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**Motivating Students to Adopt the Process Approach to Writing in an
EFL Setting: The Case Study of Second -Year L.M.D**

Students of English

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

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Dedication

In the name of Allah, the Most Beneficent, the Most Merciful

*First of all, all praise be to Allah Almighty for his blessing, for the courage, the power
and the patience He gave to me to pursue and to finish this work.*

To the love, the moonlight and the sunshine of my life

*To my mother and father Thank you for everlasting love, caring and
sacrifices*

To my brothers: Amine, Tarek, Imad Eddin and Wail

To my lovely sister Imene for her constant encouragement, support and care

*I owe my deepest gratitude to my dearest friend Besma for her extraordinary support, help
and care.*

Diaa El hak

Dedication

I dedicate this work:

To my dear father

To my beloved mother

To my dear sisters and precious brothers

To all my family and friends

To all the people who gave me support and help.

Without forgetting my precious friend "Fatah".

Fares

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LIST OF ABBREVIATIONS

L2: Second Language

EFL: English as a Foreign Language

ELLS: English Language Learners

Q: question

%: Percentage

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Abstract

In this research, our core purpose is to make students more aware and motivated to adopt the process approach to develop their aptitude in writing. The aim is to check whether the students' writing production would be improved when they adopt the process approach. Students should be made aware of the writing process as an extensive act which entails different stages and not as a product of thoughts and accurate use of grammar and vocabulary. The use of the process approach leads to the effective use of writing techniques that permit them to mind up what to write, how to write, and evaluate written productions. It is by the means of two questionnaires given to both teachers of written expression and Second Year students from the Department of Languages at Mila University that we investigated our hypothesis. The findings gathered during this study confirm the set hypothesis that students demonstrate more motivation to write via adopting the process approach. The use of this approach proved to increase English Learners' motivation and to improve their written productions at the same time.

General Introduction

Learning any foreign language entails mastering four main skills: listening, speaking, reading and writing. Writing stands as a skill that many students endeavor to master. Writing, in general, is the system of writing symbols which represent the sounds, syllables or words of language with different mechanisms, capitalization, spelling and punctuation, word form and function. Through writing, people share ideas and feelings, and they can also persuade and convince others. People may write for personal entertainment or for some other purposes. Generally, writing is very important because communication is transmitted more through writing than any other type of media. Students, therefore, need effective writing skills to meet their academic needs and workplace requirements.

Scholars consider that the ability to write is the most difficult skill to acquire because writing is a fragment of our daily life. Accordingly, more and more teachers in universities and academic institutions are using the process approach as the newest method instead of traditional approaches. A major element of process approach is to make students aware that writing is often a process of discovery in which ideas are generated and not just transcribed. The process approach is a learner-centered one in which the student's needs, expectations, goals, learning styles all skills are taken in consideration.

However, aside from adopting a suitable approach, Teachers should also motivate, inspire and encourage their students until they acquire good writing skills. This can be done by creating a healthy atmosphere and providing instructions during writing processes.

1. Statement of the Problem

Like other teachers of writing in EFL (English as a foreign language) setting, the teachers of written expression at Mila University have been concerned about creating motivating atmospheres for their students. Motivation is undoubtedly a crucial element in the whole teaching-learning process. Its role in writing classes is no less important. Therefore, the teachers of written expression at Mila University have been adopting many teaching methods and approaches in order to meet the learners' needs and expectations and to reach satisfactory levels in writing. These approaches vary from the old method which is "translation method" to the so called "modern approaches" including the process approach to writing. This approach has been an important yet sometimes a contentious concept in both first language and English as a foreign language writing classes as it seeks to construct learners' writing competences through adopting multi-stage writing; each of the stages has different aims and techniques whether this approach motivates students to write in a better way or not is the main concern of the present study.

2. Aim of the study

A lot of learners have poor achievement regarding planning and structuring a good piece of writing. Many researches in the field of writing attribute such writing problems to a lack of motivation to write in the first place.

Therefore, the main objective set for this research is to investigate whether the second year LMD students at the department of English at Mila University demonstrate more motivation to write via adopting the process approach or not and whether using this approach can improve English Learners' written production.

3. Research Questions

The following research seeks to find answers to the following questions:

- 1-What are the reasons behind the problems which face the students in writing?
- 2- To what extent does adopting the process approach to writing motivate the students to write?
- 3- To what extent does adopting a process approach to writing help the students overcome their writing problems and exhibit good performance?

4. Hypothesis

In the light of the above-mentioned research questions, the following hypothesis is raised:

EFL learners would show more motivation towards the use of the process approach as the appropriate approach which enhances their written production, following its various stages.

5. Means of Research

To validate the prior mentioned hypothesis two main questionnaires are administered; one to second-year learners, and the other to teachers. The learners' questionnaire is distributed to a sample of sixty-two (62) second-year learners chosen randomly. The teachers' questionnaire is delivered to ten (10) teachers of written expression module at Abdelhafid Boussouf Mila University.

6. Structure of the Research

The present study consists of two chapters. The first chapter, entitled theoretical background, contains three main sections. The first section is devoted to the writing skill and it includes: the definition of writing, the nature of writing, the importance of writing, learners' writing problems, types of writing, elements of writing and approaches to teach writing. The second section provides deep insights into the process approach to writing. It contains different overviews of the process approach, its definition, models and stages. The final section of the theoretical background is devoted to motivation. It tackles its definitions and types in addition to the relationship between motivation and the process approach to writing which is the gist of the present study.

The second chapter is devoted to the analysis and the interpretation of the questionnaires; it contains a detailed analysis of the data obtained from the students' questionnaire and the teacher's questionnaire. Some conclusions are to be drawn and some recommendations are to be made at the end.

CHAPTER ONE

THEORITICAL BACKGROUND

Introduction

Writing is an activity that is often done by people, including students. Writing is not only the activity of arranging the words into a sentence or sentences, but also has the meaning of pouring the ideas in a form of script. The students need to be able of writing, because it is viewed as the most important and the most sophisticated compared with other skills: listening, speaking and reading.

Writing is considered as a very important and central skill in the field of Applied Linguistics. However, many students in different academic settings consider it as a cognitively complex skill. Due to the complexity of this skill, it is difficult for learners to master all aspects of writing, thus, they do not produce good texts: paragraph, essays, etc. Since writing is a basic skill in language leaning, many approaches appeared to provide the appropriate solution to learners' problems with writing. One of these approaches is the process approach which considers writing as a recursive action as well as a set of stages that need to be followed. This chapter is divided into three sections. In the first section, we are going to deal with the writing skill. The second section is about the process approach with its stages and models as well as experts' overviews about this approach. The last section of this chapter deals with motivation and its relation with the process approach.

Section One: The Writing Skill

1.1. Definition of Writing

The writing skill is an important part of communication. “writing is the expression of feelings, thoughts, desires, and plans in black and white” (Akkaya & Kirmiz, as cited in Ghlolaminejed, Moinzadeh, Youhanaee, & Ghobadirad, 2013, p. 138). In the process of teaching and learning, writing plays a significant role through which learners can be assessed. It is considered as the most difficult among four major skills of English language i.e. listening, speaking, reading and writing. It is the process of transforming thoughts and ideas into written communication.

Some scholars argue that writing refers to some external and mental efforts and it is more important than speech. Harmer (2004, p. 31), for example, states that in writing, “students frequently have more time to think than they do in oral activities; they can go through what they know in their minds; and even consult dictionaries, grammar books, or other references to help them”. Nunan (2003, p. 88) claims that writing is the mental work of inventing ideas, thinking about how to express them and how to shape them into statements and paragraphs that will be clear to the reader. Suparno and Jonah (2006, as cited in Sipayung, 2016) argue that writing is a series of ongoing activities which contain several phases: the preparatory phase, the content development and review, as well as revisions or improvements posts. Moreover, writing can be used as an indirect means of communication to others to convey information Jonah (2006, cited in Sipayung, 2016). It is not easy to write because writing should be able to produce something new and can give an idea or ideas to the readers through writing.

According to Ghaith (2002) writing is a process, but describes it as a complex one since it allows writers to explore thought and ideas, and make them visible and concrete on the piece of paper. Writing, thus, gives a unique opportunity to explore and communicate ideas. Writing is a complex process which passes through some steps in order to reach its purpose.

Crystal (as cited in Rao 2019, p. 10) claims that “Writing is a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression”. In the same vein, Rao (2019, p. 10) believes that “in the process of writing in English, the ELLs (English Language Learners) should get mastery over the graphic system of the English language, the grammatical system and the selection of appropriate vocabulary that is relevant to the context”. So, the writing skill requires a good acquaintance of the syntax of the English language and the use of the appropriate terms which are relevant to the target topic.

According to Richards and Schmidt (2000), writing is seen as a result of complex processes of planning, drafting, reviewing and revising. Moreover, Potato (1980, p. 88) states that writing “is a visible representation of thoughts and ideas using symbols of the writer’s language system for the purpose of communication or recording” (as cited in Wyatt-Smith, Elkins, & Gunn, 2011, p. 213). Rao (2019, p. 10) claims that “writing is the graphic representation through symbols, i.e., letters”. Therefore, writing is a tool of expressing ideas, giving information and transforming messages through symbols and signs.

1.2. Nature of Writing

Writing is often associated with making use of graphic symbols, which is the basis of the production of speech. However, the production of any written work requires not only using these symbols, but also devising sentences and ordering them in a cohesive way. The activity of writing is usually neither easy nor spontaneous. Sometime writing comes easily if we are in the right mood' or have a clear and maybe importunate need to express something. However, as rule it involves some conscious mental effort that enables us to combine and arrange sentences. It is also likely that writing is recurred many times by drafting and revising before its accomplishment (Byrne, 1988).

For that reason, Halliday (1989) maintains that unlike speaking, writing is not to be considered as an intrinsically acquired ability or restricted to a person's capacity. Despite this fact, Writing has been neglected by major linguists like Saussure and Chomsky, with the idea that written language is only the output of the spoken language (Brookes & Grundy, 1988). However, there are many differences between speaking and writing that disproves this idea.

Byrne (1988) distinguishes between speech and writing in certain criteria. First, speech occurs in a context with clear references, whereas writing creates its own context in an explicit way. Second, regarding the audience, in speech there is a constant interaction between the speaker and listener, their roles can be interchanged. However, in writing, there is no possibility for the interaction since the reader is not always nearby and not always known to the writer. Moreover, in speech, what is said is transitory i.e. reserved for that specific moment in time. while what is written is can be reared when necessary, which makes it permanent.

1.3. Importance of Teaching Writing

Writing is one of the central pillars of language learning and one of the significant segments of education. It is also one of the fundamental language skills which has given an important contribution to foreign language learning (FLL). It is described as a graphic system used for interaction as stated by Crystal (1995, p. 257): “Most obviously writing is a way of communication that uses a system of visual marks made on some kind of surface”. Teaching writing therefore plays an important role in measuring learning dimensions and in the learning process of English as a foreign language (EFL), so that it takes the highest degree in any instructions. According to Harmer (2007, p. 112), “writing gives students more ‘thinking time’ than they get when they attempt spontaneous conversation”. The indispensable reason for learning writing is its close relationship to thinking.

First of all, writing skills help the learners to practice and reinforce the language. They become more independent, creative, fluent and comprehensible which help them to mentally tackle the message in a proper manner. Second, when learning writing, students develop skills of spelling, forming sentences, using punctuation, coherence and cohesion. In addition, writing reinforces the grammatical structures and vocabulary that students had before. Finally, teaching writing helps learners to make logical and persuasive arguments, foster communication, promote linguistic growth and feel less stressed by committing mistakes since it increases learners’ self-confidence.

The importance of teaching writing can be observed in the ways in which the writing skill promotes the development of language proficiency. Besides, teachers should adopt a writing pedagogy that explicitly trains students to develop their writing skill. They should continually provide a wide range of tasks and activities that are conducive to good writing.

Therefore, the importance of the writing skill in the teaching learning field should never be neglected. In this direction, the following quote illustrates more the value of this skill:

Writing is a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts. Writing shapes their perceptions of themselves and the world. It aids in their personal growth and in their affecting change on the environment. Students are often unaware of the power of the written word yet the written word enables the writer perhaps for the first time to sense the power of language to affect another through using, selecting and rejecting arranging and rearranging language, the student comes to understanding how language is used.

(Greenberg & Rath 1985, p. 12)

1.4. Types of Writing

Writing is a communicative skill through which the writer pursues to inform, persuade, or describe his thoughts to the reader. The purpose of the writer defines the type of writing. Therefore, writing can be one of five types depending on the purpose which underlies writing these types are: expository, persuasive, descriptive, narrative and creative writing.

1.4.1. Expository Writing

It is the type of writing in which the writer explains, defines or informs the subject to the reader. In this type of writing, the writer provides facts about a certain topic. According to Kane (2000), written production must be logically constructed. In the same vein, Davidson (2009) claims that, due to the importance of the order of the events, expository writing requires thought and careful planning. Since it deals with facts only, the writer remains

objective without the interference of his personal opinion. Kane (2000, p. 7) states that “exposition reveals what a particular mind thinks or knows or believes”.

1.4.2. Persuasive Writing

It is known as “argumentative writing”. Persuasion seeks to alter the way readers think or believe. It deals with controversial topics providing evidence in a form of argument Kane (2000). Along the same lines, Frederick (2011, p. 3) defines it as “any writing which aims to get a result”. In this type of writing, the writer attempts to convince the reader that his point of view is efficient. As McCarthy (1998,) points out, in a persuasive writing, the writer provides reasons for holding his/her point of view on a certain subject. The writer often supports his point of view by giving logical arguments to influence the reader. Persuasive writing is used mostly in advertisements.

1.4.3. Descriptive writing

Descriptive writing allows the reader to visualize the place, people and the events being described. Fiderer (2002, p. 17) states that, “descriptive writing gives a clear picture of a person, place, object event or an idea. Details for descriptive writing comes from the writer senses: smell, touch, hearing and sight”. Null (1998) agrees that using the five senses in description is essential for creating good descriptive texts. As such, writing involves a great deal of visual words and it is filled with much details. While reading a descriptive writing, the reader can imagine or paint a picture of the events described in his mind. In this type of writing, the writer often uses metaphors, simile and symbols.

1.4.4. Narrative Writing

Purba (2018) defines narrative writing as “a story that is created in a constructive format (written, spoken, poetry, etc) that describes a sequence of fictional or non-fictional events” (p. 29). In other words, it is a type of writing in which the writer tells a story, it can be a real or fictional story. In the same line, Hyland (2009) believes that narratives are often imaginative; however, it can be built on real events. It usually consists of a plot, characters and a setting. According to Richards (2000), the main aim of narrative writing is to amuse the reader. Hence, the word choice, the tone and the chronological order make the narrative writing fun and real like.

1.4.5. Creative Writing

It is a type of writing in which thoughts, feeling or emotions are transformed into a creative written work. “Creative writing, a form of artistic expression, draws on the imagination to convey meaning through the use of imagery, narrative, and drama” (“creative writing”, n.d.). Moreover, Dawson (2005) believes that creative writing is a synonym of literature as well as published works of fiction, poetry and drama. The main purpose of the creative writing is to entertain and educate the reader or to express one’s ideas. Poetry, novels and short stories are often categorized as creative writing. According to Dev, Marwah, and Pal (2008), “creative writing is associated with originality of thought and expression. A gloss on creative in Oxford Advanced Learner’s Dictionary of Current English (Sixth Edition) explains creative writing as “writing stories, plays and poems” (p. 9).

1.5. Elements of Writing

According to Starkey (2004), an effective piece of writing is one that is organized, clear, and coherent, with accurate language and effective word choice.

1.5.1. Organization

The organization of a piece of writing plays a crucial role in helping the readers to better understand what the writer intended to say willingly and clearly. Starkey (2004, p. 2) claims that “the direction and purpose you get from organization helps your reader to believe what you are saying, and to willingly follow your lead”. In other words, organization is a key element in writing as it helps the writer to convince the reader, and, consequently, to have control over him and lead his mind excitedly. Organization of the text is the first step before even starting writing. The writer should draw a map for his work and organize his thoughts that are included in his composition. Freewriting, and brainstorming strategies are necessary for a well-structured written text. LearningExpress(2008, p. 73) points out: “Brainstorming is one of the best techniques for getting your brain (and your pen) started on an assignment”. Whereas, Freewriting “is the practice of writing continuously (usually in a timed session of about five or ten minutes), without delays to correct spelling, grammar, or sentence structure.” LearningExpress (2008, p. 83). According to Chelsa (2006), Creme and Lea (2008), Galko (2002), and Learning Express (2008) brainstorming, free writing and listing are effective techniques that enable the writer to gather and organize his ideas about the topic.

1.5.2. Clarity

“Clarity refers to the ability of readers to easily comprehend the intended meaning of the words that someone has written on a page” (Rodgers 2012, para. 2). In the same lines, Harris (2017) emphasizes that the heart of good writing is clarity which allows the reader to have an accurate understanding of the writer’s ideas. Since the main purpose of any writing is to convey information as the writer intended, clarity is a fundamental key in writing. Learning how to be a clear and accurate writer will help make your essay readable, and will guarantee that those who read it understand exactly what you mean to say (Starkey, 2004). Learners shall master how to be clear and accurate in order to enable the reader to understand the conveyed information properly. According to Starkey (2004, p. 9-12), in order to clarify their writing, they should:

❖ *Eliminate Ambiguity*

The appropriate word order and the appropriate use of proper word will eliminate ambiguity and convey the intended message to the reader.

❖ *Use powerful, precise adjectives and adverbs*

The proper use of modifiers (adjectives and adverbs) will clarify the meaning and add originality to your text, thus, you get your message across in fewer, more accurate words.

❖ *Be concise*

To be concise in the sense that to get direct to the point in fewer words and without the use of unnecessary words.

1.5.3. Word choice

The thoughtful wording is a valuable element which enables the writer to convey his writer thoughts accurately. “Doing so ensures that your audience understands what you are writing”. According to Starkey (2004) and Kane (2000), while choosing words, the writer should take into consideration two aspects: denotation and connotation meaning. The first refers to the literal meaning of the word. Since learners may confuse between two words that sound similar but they have different meaning or misuse the usage of some words, they should check the correctness and the usage of their words. The latter refers to a word’s implied meaning, which involves emotions, cultural assumptions, and Suggestions Starkey (2004). Thus, the writer should select his words carefully not to offend his readers. So, denotation and connotative meaning are so important in choosing the appropriate words to use. Learners should use formal language and avoid informal language and slang words in order to not confuse or offend the audience.

1.5.4. Mechanics

Mechanics refers to the appropriate use of grammar, punctuation, indentation, capitalization and spelling. Kane (2000) states that, *mechanics* refers to the appearance of words and how they are spelled or arranged on paper. The fact that the first word of a paragraph is usually indented, for example, is a matter of mechanics. The key element of conveying the appropriate idea to the audience is the correct usage of these conventions. No matter how original an idea you come up with, the inability to express yourself clearly and accurately through the written word will hinder the success of your essay (Starkey, 2004). In other words, the brilliant idea without the ability to interpret it into clear and accurate writing is worthless.

1.6. Learners' Writing Problems

“Writing can be extremely demanding for students because it call upon many experiential, cognitive, linguistic, affective and psycho-motor memories and abilities” Westwood (2008, p. 56). In the same vein, Abu Rass (2015) claims that "writing is a difficult skill for native and nonnative speakers alike because writers must balance multiple issues in their writing such as content, organization, purpose, audience, vocabulary and mechanics which means using the right punctuation, spelling and capitalization” (cited in Ibnian, 2017, p. 197). Furthermore, Salem (2007) states that “second/ foreign learners face difficulties to write effectively because of the limited number of vocabulary, idioms, cultural knowledge, and less experience with second language rhetorical strategies”. In addition, Al-Khasawneh (2010) claims that EFL learners showed that they encounter several problems when writing in English such as organizing the ideas. That’s because they seldom write in English (as cited in Huwari & Al-Khasawneh, 2013). Moreover, one of the major problems in writing that hinders students from developing their writing is that learners do not write frequently, they seldom write and most of their writing is classroom-bound (Adas & Bakir, 2013). That is to say, writing is a difficult task, students must take into consideration the different aspects of language (grammar, content, syntax ...etc.). Thus, writing in a new language is really demanding and challenging task that requires knowledge about the various aspects of language, also, it takes plenty of time, efforts and much practice.

Hedge (2000) believes that the writer has to write with a high degree of organization and high degree of accuracy; careful choice of vocabulary and complex grammatical devices. Grammatical problems, mechanical problems, sentence structure problems and problems of diction are linguistic problems that hinder students’ effective writing in English.

1.6.1. Grammatical Problems

“Grammar means the rules that structure the language, and writing a meaningful sentence or paragraph requires understanding grammar rules” (Ben Aissa, 2018, p. 15). “The grammatical difficulties are of particular interest since they are not apparent in the conversational speech of most learning-disabled adolescents” (Duqués, 1989, pp. 309-310). Learners face a number of difficulties in their attempts to write in the second language. One of the most cited examples of grammatical problems is subject –verb agreement: “As verbs take different forms depending on tense and subjects they are used with; they create problems for second language writing students” (Tyner, 1987, p. 51).

1.6.2. Problems of Sentence Structure

“Sentence structure is the arrangement of words, phrases, and clauses in a sentence.” (Nordquist,2019). According to (Kharma (1986, as cited in Alfaki, 2015), students who face difficulties with composing good sentence structures are incapable to generate longer sentences requiring subordination and coordination. According to Zamel(1983), cohesive devices are vital in writing; however, the linking devices have been recognized as problematic for English language students (cited in Alfaki, 2015).

1.6.3. Problems of Word Choice

Successful writing or composition should contain an appropriate and a varied set of vocabulary used along with correct grammar and varied sentence structures (Norish, 1983, as cited in Bouchibi ,2018). However, writing in a second language using the proper words

in the appropriate place is a challenge for students. For instance, White (1980) states that students prefer to use ‘big words’ in their compositions to impress the reader (their teacher). The aim to impress the reader leads to a problem of diction.

1.6.4. Lack of Motivation

Motivation is the key element for any activity, it has a great effect on the learning process. “Motivation plays the centrale role in human learning” (Westwood, 2004, p. 30). Harmer (2006) states that there are several factors that hinder students from writing. First, fear of failure, in the sense that, they are unable and incompetent to accomplish their goals especially in settings where they are asked to express their knowledge about the language and their aptitudes in putting this knowledge in different frameworks. Second, the fear from committing mistakes. In this sense, EFL learners feel uncomfortable over the structure of the piece of writing they are intended to follow. Thirdly, there are some learners who are uncertain to show their productions; they have low self-esteem, low self-confidence and high anxiety. They fail to generate a complete piece of writing as they feel a beforehand failure.

1.6.5. Cognitive Problems

The cognitive problems that students encounter comprise: problems of punctuation, capitalization, spelling, content and organization.

Punctuation and capitalization are crucial in writing; they are the essence of writing. Moore, Neville, Murphy, and Connolly (2010, p. 110) state that “punctuation marks are like traffic signals they guide readers, they tell readers when to go and when to stop and when to turn and in what direction”. According to Byrne (1988), the fact that students inclined to treat punctuation as an ‘extra’ rather than a crucial part of the writing system,

makes it is problematic. Likewise, Carrol and Wilson (1995, p. 191) point out that "students' writing encounter punctuation problems as there are no universal rules of punctuation" (cited in Reyes et al., 2018, p. 10) Learners face difficulties in using capitalization appropriately because "the rules of capitalization are not universal and classifying nouns as proper and common nouns are difficult for students" (Gowere et al., 1995 as cited in Alfaki, 2015, p. 45).

In addition, Spelling is considered as one of the problems that students face in their writing. Due to the complex relationship between sound and symbol, spelling caused problems to many learners. In other words, there is no accurate connection between the words and their sound, many students (native and non-native alike) encounter problems with spelling (Byrne,1988), (Saf & Ouahhoud, 2015). Furthermore, learners of English as a second or foreign language also encounter problems of exploring ideas and how to organize their thoughts to communicate them effectively with the audience (Reyes et al., 2018). On the other hand, students have difficulties in organizing their written work. In the sense that, learners have difficulties in translating their ideas into an organized and clear text. The most common problem the students encounter in organization is that they are unable to differentiate a topic and supporting ideas or generalizations and specific details (Raimes, 1983).

2. Approaches to Teach Writing

Second Language writing has a short history as a distinguished discipline (Matsuda,2003; Fujieda, 2006, as cited in Sahli, 2017). Until the early 1960's the writing

skill was completely neglected as skill. Before that the researchers focused on the spoken form of language rather than the written form; they claimed that spoken form has a great importance and the written form has less importance. After the 1960's, the writing skill gained a great importance and became a crucial skill in the domain of teaching. With the increase of the importance of the writing skill, several approaches were developed. Each of which claimed that it is the appropriate approach which explains, describes and develops the writing skill. None of these approaches proved that it is the ideal one, however every approach proved to be successful in a specific period of time. (Nemouchi, 2008 as cited in Hamadouche, 2010).

2.1. The Product Approach to Writing

One of the quite significant means to foster one's own way of writing is through the product approach. This latter is based upon the conception that "special attention should be paid to language structures, since the focus is on the written texts of learners" (Llach, 2011, p. 42). Otherwise stated, the product approach attributes major importance to the final production or text that students are going to write.

Bin Salam, Bte Ismail, and Thulasi (2014) point out that while writing, the students follow a model and imitate the way it is written, so as to achieve a writing style that is as perfect as the model they have imitated, through following the correct use of language. Finally, the students' essays are marked and graded by the teacher.

2.2. The Process Approach to Writing

“The writing process movement was one of the most influential developments in the way writing was taught in the 20th century” Breeze (2012, p. 42). It shifts the attention from

the prominence on the final product to the process of writing itself. Onozawa (2010) maintains that the process writing is an approach that emphasizes the process and the fluency of writing, rather than the product and the accuracy. Moreover, this latter puts a great emphasis primarily on what the writer does while writing instead of textual features. In this vein, Applebee (1986, p. 96) states that the process approach” provided a way to think of writing in terms of what the writer does (planning, revising and the like) instead of what the final product looks like (patterns of organization, spelling and grammar)” (as cited in Kroll, 1990, p. 8). The process approach is premised on the concept that writing is a recursive process through which the writer travels freely backwards and forwards between the stages of writing.

2.3. The Genre Approach

The genre approach "takes writing as dominantly linguistic, and it considers context writer-reader relationship, and purpose at the same time. It also makes a point of practicing explicit teaching and providing model texts in L2 classes" (Wang, 2013, p. 1). Put differently, the students will study texts in a specific genre before they set about working on their own writing. Thus, students will be looking at a given model before writing their own.

Section Two: The Process Approach

3. Different Overviews of the Process Approach

In recent years, teaching writing has shifted from the product approach toward the process approach (Schumm, 2003). The process approach evolved out of dissatisfaction with

more traditional product approaches, which put emphasis on the final product. The supporters of the process approach considered the traditional approaches as old fashioned and ineffective Badger and White (2000). In the same vein, Silva (1990) claims that, the process approach had been motivated by the dissatisfaction with traditional approaches which discouraged creative thinking and writing. Besides they failed in achieving their main aim which is fostering student's thought and its expression as well as enhancing student's level. The process approach is viewed as evidence of "paradigm shift" (Hairston, 1982 as cited in Kroll 1990), the focus shifted from the emphasis on the final product to the process of writing itself (Kroll ,1990).

The process approach provides enough time for students to engage in the writing task, they are expected to learn that rewriting and revision are vital to the improvement of their writing skills Widiati (2004). Moreover, the process approach is widely accepted and used since it allows learners to understand the steps involved in writing, and it recognizes that what learners bring to the writing classroom affects the development of the writing ability (Badger and White ,2000). In other words, improvement in writing skills is expected to take place in a conscious as well as subconscious way. In the process approach, it is not enough for teachers of writing to show students models of excellent writing, tell them to write, and mark their errors. Badger and White (2000) believe that the primary role of the teacher is to facilitate the learning process. The teacher draws attention on the students' potential rather than just providing them with input and stimulus. Moreover, Irfan (2018), Graham and Kelly (2013) state that, in the process approach teachers recognize that writing is a process that contains thinking and shaping meaning, rather than just a product. It also, views learners as authors and treats their written work as meaningful and creative.

One of the most important features of the process approach to writing is that, it views writing as a process of discovery. In the sense that, writers seldom know everything they are going to write before they start. The writing process itself helps the writer to discover new ideas and meaning they may have never thought of consciously. This occurs because the writing process encourages students to focus on and think more deeply about the subject matter (Tyner, 2007). Moreover, Tribble (1996, p. 160) states 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”. Process approach stresses the composing processes writers follow during the writing procedure while writing (such as planning, drafting, and revising) and which pursues to enhance students’ writing skills through developing their use of effective composing processes (Zhou 2015). That is to say, the process approach emphasizes on students’ potentials, abilities and “emphasizes the writer as an independent producer of texts” (Hyland, 2003, p. 10). Its main aim is to enable students to master the writing skill by following the stages of the writing process. In addition, (Pritchard & Honeycutt, 2006) claim that, the process approach is more effective than other approaches in terms of enhancing writing attitudes and products (Graham, MacArthur, & Fitzgerald, 2007). Indeed, the process approach is looked upon as quite crucial and adequate for learners who aim to enhance their writing style to meet different purposes and demands.

3.1. Definition of the Process Approach

“The composing process was seen as non-linear process exploratory, and generative process whereby writers discover and reformulate their ideas.”Zamel(1983,16 as cited in

Silva 1990, p. 15).” Along the same lines, Silva (1990, p. 15) states that, “From a process perspective, then, writing is complex, recursive and creative process”. The process approach stresses attention on the process itself, rather than on the final draft only. In other words, the writing process approach views writing as a complex, recursive (i.e. not linear), cyclic and fluid process through which the writer follows to reach the final product. Moreover, Process writing is an approach that emphasizes the process and the fluency of writing, rather than the product and the accuracy (Onozawa, 2010). In this approach, as opposed to finishing work in a limited amount of time is not crucial or suggested. The writer is encouraged to follow several steps before declaring their works finished. As Harmer (2001) says, this approach requires learners to reflect upon the procedure itself to produce a satisfactory written work. A similar view about this approach is suggested by Brown (2001), by stating that what is written finally is successful only when the writer undergoes a process of thinking. In the same vein, Raimes (1983, p. 15) believes that, students should be, thus, given enough time to write, in order to explore the topic by themselves through writing.

Furthermore, the process approach to writing gives a greater emphasis on the actual stages of writing than on the final product (Leki, 1991 as cited in Al-Mahrooqi, 2014, p. 79). Tribble (1996, as cited in Jarunthawatchai, 2010) also agrees that this approach emphasizes a cycle of writing activities; guiding learners from generating and organizing ideas, through the processes of writing drafts, evaluating and revising the written texts. In this vein, Hedge (2000) believes that the process approach to writing seeks to help learners to develop writing strategies to manage the composing process. The composing process comprises a number of stages: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then editing and publishing. The process approach to writing sees writing as developmental process as well

as a recursive and complex procedure which is neither easy nor spontaneous for many second language writers. Thus, Sahli (2017) and Azzoui (2009) believe that, the key element of the composing process stages is that, the different stages the writer follows, do not occur in a straight forward process. In the sense that, the writing process is recursive where the writer does not follow the stages of composing writing in a neat successive (i.e. linear), gradually in sequential order. In lieu of that, the writer regularly goes back to the previous stages and moves backward and forward between these stages at any time during the writing process. For instance, the writer at the editing stage may feel that he should go back to the planning stage and reread it. This may lead him to make some changes, reorganize or reformulate his thoughts.

In addition, one of the features of the process approach is that “it allows both the teacher and the students to go through the process of producing a text together” (Zakime, 2018). So, in the process approach, the teacher’s role is to help students develop viable strategies for: getting started, drafting, revising and editing. Likewise, teachers should provide encouraging, positive, and collaborative workshop environments that help students to work through their composing processes (Silva as cited in Kroll 1990). In this context, Raimes (1983) believes that teachers who use the process approach should give students ample time to collect and organize their ideas and feedback on their content of what they write in their drafts. Therefore, process-oriented teacher should collaborate with his students and act as coach, supportive, facilitator and guide for them through the writing process. On the other hand, since this approach shifted the attention from teacher centered activities to learner centered tasks, the student’s main role is to be active learner in the classroom. The students explore the topic by themselves through writing, showing the teacher and each other their drafts, and using what they write to read over and think about, and move them to new

ideas” (Raimes, 1983, p. 10). Thus, in the process approach student’s role is to be active learners as well as independent producers of the text in the sense that they depend much more on themselves rather than on the teacher only. Besides, students work collaboratively with their classmates through interaction, giving comments and feedback to each other.

3.2. Models of the Writing Process

The process approach of writing provides useful information about the stages used in the process of writing which, in turn, influence the teaching of writing for native speakers and for foreigner learners alike. Since it influences the domain of writing, several researchers proposed models that describe the process of writing. Each of which claimed that his/her model is the most influential model in the domain of teaching writing. In this section, two models are discussed: Flower and Hayes model (1981) and Scardamalia and Bereiter models (1987)

3.2.1. Flower and Hayes Model (1981)

Flower and Hayes cognitive model is considered one of the most influential models in the writing research. This model views writing as a “non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning” (Zamel, 1983, p. 165). It suggests that the composing process (planning, drafting, revising and editing) do not occur in a neat linear sequence, fixed in a rigid order, rather, they are recursive stages through which the writer can move back and forth between these stages at any time. Flower and Hayes (1981) delineate that the cognitive process based on four key points, as follows:

The process of writing is best understood as a set of distinctive thinking

processes which writers orchestrate or organize during the act of composing. These processes have a hierarchical, highly embedded organization in which any given process can be embedded within any other. The act of composing itself is a goal-directed thinking process, guided by the writer's own growing network of goals. Writers create their own goals in two key ways: by generating both high-level goals and supporting sub-goals which embody the writer's developing sense of purpose, and then, at times, by changing major goals or even establishing entirely new ones based on what has been learned in the act of writing.

(Flower & Hayes, 1981, p. 366, as cited in Petraglia, p.82)

According to Flower and Hayes' cognitive process model, the act of writing involves three major components: the task environment, the writer's long-term memory, and the writing processes. The task environment includes all the factors beyond the writer that influence the written work including the rhetorical problem of the topic or assignment, audience, and exigency as well as the text that a writer has produced so far. The second component is the writer's long-term memory in which the writer has stored knowledge, not only of the topic, but of the audience and variety writing plans. The last element is the writing process; it includes planning, translation and reviewing. Planning is considered as the act generating and organizing the content (i.e. what to say and how to say it) (Flower & Hayes, 1981; Graham, 2006, as cited in Peacock, Ervin, Merrell, & Daly III, 2010). Then, translating which is the act of transforming ideas into written and visible texts. The third phase, reviewing, refers to "the act of evaluating what has been written and what has been planned" (Flower & Hayes, p. 209, as cited in Wray, 2004). As such, reviewing is also a monitor to

the ongoing process and the progress of writing. The task environment and the writer's long-term memory interact with the writing process which is indicated from the arrows that link one to another.

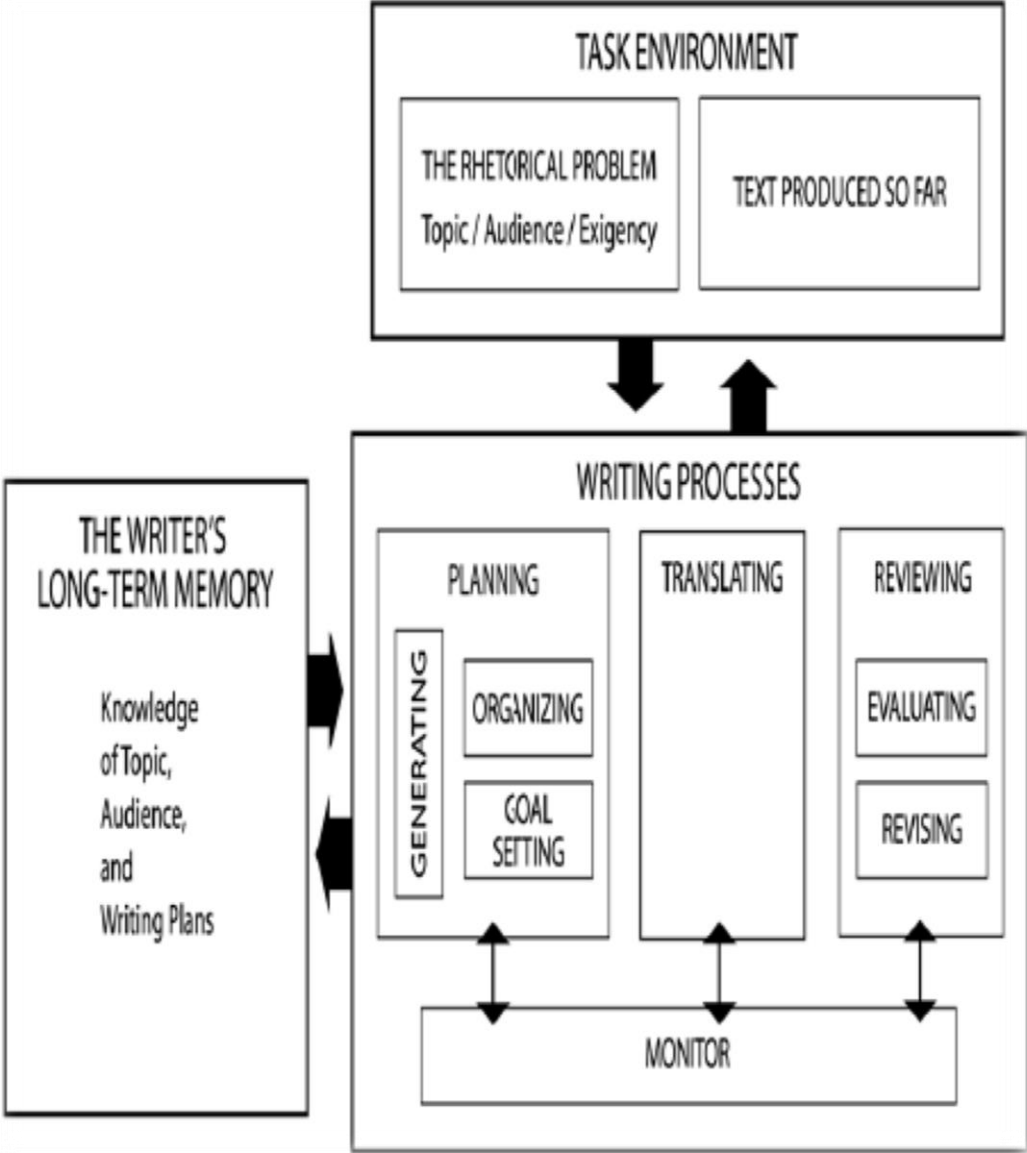


Figure 1: Flower and Hayes Model of Writing (1981, p. 370)

3.2.1. Scardamalia and Bereiter Model (1987)

Scardamalia and Bereiter's model (1987) is an influential model that distinguishes between the experts and novice processes of writing. Scardamalia and Bereiter argue that two models are required to account for the different processes of composition taken by novice and skilled writers. Based on their study on the writing process, they reveal that novice writers and skilled writers use different processes in writing: the skilled writers perform strategies that the novice writers are unable to perform. As a result of this study, Scardamalia and Bereiter (1987) delineate two contrasting models: knowledge-telling and knowledge transferring. It is claimed that the main differences between the novice and expert writers during the composing process "is in how knowledge is brought into the writing process and in what happens to knowledge in that process" (Rosenberg, 1987, p. 143). Moreover, Scardamalia and Bereiter (1987) have argued that:

we need at least two process models to account for the differences in processing complexity of skilled and novice writers. They label these as knowledge-telling and knowledge-transforming models. The first addresses the fact that novice writers plan less than experts, revise less often and less extensively, have limited goals, and are mainly concerned with generating content. The latter shows how skilled writers use the writing task to analyze problems, reflect on the task, and set goals to actively rework thoughts to change both their text and ideas.

Based on their study, Scardamalia and Bereiter (1987) believe that, there is a crucial difference between the papers of novice writers who use knowledge-telling model and the papers of expert writers who use knowledge transformation model. They characterize the two styles of writing performed by the novice and the expert writers as shown in the table below:

Knowledge-telling papers	Knowledge-transformation papers
<ul style="list-style-type: none"> - are topic oriented - are narrative - relate everything known to their writers - consider the heading(topic) not the problem - chapters and/or sections are internally cohesive- there is no cohesion between chapters/ sections/ elements - are writer based 	<ul style="list-style-type: none"> - are purpose oriented - research a problem analytical - are selective, treat the information - relate to the problem as their part of departure - there is cohesion between the different elements - are reader oriented

Table 1: The Differences between Knowledge-Telling Papers and Knowledge-Transforming (Rienecker, Jørgensen, & Skov, p. 43, 2013)

Knowledge telling model is used to describe the writing process of less skilled writers. Knowledge telling is “a way to generate text content, given a topic to write about and a familiar genre (factual exposition, personal opinion, instruction, etc.)”.(Scardmalia & Bereiter; 1987, 143 cited in Rickheit & Strohner, 2008, p. 231)That is to say, knowledge telling refers to the existing knowledge about the topic; the writer retrieves the relevant

information to the current topic or genre of the task from the writer's information stored in the long-term memory. If the writer found that the ideas drawn from long-term memory are relevant to the topic, he writes them on the paper and use them as springboard to produce additional information. McNiff (2014), Ericsson and Smith (1991) argue that the writer generates a text in the form of a straight-ahead fashion. The writer writes down a thought, then another, until he reaches the end. The writers are concerned with generating content from their internal resources. Their main aim is simply to tell what they can remember based on the assignment, the topic, or the genre (Scradamalia & Bereiter ,1987 as cited in Hyland,2003, p. 24). As Kellogg (1999) Calls "the 'search-and-then-translate', or the think-and-then-say' (pp, 33-34). This procedure is repeated until the writer in unable to think for any more relevant idea.

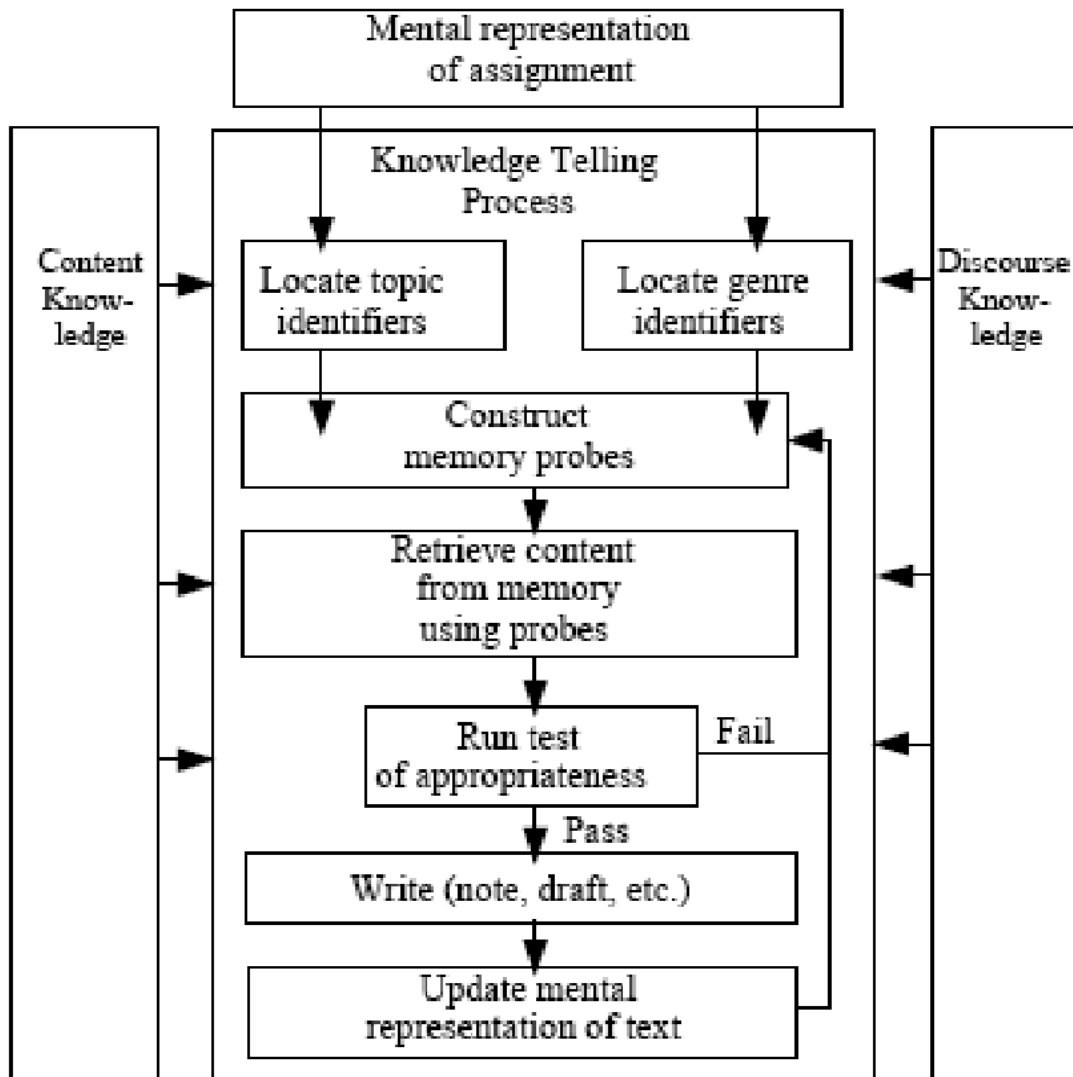


Figure 2: Knowledge-Telling Model (Scardamalia & Bereiter, 1987, p. 144)

Knowledge-transforming model is used to describe the writing process used by skilled writers. This model features writing as a complex problem-solving process through which the writer reflects on the complexities of the task to analyze, resolve problems of the content (form, audience, style, organization, and so on) and to set goals (Bereiter & Scardamalia, 1987). This process is characterized as a continuous interaction between two problem spaces: content space and rhetorical space. The content space covers the writer’s knowledge and beliefs about the topic. Whereas, the rhetorical space is specifically tied to text production or as Scardamalia, Bereiter and Steinbach describe it: “the knowledge mental

representations of actual or intended text_ representations that may be at various levels of abstraction from verbatim representation to representation of main idea and global intentions” (1984, p. 176, as cited in Mlynarczyk, 2013). Thus, the rhetorical space is concerned with the transformation of the ideas from content space to the rhetorical space in order to deliver the intended meaning of the text clearly to the audience. These two spaces interact with each other continuously: the problems in the rhetorical problem space would be translated into sub-goals to be achieved in the content space and vice versa. For instance, the belief (in content space) that using animals in circus is morally wrong becomes translated into the rhetorical goal of persuading the audience to adopt this position. The rhetorical goal, in turn, may lead the writer to search in the content for evidences to support his arguments.

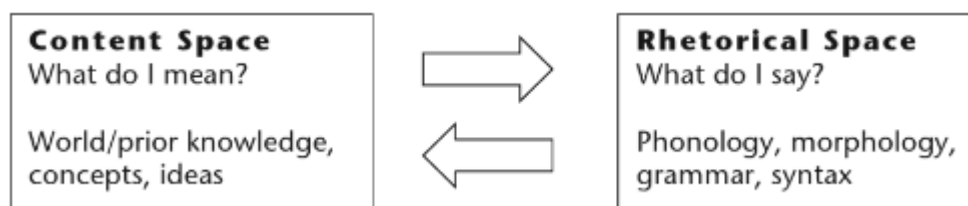


Figure 3: Model of the Composing Process (Scardamalia & Bereiter, 1987, as cited in Marschark, Lampropoulou, & Skordilis, 2016, p. 273)

In this model, “the knowledge-telling is considered as just one sub-process embedded within the whole complex problem-solving process. As writing is generated, it also contributes to the sets of problems that must then go again through the problem-solving spaces” (Jarunthawatchai, 2010, p. 27).

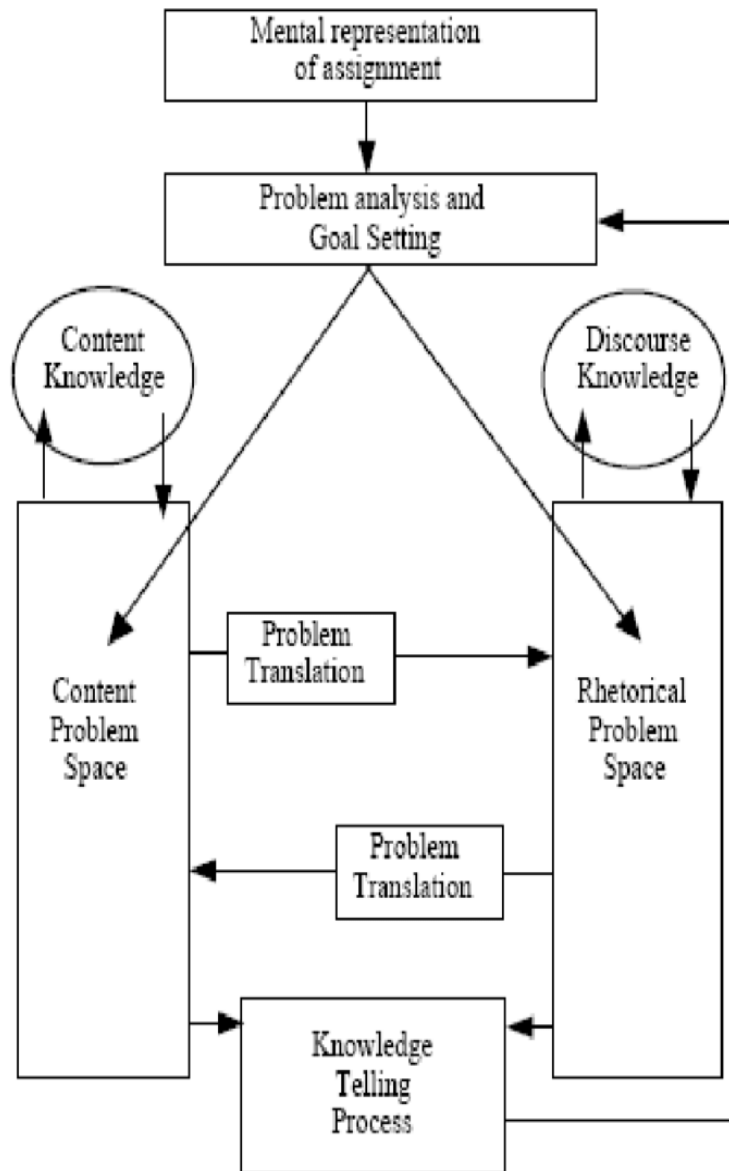


Figure 4: Knowledge-Transforming Model (Scardamalia & Bereiter, 1987, p. 146)

3.3. Stages of the Writing Process

The appearance of the process shifted the attention from the final product only to the procedure that students engaged in to produce the final product. Hyland (2003, p. 11) states that these stages “do not occur in a neat linear sequence but are recursive, interactive, and potentially simultaneous and all the work can be reviewed, evaluated and revised, even

before any text has been produced at all”. The main concern of the process approach is to help students master the process of writing i.e. to have control over the process of writing that lead to the final text. The process of writing consists of several steps; however, there is no agreement on the number of steps. But the stages that are widely accepted and used in academic setting are pre-writing, drafting, revising, editing and publishing.

3.1.1. Prewriting

Prewriting is the first stage in the writing process. It is a vital stage in which the writer explores, gathers and generates ideas and information about the subject. “Prewriting is practice or experimental that helps you to get started and measure what you know, identify new ideas and indicate areas requiring further research” (Connelly, 2012, p. 44). That is to say, prewriting allows students/writers to discover their knowledge about the topic; what they know already and what else need to they know. According to Hillocks (1986), prewriting “is defined as the period of time between the moment the assignment is received and the time the writing begins” (p. 20). Moreover, Krashen (1984), DIANE (1996), Caswell and Mahler (2004), Hogan (2012) agree that prewriting stimulates the writer’s thinking about the topic and moves writers from the stage of thinking about a writing activity to the act of writing. It involves any experience or activity that focuses the writer’s attention on a specific subject, as well as it promotes the writer’s motivation to write.

Brainstorming, free writing, questioning, clustering, mind-mapping, reading and so on are strategies used in the prewriting stage. Brainstorming and free writing are the most common strategies used by students in the academic setting. Brainstorming is “producing words, phrases, ideas as rapidly as possible, just as they occur to us without concern for appropriateness, order, or accuracy... etc. Brainstorming can be done out loud in a class or

group, or individually on paper” (Raimes, 1983, p. 10). It is an important strategy used by students to generate ideas about a given topic. The writer writes any idea that comes to his/her mind without apprehension about grammar or spelling. In this stage, the main concern is to write as many ideas as possible. Similar to brainstorming, free writing is a writing strategy where the writer writes freely and continuously for a certain period of time without worrying about grammar, spelling or sentence structure. Free writing “records thoughts, ideas, impressions, and feelings without interruption and without any concern for spelling, grammar, punctuation or even logic”(Connelly, 2012, p. 45).In this technique, the writer jots down any idea that comes to his/her mind without stopping, the writer/student writes as fast as he can. Since the purpose in this technique is to generate the maximum amount of raw of text, the writers write as fast as possible that they do not have time to edit the information generated; thus, the main concern is on quantity of content rather than form.

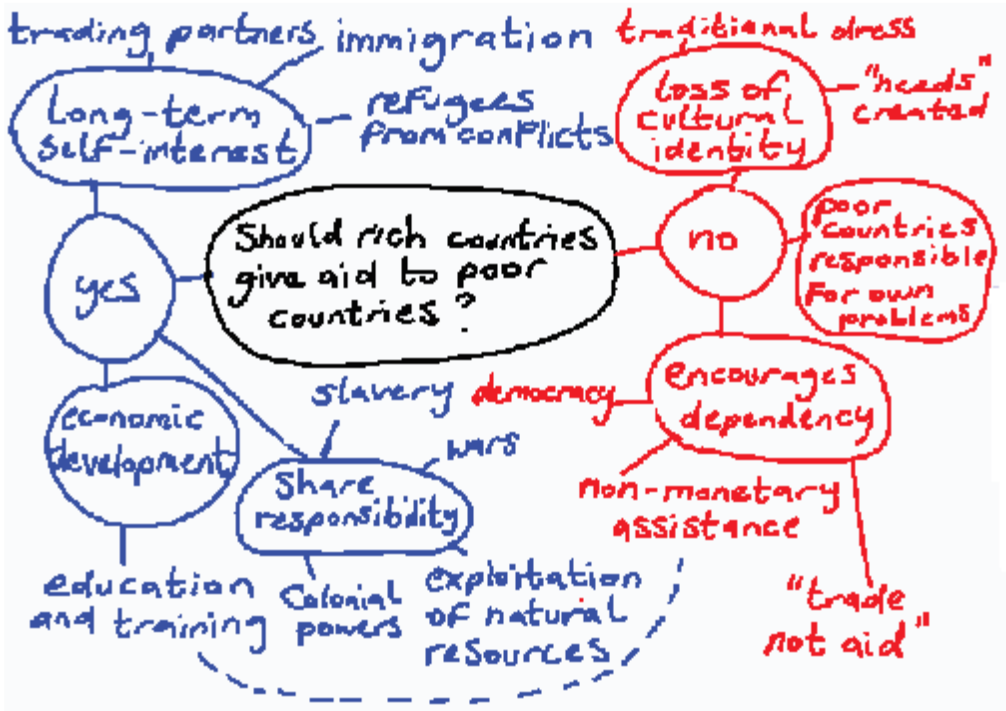


Figure 5: An Example of Brainstorming from a Student in an EFL Classroom

(Hasan & Akhand, 2010, p. 79)

The Cuban Missile Crisis was like a giant time bomb waiting to explode, or at least this is what it felt like to the people living at the time. This crisis was caused by a number of reasons. It started, in a sense, when Fidel Castro took control of Cuba. Relations between the U.S. and the U.S.S.R. were very tense because those two countries were in the middle of the "Cold War", as it was called. These tensions were partially due to the fact the U.S. was a liberal capitalist and the U.S.S.R. was communist. These two systems were opposite and therefore conflicted. Castro was a Marxist, so he had the backing of the U.S.'s enemy, the U.S.S.R. The U.S. did not agree with Castro being in charge of Cuba because he was communist and also because Cuba was so close to the American border. There were some people who thought that the U.S. was going to invade Cuba in an attempt to take Castro out of control. Because of these ideas, the U.S.S.R. decided to send nuclear missiles to Cuba and Fidel Castro as defense against the U.S. Of course, the U.S. really felt targeted by having nuclear missile that were under communist control and that these missiles were extremely close to the U.S. This caused extreme tensions that led to the U.S. and the U.S.S.R. almost declaring a nuclear war on each other. Thankfully, negotiations were made and there was no nuclear war as some had thought would happen.

-Kaitlin Miller, Orchestral Harp major

Figure 6: An Example of Freewriting (Walter, 2017, p. 25)

3.3.2. Drafting

The second stage of the writing process is drafting. It is 'the physical act of writing' as Lindeman (1987, p. 26) called it. Drafting is the second stage where students transform their ideas into sentences and paragraphs based on the prewriting strategy they have used. As Harris states drafting is when the writer starts to "translate plans and ideas into provisional text" (1993, p. 55). Moreover, Galko (2002, p. 49) states, "When drafting, you might skip sections or make notes to yourself to come back and add more examples in certain

spots or to check your facts later”. At this stage the writer makes preliminary decisions about the ideas and information he gathered; he decides what to include and what to eliminate as well as determines how these ideas are going to be organized. The main aim of drafting to *capture* thoughts and supporting details, not compose a perfect paragraph or essay on the first attempt. Along the same lines, Harmer (2004) and Seow (2002) agree that the writer just writes down on a paper whatever idea she or he gets from mind. He should focus on generating fluent text without attending to grammar, spelling, or punctuation.

In this stage, the writer focuses on content, meaning, and organization. i.e. fluency rather than accuracy. Hedge (2005, p. 54) explains that “the drafting process focuses primarily on what the writer wants to say, while redrafting progressively focus on how to say it most effectively.”

3.3.3. Revising

Revising is the most important stage in the process of writing, where the writer reread what he has written carefully (Sahli 2017). During this stage, the writer scrutinizes, evaluates and criticizes his piece of writing for the sake of making improvement. According to Webster’s New World Dictionary, “revision is to read over carefully and correct, improves or update where necessary” (cited in Parsons, 2001 p. 8). Furthermore, “Revising a written work involves adding or deleting information, re-sequencing the order of sentences and paragraphs, and choosing words that better communicate your meaning” Reif and Stern (2010, p. 140). Sharing the same idea, (Wyrick, 2016) claims that revising contains re-thinking about organization, meaning, and clarity of thought. In other words, when revising students reread the draft thoroughly and may change the order of the words or sentence structure as well as they can add, remove, rearrange, reorganize the ideas in order to make

their writing clear to the audience. Figure (07) shows an example checklist proposed by Tribble 1996 to enhance student's revision.

<ul style="list-style-type: none">_ Is it correctly organized on the page? _ Is the information presented in a clear, logical order? _ Have you put in all the information your reader needs? _ Have you put in unnecessary information?

Figure 7: Revision Checklist (Tribble, 1996, 116 as cited in Faraj, 2015, p. 134)

3.3.4. Editing

Editing is the stage where the students polish their work and check the whole text for the last time before publishing it. During this stage, the writer corrects errors concerning grammar, punctuation or spelling. According to Donnhue (2009), Editing is the process of polishing your work and making it ready to share it with others. Reif and Stern (2010, p. 14) state that “editing involves proofreading for errors in grammar, mechanics and spelling then polishing the final product”. In this stage, students can exchange their papers with their peers in order to evaluate it and help them in editing and polishing their work. According to Tribble (1996), editing checklists allows students to focus more on specific points in the editing stage. (as cited in Faraj, 2015)

I used the alternative word instead of repeating the same word again and again	_____
2. I rewrote the sentences, which were hard to understand so as to make my thought clearer?	_____
. I checked every single sentence to correct my grammatical mistakes	_____
I checked every single word to correct my spelling mistakes	_____
. I checked every single line of my writing to use punctuation marks correctly	_____

Figure 8: Editing Checklist (Tribble,1996, 116, as Cited in Faraj 2015, p. 135)

3.3.5. Publishing

Publishing is the last stage in the writing process in which the student shares his work with his teacher to evaluate it. Writers publish their work and share it with the audience to get feedback for their work which, in turn, improves their achievement and arises their motivation. Students having real audiences are helped by meaningfully responding to their writing and developing their confidence as authors (Tompkins (1990, p. 94) as cited in Faraj (2015).

Williams (2003, p. 107) defines publishing as: “Sharing your finished text with its intended audience. Publishing is not limited to getting the text printed in a journal. It includes turning a paper in to a teacher, a boss, or an agency”.

Section Three: Motivation

4. Motivation

Writing is a core literacy skill that all students need to master. One of the most challenging experiences in teaching writing is finding an instrument for developing the language skill that better suits learners, and because motivation is an essential part of the teaching-learning operation, this section aims to spot the motivation-related difficulties that hinder students when they write.

4.1. Definition of Motivation

Motivation is derived from the Latin word "movere" which means to move (Srivastava, 2018). The word motivation gets its origin from the word "motive" which means the reason we do what we do (McLean, 2006, as cited in Mitchell-Gosa, 2010). Schunk, Pintrich, and Meece (2008, p. 4) define motivation as "the process whereby goal-directed activity is instigated and sustained". Another definition of motivation is presented by Johnston (1999, p. 146) who considers motivation as a stimulant for achieving specific targets. Likewise, Mitchell (1982, p. 81) defines motivation as "those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal-directed" (as cited in Shah & Gardner, 2008). This definition implies that motivation is a great desire and goal-directed process that leads a person to achieve his target goal.

As far as learning a second language is concerned, Cook (2000) believes that language acquisition differs from one learner to another. He further claims that three main factors may influence second language acquisition; these three factors are age, personality and motivation. For him, motivation is the most significant factor in L2 acquisition.

From all the definitions that have been presented, it can be concluded that motivation refers to the reasons that underlie behavior that is characterized by willingness and volition. Motivation is an essential element of successful language acquisition. It is a basic and essential part of learning that is influenced by learners' sense of agency and feeling of mastery and control over the learning activity. Motivation to write plays an important role in impacting the students' L2 writing and increasing the learners' goal orientation.

4.2. Types of Motivation

Motivation is one of the most important factors affecting students' writing performance. Generally speaking, motivation is influenced by both external factors related to the socio-cultural background of the learner and internal factors related to the individual learner as is explained in the next sections.

4.2.1. Integrative and Instrumental Motivation

In a social psychological framework, Gardner (1959) and Lambert (1972) identify two types of motivation: integrative and instrumental. Integrative motivation means having a positive disposition toward the L2 group and a desire to interact with the culture of its people. An instrumental motivation describes reasons for learning in support of a purpose such as getting a better job. Comparing these two types with each other, integrative

motivation is related to students who have positive attitudes towards the L2 community consequently, they would demonstrate a greater motivational effort in learning.

4.2.2. Intrinsic and Extrinsic Motivation

Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable. Deci (2012, p. 23) believes that "intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward". However, extrinsic motivation refers to doing something because of the reasons which do not link to the activity. It involves a system of reward and punishment. Elliot, Dweck, and Yeager, (2018) claim that extrinsic motivation "concerns all instrumental motivation __motivations whose rewards and incentives for participation are extrinsic to the activity" (p. 215). Educators typically consider intrinsic motivation to be more desirable than extrinsic motivation since learners' goals are related to their reasons for engaging with tasks.

4.3. Motivation and the Writing Process

Motivation is an influential factor in the teaching and learning of writing. Usually, teachers observe the different attitudes of their learners towards writing tasks and activities. The attitudes are varied, but the majority of students are perceived to be bored, lacking interest and motivation to finish writing tasks. Hidi and Boscolo (2007) confirm the existing relationship between motivation and writing. They explain: "Writers are moved to write, and they attempt through their writing to move their audiences. These two facets of writing – being moved to write and trying to move others – are key components of motivation" (p. 17); they also add that a 'motive' has two meanings: something that moves a person to act in

a certain way, or it can refer to the goal of the person's action. Based on research, motivation, like intelligence, cannot be directly observed, but it can be recognized through someone's behavior.

Because students' lack of motivation will no doubt impact negatively their performance, instructors are encouraged to set up a helpful learning environment and atmosphere inside their classrooms to provide the support their learners need. In the "Adolescent Literacies: A Handbook of Practice-Based Research", some research-based recommendations for teachers were listed down in order to motivate and support adolescent writers (Appleman & Hinchman, 2017, pp. 445-446). These recommendations are:

1. Convey enthusiasm for writing: Instructors are asked to demonstrate excitement by sharing their own ideas, success and failure stories on writing, and their own struggles with the writing process. They are also encouraged to share their writing with their students.
2. Create a positive classroom atmosphere, where writing is highly valued and all attempts of writing are respected: Students who have been struggling to write need to feel comfortable when more difficult tasks are handed to them. One method to make them comfortable is through giving and receiving feedback from the teacher himself or their peers.
3. Set high expectations for students' writing and reinforce students throughout the writing process with specific feedback, praise, and/or tangible reinforcement: Instructors need to set high expectations for the whole class. It is important for them to also read their students' work so they can praise success or point out errors that will help shape the learners' writing skills.

4. Provide frequent, sustained opportunities for students to write each day for authentic audience and purposes: Most of the time, students are motivated to write when the purposes of writing and the topics themselves are meaningful to them.
5. Encourage students to collaboratively plan, revise, and edit their written compositions: it can be fun for students to work together and learn from each other. This could be a fun solution for those who are less motivated to work alone.

In the same vein, Killen (2006, as cited in Sahli, 2017, p. 111) suggests the following points to help instructors in motivating students to write:

- Encourage students to write about things they find interesting.
- Give students opportunities to write about things they think they understand well.
- Have students write about challenging things, not just basic things.
- Accept different forms of writing.
- Model good writing practices for students, but look beyond the technical aspects of their writing when providing feedback.
- Be satisfied with students writing short pieces until they develop the confidence to write longer pieces.
- Help students to understand that the quality of their writing is determined by how well it helps them to understand, not by its length.
- Give students encouraging feedback on their writing.
- Encourage students to revisit things they have written so that they can see how their understanding and their writing ability have developed.

The recommendations mentioned above are agreed to be principles applied in the process approach. Since one of the major interests of the process approach to writing is to

increase motivation in the classroom, the process approach provides a healthy atmosphere and suitable conditions for the learners to improve their writing skill. Clark (2014) confirms the existing relationship between motivation and the process approach. He believes that "the writing process is collaborative and active, which is highly motivating for 21-century learners" (12).

In a similar vein, Bae (2011) claims that "The process writing approach values learners' creativity, interest, and motivation while emphasizing students' thinking process" (p. 59). along the same lines, Graham et al. (2007) believe that the process approach has put great emphasis on the classroom atmosphere that can make writing attractive to students. Within this approach, students have the freedom to select the topics on which they want to write; besides, their attention is drawn to student collaboration, teacher-student conference and the writing process itself rather than the final product. The process approach creates a supportive atmosphere in the classroom, which motivates students to improve their writing and increases their productivity. The main aim of the process approach is to create a good atmosphere that motivates learners to develop their capacities and enhance their level.

Besides, Dörnyei (1994, as cited in Gazioğlu, 2019) described one of the roles of writing instructors as "socialization of student motivation" which refers to stimulating and promoting the students by modelling, task-presentation, and feedback procedures. This approach emphasizes the teacher's role in the classroom as a motivator whose main role is to create a friendly atmosphere for his students as well as a friendly relationship. The teacher is also devoted to helping learners to overcome their anxiety and stress by helping them during the task, encourage collaborative work, explain the task, and provide his learners with positive feedback about their work.

Furthermore, In the process approach, a great emphasis highlights the writer's cognitive view of writing and on the components of writing such as brainstorming, planning, revising, editing, rewriting, and publishing. It is widely believed that this approach treats the skill of writing as a creative act that requires enough time, thinking, interaction and positive feedback to be done in a good way. All these practices will, for sure, increase their intrinsic motivation; therefore, the students are going to put more effort into the writing activity (Mohammad & Hussein, 2013).

Hyland (2007, as cited in Hamidun, Othman, & Hizwari, 2012, p. 592) highlight that “motivation is influenced by learners' sense of agency and feelings of mastery and control over the learning activity and their interest in it”. That is to say, one of the main principals of this approach is to enable learners to master and take control over the task; when learners feel that they have control over the task, they will be motivated to be creative and ensure more effort to produce a good text.

Conclusion

Writing is a crucial skill in the process of teaching/learning that needs to be learnt. Because this skill is viewed as the most complex cognitive skill that students encounter, different approaches were born to make the writing skill easier. Among these approaches, the process approach is proved to offer great help for students in order to overcome the writing complexities they have. It focuses on the process of writing itself rather than the final product as it considers writing as a recursive and collaborative activity. It also encourages students to follow the various stages of writing (pre-writing, drafting, revising, editing and publishing) recursively. One of the main principals of the process approach is to raise students' motivation in the classroom, thus, helping students to overcome the difficulties

they face in writing. Motivation is regarded as the backbone of any activity and it is an essential element in learning. Without motivation, learners are unable to produce even simple texts; thus, the learning process cannot be effective without it. Motivation can be divided into integrative and instrumental motivation as well as intrinsic and extrinsic motivation. The process approach emphasizes motivation; this can be achieved by creating a good and healthy atmosphere in the classroom where the learners can master the writing skill easily and successfully.

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CHAPTER TWO

The Field Work

Introduction

This chapter provides an analysis and an interpretation of both students' questionnaire and teachers' questionnaire. The questionnaire has been as the data gathering tool to suit the nature of our research. This work is carried out to investigate the effectiveness of the process approach on motivating students to enhance their writing in an EFL setting. The collected data and the obtained results will help us to develop an overview about the effectiveness of the process approach and its stages as an approach that motivates EFL learners to improve their writing skill level.

1. Administration of The Questionnaire

1.1. Students' Questionnaire

A questionnaire was submitted to a sample of sixty-two (62) students selected randomly from second-year students at the Department of Foreign Languages in Abdelhafid Boussouf Mila University. It basically aims at investigating whether adopting the process approach is the appropriate approach that motivates students to develop their writing skill or not.

1.2. Teachers' Questionnaire

A questionnaire was distributed to ten (10) teachers of “Written Expression” module in the department of foreign languages in Abdelhafid Boussouf Mila University. All the teachers (10) who filled in this questionnaire teach “Written Expression” to second-year students at Abdelhafid Boussouf University.

2. The Participants

2.1. Students

A questionnaire is designed for a sample of sixty-two (62) students selected randomly from second-year students at the Department of Foreign Languages in Abdelhafid Boussouf Mila University to collect data on motivating students to adopt the process approach to enhance writing in an EFL setting.

2.2. Teachers

A teachers' questionnaire is designed for teachers at the Department of Foreign Languages in Abdelhafid Boussouf Mila University. It was given to ten (10) teachers. The core purpose of this questionnaire is to gather necessary data about teachers' views and opinions on the effectiveness of adopting the process approach in enhancing students' writing in an EFL setting and motivate them to improve their writing.

3. Limitations of the Study

The present study includes the following limitations:

1. Although the questionnaire was clear, the majority of students refused to respond to the questionnaire.
2. Some teachers didn't fill in the questionnaire that was delivered to them.

4. Description of Students' Questionnaire

The questionnaire was distributed to second-year students. Sixty-two (62) of them were selected randomly. The questionnaire consists of twenty-two close-ended, open-ended and multiple-choice questions divided into four sections as follows:

4.1. Section One: General Information Q1-Q4

The purpose of this section is to gather ideas and information about how students perceive the module of written expression. It also investigates whether the period of time devoted for the module of written expression is sufficient or not and whether the students are interested in the "Written Expression" module.

4.2. Section Two: The Writing Skill Q5-Q9

The second section is made up of five questions. It aims at discovering students' writing attitudes and aptitudes. In Q5, the students are asked to describe their level in writing. Q6 is about the form of the written expression exercises given to students. Q7 seeks to identify students' attitudes when they are asked to write an assignment whereas Q8 peruses the methods used by learners when they are asked to write an essay. The last question of this

section seeks to find out which component of writing is considered the most difficult one according to the students.

4.3. Section Three: The Process Approach: Q10-15

The third section consists of five questions. It aims at collecting data about how students view the process approach and its stages and whether they apply it in their writing or not. The purpose of Q10 is to find out the most difficult stage in the writing process. In Q11 the students are asked about the changes they make when they revise what they have written. Q12 attempts to find out the students' preferences when they write. Q13 seeks to know the stages of the writing process that students are familiar with. Q14 is asked to investigate whether the teachers encourage their students to follow the previous stages or not. The purpose of Q15 is to check if the students follow the stages of the writing process or not. Besides, they are asked choose the most difficult stage according to them.

4.4. Section Four: Motivation Q16-Q21

The fourth section is made up of six questions. It seeks to investigate the importance and the role of motivation in writing. The purpose behind Q16 is to see if motivation is crucial in writing or not. Q17 is designed to figure out if the students receive feedback during the writing process, and who provides it. Q18 and Q19 are asked to collect data about students' opinions about the process approach as a motivation source that helps

enhance their writing. Q20 is set to unravel teacher’s practices in class as regards motivation.

Finally, Q21 is raised to see who is (are) responsible for motivation in classroom.

5. Analysis of Students’ Questionnaire

Section One: General Information

Question One

According to you, which skill is difficult to learn?

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

The difficult skill	Number	%
Writing	25	40.3%
Reading	4	6.5%
speaking	16	25.8%
Listening	17	27.4%
Total	62	100

Table 2: The Most Difficult Skill for Students to Learn

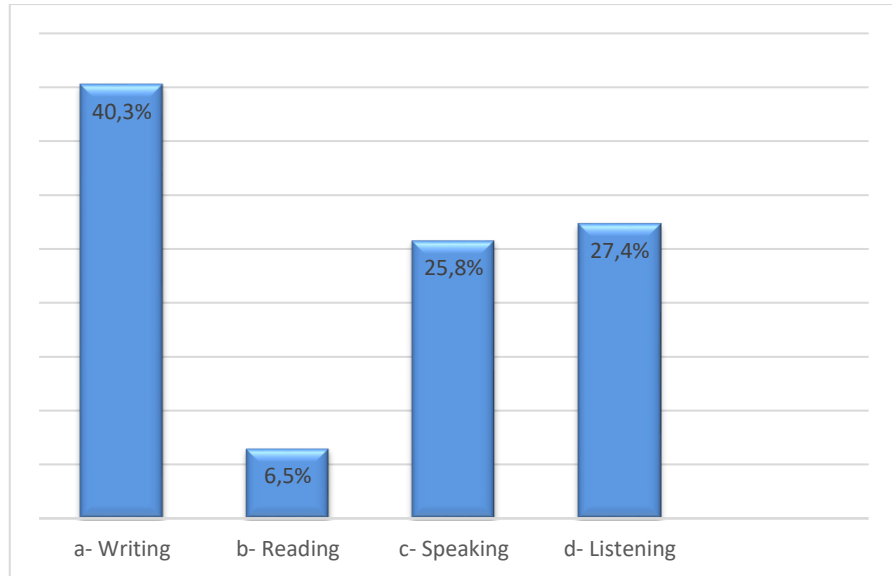


Figure 9: The Most Difficult Skill for Students to Learn

The table above shows that 40,3% of the students find that the most difficult skill is writing; however, 27.4% believe that the difficulty lies in listening, and in the other hand, 25.8% think that they may face difficulties in the speaking skill rather than in the reading which represents a minority of students 6.5% . From these numbers we conclude that Second year students at Mila University are giving more importance to writing in foreign language learning.

Question Two

Are you interested in written Expression courses?

a- Yes b- No

Options	Number	%

a-Yes	6	90.3
b- No	56	9.7
Total	62	100

Table 3: Students' Interest in the Courses of Writing

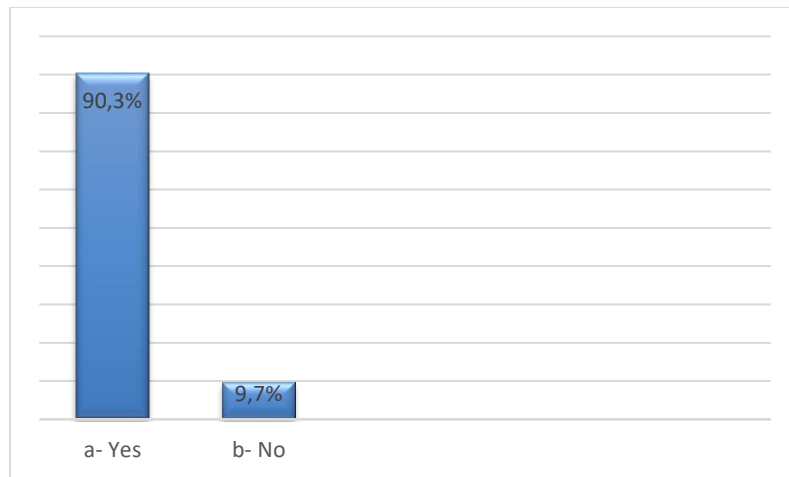


Figure 10: Students' Interest in the Courses of Writing

The table 03 shows that 90.3% of students care and enjoy the session of written expression. However; there are just 9.7% of students are not interested in the written expression courses because they claim that writing is not an easy task. From these results we conclude that students of foreign languages consider writing as important skill and they are motivated enough to attend written expression sessions.

Question Three

Do you think that three hours a week are enough for “Written Expression”?

a-Yes b-No

Options	Number	%
Yes	27	43.5
No	35	56.5
Total	62	100

Table 4: Students’ Opinions about the Time Given to “Written Expression”

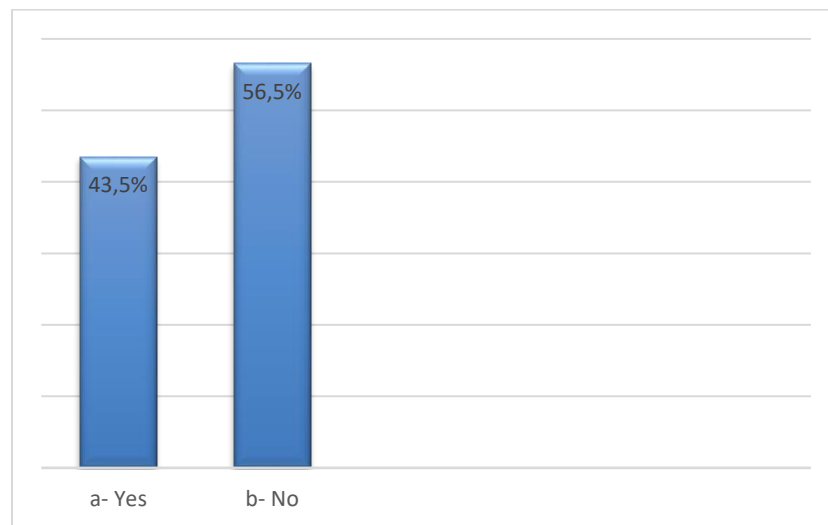


Figure 11: Students’ Opinions about the Time Given to “Written Expression”

As it appears in table 4, 56.5% of the participant students state that three hours a week are not enough for teaching/learning written expression while 43.5% state that they do not think it is enough for teaching/learning written expression. The numbers assert that a considerable part of the students are unsatisfied by the time devoted to teach writing

Question Four

How do you find the module of “Written Expression”?

a-Very interesting

b-Interesting

c- Not really special

d- Do not know

Options	Number	%
Very interesting	19	30.6
Interesting	34	54.8
Not really special	8	12.9
Do not know	1	1.6
Total	62	100

Table 5: Students Attitudes towards the Module of “Written Expression”

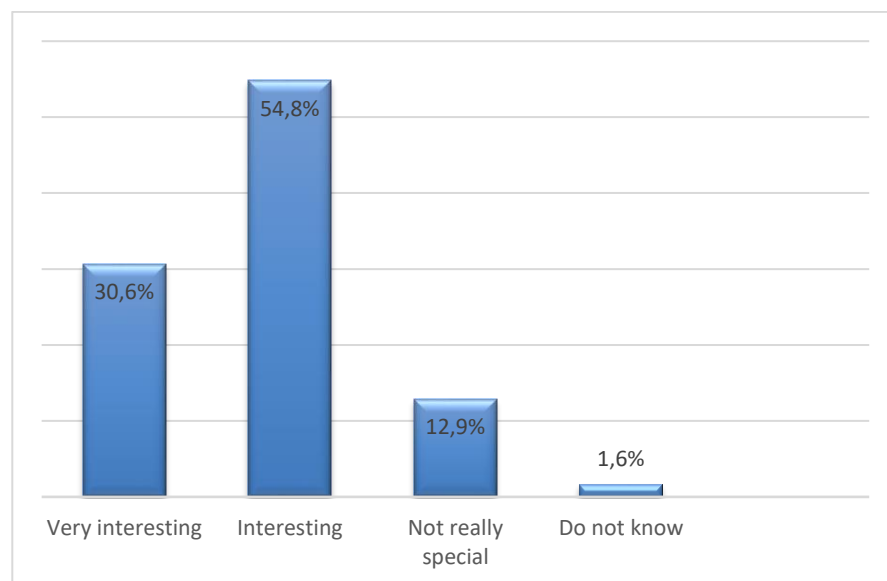


Figure 12: Students’ Attitudes towards the Module of “Written Expression”

The findings in table 5 reveal that 54.8% of the students claim that the module of “Written Expression” is interesting, while 30.6% are very interested in it. On the other hand, 12.9% say that it is not interesting and 1.6% of the participants remain neutral. From

these results we conclude that students are aware of the importance of writing because they are interested in it; however, teachers should help students to get more motivated.

Section Two: The Writing Skill

Question five

How do you describe your level in writing?

- a- Very satisfactory b- Satisfactory c- Dissatisfactory d- Very dissatisfactory

Options	Number	%
Very satisfactory	0	0
Satisfactory	52	83.9
Dissatisfactory	9	14.5
Very dissatisfactory	1	1.6
Total	62	100

Table 6: Students' Level in Writing

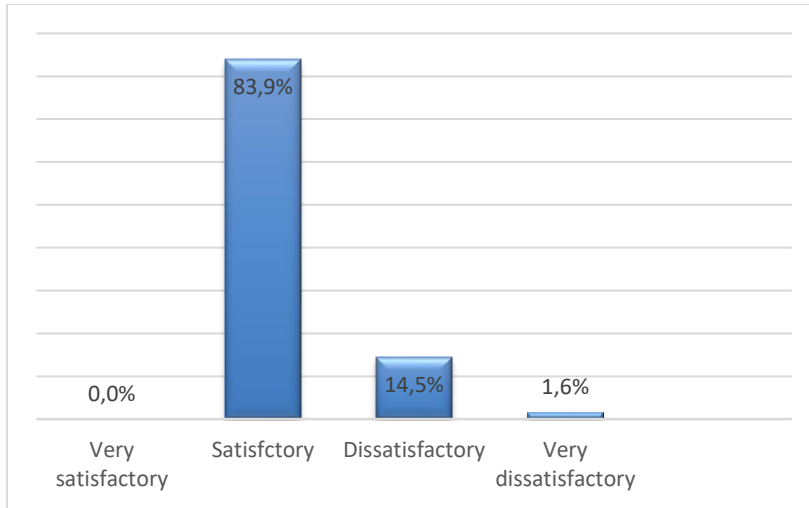


Figure 13: Students' Level in Writing

As the table 6 clearly shows, 83.9% of the respondents state that their level in writing is satisfactory. However, 14.5% describe their level as dissatisfactory and 1.6% of the participants believe that their level is very dissatisfactory. The results show that the majority of the students can write competently and effectively.

Question Six

How are your written expression exercises designed?

- a- Free topics b- Specific topics c- Direct question d- Indirect question

Options	Number	%
Free topics	21	33.9
Specific topic	35	56.5
Direct question	5	8
Indirect question	1	1.6
Total	62	100

Table 7: Questions' Form in Written Expression Courses

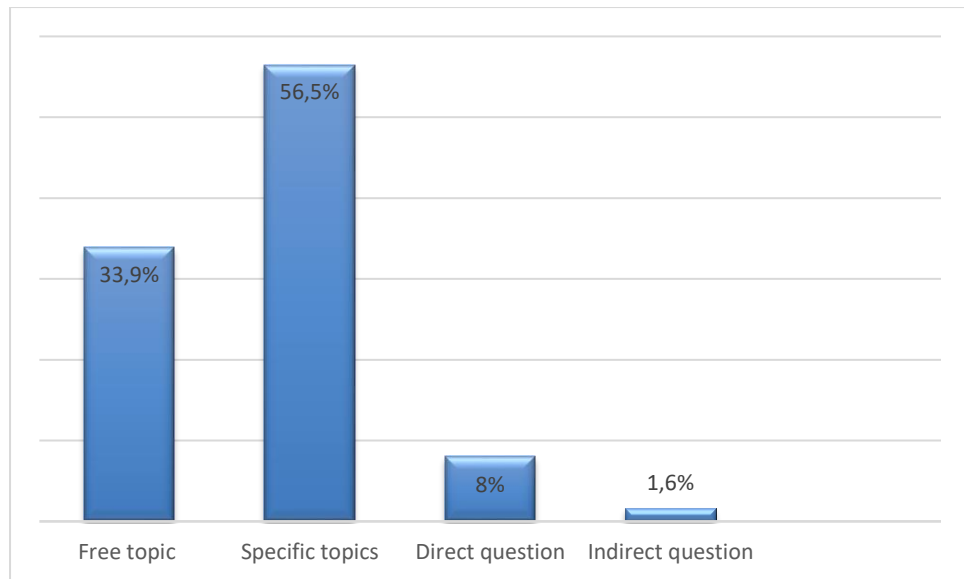


Figure 14: Questions' Form in Written Expression Courses

The result in table 7 elucidate that 56.5% of the students hold that their written expression exercises are designed as specific topics. 33.9% acknowledge that their exercises are free topics, while 8% of the respondents assert that their written expression exercises are given as direct questions. The results show that there are various ways used for designing written expression exercises.

Question Seven

When your teacher asks to write an assignment, how do you feel?

- a- Very interested b- Interested c- Bored d- Frustrated

Options	Number	%
Very interested	5	8.1
Interested	32	51.6
Bored	22	35.5
Frustrated	3	4.8
Total	62	100

Table 8: Students' Feelings when Asked to Write

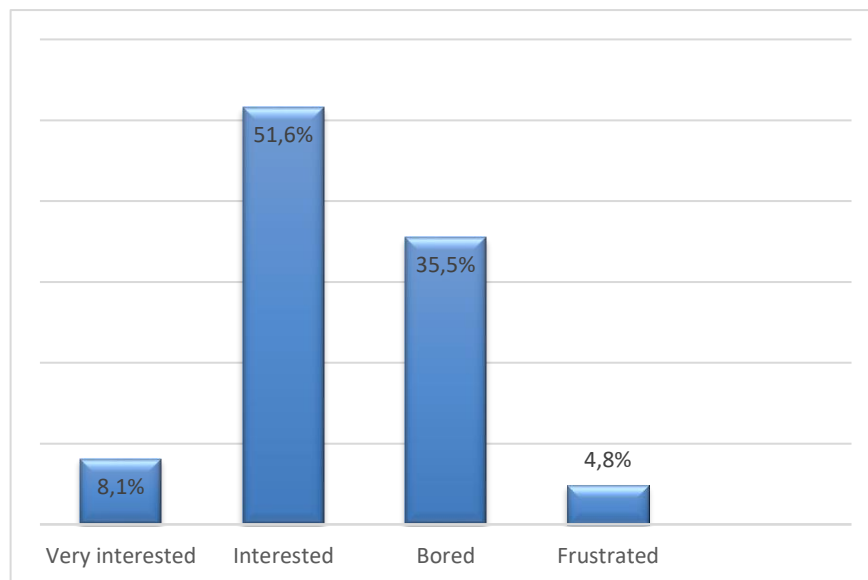


Figure 15: Students' Feelings when Asked to Write

The table above shows that 51.6% of the students feel interested when teachers ask them to write, whereas, 35.5% feel bored. In addition to that, there are few students who feel very interested in writing (8.1%). An approximate percentage, 4.8%, feel frustrated when teachers ask them to write. These results show that a ratio of 50.6% is not enough to prove that students are completely motivated to write, compared to the bored ones' ratio.

Question Eight

When your teacher asks you to write an essay, what do you do?

- a- Write an outline
- b- Order your ideas in terms of importance
- c- Go from broad to specific
- d- Use draft paper first

Options	Number	%
a- Write an outline	7	11.3
b- Order your ideas in terms of importance	13	21
c- Go from broad to specific	10	16.1
d- Use draft paper first	32	51.6
Total	62	100

Table 9: Investigation of the Students' Writing Methods

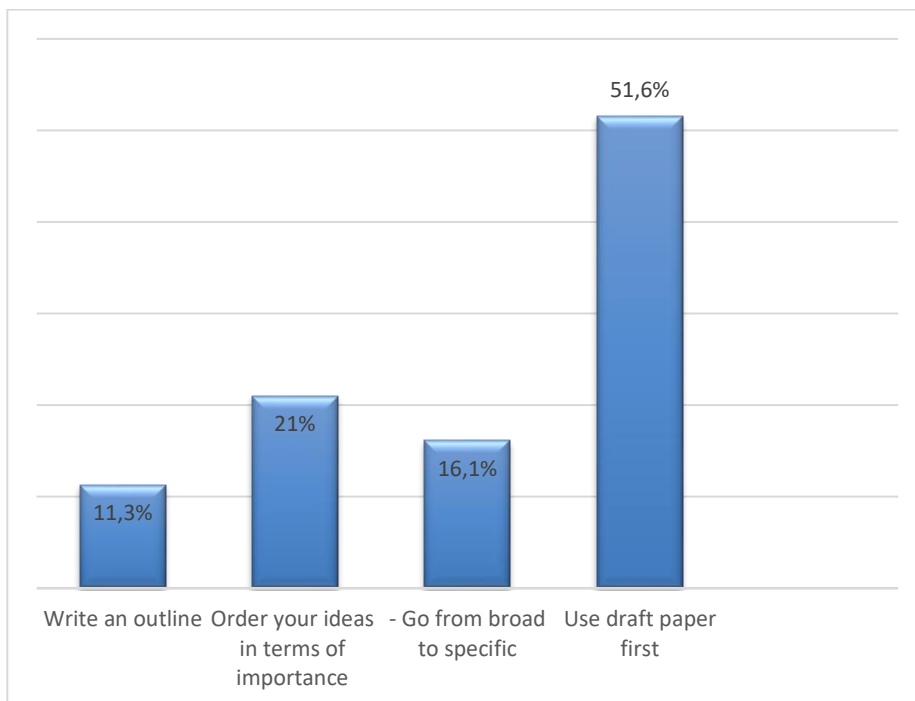


Figure 16: Investigation of the Students' Writing Methods

From table 9 we can see that 51.6% of second year learners use a draft paper initially; while 21% of them like to order their ideas from the most to the least important. 16.1% of the participants in this study prefer writing their broad ideas first then the specific ones. 11.3% of them organize their ideas by making outline to the chosen topic. So, as indicated by these results, teachers can observe that there are several methods to be employed by students in the written expression courses; however, outlining is the least used technique despite its importance in writing.

Question Nine

In writing, what is the most important component to you? (You can choose more than one answer)

- a- Content organization
- b- Vocabulary
- c- Grammar
- d- Punctuation
- e- Spelling

Table 10: The most Important Components in Writing

Options	Number	%
a-Content organization	43	69.4
b- Vocabulary	39	62.9
c- Grammar	43	69.4
d-Punctuation	25	40.3
e-Spelling	24	38.7

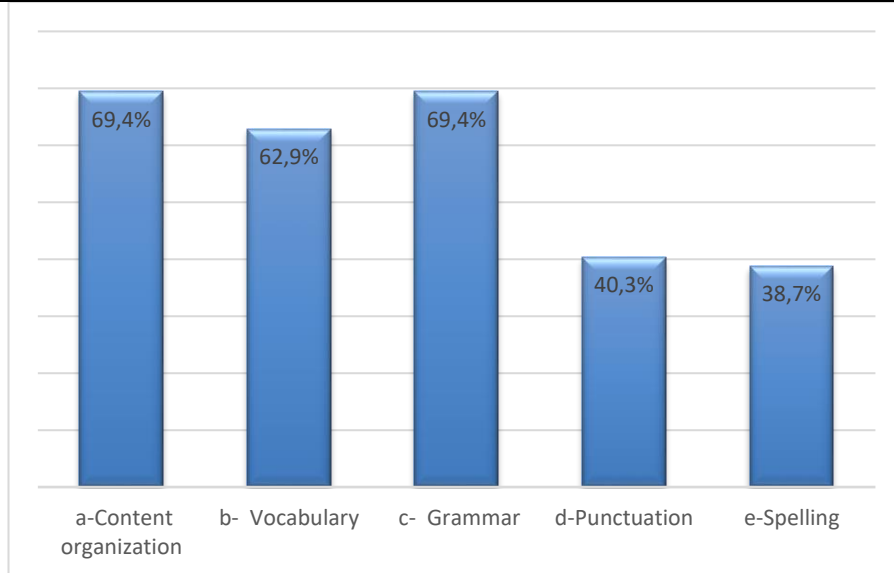


Figure 17: The Most Important Components in Writing

Table 10 shows that the majority of the students (69.4%) consider grammar and, by the same token, content organization as the most important components in writing. 62% of the students say that vocabulary is the most important component for them. 40.3% indicate that punctuation is the most important while 38.7% think that spelling is all that matters in writing. From these results we can see that the most important components for students are grammar and content organization; then comes vocabulary.

Section Three: The Process Approach

Question Ten

What is the most difficult step in writing according to you?

- a-Generating ideas b- Writing initial drafts c- Revising d- Editing

Options	%
a-Generating ideas	50
b- Writing initial drafts	41.9
c-Revising	3.2
d-Editing	4.8
Total	100

Table 10: The Most Difficult Step in the Writing Process

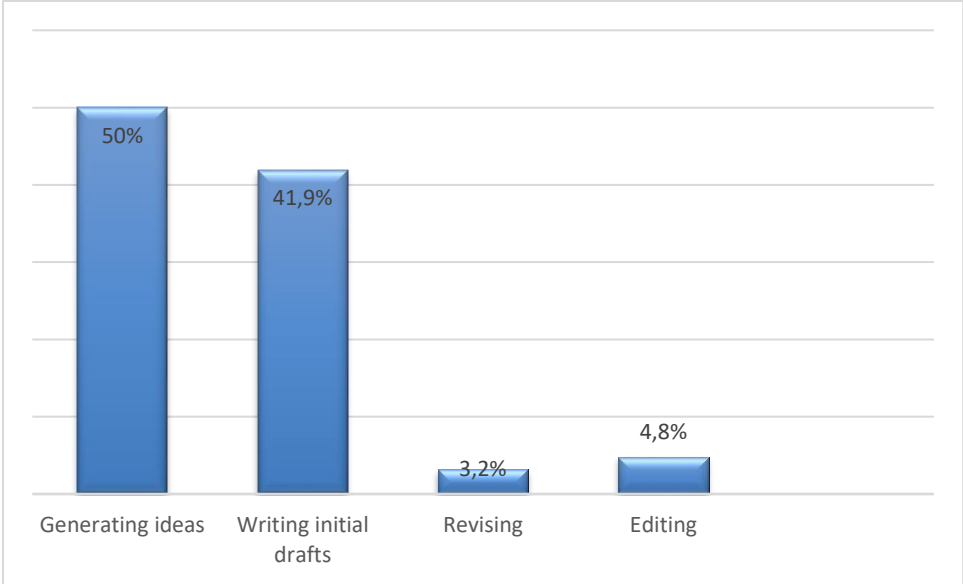


Figure 18: The Most Difficult Step in the Writing Process

Table 11 shows that 50% of the students have difficulties in generating ideas, one of the most important stages in writing process. 41.9% of the students consider that writing initial drafts is the most difficult step in the whole writing process, whereas, a few students, 4.8%, say that editing is the most difficult one. Revising seems to cause few troubles and difficulties to them (only 3.2%).

Question Eleven

When you re-read what you have written, do you make changes concerning:

(You can choose more than one answer)

- a- Content organization
- b- Vocabulary
- c- Grammar
- d- Punctuation
- e- Spelling

Options	Number	%
a- Content organization	30	48,4
b- Vocabulary	23	37,1
c- Grammar	18	29
d- Punctuation	30	48,4
f- Spelling	12	19.4

Table 11: The Changes Made by Students when they Revise their Writing

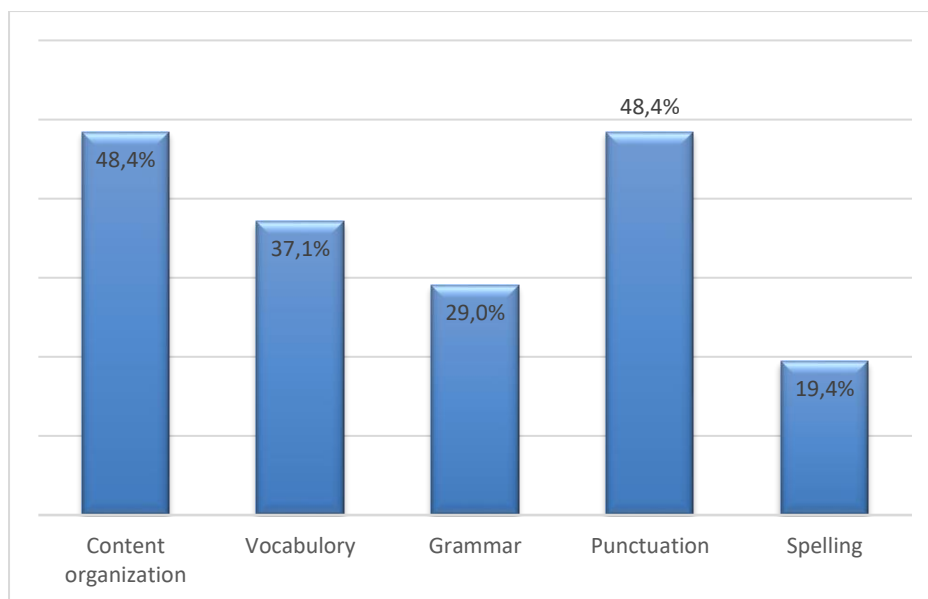


Figure 19: The Changes Made by Students when they Revise their Writing

As table 12 shows, the majority of the participants make changes in content organization and punctuation with a percentage of 48,4%, followed by vocabulary with a percentage of 37,1%, and grammar (29 %). 19,4% of the students make changes regarding spelling. From These findings we can notice that the majority of second year students of Mila University are concerned with both form and content. Such results are important since the process approach is concerned with the content rather than the form.

Question Twelve

When you write, do you:

- a- Try to make everything perfect from the very beginning
- b- Write with non-stop and then you revise what you have written

Options	Number	%
Try to make everything perfect from the very beginning	29	46,8

Write with non-stop and then you revise what you have written	33	53,2
Total	62	100

Table 12: Students' Attitudes during Writing

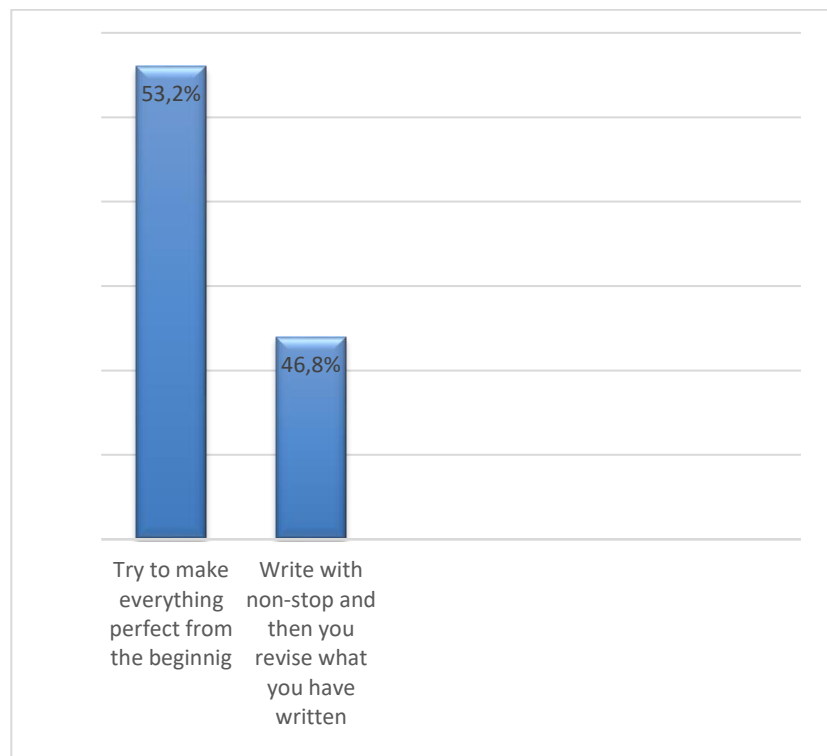


Figure 20: Students' Attitudes during Writing

As it is demonstrated in the table 13, the majority of the students (53,2%) acknowledge that they write with non-stop then they revise what they have written while 46,8% of them try to make everything perfect from the beginning. These numbers assert that more than half of the population write recursively, i.e. they move forward and backward when they write. The process approach considers writing as a recursive action. These findings are important because this is what the process approach encourages students to do.

Question Thirteen

What are the writing stages you are familiar with? (you can choose more than one answer)

- a- Prewriting (generating ideas, planning, etc.) b- Drafting (writing initial or first draft)
- c- Revising d- Editing e- Publishing (the final draft)

Options	Number	%
a- Prewriting (generating ideas, planning, etc.)	46	74,2
b- Drafting (writing initial or first draft)	37	59,7
c- Revising	32	51,6
d- Editing	24	38,7
e- Publishing (the final draft)	15	24,2

Table 13: The Stages of Writing that Students Are Familiar with

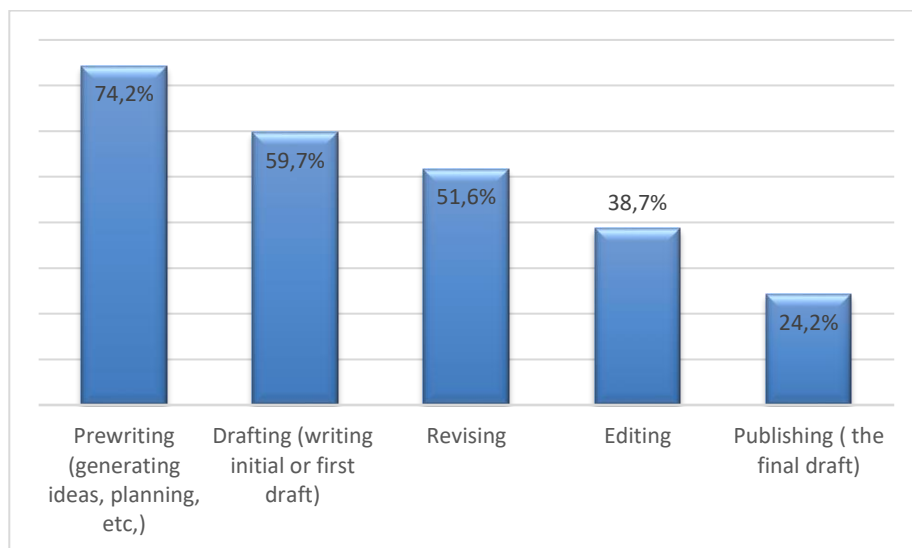


Figure 21: The Stages of Writing that Students Are Familiar with

Table 14 suggests that prewriting is the most familiar stage to students with 74,2% followed by the drafting stage with 59,7%. Then, revising and editing come next with 51,6% and 38.7%, respectively. The least familiar stage to students is publishing (24.4%). The obtained results demonstrate that students are familiar with some principals of the process approach. Teachers should encourage the use of these strategies in the classroom and introduce them to the students.

Question Fourteen

Does your teacher ask you to follow the writing steps mentioned in question thirteen (the previous question)?

a- Yes

b- No

Options	Number	%
Yes	50	80,6
No	12	19,4
Total	62	100

Table 14: Students' Opinions on Encouraging them to Follow the Steps of Writing

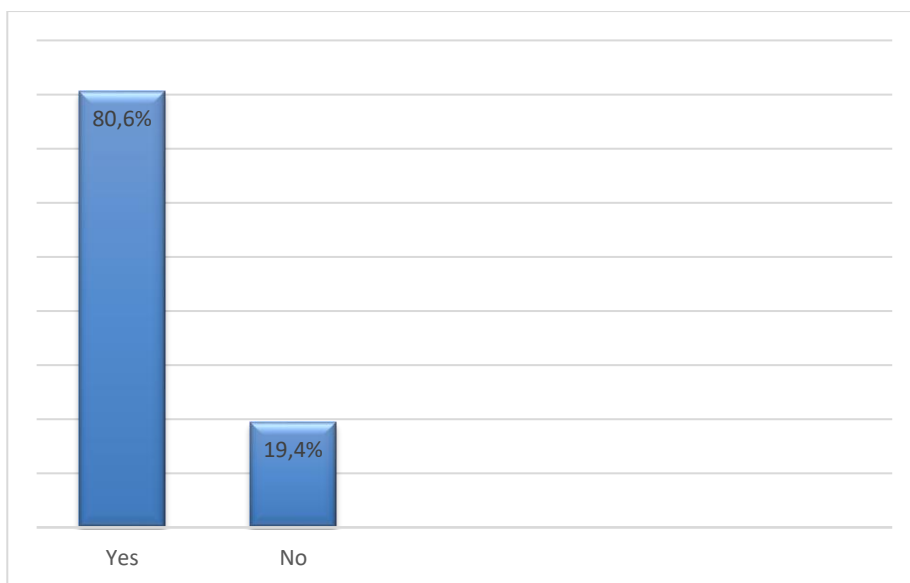


Figure 22: Students’ Opinions on Encouraging them to Follow the Steps of Writing

As displayed in table 15, 80,6% of the respondents are asked by their teachers to adopt the steps of the process approach. In contrast, only 19,4 % of the students declare that their teachers do not ask them to follow these stages. These results reveal that the majority of the teachers encourage students to use the different steps of the writing process which help them to enhance their level in writing. Such a finding reveals a preference for the process approach that helps students to perform the writing task efficiently.

Question Fifteen

Do you usually follow the different stages of the writing process mentioned in question 13?

b- Yes

b- No

Options	Number	%

Yes	50	80,6
No	12	19,4
Total	62	100

Table 15: The Stages of Writing Followed by Students

As indicated in table 16, we can clearly notice that most of the students that took part in this investigation (80,6%) claim that they follow the various stages of the writing process. Contrarily, just 19,4% assert that they do not follow these steps in their writing. The findings show that the majority of the students are aware of the writing process approach and its stages, and they use it while they write since it helps them to manage their writing effectively.

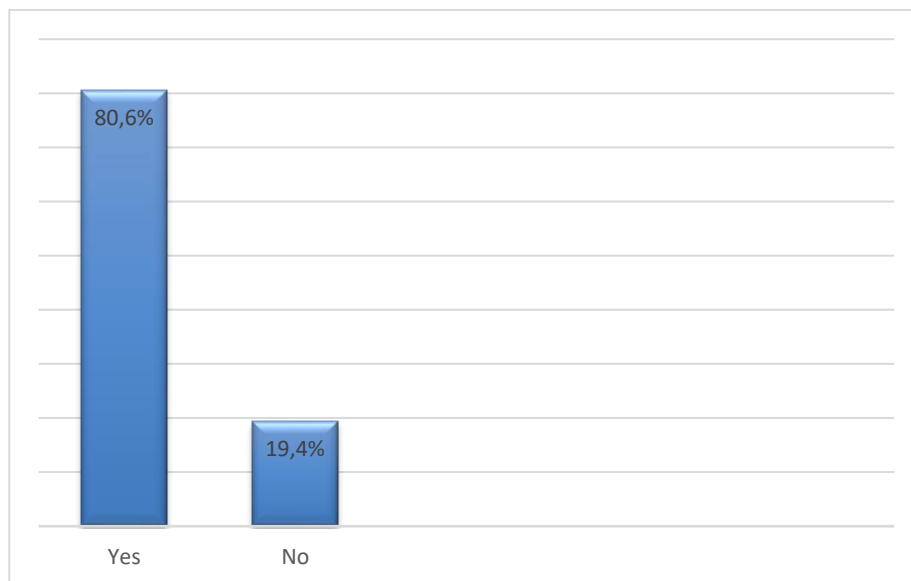


Figure 23: The Stages of Writing Followed by Students

* If “No”, please explain why.

The explanation of 12 students was that they do not have enough time to follow these stages; they skip some stages to finish the writing task on time.

* If “Yes”, what is the most difficult stage according to you (you can choose more than one)?

- a- Pre-writing b- Generating ideas c- Revising d- Editing final draft

Options	Number	%
a- Pre-writing	32	51,6
b- Generating ideas	34	54,8
c- Revising	6	9,7
d- Editing final draft	16	25,8

Table 16: The Most Difficult Stages for Students

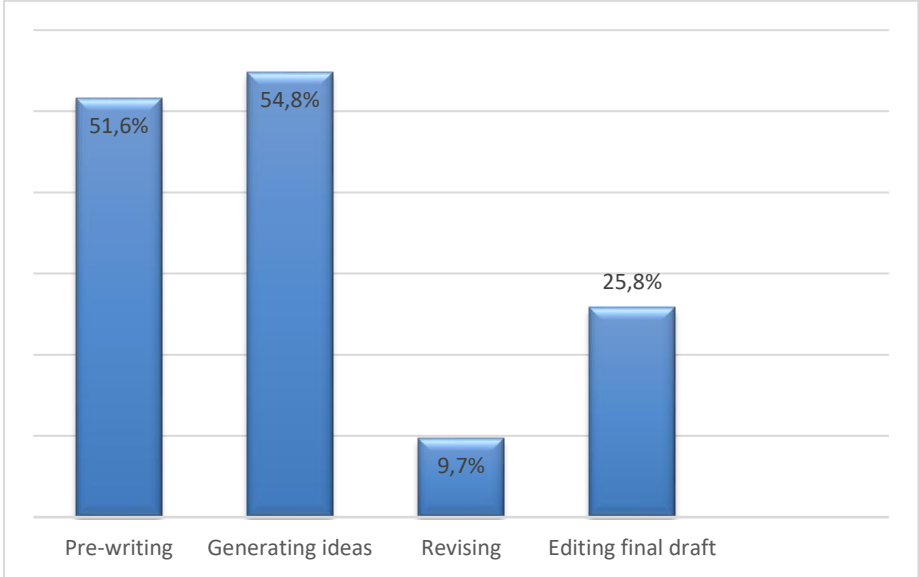


Figure 24 : The Most Difficult Stages for Students

This question was asked to see the most difficult stage in writing according to the students. The obtained results show that generating ideas is the most difficult stage with a

percentage of 54,8% of the respondents followed by the prewriting stage with a percentage of 51,6%. While 25,8% of the participants state that editing the final stage is the most difficult stage, only 9,7% believe that revising is the most difficult step in the writing process. We can conclude from this that the stages of generating ideas and pre-writing stage are the most difficult ones according to the majority of students while revising is the least difficult stage to students.

Section Four: Motivation

Question Sixteen

Do you believe that motivation plays a crucial role in writing?

a- Yes

b- No

Options	Number	%
Yes	58	93,5
No	4	6,5
Total	62	100

Table 17: The Importance of Motivation in Writing

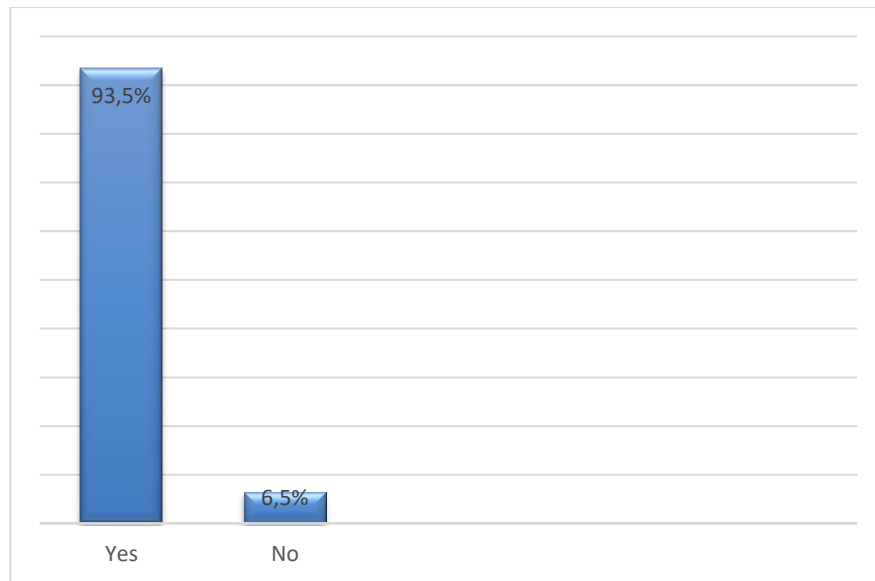


Figure 25: The Importance of Motivation in Writing

Table 18 reveals that a considerable portion of the participants (93,5%) answered positively to this question i.e. the majority of them claimed that motivation has a great importance in writing. In contrast, only 6,5 % of the participants say that motivation is not important in writing. We can conclude from this, that motivation is crucial in writing, therefore, teachers should create a healthy atmosphere in their classrooms and apply different strategies that can increase motivation in classroom. Motivation will affect positively the students' writing performance.

- Explain why.

Forty-four (44) students answered this question. Most of the students who expressed their points of view believe that motivation is essential because it helps students to have creativity and generate their ideas properly. They also think that motivation increases their

interests and self-confidence. Students' explanation can be summed up in the following points:

-Motivation inspires students to be more creative while writing.

-Generally, motivation is what really gives us that passion & interest. So, when we are motivated, we would give our best during writing.

-Being motivated means being interested, being interested equals being productive.

- Motivation helps students to generate their ideas effectively.

Question Seventeen

Do you receive any feedback (comment on your writing) during the process of writing?

b- Yes

b- No

Options	Number	%
Yes	52	83,9
No	10	16,1
Total	62	100

Table 18: The Use of Feedback during the Writing Process

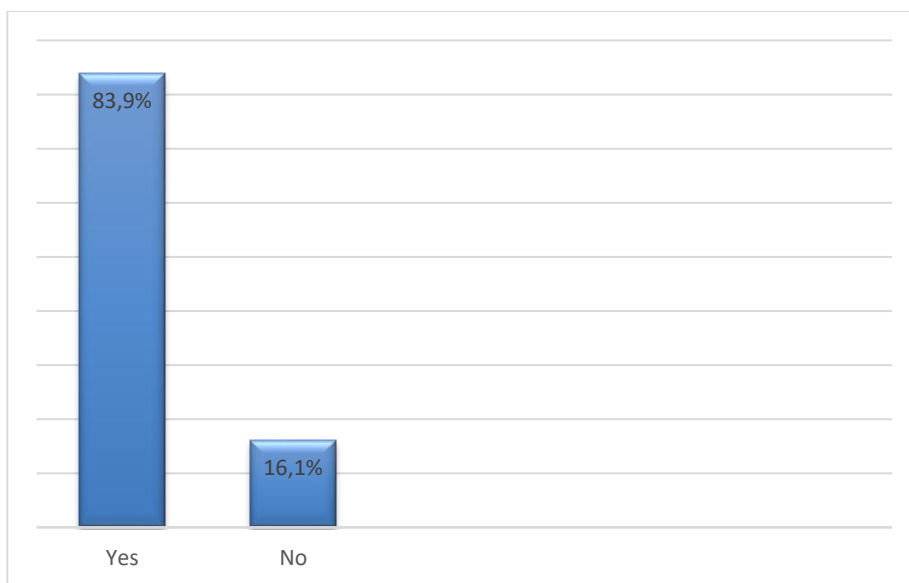


Figure 26: The Use of Feedback during the Writing Process

As it is indicated in table 19, 83,9% of the respondents claim that they receive feedback on their writing during the writing process. In contrast, 16,1% of them acknowledge that they do not receive any feedback during the writing process. This implies that learners are often given remarks while writing in addition to being encouraged to collaborate in the classroom.

- If yes, who usually provides you with feedback during the writing process?

Options	Number	%
a-teachers	27	43,5
b-Peers/classmates	8	12,9
c-Both	26	41,9
None of them	6	9,7

Table 19: Sources of Feedback

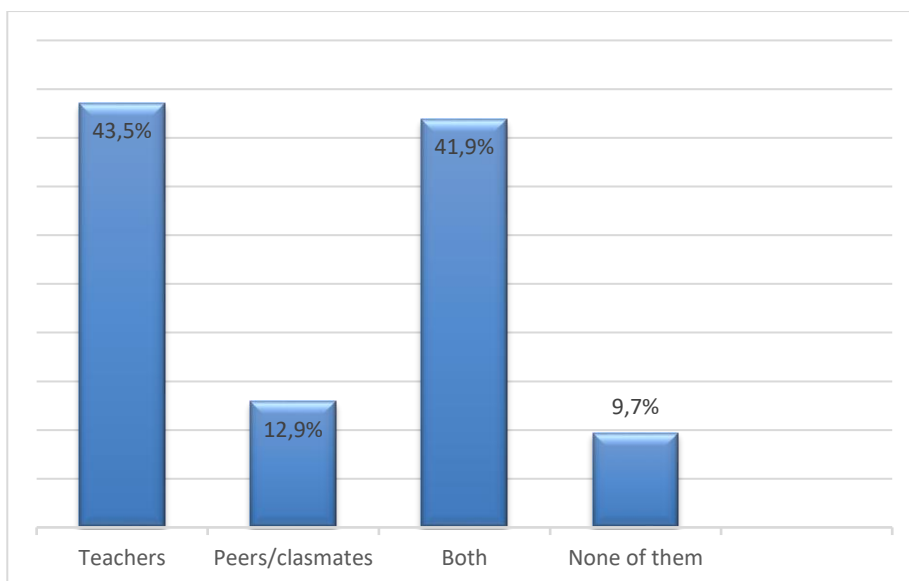


Figure 27: Sources of Feedback

We asked this question to see whether teachers encourage feedback in classroom or not. As it is indicated in table 20, 43.5% of the participants state that their teacher is the one who gives them feedback. 41.9% claim that both the teacher and their peers give them feedback. While 12,9% acknowledge that their peers give them feedback during writing, 9.7% say that they receive no feedback from either source. From these results, we can say that the majority of the teachers tend to create a collaborative atmosphere in the classroom where they provide the learners with feedback and encourage them to give feedback to one another. Such a result is really important since the process approach considers writing as a collaborative activity.

Question Eighteen

Thanks to its different stages and the possibility it offers for peer and teacher's feedback, the writing process is collaborative and active. This makes it highly motivating for learners.

a- Strongly Agree

b- Agree

c- Disagree

d- Strongly disagree

e- Neither agree nor disagree

Options	Number	%
Strongly agree	9	14,5
Agree	44	71
Strongly disagree	1	1,6
Disagree	1	1,6
Neither agree nor disagree	7	11,3
Total	62	100

Table 20: Students' Opinion on the Relation between Process Approach and Motivation

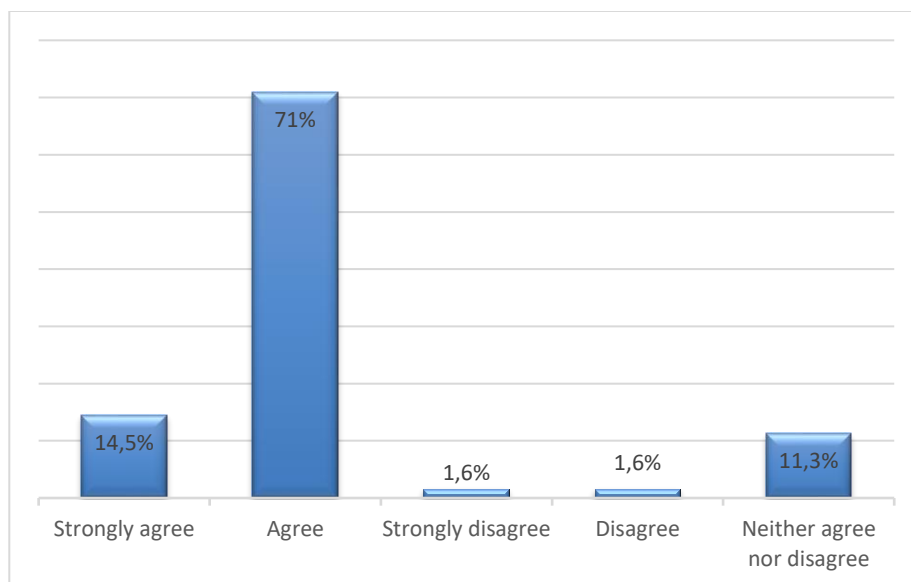


Figure 28: Students' Opinion on the Relation between Process Approach and Motivation

As it is demonstrated in table 21, the overwhelming majority of the students (71%) agree with the aforementioned statement of the present question. 14,5% opted for option (a), strongly agree. 11,3% say that they neither agree nor disagree and only 1,6% say that they disagree and strongly disagree. We can deduce that adopting the process approach is highly motivating for learners. Once more these results show the advantage of adopting the process approach since it motivates students to write on the one hand and improves their performance in the classroom on the other hand.

Question Nineteen

Do you think that adopting the process approach (encouraging the students to follow the different stages seen in question13) will motivate you to improve your writing?

a- Yes

b- No

Options	Number	%
Yes	51	82,3
No	11	17,7
Total	62	100

Table 21: The Process Approach and Motivation

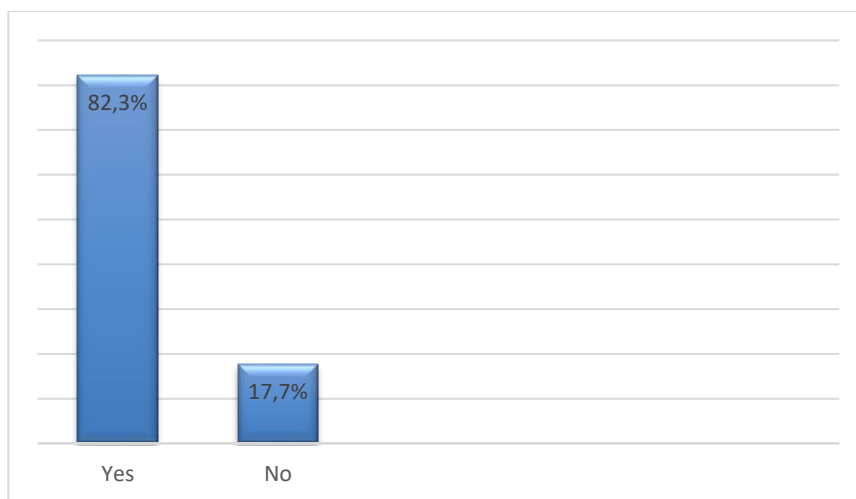


Figure 29: The Process Approach and Motivation

The findings in table 22 demonstrate that the overwhelming majority of the students (82,3%) believe that adopting the process approach to writing will motivate them to enhance their writing. On the other hand, a few students (17,7%) think that the process approach has nothing to do with motivation and it does not motivate them to develop their writing. From these results we can conclude that, adopting the process approach to writing will motivate students to enhance their writing. So, more teachers should apply the process approach in their classrooms.

37 Students explained their answers. The following statements are just some examples.

- It is the right way to succeed in writing (we can say that it is a plan that may simply guide us to write a correct piece of writing), so it would encourage us and motivate us. Therefore, the outcome would be successful and correct.

- It motivates us because it leads us to make everything perfect from the beginning.

-When I wasn't familiar with these stages I used to struggle a lot, but now thanks to these steps I can write effectively.

-Indeed, I believe it helps us to organize our thoughts and not to get out of the topic besides being restricted to the main idea. It will surely make us able to manage the-logical order of ideas. Thus, we can create a good piece of writing that is interesting, cohesive, coherent and organized.

Question Twenty

Does your teacher motivate you to write?

a- Yes

b- No

Options	Number	%
Yes	48	77,4
No	14	22,6
Total	62	100

Table 22: The Teacher as a Source of Motivation in Writing

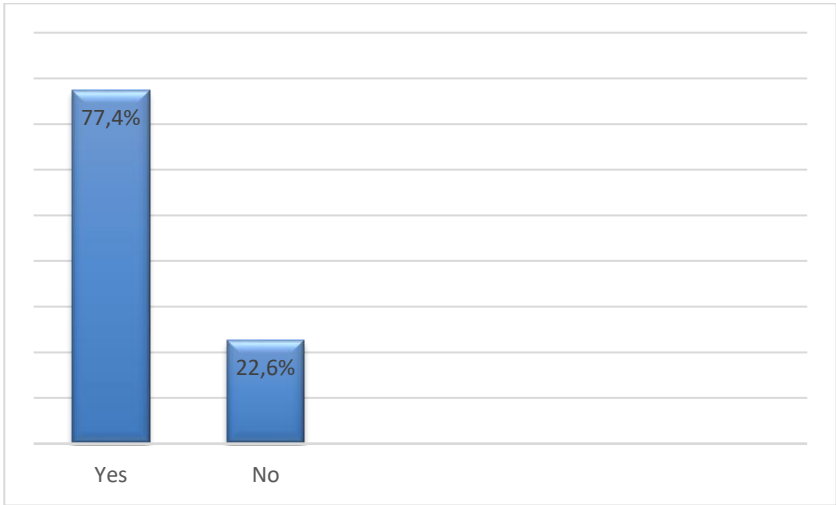


Figure 30: The Teacher as a Source of Motivation in Writing

As it is demonstrated in table 23, 77,4% of the total sample say that their teachers motivate them to write. However, 22,6% claim that their teachers do not motivate them. We can conclude that the majority of teachers consider motivation as vital in writing. Therefore, teachers should create a healthy atmosphere in which motivation takes place.

Question Twenty-one

Who is (are) responsible for motivation in the classroom?

a- Teacher

b- Students

c- Both

Options	Number	%
a- Teacher	23	37,1
b- Students	4	6,5
c- Both	35	56,5
Total	62	100

Table 23: Sources of Motivation in the Classroom

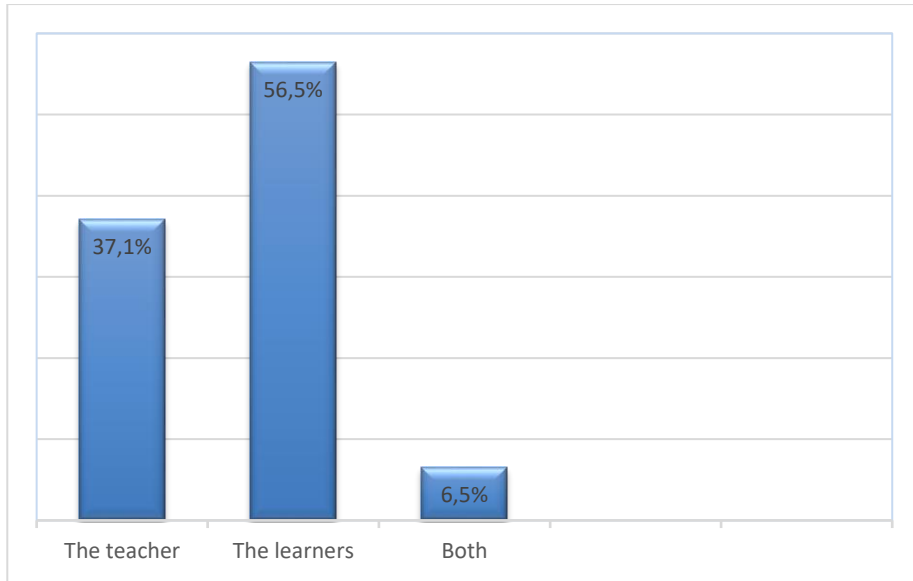


Figure 31: Sources of Motivation in the Classroom

As it is indicated in table 24, 56.5% of the sample state that both the teacher and the students are responsible for motivation in classroom whereas 37.1% claim that the teacher is the only responsible for motivation in the classroom. The rest 6.5 % believe that the students are responsible for their own motivation. From these results we can note that the teacher should create a motivating environment in the classroom and student should come with an intrinsic motivation and create a perfect atmosphere for the teacher to deliver his message properly.

* Please, explain

The following statement are some explanations given by students:

- Teachers and students are equally responsible for motivation: the teachers by providing an interesting lecture and the learners by participating in the lesson.

- Some students are naturally enthusiastic to learn, but many of them need their teachers to inspire and give them a sense of challenge and motivation, that's why teachers have a crucial role.

- The teacher needs to know how to stimulate the students' minds and the students need to find motivation to ride to the challenge.

- I believe it is a team work. The teacher alone cannot be the only source of motivation because learners too can help inspire and motivate each other especially through competition.

-I think that we can get more motivated by seeing other works of our classmates. Teachers are not the only ones responsible for motivation in class because teachers fail at some point and because of shared interests among students, a challenging atmosphere, may be created in class.

- On the one hand, the teacher is responsible for motivation in the classroom since students give a great attention to the teacher's encouragement and positive feedbacks. On the other hand, we cannot ignore the role of self-motivation and the importance of competition between learners.

- Both teachers and learners are responsible for motivation in classroom since they both have affection on the general mood inside the classroom. So, they all should build that motivation (teachers should motivate students that would be motivated, whom would also be -kind of- motivating the teacher as well)

- Teachers' motivation and learner's motivation are complementary: they both play a crucial role; the teacher motivates his learners and the learners motivate each other so that the learning process will be easy.

6. Discussion of the Students' Questionnaire Results

The first section of the questionnaire reveals that the majority of students consider the writing skill as the most difficult skill. According to the results, the students do show a huge interest in written expression courses. This section also demonstrates that more than half of the population is satisfied with the time devoted to the module of written expression. Based on these results, the teacher should keep his students interested and apply different methods, which increase their motivation. This takes us to the second section where students believe that content organization and grammar are the most important components. We deduce from these findings that the students focus on both content and form. These findings are promising to some extent since they support the claim of adopting the process approach that focuses mainly on content but does not neglect form. Section three is based upon the process approach to writing. We notice that the majority of the participants who answered the questionnaire acknowledge that they face difficulties with generating ideas i.e. the pre-writing stage. This might be due to students' lack of reading which causes lack of information about the various topics they are given to write about. According to the students' answers in (Q 11), the majority of them tend to make changes concerning content organization and punctuation. Questions 13, 14, and 15 reveal that the majority of students follow the stages set by the process approach. These findings reveal clearly that the students are aware of the importance of this approach; besides, their teachers often ask them to follow the stages. The analysis of the last section- motivation- shows that the majority of students

support the claim that adopting the process approach with its principals and stages will motivate them to improve their writing, since it encourages collaborative and active work in the classroom. From all that has been said, it can be concluded that the process approach should be used by more teachers and students in writing classes for the great benefits it offers to the learners, especially in terms of motivation.

Section Two: The Teachers' Questionnaire

This section is basically devoted to the description of the teachers' questionnaire. It Represents an analysis of the obtained data and a discussion of the main results

7. Description of Teachers' Questionnaire

The questionnaire was delivered to the teachers of written expression at Abdelhafid Boussouf Mila University. The questionnaire consists of nineteen (19) close-ended, open-ended and multiple-choice questions divided into five sections as follows:

7.1. Section One: General Information Q1-Q3

The core purpose of this section is to get some background information about the participants. It contains general questions about teachers' experiences in teaching the module of written expression, and to see teachers' opinions about written expression curriculum. It ends up with a question about the time devoted to this module.

7.2. Section Two: Writing skill Q4-Q6

The second section of this questionnaire is concerned with writing skill. It starts with inquiring about teachers' satisfaction with their students' level. and attitudes when given writing tasks. The last question of this section is about the approaches used by the teachers to teach writing.

7.3. Section Three: The Process Approach Q7 – Q13

This main purpose of this section is to shed light on the use of the process approach and its principles to teach writing.

7.4. Section Four: Motivation Q14 – Q18

This section is about the relation between motivation and the process approach and whether motivation is crucial in writing or not. The last question of this section is to see whether, or not, adopting the process approach is motivating.

7.5. Section Five: Suggestions Q19

In the last question of the questionnaire the teachers are asked to give their opinions, make comments and add any suggestions that can serve the purpose of our study.

8. Analysis of the Questionnaire

Question One

How long have you been teaching written expression?

Years of teaching	Participants	%
2- 4	2	20
3- 5	3	30
5- 10	5	50
Total	10	100

Table 24: Years of Teaching Written Expression

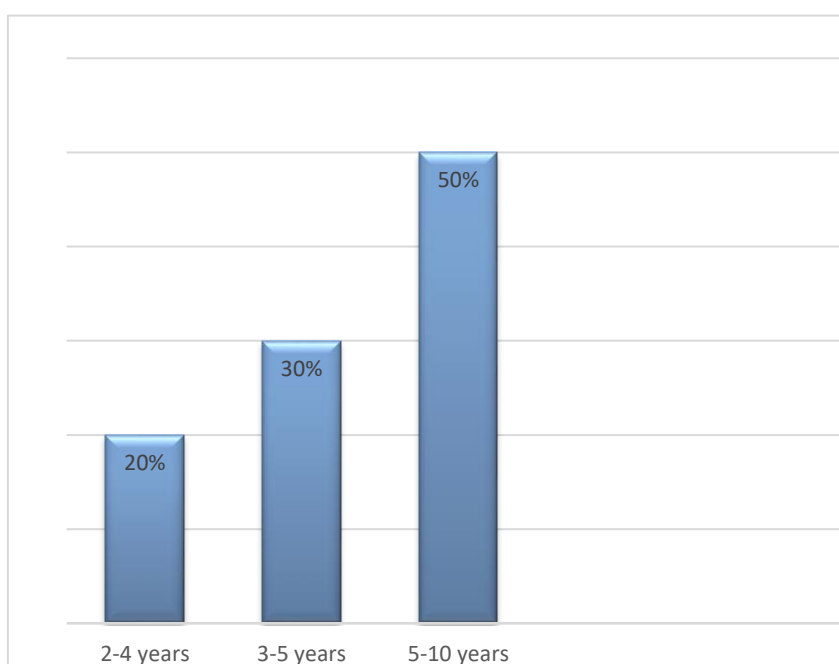


Figure 32: Years of Teaching Written Expression

As it is revealed in table 25, 50% of the teachers at Mila university have been teaching written expression for 5 to 10 years. 30% of them have been teaching it for 3 to 5 years, and with approximately the same percentage, 20% of the questioned teachers have been teaching written expression for 2 to 4 years. From these results we can say that teachers' experience is reliable.

Question Two

Do you think that the “Written Expression” curriculum is adequate to enhance your students’ writing proficiency?

- a- Yes b- No

Options	Participants	%
a- Yes	6	60
b- No	4	40
Total	10	100

Table 25: “Written Expression” Curriculum Sufficiency in Enhancing Students’ Proficiency in Writing

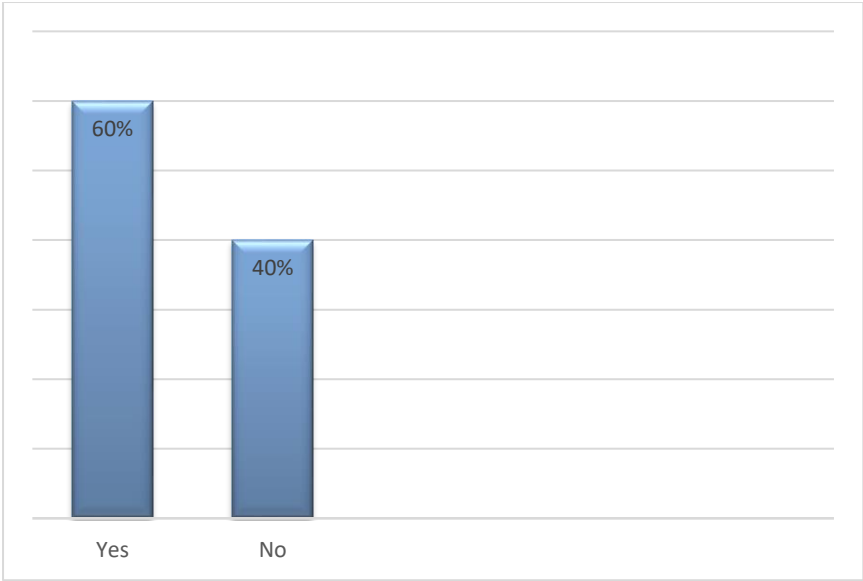


Figure 33: “Written Expression” Curriculum Sufficiency in Enhancing Student’s Proficiency in Writing

Table 26 shows that 60% of teachers think that the “Written expression” curriculum is enough and sufficient to enhance students’ writing, 40% of them think that is not sufficient

because according to them, writing needs many techniques to be enhanced and more time to be added.

Explain why (Teachers answers)

The teachers provided us with the following explanations:

- “it covers all the elements that help students become better writers.”
- “Because it is integrated, it includes different methods to practice academic writing.”
- “The time devoted to teaching writing can be only used to teach the basics, more practice on the part of the learner is needed outside the classroom.”
- “The curriculum is not the problem because each teacher can choose the program that suit his/her students.”
- “It supplies most of the basics like paragraph and essay writing.”
- “Students are only introduced to the basics of writing; this latter needs much more than the basics.”
- “Due to the time constraints, only the basics of writing are taught. Students are supposed to do extra practice outside the classroom.”

Question Three

Do you think that three hours a week are enough for teaching “Written Expression”?

a- Yes

b- No

Options	Participants	%
a- Yes	4	40
b- No	6	60
Total	10	100

Table 26: Teachers' Opinion about the Time Given to Writing

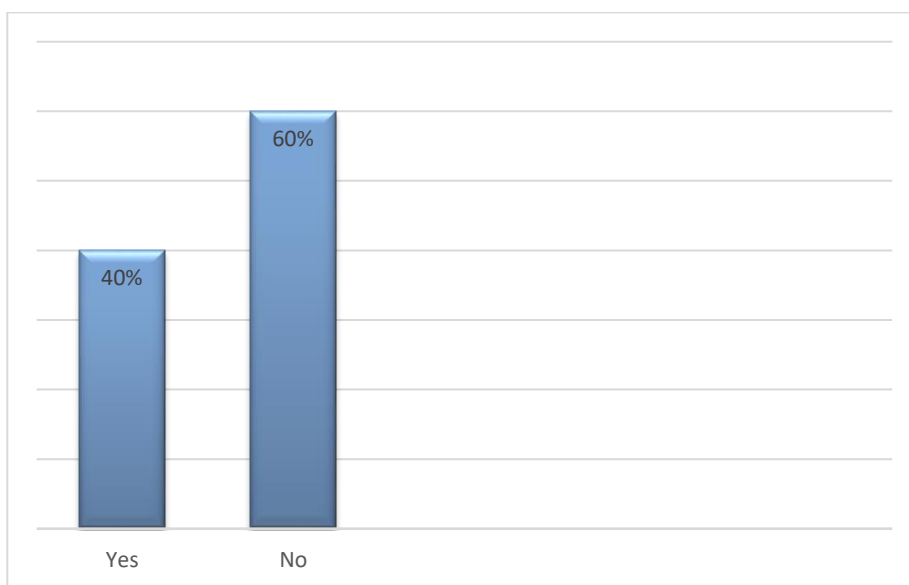


Figure 34: Teachers' Opinion about the Time Given to Writing

As it is demonstrated in table 27, 60% of the teachers claim that the time given is not enough for teaching written expression, while 40% of them say that indeed three hours a week are enough. We can conclude that the time is important for the sake of students to write in ease and feel comfortable.

Question Four

Are you satisfied with your students' writing?

a- Yes

b- No

Options	Participants	%
a- Yes	10	100
b- No	0	0
Total	10	100

Table 27: Teachers' Attitudes towards Students' Writing

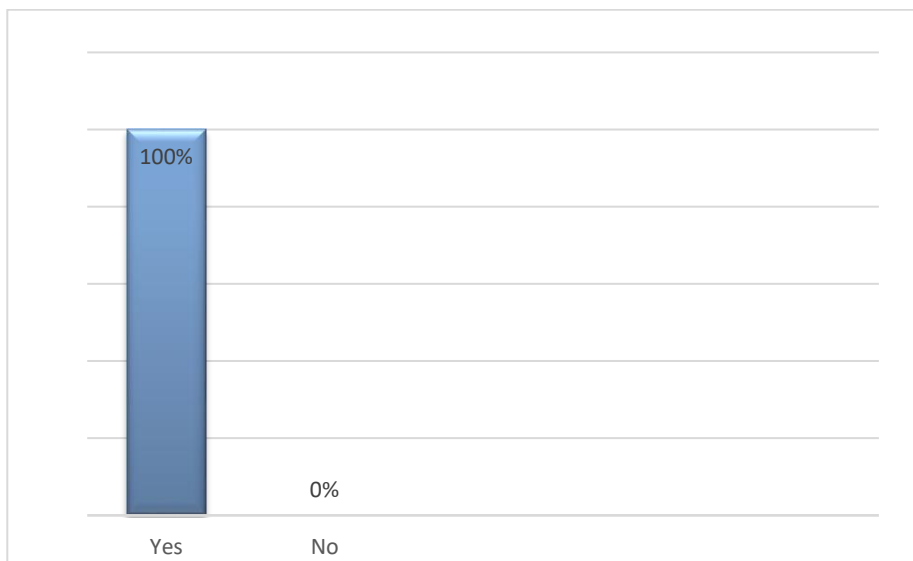


Figure 35 : Teachers' Attitudes towards Students' Writing

As shown by table 28, all of the participant teachers state that they are satisfied with their students' writing. From these findings we conclude that teachers are believing in their students writing capacities.

Question Five

When you ask your students to write an assignment, they are:

- a- Very interested b- Interested c- Bored d- Frustrated

Options	Participants	%
a- Very interested	1	10
b- Interested	5	50
c- Bored	2	20
d- Frustrated	2	20
Total	10	100

Table 28: Teachers’ Opinions towards Students’ Feelings when they Are Given Writing Tasks

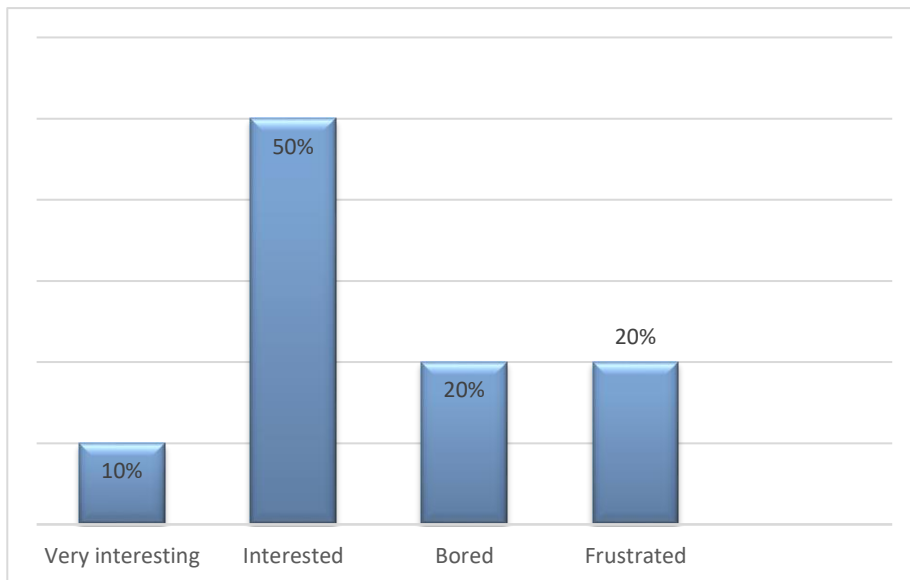


Figure 36 : Teachers’ Opinions towards Students’ Feelings when they Are Given Writing Tasks

From table 29 we can see that 50 % of the teachers say that their students are interested when they are given writing tasks, whereas 10% describe the students as very interested. The rest opted equally for option (c) bored and (d) frustrated with 20% for each. These findings can be described as not really encouraging; hence, teachers should reinforce students’ motivation towards writing.

Question Six

What is the approach you use to teach writing? Explain the reasons for choosing this approach.

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

Options	Participants	%
a- The product approach	3	30
b- The process approach	6	60
c- The genre approach	1	10
Total	10	100

Table 29: The Approaches Used by Teachers to Teach Writing

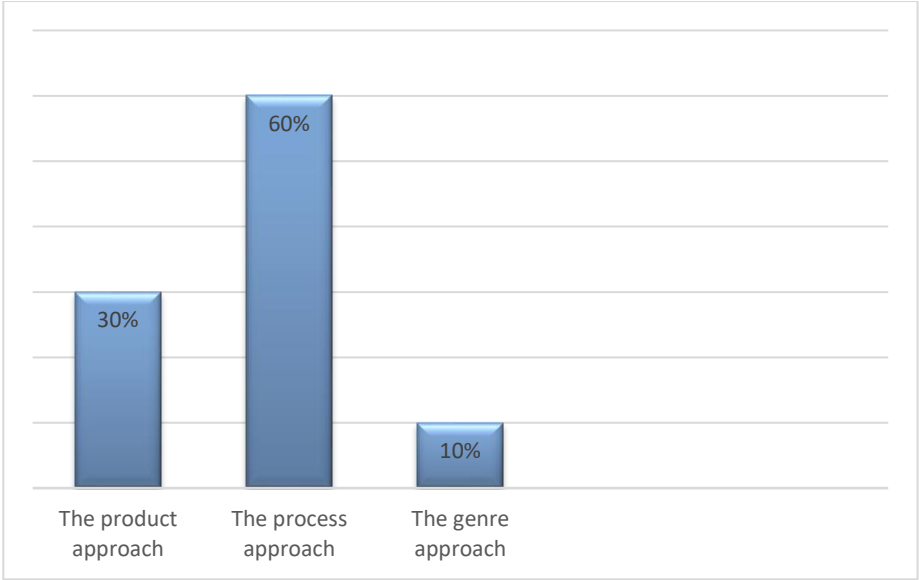


Figure 37: The Approaches Used by Teachers to Teach Writing

From table 30, we can notice that 60% of teachers are using the process approach to teach writing, 30 % of them are using the product approach, whereas 10% of the teachers are using genre approach. The recent findings show that the majority of teachers have chosen the process approach mainly because of the different writing stages it allows the students to go through.

The teachers provided us with the following reasons for their choice of the different approaches:

a- The Product approach (3 Teachers)

- “I often use the product approach to let students produce particular types of texts and I focus on the final production.”
- “I use the product approach most of the time due to the lack of time and the large number of the students.”
- “The product approach gives some freedom in choosing whatever way to reach the final production.”

b- The process approach (6 Teachers)

- “It has specific steps to follow.”
- “The process approach teaches learners how to be organized. Mastering the writing process makes students think faster and in a smooth way.”
- “I prefer the process approach because it is the best way to teach writing.”
- “I use the process approach whenever time allows.”
- “It is the best way to teach writing and to get students involved in class.”
- “The stages of writing are crucial and they do help learners learn more while writing.”

c- The genre approach (1 Teacher)

- “This approach makes students aware of the different genres of writing.”

Question Seven

Do you use the process approach to teaching writing wholly or partially in your class? Please explain.

a- Wholly

b- Partially

c- Not at all

Options	Participants	%
a- Wholly	4	40
b- Partially	6	60
c- Not at all	0	0
Total	10	100

Table 30: The Use of Process Approach to Teaching Writing in Classroom by Teachers

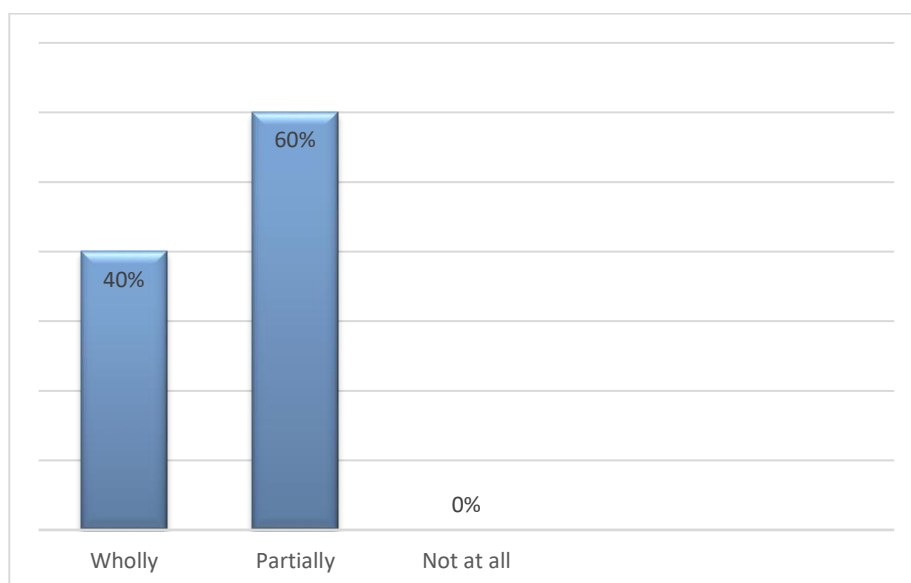


Figure 38: The Use of Process Approach to Teaching Writing in Classroom by Teachers

Table 31 shows that 60% of the teachers partially use the process approach in the writing classes. 40% of them use the process approach to teaching writing wholly. From these

findings we can see that the process approach is known to all teachers of writing in Mila University; however, the extent to which this approach is adopted differs from one teacher to another, due to some reasons. Some of these reasons are as follows.

Explanation:

- “The process approach is one of the best approaches for teaching writing; I use it only during the practice sessions; when time allows.”
- “Due to the large classes and time constraints”
- “Because I use different approaches to teach writing”

Question Eight

When involved in the act of writing, do your students follow all the stages of the writing process?

a- Yes

b- No

Options	Participants	%
a- Yes	7	70
b- No	3	30
Total	10	100

Table 31 : Investigating whether the Students Follow All the Stages of Writing or not

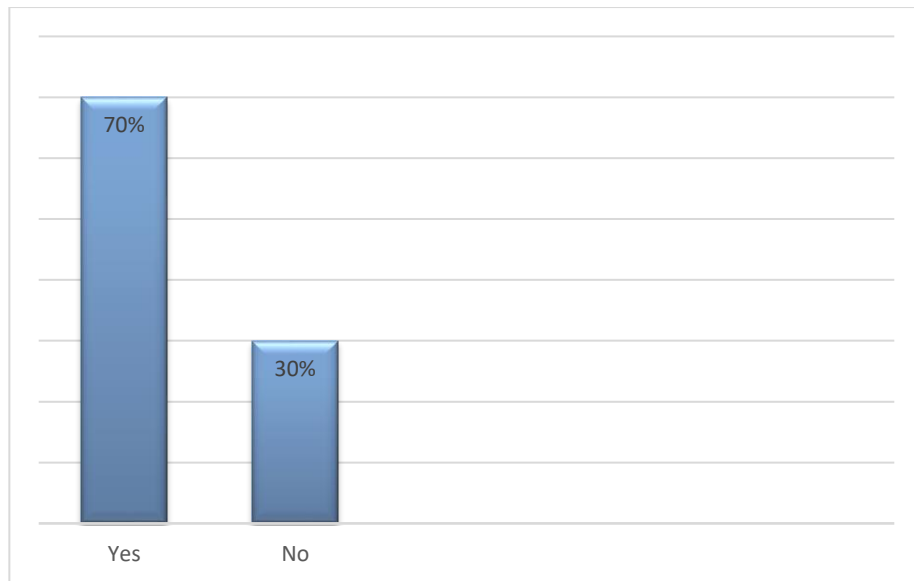


Figure 39 : Investigating Whether the Students Follow all the Stages of Writing or not

- If “yes”, what is/are the mostly followed stage(s)?

- 1- Prewriting (4 teachers)
- 2- Generating initial drafts (3 teachers)
- 3- Revising (2 teachers)
- 4- Editing (1teacher)

Question Nine

Which stage do you think your students face difficulties with?

- a- Prewriting b- Drafting c- Revising d- Editing

Options	Participants	%
a- Prewriting	5	50
b- Drafting	1	10
c- Revising	1	10
d- Editing	3	30
Total	10	100

Table 32: The Most Difficult Stage for Students in the Writing Process

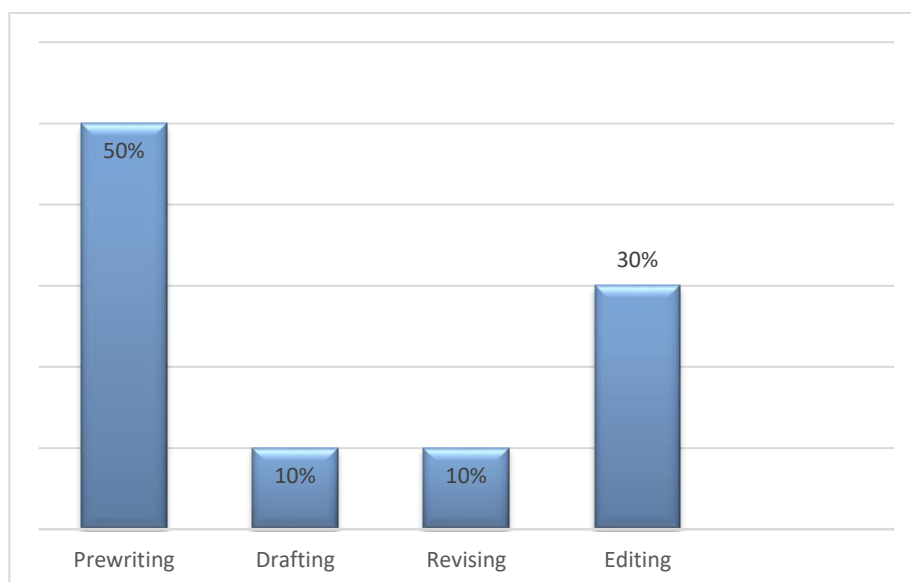


Figure 40: The Most Difficult Stage for Students in the Writing Process

Table 33 demonstrates that 50% of the teachers claim that the most difficult stage is prewriting, 30% of them say that students face problems in the editing stage, and only 10% say that the problem lies in drafting and revising respectively. These findings are satisfying because prewriting is essential in the writing process: prewriting gives students the opportunity to get prepared and organize their ideas for producing an unbroken piece.

Question Ten

Do you help your students when they write?

a- Yes

b- No

Options	Participants	%
a- Yes	10	100
b- No	/	/
Total	10	100

Table 33: Teachers Helping Students during Writing

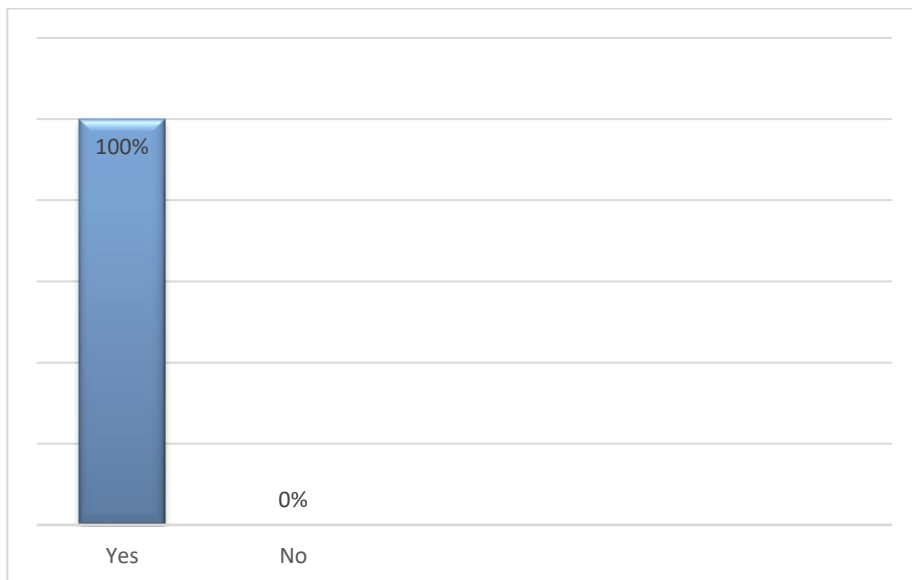


Figure 41: Teachers Helping Students during Writing

Table 34 shows that all the teachers who took part in our investigation tend to help their students when they write. So, because the teachers know that writing is not an easy task, they guide their students through the steps of writing in order to facilitate the writing task to them.

- **If “yes” do you help them editing:**

- a- Content organization b- Grammar c- Punctuation
 d- Vocabulary e- Spelling

Options	Participants	%
Content organization	9	90
Grammar	9	90
Punctuation	9	90
Vocabulary	8	80
Spelling	8	80

Table 34: Teachers Helping Students in Editing

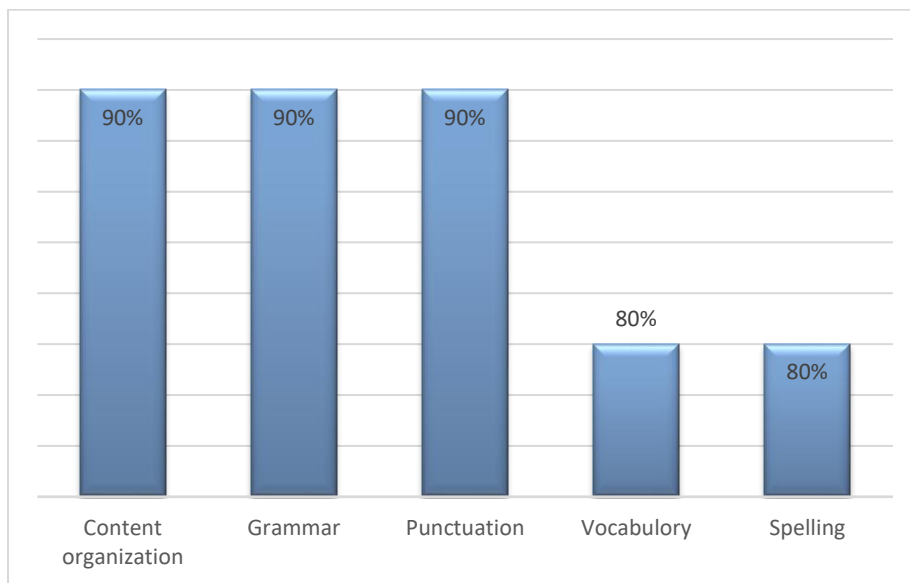


Figure 42: Teachers Helping Students in Editing

As it is shown in table 35, 90% of teachers claim that they help their learners in editing: content organization, grammar and punctuation. Whereas 80% of the participants say that they help students to edit vocabulary and spelling. These findings reveal that teachers help students in editing both content and form.

Question Eleven

How often do you provide your students with feedback during the writing process?

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

Option	Participants	%
a- Always	6	60
b- Often	3	30
c-Sometimes	1	10
c- Rarely	0	0
d- Never	0	0
Total	10	100

Table 35: Teacher’s Use of Feedback during the Writing Process

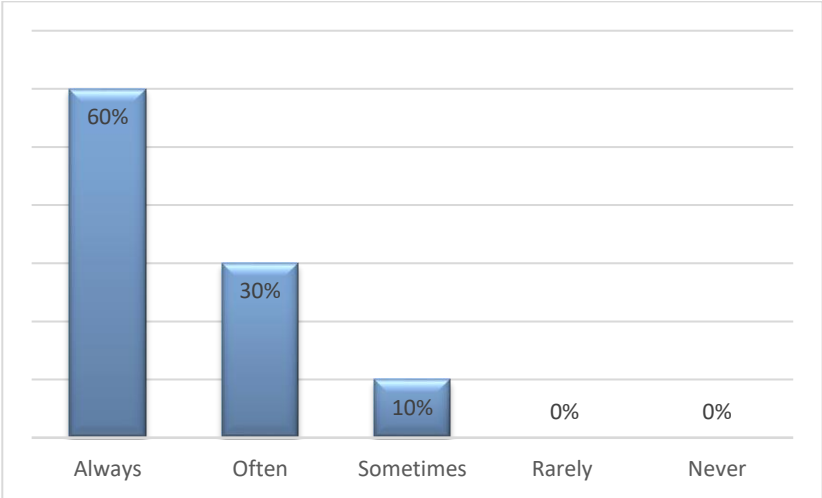


Figure 43: Teacher's Use of Feedback during the Writing Process

As it is indicated in table 36, the majority of teachers who took part in this study (60%) claim that they always provide their learners with feedback during the writing process. 30% of the teachers state that they often give feedback to their students. The rest 10% assert that they only sometimes provide their students with feedback. None of the participants chose the other options (rarely and never). These findings reflect that all the teachers provide their students with feedback; therefore, they create a friendly relationship between the teachers and their learners which indeed affects students' writing abilities positively.

Question Twelve

How often do you encourage your students to share their works with each other?

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

Option	Participants	%
a- Always	5	50
b- Often	4	40
c- Sometimes	1	10
d- Rarely	0	0
e- Never	0	0
Total	10	100

Table 36: Encouraging Students to Share their Works with their Peers

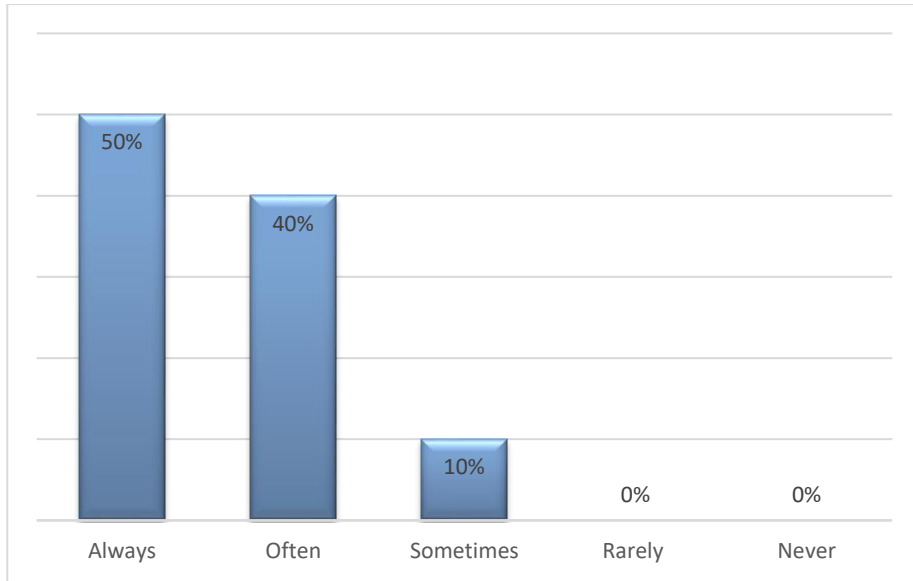


Figure 44: Encouraging Students to Share their Works

As table 37 illustrates, 50% of the teachers affirm that they always encourage their students to share their works with each other. 40% of the participants claim that they often encourage learners to share their works with their peers. 10% of the teachers admit that they sometimes encourage learners to exchange their works to with each other. None of the teachers claim that this activity of peer correction is rarely or never made in class. We can deduce that all teachers value collaborative work in classroom and try to create a healthy atmosphere between learners themselves which helps them improve their performance in writing. The yielded findings of this question reveal that the teachers use the process approach in teaching writing. That is because the process approach encourages collaborative work and peer feedback in classroom.

Question Thirteen

When teaching writing, what do you think teachers should act as?

- a- Observer b- Controller c- Facilitator d- Evaluator e- all of them

Option	Participants	%
a- Observer	0	0
b- Controller	0	0
c- Facilitator	4	40
d- Evaluator	0	0
e- all of them	6	60
Total	10	100

Table 37: Teachers' Opinions on Teacher's Role in Classroom

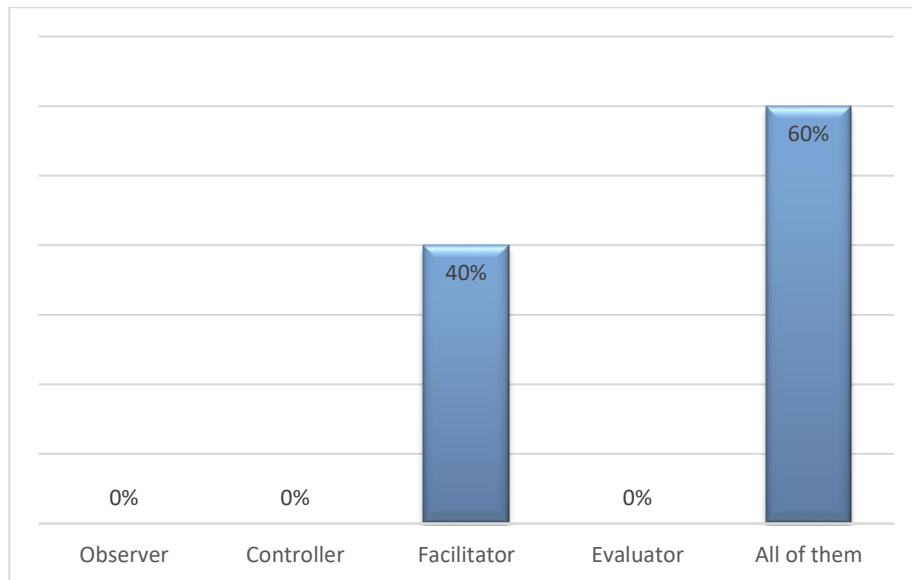


Figure 45: Teachers' Opinions on Teacher's Role in Classroom

The results in table 38 indicate that 40% of the sample believe that the teacher should act as facilitator. On the other hand, 60% of the teachers state that the teacher should act as all the above-mentioned roles. From these results we can notice that the teacher has many roles in the classroom; he facilitates, observes, controls and evaluates students' writing in order to create the most suitable atmosphere for writing in class.

Question Fourteen

Motivation is the key element for enhancing student’s level in classroom?

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

Options	Participants	%
a- Strongly agree	7	70
b- Agree	3	30
c- Disagree	0	0
d- Strongly disagree	0	0
e- Neither agree nor disagree	0	0
Total	10	100

Table 38: Teacher’s Opinions on the Importance of Motivation to Learners

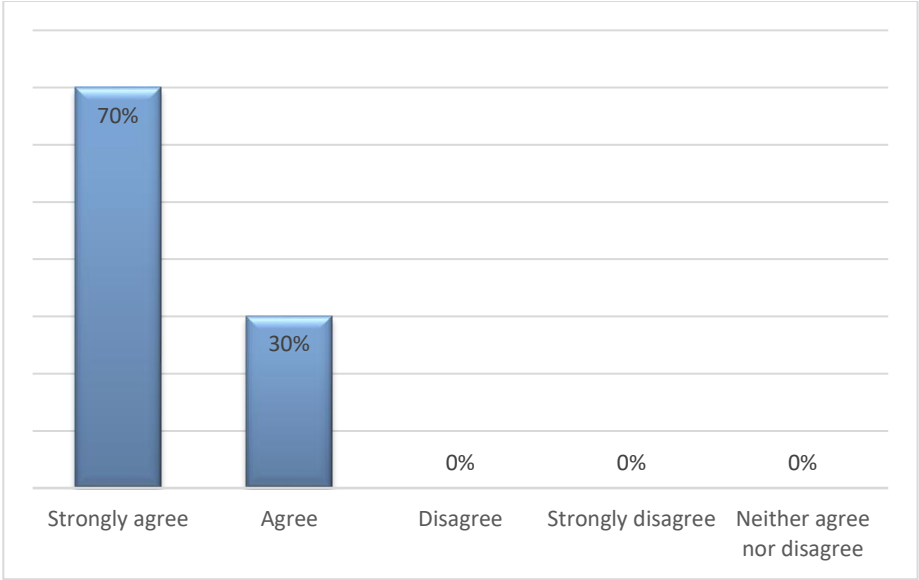


Figure 46: Teacher’s Opinions the Importance of Motivation to Learners

Table 39 displays that all the teachers agree that motivation is crucial and it the key element for enhancing students' level. We can conclude that motivation plays an important role in teaching/learning process. So, Teachers should create a motivating environment that enables students to develop their level.

Question Fifteen

The writing process is collaborative and active, which is highly motivating for 21-century learners.

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

Option	participants	%
a- Strongly agree	3	30
b- Agree	6	60
c- Disagree	0	0
d- Strongly disagree	0	0
e- Neither agree nor disagree	1	10
Total	10	100

Table 39: The Use of the Process Approach and Learners' Motivation

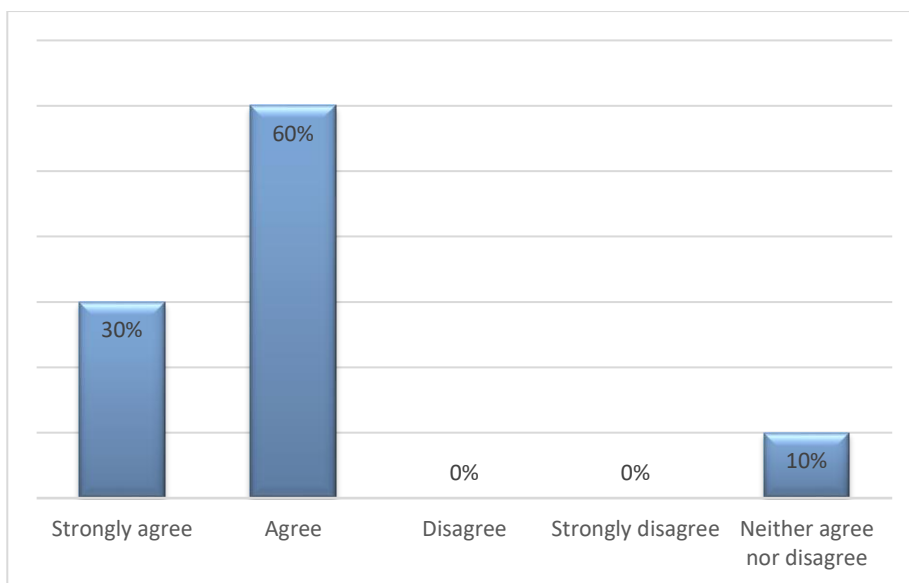


Figure 47: The Use of the Process Approach and Learners' Motivation

According to the obtained results in the table 40, 30% of the respondents strongly agree with the above statement, whereas 60% of them agree that the process approach is highly motivating for 21 century-learners. Only 10% of the teachers prefer to show a neutral attitude (neither agree nor disagree). These results reveal that the overwhelming majority of teachers believe that the process is highly motivating for 21-century since it views writing as collaborative and writing. Also, it gives learners the opportunity to share and exchange their works with their classmates.

- **Explain**

Nine (9) teachers expressed their points of view. 90% of them agree that the process approach is highly motivating for learners since it permits collaboration in classroom and creates a friendly atmosphere where motivation takes place. Teachers' explanation can be summed up in the following points:

1. "The act of collaborating with others motivates students to produce writing that takes into account the demands and point of views of their classmates."

2. “Collaboration motivates the students”.
3. “Writing as a process has the advantage of giving the students a chance to share their ideas with their peers. They share and exchange, they correct each other and they have fun”.
4. “When working together, anxiety is reduced. Even shy students participate”.
5. “Writing as a process is active because the writer goes through different stages which need him to think, generate ideas, organize the ideas and interpret them in a coherent piece. It is also collaborative in the sense that it offers the learners a chance to work together, correct each other in a friendly atmosphere. These two characteristics of the writing process make it highly motivating”.
6. “It results in a co-authorship of the passage as students brainstorm together at the beginning and the teacher and other peers can participate by providing guidance, feedback, etc”.

However, 10% of the sample claim the opposite:

- 21st- century learners are not interested in writing”.

Question Sixteen

In your opinion, what can the teacher do to enhance motivation in doing academic writing?

According to the teachers’ answers, the teacher should encourage collaborative work in classroom, create friendly environment, let the students write about topics they are interested in and give them the freedom to choose their own topics. The teachers have also stressed that providing feedback, varying teachers’ methods and making students follow the stages of the process approach are the key elements for motivating students to write. Hence,

adopting the principles of the process approach is really beneficial in enhancing student's motivation in doing academic writing.

The following are some examples taken from the teachers' answers to this question.

1. "Encourage students to make use of the different strategies offered by the process approach like the ones of prewriting. Writing about topics of interest might also be useful."
2. "Ask the students about their topics of interest, rely less on individual writing and use pair or group work instead, try to use the process approach whenever possible to let the students evaluate themselves through writing several drafts and integrating their teacher's or their partners' feedback."
3. "Involvement is the answer. the teacher of writing has to take into consideration his learners' age, likes, and interests and involve them in the writing process by writing about what they feel is interesting."

Question Seventeen

In your opinion, how do teachers encourage students to adopt and apply motivation strategies in developing writing skills?

The answers of most teachers have some ideas in common that can be summarized as follows. Motivation strategies are better used before students start writing especially in the phase of generating ideas by giving them a chance to have fun sharing their ideas with each other, for instance. One of the respondents claim that he/ she encourages the learners to use different pre-writing strategies: using mind maps, brainstorming, spiders, etc. We can say that all the teachers agree that providing feedback, creating a friendly atmosphere,

guiding learners, encouraging collaborative work are the key elements that motivate learners and contribute to developing writing skill. All these elements are main characteristics of the process approach.

Question Eighteen

Do you think that adopting the process approach will motivate students to improve their writing?

- a- Yes
- b- No

Options	Participants	%
a- Yes	10	100
b- No	0	0
Total	10	100

Table 40: Adopting the Process Approach Motivates Students to Enhance their Writing Level



Figure 48: Adopting the Process Approach Motivates Students to Enhance their Writing Level

As it is illustrated in table 41, all the teachers acknowledge that adopting the process approach indeed motivates students to write in the first place and enhances their writing skills in the second. Once more, it is clear that the findings typically reveal a preference for the process approach as an approach that motivates and helps students to improve their productions.

- **Explain**

The following are a few examples from the teachers' answers to this part of the question as to why or how the process approach motivates students.

1. "It will motivate students because it encourages creativity".
2. "The process writing approach is divided into different stages. It is more precise and easier to follow. If they follow the rules of each step, students will at least produce an acceptable written piece".
3. "If done correctly, 'the process approach' paths the way to motivation: the different stages can, themselves be a source of motivation especially the pre-writing stage. Sharing and pairing, which is a characterizing feature of the process approach, is also a good motivational technique."
4. "I believe that this approach has many motivational potentials: different stages (each of which has many strategies that are motivational themselves), group work, feedback which appears during writing...etc".
5. "If the process approach was well used, it would motivate the learners in many ways: they can use different strategies for generating ideas (most of which are funny), they write first drafts without fear of being wrong, they may share their work with their

peers, they can use the teacher's remarks to improve writing the final draft, they write final drafts with more confidence”.

Question Nineteen

What do you suggest as far as motivation in writing is concerned?

All teachers claim that taking students’ interests into consideration is the core element to increase motivation in writing because motivation can occur when students are interested in the writing task.

These are some of the teachers’ suggestions:

- “I suggest classes with limited numbers of students so that teachers can take care of each learner because learners have different needs and different styles and what motivates one may not motivate the other.”
- “Take students' interests into account and let them express themselves freely without fear of making mistakes because over correction hinders writing. Mistakes are inevitable and can be corrected in later stages.”
- “I suggest that writing classes should be funny and entertaining.”
- “Writing about something of interest is motivational. Making use of prewriting strategies can also be motivational especially that most of the learners find it difficult to find ideas to write about.”
- “It can be sustained by explaining the importance of writing in the students' academic and professional careers.”
- I want to ask the students this question (what would make writing motivating for you)

- “I suggest that students start taking their studies seriously and be responsible vis-à-vis their learning. This is how they are going to be motivated.”

9. Discussion of the Teachers’ Questionnaire

The analysis of the teacher’s questionnaire provides us with a clear picture on the subject of motivating students via adopting the process approach to enhance their writing level in an EFL setting.

The obtained results of the teachers’ questionnaire reveal that the majority of teachers believe that the “written expression” curriculum is adequate to improve learners’ writing proficiency since it focuses on teaching the basics of writing; besides, it covers all essential elements that enable the learners to develop their writing production. The majority of teachers have also asserted that more time is needed for teaching written expression; therefore, this module should be given more time to enable learners to master the writing skill. The findings also reflect that all teachers are satisfied with their students’ writing and the interest they show when given writing assignments.

Furthermore, the findings show that the majority of the teachers use both process and product approaches and sometimes the genre approach. It is clear that the teachers do not apply only one approach when teaching writing. They prefer to integrate the most useful parts of all the adopted approaches i.e. using the eclectic approach. The results also demonstrate that a considerable portion of teachers encourage their students to follow the steps of the process approach because they are beneficial for students. However, many students encounter problems during the pre-writing stage. These problems may be due to the

lack of reading and the lack of information about the topics they are asked to write about. Moreover, the analysis of this questionnaire denote that teachers seem to create a healthy and friendly atmosphere in the classroom where motivation can occur through helping students during writing, encouraging collaborative work in classroom, providing their learners with feedback as well as encouraging them to share and exchange their work with their peers.

All the teachers agree that motivation is undoubtedly a core element for improving students' writing. In relation to motivation, the overwhelming majority of teachers agree that the process approach is motivating for 21-century learners, thanks to its principles such as encouraging collaboration. The process approaches' principles together with the emphasis it puts on motivation lead students to master the writing skill. Therefore, this approach is deemed practical and beneficial as it reduces the affective filter and raises motivation to achieve much better results.

10. Interpretation of the Main Findings

Through the analysis of teachers' and students' questionnaire, it is revealed that even if writing is one of the most difficult skills EFL learners struggle to develop, it is always possible to minimize the learners' difficulties in writing. In this respect, teachers should adopt an appropriate approach with good strategies in addition to recommending a lot of practice. These are unquestionably essential parts of writing.

The findings also prove that adopting the process approach develops students' writing competence. The process approach is beneficial for enhancing students' writing, especially in terms of organizing and generating ideas, its emphasis on motivation and its

recursive nature. The majority of the participant students express their positive attitude towards the positive effects of adopting the process approach in developing their writing skills and so do the teachers

The current study has confirmed our hypothesis that learners' writing will improve when motivated to adopt the process approach.

Conclusion and Recommendations

The findings of the present study validate our hypothesis that the process approach does not only affect the students' writing positively but it also triggers their motivation to write. To test our hypothesis, we relied on the statistics of a quantitative research arrived at by using a teachers' questionnaire and a students' questionnaire that suit the nature of this study.

The obtained results from both teachers' and students' questionnaires approve that the process approach as a teaching strategy leads to noticeable improvement as far as students' writing skill is concerned. Moreover, students need to get familiar with the process approach including its different stages and sub-stages, the possibility of collaboration and pair/ group work, the likeability of integrating multi-source feedback while writing, and self-evaluation and correction. Furthermore, the teachers must play an active role in the whole process and use the best of the process approach to motivate students to write on the one hand and to improve their skills on the other hand.

To sum up, the results obtained from the two questionnaires confirm the significance of the process approach with its stages and its recursive nature in developing students' writing competence and remedying their problems because they all stand as potential motivators.

In the light of the obtained result we recommended the following:

- Since the module of "Written expression" is an essential module, it should be given more time in order to enable students to practice. Moreover, the teachers can adopt the process approach and expose the learners to all its stages.

- Classes should be limited to a small number of students in order to create a suitable environment for the teacher. Such environment helps the teachers to reach and communicate with learners and help students to receive the information appropriately.
- Teachers should devote more time to teaching writing using the process approach.
- Free writing practice is a good exercise for improving one's writing ability. Note taking is also important for the learners and very helpful in enhancing the way they generate ideas.
- Students can show their latent abilities during the writing process when they are motivated; thus, teachers should create a good and a motivating atmosphere which motivates learners to reveal their aptitudes.
- Process approach instructions should be taught explicitly and gradually by the teachers. So, it is recommended to extend the use of the process approach for its valuable and effective principals.

General Conclusion

Writing is a complex skill which often entails a series of difficulties. Learning to write accurately is something many students in different academic settings never manage. They find it difficult to master, and therefore fail to produce acceptable texts: paragraphs and essays. This study is based on an investigation of the effectiveness of the process approach to teaching writing and how adopting this approach may trigger students' motivation in EFL writing class.

At the beginning of this dissertation, we tried to shed light on the importance of writing and its types. Moreover, we tried to mention the difficulties that face students when they write; then, we identified the different approaches that may be adopted by teachers in their courses focusing on the process approach to teaching writing. We thoroughly discussed the stages of the writing process which are considered as essential techniques in writing classes namely, planning, drafting, revising, and editing. Finally, we narrowed the scope of the paper to a detailed review of previous researches about motivation in writing. We dealt with the definition of motivation and its types; moreover, we explained the relation between writing and motivation. It is by the means of two questionnaires devised to both teachers and students that we validated our hypothesis stating that the process approach is the appropriate approach that motivates and supports learners to improve their writing competence.

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APPENDICES

Appendix I

Student's Questionnaire

Dear Student,

You are kindly requested to fill in this questionnaire to express your attitudes towards the writing skill, the writing process as well as the importance of motivation in writing. Your answers are very important for the validity of the research we are undertaking. As such, we hope that you will give us your full attention and interest.

Please, mark (√) in the appropriate box (es) or give full answer (s) on the broken lines.

May we thank you in advance for your cooperation and the time devoted to answer the questionnaire.

Section One: General Information

Question One

According to you, which skill is difficult to learn?

a- Writing

b- Reading

c – Speaking

d - Listening

Question Two

Are you interested in written Expression courses?

a) Yes b- No

Question Three

Do you think that three hours a week are enough for teaching/
learning “Written Expression”?

a-Yes b-No

If “No”, please, explain why

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Question Four

How do you find the module of “Written Expression”?

a- very interesting

b- interesting

c- not really special

d- do not know

Section Two: The Writing Skill

Question Five

How do you describe your level in writing?

a. Very satisfactory

b. Satisfactory

c. Dissatisfactory

d. Very dissatisfactory

Question Six

How are your written expression' exercises designed?

a- Free topics

b- Specific topic

c- Direct question

d- Indirect question

Question Seven

When your teacher asks to write an assignment, how do you feel?

a. Very interested

b. Interested

c. Bored

d. Frustrated

Question Eight

When your teacher asks you to write an essay, what do you do?

a- Write outline

b- Order your ideas in terms of importance

c- Go from broad to specific

d- Use draft paper first

Question Nine

In writing, what is the most important component to you? (You can choose more than one answer)

a- content organization

b- vocabulary

c- grammar

d- punctuation

e- spelling

Section Three: The Process Approach

Question Ten

What is the most difficult step in writing according to you?

- a- Generating ideas
- b- Writing initial drafts
- c- Revising
- d- Editing (changing what went wrong)

Question Eleven

When you re-read what you have written, do you make changes concerning:

(You can choose more than one answer)

- a- Content organization
- b- Vocabulary
- c- Grammar
-

d- Punctuation

e- Spelling

Question Twelve

When you write, do you:

a- Try to make everything perfect from the very beginning

b- Write with non-stop and then you revise what you have written

Question Thirteen

What are the writing stages you are familiar with? (You can choose more than one answer)

a- Prewriting (generating ideas, planning, etc.)

b- Drafting (writing initial or first draft)

c- Revising

d- Editing

e- Publishing (the final draft)

Question Fourteen

Does your teacher ask you to follow the writing steps mentioned in question thirteen?

a-Yes

b-No

Question Fifteen

Do you usually follow the different stages of writing process mentioned in question 13?

Yes

No

* If “No”, please explain why.

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* If “Yes”, classify the following stages according to their order of difficulty (from the most to the least difficult)?

a. Pre-writing

b. Generating initial draft(s)

c. Revising

d. Editing final draft

Section Four: Motivation

Question Sixteen

Do you believe that motivation plays a crucial role in writing?

Yes

No

Explain why

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Question Seventeen

- Do you receive any feedback (comment on your writing) during the process of writing?

a- Yes

b- No

- If yes, who usually provides you with feedback during the writing process?

a- teacher

b- Peers/ classmates

c- Both

d- None of them

Question Eighteen

Thanks to its different stages and the possibility it offers for peer and teacher's feedback, the writing process is collaborative and active. This makes it highly motivating for learners.

Strongly Agree

Agree

Disagree

Strongly disagree

Neither agree nor disagree

Question Nineteen

Do you think that adopting the process approach (encouraging the students to follow the different stages seen in question13) will motivate you to improve your writing?

a- Yes

b- No

Explain

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Question Twenty

Does your teacher motivate you to write?

e- Yes

b- No

Question Twenty-one

Who is (are) responsible for motivation in the classroom?

a) The teacher

b) The learners

c) Both

Please, explain why

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Thank you

Appendix II

Teacher's Questionnaire

Dear Teacher,

You are kindly requested to fill in this questionnaire to express your thoughts about the writing skill, the writing process as well as the importance of motivation in writing.

Please, mark (✓) the appropriate box (es) or give full answer(s) on the broken lines.

Thank you in advance for your cooperation and the time devoted to answer the questionnaire.

Section One: General Information

Question One

How long have you been teaching Written Expression?

..... year(s)

Question Two

Do you think that the “Written Expression” curriculum is adequate to enhance your students’ writing proficiency?

Yes

No

Explain why

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Question Three

Do you think that three hours a week are enough for teaching
“Written Expression”?

Yes

No

Section Two: The Writing Skill

Question Four

Are you satisfied with your students’ writing?

Yes

No

Question Five

When you ask your students to write an assignment, they are:

a. Very interested

b. Interested

c. Bored

d. Frustrated

Question Six

What is the approach you use to teach writing? (you can tick more than one box)

a- The Product Approach

b- The Process Approach

c- The Genre Approach

Please, explain the reasons for choosing this approach

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Section Three: The Process Approach

Question Seven

Do you use the process approach wholly or partially in your class?

a-Wholly

b- Partly

c-Not at all

Explain

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Question Eight

When involved in the act of writing, do your students follow all the stages of the writing process?

Yes

No

If “Yes”, what is/are the mostly followed stage(s)? (You may tick more than one option).

a. Prewriting (brainstorming, planning etc.)

b. Generating initial drafts

c. Revising

e. Editing the final draft

Question Nine

Which stage do you think your students face difficulties with?

a) Prewriting

b) Drafting

c) Revising

d) Editing

Question Ten

Do you help your students when they write?

Yes

No

If “Yes”, do you help them editing: (you can tick more than one box)

- a- Content organization
- b- Vocabulary
- c- Grammar
- d- Punctuation
- e- Spelling

Question Eleven

How often do you provide your students with feedback during the writing process?

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

Question Twelve

How often do you encourage your students to share their works with each other?

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

Question Thirteen

When teaching writing, what do you think teachers should act as?

- a- Observer
- b- Controller
- d- Facilitator
- e- Evaluator
- f- All of them

Section Four: Motivation

Question Fourteen

Motivation is the key element for enhancing student's level in classroom.

- Strongly Agree
- Agree
- Disagree
- Strongly disagree
- Neither agree nor disagree

Question Fifteen

The writing process is collaborative and active, which is highly motivating for 21-century learners.

Strongly Agree

Agree

Disagree

Strongly disagree

Neither agree nor disagree

Explain

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Question Sixteen

In your opinion, how do teachers encourage students to adopt and apply motivation strategies in developing writing skills?

Explain

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Question Seventeen

In your opinion, what can the teacher do to enhance motivation in doing academic writing?

Explain

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Question Eighteen

Do you think that adopting the process approach will motivate students to improve their writing?

g- Yes

b- No

Explain

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Section Five: Suggestions

Question Nineteen

What do you suggest as far as writing motivation is concerned?

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Résumé

Dans cette recherche, notre objectif principal est de rendre les étudiants conscients et motivés à adopter l'approche de processus pour développer leurs aptitudes à l'écriture. L'objectif est de vérifier si la production d'écritures des étudiants serait améliorée lorsqu'ils adopteront l'approche du processus. Les étudiants doivent être sensibilisés au processus d'écriture comme un acte extensif qui implique différentes étapes et non comme un produit de pensées et d'une utilisation précise de la grammaire et du vocabulaire. L'utilisation de l'approche du processus conduit à l'utilisation efficace des techniques d'écriture qui leur permettent de penser à ce qu'il faut écrire, comment écrire, et d'évaluer les productions écrites. C'est à travers de deux questionnaires donnés à la fois aux enseignants et aux étudiants de la deuxième année du département de langues de l'Université Mila que nous avons étudié notre hypothèse. Les résultats recueillis au cours de cette étude ont confirmé l'hypothèse établie.

ملخص البحث

الهدف الأساسي من انجاز هذا البحث هو جعل الطلبة واعين ومحفرين لتبني نهج العملية من أجل تطوير قدراتهم في الكتابة، كما أن الهدف من ذلك هو التأكد أن النتاج الكتابي سيتحسن بعد تبنيهم لنهج العملية. يجب أن يكون الطلاب على علم بأن عملية الكتابة هي عمل واسع النطاق يتضمن مراحل مختلفة وليست انتاجاً للأفكار واستعمالاً دقيقاً للقواعد اللغوية والمفردات فقط. كما يؤدي اتباع نهج العملية الى الاستخدام الفعال لتقنيات الكتابة التي تسمح لهم باختيار ما سيكتبونه وكيفية كتابة وتقييم النتاجات الكتابية. كما حققنا في فرضياتنا عن طريق استبيانين وزعا لأساتذة وطلبة معهد اللغات بجامعة ميله، وقد أكدت النتائج المجموعة خلال الدراسة على الفرضيات المحددة.