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Investigating the Role of the Process Approach in Developing Learners' Writing Performance

Case Study: Third Year English Students at Khenchela University.

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Dedication

To my lovely father "Ali" who always believes on me.

To my pretty mother "Dhahbia" for her love, guidance, and support.

To my brothers and sisters for their continuous help and support.

To my sister's husband for his encouragement and guidance.

To my sweetest brothers' wife ever for their help.

Avery special dedication to my nephews and nieces: Mouataz, Loulou, Islam, Noursin, Fadi, Salma, and Sidra.

I am thankful to all my friends who have believed on me, who gave me help when I was in need.

To them all and to the people that I love I dedicate this humble work.

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Abstract

Writing skill plays an important role in foreign language teaching and learning; however, many language learners find it difficult to produce an effective composition. The aim of this research is to explore the role of the process approach in improving student's writing performance at Abbès Laghrour Khenchela University. It also aims to attract students' attention to the fact that writing is a process that entails many stages to follow rather than a product of accurate use of grammar and vocabulary. To reach such an objective, the study is conducted following the descriptive method. Three different research instruments were used to collect data relevant to the study: a classroom observation for third year written expression classes, an interview to the teachers of written expression module, and a questionnaire targeted to third year LMD students. The results obtained by the classroom observation, the questionnaire, and the interview suggested that by following the stages of the process approach, students achieve better writing products. The findings of this study show that EFL students' difficulties in writing can be overcome if the teachers and students adopt the process approach. Thus, students have to be aware that writing is a process; the more they work on their writings the better it will get.

Key words: Writing skill, The process approach, Writing performance

List of Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

L2: Second Language

Q: Question

%: Percentage

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Introduction

1. Background of the Study

Writing is a process of expressing ideas and thoughts into a written form to deliver a message to the reader. EFL learners are not just required to write a combination of words or sentences, but they must be concerned with what to write and how to write, so that the message will be received correctly by the reader. In order to achieve so and to develop learner's writing skill, teachers adopt modern approaches. Among them the process approach. It aroused in 1970's as a reaction to the product approach. According to Karrol (2001),"The process approach places more emphasis on the stages of writing process than the final product. It is a learner –centered approach". It focuses on the way learners will develop their ideas, generate, revise and edit them. Whitney et al (2008) defined the process approach as "The process that involved many types of writing courses, this process engages students to write through cyclical approach rather than a sing-shot approach, they are not expected to produce any piece of writing without going through stages of writing". The process approach shows how to write rather than how to imitate such models with the help of the teacher as a facilitator.

2. Statement of the Problem

Writing is one of the four basic skills that should be mastered by the EFL learners. It is a skill in which learners will express their ideas, feelings, and thoughts that are organized in words, sentences and paragraphs. Most EFL learners think that the reason behind being a good writer is the mastery of the grammar rules, having a lot of information and knowing how to arrange them focusing on the writing as product. However, they fail to achieve the desired goal because of neglecting the main stages that direct the learner through the writing process. This lead researchers to look for alternative ways to teach the learners and to help them to develop their writing skill. The process approach is one solution that focuses in special stages to let EFL learners overcome their writing's difficulties.

3. Research Questions

This study attempts to answer the following questions:

-Do third year LMD students apply the stages of the process approach in their writings?

-Does the use of the process approach help learners develop their writing skill?

-To what extent are teachers applying the stages of the process approach in their written expression classes?

-To what extent is the use of the process approach important in improving learners writing skill?

4. Objectives of the Study

The study is conducted to achieve the following objectives:

-To investigate the learners' and teachers' views on the use of the process approach to develop their writing skill.

-To explore the possibility to overcome learner's writing difficulties by adopting the process approach.

-To highlight the importance of the process approach in helping learners to produce a well-developed writing composition.

5. Scope of the Study

-The study was limited to third year LMD students in the English Department at Khenchela University.

-The study was conducted in the 2nd term of the academic year 2018/2019.

-Writing skill is too broad and complex to be deal with in a single study. This research was limited to investigate the role of the process approach in developing learners' writing.

6. Significance of the Study

The study was conducted to explore the role of using the process approach in facilitating the learners writing tasks. It will attract the learners' attention to the fact that writing is not only a product; so that they will have more positive attitudes towards the use of the process approach. It aims to show that learners can overcome their writings' difficulties by applying the stages of the process approach: by pre-writing, learners will be able to brainstorm the ideas in a form of charts that help them determine the type of writing. By drafting, learners will focus more on ideas without fear of making grammar, punctuation or spelling mistakes. By editing, they will correct most of their mistakes and finally they will improve their writing on their own.

7. Research Methodology

7.1. Choice of the method: the present study is an exploratory research. It was conducted using the descriptive approach which is the suitable one to meet the objective of the study and to answer the research questions.

7.2. Population: It was third year LMD students Department of English at Khenchela University, because during the third year the written courses includes the teaching of different types of paragraph and essay writing in which learners will follow a particular approach to

write what teachers asked them to. Also, i was interested on teachers of written expression module to investigate their views towards the use of the process approach in writing.

7.3. The research instruments: To carry out this research, three research instruments were used to go deeper into writing skill in general and to explore the role of the process approach in developing learners' writing skill in particular.

-Observation: Intended for third- year LMD students. It aims to give a clear insight about what happened in the classroom and to investigate the role of the process approach in developing learners' writing.

-Interview: Intended for teachers of written expression. It aims to get a deeper understanding of the approaches teachers used in teaching writing and to determine the importance given to the process approach.

-Questionnaire: It was directed to third year LMD of English to know what difficulties they face when they write and to investigate their views on using the process approach in writing.

Chapter one: Literature review

I. The Writing Skill

Introduction

Teaching English as a foreign language means that learners will be exposed to its four skills: listening, speaking, reading and writing. Writing skill is seen as one communicative tool that is used to transmit thoughts and ideas. It is the most difficult fundamental skill to master which requires efforts and a lot of practice. Writing, therefore, has its own characteristics, difficulties and ways of teaching. This chapter is divided in to two sections: the first section is devoted for the writing skill. It includes many definitions for the writing skill, the importance of writing and the main elements to produce an effective piece of writing. Also, it deals with the major difficulties faced the learner in writing and the tasks of the teacher in writing. Moreover, it deals with writing and other language skills in addition to the main principles for teaching writing then the different approaches used over years to teach writing.

The second section devoted to the process approach. A general overview of the process approach, then it deals with the writing models of the process approach. Also, its different steps the learner goes through to produce an effective piece of writing in addition to its importance.

I.1. Definition of Writing Skill

Writing is one of the four skills that have to be mastered by English foreign learners. It presents the sounds of the language through visual symbols as a mean of communication in its simplest meaning. Furthermore, several ideas and definitions were conducted about writing: White and Arndt (1991) stated " Writing is far from being a simple matter of transcribing language into written symbols: It is a thinking process in its own right" (p. 03) It demands conscious intellectual efforts which usually have to be sustained over a considerable effort of time. This means that writing is a sequence of sentences arranged in particular order as a result of a mental process. In the same direction Nunan (2003) goes. According to him writing is both physical and mental activity. For him writing is about inventing ideas, thinking about them, and developing them into statements that are comprehensible for the audience. In more recent years, Spratt, Pulverness and William (2005) defined writing as the act of conveying a message successfully to a reader that contains organized ideas and presented in well-mannered style. Therefore writing is a difficult process which requires a number of strategies and activities as planning, brainstorming, drafting, organizing and revising. Consequently, the idea drawn from the giving definition is that writing is a way of

expressing ideas and thoughts using symbols. It is difficult learned act of delivering a message to a reader; a writer must be careful concerning what to write and in what way to be clearly received by a reader.

I.2. Importance of Writing

The fact that writing is important because people used to communicate with is not the only reason to teach the skill. Raimes (1983: 03) argued that writing is important skill since it helps students in the process of learning: First, it reinforces the grammatical structure and the vocabulary that teachers taught to the learners. Second, students will be able to take risks and go beyond what they learned to say. Third, they will be involved more with the new language; they will discover new ways of expressing ideas. Writing is also viewed as a basic means that helps students to remember what they learn. It is a creative process learners used as a tool to help in capturing thoughts (Barras, 2005). Moreover, Harmer (2004) claimed that writing is important in the basic of giving more time to learners in order to correct their grammar mistakes because it is not a time bound process (p. 31-33). It provokes the learners to solve the accurate problem; learners will think as they write and focus on the language use. Supporting the same idea Raimes (1983) stated "The close relationship between writing and thinking makes writing a valuable part of any language course". Also, writing is used as an integral part in a large activity that has other focus rather than writing, that is to say writing is important because it helps to develop others language skills.

I.3. Writing and Other Language Skill

Traditionally, the four skills: speaking, reading, listening and writing were taught separately and that what most researchers were opposed to claiming that the four skills are strongly integrated. Johnson (2008) stated "Four language processes work together to enhance the development of each other: speaking, listening, reading, and writing. Listening and reading are receptive processes; speaking and writing are the productive processes"(p. 07)

I.3.1. The Difference between Writing and Speaking

Both writing and speaking are used for the same communication purpose of giving out information concerning particular topic since they are productive skills. However, there are many features which make them different from each other. Raimes (1983) claimed that the two processes are not identical:

Speaking	Writing
-It is acquired during the first few years of life.	-It is learned.
-It has dialects.	-It demands a standard form.
-Speakers use voices and gestures.	-Writers focus on words to convey a message.
-Speakers use pauses and intonation.	-Writers use punctuation.
-Speakers pronounce.	-Writers spell.
-It is spontaneous and unplanned.	-It is planned and it can be changed.
-It requires present audience.	-It does not share an immediate environment with their readers.
-The use of simple sentences related by :and, But and so on.	-The use of more complex sentences related with: who, whatever….. .

Table01: The difference between speaking and writing.

Harmer (2004) tried as well to differentiate between the two skills in the following terms:

a. *Time and Space*

A written products stay for hundred years because they can be read by another person in completely different time and place from those of the production for the first time. Meanwhile, spoken words fly away on the mind; both speaker and receiver need to be in the same time and place.

b. *Participants*

Speaking skill usually takes place between present people, where they can interpret, comment, and ask each other either by using the knowledge they have (known person) or by making assumptions (for stranger person). Also, in writing the audience can be general rather than specific.

c. *Process*

When a speaker said something, it can not be unsaid: the speaker will not be able to go back and modify. However, writing is something different; the writer has the chance to change and modify. Yet not all writings are involved in the case.

d. *Organization and Language*

Speakers may use deviant grammar without judging the level of speakers' intelligence, while writing should consists of fully developed students and well-mannered style.

e. Sign and Symbols

Both skills have their own specific signs. Writing has fewer signs than speaking. Speakers may use face to face interaction, tone, and speed. Writer can use instead punctuation marks, underlying to emphasize on the importance of the words.

f. The product

Writing has a finished product. Speaking is a work in progress.

I.3.2. The Connection Between Writing and Reading

Despite the fact that reading is a receptive skill and writing is a productive one, researchers noticed that both skills complete each other. Through extensive readings, learners develop a good writing style, gain more information about the target topic as well as new vocabulary and advanced grammar. Celce-Murcia (as cited in Azzioui, 2009.p. 09) pointed that "At the very least, readings provide models of what English language texts book like, and even if not used for the purpose of imitation, they provide input that helps students develop awareness of English language prose style ". That is to say, reading skill helps learners to develop their language and to improve their style of writing. It can be considered as prior knowledge for the writing skill. Manzo and Manzo (1995) explained the relationship between writing and reading as"Two-way relationship" which is illustrated in the table below:

Reading to write	Writing to read
-Reading increase the knowledge individuals have to write about.	-Understanding the subjects, making subsequent reading easier.
-Reading instills knowledge of linguistic pattern and form.	-Writing helps one to read.
-Reading builds vocabulary and familiarity with the writer craft.	-Revision in writing or making changes at various points in the process involves many of the same order-high thinking strategies involved in the critical reading.

Table 02: Reading and Writing relationship (Manzo and Manzo, 1995, p. 113)

Furthermore, both skills have in common some cognitive processes: they require generating ideas, revising…..etc. Tierney and Pearson (1983, cited in Azzioui; 2009:10) claimed that "Reading and writing involve similar, shared linguistic and cognitive elements.

As readers read and writers compose, both plan, draft, align, revise, and monitor as they read and write". Consequently, good writers are usually good readers; reading is the appropriate input for the acquisition of writing skill. In the other hand, writing is used for developing reading skill.

I.4. Principals for Teaching Writing

Nunan (2003) pointed out four principals that a teacher has to consider while designing a course of writing:

I.4.1. Understand your students' reason for writing

A great dissatisfaction takes place when teaching goals do not much with their Students' one. Teachers have to achieve their goals in a way that makes sense to their students. Furthermore, teachers have to think about the kind of writing they should include, the benefits gaining from the kind selected and the writing skills targeted or applied within the kind of writing used.

I.4.2. Provide many opportunities for students to write

Writing skill is like other physical activities, it requires practice to develop. However, not all writing tasks should be graded as it is the case when a player is practicing free throws. Furthermore, teachers of writing have to provide their students with different types of writing not only one, so they can practice writing in an effective way such as: summaries, poetry, short stories, short responses to a reading…etc.

I.4.3. Make feedback helpful and meaningful

Teachers must make sure that their students understand the vocabulary or the symbols they use and pay attention to the tone of their comments especially when writing short sentences to comment on learners' writing composition. According to Nunan (2003), Feedback for writing is a set of instructions that guide students during the process of looking over their own problems and correcting them on their own as well.

I.4.4. Clarify for yourself, and for your students, how their writing will be evaluated

Teachers should develop a clear statement about what is to be evaluated in the students' writing and in what way exactly, an example of evaluating would be like the following:

01-On a scale of [01-10], creativity of ideas.

02-On a scale of [01-10], the writing format(letter, article, essay…).

03-On a scale of [01-10], the grammatical accuracy….

This kind of scoring in which the teachers elaborate the elements of writing to be evaluated is called Rubric, Nunan (2003, p. 94).

I.5. Effective Writing

Hedge (2005) stated that when observing a piece of writing, a question will raise about the quality of this piece of writing and how effective it is. She suggested two groups of components that learners may use in order to have an effective piece of writing as a final product; the first group consists of the skills helped in the process of composing: having a sense of purpose, a sense of audience and a sense of direction. The second group concerned with the way in which the pieces of a text are putting together using appropriate language. She summarized the two groups of elements in the following diagram:

What skills do good writers demonstrate?	Criteria for making

Authority

1-Having something to say (a sense of purpose)   -Content

2-Being aware of the reader (a sense of audience)   -Length

3-Developing the idea (a sense of direction)   -Style

     -Organization

Crafting

4-Organizing the context clearly and in logical way.   –Handwriting

5-Manupilating the script.   -Accuracy

6-Using the conventions as spelling, layout   -Complexity

7-Getting the grammar right.   -Range

8-Developing sentence structure.

9-Linking ideas in a variety of ways.

10-Having a range of vocabulary.

Table 03: Quality in Writing (Hedge, 2005, p. 119)

Starkey (2004) claimed that the main goal of a writer is not turning out a finished piece of writing but doing it in a well manner. According to him effective is based on: organization, clarity, word choice, coherence and mechanics.

I.5.1. *Organization*

It refers to the logical order of ideas that help the reader to understand the message of the writer and to clearly follow what is written. Starkey (2004) stated "Organization lets you see how your many developing ideas fit within a frame work, and clearly maps out any type of essay you are required to write "; Not only the writers who will benefit from the organization, the readers as well. They will be able to follow the flow of ideas from the first to the last sentence. Also, readers will how different points in a piece of writing work together to support the writers' thesis. Starkey (2004) points several organizational techniques as prewriting that includes: free-writing, brainstorming, mapping and listing.

I.5.2. *Clarity*

Clarity in writing considered as an important element in order to make a piece of writing easy for readers to understand. Without clarity in writing, the ambiguity will automatically take place and readers will not be able to get what writers want to convey. Starkey (2004) pointed many guidelines to show writers how to clarify their writing:

a. Eliminate ambiguity

Ambiguity refers to the possibility of having more than one meaning for words or phrases. In other words, it is the possibility to understand another meaning from the one intended by the writer.

b. Modifiers add precision

Using adjectives and adverbs is one way to achieve clarity, and to make your message clear in the piece of writing.

c. Be concise

One way to be concise is by eliminating unnecessary words and wordiness which waste both time and space.

d. Use pronouns carefully

Writers have to use the pronouns in case the nouns they refer to are clearly stated and meaningful.

I.5.3. Coherence

According to Harmer (2004), Coherence is an important element to bind elements of a text together in perfect manner that allows the reader to understand the writers. Coherence may achieved through connecting ideas, sentences and paragraphs. Therefore, a reader of a coherent text twill understand both writers' purpose and the writers' line of thoughts.

I.5.4. Word choice

The language used by the writer has its effect on the reader. A writer should think deeply about the words he will use to convey a certain idea in order to make sure that the readers will receive the conveyed message clearly. Starkey (2004) claimed that both connotation and denotation meanings must be considered when making word choices.

I.5.5. Mechanics

Mechanics defined by starkey (2004) in terms of grammar, punctuation, and capitalization mistakes which are complex as he suggested. He stated "If you learn this common errors and how to avoid or correct them, your writing will greatly improve" (p. 39). The same idea stated by Harmer (2004) who argued that mechanics of writing include spelling, punctuation and the construction of well-formed patterns. According to him they are the nuts and the bolts of writing skill a learner should focus on. Furthermore, Hedge (2005) mentions features such as a high degree of accuracy, complex grammar devices, careful choice of vocabulary and sentence structure. In addition to the tone and information appropriate for the readers.

I.6. The Tasks of the Teacher in Writing

In order to help students for becoming better writers, teachers have to perform different tasks and roles. They must help the learners to overcome their difficulties in finding the way and the means of expressing their ideas and thoughts.

Harmer (2004) claimed "Among the tasks which the teachers have to perform before, during, and after student writing are the following: Demonstrating, motivating, supporting, responding, and evaluating".

a. Demonstrating

Since students need to be aware of writing conventions and genres constraint in specific types of writing, teachers have to be able to draw these features to their attention.

b. Motivating and Provoking

Provoking the students into having ideas, enthusing them with the value of the task, and persuading them what fun it can be.

c. Supporting

Learners need a lot of help and reassurance once they get going both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available and prepared to help students overcome difficulties.

e. Responding

Teachers will react to the content of a piece of writing and to the way it is constructed in addition to making comments for its improvement. They will tell the students how their pieces of writing are going so far.

f. Evaluating

Teachers have to indicate both where students wrote well and where they made mistakes.

I.7. Learners' Problems in Writing

As students start writing, they come across several problems which lead to a poor writing product that may affect negatively the reception of the piece of writing. They misuse sentence punctuation: instead of putting a comma they use a period. Also, they include sometimes irrelevant ideas to the intended message so that they become ambiguous in the way they are presented; they will make no sense to the readers. In addition, learners may use inappropriate linking words that make the relation between ideas unclear.

According to Nurgintoro (2001), learners faced many problems as they write. They can be summarized as follow:

a. Organizing ideas

In writing, learners face problems in the way of organizing and ordering ideas into full sentences that express their thoughts. Furthermore, planning and outlining before start writing will make the process of organizing ideas easier for learners.

b. Lack of vocabulary

Sometimes learners have good ideas and thoughts to express, but they lack vocabulary. The use of incorrect words makes learners write unuseful sentences in their composition.

c. Grammar accuracy

Grammar affects students writing as well. If learners used correct grammar, their composition would be better than a composition that is full of grammar mistakes.

All in all, writing skill entails students to master in all fields: vocabulary, grammar and the final format of the composition. However, the ability to write well in one genre does not mean the competence in all kinds of writing.

I.8. Approaches to Teaching Writing

Raimes (1983:05-07) argued that there are as many ways to teach writing as there are teachers and teaching styles or learners and learning styles. The following diagram gives information about what writers have to deal with when writing. These features can used

whatever the way a teacher considered as the most useful and the suitable one for teaching writing

Syntax
sentence structure
sentence boundaries
stylistic choices

Content
relevance, clarity
originality
logic

Clear, fluent, and effective communication of ideas

Grammar
rules for verbs,
agreement, articles
pronouns

The writer's process
getting ideas
getting started
writing draft
revising

Mechanics
handwriting
spelling, punctuation

Audience
The readers

Organization
paragraphs
topic and support
cohesion and unity

Word choice
vocabulary
idioms, tone

Purpose
the reason for writing

Figure 01: Produce a piece of writing. (Nunan, 1983, p. 83)

Therefore, teaching writing plays a great role over years in education and the interest on the teaching of the skill to learners leads to the emergence of different approaches that had different views towards writing, among them: the controlled approach, the free writing approach, the paragraph approach, the organization approach, grammar-syntax approach, communicative approach, product approach, process approach and genre approach.

I.8.1. The Controlled-to-Free Approach

It was applied in the 1950s and early 1960s where the audio-lingual approach dominated the second language learning. At first stage of the approach, students were given sentences exercises then moving towards paragraphs either to copy or manipulate grammatically. It focuses on three aspects of writing: grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality. It is mainly based on imitation and repetition. According to Raimes (1983), "Learners read and study a passage and then write their own on similar theme , using as a guide the vocabulary, sentence structure, cohesive devices and organization of the model passage "(p. 109) Moreover, following the controlled-to-free approach in writing helps the learners to avoid errors and facilitates the teachers' job of giving marks and comments on the learners' composition.

I.8.2. The Free Writing Approach

Raimes (1983) argued "The emphasis in this approach is that intermediate student's level should put content and fluency first and do not worry about form ". According to him, by adopting the free writing approach in teaching writing, teachers will first ask the learners to write freely on certain topic without paying attention to grammar and spelling for five to ten minutes.

Free writing approach was revolved around topics that the students are interested in; the teachers were not asked to correct these piece of writing, they simply asked to comment on learners' ideas.

The main differences between the controlled-to free approach and the free writing approach techniques are given in the following table, Crawford (2004; cited in Hammani, 2016).

Controlled –to-free approach	Free writing approach
-Teacher centered	-Students centered
-Manipulative	-Communicative
-Structured	-Open-ended
-Predicted-student responses	-Unpredicted-students responses
-Pre-planned objectives	-Negotiated objectives
-Set curriculum	-Cooperative curriculum

Table04: The controlled-to-free writing versus the free writing approach

I.8.3. The Paragraph-Pattern Approach

The emphasis of this approach was neither grammar accuracy nor content fluency. Its focus was on organization. Raimes (1983) stated "Students copy paragraphs, analyze the form of a model, and imitate model passages"(p. 08). The thought shaped this approach is that: people who belong to certain culture will produce and construct a piece of writing in a way that is different from others. So, if students need to write in a foreign language from their native one, they need to see, analyze, and finally practice according to the features of the analyzed text.

I.8.4. The Grammar-Syntax Organization Approach

It is based on the fact that writing is a combination of many aspects and figures that are learned together not separately. According to Raimes (1983)" Writing cannot be seen as composed of separate skills which are learned one by one" (p. 08). That is to say: learners need to pay attention to grammar, syntax, and organization while producing a piece of writing. They have to consider verbs' form, the chronological order, the use of linking words. Furthermore, Raimes claimed that to convey a message clearly, this approach links the aim of a piece of writing to its form.

I.8.5. The Communicative Approach

Two questions are advised to ask in the communicative approach: Why am i writing this? and who will read it? Teachers who opt for the approach believe that students will do better when they write for communicative purposes. They need to act as a writer in real life and consider both the audience and the purpose of a piece of writing.

I.8.6. The Product Oriented Approach

It dominates from 1940's to the mid of 1960's and it still used nowadays as a main approach in teaching writing. The approach focuses on the final product rather than the process which lead to it. The writing product in this approach is seen as the result of imitating the models given by the teacher of writing and the product of mastering the grammatical-lexical knowledge by the writer / learner.

According to Badger and White (2000; cited in Gouzalez, 2010.p. 06), a product focused lesson would consists of:

a-Familiarization: Introduce the learners to certain elements of particular text.

b-Controlled-writing: learners are encouraged to write sentences using the learned features.

c-Guided-writing: Learners are asked to produce a piece of written work with an example to follow given by the teacher.

d-Free-writing: Learners are encouraged to use the developed patterns to write a final composition.

I.8.7. The Genre Approach

It is seen as the extension of the product approach since it is concerned with the form of the production. Learners in the view of the genre approach are supposed to be provided by examples in the target genre as a point of start to write a composition. Harmer (2001:258) claimed "in genre approach to writing learners study texts in the genre they are going to writing in before they embark on their own writing ".

I.8.8. The Process Approach

It is a reaction to the product approach. It aims at facilitating writing and helping learners by guiding them through a writing process. According to Raimes (1983), learners in addition to the common questions about the purpose and the audience they should ask as well: How do i write this? How do i get started? Adopting the process approach in writing means giving enough time for the learners to: firstly, pre-writing using their thoughts and ideas about a topic, then drafting moving to revising and editing the work by making correction to the errors found with the help of the teacher to finally produce a complete version for the work. Murray (1998) made comparison between the product approach and the process approach which summarized in the following table (cited in Hammani, 2016, p. 53-54)

Product approach	Process approach
-Traditional approach, in which students focus on the study of model texts. -Accuracy is given priority and conventions are taken from the model. -The following stages have been identified: a-Model texts are read, and then features of the genre are highlighted. b-controlled practice : the highlighted features, usually in isolation. c-Organization of ideas : Those who favor this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language. d-The end result of the learning process : Students use the skills, structures and vocabulary they have been taught to produce; to show what they can do as fluent and competent users of the language.	-New trend of teaching writing. It is based on the identification of the steps a writer goes through in his act of writing. -Priority is given to fluency. -The following steps have been identified : a-Generating ideas by brainstorming and discussion. b- Students extend ideas into note form, and judge quality and usefulness of ideas. c-Students organize ideas into a mind map, spider gram, or linear form… d-Students write their first draft. e-Drafts are exchanged and improvements are made based upon peer feedback. f-A final draft is written. -Students once again exchange and read each other's work and may write even a response or reply.

Table 05: Comparison between the product approach and the process approach

II.1. An Overview about the Process Approach

After years of concentrating on writing as a final product, and emphasizing only on correcting the grammar, punctuation, and spelling mistakes to produce a meaningful piece of writing. Researchers tried to find more appropriate approach that gave the learners the opportunity and the freedom to bring their knowledge, to be creative in a way which helps to develop the learners' writing performance.

The process approach as a reaction to the product approach appeared during 1970's as the most appropriate one for teaching and learning writing that encourages the learners to produce a fully developed piece of writing rather than imitating a given model. Tribble (1996) claimed that the process approach is "An approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models " (p. 106)

The process approach is seen as a theory that focuses on the stages and the steps which guide the learners to produce a piece of writing. It focuses on how a text is produced rather than a text as a final product. Harmer (2001) argued that those who are in favor of the process approach emphasize more on how to produce and on the stages of writing: pre-writing, drafting, editing, and proofreading; therefore, it highlights the importance of the stages each on its own.

The main goal of the process approach is to help learners developing their writing skill through knowing what to write and how to write it following specific stages and techniques. White and Arndt (1991) stated that:

"The goal of this approach is to nurture the skills with which writers work out their own solution to the problems they set themselves, with which they shape their raw material into a coherent message, and with which they work towards an acceptable and appropriate form of expressing it" (p. 15)

Furthermore, the process approach is concerned with the general issue of what good writers do when they are in front of composing task where they have to think about what methods they should use to help themselves and to develop the acquiring of the writing skill. In addition, Hyland (2003) claimed that the process approach sees writing as a creative act, it is learnt and not taught; meanwhile the teachers' role is to be a facilitator, to give learners a space to make their own meaning freely through encouraging them. Teachers are not allowed to impose anything on learners: their views and models instead they are likely encouraged to

stimulate learners' thinking through pre-writing activities. Catargiu (2008) goes in the same direction and claimed that the process approach is a step forward; it is a movement from testing the learners' language to the communication of ideas, feelings and experiences. It needs more time to spend on writing with pre-outlined activities. That is to say: the process approach is new direction in the field of writing that gives more space to the writer rather than focusing on writing as a final product. Hyland (2003) argued that" the process approach to teaching writing emphasize the writer as an independent producer of a text , but it goes further to address the issue of what teachers should do to help learners perform a writing task "(p. 10) Adopting the process approach, learners choose a subject to write about with the help of the teacher as a facilitator to develop strategies and techniques for generating ideas, revising, editing, and re-writing. Spack (1984:651 as cited in Djidel, 2015: 26) presents the features of the process approach as follow:

-It views writing as a recursive process.

-It uses elements from other disciplines like cognitive psychology and linguistics.

-It takes into consideration the rhetorical context which embodied in audience, purpose and occasion.

-It is regarded as a procedure for feedback. It offers the teacher an occasion to intervene when students are involved during the process of writing.

-It is considered as a method of evaluation which determines how well a written product adopts the goals the writers to the needs of the reader.

II.2. Writing Models of the Process Approach

Because of its importance and influence in the teaching of writing. Researchers have proposed models that are based on both L1 writing and L2 writing. Those models are mainly based on cognitive and mental activities to make a clear distinction between skilled and unskilled writers. According to Weigle (2002: 23), these models addressed the following questions:

-What are the cognitive processes or mental activities involved in writing?

-What other factors influence the writing process?

-What source of knowledge does the writer draw upon in writing?

The well-known models and the most influential in the writing process are: Hayes and Flower (1980) and Bereiter and Scardamalia (1987).

II.2.1.The Hayes and Flower Model

Hayes and flower model is known as the cognitive model that influences the study of writing. Weigle (2002) argued that Hayes and Flower model is "an early influential model of the writing process"(p. 23). Weigle also claimed that this model described the writing process in terms of the task environment with its components: the writing assignment and the final draft. In addition to the writers' long term memory that includes knowledge about the topic, audience, and stored writing plans, a number of cognitive processes including planning, revising, and other processes.
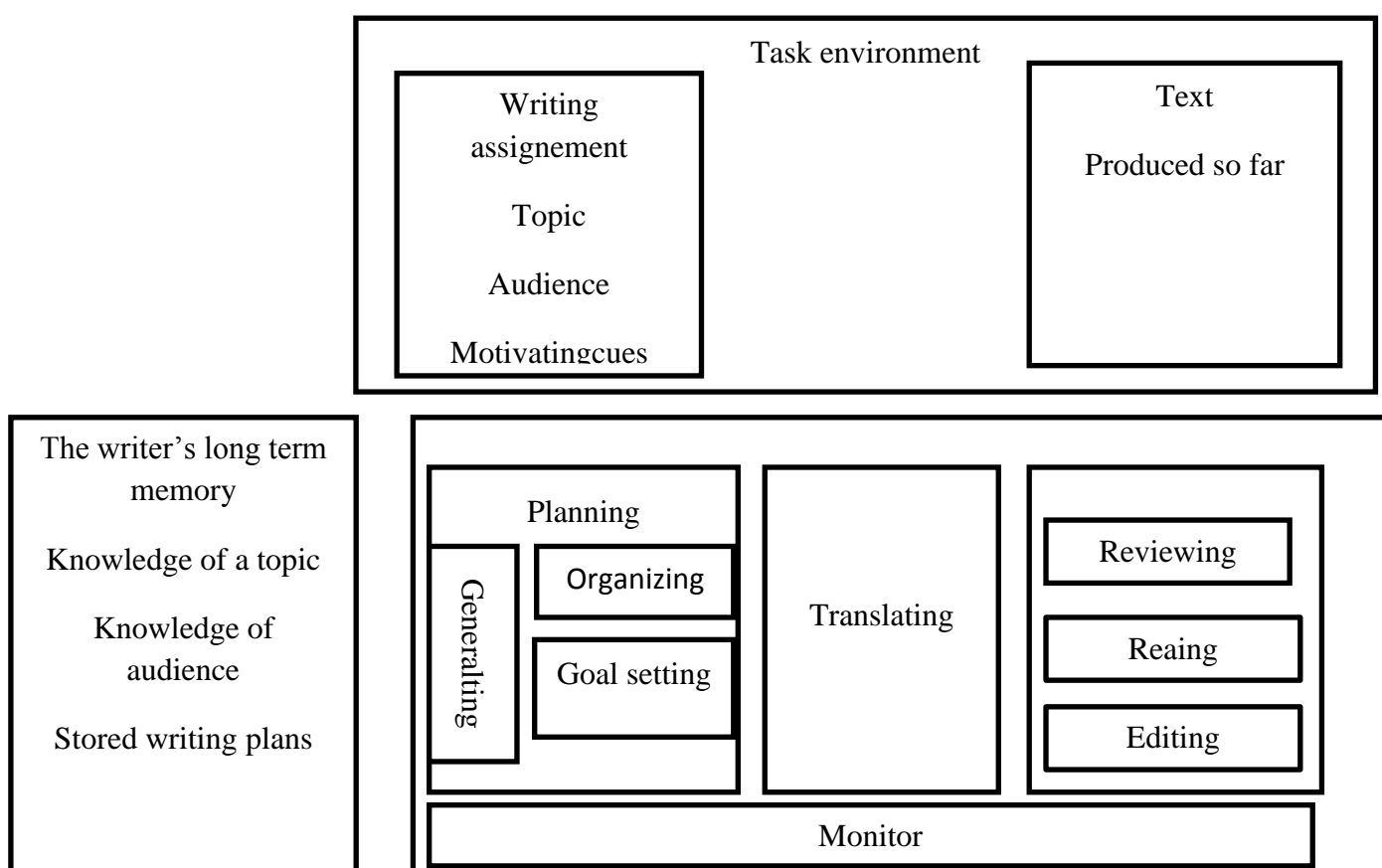
Figure 02: The Hayes-Flower(1980) writing model.(Weigle, 2002, p. 27)

Flowers and Hayes model asserted that writing according to the process approach is not linear as it is the case with Galbraith, Weigle and others. Weigle (2002) claimed that Flower and Hayes model emphasize an important issue which is writing is a recursive and not linear process so that the writing instruction will be more effective than the case where students are asked to imitate in their own writing. Furthermore, Hyland (2003:21) stated the major features of the model as the following:

-Writers have goals.

-They plan extensively.

-Planning involves defining a problem, placing it into context, and then exploring its parts, arriving at solutions and finally translating ideas on to the page.

-All works can be reviewed, evaluated, and revised, even before any text produced.

-Planning, drafting, revising, and editing are recursive, interactive, and simultaneous.

-Plans and text are constantly evaluated in a feedback.

-The whole process is overseen by an executive controlled monitor.

II.2.2. The Bereiter and Scardamalia Model (1987)

The second important influential model that took place after the Hayes and Flower model is the Bereiter and Scardamalia model (1987). Hyland (2009: 23-24) claimed that the Bereiter and Scardmalia model distinguished between skilled and unskilled writers in terms of the writing ability. The model asserted that skilled writers involved in the knowledge transforming model which gave a view about how skilled writers use the writing task to set goals and analyze problems ; thus, knowledge- transforming involves active working on both text and process so that the ideas are not fixed, they can be changed. On the other hand, the unskilled writers who are involved in knowledge-telling ; The model which addresses the fact that new writers are less actively in the writing process than experts, their main goal is to tell what they have memorized in mind.

Hyland (2009) argued that the Breiter and Scardamalia's model adds psychological insight to the writing task. According to this model, learners have to participate in the writing tasks in order to develop their skills. In addition, the model attracts teachers' attention towards the feedback

II.3. Stages of the Process Approach

After the emergence of the process approach, writing is no longer seen as a product. It is rather a process that had stages learners should follow when they write in order to achieve better writing performance. The process approach helps learners to know what to write and how to write using several steps. According to Harmer (2004), the writing process is "the stages a writer goes through in order to produce something in its final written form"(p. 04)

In fact, there is no agreement on a fixed number for the stages of the process approach, but the most recursive ones are: prewriting, drafting, revising/reviewing, editing, and re-writing. The goal of the pre-writing stage is providing opportunities for learners to brainstorm and generate ideas about an essay topic. Moving to drafting stage, learners start writing their first draft for their essays based on the outline they prepare on the first stage. At the

revising/reviewing stage, learners read their first drafts and reorder their ideas in more meaningful way. Several revisions can be done, if necessary. The next stage is editing in which learners proof-read their writings to check grammar, punctuation and mistakes they did to finally arrive to the re-writing stage. At this final stage, learners will produce a final draft that needs teacher's correction.

II.3.1. Pre-writing

Pre-writing is the first important stage in the process approach. It is the "generating ideas" phase of the writing process. It takes place when the students are about working to determine the topic and the main elements related to it. Teachers have to offer the time needed for a student to make a plan or create an outline to organize ideas which are selected to be written in the piece of writing. In the pre-writing stage, learners have to pay attention to the message they want to convey and to whom it is addressed, as well as the purpose behind writing this composition. Harmer (2004) argued that during prewriting writers have to think seriously about the target aim of their writing, to think carefully about the audience they are writing for, in addition to the content and the structure of the piece of writing.

To generate ideas, multiple techniques can be used such as: brainstorming, listing, free writing and others. Kelly (2018) in her article tried to defined most of them and gave an explanation about the way in which learners will generate ideas as follows:

•*Brainstorming:* refers to the process in which learners try to come up with all possible ideas about a topic without paying attention to the form and the feasibility. They can easily organize their ideas on a list format. Learners may brainstorm ideas individually first then share them with peers as well as collectively within the class or in a group work.

•*Free writing:* The free writing strategy is when learners start writing quickly without a single stop, they start writing all ideas that comes to their minds about certain topic in a giving period of time. Learners, in free writing, do not have to worry about grammar, punctuation, or spelling mistakes. The only thing they have to carry about is writing as many ideas as they can to facilitate the task of writing.

•*Mind Maps:* a strategy used during the pre-writing stage to outline information in visual maps in order to facilitate the process of writing. Webbing is one example that learners use; they write a word in the middle of a paper that indicates the main theme or topic, then, they write all the related words or expressions and they connect them by lines to the central word. They can add more details and supporting ideas to arrive finally to an effective roadmap for the essay writing concerning the giving topic

•*Outlining:* learners may use outlines in order to organize their ideas and thoughts in a logical way. They can start by the more general and the overall topic then they move to the details and the supporting ideas. The more detailed and organized the outline is the more effective and helpful it will be.

Teachers have to take in mind and recognize that much of talking in prewriting stage will help learners to engage in the writing process. Learners can also combine two or more strategies to produce a solid basis for the piece of writing. The time designed for the pre-writing stage is important as well since it will help to make the writing process much easier.

II.3.2. Drafting

After generating ideas and planning them in the pre-writing stage, the next step is drafting. Drafting refers to the act of summarizing ideas and thoughts that had been written down on a list format or a map on paper without worrying about grammar, punctuation, or spelling mistakes. Learners have to consider both readers they address and the purpose behind producing the piece of writing. White & Arndt (1999) argued that "drafting is the stage where the writer passes from the "writer based" writing to the "reader based" writing in which the concerns of the reader should now begin to assume more significance"(p. 99). Drafting is putting words together in a coherent logical order as a first step towards the final version of the piece of writing. Drafts are written to be corrected later on. Learners can add more details than what wrote in the first stage, they are not obliged to follow the first plan as a fixed one. Harmer (2004) stated that "we can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that i twill be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version" (p. 05)

In the drafting stage, the main focus will be on fluency rather than grammar accuracy. Learners are asked to concentrate on the flow of ideas to write as much as they can about the giving topic relying on the plan or the outline they made on the pre-writing stage as a guide to them in order to facilitate the process of writing. They do not have to care about grammar, punctuation, and spelling mistakes as a main concern for them.

II.3.3. Revising and Editing

As the name itself suggests. It is the process of reviewing and looking again on what learners wrote on their first drafts in order to check the ideas and the mistakes there. they go hand by hand, when students are revising a piece of writing they engage automatically in editing stage. It is to revise what already produced and edit it. The learners on the revising

and editing stage can re-organize their ideas in editing to correcting mistakes as well as adding more information and details to the first draft. They may benefit from teacher and peers' help to improve their writing as Harmer (2004) argued "Reflecting and revising are often helped by other readers who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions" (p. 05). While revising, learners focus on style, content, and the organization of ideas meanwhile the grammar, punctuation, and spelling mistakes will corrected in the final stage. Harmer (2004) stated that "Once writers have produced a draft they then read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing".

To summarize what is mentioned above Allmand et all (2000) claimed that learners in this stage:

• Reread what they wrote.

• Consider what others say about the work.

• Add or delete parts, select better words or ideas, rearrange ideas, replace any unclear ideas, and complete any ideas that are not finished.

II.3.4. Publishing

Once learners finish revising and editing the drafts and making all the possible changes related to the content and the organization, the final stage is about checking minor errors such as grammar, punctuation, and spelling mistakes. It is about producing the final version of the work which is totally different from the first draft the learners wrote at the beginning because of the modifications occurs when revising and editing. Harmer (2004) claimed that "the final version is different from all the previous drafts". The re-writing or the publishing stage as other researchers suggested is about sharing your final product with its intended audience or give it to the teacher.

At this stage, the writer has to shed light on some minor errors such as grammar, punctuation and spelling mistakes as a final step before giving the work to the teacher; Brown (2003) claimed that the spelling is important to produce a comprehensible piece of writing. Punctuation also, has a great role to achieve so. According to Brown (2003), correct punctuation helps the reader to easily decode the Witten text. Punctuation differs according to the situation, content, purpose and the target audience.

II.4. Importance of the Process Approach

The process approach has an important role for both learners and teachers since it is an approach for teaching writing that can facilitate the writing task. Learners can produce an effective piece of writing following the stages of the process which allow them to revise and edit what they wrote in order to achieve better writing products. Brown (2007: 392) stated that the process approach has many benefits; it

-Emphasizes the process writers should follow to produce a final written outcome.

-Encourages students to analyze and understand what they write.

-Allows a student to identify strategies and techniques for planning, and editing.

-Provides learners with enough time to write and rewrite.

-Focuses on the revision process.

-Helps leaners to discover what they want to express through writing.

-Gives the opportunity to have a feedback at any point of the writing process to help them in producing an effective piece of writing.

-Gives opportunities for peer and teacher feedback.

Furthermore, Raimes (1983:21) state that "before we can assess how much time to allow for a writing task, we have to examine what writers actually do when they write". He claimed that the process approach can help learners to easily find what they want to express and in what way they will do. According to him the process approach allows the learners/writers to

-Identify why they are writing.

-Recognize why they are writing and for whom they are writing.

-Collected data through brainstorming, taking notes and so on.

-Make a plan that contains the information needed for the selected topic, then they write a draft and read it in critically way and revise it to arrive finally to the desired product.

II.5. Techniques of Feedback

Providing learners with comprehensible feedback is one major task that teachers have to do; Hyland (2003) claimed that "providing feedback is often seen as one of the ESL writing teachers' most important task; offering the kind of individualized attention that is otherwise rarely possible under normal classroom conditions" (p. 177). It gives the opportunity for the learners to know where they made mistakes and where they state unclear information in illogical organization. Providing learners with feedback transforms the whole process of writing from just doing the task as an assignment for the teacher to an interaction phase between a writer and readers. It is a central important element in the process of teaching

writing. Raimes (1983) argued that feedback is" as important as devising materials and preparing lessons"(p. 94). She added: the process of writing should be as the following:

| the selection of the topic by the teacher and/or students | pre-writing activities | students write draft1 | teacher and students read comments on the first draft | students write 2 and 3 draft after revising | students edit and proofread | teacher evaluates and assign a follow-up tasks |
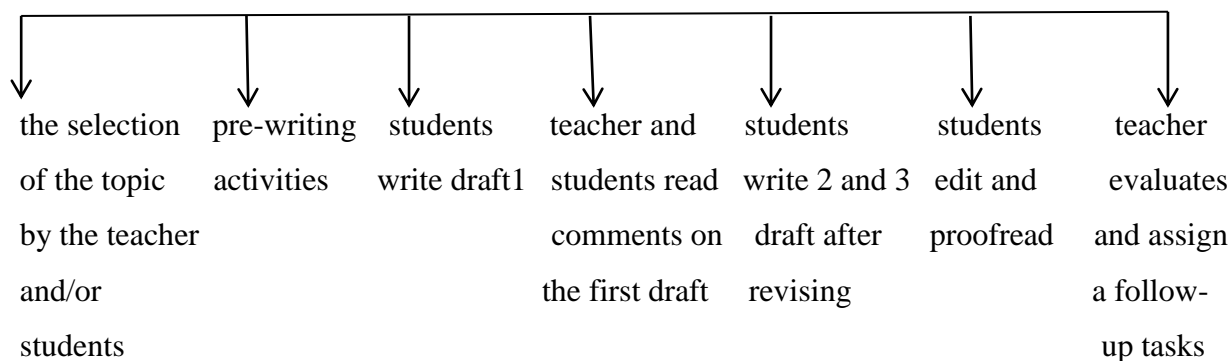
Furthermore, Hyland (2009) claimed that feedback is an important element because it allows both teacher and learners to check what had been learned in the courses and review them, it helps the learners as well to make connection and interpretation for the events. It may help also to in the revision task by guiding the learners and showing them their mistakes so they can easily correct them and be more aware when they write again to not re-make them. Raimes (1983: 142) stated that before providing learners with a feedback or responding learners' writing, teachers should establish some principles to follow. For Raimes (1983), the principles that can be applied to all kinds of responses are the following five:

1-Teachers have first to read the whole piece of writing before start writing the comments and responding to the composition by holding a pen on their hands even it is difficult for them to do so.

2-Teachers have to show learners their strengths not only their weaknesses.

3-When responding to the learners' writings, teachers may use symbols. They have to make Sure that their learners are familiar with them and know exactly what to do when finding one of those symbols. Teachers are advised also to allow students to use the symbols.

4-Teachers have to decide about the strategies they are going to use and apply when responding to students' writings. They also asked to order their priorities whether to only find out the errors that students made or to do the correction when finding them. In both cases teachers have to let their learners know about the procedures.

5-Teachers have to be careful when responding to learners' writing that they don't make judgment on them. The teachers' main job is to help them and make them know what to do as a next step to improve their writing's skills and what are the mistakes to avoid re-making them.

All in all, feedback is a key central element in the writing process that makes it vivid in terms of allowing learners to discuss their writings in order to find out the weaknesses as well as the strengthen points in their writings to benefit from. Hyland (2009) argued that "Feedback is a vital to the process of learning. Research shows that it enables students to assess their performances, modify their behaviors and transfer their understandings" (p. 96)

The more common used techniques for giving feedback are peer feedback, teacher-students conferencing, and teachers' written feedback.

II.5.1. Peer Feedback

Peer feedback is concerned with the involvement of learners in the writing process and the use of them as an information sources in a way that they will assume a leading role in the writing's task when they give their views in forms of comments on each other's writings. Lin and Hanen (2001:01 as cited in Bijami, 2013) defined peer feedback as follow: "use of learners as a source of information and interactions for each other is such a way that learners assume roles and responsibilities normally taken by formally trained teachers"(p. 93)

Moreover, Hyland (2003) argued that peer feedback has advantages for the learners as well as disadvantages. It helps to transform the role of learner in the writing task; peer feedback gives the chance for both teacher and learners to create a non-judgmental class. In addition, it opens the door for critical reading towards peers' writings and their own compositions. Despite its perceived benefits, it has as mentioned earlier its disadvantages too such as peer lack of information and experience in the writing field; usually learners prefer teachers' feedback because they see them as more experienced people than peers that will give them useful feedback. Another disadvantage is that most peers focus on the surface form, general structure, and give comments that learners consider them as vague and unhelpful. In other words, feedback is a kind of cooperation within the teaching of writing as a process in which learners will read each other's writings and critically respond upon. This technique gives the opportunity to learners in order to develop their critical skills.

II.5.2. Teacher-Students Conferencing

It refers to "face to face interaction". It is an oral conversation between teacher and learners. It allows more verbal interaction between the two sides in which they will discuss each student's piece of writing. Students will learn the way to react upon their own writings. While learners analyze, think critically, and try to reformulate their thoughts into words, teachers' role is to carefully listen and help to identify the writing problems in order to fix them. Hyland (2003) stated that "conference can also referred to face to face, it has important

advantages as it can supplement the limitation of one way writing feedback with opportunities for the teacher and the students negotiate the meaning of a text through dialogues"(p. 192).

Teacher-students conferencing offers the learners an opportunity to clarify any ambiguities occurred on their writings and to discuss the meanings offered in the compositions by asking questions and receiving clarification. Furthermore, this kind of feedback requires time to be done effectively what makes the process difficult and hard to be practiced in large classes as it is the case with shy students or those who are anxious and have a fear towards interacting with teachers and peers in the classroom environment.

II.5.3. Teacher's Written Feedback

A written feedback is seen as another important and needed way to provide learners with a feedback in order to improve their writings. Despite the significant role of oral comments the teachers gave to their students, they still feel that their learners are in need to a written feedback and their jobs will not be done until they hold a pen and write down comments on learners' writings. Hyland (2003) stated that "teacher written response continues to play a central role in most L2 writing classes. Many teachers do not feel that they have done just to student's efforts until they have written substantial comments on their papers "(p. 178). On the other hand, students as well do not appreciate the oral feedback as much as it is the case when they read teacher' written feedback. Ferris (2003) asserted that "it is certainly clear that students highly value and appreciate it"(p. 41).

To provide learners with a feedback, different techniques have been proposed, the most commonly used are commentary, cover sheets, minimal marking, taped comments, and electronic feedback as Hyland (2003) suggested.

-Commentary: it refers to the teacher's handwritten on learners' papers. It is the most used type of teacher written feedback that allow the learners to see how readers will receive their piece of writing, what kind of mistakes they made and how this piece of writing can be improved. It can be on both forms marginal and end comments.

Symbol	Meaning	Symbol	Meaning
S	Incorrect spelling	λ	Something has been left out
W	Wrong word order	[]	Something is not necessary
T	Wrong tense	PM	Meaning is not clear
C	Concord (subject and verb)	NA	The usage is not appropriate
P	Punctuation is wrong	Wf	Wrong form
S/f	Singular or plural form wrong		

Figure 03 : Correction codes. (Hyland, 2003, p. 181)

-Rubrics: they refer to designed criteria done by the teacher to clearly evaluate the level of the student's writing performance in accordance to these criteria. They differ according to the genre of writing.

-Minimal marking: it is a kind of in-text, form-based feedback in which the teacher will clearly locate where the errors occurs and what type of errors it is so that the learners can correct it at ease.

-Taped commentary: it occurs when a teacher records remarks on a tape record about learners' writings followed by writing a number on each paper to indicate what the comments refer to.

-Electronic feedback: it is new method of providing comments using computers which paved the Way towards new techniques for giving feedback. It can be achieved through emails, comment function or through an online explanation using authentic materials to convince the learners. Furthermore, feedback is not only words on paper; it has an effect on students' Performance so that it should include all aspects: organization, style, content, and structure. Ferris (2002 as cited in Hyland, 2003.p. 186) offers a resource to help teachers in deciding what kind of errors to respond to as follow:

-Genre-specific errors: those particular to the current target text-type.

-Stigmatizing errors: those that most disturb the particular target com- munity of readers.

-Comprehensibility errors: those that most interfere with the clarity of the writing.

-Frequent errors: those consistently made by the individual student across his or her writing.

-Student-identified errors: those the student would like the teacher to focus on.

Conclusion

From what has been previously mentioned, the mastery of writing is a complex task that needs a lot of effort. Thus, both learners and teachers need the necessary information that makes the teaching/learning of the writing skill easier and important. One way to achieve this is to look at writing as process that entails different stages rather than product. The second section provided an overview of the process approach by giving a set of definitions of different authors. Moreover, it presented two of the most influential models in the process approach: The Hayes and Flower (1980) and the Bereiter and Scardamalia model (1987). Also, the different stages as planning, drafting, revising, editing, and re-writing. It sheds some light as well on the different techniques of providing feedback such as teacher-students conferencing, peer feedback, and teacher written feedback.

Chapter two: Field work

Introduction

The first chapter presented an overview of the writing skill and the importance of using the process approach as one way to overcome learners' writing difficulties. This chapter is designed to move to something more practical in order to give this research more credibility. Due to research constrains, this study is non-experimental; therefore, the method that is followed to conduct this research is the descriptive method. This chapter is concerned with a detailed description of the research methodology, instruments, and procedures. It introduces the data analysis that is gathered using the research instruments. Also includes a further recommendations and suggestions.

I.1. Research methodology

I.1.1. Research Instruments

In order to fit the objectives of this research and to answer the research questions, three research instruments were used: Questionnaire for students to highlight the different views on the usefulness of using process approach, Interview for teachers to and classroom observation to get more accurate findings.

I.1.2. Population

This study deals with Third-Year students in the English department at Khenchela University. The whole population is about 144 students in the academic year 2018-2019. Eighty students were selected because they are the only one who respond to the questionnaire. The three classes of third year were involved in the classroom observation and ten teachers to answer the interview.

II. Classroom Observation

The classroom observation was a checklist. The purposes behind the choice of classroom observation as a main instrument for gathering on this research are: to give clear description about what is happening in classroom. It is a useful data gathering tool that allows observing different behaviors, to take the inside picture of teaching and learning writing using the process approach.

II.1. Rationale

The main objective of this study is to investigate the role of the process approach in teaching and learning writing and to what extent it is beneficial and useful for the students in terms of improving their written performance. Thus, classroom observation is the most appropriate instrument that gives the opportunity to the observer to have a close look at student's reaction and performance during written expression classes. It is also designed to

observe the extent to which both EFL teachers and learners are using the process approach and follow its steps. Also, it allows having a look at learners' difficulties while writing.

II.2. Classroom Observation: Procedures

Classroom observation has taken place on May 08th, 2019 with the first group of Third year students of English at Abbès Laghrour khenchela University. The observer attended only one session with each group; each session took 1h, 15mn. The observation started at 9 o'clock in the room C6.

This observation took the form of a structured observation since the observer has prepared a check list in advance with all the items that she is interested in to observe. During the sessions, it was observed that the teacher is selected many topics for writing activities in order to not restrict her learners with specific subject to write on. Thus, she varied them to make them feel that they are involved in the process and they can write about what they are interested in. It is also observed that the selected topics were developed in forms of paragraphs based on classroom practice.

The attended sessions were mainly based on pair and group work, the teacher asked her learners to work in pairs or in groups with different assigned activity. While learners write, the observer walks around them to observe how they write, the techniques they use when they write, the way they generate ideas, and in the same time ask them questions to clarify and explain the way they work in.

It is observed as well that the teacher used the white board to explain the lesson, to give examples, and to write all the notes and the remarks related to the lesson. She also provided learners with activities such as filling in the gaps, sentences to order them or different paragraphs to read. From another side, it is noticed that the teacher interact with her learners as individuals, a groups or a whole class using English most of the time.

II.3. Classroom observation: Description of the Checklist

The checklist consists of two main parts, the first one for the teacher and the second part designed for learners. Each part contains five sections: pre-writing, drafting, revising and editing, re-writing, and questions for teacher's feedback and the way learners and teacher interact together. It consists of a rating scale of three points: well observed, partially observed, and not observed.

In pre-writing section, the purpose was to observe firstly if the teacher gives her learners time to recall their knowledge about the topic and in what way she used to. Secondly, how often students brainstorm and generate ideas before they start writing, what technique they

use in pre-writing stage (outline, mind maps, or clusters) and if they do so, what are the most common techniques used by them, if students used outlining to depend on it when they start writing. Furthermore, the observer aimed to check whether they take into consideration the purpose behind writing and the targeted audience when they write or they just write without any purpose in their minds.

In drafting section, the observer aim was to notice at first if the teacher asked the students to write their first drafts concentrating on the flow of ideas more than other aspects and guided them through the process. In the second, the observer was mainly concerned with noting if students regularly move from one stage to another by observing if they rely on what they have written or what they outline before. It also aimed to observe if the learners pay attention to grammar, punctuation, and spelling, in addition to accuracy, or they only focused on the flow of ideas (fluency).

In revising/ reviewing and editing section, the observer aimed to note if learners re-read again what they wrote as a first draft in order to add, delete, select better vocabulary and complete any unfinished ideas. In addition to observing the teacher role, if she provides them with a check list or helps to find the mistakes occurred in their writings.

In re-writing section, the observer attempted to know if students are interested in what they write, if they worry about the quality of their composition or they just write because the teacher asked them to write by observing if they are checking the minor errors as capitalization and spelling in addition to re-write a final version.

In the last section, the observer aimed to know which technique the teacher mostly used to provide learners with a feedback and respond to their writings. Since teacher's feedback have great influence on students' papers.

II.4. Analysis of Classroom Observation

The session of the classroom observation took place on May 08th, 2019. It was at the beginning of the day where students were active. First, the teacher provides her learners with an explanation about the main points related to the lesson and asked several questions about different elements in the lesson. Students showed positive reaction; they discuss and exchange ideas. Also, they ask many questions when finding something ambiguous. It was observed that students on each group discuss the main points of the task and explain to each other. However, they do not make plans or outline their thoughts except for few members. The few groups who were planning and outlining their ideas first when they were asked about the reasons behind the use of these techniques, they answered that they:

-Feel at ease when they outlined their ideas at first.

-Can know the amount of ideas they have about the topic.

-Can add or delete what they want.

It was noticed that all the students tried to write a paragraph to satisfy only the teacher, they did not concern themselves with a target audience. Then, they quickly write their drafts concentrating on ideas, grammar, choice of words and spelling mistakes, they used dictionaries to check spelling and to look for a meaning. After finishing the drafts, they re-read what they wrote for once to check for grammar, punctuating and spelling mistakes in addition to coherence and cohesion. Then, most of the students re-write a final version for the paragraph in order to give it a more organized form.

It was observed also that the teacher walks around the groups, she responds to the students works by giving most of the time oral comments to them and answer their questions if they ask.

III. Teacher's Interview

III.1. Aim of the Interview

The purpose behind the use of the interview as a data gathering tool is the power it has to provide useful information about teachers' views concerning teaching writing, to gain a deep understanding of the approaches teachers use in teaching writing, to know their attitudes towards the process approach, as well as the techniques most used when correcting student's written production. The different views of teachers are very important because they are familiar with the subject of interest, and they are aware of the students' abilities and the writing skill difficulties. This part of research aimed at analyzing each question separately depending on the teachers' answers.

III.2. Administration of the Interview

Ten (10) teachers were interviewed from the department of English at Khenchela University using the audio-taping technique to record the answers of the teachers. All the teachers who answered this questionnaire are teaching written expression module in the academic year 2019. The interview took place at the end of each teacher written expression session and according to the time table.

III.3. Description of the Interview

This interview includes fifteen questions; most of them are open ended questions. These questions have three main objectives which are the following:

-They give information about the teachers' experience in teaching written expression and the teacher's role in written expression classes in addition to their students' general level in writing.

-They aim to gather information about the teachers' views about writing, the contribution of the other skills, and the different aspects that students have problems with when they write.

-They attempt to know the approach that teachers adopt, the most difficult stage of the writing process for students, how do they evaluate the use of the process approach in addition to the techniques they use to provide a feedback.

III.4. Analysis and Interpretation

Question one: How long have you been teaching "Written expression" module?

The majority of the interviewed teachers have been teaching written expression for three to four years, only two of them have been teaching writing for five to nine years. It is noted that only one teacher has been teaching writing from the beginning of his career in teaching English.

Question two: What do you think should be the teacher's role in writing classes?

All the interviewed teachers agreed that they have the role of facilitator, and a guider at the same time for the learner in the writing classes. According to these results, the main role of the teachers is to help learners to improve their writing skills and not to impose certain knowledge on them.

Question three: Is writing an easy task for university students?

The question aims to investigate teachers' opinions about the difficulty of the task of writing for university students. All the interviewed teachers said that writing is a difficult and complex task for their learners. The gathered results confirmed what researchers claimed about writing skill and its difficulty. Negari (2011) claimed that "writing is a complicated process which involves a number of cognitive and metacognitive activities, for instance; brainstorming, planning, outlining, organizing, drafting and revising" (p. 299)

Question four: Do you think that time allocated for written expression session is sufficient?

According to most of the teachers' answers, the time allocated for third year university is not that sufficient. Six of them said that it is not enough to practice writing in a good way while for other levels in which students have four hours and half in one single session, they claimed that it is more than enough. Furthermore, four teachers believe that the time allocated for third year students is sufficient. However, learners need more practice outside the classroom and more creative tasks as the teachers suggested. These results shows that there is a relationship between writing and the time allocated for it in addition to the importance of practicing writing either inside or outside the classroom.

Question five: How is your students' general level in writing?

All teachers agreed that their learners' general level in writing is average. However, they are still not satisfied with the students' level, they need them to produce better writings than the one they did before. They add: only few members can produce effective piece of writing. This result displays that students cannot produce effective compositions yet. Four teachers explain their points of view by giving the following arguments:

-They are still lack many things.

-They have poor vocabulary and they make many grammar mistakes.

-They need more practice in writing.

Question six: What are the aspects that your students have problems with when they write?

This question aims to clarify more the previous one; it attempts to investigate the major aspects that students have problems with when they write. All the interviewed teachers said:

-Learners have problems in generating ideas, they lack information.

-They have poor vocabulary.

-They have problems with grammar and punctuation.

One teacher adds a point related to translation. According to her, learners use the Arabic language to think about ideas to write, that is to say: only words are written in English meanwhile ideas and thoughts are not. These results indicate that most of the students have problems with most aspects of writing which can be due to the lack of practice, lack of reading, and even they do not have the desire to write.

Question seven: According to you, good writing is related to?

The majority of the interviewed teacher (06) of them said that good writing is related to grammar accuracy, punctuation and spelling, clarity of ideas and the mastery of writing techniques, in addition to the style of writing and coherence. This result indicates that all elements are important to produce a good piece of writing. The four other teachers focused more on cohesion and the clarity of ideas which is the idea Harmer (2004: 22) argued about. He state"for writing to be truly accessible, however, it also needs to be both cohesive and coherent".All in all, good writing is related to both form and content. Starky (2004) confirmed that and claimed that effective writing is related to four main elements: organization, clarity, word choice, and mechanics.

Question eight: Which skill contributes to develop writing?

All teachers said that reading is the best skill that helps to develop learners' writing performance and this is what researchers agreed about: no writing without reading. Williams (2003) argued that "good writers usually are good readers and good readers are good writers"(p. 156). According to the interviewed teachers, if the learners read, they will:

-Be familiar with different types of writing styles.

-Enrich their backgrounds.

-Have more knowledge about styles, content, and form.

-Aware of lexis, style, and grammar in written way.

Question nine: Which approach do you adopt in the teaching of writing?

The question aims to know what approach the teachers use to teach writing skill. Nine of them said that they adopt the process approach in teaching writing. However, one teacher claimed that he used an eclectic approach; he said that he varied the approaches according to type of the course. This result implies that the process approach is the useful and the helpful method for teaching writing.

Question ten: What do you think about the use of the process approach to develop learners' writing performance?

All the interviewed teachers declare the important role that the process approach has which help to improve learners' writing performance. They confirm the positive impact of the approach on students' writing.

Question eleven: Do your students follow the stages of the process approach when writing?

Seven of the interviewed teachers said"yes", their learners follow the stages of the process approach. However, three of them said "no" they do not follow the stages of the process. They start writing their drafts directly without planning or outlining their ideas at first.

Question twelve: Which stage is the most difficult for your students?

All the participants agreed on the point that "pre-writing" stage is the most difficult one for the learners in the process of writing, they face problems in finding ideas because they lack reading as teachers argue, and they find difficulty as well in organizing them. However, it is the important one which gives the students more confidence to write. Renandya (2002) stated that "prewriting is any activity in the classroom that encourages students to write"(p. 316).

Question thirteen: What techniques do they use or do you ask them to use for generating ideas?

The teachers said that they explain to their learners the different useful techniques to generate ideas and let them free to choose the appropriate one for each one of them but in some cases and due to the time they prefer to do a collective brainstorming using the white board, or they ask them to use mind mapping. This result indicates the fact that teachers supported the use of pre-writing techniques because of their benefits.

Question fourteen: How do you evaluate the use of the process approach?

All interviewed teachers agreed on the point that the process approach is a useful and successful approach to use in teaching writing. One of them describes the process approach as an adequate approach for writing; this is concerning the positive side. In the other hand, teachers said that it is time consuming. All in all, despite its negative side, the process approach helps in a way or another to develop learners' writing performance.

Question fifteen: Do you provide your students with a feedback? What techniques are you mostly used?

The majority of the interviewed teachers (8 of them) claimed that they use both oral and written form to provide students with feedback. However, they said that they rely more on written comments to give an effective feedback. Only two of them said that they rely on peer feedback in addition to the two forms mentioned earlier. This result indicates the fact that teachers' feedback is important part in the writing process that affect the students way of writing since the teachers' comments on the students' papers will help them to develop their

piece of writing and know where do they have both weaknesses and strengths. Hyland (2003) confirmed what teachers claimed about written comments "despite increasing emphasis on the importance of oral response and the use of peers as source of feedback, teacher's written response continues to play a central role in most L2 writing classes" (p. 178).

IV. Student's Questionnaire

IV.1. Aim of the Questionnaire

This questionnaire aims to investigate student's views on the use of the process approach to improve their writing performance.

IV.2. Administration of the Questionnaire

To carry out this research, students' questionnaire was administered to third year LMD students at the department of English Khenchela University. The questionnaire took place on May 8th, 2019 at the following classes: C6 (group 01), C4 (group 02), and C7 (group 03). Many absences were in the classes, and the students who were there they did not pay much attention to the questionnaire. Only eighty answered paper were collected from 144.

IV.3. Description of the Questionnaire

This questionnaire includes fourteen questions most of them are close ended questions classified into three main sections as follow:

Section One: General information

The aim of this section was to gather information about the students' personal information. The first question includes the students' gender. The second one deals with the students' purpose for learning English language.

Section Two: Learners view on writing skill

This section which starts from question (03) to question (07) aims to seek information about the learners' views about writing and the problems they face when they write in relation with the different language aspects.

Section Three: Learners' perceptions of using the process approach in writing

The aim of this section was to identify the students' views on using the process approach to teach writing. It starts from question (08) to question (14). It includes questions about the importance of the writing process approach and its stages in addition to the more difficult one for them. It also contains the students' points of views about the improvement of their writings using the process approach.

IV.4. Analysis and Interpretation
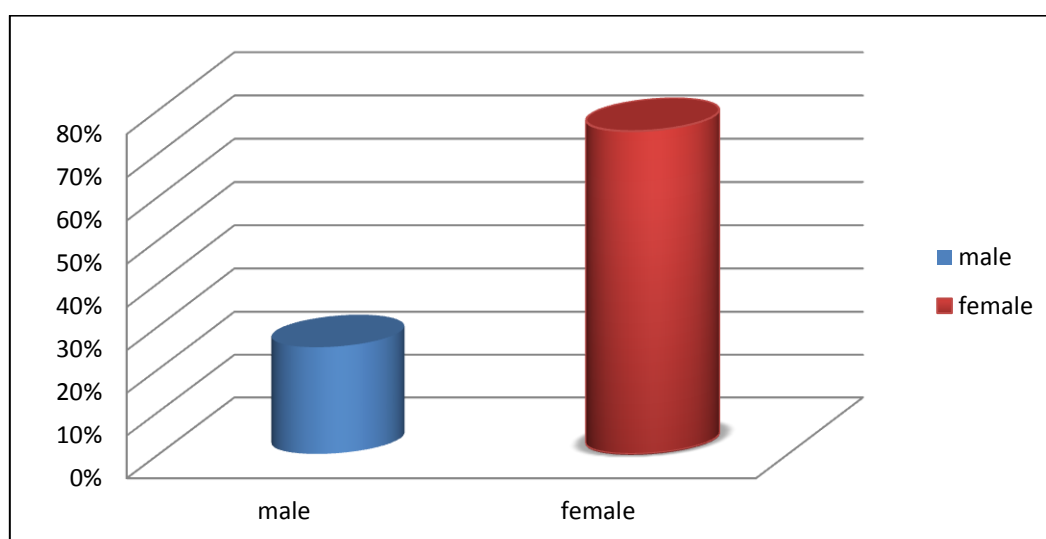
Section One: General information

Item 01: Gender

a-Male

b-Female

Options	numbers	Percentages
a-Male	20	25 %
b-Female	60	75 %
Total	80	100%

Table 06: students' gender

Graph 01: Students' gender

The results in the table above shows that (75%) of the whole population are females. Males represent only twenty-five percent (25%) which indicates that females are interested more than males in studying English. For that, those results indicate more a target foreign language for girls rather than boys.

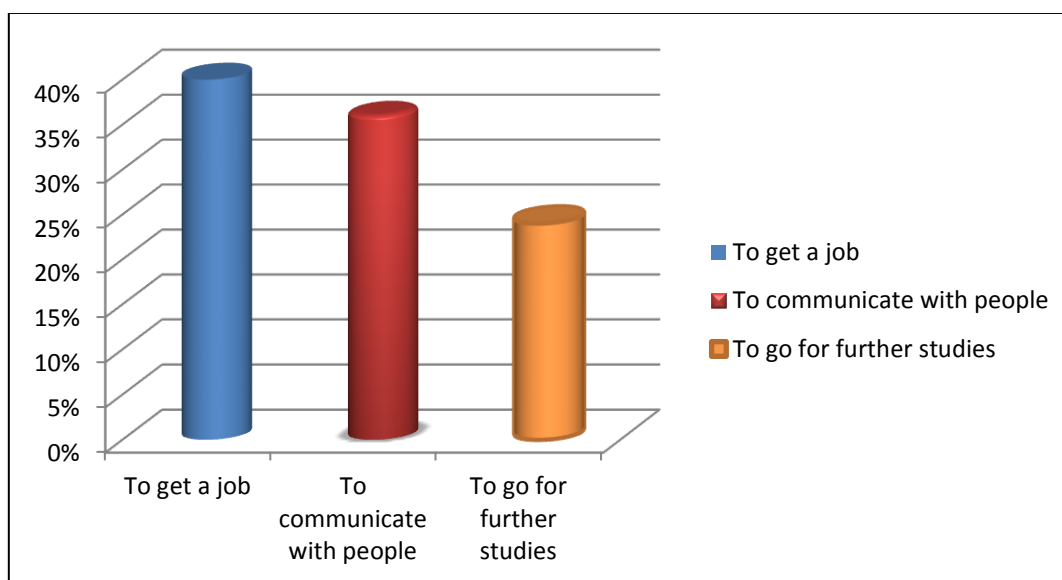**Item 02:** What is your goal from learning English language?

a-To get a job

b-To communicate with people

c-To go for further studies

Options	Number	Percentage
a-To get a job	32	40%
b-To communicate with people	29	36%
c-To go for further studies	19	24%
Total	80	100%

Table 07: Students' goal from learning English

Graph02: Students' goal from learning English

The results show that (40%) of the students believe that learning this language can help them "to get a job". Twenty-nine of them said that their goal from learning English language is"to communicate with people" since it is the first language that people use nowadays. Only (24%) of the learners argued that they learn the English language "to go for further studies". Those results indicate the main goal of the students to learn English language. For the majority of them, getting a diploma in English studies may help them to get a job in the future.

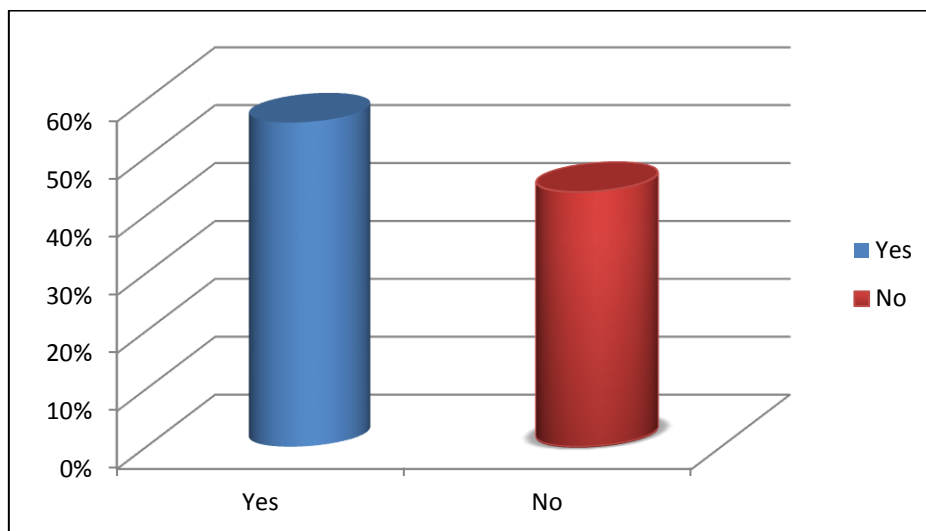**Section Two: Learners' views on writing skill**

Item 03: Do you like writing?

a-Yes

b-No

Options	Number	Percentage
a-Yes	45	56%
b-No	35	44%
Total	80	100%

Table 08: Students' attitudes towards writing

Graph03: Students' attitudes towards writing

The aim of this question is to know students' attitude and reactions towards the writing skill and the written expression courses. Most of them (56%) show interest to writing courses and said that they like writing. Furthermore, (44%) of the population said that they hate this skill. All is due to the way the skill is taught. From those results, we can understand that most of the foreign language students are aware of the importance of writing in English.

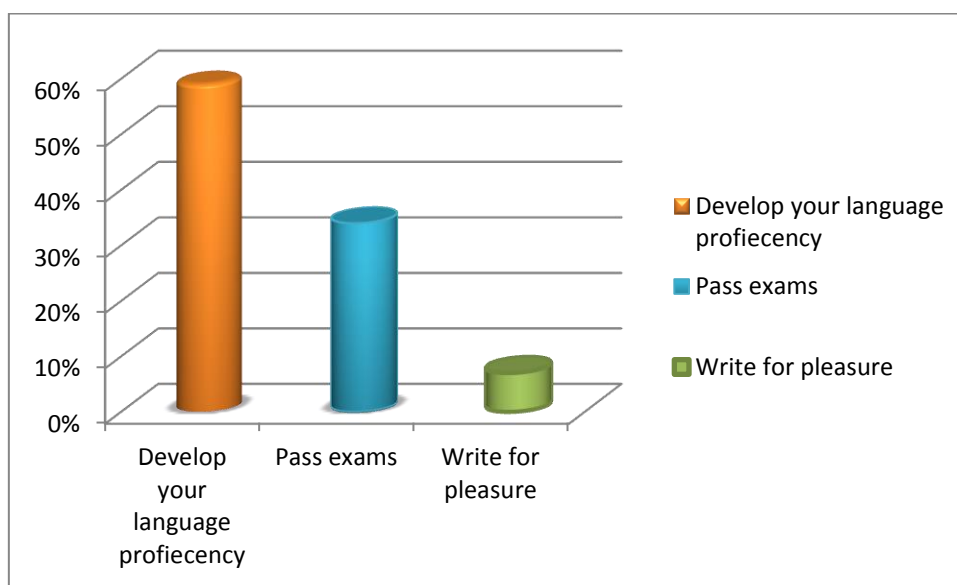**Item 04:** In your opinion, learning writing skill can help you to:

a-Develop your language proficiency.

b-Pass exams.

c-Write for pleasure.

Options	Number	Percentage
a-Develop your language proficiency.	47	59%
b-Pass exams.	27	34%
c-Write for pleasure.	06	7%
Total	80	100%

Table 09: Students' reasons for learning writing skill

Graph04: Students' reasons from learning writing skill

The results in the above table show that (59%) of the students study writing skill because they believe that writing can help them to develop their language proficiency so that they have the desire to develop their vocabulary, spelling and grammar. Only twenty percent (20%) of the students who learn writing to write for pleasure a letters, articles, essays or poems. About eight percent (08%) of students said that they learn the writing skill to pass exam. This means that they learn it in order to get marks rather than improving their writing abilities. As whole, these results indicate that the majority of students are more interested in developing their writing proficiency.
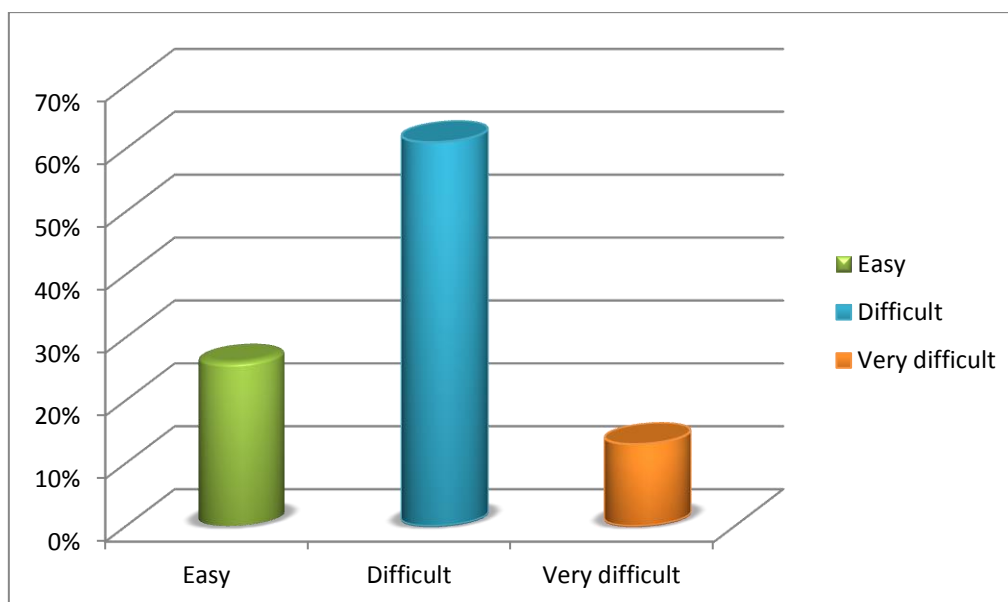
Item 05: According to you, writing is:

a-Easy

b-Difficult

c-Very difficult

Options	Number	Percentage
a-Easy	21	26%
b-Difficult	49	61%
c-Very difficult	10	13%
Total	80	100%

Table 10: The difficulty of the writing skill

Graph05: The difficulty of the writing skill

The table above shows that the majority of the Third year LMD students (61%) believe on the difficulty of the writing skill. Only 13% claimed that writing is very difficult process while 26% agreed that the writing skill is an easy task for them. According to these results, writing is the more complex and difficult skill compared to the other language skills. Byrne (1999: 01) confirmed the results; he stated that writing is "neither an easy nor a spontaneous activity".

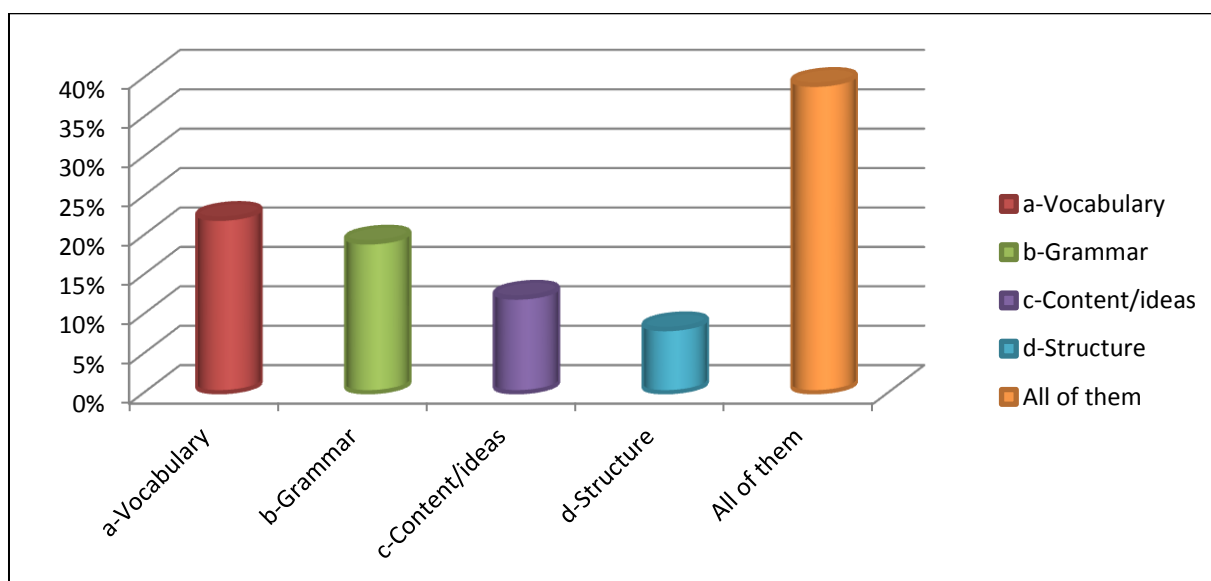**Item 06:** Which aspect do you think is the most difficult to master when writing?

a-Vocabulary

b-Grammar

c-Content/ideas

d-Structure

Options	Number	Percentage
a-Vocabulary	18	22%
b-Grammar	15	19%
c-Content/ideas	10	12%
d-Structure	06	8%
All of them	31	39%
Total	80	100%

Table11 : the difficult aspects to master by students whenwriting

Graph 06: The difficult aspects to master by students when writing

As it is shown in the table above, majority of the students claimed that they have problems in all the aspects previously mentioned (a+b+c+d). 22% of them said that they have problems in vocabulary, 19% of them claimed they have problems in grammar, 12% of the population said that they face only problems in finding ideas, and only 8% of them who face problems with the structure of the piece of writing. The results implies that most of the third year students have problems with all these aspects because of many reasons such as: lack of practice, lack of reading, and even the lack of the desire to write.

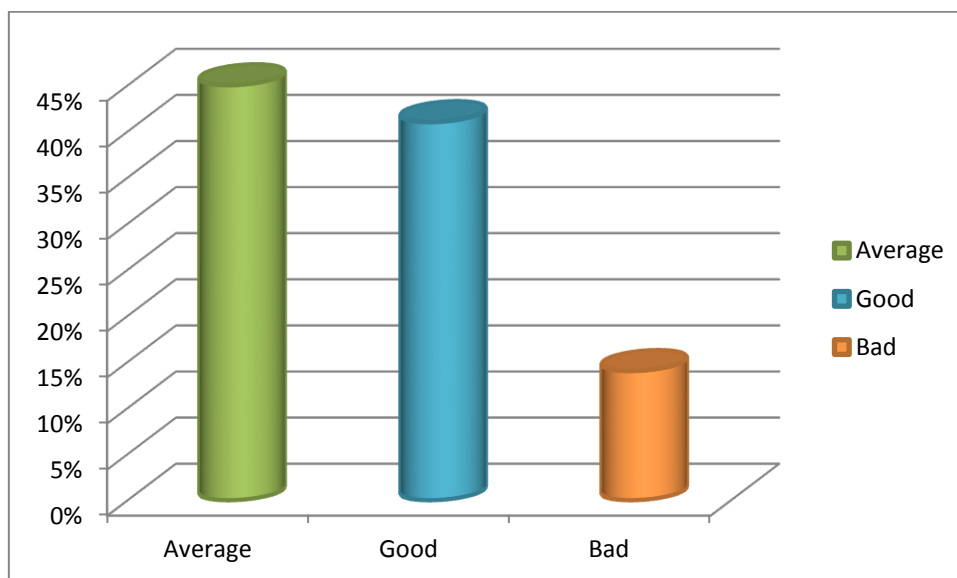**Item 07:** How do you evaluate your level in writing?

a-Average

b-Good

c-Bad

Options	Number	Percentage
a-Average	36	45%
b-Good	33	41%
c-Bad	11	14%
Total	80	100%

Table 12: Students' level in writing

Graph07: Students' level in writing

The results display that the majority of students have an average level in writing with a percentage of (45%). However, thirty four percent (41%) of the population are good in writing while the rest of students believe that they are bad in writing with a percentage of (14%). From these results, we consider that most of students can produce a piece of writing despite the fact that it will contain some weaknesses.

Section three: Learners' perceptions of using the process approach in writing.

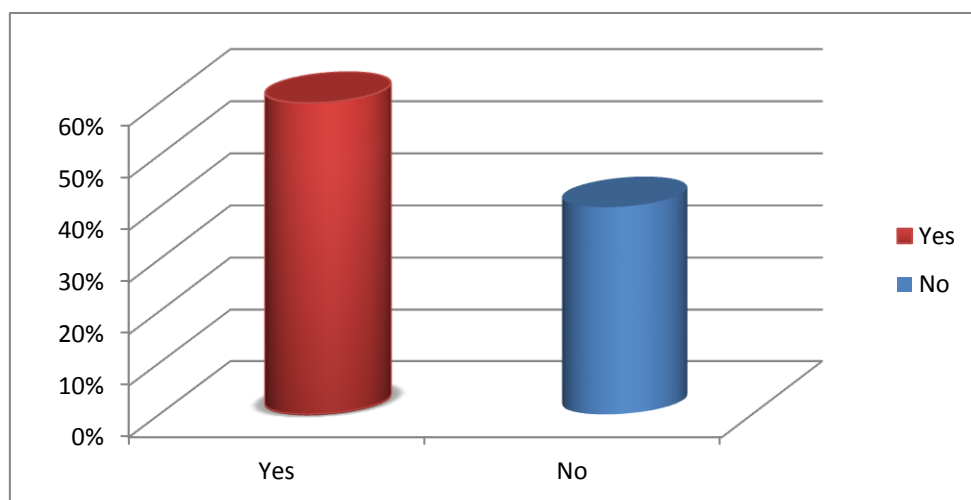**Item 08:** Do you ever use the process approach when writing?

a-Yes

b-No

Options	Number	Percentage
a-Yes	48	60%
b-No	32	40%
Total	80	100%

Table 13: Students' use of the process approach

Graph08: Students' use of the process approach

This question aims to investigate the students' familiarity with the writing process approach. The results in the table above show that sixty percent of the third year students are aware of the process approach (60%), while (40%) of them said "no", they do not use the process approach when they write. According to these results in which the majority of the students said that they are using the process approach, we can conclude that most of the population is familiar with the process approach.

-If « YES », to what extent do you think that it is helpful?

a-Very helpful

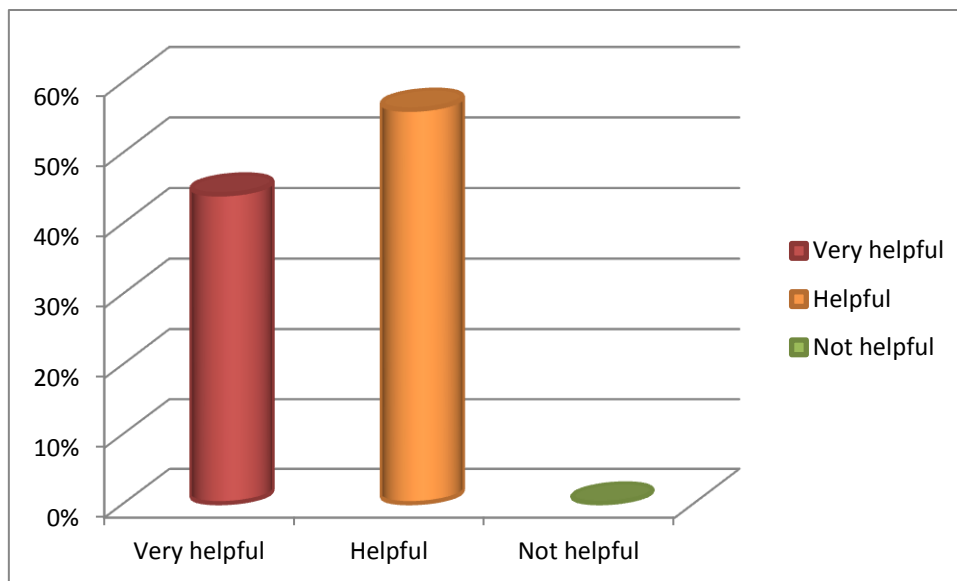b-Helpful

c-Not helpful

Options	Number	Percentage
a-Very helpful	21	44%
b-Helpful	27	56%
c-Not helpful	00	00%
Total	48	100%

Table 14: Helpfulness of the process approach

Graph09: The degree of helpfulness of the process approach

As the table above displays, most learners (56%) agreed that it is helpful to use the process approach in writing. 44% of them said that the process approach is very helpful in writing and none of them said that it is not helpful. This result indicates the usefulness of the process approach as what Nunan (1983) suggested. He claimed that the process approach is" an approach to writing pedagogy that focuses on the steps involved in drafting and redrafting a piece of work. Learners are taught to produce, reflect on, discuss and rework successive drafts of a text" (p. 312).
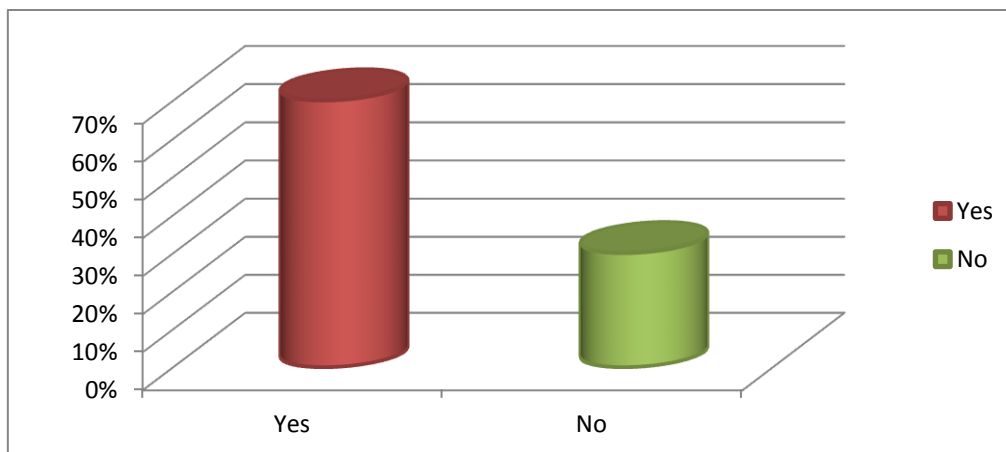
Item 09: Do you follow the sequence of planning, drafting, editing, revising, and re-writing when you write?

a-Yes

b-No

Options	Number	Percentage
a-Yes	56	70%
b-No	24	30%
Total	80	100%

Table 15: Following the stages of the process approach

Graph 10: Following the stages of the process approach

From the table above, the majority of students (70%) said that they follow the sequence of planning, drafting, editing, revising and re-writing. In the other side, thirty percent (30%) of the targeted population said that they do not follow these stages. From those results, we find that most of the students are aware of the importance of these stages and their effect on their writing.

Item 10: Which stage in the writing process takes more time?

a-Pre-writing

b-Drafting

c-Revising

d-Editing

e-Re-writing

Options	Number	Percentage
a-Pre-writing	37	46%
b-Drafting	30	38%
c-Revising	05	06%
d-Editing	08	10%
e-Re-writing	00	00%
Total	80	100%

Table 16: The difficult stage in the writing process
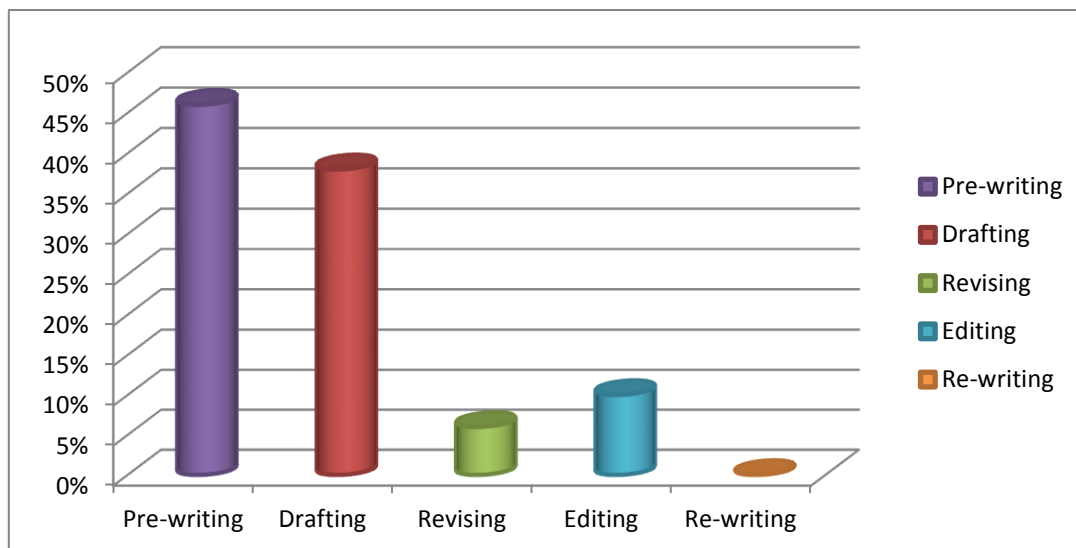
Graph 11: The difficult stage in the process approach

The results show that most of the students (46%) consider the pre-writing stage as the one who takes more time in the process of writing because when they are about to start the writing process they need to gather information and collect data about the subject of writing, they need more time as well to organize them in comprehensible plan. (38%) of students said that the drafting stage also takes time, six percent (06%) of students believe that revising stage can take more time. Also, about (10%) students think that the editing stage takes more time. However, no one said that the final stage requires more time than the other stages. These results go in the same direction with what Brown (2003) argued about pre-writing stage that it has to take more time on the basis that it is where to decide about the audience and the purpose. He claimed "how long you spend on this preparation, and what you do, largely depends on your reader, your purpose, the content and the writing situation" (p. 7).

Item 11: What are the techniques you are using in pre-writing stage?

a-Listing

b-Mapping

c-Clustering

-If there are others, mention them:

Options	Number	Percentage
a-Listing	29	36%
b-Mapping	39	49%
c-Clustering	12	15%
Total	80	100%

Table 17: Techniques used to generate ideas
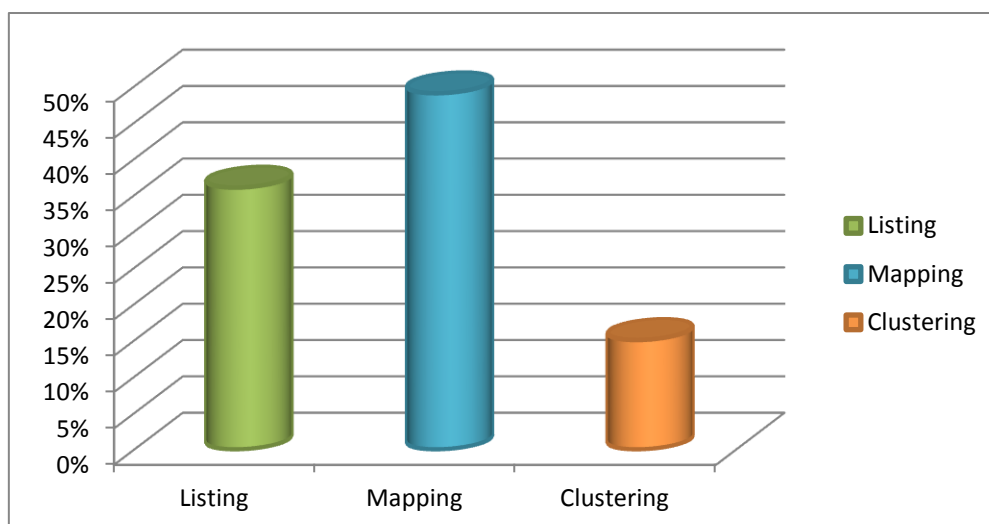
Graph12: Techniques used to generate ideas

The table above shows that (36) of the students are in favor of using listing as a technique to generate ideas. (49%) of them use mapping and only (15%) use clustering. However, no one of them adds more techniques such as free writing. The results confirmed the importance of the pre-writing techniques and the help they give to the learner in generating ideas at first and to write a composition in general.

Item 12: What are the reasons behind using these techniques?

a-They give the opportunity to add or delete ideas.

b-They help to know the amount of information the student had about a topic.

c-They do not take time.

d-Writing will be easier when using them.

-If there are other reasons, mention them

Options	Number	Percentage
a-They give the opportunity to add or delete ideas.	20	25%
b-They help to know the amount of information the student had about a topic.	24	30%
c-They do not take time.	06	07%
d-Writing will be easier when using them.	15	19%
e-All of them	15	19%
Total	80	100%

Table 18: The reasons behind the use of the techniques in pre-writing stage
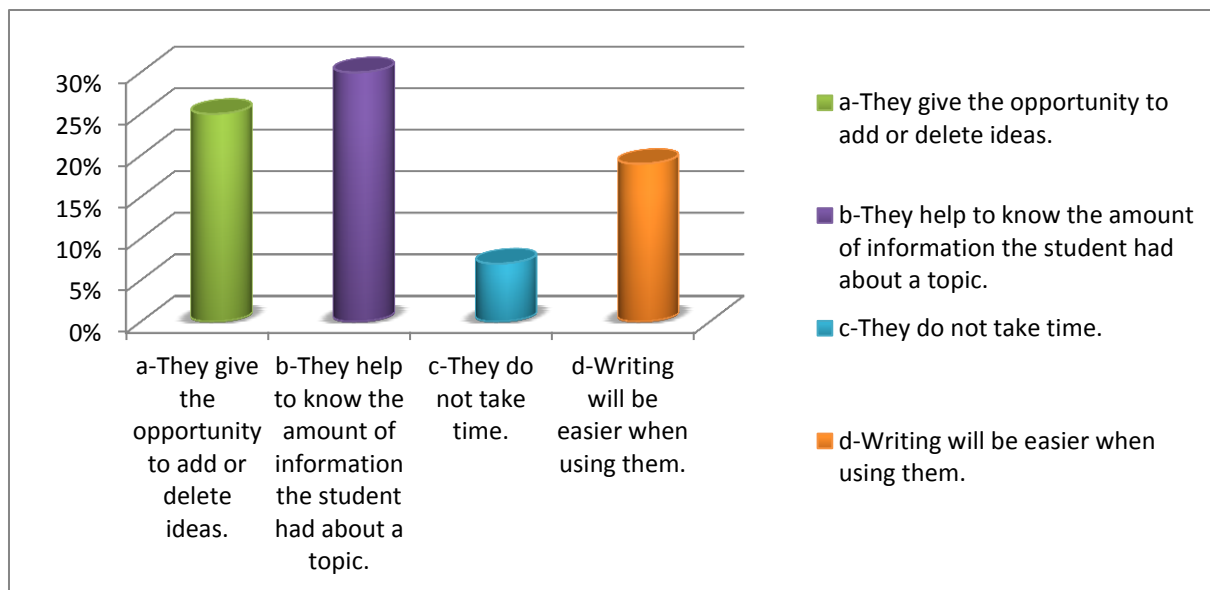
Graph 13: The reasons behind the use of the techniques in pre-writing stage

As it is mentioned in the table above, most third year learners (30%) use pre-writing techniques because they help to know the amount of information the student had about a topic. 25% said that those techniques give the opportunity to the learner to add or delete ideas. Only 7% of the students use these techniques because they save time while 19% mentioned all the reasons together, they select them all. However, no student adds an extra reason in the blank space for other reasons. The results indicate the importance of the pre-writing techniques in helping the students to write.
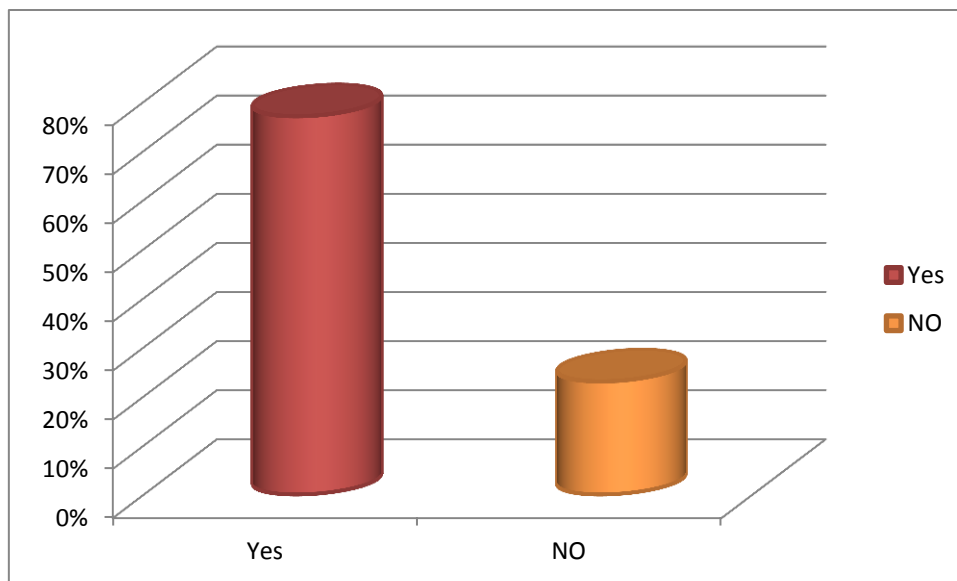
Item 13: Do you pay attention to spelling, grammar and punctuation mistakes when writing your first draft?

a-Yes

b-No

Options	Number	Percentage
a-Yes	62	77%
b-No	18	23%
Total	80	100%

Table 19: Paying attention to grammar and spelling mistakes when drafting

Graph 14: Paying attention to grammar and spelling mistakes when drafting

The table above shows that the majority of learners can not ignore grammar, punctuation, and spelling mistakes. 77% of the third year students said that they pay attention to grammar and spelling mistakes when they write their first drafts. Only 23% of the population said"no", they do not pay attention to this kind of mistakes. This result indicates that most of the third year learners focus more on grammar and spelling when they write their first drafts rather than focusing on the flow of ideas. This result goes opposed what researchers advised to focus on when drafting for the first time. Johnson (2008) argued that "drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality "(p. 179). Brown as well confirmed the view that while drafting, students should focus on ideas rather than grammar accuracy. Brown (2003) "the most important thing here is to get words on paper. It is not time to worry about spelling, grammar, punctuation or the best wording" (p. 14).

Item 14: Do you think that your level in writing will be improved if you are really involved in the process?

a-Yes

b-No

Options	Number	Percentage
a-Yes	69	86%
b-No	11	14%
Total	80	100%

Table 20: Improving writing through the use of the process approach
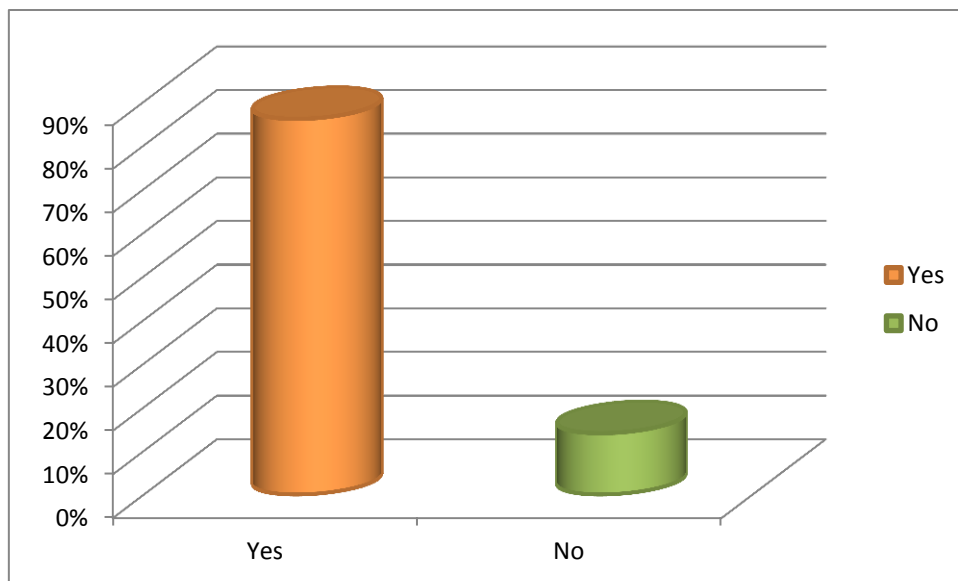
Graph 15: Improving writing through adopting the process approach

As it is mentioned in the table above, the majority of the third year LMD learners believe that the use of the process approach help them to improve their writing performance. 86% of the students said "yes", their level of writing will be improves when they involved in the process. Only 14% said "no", their pieces of writing will not be improved using the process approach. This result indicates the significant role of the process approach in developing learners' writing performance and this is what researchers agreed on. According to Tribble (1996), the process approach has a different focus than the traditional approach; it emphasizes more on the creativity of the individual and to the development of good writing practices rather than the imitation of model.

VI. Findings and Discussion

The analysis of the data collected using the three research instruments result to the following findings:

First of all, the analysis of the observation conducted with Third year students through a prepared checklist ends to several results:

-The teacher created on the first of each session friendly atmosphere of learning.

-The selection of topics was in accordance with students' interest as a motivating technique to make the writing process easier for them.

-Few learners were brainstorming and generating ideas using different techniques such as listing and mind mapping, they spent time in writing, revising, and correcting their errors with their teacher with whom they engaged positively.

-Most of the students ignore the pre-writing stage. They start drafting directly.

-Most of students could not ignore punctuation, grammar, and spelling even they write first draft.

-Learners still make a lot of mistakes when they write due to the lack of reading as well as practice.

-The teacher focuses on the following of sequence of the stages of the writing process.

-The teacher uses different writing tasks which are effective in promoting students' capacities and proficiency.

Secondly, the results revealed from the teachers' answers indicate the following:

-Most of the teachers are experienced in teaching English and they adopt the process approach as a main approach in teaching writing.

-All teachers agreed that reading and writing concurrently make good writers.

-The teacher's main role in writing is acting as guider and facilitator.

-The process approach has an effective role in teaching and developing students' writing skill positively.

-Teachers are aware of their students weaknesses and they are trying to help them as possible as they can.

-The teacher's feedback plays a significant role in improving learners' writing performance.

Thirdly, the analysis of the students' questionnaire reveals that

-The writing process approach has a positive role in developing students' writing abilities.

-The majority of the third year students are aware of the difficulties they face in writing.

-Most of students participate in the writing expression courses in order to enhance their writing capacities, develop their language proficiency, and overcome their problems such as poor vocabulary, grammar structures, and the difficulty in generating ideas.

-Learners are aware of the importance of the process approach to improve their writings.

-They are aware of the stages of the writing process approach which help them in developing their writing skill and the difficulties they have in following the steps.

-They use different writing techniques to generate ideas.

-Pre-writing is the most important stage and the difficult one for learners.

Conclusion

To conclude this chapter, the obtained results from the data gathering tools show that the process approach is an effective approach to develop students' writing skill. The analysis of the gathered data revealed that the process approach has positive impact on students' writing proficiency. It helps the students to develop their writing abilities because of its different stages in which the students revise and modify what they write in order to evaluate and improve their piece of writing. Moreover, from the findings, both students and teachers are interested in using the process approach. All in all, the positive results affirm that the process approach has an effective role in teaching and developing the students' writing abilities.

Suggestions

On the basis of the results gathered from the present study, the following suggestions can be helpful for better implementation for the process approach:

-Teachers should adopt the process approach in their writing expression classes for better writing achievement.

-Teachers should know the right way of implementing the process approach.

-Teachers should deal with different ways of involving their learners in the main stages of the process approach.

-Students should have enough time to produce effective composition following the stages of the process approach.

-Students should first learn about the process approach before moving to practice.

-Students have to take into consideration the reasons behind the difficulties they face in generating ideas.

-Students have to practice writing more outside the classroom due to the time allocated for the session in order to enhance their level in writing.

-Group work is one helpful way for students to generate ideas during the pre-writing stage.

-Collective brainstorming and mind mapping are two useful ways to gain time in pre-writing stage.

-Providing learners with checklists for correcting mistakes in the revising and editing stages can help them to produce effective composition.

-Providing feedback between the stages of the writing process will be more useful than the one done when students hand their compositions to be marked.

-Varying form and use different text types will stimulate learners to write.

-Make the writing tasks more creative and use different techniques as role play will motivate learners and help them in generating ideas.

General conclusion

The present study aims to investigate the role of the process approach in improving learners' writing performance. Its main objective is to investigate both teachers and learners views on the use of the process approach to develop the writing performance. This research focused on descriptive research methodology. It relied on an observation check list, students' questionnaire and teachers' interview as data collection tools. The selected population was third year LMD students in the department of English at Khenchela University.

This research includes two main chapters. The first chapter is the literature review; it was divided into two sections. The first section dealt with the writing skill, while the second section was mainly concerned with the process approach as one way to develop the writing skill. The objective of this chapter was to highlight to the role of the process approach in teaching writing among other approaches to teaching writing. Furthermore, the second chapter which is the field work, it presented the data gathering tools which I attempted to analyze and discuss. The main aim of this chapter was to realize the different point's views of third year LMD students and teachers of writing expression modules at English department about the process approach and writing skill. This chapter also presented that the results indicates that the process approach can help the students to develop their written production.

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Appendices

Observation Guideline

Date of observation:

Level:

Number of students in the class:

Time duration of the session:

Time duration of the observation:

1-Teacher:

Stages of the process approach introduced by the teacher:

	Pre-writing	Drafting	Revising	Editing	Publishing
Not-observed					
Partially-observed					
Well-observed					

-Is the teacher employing cooperative /collaborative writing activities?

…………………………………………………………………………………………………
…………………………………………………………………………………………………..

-Does the teacher provide the students with check list for revising and editing?

…………………………………………………………………………………………………..
…………………………………………………………………………………………………

-Does the teacher help the students when they write and give them comments/feedback?

…………………………………………………………………………………………………
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2-Students:

Stages	Procedure	Yes	No	Observation
Pre-writing	-They brainstorm and generate ideas before they write.			
	-They use charts, maps…			
	-They outline before they write.			
	-They have a purpose/they are aware of the message to be conveyed.			
Drafting	-They rely on the outline.			
	-They pay attention to grammar, Punctuation and spelling mistakes.			
	-They focus on accuracy.			
	-They focus on fluency.			
Revising and Editing	-They re-read what they write.			
	-They add or delete parts.			
	-They select better words.			
	-They focus on ideas/structure.			
	-They complete unfinished ideas.			
Publishing	-They write the final version.			
	-They check minor errors.			

Students'reaction to the writing process:

-How are they engaging in the class writing activities ?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………………….

-How do they interact with the teacher?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Teacher's Interview

01-How long have you been teaching written expression module?

02-What do you think should be the teacher's role in writing classes?

03-Is writing an easy task for university students?

04-Do you think that time allocated for written expression is sufficient?

05-How is your students' general level in Writing?

06-What are the aspects that your students have problems with when they write?

07-According to you, good writing is related to?

08-Which skill contributes to develop writing ?

09-Which approach do you adopt in the teaching of writing?

10-What do you think about the use of the process approach to develop learners' writing performance?

11-Do your students follow the stages of the process approach when writing?

12-Which stage is the most difficult for your students?

13-What techniques do they use or do you ask them to use for generating ideas?

14-How do you evaluate the use of the process approach?

15-Do you provide your students with a feedback? What techniques are you mostly used?

Student's Questionnaire

Dear students,

This questionnaire aims to investigate the role of the process approach to improve learners' writing skill, in addition to finding out learners and teachers' views on the use of this approach. We would appreciate your collaboration if you could answer this questionnaire. Please tick the appropriate answer or make a full statement when necessary.

Section one: General information

1-Gender:

a-Male ☐

b-Female ☐

2-What is your goal from learning English language?

a-To get a job ☐

b-To communicate with ☐

c-To go for further studies ☐

Section two: Learners' views on writing skill.

3-Do you like writing?

a-Yes ☐

b-NO ☐

4-In your opinion, learning writing skill can help you to:

a-Develop your language proficiency ☐

b-Pass exams ☐

c-write for pleasure ☐

5-According to you, writing is:

a-Easy ☐

b-Difficult ☐

c-Very difficult ☐

6-which aspect do you think is the most difficult to master when writing?

a-Vocabulary ☐

b-Grammar ☐

c-Content/Ideas ☐

d-Structure ☐

7-How do you evaluate your level in writing?

a-Average ☐

b-Good ☐

c-Bad ☐

Section three: Learners' perceptions of using the process approach in writing.

8-Do you ever use the process approach when you write?

a-Yes ☐

b-No ☐

-If "yes", to what extent do you think that it is helpful?

a-Very helpful ☐

b-Helpful ☐

c-Not helpful ☐

9-Do you follow the sequence of planning, drafting, editing, revising and publishing when you write?

a-Yes ☐

b-No ☐

10-Which stage in the writing process takes more time?

a-Planning ☐

b-Drafting ☐

c-Revising ☐

d-Editing ☐

e-Publishing ☐

11-What are the techniques you are using in pre-writing stage?

a-Listing ☐

b-Mapping ☐

c-Clustering ☐

12-What are the reasons behind the use of these techniques specifically?

a-They give the opportunity to add or delete ideas. ☐

b-They help to know the amount of information the student had about a topic. ☐

c-They do not take time. ☐

d-Writing will be easier when using them. ☐

-If there are other reasons, mention them: …………………………………………………

13-Do you pay attention to spelling, grammar and punctuation mistakes when writing your first draft?

a-Yes

b-No

14-Do you think that your level in writing will be improved if you are really involved in the process?

a-Yes

b-No

Thank you for your collaboration.

ملخص

تعتبر الكتابة من أهم المهارات في تعلم و تدريس اللغة الإنجليزية، بيد أن الكثير من الطلبة يجدون صعوبة فيها. تهدف هذه الدراسة إلى تبيين مدى أهمية منهج الكتابة في تطوير قدرة الطالب على الكتابة بنحو أفضل. كما تهدف أيضا إلى الإشارة إلى مدى فاعلية الخطوات المتبعة في هذا المنهج التعليمي للكتابة بجامعة عباس لغرور خنشلة. لتحقيق ذلك تم إجراء ملاحظة لحصة التعبير الكتابي للسنة الثالثة ليسانس تخصص لغة انجليزية، واستبيان لطلبة السنة الثالثة كما تم القيام بمجموعة مقابلات لأساتذة التعبير الكتابي بقسم اللغة الإنجليزية.

بينت غالبية الآراء المتحصل عليها باستخدام كل من الاستبيان و المقابلة و الملاحظة أن للمنهج دور فعال في تحسين و تطوير مهارة الكتابة لدى طلبة السنة الثالثة ليسانس بقسم اللغة الإنجليزية جامعة عباس لغرور خنشلة.