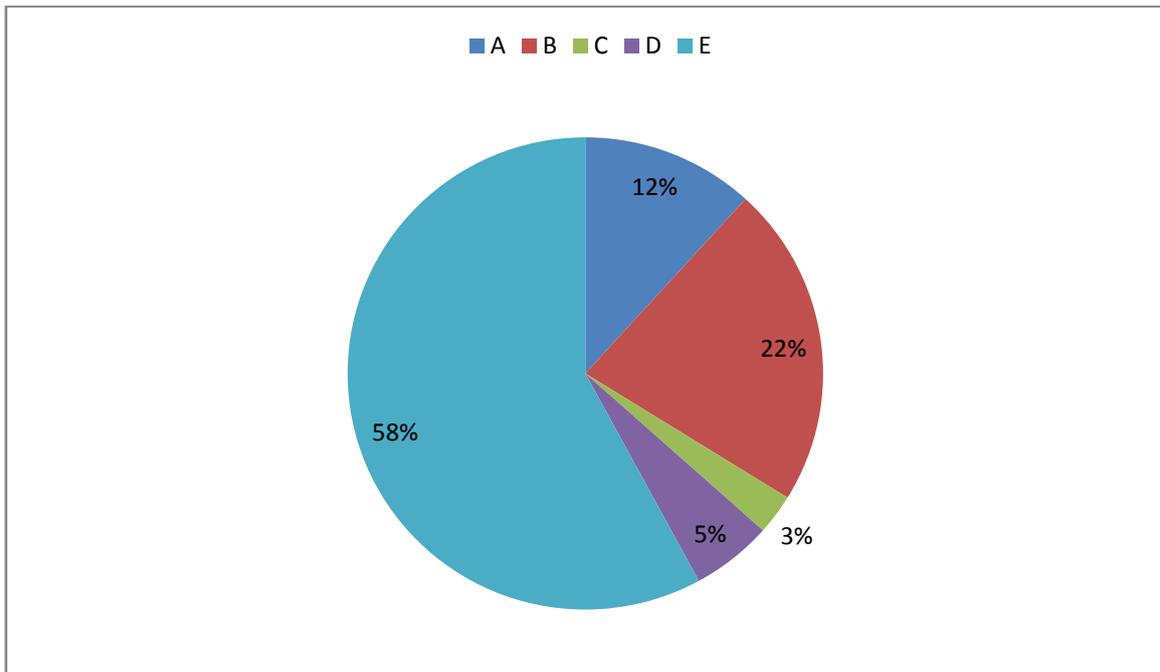


Figure 3.15: The Most Important Stage in the Process Approach

The results show that most students (40, 38%) said that all the stages of the process approach are very important. Twenty students (38, 76%) said that prewriting is the most important step, and (15, 38%) said drafting. Two students said that editing, their percentage is about (3, 84%), but only one student answered revising (1, 92%). Our aim here is to see the different opinions about the importance of each stage, and this through asking why? The different justifications are:

Why prewriting?

- It should be well organized.
- It gives me ideas about what I will do in the essay.
- It is all about the brainstorming of ideas in which we have to collect as much as possible convincing the topic.
- It is difficult is when the rubber hits the road.

Why drafting?

- When I write the correct essay I do not use many mistakes.
- The final writing will include many mistakes without drafting.
- You can add and remove them at the same times.
- It helps to bring and create all ideas.

Why revising?

- It helps you to give you organized and clear ideas.

Why editing?

- It makes your essay in a well formed writing.

Why all the stages?

- It helps to produce a good paragraph avoiding different mistakes.

- If relay on my entire essay will be correct and organized.

- Each one of them completes the other.

Question Eighteen

How do you see the process approach to teach writing?

a) Very useful. b) Useful. c) Not useful.

| options | Number of students | percentage |
|---------|--------------------|------------|
| A | 20 | 38,46% |
| b | 30 | 57,69% |
| c | 2 | 3,84% |

Table 3.16: The Importance of the Process Approach

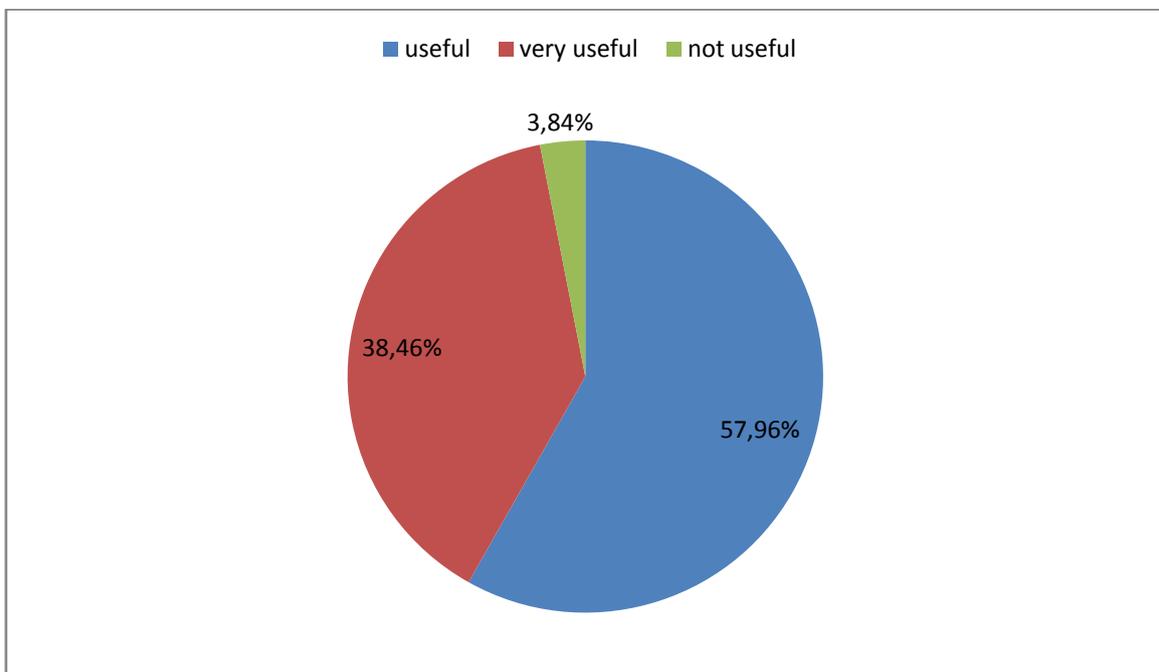


Figure 3.16: the importance of the process approach

The results in table (16) show that the majority of students (57, 69%) said, the process approach is useful, and (38, 46%) answered, very useful. Whereas, two students and their percentage is about (3, 84%) stated, the approach to be not useful. These findings indicate the learners' awareness about the importance of this approach.

Question Nineteen

Does the importance of the process writing approach develop your essays writing?

Yes No

| Options | Number of students | Percentage |
|---------|--------------------|------------|
| Yes | 52 | 100% |
| No | 0 | 0% |

Table 3.17: the importance of the Process Writing Approach in Developing Essays Writing

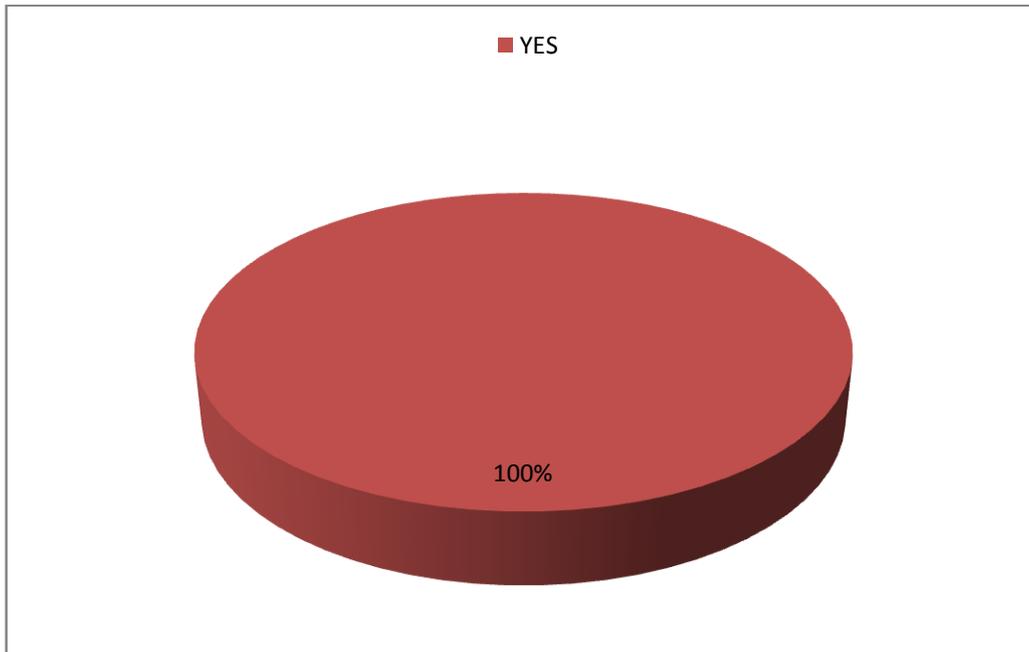


Figure 3.17 : the importance of the process writing approach in developing essays writing

In the above table, all students answered “yes” (100%), no one answered “no”. It is a clear and a direct confirmation about the participants' total agreement about the importance of the process approach and its great positive impact in developing their essay writing.

Question Twenty

Through this approach, do you feel your essay writing developed?

Fully

partially

| Options | Number of students | Percentage |
|-----------|--------------------|------------|
| Fully | 35 | 67,30% |
| Partially | 17 | 32,69% |

Table 3.18: Developing Students' Essay Writing through the Process Approach

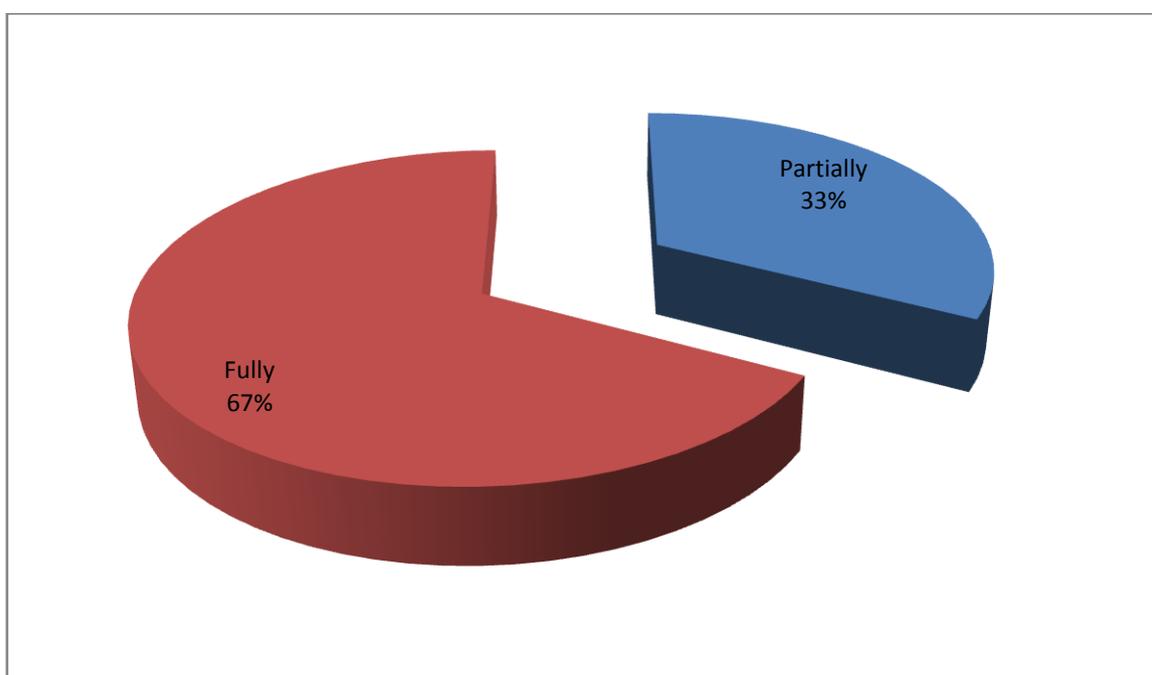


Figure 3.18: Developing Students' Essay Writing through the Process Approach

The results obtained in table (18) show that most of students (67, 30%) develop their essays fully when adopting the process approach, and other students (32, 69%) develop their essays partially. Our aim here is to see the effective role of the process approach in developing students' essay writing.

❖ **Other comments by students about the process approach:**

- 1- For me the writing skill is difficult at the beginning, especially essay writing, but during time and by using certain strategies such as trying to write different essays from time to

time in different topics by using the process approach you can cope the writing difficulties.

- 2- The problem is not the approach; the problem is to practice
- 3- As a learner of English, I think that teacher sometimes use the product approach and sometimes use the process approach
- 4- I think the teacher have to follow all kinds of writing approaches to benefit all the students because using one approach may disorder students
- 5- The process approach takes time to write and to develop, but is a successful way to manage and organize your ideas.

3.1.4. Discussion of the Questionnaire results

Through the analysis of students' questionnaire, and from the obtained results, we can say that the students in the writing skill face many difficulties. Also, the process approach has an effective role in the development of essay writing.

The analysis of the first section (general information) showed that the most of students are females (48) and only four males. Therefore, the majority of them prefer the English language (98, 07%), and they are always attend the written sessions (90, 38%) this can be interpreted in the fact that learners' seriousness to attend the written courses.

In the results of the second section about developing essay writing, we can say, students' level is average in writing. Some of them see it as a creative process (42, 32%), and others see writing as a difficult, but a necessary task (57, 69%), According to them, essay writing is the most difficult level in writing, with its types, and its structures. However, most of them (57, 69%) do not tried to cope with their difficulties, and this indicates insufficient efforts made by learners to overcome their weaknesses. Whereas, the other students (42, 30%) depend on reading, training, and writing a lot of essays and so on to improve their levels.

The findings in the third section about the importance of the process approach showed that, this approach in writing, and its stages are very important, useful, and helpful in developing their essays. All students (100%) believed that their essays writing are developed through this approach because most of them (67, 30%) their essays are fully developed. So, we find the process approach play an important role in developing students' essay writing.

Thus, we can say that the results of students' questionnaire helped us in achieving the main objectives about students' attitudes toward the process approach, and it confirms the research question, and hypothesis. Finally, through these results, we can deduce, students

are satisfied with the effective role of the process approach in their writing in general, and in their essays in particular.

Conclusion

In brief, this chapter included the administration of students' questionnaire and the description of this latter. Then, the analysis of the statistical data about the importance of the process approach in writing generally and essay specifically. Through this tool learners provided us with clear answers, and information about this study. Thus, we can say that the majority of them are aware of the importance of the writing skill, its approaches. Also, the importance of the process approach is very helpful in the development of essay writing, and the process approach and essay writing are more related. So, the obtained results confirmed the hypothesis.

General Conclusion

Writing is a productive skill and a complex process, which requires from students to follow basic rules in order to express their ideas effectively, and coherently.

The current study demonstrated the importance of the process approach in developing EFL learners essay writing. We aimed to develop essay writing by introducing the importance of the process approach in writing. In this study, we focused on the following hypothesis: if students are more aware about the importance of the process approach, they would ameliorate essays writing. In addition, this work based on descriptive research methodology, we designed students' questionnaire as data collection techniques. We selected our sample randomly from first year Master students at University of Biskra.

This study includes three main chapters. The first two chapters are theoretical and the third one is practical. In the first chapter we represented information about the writing skill, its definitions, its types, and the elements of the writing. This chapter also based on essay writing, it provides us with the main elements of essay writing. Starting with definitions, its types, its structures, purposes of essay writing, and different strategies in developing essay writing, ending with the reasons for writing. After that, we concluded this chapter with a brief conclusion. This part gave us the main elements about essay writing and how can we develop it through the main steps of writing.

The second chapter, we presented the importance of the process approach in writing. We tried to represent the main elements such as the birth of this approach in writing, the definitions, the importance, its stages, and characteristics. In addition, we included the elements of good writers, and the role of the teacher. Finally, we closed the chapter with a small conclusion. The main objective here was to provide us with insights about the importance of the process approach in writing among the other approaches to teach writing

The third chapter is the practical one, we designed students' questionnaire, and we attempted to analyze them qualitatively. Then, we discussed the results of students' questionnaires. Our aim is to find out the different opinions of first year Master students about the process approach and essay writing. So, the final previous results confirmed the research question and hypothesis. Also, it showed students were more aware and interested of the importance of the process approach in developing their essays.

Recommendations and Suggestions

Through the analysis and the importance of the results, we can draw some recommendations and suggestions as follows:

- 1- Teachers should focus more on the process approach in developing their students' essay writing.
- 2- Because this approach need more time, teachers should know how to manage the time and the effort.
- 3- They should teach their students how to apply the main steps of the process approach.
- 4- Teacher should give their students opportunities to write and to evaluate their essays.
- 5- For time to time, teachers need to test their students' essays writing, to see the effects of the process approach.
- 6- Teachers should help their students how to achieve their objectives in writing.
- 7- They should accept the mistakes of their students, and always depend on praise as a way of learning.
- 8- Teachers should help their learners to be aware of themselves.
- 9- Learners should learn how to write well-structured and developed different types of the essay writing.
- 10- They should know how to develop each part of essay writing.
- 11- Learners need more practices and activities, by writing different essays with different topics.
- 12- They should also learn how to apply the main stages of the process approach.
- 13- Learners should know how to analyze the different types of essays.
- 14- They should take responsibilities, and develop their writing abilities.
- 15- Concerning the written session, it should be extended to help learners and teachers to fulfill their objectives.

Finally, we can say the process approach is more related to the development of essay writing. It facilitates the process of teaching and learning writing. Thus, we can say the process approach to teach writing depend on time, effort, and practices. Essay writing is concerned with this approach because learners cannot write without draft, edit and revise.

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The Students Questionnaire

Dear Student,

We would be so grateful if you could answer the following questions which are designed to gather information about the importance of the process approach in developing EFL learners essay writing.

Please, mark (√) in the appropriate box (es) or give full answer(s) whenever necessary.

I greatly thank you in advance for your contribution.

Section one: personal information

1- Gender?

Male Female

2- Age?

3-Do you like the English language?

Yes No

Why?

.....
.....
.....

4-How often do you attend the written session?

Always sometimes rarely never

Section two: Developing essay writing:

5- Which of the following four skills you find difficult?

Writing Speaking

Reading Listening

6- How do you see the writing skill?

a) As difficult, but a necessary task.

b) As a creative process.

c) As a mean of communication.

7- Do you think you that, your level in writing is

Good bad average

8- Are your difficulties in writing at the level of

Sentence paragraph essay 1 of them

9- Have you been taught how to write essays?

Yes No

10- Is it easy for you to write an essay?

Yes No

11- What type of essay do you prefer to write?

Cause and effect comparison and contrast

Process classification and division

Others.....
.....
.....

12- In your point of view, what is the most difficult part of the essay to develop?

a) The introduction

b) The body

c) The conclusion

Why?.....
.....
.....

13- Have you ever tried to cope of the essay writing difficulties?

Yes No

If "yes", please, explain how?

.....

.....
.....
If(no),why?.....
.....
.....

Section three: The importance of the process approach:

14- Which of the following approaches does your teacher use?

- a) Process approach
- b) Product approach
- c) Others (please specify).

.....
.....

15- Which one of these approaches do you prefer?

- a) Process approach.
- b) Product approach.
- c) Others (please specify).

.....
.....

16- Have you ever used the process approach when developing your essays?

- Yes No

17- In your point of view, what is the most important stage in the process approach?

- a) Prewriting
- b) Drafting
- e) Revising
- f) Editing
- g) All of the above

Why?.....
.....
.....

18- How do you see the process approach to teach writing?

- a) Very use
- b) Useful.
- c) Not useful.

19- Does the importance of the process writing approach develop your essays writing?

Yes

No

20- Through this approach, do you feel your essay writing developed?

Fully

partially

Please, add any comments

.....
.....
.....
.....
.....
.....
.....
.....

Thank you for your collaboration.

المخلص

تعتبر الكتابة من أهم المهارات في اللغة التعليمية , لكن كثيرا من الطلبة يواجهون صعوبات في تطويرها . بحثنا هذا ركز على عرض أهمية العملية الكتابية في تطوير المقال لطلبة الانجليزية بجامعة محمد خبضر بسكرة. هذا العمل يهدف إلى مساعدة طلبة سنة أولى ماستر على تطوير مقالاتهم ومعرفة آرائهم حول العملية الكتابية , كما يهدف إلى عرض أهمية هذا الأخير في مهارة الكتابة . في هذا العمل اعتمدنا على الفرضية التالية : إذا كان طلبة الانجليزية يدركون أهمية العملية الكتابية حتما ستكون مقالاتهم أحسن تطورا .

لجانا في بحثنا إلى تقديم استبيان (مجموعة من الاسئلة) إلى طلبة سنة أولى ماستر كوسيلة لجمع مختلف آرائهم حول هذا البحث المنجز ومن أجل تحقيق الفرضية أعلاه بحيث عددهم الاجمالي (309) طالب و قمنا بدراسة عينة عشوائية (52) طالب.

وفي الأخير بينت النتائج المتحصلة أن هذه العملية لها دور كبير في تطوير المقال ثم أظهرت أن طلبة سنة أولى ماستر أكثر وعي بأهمية هذه العملية في تطوير مقالاتهم ومما حقق الفرضية المدروسة .ومن خلالها توصلنا إلى مجموعة من النصائح و الإرشادات مقدمة للطلبة والأساتذة .