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**Developing the Writing Skill through Increasing EFL Learners' Awareness  
of the Writing Process**

**The Case Study of Third Year LMD Students of English at Mila University**

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

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## **Dedication**

*To the most precious people to my heart; to the ones who gave birth and meaning to my life, to the persons who gave me strength and hope:*

*To my dear mother and beloved father I dedicate this work.*

*To my brothers and sisters*

*To all my family and friends*

*To all those who prayed for me and besought God to help me*

**MOUFIDA**

## Dedication

*God knows how much I worked to bring this work into light.*

*To the apple of my EYES, my MOTHER.*

*To the HARD WORKER from whom I take my power, my FATHER.*

*To my brother*

*To all my family and friends*

*To all those who prayed for me and besought God to help me*

*IMANE*

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## **Abstract**

Writing in a foreign language is one of the most challenging and complex tasks for language learners. Due to the complexity of this skill, many students find it very difficult to produce an adequate piece of writing. For that reason, the current research attempts to make the students aware about the fact that the development of the writing skill involves dealing with writing as a process that entails different stages and not as a product; accurate use of grammar and vocabulary. Besides, this study was aimed by the hypothesis that making students aware of the different stages of the writing process will help them to overcome the difficulties that they face when they write. To test this, two questionnaires are devised to both teachers and students from the Department of Languages at Abed Elhafid Boussouf Mila University Center . The first one is for ten teachers who have sufficient experience to make their ideas useful for the purpose of this study, while the second is tailored for a randomly selected sample which is composed of eighty third year students of English from 211 of the whole population. The obtained findings of the research have shown that both students and teachers agreed on the idea that the stages of the writing process can increase writing skill. Thus, the hypothesis was confirmed. Relying on these results, teachers should always encourage their students to follow the writing process and complete all of the steps that it includes. Learners should understand that this progressive task is not necessary, but rather a beneficial practice that will help them to develop their writing skills.

## List of Abbreviations

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**ESP:** English for Specific Purposes

**GE:** General English

**L1:** First Language

**L2:** Second Language

**Q:** Question

**SLA:** Second Language Acquisition

**WE:** Written Expression

**%:** Percentage

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## **General Introduction**

For almost all learners, writing in a foreign language is one of the most difficult skills to master. In comparison to listening, speaking, and reading, developing the writing skill is regarded to be extremely difficult, if not the most difficult. What makes writing such a difficult task for EFL students is that it requires some acceptability criteria for several parts of writing, such as content, organization, vocabulary, language use, spelling, punctuation, appropriate capitalization and paragraphing.

Furthermore, to produce an acceptable piece of writing, students should go through various stages of writing that allow them to progress from a blank sheet of paper to the final version of writing. Therefore, Students need the effective writing skill to meet their academic needs and work place requirements. Which teachers have to motivate them to have good writing skills.

### **1. Statement of the Problem**

Increasingly in recent years, in the field of foreign language learning, the need to promote learners' language skills and competences has been receiving great recognition. Even though the process of language teaching and learning has always been a subject of research and discussion, the majority of EFL students still face difficulties in learning language skills especially writing. Because writing in a foreign language is one of the most challenging tasks, most EFL learners struggle to master all its aspects. It requires considerable effort and practice on the part of the learner, and beneficial instruction, guidance and feedback on the part of the teacher. Although researches have investigated several ways. EFL students can use to ameliorate their writing skills such as utilizing diaries and reading strategies, many other methods and techniques are left unexplored and untested. One of which is the use of the different stages of writing process. Therefore, the problem which is confronted with this

research is to look into the importance of using the stages of writing process in developing students' writing skills.

## **2. Aims of the Study**

Many learners have difficulties to manage writing coherently and accurately in the target language. The present study attempts to determine the role of using resourcing techniques such as the stages of the writing process which are: prewriting, drafting, revising and editing and their effect on third year EFL students' writing abilities. Thus, making students aware of the different processes of writing will help them to overcome the difficulties they face when they write and therefore produce well written texts.

## **3. Significance of the Study**

The current study demonstrates the importance of the many stages of the writing process. To begin with this research will examine how the stages of the writing process aid EFL learners in their writing. Second, following the writing process and guiding students through each step naturally combines effective learning techniques while providing a variety of feedback that increases confidence and accountability while building writing and thinking skills. Finally, students' creativity is emphasized through the usage of many stages, which include pre-writing to develop ideas, writing drafts, revising, editing for grammatical accuracy, and publication.

## **4. Research Questions and Hypothesis**

Writing is not a linear but a recursive process where the students plan, revise and redraft what they produce. The students develop their ideas on topic and the text at the same time through these different stages. Writing is considered as a difficult and challenging aspect to be learned in a foreign language. For this reason, the following research questions can be raised:

1. What does the writing process include?
2. What lies behind the difficulty of the writing skill?
3. How could process writing help EFL learners in their writing?

To check the validity of this research, the researcher formulates the following hypothesis:

Do EFL learners' awareness of the writing process increase writing skill ?

## **5. The Research Methodology**

To test the validity of research questions and hypothesis, they conducted two questionnaires in which students and teachers were asked to respond to questions about writing ability and the process approach, which included distinct stages of pre-writing, writing, and post-writing with ease. This method was chosen because students are the most significant component in the writing process; and they also provide information regarding writing skills and the writing process in general. The purpose of the questionnaire is to determine the amount of student awareness of the writing process and the writing skill that support it.

After gathering the necessary data for this study, which is the relevance of recognizing the phases of writing ability. The sample of this study was the third-year LMD students at Department of English at Mila University Center while it is not possible to work with all of the third- year students (because to time constraints), it was chosen as representative sample. The reason for selecting this population is that third-year LMD students have spent two years learning writing skills and its many stages, and as a result, they believe they have sufficient knowledge of them.

## **6. Structure of the Study**

The present research will be devoted to the skill of writing. It comprised a description of writing; what writing is about; it is also basically divided into two main chapters. Chapter one is devoted to the literature review and chapter two is about the analysis of both quantitative and qualitative responses and the outcomes of the students and teachers' questionnaires. The first section contains detailed information about writing and general overview of the writing skills and the reasons for teaching writing. It also shedded light on the relationship between

writing and other language skills including speaking and reading. The section also outlines the different approaches to teaching writing. The second section is an attempt to present the reader with the special focus on the process approach and the different models of this approach. It also describes the different stages of the writing process. The section ends up with some strategies to raise student awareness in foreign language learning.

The second chapter, which is evidently the practical part of this research study, is primarily tailored for providing representative description of the field work which aims at answering the research questions. This chapter is divided into two sections; the first one deals with describing the sample as well as the tools applied for collecting data that serve the scope of the present research study. This section, additionally, indicates the description and administration of both students' and teachers' questionnaire. The following section is concerned with the analysis of students' and teachers' questionnaires. In addition to that, it discusses the obtained results. Finally, this section states some limitations that hinder the process of conducting such research, and it reinforces it through offering some pedagogical recommendations.

## 7. Definition of key Words

**Writing:** Writing" is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable. (Josef ,1997)

**Skill:** A skill is a type of work or activity which requires special training and knowledge. Most of us will know someone who is always learning new skills, or studying new fields. (William,1979)

**EFL learners:** English as a Foreign Language is learning English in a non-English-speaking country. For example, students in China who are learning English are considered EFL students because English is not the country's official language. But if those same students were in the U.S. learning English, they would be regarded as ESL students. (Heidi,2015)



**Writing Process:** an approach to teaching writing that focuses on the creative process of producing a text. (Rundell , 2002).

**Awareness:** the quality or state of being aware: knowledge and understanding that something is happening or exists. (Noah ,1839).

## Chapter One: Literature Review

### Introduction

Writing is identified on different meanings for different groups of people to suit their various needs and purposes for writing. "When we write we use graphic symbols that are letters or combinations of letters which relate to the sounds we make when we speak." (Byrne, 1979). Writing can be defined as the symbolic representation of a language by using some graphic notes. It varies from the spoken language; writing is a framework that is not just acquired, but rather must be learned through sustained conscious effort (Yule, 1985). It also can be defined as means of converting the message; that is to say, we translate our feelings and ideas into a written language i.e. written language describes our thoughts and ideas. What the person thinks leads to a written language in the form of text, in which the sentence is organized cohesively, and the writer can successfully communicate with the reader. (Bachani, n.d.). From its purpose, writing is seen as a means of communication; it is regularly used to express and impress, which say that when the writers do their written work, they generally focus on two fundamental purposes. The first purpose is the intention or desires to express the thoughts and the emotions which they are thinking about it; in other words, the written content is done to convey a particular message. The second purpose, the writer composes her/ his written work to communicate the ideas to the readers or the audience. So that's why the writer should have the capacity to communicate and express the ideas in particular ways (Nunan, 2004). Writing can likewise be characterized as both physical and mental skill (Nunan, 2004). It is defined as a physical skill because the writer is required to be capable of writing words and ideas. In other handwriting is a mental skill because its activities based more on creating ideas, thinking about how to express and order them into simple sentences and passages in which the reader can comprehend the concepts of the written work. Writing is also defined as a cognitive activity. It was proposed that the process of writing include three primarily cognitive activities, which are

text interpretation, reflection and text production. The three cognitive are connected to the drafting process as well as in the revising process. The text description is the first cognitive activity which is the way of making internal representation retrieved from linguistics and graphics input. The second one is reflection; it is the process of making new representation thoughts from the current representation ideas in the activity of text interpretation. The last process is text production in which the production of new written linguistics forms is done Weigle (2002). Grape and Kaplan (1996) set the meaning of writing in terms of the rhetorical triangle in writing. Each triangle contains the reader, the recipient of the final results of the written work, the writer, the originator of the message, and the subject matter and the text itself. The writer and the reader need to put into consideration all these aspects when he is writing and reading, particularly to each one plays an important role towards the meaning. (Cited in Huy, 2015) “Writing is the creative process because it is a process of reaching out for one’s thought and discovering them. Writing, as such is a process of meaning making” (3rd-year student, 1994, cited in Huy, 2015).

## **Section One: General Overview of the Writing Skill**

### **Introduction**

For students of English as a Foreign Language (EFL), writing in English is a very complex process. It means that it is such highly sophisticated skill combining a number of diverse elements that requires not only grammatical but also rhetorical elements. It is the most difficult skill in English. The first reason is the writer should master English grammar, and the language use in writing is completely different from the language use in spoken language. Another reason is that the word choice in writing is strictly chosen to make the writer’s idea make sense. In conclusion, writing is a skill that combines some language competences, such as grammar and vocabulary. Furthermore, it is about how the writers convey their idea, so the writer should be able to understand how to develop and organize the idea.

In this chapter, it will present the reader with the writing skill in general, including the different definitions, the criteria that make for producing an effective piece of writing, and the reasons for writing to be taught. It also deals with the writing skill and the other skills speaking, reading comparatively. It explores the resources of the writing skill and the different writing approaches.

### **1. The Nature of Writing**

Writing is an activity or process to express ideas or opinion. The definition of writing are variously stated by some experts. According to Rivers (1981, p. 294), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, (2001, p. 336) also claims that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001, p. 336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what they think. It is because the writing process reflect things, which stay in the mind. The writers have to write about what they think and state in on a paper by using correct procedure. According to Tarigan (1985, p. 5), it is productive skills for writing an indirect communication and nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability. In addition to this, Harmer (2001, p. 79) states that writing is a form of communication to deliver or to express feeling through written form. Jonah (2006, p. 14) argues that writing is a series of activities going on and involve several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts, Jonah (2006, p. 29) argues that writing can be used as an indirect means of communication to others to convey information. Activities are not easy to write because writing should be able to produce something new and give you an idea or ideas to the reader through writing, another definition of writing proposed by Nation (2009, p. 112)

who states that writing is an activity that can usefully be prepared for by work in other skill of listening, speaking, and reading, This preparation can make it possible for words that have been receptively to come into productive use.

From the definition above, it can be concluded that writing is a way to produce language that comes from our thought. It is written on a paper or computer screen. So, the idea which draw from the previous definitions is that writing is the activity of being able to communicate with language through a graphic representation of ideas. It is also a difficult, sophisticated prestigious social activity of communication and an important skill for language learners as well as native speakers.

## **2. The Reasons for Teaching Writing**

Teaching the module of written expression requires from students four steps to be good in this module. Harmer (2001, p. 79) stated, "The reasons for teaching writing to students of EFL include reinforcement, language development learning style and, most importantly, writing as a skill in its own right.

### **2.1. Reinforcement**

Harmer (2001, p. 79) said that:

*The majority of students acquire language in a purely oral / aural way, most of us benefit greatly from seeing the language down. Therefore, written language can be traced greatly in the memory than in the oral way. Students often find it useful to write sentences using new language shortly after they had studied it. (P. 79).*

## 2.2. Language Development

The process of writing helps them to learn as they go along (rather like the process of speaking). Harmer (2001, p. 79) states that "The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience".

## 2.3. Learning Style

It may be found that students are very quick at picking up language just by looking and listening, but for others it may take a little longer. It can be also a quiet reflective activity instead of the rush and bother of interpersonal face to face communication. Harmer (Ibid, 79) reports "For many learners, the time to think things through, to produce language in slower way, is invaluable. Writing is appropriate for such learners".

## 2.4. Writing as a Skill

By far the most important reason for teaching writing is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements. With the many uses of writing skills, it would appear evident that people should be made aware of its importance. Harmer (2001, p. 80) states that:

*We can get beginners to write simple poems, but we probably won't give them an extended report on town planning to do. When we set tasks for elementary students, we will make sure that the students have –or can get –enough language to complete the task.*

## 3. Effective Writing

Learning to write in English is such a complex difficult task to achieve; it should be restricted to a set of rules and criteria. An effective piece of writing should include according

to Starkey (2004, p. 2) organization, coherence, clarity, with accurate language and word choice.

### **3.1. Organization**

In the writing process, organization is considered to be the first thing to do. Ideas, information and goals should be organized first in head before start writing in order to form an entire plan about the target text or the paragraph. Organization helps the writer preparing easily for the piece him/her willing to write. The reader also benefits from this point (organization) in understanding the ideas of the writer and the aim behind this operation. According to Starkey (2004), organization helps the readers to show how the points are linked together and how they support your thesis. Starkey (2004, p. 2) states that “the direction and purpose you get from organization helps your reader to believe what you are saying and to willingly follow your lead”. Organization requires a set of techniques that make the piece of writing understandable and clear and give it the value of the writing process. A wide important technique called the pre-writing which includes free writing and brain storming .For Starkey (2004), the prewriting technique in organization is the planning of the work which comes after reading and gathering the information from the prewriting. For Galko (2002, p. 10) “brainstorming is to let your ideas flow without judging them” which means that the brainstorming technique is very important in developing and improving one’s writing. According to Galko, free writing is what comes to your mind without stop with focusing on a specific topic. While “free writing” might better be called “flow writing” for Starkey (2004, p.10), because the most important aspect to this prewriting technique is the flow, or momentum, that comes when you stay with it”.

### **3.2. Clarity**

Clarity is one from the most necessary criteria in the writing process. The purpose behind writing a text or a paragraph is to reach a response from the readers, therefore the writer should

be clear and should make his information easy to understand to convey his/her message . Writing is not a pen and paper, it goes beyond that trying to create a new knowledge sometimes. Starkey (2004) mentioned four fundamental elements in making writing easy and accurate:

- **Eliminate ambiguity:** the writer should avoid using ambiguous words or phrases which may have different meanings in order to help the reader understand the target easily.
- **Powerful, precise adjectives and adverbs:** the writer should be aware that the powerful adjectives and proverbs effect strongly on the reader’s point of view, so he/ she should be selective when concerning the right adjectives, adverbs and words.
- **Be concise,** according to Starkey (2004, p. 15) “there are two equally important approaches to more concise writing: eliminating unnecessary words and phrases, using the active (as opposed to passive) voice whenever possible.”
- **Avoid unnecessary repetition:** repetition of words, information and ideas can destroy the clarity of the written piece sometimes. Clarity can be neglected from students sometimes because most of them think that the information they give is sufficient enough to make the reader understand the idea, this is probably the most common mistake they commit while writing. However, clarity has never been something that should be neglected or misused when producing a piece of an understandable writing.

### 3.3. Coherence

Coherence is a very important skill in writing, Murray and Hughes (2008, p. 45) agreed that “coherence is perhaps the single most important element in any kind of writing”. Kane (2000) and Creme and Lea (2008) confirmed that coherence has a great role in making a good piece of writing. Murray and Hughes (2008, p. 45) observed that “a good writer “sticks” their ideas together so that they act as a links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structures break down”. Coherence makes the ideas linked together so that the reader can understand



easily the content of the writing. In writing academically, all of the writing skills should be included correctly, each in their natural place. Coherence is one of these necessarily skills which cannot be missed in academic writing, many students do not pay attention to the mess that can be found in a text or a paragraph which is clear from the coherence criteria.

### **3.4. Word Choice**

The writer is required to pick their word attentively. According to Starkey (2004), the word choice displays the learner's style of choosing the lexical items and structures in order to convey his message. Starkey believed that there are two aspects the learner should consider while choosing his words: denotation and connotation.

Denotation is "literal meaning of the word" Starkey (2004, p. 22), it means that the writer should be sure about the correct meaning of the word. The confusion may stem from words that sound or look similar (but have very different meanings), words and usages that sound correct (but in fact are not considered Standard English), or words that are misused so often that their wrong usage is thought to be correct.

Connotation is concerned about the writer's feelings, opinions, suggestions which can be positive, or negative, or neutral. The writer should be selective concerning the words because any mistake can be taken as a misunderstanding from the reader that can annoy or insult him/her. That means being aware of inclusive language, and avoiding slang, clichés, and buzzword" (Starkey, 2004, 24).

### **3.5. Mechanics**

"The term „mechanics“ refers to the appearance of words, how they are spelled and arranged on paper". Kane (2000, p. 15). According to Starkey, the writing mechanics include grammar, spelling, punctuation, and capitalization. Brooks and Penn (1970, p. 20) state that "for one thing, in writing, we must understand the structure of the language, what the parts of speech

do, how the words relate to one another, what individual words mean the rules of grammar and punctuation.”

Grammar is a key element not only in writing, but in language as a system of communication in general. Having a good knowledge of the parts speech, the structures of the language and its rhetorical devices and knowing how to manipulate them in order to write comprehensively is what writing requires. Brooks and Penn (1970, p. 20) state: “ For one thing, in writing, we must understand the structure of the language, what the parts of speech do, how the words relate to one another, what individual words mean, the rules of grammar and punctuation”.

Capitalization and punctuation marks are integral parts of written English. Among other things, “they indicate pauses and sentence boundaries and also eliminate ambiguity. A well punctuated and capitalized piece of writing should make your work easier to read and understand and will therefore help it make a more favorable impression on your readers” (Murray & Hughes, 2008, 185). Similarly, spelling is one of the factors which need to be taken into account by students when dealing with writing, because it is an aspect many teachers in an EFL context focus on when evaluating students work. Correct spelling gives one’s work credibility. Not only will the reader know that one is educated, but also that he is careful about his work.

#### **4. Writing and Other Languages Skill**

##### **4.1.Four Language Skills Working Together**

The four skills of language learning are Listening, Speaking, Reading, and Writing. They are four capabilities that allow an individual to comprehend, produce, and use the language in effective interpersonal communication. They are most often acquired in the order of listening first, then speaking, then possibly reading and writing. Listening and reading are called receptive skills because learners do not need to produce language to do these, they receive and

understand it. Speaking and writing are called productive skills because learners doing these need to produce language. Having a good English level means to understand and to produce the language, so they should teach and develop all the four language skills in their students.

#### **4.2. Writing and Speaking**

From the four language skills, writing is categorized as one of the productive skills along with speaking since they involve producing language rather than receiving it. These two skills are basically different in various ways. The differences lie on a number of dimensions including textual, features, socio-cultural norm, pattern of use and cognitive process. Writing is slightly different from speaking in term of communication context. Speaking is always intended for face-to-face communication among the audience present, while writing is always used by the writers to express and communicate their ideas to the readers who are actually separated by both time and space distances. Therefore, it requires clearer and more comprehensive message. In other words, when people communicate orally, they can use various types of prosodic features such as pitch, rhythm, pauses that enable them to get feedbacks from the listeners. In contrast, those features of speaking do not exist in writing because the communication context is created by the words alone without having direct interaction between the writer and the reader. The differences between speaking and writing can also be seen from the language characteristics. Permanence, production time, distance, orthography, complexity, vocabulary, and formality are some characteristics that differentiate written language from spoken language (Brown, P. 1994). Here are list of the characteristics that differentiate written language from spoken language as stated by Brown:

- **Permanence:** Oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one likes.

- **Production time:** Writers generally have more time to plan, review, and revise their words before they are finalized, while speakers must plan, formulate and deliver their utterances within a few moments if they are to maintain a conversation.
- **Style:** Distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between speaker and listener in ordinary face-to-face contact thus necessitates greater explicitness on the part of the writer.
- **Orthography:** It carries limited amount of information compared to the richness of devices available to speakers to enhance a message (e.g. stress, intonation, pitch, volume, pausing, etc).
- **Complexity:** Writing tends to have characteristics of longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (e.g. repetition of nouns and verbs).
- **Formality:** Because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking.
- **Vocabulary:** Written texts tend to contain a wider variety of words, and more lower-frequency words, than oral texts.

#### 4.3. Writing and Reading

What do word recognition and comprehension skills have in common with sentence construction, paragraph development, spelling, grammar, punctuation, or text structure? Various studies have attempted to show the correlation between the skills of reading and writing. Sandra Stotsky (1983) argues that many studies have tried to demonstrate that better reading comprehension and vocabulary scores were positively related to good quality writing. The more skillful readers appear the more skillful writers. Most studies examining the influence of reading on writing and of writing on reading generally support the idea that growth in one area will probably carry over into the other. The concern of this research however is mainly

the influence of reading on writing. Zamel (1992) states that the complementary processes of writing and reading must be integrated. She believes that to fully understand what goes on in the writing mind, one must reflect on how writers interact with texts and readers. She suggests what researchers like Krashen (1984), Raimes (1992), Hansen (1987) propose, a fully integration of reading and writing skills development. The integration of the two skills will enable L2 writers to experience how readers interact with texts. The processes of making meaning in reading, interacting with text, and raising awareness of readers' goals will be among the analyzed factors for practical classroom application. Through these processes, Zamel adds, students can make the process of discovering the importance of goal and audience in writing more valid. For classroom application, she suggests the following activities: logs, reactions, and sharing with other students. She says:

*Because these activities allow students to actively engage and grapple with texts, to explore how and why texts affect them, they can make discoveries about what other readers do with texts they compose. They come to realize that if reading involves reconstruction, they must help guide readers of their own texts in that reconstruction (p.481).*

Richard-Amato (2003) believes that writing and reading are two parallel processes of meaning construction, drawing on a common repertoire of cognitive, communicative and linguistic strategies. In a writing task, be it an assessment task or a usual classroom activity the students find themselves confronted to a task where they assess themselves as readers writers where they have to make the connection they find between their reading and the writing processes in terms of what the two processes require. The two productive skills (Robinett, 1978, 175) are reciprocal and mutually informative processes serving as input and output for each other (Tierney & Shanaham, 1996). So are they because the learners find themselves writing better on account of what they have read.

## **5. Approaches to Teaching Writing**

A number of approaches have emerged to develop practice in writing skill. Applying one approach or another depends on what we want our learner to do: whether we want them to focus on the product of writing or its process, or whether we want to encourage creative writing.

### **5.1. The Controlled-to-Free Method**

In the 1950s and 1960s, when the Audio-lingual approach prevailed, writing was taught only to reinforce speech. It was believed that the mastery of grammatical rules could lead to that of the foreign language, especially in its spoken form. This belief encouraged the teaching of grammar in the time allocated to writing. It was in such circumstances that the method known as controlled-to-free emerged. It consists essentially in providing the students with pieces of writing such as sentences or paragraphs, and asking them to make some grammatical or lexical changes such as using the present tense instead of the past, or the plural instead of the singular etc. to change phrases into clauses or vice versa. This type of exercise makes the learners write frequently and gives them the opportunity to produce their own writings without mistakes because their productions are strictly controlled. Only after having improved this first type of highly controlled-writing can the students move to free compositions in which they express their own ideas. Between extremes, there are exercises where the students are provided with all or some of the language they need. The shift from controlled-to-free writing takes place gradually as the teacher's guidance decreases gradually from the first exercise to the last. When commenting on this shift, J. Abbot and P. Wingard (1992) pointed out that "The important thing is to adjust the exercise to the class so as to strike the right balance between predictability and unpredictability (p. 228). In other words, when guiding the students in the course of an exercise, we must supply them with substantial amount of information, but not all lest it should lead to dullness, if on the other hand, we do not clarify our expectations in a free work; we run the risk of confusion. A typical example of gradual shift from controlled to free work can be as follows:

at first, we assume that the teacher is dealing with the descriptive type of writing with a focus on the use of transitional expressions like “however”, “in addition to”, etc. and new vocabulary.

- The first exercise consists in supplying the students with a small paragraph containing some underlined words, in which the author describes his partner. “Andrew is a very flexible person...”
- After the reading and comprehension sessions, students are given a list of adverbs and adjectives and are invited to use them in four sentences taken from the text.
- After having arranged the sentences, the learners are asked to combine them by means of transitions they will choose from a list given by the teacher (moreover, however, furthermore, but, in addition to, besides ...)
- Lastly, the learners are required to produce a paragraph on the basis of a topic given by the teacher, in which he asks them, for example, to describe their best friend. Students are encouraged to use the adverbs, adjectives and transitions, they have studied. Perhaps, one of the most outstanding attributes of the controlled-to-free method is that it emphasizes accuracy rather than fluency. As it focuses on the structural aspect of the language and neglects its communicative aspect. A. Raimes (1983) wrote said “This approach stresses three features: grammar, syntax, and mechanics.” (p. 76).

## **5.2. The Free-Writing Approach**

The Free-writing Approach is essentially based on the belief that when they write freely and frequently, they improve their ability in that language skill. Free writing means that the students write without teacher’s interference, and are encouraged to emphasize content and fluency first. Once the ideas are expressed on paper, the teacher intervenes to provide some assistance to improve grammatical accuracy.

For Peyton and Staton (1996), “Learners write for a period of time in class on a topic of interest to them. This writing can take many forms, including quick writings, which are time-limited, done individually, and not always shared; and dialogue journals, written to a teacher, a classmate or another partner who then responds.” On the other hand such writings “may be kept in a notebook. From these pieces, themes may emerge that can act as a facilitator for more extensive writing that is discussed, revised, edited, and published.”(p. 16-32)

Free writing is of two types: when it is focused, it answers a question or a topic proposed by the student himself. The teacher’s interference is very limited because he gives his instructions at the beginning of the exercise and allows the students to write freely. He usually insists on the freedom to write without worrying about grammar or spelling as they are not of primary concern. In fact, when the teacher reads the students’ compositions, he comments on the ideas expressed in the composition without correcting the mistakes. Sometimes, the student is invited to read his writing aloud so as to become involved in writing for an audience. (Raimes, 1983) Content and audience are seen as the most important parameters in the free-writing approach. As freedom is given to students to choose their own topics, they are motivated to write, and it is highly likely that they believe in what they write. When free-writing is unfocused, it becomes a personal activity which consists in jotting down on paper any idea that comes to one’s mind. Sometimes, we obtain short coherent passages, but generally the students generate incoherent non-unified blocks. However, the advocates of the free-writing argue that despite the risk for the students to produce non-coherent and non-unified passages, this method has the advantage of making them write with more spontaneity. (Raimes, 1983)

So, they notice that the defenders of this method are interested in quantity rather than in quality. Moreover, the freedom that the students have in the choice of their topics can be an important stimulus for motivation. It is much easier for a student to produce successful compositions when he knows about the subject he is developing. It is clear that the free-writing



cannot be used successfully with beginners because it requires some basic notions of writing. Sometimes the free-writing activity results from a reading session. It is called reflective writing because it is practiced after reading a short story and reflects on what learners have just read. C. Anderson (1992) writes that free writing allows students to put their thoughts on paper even if they are not "sounding right" or "academic". He adds, "'Free' suggests the need to forget the rules and just go." Therefore, when adopting this method, one should not feel concerned with grammar, punctuation, spelling or style. "You should think about the thinking." Anderson (1992) strongly encourages that "while free writing, you (the writer) should not reread what you have already written. Rather, if stuck on what to write next, just continue to write anything that comes to mind or rewrite the last word until another idea comes to mind. You should incorporate your thoughts and not summarize or retell the story. To facilitate this type of writing, you might implement "reading with and against the grain" while reading. You can then reflect on this experience in your free write." (p. 198). The act of free-writing allows the students to think about the text being written without the pressure of having an audience. While revising, he/she can decide what ideas are usable, what sentences need to be rewritten and which should be thrown out. Free-writing does not always produce "interesting" or good material. However, as Anderson (1992) has written, "Free-writing makes a mess, but in that mess is the material you need to make a good paper or memo or report."(p. 200).

### **5.3. The Product-Oriented Approach**

Broadly speaking, a product-oriented approach, as the title indicates, is concerned with the final result of the writing process. It gives precedence to classroom activities which require from the learner to be engaged in imitating and transforming model texts. In other words, the product approach has its origin in the traditions of rhetoric and focuses its study on model texts in order to make students aware of the text features. It consists in analyzing the students'

writing in order to identify and quantify their strengths and weaknesses. It is clear that when such an approach is adopted it leads to accuracy.

In fact, it attempts to make the student familiarized with the conventions of writing through a model, before he gets his final draft. Before the advent of the communicative approach, language teaching was concerned with pre-specified objectives for the learners. Their needs were carefully identified, and the syllabus designers had to provide the means that would enable these needs to be realized. The product approach was a means-to-an-end, and the teaching of writing was language focused. Since the far past, writing was viewed as secondary and priority was given to speaking. The emphasis was on correctness and copying models. The model text is always taken as the starting point. It is studied and analyzed from all points of view: structures of grammar, content, sentences organization, and rhetorical patterns. After manipulating these features, student are given a new topic and invited for a parallel writing task. R.V. White (1988) points out that “such a model-based approach remains popular in EAP for one very good reason – much EAP writing is very product-oriented, since the conventions governing the organization and expression of ideas are very tight.” (p. 6) Thus, the learner has to become thoroughly familiarized with these conventions and must learn to operate within them. It would seem to make sense, therefore, to adopt a model-based tradition when teaching students such conventions.

The interest of such an approach is in the correct use of form. Naturally, the role of the model is important in the sense that it leads the students from a point of departure to an end with a task to replicate. The model then comes first and shows a completed text as well. “What the model does not demonstrate”, says White (1988), “is how the original writer arrived at that particular product. In other words, it gives no indication of process.” (p.6) in the product approach the model comes at the beginning, and the product comes at the end—both are, in

fact, final drafts: the model is final before becoming first. White (1988) puts more emphasis on such a model by saying:

Not only does the model come first in the teaching sequence, it also shows a finished text. In other words, the focus right from the start is on the product, which is, of course, someone else's writing. What the model does not demonstrate is how the original writer arrived at that particular product. In other words, it gives no indication of process. (p.7) another explicit description of the product approach is proposed by Pincas (1984) who sees writing as being primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax, and cohesive devices. She identifies four stages in the approach: familiarization, controlled writing, guided writing and free writing. She explains that the teacher introduces a topic or uses guides provided by a textbook, discusses them and maybe provokes a little class discussion and then explains how students are going to write a composition based on them. Then, the students would be invited to write before handing their writings to the teacher. The teacher grades the composition and makes some comments on the paper focusing on form rather than on content. Such an approach is thoroughly teacher-centered. (p. 5) it cannot deny the advantages of the product approach, because of the linguistic knowledge it supplies the learners with. It recognizes and satisfies the students' needs in terms of rules and structures. A model text gives a clear idea about the organization of words and sentences.

After all, imitation is one efficient way among others through which we can learn, and under some particular circumstances there is no other way except imitation to communicate some special structures. The Algerian educational system has long been dominated by the product approach, focusing on the students' final piece of writing rather than on how it was produced. Today we have come to realize that writing was evaluated on the basis of the final product and

on grammatical accuracy, while very little attention was given to the whole process of writing. Actually, neither teachers nor students were interested in the process of generating ideas.

From this observation, some scholars started debating on the failure of the product approach which emphasizes the form and neglects the content. By content is meant process skills and all knowledge about texts and the way these texts are organized. Escholz (1980) criticized the model-based approach pointing out that “models tend to be too long and too remote from the students’ own writing problems”. He argued that such detailed analytical work encourages students to see form as a mould into which content is somehow poured. In general, Escholz views the imitation of models as being “stultifying and inhibiting writers rather than empowering them or liberating them.”(p. 232).

#### **5.4. The Process Approach**

The past forty five years brought significant changes in writing research and in the approaches to teaching writing. Earliest work in the teaching of writing was based on the notion of controlled or guided composition. In the 1960s, however, teachers began to feel that controlled composition was not enough. Until the 1970s, most studies of writing were about the written product. During this decade, the focus shifted from product to process, and the main reason for this change was the new awareness that each piece of writing had its own history and followed its own developmental path. The process approach was not, however, universally accepted by teachers with writers such as Reid (1984) arguing that “it did not address issues such as the requirements of particular writing tasks. This led to a focus on examining what is expected of students in academic and professional settings and the kinds of genres they need to have control of to succeed in these settings.” (p. 29)

Before engaging in the presentation of the process approach to writing, one should bear in mind that the act of writing is a complex individualized process. Before the implementation of

the process pedagogy, writing classes generally ignored the writing process. Teachers assigned papers, graded them, and then handed them back. They devoted all their time to the product - its clarity, originality, and correctness - but they paid no attention to the writing process. Traditional approaches to the teaching of writing focused on the product: in other words, the production of neat, grammatically correct pieces of writing (Mahon, 1992). As explained previously, product approach centered on “one-shot correct writing for the purpose of language practice” (Cheung & Chan, 1999, 16) and a “one-shot effort by the teacher to evaluate the students’ attempts” (Pennington & Cheung, 1993, 5).

During the early 1980s, an important shift from the product approach to the process approach occurred. This new trend in the teaching of writing consists mainly in stressing writing as a process and de-emphasizing writing as a product. With the rise of the process approach, the central focus is no longer on the finished text, but on the steps that make up the act of writing. Some of these steps have yet to be identified; the most used in the literature are setting goals, generating ideas, organizing information, selecting appropriate language, drafting, revising, writing, editing and publishing. At first glance, these steps seem to be complex activities, but one should always remember that the student must inevitably go through them in order to produce a good paragraph. Most instructional models of the writing process are based on Hayes and Flower's (1980) original description of the process, which consists of three sub-processes: planning, translating, and reviewing.

The objective of the process approach is to make the student aware of, and gain control over, the cognitive strategies involved in writing. It operates at the level of the individual's specific needs. In this context, T. Caudery (2003) explained: In the early seventies, communicative teaching methodology and work on functional/notional syllabuses directed our attention more firmly towards the specific needs of the individual learner. These needs were viewed not only in terms of particular language items but also of particular types of communication, and the

resulting realization that different learners actually had different requirements with respect to language skills meant that new attention was given to, among other things, the teaching of writing.

In this context, the process approach arrived on the scene at a very opportune moment. For many scholars, this teaching approach concludes with editing as a final stage in text creation, rather than an initial one as in a product oriented approach. The process oriented approach, according to them, may include identified stages of the writing process such as: pre-writing, writing and re-writing. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing. Final editing and publication can follow if the author chooses to publish their writing (Murray, 1992). To reinforce the definition of the process-based approach, we will quote Murray (1992): “The process-oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning.

This teaching approach concludes with editing as a final stage in text creation, rather than an initial one as in a product-oriented approach. The process-oriented approach may include identified stages of the writing process such as: prewriting, writing and re-writing. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing. Final editing and publication can follow if the author chooses to publish their writing (p. 16). If it is right that there is no total consent on the definite number of stages within the writing process, scholars recognize that the following are the most recursive ones:

- **Prewriting:** The writer gathers information and plays with ideas during the prewriting stage. Prewriting activities may include drawing, talking, thinking, reading, listening to tapes and records, discussion, role playing, interviews, problem solving and decision making activities, conducting library research, and so on.

- **Drafting:** The writer develops his/her topic on paper during the drafting stage.

Beginning may be painful and difficult, producing false starts and frustration in the writer. In the process-oriented approach, the focus is on content, not the mechanics of writing.

- **Revising:** During this stage, the writer makes whatever changes he/she feels are necessary. Revision may involve additions and deletions; changes in syntax, sentence structure, and organization; and in some cases, starting over completely.

- **Editing:** Polishing of the draft takes place in the editing stage. The writer gives attention to mechanics such as spelling, punctuation, grammar, and handwriting, and may also make minor lexical and syntactic changes.

- **Publishing:** Publication refers to the delivery of the writing to its intended audience.

The major aim of the process approach is to train students how to generate ideas for writing, plan these ideas, take into account the type of audience, draft and redraft in order to produce a final written paper that is likely to communicate their own ideas. Teachers who use this approach give students time to get ideas and feedback on the content of what they write in their drafts. As such, “writing becomes a process of discovery for the students as they discover new ideas and new language forms to express them” (Raimes, 1983, 76). “Furthermore, learning to write is seen as a developmental process that helps students write as professional authors do, choosing their own topics and genres, and writing from their own experiences or observations” (Raimes, p. 78). A writing process approach requires that teachers give students greater responsibility for their own learning. Students make decisions about genre and choice of topics, and collaborate as they write. With the process approach, the student needs to realize that what he/she considers as a final product is just a beginning in the process of writing. In fact, he/she must always keep in mind that it is possible to improve his/her writing; and to do so, he/she needs to go through different stages like finding new ideas, new words or new sentences, and revising before writing. Besides, with the process approach, the learner is not expected to write

on a given topic in a restricted time, and wait for the teacher to correct his paper. He/she rather writes a first draft, shows it to the teacher or to another student, reads it again, enriches it, and revises it before writing the final draft.

So, when adopting this approach, the teacher gives his students enough time to not only get more ideas but to express them in new language forms as well. We notice that this approach places the tasks of revision on the students through making them read and rewrite. Moreover, it gives them opportunities to review, clarify and reorganize what they have written on their own. In contrast with the product-based approach, the process-based approach encourages students to write as much as possible without worrying about mistakes. Thus, the focus is on fluency rather than accuracy.

### **5.5 The Genre Approach**

Since the 1980s, the 'genre approach' to teaching writing has taken place under different forms in different parts of the world. It has also had different underlying goals as well as focused on different teaching situations. In Britain and the United States, for example, teachers have been mostly concerned with the use of the genre approach in ESL classes. The genre approach to teaching writing is mainly concerned, as the name indicates, on teaching particular genres that students need control of in order to succeed in particular situations. This might include an emphasis on the content of text as well as the context in which the text is produced.

The fundamental principle that underlies the genre-based approach is that language is functional; that is, it is through language that we achieve certain goals. Another important aspect of this view is the one that sees language as occurring in particular cultural and social contexts, and thus, cannot be understood outside its context. Particular genres are used to fulfil particular social functions in particular contexts. Language, then, is not to be separated from the social and cultural context in which it appears.



The objective of adopting genre approach is to enable students to use appropriate registers which are important for them. In the field of second language writing, 'The Routledge Encyclopedia of Language Teaching and Learning' has defined the genre approach as "a framework for language instruction" (Byram, 2004) "It is based on examples of a particular genre. By framework is meant guiding students. The genre framework supports students' writing with guiding principles about how to produce meaningful passages." (p. 234) But first, what is a genre? Swales (1990) referred to genre as "a class of communicative events, the members of which share some set of communicative purposes" (p. 58). His definition offers the basic idea that there are certain conventions or rules which are generally associated with a writer's purpose. For example, personal letters tell us about their writers' private stories. Most genres use conventions related to communicative purposes; a personal letter starts with a cordial question in a friendly mood because its purpose is to maintain good relationships with friends, and an argument essay emphasizes its thesis since it aims at making an argument. Traditionally, genres were seen as fixed types of development classified into categories and subcategories. For example, exposition, argument, description, and narratives were considered as the large categories, with sub-types such as definition, cause and contrast, business letter etc (Freedman & Medway, 1994). Thus, in the traditional view of genres, teaching genres means teaching textual regularities in form and content of each genre; i.e. teaching the rules that govern each type of development.

The positive sides of the genre approach are that it acknowledges that writing takes place in a social situation and is a reflection of a particular purpose, and it understands that learning can happen consciously through imitation and analysis. It is important for writing teachers to connect these two elements in order to help students understand how and why linguistic conventions are used for particular rhetorical effects. Moreover, because genres reflect a

cultural ideology, the study of genres additionally opens for students an awareness of the assumption of groups who use specific genres for specific ends.

## **Conclusion**

From what has been said before, it comes to a conclusion in which it says that writing is a difficult skill that requires both learners and teachers to have some necessary knowledge and information that would reinforce and make of the teaching/learning of the writing skill easier and important. One way to achieve this is to look at writing as a process that contains different stages rather than a product of accurate use of grammar and syntax and good range of vocabulary. In the following chapter will examine the nature of writing as a process under the belief that increasing learners' awareness of writing as a process will help them to overcome the difficulties they face when they write, and therefore produce well written texts.

## **Section Two: The Awareness of the Writing Process**

### **Introduction**

In other words, in the writing process students should accurately express their ideas in acceptable written English for various purposes including explaining events, telling a story, describing objects, etc. In term of skill to produce a good rhetoric, a good writer must have good ideas, grammar competence, and language skills. He has to use his knowledge dealing with organization of ideas, structure, word choice, spelling, punctuation and knowledge on the subject matter (Heaton, 1989, 135). Since the value of writing lies in the craftsmanship, however, writing can be learned.

In this section will support the idea that the activity of writing is intimately connected with a process. It will give a special focus to the process approach and the different steps the learner goes through to produce a piece of writing. It also deals with the main models of the writing process in addition to the importance of awareness raising in developing the writing skill.

## 1. The Writing Process

If the teaching of writing was divided into separate stages to reflect the various moments involved in the process of writing then perhaps many of the obstacles experienced by both students and teachers could be addressed. Writing practice in the classroom however, is often taken up for display purposes, to assess if students have learned language structures taught in class and for examination purposes. Here, the teacher is concerned with the final product of writing: an essay, a report, an article or story, based on standard models; that these meet the standard English rhetorical style; and are grammatically correct and organized in a conventional manner (Brown, 2001, 335). Thus writing is apparently used to promote language learning, through models, rather than to encourage creativity and communication and language acquisition. To an extent, students simply have to follow a structure that has been provided, 'copy' the main structures and 'fill in' the rest depending on the context or writing task. An example might be a commercial letter, I am writing to inform you that..., or report which are made up of pre-set expressions and sentences. Good writers will manage without any real difficulty and will know how to include more detailed information, whereas weak writers will limit themselves to the pre-set structures and will not learn nor practice how to develop ideas and put these into words. Process writing may be a more effective method of teaching writing as it helps students to focus on the process of creating text through the various stages of generating ideas, drafting, revising and editing.

White and Arndt (1991,p.3) describe writing as a form of problem-solving which involves such processes as generating ideas, discovering a 'voice' with which to write, planning, goal-setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning.

The cognitive process or thinking is not linear. However, writing is linear and a writer must know how to organize his/her thoughts and message in an appropriate manner. Many writers

often do not know what they want to write beforehand and many ideas are only revealed once the writer has started. They then move backwards to revise and change words or structures before they move forwards and they continue doing this until they are satisfied with the end result. Thus, writing is a ‘process through which meaning is created’ (Zamel, 1982, 195).

It is possible that teachers assume students know how to organize their ideas and write as they have ‘picked it up’ in their reading or they have transferred the skill from L1. This may pose a problem as not all languages (and cultures) follow the same patterns of written discourse. Much contrastive rhetoric research has focused on these differences to aid writing teachers (Brown, 2001, 338). Since writing involves a process of ‘generating, formulating and refining one’s ideas’ (Zamel, 1982,p,195) writing practice in class should reflect the same process where attention and adequate time is provided for revision and re-drafting while the teacher intervenes throughout the whole process.

## **2. The Process Approach**

The process approach views composing as a process in which the writer explores, generates ideas, and continuously moves back and forth to uncover and reconstruct his ideas in an attempt to define meaning (Zamel, 1983). Composing is thinking (Raimes, 1983). In the context of a writing class, the process approach is regarded as a method of thinking (Applebee, 1986). It entails the provision of an assertive, supportive, and collaborative workshop setting within which students, with sufficient time and little intervention, can work through their composing processes. The teacher’s role is only to facilitate students to develop workable strategies for “getting started (helping students to find topics, generate ideas and information, focus and plan structure and procedure), for drafting (encouraging students to do multiple drafts), for revising (encouraging students to add, delete, modify, and rearrange ideas), and for editing (attending to vocabulary, sentence structure, grammar, and mechanics)” (Silva, 1990, 15).

In addition, the process approach acknowledges that writing is a complex, recursive, and creative process and regards these characteristics of writing as a set of behaviors that is indistinguishable in the broad outlines for first and second language writers (Friedlander, 1990). According to Mather and Jaffe (2002), writing should be viewed as a process that consists of stages that are interactive, overlapping and recursive. These stages are prewriting (planning), writing (composing), rewriting (revising and editing), and sharing. During prewriting, students are helped to generate topics through brainstorming and sharing of ideas with others. They also have to consider the purpose for the writing as well as the audience it is written for. Once they have decided on a topic, they start writing their first draft. Any time during this process of writing, students may go back to researching for information on the topic they have chosen when they find they do not have enough information about it or selecting a new topic if they realize they are not interested in their earlier chosen topic. During the rewriting stage, students revise their draft and focus their attention on their organization of ideas and selection of vocabulary. Besides that, they proofread for mistakes and correct errors in spelling, punctuation, capitalization, and usage. Mather and Jaffe (2002) recommend teachers help their students at this stage by encouraging them to do peer-editing, using a thesaurus, learning to use proofreading symbols, learning an editing strategy or using a revision guide.

Another important feature of composing in academic context is collaborative learning. The process approach is deemed as the one that is most suitable for teaching academic writing because it provides “a positive, encouraging, and collaborative workshop environment within which students, with ample time and minimal interference, can work through their composing processes” (Silva, 1990, p, 15). Holmes (2004) comes up with some suggestions to develop activities that involved discussion and collaboration in an effort to make writing a more positive and effective experience. Ariza Martinez (2005) finds that brainstorming is very helpful in

generating many ideas or words that are related to a specific topic and that the activities of using picture sequence and cartoons foster personal expressions that prove to be a catalyst for vocabulary development. Ariza Martinez also notices that the adolescent low-achievers who are extremely weak in writing who have participated in her study like the process writing positive, motivating and collaborative atmosphere. Therefore, EFL and ESL writing classes have started to accept and make use of the process approach because it is found successful (Onozawa, 2010).

### **3. Models of the Writing Process**

Over the last twenty-plus years composition researchers have tried to parse the process through different writing models. In 1980 Linda Flower and John Hayes proposed a shift from the traditional linear sequence models being used to describe various steps taken during writing to process-based models which will deal with the well-known Flower and Hayes (1981) model together with that of Bereiter and Scardamalia (1987).

#### **3.1. The Model of Hayes and Flower (1980)**

The model of Hayes and Flower (1980) is an early and influential model of the writing process. The two researchers describe the writing process in terms of the task environment, which include the writing assignment and the text produced so far, the writer's long-term memory, including knowledge of the topic, knowledge of audience, and stored writing plans, and a number of cognitive processes including planning, translating thought into text, and revising (Weigle, (2000); White & Arndt, (1991); Hedge, (1999)). The breakthrough that the model of Hayes and Flower brought is the fact that writing is a recursive and not a linear process. Hedge (1999) reports that the process of writing contains a number of stages that include being motivated to write, getting ideas together, planning and outlining, making notes, making first draft, revising, replanning, redrafting, editing, and getting ready for publication.

However, she disputes the idea that the writing process is linear moving from planning to composing to revising and to editing. She concludes that it would be more accurate to characterize writing as a recursive activity in which the writer moves backwards and forwards between drafting and revising with stages of replanning in between. Shaughnessy (1977) describes the writing process as ‘a messy process that leads to clarity’. Frank Smith (1982) represents the writing process in terms of the ways in which the text is moved around, modified, cut, or expanded.

Asserting the fact that the writing process is recursive and not linear, Weigle concludes that instruction in the writing process may be more effective than providing models of particular rhetorical forms and asking students to follow these models in their writing. Though a number of other researchers have proposed models of writing since the Hayes and Flower model was first introduced, we will focus on just two: the model of Hayes (1996) which is an updated version of the model of Hayes and Flower, and the model of Bereiter and Scardamalia (1987). These two models complement each other since they focus on different issues in writing. Weigle states that the Hayes model attempts to outline the various influences on the writing process especially those internal to the writer. In the model of Hayes, the major focus is on the individual rather than the task environment. Individual aspects of writing involve interactions among four components:

Working memory, motivation and affect, cognitive processes, and long-term memory. Raimes(1980) says that Hayes’ model of working memory is based upon a well-known conception of working memory developed by Baddeley (1986) with some modifications. According to Hayes the working memory is composed of three components:

Phonological memory (its stores auditory and verbal information that is speech) the visual-spatial sketchpad (this stores visual or spatially coded information, for instance written words or graphs)

A semantic memory (it stores conceptual information)

In this model, Hayes believes that motivation and affects both play important roles in writing. Speaking more specifically, a writer's goals, predispositions, beliefs and attitudes, and cost, and benefit estimates may influence the way a writer goes about the task of writing and the effort that will be put into the writing task (White & Arndt, 1997). In a research conducted by Dweck (1986), Palmquist and Young (1992) that Hayes cites, these researchers suggest that students' beliefs about the causes of successful informers influence the amount of effort they are willing to exert. Hayes says:

*If writing ability is as an inherent and relatively unchangeable talent, students tend to be more anxious and to think less of themselves as writers. Similarly, students who experience failure tend to work harder if they believe that success is due to effort, while they tend to give up and work less if they believe that success is due to innate abilities (p.25).*

### **3.2. Bereiter and Scardamalia (1987)**

The Bereiter and Scardamalia model is an "influential mode" (Raimes, 2000) that proposes a two-model description of writing that tackles an "apparent paradox" (Weigle, 2001) in writing. In order to explain and resolve this apparent contradiction, the two researchers propose a distinction between knowledge telling and knowledge transforming. Horowitz (1986) states that knowledge telling is similar to «impromptu speaking» because it involves very little planning or revision. Bereiter and Scardamalia (1987) call this kind of writing "natural" or "unproblematic" because it can be done by any fluent speaker provided he has a grasp of the writing system.

An example of this kind of writing is the writing of children and adolescent. This is a process that can be used to generate ideas – a fundamental problem in writing when the writer



is deprived of a conversational partner. Bereiter & Scardamalia & Weigle (2001) stress the importance of the interactive elements in conversation that are absent in writing: When people converse they help each other in numerous, mostly unintentional ways. They provide each other with a continual source of cues- cues to proceed, cues to stop, cues to elaborate, cues to shift topic, and a great variety of cues that stir memory. They serve as text grammarians for one another, raising questions when some needed element of a discourse has been omitted. (Bereiter and Scardamalia, 1987, 55).

Content and discourse cues also called topic and discourse identifiers, in the assignment are used to search one's memory for relevant content items. These ideas or content items will be tested if appropriate or inappropriate. If they are accepted, they will be written down. The cycle repeats itself, but this time using the text written so far rather than the original mental representation of the assignment a source of for additional memory probes. The writing process ends when the memory probes fails to find any additional appropriate content. Bereiter and Scardamalia (1987) quote a 12-year old learner who describes this process. He states:

I have a whole bunch of ideas and write down until my supply of ideas is exhausted. Then I might try to think of more ideas up to the point when you can't get more ideas that are worth putting down on paper and then I would end it. (Bereiter & Scardamalia, 1987, 9).

As opposed to the process of knowledge telling which is described as "natural and efficient" (Hedge, 2001), knowledge transformation implies much more effort and skill. Moreover, it is achieved unless great deal of practice is involved. In knowledge transformation, the process of writing involves putting one's thoughts to the paper as they occur. It also involves writing to create new knowledge. Hedge (2001) states:

In this kind of writing, the process of writing itself frequently leads to new knowledge and may change a writer's view of what he is trying to communicate. (Hedge, 2001).

## 4. The Stages of Process Writing

Although writing specialists have agreed that writers go through several stages while writing, they have not reached an agreement on labeling the stages. For the purpose of this paper, will adopt Tompkins' four stages writing process: pre-writing, drafting, revising, editing. The following is an in-depth look at each of these stages and strategies for writing teachers to employ them in the ESL/EFL classroom.

### 4.1. Pre-writing

The pre-writing stage focuses on stimulating students' creativity and letting them think about what to write and how to approach the chosen topic. To implement this stage effectively, Tricia Hedge suggests that teachers remind students of two important questions: the purpose of their writing and its audiences (22). That is, students should keep in mind the intended readers and content of the text when they make a global outline for their writing. By a means of providing teachers with a more clear-cut guideline, Brown presents the following classroom activities for the pre-writing stage:

- Brainstorming
- Listing (in writing-individually)
- Clustering (begin with a key word, then add other words, using free association) Free-writing
- Reading (extensively) a passage
- Skimming and/or scanning a passage (348)

These activities can help students generate ideas about a topic for their writing and allow students to start their writing informally. The first four techniques (brainstorming, listing, clustering, and free-writing) are commonly used in the writing classroom due to their

practicality; namely, those techniques do not require teachers and students to prepare additional materials in advance and are easy to practice in the classroom without consuming much time.

According to Barbara Kroll, these first four activities are similar, but depending on students' preferences, one of those can achieve better effects than the others for each individual student. While giving chances to practice all the techniques, teachers should encourage students to choose the most effective technique for them (223). Moreover, Kroll explains the subtle differences of each above-mentioned technique. Brainstorming is often a group exercise in which all students in a group or class share their ideas about a certain topic whereas listing is an individual activity in which the student is encouraged to write a lengthy list including main ideas and subcategories about a particular topic.

Unlike listing, clustering shows connections between ideas. Clustering starts with writers' putting down a key word in the middle of a piece of paper and developing the topic through free-association. Lastly, free-writing, known by various terms such as wet ink writing, quick writing, and speed writing, allows students to write quickly without stopping within limited time. In the ESL/EFL classrooms, for example, students can easily start free-writing if teachers give an opening clause or sentence (Kroll 224). Viewing free-writing as essential to process writing, Toby Fulwiler provides directions on how to implement free-writing in the classroom; teachers ask students to write without stopping for five or ten minutes. While writing, students do not need to worry about spelling, punctuation, or organization. Having finished their free-writing, students can share it with their classmates and talk about only the main content of the writing as a good follow-up activity. If students are regularly engaged in the free-writing activity in the class, teachers can ask students to keep it in journals, so that each free-writing can serve as an essential journal entry (Fulwiler, p, 2-3).

Along with the aforementioned pre-writing activities, skimming and scanning a passage related to a writing topic are widely used as pre-writing activities. Kroll points out that although

the adoption of readings in writing classrooms has been under debate, it is obvious that readings can be used to facilitate writing, especially in ESL/EFL situations. The readings can provide models of English text formats and increase students' genre awareness for ESL/EFL learners who have limited language abilities. In addition, for academic purposes, students are required to read a large amount of material and are often asked to summarize, analyze, and synthesize the texts (Kroll, p, 224-5). Similarly, Brown states that by reading relevant types of writing, students can acquire insights about both how to write and what to write (347). There is no doubt reading can help students generate ideas, but writing teachers should keep in mind that readings should be used for facilitating writing. In the process writing approach, the pre-writing stage is one of the most essential writing processes because it affects all of the writing stages. Teachers should understand that although pre-writing activities are usually done before actual writing, students can revisit this stage at any time.

#### **4.2. Drafting**

It is not easy for students to move from planning to actual writing. However, students need to transform plans into temporary text at some point. In this respect, Ron White presents the following activity which can help students transition from idea generating to drafting:

- (A) Associate the theme with something else
- (D) Define it
- (A) Apply the idea
- (D) Describe it
- (C) Compare it with something else
- (A) Argue for or against the subject
- (N) Narrate the development or history of it (p. 55)

Taking the first letters of each sentence, White produces the mnemonic: A DAD CAN. This mnemonic can enable students to recall the idea-generating process, which eventually helps students compose text (p. 55).

In the drafting stage, students concentrate on getting ideas on paper without worrying about grammatical and mechanical errors. In this regard, Fulwiler urges that instructors and students should not expect error-free early drafts. Instructors should focus on more global issues (topic, organization, and evidence) while ignoring surface problems (spelling, punctuation, and wordiness) because the surface problems can be dealt with in subsequent drafts (4). Hedge also highlights the importance of focusing on content in this stage: “Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation and grammar until later” (p. 23).

Similarly, Tribble mentions what writers dynamically interact with while writing: the argument they are trying to develop or the perception they are trying to share

- Their understanding of the expectations of their probable reader
- Their appreciation of all the other similar texts that precede the one they are currently composing (p. 114).

To have writers actively interact with the argument, readers, and other texts, the following series of activities should come first: producing ideas, organizing ideas, developing a theme, evolving a plan, taking audience into account, and getting started. These series of activities lead writers to writing the first draft (Tribble 113). Drafting is not done in one step in process writing. Instead, students write several drafts until they get the final draft. This “drafting” section is mostly concerned with the first draft, which requires student to transform the planning to actual writing.

Expressing ideas about a topic on paper is important in the first draft stage whereas refining content, organization, and polishing what students have written are more important concerns in subsequent drafts. The subsequent drafts are directly affected by teachers and peers' feedback as well as self-correction. Therefore, revising and editing are deeply connected with subsequent drafts, and will be discussed in upcoming sections.

### **4.3. Revising**

In the revision stage, students should decide how to improve their writing by looking at their writing from a different point of view. Teachers should let students know that revision is not correcting minor grammar errors but focusing on content and organization of the whole text. Tompkins states that students have the chance to refine their work during the revision stage and describes the features of revising as follows: "Revision is not just polishing writing; it is meeting the needs of readers through adding, substituting, deleting, and rearranging material" (83). Similarly, Sommers emphasizes the significance of the revision stage in the writing process characterizing the revision process as the writing process itself. In the revision process, not only do writers polish their writing, but they also develop their ideas. Less experienced writers focus on vocabulary and local grammatical errors in the revision stage whereas experienced writers are concerned with developing content and organization of ideas. Therefore, teachers should help students apply what experienced writers do in the revision stage (Sommers, 1982, 386-7).

Regarding teachers as guides or facilitators, Brown prompts teachers to provide students with specific directions for revision "through self-correction, peer-correction, and instructor initiated comments" (p. 355). He further provides some guidelines for teachers' giving feedback on students' first drafts. Teachers should not treat minor grammatical errors but major content related errors within relevant paragraphs and should comment on the general thesis and structural organization. Moreover, teachers can point out awkward word choices and

expressions and give some suggestions for better word choices and expressions (Brown, 2001, 355). In short, to provide adequate feedback on students' first drafts, teachers should respond to the first drafts focusing on the overall meaning of the writing. Most importantly, teachers should try not to rewrite a student's sentences. Instead, teachers can ask students what a particular sentence means or give suggestions for helping students express what they mean in an adequate way.

Tribble also presents a few questions to improve students' writing in the revision stage as follows:

- 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? (116)

The organization of writing varies depending on the purpose of writing. For instance, the structure of argument is different from that of narratives. Teachers should check if students' writing is organized in an appropriate format that targets readers' expectation. Moreover, focusing on the overall meaning of the text, teachers should identify that all the sentences are related to the topic of each paragraph and the overall thesis of the paper.

In the revising stage, students reread their first drafts, get feedback from peers, and revise them. Sample revision questions such as what parts does not make sense? or what details can be added can be helpful for students to understand what they have to focus on while students are giving feedback on peers' writing as well as their own writing. Providing sample revision questions enables students to focus on content of writing and comment on improving coherence and organization of writing.

#### 4.4. Editing

In the editing stage, students proofread their own writing or peer's writing carefully to correct mechanics and grammatical errors. Tompkins defines editing as "putting the piece of writing into its final form" (88). Prior to this stage, the students' main concern has not been local grammar errors or mechanics but content. Going into this stage, however, students eventually have time to polish their writing by the correction of local errors and spelling. Tribble says that editing checklists can help students focus on specific points in the editing stage, and the checklists might vary depending on learners' ability levels and needs. In terms of the levels, different grammatical aspects can be focused on each time (116).

Rob Nolasco and Lois Arthur (1970) present what writers should check in the final stage of their drafts as follows: the order in which the information is presented, the layout, the spelling, punctuation, handwriting, choice of words and grammar (31). In the final stages, students should get distance from their composition and read it checking grammatical and mechanical errors. They can use not only grammar books and dictionaries but also peers and the teacher as resources in this stage. As to the issue of providing feedback in this stage, Brown also suggests some guidelines for teachers. Teachers should indicate grammatical mechanical errors but not correct them by themselves and can suggest further word choices and transitional words to improve clarity and coherence of writing. For academic purposes, teachers can comment on documentation, and citation (Brown, 2001, 356). Considering the fact that editing is the last process just before their final products, students should more rigorously attend to rectifying local errors. In the EFL writing classrooms, the editing stage is considered more important than it is in the L1 or ESL writing classrooms since EFL students cannot be free from test situations. With regard to assessing students writing, English teachers in Korea tend to be more attentive to the linguistic accuracy, rather than fluency or content; obviously, grammar significantly affects the students' total grades. To prepare students for the tests, many writing



classrooms are likely to focus on teaching grammar instead of teaching actual composition. As a way of going beyond such effects, the EFL writing teachers should strive to give students more chances to write without worrying about grammatical accuracy until the editing stage. According to Brown, as students are given many chances to practice self-writing such note-taking, diary writing, or journaling, they can focus on content while writing because self-writing is only intended for writers themselves and not evaluated (344). Providing a mini-grammar lesson in the editing stage can be a realistic option to satisfy the need for focusing accuracy of writing in the EFL classrooms.

## **5. Awareness**

### **5.1.Awareness Definition**

Awareness in general means, knowledgeable being conscious; cognizant, informed alert. Awareness is the state or ability to perceive, to feel, or to be conscious of events, objects, or sensory patterns. In this level of consciousness, sense data can be confirmed by an observer without necessarily implying understanding. The possessor of any knowledge must contain awareness but mere awareness does not contain any type of knowledge. More broadly, it is the state or quality of being aware of something. In learning, language awareness is a term which appeared many years ago and which was defined by the British consortium of centers for language awareness as “... a person’s sensitivity to and conscious awareness of the nature of language and its role in human life” (James & Garrett, 1992, p.8; cited in Cenoz & Hornberger, 2008, p.3). In other words, language awareness is concerned with making learners conscious of, and able to use language patterns successfully. It is a matter of great interest for many researchers who carried out a number of researches on lexical awareness, morphological and syntactic awareness, discourse awareness, cultural awareness. etc.

## 5.2. Types of Language Awareness

Language awareness could be divided according to Garvie (1990) into six interrelated types: linguistic awareness, psycholinguistic awareness, discourse awareness, communicative awareness, sociolinguistic awareness and strategic awareness.

- **Linguistic awareness:** also known as metalinguistic ability, refers to the ability to consciously reflect on the nature of language. The concept of metalinguistic awareness is helpful in explaining the execution and transfer of linguistic knowledge across languages.
- **Psycholinguistic awareness:** the learner should be more conscious about how a person acquires a language, produces and perceives both spoken and written language.
- **Discourse awareness:** The term discourse can be defined in many different ways. It involves looking at both language form and language function and includes the study of both spoken interaction and written texts. It is concerned with the study of the relationship between language and the contexts in which it is used.
- **Communicative awareness:** aims at making learners aware of the use of language in specific context.
- **Socio-linguistics awareness:** the learner could be aware of the influence of the social context on the language use.
- **Strategic awareness:** the learner can apply different strategies to solve different learning problems.

## 5.3. Strategies of Raising Writing Awareness

Writing has always been seen as an important skill in English language acquisition. This importance is due to the fact that it reinforces grammatical structures and vocabulary that educators strive to teach their students. It is the area in which learners need to be offered adequate time to develop their writing skill, therefore more time should be devoted to it in

classrooms containing ELLs so that they will be prepared to effectively communicate in real life as well as academic situations (Ismail, 2007). Exposing them to the writing process itself through various venues is an excellent way to reach this goal. Additionally, writing skills can be developed when the learners' interests are acknowledged and when they are given frequent opportunities to actually practice writing (Ismail, 2007). Because one of the main goals of ESL students is to learn to produce a well-thought-out piece of writing, a specific writing program must be in place in order to meet the needs of these learners. After careful evaluation of the literature, it was found that numerous researchers discovered the need for ESL students to be exposed to a variety of genres, strategies, and methods in order to succeed in the writing of English.

### **Conclusion**

As a conclusion, like there is an approach to learning, there is an approach to writing. The process of translating thoughts and ideas into papers can be difficult. It is easy to forget that it is a process, and not just something that happens. Every paper starts as an idea in someone's head, turns into a collection of sentences, and goes through revisions to become the final products that hand in or publish. It is much more than writing something down, changing a few words, and handing it in. Take learning to drive a car. If he just hop in the driver's seat and start driving, it can be dangerous. All the information he does not know and skills he does not have make it hard to do it successfully. If they want to drive, they have to learn traffic laws and take a permit test. They have to practice for hours and take a five-hour course. It is a process, and every step is important. Writing is the same way.

### **Conclusion**

Writing is one of the substantial skills of the English language. Which requires both learners and teachers to have some necessary knowledge or information that would reinforce, make of the teaching/learning of the writing skill easier and important. One way to achieve this is to

look at writing as a process that contains different stages rather than a product of accurate use, grammar, syntax and good range of vocabulary. Besides that, writing does not occur randomly; however, it is restricted by particular principles and to be fully produced, it would go through several steps. Moreover, within the teaching atmosphere teachers are required to apply the suitable approaches that facilitate the process of teaching and learning writing. Additionally, due to the complexity of such skill, students face difficulties and problems during their writing production. These problems can be reduced by teachers' strategies that are purposely tailored for improving the student's writing proficiency.

## **Chapter Two: The Field Work**

### **Introduction**

Every research work consists of two parts: the first is the theoretical part which is the literature review and the second is the practical part which considers as the field work. Basically, the aim of this chapter is to test the validity of the hypothesis. It is divided into two sections: the first is devoted to specify the population and the sample of our research work. After this, it described the data collection tools that used in collecting data which are both students' and teachers' questionnaire. Next, it is followed by the description and the administration of each questionnaire. The second section is concerned with the analysis of students' and the teachers' questionnaire in order to obtain and discuss the results. Finally, it specified and discussed some pedagogical recommendations and limitations.

### **Section one: Data Collection and Description**

#### **Introduction**

The examination of both teacher and learner questionnaires is the focus of this chapter. The data gathered and the results acquired will allow them to diagnose the teaching/learning of writing, including its strengths and shortcomings, using a real-life situation to recommend appropriate solutions to the challenges students confront when writing. Teachers' engagement is critical since they are familiar with students' capacities and the complexities of writing skills.

#### **1. Means of Data Collection**

The sample of this study was the third-year LMD students at Abd Alhafid Boussouf Mila English department; while it is not possible to work with all of the third-year students (because to time constraints), it will be chosen as representative sample. The reason for selecting this population is that third-year LMD students have spent two years learning writing skills and their many stages, and as a result, that believe they have sufficient knowledge of them.

## 2. Sample and Population

The questionnaire was presented to 10 teachers of "Written Expression" in the Department of English at Boussouf University – Mila who have sufficient experience to make their ideas and observations useful for the purpose of this study. They were quite accommodating, returning the reply copies in less than a week.

The questionnaire was provided to 80 third-year students from Boussouf University – Mila's Department of English at random. The students completed the questionnaire in class, and this group of students make up the sample for this study. The survey addresses a topic that practically everyone is concerned about students. It had chosen this demographic because third-year students have been studying writing stages for two years and that assume they have sufficient mastery of the subject.

## 3. Description of Questionnaires

### 3.1. Description of Students' Questionnaire

The questionnaires consist of 12 open – ended and multiple choice questions divided into three sections as follows:

**Section one:** General information (1Q-3Q): It is about whether or not the students find the module of "written expression" fascinating. And whether the time allotted for this module is adequate.

**Section two:** the process of writing (4Q-7Q): It all comes down to the writing process. Its goal is to investigate how students approach writing while taking into account the many parts of the writing process.

**Section three:** the awareness of the writing process (8Q-12Q): This section seeks information about a student's understanding of writing ability. Many steps of the process and the need of completing each stage in order to obtain a high level of writing quality.

### **3.2. Description of Teachers' Questionnaire**

The questionnaire consists of fifteen (15) open-ended and multiple choice questions divided into three sections as follows:

**Section One (Q1-Q4): General Information:** It asks broad questions about teaching "Written Expression." This part also includes questions aimed at eliciting instructor feedback on the "Written" program Expression" as well as the amount of time allotted to this module.

**Section Two: The Writing Process (Q5-Q10):** It is concerned with the writing process. It aims to determine whether teachers use a process approach to teaching writing, and if they do, it attempts to identify learners' challenges in connection to various components of the writing process.

**Section Three: Writing Process Awareness (Q11-Q15):** This part contains questions designed to learn about the students' level of awareness of the writing process from the perspective of the teachers, as well as the many stages of the process and the importance of moving through them for good writing quality.

### **Conclusion**

As a conclusion concerning data collection, it administered two main questionnaires; one to teachers, and the other to third-year learners. The purpose behind this is to make sure that their suggestions are the product of a continuous interacting with language learners during many years of evaluation, observation of learners' needs and requirements. The aim of the learners' questionnaire is to gauge the students' awareness of the writing process and the writing techniques underlying this process.

## Section Two: Data Analysis and the Research Results

### Introduction

It seems appropriate to give the students and the teachers an opportunity to express their ideas not only by means of assignments but via questionnaire as well. The questionnaire of student was devised in order to explore and investigate how the third year students confront the task of writing and also how the students confront the importance of the awareness of writing process. The questionnaire of teacher is very important because they are aware of the students' abilities and the writing skill complexities. This section will present the results of both the students and teachers questionnaire to check the validity of the research hypothesis.

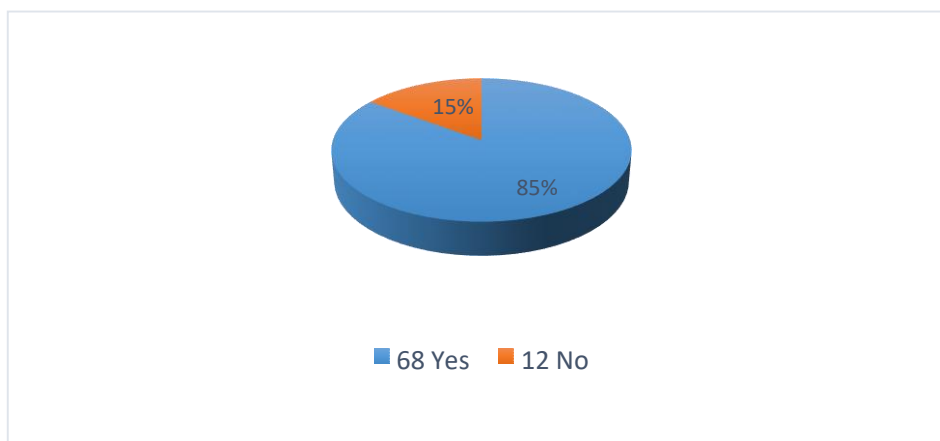
### 1. Students' Questionnaire

#### 1.2.Data Results and Analysis of the Students' Questionnaire

##### Section One: General Information

**Question 1:** Do you find the module of «writing expression » interesting?

a.yes      b. no



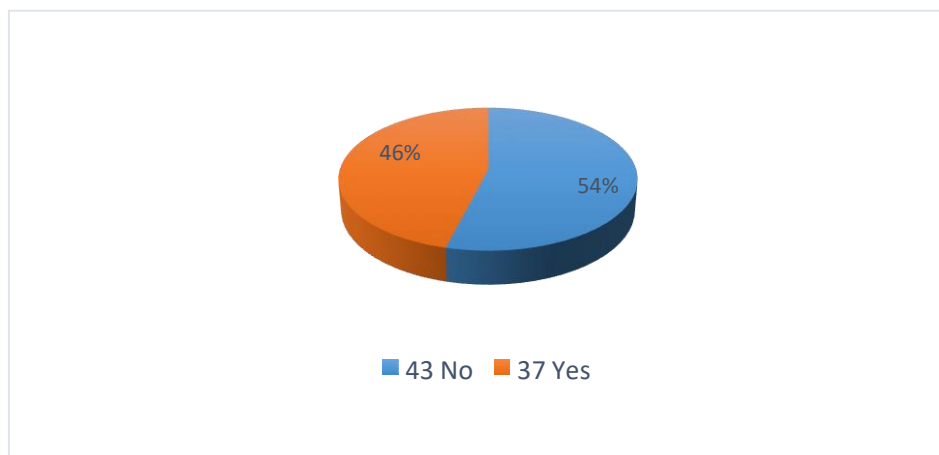
**Figure 1: Students Attitudes Towards The Module Of Written Expression**



The module of "Written Expression" found to be interesting by 85 % of students. Only 15% of participants thought "Written Expression" is boring. This result shows that the students understand the value of writing. Teachers are responsible for guiding students and assisting them in becoming more motivated and interested.

**Question 2:** Do you think that three hours a week are enough for “Written Expression”?

- a. yes                      b. no



**Figure 2 : Students Opinions about the Time Given To Written Expression**

Students' responses to the issue of whether three hours per week is enough for the "Written Expression" module show that 54% believed that the time was not, while just 46 % believed it was. These findings suggest that in order to improve their writing skills, students should be allowed much time to work at their leisure and avoid working under duress.

**Question 3:** If “No”, please, explain why

The justification of the 20 students who reported that the time devoted for the module of “Written Expression” is not enough can be summed up in the following points:

- Written expression is a fundamental module, three hours are not enough to teach students the basic of writing, requires crucial skills to be built.

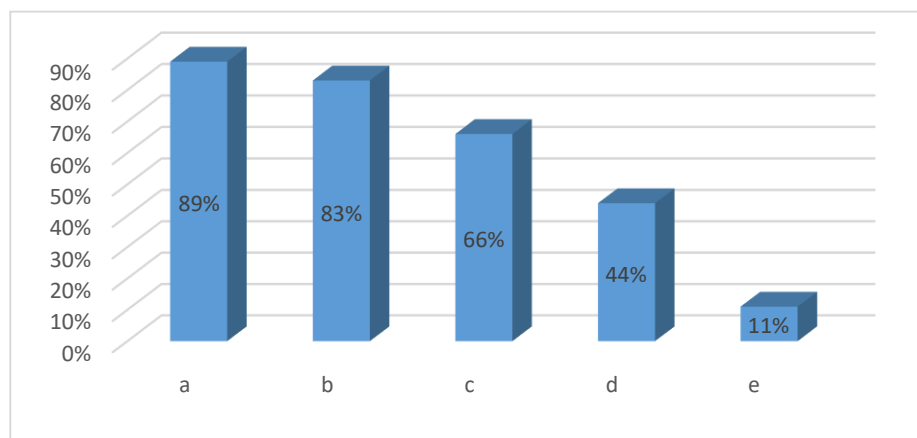
- Because it is very important.
- They can not write essay or good essay or paragraph without training or practice.
- They need more hours because students are weak in writing.
- They need more hours because students are weak in writing.
- Written expression is a very important module through which learners develop their writing skills. Personally, even after studying English for so long, they still think it is not enough.

- Because they do not get enough information.
- They think that 3 hours a week are not enough because they have to practice and do activities to fix their information and to improve our skill.

## Section Two: The Process of Writing

**Question 4:** Good writing is: (You can tick more than one box)

- Correct Grammar
- Good Ideas
- Precise vocabulary
- Spelling
- Other .....

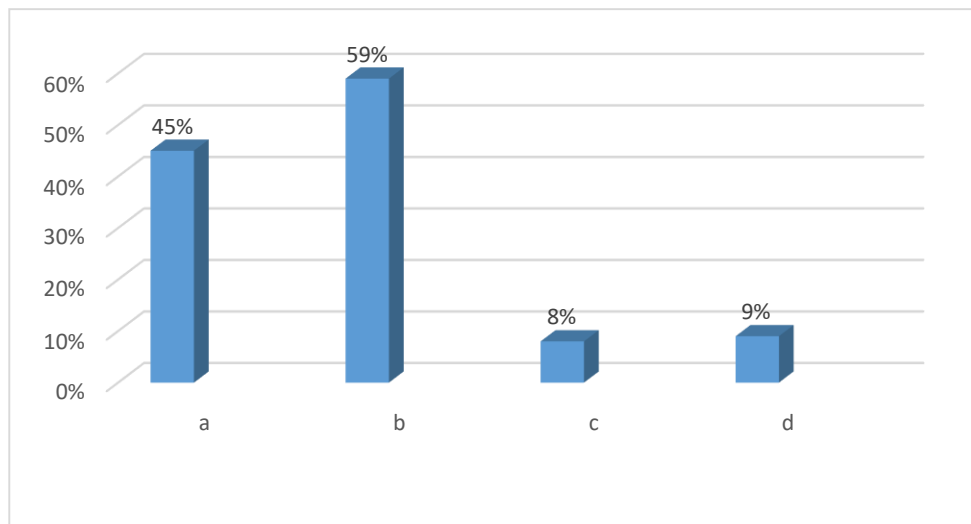


**Figure 3: What is Good Writing**

According to the results, the vast majority of students 89% believe that good writing is synonymous with proper grammar. Good writing is linked to good ideas, according to 83% of students, and exact vocabulary is linked to 66% of students. Only 44% and 12% of students think it has something to do with spelling or something else.

**Question 5:** What is the most difficult step in writing according to you?

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

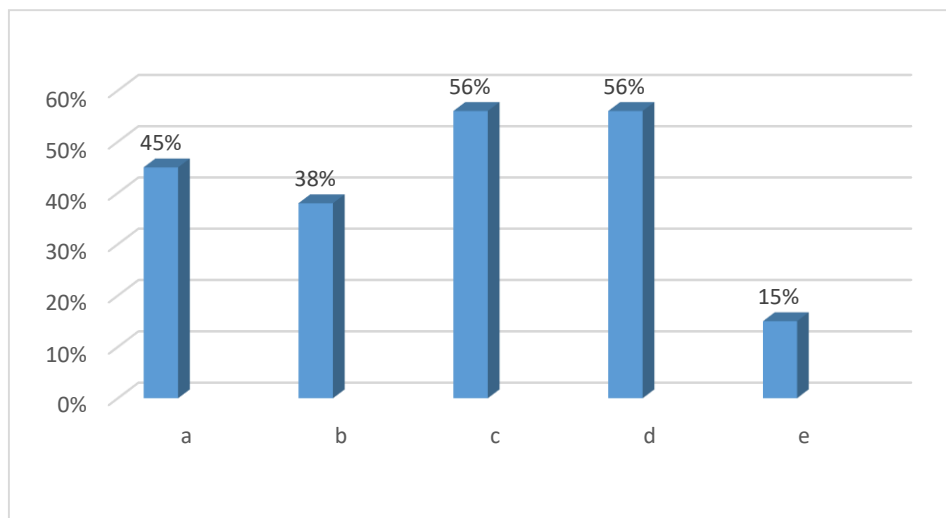


**Figure 4 : The Most Difficult Step in Writing**

Writing first drafts is one of the most difficult stages in the writing process for the majority of students 59 %. Pre-writing is the step in the writing process that most students find challenging, according to 45 % of students .Although revising and editing are important aspects of the writing process, they do not appear to be particularly tough.

**Question 6:** 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

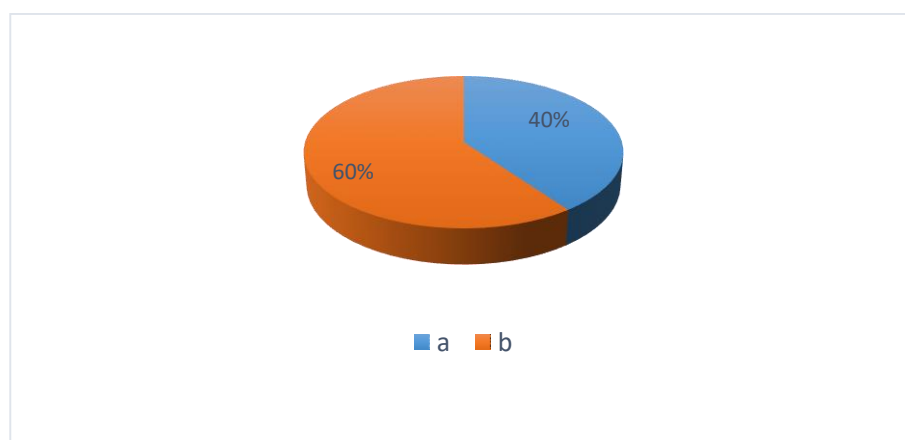


**Figure 5 : Changes Students Make When Re – Reading**

From the figure above, Grammar and punctuation appear to be the category that requires the most adjustments 56 %. With 45% and 38 %, respectively, the categories of vocabulary and content organization come next. Finally, 15% of students make corrections to their spelling. When students read back, they notice that they are more concerned with changes in form, particularly grammar, than with substance. This outcome is not particularly encouraging, given that the adopted approach is the process approach, which emphasizes content over form.

**Question 7:** When you write, do you:

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



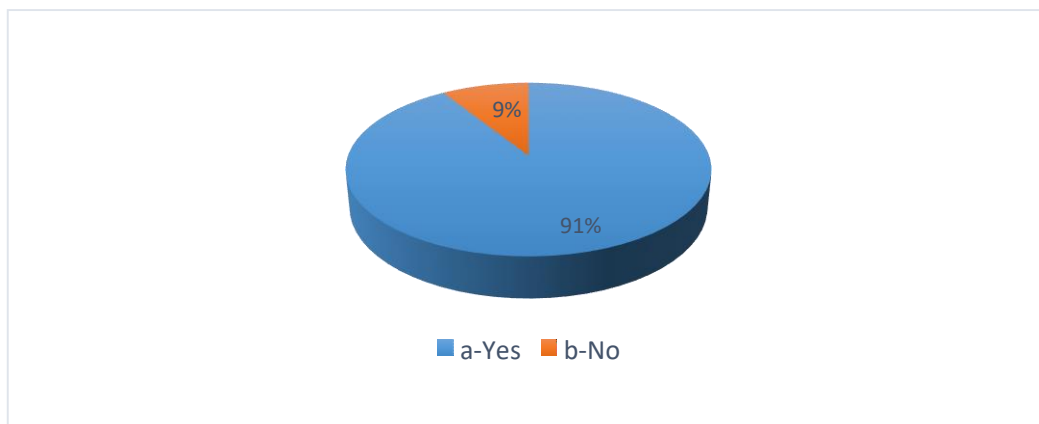
**Figure 6 : What students do when they write**

From the figure above, Only 40% of students want to make everything perfect from the start, whereas 60 % believe it is more necessary to write nonstop and then revise what they have written. This is significant because the process method, which views writing as a recursive activity in which writers can move ahead and backward, encourages students to do just that.

### Section Three: Awareness of the Writing Process

**Question 8:** Do you know that writing is a developmental activity that contains different steps?

a. Yes b. no

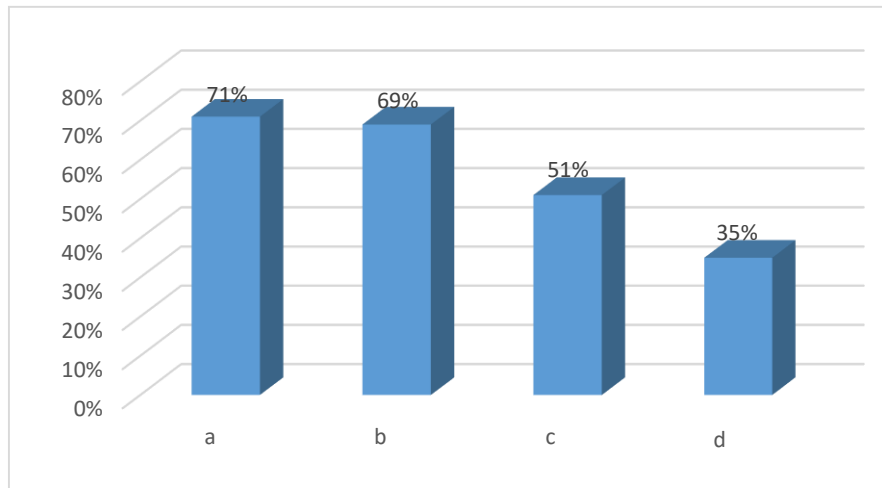


**Figure 7 : Students Awareness about Writing Process**

According to the results, the vast majority of students 91% understand that writing is a multi-step developing process, while only 9% are unaware. Even if the number of students who do not regard writing as a process is not large, teachers should place a greater emphasis on this topic because it is critical to build some understanding of how the process works in writing.

**Question 9:** What are the writing stages you are familiar with? (You can choose more than one answer)

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

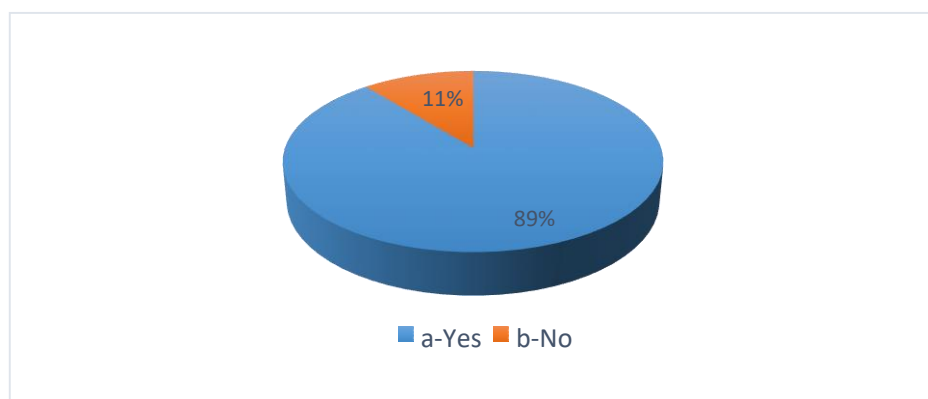


**Figure 8 : The Writing Stages Student's Familiar With**

According to the results, students are more familiar with pre-writing 71% and drafting 69% stages. The stages of revising and editing, respectively, gained 51% and 35%. It is assumed that students will be most familiar with the pre-writing stage, which is intended to be as well-known as the act of writing itself. The other stages, on the other hand, should not be overlooked because they all contribute to increasing student writing quality.

**Question 10:** When writing compositions, do you proceed through all the writing steps?

a. yes    b. no



**Figure 9 : Student's Proceeding Through All the Writing Steps**

From the figure above, demonstrates that the majority of students, 89 %, follow all of the writing phases while composing a piece, a very promising attitude because it is critical for students to focus on the process of writing rather than the product when writing, especially

when using the process method. However, 11% of students do not complete all of the writing procedures when composing their compositions. Because of the many advantages of following the writing process, it recommend that teachers assist students in adhering to all of the writing processes when composing compositions.

**Question 11:** If “No”, please, explain why.

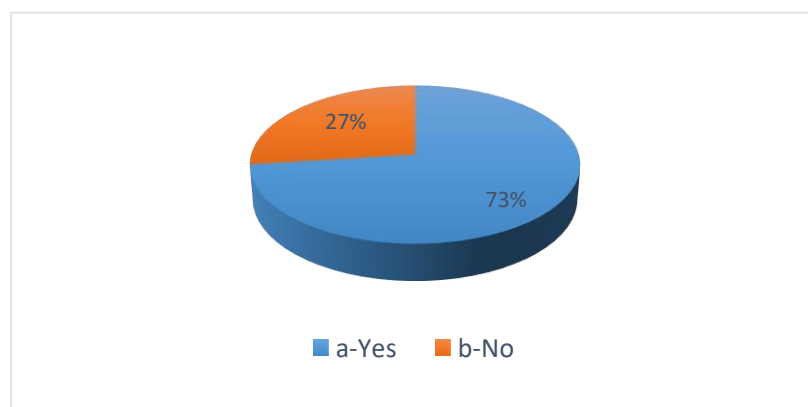
The explanation of the 6 (8) students:

- Because, they do not study them till the moment.
- They didn't study them.
- Maybe they did not have enough time to think about all the steps.
- They didn't have more information about all the writing steps.
- They didn't know those steps.
- Because they were not aware of there existence. We have not dealt with them

previously.

**Question 12:** Does your teacher ask you to follow the writing steps?

a. yes    b. no



**Figure 10 : Teachers Asking Students to Follow Writing Steps**

From the figure above, 73% of students agree that their teachers expect them to complete all elements of the writing process. Because going through all phases of the process helps

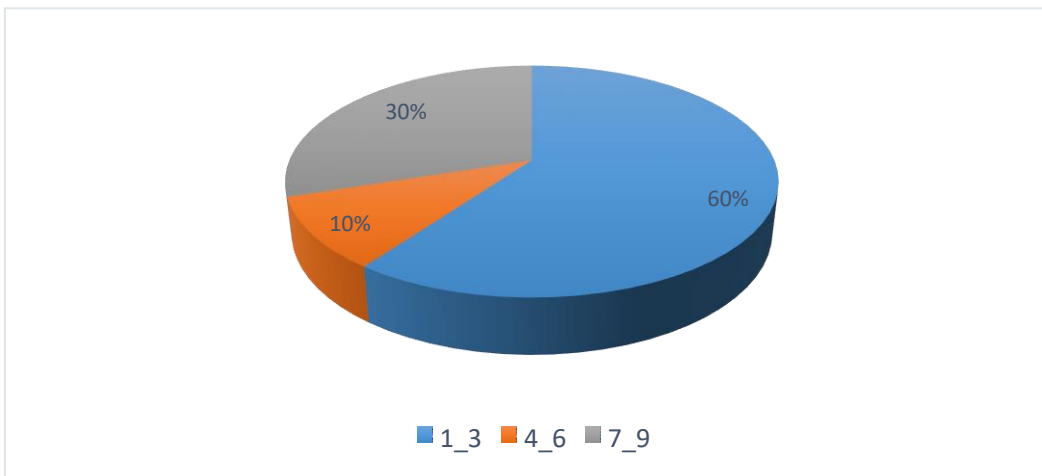
students improve their writing, only 27% of students reported their teachers do not require them to follow the steps of writing. Teachers should always urge pupils to think about writing as a multi-step process

## 2. Teachers Questionnaire

### 2.1. Data Results and Analysis of the Teachers' Questionnaire

#### Section One: General Information

**Question 1:** How long have you been teaching the module of “Written Expression”?



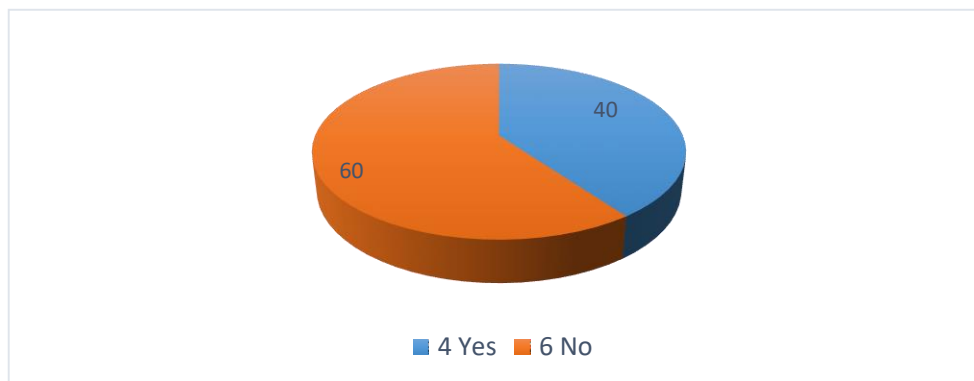
**Figure 11 : Years of Teaching Written Expression**

The figure shows that 60% of the teachers have been teaching writing for 1 to 3 years, 30% of them have been teaching writing for 7 to 9 years; whereas only 10% of them have teaching writing for 4 to 6. They see that teachers are not always affected when it comes to teaching the writing module. Teachers should gain more experience teaching writing so that they can teach more effectively and allow students to benefit from the experience by improving their writing.

**Question 2:** Do you think that three hours a week are enough for “Written Expression?”

- a. yes      b. no



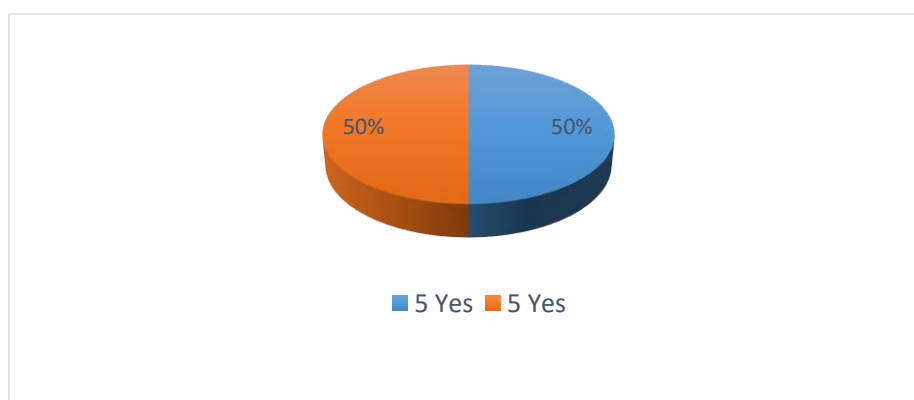


**Figure 12 : Teachers Opinions about the Time Given to Writing**

From the figure above, 60% of teachers believe that the time allotted for "Written Expression" is insufficient, while just 40% believe that three hours per week is sufficient. It was worth mentioning that there was a strong link between time and several components of writing. Students should feel at ease when writing, and time pressure should be avoided to aid students' writing performance.

**Question 3:** Do you think that the "Written Expression" programme you are teaching is enough to improve your students' level in writing?

a. yes b. no



**Figure 13 : Written Expression Programme Sufficiency in Improving Writing**

According to the findings, 50% of teachers felt that the "Written Expression" program they are teaching is sufficient to develop students' writing skills.

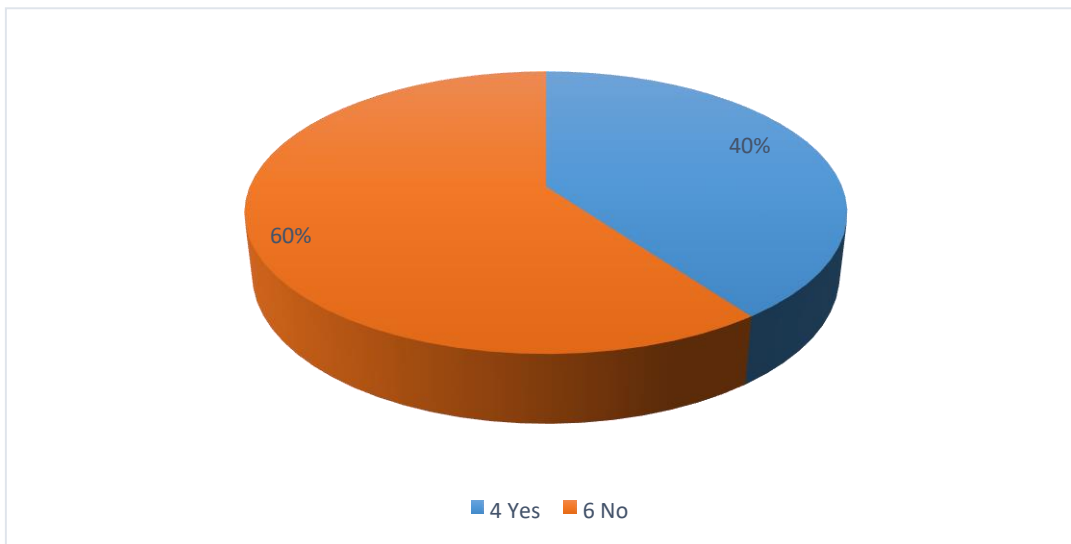
**Question 4:** If “No”, please, explain why.

The five (5) teachers who answered "No" to the previous question noted that the "Written Expression" program is insufficient due to a lack of time allotted to this module, which has a lot of knowledge but only a little writing practice.

### Section Two: The Process of Writing

**Question 5:** Is writing an easy task for third -year university students?

- a. Yes                      b. No

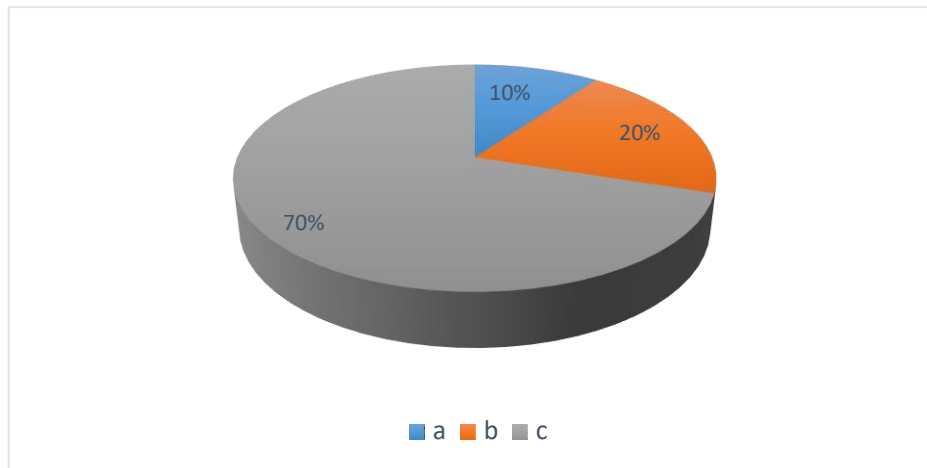


**Figure 14 : The Difficulties of Writing Skills for Third Years Students**

This topic is about the teachers' thoughts on whether writing for third-year EFL students is a simple or challenging endeavor. Writing is a challenging task for third-year students, according to 60% of participants, while only 40% stated it is an easy one. Especially for the majority of students who go on to become good English writers.

**Question 6:** Which approach do you use to teach writing?

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



**Figure 15 : Approaches Used by Teachers in Writing**

From the figure above, it seems that 70% of the teachers use both process and product approach to teach writing, 20% of them admit using the process approach, whereas 10% of the teachers use the product approach.

**Question 7:** Please, explain the reasons for choosing this approach.

Teachers provided the following reasons for their choice of the different approaches:

**The Product Approach :** (1 teachers)

- By following this approach, students are given enough space and enhancing their writing skills.

**The Process Approach :** (02 Teachers)

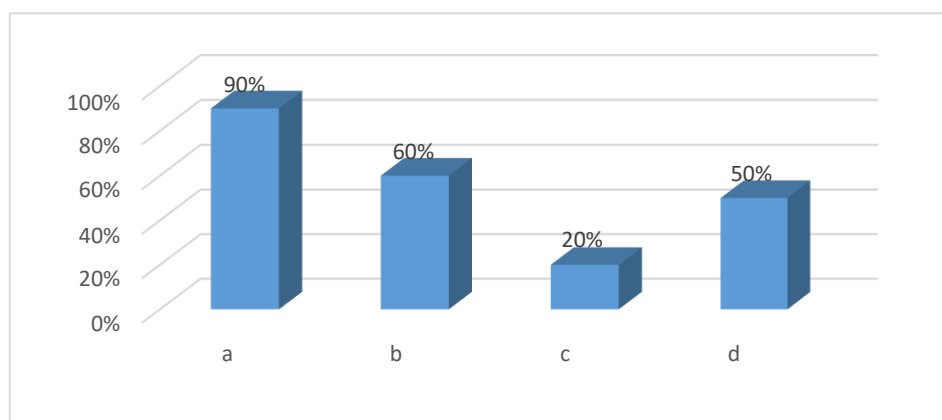
- Learners should practice more and write more essays to be good in writing (practice makes perfection)
- Because students need to know the different steps that they should be aware of while writing to be able to guide themselves by themselves and be autonomous learner in the future.

### **Both: Product and Process Approaches (07 Teachers)**

- Applying one approach or another depends on what we want our learner to do: whether we want them to focus on the product of writing or its process, or whether we want to encourage creative writing.
- A mixture of approach is suitable on this level.
- All approaches have to be included because each one has one or more character that develop students writing in a specific way.
- Actually I 'am using both approaches because of the student's individual differences.
- I use the product approach when I focus on the form of certain tests I use the process when I stress the improvements my students achieve when incorporating feedbacks.
- Mostly I use the process approach because this the one which is most appropriate for EFL university learners .I think that the product approach is more suitable in the middle and secondary school where the pupil still need models to follow.
- The stages through which the students go while writing are important, but also the final product reflects many aspects of good writing.

**Question 8 :** What stage of the writing process is most difficult for your students?

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



**Figure 16 : The Most Difficult Stage for Students in the Writing Process**

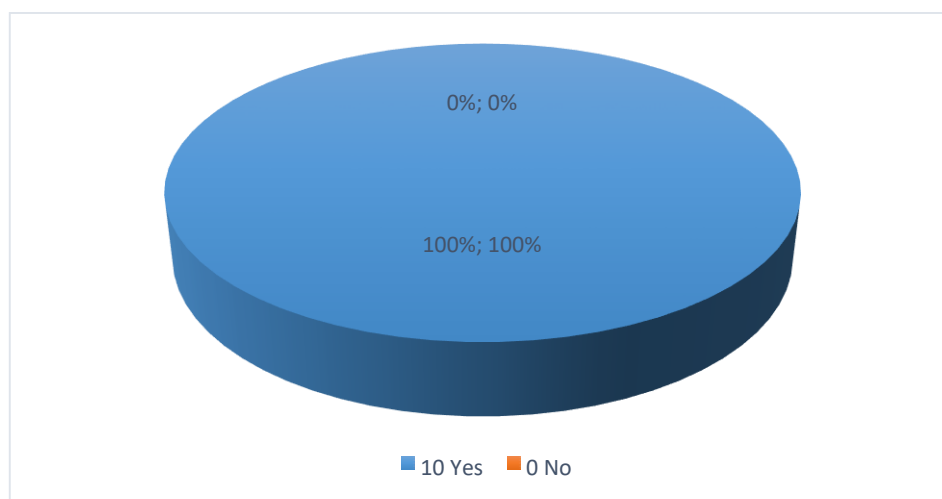
From the figure above, 90% of teachers claim that students face the greatest difficulty in writing generating ideas, 60% of the teachers see that students have problems in initial drafts, 50% of the teachers notice that students have problems in editing. And only 20% of the teachers see that the difficulty students face in the process of writing lies in revising respectively. When it comes to revising and editing, they notice that they did not cause many issues for pupils when it comes to writing. This outcome is quite encouraging since they believe that these stages are highly important in the writing process because they provide the frame work. Before handing out their drafts, students have the opportunity to fix, polish, and develop them. The stages of coming up with ideas and creating first drafts are the most difficult for most students.

Students based on the comments of teachers it is own responsibility to generate ideas.

Believe that writing down thoughts and preparing to write is critical to developing professors must concentrate on this level and help students prepare relevant works.

**Question 9 :** Do you help your students when they write?

a. yes    b. no

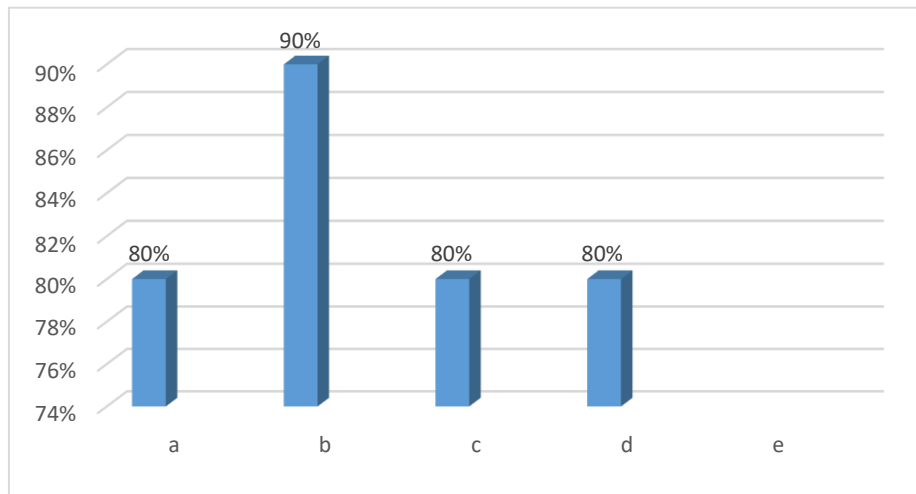


**Figure 17 : Teachers Helping Students When They Write**

From the figure above, demonstrates that all teachers assist their students in writing. Walking around and assisting students while they write is critical in guiding them through all stages of the writing process and raising their knowledge of audience concern.

**Question 10:** 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



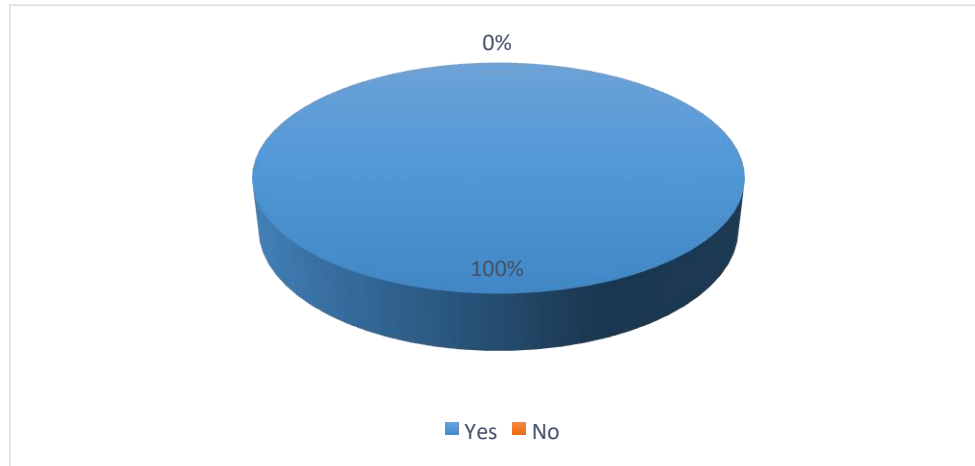
**Figure 18 : Aspects Teachers Help Students Editing**

According to the findings, 90% of teachers assist students in editing vocabulary, 80% assist students in editing grammar, punctuation, and content organization, and unfortunately, none assist students in editing spelling. These findings back up the claim that using a process approach to teaching writing helps students develop strategies for generating, drafting, and refining ideas, and that "the teachers' role is to guide students through the writing process, avoiding an emphasis on form to help them develop strategies for generating, drafting, and refining ideas" (Hyland, 2003, 12).

### Section Three: Awareness of the Writing Process

**Question 11:** Do you think that making learners aware of writing as a process is essential in writing?

- a. yes      b. no

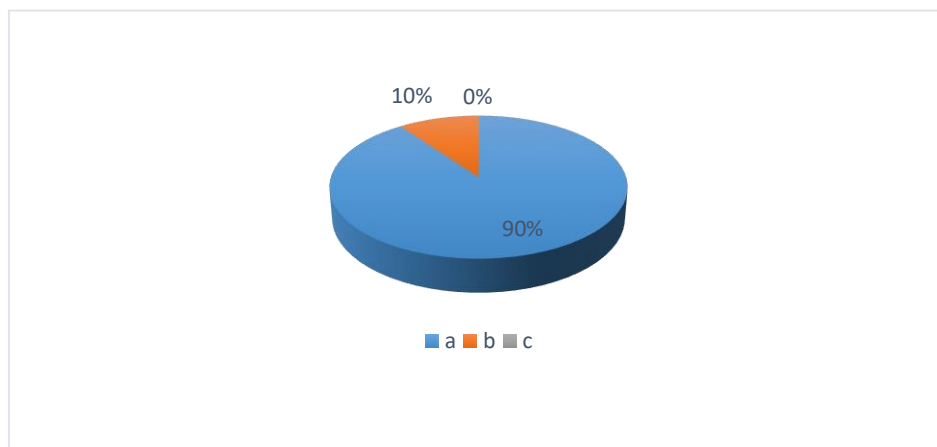


**Figure 19 : The Awareness of Students in Writing Skill**

As shown in the figure above, all of the teachers agree on the necessity of awareness in writing. All of the teachers agreed that teaching students about the writing process is critical.

**Question 12 :** How much do you think following the stages within the writing process will help your students to produce better compositions?

- a. a lot      b. a little      c. not at all

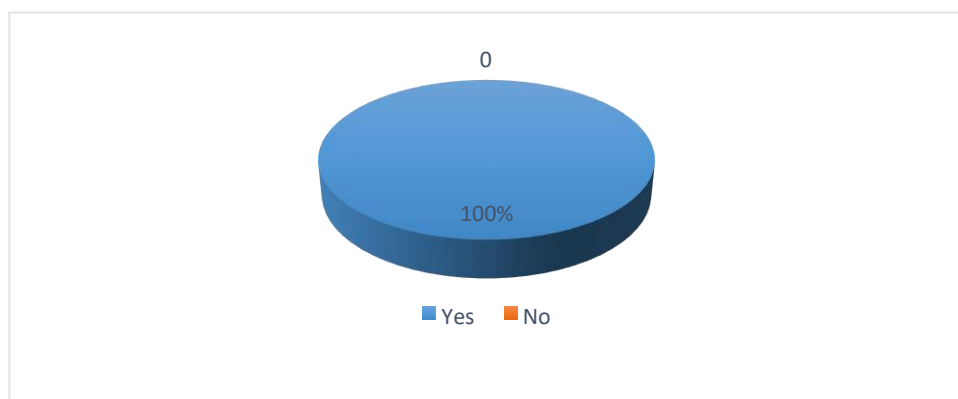


**Figure 20 : Proceeding Through the Writing Steps for Better Compositions**

From the figure above, 90% of the teachers believe that following the steps of the writing process will greatly assist learners in producing better essays. Only 10% of the teachers disagree with them. This study demonstrates the usefulness of process-oriented writing; teachers should emphasize the value of this step-by-step activity in helping students improve their writing skills.

**Question 13:** Do you ask your students to proceed through all the writing steps?

- a. yes      b. no

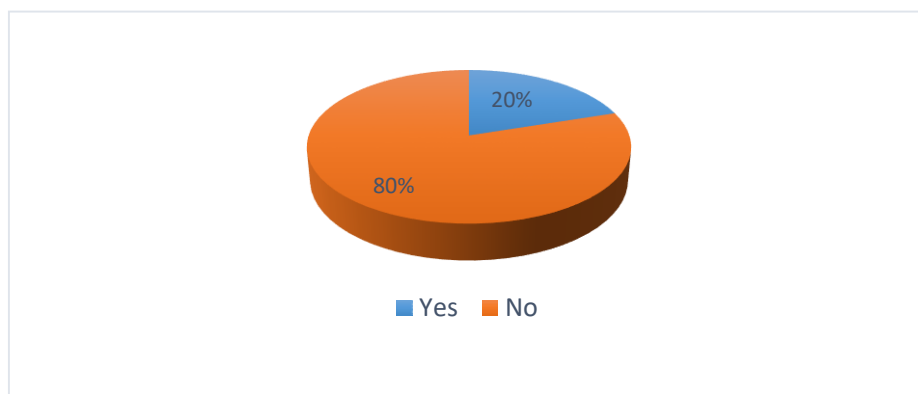


**Figure 21 : Teachers Asking Students to Proceed all the Writing Steps**

All of the teachers stated that they expect their students to complete all of the steps in the writing process.

**Question 14:** Do your students follow all the writing stages?

- a. yes      b. no



**Figure 22 : Students Following all the Writing Steps**

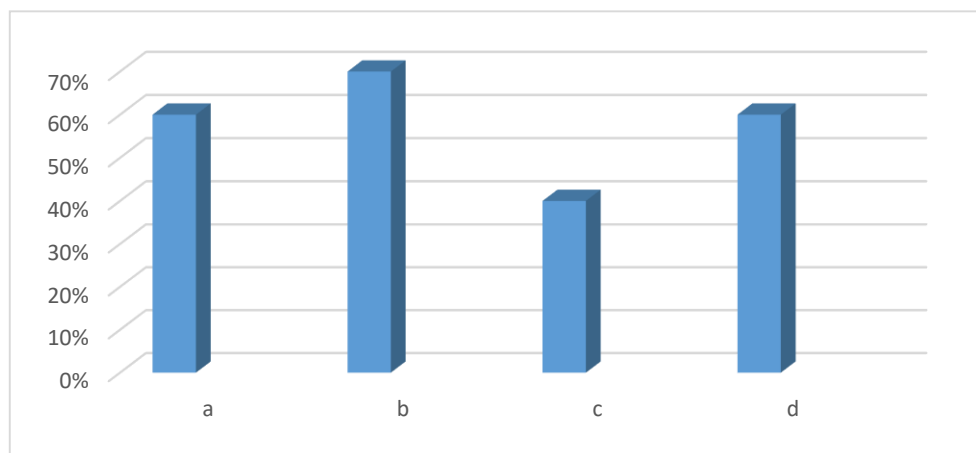


According to the figure above 80 % of teachers who responded to the survey, their students do not follow the writing procedures. Only 20% of them indicated their students follow the stages of writing. This finding is interesting because, despite the fact that all of the teachers polled stated that they ask their students to complete all stages of the writing process, many of the teachers observed their students actually doing so. In this case, teachers should follow certain procedures to ensure that their students follow the writing process, beginning with raising their awareness of the effectiveness of step-by-step writing through intensive practice and ending with requiring them to follow the writing steps by evaluating each step independently.

**Question 15 :** If “No”, please specify the stages your students proceed through

(You can tick more than one box)

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



**Figure 23 : The Stages Students Proceed Through**

The drafting stage appears to be the most popular among students 70 %, followed by the prewriting and editing stages 60 % .The final stage is revising, which takes up 40 % of the time. Because it is the heart of the writing process and the 'real act of writing,' it is unsurprising that the drafting stage is the most closely studied by students. However, based on the teachers' responses to this question, they can deduce that pre-writing, revising , and editing are the most

neglected procedures by students, which is unfortunate because all of the writing steps are necessary when producing a piece of work. Students should consider revising and drafting when writing in order to improve their piece of writing. Revising is the stage when students look back at their writing and try to amend content and realize significant improvements, while drafting is the stage when students repair mechanical errors.

### **3. Discussion of the Results**

#### **3.1. Discussion of the Students' Questionnaire**

The part on general information reveals that practically all students 85% find the writing module engaging. This is a really optimistic finding, and the teacher now needs to excite and engage the students. This part also shows that the vast majority of students 54 % are dissatisfied with the amount of time allotted to the writing module because they believe it does not offer them with enough experience and time to write.

When it comes to the writing process, it discovered that the drafting stage is the most difficult for 59 % of students who responded to the survey. This conclusion is plausible because drafting is the act of writing itself. Students might overcome this challenge by remembering that anything they write is not the final product; first drafts should be viewed as initial attempts at obtaining an adequate final output.

According to the students' replies to the writing process part, grammar and punctuation are the most crucial components. This conclusion contradicts the claim that the process approach, which focuses primarily on the expression of meaning and self-discovery; i.e. ideas and content, is the best strategy.

The last item, "knowledge of the writing process," demonstrates that the majority of students are aware of the writing process; yet, they lack the requisite awareness of the relevance of the writing stages and the efficacy of several revisions in enhancing their work. According to the

comments of students, the majority of them considered prewriting and drafting as major processes, whereas revising and editing are small stages that they ignore when writing. Students should be made aware of the significance of each stage of the process, as each stage contributes to the student's ability to produce an excellent piece of writing.

### **3.2. Discussion of the Teachers Questionnaire**

In the first section which is concerned with general information, the findings show that the equality of teachers 50% see that the “Written Expression” program they are teaching is enough to improve learners’ proficiency in writing. This part also shows that the vast majority of students 60% are dissatisfied with the amount of time allotted to the writing module because they believe it does not offer them with enough practice and time to write.

The part on the writing process reveals that the majority of teachers 70% utilize both the process and product approach, which is very encouraging, while 20% use the process approach and just 10% use the product approach. Pre-writing is the stage that pupils have the most trouble with. The learners' lack of knowledge of the recursive structure of writing, in which pupils can move forward and backward to make essential modifications, is the primary cause of these issues.

The last component, under "knowledge of the writing process," demonstrates that all professors agree that making students aware of the writing process will greatly assist them in producing better compositions (Q13, Q14). The majority of teachers advise their students to follow the writing processes, as seen by their comments. The majority of students, on the other hand, ignore their teachers' recommendations and dismiss the writing process.

#### **4. Limitations of the Study**

A number of limitations have been encountered in this research. They are summarized in the following notes:

1. It was only allowed to work with the third year students at Mila University Center . If they have the permission to include a wider sample from different levels, they would collect more data that serve the scope of their study. 2. They entirely found difficulties during the collection of the reliable sources. 3. It aims to use other research means such the experiment, and due to, the fact that the time is not enough.

#### **5. Pedagogical Implications and Recommendations**

According to what they have seen, they recommend the following:

- The stages of the process should be explicitly taught, and teachers should explain to students how each stage adds to a better writing product.
- The instructions for the process should be introduced slowly but strongly. First and foremost, teachers should encourage students to think about what they are going to write by considering the content and sequencing of what they will put down on paper before they begin writing. Second, teachers should encourage students, particularly those who are new to the writing process, to draft and reflect. Teachers should encourage students to view first drafts as attempts rather than finished goods. Finally, the way to involve students in revising is to provide them revision 'checklists' to use when going over what they've written with the purpose of making the necessary changes.
- The recursive part of the writing process should be practiced through essay writing tasks, which will assist students in developing automaticity in writing by manipulating, organizing, and connecting the various stages of the writing process. They hope that these and

other scholars' advice will help their students to improve their writing skills; in this case, they want their students to become good writers.

## **6. Suggestions for Further Research**

This research aims to give Algerian university teachers and students a better understanding of how to improve their writing skills. Teachers should always encourage their students to follow the writing process and complete all of the steps that it includes. Learners should understand that this progressive task is not a waste of time, but rather a beneficial practice that will help them develop their writing skills. Furthermore, future research should go deeper into emotional and affective aspects like as motivation and feedback, which were not given significant weight in this study but which, they believe, are critical in comprehending writing and altering approaches to this activity.

### **Conclusion**

The findings suggest that writing is a complicated skill that requires a lot of time and effort on the part of the learner and a lot of experience and guidance on the part of the teacher. The process approach should be prioritized over the product approach. Because the product is the end result of any writing process. Teachers should assist students in the writing process by avoiding a focus on form. They create pre-writing, drafting, and organizing strategies. Awareness of the Situation As the data demonstrated, the writing process is critical in the writing activity. Learners must understand that going through the steps of writing is not a waste of time. Each level helps to effective writing and less difficulties for students. When they are writing.

### **Conclusion**

Emphasized on providing data about the study setting, the research design and the results. The main results were analyzed both qualitatively and quantitatively from the teachers'

questionnaire and students' writing. The aim of this chapter is to explore the development of writing through the stages of the writing process. Developing writing requires considerable time and effort on the part of the learner, and useful instruction, guidance and feedback on the part of the teacher for better teaching/learning outcomes.

## General Conclusion

Writing has always been identified as an important skill in English language acquisition. It provides a relatively permanent record of information, beliefs, opinions, feelings, explanations and theories. Writing is the primary tool for communicating knowledge especially in educational settings. Therefore, effective writing strategies are needed for students to be academically successful and be more creative to generate ideas and arrange their thoughts into the written form. It is the area in which learners need to be offered adequate time and techniques to develop their writing skill.

The present study aims at investigating the development of the writing skill through increasing EFL learner's awareness of the writing process. It is comprised of two chapters; the first chapter is the theoretical part which considers as the literature review of the research work. It holds two sections: the first section discusses the writing skill, the reasons for teaching writing, its relationship with the other skills (speaking, reading). And ends up with the approaches of teaching writing. The second section deals with the writing process, it adopts the models of the writing process (Flower and Hayes, Bereiter and Scardamalia models), it also discusses the different stages of the writing process, and the section ends up with awareness defined and the strategies of raising writing awareness. However, the second chapter is the practical part which reflects the fieldwork, it consists two sections; the first one describes the sample and the population, the research tools, in addition to the description of students' and teachers' questionnaire. The second one deals with the analysis and the discussion of the main results of the two questionnaires. Besides, it proposes some limitations and pedagogical recommendations.

In order to test their hypothesis, it used two questionnaires for both students and teachers. Moreover, it conducted this study at Mila University Center and it selected randomly a sample of 80

third year students from the whole population. Also, it dealt with 10 teachers of English from Mila University Center.

All in all, through the analysis and the interpretation of the previous research means, this hypothesis has been confirmed. Both students and teachers agree on the idea that the stages of the writing process can increase learners towards writing skill.



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## **Appendices**

# Appendix A

## Students' Questionnaire

**Dear Student,**

We would be so grateful if you could respond to the following questionnaire about developing the writing skill through increasing EFL learners' awareness of the writing process. 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.

Thank you in advance for your contribution and cooperation.

Please, use a tick (✓) to indicate your chosen answer and specify your options when needed.

### Section One : General Information

1. Do you find the module of "Written Expression" interesting?

Yes

No

2. Do you think that three hours a week are enough for "Written Expression"?

Yes

No

3. If "No", Please, explain why

.....

.....

.....

## Section Two: The Process of Writing

4. Good writing is: (You can tick more than one answer)

a. Correct Grammar

b. Good ideas

c. Precise vocabulary

d. Spelling

e. Other .....

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

e. pre-writing

f. Writing first drafts

g. Revising

h. Editing

6. 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

7. When you write, do you:

a. Try to make everything perfect from the very beginning

b. Write with non-stop and then you revise and improve your writing

**Section Three: Awareness of the Writing Process**

8. Do you know that writing is a developmental activity that contains different steps?

Yes

No

9. 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)

c. Revising

d. Editing

10. When writing compositions, do you proceed through all the writing steps ?

Yes

No

11. If “No”, please, explain why?

.....  
.....

12. Does your teacher ask you to follow the writing steps?

Yes

No

THANK YOU



## Appendix B

### Teachers' Questionnaire

**Dear Teacher,**

We would be so grateful if you could respond to the following questionnaire about developing the writing skill through increasing EFL learners' awareness of the writing process. 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.

Thank you in advance for your contribution and cooperation.

Please, use a tick (✓) to indicate your chosen answer and specify your options when needed.

#### Section One: General Information

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

.....Year(s)

2. Do you think that three hours a week are enough for "Written Expression"

a. Yes

b. No

3. Do you think that the "Written Expression" programme you are teaching is enough to improve your students' level in writing?

a. Yes

b. No

4. If "No", please, explain why

.....  
.....

.....

**Section Two: The Process of Writing**

5. Is writing an easy task for third -year university students?

a. Yes

b. No

6. Which approach do you use to teach writing?

a. The Product Approach

b. The Process Approach

c. Both

7. Please, explain the reasons for choosing this approach

.....

.....

.....

8. Which stage of the writing process is the most difficult for your students?

a. Generating ideas

b. Writing initial drafts

c. Revising

d. Editing

9. Do you help your students when they write?

Yes

No

10. 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

**Section Three: Awareness of the Writing Process**

11. Do you think that making learners aware of writing as a process is essential in writing?

Yes

No

12. How much do you think following the stages within the writing process will help your students to produce better compositions?

a. A lot

b. A little

c. Not at all

13. Do you ask your students to proceed through all the writing steps?

Yes

No

14. Do your students follow all the writing stages?

a. Yes

b. No

15. If “No”, please specify the stages your students proceed through (you can tick more than one box)

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

b. Drafting

c. Revising

d. Editing

## ملخص

تعد الكتابة بلغة أجنبية واحدة من أكثر المهام صعوبة وتعقيدًا بالنسبة لمتعلمي اللغة. نظرًا لتعقيد هذه المهارة، يجد العديد من الطلاب صعوبة بالغة في إنتاج نص مناسب من الكتابة. لهذا السبب، يحاول البحث الحالي توعية الطلاب بحقيقة أن تطوير مهارة الكتابة ينطوي على التعامل مع الكتابة كعملية تنطوي على مراحل مختلفة وليس كمنتج؛ الاستخدام الدقيق للقواعد والمفردات. إلى جانب ذلك، استهدفت هذه الدراسة فرضية أن توعية الطلاب بالمرحل المختلفة لعملية الكتابة ستساعدهم في التغلب على الصعوبات التي يواجهونها عند الكتابة. لاختبار ذلك، تم وضع استبيانين لكل من المعلمين والطلاب من قسم اللغات في جامعة عبد الحفيظ بوسوف ميلا. الأول هو لعشرة مدرسين لديهم خبرة كافية لجعل أفكارهم مفيدة لغرض هذه الدراسة، بينما الثاني مصمم لعينة عشوائية تتكون من 80 طالبًا في السنة الثالثة والثمانين من طلاب اللغة الإنجليزية من 211 من جميع السكان. أظهرت النتائج التي تم الحصول عليها من البحث أن كلاً من الطلاب والمعلمين اتفقوا على فكرة أن مراحل عملية الكتابة يمكن أن تزيد من مهارة الكتابة. وهكذا تم تأكيد الفرضية. بالاعتماد على هذه النتائج، يجب على المعلمين دائمًا تشجيع طلابهم على متابعة عملية الكتابة وإكمال جميع الخطوات التي تتضمنها. يجب أن يفهم المتعلمون أن هذه المهمة التقدمية ليست ضرورية، بل هي ممارسة مفيدة ستساعدهم على تطوير مهاراتهم في الكتابة.

## **Resumé**

Écrire dans une langue étrangère est l'une des tâches les plus difficiles et les plus complexes pour les apprenants en langues. En raison de la complexité de cette compétence, de nombreux étudiants trouvent qu'il est très difficile de produire un texte adéquat. Pour cette raison, la recherche actuelle tente de sensibiliser les élèves au fait que le développement de la compétence rédactionnelle consiste à traiter l'écriture comme un processus qui comporte différentes étapes et non comme un produit; utilisation correcte de la grammaire et du vocabulaire. Par ailleurs, cette étude a été visée par l'hypothèse que la sensibilisation des étudiants aux différentes étapes du processus d'écriture les aidera à surmonter les difficultés auxquelles ils sont confrontés lorsqu'ils écrivent. Pour tester cela, deux questionnaires sont conçus à la fois pour les enseignants et les étudiants du Département de langues de l'Université Abed Elhafid Boussouf Mila. Le premier est destiné à dix enseignants qui ont suffisamment d'expérience pour rendre leurs idées utiles aux fins de cette étude, tandis que le second est adapté à un échantillon sélectionné au hasard composé de quatre-vingts étudiants de troisième année d'anglais sur 211 de l'ensemble de la population. Les résultats obtenus de la recherche ont montré que les étudiants et les enseignants étaient d'accord sur l'idée que les étapes du processus d'écriture peuvent augmenter les compétences en écriture. Ainsi, l'hypothèse a été confirmée. En se basant sur ces résultats, les enseignants devraient toujours encourager leurs élèves à suivre le processus d'écriture et à franchir toutes les étapes qu'il comprend. Les apprenants doivent comprendre que cette tâche progressive n'est pas nécessaire, mais plutôt une pratique bénéfique qui les aidera à développer leurs compétences en écriture.