

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohammed Seddik Ben Yahya, Jijel
Faculty of Letters and Languages
Department of English



Teaching Writing as a Process to EFL Learners
Case Study: Third Year Students of English at the University of Mohamed
Seddik Ben Yahya, Jijel

Dissertation Submitted in Partial Fulfilments of the Requirements for
the Master Degree in English Didactics

Submitted by:

Amira Tabet
Samiha Kamah

Supervised by:

Dr. Houda Bouhadjar

Board of Examiners:

Chairperson: Meriem Bousba

Jijel University

Examiner: Redouane Naili

Jijel University

Supervisor: Houda Bouhadjar

Jijel University

2019

Dedications

In the name of Allah, Most Merciful, Most Compassionate

To the most kind hearted person my mother;

To the dearest person to my heart my father;

*To my beloved husband whose love, encouragement, and support were my source
of inspiration;*

To my sisters: Hadil, Hadjer, and my little princess Meriouma;

To my grandparents, uncles, aunts, and friends for their unconditional support,

I dedicate this work.

Amira

Dedications

*To my beloved father who has gone forever and left a void
never to be filled in my life*

*To my grandfather who raised me and was a symbol of love
and giving in my life*

May you two find peace and happiness in paradise

To my dear mother and sisters

To my beloved brothers "Hossem" & "Khireddine"

*To my little bundle of joy whom I cannot force myself to stop loving
"Yasmine"*

To my lovable nephews

*To my dear "Mohamed Nidal" who has always been a source of motivation
And unflagging support*

To my partner "AMIRA"

I dedicate this work

Acknowledgments

First, we would like to express our deepest appreciation to our supervisor Dr. Houda Bouhadjar, for her commitment; great help; guidance and patience, without whom this work would never be accomplished.

Our thanks also go to all the teachers at the department of English for their unconditional support and advice as well as their responses to the questionnaire.

Our feelings of gratitude go to the board of examiners for being patient in reading and judging this piece of writing.

We should not forget to thank third year students at the University of Mohammed Seddik Ben Yahya for their participation in achieving this work.

Abstract

To develop writing as a skill, the appropriate methods and training are required. The present study investigated whether the process approach is used to help learners' to develop proficiency in writing. The aim then, is to find out whether written expression teachers use the process approach in their classes, as well as if learners develop writing as process or they just follow a model text. In order to achieve the objectives of this study two quantitative methods are used to collect data. A test and a questionnaire have been designed for forty third year EFL learners. In addition, a questionnaire has been administered to teachers of writing at the department of English at the University of Mohamed Seddik Ben Yahya, Jijel. In the light of the obtained results, it was found that the majority of teachers are not teaching writing as a process; consequently, EFL learners cannot use the writing stages appropriately. They are not aware of the long-term benefits of writing in a process, and they do not revise and rewrite their writings which, may be one of the factors has led to the lack of writing proficiency.

Key words: Teaching writing, writing, a process, EFL learners, Process approach, writing proficiency.

List of Abbreviations

EFL: English as a Foreign Language.....	
ESP: English for Specific Purposes.....	
FL: Foreign Language.....	
L1: First Language	
L2: Second Language	
Q: Question	
i.e.: That is to Say	
p.: Page	
%: Percentage.....	

List of Tables

Table1.1: Differences between Speaking and Writing (Byrne, 1988, p. 3).....	10
Table 2.2: Product and Process Writing: A Comparison (Steele 2004 p. 1).....	29
Table 2.3: A Comparison of Genre and Process Orientations (Hyland, 2003, p. 24).....	32
Table3.4: The Reason why Students Learn English.....	35
Table3.5: Learners' Selection of the First Step of Writing	36
Table3.6: Learners' Opinions about the First Step of Writing during Exams.....	37
Table3.7: Learners' Use of the Stages of Writing Skills.....	37
Table3.8: Learners' Identification of the Steps of Writing an Essay.....	38
Table3.9: Learners' Order of the Writing Steps.....	39
Table 3.10: Learners' First Step before They Start Writing.....	40
Table3.11: Learners' Knowledge of the Relation between a Text and its Typology.....	41
Table3.12: Learners' Awareness of Coherence Techniques.....	42
Table 3.13: The Function of a Conclusion of Paragraph.....	42
Table 3.14: Learners' Awareness of the Long-term Benefits of the Writing Skill.....	43
Table 3.15: Learners' Gender.....	46

Table 3.16: Learners' Choice of Studying English at University.....	47
Table 3.17: Learners' Aim behind Writing in English.....	48
Table 3.18: Learners' Attitudes towards the Four Skills.....	49
Table 3.19: Learners' Opinion towards the Module of Written Expression.....	49
Table 3.20: Learner's Evaluation of the Time Allocated to Written Expression	50
Table 3.21: Learners' Practice inside Classroom.....	51
Table 3.22: The Learners' Knowledge of the Appropriate Steps of Writing.....	51
Table 3.23: Teachers' Encouragement of the outside Classroom Practice.....	52
Table 3.24: Learners' Focus on the Final Product or the Process of Writing.....	52
Table 3.25: Teachers' Correction of Learners' Papers.....	53
Table 3.26: Difficulties Encountered during Writing	53
Table 3.27: Learners' Identification of the Most Important Component in the Writing Process.....	54
Table 3.28: Changes Made When Learners Revise their Drafts.....	55
Table 3.29: Learners' Perception of Good Writing.....	56
Table 3.30: The Process Learners' Follow during Writing.....	57
Table 3.31: Learners' Attitudes towards the Process of Writing.....	57
Table 3.32: The Context of Learners' Use of the Writing Process.....	58

Table 3.33: The Frequency of Rewriting Learners' Essays	59
Table 3.34: Learners' Definitions of the Writing Skill.....	60
Table 3.35: Teachers' Experience of Teaching English.....	63
Table 3.36: Teachers' Experience in Teaching the Module of Written Expression.....	64
Table 3.37: Teachers' Evaluation of the Time Allocated for Teaching Writing.....	64
Table 3.38: Teachers' Evaluation of the Syllabus Followed in Teaching Writing.....	65
Table 3.39: Teachers' Opinion about the Problems Learners Face while Writing.....	66
Table 3.40: The Approach Teachers Adopt while Teaching Writing.....	67
Table 3.41: Teachers' Opinion about Learners View towards Writing.....	67
Table 3.42: Teachers' Identification of the Level When Learners Write in a Process	68
Table 3.43: Teachers' Perceptions of the EFL Learners Capability to Write in a Process.....	68
Table 3.44: Teachers' Attitudes towards the Process Approach Practicability.....	69
Table 3.45: Teachers' Attitudes towards the Benefits of Writing as a Process.....	70
Table 3.46: Teachers' Estimation of the Writing Process in the EFL Classroom.....	71
Table 3.47: Teachers' Opinions about Assigning their Learners Time Limited Tasks.....	72
Table 3.48: The Frequency of Assigning Revision and Rewriting.....	73
Table 3.49: Teachers' Occasion of Providing Feedback.....	74

Table 3.50: Teachers’ Opinions about the Learners’ Frequency of Revising and Rewriting their Drafts.....74

Table3. 51: The Stages Learners Follow while Writing.....75

Table 3.52: Teachers’ Evaluation of the Effectiveness of the Training their Learners receive76

List of Figures

- Figure1:** The Product Approach Stages (White, 1988).....24
- Figure2:** A Model of Writing (White and Arndt's (1991:43) Diagram of Process Writing)...28

Table of Contents

Dedications	I
Acknowledgments.....	II
Abstract.....	III
List of Abbreviations.....	IV
List of Tables.....	V
List of Figures.....	VI
Table of Content.....	VII
General introduction.....	1
1. Background of the Study.....	1
2. Statement of the Problem.....	2
3. Aim of the study.....	2
4. Research Questions	2
5. Hypotheses.....	3
6. Significance of the Study.....	3
7. Research Design.....	3
8. Structure of the Study	4
Chapter One: The Writing Skill.....	5
Introduction.....	5

1.1. Definition of Writing Skill.....	5
1.2. Writing and the other Language Skills.....	7
1.2.1. Writing and Speaking	7
1.2.1.1. The Differences between Writing and Speaking.....	8
1.2.2. Writing and Reading	11
1.3. The Difficulties of Teaching Writing in a Foreign Language.....	12
1.3.1. Challenges Related to Learners.....	13
1.3.2. Challenges Related to Teachers.....	14
1.3.3. Challenges Related to the Teaching Context.....	15
1.4. The importance of Teaching Writing to EFL Learners.....	16
1.5. Writing in Context	18
1.5.1. The Purpose of Writing in a Foreign Language	19
Conclusion.....	20
Chapter Two: Major Approaches to Teaching Writing in a Foreign Language.....	21
Introduction.....	21
2.1. Major Approaches to Teaching Writing to EFL Learners.....	21

2.1.1. The Product Approach.....	21
2.2.1. The Varieties of the Product Approach.....	22
2.1.1.2. Model One.....	22
2.1.1.3. Model Two.....	23
2.1.1.4. Criticism of the Product Approach.....	24
2.1.2. The Process Approach.....	25
2.1.2.1. The Stages of Writing as a Process.....	26
2.1.2.2. The Criticism of the Process Approach	28
2.1.3. The Genre Approach.....	30
2.1.3.1. The criticism of the Genre Approach	33
Conclusion	33
Chapter Three: Field Work	34
Introduction	34
3.1. Population and Sampling	34
3.2. Research Instruments.....	34
3.2.1. Students' First Questionnaire.....	35
3.2.1.1. Objective and Description of the Students' First Questionnaire	35

3.2.1.2. Analysis of the Students' First Questionnaire.....	35
3.2.1.3. Interpretation of the Students' First Questionnaire Results	44
3.2.2. The Students' Second Questionnaire.....	45
3.2.2.1. Objective and Description of Students' Second Questionnaire.....	45
3.2.2.2. Analysis of Students' Questionnaire.....	46
3.2.2.3. Interpretation of the Students' Questionnaire Results.....	60
3.2.3. Teachers' Questionnaire.....	61
3.2.3.1. Objective and Description of Teachers' Questionnaire.....	61
3.2.3.2. Analysis of the Teachers' Questionnaire.....	63
3.2.3.3. Interpretation of the Teachers' Questionnaire Results.....	77
Conclusion.....	78
General conclusion	79
Recommendations	81
References	
Appendices	
Résumé	
ملخص	

General Introduction

1. Background of the Study

Throughout the twentieth century, English language teaching has witnessed several changes generally, especially in teaching the writing skill. The suitable approaches to teaching writing to English as a Foreign Language (EFL) learners have been the interest of many researchers. Among the four skills that EFL learners are trained to develop, writing is regarded as a very complex-productive process. The process approach has gained the interest of many researchers for its long-term effect on the learners' proficiency in writing. According to O'Brien (2004) following the writing process stages as prewriting, drafting, editing, and publishing help the learners to develop their thoughts and to focus on the context, rather than consider it as grammar exercise. Badger and white (2000) finds that this approach is very helpful and facilitates writing since it is cyclic and learners can return to the previous stages and make changes wherever they want. Researchers have emphasized the importance of the role the teacher as a monitor. For example, Boughey (1997) believes that the EFL learners writing proficiency would be improved through this approach because the teacher guides them at each step they go through. Hyland (2003) affirms that using this approach allows the learners to understand the nature of writing which is taught recursively. For example, learners receive feedback from teachers or peers and revise their drafts again. Due to the agreed upon effectiveness of the process approach in the EFL teaching context, this piece of research attempts to find out whether written expression teachers at the department of English at the University of Mohamed Seddik Ben Yahiya, at Jijel are using it in their classes. Also, this study tries to shed light on the fact that the use of the process approach to teach writing to

TEACHING WRITING AS A PROCESS TO EFL LEARNERS2

EFL learners may develop their writing ability. In addition, learners should be exposed to this approach at an early level in order to be well prepared to write autonomously.

2. Statement of the Problem

It is worth mentioning that foreign language research, in general, finds writing as a complex process in comparison with the other language skills. However, recent researchers have become aware of the fact that enhancing learners' foreign language proficiency does not only require the focus on the oral production but also on the written one. This work attempts to raise awareness about the use of the process approach at the department of English at the University of Mohammed Seddik Ben Yahya, Jijel and its possible benefits. When learners' writing in this approach they can return to the previous stages and make changes whenever necessary.

3. Aim of the Study

The present study aims to investigate whether the teachers of writing use the process approach in teaching and acknowledge its benefits for long-term development of the writing skill. It also attempts to check whether EFL learners develop the writing as a process instead of imitation of the models.

4. Research Questions

In order to carry out the following study, the following questions are posed:

1. Do EFL teachers acknowledge the effectiveness of the process approach and use it in teaching writing to EFL learners?

TEACHING WRITING AS A PROCESS TO EFL LEARNERS³

2. Do EFL learners develop the writing skill as a process and use the different writing stages to obtain their final production?
3. Are EFL learners aware of the long-term benefits of using the stages of writing?

5. Hypothesis

On the basis of the aforementioned questions, a hypothesis is put forward:

1. If learners are aware about the steps of the process approach, they will use them in their writing

6. Significance of the Study

Writing is one of the four-macro skills that require training because it helps learners gain proficiency in the foreign language. In addition, it is used to evaluate learners' achievements in the teaching/ learning process. Thus, teaching writing requires the use of effective methods such as the process approach as it caters to the needs of a complementary approach to the product approach. Our research tries to investigate the possibility of avoiding the limitations of the single use of the product approach.

7. Research Design

In order to achieve the objectives of the present study, a quantitative research method is adopted. Two research tools are used: two questionnaires and a test. One questionnaire is administered to third year EFL learners and the second is directed to teachers of writing at the department of English at Mohammed Seddik Ben Yahya University, Jijel. The second research tool is a test, which is given to third year EFL

learners, to check whether they are aware of the process of writing and its stages and have developed the writing skill as a process.

8. Structure of the Study

The present work is divided into three main chapters in addition to general introduction and conclusion. The first chapter covers the theoretical basics for the writing skill, including its definition, relation to other skills and the difficulties related to teaching writing in EFL context. It also provides a discussion of the importance and the purpose of teaching writing to EFL learners. The second chapter deals with the approaches used in teaching writing in EFL classes their limitations and benefits. The third chapter is the practical part of the study, which contains data collection, analysis, and interpretation of results and pedagogical recommendations.

Chapter One: The Writing Skill

Introduction

All the language skills are important. Being considered as the most difficult one, writing gains much of the interest of English teachers. It is also considered as a means of communication which requires considerable practice to be developed as a skill. This chapter presents the theoretical part of the study, including the definition of the writing skill, its relation to the other language skills: speaking, and reading, and the importance of teaching writing to EFL learners. Then light will be shed on writing in context, the purposes and the challenges of writing in a foreign language.

1.1. Definition of Writing

Writing is a complex process that has been defined differently by many scholars from different perspectives. Writing, in Oxford Advanced Learners Dictionary (1996), is defined as “the activity of writing or the skill of producing linear sequences of graphemes in time”. (Crystal, 1995.p.257) defines it, as “a way of communication which uses a system of visual marks made on some kind of surface .It is one kind of graphic expression”. In other words, writing is a combination of symbols written on a surface to communicate. Byrne (1991) stated that when communicating, people combine the letters that represent their sounds, however, writing does not only refer to the production of the written symbols, but these symbols are also combined to form words, and the words are combined to form meaningful sentences.

According to white (1981) “writing is not a natural activity. All physically and mentally normal people learn to speak a language. Yet all people have to be taught how to write” (as cited in

TEACHING WRITING AS A PROCESS TO EFL LEARNERS⁶

Nunan, 1989). Unlike speaking, writing is not naturally acquired i.e. we are not born with this skill or acquire it rather we have been taught how to write. Rivers and Temperly (1978.p.263) believe that: “To write so that one is communicating a message isolated in place and time is an art that requires consciously directed effort and deliberate choice in language”. Therefore, the writing skill is a very complex process, which entails considerable preparation and practice for a better production

Clark (2007.p.4) identifies writing as “an instrument of thinking that allows students to express their thoughts .Writing helps the students to understand and share their perceptions of the world around them”. She considers writing as a means of communication through which students express their thoughts .Also, people feelings are expressed by written symbols, to make the others understand the message conveyed.

Bell and Burnaby (1984) claims that:

“Writing is an extremely complex, cognitive activity for all, in which the writer is required to demonstrate the control of a number of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, punctuation and letter for action. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts”. (As cited in Nunan, 1989. p.36)

This definition indicates that learners should not only master the essential grammar rules, have an adequate amount of vocabulary, in addition to punctuation so that they can produce well-formed sentences, but also cohesion and coherence are to be taken into account.

TEACHING WRITING AS A PROCESS TO EFL LEARNERS 7

From the above definitions, it is clear that the writing skill is a means of communication, and a fundamental skill in EFL classes. It becomes more complex when it involves producing meaningful segments to carry out a message in a given language.

1.2. Writing and the Other Language Skills

Writing, speaking, reading, and listening work together, to enhance one's language proficiency. Writing and speaking are productive skills in which learners get information out, while listening and reading are receptive skills in which learners get information. Writing is related to the other skills, and these are related to one another in a way each skill reinforces the role of the other. Extensive reading often leads to the production of skilled writers. In addition, one's speaking can be improved due to frequent listening. (Harmer, 2001:251)

1.2.1. Writing and Speaking

Speaking is a natural process that one acquires in the first years of life. Human beings usually speak a particular language before writing it, since writing requires both a teacher and training. Chafe and Tannen (1987) state that "Language in its written form can be collected, stored, examined, manipulated, and analyzed in ways that were until very recently impossible for spoken language." (p.383); however, modern descriptive linguists as Sapir and Bloomfield insist on the primacy of the spoken language and then the written one. (Cited in Chafe, W. & Tannen, D. 1987). To acquire any foreign language, writing and speaking are very crucial. Kress (1989) says that speaking and writing are supplementing each other; "the person who commands both the forms of

TEACHING WRITING AS A PROCESS TO EFL LEARNERS8

writing and the speech therefore constructed in a fundamentally different way from the person who commands the form of speech alone.” Although writing and speaking are productive skills, they differ in many options. Writing is more complex and difficult than speaking. For instance, in the writing skill learners essentially use the formal form of the language; however, one may hesitate, or make mistakes and correct them directly when speaking. Speakers often use the informal language or even short sentences, gestures and facial expressions. In addition, they may employ the turn-taking technique while contacting with one another. (Hyland, 2003)

Brown (1994) put it this way: “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”.

(As cited in Weigle, 2002; 15-16)

1.2.1.1. The Differences between Writing and Speaking

A crucial difference between the two skills is that speaking occurs naturally and writing needs training. Learners go through different processes in speaking as well as writing. In the former, thoughts immediately turn into words; that is, speakers do not take too much time to say something. In the latter, they are given enough time so that they can express their ideas carefully and modify them when necessary, through a set of stages including planning, drafting, revising, editing, and publishing. Writing and speaking are different in many phases as time, space, participants, and process. However, it is found that those differences are vanishing. For example, sometimes-formal speech looks like writing, which requires certain rules, structure and organization. Harmer (2004:7-10)

TEACHING WRITING AS A PROCESS TO EFL LEARNERS9

Crystal (1994:179) debates:

Speech is time-bound, dynamic, transient-part of an interaction in which, typically, both participants are present, and the speaker has a specific addressee (or group of addressees) in mind. Writing is space-bound, static, permanent-the result of a situation in which, typically, the producer is distant from the recipient-and, often, may not even know who the recipient is (as with most literature).

The following table summarizes the differences between speech and writing:

*Table 1**Differences between Speaking and Writing (Byrne, 1988, p. 3)*

Speech	Writing
1- Takes place in a context, which often make references clear (e. g. that thing over there).	1- Creates its own context and therefore Has To be fully explicit.
2- Creates its own context and therefore has To be fully explicit.	2- Reader not present and no interaction Possible.
3- Usually persons addresses is specific	3- Reader not necessarily known to writer.
4- Immediate feedback given and expected (a) Verbal: questions, comments,... Murmures and grun (b) Non-verbal: facial expressions	4- No immediate feedback possible writer may try to anticipate reader's reactions incorporate them into text.
5- Speech is transitory intended to be understood immediately. If not, listener expected to interact.	5- Writing is permanent. Can be reread as Often as necessary and at own speed.
6- Sentences often incomplete and sometimes ungrammatical. Hesitation and pauses common and Usually some redundancy and repetition.	6- Sentences expected to be carefully constructed, and linked and organized to form a text.
7- Range of devices (stress, intonation, Pitch, speed) to help convey meaning. Facial expressions, body movements, Also used for this purpose.	7- Devices to help convey meaning are Punctuations, capitals, and underlining (For emphasis). Sentences boundaries clearly indicated.

1.2.2. Writing and Reading

In the past, reading was more emphasized than writing in the teaching context. For example, in Britain in the eighteenth and the nineteenth centuries, in education the focus was on reading, and then on writing. The cause is declared by Foggart (1993) : “It is desirable that the majority should read in the way they can be given instructions and can be educated into a particular ideology; writing on the other hand, assumes the giving of instructions and the formation of views about society.” (As cited in Tribble, 1996:11-16)

Harmer (2001).p.250 states that “The teaching of productive skills is closely bound up with receptive skill work and the two feed off each other in various ways”. That is, the four skills complementing one another regardless of the distinctions. Nelson and Calfee (1998) suggest that while constructing meaning for the whole text, the writer has to specify, "The functional aspects of language to readers for organizing, selecting and connecting content" (p.26). Noyce and Christie (1989) find that like in reading comprehension, in many writing tasks learners may use the same previously acquired knowledge as resources to carry on any task. We can conclude that reading does not only reinforce writing by providing learners with ideas, but it also facilitates reading when it turns on learners schemata about the topic. Krashen (1993) The “composing modal” was developed to illustrate that both writing and reading share the same criteria. Moreover, it is said that due to extensive reading in second language acquisition, the writing skill will be acquired successfully. (As cited in Hyland, 2003, p.17)

Reading can be used as means to facilitate writing as Kroll (1990) reports:

TEACHING WRITING AS A PROCESS TO EFL LEARNERS¹²

Reading in the writing classroom is understood as the appropriate input for acquisition of writing skills because it is generally assumed that reading passages will somehow function as primary models from which writing skill can be learned, or at least inferred. (p. 88)

Like writing, reading has similar processes, revising for example is very crucial in both skills. In learners reading, it helps the learners to have a better understanding of the written text. In writing, it helps learners to discover their mistakes and correct them. As explained in this quote “During the revising process, readers should reexamine the text. Similarly, the writer rereads, reexamines, revises and reflects on the text by carefully selecting words that convey meaning”. (Flippo, F. R and Caverly, C. D 2000: 152)

EFL four skills namely: writing, speaking, listening, and reading are the sake of everyone who wants to specialize in a foreign language; likewise in the English language where these skills support one another, and each of which has an impact on the development of the other skill.

1.3. The Difficulties of Teaching Writing in a Foreign Language

Writing is considered as one of the most important skills that is needed to be developed by EFL learners. However, the teaching and development of such a skill have always been perceived a challenging task for most of the English language teachers since it is not only used in academic fields but also it is necessary in all life situations. Browker (2007) argued that “Writing in particular is a skill that is required in many contexts throughout life” (as cited in Hidayati 2018.P.21) on the other hand Kroll (1990) supports

this point of view when stating that “Writing is frequently a difficult task for any language user “ (p.140). Thus, the teaching of writing skills in EFL classes is accompanied the following challenges:

1.3.1. Challenges Related to Learners

Writing is a very troublesome task that not only EFL learners face but native speakers as well. According to Graham & Harris (2003), writing is a hard task that learners struggle with to complete because of its complex nature which involves activities and processes like, focus, control and self-regulation so as to make their writing coherent and meaningful. (as cited in Ilmu,2016.P 264).Thus, many English learners face so many problems while writing.

First, the lack of vocabulary is one of the major problems EFL learners encounter while writing. Learners need to have a rich repertoire or a high amount of words and phrases Shelby (2016) states that “Vocabulary is one of the most comprehensive and difficult aspect of English for foreign learners to master thoroughly” (p.3).Thus learners need to enrich their repertoire to write in a coherent and appropriate way. Furthermore, grammar is another obstacle encountered by learners. However, Most of them are not able to manage writing linguistically and structurally correct sentences,(Harmer, 2001) states that “While writing learners face many problems. More importantly, they become very frustrated because they lack the appropriate grammar and vocabulary” (p. 252). Consequently, the Lack of grammar competence makes learners difficult to produce not only a paragraph but also a sentence. Second, learners suffer from mother language interference. Moreover, internal factors such as motivation and the psychological nature

of the learners are significantly viewed as barriers that hinder the learners' abilities in writing. That is to say, less motivated students usually do not have the desire to write since they consider writing the hardest task they are exposed to. Referring to the psychological nature, shy students or learners are usually feel discouraged to write. As a result, the previously mentioned factors make the process of writing even harder for the EFL teachers.

1.3.2. Challenges Related to Teachers

It is noteworthy that developing English language learners' writing skill is frustratingly difficult for teachers. This difficulty could be a result of the lack of training as well as the ineffective implementation of the teaching methods. According to Harmer,(2007) “ teachers need to know a lot about the subject they are teaching (English language).They will need to know what equipment is available in their school and how to use it [...]they should also do their best to keep abreast of new developments in teaching approaches and technique”(p.30). Consequently, teachers need to be well trained and qualified in order to make the teaching process less challenging. In this respect (Leki, Cumming, & Silva) stated that “Teachers are assumed to have a professional responsibility for learners' writing development. To do this, they are assumed to have proficiency in the FL, knowledge about writing and local curriculum, and a repertoire of relevant techniques for responding to their students' writing” (As cited in Hidayati.2018.p.22). Besides, it is hard for teachers to motivate learners. In this regard,Rury (1996) clarified that, “it is a very tough mission for teachers to teach English creatively so that students could become independent learners and benefit a lot from the innovative teaching techniques adopted by the teacher”.(As cited in Adas&Bakir,

2013.P.254). In addition to that, teachers may find it tough to deal with learners' with different disabilities and those who do not have the same learning style (slow and faster learners). Therefore, teachers should be creative enough to facilitate the process of teaching and make it more effective. Consequently, they are supposed to be well trained in choosing the adequate approaches and techniques that serve all the learners' various needs.

1.3.3. Challenges Related to the Teaching Context

Creating a more adequate context for teaching the writing skill is to be considered one of the significant obstacles that prevent the occurrence of an effective learning. Teachers find it hard to handle an EFL class due to several factors such as the lack of necessary equipment, the time devoted to teaching writing, the designed curriculum that might not fit the learners' needs and the large number of students, which make the class unmanageable. Consequently, the teachers will not be able to assign students group work and give them feedback. Leki (1990) pointed out that the teachers could barely manage the task of teaching the writing skill in an EFL class due to several factors. Firstly, the time devoted for teaching writing may not be enough for them to accomplish their goals and objectives. Second, the large number of the learners in a class represents a problem for teachers especially those related to the assessment of learners' works because teachers cannot provide feedback for each learner separately.

Writing skill has a prominent role in developing EFL learners' English language. However, the teaching of such a skill is tough for teachers because of numerous

challenges such as, learners' deficiencies, unqualified teachers and problems related to the teaching context.

1.4. The Importance of Teaching Writing to EFL Learners

Writing is one of the productive skills, which play an eminent role in developing the learners' language. It is one of the most complex and difficult skills to be mastered by the EFL learners. Harmer (2004) states that "All human beings grow up speaking their first language (and sometimes their second or third) as a matter of course. Writing has to be taught". (p.3). Therefore, writing has a great importance in language learning and teaching. Additionally, Walsh (2010) asserted that writing is important because it is frequently and largely used in institutions and higher education. (As cited in klimova,2013.p.9).

Maley (2009) argued that writing leads to the development of all the language levels; vocabulary, grammar, discourse and phonology as it pushes the learners towards manipulating and shaping the language in an interesting manner. Besides, it requires willingness to play with words, as it tends to develop and boost the learners' self-confidence and self-esteem. In addition to that, writing also creates a mild, amusing and supportive atmosphere for the learners and increases the learners' expectations of success and motivation through promoting cooperation among them. .i.e. writing is a basic means that helps learners improving all the language aspects and gives them the opportunity to be self-disciplined and dependent. Besides, it leads them to work with each other and correct one another.

TEACHING WRITING AS A PROCESS TO EFL LEARNERS 17

Raimes (1983a) asserts that writing reinforces learning through the reinforcement of vocabulary and grammatical structures; however, learners as they write also have the opportunity to take risks and use the language freely. Furthermore, learners will be involved in the new language and become users of it (As cited in Nasser. 2016. P.194). Moreover, the teaching of Writing develops EFL students' ability to learn how to summarize, analyze and criticize pieces of writing as well as writers may have opportunities to revise change and correct what they have written before.

In the same direction,(McArthur et al.,2008)suggested that “the power of writing is so strong that writing about one's feelings and experiences can be beneficial psychologically and physiologically because it can reduce depression, lower blood pressure, and boost the immune system” (p.11). In other word, through writing people can express their feelings that they bottle up inside and feel more relaxed.

Harmer (2004:P.3) argues that writing must be learned, and he provides some reasons for teaching writing in EFL classes. He illustrates them as follow:

- **Reinforcement:** Writing provides learners with the opportunity to be self-reliant in using their skills as well as their knowledge.
- **Language development:** Learners while practicing writing each time go through a mental activity which is very important and helps them constructing knowledge. Thus, reproducing well-written pieces.
- **Learning style:**so many learners appreciate writing because they have the opportunity the time, and the free mind to write and correspond to the audience

indirectly. Thus, people while writing must focus on the purpose of their writing only.

Overall, writing generally plays a vital role in all daily life situations, since it is needed wherever and whenever we are. Thus, much more importance and focus should be raised towards such a skill.

1.5. Writing in Context

Writing plays a crucial role in our daily life. It is of paramount importance because through it we communicate our thoughts and ideas. Kroll (1990) states that “Writing allows us to share communication not only with contemporaries but also with the future generation” (P.45). According to Harmer (2007), the English language is taught and learnt in various contexts and many different classes. However, these differences are affecting the way of teaching. Because researchers claim that writing is situation bound for example, writing in an ESP context vary from that of an EFL one. The former refers to learners who study English for specific purposes, so they merely need it to deal with some daily situations (Writing letter, applying for jobs...etc.). The latter refers to learners who study English as a foreign language in classroom and institutions. They need English for effective communication. He adds in some L2 situations writing has equal importance compared to other skills, it is used in many other contexts such as “writing for learning” where students seek to augment other skills like grammar, vocabulary and reading.

Second, Writing is not just a matter of holding pens and papers and start jotting down words and sentences. A writer must determine his purpose because writing is not only

intended to describe any topic without specifying a certain goal, Harmer (2004) claims that “ effective writers usually have a purpose in mind and construct their writing with a view to achieving that purpose” (P. 39). Consequently, before starting to write a writer must take into account what he is willing to write about, the audience and the purpose that is to be achieved.

1.5.1. The Purposes of Writing in a Foreign Language

Writing is commonly seen as a central and necessary means of interaction. However, due to its fundamental value multiple purposes are suggested. Byrne (1988) suggests some pedagogical purposes to writing

- Writing enables us to provide for different learning styles as it serves to help learners who face difficulties in learning through oral practice to express themselves easily through writing.
- Writing enables the writers or learners to notice their progression in the language.
- Writing provides learners with various activities inside the classroom as it gives some time for both the teacher and learners to rest up
- Writing is also used for assessing learners' assignments.

Finally, writing is a means of communication in EFL context which helps learners in the acquisition of other competences and the amelioration other skills.

Conclusion

Writing in English as a foreign language is one of the most difficult skills to be developed by learners. This chapter has dealt with the concept of writing by exploring its relationship with reading and speaking, also light is shed on the importance of teaching such a skill in EFL learners'. In addition, it presents the factors, the challenges and the contexts related to teaching writing. To conclude this chapter, the teaching of the writing skill should be given further significance.

Chapter Two: Major Approaches to Teaching Writing in a Foreign Language

Introduction

In order to find out the appropriate way to improve EFL learners' writing proficiency, teachers use a variety of approaches. The present chapter highlights the major approaches to teaching writing in a foreign language namely; the product, the process, and the genre approach by presenting their definitions, (modals and stages), effectiveness, and the criticism each approach received.

2.1. Major Approaches to Teaching Writing to EFL Learners

EFL teachers can draw on a set of approaches concerning teaching the writing skill. After the 1960's, writing gained much more importance than before, in most of the language fields. Researchers started to define it according to their area of research. Thus, many approaches are designed to meet the needs of the different disciplines. Despite, the success of these approaches none of which was ideal. (Nemouchi, 2008) The three dominant approaches are the product, the process, and the genre approach. According to Badger and white (2000) "Over the last 20 years, process and product approaches have dominated much of the teaching of writing that happens in the EFL classroom. In the last ten years, genre approaches have gained adherents."(p.153)

2.1.1. The Product Approach

Definition

The first approach is the oldest in the teaching of writing; it consists of the imitation of the model texts. Raimes, (1983), & Silva, (1990) (cited in ABAC Journal) define it as follow “Product-based writing approaches have been called by several names: the controlled-to-free approach, the text-based approach, and the guided composition” (p.2). (as cited in Thanatkun Tangpermpoon,2008.p.1-9.)

Gabrielatos (2002) Students are asked to imitate a model text, which is already explained and analyzed by the teacher in this approach. (As cited in Hasan, Md, K., Akhand, M,K.,2010) that is, proficiency will be achieved by following texts given by the teacher.

White (1987:7) puts it this way:

Not only does the model come first in 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.

2.1.1.1. The Varieties of the Product Approach

2.1.1.2.Modal One

The product approach consists of four main stages (Steele, 2004 cited in NATEAL Journal)

TEACHING WRITING AS A PROCESS TO EFL LEARNERS23

- **Stage One:** Learners in this stage are given a modal text and its formal features, for example a short story. Then, the teacher attracts their attention to how a story is organized, how events are taking place, which tense should dominate and so on.
- **Stage Two:** Learners in this stage are asked to produce not a whole text but different parts for example: creating the setting for a story, writing the plot, or creating the climax.
- **Stage Three:** It is the most important stage in which learners are asked to arrange the different parts to get a coherent whole .The focus here is on the structure instead of the content.
- **Stage Four:** The students are asked to create a story just as that of the modal text.

From the above modal, we can conclude that in the product approach learners have to go through different stages. First, they are encouraged to mimic a model text which is usually presented and analyzed by the teacher. Then, they apply what have been explained in the model text. Next, they organize the ideas to get a coherent whole as that of the modal text.

2.1.1.3. Model Two

According to Richards (2003:3-4) there are four main stages that make EFL learners aware of the text features:

- **Familiarization:** learners are taught certain grammar and vocabulary usually through a text.
- **Controlled Writing:** learners manipulate fixed patterns, often from substitution tables.

- **Guided Writing:** learners imitate modal texts.
- **Free Writing:** learners use the patterns they have developed to write a new composition.

In the product approach, writers go through three main stages as it is illustrated in the following figure by White (1988:5) the model-based approach is:

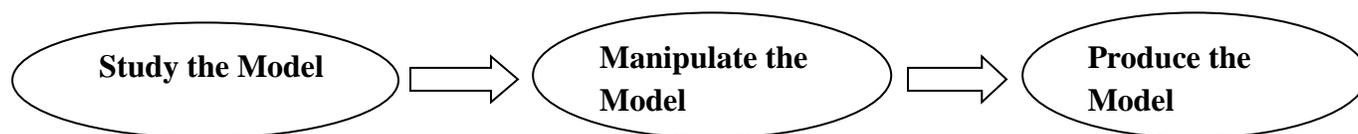


Figure 1: *The Product Approach Stages (White, 1988)*

EFL learners are given a modal text to be analyzed from different aspects as grammar, sentence structure, and content. Next, the previous aspects taken from the model text are manipulated. The last stage requires learners practice, that is, produce a similar text, which is pure imitation. This approach is accepted among the teachers of written expression because it enables the learners to be knowledgeable how to write systematically by using the mechanics of writing.

2.1.1.4. Criticism of the Product Approach

Although, the product approach has some positive aspects some criticism was directed to it. A piece of writing cannot be well produced only by the use of correct grammar rules. So that, these aspects are not enough to enhance ones' writing skill. (Grundy, 1993) In fact, the focus on mechanics does not guarantee the quality of the final product as a whole. Moreover, Hyland (2003) debates that some students can produce correct sentences but not a whole text. In addition, (Raimes, 1983) stated that in this

approach grammar rules and sentence structure would be taken into account regardless of the process used. Another limitation of the approach is its emphasis on the role of the teacher in EFL classes. According to Brakus, (2003), it is a teacher-centered approach. EFL students here are not taught how to think or write individually; rather they have to rely on a model text given by the teacher. This criticism shows the existence of a gap, which demanded the emergence of another approach that is the process approach.

1.1.2. Definition of the Process Approach

The process approach differs from the product approach in its emphasis. It regards writing as a skill that is developed through different stages and that writing process is more important than the written product. It is so because such approach allows learners to give importance to ideas and expressions instead of imitation of written models. The product approach has a great influence on the nature of writing and the way it is taught emphasizes that writing here is not linear rather, recursive. (Hyland, 2003)

O'Brien (2004) has defined the process approach as an activity in which writing is not considered as a grammar exercise, but as the discovery of meaning and ideas. Learners can express their own thoughts and develop their writing by the help of the teacher through different levels. So, here there is a shift from regarding writing as a product to highlight the process of writing. Kroll, (2004: 220- 1) defines the process approach as follows:

In the context of teaching a FL, it develops the ability of re-exercise and revision. The process approach serves today as umbrella term for many types of writing courses...what the term captures is the fact that student

writers engage in their writing tasks through a cyclical approach rather than a single-short approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/ or from the teachers followed by revision of their evolving texts.

From the above definition, we can conclude that the stages writers go through are not linear, yet it is a recursive process.

2.1.2.1. The Stages of Writing as a Process

While writing in the process approach EFL learners' have to go through five stages to achieve a better production:

- **Prewriting**

In the first stage, the teacher gives the students a topic and helps them to gather data related to the given topic at hand. The different types of the prewriting learners can explore are clustering, brainstorming, and questioning.

- **Drafting**

Learners will use the data collected in the previous stage as a guide to write their first draft using their own words.

- **Revising**

TEACHING WRITING AS A PROCESS TO EFL LEARNERS 27

In this stage, learners will revise and check whether the different parts of their writing work together as a coherent whole or not. As well, they will receive feedback from their teachers or peers of which items are well covered and those that do not. Students here can change, move, add, and even omit information to make the topic more interesting.

- **Editing**

Spelling grammar rules and sentence structure will be corrected, after the feedback provided in the previous stage.

- **Publishing**

In the final stage, the students will share the final product, which is free of errors.

In this approach, the learners can produce their piece of writing through many stages, because while editing they can return to the previous stages. For instance, in the prewriting stage they can modify, add, or omit things when needed. Process –based approach is a well-known tool in teaching writing in a foreign language because it has a number of advantages. Learners can develop their writing gradually, as a result of teachers guidance, providing them with the necessary feedback, and enough time to practice during their writing process. (Boughey, 1997).

The following figure shows the recursive relations between the different stages of writing.



Figure2: A Model of Writing (White and Arndt's (1991:43) Diagram of Process Writing)

2.1.2.2. The Criticism of the Process Approach

Writing using the process approach is considered as an alternative to the product approach. Unlike the product approach, the process approach focuses on the process of writing, regardless of the social and cultural aspects that can affect several types of writing. Little attention is paid to grammar, sentence structure, and the final product. Atkinson, (2003:49.63)

In this approach, accuracy and fluency are totally neglected by teachers the focus is just on the process. However, EFL learners' writing skill could be only developed through both fluency and accuracy. Badger and white (2000) criticize the process approach for giving abstract writing characteristics to the learners, the use of inadequate

information that learners cannot rely on to write a coherent successful text. Also, it is time consuming. As a reaction to the process approach's limitations, the genre approach was developed. Plateridge (2007) claims that since drafting, planning and editing are only a part of the entire writing process, the process approach is deficient. It does not provide learners with clear guidelines of how to construct different kinds of written texts.

A comparison between the product and process approaches is provided in the following table

Table 2

Product and Process Writing: A comparison (Steele 2004 p. 1)

Process Approach	Product Approach
Text as a resource for comparison	Imitate model text
Ideas as starting point	Organization of ideas are more important than ideas themselves
More than one draft	one draft
More global, focused on purpose, theme, text type i.e. reader is emphasized	Features highlighted including controlled practice of those features
Collaborative	Individual
Emphasis on creative process	Emphasis on end product

2.1.3. Definition of the Genre Approach

The genre approach has different names as Silva (1990) states that this approach can be called the English for academic purposes approach. Dudley-Evans (1997) named it the English for Specific Purposes approach. Similarly, Grami (2010, p.30) defines the genre approach as “the approach that again focuses on writing as a product, and in some ways as an extension to product approach, but with attention being paid to how this product is shaped according to different events and different kinds of writing.” The genre approach is considered as an extension to the process approach because the writing activity requires learners to study a wide variety of patterns like research papers, business letters, and academic reports. (Badger and White, 2000) Hammond and Derewianka (2001, p.5) define the genre-based approach as” the way to language and literacy education that combines an understanding of genre and genre teaching together in the writing class.” The essential principles that underlie the genre approach are the functional and the contextual. In the former, language is usually used to achieve certain functions. Whereas, in the latter language is a contextual means of communication.

Painter (1989) maintains, “Language is a functional resource in that the language system can be viewed as having the form it does because of what it is called upon to do. The needs of language learners have shaped the linguistic system itself.” (p.21)from this quotation we conclude that the essential principles underlie the genre approach are the functional and the contextual. In the former, language is usually used to achieve certain functions. Whereas, in the latter language is a contextual means of communication.

From the 19th century, the genre approach became more interested in analyzing the contextual situation of a given writing task which is regarded here as a purposeful act

TEACHING WRITING AS A PROCESS TO EFL LEARNERS 31

(Atkinson, 2003). According to Badger and White (2000) this approach, gives the students an opportunity to acquire consciously the writing skill through the mimicry of certain genres of texts. In EFL writing classes Dudley-Evans (1997:184) provides three stages for the genre approach: “First, a model of a particular genre approach is introduced and analyzed; Second, learners then carry out exercises to manipulate relevant language forms. Finally, they produce short text.”

In the genre approach, the writings’ purpose is given paramount importance. According to Richards (2003), learners have a purpose when writing, in such approach they are not just writing for the sake of writing. He also stresses the significance of both discourse and contextual aspects of the language use. This approach can be used in different situations and contexts, because teachers will provide learners with a text. Learners are going to produce a parallel text relying on the information given by the teacher. Here they are given the chance to negotiate the different contexts and situations language can be employed in. Finally, the notion of genre is defined as itself “abstract, socially recognized ways of using language” (Hyland, 2003, p.21)

A comparison between the process and the genre approaches are presented in the following table:

*Table 3**A comparison of Genre and Process Orientations (Hyland, 2003, p. 24)*

Attribute	Process	Genre
Main Idea	Writing is a thinking process Concerned with the act of writing	Writing is a social activity Concerned with the final product
Teaching Focus	Emphasis on creative writer How to produce and link ideas	Emphasis on reader expectations and product How to express social purposes effectively
Advantages	Makes processes of writing transparent Provides basis for teaching	Makes textual conventions transparent Contextualizes writing for audience and purpose
Disadvantages	Assumes L1 and L2 writing similar Overlooks L2 language difficulties Insufficient attention to product Assumes all writing uses same processes	Requires rhetorical understanding of texts Can result in prescriptive teaching of texts Can lead to over attention to written products Undervalue skills needed to produce texts

2.1.3.1. The Criticism of the Genre Approach

Like the previous approaches, the genre-based approach is also criticized on the ground that the learners have a limited amount of knowledge such as vocabulary and ideas. So, they will find difficulties to express exactly what they want in their writing. For instance, writing a technical report without having enough data is a difficult task for learners. The genre approach gives less significance to the skill. According to Badger and White (2000) writing skill is underestimated within this approach because it concentrates only on what the learners produces and neglects the writing abilities they can accomplish in other fields.

Conclusion

Writing is undoubtedly an important component in learning English. The present chapter stressed different approaches to teach writing: The process, the product and the genre approaches in addition to their criticism. Each approach has its effectiveness and limitations. However, the process approach which stresses the writing stages (planning, writing, revising, editing and publishing) is regarded by the majority of researchers as the appropriate approach that can enhance EFL learners writing skills.

Chapter Three: Field Work

Introduction

The chapter at hand attempts to find out whether teachers at the English department at the University of Jijel teach writing as a process to EFL learners and have awareness of its long-term benefits. In addition, it investigates if the learners have developed writing as a process and can use the writing stages appropriately. As a practical part, the chapter consists of a presentation and description of the tools used for the data collection in addition to analysis and interpretation of the data collected. Finally, it presents the findings of the research and suggested the recommendations.

3.1. Population and Sampling

The target population consists of third year EFL learners at the department of English Mohamed Seddik Ben Yahia University, Jijel and their teachers because learners are expected to have developed their writing skill after three years of theoretical and practical learning of writing in written expression module. The random sample includes forty EFL learners at Mohammed Seddik Ben Yahiya, University of Jijel and all the written expression teachers at the department of English who made a sample of seven informants.

3.2. Research Instruments

To achieve the aims of the current study one main instrument is combined for better quantitative results. Two questionnaires have been administered to third year learners and another questionnaire has been administered to both teachers and learners.

3.2.1. Students' First Questionnaire

3.2.1.1. Objective and Description of the Students' First Questionnaire

This questionnaire has been handed randomly to forty learners of third year LMD students of English at Mohammed Seddik Ben Yahya University. The purpose behind this questionnaire is to check whether the learners can use the process of writing adequately by using its different stages. It consists of twelve open ended and multiple choices questions are designed to reveal the learners' knowledge of the process of writing, and its use.

3.2.1.2. Analysis of the Students' First Questionnaire

Learners' responses to Q01: (Do you learn the writing skill to?)

Table04

The Reason why Students Learn English.

Options	Number	Percentage
Develop your language	22	55%
Pass exams	06	15%
Write essays, articles, and letters	12	30%
Total	40	100%

The purpose of this question is to determine the reason why students learn the writing Only (15%) said to pass exams, and (30%) stated to write essays, articles, and letters. However,(55%) of the sample said to develop their language. From these results

we assume that learners consider writing as an important subject that helps them develop their English language.

Learners' responses to Q02: (What is the first thing you do when starting the writing process?)

Table05

Learners' Selection of the First Step of Writing.

Options	Number	Percentage
Brainstorming about the topic	23	57.5%
Edit a draft	11	27.5%
Start immediately	06	15%
Total	40	100%

In this question we asked students about the first thing they do when starting writing. (57.5%) of the participants chose brainstorming about the topic, while (27.5%) said that they edit a draft first and(15%) claimed that they start immediately. This means that the half of learners are aware of the first step in writing

Learners' responses to Q04: (Do you do the same in examination?)

Table 06

Learners' First Step of Writing during Exams

Options	Number	Percentage
Yes	07	17.5%
No	33	82.5%
Total	40	100%

From the table above we find that (17.5%) of the learners use brainstorming in the examinations, while the vast majority (82.5%) do not brainstorm in examinations.

Learners' responses to Q04: (While writing do you follow all the stages of the writing process?)

*Table07**Learners' Use of the Stages of Writing Skills*

Options	Number	Percentage
Yes	05	12.5%
No	35	87.5%
Total	40	100%

Table (8) indicates that the overwhelming majority of learners (87.5%) do not follow all the stages of the writing process. Only (12.5%) follow them.

Learners' responses to Q05: (what are the steps of writing after choosing a particular topic?)

Table 08

Learners' Identification of the Steps of Writing an Essay

Options	Number	Percentage
Write, edit, revise, and publish	04	10%
Plan an outline, write, revise, publish, and edit	22	55%
Brainstorm, plan an outline, Write, revise, edit and publish	14	35%
Total	40	100%

This questions' objective is to test the learner's knowledge of the steps to be followed in writing. The results show that a high portion of participants (55%) chose the second option, (plan an outline, write, revise, publish and edit), (35%) chose the third option, and only (10%) of them chose the first option (Write, edit, revise, and publish).The numbers reveal the fact that learners do not know the stages of writing.

Learners' responses to Q06: (Reorder the following steps and give a definition for each if possible?)

*Table 09**Learners' Order of the Writing Steps*

Options	Number	Percentage
Correct	08	20%
Incorrect	32	80%
Total	40	100%

The aim of the question (7) is to test the learners' ability to follow the write process of writing by checking their ability to define steps and order them. The results show that only (20%) of learners who filled the questionnaire gave the right order of the steps and only few of that portion provided a clear definition for them. However, (80%) of learners failed to define and order the steps. Those who gave the correct order of the steps defined them as follow:

- Pre-writing : it is the process of brainstorming and gathering information about a particular topic.
- Drafting: it is the process of organizing learners' thoughts on a rough paper.
- Revising: It is the process in which learners check whether the different parts they use in the previous stage work as a coherent whole.
- Editing: It is the process through which learners check punctuation, grammar and vocabulary.

- Publishing: It is the last step in the writing process in which learners share their final drafts.

Learners' responses to Q07: (If you are asked to write a prompt, the first thing you do is?)

Table 10

Learners' First Step before they Start Writing

Options	Number	Percentage
Write a thesis statement that you can use in your text	15	37.5%
Start planning your text	14	35%
Dissect the prompt and find out what you are asked to do exactly	11	27.5%
Total	40	100%

The results show only (27.5%) of learners can dissect a prompt before starting writing. While, (35%) start planning first, and (37.5%) jump to the act of writing directly.

Learners' responses to Q08: (A text whose author tries to make you see things the same way he or she does is?)

Table 11

Learners' Knowledge of the Relation between a Text and its Typology

Options	Number	Percentage
Persuasive	18	45%
Argumentative	22	55%
Total	40	100%

It is observed from the table that (45%) of the learners can make a link between the authors' objective and the type of the text he produces. Whereas, (55%) of them failed to do so.

Learners' responses to Q09: (To guide the reader through the writers' thoughts or arguments presentation writers use?)

*Table 12**Learners' Awareness of Coherence Techniques*

Options	Number	Percentage
Sequential order	13	32.5%
Transition words	27	67.5%
Total	40	100%

Through the table 13 above, the results make clear that (32.5%) chose the Sequential order option. However, a high portion (67.5%) of the learners opted for the transition words option. As a result, learners are aware of the use of the transition words.

Learners' responses to Q10: (A conclusion paragraph should)

*Table 13**The Function of a Conclusion Paragraph*

Options	Number	Percentage
Suggest a new idea that keeps the reader thinking about the topic	4	10%
Restate the thesis to remind the reader of the topic	36	90%
Total	40	100%

This question was targeted to find out whether learners know the function of a conclusion paragraph. A small portion (10%) opted for the first choice. On the other hand, it is clear from the percentage shown in the table above that almost the whole sample (90%) are aware of the role of a conclusion paragraph.

Learners' responses to Q11: (Do you think what you learnt in written expression is enough for you to be a good writer of an essay, an exam answer, or a research papers?)

Table14

Learners' Awareness of the Long-term Benefits of the Writing Skill.

Options	Number	Percentage
Yes	17	42.5%
No	23	57.5%
Total	40	100%

This question was targeted towards testing the learners' awareness of the future use of writing skills in the contexts that require writing as a process. The results in the table show that a considerable proportion of students (42.5%) opted for "Yes". While, a slight majority of them (57.5%) answered with "No" which means that most learners do not benefit from the skill they developed in different contexts.

Justification

This question completes the previous one: it aims at showing the students' reasons for their answers. Participants who selected "Yes" justified their choice as follow:

- They received the necessary training and knowledge to develop their writing skills
- They think that writing is a matter of form and contents so ,they learnt the text modules and only change the information

For those who opted for "No". They justified their answers saying that

- Lack of theoretical knowledge and practical training
- Learners' assumptions that written expression is a hard and demanding module
- learners' that the role of teachers is ineffective

3.2.1.3. Interpretation of the Students' First Questionnaire Results

After sifting the results of the first questionnaire handed to the learners, the general responses provided by the students indicate that most of the learners are interested in writing due to its great importance and role in developing their English language as a whole. Despite the fact that they write individually, besides they are not made aware of the long-term benefits of writing by their teachers. Moreover, learners who are less interested in writing provided psychological and linguistic reasons such as the lack of motivation, the lack of interest and the lack of the appropriate ideas and vocabulary.

Next, the results lead us to draw the conclusion that nearly most of the learners are not aware of the steps of the writing process. Even though the results disclose that a tiny number of learners know these steps, yet they rarely and occasionally use them because they jump to write directly without even thinking to dissect the prompt given to them and get an idea about what to do precisely. Additionally, most of the learners failed

to make a link between the text an author produces and its objective. Furthermore, it was reported crosswise the questionnaire that learners are not satisfied, and did not benefit from what they have learnt in written expression class. The skills they developed in different contexts in written expression are not enough to make them good writers, in this regard students stratify different reasons like the lack of theoretical and practical training, in addition to learners assumptions that the module of written expression is a hard and demanding one.

Finally, through the whole investigation of the learners and through sieving the results we conclude that the learners do not make use of the writing process steps and they are not aware of its long-term benefits. Moreover, writing proficiency is not satisfactory.

3.2.2. The Students' Second Questionnaire

3.2.2.1. Objective and Description of the Students' Second Questionnaire

The second questionnaire has been administered to forty third year EFL learners at Mohammed Seddik Ben Yahya University, Jijel. This number of learners constitutes the sample of the present study. It aims at investigating whether EFL learners develop writing as a process, in addition to an investigation of their perceptions of the process and its effectiveness. This questionnaire is made up of twenty one (21) open-ended questions divided into three main sections as follows:

Section One

It consists of general questions (Q1- Q4). The aim of these questions is to collect information from the respondents.

Section Two

This part is about writing in the EFL classroom (Q5-Q14). It asks questions about learners' interest in written expression as a module and its role in developing their writing ability through practice. It gathers information about the respondents' practices in relation to the stages of writing.

Section Three

The last section aims at investigating students' perceptions of writing as a process and its effectiveness (Q15-Q21). This section attempts to find out whether the respondents identify writing in relation to the process approach and use the writing steps efficiently.

3.2.2.2. Analysis of the Students' Questionnaire

Learners' responses to Q1 (Male or Female)

Table 15

Learners' Gender

Options	Numbers	Percentage
Females	38	95%

TEACHING WRITING AS A PROCESS TO EFL LEARNERS47

Males	02	5%
Total	40	100%

The distribution of gender-related data is unequal; because of the small number of males in the English department as compared to females. According to the following table females represent the portion of 95% and males represent 5% of the sample.

Learners' responses to Q2 (Are English studies your own choice?)

Table 16

Learners' Choice of Studying English at University

Options	Numbers	Percentage
Yes	34	85%
No	06	15%
Total	40	100%

This question deals with the learners' choice of studying English. However, the results show that (85%) said yes and (15%) said no. we conclude that studying English was the personal choice of most of students.

Learners' responses to Q3 (Why do you write in English?)

*Table 17**Learners' Aim behind Writing in English*

Options	Number	Percentage
To communicate with people	25	62.5%
To answer exam questions	8	20%
To prepare research papers	7	17.5%
Total	40	100%

According to the results shown on the table above it is found that (62.5%) chose the English language to communicate with people. Then, (20%) said that they mainly use English to answer their exam questions. However, only (17.5%) use it to prepare their research papers. The results obtained lead us to know that English is more often than not used as a means of communication by most of EFL learners.

Learners' responses to Q4 (Which language skill is most difficult and which one is less?)

*Table 18**Learners' Attitudes towards the Four Skills*

Options	Number	Percentage
Speaking	15	37.5%
Listening	14	35.5%
Writing	11	27.5%
Reading	00	00%
Total	40	100%

As it is plainly shown in the above table, (37.5%) of learners reported that speaking is the most difficult skill. While, (35.5%) of learners chose listening as the most difficult. Writing on the other hand, is not considered as an easy skill by only (27.5%) of students. According to almost all the participants reading was the easiest skill.

Learners' responses to Q5 (The module of "Written Expression is")*Table 19**Learners' Opinion towards the Module of Written Expression*

Options	Number	Percentage
Very interesting	11	27.5%
Interesting	20	50%
Not really special	09	22.5%
Do not know	00	00%
Total	40	100%

The results from the above table indicate that (50%) of learners believe that the module of written expression is interesting. A percentage of (27.5%) of respondents believe that this module is very interesting. A portion of (22.5%) of learners said that this module is not really special. Therefore, the majority of learners are interested in written expression as a module.

Learners' responses to Q6 (Is the time allocated for written expression enough to develop your writing ability?)

Table20

Learners' Evaluation of the Time Allocated to Written Expression

Options	Number	Percentage
Yes	23	57.5%
No	17	42.5%
Total	40	100%

The respondents who said no believe that one hour and half per week is not even sufficient to explain a lesson. For instance, an argumentative essay needs at least three or four hours to be well presented. They justify their choice by lack of practice and limited time for sharing ideas with classmates.

Learners' responses to Q7 (do you write in classroom?)

*Table 21**Learners' Practice inside Classroom*

Options	Number	Percentage
Yes	35	87.5%
No	5	12.5%
Total	40	100%

(87.5%) of participants stated that they are writing in classroom, yet only (12.5%) said that they did not write in classroom.

Learners' responses to Q8 (if yes, what steps do you follow?)*Table 22**The Learners' Knowledge of the Appropriate Steps of Writing*

Options	Number	Percentage
Know	26	65%
Do not know	14	35%
Total	40	100%

Those who answered with "Yes" in the previous question are asked to list the steps they follow during writing. More than half of the participants (65%) do not know the steps of writing, only a tiny portion of (35%) know the necessary steps.

Learners' responses to Q9 (does your written expression teacher encourage you to write outside the classroom?)

*Table 23**Teachers' Encouragement of the Outside Classroom Practice*

Options	Number	Percentage
Yes	24	60%
No	16	40%
Total	40	100%

This question is meant to uncover whether the problems respondents face can be attributed to the lack of practice or not. The results show that (60%) of students are encouraged by their teachers to write outside classroom. While, (40%) are not encouraged.

Learners' responses to Q10 (if yes do you handle him your final paper only?)*Table 24**Learners' Focus on the Final Product rather than the Process of Writing*

Options	Number	Percentage
Yes	23	57.5%
No	17	42.5%
Total	40	100%

(57.5%) of learners handle only their final drafts to their teachers' while (42.5%) of them do not handle their final papers.

Learners' responses to Q11 (his correction of your paper consists of)

*Table 25**Teachers' Correction of learners' Papers*

Options	Number	Percentage
Scoring	06	15%
Commenting on your ideas	13	32.5%
Signaling your grammatical mistakes	20	50%
Requesting a revision and rewriting	01	2.5%
Total	40	100%

This question intended to check the teachers' method of correcting of students' papers. Only (15%) of learners choose scoring, and (32.5%) said that the teacher comments on their ideas. Half of them choose "signaling grammar mistakes". While, (2.5%) chose the last option.

Learners' responses to Q12 (Do you encounter any difficulties while writing?)*Table 26**Difficulties Encountered During Writing*

Options	Number	Percentage
Yes	27	67.5%
No	13	32.5%
Total	40	100%

TEACHING WRITING AS A PROCESS TO EFL LEARNERS54

As the above table illustrates, a considerable portion of (67.5%) of respondents pointed out that they face difficulties while writing, only a small group (32.5%) of them stated the opposite.

If yes, mention some of them.

From the responses to the previous question, the overwhelming majority of learners encounter difficulties during writing such as grammar mistakes including; the use of the appropriate tense and subject verb agreement. In addition, they pointed out to limited time, lack of ideas, spelling mistakes, punctuation, and poor vocabulary.

Learners' responses to Q13 (The most important component in the writing process according to you is or are?)

Table27

Learners' Identification of the Most Important Component in the Writing Process

Options	Number	Percentage
Content organization	08	17.39%
Vocabulary	13	28.6%
Grammar	13	28.6%
Punctuation	05	10.86%
Spelling	07	15.21%
Total	40	100%

TEACHING WRITING AS A PROCESS TO EFL LEARNERS55

The results highlight that grammar is considered as the most important component of the writing process by (28.26%) of respondents'. Equally, vocabulary represents (28.26%) out of the whole population. Only (17.39%) of learners chose content and organization, and (15.21%) of them chose spelling. Finally, punctuation is selected by only a small portion of (10.86%). It is clear that grammar and vocabulary took most of learners' interest mainly because their teachers focus on these components while correcting learners' papers.

Learners' responses to Q14 (when you revise your draft, do you make any changes concerning)

Table 28

Changes Made when Learners Revise their Drafts

Options	Number	Percentage
Content organization	06	15.78%
Vocabulary	07	18.42%
Grammar	12	31.57%
Punctuation	06	15.78%
Spelling	07	18.42%
Total	40	100%

According to the results obtained, (31.57%) of EFL learners' said that they just check grammatical mistakes and (18.42%) of participants make changes concerning their vocabulary. Similarly, the same number of learners' spot spelling mistakes while revising

their final drafts. On the other hand, a portion of about (15.78%) stated that they make modifications related to content organization. Equally, the same portion of learners check out punctuation.

Learners' responses to Q 15 (in your opinion which way is the best to help you write your essay?)

Table 29

Learners' Perceptions of Good Writing

Options	Number	Percentage
Analyzing a model text and imitating its structure	07	17.5%
Writing your drafts and revising it many times until you became satisfied with its form and content	30	75%
Following some writing steps such as planning,drafting,editing	03	7.5%
Total	40	100%

The learners' responses to Q15 reveal their writing strategies. As the table illustrates the vast majority of the sample (75%) chose writing a draft directly, then revising content and form as the best way to help them write their essays. (17.5%) of learners claimed that the suitable way to output their pieces of writing is imitation of any

similar passage. While a very tiny portion of (7.5%) considered writing as a process as the best way.

Learners' responses to Q16 (while writing do you follow the process planning, drafting, editing, revising and publishing?)

Table 30

The Process Learners' Follow during Writing

Options	Number	Percentage
Yes	09	22.5%
No	31	77.5%
Total	40	100%

As it is plainly demonstrated in the table above, only (22.5%) of the respondents developed their writing skill in the form of a process whereas the vast majority of (77.5%) of learners do not use the stages of writing.

Learners' responses to Q17 (do you think that following the process of writing is)

Table 31

Learners' Attitudes towards the Process of Writing

Options	Number	Percentage
Time consuming	25	62.5%
Time gaining	15	37.5%
Total	40	100%

As it is clearly exhibited in the above table, a considerable percentage of (62.5%) of respondents stated that following the writing process is time consuming. Yet (37.5 %) of students confirmed that it is time gaining.

Q18: (justification)

From the results obtained in the previous question, those who said that it is time consuming argued that following the writing stages and steps may hinder them, they also said that one hour and a half is not sufficient to produce an organized coherent and meaningful composition. As opposite, those who said it is time gaining found it more helpful and easier than directly writing. Mastering the writing process stages and steps enable students to produce well-organized texts.

Learners' responses to Q19 (Do you use the process of writing in)

Table 32

The Context of Learners' Use of the Writing Process

Options	Number	Percentage
Examination	02	05%
Writing home assignment	09	22.5%
Writing papers for oral presentations	04	10%
Never	25	62.5%
Total	40	100%

This question was designed to identify in which contexts exactly learners use the process of writing. More than half of the respondents claimed that they never use it. Only

(05%) of learners use the writing process in their exams, and (10%) of them to do their home assignments.

Learners' responses to Q20 (how often do you rewrite your essay?)

Table 33

The Frequency of Rewriting Learners' Essays

Options	Number	Percentage
Once	14	35%
Twice	23	57.5%
3 times	03	7.5%
Never	00	00%
Total	40	100%

The results show that (57.5%) of learners are rewriting their essays twice, (35%) rewrite their essays only one time, however; (7.5%) rewrite their essays three times. So, we conclude that most of EFL learners are revising their papers before submitting the final drafts. Constant revision is a key stage in writing in a process but only few learners revise their writings more than twice.

Learners' responses to Q21 (do you think that the writing skill is)

*Table 34**Learners' Definition of the Writing Skill*

Options	Number	Percentage
Writing grammatically, and structurally correct pieces	18	45%
Following a good model	10	25%
Rewriting your ideas to have a final good draft	12	30%
Total	40	100%

This question, aims to determine learners' perceptions of writing and the criteria they focus on while writing. A portion of (45%) of respondents defined the writing skill as respecting grammar as well as structure. (30%) thought that rewriting their ideas would lead to a better production. Finally, (25%) of students stated that following a good model is a better solution for writing proficiency.

3.2.2.3. Interpretations of the Students' Second Questionnaire Results

After the analysis of the students' questionnaire, we came up with a set of results. The analysis of the first section indicates that most of third year EFL learners are females. Then, we analyzed the second section in which we dealt with the writing skill from different aspects. It is observed that, more than half of the respondents classify written expression among the interesting modules. The majority of EFL learners at the department of English at Mohamed Seddik Ben Yahya, Jijel do not follow the steps of

writing and even if few of them do, they are unconscious that these are called the steps or the stages of the writing process. We have also found that all written expression teachers are encouraging their learners to write outside classes, because writing once a week is not enough for learners to improve their writing. However, a relatively big number of students face difficulties related to grammar, punctuation, word choice and organization of ideas. Almost all of them agreed upon grammar and vocabulary as the most significant components of the writing process. They said that when they revise their drafts and they check punctuation and the grammatical mistakes. At last, a large number of participants are not aware of the significant role of using the steps of writing in enhancing EFL learners writing ability. On the contrary, they regard writing in a process as waste of time and the vast majority does not rewrite and revise its writings.

Finally, dealing with the second students' questionnaire and teachers questionnaire lead to the necessary delivery of another questionnaire to check indirectly whether learners make use of the stages of the writing process and order them appropriately. After comparing the results of the two questionnaires it was concluded that the majority of EFL learners failed to give the steps in the right order as well as to define them.

3.2.3. Teachers' Questionnaire

3.2.3.1. Objective and Description of Teachers' Questionnaire

This questionnaire has been administered to seven teachers of written expression at the Department of English at the University of Mohammed Seddik Ben Yahya, Jijel. It aims to gather data concerning teachers' thoughts about teaching writing as a process to

TEACHING WRITING AS A PROCESS TO EFL LEARNERS62

EFL learners and its possible effects on learners' long-term writing proficiency. The questionnaire is made up of eighteen (18) open-ended questions divided into three main sections as follows:

Section One

It seeks general information about the teachers (Q1-Q5). Generally, it aims at collecting information of how long they have been teaching English, and specifically the module of written expression. Also, they are asked if they are satisfied with both time and syllabus allocated to teaching writing its effectiveness in enhancing the learners' level. Next, we asked teachers whether their students face problems while writing.

Section Two

This part is about writing in the EFL classroom (Q6-Q10). Teachers are asked about the approach they use to teach writing, and its purpose. Then, we asked the teachers when their students become aware of the writing process and start using it. Also, we asked them about their opinions concerning EFL learners development of writing as a process and their capability to overcome problems related to mechanics. In addition, they are asked whether the process approach is practical in EFL classes or not.

Section Three

This section is designed to find out the extent to which developing writing as a process can be effective (Q11-Q18). It attempts to unveil the teachers' attitudes towards the process method in relation to time management and long-term benefits. In addition, it inquires about practices to implement the process method such as revision and feedback.

Finally, the section aims to highlight the teachers' own evaluation of the training they give their learners' and its effectiveness, for long-term proficiency.

3.2.3.2. Analysis of the Teachers' Questionnaire

Teachers' responses to Q01 (How long have you been teaching English?)

Table 35

Teachers' Experience of Teaching English

Options	Number	Percentage
1→5	2	28.57%
5→10	1	14.28%
More than 10	4	57.14%
Total	7	100%

The answers of the question above reveal teachers' years of experience in teaching English at University. The table (36) shows that among the seven teachers (28.57%) are novice (1→5years). While, (14.28%) of them are experienced teachers with (5→10 years) and finally, the majority of teachers (57.14%) have more than 10 years. This indicates that most of the teachers are experienced.

Teachers' responses to Q02 (How long have you been teaching the module of "Written Expression?")

*Table 36**Teachers' Experience in Teaching the Module of Written Expression*

Options	Number	percentage
1→5	6	85.71%
6→10	1	14.28%
More than 10	0	00%
Total	7	100%

Determining how long teachers have been teaching the module of written expression at university is the aim of the above question. The teachers who represent the percentage of (85.71%) have been teaching written expression for one to five years. However, only one teacher demonstrates a percentage of (14.28%) who has been teaching writing for six to ten years and no one of the respondents taught writing for more than 10 years.

Teachers' responses to Q03 (Are you satisfied with the time allocated to teaching writing?)

*Table 37**Teachers' Evaluation of the Time Allocated for Teaching Writing*

Options	Numbers	perceptions
Yes	3	42.85%
No	4	57.14%
Total	7	100%

TEACHING WRITING AS A PROCESS TO EFL LEARNERS65

This question aims at knowing the teachers' views regarding the time allocated to develop writing. According to the obtained results, the majority of teachers (57.14%) view that the time allocated is not enough to teach all the aspects of writing. While (42.85%) of teachers admit that the time devoted is sufficient in order to develop the skill.

Justification

For those who said that the time devoted to teaching writing is not enough they supported their answers by stating that

- Adding more time and TDs for practice especially for 3rd year license students is necessary.
- Teaching writing at the level of Master one and Master two is needed because the more they write the better they become.

Teachers' responses to Q04 (Do you think that the syllabus you are following in teaching writing is Sufficient to enhance your students' level?)

Table 38

Teachers' Evaluation of the Syllabus Used in Teaching Writing

Options	Number	Percentage
Yes	5	71.42%
No	2	28.57%
Total	7	100%

The replies given by the teachers to this question as shown in the table indicate that the highest rate (71.42%) of the teachers consider the syllabus they are following to teaching writing a sufficient one. Only (28.57%) of them claimed that it is not sufficient.

Justification (For those who said no)

- While the syllabus teaches the basics of writing. It cannot ensure competences so Students need to practice on their own by writing on topics of personal interest.

Teachers' responses to Q05 (Do your students face problems during writing?)

Table 39

Teachers' Opinion about the Problems Learners Face while Writing

Options	Numbers	Perceptions
Yes	7	100%
No	0	0%
Total	7	100%

Through this question we are attempting to find out whether learners face problems during writing. The results show that all the teachers (100%) confirmed that learners do face problems when they are writing.

If yes, (mention some of them)

- Style mistakes, coherence and cohesion.
- Time management.
- Punctuation, capitalization, subject-verb agreement.

TEACHING WRITING AS A PROCESS TO EFL LEARNERS67

- Sentence fragment, the lack of vocabulary.
- Interference of the mother tongue.

Teachers' responses to Q06 (What is the approach you use to teach writing?)

Table 40

The Approach Teachers Adopt while Teaching Writing

Options	Number	Percentage
The product approach	3	42.85%
The process approach	1	14.28%
The genre approach	3	42.85%
Total	7	100%

As it is tabulated above in the table (42.85%) of the whole sample use the product approach and the same percentage (42.85%) use the genre approach. While only (14.28%) use the process approach. We conclude that the majority of teachers do not use the process approach to teach the writing skill.

Teachers' responses to Q07 (Do you think that students regard writing as an aim in itself rather than a skill for better performance in exams and evaluations?)

Table 41

Teachers' Opinion about Learners View towards Writing

Options	Number	Percentage
Yes	6	84.71%
No	1	14.28%
Total	7	100%

The results above show that the overwhelming majority of teachers claimed that students regard writing as an aim rather than a skill. While, (14.28%) of them said the opposite.

Teachers' responses to Q08 (At which level do you think your students become aware of the writing process and start using it instead of imitating model texts?)

Table 42

Teachers' Identification of the Level when Learners Write in a Process

Option	Number	Percentage
Master level	4	57.14%
Third year	3	42.85%
Total	7	100%

The results in the table above show that (57.14%) of the teachers see that learners become aware of the writing process and use it at master level. While, (42.85%) see that they do that at third year level.

Teachers' responses to Q09 (Do you think EFL learners can overcome the problems related to mechanics and develop writing as a process in a foreign language?)

Table 43

Options	Numbers	Percentage
Yes	6	85.71%
No	1	14.28%

Total	7	100%
--------------	----------	-------------

Teachers' Perceptions of the EFL Learners' Capability TO Write in a Process

The results shown in the table above reveal that most of the teachers (85.71%) said that learners could overcome the problems related to mechanics and develop their writing. However, few of them (14.28%) said quite the opposite.

Justification

- Much training will enable students to develop their writing at advanced levels such as Doctoral and Master levels, they can master most of the basics of writing.
- They can do that through focused groups.

Teachers' responses to Q10: (In your opinion is the process approach practical in an EFL classroom?)

Table 44

Teachers' Attitudes towards the Process Approach Practicability

Options	Number	Percentage
Yes	7	100%
No	0	0%
Total	7	100%

TEACHING WRITING AS A PROCESS TO EFL LEARNERS70

The responses of the teachers to the question about the practicability of the process approach show that the whole sample (100%) agreed upon the process approach being practical in an EFL classroom.

Justification

- When using this approach the teacher becomes a facilitator guiding his students at each stage.
- Showing the students the steps to follow in writing an essay is a very useful technique to help them enhance their level.
- It is practical especially at third year because students learn to plan, write, and revise which leads them to be critical of their own ideas and styles and faster as writers.

Teachers' responses toQ11: (Do you think that developing the writing skill as a process has long-term benefits?)

Table 45

Teachers' Attitudes towards the Benefits of the Writing as a Process

Options	Number	Percentage
Yes	7	100%
No	0	00%
Total	7	100%

The table above is concerned with the teacher's attitude towards the long-term benefits of the writing process. The results show that the overall population (100%) claimed that developing the writing skill as a process has long term benefits.

Justification

- It serves students in organizing their thoughts and developing an ability to answer logically in all life situations.
- Practicing and going through steps promotes learners' understanding of the writing activity and how it is evaluated.
- It makes the students aware of the writing process, which leads to better pieces of writing.
- It helps them internalize and achieve a deep understanding of the rules of appropriate writing in terms of form and content.

Teachers' responses to Q12: (Do you think that writing as a process is time gaining in EFL classroom?)

Table 46

Teachers' Estimation of the Writing Process in the EFL Classroom

Options	Number	Perception
Yes	3	42.85%
No	4	57.14%
Total	7	100%

TEACHING WRITING AS A PROCESS TO EFL LEARNERS72

The table above indicates that (42.85%) of the teachers see that writing as a process is time gaining. While, the highest portion (57.14%) see that it is not time gaining rather it is time consuming.

Justification

- It is time consuming and the teacher is required to manage his teaching time in an intelligent way.

Teachers who said it is not time consuming claimed that:

- It starts by being time consuming but once the learners master all the writing stages it becomes time gaining.

Teachers' responses toQ13: (DO you assign your students time limited writing tasks in the classroom?)

Table 47

Teachers' Opinion about Assigning their Students Time Limited Tasks

Options	Number	Percentage
Yes	6	85.71%
No	1	14.28%
Total	7	99.99%

(85.71%) of the respondents said that they assign their students time limited writing tasks, whereas, the rest portion (14.28%) said that they do not do that.

Justification

- They have to train themselves to manage their time because it is an important element too in developing their writing skills.
- They do that for practice, because students learn through practice.
- They ask them to write so as to learn how to work under pressure especially in exams.

(Those who opted for "No") justified their answers by stating that:

- They are limited by time.

Teachers' responses toQ14:(How often do you ask your students to revise and rewrite their compositions?)

Table 48

The Frequency of Assigning Revision and Rewriting

Options	Number	Percentage
Sometimes	4	57.14%
Often	2	28.57%
Never	1	14.28%
Total	7	100%

This question aims to evaluate the degree of importance given to revision and rewriting in writing skill. The results indicate that (57.14%) opted for sometimes. While,(28.57%) opted for often and (14.28%) of the respondents signal the never option.

Teachers' responses to Q15: (When do you provide feedback?)

Table 49

Teachers' Occasion of Providing Feedback

Options	Number	Percentage
While the students are writing	3	42.85%
Until they present their final drafts	4	57.14%
Total	7	100%

The aim of this question is to find out when teachers provide feedback for their students. The results denote that (42.85%) of the teachers do that while the learners are writing; however, (57.14%) claimed that they do that only when the learners present their final draft.

Teachers' responses to Q16: (How often do your students revise and rewrite their drafts?)

Table 50

Teachers' Opinions about the Learners Frequency of Revising and Rewriting their Drafts

Options	Number	Percentage
Every time you	2	28.57%

provide feedback		
Never	5	71.42%
Total	7	100 %

The answers tabulated above reveal that (28.57%) of the sample opted for "Every time you provide feedback". while, (71.42%) of them opted for the "Never" option. Apparently, most of the learners do not revise and rewrite their drafts.

Teachers' responses to Q 17: (Which stages do your students follow while writing?)

Table 51

Stages Learners Follow While Writing

Options	Numbers	Percentage
Prewriting(generating ideas, planning, etc.)	04	28.57%
Drafting	03	21.42%
Revising	04	28.57%
Editing	03	21.42%
All stages	00	00.00%
Total	07	100%

The aim of this question is to know the stages that students follow while writing. The results tabulated above show that (28.57%) of the teachers opted for prewriting

option.(21.42%) chose the second option. However, (28.57%) of them opted for revising option and (28.57%) chose editing, yet no one of the teachers chose the last option "All the stages". We conclude that learners do not use all the stages.

Teachers' responses to Q18: (Does the training you give your students help them in writing their research papers, exam answers and dissertations?)

Table52

Teachers' Evaluation of the Effectiveness of the Training their Learners Recieve

Options	Number	Percentage
Yes	7	100%
No	0	0%
Total	7	100%

The replies given by the teachers to this question show that the whole population admitted that the training they give their students helps them in writing their research papers.

Justification

- Training help learners writing their research papers with a minimum effect of respecting the form of an essay.
- At first year level, students will have an idea about the different steps of the writing process, which can be used when writing their exams answers or their dissertations.

- Learning the basics of writing helps develop students writing ability and paves the way for writing their research papers.
- They focus on how to structure a good essay including (cohesion and coherence).

3.2.3.3. Interpretation of the Teachers' Questionnaire Results

Teachers' questionnaire has dealt with collecting information about the writing in EFL classes as well as the process approach and its possible effect on the students' long term performance.

After the discussion of the teacher' answers and from the results obtained we deduced that most of the teachers are experienced in teaching English at university. Yet few of them have experience in teaching the module of written expression. Furthermore, teachers responses showed that learners face many problems while they write such as; the lack of vocabulary, structuring the essay, interference of the mother tongue and etc. teachers also claimed that the time allocated for teaching writing is not enough, yet the learners can overcome these problems and difficulties that hinder their abilities through devoting more time to practice. Moreover, teachers admitted that learners regard writing as an aim rather than a skill as they pointed out that they become aware of writing as a process at the master level. Next, teachers see that learners can overcome problems related to writing (mechanics) and develop such a skill as a process through much training.

The obtained data also demonstrate that most of the teachers do not use the process approach in teaching writing. Nevertheless, they believe it is practical and surely enhances and guides the learners towards producing correct pieces and promoting their

understanding of the writing activity. Moreover, the results show that teachers admitted that developing the writing skill as a process has long-term benefits though most of them said that the process approach is time consuming and teachers are restricted by time. The data also show that teachers assign their students time limited tasks in order to make them accustomed with working under pressure. However, most of teachers' responses revealed that they sometimes ask students to rewrite their drafts. Besides, they do not give feedback until their students present their final work. These are very important steps to develop proficiency but unfortunately, they are not given importance in the teaching process. Finally, most of teachers' responses indicate that learners never revise or rewrite their drafts, which signal a deficiency in writing.

Conclusion

This chapter represents the practical part of the current study. It comprises of two main sections; the population and sampling, and research instrument to display the data analyses and. Finally, it contains the findings of this research which highlight the fact that the majority of EFL learners do not develop their writing skill as a process. Similarly, written expression teachers do not make use of the process approach. Although, this approach help EFL learners to improve their writing abilities.

General Conclusion

The current study aimed at determining the use of the process approach which was chosen in this piece of work because it is regarded as an effective method to teaching writing to EFL learners. Also, it investigated whether the teachers of writing use the process approach in teaching and acknowledge its benefits for long-term development of the writing skill. Moreover, it attempted to check whether EFL learners developed writing as a process instead of imitating a model text. Two hypotheses have been formulated to carry this research. First, if learners develop the writing skill as a process, it results in long-term development of writing techniques including recurrent, revision, and rewriting. Then, if teachers incorporate the process approach in teaching writing, EFL learners writing proficiency will be developed. To achieve the results of this study two research instruments were used, a test has been designed to third year EFL learners, as well as a questionnaire has been administered to both EFL learners and their written expression teachers.

This work is made up of three main chapters a theoretical part, which is divided into two chapters. The first chapter consists of the definition of writing, the connections and variations of writing to other language skills, the importance of teaching writing to EFL learners. it includes also teaching writing in context and the purposes and the challenges of writing in a foreign language. The second chapter includes the major approaches to teaching writing in a foreign language, their strengths and weaknesses. The third chapter of this research is the practical part; it encompasses a description of students' test as well as a description of both teachers and students questionnaires. In addition, to data analyses and the interpretations of the results. Some pedagogical

TEACHING WRITING AS A PROCESS TO EFL LEARNERS80

recommendations are then suggested. The findings of the present study showed that the overwhelming majority of EFL learners do not develop writing as a process, besides they are not made aware of the long-term benefits of writing in a process. Most of the learners make grammar and coherence mistakes and show a high level of ignorance of the writing steps. Also, it was found that written expression teachers' at the department of English at Jijel University do not use the process approach in teaching EFL learners due to the time limits, however, they believe in its practicality in improving the learners' writing proficiency. The Teachers claim that the learners should regard writing as a skill rather than an aim.

Recommendations

After data analyses and the interpretations of the results obtained from both the test and the questionnaires. The following recommendations are suggested to improve EFL learners writing process:

For Teachers:

1. More time must be allocated to teaching writing to EFL learners. For example, third year licenselearners should have written expression at least 3 times per week to develop their writing proficiency through effective controlled class training.
2. Written expression teachers' should draw their learners' attention towards the significance the writing process stages, and how these stages are supplementing one another recursively to achieve a better production.
3. Teachers' have to raise their learners' awareness of the importance of using the writing stages and devote practice to sub parts of the process such as planning or revision.
4. Teachers can implement the process approach in a complementary way to the product approach for better results.
5. From time to time, teachers should ask learners to exchange their drafts and spot mistakes, since it is an effective method through which learners may acquire some of the writing steps such as revision and criticism unconsciously.
6. Teachers should use the process approach at early stages. Therefore, learners will be well prepared to conduct their research papers in master degrees.

TEACHING WRITING AS A PROCESS TO EFL LEARNERS82

7. Teachers can divide the class into specific groups and assign each group a step in writing about the same topic. For example, one group plans, the other writes, the third one revises, etc. This method can be competitive and motivates learners to write.

For Learners:

1. Learners should write inside and outside classroom because practice is an key essential key in improving the writing process
2. EFL learners must revise their writing constantly at every stage of writing.
3. Learners are advised to read a lot academic writings to acquire vocabulary and learn the required formal aspects because good readers are good writers.

The writing skill in general should be given importance by both EFL teachers and learners.

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

References

Adas and Bakir. *Writing difficulties and new solutions: Blended learning as an approach*

To improve Writing. Vol.3 No.9. May 2013.

Aliouchouche, F. (2017). *Developing the writing skill through reading and writing*

workshop strategy: The Case of First Year LMD Students at the University of

Bejaia. (Published doctoral thesis). University of Mohamed Lamine

Debaghine, Setif2. Available at: <https://dspace/univ-Setif.Dz>

Atkinson, D. (2003) *L2 Writing in the post-process era: Introduction*. Journal of Second

Language Writing L2 (1), 3_15.

Badger, R. and White, G. (2000). "*A process genre approach to teaching*

writing". ELT Journal 54(2):153-160. Available at:

<https://xa.yimg.com/groups/16582903/1865192337//V+PROCESS+WRITING.PDF>

Boughey, Christopher. (1997). "*Learning to write by writing to learn*". ELT Journal

51(2): 126-134.

Brakus, P. (2003). *A Product/process/genre approach to teaching writing: A synthesis*

of approaches in a letter writing Course for non-native English-speaking

administrative personnel. Unpublished Dissertation, University of Surrey.

Byrne, D. (1986). *Teaching Oral English*. Harlow: Longman.

Byrne, D. (1988). *Teaching Writing Skills*. Longman Group UK Limited.

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

Byrne, D. (1991). *Teaching Writing Skills*. London: Longman.

Chafe, W. and Tannen, D. (1987) "*The relationship between spoken and written language.*" *AnnualReviews* 16: 383-407.

Clark, S. K. (2007). *Writing strategies for social studies*. California: Shell Education.

Crystal, D. (1987). *The Cambridge encyclopedia of language*. Cambridge: Cambridge University Press.

Crystal, D. (1994). *An encyclopedic dictionary of language and languages*. London: Blackwell Reference.

Crystal, D. (1995). *The Cambridge encyclopedia of the English language*. Cambridge: Cambridge University Press.

Crystal, D. (2006). *The Encyclopedia of The English (2nd ed)*. Cambridge: Cambridge University Press.

Dudley-Evans, T. (1997). "*Genre models for the teaching of academic writing to second language speakers: advantages and disadvantages*". In T. Miller (Ed.), *Functional Approaches to Written Text: Classroom Applications*. Washington, D.C. /USA: United States Information Agency (English Language Programs).

Flippo, F. R and Caverly, C. D. (2000). *Handbook of college reading and study strategy*. Research. Lawrence Erlbaum Associates.

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

- Gabrielatos, C. (2002). *EFL writing: product and process*. Retrieved on 25 August. 2010
From<[http:// www.gabrielatos.com/Writing.pdf](http://www.gabrielatos.com/Writing.pdf)>Originally published in three parts
In *ELT News* 133, 134 & 135 (March, April & May 2000). The version used
(February 2002) is available through ERIC. Cite as, ERIC, ED476839.
- Grami, G. M. A. (2010). *The effects of integrating peer feedback into university- level
ESL writing curriculum: a comparative study in a Saudi context* (published
Doctoral dissertation). Newcastle University, Retrieved from
[https://theses.ncl.ac.uk/dspace/bitstream/10443/933/1/gramihttps://www.kau.
edu.sa/files/0005407/researches/57369_27610.pdf](https://theses.ncl.ac.uk/dspace/bitstream/10443/933/1/gramihttps://www.kau.edu.sa/files/0005407/researches/57369_27610.pdf)
- Grundy, Peter. (1993). *Newspapers*. Oxford: Oxford University Press, ISBN 0 19 437192.
- Hasan, Md, K., Akhand, M, K. (2010). *Approaches to writing in EFL/ESL context: balancing
product and process in writing Class at tertiary level*. *Journal of NELTA* , 15, 77-81.
- Hammond, Jennifer & Derewianka, B. (2001). Genre. In Carter, R. and Nunan, D. *The
Cambridge guide to teaching English to speakers of other language*. (pp.186-
193). Cambridge University Press.
- Harmer, J. (2001). *The practice of English language teaching*. (3rd ed.). Pearson:
Pearson. Education Limited.
- Harmer, J. (2004). *How to teach writing*. UK: Pearson Education.

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

Harmer, J. (2007). *How to teach English*. Pearson Education Limited.

Hidayati, K.H. (2018). *Teaching writing to EFL learners, an investigation of challenges*

Confronted Indonesian teachers, 4 (1), pp. 21-31. available at:

<http://dx.doi.org/10.31332/lkw.v4i1.772>.

Hyland, K. (2003). *Second language writing*. USA: Cambridge University Press.

Ilmu, D. (2016). *The teaching of EFL writing in Indonesia*. Widaya Gama Mabakam

University. Vol. N2..263-276.

Klimova, B. (2013). *The Importance of writing*. Hradec Kralove University. 2,(1);9-10.

Krashen, S. D. (1993). *The Case for free voluntary reading*. Canadian Modern language

Review, 50 (1), 72-82.

Kress, G. (1989). *Linguistic process in socio- cultural practice*. Oxford University

Press.

Kroll, B. (Ed.). (1990). *Second language writing: research insights for the classroom*.

Cambridge: Cambridge University Press.

Kroll, B. (2003). *Exploring the dynamics of second language writing*. Cambridge:

Cambridge University Press.

Kroll, L. R. (April 2004). *"Constructing constructivism: how student- teachers construct*

ideas of development, knowledge, learning, and teaching". Teachers and

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

Teaching, 10, 200. Available at: [http:// www. Sttss.edu. Hkz/staff development/](http://www.Sttss.edu.Hkz/staff%20development/)

Other Sources Folder/ Constructing %20 Constructivism. Pdf.y 1992

Leki, I. (1990). Coaching from the margins: issues in Written response. In B. Kroll (ed.), *Second language writing: insights from the language classroom*(pp. 57–68). Cambridge: Cambridge University Press

Maley, A. (2009). *Creative writing for language learners (and teachers)*. Retrieved April 12, | 2011, available at: [http:// www.teachingenglish.org.uk/think/articles/creative-
-language- | learners-teachers.](http://www.teachingenglish.org.uk/think/articles/creative-language-learners-teachers)

McArthur, C. A., Graham, S. and Fitzgerald, J. (2008). *Handbook of writing a research*. GuilfordPress.

Nasser.(2016). *Teaching the writing skill to Yemeni EFL learners: the importance and challenges*. Vol.3.191-202.

Nemouchi, A. (2008). *Writing connection with grammar and literature in the study organization of the LMD system*. Unpublished Doctorate Thesis. Cited in

Aliouchouche,F.(2017).<http://fl.univ->

Biskra.dz/images/pdf_revue/revue14_15/nemouchi%20abdel%20hak%202.pdf

Nelson, N., & Calfee, R. (1998). *The reading-writing connection*. Chicago: university of

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

Chicago press.

Noyce, R.M., & Christie, J.F. (1989). *Integrating reading and writing instruction in grade K-8*. Boston: Pearson College Div.

Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.

O'Brien, Teresa. (2004). "Writing in a foreign language: teaching and learning". *Language teaching* 37,(1), 1-28.

Oxford Advanced Learner's Dictionary (6th ed). (2000). Oxford: OUP

Painter, C. (1989). *Learning language. A functional view of language development*.

Paltridge, B. (2007). *Approaches to genre in ELT*. in J. Cummins, & C. Davison (Eds.), *international handbook of English language teaching*, Vol. 15, 931-943. Springer US.

Raimes, Ann. (1983). *Techniques in teaching writing*. (pp.1-30). Oxford: Oxford University Press.

Richards, J. C. (2003). *Second language writing*. Cambridge: Cambridge University Press.

Rivers, W. M., & Temperley, M. S. (1978). *A Practical guide to the teaching of English as a second or foreign language*. New York: Oxford University Press.

SaihiKihal, H. (2015). *The impact of process-genre oriented instruction on essay*

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

- writing*: A Case of Third Year Students of English Language at Biskra University. (published doctoral thesis). University of Mohammed Kheider, Biskra. Available at: <http://thesis.univ-biskra.dz/id/eprint/3151>.
- Shelby, M. (2016). Entry post. Retrieved April 28, 2017, from <http://www.english-for-students.com/Difficulties-in-Vocabulary-Learning.html>.
- Silva, T. (1990). *Second language composition instruction: Developments, Issues, and Directions in ESL*. In B. Kroll (Ed.) *Second Language Writing: Research Insights for the Classroom*. (pp.11-36). New York: Cambridge University Press
- Thanatkun, Tangpermpoon. (2008). *Integrated approaches to improve students writing skill for English major students*. Journal of ABAC, 28, 1-9.
- Tribble, C. (1996). *Writing*. Oxford: Oxford University Press.
- Steele, V. (2004). *Product and process writing*. Retrieved on 5th Sept. 2010 from <http://www.englishonline.org.cn/en/teachers/workshops/teachingwriting/teaching-tips/Product-Process>.
- Troky, Lynn Quitman. (1987). *“Defining basics writing in context”*. A Sourcebook for Writing Teachers. Ed Theresa Enos. New York: Random House.
- Weigle, S. C. (2002). *Assessing writing*. Cambridge: Cambridge University Press.
- White, R.V. (1987). *“Approaches to writing”*, in Long, M.H., and Richards, J.C. (eds.) *Methodology in TESOL. A Book of Readings*. New York: Newbury House.
- White, R.V. (1988). *Academic writing process and product*. London: British Council.

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

White, R. and Arndt, V. (1991) Process writing. Essex: Addison Wesley Longman Ltd.

Appendices

Appendix one

Students' First Questionnaire

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohammed Seddik Ben Yehya University of Jijel

Faculty of Letters and Foreign Languages

Department of English

Dear student you are kindly requested to give answers to questions bellow.

1. Do you learn the writing skill to

1. Develop your language

2. Pass exams

3. Write essays, Articles, and letters

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

2. What is the first thing you do when starting the writing process?

1. Brainstorm about the topic

2. Edit a draft

3. Start immediately

3. Do you do the same in examinations?

Yes No

4. While writing do you follow all the stages of the writing process?

Yes No

5. What are the steps of writing an essay after choosing a particular topic?

1. Write, edit, revise, and publish

2. Plan an outline, write, revise, publish and edit

3. Brainstorm, plan an outline, Write, revise, edit and publish

6. Reorder the following steps and give a definition for each if possible

- Drafting
- Editing
- pre-writing
- publishing
- revising

1. →

.....

2. →

.....

3. →

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

.....
4.→
.....

5.→
.....

7. If you are asked to write a prompt, the first step you do is:

1. Write a thesis statement that you can use in your text

2. Start planning your text

3. Dissect the prompt and find out what you are asked to do exactly

8. A text whose author tries to make you see things the same way he or she does is:

1. Persuasive

2. Argumentative

9. To guide the reader through the writer's thought or argument's presentation writers use:

1. Sequential order

2. Transition words

10. A conclusion paragraph should:

1. Suggest a new idea that keeps the reader thinking about the topic

2. Restate the thesis to remind the reader of the topic

11. Do you think what you learnt in Written Expression is enough for you to be a good writer of an essay, an exam answer, or a research paper?

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

Yes

No

Explain why.....

.....

.....

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

Appendix Two

Students' Second Questionnaire

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohammed Saddik Ben Yehia University of Jijel
Faculty of Letters and Foreign Languages
Department of English

Dear students

We would be so grateful if you fill in this questionnaire, which is about teaching writing as a process to EFL learners, and its role in developing their writing skills.

Please put a tick (✓) to choose the option you think appropriate; more than one answer is sometimes possible.

May I thank you in advance for your participation.

Section One: General Information

1. Gender:

a. Male

b. Female

2. Are English studies your own choice?

a. Yes

b. No

3. Why do you write in English?

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

a. To communicate with people

b. To answer exam questions

c. To prepare research papers

4. Which language skill is the most difficult and which one is less?

a. Speaking

b. Listening

c. Writing

d. Reading

Section Two: Writing in the EFL classroom

5. The module of “Written Expression” is:

a. Very interesting

b. Interesting

c. Not really special

d. Do not know

6. Is the time allocated for written expression enough to develop your writing ability?

a. Yes

b. No

.If no, justify your answer

.....

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

.....

.....

7. Do you write in the classroom?

a. Yes

b. No

8. If yes, what steps do you follow?

1.....

2.....

3.....

4.....

5.....

9. Does your written Expression teacher encourage you to write outside the classroom?

a. Yes

b. No

10. If yes, do you handle him your final paper only?

a. Yes

b. No

11. His correction of your paper consists of:

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

a. Scoring

b. Commenting on your ideas

c. Signaling your grammatical mistakes

d. Requesting a revision and rewriting

12. Do you encounter any difficulties while writing?

a. Yes

b. No

If yes, mention some of them

.....

.....

.....

13. The most important component in the writing process according to you is or are (you can choose more than one answer)

a. Content organization

b. Vocabulary

c. Grammar

d. Punctuation

e. Spelling

14. When you revise your drafts you make any changes concerning (you can choose more than one answer)

a. Content organization

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

- b. Vocabulary
- c. Grammar
- d. Punctuation
- c. Spelling

Section Three: Students' perceptions of writing as a process and its effectiveness

15. In your opinion which way is better to help you write your essay?

- a. Analyzing a model text and imitating its structure
- b. Writing your draft and revising it many times until
You become satisfied with its form and content
- c. Following some writing steps such as planning,
Drafting, editing

16. While writing do you follow the process planning, drafting, editing, revising and publishing?

- a. Yes
- b. No

17. Do you think that following the process of writing is?

- a. Time consuming
- b. Time gaining

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

18. Why?

.....

19. Do you use the process of writing in

- a. Examination
- b. Writing home assignment
- c. Writing papers for Oral presentations
- d. Never

20. How often do you rewrite your essays?

- a. Once
- b. Twice
- c. 3 Times
- d. Never

21. Do you think that the writing skill is

- a. Writing grammatically structurally correct pieces
- b. Following a good model
- c. Rewriting your ideas to have a final good draft

Thank you.

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

Appendix Three

Teachers' questionnaire

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohammed Saddik Ben Yehia University of Jijel

Faculty of Letters and Foreign Languages

Department of English

Dear Teachers

We would be so grateful if you fill in this questionnaire to express your opinions about teaching writing as a process to EFL learners and its possible effect on students' long-term performance.

Please put a tick (✓) to choose the option you think appropriate; more than one answer is sometimes possible.

May I thank you in advance for your participation.

Section One: General Information

1. How long have you been teaching English?

.....years

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

a. 1 – 5 years

b. 6 – 10 years

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

c. More than 10

3. Are you satisfied with the time allocated to teaching writing?

a. Yes

b. No

If No, what would you suggest?

.....

.....

4. Do you think that the syllabus you are following in teaching writing is

Sufficient to enhance your students' level?

a. Yes

b. No

If "No", please, explain why

.....

.....

.....

5. Do your students face problems during writing?

a. Yes

b. No

If yes, mention some of the problems

.....

.....

.....

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

Section Two: Writing in the EFL classroom

6. What is the approach you use to teach writing?

a. The Product Approach

b. The Process Approach

c. The Genre Approach

Please, justify your choice

.....

.....

.....

7. Do you think that students regard writing as an aim in itself rather than a skill for better performance in exams and evaluations?

a. Yes

b. No

8. At which level do you think your students become aware of the writing process and start using it instead of imitating model texts?

.....

.....

.....

.....

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

9. Do you think EFL learners can overcome the problems related to mechanics and develop writing as a process in a foreign language?

a. Yes

b. No

Explain why?

.....

.....

10. In your opinion, is the process approach practical in an EFL classroom?

a. Yes

b. No

Explain why?

.....

.....

.....

Section Three: Developing Writing as a Process

11. Do you think that developing the writing skill as a process has long-term benefits?

a. Yes

b. No

Why?

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

.....

.....

12. Do you think that writing, as a process is timegaining in EFL classroom?

a. Yes

b. No

Why?

.....

.....

13. Do you assign your students time-limited writing tasks in the classroom?

a. Yes

b. No

Why?

.....

14. How often do you ask your students to revise and rewrite their compositions?

a. Always

b. Sometimes

c. Never

15. When do you provide feedback?

a. While the students are writing

b. Until they present the final draft

16. How often do your students revise and rewrite their drafts?

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

a. Every time you provide feedback

b. Never

17. Which stages do your students follow while writing?

a. Pre- writing (generating ideas, planning, etc)

b. Drafting

c. Revising

d. Editing

e. All stages

18. Does the training you give your students help them in writing their research papers, exam answers and dissertations?

a. Yes

b. No

Why?

.....

.....

If you have any suggestions, please feel free to add them

.....

.....

.....

.....

Thank you for your collaboration.

TEACHING WRITING AS A PROCESS TO EFL LEARNERS

ملخص

تعتبر الكتابة واحدة من أهم المهارات في اللغة لما لها من أهمية بالغة في تطوير مستوى الطلاب حيث تتطلب هذه الأخيرة توفير أساليب وتدريبات ملائمة. ومن خلال هذه الدراسة فقد سلطنا الضوء على دور منهج التعليمية في مساعدة الطلاب على تطوير كفاءاتهم في الكتابة. والهدف من هذه الدراسة هو معرفة ما إذا كان أساتذة التعبير الكتابي يتبعون نهج العلمية في فصولهم. وكذلك إذا كان الطلاب يطورون الكتابة لديهم كمراحل أم أنهم يتبعون النصوص النموذجية فقط.

و للتأكد من صحة هذه الفرضية فقد قمنا بتوزيع اختبار و استبيان لأربعين متعلما من طلاب اللغة الانجليزية بالإضافة إلى استبيان آخر حيث كان هذا الأخير موجها لأساتذة التعبير الكتابي في قسم اللغة الانجليزية بجامعة محمد الصديق بن يحي جيجل . وفي ضوء النتائج المتحصل عليها تبين أن أغلبية الأساتذة لا يقومون بتدريس الكتابة كمراحل وبالتالي لا يمكن لطلاب اللغة الانجليزية استخدام مراحل الكتابة بشكل سوي. إذ أنهم ليسوا على دراية بفوائدها البعيدة المدى. بالإضافة إلى أنهم لا يقومون بمراجعة كتاباتهم ولا بإعادة كتابتها مما أدى إلى عدم كفاءتهم. و منه قد تم اقتراح بعض التوصيات التربوية استنادا على هذه الدراسة.