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**DEVELOPING EFFICIENT WRITING STRATEGIES THROUGH
THE PROCESS APPROACH AND TEACHER'S FEEDBACK
A CASE STUDY : SECOND YEAR STUDENTS IN SETIF UNIVERSITY**

**Thesis Submitted in Candidacy of the Degree of "Doctorat d'Etat"
in Applied Linguistics**

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To the memory of my parents

To my wife Sabah

To my sons Hicham and Mounib

To my daughter Hidaya

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down ideas, drafting, revising and editing. Finally, it deals with the technique of feedback as an important and integral part in the writing process as a whole. We think that this theoretical background is of paramount importance to readers, students and especially to teachers of "Written Expression".

It is by means of two different questionnaires devised to both teachers and students from the Department of Languages at Ferhat Abbas University-Setif –and assignments "writing models" that we investigated writing in an English as a Foreign Language context. Here, it is worth mentioning that the questionnaire is a useful means for collecting data about writing practices, attitudes and judgments. The assignments as another means of research are also equally important in that they serve to show students' strengths and weaknesses when they write and explain how they plan, draft, revise and organize their writing.

The findings gathered in this study showed that our students are weak and face a lot of problems when they write. The results confirmed the set hypotheses in that such problems can be easily overcome if both teachers and students apply the Process Approach and the technique of feedback as important strategies when dealing with writing.

Finally, it is on the basis of the literature survey and the results we obtained that recommendations and pedagogical implications were made.

LIST OF ABBREVIATIONS

- E F L** : English as a Foreign Language
- E S L** : English as a Second Language
- L 1** : Mother Tongue / First Language
- L 2** : Second Language
- N** : Number of Teachers / Students

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INTRODUCTION

INTRODUCTION

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INTRODUCTION

1. Statement of the Problem

Writing plays a crucial role in social, cultural, professional and academic contexts which have led to consider it as a very important and central skill in the world of Applied Linguistics and is still an area of lively debate and research. However, our students in different academic settings find it a cognitively complex skill. Due to the complexity of this skill, learners find it difficult to master all aspects of writing; and thus they do not produce acceptable texts: paragraphs and essays. Although learners have dealt with the writing skill in the different activities for a relatively long period, between eight and ten years, they still make mistakes and produce erroneous patterns, i.e, they do not use the language appropriately. The problem, we believe, is mainly due to the fact that our students lack the necessary strategies that enable them to tackle the different writing tasks and activities with ease, and consequently produce correct texts and improve the effectiveness of writing. Therefore, they need to be provided with more efficient writing strategies to overcome the pitfalls they encounter when writing.

Since learning to write coherently is something which many people never manage in first and foreign language, it is our belief that the mastery of writing requires an understanding of how the writing process works. By emphasizing not only the product (output), but also the different stages, the learner goes through (input). So, teachers should help students to identify and implement successful strategies for writing in English, bearing in mind that writing is no more viewed as a linear process. The production of text

is, nowadays, at least in the eyes of applied linguists, considered recursive in nature; it involves thinking, organizing, drafting and revising.

We should take into account students' abilities to produce a piece of writing, departing from questions such as what shall I write? To whom? For what purpose? Why where and how? (Cooper 1979). The students' control of writing and the language system can be better attained thanks to the efforts of the teacher to diagnose the real problems, by providing the technique of feedback with its different types which is one of the cornerstones in the writing process. That is why the importance of feedback and revision should be stressed. Writing can be sometimes difficult and frustrating and students need positive feedback and enough success to maintain a willingness to work. (Grabe and Kaplan 1996).

Departing from what precedes, We are undertaking to address the following questions:

- 1- What lies behind the difficulty of the writing skill?
- 2- To what extent is the adoption of the Process Approach and the steps it entails are important in diminishing or preventing students' problems in writing?
- 3- Is the focus on feedback a good strategy that helps learners overcome their weaknesses and consequently improve their writing skills?

2. Aim of the Study

First of all, it should be noted that we have chosen to investigate the writing skill in both the "Magister" and the "Doctorat" because of the scarcity of researches carried out on writing in Algeria. We have also noticed that writing as a separate skill is almost neglected in the different tasks and activities and is not given the place and importance it deserves in both secondary and tertiary level. Our aim is to help our students overcome the difficulties they face when they write. Such an objective can be attained only if they develop strategies that consist in incorporating the best of the approaches; thus trying to find the remedial procedures.

Through this study, we aim to make our students know that the development of the writing skill involves more than the accurate use of grammar and syntax and a good range of vocabulary. Additionally, students need to be made to consider the importance of feedback through the different stages since it serves to pinpoint merits and shortcomings and improves the students' awareness of the elements that make writing acceptable. On the other hand, teachers should be aware of the fact that their feedback can contribute positively to the process of writing by emphasizing positively the effectiveness of the second draft and should continuously incorporate such practices into their classes.

The general aim behind this research is to help students develop writing strategies that help them control the cognitive and the metacognitive procedures that transform the intention to write into marks on paper. Our aim is also giving students learning opportunities to produce contextually meaningful writing to develop self-regulation of the different processes involved in writing. The mastery of the aforementioned skills

requires necessary encouragements by stimulating students' thinking through the different tasks, by responding to what is produced both positively and negatively, which helps in creating confidence in students to improve their writing and discover their potentialities as well.

3. Hypotheses

The writing our students in the tertiary level currently produce fails to meet criteria of acceptability. This is, we think, probably due to the form of instruction they received at different previous levels and they still receive at the university .The criteria of acceptability relative to the different aspects of writing include content (Knowledgeable, substantive through development of thesis, relevant to assigned topic), organization (Ideas clearly stated and cohesively related), vocabulary (Effective word choice, with a good mastery of word form(s), clear meaning.), language use (Effective constructions, agreement, tense, number, word order, functions, articles, pronouns, conjunctions, prepositions and a good mastery of sentence constructions.), mechanics (Mastery of the different conventions of writing. Few errors of spelling punctuation, capitalization and paragraphing)

Hypothesis One

Our students find it difficult to create their product (paragraph, composition, essay etc...) either controlled or free. This is due to the complexity of the writing skill and the very many interrelated components that make up the writing skill. Additionally, learning to write correctly and accurately is not an easy task, and trying to attain such a purpose is something that necessitates considerable effort and a lot of practice. On the

basis of these two observations, we hypothesize that writing being a challenging skill, it should require sustained efforts from both students and teachers.

Hypothesis Two

Writing is not a linear but a recursive process, where students revise and redraft what they produce. It is through these different stages that the student develops his ideas on the topic and the text at the same time. We hypothesize that knowing about how students write would help teachers raise students' awareness and would provide them with opportunities that can promote a better understanding of the different strategies of the process of composing and thus aid them to appreciate a Process Approach.

Hypothesis Three

We hypothesize that providing effective feedback as a social effective strategy and the effectiveness of strategies used in the E.F.L context help our students develop their writing skills and plays a role in encouraging them in developing a wish of improving their writing.

4. Means of Research

The research is mainly prompted by the desire to examine the effectiveness of the Process Approach in an English as a Foreign Language classroom. A sample of 65 subjects took part in the present study, they were drawn from a population of second year students enrolled in the Department of Languages of the Faculty of Arts and Social Sciences in Ferhat Abbas University Setif. I will approach the investigation by way of

two instruments: teachers and students questionnaires in addition to assignments. The latter will be used as a reference (in three different appendixes: samples of first drafts where students jot down their ideas and/or make a plan of their essay, second drafts where students try to improve their composition improving their writing focusing on revision going forward and backward, and third drafts which are the end product after the teacher's feedback). In the assignments, the students will be asked to produce an essay developed by cause and effect.

Concerning the use of the questionnaire as a technique of research it is our belief and that of many researchers that it is an appropriate means of collecting data about students' writing practices and the optimum method to both reach and find out the perceptions of a large sample of respondents.. The information we wish to get is likely to be precise and clear in that it is controlled by the questions and both teachers and students can answer the different questions relative to the writing skill, and the Process Approach with its different stages of pre-writing, while-writing and post-writing without difficulty.

We have chosen to survey students using both the questionnaire and the written assignments, because we believe the students are the most important element(s) in the Process Approach of writing; they also provide us with the information relative to the writing skill, the process of writing, as well as their teacher's feedback.

The above cited means of research and the analysis of the students' drafts, focusing on the second draft, are very important in that they complete each other and help in having a clearer and more accurate picture

of the benefits of the Process Approach and feedback in the context of English as a foreign language .

5. Structure of the Thesis

The thesis is divided into seven chapters. The three first chapters are devoted to the literature survey, the fourth, the fifth and the sixth chapters are about the means of research, and the seventh chapter consists of implementations and pedagogical implications.

In the first chapter, we have tried to show that writing is a complex and challenging skill and that one needs to know its different components to develop it .It is therefore a skill that is intimately related to the other skills of speaking and more to reading which help in the improvement and development of ideas and to learn about the different writing styles. This chapter also explores the resources of the writing skill and the different writing approaches. In doing so, we will be justifying to a great extent the use of such or such approach in the classroom setting of a specific context.

The second chapter is an attempt to present the reader with a special focus on the Process Approach and the different steps the learner goes through to produce a piece of writing .It deals with the cognitive aspects in writing, highlighting the models used by Flower and Hayes (1987) and the way they influence skilled and unskilled writers. It also deals with the learning, cognitive and metacognitive strategies in the writing process.

The third chapter deals with feedback as being a vital and inseparable component of the teacher's and student's instruction in the writing process. Feedback will be presented as a good strategy to help the learner achieve a sense of self-confidence. It is through feedback that we

will establish a good relationship between teacher and student and student and student.

The fourth, fifth and sixth chapters are the practical parts of the present study; they consist of questionnaires devised to both teachers and students in the Department of English and students' assignments as well. The three chapters are based on the analysis of the data and the obtained results serve to verify the research hypotheses.

In the seventh chapter, we have tried to provide the reader and more specifically the writer in an English as a Foreign Language context with some pedagogical recommendations to contribute to the improvement of writing.

CHAPTER ONE

The Writing Skill

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Introduction

In addition to the intrinsic value the writing skill occupies in language teaching and learning, it is viewed as the most important and the most sophisticated compared with other skills: listening, speaking and reading. Bacon (1605) emphasized the importance of writing when he wrote “writing makes an exact man”. So, writing is a basic skill in language learning, since the learner has to make considerable effort and practise many writing activities to reach an acceptable level of writing. In other words, an increased level of effectiveness in writing can be acquired through a thorough understanding about the nature of the skill itself. In this chapter, we will present the reader with the writing skill in general, including the different definitions, the components of writing, as well as the different stages the students go through to develop it. It also deals with the writing skill and the other skills speaking and reading comparatively. It also explores the resources of the writing skill and the different writing approaches.

1.1- The Writing Process

1.1.1-What is Writing ?

Writing, in general means words in symbols (for example, Hieroglyphics) written down as a mean of communication. (Encarta Dictionary, 1999: 2151). Apart from a piece of written language designed to be read, writing also refers to the activity through which such a piece of written language is produced. However, it is far from being a matter of transcribing language into symbols. So, writing is not as simple as it seems to be. "But writing is clearly much more than the production of graphic symbols,

just as speech is more than the production of sounds". Byrne (1979:1). This means that the graphic symbols have to be arranged in certain ways and conventions to form words, and the latter are arranged to form sentences. We produce a sequence of sentences arranged in a particular order and linked together in certain manners.

They form a coherent whole, what we call a 'text'. In line with this, White and Arndt (1991 :3) see that:

Writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of time.

The research of White and Arndt (1991) into writing is based on the assumption that requires a high level of abstraction and actually demands conscious work in that "it is a skill that must be learnt by doing it". (Turk and Kirman (1989:28). It is not inborn, one has to go through much practice to write well.

According to Vygotsky (1962:98),

Written speech is a separate language function differing from speech in both structure and language mode of functioning. Even its minimal development requires a high level of abstraction and it actually demands conscious work

Lado (1983:248) views writing in a foreign language in terms of the ability of manipulating structures, vocabulary and their conventional representations. He put it as follows: “We mean by writing in a foreign language the ability to use structures, the lexical items, and their conventional representation in ordinary matter of fact writing”. Similarly, Widdowson (1981:26) relates the act of writing to the activity of producing correct sentences and “transmitting them through the visual medium as marks on paper”.

So, the idea we draw from the previous definitions is that writing is the activity of being able to communicate with the language through graphic representations of ideas, respecting the correction of the different structures and vocabulary items in order to share ideas to convince and persuade, to arouse feelings clearly concisely and understandably. Byrne 1979 states that writing is transforming our thoughts into language. It is a very complex skill that requires both physical and mental activity on the part of the writer. According to Walters (1983 : 17), “Writing is the last and perhaps the most difficult skill students learn if they ever do”.

Byrne argues that writing is not easy nor spontaneous; it requires conscious mental effort. He divides the problems that make writing difficult into three categories. The first category is purely psychological in that the writer faces the problem of lack of interaction and feedback between the writer and the receiver; i.e, the reader. The second category is characterised by linguistic problems. In speech, grammatical mistakes can be tolerated because of the spontaneous nature of the skill which prevents us from checking or monitoring what we produce; whereas in writing and in order to compensate for the absence of some features we use in speech,

like gestures and immediate feedback, for example, we have to express ourselves in a clearer and more grammatical manner. The third category consists of cognitive problems in that writing has to be taught through formal instructions where the organisation framework of our ideas in written communication has to be mastered.

We believe there is no point in predicting that writing is easy. Indeed, certain cognitive psychologists have described it as the most complex demanding of all cognitive activities undertaken by human beings because there are no rules. (Bracewell, 1981:2)

The overall difficulty of writing was fairly observed by Collins and Genter (1980 : 62) who see that:

Much of the difficulty of writing stems from the large number of constraints that must be satisfied at the same time. In expressing an idea the writer must consider at least four structural levels : Overall text structure paragraph structure sentence structure (syntax), and word structure ... clearly the attempt to coordinate all these requirements is a staggering job .

The student / writer may also have another problem that may arise from the following question: what shall I write or what to say? This is basically related to content; that is, the knowledge of the writer who writes more and better when writing about a topic or information with which s/he is familiar.

The notion of an ethnography of writing put by Grabe and Kaplan (1996) provides a useful way of drawing a number of perspectives. In the case of academic writing, students can be asked to undertake an analysis of the social and cultural context where the writing takes place and consider how the various components of the situation in which they are writing influences what they write and how they write it. In other words, the analysis which goes around the famous questions (for example why, when and how?) might include a discussion of the following points.

- Who is the writer: is s/he a pupil, a student, a novice or an experienced writer? Because knowing the writer has an important bearing on the nature of the type of writing.
- The setting of the text: is the text written in a secondary school, or a first or second university course? Is it graduate or post graduate?
- The purpose of the writing: is the purpose to show knowledge and understanding in a given area, to convince the reader, to argue a case, or to demonstrate particular skills?
- The content of the text: this has to do with the content of the writing, for instance, what points of view are [accepted] acceptable and what are those which are not and why? What do we expect them to say and what are they not expected to say?
- The audience for the text: this is a major issue in the writing activity because it plays a role and purpose in reading the text,

including how and it will react to the text and the criteria it uses for evaluating / assessing and responding to the text.

- The relationship between the teacher (in our case) and the writer (the student) of the text and how this influences what is said and how it is said.
- The background knowledge, understandings and principles it is assumed they share with their teachers, including what is important and what is not.
- Conventions and requirements of the students' field of study for example, how should they use source texts, and should they note and paraphrase etc ... (for example: Benesch 1999)
- The relationship between text and other genres such as journals lectures, articles.

Our students should bear in mind that the teaching of writing moves “beyond the text” to make an exploration of how the texts are produced as well as the reason for linguistic choices the students make in that most of choices we make are nearly always outside the text.

In order to communicate their ideas clearly, fluently and effectively, the students need to think about knowledge, abilities and the interests of their a audience; i.e, the people they are writing for, the teacher in our case because "it is likely that in the great majority of situations ,our students still primarily write for their teachers, or perhaps for an examiner, both acting in the role of an evaluator". McDonough and Shaw (1993:383) The purpose for which they are writing should always be taken into account by stressing

the value of writing several drafts and developing their ideas. Raimes (1983 :10) points out that :

A student who is not given the time to work ,along with the appropriate feedback from the readers such as the teacher or other students, will discover new ideas, new sentences and new words as he plans, writes a first draft and revises what he has written for a second draft.

Additionally, students need to learn the styles and formats for a variety of writing purposes by choosing the appropriate lexical and grammatical terms that in a way or another persuade their teacher and /or examiner and should never automatically assume that they share the same background information with their audience and tailor what they say to him /her .Instead of being blocked and frustrated, students have to be freed up and bear in mind that their teacher is a person with certain knowledge, assumptions and attitudes; his /her role is to help them produce better and improved pieces of writing. "Good writers assess what an audience does not know, and what an audience expects to hear and uses this information to select the topics and rhetorical patterns that will most effectively help them to establish a good report with their audience". (McKay 1994 :197).

1.1.2-Components of Writing

Writing revolves around four main points, moving from the simplest activity-notation, to spelling, to writing practice, to the complex activity of composing where the learner makes use of the elements of the language.

Technically, notation is the putting down of something which has been said in graphic representation of sounds. In more general terms, writing is the concrete expression of abstract notions, the concretization of thought. Before we write down a word, a phrase, or a sentence, we first think of it. So, language shapes thought, and the latter is concretized through the used skill either speaking via utterances or writing via the production of written discourse. In writing, we think that it is fundamental that a writer knows how to organize his/her thinking in a logical way. Learning to write is the same as learning to think; if students can learn to organize thoughts in the same way that native speakers of English do, they will be able to write English properly.

Having a good knowledge of the parts of speech of the structures of the language and its rhetorical devices and knowing how to manipulate them in order to write comprehensively is what writing requires. Brooks and Penn (1970: 20) state:

... For one thing, in writing, we must understand the structure of the Language, what the parts of speech do, how the words relate to one another, what individual words mean, the rules of grammar and punctuation.

Spelling is one of the features which need to be taken in to account by students when dealing with writing since it is an aspect many teachers in an English as a foreign language (E.F.L) context focus on when evaluating students' work. Many teachers judge their students according to the spelling mistakes they make.

If the students manage to express their ideas and communicate them clearly, concisely and understandably, it reflects the good mastery of the language. Such an objective is reached only if much practice is done through lexical activities and grammatical exercises with a focus on ideas and organizational skills the student is presented with so as to develop his/her writing and manipulate the units of the language without any difficulty. Practice is needed to enable the students to learn about the various parts of the machine and parts of the parts, and how these synchronize in action, the students need to set the machine in motion with the different parts active in weaving the intricate pattern of meaning. (Rivers and Temperly. (1978 : 297).

When the learner has the different parts of the language (grammar, vocabulary, ideas organization...) and all what relates to the different structures, s/he needs to practise what has been learnt constantly and intensively. The learner should make use of the different rules as well as operate them together and exercise them again and again, because we believe that writing and writing, then writing again teaches composing.

Composing involves the activities of pre-writing where the students get prepared to draft, then drafting, then revising which is the most important stage in the writing process and finally editing. Traditionally, the most important variable in the composing process was grammatical accuracy. However, with the emergence of the Process Approach, the stages the students goes through are the most important variables.

Bell and Barnaby (1984) pointed out that writing is an extremely cognitive activity in which the writer is required to demonstrate the mastery and control of a number of variables simultaneously. At the sentence level,

this includes control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation, "a variable that is not important for those who use devices/machines such as typewriters and computers. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts". (Nunan 1989:36). In other words, the acquisition of writing requires an understanding as well as a thorough mastery of all the aspects, which make up writing both at the sentence and the discourse levels.

Writing is communicating a message in an appropriate manner and to achieve real communication of a message through the medium of writing calls for proper thinking and appropriate use of words; as Rivers (1978: 263) says. "To write so that one is really communicating a message isolated in place and time, is an art requires consciously direct effort and deliberate choice in language" .

Producing a piece of writing obviously involves competence in a number of connected spheres. Byrne (1988) stresses the difficulty of writing and attributes it not only to psychological problems, but also to linguistic and cognitive problems. It is not possible to produce a piece of writing without careful sentence structure and a mastery of the written form of the language, in addition to the good organization of ideas in order to convey a communicative message. Leki (1992 : 4) shares the same idea by seeing writing in the first language (L1) as the orchestration of countless skills and strategies", and this can be applied in the second language (L2) writing context. These ideas are supported by Raimes (1983: 6) in the diagram that follows, where she shows what writers have to deal with when they produce a piece of writing. It is departing from the different features that a variety of approaches to the teaching of writing were developed.

Producing a Piece of Writing

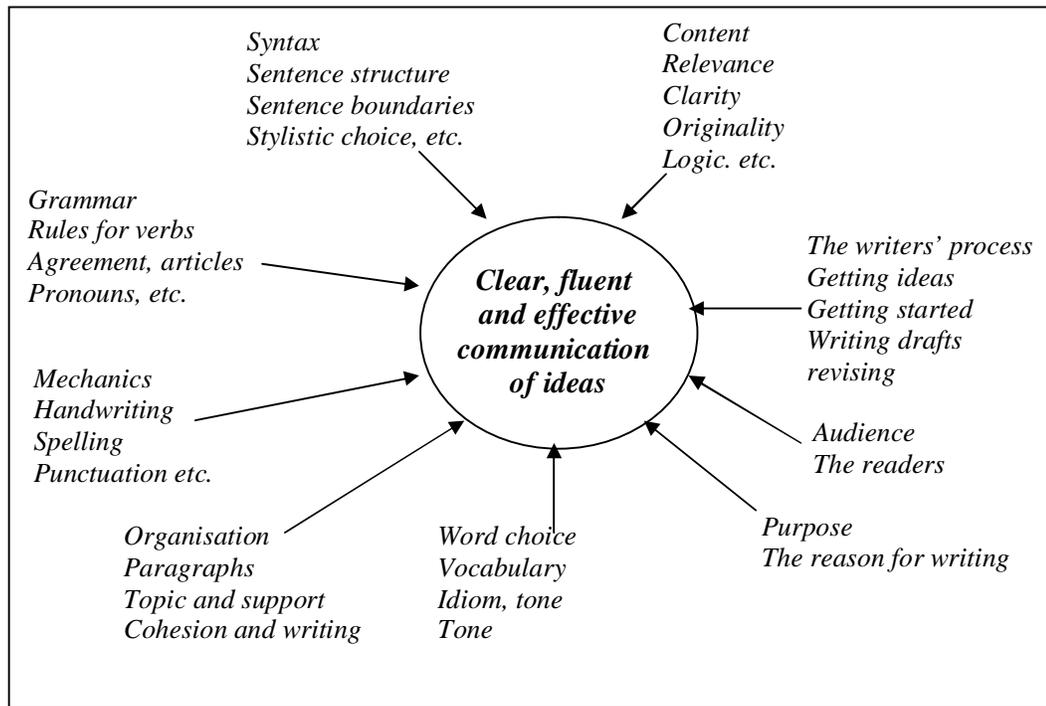


Figure 1.1 : What Writers Deal with as they Produce a Piece of Writing. (Raimes 1983 : p 6)

As can be seen from the figure above, Raimes categorizes the components of writing as content, the writer's process, audience, purpose, word choice, organization, mechanics, grammar and syntax. In order to communicate their ideas clearly, fluently and effectively, the students need to think about knowledge, abilities and the interests of their audience; i.e, the people they are writing for, the teacher in our case, as well as the purpose for which they writing. They also need to be aware of the value of writing several drafts and developing their ideas. Raimes (op.cit:10) points out that :

A student who is given the time for the process to work, along with appropriate feedback from the readers such as the teacher or other students, will discover new ideas, new sentences, and new words as he plans, writes a first draft, and revises what he has written for a second draft.

In addition, students need to learn the styles and formats for a variety of writing purposes by choosing the appropriate lexical and grammatical terms relevant to those purposes. The students also need to be trained to act as an audience for other students, writers and to comment on the appropriateness and originality of what the writer produces as well as the form in which s/he presents it (handwriting in case it is under a form of script, spelling and punctuation). So, there is no doubt that writing is a complex and strenuous activity which deserves continuous research. The processes of writing are so closely interwoven that finding the end of the thinking thread becomes difficult and the mastery of certain abilities and mechanical skills is quite difficult. Heaton (1994:138) suggests the following aspects:

1. Grammatical skills: the ability to write correct sentences.
2. Stylistic skills: the ability to manipulate sentences and use language effectively.
3. Mechanical skills: the ability to use correctly these conventions peculiar to the written language, for example punctuation, spelling.

4. Judgement skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Applebee (1982) lists three areas of knowledge that a writer brings to a writing task. There is knowledge of the topic, knowledge of the audience, particularly the extent to which the writer relies on the reader sharing knowledge and finally there is knowledge of the conventions.

We understand that writing is a particularly difficult skill and presents a challenging task for native and non-native speakers alike . It is not easy for students to produce / create their products , and this is mainly due to the multiplicity of skills involved in the production of a piece of writing. Collins and Gentner (1983: 51-52) focus on some constraints and see that:

Much of the difficulty of writing stems from the large number of constraints that must be satisfied at the same time. In expressing an idea the writer must consider at least four structural levels: overall text structure, paragraph structure, sentence structure, (syntax) and word structure

However, learning to write is not merely limited to the development and mastery of certain set of mechanical orthographic skills, it also involves the mastery of a set of cognitive and special relations. Kress (1989: 46) put it as follows:

Command of social and political areas. The person who commands both the forms of writing and speech is therefore constructed in a fundamentally different way from the person who commands the forms of speech alone.

1.1.3 -Stages of Development of the Writing Skill

In order to develop an ability in writing, students move systematically and thoroughly through the different stages of the writing skill. Rivers sees that there are five stages: copying, reproduction, a production with major adaptations, guided writing and finally composition.

- Copying

Some foreign language teachers see that copying is an unworthy activity since the students already know the script. However, we believe it is quite an important skill.

The work set for copying should consist of sections of work already learned orally and read with the teacher. As the student is copying, he should repeat to himself what he is writing. In this way he deepens the impression in his mind of the sounds the symbols represent, dialogue or pattern sentences. Rivers and Temperly (op.cit : 263)

The fact of repeating to himself / herself what the student is copying, thus deepening the impression in his/her mind of the sounds the symbols represent makes copying a worthwhile activity. In addition to this, copying is an activity that enables the learners to differentiate between the conventional graphic forms to represent the different sounds they have

already heard; i.e, the different spellings of the sound. Here, we would like to point that the students should not be asked to write a word they have not heard or uttered (spoken). In other words, a correspondence between the letters and the sounds should be existing before the students write.

At the stage of copying (character shaping), our students of English do not have major difficulties in manipulating the shapes of English letters (alphabet) because they have already gone through that in French courses, where the roman script is used. However, we have noticed that letters such as “a” and “o”, “b” and “h” are often misshaped.

- Reproduction

The stage which follows copying is that of reproduction
During The second, or reproduction stage the student will attempt to write, without originality, what he has learned orally and read in his textbook. This he will be able to do all the more successfully if he has been trained in habits of accuracy during the copying stage.

As Rivers said, this stage consists of writing or reproducing sentences already copied or learnt without referring to the original. The activity that is mostly used to develop this stage is dictation, where the student develops two major skills: listening and writing in the sense that s/he has to distinguish between the sounds aurally and writes the corresponding symbols accurately.

- Reproduction with Minor Adaptations

Recombination consists of the reproduction of a model presented by the teacher with minor adaptations. Rivers (1968 : 248) said that:

... at this stage, writing practice may take a number of forms. Students will write out structure drills of various kinds : making substitutions of words and phrases, transforming sentences, expanding them to include further information within the limits of learned phrases, contracting them by substituting pronouns for nouns or simple words for groups of words.

So, at this stage, the students first carry out some drills that take different forms such as :

- Transformation: for example, complete the second sentence so that it means the same as the first given or rewrite the sentences in the passive form.

- Expansion: for example, complete the following classes with a word expressing 'reason' or 'purpose'.

- Substitution: for example, supply the appropriate relative pronoun (that, which, who ...) in the following sentences.

Once enough practice has been performed in this step (transforming, expanding, substituting), the learners get introduced to the ultimate activity in this stage, that of recombination.

When the students have acquired some confidence in writing, substitutions and transformations, they may be asked to make recombinations around a theme

presented to the class in a picture or a series of pictures. Rivers (op.cit : 248)

Such an activity consists in presenting the students with situations where the learnt structures, phrases and vocabulary items have to be practised orally first, then take the written form when the teacher sees that the students have had sufficient practice to ensure success. Examples of such activities are:

- Reorder the following sentences in a coherent paragraph using the appropriate connectors.
- Rearrange the following dialogue, then act it with your friend(s) (pair/group work)

Guided writing is the stage where the students write with the guidance of the teacher.

At the fourth stage, guided writing, the student will be given some freedom in the selection of lexical items and structural patterns for his written exercise, but with a framework which retains him from attempting to compose at a level beyond his state of knowledge.
Rivers (op.cit : 250)

In this stage, the teacher requires the students to write following specific directions, with the freedom in the choice of structural patterns as well as the lexical items to be used. For example, the teacher gives a model paragraph and the students have to write their own paragraphs following the pattern presented. The students may also be asked to write an outline, a summary of a story or rewrite a story or a part of it using his/her own words.

In short, at this stage the activity of writing is still controlled by the teacher. When the students have been exhaustively trained to write, they are ready to move to the final stage: the composition.

The composition

In this stage of the writing process, the composition, the students select his/her vocabulary and structure to express their ideas as Rivers (op.cit :252) puts it: “The final stage of composition involves individual selection of vocabulary and structure for the expression of personal meaning”

Composition writing largely depends on a sufficient training in the preceding four stages; that is, copying, reproduction, reproductions with minor adaptations, and guided writing. In this stage, the student cannot write correctly, concisely and meaningfully unless s/he shows a complete control of the structure, the vocabulary s/he employs to express his/her ideas, in addition to the conventions of writing, including mainly spelling and punctuation. It is worth noting that within this stage, the student develops the writing skill gradually until s/he reaches an acceptable piece of writing.

The student will be asked merely to describe, narrate and explain, or to summarize. As he becomes more accustomed to expressing himself within consciously accepted restrictions, he will be asked to comment on or develop ideas beyond those in the material read Rivers (1968 : 254).

<i>Stage</i>	<i>Name</i>	<i>Goal</i>
I	Writing down	Learning the conventions of the code
II	Writing in the language	Learning the potential of the code
II	Production	Practising the construction of fluent expressive sentences and paragraphs
IV	Expressive writing	Using the code for purposeful communication

***Table 1.1 : Stages of Writing Development
(Rivers and Temperley 1978 : 265)***

Heaton (1975 : 127) summarizes the view about writing saying that:

The writing of a composition is a task which involves the student in manipulating words in grammatically correct sentences and in linking those sentences to form a piece of continuous writing which successfully communicates the writer's thought and ideas on a certain topic.

However, the American Council on the Teaching of Foreign Languages (ACTFEL) sees that in order to communicate with writing students have to go through three stages which correspond to proficiency guidelines. As for students whose L1 does not rely on the roman alphabet, it is advised that they master the characters first before they proceed to write for communication.

The three stages together with the activities they go with follow:

Stage I (Novice Level)

- Copy and transcribe very simple material in familiar context.
- List, identify and label familiar phrase, statement or question in context.
- Generate two or more related sentences in context.

Activities (examples)

- Make a list of items they wish to take with them on a trip.
 - Participate in pattern writing as a group or/and individually.
 - Participate in a language experience by dictating sentences to the teacher.
- Write 2-3 questions to ask a friend.

***Stage II
(Intermediate low and intermediate
Mid.)***

- Create statements and questions well enough to meet practical needs.
- write short messages, notes, letters, paragraphs, short compositions.
- write sentences that describe, compare, or contrast.

Possible Activities

- write a short biography.
- write letters, notes advertisements.
- Read, view, or listen to a story. Identify the story structure using a diagram.
- Develop interview questions for family members or other community citizens.

***Stage III
(Intermediate High and Advanced)***

- write social and more formal correspondence, discourse of several paragraphs, cohesive summaries, resume with details description and narration.

Possible Activities

- write a letter requesting information to the embassy of a selected country speaking English.
- write a script and produce a videotape in the format of a news broadcast.

- take notes
- Express emotion, feeling and presences and give supporting details.
- Explain point of view simply
- Read a newspaper article and write a letter to the editor.
- write regular entries in a dialogue journal.
- Describe with some details a visual or a work of art.
- Write a review of a film or a book.

It is worth noting here that the above activities and tasks are designed to help students develop their abilities in writing. They have to be developed appropriately so that they reflect the level of the students. They should be adapted to their interests and their experiences.

1.2. Writing and the Other Skills

1.2.1-Writing and Speaking

Both writing and speaking are clearly productive activities in that they create language outcomes just as listening and reading are both passive activities. However, speaking and writing are two different skills. Vygotsky (1962:98) notes that “written speech is a separate linguistic function, differing from oral speech in both structure and mode of functioning”. Learning to write is different from learning to speak in that “writing abilities are not naturally acquired; they must be culturally (rather than biologically) transmitted in every assisting environments” Grabe and Kaplan (1996 : 6).

This means that writing causes problems for students to learn it, i.e; they have to make a lot of efforts and go through much practice to develop the different skills of composing. In fact, in creating a written text of any

length (a paragraph or an essay in our case), the student is normally expected to choose and manipulate language forms that are more concise than those used in spoken contexts, but at the same time, "Written Expression" is more often complex in its syntax and more varied and richer in vocabulary. The differences between writing and speaking can be summed up in:

1. Writing is a learned behaviour; talking is a natural, even irrepressible behaviour.
2. Writing is an artificial process, talking is not.
3. Writing is a technological device – not the wheel but early enough to qualify as primary technology; talking is organic, natural earlier.
4. Most writing is slower than most talking.
5. Writing is stark, barren, even naked as a medium; talking is rich, luxuriant, inherently redundant.
6. Talking leans on the environment, writing must provide its own context.
7. With writing, the audience is usually absent; with talking the listener is usually present.
8. Writing usually results in a visible graphic product; talking usually does not.
9. Perhaps because there is a product involved, writing tends to be a more responsible and committed act than talking.

10. It can be even said that throughout history, an aura, an ambience, a mystique has usually encircled the written word; the spoken word has for the most part proved ephemeral and treated mundanely.

11. Because writing is often our representation of the world made visible, embodying both process and product, writing is more readily a form and source of learning than talking.

It is worth noting that relationship between speaking and writing is very important in language teaching and learning. What follows is a summary of some other differences as seen by Brown 1994.

- Performance: Oral language is transitory and must be processed in real time, while written language is permanent and can be read and re-read as often as one likes.
- Production time: Writers generally have more time to plan, review and revise their words before they are finalized, while speakers must plan, formulate and deliver their utterances within a few moments if they are to maintain a conversation.
- Distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between speaker and listener in ordinary face to face contact and thus necessitates greater explicitness the part of the writer.
- Orthography which carries a limited amount of information compared to the richness of devices available to speakers to enhance a message (for example: stress, intonation, pitch, volume, pressing).

- Complexity written language tends to be characterized by longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (for example: repetition of nouns and verbs).
- Formality: because of the social and cultural uses of which writing is ordinarily put, writing tends to be more formal than speaking.
- Vocabulary: written texts tend to contain a wider variety of words, and more lower frequency words, than oral texts.

Apart from two items on Brown's list-permanence and production-which are very essential, the other items distance, orthography, complexity, and formality arise from them. Sperling (1996: 56) concludes the difference between speaking and writing by stating that:

To talk of written and spoken language differences is to consider the range of communicative purposes to which either writing or speaking is put. In this sense, broader characteristics – such as what gets said and what remains implicit, what is fore grounded and what is back grounded, and what is stated by whom and under what circumstances - implicate the norms and expectations of the range of contexts in which both writing and speaking are produced.

This means that features like vocabulary and formality differ in oral, or written language depending on the wider social and cultural context in

which they are used. Writing is highly valued in educational settings, and the standardization of writing means that accuracy in writing is frequently more important than accuracy in speaking. (Weigle 2002 : 17).

To sum up, we can say that speaking and written discourse are rooted in the same linguistic resources and can be used in many contexts to meet the same communicative goals. As we have mentioned at the beginning of the present chapter, written language is not simply spoken language put on paper, but quite a distinct mode of communication involving several cognitive processes contrary to speaking which is mainly based on interaction, which involves speaker and listener. Boughey (1997:126) argues that “writing is a lonely process requiring writers to explore, oppose and make connections between propositions for themselves, a process which is conducive to learning”

1.2.2-Writing and Reading

Reading is slowly creeping into the composition class; researchers like Raimes (1979), for example, suggest that teachers cannot restrict themselves solely to composition, they should also consider reading which is essential because it is the study of what has been written. Some reports reported by Krashen (1984:10) compared classes that did more reading than writing and he came to the conclusion that the reading group showed more progress than the writing classes (groups) in the writing test.

It seems that the two skills are separate in that reading is a passive activity and that writing is a productive one; however, they are complementary and can be closely developed. Byrne (1979:10) has argued that “reading of course can be a goal in itself and in any case is likely to be

a more important one than writing, but the two skills can and should be developed in close collaboration”.

We believe that reading texts and passages that match students’ interests and English proficiently provide learners with new vocabulary and make them acquainted with the syntax of the language. White(1981:101) pointed out that the writing skill involves the ability to be a reader– we cannot write successfully unless we know at each point how the reader will interpret our words and what s/he will be expecting us to say next. Indeed, the two skills are so closely related that we might speculate to what extent writing can be taught without the student ever putting pen to paper. White goes on claiming that “any communicative writing course must contain a large component of reading comprehension of practice, that is, for writer as reader”

Reading in the 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 for which writing skills can be learned or at least inferred. Krashen (1984) sees that writing competence derives from self–motivated reading. “It is reading that gives the writer the “feel” for the look and texture of reader based prose”. Kroll (1990:88).

Stotsky (1983) in a survey about L1 correlational studies found that:

- There are correlations between reading achievement and writing ability. Better writers tend to be better readers.

- There are correlations between writing quality and reading experience as reported through questionnaires. Better writers read more than poorer writers.
- There seem to be correlations between reading ability and measures of syntactic complexity in writing. Better readers tend to produce more syntactically mature writing than poorer readers.

As far as instruction is concerned, we believe that the two skills are best learnt when not taught in isolation but rather “approached as similar, related composing processes. “writing and reading can influence and support the development of reading, writing and thinking”. Squire (1983:581). Since their objective is learning, instruction does best to emphasize both of them, and this leads readers to develop their understanding through their knowledge and expertise as writers and vice versa. When they write, our students continuously think of a reader, here the teacher. They write and read at the same time, sometimes asking themselves questions like: Is what I wrote right? Will it be accepted by the teacher? Is it accurate, comprehensible? The questions are most of the times followed by some changes for a better writing.

We can say that the activity of writing is ideally preceded by activities of reading, knowing how to shape the characters as a first step. In addition to that, the learner has to be able to utter the words as well. Before being a good writer, the student must develop the reading and the speaking skills; that is to say, the frequent practice of speaking and reading leads to the production of acceptable writing. Mackay (1965:463) sees that “before he can write, the learner must be able to both to read and shape the letters of the alphabet. He should ideally be able to say sentences which he is

expected to write". Besides, as it was suggested by Leki (1991:8), writing is the natural outlet for the students' reflections on their speaking, listening and reading experiences in their L2.

There is indeed a close and interdependent relationship between the four skills, and language cannot work without the integration of all of them because when we study a language, we view it in terms of its whole components; that is, all the skills without separating them. "writing, which is an activity that comes at an ultimate stage in language learning /teaching is a means that reveals better the learner's abilities terms of communicative competence". (Ouskourt 1995:12)

1.2.3- Writing and Grammar

Grammar, like vocabulary, is fundamental to language learning. The focus on grammar in teaching writing is very important in that there are grammatical structures that need to be taught in the context of particular methods of development for different topics. Raimes (1981: 5) describes it in the following way:

Certain methods of development require certain structures, e.g., a comparison_ contrast task will make the use of comparative and superlative forms necessary, likewise in chronological narration, past tenses and in spatial order, prepositions of place will used.

So, the integration of grammar in the writing process should be emphasized because of the importance it brings to students. We strongly believe that grammar is a necessary and desirable part of classroom language learning. Traditionally, grammar has been considered as being of

primary importance with vocabulary in a subordinate role, but currently vocabulary is seen of equal significance in language learning. (Raimes, 1983:3). According to Marquez (1981:17), the integration of grammar teaching in composition writing will give the following advantages:

Specific grammatical structures lend themselves to certain development and these ought to be exploited to full advantage. Development by comparison and contrast, for instance lends itself to the teaching of – er/more than – est/most, as ...as, such as that so + adjective + that, etc... Spatial development is a good place to teach troublesome prepositions and adverbs of place, just as chronological development is a good section in which to teach adverbs of time, both single forms and prepositional phrases...An important characteristic of the teaching of selected paragraph structures is that it is inseparable from the teaching of specific grammatical structures, and practice in one should not proceed without conscious awareness of the other.

Here, we would like to stress that our students come from Secondary School with an acceptable theoretical knowledge about grammar, but with a set of rules that are not always clear in their minds. The teaching of the different parts of speech, the sentence and its parts, sentence errors and consequently grammatical rules are very crucial chapters. They helped our students develop an awareness about the importance of grammar in writing as a tool – a means and not an end in itself. This happens even if a Process Approach is adopted when dealing with writing; that is, the approach

where grammar is not important in the first stages and finds its place in the final stage, that of editing which is devoted to grammatical and mechanical accuracy.

On the part of our teachers, when they respond to students' writing they focus on correctness of grammar and vocabulary. Additionally, our modest experience with students in both secondary and tertiary level suggests that grammatical accuracy has always been a point teachers usually emphasize, consider and rely on to a larger extent to decide about the mark the student gets.

1.3. Approaches to Teaching Writing

Before the 1960's, writing was a neglected skill in the English as a second language (E.S.L) world. In the known earlier learning theories and particularly the behaviourist one, from which the audio-lingual method originated, it was argued that language is "primarily what is spoken and only secondarily what is written". (Brooks and Richards, 1964:49). Therefore, it was assumed that speech had more importance and writing was not given much attention. When writing was first included in teaching curricula, it was viewed as a simple reinforcement of "what students learned to say" (Rivers, 1968:51)

It was only after the 1960's, especially in the United States, that writing for academic purposes gained importance and was central to language learning. At that time, the Structuralist Approach still gave great importance to the teaching of writing which basically "consisted of practising bits of language in sentence patterns, striving for grammatical protection". Leki (1992 : 51)

1.3.1-The Controlled to Free-Approach

The Audio-lingual Approach dominated second and foreign language learning in the 1950's and early 1960's. A focus was put on speech in that it was primary; writing was only used to reinforce it and, the mastery of grammar and syntactic forms occupied a great importance. Here, the students do not create texts themselves, the only writing students do is to write grammar exercises. "The writing is carefully controlled so that the students see only correct language and practice grammar structures that they have learned" (Leki 1991:8) According to Raimes (1983), it is the approach that stresses three features: grammar, syntax and mechanics. The controlled to free approach is sequential; students deal with writing which takes the form of the following steps:

- Sentence exercises.
- Paragraphs to copy or manipulate grammatically (here the students carry some drills like those we saw in the third point relative to stages of development of the writing skill in this thesis. (see the guided writing stage p : 30)
- Controlled composition: A sort of exercise that encourages students to write with the help of the teacher who intervenes to correct the errors, and once the students reach a certain level of proficiency, they are encouraged to write free compositions. The controlled-to-free approach is an approach that stresses accuracy and not fluency.

1.3.2-The Free-writing Approach

What characterizes this approach is the emphasis on content and fluency. When the students are engaged in writing, they do not have to worry about form. What is important is the quantity of writing and not the quality. Once the ideas are on paper, grammatical accuracy, organization and the rest will gradually follow. Concern for “audience” and “content” are seen as important in this approach, especially since the free writings often revolve around subjects that the students are interested in, and those subjects then become the basis for other more focused tasks. (Raimes 1983:7). Contrary to the controlled to free approach, the role of the teacher is limited to reading the students’ productions and sometimes making comments on the expressed ideas. In other words, the pieces of writing should not be corrected, but possibly read aloud and the content commented upon.

1.3.3 -The Paragraph Pattern Approach

It is the approach that stresses organization of language rather than accuracy of grammar and /or fluency of content. The paragraphs, the sentences and the supporting ideas, and cohesion and unity are the most important points that are dealt with. The main concern of the students is copying and analyzing the model paragraphs. The students can be given scrambled sentences to be ordered into a coherent paragraph, to identify general statements, to find out the topic sentence, or they insert or delete sentences. Here, it is worth noting that the subjects we are working on (second year University students) deal with this type of exercises—identification exercises by deleting, inserting or adapting sentences – when they tackle the English paragraph.

1.3. 4-The grammar – Syntax – Organization Approach

As it is indicated in the title, this approach makes use of writing tasks that lead the students to pay attention to organization and at the same time work on grammar and syntax which are also necessary to carry out the writing tasks. For example, when students write a set of instructions on how a machine operates, they need to go through the following organization/plan:

- The appropriate vocabulary.
- Instrumental forms of the verbs.
- An organizational plan based on chronology.
- Sequence words such as first, then, after that, finally.
- Sentence structures such as when, then. With this approach, the students see a connection between what they are trying to write and the forms in which they need to write.

1.3.5 -The Communicative Approach

The purpose of the piece of writing the student produces and the audience are the two main points the Communicative Approach stresses. Student writers are encouraged to ask themselves two questions:

1. Why am I writing this ?
2. Who will read it ?

So, the purpose, i.e, the communicative function of the text can be grouped “according to whether it is intended to entertain, inform, instruct, persuade, explain, argue a case present arguments, and so on. (Harris 1993)

In this approach, teachers try to extend the readership to other students in the class who not only read the piece of writing but also do

something with it, such as respond, rewrite it in another form, summarize it, but do not correct it. Readers outside of the classroom may be specified, thus influencing the content, the language and the levels of formality. The purpose of writing may, in a general sense, be said to represent an attempt to communicate with the reader. (Grabe and Kaplan 1996:209). Finally, we can say that even from a process writing perspective, writing is a communicative act with an intended purpose and audience.

1.3.6 -The Process Approach

The new philosophy in writing has began to move away from emphasis on the written product to emphasize the process of writing. Students need to realize that what they first put down on paper is not the final product but the beginning. How do I write? How do I get started? Are the main questions the student puts before plunging into the activity of writing. If students are given time to work on what they want to write, going from pre-writing activities to the final draft, then invariably new ideas, new sentences and new words will be discovered and can be included in the finished production.

We can say that adopting a Process Approach to writing does not at all mean that we reject the other approaches. In fact, techniques from other approaches such as models approach, the free writing approach, can be used to help students become familiar with the different steps of their own writing processes. What students and teachers need to know is to have a focus in mind, the product. Brown (1994:322) points out that “the product is after all, the ultimate goal; it is the reason that we go through the process of pre-writing, drafting, revising and editing”.

1.3.7-The Genre Approach

The Genre Approach to teaching writing focuses, as the term suggests, on teaching particular genres that students need control of to succeed in particular settings. This might include a focus on a language and discourse features of the texts as well as the context in which the text is produced. The student writer thus uses particular genres to fulfil certain functions and to achieve certain goals within particular social and cultural contexts. The view of language that underlines a genre – based approach is that language is functional; that is, it is meant to serve functional purposes as Painter (1989:21) notes :

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.

In order to develop their writing skills, our students need also to understand that generic text structures help them as resources for presenting information and interacting with others. Here, we would like to add that though the different writing approaches emphasize different elements in the teaching of writing skills, they serve in a way or another to be combined pragmatically to meet the specific needs of the students.

1.3.8- The Modern Approach to Teaching Writing

The Modern Approach to the teaching of writing is based on both the Communicative Approach and the Process Approach; i.e, the combination of both of them. According to Chan (1986:56), it is based upon three assumptions which relate to cognitive and social strategies.

1. People write to communicate with readers
2. People write to accomplish certain purposes.
3. Writing is a complex process.

So, writing is seen as a communicative act where the students / writers consider two crucial questions: for whom and why? They are asked to think of their audience and the purpose behind their writing; meaning is stressed rather than form. Writing is viewed as a process that goes through (into) three different stages: prewriting, composing and revising. These are methods that students are trained to use when writing.

What follows is an example of the process that good writers have been found to follow in writing (Raimes 1983 :21).

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

Zamel (1987) who did research on how students write or on the habits of eight E.S.L writers who were considered to be good writers, found that the research findings on native speakers of English generally applied to E.S.L learners. She reached the following conclusions.

1. Writers discover meaning through writing. Writing is a process of extending and refining an initial idea.
2. Writers often go back over what they have written before moving onward again. Writing is a recursive process.
3. The flow of ideas of unskilled writers is very often blocked by too much attention to form.

Conclusion

Both learners and teachers need the necessary information and knowledge that would reinforce and make of the teaching / learning of the writing skill easier and important. This has to be made clear if we look more explicitly to the process of writing as a new paradigm. In the following chapter, we will examine the nature of writing as a process which, we believe, will serve to increase the reader's awareness of what appears to happen when a student attempts to create a text.

CHAPTER TWO

The Process Approach as a Writing Paradigm and Learning Strategies

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Introduction

The Process Approach movement arose in the 1960's in L1 classroom in reaction to product-based pedagogy where the focus in writing was generally put on form of the written product rather than on how the learner should approach the process of writing. It is the movement which helped to call attention to aspects of writing that had been rejected in many writing classrooms; therefore, research about process was built up a round the writing process itself. The main concern was about how students went about their tasks and more particularly how good writers write and go through the different stages considering the highly complex and variable processes and sub-processes that occur recursively.

This chapter will support the idea that the activity of writing is intimately connected to the writers' processes of thinking as well as the use of cognitive and metacognitive strategies which, we think, are very significant in the teaching and/or learning of writing, thus the acceptance of the Process Approach in composition classes.

2.1- Foundations of the Process Approach

Expressivism developed in the first decades of the twentieth century and reached its zenith in the late 1960's and early 1970's. The leaders of the expressivist movement are Murray, Colles, Elbow and others. Elbow (1981:369) speaks of writing as "a kind of "magic" that can be performed by anyone who is involved in and believes in his or her "tale". Murray's influence was his support of multiple drafts through which writers could discover what they wanted to say. Elbow, with a background as a college teacher came to see the writing activity as ' an organic developmental process ' that encouraged the expression of personal thought and self-discovery: "You should expect to end up somewhere different from where you started. Meaning is not what you start out with, but what you end up with." (Elbow 1973:15)

The influence of the expressivist movement opened the way for American Colleges to introduce new writing approaches .Thus, in radical departure from tradition ,American freshmen in the composition class were encouraged towards self-expression and generating meaning from their own experience .Teachers in remedial writing and freshmen composition classes became dissatisfied with traditional approaches to writing instruction , recognizing that the conventional approaches may have been acceptable in a system of education designed for the culturally homogenous élite and middle class but were now essentially irrelevant for students with vastly different life experiences .

Previously, college writing instruction had been dominated by a 'product orientation ' that emphasized adherence to specified Aristotelian models of rhetoric (Grabe and Kaplan 1996 :85-86) operating in four forms: description , narration ,exposition , and argumentation .

The following table summarizes a paradigm shift in writing instruction based on Grabe and Kaplan (1996) .

Aristotelian Rhetoric	Writing as process: Expressivism
Three or five paragraph-model : Imitation / approximation of given patterns	Self discovery and authorial voice
Topics are imposed on the writer, to whom they may appear artificial	Topics are chosen which are meaningful or interesting for the writer
Writers work alone, or with the instructor who provides summative feedback	Writers receive formative evaluation which may include conferencing with the teacher or peer groups, feedback which improves awareness of audience
One draft only	Pre-writing tasks followed by multiple drafting with feedback between drafts.
Writing is linear: outline, writing, editing.	Writing is recursive: tasks can repeated as often as necessary.
Emphasis on handbooks for grammar, usage, lectures.	Emphasis on content and personal expression rather than grammar and usage.

***Table 2-1: A Paradigm Shift in Writing Instruction
(Based on Grabe and Kaplan 1996: p86.87)***

On the whole, the expressivist view sees writing as a creative act of discovery in which the process the writer goes through is as important as the product. According to Murray (1985) and Elbow (1998), it is a view that encourages writers to find their own voice to produce writing that is fresh and spontaneous. Although the role of the audience is crucial in that interference occurs via teacher feedback conferencing or other peer groups, Hyland (2002: 23) focuses more on the learner. He adds:

Writing is learnt not taught, and the teacher's role is to be non-directive and facilitating, providing writers with the space to make their own meaning through an encouraging positive and cooperative environment with minimal interference.

The notion of correct grammar and usage in the expressivist view is not highly considered as content is. The writer/student is the centre of attention and the principal objective behind the activity of writing is his/her creative expression. Expressivism is influential in many North American language classrooms and helped in a way or another to restrict the attention of teachers to put more foci on content and the idea of recursiveness in the writing process.

Traditionally, writing was viewed as a linear sequence of events. The student writer begins by planning and reflecting on his/her subject matter then starts to write. Once the writing is finished, s/he improves his/her writing by checking for errors to reach greater clarity and readability. Researches in recent years have stressed the need for E.S.L writing instruction to move from the traditional approach, that of the product to a Process Approach that would teach students not only how to

edit but also to develop strategies to generate ideas, compose multiple drafts, deal with feedback and revise all their written work on all levels. (Chenowith 1987; Raimes 1985. 1987).

A current concern in writing theory and practice is with the new "pedagogical orthodoxy" of process writing where the main interest is in what writers do when they write. This approach sees writing as an exploratory generative collaborative process rather than a linear route to a predetermined product. Chenowith (1987:26)

The new philosophy has to do with exploring the different phases through which the student/writer goes through to reach his/her main objective, that of the product. When we say generative collaborative process, we understand that the ideas are generated, put in first draft, organized, arranged in a whole corrected revised/reviewed and finally written in its final form in a final draft. Here comes the idea of recursiveness which means that writing is not a linear route towards a well determined product.

The process of composition is not a linear one, moving from planning to composing to revising and to editing. It would be more accurate to characterize writing as a recursive activity in which the writer moves backwards and forwards between drafting and revising with stages of replanning and between.

Hedge (1988: 20).

In other words, writing is viewed as a process in which the student interacts with what s/he has written, planning, physically writing and revising what has been written, then editing and publishing. This can be presented in figure 2:1 which shows the whole process not as fixed sequence but as a dynamic and unpredictable process.

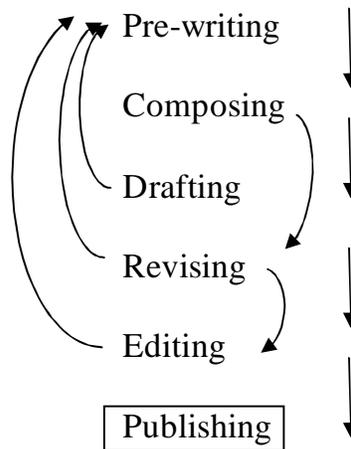


Figure 2: 1 Process Model of Writing (Tribble 1996 : 39)

Raimes (1985:229) described the idea of recursiveness in the writing process by stating that:

Contrary to what many text books advise, writers do not follow a neat sequence of planning, organizing, writing and then revising. For while a writer's product - the finished essay, story, or novel—is presented in lines, the process that produces it is not linear at all. Instead, it is recursive, a cyclical process during which writers move back and forth on a continuum discovering analysing and synthesizing idea.

What Raimes means by "recursive" is that when producing and preparing the text, writers move backwards and forwards at many time of the composition when they feel the usefulness of doing it. Trribble (1996:39) adds that.

The writer may then need to revise the plan radically in order to cope with changes that have developed in the argument, or may want to revise the style of earlier sections before going to write later parts of the text as they come to appreciate how best to their intended audience.

2.2- Characteristics of the Process Approach

Departing from the idea that the Process Approach was built up around the idea of the complexities of the writing process, rather than on the idea that texts are first planned claiming a paradigm shift in writing theory and instruction Hairston, one of the passionate proponents of this type of teaching describes the Process Approach as follows:

- It focuses on the writing process; instructors intervene in students' writing during the process.
- It teaches strategies for invention and discovery; instructors help students generate content and discover purpose.
- It is rhetorically based; audience, purpose and occasion figure prominently in the assignment of writing tasks.
- Instructors evaluate the written product by how well it fulfils the writer's intention and meets the audience's needs.

- It views writing as a recursive rather than a linear process; pre-writing is an activity that involves the intuitive and non-rational as well as the rational faculties.
- It emphasises that writing is a way of learning and developing as well as a communication skill.
- It includes a variety of writing modes, expressive as well as expository.
- It is informed by other disciplines, especially Cognitive Psychology and Linguistics.
- It views writing as a disciplined creative activity that can be analysed and described; its practitioners believe that writing can be taught.
- It is based on linguistic research and research into the composing process.
- It stresses the principle that writing teachers should be people who write.

It is important to note that Hairston's description of the writing process does not show how it should be adopted in the classroom. In other words, she does not attempt to describe how the above cited points should be translated into the classroom. Additionally, the discussed framework is dealt with only in terms of L1 teaching. For application to the L2 classroom, we think, some adjustments may have to be made. Furthermore,

Hairston sees the writing class as being integral in the whole process of education. It helps to train and develop the thinking process, for example. In fact, Hairston was attempting to define a whole new attitude to the teaching of writing of which emphasis on process

was only an important element. When we assess what the 'Process Approach' has to offer us, we should look at all the ideas which are or have been associated with it. Caudry (1997 : 9).

Writing is a process in which meaning is discovered. Elbow is quoted by Murray (1978 :101) as saying: "Writing has got to be an act of discovery, I write to find out what I am thinking about." Murray goes further maintaining that meaning is created during revising" Writing is a significant kind of thinking in which the symbols of language assume a purpose of their own and instruct the writer during the composing process." (Murray 1980: 3)

So, writing is a way that enables us to develop and discover ourselves, it is a means for self actualization. Thus, when we write, we are also discovering something about who we are and what we believe. Through writing we learn by becoming aware of ourselves. Britton (1983:13) sees that "one of the most important facts about the composing process that seems to get hidden from students is the process that creates precision is itself messy". Britton (1983:13) This means that writing itself is seen a discovery, a complex process that is neither easy nor spontaneous for many second or foreign language students and writers.

However, Britton stresses the spontaneity of composing. For him writing is a very important stimulus to further writing and it is in the real process of writing that discovery is made rather than as an outcome of reading the text. As students or writers compose, they draw upon their experience assimilated in various ways in the long term memory. New patterns and new connections are made as they translate thought into

written language in that they interpret and re-interpret the data they are using. Each act of writing is original and derives directly from thought held in the mind and language appearing on the page.

Britton calls this process "Shaping at the point of utterance". He suggests that prewriting activities drafting and re-drafting tend to annihilate/obliterate meaning and only concentrating on other elements in the writing environment, he may be blocked and consequently unable to write. (Britton 1983 :16).

In a study of the composing processes of E.S.L writers Zamel (1983:165) confirms Britton's idea that "writing is a process through which meaning is created ... Methods that emphasize form and correctness ignore how ideas get explored through writing and fail to teach students that writing is essentially a process of discovery". Her subjects reported starting out with ideas which once appearing on the page meant new meaning for them. Sometimes, they were not able to detect faults in their arguments which became obvious once they were put on paper. During the act of writing itself, new insights occurred which led to more and more writing once the ideas had been assimilated. Zamel concludes that writing is a "generative process whereby writers discover and reformulate" their ideas. Zamel (1983:165)

Murray sees that writers draft a piece of writing to find out what is it they have to say, interact with the text by reading it and then revise it in view of the meaning they have discovered. Somewhere in the process of deleting, reordering, and rewriting, writers begin to look forward to the next draft, and revising becomes rehearsing a sequence which repeats again and again during the writing activity (see figure 2:2).

1 st Draft	2 nd Draft	3 rd Draft	4 th Draft	Final Draft
Exploring		Clarification		
Rehearsing Drafting Revising	Rehearsing Drafting Revising	Rehearsing Drafting Revising	Rehearsing Drafting Revising	Rehearsing Drafting Revising

Figure 2.2 The Process of Discovering Meaning (Murray 1980. p.6.)

When they compare, students develop gradually their ideas as they revise what they have written so as to make their writing express their changed perceptions. Sommers (1980:385) sees that "at the heart of revision is the process by which writers recognize and resolve the dissonance they sense in their writing".

We note that the process of translating or materializing thought into language is complex, mainly because the students/writers are cut off from immediate communication with a partner or a listener who has to provide satisfactory and effective context to put their reader in a picture that enables them to ensure that they are neither bored nor lost by the progress of their argument.

So, it would appear that the idea of discovery lies in the act of writing itself. The writer never knows what will come out until it is on paper. Perl (1979) came to the idea that writers invent or discover the specific words, details and syntactic structures as they write.

Composing always involves some measure of both construction and discovery. Writers construct their discourse in as much as they begin with a sense of what they want to write. This sense, as it remains implicit, is not equivalent to the explicit form it gives rise to. Thus, a process of constructing meaning is required ... Constructing Simultaneously affords discovery. Writers know more fully what they mean only after having written it. Perl (1979 : 331).

White and Arndt (1991:5) recognize that a Process Approach to writing is enabling in that:

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

So, the Process Approach emphasizes the creative potential of the writer and makes it easier for him/her to understand the composing processes that were once ignored by teachers as being "mysterious, inscrutable and hence unteachable" (Britton 1983:2). Teachers can, from time to time, intervene and point out options and choices. It is also enabling in that it makes the writing process more manageable by highlighting for learners or student writers the various stages of generating ideas, focusing, structuring, drafting and reviewing. (White and Arndt 1991). At the same time a process orientation to writing alerts students to the fact that writing

is not linear, but recursive, i.e, all the stages interact. The student at any stage in the process, should be encouraged to regenerate, and refocus. Here, it is worth noting that a process pedagogy is also a responsive one in that it recognizes that not all writers adopt the same processes for composing in that different writing tasks themselves produce or engender different writing processes.

2.3- Models of the Writing Process

Researchers concerned with the development of writing provided us with useful information about skilled and unskilled writers. They tried to capture the differences between them, proposing a number of models of the writing process, which, we believe, are useful for considering the different factors that might influence the different processes and thereby contribute to our understanding of them. The questions that these models address include the following: How is writing viewed from a cognitive or mental point of view? Where does the writer get his knowledge from when he produces a piece of writing? What are the factors that influence the writing process?

In order to place these developments in perspective, we shall deal with the well known Flower and Hayes model together with that of Bereiter and Scardamalia as well as the White and Arndt views and we will highlight the importance of their findings in the world of writing research.

2.3.1- The Flower and Hayes Model

2.3.1.1- The Cognitive Process Theory

According to the "Cognitive Process Theory of Writing" assumed by Flower and Hayes (1981) writing was considered a "problem solving" process and some of the basic heuristic procedures that writing involved

were looked into with the intention of being translated into teachable techniques. The problem solving approach was seen as an alternative to deal not only with the writing skill, but with the thinking process involved as well. In their study Flower and Hayes asserted the following hypotheses:

1- The process of writing is better understood as a set of distinctive processes which writers carefully organize during the act of composing not followed in linear fashion, but parallel and recursive.

2- The processes of writing are hierarchically organized with component processes embedded in other components; i.e, sub-processes.

3- Writing is a goal directed process. In the act of composing, writers create a hierarchical network of goals which in turn guide the writing process.

4- Writers create their own goals in two ways:

i: by generating goals and supporting sub-goals which embody a purpose.

ii: by changing or regenerating their own top-level goals in the light of what they have learnt by writing.

Flower and Hayes gave a comprehensible explanation of their model (see Figure: 2.3) by stating that

The arrows indicate that information flows from one box or process to another; that is, knowledge about the writing assignment or knowledge from memory can be transferred or used in the planning process, and

information from planning can flow back the other way, what the arrows do not mean is that such information flows in a predictable left to right circuit. This distinction is crucial because such a flow chart implies the very lucid of stage model against which we wish to argue... The multiple arrows, which are conventions in diagramming of this sort of model are unfortunately only weak indication of the complex and active organization of thinking processes which our work attempts to model. (Flower and Hayes 1987 : 387)

This reveals that the different elements and processes are interrelated in a complex way.

Smith (1982 : 13) argues that:

Composition is not a matter of putting one word after another, or translating successive ideas into words, but rather of building a structure (the text) from materials (the conventions) according to an incomplete and constantly changing plan (the specification of intentions.

By providing these models, Flower and Hayes brought very important insights to the teaching /learning of writing by showing that writing is a recursive and not a linear process .Thus, instruction in the writing process, according to us, may be more effective than providing models of particular rhetorical forms and asking learners to follow models in their own writing.

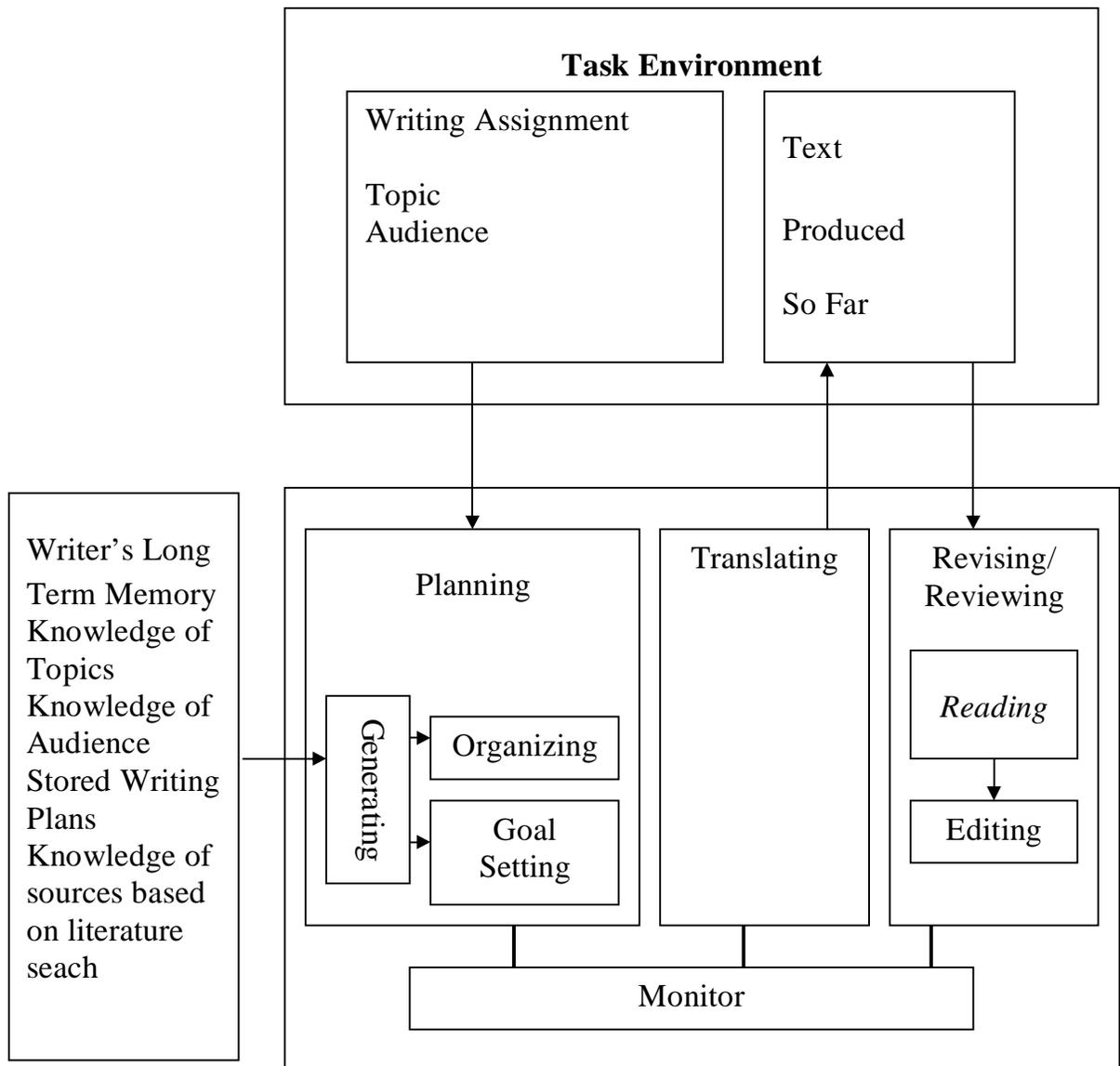


Figure.2.3 A cognitive Process Model (Flower and Hayes. 1989: 370)

As can be noted in Figure(2.3), the model divides the composing process into three components: the composing or writing process, the task environment and the writers long term memory. These components are the three major elements of the act of writing, as analyzed by Flowers and Hayes (1981)

2.3.1.2- The Writing Processes

The writing processes consist of three main processes planning, translating and reviewing each having a number of sub-processes which are controlled by a monitor described as the writing strategist determining the movement from one process to another.

- Planning

It is the process where the writer makes an internal representation of the knowledge s/he retrieves from the long term memory. The ideas s/he generates can be easily translated into text. However, this knowledge needs to be organized to construct a coherent and meaningful representation to be translated. During the process of organizing ideas, new concepts will be formed, and at this point, the writer may abandon the topic, enlarge it ,or decide to develop aspects of it. Here, the organization of text depends a great deal on the overall organizing/organization of ideas.

Translating

It is the process in which the internal representation of the information is gathered and becomes written speech. Short term memory is used in this process, and the existing limitations can cause problems to novice and inexperienced writers. If a writer does not have internalized routines to deal with the demands of syntax, punctuation, spelling and other discourse devices, s/he may simplify this task by minimizing the amount of planning.

Reviewing

As the term indicates, it is the process in which the writer moves backwards during the writing task with the intention of evaluating and revising his/her thoughts. Through revision and evaluation, the writer may generate other new ideas, an activity which most of the time leads to translation or revision of the text.

The three above mentioned processes as we have said, are managed by a monitor: as writers compose, they monitor their current process and progress. The monitor functions as the strategist which guides and determines when the writer moves from one process to another. Writers use or appear to use their monitor differently depending from one writer to another. The frequency with which the monitor is used determines the behavior patterns in the composing process of the writer. Some writers review very frequently while others continue to generate ideas through a draft. How long to spend generating ideas and jotting them down for instance is affected by the writer's habits and styles. According to Flower and Hayes, the function of the monitor is defined by the writer's goals and writing habits. For example, some writers begin writing as soon as they get new ideas whereas some other writers: "choose to plan the entire discourse in detail before writing a word.". Flower and Hayes (1981:374).

Novice or unskilled writers face so many difficulties in the initial stages of the writing process because of lack of fluency and routines in the monitoring task.

In other words, the «writing strategist» directs the performance of processes and sub-processes, deciding when a switch from one process to another is necessary. Its functioning would appear to be determined by the

level of experience of the writer as according to Sommers 1980, unskilled writers perform the same actions as skilled writers, but do not do them as often their acquaintance with the constraints of the task, and their (dominant) cognitive style.

Britton et al (1975) consider the rhetorical problem as the first aspect of the task the writer considers. It is also a part of the task environment which provides the context in which the writing occurs. The writer has to take into account the topic which may be still unknown, the conditions under which s/he writes, the audience for whom s/he writes and the reasons for writing.

These considerations may appear to be most obvious before the writer tackles writing and will probably continue to affect him/her when s/he writes or possibly beyond. In case the writer encounters difficulty in writing, s/he may simplify the rhetorical problem or even ignore it, So, writing is to be seen as both a cognitive and a contextually constrained activity.

2.3.1.3- Criticism of the Flower Hayes Model

Essentially, it is argued that protocol analysis approach may not be a valid primary methodology of the study of the writing process to the extent that Flower and Hayes claim. (Dorbin 1986 cited by Grabe and Kaplan 1996:92). Protocol analysis used by Hayes and Flower can show some important aspects about how and what writers do, but it cannot be a reliable evidence for a theory of the process itself “on the grounds that thinking aloud while writing interferes with the process”. Furneaux (1998 : 258).

The critique of the cognitive framework by Dorbin, asserts that the principles of Cognitive Psychology are intended to apply only to discussions of “well defined” mathematical or logical problems of which the goals are clearly stated and well determined criteria of successful solutions. Cognitivist assumptions cannot apply to the domain of writing since writing problems are “ill defined”, lacking distinguished goals and objectives for completion. In his objection to protocol analysis Dorbin (1986 : 217) states that they have two specific forms.

First you can believe that writing is in fact a problem solving process, but it is so complex or so buried that protocols do not provide adequate traces. Second you can believe that writing is not a problem-solving process. If you start with the first position, it's very easy to slide into the second, for the first isn't obviously plausible and by hypothesis, it's impossible to support it empirically.

For the same reasons, Storsky agrees with Dorbin; she claims that cognitivists in composition studies are suffering from a faulty premise; that is to say, “components in the process of generating and shaping meaning to achieve a purpose in solving problems in logical, spatial and quantitative relationships. (Storsky 1993:51). This means that the feature of well formed problems belongs to the source paradigm of Cognitive Psychology not writing processes being modeled and the type of problem being investigated is crucially important to the construction of a viable model and therefore should belong to the set of shared features.

Although the Flower and Hayes, Model attempted to outline the various influences on the writing process and brought important implications for L1 and L2 writing, Flower herself addressed the limitations of her theory, which is theory based. She says that.

[although] the Flower/Hayes cognitive process model... suggests key places where social and contextual knowledge operate within a cognitive framework that early research did little more than specify that the “task environment” was an important element in the process, it failed to account for how the situation in which the writer operates might shape composing.

The other shortcoming that characterizes the Flower and Hayes' model relates to L2 assessment in that it lacks attention to linguistic knowledge. Grabe and Kaplan (1996), however, tried to fill in the gap by providing us with a thorough list of components that make up language knowledge relevant to writing. (see pages 76-78). As can be noted from the table below, it is divided into three types: linguistic Knowledge, discourse knowledge, and sociolinguistic knowledge. The first type includes the essential elements of the language, the second knowledge of the ways in which language is used in different social settings and the third about the ways in which cohesive text is constructed.

I. Linguistic Knowledge (Cognitive Strategies)

A. Knowledge of the written code

1. Orthography.
2. Spelling.
3. Punctuation
4. Formatting conventions (margins, paragraphing, spacing, etc).

B. Knowledge of phonology and morphology

1. Sound/letter correspondences.
2. Syllables (onset, rhyme/rhythm, coda).
3. Morpheme structure (word-part knowledge).

C. Vocabulary

1. Interpersonal words and phrases.
2. Academic and pedagogical words and phrases.
3. Formal and technical words and phrases.
4. Topic-specific words and Phrases.
5. Non-literal and metaphoric language.

D. Syntactic/structural knowledge

1. Basic syntactic patterns.
2. Preferred formal writing structures (appropriate style).
3. Tropes and figures of expression.
4. Metaphors / similes.

E. Awareness of differences across languages. (Metacognitive Strategy)

F. Awareness of relative proficiency in different languages and registers.

II. Discourse knowledge (Cognitive and Metacognitive Strategies)

- A. Knowledge of intrasentential and intersentential marking devices (cohesion, syntactic parallelism).
- B. Knowledge of informational structuring (topic/comment, given/new, theme/rheme, adjacency pairs).
- C. Knowledge of semantic relations across clauses.
- D. Knowledge of recognizing main topics.
- E. Knowledge of genre structure and genre constraints.
- F. Knowledge of organizing schemes (top.level discourse structure).
- G. Knowledge of inferencing (bridging, elaborating).
- H. Knowledge of differences in features of discourse structuring across languages and cultures.
- I. Awareness of different proficiency levels of discourse skills in different languages.

III. Sociolinguistic knowledge (A Combination of Three Strategies)

- A. Functional uses of written language.
- B. Application and interpretable violation of Gricean maxims (Grice, 1975).
- C. Register and situational parameters
 - 1. Age of writer.
 - 2. Language used by the writer(L1. L2...).
 - 3. Proficiency in language used.
 - 4. Audience considerations.
 - 5. Relative status of interactants (Power/Politeness.
 - 6. Degree of formality (deference/Solidarity).
 - 7. Degree of distance (derachment/ involvement).

8. Topic of interaction
 9. Means of writing (pen/pencil/computer/dictation/shorthand)
 10. Means of transmission (single page/book/read aloud/ printed).
- D. Awareness of sociolinguistic differences across languages and cultures.
- E. Self-awareness of roles of register and situational parameters.

However, we believe that the research carried out by Flower and Hayes is always important and valuable in that it suggested the recursive nature of the writing process. It demonstrated that the various plans and sub-processes interact with each other. Therefore, it has become clear for us and for those involved in research of the writing skill that the activity of writing consists of sub-processes that are needed throughout the composing process and are actually necessary steps that are brought up as they are needed.

Finally the evidence provided clearly indicates the importance of plans and implies the importance of criteria in the process. These are ideas which other studies of the writing process deal with only superficially. Hillocks (1986 : 28).

2.3.2- The Bereiter and Scardamalia Model

The other significant and influential model that followed the Hayes and Flower model is that of Bereiter and Scardamalia (1987) who propose a developmental view of writing with two models: less skilled writers operate at the level of "knowledge telling" as in simple narrative, while more skilled writers are involved in "knowledge transforming" as in

expository writing. Problems arise [when] in explaining how or when writers move from one stage to the other, or if all do. The difference between knowledge telling and knowledge transforming lies in the fact that the former is like or similar to impromptu speaking which does not require much planning and revision. This is what Bereiter and Scardamalia refer to as natural or unproblematic as it can be done by any fluent speaker who grasped the writing system. In addition to that, Bereiter and Scardamalia (1987: 55) focus on the importance of the interactive elements in conversation that are missing in writing.

When people converse they help each other in numerous, mostly unintentional ways. They provide each other with a continual source of cues to proceed, cues to stop, cues to elaborate, cues to shift topic, and a great variety of cues that stir memory. They serve as text grammarians for one another, raising questions when some needed element of a discourse has been omitted.

The "knowledge telling" model simplifies the complex nature of the composing process and considers the major concern of unskilled writers, that of translating their ideas into words. "In order to do this, they must solve the most basic problem, converting oral language experiences into written form without having to worry about issues that will confound the process". Grabe and Kaplan (1996 : 119). Since the elements of interaction are absent in the activity of writing and must be supplied by the writer, generating content in the absence of a partner is a real [obstacle] inhibition

in the learning of writing. To overcome such an obstacle, the writers should only rely on their sources of input to help come up with helpful content.

What Bereiter and Scardamalia are concerned with can be summed up in the following important questions:

1. How does a processing model distinguish skilled writing from less skilled writing?

2. How do audience and genre differences create distinct writing difficulties and why do some genres appear more difficult to master, and some audiences more difficult to address?

3. Why are some writing tasks easy and others more difficult (not only genre and audience but also purpose, topic, and language variation)?

4. Why do writing skills in one writing task or genre not transfer to other writing tasks or genres?

5. Why do some writers have more difficulty than others on some writing tasks and yet appear to be at the same general proficiency level?

6. Why do some children find writing easy and natural, yet skilled writers often find it difficult and painful?

7. Why is advanced writing instruction particularly difficult and often ineffective?

8. Why do some writers never seem to develop mature composing skills in spite of much practice and long educational experience?

9. Why do expert writers revise differently from less-skilled writers?

10. How can the writing process account for the notion of “shaping at the point of utterance” ?

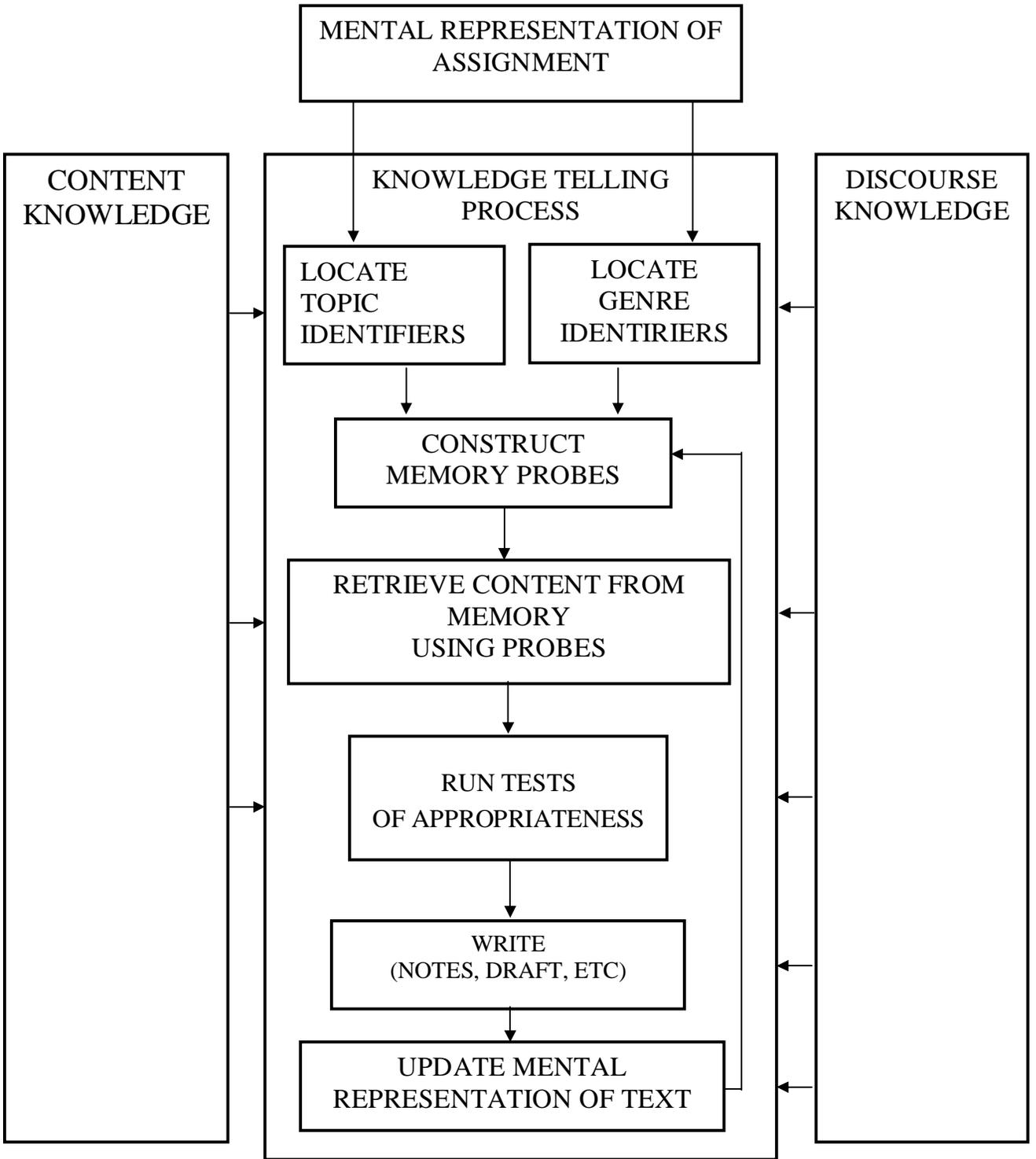


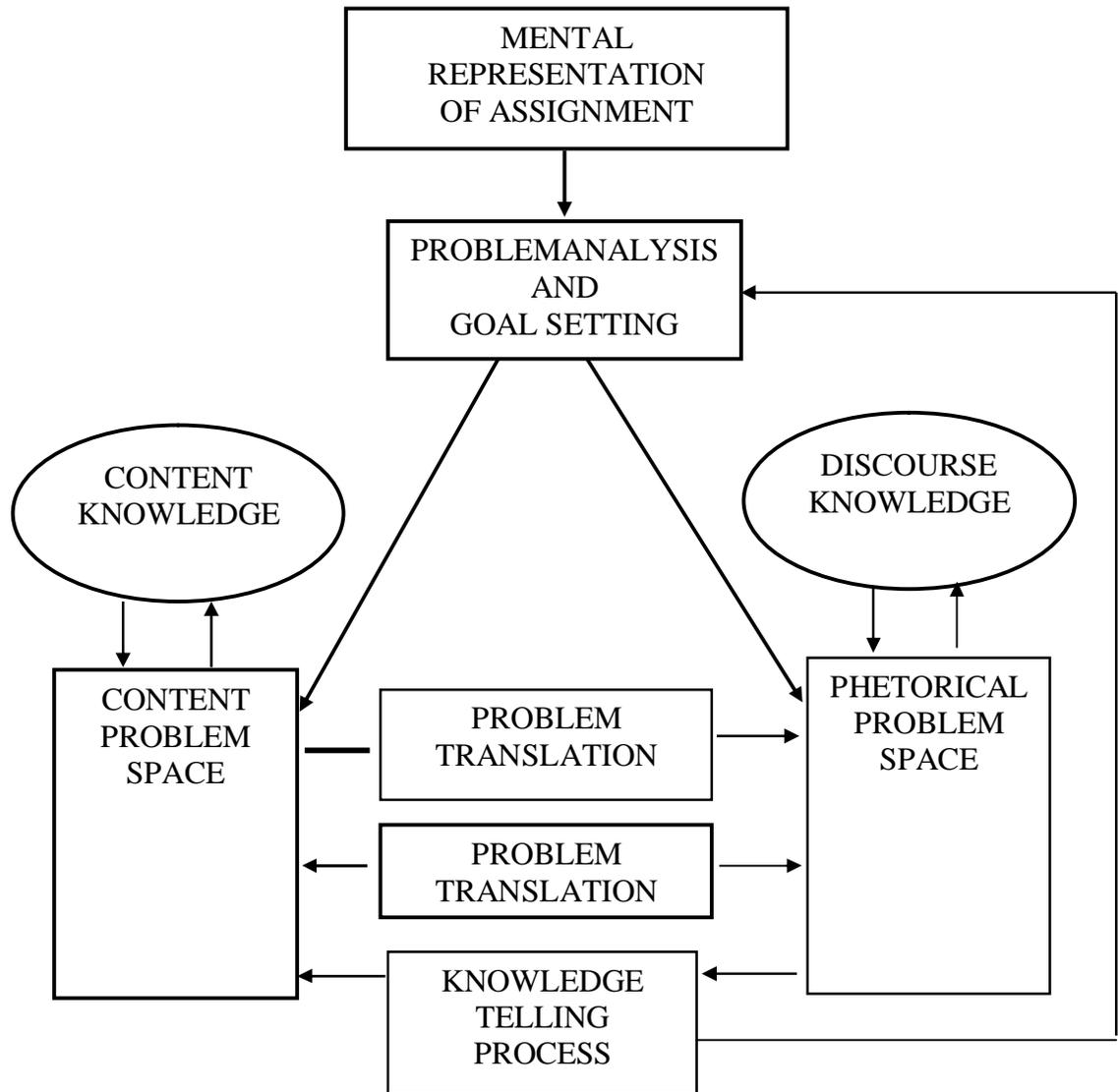
Figure 2.4: Structure of the Knowledge Telling Model.
(Berietter and Scardamalia 1987)

As it is shown graphically in Figure 2:4. the writer generates information from the assignment, the topic, the genre and any lexical items in the assignment; idea identifiers are retrieved and memory is searched for relevant information. In other words the writer uses mental representation of the writing assignment to evoke/activate content knowledge and a schema for the type of discourse required by the assignment. If retrieved information is appropriate to the topic, it is accepted and should ultimately be written down. This process goes on and ends only when the writer has finished what he has to say, or when the memory probes fail to find more appropriate content.

Bereiter and Scardamalia (op.cit : 9) gave a quote from a student who describes this process:

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

Contrary to the process of knowledge telling, "knowledge transforming" requires more effort from the writer and a great deal of skill and practice. It is the process that is, not only limited to the putting down of ideas and thoughts on paper, but the use of writing to create new knowledge as well. In this type of writing, the writer is frequently led to change his/her view about what s/he is trying to communicate as is shown in the following figure.



*Figure2:5 Structure of the Knowledge Transforming Model.
 (Bereiter and Scardamalia 1987).*

2.3.3- Implications of the Flower and Hayes and the Bereiter and Scardamalia Models

2.3.3.1- Good / Skilled Writers

Overall, what can be derived from the Flower and Hayes' and the Bereiter and Scardamalia models are two major implications. First, good writers have a richer sense of what they want to do when they write and have a fully developed image of the rhetorical problem. Good writers are, in effect, creative in their problem finding and in their problem solving. Second, recognizing and exploring the rhetorical problem is a teachable process (Grabe and Kaplan 1996). Additionally, in this sense research on the composing processes of L1 writers has agreed on the features that characterize a good writer, Using different techniques of collecting data , like observation, introspective analysis and protocol analysis researchers like Perl (1979) Pianko (1979) Sommers (1980) quoted by Zamel and Raimes (1983) and (1985) respectively and Flower and Hayes (1981), the following conclusions combining the different strategies have been reached:

Skilled Writers	Less Skilled Writers
- Consider purpose and audience	- Spend little time considering the reader.
- Consider the text as a reader	- Cannot distance themselves from the text.
- Constantly plan and revise	- Plan less and do less revising.
- Consult their own background knowledge	- Do not retrieve information from their background knowledge.
- Constantly return to their higher level goals, which give direction and coherence to their next move	- Fixed to low level goals, such as linguistic structures.

- Focus on meaning	- Focus on form
- create goals as they compose while interacting with the text.	- Subordinate their writing to plan
- Discover new ideas while writing.	- More concerned with getting the language right and .
- change their plans and goals to clarify their meaning.	Seldom rework their plans
- Focus on big chunks of discourse	- Re- scan large segments of their plan less often, focusing mainly at the sentence level.
- Let ideas incubate	- Do not spend time in generating ideas
- Put their thoughts into words making use of the written language in an effective way	- Translate their thoughts into words by paying attention to the textual features of the language.
- Re- read to see if the idea is well developed	Re-read to correct surface- level errors
- Review to plan what is coming next or to evaluate or revise what has been written	- Concerned with local decision, at the sentence level and bound to the text
- Self-monitor the process and the progress of the text	- Do not assess the text
- Set more top and low level goals	- Have abstract, underdeveloped or very low level goals.

**Table 2:2. Skilled and Less Skilled Writers
(adapted from Zamel and Raimes 1983).**

As can be noted from table 2:2. the idea of writing being a recursive and cyclical process is again emphasized by the characteristics of skilled writers. The latter adapt and change their plans and objectives putting more attention on the way of conveying ideas in an acceptable and meaningful way. Unskilled writers on the other hand, are mainly concerned about the mechanics of the language and give less time and importance to all the mental processes of writing; their emphasis is on form rather than meaning, limiting their writing to abstract and underdeveloped and perhaps preconceived plans and goals.

The different finding also stress the role of writing as a way of communication. Skilled or efficient writers know who they are writing to ; i.e audience ; so they write with a purpose in mind. “Audience is essential to the creation of text and the generation of meaning.” (Grabe and Kaplan 1996: 207). These writers also show, as we have already seen, that writing is in itself an act of discovery where ideas and plans evolve and change as the writing develops. Writers inevitably discover new ideas as they write and then change their plans and goals accordingly. Writing, therefore does not just serve to record preformed ideas, it helps create and form ideas too. (Raimes 1985 :230). Moreover, they prove that writing is a creative process where “the writer alone is responsible for the text”. (White and Arndt 1991:5). This leads us to assume that it is encouraging and leads us to shift our view to the Process Approach of writing instead of sticking only to the Product Approach.

2.3.3.2 - Writing in a Second Language

As we have seen previously, research in L1 composing has offered a new view about the writing skill and what it entails. What the internal processes of the writer's mind are, how they operate and to what extent they affect native language composing, are therefore generally agreed on by the researches on the grounds of their findings. An important finding of L2 composing process research has been that when non-native students write in English, they are able to rely on strategies that they use in their L1 writing. E.S.L students who are expert writers in their L1 are able to plan, to hold in mind concerns about gist while considering organizational possibilities and to compare text with intentions, they have access to those same skills and strategies when composing in L2 (Cumming, 1989. Zamel 1983). In both their L1 and English, experienced E.S.L. writers seem to construct plans to achieve their goals satisfactorily and therefore seem to function in much the same way as expert writers function (Cumming 1989).

Although research in L2 writing is scarce and is generally limited to specific case studies carried out in different contexts and conditions, it has taken as a starting point the findings of L1 composing. Relying predominantly on case studies with small groups of writers, research on composing processes and on revision strategies has shown that L2 students often behave rather like less-skilled L1 writers, as described in L1 research. In research on composing processes, it appears that L2 writers make use of the same sets of composing processes but, for various reasons, many L2 writers apply these composing processes with less ability than is shown by L1 writers (Raimes 1985. Zamel 1983. 1985). In addition, it has been argued that process oriented instruction has led to similar student progress,

whether learners are working in L1 or L2 particularly at the elementary grades (Hudelson 1989. Urzua 1987).

We should not be inhibited and discouraged by such realities; on the contrary, we must try to consider the different findings and reflect them on the teaching/ learning of writing in our context.

In her research on L2 writers, Zamel (1982-1983) studied the processes of skilled and unskilled writers and reached the conclusion that these writers present similar characteristics as the L1 writers, as can be inferred from the following table:

SKILLED	UNSKILLED
- Discovered ideas while writing	- Did not explore their thoughts on paper
- Reviewed and modified their plans	- Fixed to inflexible plans
- Reconsidered the function of the text	- Concerned with mechanics, correctness and form
- Considered the text as readers	- Did not have a sense of audience
- Concerned with ideas	- Concerned with correction
- Edited at the end of the process	- Edited throughout the process
- Rewrote several times, producing change of context first, then changes of form	- Rewrote less, producing change at the level of form
- Reread whole paragraphs	- Reread small bits of discourse

***Table 2:3 Skilled and Unskilled Writers
(According to Vivian Zamel 1982-1983)***

As can be noticed from the table above, skilled L2 writers, like skilled L1 writers, are more concerned about ideas; they revise, review and rewrite to fit their text to the meaning they wish to convey. On the contrary like unskilled L1 writers, unskilled L2 writers are more interested in correcting mistakes than in adapting the text to the purpose of content and focus their attention on the grammatical structures.

2.3.3.2- Is First Language Different from Second Language writing?

Generally speaking, there are obvious similarities in the way L1 and L2 students write. “Many Learners transfer their writing skills between languages and their success in doing so is assisted by the grammatical proficiency in the target language”. Berman (1994:29). Comparative research between writing in L1 and L2 reveals that there are features in the process of composing which can be applied to L2 for teaching, as it will imply different criteria from those used for L1 writing.

L2 composition researchers have adopted L1 writing process research design, and more often their findings have concurred with those of their L1 counter parts (Krapels 1990:38). In her study of L2 unskilled writers, Raimes (1985) focused her attention on those aspects that characterized L2 writers. She used the same task Pianko had used in 1979 with unskilled L1 writers and reached the following conclusions; she found that her students:

- Showed attention and commitment to the task producing more content.
- Edited and revised to discover ideas.
- Did not pay much attention to correcting mistakes.
- Concentrated more on vocabulary.
- Needed more time to find the right language.

Departing from the above cited findings, Raimes deduced that L2 unskilled writers used composing strategies characteristics of L1 skilled writers. This leads us to assume that L2 writers may tackle the written task quite differently from what L1 writers do.

Concerning the last two results, we can say that they are of importance since they presuppose that more emphasis on vocabulary learning and enough time to develop a writing task should be provided. Besides, they may indicate that students may face many problems including those related to language.

Arndt(1987) also explored the idiosyncratic character of the composing process when she carried out a research on six Chinese students. She found out that the subjects used different cognitive styles and strategies when composing. According to her, what influences the writing process is “the individual cognitive capacity brought to bear upon the task by the writer”.

This interesting finding shows that similarities cannot be generalized and can only be sustained as far as individual writers are concerned. Consequently, Arndt states that writers do not only face problems of composing, but other problems such as translation of ideas into a meaningful text as well.

After he conducted empirical research to examine L1 and L2 writing, Silva (1993) stated that the problems L2 students face in the composing task are related to both mental processes and the text. He pointed out that although the process of composing in L1 and L2 is similar in that writers plan, write, and revise in a non-linear way, there are differences in the way the process is carried out. His research showed that writers asked to

perform in L1 and L2 devoted more attention to generating material in L2 than in L1 and found content generation in L2 more difficult and less successful . According to his findings, L2 writers:

- Do less planning, which is most of the time more difficult.
- Show that their writing is less fluent and less productive.
- Their texts are less fluent.
- Need more effort to write.
- Do less reviewing.
- Show problems with discoursal features.
- Use simpler structures.
- Have a limited variety of vocabulary items.

These studies show that writing in L2 is more difficult and less effective than writing in L1. What our students need is to bear in mind that the difficulty of the skill can be overcome by developing writing strategies that help in improving their composing skills. These strategies, we believe, lie in perceiving writing as a recursive discovery and creative process as well. “Our Students need to experience writing as a process of creating meaning. Zamel (1983 : 168).

“As L1 writers do, they continuously plan, write and revise to develop ideas and find the appropriate language to express them”(Silva 1993: 657). It is through the different mental processes one goes that ideas are discovered and meaning is found.

2.4. The Process Approach in The Writing Classroom

There are many useful instructive techniques that can be used as a framework for teachers to approach the recursive nature of writing. A model of writing (see figure 2:6) used by White and Arndt represents, in a simplified way, the process involved in writing. The cyclical design of the model indicates that the processes are embedded to each other in that some of them may occur at the same time and may influence one another.

2.4.1- Nature of Models and Activities in Writing

Activities to generate ideas (for example brainstorming) help writers tap their long term memory and answer the question, what can I say on the topic? Focusing (for example fast writing) deals with 'what is my overall purpose in writing this? Structuring is organized to answer the question: 'How can I present these ideas in a way that is acceptable to my reader?' "Activities include experimenting with different types of text, having read examples. Drafting is the transition from writer – based thought into reader-based text" (Clare Furneaux 1998).

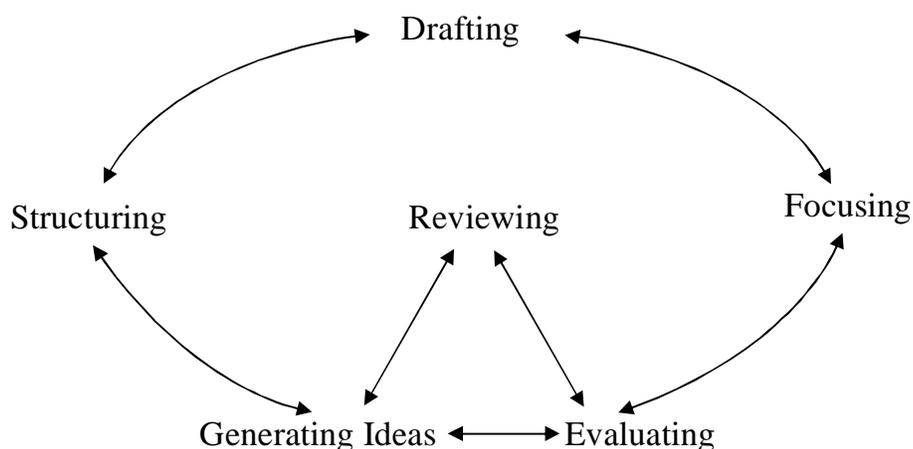
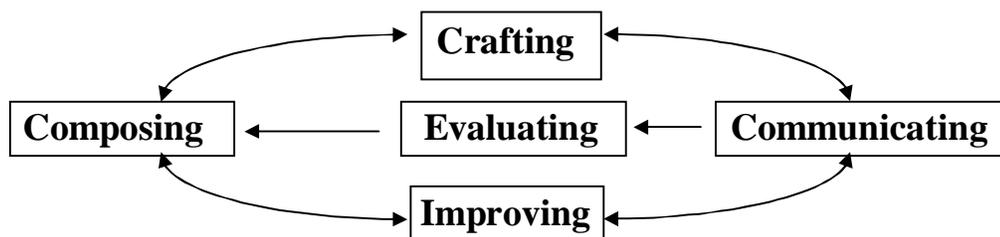


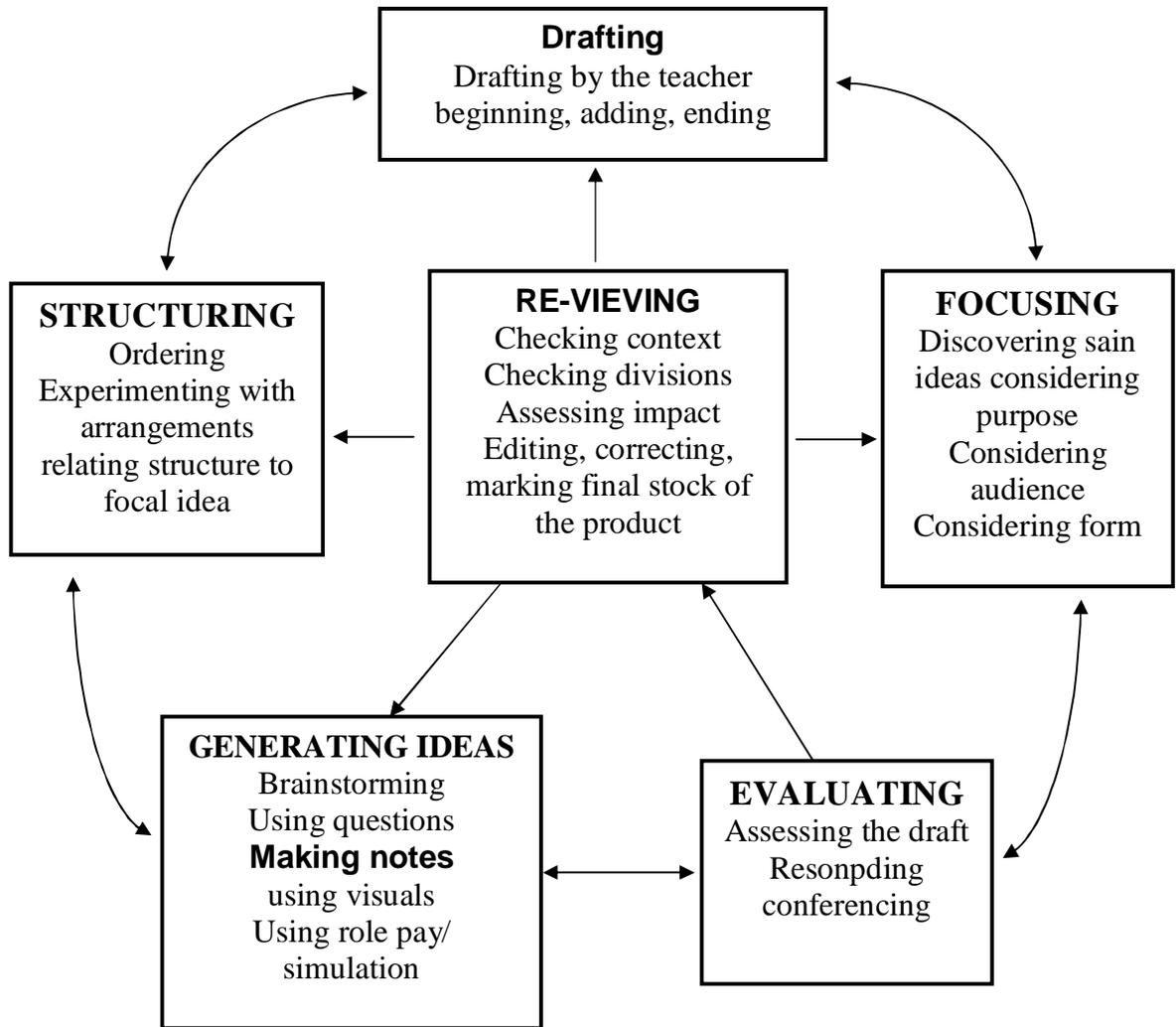
Figure 2 : 6 A Model of Writing: White and Arndt (1991 :4)

As given by White and Arndt, the processes involved in the act of writing are generating, focusing, structuring, drafting, evaluating and reviewing. Hedge (1988) refers to the same process but uses different terms such as "composing", an equivalent for generating and structuring. It is the stage where the students "get their ideas together, make rough plans formulate mental outlines, and develop a sense of direction as they begin to draft their writing". (Hedge 1988:15). She refers to "communicating" as an equivalent for focusing – The stage where the students "think about who they are writing for" (Hedge 1988: 9). "Crafting" is the alternative term for drafting in which the students pass to the real production of texts. "Improving and evaluating" are put by Hedge to cover the activities/stages of constant reviewing, revising and editing as the typical process of composing require, referred to by White an Arndt as evaluating and reviewing. It is the stage where the teacher intervenes for a better clarity and quality of writing, the typical act of responding which leads to redrafting and editing. So, we can say that the model presented by White and Arndt is similar to the design used by Hedge and differs only in terminology as shown below (figure 2 : 7).



***Figure 2 :7 Adapted Version of the Model Writing.
(According to Hedges' Terminology - p 9).***

Any resource book adapting a Process Approach is based on the same principles and presents activities that go around the models presented earlier in the L2 writing classroom. Such activities may vary but the rationale behind them remains the same. According to White and Arndt, the major activities that can be included in a process of writing can be summarized in the following figure:



*Figure.2:8 Activities of Process Writing Course
(Adapted from White and Arndt's Model of Writing)*

These activities can be expanded by several variations.

White and Arndt give a rather long daunting list of the typical activities adopted in a process-oriented classroom which might go on in a process-writing course.

- Discussion (class, small group, pair).
- Brain storming /making notes/ asking questions.
- Fast writing/ selecting ideas/ establishing a view point
- Rough draft
- Preliminary self-evaluation
- Arranging information/structuring the text.
- First draft
- Group/ peer evaluation and responding.
- Conference
- Second draft
- Self-evaluation /editing/ proof reading
- Finished draft
- Final responding to draft

*Figure.2:9 A Typical Sequence of Activities in a Process Writing Course
(White and Arndt 1991:7)*

2.4.2- Stages of The Process Approach.

2.4.2.1- Pre-writing

Pre-writing is an oral or written activity used to help the writer come up with ideas for longer written assignments. Although we may think of pre writing as a step to be taken only before a longer composition is started, it actually can be used at any time during the process of writing if the writer needs help in generating new ideas, more details or connecting between

ideas. It is the phase which prepares the student to approach the writing task with confidence. It is also the phase where the topic is generated and the purpose and form are clarified. Here, teachers are advised to encourage students spend much more time on the pre-writing stage because, we believe, it is the activity that reinforces the different steps of the process and ensures a more acceptable final product.

Pre-writing exercises not only help students to find something to say but also improve their writing skills in that they provide them with opportunities to generate ideas and write with confidence, "practice in writing, no matter how short the exercise is to make yourself confident about your writing and to improve your skills". (Murray 1988 : 16).

According to D'Aoust (1986) pre-writing activities provide students with something to say. He sees that:

Pre-writing activities generate ideas, they encourage a free flow of thoughts and help students to discover both what they want to say and how to say it on paper. In other words, prewriting activities facilitate the planning for both the product and the process. D'Aoust (1986 : 7).

Here, we advocate that the pre-writing stage is very crucial for our students to be successful writers in that it is during this stage that they are stimulated and motivated to generate materials to write on by gaining the necessary vocabulary and language structures with which to express their ideas.

The pre-writing stage should be very active, with discussion of the topic area to make sure everyone has something to write about. Students can be encouraged to bring additional reading material (not necessarily in English) to increase their familiarity with a topic area, and to work together exchanging factual information and opinions. (Hamp Lyons 1978:135.)

So, we insist on the fact that our teachers need not be afraid to help students spend much time on prewriting because it is the activity that strengthens the rest of the writing process stages, i.e, drafting, revising and editing.

2.4.2.2- Drafting

Drafting is the real writing stage. It is the pouring of words on paper to catch ideas. Hedge (1988) refers to this stage as the "crafting" stage. She claims that it is the stage where the writer «puts together the pieces of the text. Developing ideas through sentences and paragraphs within an overall structure. (Hedge 1988:89). In this stage, as White and Arndt (1991) suggest, "the writer passes from the "writer based" writing to the «reader based) writing in which the concerns of the reader should now begin to assume more significance". White and Arndt (1991:99). It is worth noting that in this stage the students/writers begin dealing with the notes which were generated during the prewriting. Drafting should be repeated as many times as necessary until reaching a good draft in the view of the teacher who plays an essential role by taking part in the writing process.

In the course of drafting, students are helped to use the right words and advised to materialize their thoughts like to use words in their L1 if they do not manage to find the corresponding word in English. The drafting phase may also include adding information activities (either from a given worksheet or prepared by the students themselves). The drafting phase may also include activities dealing with connectors of addition or other transitional devices. In this stage, the students are encouraged to work individually on a composition; however, group composition is a very important technique of drafting, mainly for inexperienced students/ writers, because we believe such a technique helps them to tackle the difficulties of writing through collaborative work where they might discuss structures and language uses.

2.4.2.3 - Reviewing / Revising

Revising is the stage before the final stage in the writing process; it basically deals with feedback on form. It is at this moment when students/writers check for formal inaccuracies. The ultimate objective in this phase is, besides further development of the students' techniques, to "enrich the repertoire of linguistic resources which are the essential tools for writing" (White and Arndt 1991:137).

In this phase, the key word is "checking"; that is to say, the students check the ways that sentences are related and the division of paragraphs. This can be done through a number of activities based mostly on checklists in question form raising points for group discussion or in most occasions self-evaluated. Here, the students do not only evaluate and revise their writing, but their thoughts as well.

Central to the notion of writing being a process is the importance of revision. Taylor (1984) sees that "writing is a discovery". It seems to us that frequent revision of the written drafts must be part of the remedial instruction so that students are to be able to clarify and refine what they want to say. Revising their own texts with the help of the teacher who makes comments and commentaries is relevant and efficient in the writing process.

Teacher presentations of standard patterns of organization or discussions on how to support an argument certainly have their place... showing students where their own arguments are weak or where their logic breaks down appears to be a more effective approach. (White and Arndt 1991:137)

2.4.2.4- Editing

Editing is the final step before the student submits the final draft to the reader (here the teacher). It is the phase in which there is a great emphasis on language in terms of grammatical accuracy and correctness of form as well as focus on surface points such as spelling and punctuation. Harris (1995) argues that when the decision is made that the draft is finished there remains the task of editing and publishing. Editing involves the careful checking of the text to ensure that there are no errors that impede communication errors of spelling, punctuation word choice and word order. It is the stage in which the writer reshapes content prior to publication.

In the classroom, editing can be assigned as a pair work or group work to enhance self-correction by recognizing and pointing to the errors on the draft of the partner.

2.5. Learning Strategies

2.5.1- Definition

The term learning strategies refers to the steps taken by the learner to aid the acquisition, storage, and retrieval of information. They are also referred to as learning techniques, behaviours or actions, or learning to learn, problem solving or study skills. No matter what they are called, they can make leaning more efficient and effective (Oxford and Crookall 1989). Later, Oxford (1993:18) refined her definition stating that they are “Specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing L₂ skills.” O’Malley and Chamot (1990:1) defined language learning strategies as the “special thoughts or behaviours that individuals use to help them comprehend, learn, or retain information.” O’Malley and Chamot (1990) displayed a classification scheme that entails the different learning strategies. They list these learning strategies under three categories :

A/ Cognitive Strategies : these strategies “ involve interacting with the material to be learned , manipulating the material mentally or physically, or applying a specific technique to a learning task.” (O’Malley and Chamot 1990:138). In other words, they are the skills that involve the manipulation or transformation of the language in some direct way through reasoning, analysis note taking, functional practice in naturalistic setting, formal practice with structures and sounds, etc. (Oxford and Crookall, 1999:404). The cognitive strategies identified by O’Malley and Chamot(1990) and their definitions are as follows:

1. Resourcing: using target language reference materials such as dictionaries, encyclopedias, or textbooks.

2. Repetition: imitating a language model ,including overt practice and silent rehearsal .
3. Grouping :classifying words , terminology ,or concepts according to their attributes or meaning .
4. Deduction: applying rules to understand or produce the second language or making up rules based on language analysis .
5. Imagery: using visual images (either mental or actual) to understand or remember new information.
6. Auditory representation: planning back in one's mind the sound of a word, phrase, or longer language sequence.
7. Keyword method: remembering a new word in the second language by:
 - (a) Identifying a familiar word in the first language that sounds like or otherwise resembles the new word.
 - (b) Generating easily recalled images of some relationship with the first language homonyms and the new word in the second language.
8. Elaboration: relating new information to prior knowledge, relating different parts of new information to each other or making meaningful personal associations with the new information.
9. Transfer: using previous linguistic knowledge or prior skills to assist comprehension or production.
10. Inferencing: using available information to guess the meaning of new items, predict outcomes, or filling missing information.

11. Note-taking: writing down key words and concepts in abbreviated verbal, graphic or numerical form while listening or reading .

12. Summarizing: making a mental, oral, or written summary of new information gained through listening or reading .

13. Recombination: constructing a meaningful sentence or larger language sequence by combining known elements in a new way.

14. Translation: using the first language as a base for understanding and/or producing second language. (p.138)

B/ Metacognitive Strategies: They involve planning and organizing written discourse or monitoring. Oxford and Crookall (op.cit) see that they are behaviours used for centering, arranging, planning and evaluating one's learning. The metacognitive learning strategies identified by O'Malley and Chamot (op.cit.) and their definitions are as follows:

1. Planning: previewing the main ideas and concepts of the material to be learnt, often by skimming the text for the organizing principle.

2. Directed attention: deciding in advance to attend in general to a learning task and to ignore irrelevant distracters.

3. Functional planning: planning for and rehearsing linguistic components necessary to carry out and upcoming language task .

4. Selective attention: deciding in advance to attend to specific aspects of input; often by scanning for key words, concepts and/or linguistic markers.

5. Self-management: understanding the conditions that help one learn and arranging for the presence of these conditions .

6. Monitoring :checking one's comprehension during listening or reading and checking the accuracy and/or appropriateness of one's oral or written production

While it is taking place .

7. Self –evaluation :checking the outcomes of one's own language learning against a standard after it has been completed.

C/ Social Affective Strategies : They involve “ either interactions with another person or identical control over affect.” (O'Malley and Chamot (Op.cit :45). Here, it is worth noting that feedback either from peers or teacher(s) is an example of such a strategy.

O'Malley and Chamot summarized the three types of learning strategies in the following table :

Generic strategy classification	Representation strategies	Definition
Metacognitive strategies	Selective attention	Focusing on special aspects of learning tasks, as in planning to listen for key words or phrases.
	Planning	Planning for the organization of either written or spoken discourse.
	Monitoring	Reviewing attention to a task, Comprehension of information that should be remembered, or production while it is occurring.
	Evaluation	Checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place.
Cognitive Strategies	Rehearsal	Repeating the names of items or objects to be remembered.
	Organization	Grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes.
	Inferencing	Using information in text to guess meanings of new linguistic items, predict outcomes , or complete missing parts.
	Summarizing	Intermittently synthesizing what one has heard to ensure the information has been retained
	Deducing	Applying rules to the understanding of Language.
	Imagery	Using visual images (either generated or actual) to understand and remember new verbal information.
	Transfer Elaboration	Using known linguistic information to facilitate a new learning task.
Social/affective strategies	Cooperation	Linking ideas contained in new information or integration new ideas with known information. Working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity Eliciting from a teacher or peer additional explanation, rephrasing, or examples.
	Questioning for clarification	Using mental redirection of thinking to assure oneself that a learning activity will be successful or to
	Self-talk	anxiety about a task.

Table 2:4 : Preliminary Classification of Learning Strategies (O'Malley and Chamot, 1990 : 46)

2.5.2- Cognitive and Metacognitive Strategies in the Writing Process

Cognitive strategies which include practising (repetitions) translating, analysing and summarizing and metacognitive strategies which include centering and planning learning and evaluating appear to overlap. Pakhati (2003) sees that metacognitive strategies may not be different from cognitive strategies. Rather, one should identify the underlying goals for using a strategy and thereby define a strategy as either cognitive or metacognitive.

Roberts and Erdos (1993) state that cognitive strategies are used to help an individual achieve a particular goal (e.g. understanding a text) while metacognitive strategies are used to ensure that the goal has been reached (e.g. quizzing oneself to evaluate one's understanding of text). Butterfield, Albertson and Jhonston (1995) state that a distinction that can be made between cognition and metacognition is that knowledge to solve problems, whereas the latter concerns monitoring, controlling and understanding one's strategies.

In writing, metacognitive strategies may include topic reading where the student writer reads the topic once or many times to understand the subject and to preview the organization of his/her written work. Such an activity seems to correspond to what O'Malley and Chamot term as "advance organization". Another strategy recorded by Oxford (1985), Chamot (1990), and Graham (1997) is that of planning. The learner draws/puts an outline for the completion of the task outlining and deciding about the paragraphs that constitute the different parts of the essay (introduction, body or development and conclusion).

Flower and Hayes (1981) and Hayes (1996) focused on the fact that writing consists of the three main processes or strategies of planning, translating and reviewing. The first strategy, that of planning, is divided into three sub-strategies: generating ideas, organizing and goal setting. The second part of the writing process is referred to as translating. It is when the writers actually put their ideas into visible language. Finally, reading and reviewing are the sub-strategies of reviewing.

So, we can say that the writing process in a second language context is cognitively complex mainly when we talk about composing. Writing involves complex mental processes when the form of written expression is sentences and paragraphs (Candlin and Hyland 1999:86). Students often encounter difficulties to develop all the aspects of the different stages simultaneously. As a result they only use those aspects that are automatic or have already been proceduralized. (O'Malley and Chamot 1990). So that to facilitate or enhance language production, students can develop particular learning strategies that isolate component mental processes.

2.5.3- The Process Model Composing Strategies

We have seen that the Flower and Hayes models include two major processes in addition to planning, translating and reviewing. Their research is invaluable in that it suggests the recursive nature of the writing process in identifying the different sub-processes and types of plans. Bereiter and Scardamalia (1987) characterize the strategy employed by both skilled and unskilled writers as the aim of teaching, as the development of more intentional cognition that enable the students to incorporate communicative goals in the process of writing in that they need to be aware of the steps and activities involved in writing like planning and brainstorming which “lets students work together in the classroom in small groups to say as

much as they can about a topic”. (Raimes 1983 :69), drafting (where the students concentrate on jotting down their ideas on paper), revising (where the students reorganize and refine their piece of writing) and editing (where the students prepare their piece of writing into its final form). Editing is the important stage where the student proofreads and concentrates on the spelling, grammar, and the mechanics of writing . At this stage comes the role of the teacher to help the learners directly (via teacher feedback), or indirectly by encouraging peer feedback and assist students according to their needs.

The above cited strategies are worth teaching because they are genuinely and therefore will help students overcome their writing difficulties.

The cognitive model of the writing process that emerged in the 1970's by Flower and Hayes and combined to be dominant model asserts that:

- Composing processes are interactive, intermingling and potentially simultaneous.
- Composing is a goal directed activity.
- Expert writers (skilled) compose differently than novice (unskilled) writers.

In order to ensure the progress and quality of writing , students have to develop the ability to think about thinking and to continuously coordinate and examine the mental manipulation in sustaining and shifting the focus of attention among sub-strategies. “As writers compose, they monitor their current process and progress” (Flower and Hayes 1981:374).

On the basis of what precedes, we believe that both cognitive and metacognitive strategies are highly recommended in the writing process departing from the stages of planning and jotting down ideas ,crafting, drafting, revising undergoing feedback (either from peers or the teacher) and finally editing. However, different strategies are adopted by teachers and learners when they deal with writing .Such strategies may vary from a task to another, but they tend to be reasonably efficient and stable; for instance, some teachers encourage their students to write careful plans before they draft full texts, then they write a single final draft. Other teachers do not ask their students to plan or produce outlines, but write two or more drafts and change their texts until they are satisfied with their productions.

In our research we have tried to focus on the Process Approach and teacher feedback which, we think, are good strategies to help students improve their writing .The different steps of before writing, while-writing and post-writing and repetitive and easily understandable teacher assistance help students master a lot of things and therefore perform better writing.

Conclusion

In the Process Approach, writing is recursive and developmental in that students constantly revise and modify their productions. Students are not only evaluated on the final product but on how they improve when they write.

The usefulness of the writing process models presented by both Flower and Hayes and Bereiter and Scardamalia cannot be denied in that they served as a theoretical basis for using the Process Approach in writing instruction. Following the different pre-writing activities like discussion of the topic and collaborative brain-storming in addition to the stages of drafting, revising and editing as well as peer group editing, students reinforce classroom interaction and engage easily in performing better. Therefore, our teachers should understand the role the different learning strategies, cognitive and metacognitive factors involved in the process of writing play.

CHAPTER THREE

Importance of Feedback in the Writing Process

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Introduction

Feedback plays an important role in writing development in general and in the writing process in particular. It has been a lasting concern of teachers of writing and researchers in both English as a Foreign Language and English as a Second Language contexts. The different types of responding to students' writing; i.e, teacher feedback, peer feedback and conferencing, lead to greater improvements in writing. It is our belief that an effective teaching and practice of the writing skill should be partly based on an accurate understanding of what the different types of feedback entail. Some of the points raised in the following chapter are to be related to questions relative to the research method and studies in the present thesis.

3.1- Definition of Feedback

Feedback is the input from a reader/teacher to a writer/student with the effect of providing the latter with information for revision; in other words, it is the comments, questions and suggestions a reader gives a writer to produce reader "based prose" (Flower 1979) as opposed to "writer-based" prose. It is via feedback that students learn to appreciate the various aspects of the process of composing.

The feedback which the learner gets on his or her piece of writing plays a very important role, both in motivating further learning and in ensuring that the teacher's texts gradually come warer and never to written feneny. (Hamp Lyons 1987 :143).

It is vital to the process of learning. Research shows it enables students to assess their performances, modify their behaviour and transfer their understandings (Applebee and Langer Brinks 1993).

Keh (1990) distinguishes three types of feedback:

Peer evaluation, conferences, and written comments.

- Peer evaluation: is a possibility to stress the role of the student in the writing process. To emphasize the role of the students is an important issue and has to be carefully planned and incorporated in the writing activity. Students need to know all about evaluation ; that is to say, what to evaluate and how to do it. McDonough and Shaw (1993:191) pointed out that peer evaluation “will only be effective with guidance and focus”. It can help our students to see what they produce critically and more consciously.

- Conferences: Bowen (1993) sees that conferencing is an efficient way of dealing with writing in that the latter is freed from its isolation and integrated with another skill, speaking. It is a good opportunity for the students to meet with their teacher and ask questions about the different aspects of writing. One of the interesting characteristics of writing workshop and the way it creates a working atmosphere is that the teacher is given the opportunity to confer with students on a regular basis. (Weaver 2006:92). Here, the students need to focus on two important points. First, to make of conferencing a successful technique to improve writing and have some knowledge and ideas about what a successful text consists of and how it should be presented. Second, teachers and/or students need to give an encouraging and positive feedback and offer suggestions for improvement.

Written comments are helpful in that they help students correct their writing and find solutions to their problems. In this regard, giving clues whether in the form of questions, suggestions, codes symbols or error sheets was considered more effective than correction of mistakes. (Brock and Walters 1993:97) .We believe that written comments give a certain security to writing students if they are clear and not misleading.

Oral Conferences are considered of a particular value, both in terms of being more effective for facilitating improvement than written comments and as a means of encouraging successful practices and texts. In order to allow students to develop ways of writing which are not only effective, but in which they feel comfortable, such approaches need both support and time.

We believe that feedback has a very important effect on students in that it helps them become aware of their errors and the very many problems of writing. Leki (1992) points out that students need to learn how to revise more effectively whether the learners are international students, or immigrants or minority students in tertiary institutions. Leki (1992 : 165)

Dheram (1995 :160) also sees that “feedback seems to be as central to the process of teaching and learning writing as revision is to the process of writing”. Dheram (1995:160). Similarly, Raimes (1985) found that L2 students appreciate teacher-editing and feedback. Radecki and Swales (1988) also see that L2 learners appear to expect and accept greater intervention, and to make greater improvements when they get such feedback.

Some methodologists consider self-correction as an alternative to teacher's correction. Taylor (1981) suggested that it is important for students to be their own critics. Students are asked to rewrite their own assignments, in this way the importance is given to the first draft. Rewriting is important in that it enables students to solve the problems they face; rewriting their own compositions gives students confidence in their ability to solve problems in their own writing.

It has been suggested by Zamel (1984) that when adopting feedback students must be given time to do multi-drafts assignments so that each draft brings them closer to approximating what they want to say [achieve]. Butturf and Sommers (1980) mentioned in Zamel (1985), see that rather than responding to texts as fixed and final products, we teachers should be leading students through the different cycles of revision. Krashen (1984) mentioned in Robb et al (1986) also advocates delaying feedback on errors until the final stage of editing. Researchers like Robb et al argue that salient feedback has a more significant effect on students' overall ability than direct feedback. "The more direct methods of feedback do not seem to produce results commensurate with the amount of effort required of the instructor do draw the student's attention to surface errors". (Robb et al 1986 : 201).

The importance of correction and feedback and revision in the writing process made most students expect and value it after they produce any piece of writing. Research has proved that there seems to be a strong connection between active correction of errors and the improvement of students in the writing skill. Ferris (1995) put a focus on the importance

that students give to writing accurately and their perceived need to obtain corrections from the teacher.

Truscott (1996) mentioned the important factor –opposing grammar correction- that of the necessity of dealing with every linguistic category (lexicon, syntax and morphology) as equivalent, since they represent separate learning domains that are acquired differently through varying processes. Nevertheless, researchers like Ferris and Roberts (2001) and Robb Ross and Shorbreed 1986 agree that corrections are useful for students as long as they are systematic and consistent. When Chastain (1990:14) carried out a study about the effects of graded and ungraded composition found that although there was no significant difference between the number and types of errors. He put it as follows:

in some ways the expectation of a grade may influence student's writing in some positive ways.....students in this study wrote longer papers containing longer sentences and a higher number of complex sentences.

Because of the role it plays in improving writing, correction of written production has provoked some controversy. Many studies carried out by scholars such as Ferris and Roberts, (2001), Zamel 1985 and Lalande (1982) advocate differing approaches to written correction falling under main categories:

a- Explicit or direct: where the teacher indicates the error and provides the correct form.

b- Non-explicit or indirect: where the teacher only marks the error in some way by underlining or using a code and leaves it to the student to correct (it).

Some researchers like Chastain (1990), Scott (1996) and Ruiz Funes (2001) see that the best way of dealing with students' errors is just to indicate the type of error without giving the correct answer and it is to the student to solve the problem by correcting what should be corrected. Here, we think that such a procedure is a good and encouraging classroom practice.

In a different study Ferris (1999) sees that errors can be classified as treatable (patterned and rule-governed), or untreatable for which there is/are no specific rule(s) that students can refer to, to avoid making mistakes. For these errors she recommends a combination of direct correction and a set of strategies exclusive to this type of error.

Our students need to know that it is very important to understand that there is no ideal model for writing and that they cannot be compared to native speakers or more proficient students. Teachers also need to know that our students are dealing with a Foreign Language and therefore are not able to produce a perfect piece of writing as natives do. In this respect, Yates and Kenkel (2002:34) point out "To compare the learner's knowledge to native speaker knowledge commits the comparative fallacy and provides incomplete insight into what principles the learner had."

When dealing with students' writing, teachers should bear in mind that it is extremely important that any correction or feedback procedure should reflect the kinds of tasks the students go through in the classroom. Their ultimate goal is to judge the performance of the students by checking for correct usage and grammar and being mainly concerned with organization of ideas and the quality of content as well when correcting students' writing.

3.2- Types of Feedback

3.2.1- Teacher Feedback as a Major Social Affective Strategy

Researches that were carried out in the E.S.L. classroom indicate that teachers most frequently respond to the mechanical errors the students make (Applebee 1981. Zamel 1985 reported in Robb et al 1986). In formal schooling as Bordren (1973) and Graff (1980) mentioned in Freedman et al (1985) pointed out, formal schooling denies writing as a form of communication. The new outlook at writing as a cognitive communicative act calls for a new outlook at error correction.

When correcting, teachers are required to be more message oriented. Raimes (1979) says that when we pick up the composition of an E.S.L student, we do not have automatically to look for errors. She suggests that E.S.L. composition teachers must always, and at all levels, look at a piece of writing as a message conveying the ideas of the writer.

The same thought was voiced by Hatton (1985: 109) who said that correction should deal with content before form and that “correction should give feedback, therefore it should be specific and emphasize areas where progress is being made”; that is to say, correction is supposed to be on the positive than the negative side.

3.2.1.1- Nature and Role of Teacher Feedback

When we speak about feedback, it is essential to mention the role the teacher plays in this operation. Reid and Kroll (1995: 18) highlighted the complex nature of the teacher’s role towards students’ writing based on the factors that follow. “Teachers often play several roles, among them coach,

judge, facilitator, expert, respondent and evaluator as they offer more response and more intervention than an ordinary reader”.

Sommers (1982) found that most teachers' comments are vague and do not provide specific reactions to what students have written. Because of this, she says students revision show mediocre improvement and some revised essays even seem worse than the original ones. Additionally, when commenting on teachers' responses to students' drafts, she stressed the need “to develop an appropriate level of response for commenting on a first draft and to differentiate that from the level suitable for a second or third draft.” Sommers (1982:332). Comments therefore should be adapted to the draft in question. As far as the early drafts are concerned, "the teacher's goal should be to engage students with the issues they are considering and help them clarify their purposes and reasons in writing their specific texts” Ferris (1997:315). This relates to Ferris, and Tate and Tinti (1997) who summarized the Key principles of teacher response in process-oriented writing classes as follows:

- 1- Allow time for multiple drafts.
- 2- Give between-draft feedback.
- 3- Focus on ideas rather than grammar on early drafts.

However, Fathman and Whalley (1990:187) found that “grammar and content feedback can be provided separately, or at the same time without overburdening the student ”

In their study that included 72 students enrolled in intermediate E.S.L composition classes who were divided into four groups and received a different kind of teacher feedback on their (writing) compositions as follows. Group 1 received no feedback, group 2 received grammar

feedback only, group 3 received content feedback only and group 4 received grammar and content feedback; they found that students receiving joint grammar and content feedback could improve significantly in both grammar and content when rewriting. However, the students' writing was limited to 30 minutes based on a story of eight (08) pictures, and may not reflect students' experience with academic writing.

Although Ferris et al (1997:155) describe responding to student writing as potentially: "the most frustrating, difficult and time-consuming part of the job.". They stress its crucial role. In their study they found that teacher feedback varied over time according to the type of text and stage depending on the draft; they reached the following implications.

- 1- Teachers should be sensitive to the needs, abilities, and personalities of their students when providing feedback.
- 2- Different types of assignments lead to different responses.
- 3- Teachers should be able to reduce the amounts and types of feedback given over a course so that to build on feedback an instruction already given, respond to student improvements and develop increasing independence in revision and editing skills.

As far as the distinction between teacher and peer feedback is concerned, Ferris et al see that:

Feedback from peers has different purposes and effects than feedback from an expert or authority; teacher-student conferences, because they involve primarily spoken interaction, operate under different dynamics and constraints than does written teacher feedback.
(Ferris et al 1997:159).

This means that the two types of feedback cannot be directly comparable, or true alternatives mainly because oral versus written communication, and the teacher's level is undoubtedly better than that of the student. Ferris et al (op.cit:160) come to the conclusion that for most circumstances teacher feedback would be more desirable and is of a greater importance. They argue that:

though most L1 and L2 experts remain enthusiastic about peer feedback and one to one writing conferences as instructional options, they are not always more desirable than written teacher commentary, given individual student variation in listening/speaking ability in learning style preferences, and in cultural expectations of the teacher- student relationship

It is not easy for teachers to provide (the) students with a useful feedback that enables them to improve their writing. The question that many be asked by these teachers is whether to focus on form (grammar and the mechanics of writing), or on content (ideas organization, meaning, clarity and the amount of details). "The major question confronting any theory of responding to student writing is where we should focus our attention". Griffin (1982:296)

Although not much attention is paid to correctness in the Process Approach in that the importance of content passes first through the different drafts, "many teachers maintain a strong interest in correctness in spite of this recent focus on process". Applebee (1981:21)

Our teachers seem to be concerned mainly with specific problems and surface features of writing and their reaction is limited to the errors and mistakes occurring at the sentential level without bothering much about discourse. Zamel sees that teachers:

attend primarily to surface level features of writing and seem to read and react to a text as a series of separate sentences or even clauses rather than as a whole unit of discourse. They are in fact so distracted by language related local problems that they often correct these without realizing that a much larger meaning-related problem has totally escaped their notice. (Zamel cited in Jordan 1997 : 171).

Furneaux (1998) sees that feedback focuses initially on content and organization. When these are satisfactory, comment on language is given on penultimate drafts for final amendment. All in all, we can add that our teachers should help students become proficient writers by providing them with the appropriate feedback that leads them to review their work productively. Such an aim can be attained only if appropriate contexts for such feedback are created.

3.2.1.2- Teacher Feedback in a Process Approach.

We have seen that the product oriented view of writing regards writing as a linear fragmented procedure “where much feedback to students on their writing appeared in the form of a final grade on a paper accompanied by much red into throughout the essay”. (Grabe and Kaplan 1996 :378), and that the rise of the Process Approach marked the beginning of a new era in L2 writing pedagogy.

The new perspective of giving response to student writing is characterized by providing feedback, and emphasis of writing is now on the whole discourse; the stress is often on function rather than form, on the use of language rather than on its usage. The role of teachers is no more that of an authority but as helpers (assistants) to help students be responsible for what they produce. They are the facilitators who offer guidance and support. We want to say that the feedback system in the Process-oriented Approach is quite different in that it regards composing as a complex developmental task.

It concentrates more on how discourse is created through the discovery and negotiation of meaning than to the production of error free sentences. Language is viewed as a means to explore the students' ideas. The focus in the Process Approach is how to give "reader based" feedback (Elbow 1981), the point about grammatical accuracy is left or postponed to the final stage. By offering feedback on both content and form, the writing activity becomes more comprehended in that it helps students form the first stage, i.e that of jotting down ideas to the final stage of refining of the whole written paragraph or essay. Thus, making the work of providing feedback to students become more demanding.

3.2.1.3- Teacher Feedback to First Language Students' Writing.

Zamel (1987) pointed out that how teachers respond to student writing is another indication of how writing is taught (p.700). Just like we frequently ask ourselves how best to teach language; we also ask the question how best to respond to students' writing and try to find an answer to that. According to one estimate, teachers spend at least twenty to forty

minutes responding to an individual paper. (Zamel 1980:80). This Kind of information leads us to accept/agree that responding to written productions is time consuming and, even more worrying that, often of little use to students (Sommers 1982. Hillocks 1986).

Traditionally, responding to student writers' work equals marking. Hedge (1988: 37) sees that it is:

a considerable part of the work-load of the average English language teacher. It usually takes place under pressure of time and leaves teachers with a dissatisfied feeling that they can only make a minimal contribution to the improvement of an individual student's writing.

Leki (1990) in a review of issues in written response, observes that L1 research studies have concluded that the commentaries teachers make when responding to writing are frequently too general, too specific and usually focusing on surface level features. In an earlier study, Zamel (1985:79) had already confirmed that: "Teachers marks and comments usually take the form of abstract and vague prescriptions and directives that students find different to interpret".

She advises teachers to avoid vague comments when responding to students writing so that the latter could benefit from the information presented to them, sine it is crucial and necessary to the perfection of the writing skill. She adds "teachers therefore need to develop more appropriate responses for commenting on student writing." Zamel (op.cit:79)

Then she suggests what she thinks the best way to put them into practice, peer feedback being the first source of information the apprentice writers receive about their writing.

Peer feedback is advantageous and relevant particularly when writing is viewed from a process-oriented perspective. It helps novice writers to gain self-confidence when they feel they are able to comment on each other's written work. It is also an opportunity for them to develop critical skills in the revising skill and to receive feedback from a reader other than their teacher who stops to be the evaluator of the learner's writing. The other advantage of using peer feedback is that it is immediate, that is, takes place in the classroom which is not the case of teacher feedback that often waits till the next lesson.

As seen by Keh, peer feedback is a useful stage in the writing process. However, it should not be understood as a better or a substitute for teacher feedback. The author further explains that this first type of feedback is followed by a second draft. Conferences is the moment when the teacher and student interact and the former feels it possible to address the student's real needs.

The teacher reader is a live audience, and this is able to ask for clarification, check the comprehensibility of oral comments made, help the writer sort through problems, and assist the student in decision-making.

Keh (1990:298)

Finally, the teacher makes written comments, and here the teachers should adopt a slightly different attitude by avoiding writing comments that do not help the student writer or confuse him. Keh observes that: "the first

step is for the teacher to respond as a concerned reader to a writer –as a person, not as a grammarian or a grade giver.” Keh (1990:301)

Keh’s perception of the importance of paying attention to the nature of comments on student’s writing is shared by Kehl who instigates the teacher to communicate “In a distinctly human voice with sincere respect for the writer as a person and a sincere interest in his improvement as a writer.” Kehl (1970:976)

To put this orientation into practice, our teachers need to help students to develop a sense of awareness and confidence in themselves and counteract the negative influence of the traditional approach where the teacher is always viewed as an authoritative person where comments cannot be discussed. On the contrary, and if we want to be more effective, we need to explore how students interpret comments, employ them in revision and learn from the process of doing so. Praise and positive reinforcement could be incorporated in our teaching strategies to promote a better teacher-student relationship. (see Daiker 1989). In other words, our teachers should take into account the point the student reached and not where we want him/her to arrive.

3.2.1.4 -Students’ Perception of Teacher’s Feedback

Language learners' perception of their teacher feedback on their work, or their view about which forms of feedback they believe help them to improve their writing skills are not usually given importance by teachers when providing feedback on students productions. Nor have they been object of a known and significant amount of research at least in Algerian

universities. Although it is our strong belief that teacher's response to students' writing plays an important role in encouraging writing and developing students' wish to revise and to rewrite.

In this part I would like to talk about some of the studies that looked at teacher feedback on student's writing, bearing in mind that the selected subjects are not always foreign language (F.L) learners, most of the studies are on English as a second language (E.S.L) learners perceptions as well as writing. As realised by Hedgcock and Lefkowitz (1994:142) as far as writing instruction is concerned: "The population of F.L. writers has been largely overlook"

Cohen's study (1987) focused on the E.F.L and E.S.L learners reaction to teacher's feedback.

It is an investigation that dealt with the extent to which E.F.L and E.S.L learners process teacher feedback on their compositions. Cohen also looked at what teachers' responses tended to deal with and what forms of feedback might cause difficulty to students to interpret. He selected 217 students from New York State University attending different courses in English as a foreign language and English as a second language. He collected data via a questionnaire that consists of questions that primarily focus on the nature of teacher feedback and on the strategies of how students view it.

Concerning students' strategies to deal with teacher's feedback, the results showed that students had a limited source of strategies to deal with teacher feedback. Some of them reported that they just made a mental note of those comments. Taking down notes and points referring to other papers,

looking over corrections and doing nothing were the most common strategies to process feedback. Just 9% of the learners reported that they considered teacher's comments and therefore incorporated them.

The two aspects of teacher feedback that were given the greatest importance by the learners were grammar and mechanics in that 89% and 83% of the students respectively paid the most attention to them, these two aspects were followed by vocabulary 79%, organization 74% and finally content 61%. The conclusion we can draw from these findings is that students paid considerable attention to aspects of writing in which teacher's response was scarce like content and organization 32% and 44% respectively.

Cohen's research study can be summarized in two points:

1- Students have limited strategies to deal with teacher's responses to their work; that is, feedback has a limited impact on students.

2- Teacher's feedback tends to concentrate more on structure and vocabulary rather than meaning and content.

Ferris (1995), who based her research in L1 and L2 writing on the works done by Krashen 1984, Hillocks 1986 and Freedman 1987, found that teacher feedback on multiple draft compositions is more effective when given on preliminary (or immediate) rather than final drafts. She also cited L2 studies by Chaudron 1994 and Zhang and Halpern (1988) supporting the effectiveness of teacher feedback on preliminary drafts for subsequent revised texts. Chaudron has compared differences in student revisions based on two evaluation methods: teacher comments and peer

evaluations. The former consists of pointing out, but not correcting the different occurring errors; that is, grammatical and mechanical; in addition to weaknesses in content, the latter followed guiding a short summary on the merits and problems of the text graded by the teacher and finally passed on to the students. The same essay was given to all and it was found that neither evaluation method was superior in promoting improvements to the writer's text. "no overall difference" Chaudron (1988 : 47)

Ferris study (1995) in a university E.S.L setting with multiple drafts found students perceptions of teacher feedback highly encouraging in that students consider their teacher a real source of help. Ferris (1995: 50) noted that:

Students do attend to, grapple with , and appreciate the efforts their teachers make in responding to their writing. Most importantly, this study indicates that the priorities of process-oriented writing instruction- multiple drafting emphasis on content, and willingness to utilize a variety of strategies (including collaboration with others) to solve problems and respond effectively to teacher feedback-are being understood and accepted to some degree by the E.S.L composition students .

Seemingly what preceded supported findings by Hedgcock and Lefkowitz (1994) of an L2 study in a pedagogical setting where multiple drafts were required, but the question whether writers might appreciate feedback at other points in the writing process either from teachers or peers was left to others to investigate. Hayashi (1998), a Japanese researcher examined this area and took into consideration the effect of the combination of teacher feedback and peer response on errors

in written work. In her study, peer correction was largely limited to grammatical errors and received a mixed response over the three groups of Japanese freshmen, which Hayashi applied to differences in students' achievement goals and proficiency. 80% of those surveyed admitted that teacher feedback was helpful and positive.

In conclusion of her study, Hayashi, sees that teacher feedback gave the best results if given on final drafts and peer response alone was less effective than when supported by teacher feedback. Here, we share the same idea with her because we also believe that our students need teacher feedback and expect a lot from him/her.

Students' reactions to teacher feedback vary from a student to another and we can expect numerous and different attitudes towards it. The setting is one of the factors contributing to different responses to teacher comments. Hedgcok and Lefkowitz (1994) reached the conclusion that college level E.S.L students were generally more interested in feedback relating to content, while college level English as a foreign language learners paid more attention to form. These results reveal that E.F.L learners see little use for L2 writing skills. It can be expected that many E.S.L students may value comments on content more highly than those regarding sentence level errors and may put more emphasis and make more revision on this area. Ferris and Tade (1997) see that the reason for this distinction originates from the different uses that each of these groups had for English.

The philosophy of the classroom and how English is viewed by our students is another factor that should be taken into account when we consider how students respond to teacher feedback. In a classroom that

adopts a Process-oriented Approach, students have different preferences and expectations than those in a classroom that adopts a Product Approach; i.e that requires only one draft.

Ferris (1995) suggests that because students must rethink and revise previously written essay drafts, they are more likely to pay more attention to their teacher's advice on how to do so than in a situation where they simply receive a graded paper with corrections and comments.

3.2.2- Peer Feedback

Peer feedback is found to be as effective in improving students' writing as teacher feedback (Chaudron 1985). "It is part of the Process Approach to teaching and is widely used both in L1 and L2 contexts as a means to improve writer's drafts and raise awareness of reader's needs". Leki (1992:169)

With peer feedback, the students are completely involved in the writing instruction by their being given the additional roles of reader and advisor besides that of writer. The students become more autonomous. Talking, sharing and seeing the writing techniques modeled by the teacher, the students experience the various processes involved in the writing session which helps them partly become responsible for their own learning. «Peer feedback may be referred to by many terms such as peer evaluation, peer critiquing, peer editing or peer response" (Keh 1990: 296). When the students read their peers' papers and respond to them, it gives an authentic purpose rather than being an assignment to be graded, and in turn ,develop a sense of divergent audience, thereby motivating students to communicate better stories. (Urzua 1987). Additionally when students evaluate, they

become a better critic of themselves because they become more aware of their own writing as they are reading another's writing. Here, we would like to remind both teachers and readers that students need to be trained to cope with this task to be able to raise constructive questions and remarks that help in developing and organizing ideas effectively considering both form and content. Considering students' feelings about peer feedback, Keh (1990: 296) concluded that the students' gained "a conscious awareness that they were writing for more than just the teacher" and they were obtaining immediate feedback. Conferencing was also received positively and students felt that they were given more accurate feedback and gained confidence in both their oral and written performance.

Peer feedback encourages students/writing. Dheram (1995:165) argues that:

building feedback into the instructions of writing may be useful for a number of reasons. The respondents' observation revealed that they considered peer feedback useful for both developing and evaluating consent.

Peer feedback is effective and constructive in that it :

- 1- Helps students have a wider and diversified audience.
- 2- Is an occasion for students to analyze their writing as well as that of their peers critically.
- 3- Incites students to create multiple drafts and undergo substantial revisions.

4- Encourages and models interactive and group- problem solving nature of most workplace writing.

5- Stimulates active learning.

In a study dealing with advanced E.S.L students Mangelsdorf found that reviewing with peers is quite interesting. Both positive and negative aspects were revealed. Because the benefits of peer response have been hard to confirm empirically in E.S.L/ E.F.L classrooms, teacher feedback which, we think, is more preferred by students will be given more importance in this thesis and it is the kind of feedback we shall apply in our study to investigate the writing skill in the meant context.

In the 1960's a great deal of research into peer feedback was carried out, studying both its advantages and its limitations as a complement or an alternative of teacher feedback. In this section, we shall see it from the students point of view and the impact it has on writing in academic settings.

In 1994 Mendonça and Johnson studied twelve (12) advanced E.S.L learners on a writing course working for academic research, looking at student-student writing conferencing and peer reviews and tried to see whether the peer negotiations help in improving students revision activities. They found that learners tended to focus on surface errors at the expense of meaning. Depending on their academic background, peer response is probably a new, unnatural or artificial experience to its participants. Stanley, as reported by Mendonça and Johnson, found that the effectiveness of peer response could be enhanced by initial training.

Stanley (1992:227) sees that the use of peer feedback is interesting; however, he found that the effectiveness of L2 writers as peer evaluators could be increased. Coaching would seek to overcome students' initial reluctance to change their classmates when they faced problems. Also, it would develop a sense of engagement in the peer review task to establish a classroom consensus on how to communicate about peers' writing. Shorter comments were considered more appropriate and writers should ask for clarification of peer comments since they are necessary to reach clearer and more specific suggestions for revision. This type of coaching helped participants to understand many rules and learn the micro-culture of the peer evaluation group.

Stanley's study came to the conclusion that peer feedback was highly beneficial in that it:

- 1- Initiated familiarization of students with the genre of the student.
- 2- Introduced students to the task of making effective responses to each other.

This means that the role peer feedback plays in improving writing is shared by many researchers, including Mangelsdorf (1992) who, in her study of advanced E.S.L. students toward feedback, found that 69% of the students had positive reactions. Mittan (1989) argues that peer response gives students a sense of audience, increases their motivation and their confidence in writing, and helps them learn to evaluate their writing better. Peer response (process oriented feedback) is said to provide a means of both improving writers' drafts and developing readers' understanding of good writing (Hyland 2003). Other authors have also emphasized the benefits of peer feedback (see Caulk 1994; Zhang 1995; Swanson and Elliot 2000 and Hyland 2000).

Mendonça and Johnson also noted discussion about the influence of peer feedback on the eventual outcome . As it is showed in Table 3:1. De Pard and Freedman had found little difference as far as the benefits of peer feedback are concerned.

Configuration	Advantages	Disadvantages
Students in pairs	Students perform a wider range of roles which also fosters learning	The tutor relationship is asking teacher-student relationship hierarchy i.e not a peer relationship)
Groups (three or more)	Students get a wider range of feedback and usually learn more but...	...extra time is required, also there is a danger of side tracking or students clamming up.

Table:3:1 Preferences for Pairs or Groups in Peer Feedback.

(Adapted from Mendonça and Johnson 1994)

To elicit students' perceptions of the importance of peer response, Mendonça and Johnson used a short list of guidelines in their research (see Table 3:2). The discussion was followed by revisions of the first draft by reviewing the partner's comments and finally act on the basis of them. In the research, the written data consisted of the students first and second

essay drafts which were taken into account for examination in order to identify the points to be taken up.

- Before starting the peer review, explain to your partner what your paper is about.
- What is the main idea of your partner's paper?
- Is there any idea in his/her paper that is not clear?
- What suggestions could you give to your partner?

Table:3:2 : Guidelines for students in Peer Reviews
(Adapted from Mendonça and Johnson 1994).

Mendonça and Johnson's study reported some interesting and valuable student comments about their perception of peer feedback process. Some students found it quite interesting to read their peers' productions since it helped them to make a comparison between the latter and their own writing and to learn new ideas about writing as a skill. The great majority of the students; i.e, 10 out of 12 commented on the significance of peer feedback, but they also see that teacher feedback is important. One of the students commented that classmates could give him/her comment about content but the teacher could give feedback about grammar.

Generally speaking Mendonça and Johnson's view of peer review as introducing students to the importance of reviewing their writing in the eyes of another does not differ from that of Zamel (1982) who also sees that it is very crucial.

Teachers should provide L2 students with opportunities to talk about their essays with their peers, as peer review seems to allow students to explore and negotiate their ideas as well as to develop a sense of audience.
(Mendonça and Johnson 1994:764).

Zhang (1995) in an interesting study, found significant differences between L1 and L2 learners as far as their perceptions of teacher and peer feedback are concerned. L1 students saw their peers as appropriate sources. When asked the following question:

Given a choice between teacher feedback and non-teacher feedback- that is, feedback by peer or yourself- before you write your final version, which will you choose? The great majority of the L2 students that were Asians showed a clear rejection of peer feedback and preferred teacher feedback.

3.3- How to Respond to Students' Writing

Responding to students' writing has always had an important consequence for students in that they get motivated to learn more mainly when they systematically receive constructive and supportive responses to their writing.

Research conducted on these responses has shown that teachers respond to most writing as if it were a final product, thus reinforcing a very limited notion of writing. (Zamel 1985). We are saying this simply because with the emergence of the Process-oriented Approach, unlike a Product-oriented Approach, responses no more concentrate on the surface level (for

example, mechanics, spelling.). Here, it is important to note that effective comments during the writing process, which involves multiple drafts attending to both content and language at separate stages, (will) help students improve and encourage them to do so. Grabe and Kaplan (1996:378) see that:

One of the major positive impacts of the writing Process Approach has been the thorough rethinking of responses to students writing. A direct outcome of multiple drafts and pre-writing activities has been the exploration of ways in which teachers can assist students most effectively in their writing

If we assume that we have adapted the Process Approach when responding to student's first draft, We would like to suggest the following guidelines that might help our teachers:

- 1- Focus should be put on content rather than language errors.
- 2- Make clear and specific comments and respond with statements as well as questions.
- 3- The teacher (Respondent) should not impose his own interpretation on student's writing.
- 4- Consider strengths as well as weaknesses by bearing in mind that commenting positively by showing the strong points can be a beneficial experience for the student.

We believe that when teachers follow the above cited guidelines when responding to students' writing first drafts, it is likely that the latter would take the different comments into account and get motivated to avoid the multiplicity of mistakes they make on their next productions. The operation in the writing Process Approach and between the first, second and final drafts) and through the different stages enable the teacher to assist students in a more effective way to improve their writing.

At beginning levels of writing development, Frank (1979) provides us with other guidelines we consider useful mainly for teachers working with beginning writers.

- 1- Build a helpful spirit and give directions for appropriate criticism (eg. Find the funniest sentence, find two good words, find any sentence that is not clear, think of something that might be added)
- 2- Start with anonymous pieces from outside the classroom for class criticism and ease into the process of critiquing slowly.
- 3- Focus on the positive.
- 4- Separate revising from editing
- 5- Do drafting together.
- 6- Work often with short pieces
- 7- Give specific responses: point out sentences that do not make sense, strong or weak openings, the need for more descriptive words, the over-repetition of vocabulary.

- 8- Decide what techniques need to be refined.
- 9- Recycle editing experiences into the next writing activity.
- 10- Avoid false praise.
- 11- Do not persist in an activity if student are resistant.

White and Arndt (1991) give examples of «Process Feedback» at various points in their book; according to them process feedback exhibits some or all the following features.

- 1- Response is made to content as well as to language and the text is treated as a piece of communication and the teacher reacts to it as a reader not just as a language critic.
- 2- Comments cover what is good about the text as well as what would be improved.
- 3- Many comments are put forward in the form of suggestions for change rather than instructions.
- 4- Students are not generally given the full solution to a problem on a plate, but they are firmly steered in a direction where, with thought, they should be able to arrive at a solution.
- 5- The teacher may assume a role akin to that of a colleague offering assistance to a fellow-writer rather than to that of an instructor.

Conclusion

Effective comments on students' writing either from the part of the teachers or the peers help students improve and encourage them review their work productively. The teachers of "Written Expression" need to avoid ineffective comments which can actually cause anxiety to students. Such a purpose can, we think, be attained only if teachers as well as peers make clear, positive and specific responses that encourage the student writers, instead of inhibiting them although large classes may make the feedback process difficult and therefore requires more than one draft.

The teachers concerned with students' written productions should bear in mind that giving response provides, not only an incentive to improve, but also a sort of guidance about how to do better.

CHAPTER FOUR

The Teachers Questionnaire

CHAPTER FOUR

The Teachers Questionnaire

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Introduction

The present chapter is devoted to the analysis of the teachers questionnaire. The collected data and the results will enable us to diagnose the teaching/learning of writing with its strengths and weaknesses, thus depart from a real situation/context to suggest the appropriate strategies and solutions to the prevailing problems the students face when dealing with writing. The participation of teachers is of a prominent importance because they are aware about students' abilities and the writing skill complexities.

The main objective behind devising such a questionnaire is to draw some conclusions and verify the following hypotheses:

- Writing is a difficult, challenging and troublesome skill.
- Applying the Process Approach is effective.
- Feedback is vital in improving students' writing.

4.1- Description of the Questionnaire

The Teachers questionnaire consists of twenty eight (28) open-ended and multiple-choice questions (See appendix I). It was given to ten teachers of ""Written Expression"" in the Department of Languages - Ferhat Abbas University in Setif, who were very cooperative in that they handed back the answered copies in less than a week.

The questionnaire includes five (05) sections. They are divided as follows:

- Section one, from Question 1 to Question 4: includes general questions about teachers' experience in teaching and the teaching of "Written Expression".
- Section two, from Question 5 to Question 17: is about the writing skill and the contribution of the other skills, speaking and reading, to its development.
- Section three, from Question 18 to Question 22: deals with the writing process itself.
- Section four, includes 5 Questions from Question 23 to Question 27: it is about feedback and assessment.
- Section five consists of only one question about teachers' suggestions or any additions that contribute to the aim of the questionnaire.

4.2- Analysis of the Results

Section one: General Information

Question One:

How long have you been teaching English?

Years of teaching	N	%
08-10	02	20
11-20	03	30
21-25	05	50
Total	10	100

Table 4.1. Years of English Teaching

The results in Table 4.1 above show that 50% of the questioned teachers have been teaching English for 21 to 25 years; 30% have been teaching English for 11 to 20 years, whereas only 2 teachers, i.e. 20% have been teaching English for 8 to 10 years. This implies that the acquired experience is to some extent reliable to rely on as far as the analysis of the designed questionnaire is concerned.

Question Two:

How long have you been teaching "Written Expression"?

Years of teaching "Written Expression"	N	%
01-04	04	40
05-10	03	30
11-14	03	30
Total	10	100

Table 4.2. Years of Teaching of "Written Expression"

From Table 4.2, we note that 40 % of the teachers have been teaching "Written Expression" for 1 to 4 years, whereas only 30 % have been teaching "Written Expression" for 5 and 10 years and 11 and 14 years respectively. Compared with the years of English teaching in the department, we can say that these teachers are not always affected to teach the module of "Written Expression", a state of affairs which is not beneficial for our students.

Our teachers need to acquire more experience in teaching writing in order to teach efficiently and consequently let the students take advantage of such experiences to improve their writing. In addition, our teachers need to teach "Written Expression" to at least one group so that they are in direct contact with students as far as this skill is concerned.

Question There :

Do you think the ""Written Expression"" program you are teaching is enough to improve writing proficiency?

Yes

No

Options	N	%
Yes	01	10
No	09	90
Total	10	100

Table 4.3 The "Written Expression" Program and Writing Proficiency

The results of Table 4.3 show that almost all the teachers (90%) believe that the "Written Expression" program they are teaching is not enough to improve writing proficiency.

This leads us to think that the programs should be reviewed in terms of contents and approaches as well. Time allotted to "Written Expression" should be satisfactory and should enable the students to cover what they are presented understandably without feeling they are rushing toward finishing the program by any means.

Question Four :

If 'No', please, explain why,

The 9 teachers who answered "No" to the previous question explained that the "Written Expression" program is not enough to improve writing because:

- Three hours of teaching writing do not suffice for a long overloaded content and overcrowded classes with a teacher teaching overhead with a lack of materials and lack of good listeners. In such a case, no improvement seems to be on the rise.
- We cannot become professional writers and even acceptable writers in long program content and a lot of hours spent here and there knowing that writing is time consuming; to improve the students writing, we need to persevere for long. (Rome was not built in a day).
- Time allowed to this skill is not satisfactory.
- Of the absence of clearly assigned objectives and adequate programs.
- "Written Expression" credit is successive and cumulative. Thus, it demands constant writing and supervision. The program is long, the classes are overloaded and the teacher cannot supervise all this mass alone, s/he needs a great support materially and mentally.
- Writing is a complex process; it is too demanding from the part of the teacher as well as from the part of the learner. The more we teach

the writing skill, the more we feel learners are getting more confused and ambiguous. Writing is an art that demands time and effort.

- What is missing in the program are the mechanics of writing.
- There is no exposure to the different styles of writing.

If we consider the arguments provided by the teachers, we can say that the writing programs should be rooted in the interests of both teachers and students and that the latter should always invest their time and effort to improve the writing proficiency by sticking to what is beneficial and get accommodated to the designed programs. Such an objective can be easily achieved if the teachers are invited to contribute in the elaboration of the courses, taking into account the strengths and weaknesses of their students.

Section Two: The Writing Skill

Question five :

Does reading contribute to the development of the writing skill?

Yes " 10

No " 00

As has been expected, 100% of the teachers see that reading contributes in the development of the writing skill.

We believe that there is no writing without reading. The reading-writing connection, as we have said in the theoretical survey, cannot be denied. The integration of reading into writing is very important in that it enables students to develop both critical thinking and critical literacy; that

is to say "the ability to transform information for their own purpose in reading and to synthesize their prior knowledge with another text in writing" (Carson. 1993:99). When they read, the students build up their knowledge about different subject matters. They will acquire new knowledge structures born of reading other text on the same subject. With this new knowledge, the readers returning to the original text will have a new understanding. Additionally, by reading, the students will learn new vocabulary, new structures, and therefore increase their interest in doing better since they already have where to depart from when they put pen on paper.

Question Six :

If 'Yes', please explain how.

The teachers see that reading contributes in the development of the writing skill and assumed that:

- "It helps students build up some vocabulary and familiarizes them with different writing styles".
- "We can never develop into good writers if we do not know to read. Writing is a cumulative process made up of many skills the prominent of which is reading".
- "Indeed, reading prepares for writing; vocabulary and grammar are just parts of what we read".
- "Texts can be used as models, observing how they are built would improve writing".

- "Reading improves the writers' vocabulary, way of thinking and even the style".
- "Reading is the bread and butter of writing. We write what we learn in reading: vocabulary, word construction, expressions, sayings, proverbs and ideas organization".
- "One way to improve writing is to read a lot, since it helps the learner to develop vocabulary, word construction, expressions, sayings, style, grammar and ideas organization".
- "Through reading, the students will gain a multiplicity of tools like vocabulary, grammar, structure and other expressions".
- "Reading paves the way for writing. We learn how to write if we know how to read".
- "Reading helps our students develop vocabulary and ideas".

Question Seven :

Do you encourage your students to read?

Yes " 10

No " 00

All the teachers encourage their students to read. This is a positive aspect in that, as we have said, it helps the students develop writing strategies and increases their awareness about the writing skill and ultimately gives them an opportunity to explore writing techniques, ideas and knowledge and apply them when writing.

Question Eight:

Does speaking contribute to the development of writing?

Yes " 10

No " 00

All the teachers see that speaking contributes to the development of writing. This implies that the teachers are aware of the importance of this productive skill and the important role it plays in promoting writing.

Question Nine:

If "Yes", please explain how.

In their justification of their answers, two teachers focused on the fact that speaking is important when dealing with brainstorming in that it makes the writing task clearer and enables the students to have an organized work. The arguments given by the eight other teachers, can be summed up in what follows:

- In speaking there is use of vocabulary, and structures are tested while speaking before being put into a piece of writing.
- We develop writing by way of taking notes of what we hear and what people tell us, narrate to us ; the written conversations are but spoken words put on paper.
- Learners should be trained in the art of taking notes. We should teach them how to record someone's words when they are verbally uttered.
- Learners should be taught stenography which is a vital element in initial writing to avoid spelling mistakes and adopt the ear to different sounds that could not be pronounced, but written.

- If, for example, someone sends us a message through a phone call we duplicate it in a written form. In this case, we can write it as it is, reformulate it in our own words, summarize the content, translate it into another language and in all these cases we improve our writing.
- Language is viewed in terms of the four main skills and speaking is one of them.
- Through communication one can detect the possible mistakes the student does so that to find the accurate remedy .
- If we are trained in taking notes, we can improve our writing in that we develop our spelling, register and focus on what is relevant and what is irrelevant.
- Speaking allows learners to distinguish between oral versus written intercourse.

Question Ten :

Do you encourage your students to speak?

Yes " 10

No " 00

All the teachers claimed that they encourage their students to speak. We were expecting such a result because we believe that language is viewed in terms of the four skills: listening, speaking reading and writing; the latter is better developed if the four skills are mastered properly.

Question Eleven :

Good writing is:

(You can tick more than one box) .

- a- Correct grammar.
- b- Correct ideas.
- c- Precise vocabulary.
- d- Spelling.
- e- Other: Please specify.

Aspects	N	%
a	10	100
b	09	90
c	09	90
d	10	100

Table 4:4 What is Good Writing?

As it is revealed in Table 4:4 above, 100% of the teachers see that good writing is correct grammar and spelling. This, according to us, is due to the fact that our teachers are still influenced by the approach that considers grammar as the most important element in the teaching/ learning process. As far as the teaching of grammar is concerned, it is advisable that our teachers integrate it with the teaching of writing by considering the stages of writing process and the role grammar plays in generating ideas, drafting and revising. In other words, we cannot convey meaning and communicate without a good mastery of grammar since it is an essential

component of all communication and language. Accuracy in students writing is intimately related to grammar instruction.

Spelling also occupies the same importance as grammar, which leads us to say that the former is a convention of writing worth emphasizing when teaching writing and therefore should not be neglected.

Despite the fact that in the Process Approach the focus started to shift from the external features to the writing process itself, teachers still have the tendency to emphasize grammar and spelling correctness when dealing with students' compositions, which implies that these two aspects are and continue to be the concern of our teachers when they provide feedback (see Appendix III-2), and that of our students when they write.

90% of the teachers see that good writing is correct ideas and precise vocabulary. Such results are encouraging because good and correct ideas are the elements which make of the content of the composition an acceptable one. In terms of vocabulary, we would like to add that students need to know the knowledge of the word including pronunciation, spelling, meaning and the feature of the word (for example, noun, adjective, verb, adverb). Teachers should provide students with a variety of activities to incorporate new vocabulary in their writing.

60% of the informant teachers added that :

- Good writing is also logical thinking, transition between ideas, paragraphs and sentences.
- It is the ability to argue.

- Good writing combines the mentioned elements in addition to the mechanics of writing (punctuation and capitalization).
- Good writing includes knowledge of the foreign culture and meeting the needs of the audience .
- Good writing is also a completion of the whole entity, including a sense of logic, reason, chronology and use of the language appropriately.
- Good writing is logical thinking.
- Good writing is fluent discourse.

Question Twelve :

Are you satisfied with your student's level of writing?

Yes " 10

No " 00

All the teachers said they were not satisfied with their students' level of writing. This means that the writing skill is really a troublesome skill in that the students do not produce acceptable compositions.

Question Thirteen :

If “No”, please explain why.

The following explanations / arguments were given by respondents:

- "The students have not yet mastered the basics of writing".
- "They have no grammar, no English, no systemacity, even in the making of mistakes, let alone creative writing".
- "Each year, we teach them (the students) about writing, but they forget about it easily. Learners do not have a follow-up, so their level is always limited and the same mistakes are made".
- "In spite of the efforts we make with them to improve their writing, my students still make mistakes."
- "Before one can write s/he has first to master the language and most students have a very low level of English".
- "Our students do not write in the proper sense, they imitate and write blindly; their writing is full mistakes, ambiguity, confusion, jumbled sentences and mere repetitions".
- "The students violate certain writing rules, they do not apply what they learn; they lack the basis of writing principles. They shift without using their logical thinking".
- "The students need a lot of training and practice in writing".

- "When they write, they forget all the norms they should follow to produce a good piece of writing".
- "With writing, we are never very satisfied; the more we perfect our writing, the more we feel it lacks something. Things are evolving, but does the level of our students in writing evolve?"

It is our belief that dissatisfaction fades away only if both teachers and learners apply strategies to raise their awareness of what may cause success in writing. They should integrate writing with the other skills, mainly reading with the process of writing, with teacher's feedback and more collaborative work.

Question Fourteen :

Do you think the time given to students is enough to produce a composition?

- Yes
- No

Options	N	%
Yes	01	10
No	09	90
Total	10	100

Table 4:5 Time Given to Students to Produce a Composition.

90% of the teachers claim that the time allotted for the students to write a composition is not enough. It should be noted that there is a great relationship between time, which is a key factor, and the different aspects

of writing .Students should feel at ease when writing, in other words, they should not work under time pressure because it is an unnatural situation that might not lead to a truly representative of their actual capacities.

Time constitutes a key issue for the Traditional Approach, not to the Process Approach. As Raimes (1983:10), puts it “students do not have to write on a given topic in a restricted time”, which is what actually happens in the case of the traditional approach. So, time pressure while writing should be avoided, and in order to help students perform well in writing, teachers should consider the role time plays in the contribution to some improvement of the student writer.

Question Fifteen :

If “No” please explain why.

The 9 teachers who answered “No” to Question 15 gave the following justifications:

- "Writing is not easy, it is a whole process that needs time".
- "The official syllabus does not allow enough time".
- "Generally, the students have always to finish their writing at home".
- "Writing demands time and constant revision, something that a teacher cannot achieve in overloaded classes".
- "The minimum time allowed to "Written Expression" should be six (06) hours/week, and the number of students reduced to 20/25".

- "Three hours of "Written Expression" including both course and "Travaux Dirigés" (T.D) are not enough at all. The teacher's objective is to cover the syllabus and does not bother a lot about students' improvements in writing, so, they need more time".
- "As most of the writing should be done in class and the classes are overcrowded the teacher cannot supervise all the students in three hours/week of "Written Expression".
- "Students have a hell of language problems to worry about in both form and content, that is why they need more time when they produce a piece of writing".
- "Writing a composition takes time. In a Process Approach we need more time for the pre-writing, while- writing, and post-writing stages with all the other elements as mechanics, spelling, and punctuation".

Question Sixteen :

Are the students motivated to write?

Yes

No

Options	N	%
Yes	02	20
No	08	80
Total	10	100

Table 4:6 Students' Motivation in Writing.

The great majority of teachers (80%) claim that the students are not motivated when they write.

It is important to note that one of the major problems we face as teachers of English is lack of motivation from the part of our students who do not seem to be motivated to write. Hayes model (See figure 2.3. p 70) recognizes the important roles that motivation and affect play in writing, specifically, a writer's goals, predispositions, beliefs and attitudes that influence the way a writer goes about the task of writing and the effort that will be put into the writing task. Therefore, it is the responsibility of our teachers to ensure as far as possible that our students get motivated providing them with the necessary tools to use their abilities to produce appropriate and accurate writing.

We need to stimulate students' interests by assessing their writing abilities more effectively and more responsibly.

Question Seventeen :

Do you encourage your students to write at home?

Yes " 10

No " 00

As was expected all the teachers encourage their students to write at home. We believe that when we ask students to write at home we give, them an opportunity to practise writing, thus help them develop fluency and accuracy. It is by writing and writing again that we learn writing.

Question Eighteen :

What is the approach you use to teach writing?

- a- The Product Approach
- b- The Process Approach
- c- Other, please specify

Approaches	N	%
a	01	10
b	05	50
b (Product + Process)	04	40
Total	10	100

Table 4:7 Approaches Used by Teachers in Writing.

The table above reveals that 50% of the teachers use the Process Approach to teach writing, whereas 40% of the teachers use both process and Product Approaches when teaching writing. Only 10 % of the teachers admitted using the Product Approach when they teach writing that is to say, they emphasize the final draft that the student writer produces.

The teachers who chose to use Process Approach, the view that has become the interest and concern of many researchers in the field of writing, are concerned about what writers do when they write. They view writing as exploratory generative process employing strategies that involve recursiveness, moving backwards and forwards, respecting the different stages of brainstorming, ideas generation, drafting, revising and editing.

Question Nineteen:

Please, explain the reasons for your choice of the approach.

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

a- The Product Approach (01 Teacher)

- I prefer the Product Approach because of lack of time and overloaded classes. The teacher of "Written Expression" has neither time nor energy to use the Process Approach .

b- The Process Approach (05 Teachers)

- "[I believe] it is the most appropriate approach in that going through the different steps of the approach helps the students to write a more accurate piece of writing".
- "With the Process Approach, I feel more relaxed because I am sure the students are busy writing, they are interacting with one another discussing about the different matters using dictionaries and even moving between rows".
- "[I believe] using the Process Approach is better in the sense that learners invest their energies to more comprehensive devices of the language. It is through their interaction and their making of mistakes that they learn better. The process itself instigates research, collaboration, correction on the spot, discovery of lapses and errors and remediation".

- "The Process Approach is the best way to get students involved into writing".
- "Writing tends to be more practical; we need to see learners write before us, and also encourage them to while they write moving from a step to another".

c- Product and Process Approaches (04 Teachers)

- "Our students need to use both approaches with differing degrees and feedback should be provided to improve writing".
- "Going through the Process Approach is necessary for our students because they need to know about the steps to follow. The product comes later".
- "The good teacher is the one who manages to use both product and process to enable the student know about the different ways one tackles writing. The most important thing is to have students who can write effective compositions".
- "Dealing with the two approaches and making a comparison between the obtained results encourages the students to opt for the most appropriate one depending on learning conditions".

Question Twenty:

What part of the writing process is difficult for the students?

- a. Brainstorming
- b. Generating initial drafts
- c. Revising
- d. Editing final draft

Options	N	%
a	/	/
b	06	66.67
c	01	11.11
d	02	22.22
Total	09	100

Table 4:8 Difficult Part of the Writing Process for the Students.

Amongst the teachers concerned about the questionnaire, (09 teachers) (the tenth teacher as shown in the previous question chose the Product Approach when teaching writing, so was not concerned about this question), 66.67 % claim that students have difficulty in generating initial drafts, 22.22% of the teachers see that students have problems in editing the final draft and only 11.11% of the teachers see that the difficulty students face in the process of writing lies in revising .

As far as brainstorming is concerned, we note that it does not pose any problem to our students when they tackle writing. This is a really encouraging result because it is our belief that jotting down ideas and

getting prepared to write about the topic stimulates the students and motivates them to produce the appropriate composition. Besides, brainstorming gives the students a chance to discuss their thoughts and ideas.

The striking point is that related to the generation of the initial drafts. In our years of teaching English writing, we have noticed that editing first drafts is usually quite difficult for our students, a fact confirmed by the present results. Exactly how students go about preparing their first drafts is difficult to pin down other than by eliciting subjective writing protocols (for example, Hayes and Flower 1981).

Another point worth reiterating here is the role of the teachers in encouraging students to make of revising a less tedious activity. They should revise their work and should bear in mind that revising is one of the components of the writing process and is a good way of reducing red marks from the teacher. A revised draft is an attempt to clarify and refine and tends to be made after consultation with other students or preferably with the teacher, thus increasing the sense of audience.

Question Twenty one:

While students write, do you walk around and help them?

Yes " 10

No " 00

All the teachers walk around and help their students while they write. It is our belief that walking around and helping the students when they write is a good way to incite them to do better and raise their awareness of

audience consideration. The role of the students is to ask their teacher about different aspects of writing: content, structure and language, and the role of the teacher is to provide them with answers, clarifications and explanations of the different points, and therefore lead them to produce accurate pieces of writing.

Question Twenty Two:

If “Yes”, do you help them in the edition of:
(You can tick more than one box)

- a. Vocabulary
- b. Grammar
- c. Content and organization of ideas
- d. Punctuation
- e. Spelling

Options	N	%
a	06	60
b	06	60
c	05	50
d	04	40
e	04	40

Table 4:9 Aspects Teachers Help Students in when Editing their Compositions.

When teachers walk around while their students write, they focus on the aspects of vocabulary (60%), and grammar (60%) and to a lesser extent on content and ideas organization 50% .

40% of the teachers help their students in the edition of the mechanics of writing : punctuation and spelling . According to the teachers' perceptions, the categories are prioritised as follows:

- Vocabulary and Grammar.
- Content and Ideas organization.
- Punctuation and spelling.

Such results reveal that despite the paradigm shift in composition, some writing teachers still cling to the traditional model of instruction, "frequently emphasizing techniques that research has largely discredited", as Hairston (1982:80) put it. the Process Approach, which our teachers pretend using when they deal with writing, (See results of question eighteen) emphasizes more on the different stages and "the teacher's role is to guide students through the writing process avoiding an emphasis on form to help them develop strategies for generating, drafting, and refining ideas". (Hyland 2003: 12) .

It is worth noting here that in a Process Approach, a focus on form (and content) should normally come at the end of a multiple draft writing process so that not to hinder the flow of students' ideas.

Question Twenty Three :

Do you use feedback in the writing process ?

Yes " 10

No " 00

All of the teachers use Feedback. This finding reveals that the teachers are aware of the importance of providing feedback in the writing process. We strongly believe that it is a very important stage in writing because:

- Learners profit from reflecting upon their writing and feedback encourages them to do so.
- If we do not provide it, learners will be disappointed.
- Without feedback, learners will not know what they should do with their errors.
- It compensates and rewards learners for their efforts.
- It is important to show learners that they are constantly assessed.
- It enables learners to profit from the different comments and therefore improve their writing.

We would like to add what would appear to be some sound principles for giving feedback:

- Feedback should be clear, precise and related to lesson objectives.
- Feedback should emphasize global concerns rather than surface errors.
- Feedback should deal with both positive and negative points.

Question Twenty Four :

If 'Yes', do you make feedback on :

a-The first draft.

b-The second draft.

c-The final draft.

Options	N	%
a	02	20
b	07	70
c	01	30

Table 4.10 Teachers Feedback on Different Drafts.

As shown in Table 4.10, 70% of the teachers seem to favour giving feedback on second draft and only 20% and 10% of them make feedback on the first draft and the second draft respectively.

We believe that drafting is one of the main stages in the writing process like preparing students to write and revising. When dealing with the first draft, students should not expect perfection; it is just a means that enables them to discover ideas and what one wants to say. Furthermore, students should begin to write bearing in mind that changes are desirable and necessary in the writing process. Therefore, we share the same opinion with the majority of the informant teachers who give more importance to the second draft because it is there where important changes are made mainly in content.

Concerning the 20% of the teachers who make feedback on the first draft we think they should step out of the traditional role of evaluator assessing the learner's first draft as the final product. S/he has to play the role of a consultant whose role is to facilitate the creation of the text in stages. In other words, the teacher should provide feedback during the process of the evolution of the text rather than at the end of it.

Question Twenty Five :

When doing feedback, what aspects of the composition you focus on?
(You can tick more than one box)

- a - Grammar.
- b- Vocabulary.
- c- Ideas organization.
- d- Punctuation.
- e- Spelling.

Aspects	N	%
a	09	90
b	09	90
c	10	10
d	06	60
d	03	30

Table 4.11. Aspects Teachers Focus on when Doing Feedback.

The category that teachers focus most when doing feedback seems to be ideas organization 100% , 90% of the teachers agree that they emphasize grammar and vocabulary. As far as the other aspects are concerned, that is to say punctuation and spelling, the teachers' perceptions differ to a greater extent in that 60% of them focus on the latter and only 30% focus on the former.

We note that these results contradict those obtained in question twenty two (22), (see Table 4.9 p.169) where teachers' emphasis is put on grammar and vocabulary rather than ideas organization when they help their students. Ideally, our teachers need to provide our students with a feedback that helps learners to improve in the organization and development of ideas, clarity and coherence by urging them to pay little attention to correctness, at least until the second draft has been written, then they can deal with grammatical, orthographic and mechanical aspects.

Question Twenty Six:

When responding to students' productions do you:

- a- Just underline the mistakes.
- b- Correct the mistakes.
- c- Write comments.
- d- Use symbols.
- e- Other: please specify.

Options	Number	%
a	04	40
b	/	/
c	05	50
d	01	10
e	/	/
Total	10	100

Table 4.12. Ways Teachers Respond to Students' Productions .

The table above shows that 50% of the teachers write comments when responding to students' productions, 40% of them just underline the mistakes and only 10% of them use symbols. It is astonishing to note that no teacher corrects the mistakes when assessing the students' work.

Although teachers do not correct the mistakes, we believe that the comments they make are of significantly greater gains in that they serve as clues that help in the correction procedure. Teachers' comments via feedback remain an important component in the E.F.L classroom .Nelson and Carson (1998) found that students actually preferred negative comments that showed them where their problems were. However, we do not agree with Nelson and Carson mainly because we believe it is worth making positive comments that make the students more confident and aware about their strengths, thus give them a chance to improve by themselves. Additionally, it is our opinion that when teachers of writing provide clear, unambiguous and more specific comments, it can be more

efficient in promoting student revision and can even lead to improve learners' abilities to self-correct all types of errors, syntactic, lexical and spelling ones.

Nevertheless, we should confess that adopting such a method to respond to students' productions may not seem to be practical in our department/university because teachers are overburdened with huge amounts of corrections due to the huge numbers of students.

Concerning "underlining mistakes", we can say that it is also useful because it signals the existence of a problem without pointing out its nature, and it is to the student to make efforts to correct the mistakes. However, we advise our teachers to either use symbols or write comments since it is extremely frustrating for the students to have to read a student's production by only underlining the mistakes.

Question Twenty Seven :

During the academic year, approximately how often do you assess students work ?

- a. Every time you meet the students.
- b. Weekly .
- c. Monthly .
- d. Each term .

Options	N	%
a	/	/
b	07	70
c	02	20
d	01	10
Total	10	100

Table 4.13. Frequency of Assessment of Students' Work .

As Table 4.13. shows, teachers' responses to this question reveal that 70% of them assess students' work every week, and only 20% of the teachers assess their students' productions every month. One teacher, that is 10% added that s/he assesses her/his students every T.D session, say every fortnight.

We agree with the majority of the respondent teachers because it is practical to assess students' writing every week. Enabling students to learn to write effectively can only be achieved through much practice and regular assessment of their productions. Each time we evaluate the students, we should remind them that the process of writing is a recursive pattern of pre-writing, drafting (production of multiple drafts of their essays) revising and editing. When assessing students' work it is important to point out the problems relative to the different aspects of writing as well as praising strengths to provide more directions in a helpful way.

Question Twenty Eight:

Please, add any suggestions you see relevant to the aim of the questionnaire.

Although only 50% of the teachers added suggestions , it is really encouraging to find that these teachers are eager to contribute significantly in clarifying some points that might be helpful in overcoming (some of) the problems our students face.

The five teachers gave the following suggestions:

- "The teaching of writing has always been a complex skill to cultivate, so teachers are advised to go step by step because this skill itself is cumulative, one thing based on the other and the teacher has to pay careful attention to what part to start with first and why . "Written Expression" necessitates strategy, tact, flexibility and a comprehensive know how. Learners need to be informed about the program of study so that they can contribute and prepare the lessons and activities before hand".
- "So that students develop good strategies in writing, they need first to read a lot and practise writing by writing at least one composition or essay per week".
- "We should encourage students to work in groups and allow them to use both formal and informal language when writing".
- "As writing is a comprehensive skill that requires other inter-thinking sub-skills, it is rather recommended from the teacher to

add a bit of motivational and the serious intentions. Whatever the teacher does in this respect, there remains always a gap to fill; there should be a kind of interaction between teachers and learners to give a chance to every one to write, to improve his/her talent as a writer".

- "I believe that most of the writing should take place in the classroom; learners should produce then pre-edit their work . They should manipulate the language, make mistakes, exchange written streets, have peer corrections, undergo competitions and encouraged for their endeavours".

Conclusion

The data and the obtained results show that the writing skill is complex in that it embraces several issues and requires a variety of research strategies. A focus should be put on the Process Approach rather than the Product Approach since the latter takes care of itself in the sense that it is the end result of any process of writing. We mean that the different text production procedures including the various steps we talked about in this research together with the recursive procedures and the contribution of feedback either from the teacher whose role is to guide students through the writing process avoiding an emphasis on form to help them develop strategies for generating drafting and organizing ideas, or from the students who relatively play the same role and affect text production more positively. If we take feedback procedures into account, we note that the teacher's responses affected the evolution of students perceptions of text quality and their composing processes. (See Appendix III.3) .

CHAPTER FIVE

The Students Questionnaire

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The Students Questionnaire

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Introduction

It seems appropriate in the E .F .L context we are concerned about giving students an opportunity to express their ideas not only by means of assignments, but via a questionnaire as well. The questionnaire was devised in order to explore and investigate how second year students confront the task of writing and the way they perceive the writing process in general. Of course the main objective behind it is to verify the research hypotheses mentioned at the beginning of the present thesis. It is worth mentioning that the students questionnaire contains more questions than that of the teachers due to the fact that we expect the students to provide us with more information about the learning situation .Finally, we hope to gain a thorough understanding of how students perceive the writing skill, the Process Approach and the technique of feedback.

5.1 - Administration of the Questionnaire

A total of 80 questionnaires were given to three different groups of second year English students from the Department of Languages at Ferhat Abbas university-Setif. 65 answered questionnaires were handed back. This constitutes our sample.

It should be noted that the questionnaire was piloted prior to its administration this resulted in slight changes in the questionnaire and one question was dropped out because it was thought ambiguous and misleading.

5.2- Description of the Questionnaire

The questionnaire consists of 42 questions divided into five sections (see Appendix II) as follows:

Section One: General Information (Q1-Q2): it is about the type of baccalaureate the students hold and whether they find the module of "Written Expression" interesting or not. The importance of the question lies in the fact that a student who holds a baccalaureate in languages is likely to be more proficient than one who holds a baccalaureate of another type.

Section Two: The Writing Skill (Q3-17): this section seeks information about the writing skill, motivation, the role the teacher plays and the relationships between writing and speaking and reading, how the latter contribute in the development of the former.

Section Three: The Writing Process (Q18-Q30): it is about the writing process. It is divided into three stages the pre-writing stage, the while-writing stage and the post-writing stage taking into account the different aspects involved in the writing process and how students deal with them.

Section Four: Teacher Feedback (Q31-Q41): this section is composed of questions seeking information about teacher feedback on different drafts and aspects of writing-grammar, vocabulary, ideas, content and the mechanics of writing. It also aims at having an idea about how students perceive feedback and what it entails.

Section Five: Further Suggestions. This section consists of one question (Q42) Here, the students are required to give any suggestion (s) they see relevant to the aim of the questionnaire.

5.3 – Analysis of Results

Section one: General Information.

Question One

What type of baccalaureate do you hold?

- a. Languages.
- b. Sciences.
- c. Letters.
- d. Maths.
- e. Other.

Type of baccalaureate	N	%
a	07	10.77
b.	18	27.69
c.	37	56.92
d	01	01.54
e (Economics)	02	03.78
Total	65	100

Table 5.1 Type of Baccalaureate the Students Hold

Table 5.1 shows that the students, despite common features related to the class they are attending and the same teachers of "Written Expression" they had, had different backgrounds and different experiences with regard to the way they approached E.F.L in the secondary school. The sample is considered representative in that the population is varied (Letters: 56.29%, Sciences: 27.69%, Languages: 10.77%, Economics : 03.78 % and Maths : 01.54%) and consequently reflects a variety of perceptions.

Question Two:

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

- Yes

- No

Options	N	%
Yes	64	98.46
No	01	01.54
Total	65	100

Total 5.2 How Students View the Module of “Written Expression”

Table 5.2 shows that 98.46% of the students find the module of "Written Expression" interesting. This means that our students are aware of the importance of writing. It is to the teachers to guide and help them get more motivated. Surprisingly, only one student 01.54% said that "Written Expression" is not interesting, a result we did not expect at all!

Question Three:

Are you motivated to write?

- Yes

- No

Options	N	%
Yes	56	86.15
No	09	13.85
Total	65	100

Table 5.3 Students and Motivation to Write.

Table 5.3 reveals that the great majority, 86.15% of the students are motivated to write, an attitude which shows their eagerness to learn, and that 13.85% of them said they are not motivated to write. Although these results contradict those obtained in the Teachers Questionnaire, Where 80% of the teachers claim that their students are not motivated to write, we still believe that it is the responsibility of the teachers to incite learners to study and make them aware of the importance of the writing still.

Question Four:

If "No", please explain why.

The explanation of the nine (09) students, 13.85 % was that the students are not motivated mainly because the writing skill is difficult, and they are weak in writing. They added that their main problem lies in grammar.

Question Five:

Does your teacher encourage you to write at home?

Yes " 65

No " 00

All the students said that their teachers encourage them to write at home. It is the same result obtained in the Teachers Questionnaire, which is really positive and encouraging. We believe that giving students topics to write about makes them always active and is a good way to enhance their "appetite" for writing.

Question Six:

If "Yes", please, explain how.

It is worth noting that out of the 65 respondents, 12 students i.e 18.64%, did not give any explanation. The explanations of the others (53 students) can be summed up in the following points:

- Our teacher encourages us to write at home, s/he often gives us activities and frequently talks about the importance of writing.
- S/he encourages us to write, and repeatedly says: the more you write, the more you become good writers.
- Our teacher encourages us to write, making use of an English – English dictionary in case we do not find the words.
- S/he insists on the fact that we have to write and write and write again to learn writing.
- In most T.D sessions, our teacher makes a student go to the blackboard to write his/her paragraph, and at the end we correct the mistakes.

Question Seven

Does reading contribute to the development of writing?

Yes " 65

No " 00

All the respondents see that reading contributes to the development of writing. This result totally correlates with that obtained in the Teachers Questionnaire.

Reading, as we have already mentioned, is the input that enables the students to enrich their vocabulary and ideas. The reading passages may serve as primary models for which writing skills can be learned. Better readers tend to produce more correct writing than those who do not read at all. It is our belief that in order to explain better, to argue better and to persuade better, students need to read frequently in order to develop a background against which they can write.

Question Eight:

If "Yes", please explain how.

The summary of the explanations given to the 65 students relative to the contribution of reading to the development of writing can be grouped in the following points:

- It is thanks to reading that one develops his/ her ideas and enriches his/her vocabulary.
- Writing cannot take place if reading is not acquired.
- We learn about the different aspects of writing and expressions through reading .
- When we read a lot, we avoid a lot of mistakes.
- Reading is the basis of learning, and if we read well, we write well.
- "How do you expect a student to write about a topic if s/he does not read about it?" said one student.

Question Nine:

Does your teacher encourage you to read?

Yes " 65

No " 00

All the students agree that their teachers encourage them to read. Because reading is essential and important in the writing process, we advise our teachers to always encourage their students to read if they want them to perform well in writing and the best way that helps students to increase their writing skill is to read in English as much as possible.

Question Ten:

Does speaking contribute to the development of the writing skill?

- Yes

- No

Options	N	%
Yes	57	87.69
No	08	12.31
Total	65	100

Table 5.4- Contribution of Speaking in the Development of the Writing Skill.

As far as the contribution of speaking in the development of the writing skill is concerned, 87.69% of the students answered positively and only 12.31% said it does not. We agree with the majority since it is our strong belief that all the skills are interrelated and that language proficiency and intellectual abilities rely a great deal on what we say.

Question Eleven:

If "Yes", please explain how.

Out of the 57 students who claimed that speaking contributes to the development of writing,

- 07.01% did not give any explanation.
- 29.82 % of the students said that speaking is a way that enables them to master the different grammatical rules. They added that they develop their ideas first in discussions then they use them in writing . It is more beneficial as for as the organization of ideas is concerned.
- 21.05% of the students explained that speaking is a way to practise and master the language which encourages them to write confidently without being afraid of the results.
- 19.29 % of the students said that speaking has a strong influence on writing in that it helps them distinguish between formal and informal language.
- 17.54 % of the students added that speaking is a good way to help in writing easily and fluently.
- 05.26 % of the students said that speaking teaches pronunciation, and if we speak correctly we undoubtedly write correctly,

Question Twelve :

Does your teacher encourage you to speak?

- Yes

- No

Options	N	%
Yes	53	81.54
No	12	18.46
Total	65	100

Table 5.5: Teachers Encouraging their Students to Speak.

Table 5.5 shows that the great majority of the students 81.54% see that their teacher encourages them to speak; only 18.46% of the students answered negatively. We can say that these results are encouraging.

Question Thirteen:

Good writing is:

(You can tick more than one box)

a- Correct Grammar

b- Good Ideas

c- Precise vocabulary

d- Spelling

e- Other

Options	N	%
a	58	89.23
b	54	65
c	38	58.46
d	48	73.84
e (Punctuation)	08	12.30

Table 5.6: What is good writing?

Table 5.6 shows that the great majority of the students 89.23% consider that good writing is correct grammar, a similar result obtained in the teachers questionnaire. 65% of the students indicated that good writing relates to good ideas and 58.46 % of them see that it relates to precise vocabulary. Only 12.30 % of the students added punctuation.

We can say that the obtained results do not present considerable differences from those obtained through the teachers questionnaire in that the different categories are prioritized as follows:

- 1- Grammar.
- 2- Ideas organization.
- 3- Spelling.
- 4- Vocabulary.
- 5- Punctuation.

Question Fourteen:

Are you satisfied with your level of writing ?

- Yes

- No

Options	N	%
Yes	16	24.62
No	49	75.38
Total	65	100

Table 5.7- Students Satisfaction with their Level of Writing.

The results in table 5.7 show that 75.38 % of the students are not satisfied with their level of writing, which confirms what was obtained in the Teachers Questionnaire. Only 16 students (24.62%) claimed they are satisfied with their level of writing. These results prove that our students are weak in writing because it is a difficult skill. Such a finding confirms hypothesis one which states that writing is a challenging and particularly difficult skill.

Question Fifteen:

If "No", please explain why.

The justification of the 49 students who reported they are not satisfied with their writing can be summed up in the following points.

- We make a lot of mistakes when we write.
- We do not find the exact words.
- Our marks in "Written Expression" are not good.
- We make a lot of grammatical mistakes.
- Since we always tend to make of our writing a good one, we are never satisfied.

- Students have never produced perfect paragraphs and essays. We never come across a production without mistakes.
- We do not follow the teacher's instructions thoroughly because sometimes it is difficult to understand.
- Lack of a rich vocabulary leads to weak expression of ideas.
- We are not native speakers and English is a foreign language, we can never be satisfied.
- Because our knowledge is very limited, we hardly express ideas. It is difficult for us to produce correct and concise pieces of writing because we do not have a good basis in English.
- we have problems with the mechanics of writing, mainly punctuation.
- The main problem we face is how to apply the grammatical rules appropriately.

According to the students' explanations, we note that they do not only have problems with the different aspects of writing: Vocabulary, grammar, ideas and the mechanics of writing, but they do not manage to apply what they have learned appropriately as well. These justifications indicate the lack of cognitive strategies and the lack of strategy training. Therefore, our teachers need to reinforce students' writing abilities by motivating them to practise writing both in class and as a homework and to assess their work carefully and regularly.

Question Sixteen:

Is the time allotted for the production of a composition enough for you?

- Yes

- No

Options	N	%
Yes	09	13.85
No	56	86.15
Total	65	100

Table 5.8 Students' Opinion about the Time Allotted for the Production of a Composition.

Responses to the question asking the subjects about whether the time allotted for the production of a composition is enough or not show that 86.15% of them think it is not; only 13.85% think it is. These results do not differ much from those obtained in the Teachers Questionnaire. Again, it is our belief that students should be given enough time to work at ease, i.e do not work under pressure.

Question Seventeen:

If " No", what do you suggest?

The suggestions of the 56 students can be summarized in the following points:

- Devote more time to the module of "Written Expression", thus have more time when producing a piece of writing.

- Extend T.D sessions to two hours instead of just one hour and a half.
- Give adequate time to the writing task and make time more productive.
- Have six (06) hours of "Written Expression" a week during the four years of English study.

We would like to add that because writing is a difficult skill, more time should be devoted to the module of "Written Expression". We need also to make our students understand how the whole process works by giving them the adequate time and teach them to spend it appropriately.

Section Three

The Writing Process

A: The Pre-writing Stage

Question Eighteen:

Which aspects of the composition worry you before starting to write ?

(You can tick more than one box).

- a- Topic (what to write about in case it is a free composition)
- b- Words (which words to choose)
- c- Grammar (structures/verb forms senses. etc)
- d- Content and organization of ideas.
- e- Punctuation.
- f- Spelling.

Aspects	A lot		Little		Not a tall	
	N	%	N	%	N	%
a	33	50.76	25	38.46	07	10.76
b	23	35.38	36	55.38	06	09.23
c	29	44.61	24	36.92	12	18.46
d	23	35.38	31	47.69	11	16.92
e	22	33.84	33	50.76	10	15.38
f	11	16.92	40	61.53	14	21.53

Table 5.9 Aspects of the Composition Students worry about Before Starting to Write.

Table 5.9 shows that before starting to write 44.61 % of the students worry a lot about grammar (structures, verb forms ,and tenses), 55.38 % of them worry a little about it and only 9.23 % do not worry about it at all .As far as the aspect of content and ideas organization is concerned , we note that about half of the respondent students , that is 47.69 % worry a lot about it before starting to write and 35 ,38 / worry a lot about it ; the rest, i.e 16.92% do not worry at all .In case the topic is a free composition ,more than 50 % worry a lot, 38.46 % worry a little and only 10.76 % of the students do not worry about it at all . Generally speaking, we can say that only 21.53 % and 15.38 % of the students do not worry about the mechanics of writing, punctuation and spelling respectively and less than that percentage do not worry about the other aspects including vocabulary, or which words to choose when writing.

Teachers need to encourage students not to worry about the different aspects like what to write about, i.e. the topic, which words to choose, grammar, vocabulary, ideas organization and the mechanics of writing. In the pre-writing stage the students should brainstorm and plan before jotting down their ideas. In the writing stage, students should tackle writing with eagerness and confidence to successfully improve.

Question Nineteen:

After reading the topic of the composition, what do you generally do?

- a- Start for a write the composition immediately
- b- Think for a while on which ideas to include
- c- Make an Outline and follow it
- d- Write down sentences and phrases related to the topic
- e- Other

Activities	N	%
a	04	06.15
b	06	09.24
c	50	76.92
d	05	07.69
e	/	/
Total	65	100

Table 5.10 - What Students Generally do after Reading the Topic of the Composition.

Table 5.10 shows that after reading the topic of the composition, the great majority of the students, 76.92 % make an outline and follow it. These results suggest that the most important aspect for our students is to jot down ideas or make a plan (see Appendix III.1) that guides them in the writing process, something we advise them to do each time they tackle writing.

B- The While-Writing Stage:

Question Twenty:

While writing, do you think of the purpose of what you are writing?

- Yes

- No

Options	N	%
Yes	56	86.15
No	09	13.85
Total	65	100

Table 5.11. Students Thinking of the Purpose of what they Write about.

As it is revealed in Table 5.11, 86.15% of the students think of the purpose of what they write about during the writing activity. In order to write efficiently, the students should always ask themselves questions such as why am I writing and for what purpose? We believe that such

interrogations represent an attempt to communicate with the reader, here the teacher, because in considering the functional purpose of writing, the learner gets more motivated and consequently performs better.

Question Twenty One:

What is your primary concern when writing ?

- a- Vocabulary
- b- Grammar
- c- Content and organisation of ideas
- d- Punctuation
- e- Spelling
- f- Other

Aspects	N	%
a	10	15.38
b	24	36.92
c	31	47.69
d	/	/
e	/	/
f	/	/
Total	65	100

Table 5.12 Students’ Primary Concern when Writing.

As reported by students, many more of them (47.69 %) are primarily concerned with content and organization of ideas when writing; however the number of students who claimed to be concerned about grammar is lesser (36.92 %) such a finding is particularly interesting because it is very important for our students to emphasize content rather than form when

writing, especially when the Process Approach is adopted. These statistics are not similar to those obtained in the pre-writing stage; they seem to contradict them. However, we believe that it is quite logical because the latter stage differs a lot from the while-writing stage where the concern of the informants changes.

Question Twenty Two:

What part of the writing process gives you most difficulty ?

- a- Brainstorming.
- b- Generating initial draft(s).
- c- Revising.
- d- Editing final draft

Part of the writing process	N	%
a	40	61.54
b	18	27.69
c	02	03.08
d	05	07.69
Total	65	100

Table 5.13. Part of the Writing Process Causing Difficulty.

From Table 5. 13, we see that the majority of students 61.54 % have difficulty with one of the most important parts in the writing process, brainstorming. This part of the writing process that consists in storming or erecting one’s brain for ideas lies a great deal on the students’ knowledge about a given topic which can be acquired only through extensive reading.

27.69% of the students said that generating initial draft is the part of the writing process that gives them most difficulty. Although revising and generating the final draft are crucial in the writing process, they do not seem to cause much difficulty.

Question Twenty Three :

While writing, which aspects are difficulty for you ?

(You can tick more than one box)

- a- Vocabulary
- b- Grammar
- c- Content organization of ideas
- d- Punctuation
- e- Spelling
- f- Other

Aspect	A lot		A little		Not at all		Total	%
	N	%	N	%	N	%		
a	23	35.38	34	52.30	08	12.30	65	100
b	29	44.61	31	47.69	05	07.69	65	100
c	22	33.84	27	41.53	16	24.61	65	100
d	16	24.61	33	50.76	16	24.61	65	100
e	09	13.84	36	55.38	20	30.76	65	100
f	/	/	/	/	/	/	/	/

Table 5. 14 - Aspects Causing Difficulty for Students While they Write.

Table 5.14 shows that in the writing stage, grammar causes a lot of difficulty to 29 students (44.61%), a little difficulty to 34 students (52.30%) and does not cause difficulty to 12.30% of them. As for as vocabulary is concerned, we note that it causes a lot of difficulty to 35.38% of the students, 52.30% of them said it causes a little difficulty and only 12.30% see that it is not a difficult aspect at all. 33.84% of the students see that the aspect of content and organization of ideas is very much difficult for them, whereas 41.53% see that it is a little difficult, and only 16 students, i.e 24.61% indicated it is not difficult for them at all while they write. Finally, punctuation and spelling do not seem to be very difficult for more than half of the students in that 50.76% and 55.38% confessed they are respectively a little difficult aspects.

Question Twenty Four:

While writing, do you think it is important to :

- a- Go back and think about what you wrote
- b- Rewrite/ practice writing repeatedly until you are satisfied
- c- Do both.

Part of the writing process	N	%
a	18	27.69
b	06	09.23
c	41	63.08
Total	65	100

Table 5. 15 What Students Think it is Important While Writing.

As shown in Table 5.13, 27.69% of the students think it is important to go back and think about what they wrote, and only 09.23% of them think it is important to rewrite and / or practise writing repeatedly until they are satisfied. These two activities are thought to be important to 63.08% of the students; such a finding is important because this is what we encourage our student to do when adopting a Process Approach to writing , an approach characterized by the idea of going forward and backward while writing and therefore concretize the idea of excursiveness.

Question Twenty Five:

If you read back, do you make changes concerning:

- a-Vocabulary
- b- Grammar
- c- Content and organisation of ideas
- d- Punctuation
- e- Spelling

Options	N	%
A	12	18.47
b	22	33.85
c	25	38.46
d	03	04.61
E	03	04.61
Total	65	100

Table 5.16 Changes Students Make when they Read Back.

It seems from Table 5.16 that the category which undergoes the most changes is that of content and ideas organization (38.46 %). As for the categories of grammar and vocabulary 33.85 % and 18.47 % of the students make changes concerning them respectively. Finally, 04.61% of the students make changes in both punctuation and spelling when they read back. We note that students are more concerned about changes in content rather than form when they read back. This finding is encouraging since it confirms that our students show a predisposition to adopt the Process Approach which puts foci on content rather than form in the while-writing stage.

Question Twenty Six:

While writing, do you think of how your teacher would correct your composition?

- a- Always.
- b- Sometimes.
- c- Not at all

Options	N	%
A	39	60.00
B	16	24.62
c	10	15.38
Total	65	100

Table 5.17- Frequency of Thinking how Teachers Would Correct Students' Compositions.

The results in Table 5.17 show that 60% of our respondents always think of how their teacher would correct their composition. Here it is worth mentioning that as (Grabe and Kaplan 1996:207) say "audience is essential to the creation of text and the generation of meaning". The perceived audience has a positive impact on the students' writing development because having the notion of audience is important on both the linguistic and cognitive dimensions.

Question Twenty Seven :

If you "always" or "sometimes" think of how your teacher would correct your writing, does this inhibit you?

- a- Always
- b- Sometimes
- c- Never

Options / frequency	N	%
a	06	10.91
b	19	34.54
c	30	54.55
Total	55	100

Table 5.18 Students' Reaction Toward Teachers' Correction.

The results in table 5.18 show that out of 55 students, 54.55 % of them are never inhibited when they always or sometimes think of how their teacher would correct their productions.

Again, we would like to add that audience, the teacher in our context, should serve as an incentive to make students produce more explicit, clearer and more understandable compositions. On the other hand, when the teacher responds to students' writing, s/he must do it in the most effective way, by indicating which part is good and which part needs to be reviewed so that the students develop a positive view toward their audience. Contrary to the great majority, only 10.91 % of the students feel inhibited when they think of how their teacher would correct their writing. This result is quite logical because we believe that there are always students who think negatively about assessment in general.

C – The Post- Writing Stage:

Question Twenty Eight:

Once you considered your composition finished, do you revise it?

Yes " 65

No " 00

100 % of the students revise their composition once they consider it finished. Departing from the idea that revision is one of the main stages students go through in the writing process, we can say that these findings encourage us to easily adopt a process oriented-approach because reviewing or revising enables the students to move backwards with the intention to revise their thoughts and may consequently generate new ideas. They may also make corrections.

Question Twenty Nine:

If “Yes”, do you do any changes?

Yes " 65

No " 00

All of the students make changes to their composition after they revise it. We believe that such activities are the heart of the Process-oriented Approach; They serve in shaping an acceptable piece of writing.

Question Thirty:

If “Yes”, what type of changes do you do?

(You can tick more than one answer)

- a- Vocabulary
- b- Grammar
- c- Content and Organization of ideas
- d- Punctuation
- e- Spelling

Aspects	N	%
a	30	46.15
b	46	70.76
c	45	69.23
d	27	41.53
e	19	29.23

Table 5.19- Types of Changes Students do when Revising their Compositions.

It seems from Table 5.19 that the aspects that are given more importance by students when making changes are grammar (70.76%) and content and organization of ideas (69.23%) and to a lesser degree vocabulary (46.15%) and punctuation (41.53%). Such results do not differ from those obtained previously. (see for example, results of question 21 of this questionnaire), where grammar and content and ideas organization are the primary concern of students when they write. There fore, we can rely on them in order to devise the necessary suggestions and implications.

Section Four: Teacher Feedback.

Question Thirty One:

Do you get teacher feedback in the writing process?

- Yes

- No

Options	N	%
Yes	60	92.31
No	05	07.69
Total	65	100

Table 5.20- Students Getting Teacher Feedback in the Writing Process.

Table 5.20 shows that 92.31 % of our respondents claim they do not receive it. We should, as researchers, encourage teachers to give feedback and students to give it more importance by developing strategies to deal with it to improve their writing skills. Such an objective can be easily attained if students consider their teachers' comments and incorporate them.

Question Thirty Two:

If "Yes", is the teacher feedback on :

- a- The First draft
- b- The Second draft
- c- The Final draft

Drafts	N	%
a	/	/
b	55	91.67
b	10	08.33
Total	65	100

Table 5.21 Teacher Feedback on Different Drafts.

The results inform us that teacher feedback is on the second draft(91.67%) and not on the final draft.

We profoundly maintain the belief that our students can improve their writing if they pay a great deal of attention to their teacher’s feedback mainly if it occurs on the second draft. We agree with Ferris (1995) when she says that teacher feedback is more effective when given on intermediate rather than final drafts. We note that when students receive feedback on the second draft, they do better in the final one(s).

After the evaluation of the different drafts, it seemed that there is a difference and improvement in terms of ideas, accuracy and correctness (see Appendices III.2-, III.3). This is indeed remarkable as it shows the positive effects of this type of feedback as part of process writing.

Question Thirty Three:

Do you like feedback to occur on.

a- First draft

b- Second draft

c- Final draft

Drafts	N	%
a	11	16.92
b	50	76.92
c	04	06.16
Total	65	100

Table 5.22 Students' Preferences of Occurring Feedback.

Table 5.22 shows that 76.92% of the students like feedback to occur on the second draft, 16.92% of them like it to occur on the first draft and only 06.16% prefer it to be on the final draft.

These findings are similar to the results obtained in the teachers questionnaire and have also been corroborated by more recent research on students' reaction to teachers responses in L2 contexts.(See Leki 1986).

Question Thirty Four:

Please, explain why?

To justify their preferences, the 50 students' explanations can be summed up as follows.

- It helps me to understand more.
- It (the second draft) is the most important draft in the writing process.

- It is the most appropriate draft where the teacher makes feedback.
- To correct our mistakes and learn more.
- The second draft reflects the real level of the students.
- First, second or third draft...the most important thing is to know about errors.

Here, it is worth mentioning that those students who gave an explanation of their choice did not argue about the drafts, but rather they concentrated on one point: correction of errors.

Question Thirty Five:

Does the teacher help you in the edition of:

(You can tick more than one answer)

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

Aspects	N	%
a	21	32.30
b	41	63.07
c	18	27.69
d	14	21.53
e	09	13.84

Table 5.23 Aspects Teachers Help Students in when Editing.

It seems from Table 5.23 that when helping their students the teachers tend to concentrate more on grammar (63.07%), vocabulary (32.30%) and to a lesser extent content and organization of ideas (27.69%) and punctuation (21.53%) . These results are similar to those obtained in the Teachers Questionnaire (Question 21) in that the focus is on structure and vocabulary rather than meaning and content.

Question Thirty Six:

What do you like to be emphasized in the teacher's feedback?

- a- Language use
- b- Content
- c- Both

Options	N	%
a	02	03.08
b	/	/
c	63	96.92
Total	65	100

Table 5.24: What Students Like to be Emphasized in Teachers Feedback.

The results show that 96.92% of the students like both language use and content to be emphasized when they receive teacher's feedback. Only 03.08 % prefer language use alone. In a Process-oriented Approach teachers should focus on ideas organization, and the amount of details on early drafts and leave language to later stages.

Question Thirty Seven:

Do you feel at ease when receiving feedback?

Yes " 65

No " 00

It is highly encouraging to note that all the questioned students (100%) feel at ease when receiving teacher's feedback. This finding indicates that students are eager to accept [and apply] a process writing orientation. With this motive in mind, it seems that we need to concentrate on feedback in our writing class and a great deal more research is needed for a more sound pedagogy of feedback in the teaching of writing.

Question Thirty Eight :

If "No", Please explain why.

There are no "no" answers to this question.

Question Thirty Nine:

Is it easy for you to interpret your teachers' comments?

- Yes

- No

Options	N	%
Yes	16	24.62
No	49	75.38
Total	65	100

Table 5.25 Easiness of Interpreting Teachers' Comments.

The results show that 75.38% of the students reported that it is not easy for them to interpret their teachers' comments. This finding is particularly interesting if we remember Zamel's study (1985) about teacher response to writing, in which she concluded that teachers' comments were very often unintelligible to students unfocused, abstract, and contradictory. Therefore, our teachers should make understandable, clear and unambiguous comments if they want their feedback to be more effective.

Question Forty:

If "No", please explain why.

It should be noted here that only 25.5 % of the students who answered "no" to question 39 gave a justification to their answer. These students claim it is not easy to interpret their teachers' comments mainly because they are ambiguous and not clear for them.

As we have already mentioned, our teachers need to explore how students interpret their comments and have to make them as clear as possible by applying the same procedures when responding to students' writing; teachers should, at least, use the same symbols and signs. The latter are not part of a common and unified system by our teachers. In this respect teachers are encouraged to use a unified system of the symbols they use (See Key Correction Appendix III.2), in addition to symbols indicating problems in coherence, clarity and unity.

Question Forty One:

Do You use feedback in the writing process?

- Yes

- No

Options	N	%
Yes	40	61.54
No	25	38.46
Total	65	100

Table 5.26 Use of Feedback in the Writing Process.

The results in Table 5.26 show that a large majority of students 61.54% report using feedback (here peer feedback).

As a teacher of "Written Expression", we should say that it was observed that peer feedback does not seem to be a frequently used type of response in Algerian E.F.L classes. Some of the reasons that seem to inform this decision are the realization that students do not take such tasks seriously, in addition to the fact that they are time consuming . However, students should not rely on teacher feedback and disregard peer feedback, because the latter may contribute to the development of learner autonomy and encourages critical reasoning. The student cannot just take the advice as given and make the change, as is likely when the expert (i.e the teacher) provides feedback. Instead, the student will need to consider the advice from a peer, questions its validity, weighs it against his or her own knowledge and ideas and then make a decision about what, if any, changes to make.

Section Five: Further Suggestions.

Question Forty Two:

Please, add any suggestion(s) you see relevant to the aim of this questionnaire.

Only 17 students (26.15%) added suggestions .The students' suggestions can be summed up as follows.

- Students should be encouraged to do lot of writing tasks emphasizing the adoption of the Process Approach.
- Teachers should provide us with books on the writing process and feedback and should guide us to use them.
- Theory is not enough, we need to practise writing, and the different stages from brainstorming to editing.
- It is recommended that the module of "Written Expression" be extended to Third and Fourth Year of English study because two years are not enough.
- We need to do a lot of exercises dealing with the different aspects of language with a focus on grammar, vocabulary and ideas organization.
- Students need to be motivated to write by making them aware about the importance of writing as a process and the role feedback plays in improving writing.
- Students should have a great amount of writing practice, both in class and at home.

It seems from the above suggestions that the students are aware about the importance of the Process Approach and feedback and the other learning abilities in improving writing.

Conclusion

Results from the analysis of the Students Questionnaire support the hypotheses stated at the beginning of the present thesis in that they confirm that writing is a challenging and complex skill because students showed clearly they have difficulty in dealing with the different aspects like grammar, vocabulary, content and ideas organization as well as the other mechanics of writing , spelling and punctuation . The results of the study also strongly support the importance of the Process Approach where recursiveness is applied, going through the different stages of brainstorming, pre-writing planning, revising and finally editing. Furthermore, when students receive feedback, they improve their writing. So, allowing students to get used to such activities will undoubtedly mingle their experiences and will ultimately use them as necessary tools for managing their drafts accurately and confidently.

CHAPTER SIX

The Writing Process and Feedback in an E.F.L classroom

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The Writing Process and Feedback in an E.F.L Classroom

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Introduction

The present chapter is devoted to the analysis of the students' assignments. The students who were asked to write an essay departing from a direct question, were also taught that the writing process involves going through different drafts. The students were prepared for writing and were made aware about the fact that writing is necessitated by a number of processes and strategies like planning, composing (translating) and reviewing. The analysis of the assignments enables us to identify the effectiveness of the adoption of the Process Approach and teacher feedback on the second draft and see whether these strategies lead to greater improvements in writing. Additionally, the students' assignments provide the reader with a clearer picture of the model writing process in an E.F. L context.

6.1- The Population

It is worth noting that the students who took part in assignment writing are those students who answered the questionnaire; that is to say, second year students of English from the Department of Foreign Languages, Faculty of Arts and Social Sciences at Ferhat Abbas University–Setif. They had some formal writing experience in that they took courses in written expression and dealt with the basics of writing focusing on expository writing and how to develop essays. For practical reasons, the section was divided into two groups of 35 and 30 students. Before they were asked to write an essay about the causes and results of delinquency, the students had been informed that they were going to follow the steps of writing a first draft (planning and organizing ideas), then writing a second draft that

would undergo teacher's feedback and guidelines, and finally write a third and final draft taking into account the corrections and comments of their teacher .

6.2- The Teachers/ Examiners

The two teachers who were involved in giving feedback have been teaching "Written Expression" for more than ten years .They both had a similar approach to writing in that they regarded writing as a recursive and generative process and a set of stages the student writer goes through to lead to more thoughtful work where the strategies of pre-writing and revision are integral to writing and that the implementation of the process-oriented approach does not at all exclude concentrating on the final product. As far as the way of giving feedback is concerned, the teachers were free to give direct, or indirect feedback by underlining, circling, using symbols and direct corrections of the different mistakes, adding a punctuation mark, generally a comma, or a semicolon or capitalize what should be capitalized. The teachers gave feedback by writing the correct version of the errors on the margin or between the lines.

When the teachers returned the copies to the students, we noted that the aforementioned types of corrections were used (see Appendix II .2).We also noted that the teachers did not correct all the mistakes, and let it to the students to find them out.

6.3- Analysis of the Students' Assignments

The students' drafts /assignments were analysed not only to identify the major problems our students encounter in E.F.L writing context and the different major skills of grammar, vocabulary, spelling, ideas organization and punctuation, but also to see whether the use of different drafts going forward and backward through the process of writing are effective in producing acceptable pieces of writing. The students writing showed how they tackled the activity of writing, focusing on the strategies employed in the writing process including the stages of planning, composing, or translating, and reviewing. The students relied on teachers' interference through assistance and feedback on the second draft and finally edited the final draft.

6.3.1- The Brainstorming Stage and the Pre-Writing Activity

The brainstorming stage is a very important stage for the students; its aim is to produce as many ideas as possible. This stage is a step that enables the students to get engaged in the effective stage of writing .Here, it is worth mentioning that reading is indispensable for our students to develop ideas and insights, that is why getting started for them is not an easy task. To make it easy for them to tackle the topic (essay) about the causes and effects of delinquency, they were asked to think about the topic and to deal with it orally as a pair-work activity to exchange ideas. At this stage, the teacher asked the students to only discuss the topic and get the ideas come without writing a single word .We believe that it is by means of class discussion that students discover and create additional knowledge for writing and that they get an opportunity to learn how to work in discussion pairs/groups. It enables students work together in the classroom in small

groups to say as much as they can about the topic they intend to write about.

A major role of the teacher is to lead, help and guide students and pave the way to them to argue and express their ideas. “Brainstorming with the whole class and in groups allows students to recognize the options that are open to them, and also to explore the types of information that they will need to for a range of specific writing activities” Grabe and Kaplan, 1996:271 .

It should be noted that the brainstorming phase has had its positive impact on the students as a pre-writing stage, and therefore needs to be implemented as a valuable activity in the writing process.

6.3.2- Writing the First Draft :The Planning Stage

One of the cornerstones of writing as a process is to give students the opportunity to work through the different stages, starting with planning. In the questionnaire, teachers insisted on the fact that planning activities be explicit and performed in depth rather than superficially.

We noted that in the first draft all the students started planning their essays using individual words, and/or plans. 33 of the students, i.e 50.76 % divided the draft into three distinct parts: introduction, development (body of the essay) and conclusion .They were encouraged by their teacher(s) to write down any word , idea ,or expression relevant to the causes and effects of the topic, delinquency .

What follows is a specimen of two different plans used by two students chosen randomly from the two participant groups:

STUDENT ONE

INTRODUCTION

-What is delinquency?

DEVELOPMENT

Causes and effects

A-Family problems

1-Divorce

2-Lack of affection

3-Poverty

4-bad education

B-Social problems

1-Unemployment

2-Housing problems

CONCLUSION

Solutions

1-Responsibility of the parents

2-Responsibility of the government

STUDENT TWO

1.What is delinquency and who are the people who suffer from it?

(juvenile delinquency)

2.a. The causes of delinquency.

- *absence of the family.*
- *Lack of education and organization .*
- *Father is early to go out and late to come back home.*
- *Parents do not care about their children and let them out.*
- *Divorce*
- *Parents' lack of responsibility*

2.b. The effects of delinquency

- *Children do not give importance to their studies*
- *Children lose guidance*
- *Children behave violently in any situation*
- *Children take drugs and may commit crimes.*

3-The solutions

- Education is one the ways to solve this problem.*
- The parents and the government should listen to children and youth*
to solve their problems

In the above examples (drafts), we note that the students, as we have mentioned, planned their essays dividing them into the three distinct known parts of introduction, development and conclusion .Because of the importance the teacher attached to pre-writing activities in composition courses, it seemed that the students spent much time planning writing. We believe that the difficulty lying behind that is lack of linguistic fluency

and flexibility. The students' first drafts (90%) show that the students crossed out words, phrases and even whole sentences. It seems that they worried about the correctness of what they were writing and needed to think hard to produce acceptable ideas, which means that they valued this stage as an important part in organizing their writing. Here, the writer's long term memory provides him/her with the knowledge and ideas s/he needs for the writing; some of the information generated would be used to write the text, some will help him/her to orient his/ her writing to the audience, and some will provide the linguistic resources s/he needs to translate his/her thoughts into written language.

When planning, the students made an internal representation of the knowledge which they have accessed from the long term memory. During the process of generating ideas, we noted that 20 students i.e, 33.84 % used connections and inferences like (since , because, because of, led to, for ,as, consequently, in consequence, as a result, therefore...), and transitional devices which led to the formation of other new ideas and concepts and consequently enlarged and developed aspects of them. We also noted that the students, following the instructions of their teachers, started the first draft with an idea in mind and what they wrote at the beginning was not the perfect production in the first attempt .They were instructed not to bother too much about coherence and grammatical and/or structural mistakes.

6.3.3- The While-writing Stage

After the students finished writing their first draft, they moved to the real phase, we call the while –writing stage .It is the phase where actual writing starts. At this stage the students started translating their ideas and plans into texts consisting of distinct paragraphs. We know from research that the students do not follow a linear sequence when writing, but work recursively and perceive writing as an act of discovery. While writing, the students concentrated more on what they wanted to say and how to say it more efficiently bearing in mind that it is the transformation stage which involves converting information into meaningful sentences .In structuring information, the student writers used various types of knowledge including discourse knowledge, understanding of audience and sociolinguistic rules. (O’Malley and Chamot 1990).

6.3.4- Applying Cognitive Strategies in the Writing Process

We noted that all the participant students used the three main strategies when they wrote their assignments; that is, planning, translating and reviewing. Such strategies apply to Anderson’s model (1985) to writing in a L2 which can be divided into three stages: construction where the writer plans what s/he is going to say by brainstorming, transformation in which language rules are applied to transform intended meaning into the form of the message when the writer is composing or revising; and execution, which corresponds to the physical process, or producing the text. “In cognitive theory the first two stages, construction and transformation have been described in terms of setting goals and searching memory for information, then using production systems to generate language in phrases or constituents much like parsing in language comprehension.” (O’Malley

and Chamot, 1990. p42). The students also focused on revision as part of the transformation stage; it is a cognitively demanding task for L2 learners because it not only involves task definition ,evaluation ,strategy select ion ,and modification of text in the writing plan (Grabe and Kaplan, 1996), but also the ability of students to analyse and evaluate the feedback they receive on their writing.

In terms of drafting and revising the real work of translating the different ideas and the raw materials into coherent, correct and understandable essays key areas of focus included the physical components involved in writing, the task environment which is a useful constituent in writing as a cognitive process.

Cumming (1995) pointed out the benefits of writing which involves explicit strategies of planning and revising texts. He also advocated that E.S.L /E.F.L instructors make explicit use of thinking and student self-evaluation as modes of assessment .Such approaches promote language transforming models of composing and peer and teacher responses and feedback. Additionally, verbalizing the writing process gradually can be effective since it affords both learners and their teachers to consider writing dialogically.

6.3.5- Teachers' Corrective Feedback: The Comments

To start with, we noted that all the students' copies received al least one comment. The teachers' comments are first classified as positive or negative.

Comments	N	%
Positive	27	21.95
Negative	96	78.05
Total	123	100

Table 6:1 Total of Comments Made by Teachers

N: Number of mistakes

Table 6:1 reveals that the teachers made a total of 123 written comments of which 96 negative comments and 27 positive ones. This means that each copy received only 21.95 % of the total of positive comments or praises made by the teachers like for example ,good point, valuable idea, o.k good ,...etc .On the other hand, out of the 65 copies, 78.05 % of the students received negative comments related to grammar, vocabulary, ideas organization, and the mechanics of writing. The rest of the comments, most of the time comprised giving an information and sometimes explanations. The teachers even wrote questions and directions like: Do you think so? Try to avoid wordiness, No! We also noted that teachers' feedback was uncoded (i.e, simply locating errors). It consisted of underlining and/or circling the errors without correcting them or providing details. (See Appendix III2). Research evidence on error correction in L2 writing classes shows that students who receive error feedback from teachers improve in accuracy over time (Ferris and Roberts 2001).There is also research evidence which proves that our students want error feedback and think that it helps them improve their writing skill.

Although our teachers made efforts to give feedback (both positive and negative), which essential, we can say that it remains rather minimal. It is therefore recommended that teachers in E.F.L contexts respond to students' productions more thoroughly. Such an objective can be achieved by learning more about feedback and train in the area of assessing and responding to student writing.

We also noted that the feedback guidelines and comments made by the two teachers are in line with the points we presented in the literary survey and with the results obtained in the teachers and students questionnaires. However, when providing feedback teachers should:

1- avoid providing detailed comments on the surface form without paying attention to content and organization;

2- make clear suggestions that enable learners to carry out revisions in the areas of ideas organization, grammar and the mechanics of writing;

3- not correct every single mistake in the learner's work, but rather let them discover the existing mistakes and therefore get encouraged to correct them;

4- be aware that it is their responsibility to help learners to develop strategies for self-correction,

6.3.6- A Crucial Step in the Writing Process : Reviewing

Revision is a cognitively demanding task for L2 learners because it not only involves task definition, evaluation strategy, selection, and modification of text in the writing plan (Grabe and Kaplan 1996), but also the ability of students to analyse and evaluate the feedback they receive on their writing. Bearing in mind that revision involves more than just proofreading for some mechanical details, the participants evaluated what has been planned for fifteen or twenty minutes using the strategies of reading and editing. In these strategies, the students checked the content, having in mind the aim of correcting anything that would prohibit the text from meeting the main objective of their writing. In this stage, the students also corrected the grammatical errors and changed the content of writing. Hayes and Flower (1980) postulated that when the evaluation of a text is not satisfying, reviewing generally brings about revision. We noted that the reviewing procedure raised students' self-consciousness while they were set to evaluate the written text. We also noted that revision took place not only when the students sensed the errors, but also when they felt the existence of illogical aspects during the act of writing.

Teachers should make students aware of the complexities involved in the revision process so that they can make modifications with complete competence and confidence. Students themselves should be encouraged to be truly effective. Their reactions to their teachers' comments should be done in a way that enables them to interact positively. Here, the process model of writing instruction following the various steps of the writing process allows learners enough time to seek and reflect input as they organize their plans and the ideas they use to produce their essays. Ideally,

instruction and feedback serve to motivate revisions, encourage learning, induce problems-solving and critical thinking in addition to further writing practice.(White 1994, Zamel 1987)

In fact, revision activities have beneficial effects if they are appropriately performed, and teaching the students to make use of the different revision strategies may lead them to produce improved essays/writing. Applying these strategies in the classroom can help learners to become competent writers and develop a more active part in their own learning. Those strategies, when comprehensibly taught, enable our students to become effective foreign language learners. The quality of learning is enhanced by increasing the students repertoire in the implementation of the Process Approach of which revision is a crucial stage, and rely on feedback as good and beneficial strategies.

	N	%
Grammar	268	33.13
Vocabulary	98	12.12
Ideas Organization	92	11.37
Punctuation	112	13.84
Spelling	239	29.54
Total	809	100

Table 6.2 Total of Corrected Mistakes on Second Draft

As can be noted from Table 6.2, the number of the corrected grammatical mistakes on the all students' drafts is 268, that is an average of 33.13 % per copy. This result is not astonishing since grammar is one of the aspects that causes difficulty to our students and also an aspect our teachers tend to emphasise when providing feedback (see Table 5:1 of the students questionnaire). Here, we can say that there is clear evidence that teachers' interest is still focused on grammatical correctness in spite of the recent shift to the Process Approach where the teachers normally consider content and how the student writer moves through the different steps that constitute the writing activity.

As far as the importance of correcting grammar is concerned, we note that Ashwell (2000) states that it is the belief of the teacher that correcting the grammar of the student writer's work helps him/her to improve the accuracy of subsequent writing. We believe that feedback on grammar and content in the writing process leads to improvements in writing. Fathman and Whalley (1990) found that students who received feedback on grammar and content simultaneously improved their written text in both areas, while students who received feedback on content only actually made more errors in subsequent drafts.

The second aspect that was given considerable importance is that of spelling; each scored received 29.54 % of the total corrections. This result again confirms that the teachers are interested in form rather than content when dealing with students' copies.

The writing aspect that seems to stir the teachers' interest is that of punctuation. It scored 13.84 % of the total corrections. Although punctuation is not the concern of our students when they write, (see Table

5:12), we argue that such an aspect needs to be given the importance it deserves.

Finally the aspects of vocabulary and ideas organization seem to be given almost the same interest in that the copies received 12.12 % and 11.37 % respectively.

6.3.6- Writing the Third / Final Draft

The final stage of the writing process is that of editing. Our students started writing their final draft in the session after their teachers addressed feedback on both content and form. It is the time where the student writers concentrated on the different aspects of grammar, spelling and the mechanics of writing. It is also the stage where the students concentrated on the readability of their essays; they made efforts to make their writing acceptable .The following table shows the percentage of errors on the final draft.

	N	%
Grammar	76	37.44
Vocabulary	40	19.71
Ideas Organization	37	18.23
Punctuation	17	08.37
Spelling	33	16.25
Total	203	100

Table 6.3 Mistakes on Third/Final Draft

According to the results revealed in Table 6.3, we note that after feedback on the second draft, the students took their teachers' comments and corrections into consideration in that the number of mistakes in the third draft decreased enormously from 268 mistakes in grammar to only 76 mistakes, i.e from 33.13 % to 09.39 % and from 98 mistakes in vocabulary to 40 mistakes that is to say from 12.12 % to 04.94 %. As far as the aspect of ideas organization is concerned, we note that the students' drafts knew only 37 mistakes and comments with a percentage of 04.57 % compared with 11.37 % in the second draft. The striking point in the third draft correction is that of the aspects of punctuation and spelling. We note that the mistakes decreased from 13.84 %, to 29.54 % and from 02.10 % to 04.08 % respectively. Such a result confirms that obtained in the students questionnaire where the students argued that their teachers put more emphasis on the correction of spelling mistakes when dealing with their written productions.

The results also show that grammar is the aspect that causes difficulty to our students with 33.13 % of the total mistakes. The aspect of ideas organization scored the least percentage 11.37 % of the total mistakes which is a positive point due to the fact that content and organization of ideas is the primary concern of our students when they write. (see Table 5.12 p:200). We also think that it is the result of the effectiveness of the implementation of the Process Approach and the cognitive and metacognitive strategies it entails.

A comparison between Table 6.2 and Table 6.3 demonstrates the positive effect of the Process Approach and teacher feedback in writing .It

is also clear that the students improved the accuracy of their writing when they revise the different drafts relying on their teachers' comments.

On the whole, we can say that the comments and corrections the teachers made were significantly clear and understandable and could orient the students to improve and correct the mistakes in the second draft. Furthermore, the results, like those obtained in the two questionnaires, indicate that teacher feedback on the second draft as an important step in the writing process was of great benefit for students' attention and benefit.

Conclusion

The main conclusion we can draw from the analysis of the students' assignments is that the implementation of the Process Approach as well as providing (teacher) feedback on the second draft, play a very important role in improving students' writing and lead to successful revisions with final versions being better than initial drafts. The Process Approach as a learning strategy leads to greater improvements as far as the writing skill is concerned. The different steps the students follow, and mainly the rewriting strategy, are important for our students to improve their writing. The implication of this is that effective writing depends not just on how goal-directed writing is, but also on the writer's ability to coordinate all the different processes involved to improve his/her thought processes and writing abilities. Our students need to get familiar with the Process Approach and our teachers must emphasize the link between process and feedback in attempt to offer a new insight on E.F.L. writing.

CHAPTER SEVEN

Pedagogical Implications and Recommendations

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Introduction

This chapter is devoted to some recommendations and pedagogical implications based on the literature review and the results obtained via the means of research in the present study. This study highlighted some interesting points to be considered in the Algerian E.F.L context regarding the application of the Process Approach and teacher's feedback as being fruitful and of high significance in the writing process. E.F.L writing instruction is most effective when teachers understand what kind of strategies to apply and help our students acquire them.

7.1 - Effectiveness of the Process Approach in an E.F.L Context

Generally speaking, introducing the Process Approach to E.F.L composition seemed to have been motivated by dissatisfaction with controlled composition and the use of the traditional approach that focuses more on the product. It is our belief that such approaches do not actually foster creation and thought and therefore discourage creative thinking and writing. This is not to say that the process movement was able to replace traditional pedagogy completely with a new set of pedagogical practices, as Applebee (1986: 97-98) points out, "there is almost always a gap between educational theory and educational practice and Process Approaches are no exception" The result of this change led today researchers to turn their attention to the importance and effectiveness of the Process Approach in improving composition writing. Tobin (1984:8) for example, argues that "the writing process has become an entity, even an industry, with a life of its own, certainly a life apart from its first theorists." As a result, the number of L1 and L2 research into the composing process and the various

elements related to it has provided us with a greater understanding of the process of writing.

Our researchers, teachers and students in the Algerian university need to apply and practice such an approach in the classroom and encourage students to use it as an effective pedagogical tool in enhancing writing development. Teachers should therefore realize that students need to be provided with the skills for different modes of writing to apply process strategies and techniques.

The positive effects of the Process Approach show that the composing elements employed by students when they write; i.e, pre- writing, drafting , revising and editing in addition to feedback are effective and motivating in helping students improve composition writing. "the Process Approach is in many instances potentially extremely motivating to teachers and students alike". (Caudery 1997:19). So, the specific process strategies must be taught to our students in an explicit way that facilitates practice and adaptation among individual students by describing writing as a process and help them understand that the specific strategies we suggest are not ends in themselves. Students and teachers alike should understand the value of explicit instruction in process strategies that primarily depend on how they collaborate in the development of the writing approach of composing. Knowing this procedure seems to suggest that training all teachers and students is essential if the Process Approach is to be successfully implemented. Our role as researchers is to help both teachers and students understand the fundamentals of the Process Approach so that it is applied in the classroom. It is also our role to encourage a larger scale study to be amounted to investigate all aspects of process writing so

that serious measures can be taken to guarantee its actual effectiveness in an E.F.L context.

Writing is a process whereby writers discover and generate their ideas in a recursive and interactive way. Writing can, at any point, be reviewed and evaluated before any text has been produced at all and the activities of forward and backward, drafting, revising, proofreading ...etc are central in any writing instruction (See figure 6.1).

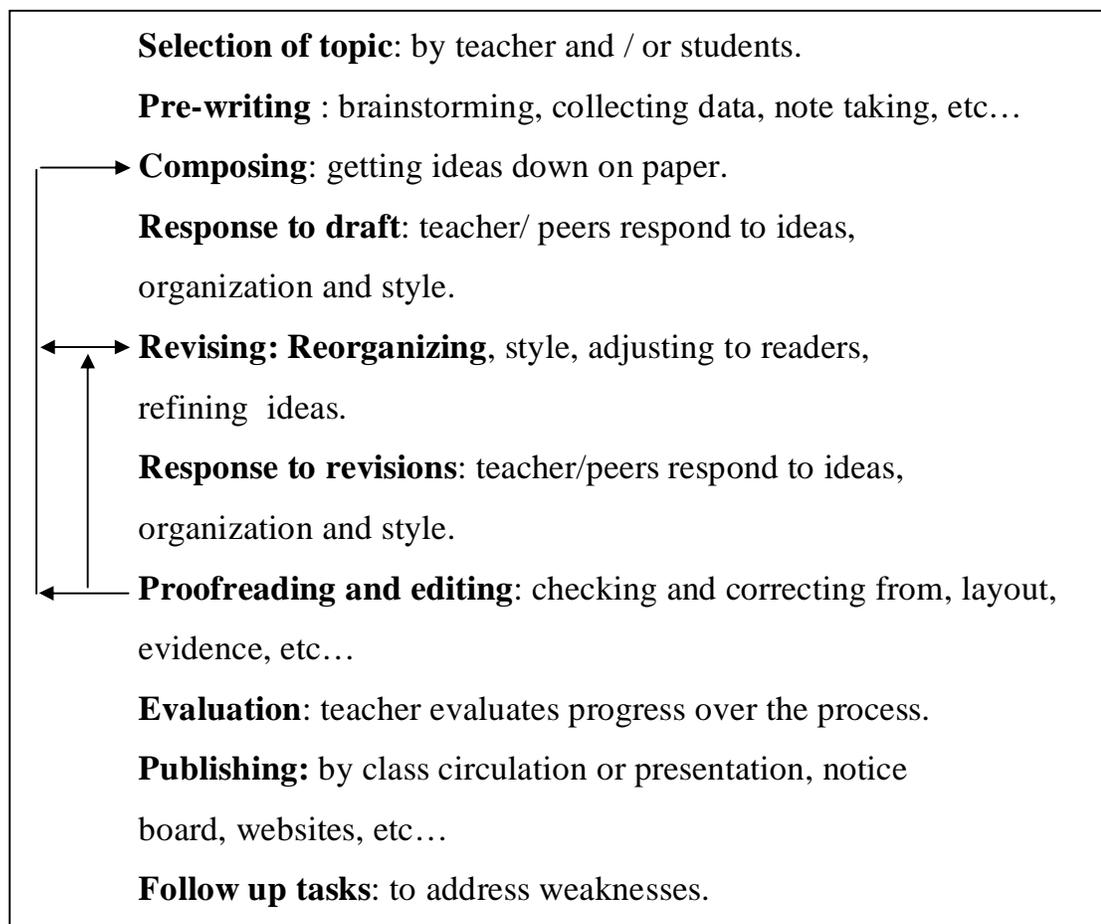


Figure: 7.1. A Process Model of Writing Instruction
(Hyland 2003. p11)

A model of process instruction suggests that writers begin with invention strategies such as brainstorming, collecting data, then proceed to organize their ideas down on paper then write a draft and revise it until they reach the last point, that of the final draft. Reviewing can be applied to the constant process of reflecting, checking and improving while the writer actually makes the marks on the page or in the short pauses between bursts of writing. “Revising”, on the other hand, suggests a period of reflection when the written text is checked through by the writer, usually after a draft has been produced. The writer makes corrections to errors of spelling and punctuation, seeks to improve the clarity of the message that is being conveyed and to remove features that are perceived as being clumsy or redundant in the way of style. This means that the model for the composing process that is needed is not sequential or linear, but builds the potential for recursiveness explicitly into instruction. For such instructions to be effective and fruitful, writing strategies including the following key elements should be developed.

1. Base the perspective or teaching model of the Process Approach on an accurate descriptive model .
2. Teach process strategies in an explicit way and make them part of course objectives, preferably through four years of "Written Expression" instead of two years.
3. Students collaborate with their teachers and / or peers in developing composing strategies that match their own needs.
4. Students practice self-reflection to develop cognitive and metacognitive understanding of the Process Approach.

7.2 - A Model Process Writing

Our students worked on three drafts (See Appendices III.1, III.2, III.3) they put more focus on the second draft and found it was useful because after the evaluation of the different drafts, it seemed that there was a difference between second and third draft in terms of accuracy of ideas and correctness. There was an improvement made by the students in overall responding to their compositions as well as in the specific components of: grammar, vocabulary, ideas organization, punctuation and spelling.

Our students were asked to write an essay on the causes and effects of delinquency focusing on the recursive nature of writing. They were guided by the teacher to implement the strategies of planning, (jotting down ideas), drafting, revising and finally to write a final draft relying on teacher feedback. In other words, rather than being expected to turn in a finished essay, the students were reminded to work on more than one draft.

The results show that students' productions improved from the second draft to the third one thanks to the effectiveness of the implementation of the Process Approach where the students moved backward and forward when writing. The teacher's comments and feedback were also effective in facilitating re-writing and revision in that students improved significantly in language accuracy (correctness of English) and managed their drafts positively.

Although the teacher's comments and corrections were overwhelmingly related to "surface errors" (grammar, syntax, spelling) rather than "global errors" (organization of ideas, clarity and meaning) students paid attention to teacher feedback and found it useful to reorganize and improve their writing. In spite of that, we insist on the fact that

feedback must be interactive to provide students with a platform that enables them to redraft their work.

Because feedback is very time-consuming, due to the large number of students in our university, the "Written Expression" teacher should, from time to time, rely on peer feedback. S/he should also let students correct and edit each other's writing incorporating the different suggestions for improvement.

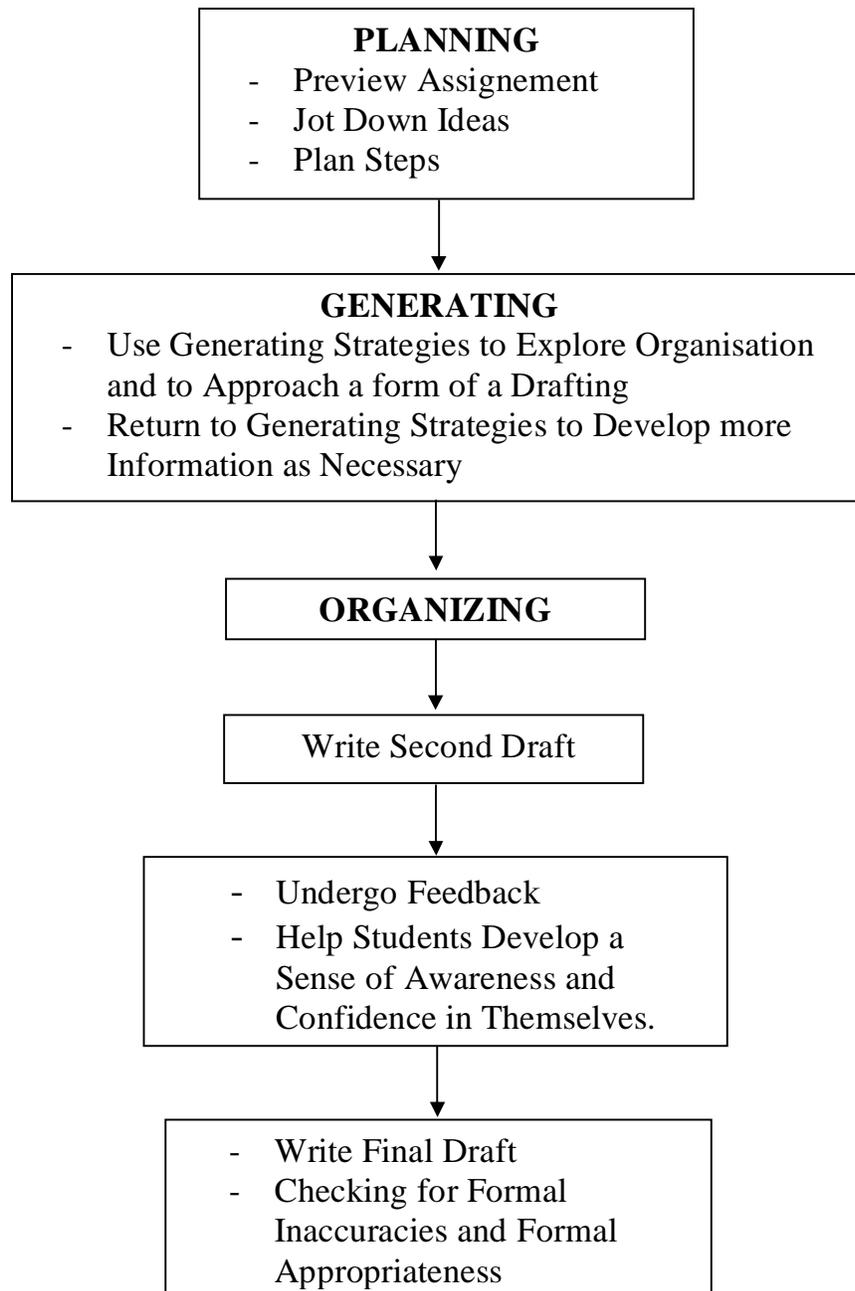
The model process writing indicates that improvements in students' drafts is the result of the effectiveness of the strategies used in the E.F.L context and therefore confirm to a greater extent the second and third hypotheses stated at the beginning of the thesis.

We suggest that our students need to develop self-regulation skills and procedural strategies that are directly linked to their specific needs. These strategies must be situated within teaching writing as a process that encompasses the different stages starting with the pre-writing stage where planning should be more elaborate and mediated by the student's goals by taking into consideration all the aspects before actual writing takes place. It is the phase where ideas about the topic are generated and planned to help the writer find the focus of his/her writing. The while-writing stage is where actual writing starts; here the writer translates his/her ideas and plans into texts.

Here again, the cognitive process model is followed emphasizing writing as a recursive and not sequential or linear process and the student needs to build the potential of recursiveness which is characterized by going backward and forward by rereading and reviewing that should be

extensive involving changes in content and structure as well as surface features of the text concentrating on what to say more efficiently and making changes accordingly. After that comes the role of the teacher to provide feedback and to explore the learner's strategies for better redrafting through instructive and formative comments which, we believe, play a useful role in developing students' writing skills. At the final stage , the post- writing, the student writer evaluates and edits the whole piece of writing and checks for formal inaccuracies focusing on linguistic appropriateness and formal choices.

The following chart illustrates the process of writing and the specific strategies involved in writing as a recursive approach which enable the learner to better capture his /her implicit disposition toward the topic and the writing activity:



7.3 -The Need for Reading to Reinforce Writing

We have seen in the analyses of the questionnaires that both teachers and students know that reading is helpful and important in the development of writing. Teachers always encourage their students to read to learn more vocabulary, more expressions and to master structure and that leads them to think critically about what they write students should do tasks by practising writing skills after reading texts. The skills we can employ may include note-taking, summarizing, paraphrasing. The fact, for instance, of finding topic sentence and thesis statement in reading texts is very essential in the students' writing activities because in doing so, they will perform better in finding out the main ideas in the text being read and transform them into paraphrases and summaries. Reading for writing is functional and meaningful because it creates a purpose for reading as well as a real-world text base for writing.

Our students are advised to read on different topics and consistently do that to build knowledge about different subject matters. With this knowledge, the readers returning to the original text will have a new understanding. Student readers will acquire "new knowledge structures born of reading other texts on the same subject" Spack (1985) when they return to the text they read earlier. So, in order to reinforce writing, teachers should facilitate students acquisition of reading and writing skills to stimulate their creativity.

7.4 - The Sense of Purpose and Audience

When dealing with writing, the student should be fully engaged in the writing process. According to Hughey et al (1983. quoted in Grabe and Kaplan, (1996.251) good students are those who take an active part in their

learning. Students, from a process perspective, become the centre of attention: they are the originators and only responsible for their writing that they must be engaged in for the discovery and expression of meaning. They must also become evaluators of their own tasks, so they must act as readers of their own texts with a focus on content, ideas, and the negotiation of meaning. Once they see writing as reading for someone else, they look at it differently, Raimes (1993.a) adds "by producing pieces of writing to be read by others and by reading each others texts they can develop a sense of purpose and audience". In this respect, they can become aware of the difference between what one wants to write and communicate and what one actually communicates.

Students should discover their own competences as writers and language users, to become more confident in themselves and take more control over their learning. We mean that the writing classroom is no longer one that gives absolute control to the teacher, but rather is, as Silva (1990:15) points out "a positive, encouraging and collaborative workshop within which students can work through their composing processes."

One way of encouraging this role of writers and readers, students should be encouraged to work collaboratively. Through group discussion and work on writing tasks they can get an idea about the communicative purpose of writing and as Johns (1990:30) argues "developing a sense of audience has implications for the coherence of texts, since acknowledging readers. Expectancies brings about a negotiation of the organization, content and argumentation of the text. A major component in the planning process involves the nature of teaching: who is the teacher and what role does the effective teacher play in writing instruction?"

7.5- What to Emphasize: Content or Form?

We repeatedly explained that in a process focused approach writing is far from being a simple matter of transcribing a language into written symbols: it is a thinking process in its own right. It demands conscious effort which usually has to be sustained over a considerable period of time. This does not mean that one has to neglect form when adapting a Process Approach. Teachers should avoid viewing a piece of writing primarily as a source of grammatical and spelling errors, because such a treatment may obscure the communicative aim and emphasizes form rather than content. Additionally, focusing on the latter does not at all mean neglecting the former completely. In this respect, Fathman and Whaley (1990) showed that specific feedback on grammatical errors has greater effect on the improvement of grammatical accuracy than general feedback on content has on the improvement of content. This means that we shall give our students the opportunity to see correct forms of their errors and even encounter new forms in a read language context. As a result, they may overcome their fear of written form of a foreign language and increase their self-confidence and willingness to write.

7.6 - Teacher Feedback

7.6.1 - The Role of Teacher Feedback in the writing Process

Teachers have to develop effective strategies for helping students to go along the writing process; they have to provide opportunities and time“ for selecting topics, generating ideas, writing drafts and revisions and providing feedback” Raimes (1991:410). Raimes (1992) adds that “this is achieved through setting pre- writing activities to generate ideas about content and structure encouraging brainstorming and outlining, requiring

multiple drafts, giving extensive feedback, seeking text level revision, facilitating peer responses and delaying surface corrections until the final editing.

Since writing is a recursive process, our teachers should encourage the students to review and redraft; through these stages the students can develop their ideas on the piece of writing they produce. In this sense teachers should give feedback based on the ideas the students' writing intend to convey. Meaning is what is important; so, a focus on language errors can be discouraging for the learners, and grammar is after all a means for writing and "not an end in itself" (White and Arndt 1991:2).

In a Process Approach to writing, our teachers should bear in mind that their role has shifted from an evaluator of the written product to a facilitator and co-participant in the writing process. They no longer "assign a piece of writing, collect it, correct or indicate errors and return it" (Raimes 1983 a:262), but rather as assistants to help students to take responsibility as producers of texts. Since the stress of language is on function, the teachers must attend to the various processes involved in the act of composing in order to help students produce coherent, meaningful and creative discourse. In other words, teachers should not only take into account the students productions but should negotiate meaning and collaborate with learners by helping meaning to develop the strategies that make up the Process Approach. All in all, the teachers of writing should be aware of the following issues:

1. Writing should be devoted a lot of time to be developed.
2. Writing is a difficult and frustrating skill and students need to be provided with positive feedback to maintain an eagerness to work.

3. Writing and writing and writing again teaches writing .
4. Students should be encouraged to consider the different steps of pre-writing, drafting, revising etc...
5. Revising is the most important stage in the writing process because it is the stage where content and purpose are checked for the sake of clarity and appropriateness.
6. Students need to be made aware of the importance of reading to develop an accurate and effective communication in writing.
7. Students should be encouraged to write multiple drafts and learn about their own preferred process in order to exploit and guide it.
8. Primacy of content, planning and ideas organization over grammar, vocabulary and the mechanics of writing.
9. Teachers should not put more foci on grammatical and lexical errors at early stages, but reserve them for the end stage of students' drafting after they have worked through their ideas and organizational issues.
10. Feedback should be motivating helpful and formative (see figure 6.2 bellow) indicating for each individual writer what his or her weaknesses and strengths in specific areas. Arndt (1993:91-92) sees that "if teachers of writing see their major goal as helping their students become proficient writers they must provide for motive feedback which helps students review their work productively...; and they need to reduce students anxiety or apprehension about writing".
11. Opportunities should be provided for students to discuss the comments they receive and make them part of the writing process.

Communicative Quality	Excellent Very Good Adequate Fair Weak	* a pleasure to read * cause the reader few difficulties * communicates although with some strain * conveys its message with difficulty * does not adequately convey its message.
Ideas and Organization	Excellent Very Good Adequate Fair Weak	* completely logical organizational structure, effective arguments and Supporting material * good organizational structure, well presented and supporting material * clear but limited organizational structure, some arguments unsupported or irrelevant material * logical breakdowns apparent, ideas Inadequate and/ or poorly organized * logical organization absent, no suitable material
Grammar and Vocabulary	Excellent Very Good Adequate Fair Weak	* wide range and fluent control of grammatical structures and vocabulary * effective use of an adequate range of Grammatical structures and vocabulary *adequate range of grammatical structures and vocabulary ,but could be used more effectively * restricted range and uncertain control of grammatical structures and vocabulary *grammatical structures not mastered and limited range of vocabulary.

Surface Features	Excellent	* handwriting, punctuation and spelling show no faults.
	Very Good	* occasional faults in handwriting and/ or Punctuation and/ or spelling
	Adequate	* handwriting and/ or punctuation and/ or spelling could be improved.
	Fair	* definite weaknesses in handwriting and/ or punctuation and/ or spelling.
	Weak	* little mastery of the conventions of handwriting or punctuation or spelling.

Figure 7.2- Formative Feedback Profile
(Adapted from Hamp Lyons 1986)

7.6.2- Principles of Providing Teacher Feedback

According to the relative literature and research findings, the application of feedback in our context is very important and beneficial. Both teachers and students involved in the study showed their strong belief of its importance and applicability. Ferris and Roberts (2001) indicated that students who received no feedback were less able to self- edit their own texts than those who received either explicit or general feedback on their errors. Careful feedback is on language feature in a student draft (preferably the second one. (see Appendix III.2) is a key to effective written communication and can help students to be aware of where their written texts do not respect conventions of written English and as we have already mentioned develop self-editing skills by focusing their attention on the patterned nature of their errors.

When providing feedback, teachers can engage in language awareness activities that are based on students' writings. These activities could, for instance, include scrambling sentences in students' essays to highlight transitional devices, removing paragraph boundaries to determine useful logical breaks, useful highlighting argument markers and noting their relative effectiveness (See for example, White and Arndt 1991).

When responding to students' writing, teachers should make the evaluation of writing less threatening through clear, positive and constructive comments. They should know that it is always a good idea to inform students about something positive in their writing. Further, emphasis should as much as possible be put on content and organization of ideas leaving the mechanics of writing to later stages. When adopting a Process Approach to writing, teachers should give students enough time and more opportunities allowing them to work extensively in collaborative writing response groups and provide them with more instruction in writing and the teaching of writing to develop competence and confidence when tackling the writing process.

Overall, it is worthwhile reiterating the following points to serve as guidelines and principles for our teachers:

1. Make feedback an integral part of the writing process.
2. Provide informative and explicit feedback.
3. Feedback should be more accurate, more to the point and essentially more trustworthy.
4. Ask students to provide feedback to other students (peer feedback) with confidence that this feedback can be effective.

5. Students need to develop strategies for incorporating feedback in an effective and positive way.
6. Students show a greater degree of positive motivation if they receive feedback that considers positive comments.
7. Feedback is more significant to students if they feel they improve after they receive it.

7.7- Contribution of the Thesis to Teaching Writing in Algeria

The results and findings in the present thesis can provide a theoretical and practical background for the teaching / learning of writing for the Department of English at the University of Ferhat Abbas-Setif- as well as for the other universities in Algeria. The study examined the teaching and practice of writing which is a challenging skill for the students. The latter together with their teachers, provided us with necessary and very important information about the writing process in an E-F-L context. The study also suggested the use of cognitive and metacognitive strategies of writing departing from the Process Approach which entails the three major steps of planning, translating and revising before writing / editing the final draft. Finally, the study highlighted the importance of feedback in improving writing and the crucial role of teacher interference in the writing process to make it more effective.

Although the study yielded important results, it should be replicated with larger samples for the purpose of confirming the present results. Second, future studies should go deeper and make investigations relative to affective and emotional factors such as motivation and/or attitude which were not given much importance and, we believe, are very important in

understanding writing and make the Process Approach more comprehensive. As far as the implementation of feedback is concerned, future research could explore in greater depth how teacher should provide feedback comprehensibly, using strategies that would develop writing proficiency and effectiveness.

In spite of the fact that the findings based on the Process Approach and teacher feedback cannot be generalized to the Algerian context due to many restrictions, we can say that they are still of an important value . The results have demonstrated that process writing strategies and feedback practices helped our students improve their writing. A general feedback resolution from the part of our teachers will help our students “Self-actualize a new and more autonomous, responsible-role for themselves.”. (Hamp-Lyons, 2006:495). Additionally, to improve the application of the Process Approach and teacher’s feedback in the tertiary level, teachers should be empowered to be involved in the process of change and do not limit themselves to the traditional approach which, we think, no more suits their own contexts. Therefore, teachers should be trained and encouraged to carry out classroom based research about the Process Approach of writing and feedback practices that likely lead students to motivating and effective learning. In other words, adopting the Process Approach pedagogy on which effective feedback practices depend come nearer and nearer to writing fluency.

Conclusion

The pedagogical implications and recommendations in this chapter which center around the writing skill, the writing process and feedback suggest that the teaching of writing is not without its difficulties and complexities. It should be deeply rooted and situated within its broader context of process strategy orientation where the learner interacts with what s/he has written and goes forward and backward. Furthermore, a focus should be put on the development of basic foreign language competence which is the basis of making significant progress in writing. Finally, we hope that what lies in this chapter will serve as pedagogical insights for both researchers and teachers to be implemented in our universities to help students develop effective writing strategies.

CONCLUSION

CONCLUSION

Writing is a complex skill and entails a series of difficulties. Learning to write accurately is something our students in different academic settings never manage. They find it difficult to master, and therefore fail to produce acceptable texts : paragraphs and essays .Although our students in the tertiary level have dealt with the writing skill in different activities for a long period, they still make mistakes and produce erroneous patterns ; that is , they do not use the language appropriately .The problem, we believe, is mainly due to the fact that our students lack the necessary strategies that enable them to tackle the different writing tasks and communicate through writing in an effective way.

The present study is based on the investigation of the writing skill and the effectiveness of the strategies of the Process Approach and feedback in an English as a Foreign Language context. At the beginning of this thesis, we have tried to point out the importance of the writing skill and its relation with the different skills which serve in its development. As far as the writing process is concerned, we have clearly stressed the idea that it is characterized by the idea of recursive steps - planning, drafting, revising, and editing .We have also shown that feedback as a technique plays an important role in the development of writing in general and in the writing process in particular.

It is by means of questionnaires devised to both teachers and students, and the written assignments that we investigated writing in an English as a Foreign Language context and reached some findings .The findings gathered in this study support the hypotheses we departed from

and revealed that our students are weak in writing, and the latter is a challenging skill and therefore need to be equipped with the necessary strategies that enable them to improve their writing. They have also confirmed that the adoption of the Process Approach and feedback are important and effective stages in the writing process. We noted that our students had demonstrated they can improve the accuracy of their writing if they are given appropriate and timely information and formation and trained in ways to use feedback. They clearly showed that they made more revision in feedback. The result was significant improvements in their second and third drafts. We drew the conclusion that the Process Approach had its positive effects on students' productions. Consequently, we believe that the Process Approach stimulates the students to write and as they write more, they improve not only in content, but in language as well. When they deal with writing, we should not expect our students to produce an accurate piece of writing right from the beginning because English as a Foreign Language composition performance is an interaction between a student's writing proficiency and the different stages that constitute the Process Approach.

On the basis of our findings, we can state that the teaching/learning of writing calls for a variety and diversity of procedures, tasks and activities in the writing classroom to develop different writing strategies. It is the role and responsibility of the teachers of writing to help student view writing not only as a piece of text, but as a process in which they are manipulators. Students should be encouraged to deal confidently with the stages of brainstorming, planning, drafting, re-writing, revising and editing. It is also the role of researchers in the field of applied linguistics to go

deeper into the complexities of the writing skill in order to make students' writing in English as a Foreign Language contexts effective and successful.

The findings of the present study derived from both the literary survey and the questionnaires and the students' assignments suggest that the various stages the students go through when producing a piece of writing are effective in improving their writing abilities. Therefore, teachers need to be aware of the idea that the process of writing is best understood as a set of distinctive thinking processes which students develop during the act of composing without neglecting the cognitive and metacognitive strategies the writing skill entails. The Process-oriented Approach enables English as a Foreign Language teachers to have a clearer understanding of learning and thus to set a more realistic goal of teaching, such as teach process strategies explicitly and make them part of course objectives and evaluation, and raise students' awareness about the recursive nature of the composing process.

This study provides the Algerian university teachers and students with an understanding of the possible ways that might lead to improve writing. Students should always practice self-reflection and develop the cognitive understanding of writing as a complex skill that requires significant effort. They should also work with their teachers and peers collaboratively till they develop the ability of becoming the main evaluators of their own pieces of texts.

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A P P E N D I X I

The Teachers Questionnaire

Dear Colleague,

This questionnaire is designed to gather information about the writing skill, the process of writing as well as the technique of feedback.

Please tick (✓) the appropriate box(es) or give full answer(s) on the broken lines whenever necessary .

May I thank you for your cooperation and for the time devoted to answer the questionnaire.

Mr.OUSKOURT MOHAMMED
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Section One: General Information

1-How long have you been teaching?

.....Year(s)

2-How long have you been teaching ""Written Expression""?

.....Year(s)

3- Do you think the "Written Expression" program you are teaching is enough to improve writing proficiency ?

Yes

No

4- If "No", please, explain why.

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

Section Two: The Writing Skill

5- Does reading contribute to the development of the writing skill ?

Yes

No

6- If "Yes", please explain how.

.....
.....

7- Do you encourage your students to read?

Yes

No

8- Does speaking contribute to the development of writing ?

Yes

No

9- If "Yes", please explain how.

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

10- Do you encourage your students to speak?

Yes

No

11- Good writing is: (you can tick more than one box)

a- Correct grammar

b- Good ideas

c- Precise vocabulary

d- Spelling

e- Other :please, specify:

.....

.....

.....

12- Are you satisfied with your students' level of writing ?

Yes

No

13-If "No", please, explain why .

.....

.....

14-Do you think the time given to students enough to write a composition ?

Yes

No

15-If "No", please , explain why.

.....
.....

16-Are the students motivated to write ?

Yes

No

17-Do you encourage your students to write at home?

Yes

No

Section Three :The Writing Process

18-What is the approach you use to teach writing ?

a-The Product Approach

b-The Process Approach

c- Other, please specify:.....

19-Please, explain the reasons for your choice of the approach.

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

20-What part of the writing process is difficult for the students?

a- Brainstorming

b- Generating initial drafts

c- Revising

d- Editing final draft

21-While the students write, do you walk around and help them?

Yes

No

22- If "Yes", do you help them in the edition of :

a- Vocabulary

b- Grammar

c- Content and organization of ideas

d- Punctuation

e- Spelling

Section Four : Feedback

23- Do you use feedback in the writing process?

Yes

No

24- If "Yes", Do you make feedback on :

a- The first draft

b- The second draft

c- The final draft

25- When doing feedback ,what aspects of the composition you focus on: (you can tick more than one box)

a- Grammar

b- Vocabulary

c- Ideas organization

d- Punctuation

e- Spelling

26- When responding to students' productions do you :

a- Just underline the mistakes

b- Correct the mistakes

c- Write comments

d- Use symbols

e- Other: please , specify :

.....

.....

27-During the academic year, approximately how often do you assess students' work?

Every time you meet the students

Weekly

Monthly

Each term

Section Five: Further Suggestions:

28- Please, add any suggestions you see relevant to the aim of the questionnaire

.....

.....

.....

.....

.....

.....

A P P E N D I X I I

The Students Questionnaire

Dear Student,

This questionnaire is designed to gather information about the writing skill, the writing process as well as the technique of feedback .

Please, tick(√) the appropriate box(es) or give full answer(s) on the broken lines whenever necessary .

May I thank you for your cooperation and for the time devoted to answer the questionnaire.

Mr. Ouskourt Mohammed
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Mentouri University
Constantine

Section One : General Information

1. What type of baccalaureate do you hold ?

a- Languages

b- Sciences

c- Lettres

d- Maths

e- Other, please, specify

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

Yes

No

Section Two :The Writing Skill

3. Are you motivated to write ?

Yes

No

4. If "No" , please ,explain why.

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

5. Does your teacher encourage you to write at home ?

Yes

No

6. If "Yes ", please, explain how.

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

7- Does reading contribute to the development of the writing skill?

Yes
No

8-If "Yes", please, explain how.

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

9. Does your teacher encourage you to read?

Yes
No

10. Does speaking contribute to the development of the writing skill?

Yes
No

11. If "Yes", please, explain how.

.....
.....

12. Does your teacher encourage you to speak?

Yes

No

13. Good writing is :(you can tick more than one box)

a- Correct grammar

b- Good ideas

c- Precise vocabulary

d- Spelling

Other: please specify:

.....

14. Are you satisfied with your level of writing?

Yes

No

15. If "No", please, explain why .

.....
.....

16. Is the time allotted for the production of a composition enough for you?

Yes

No

17. If "No", what do you suggest?

.....
.....

Section Three: The Writing Process

A. The Pre-writing Stage

18. Which aspects of the composition worry you before starting to write?

		A lot	Little	Not at all
a	Topic (what to write about) in case it is a free composition.			
b	Vocabulary (which words to choose)			
c	Grammar (structures / verb forms / tenses etc)			
d	Content and organization of ideas			
e	Punctuation			
f	Spelling			

19. After reading the topic of the composition, what do you generally do?

- a-Start to write the composition immediately.
- b-Think for a while on which ideas to include.
- c- Make an outline and follow it.
- d- Write down sentences and phrases related to the topic.
- e- Other: please , specify.

.....
.....

B-The While - writing Stage :

20. While writing, do you think of the purpose of what you are writing about ?

Yes

No

21- What is your primary concern when writing?

(You may tick more than one answer)

a- Vocabulary

b- Grammar

c- Content and Organization of ideas

d- Punctuation

e- Spelling

f- Other: please, specify:

.....

22. What part of the writing process gives you most difficulty?

(You may tick more than one answer)

a- Brainstorming

b- Generating initial draft(s)

c- Revising

d- Editing final draft

23- While writing which aspects are difficult for you?

(You can tick more than one box)

		A lot	Little	Not at all
a	Vocabulary			
b	Grammar			
c	Content and Organization of ideas			
d	Punctuation			
e	Spelling			

24-While writing, do you think it is important to :

a- Go back and think about what you wrote.

b- Rewrite /Practise writing repeatedly until you are satisfied.

c- Do both.

25- If you read back, do you make changes concerning:

(You may tick more than one answer)

a- Vocabulary.

b- Grammar.

c- Content and Organization of ideas.

d- Punctuation.

e- Spelling.

26 -While writing, do you think of how your teacher would correct your composition?

a- Always.

b- Sometimes.

c- Not at all.

27- If you "always" or "sometimes" think of how your teacher would correct your writing, does this inhibit you?

- a- Always
- b- Sometimes
- c- Never

C. The Post-writing Stage:

28- Once you considered your composition finished, do you revise it?

- Yes
- No

29- If "Yes", do you do any changes?

- Yes
- No

30 - If "Yes", what type of changes do you do?

(you may tick more than one answer)

- a- Vocabulary
- b- Grammar
- c- Content and Organization of ideas
- d- Punctuation
- e- Spelling

Section Four :Teacher Feedback

31 – Do you get teacher feedback in the writing process?

Yes

No

32- If "Yes", is the teacher feedback on

a-The first draft

b-The second draft

c-The final draft

33- Do you like the feedback to occur on:

a-The first draft

b-The second draft

c-The final draft

34- Please, explain why.

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

35- Does the teacher help you in the edition of:

(You can tick more than one box)

a- Vocabulary

b- Grammar

c- Content and organisation of ideas

d- Punctuation

e- Spelling

36- What do you like to be emphasized in the teacher's feedback?

- a- Language use
- b- Content
- c- Both

37-Do you feel at ease when receiving feedback?

- Yes
- No

38- If "No", please, explain why.

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

39- Is it easy for you to interpret your teacher's comments?

- Yes
- No

40- If "No", please, explain why.

.....
.....

41- Do you use feedback in the writing process?

- Yes
- No

Section Five: Further Suggestions:

42- Please, add any suggestion(s) you see relevant to the aim of this questionnaire.

.....

.....

.....

.....

.....

.....

.....

.....

.....

A P P E N D I X I I I

The Model Writing Process

III.1- : Students' First Drafts

III.2- : Key Correction and Second Drafts with Written Feedback

III.3- : Final Drafts (Typed by the Students)

APPENDIX III.1

Students' First Drafts

Plan: Delinquency

1. Definition ^{the problem} → introduction
2. Causes. →
3. Effects. → } expository ideas.
4. Solutions. → conclusion

1

Delinquency is a bad phenomenon which we usually find it at the level of young people. It is badly behaving made by young people specially in the age between 14 and 25 years old.

In fact, all the world's countries have the problem of delinquency but it depends from one to other. There are many causes of delinquency, such as: bad education by parents, injustice in the society, jobless, ~~drug trade~~, ... etc.

When this problem ~~grows~~ up in certain country, it causes other problems like: killing, sin, killing, destroying of society, ... etc.

At last and not at least, we should find solutions to the delinquency by looking for its real causes and repair them ^{with} reasonable way and insist to responsible to take their responsibilities about this ~~big~~ ^{great} problem.

Delinquency

(2)

In fact our society nowadays, suffer from many social aspects such as, druggs, moral disantigation, vagabonds, thieves and Delinquency. This latter is consiared as the most spread, and the most dangerous as it touches the class of youth. Delinquency is a result of many causes, its source is from society, and it influence not only the delinquents but all the society ^{members} that oblige us to find its solutions.

~~Many causes~~ contribute led to

In order

In order to know about delinquency we should know about its causes. First of all, family is considered the first cause as it is the first environment in which the child takes his education. If the family suffer from problems as divorce between the parents, the child also suffer this due to led to the neglect of the child ~~from~~ by his parents, and he will be suffering from suffering from lack of affection. Not only the family, the society as well, as the latter is the second environment ^{but} after his family. Society manipulates the child. Because the child deviates when he lives in bad conditions. For instance, ~~poor~~ poverty, homelessness and employment and racism and at last the school ~~is~~ causes and employment, or suffer from marginalization, bureaucracy and racism. In addition to all this, delinquency is due to easy life; which providing recreational facilities and let the person research always about ~~new~~ things anything that is new even it is bad. Maybe this ~~is~~ according to mass media and the bad usage of it. Besides this, school ~~is~~ make the pupils have much free time and fill it by bad things.

Of course all these causes have a very bad consequences over the delinquent itself, the family and ~~the~~ especially the society.

Perhaps, the ~~most~~ major effects harm the delinquent, as he could be a criminal, a thief. He will use drugs and drink alcohol. As concern the society, delinquency has direct influence ~~on~~ and in a very bad ways. Because he will be suffer from ~~various~~ ~~things~~, vagabonds, appearance of new disease and the increase of the death rate. ~~Conclusion is that~~ For the more, the substance ~~delinquency~~ increase of delinquency in a society led to what we call terrorism.

At last we can say that, delinquency is a very dangerous problem which ~~menaces~~ may ~~menace~~ the society's secret. For that reason we should find solutions for it, which may summarize in a unity of family which gives the best education to the child and also aim to him a normal life with his parents. Improving the schools, in order to secure a good education for him. And also we should providing laboratories and skills of sports to attract children and full their free time. Finally, as the mass media with its different kinds is very important in our life we should use it in a reasonable and wisdom way.

2

Delinquency:

- Introduction: is a definition of delinquency - (T.S).

Body:

I Forms of delinquency:

1. Stealing

2. drug addiction

3. hooliganism

II Causes of delinquency:

1. Broken homes

2. poverty

3. unemployment.

III Solution (Conclusion):

- Parents role (good education)

- Government role!

3

Delinquency is bad or criminal behaviour produced by people specially teenagers. This phenomena ~~has many forms~~ ~~and it is a result of many causes~~ is on the increase because of many causes and it has various forms.

On the one hand ^{some} people express their angry feelings by behaving foolishly or badly in different ways. ~~It is different~~ for example, we have the stealing which is: ~~take~~ ~~the~~ ~~fact~~ of taking somebody's property without permission, this kind of delinquency is now spread ~~than~~ ~~the~~ ~~others~~ among different classes of the society. In addition ~~to~~ ~~that~~ drug addiction is found ~~in~~ ~~it~~ ~~or~~ ~~in~~ ~~the~~ ~~city~~ ~~of~~ ~~London~~ ~~and~~ ~~in~~ ~~the~~ ~~country~~ ~~of~~ ~~France~~. We mean by that the continuation of taking illegal substances (i.e. cocaine or heroin) for pleasure. Recently ~~it~~ ~~is~~ ~~extending~~ among the teenagers and also ~~in~~ ~~the~~ ~~adults~~ to ~~prove~~ ~~that~~ ~~they~~ ~~become~~ ~~in~~ ~~adults~~.

and also to escape from the problems of adolescence. Another attraction is the delinquency - it is a noisy violence, which usually made by young people especial those who like football. It appears in breaking the chairs, saying bad words and sometimes by shoplifting. On the other hand, delinquency is due to many causes. First of all, the major cause of it is in broken homes and lack of affection of the family which effect on the psychology of the child. The child grow up with a violent behaviour to attend the lack of affection which is found in his family. Second, we find poverty: which is the main cause which push the poor people to steal in order to satisfy their needs. Last but not least, it is unemployment which effect on the young people and to escape from the problem they find a ~~way~~ ~~to~~ ~~escape~~ ~~from~~ ~~the~~ ~~problem~~ ~~by~~ ~~finding~~ ~~a~~ ~~refuge~~ ~~in~~ ~~escape~~ ~~from~~ ~~the~~ ~~problem~~.

The problem is
In some, delinquency is a big problem, it needs from us to make our effort to put an end to it. ~~we~~ ~~can~~ ~~do~~ ~~it~~. The family plays an important role ~~to~~ ~~by~~ ~~try~~ ~~to~~ ~~educate~~ ~~the~~ ~~child~~ ~~and~~ ~~provide~~ ~~necessary~~ ~~conditions~~ ~~of~~ ~~life~~ ~~for~~ ~~him~~. Other side the Government also plays an important role by offering jobs to the ~~people~~ ~~and~~ ~~give~~ ~~a~~ ~~good~~ ~~system~~ ~~of~~ ~~education~~ ~~in~~ ~~schools~~ ~~and~~ ~~universities~~ ~~and~~ ~~offering~~ ~~the~~ ~~security~~ ~~to~~ ~~the~~ ~~people~~. These solutions are ~~not~~ ~~mean~~ ~~exhaustive~~ but only representative.

3

Introduction:

4

What is the delinquency?

Development.

Causes and effects

A. Family problems.

1. divorce.
2. lack of affection
3. Poverty
4. Bad education

B. Social problems

1. unemployment
2. Housing problems

The conclusion:

Solutions

- awareness of parents
- " " government.

5

I. introduction
talking about delinquency in general, causes, results and solutions

II body

the first paragraph: the causes and effect of certain forms of delinquency.

the second paragraph: (Alcohol, divorce, etc.)
solutions made by the authorities and by different institutions etc. in order to reduce such a problem in our society

psychology
psychology

III conclusion

my point of view about such problems.

ph

APPENDIX III.2

Key Correction and Second Drafts With Written Feedback

Key Correction

S = Spelling

C = Concord (agreement, Subject and verb)

S/P = Singular / plural.

W/ O = Word order

T = Verb tense

V = Vocabulary, wrong word or usage

App = Appropriacy (inappropriate style or register)

P = Punctuation

Cap = Capitalization

Ir = Irrelevant information

?M = :Meaning not clear

^ = Word missing

^^ = Words missing.

① "Delinquency" No title!

Delinquency is a bad phenomenon which we usually find ^{at} ~~it~~ at the level of young people ^{sp. ? ?} in any country. It

is badly behaving made by young persons, specially in the age between 13 to 19 and 25 years old. ^{especially}

In fact, all the world's countries have this problem but it depends from one to other. There are many causes of delinquency, such as: bad education in the childhood by parents, injustice in the society, jobless, drugs trade, etc. etc. ^{Not well said}

When the delinquency grows up in certain countries, it causes other problems like killings war, etc.

to destroy (ing)
destroying of society, divisions, etc.
The response is last but not least.
At last and not at least, we should find
solutions to the delinquency by looking for its
rational and real causes (and) then we repair them
in reasonable way. Also, the responsible in the
society must take their responsibilities about this
great problem. agreement?

- Too many spelling mistakes
- Try to think in English
- Revise your irregular verbs!!

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 Département : قسم
 Epreuve de : إختبار في مادة :
 Nom : اللقب :
 Prénom : الاسم :
 Section : groupe : الفوج :
 رقم التسجيل ← N° d'inscription ← الرمز Code →

لا بد من ملئ هذه الدورة و عدم التوقيع في آخرها

EPREUVE DE .

إختبار في :

NOTE العلامة

Delinquency

I think our society changes day by day, and suffer often many social aspects such as : drugs, moral disintegration, vagabonds, thieves and delinquency. This latter is considered as the most spread and the most dangerous as it touches the class of youth. Delinquency is a result of many causes, its source is from society, and it influences not only the delinquent but all the members of the society. It challenges us to find for it solutions.

In order to know about delinquency, we should know about its causes of first of all, family is considered the first cause as it is the first environment in which the child takes his education. If the family suffers from problems such as divorce between parents, the child also suffers, this led to the neglect of the child by his parents, and suffering from lack of affection. Not only the family but, the society as well, as the latter is the second environment after his family. Because the child reacts when he faces social conditions. For instance, poverty, homelessness and employment, or suffering from marginalization, bureaucracy and racism. In addition to all this, delinquency is due to easy life which providing recreational facilities and let the

Verb tense.

Present Sple

long form

Verb falls

"5" or "25"

with he ?
she / it ?

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 Section : A groupe : B الفوج :
 N° d'Inscription : Code : 3

لا يبر من ملئ، هذه الثورقة و عدم التوقيع في أحرفها

EPREUVE DE

إختبار في 2

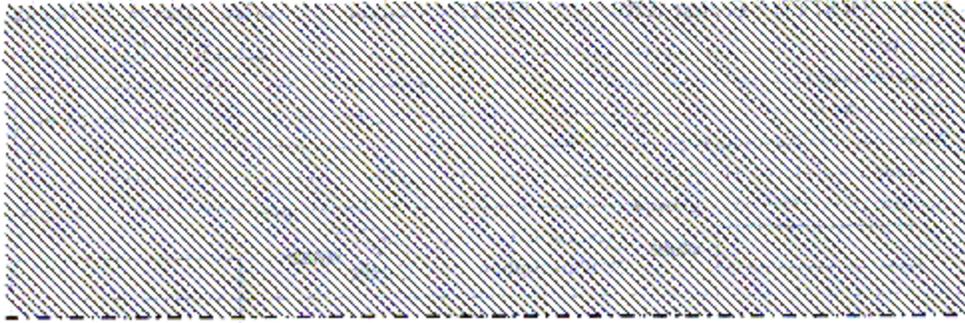
NOTE العلامة

Delinquency

Delinquency is on hand as criminal behaviour produced by people especially teenagers. This phenomenon is on the increase because of many causes and it has various forms.

In the one hand, some people express their angry feelings by behaving foolishly or badly in different ways. For example, we have the stealth which is the fact of taking somebody's property without permission. This kind of delinquency is more spread among different classes of the society. In addition to that, drug addiction is found. We mean by that the continuation of taking illegal substances (i.e., cocaine or heroin) for pleasure. Recently, it extends among the teenagers, males or females, to prove that they become adults and also to escape from the problems of adolescent. Another illustration is the hooliganing it is a noisy violence which usually made by young people, especially those who like football. It appears in breaking chairs,

SP. 11
 increasing
 various
 express
 NOT supposed to explain that
 SP
 punct.
 extended
 Str
 illustration
 Not the exact verb



The result of

saying bad words or sometimes by shoplifting.
On the other hand, delinquency is due to many causes.
First of all, the major cause it is broken homes.
of the family which affect on the psychology of the child.
This child grows up with a violent behavior in
order to get the lack of affection which is not found
in his family. Second, we find poverty, it is the
main cause which pushes the poor people to steal
in order to satisfy their needs, last but not
least, it is unemployment. Its effect on the young people
and they find drug as a refuge to escape from
the problem. OK? ??

In deed, delinquency is a big problem, it needs
for us to unify our efforts to put an end to it.
The family plays an important role by educating
the child and provide necessary conditions of life
to him. On other side, the government also plays
an important role by offering jobs to the jobless and
give a good system of education in schools and
universities. There are many more exhaustives
but only represented.

Pay Attention to spelling mistakes -
and bad structures.

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 Epreuve de : اختيار مادة :
 Nom : اللقب :
 Prénom : الاسم :
 Section : القويم :
 groupe :
 N° d'inscription : الرمز
 Code :

تدبر من منى: هذه الكثرة و صدمه التثقيب من اضرها

EPREUVE DE : اختيار من 2 :

NOTE العلامة

It goes without saying that delinquency has been the
 biggest danger that is menacing our children, all the more
 when there are young of course, that are many, and that some
 are said to be rooted in the family and the parents' little society.
 Each of them exhibits its own set of consequences.

Str
 Try to
 avoid
 mistakes
 Punct
 Art

In fact, the family is the primary factor that leads to
 many results related to many causes. Divorce is the primary cause of
 when the child finds himself in between his parents, he is
 with his mother or with his father that leads him to prefer the
 street. Lack of affection and communication among the members
 of a family can also push him to chase the street boys
 or communicate with a society who contributes to his dangers.

Str
 not the family
 no commu
 here!
 why him and help her/
 To communicate



because of the necessity and the hunger, the child found himself as a beggar

trying to get even a small bit of food by which he may survive. The least but not the

least factor is that of the lack of education in the family, in spite of the fact that all

the life conditions were available, we may find children getting lost and lost a

great deal in order for that contributed with many reasons, not English

a bigger and worse reason is unemployment, for example is a big problem for

the younger of the youth and pushes them to do bad and ugly behaviors.

All the more when the family doesn't own a house, in this unbearable situation,

the child is automatically going to check the street as a refuge to him.

At this high time to ring the bell of this danger in order to find

solution to get rid of lost youth. To achieve this, measures must be arisen

throughout the society, removing the danger of such catastrophe and

calling parents to try to make a well organized families based on the education, not at the end of the line

...in order to avoid or reduce such problems like delinquency.
 They focus that the best solution for this problem is to make people, especially, parents aware about the danger and the seriousness of many mistakes they commit towards their children and the youth in general. Many of associations are trying to target ignorance and other social problems that might lead to delinquency and so many others. Parents, by helping people target more children can get rewards by giving some money for good people to target with a problem like it is done in some developed countries like France. They provide jobs for people with a weekly amount of money.

At the end, I want to say that each city consists of several problems which don't solve in an order series, but, of course, there is always a hope to solve these problems sooner or later.

In the end,
 → A lot of spelling mistakes - lots
 → Respect punctuation
 and capitalization
 → Pay attention to structure.

A P P E N D I X I I I . 3

Final Drafts (Typed by the Students)

Student One

Delinquency is a bad phenomenon which we usually find at the level of young people in any country. It is a bad behaviour of young persons by young person, specially in the age between 13 and 19 years old.

In fact, all the countries of the world have this problem, but it differs from one country to another. There are many causes of delinquency, such as: bad education in childhood by parents, injustice in society, jobless parents, drugs,...etc.

When delinquency grows spreads in a given country, it causes other problems like: killing, sins, stealing, destruction of society, divisions,...etc.

Last but not least, we should find solutions to delinquency by looking for its rational and real causes then we find a solution to them in reasonable way. Also, the responsible in society must take care of youth by fixing their problems.

Student Two

In fact our society nowadays, suffers from many social aspects such as drugs, moral disintegration, thieves and delinquency. The latter is considered as the most spread and most dangerous as it touches the class of youth. Delinquency is a result of many causes, its source is from society, and it influences not only the delinquents, but all the members of the society.

In order to know about delinquency, we should know about its causes. First of all, family is considered the first environment in which the child takes his education. If the family suffers from problems as divorce between parents, the child also suffers. This leads to the neglect of the child by his parents, thus he suffers from lack of affection. The society also affects child's education as well. The latter is the second environment after his family . Because the child deviates when he lives in bad conditions. For instance, poverty homelessness or suffers from marginalization, bureaucracy and racism. In addition to all this, delinquency is due to easy life; which provides creational facilities and lets the person look for any thing that is new even it is bad. Besides of this, school failure make the pupils have much free time and replace it by bad things.

Of course, all these causes have very bad consequences over the delinquent himself, the family

and especially the society perhaps the major effects harm the delinquent, as he could be a criminal. On society . Delinquency has very bad influence and in many ways. Because it causes crimes, thieves . Furthermore, delinquency in society leads to what we call terrorism.

In conclusion, we can say that, delinquency is a very dangerous problem which may threaten the society security . For that reason, we should find solution to it, by giving to the best education to children and help them have a normal life with their parents. Also improving the schools, in order to give a good education. We should also provide youth with sports facilities to attract them . Finally, as mass media is very important in our life, we should use it in reasonable and wise way.

Student Three

Delinquency is a phenomenon that can be treated if we try to understand the young people and respond to their needs appropriately.

Some people express their angry feeling by behaving foolishly or badly in different ways. For example, we have the stealing which is the fact of taking somebody's property without permission. This kind of delinquency is more spread among different classes of the society. In addition to that, drug addiction is found we mean by that the continuation of taking illegal substance (i.e, cocaine or heroine) for pleasure. Recently, it extends among the teenagers, males or females, to prove that they have become adults and also to escape from the problems of adolescents. Another illustration is hooliganism; it is a noisy violence which is usually made by young people especially those who like football. It is characterized by breaking chairs, saying bad words or sometimes by shoplifting .

On the other hand, delinquency is due to many causes. First of all , the major cause it is broken homes of the family which effect on the psychology of the child . This child grows up with a violent behaviour in order to attend the lack of affection which is not found in his family. Second, we find poverty. It is the main cause which pushes the poor people to steal in order to satisfy their needs. last but not least, it is employment , it affects or the

young people and they find drugs as a refuge to escape from the problems.

Indeed, delinquency is a big problem, it needs from us to unify our efforts to put an end to it.

The family plays an important role by educating the child and provide necessary conditions of life to him. On the other side the government also plays an important role by offering jobs to jobless and give a good system of education in schools and universities. These are by no means exhaustive but only representative.

Student Four.

It goes without saying that delinquency has been the biggest danger that is menacing our children all the more those are younging. Of course, there are many reasons, one is said to be rooted in the family and the others in society , each of them results in a set of consequences .

In fact, the family is the primary factor that leads to many results related to many causes. Divorce is the primary cause; when the child finds himself in between his parents, neither with his mother nor with his father that leads his to prefer the street. Lack of affect and communication among the members of the family is another cause that pushes him to choose the street . Poverty also contributes to this danger; because the necessary and the danger, the child finds himself as a beggar trying to get even a mouthful of food to survive . Last but not least factor is that of the lack of education in to the family; in spite of the fact that all the life condition are available , we may find children getting lost and lost.

The society is another factor that contributes with many reasons resulting in a bigger and worse results . Unemployment, for example is a big problem to rise the anger of youth and pushes them to do bad and ugly behaviours.

All the more when the family does not own a house or life in an unbearable situation, the child is chooses the street as a refuge to him.

Now, it is high time to ring the bell of this danger in order to find solution to get rid of the lost youth. To achieve this, awareness must be arisen throughout the societies, minimizing the danger of such catastrophe and calling parents to try to make well organized families based on education, communication and affection.

Student Five

Nowadays, delinquency is really widespread in a destructive way, and forming a great threat to our societies. In fact, this phenomenon is due to many reasons, and at the same time it has serious effects on the delinquent himself or the other people surroundings. This social problem can be discussed and should in many different ways.

It sounds like there is a reason for each problem or result, and delinquency is one of the different many results of poverty, lack of education, divorce ...etc.

Those social problems can really create a little monster which can be later on a dragon. Poverty for example, is one of the social problems that can make a person steal only for the sake of some money, or even steal for some reason. Alcoholic people too, usually become delinquents by breaking the law when they are not sober, or even might kill somebody crossing the street while they are driving drunk. Divorce, also, as a way of exemplification, is often considered to be one of the serious causes that break some psychological problems for children which develop later on leading to what is called delinquency.

As a result authorities, have been thinking about solutions which should be made in order to avoid or

reduce such problems leading to delinquency. They found that the best solution for this problem is to make people, especially, parents aware about the danger and the seriousness of many mistakes they commit towards their children and the youth in general.

Many of associations are also, trying their best to defeat ignorance, and other social problems, that might lead to delinquency, and so many others, by helping people to get more chances to get educated, raising some money for poor people to defeat such a problem like it is done in so many developed countries like France, by providing jobless people with a weekly amount of money.

At the end. I want to say that each society has its own problems which lead to others is an endless series, but at least there is always a hope to get over these problems sooner or later.

R é s u m é

Je pense que l'expression écrite est l'un des problèmes majeurs auxquels se sont toujours confrontés nos étudiants. C'est pourquoi j'ai décidé dans cette thèse de poursuivre le travail de recherche que j'avais entamé dans mon mémoire de magister .

Je prétends que ce modeste travail est une esquisse pour l'élaboration d'une stratégie basée sur les résultats de la recherche en matière de linguistique appliquée et Langue Anglaise en tant que langue étrangère.

La thèse est répartie en sept chapitres dont trois traitant de l'aspect théorique et notamment le processus de la rédaction (l'écriture) dans ces différentes phases. J'ai surtout mis l'accent sur le fait que les étudiants ne doivent jamais considérer -a priori- que leur production écrite comme étant une œuvre parfaite et définitive, mais ils doivent toujours revoir cette production pour la parfaire autant que possible que ce soit au niveau de la sémantique ou la syntaxe ou autres .Et qu'ils ne pourront aboutir à cela, qu'à travers l'application du "Process Approach" et les différentes stratégies cognitives et métacognitives et aussi, comme je l'ai déjà détaillé au troisième chapitre, qu'en utilisant la technique du "Feedback". Ce feedback est autant nécessaire pour l'enseignant que pour l'étudiant qui pourrait l'orienter jusqu'à l'aboutissement d'une production écrite relativement concise, précise et significative.

En ce qui concerne la partie pratique de la thèse, je l'ai traité en trois chapitres dans lesquels deux questionnaires ont été adressés: l'un aux

enseignants et l'autre aux étudiants de 2eme année Anglais au Département des Langues Etrangères de l'Université Ferhat Abbas -Setif- en plus d'un essai conçu pour les mêmes étudiants et traite de leur points forts /faibles concernant l'expression écrite.

Après l'analyse profonde des questionnaires et des essais produits par les étudiants, je me suis rendu compte que les résultats confirment largement mes hypothèses en l'occurrence: la problématique de l'expression écrite chez nos étudiants .Cette problématique qui peut être contournée en utilisant les stratégies décrites précédemment pour pouvoir réussir a écrire un article plus ou moins acceptable.

Au septième et dernier chapitre, et fort des résultats obtenus, j'ai essayé d'adresser quelques recommandations aux praticiens du terrain et aux collègues enseignants.

ملخص البحث

لا يختلف اثنان في أن التعبير الكتابي من المشاكل التي يعاني منها طلبتنا في مختلف الأطوار التعليمية وخاصة في الطور الجامعي ، و لهذا ارتأيت أن أقوم بهذا البحث الذي يعتبر تكملة لذلك الذي تناولته في رسالة الماجستير .

يعتبر هذا البحث محاولة لوضع استراتيجيات مستمدة مما توصل إليه الباحثون في ميدان الألسنية التطبيقية و اللغة الإنجليزية لغة أجنبية.

تتضمن الأطروحة سبعة فصول : منها ثلاثة نظرية ؛ حيث تناولت في الفصل الأول منها – بإسهاب – مهارة التعبير الكتابي وكذا العملية الكتابية في أطوارها المختلفة ، وركزت فيها على أنه لا ينبغي للطلبة أن يعتبروا ما يكتبونه في البداية عملا كاملا ونهائيا ، بل عليهم أن يراجعوا ما كتبوه في بداية المحاولة وفي نهايتها ، مع إدخال التصويبات المناسبة المتعلقة بقواعد الكتابة (النحو والصرف ، والمفردات ، وتنظيم الأفكار وتسلسلها ، ووضع النقاط والفواصل وغيرها) ، إلى أن حصلوا على مقال مقبول نسبيا ، ولا يتأتى ذلك إلا بتطبيق إستراتيجيات التعبير الكتابي المعرفية وفوق المعرفية ضمن العملية الكتابية ، مع اللجوء إلى ما يطلق عليه تقنيا بالتغذية الراجعة " فيدباك " ، التي يلعب فيها الأستاذ والطالب – على حد سواء – دورا إيجابيا في مساعدة الطالب الكاتب على التوصل إلى مقال مضبوط وصحيح ومفهوم ، كما وضحته في الفصل الثالث .

أمّا ما يخص الجانب التطبيقي من الأطروحة فقد تناولته في ثلاثة فصول ، ضمنها استبيانين أحدهما موجه للأساتذة ، والآخر موجه لطلبة السنة الثانية من دائرة اللغة الإنجليزية قسم اللغات الأجنبية بجامعة فرحات عباس – سطيف – ، بالإضافة إلى المقال الكتابي الموجه إلى الطلبة ذاتهم ، وهو الذي يهدف إلى الوقوف على نقاط قوة الطلبة و نقاط ضعفهم في التعبير الكتابي .

لقد تم تحليل الاستبائيين و المقال الكتابي تحليلا وافيا أدى إلى التوصل إلى نتائج تخدم الفرضيات التي انطلقت منها ، وتتلخص في أن التعبير الكتابي معضلة شائكة يعاني منها طلبتنا ، وأن الاستراتيجيات الأنفة الذكر تساعد طلبتنا نسبيا على أن يقدموا مقالا مقبولا شكلا ومضمونا ومفهوما عموما. وبناء على ما توصلت إليه من نتائج خلصت إلى التوصيات البيداغوجية في الفصل السابع – والأخير – ، وختمت البحث بخاتمة عامة بينت فيها النتائج التي توصلت إليها في هذه الأطروحة ، كما قدمت فيها نصائح إلى الأساتذة العاملين في الميدان .

A B S T R A C T

Writing is one of the most challenging and troublesome skills in our university. Due to the complexity of this skill, our students find it difficult to master all the aspects of writing and use them appropriately; therefore, they do not produce acceptable compositions. It is our belief that the problem is the result of lack of efficient strategies and a thorough understanding of how the writing process works.

The present study was prompted by the desire to provide both teachers and students with effective writing strategies and with opportunities that might promote a better understanding of the nature of the writing skill. These strategies lie in the adoption of the Process Approach and the implementation of the different types of feedback, with a special focus on teacher feedback. We hypothesize that writing is a difficult skill and our students fail to produce accurate compositions; that the use of the Process Approach improves students' writing, and that providing teacher feedback helps our students develop and improve their language proficiency and become more confident in their writing abilities .

The theoretical part of the thesis- chapter one, chapter two, and chapter three - deals with the writing skill in terms of the intrinsic value it occupies in English teaching/learning and its relationship with the other skills namely speaking and reading. It also deals with the cognitive and metacognitive strategies and the different approaches to writing, emphasizing the Process Approach, and the idea of recursiveness where the student moves forward and backward through the different stages of jotting